

**Glasgow School of Art Programme Specification**

**Programme Title: BA (Hons) Silversmithing and Jewellery Design**

**1. Programme Details:**

<b>Programme Title</b>	BA (Hons) Silversmithing and Jewellery Design
<b>HECOS Code</b>	
<b>School</b>	School of Design
<b>Programme Leader</b>	Anna Gordon
<b>Minimum Duration of Study</b>	48 months
<b>Maximum Duration of Study</b>	72 months
<b>Mode of Study</b>	Full-time
<b>Award to be Conferred</b>	BA (Hons) Silversmithing and Jewellery Design
<b>Exit Awards</b>	Stage 1 Certificate of Higher Education Stage 2 Diploma of Higher Education Stage 3 BA Silversmithing and Jewellery Design Stage 4 BA (Hons) Silversmithing and Jewellery Design
<b>SCQF Level:</b>	10
<b>Credits:</b>	480

<b>Academic Session</b>	2020-21
<b>Date of Approval</b>	PACAAG July 2020 (updated UPC September 2020)

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

<b>7. Entry Qualifications</b>	
<b>7.1 Highers</b>	Standard: ABBB, including a literate subject Minimum: BBCC, including a literate subject
<b>7.2 A Levels</b>	Standard: ABB and GCSE English at A/7 grade or above Minimum: Minimum BBC GCSE English at A/7 grade or above
<b>7.3 Other</b>	Fine Art and Design, and Product Design 30 points overall in the Diploma, including 5 in 3 subjects at Higher Level, normally including English and Visual Arts or Design Technology. Students not presenting English at grade 5 or above at Higher Level will be required to submit an IELTS or TOEFL.
<b>7.4 English Language Requirements</b>	All students will have to provide evidence of English language proficiency when applying. International Students Students who require a Tier 4 visa to study in the UK must meet one of the following requirements in order to gain entry: <ul style="list-style-type: none"> <li>• IELTS for UKVI Academic with an overall score of 6.0 with a minimum of 5.5 in all components;</li> </ul>

	<ul style="list-style-type: none"> <li>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.</li> </ul> <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:

The BA (Hons) Silversmithing and Jewellery Design course aims to provide a balanced programme covering aspects of body adornment and fine metalworking from the development of original design concepts through to the finely crafted finished work. The course embraces as broad an approach to silversmithing and jewellery as possible, from designing for the mainstream jewellery or silverware industries to the pursuit of very personal works intended for gallery exposure. We encourage links with manufacturing jewellers as well as individual makers, gallery curators and collectors allowing us to demonstrate potential fields of interest and employability beyond GSA. We also look at the notion of design in a wider context beyond our individual specialism.

### 9. Programme Structure:

Year 1	Credits	SCQF Level
USJD101 Studio 1	80	7
UCOLAB1 Co-Lab 1	20	7
UCOLAB2 Co-Lab 2	20	7
<b>Total</b>	<b>120</b>	
<b>Year 2</b>		
USJD201 Studio 2	80	8
UXDE202 Design Domain 2	20	8
UDHT2WWD DH&T 2: Worlds and Words of Design <sup>1</sup>	20	8
<b>Total</b>	<b>120</b>	
<b>Year 3</b>		
USJD301 Studio 3	80	9
UXDE303 Design Domain 3	20	9
UDHT3CTD DH&T 3: Concepts and Territories of Design <sup>2</sup>	20	9
<b>Total</b>	<b>120</b>	
<b>Year 4 (Essay)</b>		
USJD401 Studio 4 (Essay)	100	10
UDHT4EE DH&T 4: Essay or UDHT4CR DH&T 4: Curatorial Rationale or UDHT4CJ DH&T 4: Critical Journal	20	10
<b>Total</b>	<b>120</b>	
<b>Year 4 (Dissertation)</b>		

USJD411 Studio 4 (Dissertation)	80	10
UDHT4D DH&T 4: Dissertation or UDHT4ECJ DH&T 4L Extended Critical Journal or UDHT4ECR DH&T 4: Extended Curatorial Rationale	40	10
<b>Total</b>	<b>120</b>	

<sup>1</sup> 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.

