

Glasgow School of Art Programme Specification

Programme Title: BEng/MEng Product Design Engineering

1. Programme Details:

Programme Title	BEng/MEng Product Design Engineering
HECOS Code	
School	School of Design
Programme Leader	Craig Whittet
Minimum Duration of Study	BEng 48 months MEng 60 months
Maximum Duration of Study	
Mode of Study	Full-time
Award to be Conferred	Bachelor of Engineering in Product Design Engineering Master of Engineering in Product Design Engineering
Exit Awards	Stage 1 CertHE (Engineering Studies) Stage 2 DipHE (Engineering Studies) Stage 3 BSc (Ord) Stage 4 BEng / BSc (Hons) Stage 5 MEng
SCQF Level:	10/11
Credits:	480/600

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

2. Awarding Institution	University of Glasgow
3. Teaching Institutions	The Glasgow School of Art and University of Glasgow
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)	Institution of Mechanical Engineers (IMechE) Institution of Engineering Designers (IED)

7. Entry Qualifications	
7.1 Highers	BEng (4 year course) Standard: ABBB, including a literate subject Minimum: BBCC, including a literate subject MEng (5 year course) AAAAA Including Mathematics and Physics
7.2 A Levels	BEng Standard: ABB and GCSE English at A/7 grade or above Minimum: Minimum BBC GCSE English at A/7 grade or above MEng

	Standard academic entry requirements: AAA.
7.3 Other	<ul style="list-style-type: none"> Advanced entry It is possible for applicants with exceptional A-level or Advanced Higher grades to enter directly into Year 2 or follow a faster route advanced entry programme, both of which allow students to complete the degree in one year less than usual. Depending on applicant's prior experience a design engineering assignment may be set. International Baccalaureate (BEng) Standard academic entry requirements: 36 points. Minimum academic entry requirements: 34 points. Other Mandatory requirements: Must include Mathematics and Physics at HL5. Mathematics Studies is not deemed equivalent to Mathematics and is not accepted. Please note: all A-Level, International Baccalaureate, and other EU entry requirements must be achieved in first sitting. International Baccalaureate (MEng) Standard academic entry requirements: 38 points. Minimum academic entry requirements: 36 points. Other mandatory requirements: Must include Mathematics and Physics at HL6. Mathematics Studies is not deemed equivalent to Mathematics and is not accepted.
7.4 English Language Requirements	<p>All students will have to provide evidence of English language proficiency when applying.</p> <p>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:</p> <ul style="list-style-type: none"> IELTS for UKVI Academic with an overall score of 6.5 with a minimum of 6.0 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>

8. Programme Scope:

The PDE programme's rationale is to meet a growing industry demand for confident design engineering graduates, able to deliver and demonstrate a comprehensive blend of sound theoretical technical understanding coupled with creative practical application in the development of products to meet human needs.

The integration of two distinctive educational cultures is the essence of PDE. This experience and mix of design studio work with engineering theory and labs provides an introduction to the requirements of working in industry.

The practical application of these skills is primarily through studio engagement, and students will develop skills in **PRODUCT** – What the Product you’re designing on has to do and have. **PROCESS** – How you carry out the activity of designing products and **PRESENTATION** – Externalising and Representing your ideas.

Embedded in these will be an ever increasing application of Quality, Responsibility, Resolution and Relevance as students progress through the programme.

The PDE studio programme at the Glasgow School of Art is centred around design project activities. The overall approach of the PDE studio is ‘Core-Explore’.

The early years (Core) are designed to build familiarity and skill with a variety of tools, increasing confidence in the design process, and to develop creativity and the exploration and expression of ideas.

The later years (Explore) of the degree focus on the acquisition of in-depth technical skills, and their application to substantial design engineering projects. The study of contextual issues within the studio programme relates work to entrepreneurial, economic, business, and social considerations.

