THE GLASGOW SCHOOL OF ART	Programme Specification

1. Programmes:

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
BA (Hons) Design	N/A	N/A

Head of School	Irene McAra McWilliam
Head of Department/Programme Leader	Irene McAra McWilliam
Programme Contact	Irene McAra McWilliam

Minimum Duration of Study	48 months
Maximum Duration of Study	84 months
Mode of Study	Full-time
Award to be Conferred	BA (Hons) Design
Exit Awards	Stage 1 Certificate of Higher Education, Design Stage 2 Diploma of Higher Education, Design Stage 3 BA Design Stage 4 BA (Hons) Design
Source of Funding	SFC

2. Academic Session:
2011/2012

3. SCQF Level
SCQF 10

3.1 Credits
480

4. Awarding Institution:
University of Glasgow

5. Teaching Institutions:
GSA

6. Lead School/Board of Studies:
School of Design

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7. Programme Accredited By
None

8. Entry Qualifications	
8.1 Highers	**Not applicable: programme no longer recruiting new entrants**
8.2 A Levels	**Not applicable: programme no longer recruiting new entrants**
8.3 Other	**Not applicable: programme no longer recruiting new entrants**
8.4 IELTS Score Required on Entry	**Not applicable: programme no longer recruiting new entrants**

9. Programme Scope:

This is a four-year programme which currently consists of four, Subject Specialisms in Ceramic Design, Interior Design, Textiles, Silversmithing & Jewellery and Visual Communication. Whilst many programme elements are shared in Stage One the emphasis is placed on the development of specialist practitioners who can contribute expertise within the broader areas of contemporary design practice.
Please note: *Due to the full disaggegration of BA (Hons) in AS 2010-11 the number of students continuing on BA (Hons) Design in As 2011-12 will be limited to Stage Four students in Visual Communication and Stage Three and Four students in Textiles.*

10. Programme Aims:

The aims of the programme are:

The BA (Hons) Design programme aims to:
• enable students to develop intellectual, theoretical, and practical skills in the practice of design in either Ceramic Design, Interior Design, Silversmithing & Jewellery, Textiles or Visual Communication
• provide a supportive and stimulating studio learning environment which encourages creative enquiry, teamwork, discussion and debate
• develop students' awareness of social, cultural and ethical considerations, expectations and accountability within the context of international design practice
• develop a range of high level practical skills linked to individual subject specialism
• produce graduates who are articulate in the presentation of ideas and design projects, whether it be visually, verbally or orally
• introduce students to current technologies associated with their subject specialism
• underpin studio practice with courses in Forum for Critical Inquiry leading to extended pieces of critical and reflective writing in the later stages of the programme

10.1 Stage 1 Aims:

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Studio Course

Through individual study and group interaction Level 1 aims to introduce:

1. fundamental design skills through studio projects;
2. critical and practical processes associated with design;
3. basic information gathering methods and interpretation skills, including information and communication technology (ICT);
4. skills in communication, visual, verbal and written;
5. the importance of, an encourage, self motivation and effective time management;
6. the concept of professional practice within design.

Forum for Critical Inquiry Course

Through individual study and group interaction Level 1 aims to:

1. introduce students to Forum for Critical Inquiry as contexts for the study of design and fine art;
2. introduce students to basic information gathering methods relevant to Forum for Critical Inquiry.

10.2 Stage 2 Aims:

Studio Courses

Through individual study and group interaction Level 2 aims to:

a) enhance fundamental design skills through a project-based programme, centred around studio-practice;
b) introduce and develop practical and critical processes within the context of specialist study;
c) develop information gathering methods and interpretation skills, including the use of ICT;
d) develop communication skills - visual, verbal and written;
e) encourage increasing levels of self-motivation and effective time management;
f) develop the concept of professional practice and an awareness of a range of design activity.

Forum for Critical Inquiry

Through individual study and group interaction Level 2 aims to:

1. introduce students to Forum for Critical Inquiry in the context of specialism and in relation to a broad cultural context, focusing on the introduction of key theoretical debates surrounding the place of fine art in contemporary culture;
2. develop students use of information gathering methods and interpretation skills;
3. encourage students to define and develop their individual perspectives through participation in two discipline-specific courses and one course of their own choice.

10.3 Stage 3 Aims:

Studio Courses

Through individual study and group interaction Level 3 aims to:

a) advance fundamental design skills through a project-based programme, centred around studio-practice,
b) support the development of advanced practical and critical processes in the context of specialist study,
c) enhance information gathering methods and interpretation skills, including the use of ICT,
d) enhance communication skills - visual, verbal and written,
e) encourage students to exercise initiative in self-directed projects and manage time effectively,
f) ensure students understanding of the key principles of professional practice within the specialist discipline and its related professional culture.

