

Glasgow School of Art Programme Specification

Programme Title: BA (Hons) Interaction Design

1. Programme Details:

Programme Title	BA (Hons) Interaction Design
HECOS Code	
School	School of Design
Programme Leader	Paul Maguire
Minimum Duration of Study	48 months
Maximum Duration of Study	72 months
Mode of Study	Full-time
Award to be Conferred	BA (Hons) Interaction Design
Exit Awards	Year 1 – Certificate in Higher Education Year 2 – Diploma in Higher Education Year 3 – BA Interaction Design Year 4 - BA (Hons) Interaction Design
SCQF Level:	7-10
Credits:	480

Academic Session	2020-21
Date of Approval	PACAAG July 2020 (updated UPC September 2020)

2. Awarding Institution	University of Glasgow
3. Teaching Institutions	The Glasgow School of Art
3.1 Campus	Glasgow
4. Lead School/Board of Studies	School of Design
5. Other Schools/Board of Studies	N/A
6. Programme Accredited By (PSRBs)	N/A

7. Entry Qualifications	
7.1 Highers	Standard: ABBB, including a literate subject Minimum: BBCC, including a literate subject
7.2 A Levels	Standard: ABB and GCSE English at A/7 grade or above Minimum: Minimum BBC GCSE English at A/7 grade or above
7.3 Other	International Baccalaureate (IB): 30 points overall in the Diploma, including 18 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 equivalent. Applicants are required to submit a portfolio of work. Portfolio guidelines are available at http://application.gsa.ac.uk > Interaction design Admission Guidelines.
7.4 English Language Requirements	All students will have to provide evidence of English language proficiency when applying. International Students

	<p>Students who require a Tier 4 visa to study in the UK must meet one of the following requirements in order to gain entry:</p> <ul style="list-style-type: none"> • IELTS for UKVI Academic with an overall score of 6.0 with a minimum of 5.5 in all components; • complete an acceptable Pre-sessional English Language Programme taught from within the UK with an outcome that equates to the IELTS scores as stated above. <p>Students who have a degree from an English speaking country, or are a national of an English speaking country as listed in the UKVI Guidance, may use this as proof of English language ability.</p>
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8. Programme Scope:

Interaction Design, within The Glasgow School of Art, aims to produce skilled and confident graduates, who are innovative and sophisticated users of technology and able to enter the highly dynamic, creative digital professions. Graduates develop the ability to interact with others and collaborate effectively; they manage ambiguity, complexity and turbulence, they are pro-active, self-efficient and deal competently with change.

Teaching and learning is based on the long-established GSA educational characteristics of Studio practice, project-based learning and informed critical debate. Project outcomes have an emphasis on interactive solutions where consideration is given to the user experience, and expressed through a variety of media combining prototypes, simulations, interactives, moving image, video, and 2d and 3d imagery.

The discipline specific components of Interaction Design are extended through inter-disciplinary communication with other programmes in the Design School. Consequently, students are introduced to the context, discussion and practice associated with interaction design in other creative disciplines.

Projects within the programme are built around a strong thematic framework of Computation, Connectivity and Content. The intended learning outcomes are structured around these themes and delivered holistically through the Studio course.

Computation

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

Connectivity

Connectivity defines the linking of computers through networked technology. In this theme students are 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 practice.

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. In this theme students learn how 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).

Students participate in critical discussions and inquiry led learning to explore significant historical and contemporary theories associated with digital culture in 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.

Students are given the opportunity to study abroad for one semester in Year 3 as part of the Study Abroad and Exchange programme. At the same time as studying a relevant programme, students will have the opportunity to experience living in another country.