<sup>2</sup> 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

### 9.1 Programme Structure – Exchange In/Exchange Out/Study Abroad:

Year 2	Credits	SCQF Level
USJD201X Studio 2 Exchange	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		
USJD301X Studio 3 Exchange	40	9
UXDE302X Design Domain 3 (Study Abroad/Incoming Exchange)	10	8
UDHT3WWDS1 Worlds and Words of Design (Semester 1)	10	8
UDHT3WWDS2 Worlds and Words of Design (Semester 2)	10	8

### 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:

The specific aims of the programme enable students to develop the necessary skills in a supportive and stimulating environment over the 4 stages of the programme. These aims cover design specialism (studio), design domain (design process) and design context (DH&T), and offer students the opportunity to:

- develop intellectual, theoretical and practical skills in the practice of design in Silversmithing & Jewellery
- experience a supportive and stimulating studio learning environment which encourages creative enquiry, teamwork, discussion and debate
- develop an 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 in the subject of Silversmithing and Jewellery

- become articulate in the presentation of ideas and design projects, whether visually or verbally
- experience associated technologies associated with Silversmithing & Jewellery
- develop supporting skills relating to wider knowledge domains (including DH&T)

#### **11.1 Year 1 Aims:**

The aims for Stage 1 offer students the opportunity to:

- exercise a degree of independence in carrying out set project work using a broad range of approaches to create responses
- undertake a range of set projects investigating aspects of drawing, research, exploration and outcomes
- demonstrate an outline knowledge of the fundamental creative processes and methods associated with Silversmithing & Jewellery (DP)
- demonstrate fundamental practical skills and processes associated with Silversmithing & Jewellery (Studio)
- work under guidance and with others in developing awareness of the broader subject of design in relation to Silversmithing & Jewellery
- manage organization of work within set deadlines and develop safe working practices
- convey, present and evaluate ideas in a structured and coherent form using a range of communication methods
- use standard IT applications to process and obtain a variety of information
- demonstrate an understanding of the accepted theories and principles associated with Silversmithing & Jewellery

#### **11.2 Year 2 Aims:**

The aims for Stage 2 offer students the opportunity to:

- exercise initiative in carrying out and interpreting set project work using a range of approaches to create responses and solutions
- undertake a range of set projects with an emphasis on skill acquisition and familiarization of a range of design contexts
- demonstrate an understanding of the key stages of the design process associated with Silversmithing and Jewellery design
- demonstrate a working knowledge of a broad set of skills (process, materials and technical)
- take account of broad discipline matters including any ethical or professional issues raised by the discipline
- manage organization of work in relation to resources and deadlines and develop safe working practices
- convey specialist information to a range of audiences for a range of purposes
- use a range of software applications to process and obtain information and for design development
- demonstrate relevant knowledge and understanding of some of the core theories, principles and concepts associated with Silversmithing & Jewellery

#### **11.3 Year 3 Aims:**

The aims for Stage 3 offer students the opportunity to:

- exercise autonomy in undertaking and interpreting set project work and draw on a range of sources to make objective judgements
- undertake a range of subject specialist projects within the context of Silversmithing and Jewellery

- demonstrate a broad understanding of the design process in relation to a subject specialism and how it can be applied to a range of different contexts
- demonstrate a broad knowledge of the key subject specialist skills (process, materials and technical) relating to the characteristics of Silversmithing & Jewellery
- identify and deal with subject specialist matters including any ethical or professional issues raised by the discipline
- manage time and resources in relation to set project briefs and exercise safe working practices
- make formal and informal presentations to a range of audiences
- use a range of IT applications to support and enhance work
- demonstrate understanding of selected theories, concepts and principles (historical, cultural and contextual) associated with Silversmithing and Jewellery Design

#### **11.4 Year 4 Aims:**

The aims of Stage 4 offer students the opportunity to:

- exercise autonomy, initiative, individuality and judgement in undertaking self-directed project work
- identify and define a self-directed project for a specialist and specified Silversmithing or Jewellery design context
- demonstrate an informed understanding of the design process and how a Silversmithing or Jewellery design collection is developed using various research, analysis, exploration and interpretation methods and approaches
- demonstrate in-depth subject specialist skills and knowledge relating to the characteristics, terminology and practice of a particular Silversmithing or Jewellery design area
- deal with complex subject specialist matters including any ethical or professional issues raised by the discipline
- offer insights and specialist interpretations and solutions to matters raised by individual Silversmithing or Jewellery design interests
- work under guidance and with others to develop an individual position in relation to specialist Silversmithing or Jewellery design area
- manage time and resources effectively and exercise safe working practices
- communicate with, and make formal presentations to, informed and professional level audiences
- use appropriate digital technologies to support and enhance specialist work
- demonstrate an informed understanding of the theories, concepts and principles (Historical, Cultural and Contextual) associated with individual Silversmithing or Jewellery Design Interests