Forum for Critical Inquiry Course

Through individual study and group interaction Level 3 aims to:

1. advance students critical and analytical skills in historical and critical research and writing;

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2. further develop student information gathering methods and interpretation skills;
3. further students knowledge of specialist subjects and perspectives in Forum for Critical Inquiry.

10.4 Stage 4 Aims:	

Studio Course
Through individual study and group interaction, and in consultation with staff, Level 4 aims to:
1. consolidate high level and complex design skills through a project-based programme, centred around studio-practice;
2. consolidate practical and critical processes in the context of specialist study;
3. consolidate information gathering methods and interpretation skills, including use of appropriate ICT;
4. ensure that students have effective communication skills – visual verbal & written;
5. encourage autonomy and effective time management in individually negotiated programmes of study;
6. consolidate students' understanding of the potential of their own work within a range of professional practices.

Forum for Critical Inquiry Course
Through individual study, and in consultation with staff, Level 4 aims to:
1. support students in the research and completion of an independently-generated extended essay or dissertation;
2. support the student's development of a detailed knowledge and understanding of an individually negotiated research topic;
3. ensure students' ability to collate, process, and synthesize complex information and data using appropriate research methods, including the use of Information and Communication Technology;
4. ensure that students have effective communication skills – written, verbal and visual with particular emphasis on academic writing;
5. encourage autonomy and effective time management.

10.5 Stage 5 Aims:	

N/A

11. Intended Learning Outcomes of Programme:	
After full participation in and successful completion of the programme, students should be able to:	

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11.1 Intended Learning Outcomes of Stage 1

Knowledge and Understanding

Studio Course
a) a basic knowledge of fundamental design skills;
b) an awareness of professional practice within design.

Forum for Critical Inquiry Course
a) a basic knowledge and understanding of some of the key historical periods and critical developments that inform contemporary art and design practice and theory;
b) an awareness of the historical specificity of art criticism and therefore its development, including changes in approaches to discussing and interpreting art and design objects;
c) knowledge of some of the different types of information gathering methods and interpretation skills that inform the critical writing process.

Applied Knowledge and Understanding

Studio Course
c) a basic knowledge of the critical and practical processes associated with design;
d) an aptitude and commitment to a specialist subject.

Forum for Critical Inquiry Course
d) productive working with available resources within the parameters set by course assignments;
e) basic application methods of analysing art and design objects through critical writing and discussion;
f) an ability to interrogate written texts and ability to summarise complex discussions and extract salient points.
g) generate ideas and arguments in response to essays, presentations and assignments;
h) engage with critical judgement made by others.

Professional Practice: Communication, Presentation, Working with Others

Studio Course
e) an ability to relate information using visual, verbal or written methods;
f) a basic knowledge of some of the different types of information gathering methods and interpretation skills, including ICT;
g) evidence of appropriate time management;
h) constructive working in the studio environment and contribution to the group.

Forum for Critical Inquiry Course
i) share and convey information using visual, verbal or textual presentation methods, as appropriate to the project;
j) apply basic practical skills in the collation, exploration, and interpretation of a range of materials and information using methods relevant to research for studio projects and critical writing, including the use of ICT.
k) exercise some initiative within the context of directed and independent learning and acknowledge the importance of effective time management;
l) work effectively under tutor guidance in peer groups or as individuals;

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m) take account of own and others' roles and responsibilities in the earning environment;
n) acknowledge the significance of ethical issues and theories in fine art practice and design.

11.2 Intended Learning Outcomes of Stage 2

Knowledge and Understanding

Studio Course
a) a breadth of knowledge and understanding of the design methods and critical and practical processes of the specialist discipline;
b) a basic knowledge and understanding of appropriate research methods used in the gathering and analysis of source materials for practical application;
c) an increased awareness of professional practice in relation to the specialist discipline;
d) an awareness of ethical issues related to the subject specialism.

Forum for Critical Inquiry Course
a) a basic understanding of the key theoretical and critical debates and concepts associated with their design discipline and its place in contemporary culture;
b) knowledge of some of the key critical frameworks used to discuss and interpret design objects and concepts, particularly contemporary, critical perspectives;
c) knowledge and understanding of appropriate research methods used in the acquisition and analysis of source materials for critical writing.

Applied Knowledge and Understanding

Studio Course
e) analyse, interpret and resolve design issues creatively in response to project briefs;
f) explore materials and processes and make appropriate selections in response to the project brief;
g) demonstrate a range of practical skills associated with the specialist discipline.

Forum for Critical Inquiry Course
d) work productively with available resources within the parameters of a course assignment;
e) apply advanced methods of analysing design objects and related concepts through critical writing and discussion;
f) interrogate and utilize written and visual texts to advance an argument or discussion through critical writing or presentation;
g) argue or discuss work or theories from a critical perspective through critical writing.