9. Programme Structure:

Year 1	Credits	SCQF Level
UACT101 Studio 1	80	7
UCOLAB1 Co-Lab 1	20	7
UCOLAB2 Co-Lab 2	20	7
Total	120	
Year 2		
UACT201 Studio 2	80	8
UXDE202 Design Domain 2	20	8
UDHT2WWD DH&T 2: Worlds and Words of Design ¹	20	8
Total	120	
Year 3		
UACT301 Studio 3	80	9
UDEX303 Design Domain 3	20	9
UDHT3CTD DH&T 3: Concepts and Territories of Design ²	20	9
Total	120	
Year 4 (Essay)		
UACT401 Studio 4	100	10
UDHT4EE DH&T 4: Essay or UDHT4CR DH&T 4: Curatorial Rationale or UDHT4CJ DH&T 4: Critical Journal	20	10
Total	120	
Year 4 (Dissertation)		
UACT406 Studio 4	80	10
UDHT4D DH&T 4: Dissertation or	40	10

UDHT4ECJ DH&T 4: Extended Critical Journal or UDHT4ECR DH&T 4: Extended Curatorial Rationale		
Total	120	
<p>¹ Where there is a requirement for a student to commence and exit a programme during the same semester, for example exchange students, the student will study an associated 10 credit course.</p> <p>² Where there is a requirement for a student to commence and exit a programme during the same semester, for example exchange students, the student will study an associated 10 credit course.</p>		

9.1 Programme Structure – Exchange In/Exchange Out/Study Abroad:		
Year 2	Credits	SCQF Level
UACT222X Studio 2 Study Abroad Semester 1	40	8
UACT223X Studio 2 Study Abroad Semester 2	40	8
UXDE202X Design Domain 2 (Study Abroad/Incoming Exchange)	10	8
UDHT2WWDS1 Worlds and Words of Design (Semester 1)	10	8
UDHT2WWDS2 Worlds and Words of Design (Semester 2)	10	8
Year 3		
UACT321X Studio 3 Study Abroad Semester 1	40	9
UACT323X Studio 3 Study Abroad Semester 2	40	9
UDEX302X Design Domain 3 (Study Abroad/Incoming Exchange)	10	9
UDHT3CTDS1 Concepts and Territories of Design (Semester 1)	10	9
UDHT3CTDS2 Concepts and Territories of Design (Semester 2)	10	9

10. What are the requirements for progressing from each stage/year?
Students who successfully complete and pass all credits from the previous stage of study will be allowed to progress to the next stage.

11. Programme Aims:
<p>The main aim of the programme is to educate creative digital developers with specific aims to:</p> <ul style="list-style-type: none"> • 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 designers and/or to work in the dynamic and fast moving 21st century creative digital industries including the ability to respond innovatively to societal phenomena, technological development, changes in markets and consumer driven demands

- converse with practicing digital artists and the creative digital industries to expand support for the programme and create a range of 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 interaction design
- 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 lifelong 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

11.1 Year 1 Aims:

Level 7 (Year 1) Aims are to introduce:

- development of technological devices and systems used in art and design contexts
- 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 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 software
- interdisciplinary and collaborative teamwork

Co-Lab 1

Co-Lab 1 engages student within and across the disciplinary domains which make up the Glasgow School of Art through a current and thematic project. Students will be supported to consider and reflect upon their creative practice within their chosen specialism as well as the disciplinary domains of GSA. Students will work in specialism, exploring a thematic project collectively and share their experiences across the domains in order to encounter alternate ways of being, seeing, thinking and making to support them in the development of their creative practice.

This course aims to offer students the opportunity to:

Engage with a current, thematic project to explore their creative practice

Engage with the spectrum of creative practices within and across the disciplinary domains of GSA, considering alternate ways of being, seeing, thinking and making within their creative practice

Consider and critique creative works outside of their disciplinary specialism

Exhibit and present their creative works to the GSA and local community

Co-Lab 2

Co-Lab 2 introduces students to the rich history and traditions of the Glasgow School of Art supporting students to explore the role of context in their learning and practice, and to locate creative practice in the historical, theoretical and current cultural contexts in which they think, make, and do.

The course engages students through collaboration, bringing together students from across the disciplinary specialisms, learning in Studio to encounter alternate ways of being, seeing, thinking and making. Through reflective practice students will consider and explore their identity as an emergent creative practitioner, and learner, within a community of practice, considering how they can learn through and from collaboration within their creative practice.