9. Programme Structure:		
Year 1	Credits	SCQF Level
(UoG EXT1019) Product Design Engineering 1	20	7
(UoG ENG1063) Engineering Mathematics 1	40	7
(UoG ENG1026) Engineering Skills	10	7
(UoG ENG1007) Analogue Electronics	10	7
(UoG ENG1062) Dynamics 1	10	7
(UoG ENG1033) Materials 1	10	7
(UoG ENG1065) Statics 1	10	7
(UoG ENG1038) Thermodynamics 1	10	7
Total	120	
Year 2		
(UoG EXT2076) Product Design Engineering 2	30	8
(UoG ENG2086) Engineering Mathematics 2	20	8
(UoG ENG2085) Fluid Mechanics 2	10	8
(UoG ENG2081) Mechanics of Structures 2A	10	8
(UoG ENG2077) Engineering Comp & Skills M2	10	8
(UoG ENG2024) Dynamics 2	10	8
(UoG ENG2045) Power Electronics 2	10	8
(UoG ENG2015) Design and Manufacture 2	10	8
(UoG ENG2053) Thermodynamics M2	10	8
Total	120	

Year 2 Advanced Entry		
(UoG EXT2076) Product Design Engineering 2	30	8
(UoG ENG2086) Engineering Mathematics 2	20	8
(UoG ENG2085) Fluid Mechanics 2	10	8
(UoG ENG2081) Mechanics of Structures 2A	10	8
(UoG ENG2077) Engineering Comp & Skills M2	10	8
(UoG ENG2024) Dynamics 2	10	8
(UoG ENG2045) Power Electronics 2	10	8
(UoG ENG2015) Design and Manufacture 2	10	8
(UoG ENG2053) Thermodynamics M2	10	8
Total	120	
<p>MEng Advanced Entry Route 2, 3,4 Following the curriculum of the MEng in Product Design Engineering Year 3, 4 and 5</p> <p>BEng in PDE and BSc Hons in PDE Years 1, 2 and 3 follow the curriculum of the MEng in Product Design Engineering Year 3, 4 and 5</p>		
Year 3		
(UoG EXT3013) Product Design Engineering 3	40	9
(UoG ENG3022) Dynamics, Control M3	20	9
(UoG ENG3032) Heat Transfer M3	10	9
(UoG ENG3037) Mechanics of Solids 3	10	9
(UoG ENG4025) Finite Element Analysis 4	10	9
(UoG ENG3036) Mathematical Modelling and Simulation M3	10	9
(UoG ENG3035) Materials and Manufacturing M3	10	9
(UoG COMPSCI3005) Software Engineering	10	9
Total	120	
Year 4 BEng		
(UoG ENG4004) Advanced Materials Technology P4	10	10
(UoG ENG4098) Microelectronics in Consumer Products P4	10	10
(UoG ENG4094) Mechanics of Solids and Structures M4	20	10
(UoG EXT4092) Design for Manufacture	20	10
(UoG EXT4090P) Product Design Engineering 4B	60	10
Total	120	
Year 4 MEng		
(UoG ENG4004) Advanced Materials Technology P4	10	10
(UoG ENG4098) Microelectronics in Consumer Products P4	10	10
(UoG ENG4094) Mechanics of Solids and Structures M4	20	10
(UoG EXT4005) Design and Technology Studies P4	10	10
(UoG ENG4085 P) Integrated System Design Project	20	10
(UoG EXT4091 P) Product Design Engineering 4M	50	10
Total	120	
Year 5 MEng		
(UoG ENG5276) Advanced Manufacture 5	20	11
(UoG EXT5154) Human Factors M5	10	11
(UoG ENG5302) Ultrasound Technology and Application	10	11

or (UoG ENG5227) Computational Modelling of Nonlinear Problems 5		
(UoG XT5155P) Product Design Engineering 5M	60	11
(UoG ENG4118) Robotics 4	20	10
Total	120	

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

N/A

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 GSA PDE studio programme aims to:

- provide a sound education and broad basis for a career in design engineering, product development, the creative management of the development and manufacturing processes, and other related disciplines
- develop your awareness of the relationship between products and human users, and the ways in which product solutions can address human-centred opportunities and problems
- develop your knowledge base in and understanding of technologies, materials and manufacturing methods
- develop your confidence and competence in research and investigation, creative synthesis, evaluative judgement, visualisation, and the application of a wide range of other problem-solving methods to support the design engineering process
- develop critical, analytical, problem-based learning skills
- develop your professionalism and general transferable skills, including communication and interpersonal skills, to prepare you for graduate employment
- through contact with industry, provide you with an understanding of the requirements, terminology and standards of the profession you are entering
- provide a curriculum which is accredited by the Institution of Mechanical Engineers (to Chartered status for MEng stage only)
- provide you with opportunities to develop skills required for both autonomous practice and team-working

Each year /stage of the course occupies one academic year.

