

**1. Programmes:**

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
BA (Hons) Design – Textiles	E231	DESTEX

Head of School	Irene McAra McWilliam
Head of Department/Programme Leader	Jimmy Stephen-Cran
Programme Contact	<a href="#">Click here to enter text.</a>

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

**7. Programme Accredited By:**

None

**8. Entry Qualifications**

<b>8.1 Highers</b>	N/A
<b>8.2 A Levels</b>	N/A
<b>8.3 Other</b>	N/A
<b>8.4 IELTS Score Required on Entry</b>	N/A

**9. Programme Scope:**

This is a four-year programme which currently consists of five, 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.

**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 Textiles
- 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:****Studio Course**

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

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

**10.2 Stage 2 Aims:****Studio Courses**

Through individual study and group interaction Level 2 aims to:

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

**10.3 Stage 3 Aims:****Studio Courses**

Through individual study and group interaction Level 3 aims to:

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

**10.4 Stage 4 Aims:****Studio Course**

Through individual study and group interaction, and in consultation with staff, Level 4 aims to:

- consolidate high level and complex design skills through a project-based programme, centred around studio-practice;
- consolidate practical and critical processes in the context of specialist study;
- consolidate information gathering methods and interpretation skills, including use of appropriate ICT;
- ensure that students have effective communication skills – visual verbal & written;
- encourage autonomy and effective time management in individually negotiated programmes of study;
- consolidate students' understanding of the potential of their own work within a range of professional practices.

**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 basic knowledge of fundamental design skills;
- an awareness of professional practice within design.

### Applied Knowledge and Understanding

#### **Studio Course**

- a basic knowledge of the critical and practical processes associated with design;
- an aptitude and commitment to a specialist subject.

#### **Forum for Critical Inquiry Course**

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

### Professional Practice: Communication, Presentation, Working with Others

#### **Studio Course**

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

## 11.2 Intended Learning Outcomes of Stage 2

### Knowledge and Understanding

#### **Studio Course**

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

### Applied Knowledge and Understanding

#### **Studio Course**

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

## Professional Practice: Communication, Presentation, Working with Others

### **Studio Course**

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

### **Communication, ICT, Numeracy and Literacy**

To successfully complete this stage students are required to demonstrate an ability to:

- share and convey information and ideas effectively using visual, verbal or textual presentation methods, as appropriate;
- 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:

- manage time effectively and self-motivate;
- work independently under guidance and demonstrate initiative in the context of independent learning;
- interact effectively with tutors and peers as individuals or in defined groups;
- show individual responsibility and consideration for others in the learning environments;
- understand the ethical implications of a range of theoretical perspectives.

### **Subject Specialist Skills**

#### **Textiles**

To successfully complete this stage students are required to demonstrate:

- a competent level of drawing and colour research and exploration skills to support practical work;
- a fundamental level of technical skills and methods in both structural and surface textile design;
- an understanding of different contexts for structural and surface textile design;
- presentation skills in both formal and informal situations.

## **11.3 Intended Learning Outcomes of Stage 3**

### Knowledge and Understanding

#### **Studio Course**

- an increasing knowledge and understanding of the design methods and critical and practical processes of the specialist discipline;
- an increased knowledge of appropriate research methods used in the gathering, analysis and synthesis of source materials for practical application;
- a developed understanding of professional practice in relation to the specialist discipline;
- an awareness of ethical issues related to their subject specialism.

## Applied Knowledge and Understanding

### **Studio Course**

- generate creative ideas, concepts, proposals and solutions, in response to more complex project briefs;
- an ability to combine appropriate practical processes and exploration of materials to respond to more complex specialist project briefs within a professional context;
- demonstrate an increased ability in a range of practical skills associated with the specialist discipline.

## Professional Practice: Communication, Presentation, Working with Others

### **Studio Course**

- communicate increasingly complex ideas and information effectively, to a variety of audiences, using visual, verbal or written presentation methods;
- gather, edit and process information from a range of sources, using appropriate methods, including ICT;
- demonstrate increasing levels of self-motivation in directed and independent learning, take initiative in responding to project briefs and manage time effectively;
- apply critical judgement and make reasoned responses to the critical judgments of others;
- 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.

### **Communication, ICT, Numeracy and Literacy**

To successfully complete this stage students are required to demonstrate an ability to:

- coherently share and convey more complex ideas and information to a variety of audiences using
- visual, verbal or textual presentation methods, as appropriate;
- 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:

- exercise initiative in responding to course assignments and effective time management;
- initiate interaction with tutors and peers and relevant external bodies, in groups or as individuals; work in ways which take account of own and others' roles and responsibilities.

### **Subject Specific Skills**

#### **Textiles**

To successfully complete this stage students are required to demonstrate:

- an enhanced level of drawing and colour research and exploration skills which supports a focus on either structural or surface textile design;
- a progressive level of technical skills and methods which supports a focus on either structural or surface textile design;
- an increasing awareness of different contexts for structural and surface textile design;
- an ability to communicate ideas and present these to others.

