

1. Programmes:

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
B Des (Hons) Digital Culture	W280	DESDIG

Head of School	Click here to enter text.
Head of Department/Programme Leader	Inga Paterson
Programme Contact	Inga Paterson

Minimum Duration of Study	48 months
Maximum Duration of Study	Click here to enter text.
Mode of Study	Full-time
Award to be Conferred	Bachelor of Design (Honours)
Exit Awards	Stage 1: Certificate of Higher Education Stage 2: Diploma of Higher Education Stage 3: BDes Digital Culture Stage 4: BDes (Hons) Digital Culture
Source of Funding	Self-funded

2. Academic Session:

2011/2012

3. SCQF Level:

SCQF Level 10

3.1 Credits:

480

4. Awarding Institution:

University of Glasgow

5. Teaching Institutions

[Click here to enter text.](#)

6. Lead School/Board of Studies:

Cross GSA Board of Studies

7. Programme Accredited By:

None

8. Entry Qualifications

8.1 Highers	4 Highers at ABBB (one sitting) or AABB (two sittings).
8.2 A Levels	3 A Levels at ABB (one sitting) or AAA (two sittings) AND GCSE English at Grade A.
8.3 Other	<p>International Baccalaureate (IB) Fine Art and Design, and Product Design 30 points overall in the Diploma, including 5 in 3 subjects at Higher Level, normally including English and Visual Arts or Design Technology. Students not presenting English at grade 5 or above at Higher Level will be required to submit an IELTS or TOEFL.</p> <p>Advanced Entry/Accelerated Route Year 2 Entry Normally as Year 1 Entry PLUS period of study equivalent to year 1 or 2 of the degree programme e.g. Appropriate Foundation Course or HNC/D qualification, normally with Merit standard.</p>
8.4 IELTS Score Required on Entry	6.0

9. Programme Scope:

The programme has features unique to the Glasgow School of Art.

Teaching and learning is based on the long-established GSA educational characteristics of studio practice, project-based learning and informed critical debate. Project outcomes are expressed through a variety of media including prototypes, simulations, interactives, animation, video and imagery.

An inter-disciplinary relationship between the Digital Culture programme and the Schools of Architecture, Fine Art, Design and the Digital Design Studio is encouraged by situating it as a cross GSA programme. Consequently, you will become familiar with the context, discussion and practice associated with digital culture in architecture, art and design.

Subjects within the programme are built around a strong thematic framework of *Computation*, *Connectivity* and *Content*. These subjects are taught as discrete courses with their own particular focus, and are also integrated in *Studio* to reflect their relationships in digital culture.

Computation

Computation refers to the processing of digital data. This is where you will learn the technological building blocks necessary for realizing your art and design concepts. Teaching will incorporate the history, development and application of computing in creative contexts.

Connectivity

Connectivity defines the linking of computers through networked technology. In this theme you will be

encouraged to reflect on society's relationship with technology, particularly the Internet, which supports communication between users and the sharing of resources. With the rise of the Internet, the capacity to create, share and exchange information and resources has increased exponentially and revealed new opportunities for creative collaboration.

Content

In media production and audio-visual publishing, content is defined as information and experiences that provide value for end-users and audiences in specific contexts. The term *content* integrates the subject matter (story, message, information etc) with the work's *form* or physical characteristics (animation, film, interactive etc) and the work's *context* or environment (time, place, audience etc).

During the four years of study you will participate in critical discussions and inquiry led learning to explore significant historical and contemporary theories associated with digital culture in architecture, art and design and consider their impact on interconnected global society. Regular contact with industry figures and experts in the field is a key feature of the programme. This ensures that the curriculum remains relevant and contemporary, and provides opportunities to establish work-related connections with a focus on providing solutions for real-time and real-world problems, regionally, nationally and internationally.