#### **12. Intended Learning Outcomes of Programme:**

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

##### **12.1 Intended Learning Outcomes of Year 1**

Knowledge and Understanding

- an outline knowledge of the fundamental characteristics of Silversmithing and Jewellery
- an understanding of the fundamental creative processes and methods associated with Silversmithing and Jewellery
- an outline knowledge of the design contexts associated with Silversmithing and Jewellery
- an understanding of the accepted theories and principles associated with Silversmithing and Jewellery

#### Applied Knowledge and Understanding

- fundamental practical skills and processes associated with Silversmithing and Jewellery Design
- a range of set projects investigating aspects of research, collaboration, exploration and outcomes

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

##### i) Generic Cognitive Skills:

- Present, evaluate and reflect upon ideas familiar to the discipline of Silversmithing and Jewellery Design
- use a range of approaches to create responses to and answer set project briefs

##### ii) Communication, ICT and Numeracy Skills

- convey ideas in a structured and coherent form
- use a range of forms of communication effectively
- use standard applications to process and obtain a variety of information
- use standard formulae for making numeric calculations and measurements

##### iii) Autonomy, Accountability and Working with Others:

- exercise a degree of independence in carrying out set project work
- manage organization of work within set deadlines
- take account of health and safety regulations and develop safe working practices
- work under guidance with a range of qualified practitioners
- work with others in developing awareness of the broader subject of design in relation to Silversmithing and Jewellery Design

### **12.2 Intended Learning Outcomes of Year 2**

#### Knowledge and Understanding

- a working knowledge of the differing characteristics and practices associated with Silversmithing and Jewellery
- an understanding of the key stages of the design process associated with Silversmithing and Jewellery
- a broad knowledge of a range of design contexts associated with Silversmithing and Jewellery
- an outline knowledge and understanding of some core theories, principles and concepts associated with Silversmithing and Jewellery

#### Applied Knowledge and Understanding

- a range of skills, processes and materials associated with the different Silversmithing and Jewellery Design areas
- a range of set projects with an emphasis on skill acquisition across both Silversmithing and Jewellery

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

##### i) Generic Cognitive Skills:

- undertake analysis, evaluation and synthesis of ideas and matters associated with Silversmithing and Jewellery Design
- use a range of approaches to create responses and solutions to defined project briefs

##### ii) Communication, ICT and Numeracy Skills

- convey specialist information to a range of audiences for a range of purposes

- use a range of standard applications to process and obtain subject discipline information and for image manipulation
- work with formulae for making subject specific numeric calculations and measurements

iii) Autonomy, Accountability and Working with Others:

- exercise initiative in carrying out and interpreting set project work
- manage organization of work in relation to resources and deadlines
- take account of health and safety regulations in studio and workshop practice and continue to develop safe working practices
- continue to work under guidance with a range of qualified practitioners
- work with others in developing a broad understanding of the wider discipline of Silversmithing and Jewellery Design
- take account of broad discipline matters including any ethical or professional issues raised by the discipline

### 12.3 Intended Learning Outcomes of Year 3

#### Knowledge and Understanding

- a broad knowledge of the scope and practice characteristics of Silversmithing and Jewellery
- an understanding of the design process specific to a subject specialism and how it can be applied to Silversmithing and Jewellery
- a broad knowledge of potential design contexts in Silversmithing & Jewellery
- an understanding of selected theories, concepts and principles associated with Silversmithing and Jewellery

#### Applied Knowledge and Understanding

- a selection of the key processes, materials, practical and technical skills associated with Silversmithing and Jewellery Design
- a range of subject specialist projects of research, exploration and outcomes

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

##### i) Generic Cognitive Skills:

- undertake analysis, evaluation and synthesis of ideas, concepts and matters raised by Silversmithing and Jewellery Design
- draw on a range of sources to make objective judgements

##### ii) Communication, ICT and Numeracy Skills

- make formal and informal presentations to a range of audiences about specialist Silversmithing and Jewellery Design matters
- use a range of IT applications to support and enhance work
- test formulae and develop individual skills in making subject specific numeric calculations and measurements

##### iii) Autonomy, Accountability and Working with Others:

- exercise autonomy in carrying out and interpreting set project work
- manage time and resources in relation to set project briefs
- continue to take account of health and safety regulations in studio and workshop practice and adhere to safe working practices
- work under guidance with qualified and/or specialist practitioners
- work with others in developing a subject specialist understanding of Silversmithing and Jewellery Design

- deal with subject specialist matters including any ethical or professional issues raised by the discipline

#### **12.4 Intended Learning Outcomes of Year 4**

##### Knowledge and Understanding

- specific knowledge relating to the characteristics, terminology and practices of Silversmithing or Jewellery
- an informed understanding of the design process and how a Silversmithing or Jewellery Design subject specialism is developed using a range of research,
- exploration and interpretation methodologies and approaches
- an informed knowledge of design contexts for individual, subject specialist, Silversmithing or Jewellery Design interests.
- informed understanding of the theories, concepts and principles (including historical, cultural and contextual) associated with individual Silversmithing or Jewellery Design interests.