Professional Practice: Communication, Presentation, Working with Others

Studio Course
h) communicate information and ideas to tutors and peers using visual, verbal or written presentation methods;
i) gather and process a variety of information and data using appropriate methods, including ICT;
j) demonstrate initiative in directed and independent learning and manage time effectively;
k) apply critical judgement and engage with feedback from others;

Forum for Critical Inquiry Course
h) generate and evaluate ideas and arguments in response to essays, presentations and assignments;
i) apply critical judgement and be able to engage with the critical judgement of others;
j) evaluate the strengths and weaknesses of their assessed course work.

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Communication, ICT, Numeracy and Literacy
To successfully complete this stage students are required to demonstrate an ability to:
k) share and convey information and ideas effectively using visual, verbal or textual presentation methods, as appropriate;
l) demonstrate appropriate research methods in the acquisition, analysis and synthesis of a variety of information and data using appropriate methods for studio projects and critical writing, including the use of ICT.

Autonomy, Accountability and Working with Others
To successfully complete this stage students are required to demonstrate an ability to:
m) manage time effectively and self-motivate;
n) work independently under guidance and demonstrate initiative in the context of I independent learning;
o) interact effectively with tutors and peers as individuals or in defined groups;
p) show individual responsibility and consideration for others in the learning environments;
q) understand the ethical implications of a range of theoretical perspectives.

Subject Specialist Skills

Interior Design
To successfully complete this stage students are required to demonstrate:
a) ability to collate and effectively apply appropriate research material;
b) ability to generate appropriate visual languages in a range of contexts;
c) ability to satisfy practical obligations in a range of contexts;
d) creative control of the interaction of aesthetic and practical;
e) understanding of the role and the effective use of drawing and model making in the design process;
f) understanding and effective use of the conventions of 2 and 3 dimensional technical drawing
g) verbal presentation skills;
h) critical and self critical abilities;
i) ability to use basic specialist computer programmes;
j) understanding the principles of professional practice in interior design.

Silversmithing & Jewellery
To successfully complete this stage students are required to demonstrate:
a) specific basic craft abilities, hand skills and a knowledge and understanding of the safe use of tools, materials and processes;
b) the ability to gather, organise and apply information and evaluate materials in pursuit of practical projects;
c) application of the visual vocabularies required of the designer-silversmith or –jeweller, and a basic knowledge of historical and contemporary issues relating to silversmithing and jewellery practice;
d) personal visual and verbal communication skills in pursuit of project outcomes.

Textiles
To successfully complete this stage students are required to demonstrate:
a) a competent level of drawing and colour research and exploration skills to support practical work;
b) a fundamental level of technical skills and methods in both structural and surface textile design;
c) an understanding of different contexts for structural and surface textile design;
d) presentation skills in both formal and informal situations.

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Visual Communication

To successfully complete this stage students are required to demonstrate:

a) evidence of an appropriate level of making skill in the generation of graphic / typographic illustrative photographic and moving image using materials and techniques described by the set projects;

b) the ability to gather information and critically evaluate information and materials in support of practical projects in an orderly and well-managed way;

c) an understanding of historical and contemporary issues relating to visual communications practice;

d) presentation skills in both formal and informal settings;

e) ability to work as part of a team;

f) skills in problem solving and evaluation.

11.3 Intended Learning Outcomes of Stage 3

Knowledge and Understanding

Studio Course

a) an increasing knowledge and understanding of the design methods and critical and practical processes of the specialist discipline;

b) an increased knowledge of appropriate research methods used in the gathering, analysis and synthesis of source materials for practical application;

c) a developed understanding of professional practice in relation to the specialist discipline;

d) an awareness of ethical issues related to their subject specialism.

Forum for Critical Inquiry Course

a) a broad knowledge and understanding of the breadth of an individually selected historical and/or theoretical subjects and its evolving boundaries;

b) a broad knowledge and understanding of a range of critical and theoretical perspectives and detailed knowledge of one or two contemporary critical perspectives;

c) an increased knowledge of appropriate research methods used in the acquisition, analysis and synthesis of source materials for critical writing.

Applied Knowledge and Understanding

Studio Course

e) generate creative ideas, concepts, proposals and solutions, in response to more complex project briefs;

f) an ability to combine appropriate practical processes and exploration of materials to respond to more complex specialist project briefs within a professional context;

g) demonstrate an increased ability in a range of practical skills associated with the specialist discipline.

Forum for Critical Inquiry Course

d) take a flexible approach to course assignments, using available and appropriate resources creatively;

e) synthesize critical analysis and evaluation of art objects, and related concepts and issues in discussion, debate and critical writing;

f) interrogate and utilize written and visual texts to advance individual perspectives through critical

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writing.