10. Programme Aims:

The aims of the programme are:

The specific programme aim is to educate creative digital developers. The programme will:

- Develop in students a specialist mindset together with a contextual understanding of the digital world and a proficiency in digital tool usage to create digital artefacts, compelling content, new user experiences and other relevant outcomes
- Facilitate the creative and technical skills to develop and produce creative digital content for distribution across a range of potential platforms, and the ability to understand and exploit technological advances from artistic and design perspectives
- Facilitate the acquisition of practical and theoretical skills, knowledge and understanding necessary to the practice as digital artists and/or to work in the dynamic and fast moving 21st C CDIT industries including the ability to respond innovatively to societal phenomena, technological development, changes in markets and consumer driven demands
- Collaborate with practicing digital artists and the CDIT industries to expand support for the programme and create a range of work and practice related opportunities to ensure students graduate with industry and digital arts relevant skills
- Cultivate in students hybrid skills that combine creative, technical, interpersonal abilities with cultural awareness, and a thorough understanding of the creative processes associated with digital culture
- Cultivate in students an interdisciplinary approach to creative problem solving
- Encourage students' creative and intellectual independence, as well as foster their ability to work in teams
- Encourage sophisticated originality and innovation in the creation of visual, haptic, temporal and interactive digital forms through the application of advanced problem solving skills and critical awareness underpinned by accomplished technical abilities
- Engender an attitude of life-long learning in graduates by asking them to respond to the changing events of the global digital culture by engaging in continued professional development with a pro-active attitude towards research, skills revision and regular maintenance of topical awareness

10.1 Stage 1 Aims:

Introduce:

- Historical development of computing and routine electronic technologies
- Historical development of networks and evolving trends and concepts relating to communication and information in networked culture
- Creative content production issues for distribution across different platforms
- Programming languages used in the creation of digital artefacts
- Key historical and contemporary influences relating to digital methods in architecture, art and design practice
- Routine principles of interaction design
- Audience engagement and user experience concepts
- Routine navigation and way-finding behaviours and systems used in virtual and physical environments
- Routine research skills and flexible working practice
- Communication and time management skills
- Studio practice, creative practice and drawing skills
- Routine technical skills in 3D digital modelling software
- Interdisciplinary and collaborative teamwork.

10.2 Stage 2 Aims:

Introduce:

- Core issues and topical challenges relating to digital culture and the creative IT industries
- The relevant areas and defining features of computing and electronic technologies
- The conventions underpinning the scripting languages used in standard graphics software package
- Routine features of networks, and trends and concepts relating to contemporary networked culture
- The influential factors in content development and aesthetic components of screen based imagery
- Narrative structure and character development
- Creative practice and software skills for digital animation
- Film language and routine skills in moving image creation

Extend:

- Routine principles of interaction and navigation design
- Problem-solving and project management skills
- Interdisciplinary collaborative teamwork abilities
- Audience engagement in globalisation of networked visual culture

10.3 Stage 3 Aims:

Introduce:

- The history and impact of digital methods in architecture, digital art and design practice
- The main areas and defining features of responsive computing and electronic technologies including input/interface devices
- The conventions underpinning the programming languages used in relevant open source and standard software
- Defining features of GCI, real-time, dynamic and procedural generated imagery
- Different forms of representational media from hyper-virtual representations to hyper-real simulations
- Dynamic relationships between humans, technology and physical and virtual spaces
- Routine skills, techniques and practices audio design
- Production and consumption issues
- Accessibility, ownership and ethical issues
- Testing and evaluation processes

Extend:

- Understanding of contemporary networked culture and knowledge of emerging networks and trends in interactive digital development
- Skills, techniques and practices in 3D digital modelling
- Skills, techniques and practices in digital art development
- Skills, techniques and practices in digital interaction design
- Skills and practices of interaction and navigation design
- Professional practice and interdisciplinary team working skills team including negotiation and project management skills
- Creative practice in the creation of digital content that incorporates audio, motion, 3^D and interaction