##### Applied Knowledge and Understanding

- subject specialist processes, materials, practical and technical skills associated with individual Silversmithing or Silversmithing Design interests
- a self-defined subject specialist project of research, exploration and outcomes which reflects individual Silversmithing or Jewellery Design interests

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

###### i)Generic Cognitive Skills:

- Identify, define, conceptualize and analyse individual, subject specialist, Silversmithing or Jewellery Design interests
- offer insights and specialist interpretations and solutions to matters raised by individual Silversmithing or Jewellery interests
- review and consolidate knowledge, skills, the practice and thinking associated with individual, subject specialist, Silversmithing or Jewellery Design interests
- demonstrate individuality and judgement in dealing with subject specialist Silversmithing or Jewellery Design interests

###### ii)Communication, ICT and Numeracy Skills

- make formal presentations to informed audiences about specialist Silversmithing or Jewellery Design matters
- communicate with professional level peers, senior colleagues and discipline specialists
- use a range of digital technologies appropriately to support and enhance specialist work
- apply and practice individual skills in making subject specific numeric calculations and measurements

###### iii)Autonomy, Accountability and Working with Others:

- exercise autonomy and initiative in undertaking self-directed project work
- manage time and resources effectively in relation to self-directed project work
- continue to take account of health and safety regulations in studio and workshop practice and adhere to safe working practices
- work effectively under guidance in a peer relationship with qualified and/or specialist practitioners
- work with others in developing a critical position as an individual Silversmithing or Jewellery practitioner and contribute to ongoing studio debate

- deal with complex subject specialist matters including any ethical or professional issues raised by the discipline

### **13. Learning and Teaching Approaches:**

The learning outcomes are

- a) Knowledge and understanding
- b) Practice: Applied knowledge and understanding
- c) (Generic) Cognitive Skills
- d) Communication, ICT and Numeracy Skills
- e) Autonomy, Accountability and working with others

The following methods are applied to all categories of learning outcomes

- directed study
- self-directed study
- work in progress appointment (recorded) one-to-one guidance and group guidance group work / group tutorials
- lecture seminar critique
- progress review
- self-evaluation/staff evaluation
- I.T, library and workshop induction

Additional methods for-  
category (b) and (e)

- Practical/technical demonstration

categories (b), (c), (d) and (e)

- work in progress presentation formal presentation

category (e)

- peer evaluation

### **14. Assessment Methods:**

Students are set projects throughout the year varying in length from a few days to a number of weeks. Each project brief states what the outcomes of the project should be and students are assessed on these outcomes. The projects cover all aspects of the course and are assessed formatively and summatively by staff in the department as well as being externally moderated where appropriate.

Engagement with formative assessment is a mandatory requirement.

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

Art and Design 2017

<https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781>

## 16. Additional Relevant Information:

### Enrichment of Learning Experience

Archives and Collections Centre (ACC) - The School has one of the largest and most important museum and archive collections of any UK art school and these provide an excellent study resource.

The institutional archive dates back to the School's foundation in 1845 and documents over 150 years of art, design and architectural education at the School through official papers, correspondence, photographs and press cuttings relating to the School, its staff and students. Together with over 30 Deposited Archive Collections, the size and significance of the archive continues to grow.

International Exchange - Students may be able to undertake a period of exchange with one of our international partner institutions. International exchanges will normally take place in Stage 3 of study and will normally be for the duration of one semester

In order to be eligible for consideration for international exchange the student will normally have achieved a minimum grade of C3 in the formative studio component. Where a student has not met the level of attainment specified but can make a case under 'Good Cause', the Programme Leader can consider their application and discretion may be exercised.

Students who are interested in going on international exchange are advised to attend the departmental briefing session which will be arranged by the Exchanges Officer. Following on from that briefing session, students should discuss their application with the Programme Leader with a view to gaining approval sufficiently in advance of exchange application deadlines. Should a student be granted approval to go on international exchange they must complete and submit for the Programme Leader's approval a Learning Agreement which outlines their programme of study and credit transfer relative to their studies on exchange.

Students must negotiate with the Programme Leader any differences between start and end dates of GSA's semesters and the exchange period and agree how this will be managed – to ensure that the terms of the Learning Agreement are met without impacting upon study of GSA courses, either prior to or post the exchange period.

