

1. Programmes:

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
International Foundation (Art and Design)	WW12	TBC

Head of School	Dr Ken Neil
Head of Department/Programme Leader	Marianne Greated
Programme Contact	Marianne Greated

Minimum Duration of Study	12
Maximum Duration of Study	24
Mode of Study	Full-time
Award to be Conferred	Certificate of Higher Education in Design Certificate of Higher Education in Fine Art
Exit Awards	N/A
Source of Funding	Programme is self-funding based on international tuition fees. No SFC funded places available.

2. Academic Session:

2012-13

3. SCQF Level:

7

3.1 Credits:

120

4. Awarding Institution:

The Glasgow School of Art (validated by the University of Glasgow)

5. Teaching Institutions:

The Glasgow School of Art

6. Lead School/Board of Studies:

Non School Board of Studies

7. Programme Accredited By:

None

8. Entry Qualifications

8.1 Highers	N/A
8.2 A Levels	N/A
8.3 Other	<p>Students will be expected to have passed a year 12 equivalent High School leaving qualification.</p> <p>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.</p> <p>Scoring: Scoring will be based on evidence of interest and aptitude and appropriate level of skill.</p>
8.4 IELTS Score Required on Entry	IELTS 5.0 or recognised equivalent (such as lower B2 level within CEFR)

9. Programme Scope:

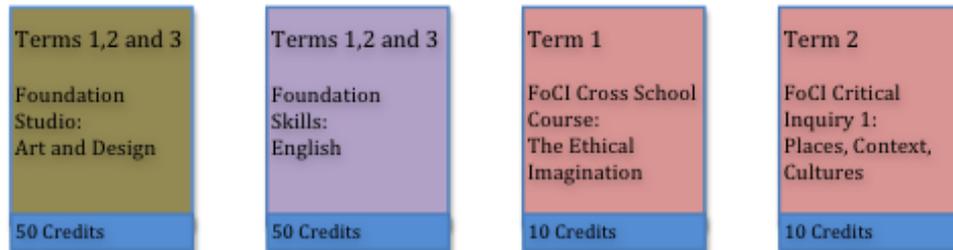
The proposed International Foundation is a single academic session (1 academic year) programme which will prepare students for entry to Undergraduate study in HE Institutions in Art and Design at Stage 2, including the following degree courses offered at the Glasgow School of Art:

- BA (Hons) Design
- BA (Hons) Fine Art
- BDes (Hons)

The specifications for Stages 2 to 4 of these programmes are provided in the Programme Specifications of the GSA.

The International Foundation delivers a Studio Programme that is combined with English language and Critical and Theoretical studies. The different Courses within the Programme, Studio, FoCI and English, are aligned and integrated to support all the learning and teaching activities in the GSA, with an emphasis on communicating and understanding ideas.

The programme teaching is based in the studio and ensures that international students are integrated in to the learning environment of practice-led, studio-based programmes and to the cultural context of GSA and Glasgow. It delivers the English components in a way that supports the learning of language in and for the students' academic context and relevant to the requirements of an Art and Design undergraduate programme.



The International Foundation Programme involves students taking courses from the Forum for Critical Inquiry which are also delivered to Stage 1 MSA, SoD, SoFA and Digital Culture programmes. This arrangement allows Foundation students to integrate with fellow students studying in the GSA UG programmes.

10. Programme Aims:

The aims of the programme are:

1. To introduce students to models of teaching and learning, and the importance of cultural contexts, to enable them to apply to Stage 2 (SCQF level 8 or equivalent) of UK HEI Art and Design programmes, including those at GSA.
2. To provide a broad based introduction to the study of Art and Design and where appropriate to the specialist areas of disciplinary study, which will give students the confidence, knowledge and skills to undertake further study in their chosen specialism
3. To develop the language skills and educational experience necessary to study in the United Kingdom and within a studio-based learning environment
4. To provide an introduction to a learning context which balances theoretical, professional and studio practices in specific disciplines
5. To develop students' conceptual, technical and aesthetic skills through a diversity of creative practices
6. To encourage an understanding of personal aims, goals and abilities through self reflection
7. To introduce students to a broad range of professional and life skills
8. To encourage students to take responsibility for learning and to achieve the ability to set and self-manage a programme of study

10.1 Stage 1 Aims:

This is a one year programme and therefore 'stages' do not apply.