10.4 Stage 4 Aims:

- Execute a defined project of research, development or investigation and identify and implement relevant outcomes
- Apply research skills and consolidate knowledge and understanding in one or more specialisms at the forefront of creative development in digital culture
- Demonstrate critical understanding of the key theories, concepts and principles of computation within the context of architecture, art or design practice
- Demonstrate an entrepreneurial outlook by developing self-direction and motivation
- Execute a defined large-scale digital project using a range of the principal skills, practices and/or materials associated creative digital development
- Demonstrate a professional approach to the creation of a large-scale digital project
- Consolidate knowledge, skills, practices and thinking in creative digital development
- Exercise autonomy and initiative and practice in a range of professional level contexts

11. Intended Learning Outcomes of Programme:

After full participation in and successful completion of the programme, students should be able to:

[Click here to enter text.](#)

11.1 Intended Learning Outcomes of Stage 1

Knowledge and Understanding

- Define some of the main theories, concepts, principles, terminology and conventions of creative digital development
- Explain some facts, concepts, principles and theories relating to digital technology and computer applications
- Express an awareness of the evolving and changing nature of digital culture
- Discuss some of the critical, contextual, historical, conceptual and ethical characteristics of digital culture in relation to global society

Applied Knowledge and Understanding

- Apply a variety of traditional and digital processes to content production, content manipulation, distribution, access and use
- Employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualization and making
- Practice creative individuality, intuitive thinking skills and the ability to understand abstract concepts by generating creative solutions in response to complex problems in set briefs
- Demonstrate practical skills in using digital and electronic technologies acquired through work carried out in studio, laboratories and workshops

Professional Practice: Communication, Presentation, Working with Others

- Present and evaluate arguments, information and ideas which are routine to digital culture
- Use a range of approaches to address defined and/or routine problems and issues within familiar contexts
- Defend own work in a reflexive manner, with reference to some academic and/or professional issues, debates and conventions
- Deliver work to a given length, format, brief and deadline, using properly referencing sources and ideas

- Use a range of forms of communication effectively in both familiar and new contexts
- Present ideas and work to audiences in a range of situations
- Use standard applications to process and obtain a variety of information and data
- Use the views of others in the development or enhancement of their work

- Study independently, set goals, manage their own workloads and meet deadlines
- Recognise the need for continuing professional development and lifelong learning
- Work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively
- Work flexibly and embrace mobility in their creative practice

11.2 Intended Learning Outcomes of Stage 2

Knowledge and Understanding

- Express a broad knowledge of the scope, defining features, and main areas of digital culture
- Demonstrate an understanding of a limited range of core theories, principles and concepts relevant to computation, connectivity and content within digital culture
- Express a limited knowledge and understanding of some major current issues and specialisms relevant to architecture, fine art and design within the context of digital culture
- Examine new trends and emerging media forms and their relationship to culture, society, media, and communicative industries

Applied Knowledge and Understanding

- Use a range of routine skills, techniques, practices and materials associated with the formation of digital media and artefacts, a few of which are advanced or complex
- Apply routine lines of research, development or investigation into professional level problems and issues relevant to computation, connectivity and content within digital culture
- Produce work that is contextualised within digital culture and informed by some of the relevant theoretical issues and debates associated with architecture, fine art and design

Professional Practice: Communication, Presentation, Working with Others

- Use a range of approaches to formulate evidence-based solutions/responses to defined and/or routine problems/issues
- Gather, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms
- Demonstrate the ability to be open and receptive to new things and ideas
- Practice problem solving abilities by applying knowledge and experience so as to make appropriate decisions in complex and incompletely charted contexts

- Operate computing and digital equipment effectively, taking into account its logical and physical properties
- Convey complex information to a range of audiences and for a range of purposes
- Locate, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of printed and electronic sources

- Work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity
- Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks
- Anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity

11.3 Intended Learning Outcomes of Stage 3

Knowledge and Understanding

- Appraise forms of communication and media as they have emerged historically and the processes through which they have come into being, with reference to social, cultural and technological change
- Demonstrate a critical understanding of a selection of the theories, principles, concepts and terminology relevant to computation, connectivity and content within digital culture
- Demonstrate knowledge that is detailed in some areas and/or knowledge of one or more specialisms that are informed by forefront developments in digital technology associated with architecture, fine art and design

Applied Knowledge and Understanding

- Create digital media and artefacts using skills and imagination that cover and integrate some principal theories, features, boundaries, techniques, terminology and conventions of different creative forms
- Practice reasoning strategies associated with computational thinking such as algorithmic thinking, abstraction, and recognition of relationships between specification, program and data
- Produce work which demonstrates an understanding of digital media, artefacts, forms, structures, audiences and specific communication channels

Professional Practice: Communication, Presentation, Working with Others

- Undertake critical analysis and synthesis of ideas, concepts, information and issues relevant to computation, connectivity and content within digital culture
- Identify and analyse some routine professional problems and issues relevant to digital developments associated with architecture, fine art and design
- Demonstrate an interdisciplinary approach to problem solving by viewing the course theme, issue, problem, or question from the perspective of the different disciplines of architecture, fine art and design (i.e. use disciplinary-based [and conflicting] perspectives to better understand a problem)

- Make formal and informal presentations on standard/mainstream topics relevant to digital culture to a range of audiences
- Use a range of software and hardware to support and enhance work at this level and identify refinements/improvements to software and hardware to increase effectiveness
- Identify the merits of unfamiliar arguments or cultural contexts and the merits or shortcomings of familiar ones

- Manage time and resources effectively by drawing on planning, organisational and project management skills
- Appreciate and evaluate divergent points of view and communicate their qualities
- Practice the ability to listen effectively, and thus to participate constructively in discussion and demonstrate the ability to work constructively and productively in groups

11.4 Intended Learning Outcomes of Stage 4

Knowledge and Understanding

- Appraise a range of principal theories, concepts and principles relevant to computation, connectivity and content within digital culture
- Demonstrate knowledge and understanding in one or more specialisms that are informed by forefront developments in digital technology associated with architecture, fine art and design
- Demonstrate familiarity with and appraise some substantive areas of current research in the field addressed by digital culture
- Appraise the critical, contextual, historical, conceptual and ethical dimensions of digital culture

Applied Knowledge and Understanding

- Offer professional level insights and interpretations of the creative practitioners' relationship with audiences, clients, markets, users, consumers, and/or participants
- Execute a defined project of research and investigation into an aspect of digital creative development and develop a concept through to a material outcome in the form of a digital media artefact or application
- Practice in a range of professional level contexts which include a degree of unpredictability and specialism

Professional Practice: Communication, Presentation, Working with Others

- Critically identify, define, conceptualise, and analyse complex/professional level problems and issues
- Critically review and consolidate knowledge, skills, practices and thinking in a subject/discipline
- Demonstrate some originality and creativity in dealing with professional level issues
- Make judgements where data/information is limited or comes from a range of limited sources

- Communicate with professional level peers, senior colleagues and specialists
- Make formal presentations about specialised topics to informed audiences
- Show insight into the range of attitudes and values arising from the complexity and diversity of contemporary communications, media, culture and society, and show capability to consider and respond to these

- Apply entrepreneurial skills in dealing with audiences, clients, consumers, markets, sources and/or users
- Develop an independent argument that is informed by but not dependent on authorities in the subject area
- Negotiate one's own brief, under supervision, and formulate arguments that effectively structure relevant information

12. Assessment Methods:

Digital Culture use a combination of formative and summative assessment methods, details of grades and bands are provided in programme documentation.

The assessment methods used are primarily project based. This includes digital and non-digital projects, as well as pre-production artwork such as storyboard or concept sketch production. Some assessment is also essay and dissertation based.