The aims of the course are to offer students the opportunity to:

- Explore their emergent identities as creative practitioners
- Reflect upon the role which Studio practice has in supporting student's learning and development as creative practitioners
- Locate creative practice and creative works within historical, theoretical and current cultural contexts
- Collaborate across disciplinary specialisms, encountering alternate ways of being, seeing thinking and making
- Explore the development of their creative works and creative practice through a thematic project
- Exhibit and present their creative works to the GSA and local community

11.2 Year 2 Aims:

Level 8 (Year 2) Aims are to:

Introduce

- core issues and topical challenges relating to interaction design and the creative digital industries
- the relevant areas and defining features of computing and electronic technologies relevant to art and design
- the conventions of modern high-level coding languages: for example; functions, codeblocks, variables, objects and classes, conditions and logic
- routine features of communication networks, and trends and concepts relating to contemporary networked culture
- the influential factors in content development and aesthetic components of screen based imagery
- creative practice and software skills for digital motion graphics
- film language and routine skills in moving image creation

Extend

- routine principles of interaction design
- problem-solving and project management skills
- interdisciplinary collaborative teamwork abilities
- audience engagement in globalisation of networked visual culture

Design Domain Aims

The Design Domain course aims to broaden awareness of design outwith specialist disciplinary areas, and understand the relationship(s) between design disciplines.

DH&T Aims

The course introduces students to key themes and ideas in design history and theory, first within the context of their discipline then within a larger context. Its aims are to:

- Develop knowledge and understanding of core contextual and critical debates related to design objects, process and practice.
- Facilitate the application of knowledge, skills and understanding to discuss key examples within design contexts.
- Develop learners' skills in critical analysis and evaluation to synthesise ideas, concepts, information and core issues in relation to design contexts and design objects.
- Support and evaluate an appropriate range of skills in structuring, articulating and presenting information and ideas.
- Provide guidance to learners and support their autonomy and initiative in managing resources and producing defined activities.

11.3 Year 3 Aims:

Level 9 (Year 3) Aims are to:

Introduce

- the history and impact of digital methods in new media art and digital design practice
- the main areas and defining features of responsive computing and electronic technologies including input/interface devices
- defining features of CGI (Computer Graphics Imagery), real-time, dynamic and procedural generated imagery
- dynamic relationships between humans, technology and physical and virtual spaces
- routine skills, techniques and practices in audio design
- production and consumption issues
- accessibility, ownership and ethical issues
- prototyping and evaluation processes

Extend

- understanding of contemporary networked culture and knowledge of emerging networks and trends in interactive digital development
- understanding and familiarity, of conventions of all modern high-level languages allowing for more sophisticated and considered creative expression.
- skills, techniques and practices in 3D software
- skills, techniques and practices in new media art development
- skills, techniques and practices in digital interaction design
- skills and practices of interaction 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, 3D and interaction

Design Domain Aims

The Design Domain course aims to provide an awareness and understanding of a specified design subject and its relationship with subject specialism.

DH&T Aims

The course develops key themes and ideas in design history and theory, leading students to a largely self-directed final project in anticipation of the Year 4 DH&T Honours submission. Its aims are for students to

- Develop knowledge and understanding of defined research methods according to individual research interests
- Facilitate the application of a wide range of key terms, knowledge, skills and understanding in discussing design contexts.
- Recognise that different critical opinion can be reached on any aspect of visual and material culture depending on interpretation of evidence and/or the method selected for criticism
- Support and evaluate an informed and appropriate range of skills in structuring, articulating and presenting information and ideas, verbally, visually and in written form.
- Understand the importance of self-directed and original work in critical, historical and cultural studies

11.4 Year 4 Aims:

Level 10 (Year 4) aims to:

- 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 interaction design
- demonstrate critical understanding of the key theories, concepts and principles of computation within the context of 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

DH&T Aims

This course comprises the Honours Year submission to DH&T. The coursework is submitted during Semester 2, and represents a substantive piece of critical inquiry and research commensurate with this level of study.