Students are involved in a wide range of design activities including awareness of market, technologies, materials and manufacturing, human factors and aesthetics. Skills in communication, drawing and visualisation, model-making and prototyping, IT/CAD/CAM and project management are also developed.

Students are exposed to industry throughout the programme by means of visits, lectures, seminars and workshops, and the final years involve an individual major project often organised in close collaboration with industry or other external party/collaborator.

Throughout the programme, the studio at GSA is an environment in which the engineering sciences from the lectures and labs at GU are increasingly applied and integrated, together with the practical and imaginative application of manufacturing, marketing and business issues.

At the end of Year 3, if you meet the appropriate progression requirements, you can choose between the BEng pathway (Year 4), or the MEng pathway (Years 4 and 5).

11.1 Year 1 Aims:

Stage 1 (CertHE/PGCert): Product Design Engineering 1 (PDE1)

By the end of Year 1, you will be expected to have a developed awareness of, and confidence in the learning outcomes of an introductory programme of studio activity.

11.2 Year 2 Aims:

Stage 2 (DipHE/PgDip): Product Design Engineering 2 (PDE2)

By the end of Year 2, you will be expected to have developed the knowledge and skill base acquired at the previous year, and to have become conversant in the learning outcomes of an intermediate programme of studio activity.

11.3 Year 3 Aims:

Stage 3 (BSc/Ordinary): Product Design Engineering 3 (PDE3)

By the end of Year 3, you will be expected to have developed the knowledge and skill base acquired at the previous years, and to have become proficient in the learning outcomes of an intermediate programme of studio activity with increased responsibility for your own learning.

11.4 Year 4 Aims:

Stage 4 (BEng / BSc Hons): Product Design Engineering 4B (BEng) or 4M (MEng) (PDE4B or PDE4M)

By the end of Year 4, you will be expected to have developed the knowledge and skill base acquired at the previous years, sufficient to have undertaken negotiated self-directed studio activity of study to a professional level, potentially involving a degree of external collaboration.

11.5 Year 5 Aims:

Stage 5 (MEng Hons): Product Design Engineering 5M (MEng) (PDE5M)

By the end of Year 5, you will be expected to have developed the knowledge and skill base acquired at the previous years, sufficient to have undertaken a negotiated self-directed enhanced programme of studio activity to an enhanced professional level potentially involving a high degree of external collaboration.

12. Intended Learning Outcomes of Programme:

Each year of the PDE studio programme, or phase or project within a year, will have Intended Learning Outcomes. At the completion of any particular phase or year of study, therefore, it is important that students can demonstrate that they have acquired the Learning Outcomes. At each level of the programme, studio staff will make clear which Learning Outcomes apply.

The Learning Outcomes are the main focus of the studio experience. Further to these Learning Outcomes, staff will introduce: Responsibility, Resolution and Relevance. Embedded in all of these will be the drive to increase quality in all aspects of learning, experience and projects in Product Design Engineering.

The list below is generic in that it applies, to a greater or lesser extent, to all years of the PDE programme. However, in the earlier years of the programme, students will clearly will not be expected to acquire as many Learning Outcomes, or to such depth, as at later years.

PRODUCT – What the Product you’re designing on has to do and have.

At the end of this programme you should be able to demonstrate your application of and gain an increasing knowledge & understanding of:

Human Interaction:

Meeting the user’s functional, aesthetic and emotional needs.

Including but not limited to: User Cycle, Experience and Feedback, Aesthetics, Semantics, Symbology, Form and Colour

Materials and Manufacturing:

Appropriate selection and specification

Technologies and Components:

Choosing and Selecting Appropriate Technologies and Components and incorporating their function within the product

PROCESS – How you carry out the activity of designing products.

As you progress through the programme, you should gain an increasing ability to apply your knowledge of Product in practical problem-solving situations, eventually in situations similar to those found in a professional working environment. Many of these skills are more ‘hands-on’ and specific to (but not limited to) the Product Design Engineering programme. At the end of this programme you should be able to demonstrate your application of:

Use of Applicable Engineering Theory:

Incorporating theoretical (e.g courses taught at the University of Glasgow) understanding into design engineering work

Economic & Commercial Issues:

Product Costs vs Volumes vs Manufacturing Methods

Environmental, & Societal Issues:

Ecological and sustainability & issues from Politics and Society that affect the development of products.