Formative assessments are essentially advisory. They are intended to:

- Be constructive and supportive reviews
- Indicate areas of strength and weakness
- Identify students at risk of failure
- Provide feedback and advice for future direction
- Involve self-assessment

Summative assessments are essentially final, and are used for establishing grades, which will be submitted to an examination board. They are intended to:

- Assess suitability for progression to the next academic level
- Indicate areas of strength and weakness
- If scheduled during a session, or if continuing-on to the next session, provide feedback and advice for future direction
- If necessary (for continuing students), provide advice for the re-submission of project work
-

Depending on the structure of a level or a project, a formative assessment may also be referred to as an Interim Review; a *summative* assessment may be referred to as a 'Final Assessment.' All project reviews are *formative* and review comes in the form of feedback, both verbal and written (peer critique is also encouraged). The Digital Culture 'traffic light system' will indicate where you are "doing well" (green), "doing okay" (blue) and "not doing enough" (red) in respect of each particular learning outcome addressed within a project. The exact timing of formative and summative assessments within the particular level of study will depend on its structure and timetable. The final assessment at the end of the academic year (June) will *always* be summative.

In **summative** assessments, **A, B, C** or **D** are *passing* grades, anything *below* a **D**, such as E, F, G or H is a fail.

13. Learning and Teaching Approaches:

Pedagogical model

The learning and teaching delivery structure is designed to encourage students to develop a holistic approach to knowledge acquisition, intellectual and practical application of knowledge, and the development of creative problem solving skills. Graduates of the programme will:

- have studied a variety of different subjects
- have been educated to see the broad view or "bigger picture"
- be able to identify interconnections between specialist areas
- be able to deal effectively with complexity, ambiguity and contradictions
- be able to confront complex creative problems and think adaptively across different domains and disciplines.

The programme will combine both visual and technical creativity and will draw on an effective pedagogy that addresses the different reasoning strategies and learning and teaching methodologies traditionally associated with art and design courses and those associated with programming and technology courses.

FoCI (Forum for Critical Inquiry) and cross-school collaboration

To address the cross-school nature of the programme a dynamic and flexible pedagogic model will be incorporated into the programme. The proposed model is based on collegial exchange of specialist knowledge; the model is flexible and can be attuned to the domain specific requirements of the programme. The relationship between the Digital Culture programme and Foci will adopt this model to ensure a continuous thread of appropriate Foci input is woven through stages one, two and three, leading towards the Foci essay/dissertation course in stage four.

Learning

Learning will take place in a studio-based environment and will centre on project-based and research-led enquiry that requires students to generate creative solutions to complex problems in set briefs. Projects will be designed to encourage students to cross between: art/design and programming; software and hardware; physical and virtual environments. Students will work with a range of different media and associated technologies to create engaging and informative user experiences using electronic, visual, sonic, temporal and interactive digital forms. Different projects will require students to work independently, collaboratively and as self-initiated activity. Students will be expected to acquire a range of transferable and interpersonal skills that will enable them to operate effectively within teams in organisations. A process of scaffolded instruction will be adopted to optimize learning and accommodate different teaching and learning methods.

Studio

Studio based projects will vary and include industry focused briefs, whereas other briefs will be written to encourage experimentation and risk taking. The projects will advance imagination, creative reasoning, self-motivation, intellectual curiosity, speculative enquiry, analytical thinking, and convergent and divergent thinking skills. Students will be encouraged to demonstrate creative independence, resourcefulness, entrepreneurial skills, and the capacity to establish new and innovative enterprises across both individual and group work. Students will be encouraged to embrace creative practices associated with digital culture within the contexts of art, design and architecture. Students will be set complex creative problems designed to stimulate the development of a creative, enquiring, and analytical approach to problem solving for digital culture.