The course aims to:

- encourage an active engagement with source materials according to individual research interests and contemporary contexts
- advance students' confidence in taking critical control of their chosen topics
- equip students with an advanced vocabulary to engage in discussion on issues of increasing relevance to their own practice
- further develop the core skills required to formally present debate and discussion in critical, historical and cultural studies

12. Intended Learning Outcomes of Programme:

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

Knowledge and Understanding

- analyse and discuss specific knowledge relating to the characteristics, terminology and practices of an Interaction Design subject specialism
- critically appraise some of the key theories, concepts and principles relating to new media arts and digital design practice

Applied Knowledge and Understanding

- execute a defined digital project using a range of the principal skills; practices and/or materials associated with interactive digital development
- undertake independently a creative project using appropriate techniques to consolidate and focus individual artistic style
- critically evaluate work in progress and be able to adapt its development
- evaluate an argument, a task or a body of evidence relating to creative digital development, and deal effectively with its component parts
- analyse, evaluate critically and interpret one's own work in the context of creative digital development

Professional Practice: Communication, Presentation, Working with Others

- make formal presentations about a chosen topic to informed audiences
- formulate and pitch a synopsis or artistic statement based on creative criteria relevant to digital arts practice
- design and carry out research for a large-scale digital project with limited tutorial guidance
- exercise autonomy and initiative by negotiating discrete assessment criteria and project deliverables
- work with others in developing a critical position as an individual digital creative practitioner and contribute to Studio discussion
- deal with complex subject specialist matters including any ethical or professional issues raised by the discipline

12.1 Intended Learning Outcomes of Year 1

Knowledge and Understanding

- Identify and discuss some leading artists and designers and describe some new media art and digital design practice
- Identify and discuss routine navigation and way-finding behaviours and systems used in both virtual and physical environments
- Identify and summarise key stages in the history of computational devices and systems
- Explain in outline the fundamentals of interaction design
- Identify and summarise key stages in the evolution and use of communication networks used in society

Applied Knowledge and Understanding

- Explore, refine and communicate ideas through drawing and pre-production documentation
- Apply routine technical skills in the production of digital media
- Apply and develop digital concepts and creative proposals using a variety of approaches, skills and creative methodologies by a set deadline
- Experiment with the core building blocks of computation
- Review some relevant high-level languages appropriate for new media art and digital design
- Illustrate drawing and communication skills with a variety of media
- Demonstrate critical awareness of engaging, exemplary digital media
- Demonstrate divergent and convergent thinking skills in the processes of production

Professional Practice: Communication, Presentation, Working with Others

- Work effectively as part of a creative development team, identifying and developing individual aptitudes
- Demonstrate routine communication, presentation and time management skills.
- Access and interpret information from a variety of sources to engage in informed discussions about the topics studied in this course
- Demonstrate flexibility and mobility in their working practice
- Apply research skills in collecting, documenting, visualising, and sketching for concept development

Specific to Co-Lab 1

- Apply knowledge, skills and understanding from their specialism in relation to a shared thematic brief.
- Reflect upon engagement with a range of specialisms across the disciplinary domains of GSA and the impact on their ways of being, seeing, thinking and making.
- Present and evaluate arguments, information and ideas, using a range of methods and for a range of audiences.
- Evaluate creative works and offer constructive feedback to support future development
- Exhibit, discuss and present, verbally and in writing, creative works to a variety of audiences.

Specific to Co-Lab 2

- Apply knowledge, skills and understanding, through collaboration with others, in response to a shared thematic brief.
- Reflect upon and evaluate their experiences of collaboration and its impact and influence on creative practice.
- Locate and describe creative practice within historical, theoretical and current cultural contexts.
- Exhibit, discuss and present, verbally and in writing, creative practice to a variety of audiences.
- Exercise initiative and take account of own and others roles within their development as a creative practitioner.

12.2 Intended Learning Outcomes of Year 2

Knowledge and Understanding

- Identify and summarise core issues and challenges relating to interaction design and the digital creative industries.
- Analyse the relationship between audience and content, and introduce globalisation of networked visual culture.
- Identify defining features of computational devices and systems relevant to creative digital development.
- Demonstrate awareness of routine protocols, topologies and technologies of common networks.
- Appraise aesthetic components and navigation structures in interactive screen-based imagery and installations.

Applied Knowledge and Understanding

- Demonstrate knowledge of key development production stages.
- Design and build a simple interactive digital artefact using routine computational techniques and practices.