Professional and Ethical Responsibilities:

Evidence of appropriate engagement with users and external contacts demonstrating correct moral conduct

Contemporary, Contextual Historical Design issues:

Past, present & future products, technologies and market influences that can inspire and influence your design

Creativity:

How creative your ideas are and how you use techniques to help

Design Process and Investigation:

Developing your design, concept generation & evaluation, iteration, detail development embedded in Design including:

Analysing:

Breaking down a variety of information, issues, structures & objects, from simple to complex, in order to understand the purpose, significance, characteristics and inter-relationship of their component parts.

Synthesising:

Creatively combining knowledge, ideas and physical objects to generate new knowledge, ideas or objects which fulfil a defined purpose

Evaluating:

Weighing-up knowledge, ideas and objects, against appropriate criteria, in order to decide their usefulness and relevance to the task in hand.

Learning skills:

Response to staff input & feedback, learning from studio experiences; responding to staff advice.

Commitment and Energy:

Engagement with studio activity; attendance & personal timekeeping

Project and Time Management:

Managing & scheduling project activity

Research Activity:

Appropriate information gathering; analysis; extracting key issues & product requirements

PRESENTATION – Externalising and Representing your ideas.

A range of skills are important in many aspects of life, and across a variety of personal and professional situations. At the end of this programme you should be able to demonstrate your application of knowledge & understanding of:

Project Documentation:

Externalising, recording & developing ideas; Design Journal, Logbook, research findings

Presentation & Communication of Ideas:

Visual & verbal communication of ideas to others; presentation sheets & drawings

Contributory Skills

Freehand Drawing:

freehand sketching & drawing

Formal Drawing:

orthographic & 'technical' drawing, normally to scale, including isometric/perspective, by hand or computer

Physical Modelmaking:
appropriate use of physical modelmaking to assist design process

3D Digital Modelling (CAD):
e.g. Rhino, Solidworks

2D Digital Image Manipulation:
e.g. PhotoShop & similar programmes; scanning images

General IT Skills:
'office' applications such as word processing, spreadsheet, internet usage, network usage

12.1 Intended Learning Outcomes of Year 1

In addition to the 3P's, students will be reviewed or assessed on the work, as presented in their project documentation, that evidences level of engagement with and the quality of achievement of the intended learning outcomes for PDE1 listed here.

- Demonstrate ability to take a problem or challenge and develop a solution that meets this problem or challenge.
- Demonstrate ability to use freehand drawing, desktop modelling, and workshop skills as part of an effective and creative design process.
- Demonstrate ability to combine images and text on paper as an integral part of your design process and as a way of presenting your work to others.
- Have an elementary awareness of the properties of different materials and components and their appropriate and efficient use.
- Demonstrate ability to manage your time, when working individually and in teams, in order to produce a given result in a specified time
- Demonstrate ability to properly use some assistive techniques for creativity, concept generation, evaluation and selection
- Demonstrate an awareness of the possibilities offered by embedded computing in products, and will have had experience in using the fundamental concepts of computer programming
- Apply the design process to a range of set design problems addressing user needs and technical requirements.

12.2 Intended Learning Outcomes of Year 2

In addition to the 3P's, students will be reviewed or assessed on the work, as presented in their project documentation, that evidences level of engagement with and the quality of achievement of the intended learning outcomes for PDE2 listed here.

- Apply the design engineering process to a range of set design problems addressing user needs and technical requirements.
- Design products that support a user experience within a specified context.
- Apply a range of engineering knowledge and technical skills to resolve a design problem in a real situation.
- Work effectively in a team as well as individually; exercising initiative and taking account of own as well as others' roles and responsibilities.
- Present and communicate your design project clearly and concisely through the appropriate use of text, visualisations and illustrations, models and prototypes.

12.3 Intended Learning Outcomes of Year 3

In addition to the 3P's, students will be reviewed or assessed on the work, as presented in their project documentation, that evidences level of engagement with and the quality of achievement of the intended learning outcomes for PDE3 listed here.