Teaching

Studio work will be supported by a series of lectures and seminars that will be used to present key historical and contemporary concepts, and theories. A range of external and GSA experts will deliver the lecture programme, which will include guest speakers from industry, academic research, digital arts, architectural and design practice. Technology will be used to enable teaching and lecturing input from global experts using remote modes of instruction such as video conferencing, Skype, UStream, Wirecast. Webcast lecture series published by TED, This Happened and Oxford Internet Institute, and others will be used where appropriate. Seminars will present the opportunity for group discussions about the lecture topic.

14. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:

- Art and design/ History of art, architecture and design (2008)2
- Communication, media, film and cultural studies (2008) and
- Computing (2007).

15. Additional Relevant Information:**Support for International Students and Pastoral Care**

The Glasgow School of Art provides a comprehensive student network and specified support staff for international students.

The School also offers an orientation programme for all new international students allowing them to meet other international students and staff at the beginning of their studies.

Students may contact any member of staff if they are experiencing problems of a personal nature or relating to general welfare, which may be affecting their academic progress. Staff will then advise students as to the most appropriate sources of support where required.

16. Programme Structure and Features:

REFERENCE NUMBER	TITLE OF COURSE	CREDIT		ASSESSMENT WEIGHTINGS %	
		CRD	LEVEL	EX	CW
STAGE 1	TERMS 1, 2 and 3	CRD	LEVEL 7	EX	CW
TOTAL CREDITS	120				
	Computation-S1	20		16.7%	
	Connectivity-S1	10		8.35%	
	Cross School Project	10		8.35%	
	Content-S1	20		16.7%	
	Studio-S1	60		50%	
Exit: Certificate HE					
STAGE 2	TERMS 1, 2 and 3	CRD	LEVEL 8	EX	CW
TOTAL CREDIT	120				
	Computation-S2	20		16.7%	
	Connectivity-S2	20		16.7%	
	Content-S2	20		16.7%	
	Studio-S2	60		50%	

					Exit: Diploma HE	
STAGE 3	TERMS 1, 2 and 3	CRD	LEVEL 9	EX	CW	
TOTAL CREDITS	120					
	Computation-S3	20			16.7%	
	Connectivity-S3	20			16.7%	
	Content-S3	20			16.7%	
	Elective: Architecture-S3*	20*			16.7%*	
	Elective: Art-S3*	20*			16.7%*	
	Elective: Design-S3*	20*			16.7%*	
	Studio-S3	40			33.4%	
					Exit: Ordinary Degree	
STAGE 4 (Essay)	TERMS 1, 2 and 3	CRD	LEVEL 10	EX	CW	
TOTAL CREDITS	120					
	Research-S4	20			16.7%	
	Elective: Architecture-S4*	20*			16.7%*	
	Elective: Art-S4*	20*			16.7%*	
	Elective: Design-S4*	20*			16.7%*	
	Studio (Project)-S4	60			50%	
	Essay	20			16.7%	
STAGE 4 (Dissertation)	TERMS 1, 2 and 3	CRD	LEVEL 10	EX	CW	
TOTAL CREDITS	120					
	Research-S4	20			16.7%	
	Studio (Project)-S4	60			50%	

Dissertation	40	33.4%
		Exit: Honours Degree

17. Can exemptions be granted?

Yes No

If yes, please explain: [Click here to enter text.](#)

18. Does the programme comply with GSA APEL policy?

Yes No

If yes, please explain: GSA recognizes that applicants come from a wide variety of social, cultural and educational backgrounds and are willing to consider applications for admission from those who do not have the published conventional qualifications for admission and/or who wish to gain recognition for formal or informal study undertaken elsewhere.