Professional Practice: Communication, Presentation, Working with Others

Studio Course
h) communicate increasingly complex ideas and information effectively, to a variety of audiences, using visual, verbal or written presentation methods;
i) gather, edit and process information from a range of sources, using appropriate methods, including ICT;
j) demonstrate increasing levels of self-motivation in directed and independent learning, take initiative in responding to project briefs and manage time effectively;
k) apply critical judgement and make reasoned responses to the critical judgments of others;
l) practise in ways which take account of own and others' roles and responsibilities and of Health & Safety regulations in their studio practice and adhere to safe working practices.

Forum for Critical Inquiry Course
g) generate, evaluate and refine ideas and arguments in response to more complex essays, presentations or assignments;
h) formulate some independent critical judgement and reasoned responses to the critical judgements of others.

Communication, ICT, Numeracy and Literacy
To successfully complete this stage students are required to demonstrate an ability to:
i) coherently share and convey more complex ideas and information to a variety of audiences using visual, verbal or textual presentation methods, as appropriate;
j) obtain, edit, process and interpret a variety of information and data from a range of sources using appropriate methods, including ICT.

Autonomy, Accountability and Working with Others
To successfully complete this stage students are required to demonstrate an ability to:
k) exercise initiative in responding to course assignments and effective time management;
l) initiate interaction with tutors and peers and relevant external bodies, in groups or as individuals;
m) work in ways which take account of own and others' roles and responsibilities.

Subject Specific Skills

Interior Design
To successfully complete this stage students are required to demonstrate:
a) understanding and creative application of constructional detailing;
b) understanding and creative incorporation of environmental servicing;
c) ability to use advanced specialist computer programmes.

Silversmithing & Jewellery
To successfully complete this stage students are required to demonstrate:
a) evidence of developed competence in a range of projects, both technical and conceptually based, which address a wide variety of the constraints that apply to the creative process;
b) developed craft skills and breadth of knowledge through the technical core programme;
c) increasing personal skill in the presentation of design concepts (through projects such as subject-specific national competitions offered by professional bodies) which reflects the increasing complexity of studio work;
d) advanced knowledge of the subject (through regular seminar presentations and the experience of

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a professionally-oriented field trip).

Textiles
To successfully complete this stage students are required to demonstrate:
d) an enhanced level of drawing and colour research and exploration skills which supports a focus on either structural or surface textile design;
e) a progressive level of technical skills and methods which supports a focus on either structural or surface textile design;
f) an increasing awareness of different contexts for structural and surface textile design;
g) an ability to communicate ideas and present these to others.

Visual Communication
To successfully complete this stage students are required to demonstrate:
a) significantly improved making skills in the production of one or several aspects of visual communications which relate to their chosen specialism within Visual Communication and in particular, personal selection of materials and techniques references and research in order that outcome is appropriate to the intentions of the brief;
b) advanced information gathering and presentation methods to reflect the increasing breadth and complexity of studio projects;
c) evidence of increasing conceptual and contextual appropriateness in all projects;
d) the ability to articulate complex ideas and present these to others

11.4 Intended Learning Outcomes of Stage 4

Knowledge and Understanding

Studio Course
a) a knowledge and understanding of the specialist discipline at a high level, and the capability to relate this knowledge to personal practice;
b) the ability to articulate and synthesise knowledge and understanding of an independently selected historical and / or theoretical subject in the form of an extended essay or dissertation;
c) a detailed knowledge of appropriate research methods used in the acquisition, analysis and synthesis of source materials for practical application;
d) a consolidated understanding of professional practice and the context for personal work.

Forum for Critical Inquiry Course
a) detailed knowledge and understanding of an independently selected historical and/or theoretical subject in the form of an extended essay or dissertation
b) knowledge, understanding and self-reflexive use of their chosen critical perspective and its position within a broader critical framework
c) a detailed knowledge of appropriate research methods used in the acquisition, analysis and synthesis of source materials.

Applied Knowledge and Understanding

Studio Course
e) an awareness of ethical and professional issues related to your subject specialism;
f) an ability to work with complex design issues at a professional level and demonstrate a high level of creativity in producing design solutions;

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g) an ability to source, evaluate, and make individual creative use of materials and processes at a professional level;
h) an ability to combine appropriate practical processes and exploration of materials to resolve an individually negotiated programme of study at a professional level.

Forum for Critical Inquiry Course
d) synthesize appropriate research methods and critical writing skills at an advanced level and in a self reflective way;
e) interrogate, utilize and evaluate written and visual texts to advance individual perspectives in an independently generated research topic.