10.2 Stage 2 Aims:
N/A
10.3 Stage 3 Aims:
N/A
10.4 Stage 4 Aims:
N/A
10.5 Stage 5 Aims:
N/A

11. Intended Learning Outcomes of Programme:
<p>After full participation in and successful completion of the programme, students should be able to:</p> <ol style="list-style-type: none"> 1. Apply some basic research and information gathering methods, including collation, exploration and interpretation that inform Art and Design discourse. 2. Develop work in response to briefs and assignments, through the creative process of research, developing, resolving and presenting, using a range of materials, processes and fundamental skills in 2 and 3 Dimensions. 3. Apply some degree of critical evaluation and self-reflection including analysis of Art and Design practices and identification of personal strengths and weaknesses. 4. Explain some of the typical characteristics and critical developments of the fields and practices of Art and Design, using the language of the discipline to analyse and discuss its discourses. 5. Work constructively in the studio environment by participating actively in group activities, exercising some initiative within the context of directed and independent learning and demonstrating time management skills. 6. Apply communication skills to the prescribed standard including English language skills in reading, writing, listening and speaking, as well as ICT skills, to a range of briefs, assignments, presentations and studio communications.

11.1 Intended Learning Outcomes of Stage 1

Please see Q11. The Learning Outcomes for Stage 1 are the same as the Programme Learning Outcomes as this is a one year programme.

11.2 Intended Learning Outcomes of Stage 2

N/A

11.3 Intended Learning Outcomes of Stage 3

N/A

11.4 Intended Learning Outcomes of Stage 4

N/A

11.5 Intended Learning Outcomes of Stage 5

N/A

12. Assessment Methods:**Assessment Outline**

There will be two formal formative assessment points and one summative assessment point for the International Foundation.

Candidates will be required to achieve an overall pass in the assessment of each of the relevant Courses of assessment to be eligible to receive the award of Certificate of Higher Education. A failure in one course at the summative assessment may be remedied by a resubmission by a date to be set at the International Foundation's Exam Board. Candidates who fail in more than one Course of assessment may, at the discretion of the Examination Board, be permitted to undertake a repeat year of study.

An external examiner will be appointed to ensure Academic Standards are maintained. The Examination Board for the International Foundation shall also comprise a representative of the teaching team from each course of the International Foundation, as well as Undergraduate Programme Leaders in Fine Art and Design, and shall be chaired by the Director of Academic Development.

Methods of Assessment

Due to the differing components that make up the International Foundation there are a range of vehicles for assessment that are used. These include reading, writing, speaking and listening assessments in English, essay writing and presentations in FoCI and studio based assessments in Studio.

As the course is integrated there are activities in the course that may feed into different teaching methods and courses. Examples include the writing of self evaluations, research presentations and some elements of critical discourse, all of which may be supported by Studio, FoCI or English at

different points in course. At all points of teaching and assessment these are clearly defined as to their purpose within the students' learning.

Peer and self evaluation

Critical feedback sessions facilitated by staff and/or students, underpin the peer and self-evaluation process. Students also 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 at each Level, just prior to all assessment points.

Progress Review

The Progress Review gives students guidance and feedback on their progress and level of attainment in relation to intended Learning Outcomes. It is held at the end of Term 1 and is based on an assessment of all work to date. Students receive written feedback supported by a one to one tutorial.

Interim Assessment

The Interim Assessment gives students guidance and feedback on their progress and level of attainment in relation to intended Learning Outcomes and provides the opportunity to indicate, through formal advisory feedback, what improvement may be required to achieve success in all assessment categories. Interim assessments are held during Term 2 and students receive feedback supported by a one to one tutorial.

