Glasgow School of Art Programme Specification
Programme Title: International Foundation (Art and Design)

1. Programme Details:

Programme Title	International Foundation (Art and Design)
HECOS Code	
School	School of Fine Art
Programme Leader	Conor Kelly
Minimum Duration of Study	12 months
Maximum Duration of Study	24 months
Mode of Study	Full-time
Award to be Conferred	Cert HE Art & Design
Exit Awards	Certificate of Higher Education
SCQF Level:	7
Credits:	120

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
3.1 Campus	Glasgow
4. Lead School/Board of Studies	School of Fine Art
5. Other Schools/Board of Studies	N/A
6. Programme Accredited By (PSRBs)	N/A

7. Entry Qualifications	
7.1 Highers	N/A
7.2 A Levels	N/A
7.3 Other	Students will be expected to have passed a year 12 equivalent High School leaving qualification. Portfolio: 15 images, a minimum of 5 of which we recommend to be either observational drawing or sketchbooks. In a small additional statement students will be asked to describe their interest within Art and Design. Scoring: Scoring will be based on evidence of interest, aptitude and appropriate level of skill.
7.4 English Language Requirements	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:

	• IELTS for UKVI Academic with an overall score of 5.0 with a minimum of 5.0 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. 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.

8. Programme Scope:

The International Foundation Programme (IFP) is a single academic session (1 academic year) programme which prepares students for entry to undergraduate study in Higher Education Institutions offering undergraduate Art, Design and Architecture programmes at Year 1 or 2. This includes all of the undergraduate degree programmes offered at the Glasgow School of Art apart from those delivered jointly with University of Glasgow. All courses on the IFP are at SCQF Level 7, so the programme is designed to prepare students to progress into Year 2 (SCQF Level 8) or equivalent in most subject areas.

The IFP delivers a studio-based introduction to Art & Design that offers both diagnostic and specialist content, depending on student requirements. This is offered primarily through the *Foundation Studio: Art and Design* course. Due to the diverse learning needs of the student cohort, the IFP offers two pathways: International students that arrive with an IELTS below 6.0 will study *Foundation Skills: English*, an English-language course aligned with their studio work. Students arriving with an IELTS score at 6.0 or above and do not require further language support through the English course, will participate in Foundation Studio: Art and Design (Extended Studio), an additional 20 credit stream which mirrors the *Foundation Skills: English* course's focus on critical thinking skills and developing linguistic and contextual knowledge appropriate to the subject area. All teaching within the IFP programme is based in dedicated studio space ensuring that the international students become immersed in the learning environment and associated teaching and learning methods of studio-based programmes. Studio projects offer further support by exploring the cultural contexts of the GSA and Glasgow.

All IFP students participate in the interdisciplinary courses, *Co-Lab 1* and *Co-Lab 2*, which involves all Year 1 students studying in Mackintosh School of Architecture (MSA), the School of Design (SofD), the School of Fine Art (SoFA), the Innovation School and the School of Simulation and Visualisation (SimVis). This arrangement allows Foundation students to integrate with fellow students studying in the GSA UG programmes and experience a critical aspect of the Year 1 GSA student experience.

The diagram below illustrates the two pathways:

IFP *with* English			
IELTS below 6.0 or additional English language support required			
Foundation Studio: Art & Design (60 credits)	Foundation Skills: English (20 credits)	Co-Lab 1 (20 credits)	Co-Lab 2 (20 credits)
IFP *without* English			
IELTS at 6.0 or above; <u>no</u> additional English language support required			
Foundation Studio: Art & Design (Extended Studio) (80 credits)		Co-Lab 1 (20 credits)	Co-Lab 2 (20 credits)

9. Programme Structure:

IFP with English *IELTS below 6.0 or additional English language support required*		
	Credits	SCQF Level
UINF105-60 Foundation Studio: Art and Design	60	7
UINF106 Foundation Skills: English	20	7
UCOLAB1 Co-Lab 1	20	7
UCOLAB2 Co-Lab 2	20	2
Total	**120**	
IFP without English *IELTS at 6.0 or above; No additional English language support required*		
UINF105 Foundation Studio: Art and Design (Extended Studio)	80	7
UCOLAB1 Co-Lab 1	20	7
UCOLAB2 Co-Lab 2	20	2
Total	**120**	