Professional Practice: Communication, Presentation, Working with Others

Studio Course
i) communicate ideas through the use of verbal visual, and written materials at a professional level to informed audiences;
j) synthesise complex information from a range of sources using appropriate methods, including ICT;
k) take significant responsibility and initiative in the construction and resolution of an individually negotiated programme of study and manage time effectively;
l) formulate independent critical judgement and reasoned responses to the critical judgments of others;
m) practise in ways which show a clear awareness of own and others' roles and responsibilities;
n) take account of Health & Safety regulations and adhere to safe working practices.

Forum for Critical Inquiry Course
f) an ability to generate, evaluate and synthesize ideas and arguments in an individually negotiated studio practice, extended essay or dissertation;
g) an ability to formulate independent critical judgement and reasoned responses to the critical judgements of others;
h) a considered and appropriate evaluation of goals and targets in an increasingly personalised learning environment.

Communication, ICT, Numeracy and Literacy
To successfully complete this course students are required to demonstrate an
ability to:
i) synthesize a variety of complex information and data from a range of sources using appropriate methods, including ICT to complete the research project;
j) articulate ideas through the use of written and visual materials to informed viewers and readers.

Autonomy, Accountability and Working with Others
To successfully complete this course students are required to demonstrate an ability to:
k) work autonomously on individually negotiated studio project, extended essay or dissertation topic and manage time effectively;
l) take significant responsibility for interaction with tutors, peers and relevant external bodies necessary to support personal direction within individual selected research topic;
m) work in ways which show a clear awareness of own and others' responsibilities;
n) take significant responsibility in the personal development of their critical awareness in studio practice and writing;
o) understand and reflect the relevance of ethical issues to the individually negotiated research topics.

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Subject Specific Skills

Ceramic Design
To successfully complete this stage students are required to demonstrate:
a) that an individual, in-depth programme of supervised study has been successfully completed at an advanced level;
b) the ability to produce ceramic artefacts to a professional standard;
c) the use of a variety of advanced research and development methods appropriate to an extended, self-directed project and the level of the programme;
d) appropriate project management, involving good working practice and time management;
e) the ability to present and communicate complex or specialist ideas to a wide variety of audiences including colleagues and professional practitioners in ceramics;
f) the ability to source, select and evaluate information in the production of a piece of independently generated piece of historical or critical writing;
g) the production of work for public exhibition.

Interior Design
To successfully complete this stage students are required to demonstrate:
a) ability to develop project briefs;
b) ability to programme and complete comprehensively a range of projects;
c) ability to communicate proposals coherently.

Silversmithing & Jewellery
To successfully complete this stage students are required to:
a) pursue an integrated, supervised programme of study which is largely self-directed. Students are expected to be fully committed to undertaking an agreed project of considerable complexity and creativity;
b) demonstrate the use of appropriate information-gathering and design development methods appropriate their personal project and to this level of the programme;
c) show evidence of placing their chosen project(s) within an appropriate professional framework, with making skills and supporting materials of a high standard.

Textiles
To successfully complete this stage students are required to demonstrate:
a) an individual and in-depth programme of supervised study completed to an advanced level and suitable for public exhibition;
b) an advanced level of drawing and colour research and exploration skills pertinent to individual textile concerns;
c) a highly developed level of technical skills specific to individual textile concerns;
d) a contextual 'position' for individual textile concerns;
e) an ability to articulate and communicate specialist ideas to a wide variety of audiences.

Visual Communication
To successfully complete this stage students are required to demonstrate:
a) that an individual, in-depth programme of supervised study has been successfully completed at an advanced level;
b) the ability to produce visual communications to a professional standard;
c) the use of a variety of advanced research and development methods appropriate to an extended, self-directed project and the level of the programme;
d) appropriate project management involving good working practice and time management;
e) the ability to present and communicate complex or specialist ideas to wide variety of audiences

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including colleagues and professional practitioners in visual communications;
f) the ability to source, select and evaluate information in the production of a piece of independently;
g) the production of work for public exhibition.

11.5 Intended Learning Outcomes of Stage 5

Knowledge and Understanding

N/A

Applied Knowledge and Understanding

N/A

Professional Practice: Communication, Presentation, Working with Others

N/A

12. Assessment Methods:

Assessment throughout the programme is by portfolio and by written or verbal submissions or presentations.