19. Are there any arrangements for granting advanced entry?

Yes No

If yes, please explain: It is possible to enter the programme at stage 2, where candidates have appropriate qualifications

20. Are there any arrangements for allowing students to transfer into the programme?

Yes No

If yes, please explain stating requirements and levels to where this can apply:
Via GSA internal transfer process (dependent on evidence of aptitude and potential and space availability)

21. Are there any arrangements for allowing students to transfer into other programmes?

Yes No

If yes, please clarify: Via GSA internal transfer process (dependent on evidence of aptitude and potential and space availability)

22. What are the requirements for progressing from each stage?

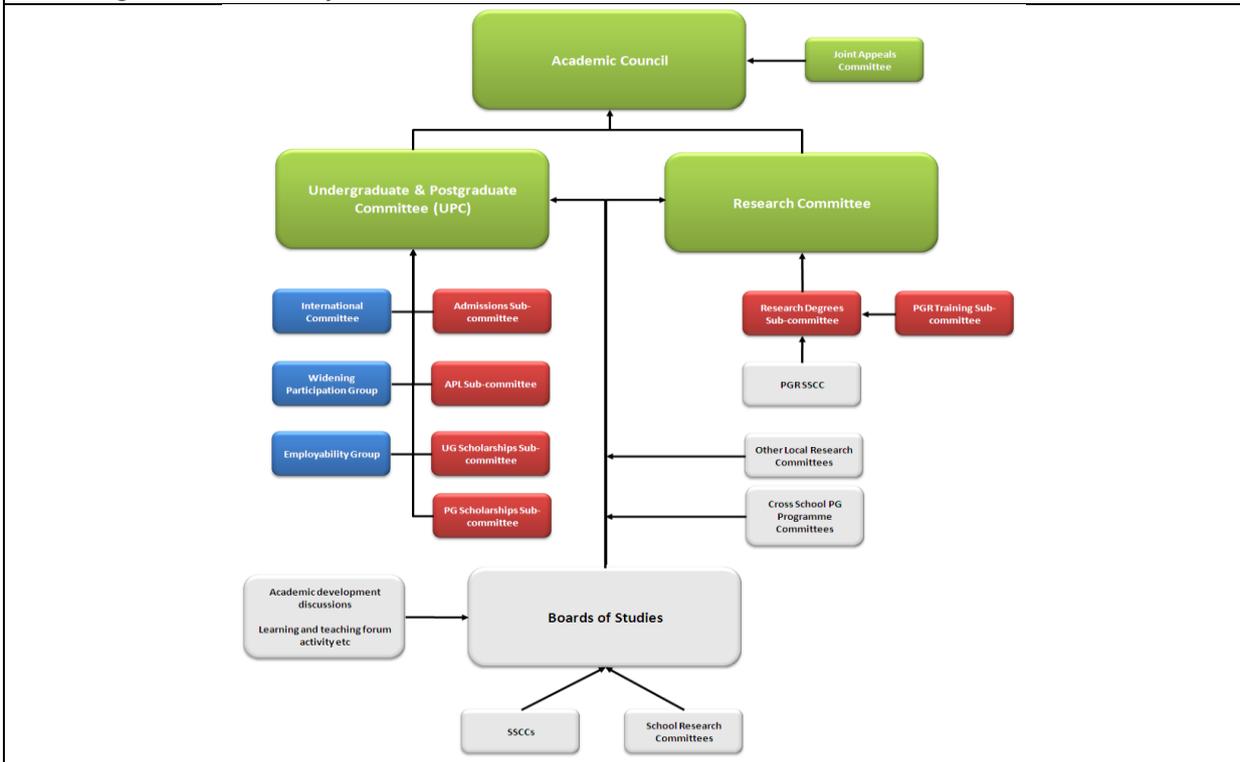
Successful completion of stage

23. Please confirm that the programme follows GSA Board of Examiner policy and procedures, including External Examiner participation:

Yes No

If no, please explain: [Click here to enter text.](#)

24. Please explain programme management and committee arrangements up to, but not including, Boards of Study:



25. Please explain the systems and arrangements regarding:

a) Quality assurance of the management, operation and monitoring of the programme

Responsibility for the conduct of the programme will rest with the Programme Leader. A staff/ student consultative committee will meet to consider operational matters, while the examination board will be responsible for the award of the degree and for issues relating to progression. All committees connected to the programme will operate according to standard procedures determined by the Academic Council of the Glasgow School of Art. The staff/ student consultative committee will report to the Cross-School Board of Studies, which in turn reports to the Undergraduate Committee.