## 11.4 Intended Learning Outcomes of Stage 4

### Knowledge and Understanding

#### **Studio Course**

- a knowledge and understanding of the specialist discipline at a high level, and the capability to relate this knowledge to personal practice;
- 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;
- a detailed knowledge of appropriate research methods used in the acquisition, analysis and synthesis of source materials for practical application;
- a consolidated understanding of professional practice and the context for personal work.

### Applied Knowledge and Understanding

#### **Studio Course**

- an awareness of ethical and professional issues related to your subject specialism;
- an ability to work with complex design issues at a professional level and demonstrate a high level of creativity in producing design solutions;
- an ability to source, evaluate, and make individual creative use of materials and processes at a professional level;
- an ability to combine appropriate practical processes and exploration of materials to resolve an individually negotiated programme of study at a professional level.

### Professional Practice: Communication, Presentation, Working with Others

#### **Studio Course**

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

#### **Communication, ICT, Numeracy and Literacy**

To successfully complete this course students are required to demonstrate an ability to:

- synthesize a variety of complex information and data from a range of sources using appropriate methods, including ICT to complete the research project;
- 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:



- work autonomously on individually negotiated studio project, extended essay or dissertation topic and manage time effectively;
- take significant responsibility for interaction with tutors, peers and relevant external bodies necessary to support personal direction within individual selected research topic;
- work in ways which show a clear awareness of own and others' responsibilities;
- take significant responsibility in the personal development of their critical awareness in studio practice and writing;
- understand and reflect the relevance of ethical issues to the individually negotiated research topics.

### **Subject Specific Skills**

#### **Textiles**

To successfully complete this stage students are required to demonstrate:

- an individual and in-depth programme of supervised study completed to an advanced level and suitable for public exhibition;
- an advanced level of drawing and colour research and exploration skills pertinent to individual textile concerns;
- a highly developed level of technical skills specific to individual textile concerns;
- a contextual 'position' for individual textile concerns;
- an ability to articulate and communicate specialist ideas to a wide variety of audiences.

### **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 submission

Assessment may be either formative or summative:

Formative Assessment            At a specified point during the Course or Stage

Summative Assessment            At a specified point during the Course or Stage            Studio - End of Course or Stage

### Final Assessment

#### 5 e.1 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:

- Internal Assessment
- Internal Moderation
- External Moderation.
- 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:

- Internal Assessment – subject specific teams recommend studio marks/bandings
- 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
- 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

- 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.

### **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.

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

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 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 its 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.

**16. Programme Structure and Features:**

Reference	Title of Component	Credit	Level	Programme Weighting	Exit Award
<b>Stage 1 (Terms 1, 2 &amp; 3)</b>					
Studes01	Studio Level 1	80	1	80	
Studes01	Cross-School Course	10	1	10	
Studes01	Design Context, Culture and Contemporary Practice	10	1	10	
HCdes01	Forum for Critical Inquiry1	20	1	20	
<b>Total</b>		<b>120</b>	<b>100</b>		<b>Cert HE</b>
<b>Stage 2 (Terms 1, 2 &amp; 3)</b>					
Studes02	Studio Level2	100	2	100	
HCdes02	Forum for Critical Inquiry 2	20	2	20	
<b>Total</b>		<b>120</b>	<b>100</b>		<b>Dip HE Design</b>
<b>Stage 3 (Terms 1, 2 &amp; 3)</b>					
Studes03	Studio Level 3 <i>(This course includes a 30 credit international exchange option)</i>	100	3	100	
HCdes03	Forum for Critical Inquiry 3	20	3	20	
<b>Total</b>		<b>120</b>	<b>100</b>		<b>BA Design</b>
<b>Stage 4 (Terms 1, 2 &amp; 3)</b>					
Studes04	Studio 4	100	4	100	
HCdes04	Forum for Critical Inquiry 4	20	4	20	
<b>Total</b>		<b>120</b>	<b>100</b>		<b>BA (Hons) Design</b>
<b>OR</b>					
<b>Stage 4 (Terms 1, 2 &amp; 3)</b>					
Studes04	Studio 4	80	4	80	
HCdes04	Forum for Critical Inquiry	40	4	40	
<b>Total</b>		<b>120</b>	<b>100</b>		<b>BA (Hons) Design</b>

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<b>17. Can exemptions be granted?</b>
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If yes, please explain: <a href="#">Click here to enter text.</a>

<b>18. Does the programme comply with GSA APEL policy?</b>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If yes, please explain: <a href="#">Click here to enter text.</a>

<b>19. Are there any arrangements for granting advanced entry?</b>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If yes, please explain: It is possible to enter the programme of study at either Stages 2 or 3 provided appropriate entry prerequisites are met.

<b>20. Are there any arrangements for allowing students to transfer into the programme?</b>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If yes, please explain stating requirements and levels to where this can apply: <a href="#">Click here to enter text.</a>

<b>21. Are there any arrangements for allowing students to transfer into other programmes?</b>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If yes, please clarify: <a href="#">Click here to enter text.</a>

<b>22. What are the requirements for progressing from each stage?</b>
Students must pass both Studio and Historical & Critical Studies in order to progress to the next Stage of study or graduate at Stage 4.