- Apply the design process to a range of design problems addressing user needs and technical requirements.
- Design products that support a user experience within a social context.
- Apply a range of engineering knowledge and technical skills to resolve a design problem in a real situation.
- Work effectively in a team as well as individually; exercising initiative and taking account of own as well as others' roles and responsibilities.
- Present and communicate the design project clearly and concisely through the appropriate use of text, visualisations and illustrations, models, prototypes and engineering drawings.

12.4 Intended Learning Outcomes of Year 4

In addition to the 3P's, students will be reviewed or assessed on the work, as presented in their project documentation, that evidences level of engagement with and the quality of achievement of the intended learning outcomes for PDE4 listed here.

- Apply the design process to a range of design problems addressing user needs and technical requirements.
- Design products that support a user experience within a social context.
- Apply a range of engineering knowledge and technical skills to resolve a design problem in a real situation.
- Work effectively in a team as well as individually; exercising initiative and taking account of own as well as others' roles and responsibilities.
- Present and communicate design project clearly and concisely through the appropriate use of text, visualisations and illustrations, models, prototypes and engineering drawings.
- Demonstrate an appropriate/specific manufacturing processes, and present them fully detailed.
- Demonstrate how CAD/simulation tools can be applied to design concepts in order to refine, simulate and prepare data for manufacture.
- Demonstrate an understanding of the costs involved in manufacturing.
- Demonstrate an ability to develop questionnaires; interview and reporting skills and understand how engineers operate in industry.
- Demonstrate technical and environmental factors that influence the ability to innovate.
- Identifying and addressing relevant aspects of sustainability and environmental impact.
- To work collectively in a group and develop: present a project brief based on interviewing a client.
- Demonstrate understanding of the processes of successful implementation of innovative projects
- Demonstrate understanding of the management of risk.
- Demonstrate of skills and capability in: Critically engaging with and evaluating texts and journal articles and extrapolate from existing data and information, likely future trends of concern to product design engineers.
- Understanding the development of design ideologies and their influence
- Understanding the main influences on product development strategies
- Understanding the social, economic and environmental implications of technological development
- Explaining how this knowledge is of value in the design of consumer and capital goods
- Carry out focused research and investigations.
- Apply the design process to a range of design problems addressing user needs and technical requirements.
- Design products that support a user experience within a social context.

- Apply a range of engineering knowledge and technical skills to resolve a design problem in a real situation.
- Design and evaluate concepts and take through to a final detailed design.
- Competently manage a project over an extended period of time and effectively manage relationships and communication with project collaborators.
- Present and communicate your design project clearly and concisely through the appropriate use of text, visualisations and illustrations, models, prototypes and engineering drawings.

12.5 Intended Learning Outcomes of Year 5

You will be reviewed or assessed on the work, as presented in your project documentation that evidences your level of engagement with and the quality of achievement of the intended learning outcomes for PDE5 listed here. In particular, by the end of this course you should be able to;

- Carry out focused research and investigations.
- Apply the design engineering process to a range of design problems addressing user needs and technical requirements.
- Design products that support a user experience within a social context.
- Apply a range of engineering knowledge and technical skills to resolve a design problem in a real situation.
- Design and evaluate concepts and take through to a final detailed design.
- Competently manage a project over an extended period of time and effectively manage your relationship and communication with project collaborators.
- Present and communicate your design project clearly and concisely through the appropriate use of text, visualisations and illustrations, models, prototypes and engineering drawings.
- Understanding the issues and areas of human factors crucial to successful user-centred design
- Confidently using human factors methods and tools as a vital part of product research, specification, development and refinement
- Understanding current standard sources of human factors data
- Clearly demonstrating the use of human factors considerations in design project work through an iterative process
- Understanding and applying anthropometrics software packages
- Developing skills in user research methodologies
- Integrating human factors aspects alongside other engineering and design issues to create a successful project resolution.

13. Learning and Teaching Approaches:

The joint nature of the PDE programme delivers a curriculum with two distinct elements which are complementary and integrated: studio practice at the GSA, and engineering theory lectures and labs at the University of Glasgow.

The GSA studio programme is essentially skill-and project-based, and learning and teaching methods are devised to develop and enhance creativity and individual thinking processes, and to promote self-motivation and independent learning

The University of Glasgow programme is primarily delivered through lectures, tutorials and laboratories.