- Apply routine conventions of a high-level languages: function, codeblocks, variables, objects and classes, conditions, logic to create an interactive digital piece.
- Apply routine principles of interaction design.
- Apply the core influences, theories and principles of good practice in the creation of screen-based digital content for different platforms.
- Demonstrate an understanding of contemporary forms of linear and non-linear narrative mechanisms used in digital content.

Professional Practice: Communication, Presentation, Working with Others

- Navigate group dynamics to negotiate effectively and participate collaboratively in the project development activities to meet a specified deadline.
- Generate, visualise and pitch a creative concept to an audience of peers and staff.

Specific to Design Domain

- Demonstrate knowledge of the scope of design as expressed via its main theories, concepts and principles within both specialist contexts and the broader design domain.
- Demonstrate an awareness of the importance of research.
- Apply knowledge, skills and understanding within the context of set project(s) and using some advanced professional skills.
- Undertake critical analysis of design theories, concepts, processes and practice.
- Present complex arguments, information and ideas relevant to the practice of design in a structured, coherent form, using a range of communication methods, to a range of audiences.
- Use standard IT applications in the research development and presentation of design project work.
- Exercise initiative and independence when carrying out project work.
- Take account of own and others' roles and responsibilities when carrying out and evaluating tasks.
- Work, under guidance, with others to acquire an advanced understanding of current design thinking and practice.

Specific to DH&T

- Demonstrate knowledge and understanding of core theories, concepts and issues related to design, process and practice.
- Apply knowledge, skills and understanding in carrying out research and lines of enquiry.
- Undertake critical analysis and evaluation of design theories, concepts and issues.
- Present thorough, in-depth arguments using textual and visual resources in a structured form to acceptable academic standards.
- Manage research and assignments exercising some initiative and independence.

12.3 Intended Learning Outcomes of Year 3

Knowledge and Understanding

- Demonstrate awareness of routine protocols, topologies and technologies of emerging networks and associated input/interface devices and platforms.
- Critically assess the ways in which digital culture has resulted in new forms of social cohesion and identity construction.
- Evaluate defining features of responsive computation devices and systems relevant to creative digital development.
- Address ethical, ownership and moral issues.
- Demonstrate a broad and integrated knowledge and understanding of the dynamic relationship between humans, technology and physical and virtual spaces.

- Appraise a variety of input/interface devices in relation to interaction.

Applied Knowledge and Understanding

- Design and build an interactive digital artefact using responsive computational techniques and practices.
- Demonstrate an understanding of issues relating to CGI, real-time, dynamic and procedural generated imagery and other relevant forms.
- Apply a selection of advanced skills, techniques and practices in the creation of digital content.
- Demonstrate an understanding of creative development and exposition of digital content.
- Appraise and apply a range of routine skills, techniques, and practices associated with audio design.
- Apply a selection of principal skills, techniques and practices in digital interaction design.
- Apply routine programming techniques used to create an interactive digital piece.
- Apply principal skills and practices of interaction and navigation design.

Professional Practice: Communication, Presentation, Working with Others

- Consider group dynamics and negotiate effectively and participate collaboratively in the project development activities to meet a specified deadline.
- Work collaboratively to select and apply suitable techniques for prototyping an interactive media artefact.
- Execute a team defined project using a selection of advanced skills, techniques and practices.
- Define a topic for investigation and demonstrate an explorative approach to new media art or digital design.
- Demonstrate and apply professional working practice.

Specific to Design Domain

- Demonstrate an understanding of the defining theories, concepts and principles within both specialist contexts and the broader design domain.
- Draw on a range of sources when undertaking a design research.
- Apply knowledge, skills and understanding within the context of set project(s) and using a range of advanced professional skills.
- Undertake critical analysis, evaluation and synthesis of design theories, concepts, processes and practices.
- Present complex arguments, information and ideas relevant to the practice, theory and development of design in a structured, coherent form, using a range of communication methods, to a range of audiences.
- Use standard IT applications in the research, development and presentation of design project work, and to enhance that work.
- Exercise initiative and independence at a professional level, when carrying out project work.
- Take account of own and others' roles and responsibilities when carrying out and evaluating tasks, including those with unpredictable outcomes.
- Work, under guidance, with specialist practitioners to acquire an advanced understanding of current design thinking and practice.