End of Year Assessment

The End of Year Assessment determines progress and level of attainment in relation to the intended Level Learning Outcomes. It is a summative assessment that is held at the end of Term 3 and determines whether a student passes the course. It provides the student with guidance and feedback on their progress and level of achievement in relation to the Intended Learning Outcomes. At the internal Exam Board the results from all courses will be brought together to confirm a final mark.

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 appropriate 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 both Studio and FoCI elements of the Course in order to be eligible to receive the award of the Certificate in Higher Education. In addition, Candidates will normally be required to achieve a upper B2 level of the CEFR (equivalent to ILETS 6.0) in order to pass the English component of the course.

The Certificate of Higher Education will be awarded as Pass or Fail.

120 credits (SCOTCAT), equivalent to 60 ECTS points (European Credit Transfer System), are assigned to level 1 of the degree courses, or SCQF Level 7, which this course is equivalent. The Scottish system refers 120 credits to 1200 hours of "learning activity" per stage, including independent learning, directed learning and learning in contact with academic or technical staff. All learning activities

supervised by academic or technical staff in studios and workshops, as well as staff facilitated learning in seminars and discussion groups, in tutorials, in critical feedback sessions, during the preparation of student exhibitions, in lectures, in conferences, at study days, in talks and presentations, and on study trips and cultural visits are defined as “contact learning”.

13. Learning and Teaching Approaches:

Learning and Teaching Overview

The International Foundation prepares students for further study in the professional contexts of Art and Design and is intended to prepare students to enter Stage 2 of these programmes on completion of the academic session.

The International Foundation is taught in English by a small teaching team consisting of a subject leader in studio and a qualified teacher of English Language for Specific Academic Purposes, who are supported by regular input from other subject specialist academics from the Glasgow School of Art including regular input from FoCI staff. It prepares students to enter Stage 2 of their particular chosen degree programme, and offers a wide range of expertise and experience, throughout which they are encouraged to respond to critical advice to begin to develop their own decision-making and personal positions, in relation to the practice of Art and Design.

The English Language courses are 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.

To enable student involvement in the FoCI courses (which are undertaken by Stage 1 GSA students) the International Foundation students are given additional support to the main FoCI input. This is undertaken by both FoCI and English staff and includes prior introductions to lecture subjects supported by the VLE, additional time given for seminar groups, study for essay writing and preparation for entering a Degree Programme.

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 regarded as the centre of the learning environment. In the International Foundation the studio is used as a base to teach English and FoCI alongside Studio teaching, so as to embed these within the curriculum and integrate these modes of learning. 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.

2 Learning from each other

Learning from each other has a long tradition in the study of art and design. Students’ creative intentions and realisations develop best when they are exposed to the work and achievements of others. The GSA strongly encourages peer learning, guided and assisted by academic staff. Throughout the International Foundation this is facilitated through a number of specific activities such as, recording and evaluating activities and presentations, peer and self assessment,

collaborative working and encouraging an analytical approach to learning from one another.

3 Tutorials and Seminars

The tutorial and seminars are used in a variety of ways through Studio, English and FoCI to help to identify areas of students' potential development and enquiry, providing responsive advice and guidance to students. A balance of individual and group tutorials and seminars supports students' learning experience throughout the Programme. Regular one to one or small group tutorials are scheduled to discuss academic progress, to provide feedback and to give support and guidance. Group tutorials or seminars are used to share or gather information and discuss shared learning.

4 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 and Studio, English and FoCI. 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. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement--Art-and-design-.aspx>