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

10. What are the requirements for progressing from each stage?
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 International Foundation Programme (IFP) aims to introduce international students to appropriate models of teaching and learning within creative practices in preparation for further study in undergraduate Art and Design degree programmes in the United Kingdom and the GSA in particular. The programme aims are as follows:

- To provide a broad-based introduction to the study of Art and Design studio-based practices and specialist areas of disciplinary study.
- To provide students with the knowledge, skills and confidence to undertake further study in their chosen specialism.
- To develop language skills and an understanding of the cultural contexts required to communicate effectively within an English-speaking studio-based learning environment.
- To encourage students to take responsibility for their own creative practices through a self-reflective process and to self-manage a programme of study.
- To introduce students to a broad range of conceptual and technical skills through studio based work.
- To provide students the opportunity to collaborate across disciplines whilst developing their own work in the context of specialist study

12. Intended Learning Outcomes of Programme:

After full participation in and successful completion of the programme, students will be able to:
1. Begin to apply some research and information gathering methods, including collation, exploration, and interpretation that inform Art and Design discourse.
2. Develop and evidence work in response to briefs and assignments through a self-reflective creative process of researching, developing, resolving and presenting while using a range of materials, processes and fundamental skills in 2 and 3 dimensions.
3. Demonstrate an understanding of historical and critical practice, and explain some of the typical characteristics and critical developments of the fields of Art and Design
4. Apply the critical language and communication skills appropriate to the study of Art and Design in preparation for specialist study.
5. Work constructively in the studio environment by actively participating in collaborative activities, exercising some initiative within the context of directed and independent learning and demonstrating time management skills.

13. Learning and Teaching Approaches:

Learning and Teaching Overview

The *Foundation Studio: Art & Design* component is taught in English by a small teaching team and is supported by regular input from other subject-specialist academics from the Glasgow School of Art. It prepares students to enter Year 2 of their chosen degree programme, and offers a wide range of expertise and experience. Throughout the programme, students are encouraged to respond to critical feedback designed to enable their own decision-making and personal positions in relation to specialism within the creative practices.

Foundation Skills: English is delivered by qualified English Language teachers. They provide an English language syllabus consisting of English within the academic contexts of the programme subject disciplines, and more general social and cultural English and IELTS-type training, designed to facilitate progression to upper B2 level of CEFR by the end of the programme.

Co-Lab 1 and Co-Lab 2 engage students through collaborative learning in studio, bringing together students from across the disciplinary specialisms to encounter alternate ways of being, seeing, thinking and making.

A range of learning and teaching strategies, designed to stimulate, challenge and support

students as they progress through the programme, is outlined in the following sections.

1. Studio
   The studio is central to the International Foundation Programme. It is a place of production and reflection, as well as being the main location for individual and group learning, display, discussion, analysis and assessment. The academic and social ethos of the studio is intended to encourage and actively support group learning as well as support the integration of language and theoretical studies alongside developing and making work. Where language support is required, the learning in studio is supported by *Foundation Skills: English* and clear communication and presentation skills are honed in this practice-based environment.

2. Group Crit
   The Group Crit is an opportunity to receive group critical feedback. It is an opportunity to reflect on works-in-progress or completed projects and receive verbal responses from staff and students. The Group Crit enables students to receive feedback from peers in response to projects made in studio. The Crit acts as the most visible point of critical feedback and encourages students to talk about their work in a critical way and to listen to feedback in a reflective manner

3. Tutorials and Seminars
   The tutorial and seminars are used in a variety of ways through *Foundation Studio*, *Foundation Skills: English*, *Co-Lab 1* and *Co-Lab 2* to help to identify areas of students' potential development and enquiry, providing responsive advice and guidance to students. Individual tutorials, group tutorials and seminars support students' learning throughout the programme. Regular one to one or small group tutorials are scheduled to discuss academic progress. They provide feedback, support and guidance. Group tutorials or seminars are used to gather and share information and discuss shared learning.