Specific to DH&T

- Demonstrate knowledge and critical understanding of defining theories, concepts and issues related to design, process and practice.
- Apply knowledge, skills and understanding in carrying out research and methods of enquiry drawing upon a range of sources.

- Undertake critical analysis, evaluation and synthesis of design theories, concepts and issues
- Select and defend thorough, in-depth, arguments using textual and visual resources in a structured form to accepted academic standards.
- Manage research and assignments exercising autonomy and initiative.

12.4 Intended Learning Outcomes of Year 4

Knowledge and Understanding

- Analyse and discuss specific knowledge relating to the characteristics, terminology and practices of an Interaction Design subject specialism.
- Critically appraise some of the key theories, concepts and principles of computation and/or connectivity and/or content relating to digital arts practice.
- Present and articulate research/reflective material in a way that is organised and clearly displays thought process, opinion, and interpretation.

Applied Knowledge and Understanding

- Execute a defined digital project using a range of the principal skills; practices and/or materials associated creative digital development.
- Undertake independently a creative project using appropriate techniques to consolidate and focus individual artistic style.
- Demonstrate a distinctive, consolidated and focused individual contribution to the creation, production and delivery of a proof of concept for a digital artefact relevant to new media arts and digital design practice.
- Critically evaluate work in progress and be able to adapt its development.
- Evaluate an argument, a task or a body of evidence relating to creative digital development, and deal effectively with its component parts.
- Analyse, evaluate critically and interpret one's own work in the context of creative digital development.

Professional Practice: Communication, Presentation, Working with Others

- Make formal presentations about chosen topic to informed audiences.
- Formulate and pitch a synopsis or artistic statement based on creative criteria relevant to new media arts and digital design practice.
- Design and carry out research for a large-scale digital project with limited tutorial guidance.
- Exercise autonomy and initiative by negotiating discrete assessment criteria and project deliverables.
- Work with others in developing a critical position as an individual digital creative practitioner and contribute to Studio discussion.
- Deal with complex subject specialist matters including any ethical or professional issues raised by the discipline.

Specific to DH&T

- Understand and apply certain research methods according to individual research interests.
- Recognise that different critical opinion can be reached on visual and material culture depending on the method selected for criticism.
- Employ a wide range of key terms and definitions within discourse on cultural studies and the analysis of material culture.
- Apply the core principles of critical writing and verbal presentation in critical, historical and cultural studies.
- Understand the importance of self-directed and original critical work in critical, historical and cultural studies.

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 operate effectively in a wide range of digital media design roles
- 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.

Learning

Learning will take place in a Studio 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 in the context of this programme can be defined as any combination of physical shared studio space, fieldwork and blended methods (including streaming and online delivery) for peer learning, group discussion, and feedback. Studio projects will vary and include design 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 new media art and digital design. Students will be set complex creative problems designed to stimulate the development of a creative, enquiring, and analytical approach to problem solving for interaction design.

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 talks, which will include guest speakers from industry, academic research, new media arts and digital design practice. Seminars will present the opportunity for group discussions about the lecture topic.

The following teaching and learning methods are employed through the programme of study:

- Briefing - A briefing takes place at the beginning of a project or a Course. The brief is discussed and this is an opportunity for students to ask questions and to clarify aspects of the project or course.
- Tutorial - A tutorial is a reflective and critical discussion to provide feedback about work in progress. This may take place on a one-to-one basis with staff or involve a group.
- Group Meeting - A group meeting is an organisational meeting between staff and students or students and students, relevant to a project or event.
- Review - A review is undertaken in the form of the presentation of work in progress or completed work. This may take place on a one-to-one basis with staff or involve a group. External parties may be present if relevant to the project.
- Induction - An induction is an introduction to a resource (such as I.T, Library or Workshop).
- Lecture - A lecture is a formal presentation given by staff or visiting speaker.
- Technical Demonstration - A technical demonstration enables learning through the observation of a technical process normally demonstrated by a member of technical staff.
- Technical Workshop - A technical workshop enables learning through the observation and practice of a technical process.
- Pastoral Appointment - A pastoral appointment is a meeting available to students with a member of academic staff to discuss issues of a personal nature or relating to general welfare, which may be affecting their academic progress. Pastoral appointments are timetabled for all new students within the department. Appointments can also be arranged with staff as necessary.
- Guidance Note - A guidance note records key areas of discussion specifically the future development of Studio work.
- Peer Evaluation - Peer evaluation is undertaken by a student about another student in relation to group tasks within a project.
- Self-evaluation – Self-evaluation is undertaken by a student providing an opportunity to reflect on their work and progress.
- Cause for Concern - A cause for concern is issued when a student is not meeting work requirements or attending timetabled sessions. GSA Registry will be notified if issues or concerns are not rectified within a stated period of time.
- Record of Assessment – A Record of Assessment provides written feedback and is completed by staff at either formative or summative assessment points.
- Formative Assessment - Feedback given in the form of a Record of Assessment that provides an indication of performance and levels of attainment reached up until that point or at the end of a project or course.
- Summative Assessment - Summative Assessment is the final assessment; an official grade is issued from GSA Registry.

14. Assessment Methods:

Please refer to the University Calendar for the full regulations:

<https://www.gla.ac.uk/myglasgow/senateoffice/policies/uniregs/regulations2019-20/gsa/contents/>

Integrative Assessment

Integrative Assessment is an assessment process applied to the range of projects constituting the 'Specialist Interaction Design' component, used for both Formative and Summative Assessment. This assessment is enabled through the submission of a portfolio including all individual projects undertaken up to that point.

Formative Assessment - Formative assessment offers constructive and supportive review of ongoing performance, identifies strengths and weaknesses and gives advice on future direction. A 'Cause for Concern' can be issued at any point, and highlights any performance concerns and/or risk of failure alongside required 'Actions'.

Engagement with formative assessment is a mandatory requirement.

Summative Assessment - Summative assessment evaluates individual performance for the level of study. Final submission work is assessed against the level learning outcomes and set assessment criteria for each level (year) of the programme. The final grade is determined by aggregation of grades for each course. Methods of assessment include portfolio presentation of project work reviews, formal presentations and essays for Design History and Theory.

Formative and Summative Assessment Methods include:

- Tutorial - A tutorial is a reflective and critical discussion to provide feedback about work in progress. This may take place on a one-to-one basis with staff or involve a group.
- Review - A review takes the form of a presentation of work in progress or completed work. This may take place on a one-to-one basis with staff or involve a group. External parties may be present if relevant to the project.
- Guidance Note- A guidance note records key areas of discussion specifically the future development of Studio work.
- Peer Evaluation - A peer evaluation is undertaken by a student about another student in relation to group tasks within a project.
- Self-evaluation - A self-evaluation is undertaken by a student providing an opportunity to reflect on their work and progress.
- Cause for Concern - A Cause for Concern is issued when a student is not meeting work requirements or attending timetabled sessions. GSA Registry will be notified if issues or concerns are not rectified within a stated period of time.
- Record of Assessment – A Record of Assessment provides written feedback and is completed by staff at either formative or summative assessment points.

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

QAA (2017) Subject benchmark statement – art and design. https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16

QAA (2016) Subject benchmark statement – computing. https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-computing-16.pdf?sfvrsn=26e1f781_12

QAA (2016) Subject benchmark statement – Communication, media, film and cultural studies https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-communication-media-film-and-cultural-studies-16.pdf?sfvrsn=4fe1f781_12

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16. Additional Relevant Information:
Further information can be found in the student Programme Handbook and on the Programme VLE

Programme Leader:	Paul Maguire
Programme Title:	BA(Hons) Interaction Design
School:	Design

1. Summary of amendments to Programme Specification for 2020/21 as a result of COVID-19 and list of Academic activities affected:

General

Throughout the Programme and Course Specification documents any use of the word 'studio' was replaced with the capitalised 'Studio' to help clarify and decouple it from merely a suggesting physical space. The 'Studio' subsection was augmented to include an expanded description of 'Studio' encompassing online as well as physical spaces used for delivery of teaching. Various minor rewordings were also implemented to help with clarification of some issues.