Teaching and Learning Methods

Throughout the programme the following learning and teaching methods may be used:

Project work

Project work, is the primary means for the development of design and specialist practice within the PDE studio programme. It may be based on team or individual activity, but in either case, you are encouraged to make the most of the studio environment to promote shared learning with peers, as well as receiving structured or informal teaching from staff.

Written project briefs with aims and learning outcomes, timescales and assessment criteria are set for all projects and normally conclude with a group and/or individual critical review focused on individual outcomes.

In the earlier years of the programme, projects are staff-directed, but as students progress through the years, they will be given a greater level of choice, and will be expected to be increasingly self-directed, both in the selection of project topic, and in the means of pursuing investigation and outcomes.

Project briefings are staff-led introductions, at formally-timetabled class or group meetings. Reviews of work-in-progress and completed project outcomes are normally part of the project structure.

Lectures

Formal presentations by staff or by visiting practitioners or experts, which provide a context for course work and enable you to become familiar with the issues of design practice, theory and history, within a broader professional and cultural context.

Seminars

Structured group discussions, either staff- or student-led, on a prepared topic or a range of issues. The importance of seminars lies in your making use of the interchange of knowledge and expertise, which already exists within the group (students, staff and external experts). Appropriate preparation and full participation from all students is expected.

Discussion groups

Staff-led structured groups which are designed to underpin learning gained in lectures or about project-related topics.

Practical workshops, Laboratories & demonstrations

These are used to introduce practical processes or thinking methods and to develop technical knowledge and transferable skills. They are led by tutors, and/or visiting staff and supported by technical staff where appropriate. At some levels of the programme, industry workshops may complement project activity to facilitate a particular focus and development.

Presentations

Students will be asked to prepare and present work for consideration, evaluation and discussion with peers and staff.

14. Assessment Methods:

Students are encouraged to understand assessment as constructive and positive, and an essential guide to your learning experience. Remember that success is very often the result of learning from experience and mistakes!

At each level of the PDE studio programme, student work is organized on a project basis, which, particularly in the earlier years, may be in the form of skills development 'workshops'. Dependent on the year of study and the intended learning outcomes, projects will vary in number per session, in content, in duration, in degree of complexity, in individual and team response and in the nature of the 'deliverables' students are asked to submit for assessment.

Types of assessment

Within the PDE studio programme (and indeed throughout the GSA) a combination of formative and summative assessment methods are used.

Formative assessments are essentially advisory. They are intended to:

- be constructive and supportive reviews
- indicate your areas of strength and weakness
- identify students at risk of failure
- provide you with feedback and advice for your future direction
- involve your own self-assessment

Engagement with formative assessment is a mandatory requirement.

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

- assess your suitability for progression to the next academic year
- indicate your areas of strength and weakness
- if scheduled during a session, or if you are continuing-on to the next session, provide you with feedback and advice for your future direction
- if necessary (for continuing students), provide advice for the re-submission of project work

Depending on the structure of a level or a project, a formative assessment may also be referred to as an Interim Review; a summative assessment may be referred to as a Final Assessment.

The exact timing of formative and summative assessments within a particular level of study will depend on its structure and timetable. The final assessment at the end of Semester 2 of any session will always be summative. It is also likely that Semester 1 will end with either a formative or summative assessment. If a project continues for some weeks, it may well have a formative assessment part-way through, which would act as a progress review to assist and direct students during the next part of the project.

If a summative assessment is scheduled during a session, the mark from it will be carried forward to the end of the session and combined with other studio marks to give an overall result for the session (and the year).

The main methods of assessment in PDE are:

- Course work and project outputs
- Reports, Including Technical, Laboratory and Project Management
- Exams

Elements of PDE study will include all of the above and staff will explain the balance at the beginning of an academic session, or no later than the beginning of the relevant semester. It will

also be made clear whether or not any particular assessment weighting will be applied (for instance, a team project might carry different weighting from an individual project).

The staff team for each level of study will make clear what assessments will take place, when they will occur, and whether they are formative or summative.

The assessment team will be drawn from members of full-time or part-time staff or others who have familiarity with the PDE programme.

Code of Assessment

Your PDE studio work is assessed in accordance with the GSA and University of Glasgow Code of Assessment.