4. Peer and self-evaluation
   Group critical feedback sessions (Group crits) facilitated by staff and/or students underpin the peer and self-evaluation process fundamental to studio-based learning. Students learn to evaluate their individual performance and achievement through engagement with the courses and projects. Students are required to submit a written self-evaluation report that directly reflects the specific learning outcomes prior to formative and summative assessment. The GSA strongly encourages peer learning, guided by academic staff

5. Critical Discourse
   Critical discourse is valued as a key learning and teaching tool across all aspects of the programme, and is a key link between *Foundation Studio*, *Foundation Skills: English*, *Co-Lab 1* and *Co-Lab 2*. Critical discourse transfers knowledge, language and understanding, contextualises individual practice and sharpens analytical and conceptual skills. Critical discourse is led and/or facilitated by staff and students in the studios as well as in lectures, seminars, presentations, written work, discussion groups and individual tutorials.

14. Assessment Methods:

Formative Assessment
Formative Assessment gives students guidance and feedback on their progress and level of attainment in relation to intended Learning Outcomes. Formative assessment offers constructive and supportive review of ongoing performance and are held at the end of Semester 1 and halfway

through Semester 2 and students receive feedback supported by a one to one tutorial.

Engagement with formative assessment is a mandatory requirement.

Summative Assessment
Summative Assessment determines progress and level of attainment in relation to the Intended Learning Outcomes. It is an assessment that is held at the end of Semester 2 and determines whether a student passes the Programme. It provides the student with guidance and critical feedback. The Certificate of Higher Education will be awarded as Pass or Fail.

Arrangements for Formative and Summative Assessment include:

Submission of Work
Two or more staff review students work in relation to the Intended learning outcomes and provide critical feedback and grades where necessary.

Group Crit/Review
The presentation of works-in-progress or completed projects to fellow students and staff. Progress Review Written critical feedback completed by staff following formative assessment.

Tutorial
A critical discussion to provide reflective feedback about work in progress. This takes place on a one-to-one basis with staff or in a group.

Self-Evaluation
Completed by students prior to assessment providing an opportunity to reflect on their work and progress.

Cause for Concern
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
Written feedback completed by staff at formative and summative assessment points.

Grading Scheme
The Assessment scheme for the Programme will be governed by the principles of the Glasgow School of Art's Code of Assessment. The standard achieved by a candidate in summative assessment shall be judged in terms of her/his attainment of the Intended Learning Outcomes and associated assessment criteria. Judgements shall be expressed in terms of the primary grades and secondary bands set out in Schedule A of the Code of Assessment.

Candidates will be required to achieve a minimum of Grade D in Foundation Studio (60-80 credits), Co-Lab 1 (20 credits) and Co-Lab 2 (20 credits) elements in order to be eligible to receive the award of the Certificate in Higher Education.

Candidates enrolled in Foundation Skills: English will be required to achieve a minimum of upper B2 level of the Common European Framework Reference (CEFR), equivalent to IELTS 6.0 in order to pass the course.

15. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:
QAA Subject Benchmark Statement: Art and Design (February 2017) https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16

16. Additional Relevant Information:
Library, IT and Canvas The students are inducted and have ongoing training to introduce Library and IT facilities. The GSA's virtual learning environment, Canvas, is used as a source for communication and holds resources for each course on the programme. There are additional teaching sessions led by specialist staff to introduce other facilities (such as blogs) and creative ways of utilising IT. These are adapted to individual students' learning requirements. Canvas can also be used as a way for students to communicate in 'real time' to support their learning and aide communication skills. Student Integration There are a number of formal and informal opportunities staggered throughout the year for International Foundation students to interact with other GSA students in learning situations as well as socially. 1. Co-Lab 1 in Semester 1 invites IFP students to participate in a cross-domain project interacting with a wide range of students from various disciplines 2. Co-Lab 2 in Semester 2 integrates all Year 1 and IFP students by enabling students to work in mixed groups, with students and tutors from the SoFA, the SoD, MSA, the Innovation School and SimVis. 3. Peer learning opportunities in the studio context involving other GSA students. 4. IFP students will have the opportunity to meet with other students at GSA as a group or on a one-to-one basis through opportunities such as student mentoring. 5. There will be a number of organised social events with a range of GSA students throughout the academic year.