15. Additional Relevant Information:

Library, IT and VLE

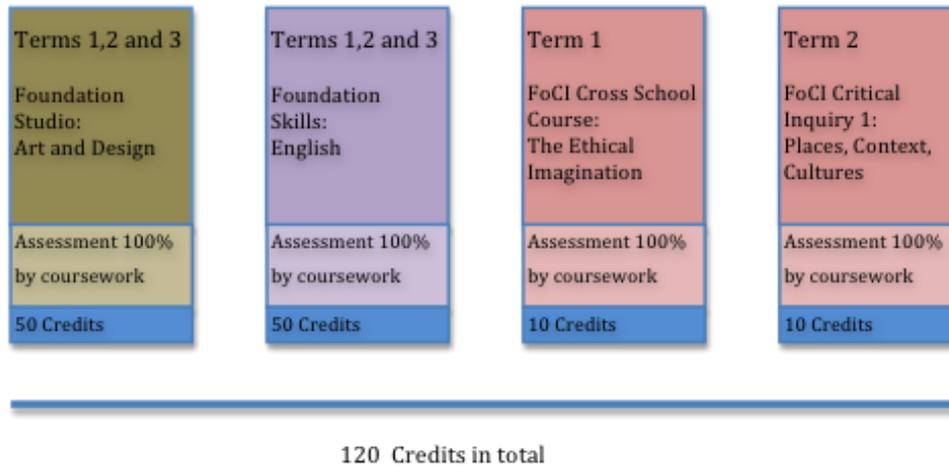
The students are inducted and have ongoing training to introduce Library and IT facilities. The VLE is used as a source for communication and holding resources throughout the programme. There are additional teaching sessions led by specialist staff to introduce other facilities (such as blogs) and creative ways of utilising IT. These are adapted to individual students' learning requirements. The VLE 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. The Cross School Course in Term 1 integrates all Stage 1 and International Foundation by enabling students to work in mixed groups, with students and tutors from Fine Art, Design, Architecture and Digital Culture.
2. Peer learning opportunities in the studio context involving other GSA students.
3. Throughout the year students engage with FoCI Courses alongside Stage 1 GSA students.
4. Students on the International Foundation will have the opportunity to meet with other home, EU or international students at GSA as a group or on a one to one basis via student 'mentoring'.
5. There will be a number of organised social events with a range of GSA students.

16. Programme Structure and Features:



17. Can exemptions be granted?

Yes No

If yes, please explain:

18. Does the programme comply with GSA APEL policy?

Yes No

Please explain: Not appropriate owed to nature of programme.

19. Are there any arrangements for granting advanced entry?

Yes No

If yes, please explain:

20. Are there any arrangements for allowing students to transfer into the programme?

Yes No

If yes, please explain stating requirements and levels to where this can apply:

Students may transfer into the Programme from Stage 1 of GSA UG Programmes via GSA internal transfer process during Term 1 only. This will be at the discretion of the Programme Leaders of both the student's current Programme and that of the International Foundation. An interview with the Programme Leader for the International Foundation will be required and evidence of the student's aptitude and potential should be presented. Availability of space and resources will also be considered.

21. Are there any arrangements for allowing students to transfer into other programmes?

Yes No

If yes, please clarify:

22. What are the requirements for progressing from each stage?

In order to pass the Programme students are required to pass all courses (see Q12).

Students on the International Foundation will receive support and guidance in applying to UK HEI Art and Design programmes, through UCAS.

Students will be encouraged to submit applications to Stage 2 of GSA Programmes. Departments will follow standard GSA admissions procedures in assessing the suitability of applicants. All International Foundation Programme students who choose to apply for Stage 2 entry of a GSA degree programme will be guaranteed an interview.

GSA Programmes will not offer applicants who applied for a place in Stage 2 a place in Stage 1, however students are welcome to apply for Stage 1 if they so wish.

23. Please confirm that the programme follows GSA Board of Examiner policy and procedures, including External Examiner participation:

Yes No

An External Examiner will be appointed to the Programme through the normal nomination process within GSA.