<http://www.gla.ac.uk/services/senateoffice/policies/assessment/codeofassessment/guide/>

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

<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Engineering-.pdf>

<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement---Art-and-design-.pdf>

16. Additional Relevant Information:

Students on the PDE programme may collaborate with undergraduates so long as the nature and the extent of the collaboration is negotiated and agreed by the undergraduates Head of Department.

Students on the PDE programme may wish to source/employ manufacturers/outworkers, again this must be made explicit and accountable as part of the Project Documentation and requires the authorisation of the Head of Department and Programme Leader.

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.

Cross GSA workshops Students on the PDE 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

University of Glasgow Mechanical Engineering workshops Students on the PDE programme also have access to specialist University of Glasgow, Mechanical Engineering workshops, however the

formal mechanism for accessing these facilities is via the Programme Leader who will negotiate with the relevant Head of Department.

Programme Leader:	Craig Whittet
Programme Title:	Product Design Engineering M/BEng & MSc
School:	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 PDE dept. is not looking to amend the Programme Specification for 2020/21. However, the following points will be conveyed to students at Studio Induction and Project Briefings

- **Intended Learning Outcomes (ILO)**

The PDE dept. does refer to 'studio' and the use of the word 'studio' can be used to define a variety of working environments.

- **Assessment Methods**

PDE state 'practical' projects, but this is for the entire academic year. Therefore, the dept. should be in a position to support this. There is also the opportunity for students to conduct practical exercises – eg desktop modelling without the requirement for workshop access.

The dept. already provides resources for CAD and Digital Analysis Software that can be used, where appropriate to replicate the practical investigation for projects.

There is reference to the main areas of student engagement:
seminars, critiques, workshops, tutorials.

If required, these can be conducted remotely/online.

- **Timetable**

Due to the PDE timetable the course specs do define what day of the week certain year groups are scheduled to be in. In some cases, the dept. states that 'days of delivery depend on Semester arrangements. Depending on what Social Distancing requirements, the dept. may have to inform students of any changes to the timetable. This will also have to be agreed with the University of Glasgow, James Watt School of Engineering.

- **Workshop Skills**

The PDE dept. also refers to 'workshop' skills. Again, this could be dealt with by considering the full Academic session. Desktop Modelling in is also a 'workshop' skill that can be experienced in 'studio'.

The dept. does mention 'workshop practice' for the semester 1 PDE MSc Intro Project. This is in course aims. Again, depending on what happens in Sept, we may not be in a position to

provide workshop practice, at least in a physical sense, but will brief and provide students with resource for 'desktop modelling' – see above.

- **Industrial Visits**

PDE does offer industrial visits/trips as part of the educational experience. I'd suspect that this will be very difficult to arrange for the next Academic session. If this is the case, we will provide access to online learning materials for specific manufacturing information.

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:

The PDE Dept. will inform students at the outset of studio and projects that workshop/technical skills can be both digital and physical. This approach is already in place for PDE and enables student to meet the requirements of the ILOs.

The dept. will use the 'Keep in Touch' approach to provide regular updates for progressing students. The 'Meet the Dept.' events will provide opportunities to discuss plans with new students. The dept. has also engaged in University of Glasgow Virtual Open Days and this information has been conveyed to existing applicants that have attended. The PGT interviews that have taken place (and continue to) since lock-down provide PDE staff with an opportunity to discuss PDE plans for potential MSc students.

PDE studio staff have been in regular contact with their students. It is also worth highlighting that unlike other GSA programmes, the teaching for the UG PDE programme did not stop. This has enabled the PDE team to explore 'Hybrid Learning' and assessment via a variety of digital communication tools.

The response to date from applicants and students does highlight their awareness of the challenges that are being faced by the sector. The efforts that are being made by PDE at GSA and GU will continue to be promoted and discussed with the students.

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

There is an opportunity to discuss lockdown arrangements with the Institute of Mechanical Engineers at their next visit. However, this has been postponed due to the lockdown. In addition to the this, we are not looking to make any changes that would impact upon the PSRBs requirements and they are cognisant of the issues being faced by the sector.

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.

The PDE dept. is not expecting there to be any negative impact. This is primarily due to the fact that not looking to make any amendments. The approach that we are taking may result in greater flexibility for students. However, the PDE Dept, GSA and GU have to ensure that adequate IT provision is made available to enable students to engage and access digital resources.

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

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