<b>23. Please confirm that the programme follows GSA Board of Examiner policy and procedures, including External Examiner participation:</b>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If no, please explain: <a href="#">Click here to enter text.</a>

**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.

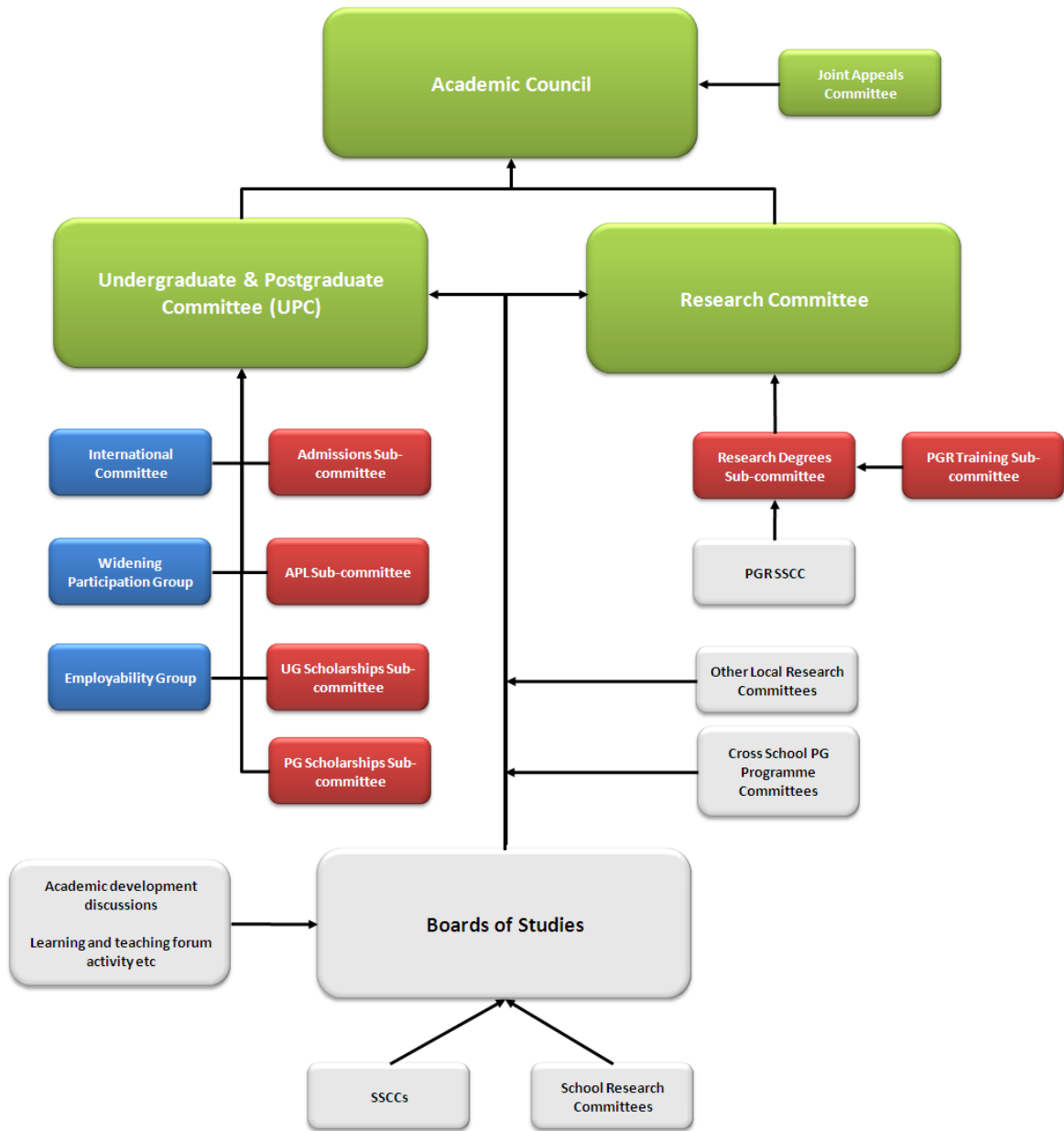
The academic team is led by the Programme Leader and subject specialist Heads of Departments. The Programme Leader has responsibility for the direction, coordination and administration of the Programme. He/she is primarily responsible for the initiation of programme developments, in conjunction with 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
- 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 of Design but, if necessary, request for action may be forwarded to the Quality in Learning and Teaching Committee.



### **c) Programme based student support**

The Glasgow School of Art provides a comprehensive student network and specified support staff for international students. In addition, the language facilities at the University of Glasgow are available to students both pre-sessional and during term time.

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.

Briefs will be dyslexia-friendly and use plain language (therefore clearer for all students). Academic and support staff contact time will be made explicit. Students will be aware of with whom and when they can expect contact. Reading lists and websites will be identified to encourage students to use independent study time effectively. Aims and level learning outcomes of the brief will be made clear. Work requirements and assessment criteria will be made explicit and will relate to the specified aims. Briefs will include a suggested timetable for students to assist them manage their studio and independent study time effectively.