Assessment may be either formative or summative:	Formative Assessment	Summative Assessment
When?	At a specified point during the Course or Stage	Studio - End of Course or Stage FoCI -At the end of each Course
Why?	Offers constructive and supportive review	Offers constructive and supportive review of work and is the formal process for progression or completion of a programme
Process?	Ongoing work is evaluated against the Level Learning Outcomes using the Assessment Criteria Allows self-reflection and evaluation	Final submission of work is assessed against the Level Learning Outcomes using the Assessment Criteria Allows self-reflection and evaluation
Outcome?	Indicates areas of strength and weakness Performance indicated including any risk of failure Gives advice for future direction	Indicates areas of strength and weakness Progression to next academic Stage or procedure for

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Gives Indicative Grades	resubmission
	Official grade issued by Registry

Re-submission Projects
Students who achieve a pass at re-submission in August will progress to the next stage of the programme. Students who fail at the first re-submission will get a further opportunity to resubmit in May of the following academic session.

Final Assessment

The Ordinary Degree: BA Design (Exit Award at Stage 3)
Students have the option to leave with a ordinary BA Design Degree after the successful completion of Stage 3. All the appropriate learning outcomes for both Courses in Stage 3 (Design Studio: 80% / Forum for Critical Inquiry: 20%) must be achieved for the BA Design degree to be awarded. Should students opt to exit the course at the end of Stage 3, the final assessment will be based on the same criteria, categories and weighting which has been used throughout the previous stages of the course (see Page 66 for criteria and Pages 67-68 for levels of performance).
N.B. Students exiting with a BA Design receive either a: PASS or FAIL. The process of the Final Assessment for the BA Design is:
1. Internal Assessment
2. Internal Moderation
3 External Moderation
4 Final Exam Board to agree the award of BA Design: PASS or FAIL

The Honours degree: BA (Hons) Design (Exit Award at Stage 4)
Students who have passed Stage 3 will normally continue to Stage 4 of the BA (Hons) Design programme.
Final Assessment for the award of the BA (Hons) will reflect the Level Learning Outcomes, Assessment Categories and Criteria for Stage 4, contained within the individual programme of study. The Degree Classification is determined through the assessment of both Studio and Forum for Critical Inquiry. A Pass must be achieved in both components
The process of final assessment for the BA (Hons) Design is:
1. Internal Assessment – subject specific teams recommend studio marks/bandings
2. Internal Moderation – Head of School/Programme Leader and Heads of Department compare marks/bandings of the BA (Hons) to ensure consistency within and across subject specialisms
3. External Moderation – Chief Examiner and specialist External Examiners consider a sample of the recommend marks/bandings. Discussion with Internal Examiners takes place before marks are endorsed
4. Final Exam Board receives aggregated Studio and FoCI marks. Final Degree classifications are agreed
A student failing to meet the criteria for the award of the BA (Hons) Design will be awarded a BA Design. However, in exceptional circumstances and at the discretion of the Final Examination Board, a student may be permitted to resubmit for the award of BA (Hons) Design.

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13. Learning and Teaching Approaches:

The Studio Programme is project-based. Learning and teaching methods are devised to develop and enhance individual creativity and to promote self-motivation and independent learning.
Academic support and guidance evolves as the student progresses through the stages of study. This reflects the growing autonomy of the student.
Staff availability and contact time is identified on project briefs.
As students progress through the programme they are expected to take greater responsibility for their own learning and hence staff/student contact hours reduce as students progress through the stages of study.
The Forum for Critical Inquiry element is delivered through lectures and discussion groups and in the final Levels culminates in an individually supervised extended essay or dissertation.

Forum for Critical Inquiry
Contact Tutors – The Forum for Critical Inquiry element of the programme runs a Contact Tutor system which provides continuity for individual students throughout the four levels of the programme. All Forum for Critical Inquiry tutors have timetabled 'drop-in' hours. Students at Stage 1 are individually timetabled and in Stages 2, 3 and 4 students are encouraged to make use of 'drop-in' hours.
Supervisors – Students developing the Extended Essay or Dissertation are allocated to supervisors who provide a timetabled series of support tutorials throughout the process.

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

Relevant QAA Subject Benchmarking Group - Art and Design

15. Additional Relevant Information:

Student Opportunities

Exchanges
The School operates a variety of student exchange programmes with institutions worldwide, particularly in North America, Europe, Australia and Japan. Opportunities exist for students to participate in agreed structured exchanges. Further information can be obtained from the staff of the specialist discipline and the School's International Office. Exchanges are only permitted during Level 3 of the programme and have to be agreed by the student's Head of Department and the Head of Forum for Critical Inquiry. Student work completed whilst on exchange will be assessed by staff from GSA upon return. *(Procedures for international exchange are currently under review)*

Placements
Student placements within the structured design programme, enable students to produce work in an industrial or professional design context. The outcome of a placement is evaluated through tutorial discussion and feedback. Placements are normally undertaken in Level 3 of the Programme.
Placements undertaken outwith the programme are not evaluated as part of coursework however are encouraged and considered to be beneficial.
All students may opt to undertake structured and assessed placements in educational contexts in

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Levels 2 and 3 as part of the Forum for Critical Inquiry Artist and Designers in Education programme.