Teaching

Teaching will be delivered using appropriate methods in line with Scottish Government Guidelines. Teaching methods are contingent upon the Scottish Government 'Phase' and map from fully online delivery (Hybrid-Flexi 0) to partial online delivery (Hybrid-Flexi 2). Further details are available in the 'GSA COVID response student guide'

Site/Exhibition visits & Field trips

Student excursions/trips will be compliant with the current health and safety guidance of the Scottish Government at the appropriate time. International travel can only be considered once current GSA international travel embargo has ceased.

In addition to the programme specification the **COVID-19 Response Student Guide** outlines the overarching principles the GSA has established to ensure that in the current COVID-19 context, learning remains the priority and is adapted in the light of changes to the public health demands resulting from the pandemic. [You can read the guide here.](#)

2. Details and outcomes of consultation with students regarding the changes detailed in question 1:

Students have been made aware of core changes using departmental messaging using the VLE and in the updated Programme Handbook (2020-21). They are also in receipt of the GSA COVID response student guide' which expands and underpins the programme position in the current circumstances.

3. Details of consultation with External Examiners and PSRBs regarding the changes detailed in question 1:

At this point a new External Examiner is in the process of being appointed. Once the appointment is complete they will be made fully aware of the programme-level COVID-related adjustments to teaching delivery which are in place and participate in feedback sessions to ensure they are fully up to date with procedure. There are no changes to Intended Learning Outcomes or Assessment Criteria throughout the programme.

The Contingency Actions Pro Forma will be updated once feedback is received.

4. Details of how the changes detailed in question 1 meet the requirements of the Public Sector Equality Duty and how any potential for negative impact for students from protected characteristic groups has been or will be mitigated.

Student Access to Teaching Materials

The programme is well-positioned to both provide uncompromised teaching material effectively using digital delivery – staff are well-versed in how to manage streaming, subtitling, recording and distributing teaching materials using a range of production tools. Some material will be pre-generated and released at key points throughout projects. Other material will be live-streamed using specialist production software allowing staff to broadcast their desktops and use multi-camera setups if necessary to deliver workshops and lectures. These live sessions will be delivered through Canvas Virtual Classrooms, recorded, subtitled, uploaded and organised within GSA Planet eStream provision. This allows synchronous and asynchronous delivery methods giving flexibility for students who are not able to be in Glasgow and are in substantially-different international time zones. It also allows students to revisit live lectures in their own time. Regarding in-person engagement – this will be managed using a simple Canvas-based booking system ensuring correct building and studio occupation limits in line with GSA estates' direction.

Student Digital Capacity

Students on the programme have access to adequate technologies to undertake hybrid-flexi teaching delivery – laptops and connectivity. Students are advised on starting the programme to be in possession of a suitable mid-spec laptop in order to allow themselves full creative opportunity. Nevertheless any student who suffers 'digital poverty' will be accommodated with the provision of a GSA-supplied device.

Pastoral Support and Mental Health

Allocation of pastoral staff support will continue as normal. However in these challenging current and future circumstances, it is anticipated that there will be significantly-increased mental stresses upon students. There will be extra attention from staff on ensuring all students keep in close contact with staff around their well-being. Importantly these stresses also extend to staff. Provisions will be implemented for regular staff well-being reporting.

IRFs

Implementations of IRF remain unchanged. All teaching material is navigable and readable and delivered both synchronously and asynchronously to allow full accessibility for any students with dyslexia or ADD.

Equality Impact Assessment (EIA)

An EIA has been undertaken covering the institutional move to Hybrid Learning. This details key points of focus, with associated actions, including: access to appropriate resources; training and support for hybrid learning and teaching; programme design and delivery; academic guidance and support; (maintaining) academic community and mainstreaming inclusive learning and teaching practices.

Name of Convenor of Board of Studies:	Patrick Macklin
Date of Board of Studies Approval:	10.08.20 (Convenors Action)
Name of Convenor of PACAAG:	Vicky Gunn

Date of PACAAG Approval:	19.8.20
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Following approval by Board of Studies and PACAAG, the pro forma will be published with the Programme Specification as an addendum.