On completion of the exchange the transcript provided by the partner institution must evidence and confirm study undertaken, as per the Learning Agreement, at which time associated credits will be transferred.

In exceptional cases, students may request that an exchange be extended. However, permission must be granted by the Board of Studies in advance

### Cross GSA workshops

Students on the programme also have access to specialist workshops across GSA, however the formal mechanism for accessing these facilities is via the Programme Leader who will negotiate with the relevant Head of Department.

### Ethics Statement

The Glasgow School of Art is committed to the ethical conduct of research and has developed

policies and procedures to ensure that the importance of individual and corporate responsibility is communicated to staff and students, and that ethical approval is sought where appropriate, particularly in the case of human subject research.

In case of an ethical concern arising from their individual projects of research (e.g. research involving human participants), students will be asked to seek the advice of the programme team, where appropriate. They may also be required to complete the GSA Application Form for Ethical Approval, for consideration by the programme team and, where appropriate, the GSA Ethics Committee.

#### Internationalisation

In line with the Glasgow School of Art internationalisation strategy, we intend to enhance curriculum and learning opportunities in ways that enable students and graduates to operate effectively in international and global contexts

We can do this by creating programme opportunities and support mechanisms for international projects for students that build on international partnerships.

There is also the opportunity to explore international internship and work placement opportunities for students. We intend to develop, refine and strengthen international collaborative educational partnerships in order to deepen transcultural understanding, promote opportunities for students and staff and enhance the international reputation of the School. We could do this by establishing academic staff exchange as a core feature of key international partnerships and consolidating existing partnerships and recruitment potential.

We will continue to develop and provide appropriate support for an increasingly culturally diverse community of students and staff in order to enhance the educational experience of all students

<b>Programme Leader:</b>	Anna Gordon
<b>Programme Title:</b>	BA(hons)Silversmithing & Jewellery Design
<b>School:</b>	School of Design

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

The main areas that need addressed are in the programme aims and applied knowledge and understanding section of the programme specification

10. Practical Skills – remove the word *practical*

10.2 remove (*process, material and technical*)

11.1 remove the word “*practical*”

11.2 – remove the word “*materials*”

11.3 remove the words *material practical and technical* so that the sentence reads “a selection of key processes and skills associated with silversmithing and jewellery design”

11.4 remove the words *materials, practical and technical* so that the sentence reads ‘subject specialist processes and skills associated with individual silversmithing and jewellery design interests’

the academic activities affected will be all jewellery and silversmithing practical and technical material led investigation and research through making. This is currently the main activity in the Studio course, forming 80-100 credits of each year of the programme

13. Learning and teaching approaches, remove section (b) Practice; applied knowledge and understanding

**Studio/Lectures:** References to ‘studio’ and ‘lectures’ indicates opportunities for staff/student contact on campus, online, or as part of civic/field based engagement.

**Site Visits/Field Trips:** Fieldwork/Site visits and study trips will be subject to compliance with relevant public health and safety guidance. International travel will only be considered once the current GSA international travel embargo has ceased.

**Student International Exchanges:** there will be no international students exchanges in Semester 1 due to GSA’s postponement of international student exchanges in that semester, and GSA’s embargo on international travel. Exchanges in Semester 2 will be subject to any restrictions, including potential cancellation, which may be applied by GSA’s exchange partner institutions and government (including FCO) advice

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:**

I have not had the opportunity to discuss this with students to date. Central GSA communications from the Academic Continuity Group (ACG) continue to cover the Schools approach in the form of Hybrid-Flexi. Future meetings with students will be established, dovetailing programme level contextualisation with central messaging and progressively outlining the circumstances of the Contingency, and the methods adopted, to offset restricted access to Campus. These will offer increased levels of detail as additional detail emerges from Scottish and UK government advice and directives.

Such meetings are scheduled to continue at regular points alongside central GSA communications and will continue to underline access limitations to the physical campus, including studios, workshops and lecture theatres.

Additional meetings are scheduled with students articulating-in to the programme in order to provide further clarification.

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

Ongoing. S&J have a newly appointed External Examiner who will receive updated contingency actions at the earliest opportunity and prior to the start of AS 20/21.

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.**

**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.

<b>Name of Convenor of Board of Studies:</b>	Patrick Macklin
<b>Date of Board of Studies Approval:</b>	10.08.20 (Convenors Action)
<b>Name of Convenor of PACAAG:</b>	Vicky Gunn
<b>Date of PACAAG Approval:</b>	19.8.20

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