Cultural Visits
Cultural visits enable groups of students to explore collectively a variety of contexts and situations beyond the programme. Cultural visits provide a broader experience which may form the basis for project and seminar work.

Study Day
At Level 2 all students from the Schools of Fine Art, Design and Architecture are involved in a cross GSA cultural studies, day organised and delivered by Forum for Critical Inquiry staff.

GSA Galleries, Exhibitions and Events
The GSA promotes a diverse exhibitions programmes through it four galleries; Mackintosh, Newbery, Atrium and Podium. The School of Design focuses on design and education in the Atrium Gallery which provides a showcase for staff and student exhibitions as well as hosting national and international exhibitions. GSA events are also open to all students and staff in the School of Design.

Honorary Professors
The School of Design has established an eminent international group of Honorary Professors. Their role is to engage with students and staff through lectures and seminars as well as enhance the School of Design's educational and research development.

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16. Programme Structure and Features:

Reference	Title of Component	Credit	Level	Programme Weighting	Exit Award
Stage 1 (Terms 1, 2 & 3)					
Studes01	Studio Level 1	80	1	80	
Studes01	Cross-School Course 'You Are Here'	10	1	10	
Studes01	Design Context, Culture and Contemporary Practice	10	1	10	
HCdes01	Forum for Critical Inquiry1	20	1	20	
Total		**120**	**100**		**Cert HE**
Stage 2 (Terms 1, 2 & 3)					
Studes02	Studio Level2	100	2	100	
HCdes02	Forum for Critical Inquiry 2	20	2	20	
Total		**120**	**100**		**Dip HE Design**
Stage 3 (Terms 1, 2 & 3)					
Studes03	Studio Level 3 *(This course*	100	3	100	

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	includes a 30 credit international exchange option)				
HCdes03	Forum for Critical Inquiry 3	20	3	20	
Total		**120**	**100**		**BA Design**
Stage 4 (Terms 1, 2 & 3)					
Studes04	Studio 4	100	4	100	
HCdes04	Forum for Critical Inquiry 4	20	4	20	
Total		**120**	**100**		**BA (Hons) Design**
OR					
Stage 4 (Terms 1, 2 & 3)					
Studes04	Studio 4	80	4	80	
HCdes04	Forum for Critical Inquiry	40	4	40	
Total		**120**	**100**		**BA (Hons) Design**

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17. Can exemptions be granted?

Yes ☐   **No** ☒

If yes, please explain: Click here to enter text.

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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

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19. Are there any arrangements for granting advanced entry?

Yes ☒   **No** ☐

If yes, please explain: It is in principle possible to enter the programme of study at either Stages 2 or 3 provided appropriate entry prerequisites are met, although new students will in future select one of the new BA (Hons) programmes in the appropriate subject, instead of this one.

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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:
Click here to enter text.

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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)

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

Students must pass both Studio and Historical & Critical Studies in order to progress to the next Stage of study or graduate at Stage 4.

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

Yes X☒   No ☐

If no, please explain: Click here to enter text.

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

Responsibility for the conduct of the programme rests with the Programme Leader. The BA (Hons) Design Programme Committee and Student Staff Consultative Committees meet to consider academic and operational matters, while the Examination Board is responsible for the award of the degree and for issues relating to progression. All committees connected to the programme operate according to standard procedures determined by the Academic Council of The Glasgow School of Art. The BA (Hons) Design Programme Committee and Student/Staff Consultative Committees report to the School of Design Board of Studies via the Programme Leader. The School of Design Board of Studies reports to the GSA Undergraduate Committee.

The academic team is led by the Programme Leader and subject specialist Heads of Departments The Programme Leader has responsibility for the direction, coordination and administration of the Programme. He/she is primarily responsible for the initiation of programme developments, in conjunction with subject specialist Heads of Departments and has 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 BA(Hons) Design programme undertakes the following:

• regular programme team meetings
• Student/Staff Consultative Committee
• Annual Programme Monitoring
• Quinquennial Periodic Review