THE GLASGOW SCHOOL:ºARt	**Contingency Actions Pro Forma**

Programme Leader:	Conor Kelly (C.Kelly@gsa.ac.uk)
Programme Title:	International Foundation
School:	School of Fine Art (Open Studio)

1. Summary of amendments to Programme Specification for 2020/21 as a result of COVID-19 and list of Academic activities affected:
Amendment to Section 10. Programme Aims: 5   To introduce students to a broad range of conceptual and technical skills through studio-based work. amended to To introduce students to a broad range of conceptual and technical skills through studio-based Work and appropriate online platforms.
Amendment to Section 10. 11. Intended Learning Outcomes of Programme: 5   Work constructively in the studio environment by actively participating in collaborative activities, exercising some initiative within the context of directed and independent learning and demonstrating time management skills. amended to Work constructively in studio environment and appropriate online platforms by actively participating in collaborative   activities, exercising some initiative within the context of directed and independent learning and demonstrating time management skills.
Amendment to Section 10. 13. Learning and Teaching Approaches: **1 Studio** The studio is central to the International Foundation Programme. It is a place of production and reflection, as well as being the main location for individual and group learning, display, discussion, analysis and assessment. The academic and social ethos of the studio is intended to encourage and actively support group learning as well as support the integration of language and theoretical studies alongside developing and making work. Where language support is required, the learning in studio is supported by *Foundation Skills: English* and clear communication and presentation skills are honed in this practice-based environment. amended to **1 Studio** The studio environment is central to the International Foundation Programme. 'Studio' a place of production and reflection, as well as being the main location for individual and group learning, display, discussion, analysis and assessment. The academic and social ethos of the studio is intended to encourage and actively support group learning as well as support the integration of language and theoretical studies alongside developing and making work. 'Hands on' physical experiments, prototyping and iterative making is key to students development. The role of the physical studio space is complemented with online learning activities. Where language support is required, the learning in studio is supported by *Foundation Skills: English* and clear communication and presentation skills are honed in this practice-based environment.

Academic activities affected by these changes include the following courses:
UINF105 - Foundation Studio - Art Design /
UINF105 - Foundation Studio - Art Design (Extended Studio)

Amendment to Section 7. Course aims

1   *To introduce students to studio and practice-based models of teaching and learning associated with the study of Art and Design*
amended to
To introduce students to practice-based models of teaching and learning associated with the study of Art and Design

5   *To encourage independent learning and effective use of the studio environment*
amended to
To encourage independent learning and effective use of the studio environment and online platforms

Amendment to Section 8. Intended Learning Outcomes of Course:

4   Work constructively in a studio environment, by actively participating in group   activities, exercising some initiative within the context of directed and independent learning and applying effective time management.

amended to

4   Make effective use of the studio environment and appropriate online platforms in the development of your project work.

5   Actively participate in group activities, exercising initiative within the context of directed and independent learning and applying effective time management.

Amendment to Section 10.1 Please describe the Summative Assessment arrangements:

Students are expected to present the outcomes of their studies in their studio space. This should include all primary and secondary research, development of work and final outcomes alongside a self-evaluation form. The work is assessed by a minimum of two tutors. A grade is awarded along with a diagnostic breakdown of where learning achievements have been made accompanied by written feedback. This is followed by a one to one feedback session with a tutor.
amended to
Students are expected to clearly present the outcomes of their project work. Students must demonstrate that the work is of their own making, this must include all primary and secondary research, development of work and final outcomes alongside a self-evaluation form. The work is assessed by a minimum of two tutors. A grade is awarded along with a diagnostic breakdown of where learning achievements have been made accompanied by written feedback. This is followed by a one to one feedback session with a tutor.

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 Programme Leader contacted students from the graduating class of 19/20 and has yet to receive a response from students or student reps.

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

The Programme Leader contacted the External Examiner (05/07/2020) in relation to the proposed changes detailed in Question 1. The Examiner supports these changes as part of the school's response to COVID-19.

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.**

One of the key challenges to ensuring parity across the student experience is the question of digital access for international students. Many of our students live in countries with firewalls that prohibit access to certain sites and sources of information that place them at a disadvantage in the pursuit of knowledge through secondary resources. Ordinarily, we expect our students to be able to conduct independent research into a variety of subjects in order to better inform their project work and broaden their knowledge of specific subject areas.

In order to mitigate against a disparity in student experience and to ensure all students enjoy parity in their learner journey, staff must ensure that materials are made available online through accessible platforms. All reading list materials must be made readily available in digital formats.

Name of Convenor of Board of Studies:	Alistair Payne
Date of Board of Studies Approval:	8 July 2020
Name of Convenor of PACAAG:	Vicky Gunn
Date of PACAAG Approval:	19 August 2020

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