The teaching team will be led by the Programme Leader. The Programme Leader will have executive responsibility for the direction, coordination and administration of the programme. He/ She will be primarily responsible for the initiation of the programme developments and will have particular responsibility for the

monitoring of student progress and for the continuous monitoring of the quality of the programme in line with The Glasgow School of Art procedures.

In order to ensure that quality standards are monitored and the quality of provision continually enhanced, the BDes (Hons) Digital Culture Programme will undertake the following:

- regular Programme Team meetings
- student/ staff consultative committee
- Annual Programme Monitoring
- Periodic Review

Institutional review in accordance with the Quality Assurance Agency (QAA) and the Scottish Credit and Qualifications Framework (SCQF)

b) Student feedback and representation

Obtaining, analysing and acting upon feedback effectively are one of the school's quality assurance and enhancement framework methods. The School has a long and established tradition of ensuring that the student voice is heard in every area of the core activities.

Through the year, there will be opportunity to give feedback on the programme in a variety of ways through:

- Student/Staff Consultative Committees (SSCC)
- Student Focus Groups
- End of Year Review Questionnaires
- Quality Enhancement Questionnaires
- Open Space Meetings
- An annual Student Satisfaction "Clipboard" study
- Student Representative Meetings with senior staff
- Support Service Questionnaires, Focus Groups and Satisfaction Surveys

Programme Leaders have to report on the methods of student feedback and their responses to it in the Annual Programme Monitoring Reports, and the first meeting of the SSCC will be used exclusively to feedback to students on the issues raised last year and the action that has been taken as a result. This may include information on why action has not been possible. It is important for you to also take responsibility for raising issues and getting feedback.

Staff-Student Liaison

The Staff-Student Consultative Committee (SSCC) is made up of nominated student representatives from each year of the Digital Culture programme, tutors in charge of each year group, representatives from technical and administrative support.

This is a forum for open discussion about all aspects of the Digital Culture programme, and it welcomes feedback about the course, ideas for improvement, discussion about student concerns, etc. The SSCC should be used primarily to raise and resolve issues that are of interest to all students. Matters that are specific to a particular year of the programme should be addressed with your year tutor in the first instance.

If you have a matter, which you wish to raise at the SSCC, you should refer it to your class representative, who will take it forward to the next meeting.

c) Programme based student support

Students will be supported in their studies by a number of different departments and support mechanisms.

For academic studies tutors are the main source of academic support. Should there be any matters that cannot

be dealt with by them students may consult your Programme Leader. Additional support for studies is through the Library and Computer Centre where students will find books, journals, DVDs, videos, slides, theses and dissertations. Further information can be found at <http://www.gsa.ac.uk/library>

Students receive a short induction programme in the computer centre where they will be given a GSA email account. This will be used for all electronic communication with students while they are on the programme. Students can access this via <http://webmail.gsa.ac.uk>

The Virtual Learning Environment (Blackboard) also supports students in their studies. For additional support students will find that the Student Support team offers a range of advisory services. There are Learning Support Tutors to assist with any learning difficulties students may have. There is English Language support for students with English as a second language and Careers advice for students, particularly towards the conclusion of their studies. A Counseling Service provides confidential professional advice to all students and links closely with the Welfare Advice and Information to assist students in personal or financial matters. Email addresses for all Student Support Services can be found in the Student Regulation document.

The Student Association acts as both a formal and informal focus for student activity and mutual support. They can be contacted at <http://www.gsasa.org>