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

25. Please explain the systems and arrangements regarding:

a) Quality assurance of the management, operation and monitoring of the programme
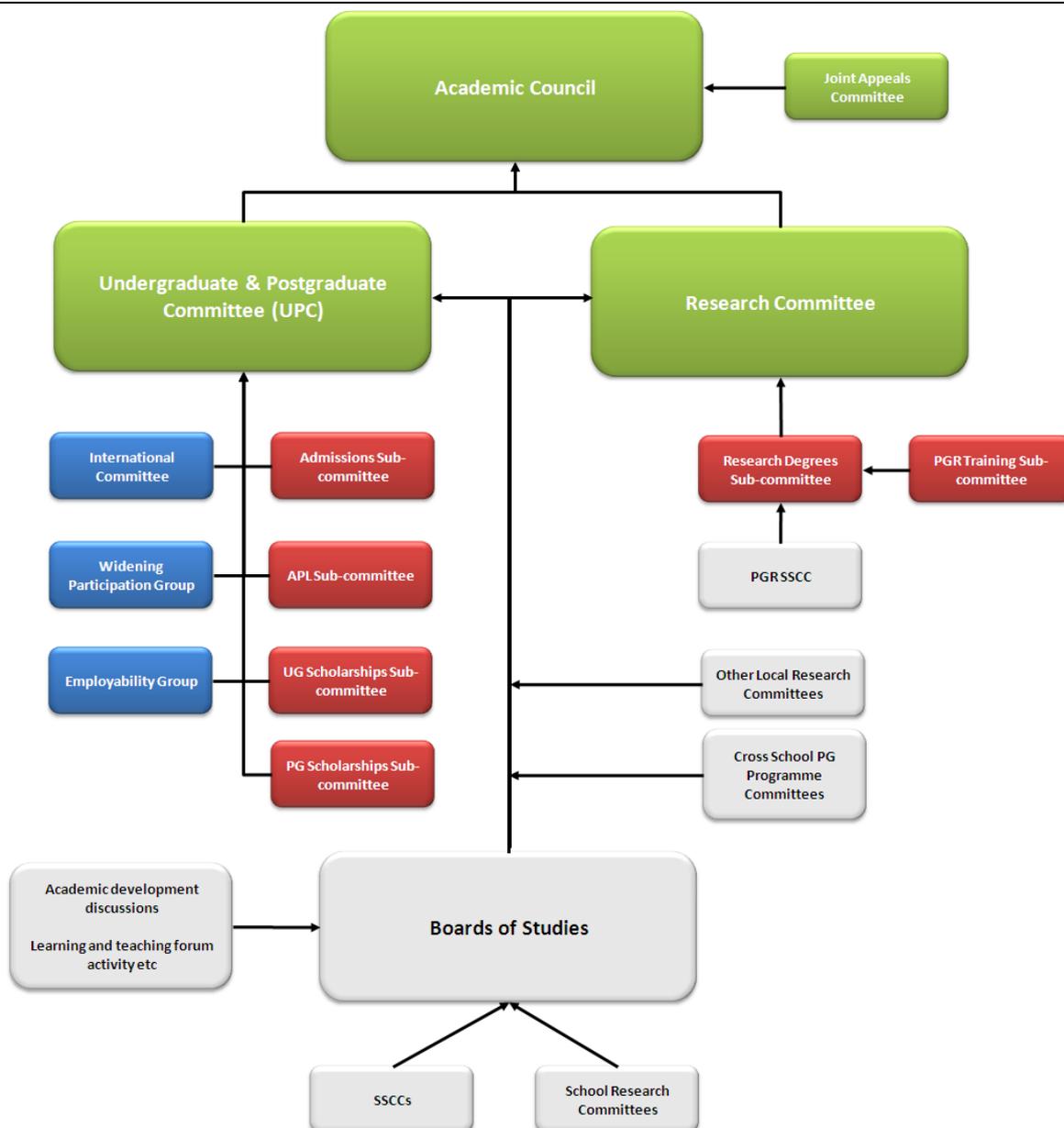
b) Student feedback and representation

Student Staff Consultative Committees, questionnaires and focus groups are the main ways of obtaining student feedback. (Students should refer to Part 2 of the handbook for details of how to make views known).
Students are represented within the academic committee structure via; Student/Staff Consultative Committees (SSCCs), Joint Programme Management Committees and the School of Design Board of Studies. SSCCs take place during each Term and the minutes are reported into the School of Design Board of Studies. Every effort will be made to action issues or discuss suggestions within the School

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of Design but, if necessary, request for action may be forwarded to the Quality in Learning and Teaching Committee.

c) Programme based student support

In anticipation of the learning and teaching support needs of a cohort which is likely to include ESL students and dyslexic students, the programme employs appropriate briefing guidelines to ensure a clear understanding of the teaching and learning experience.
Briefs are dyslexia-friendly and use plain language (therefore clearer for all students). Academic and support staff contact time is made explicit. Students will be aware of with whom and when they can expect contact. Reading lists and online resources are identified to encourage students to use independent study time effectively. Aims and level learning outcomes of the brief are made clear and relate directly to those in the student handbook. Work requirements and assessment criteria are made explicit and relate to the specified aims. Briefs include a suggested timetable for students (highlighting key dates) to assist them manage their studio and independent study time effectively.

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 that may be affecting their academic progress. Staff will then advise students as to the most appropriate sources of support where required

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