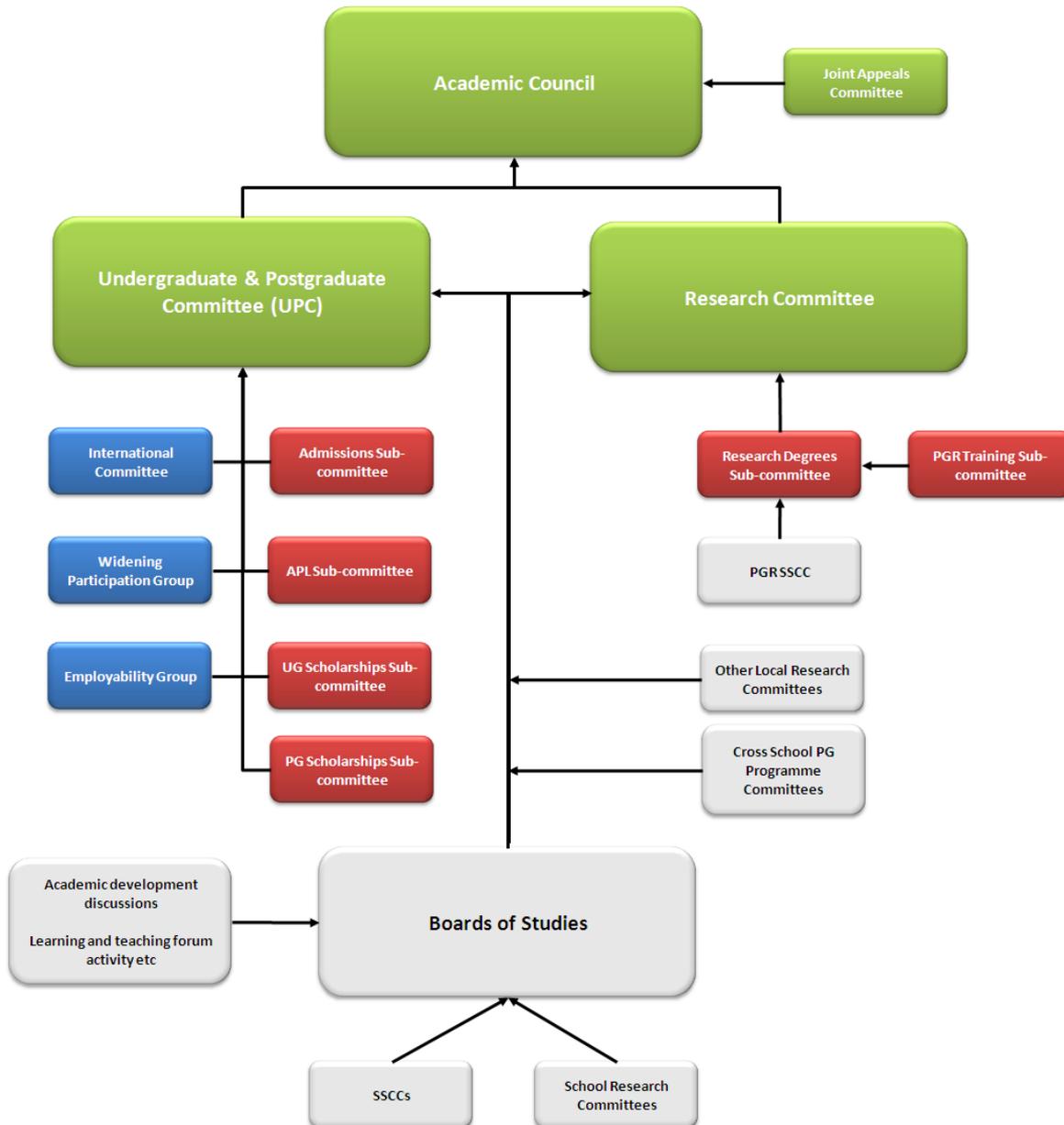
24. Please explain programme management and committee arrangements up to, but not including, Boards of Study:

The International Foundation Programme has a Programme Leader. The PL for the International Foundation Programme will convene an SSCC for the Programme, which will report its minute to the Non-School UG Board of Studies. The PL will convene all necessary meetings with the Course Coordinators of the component courses, and comply during the course of the academic year with the APM process for GSA.

25. Please explain the systems and arrangements regarding:

a) Quality assurance of the management, operation and monitoring of the programme

The Quality Assurance arrangements for the Glasgow School of Art are summarised in the following figure:



Responsibility for the conduct of the programme will rest with the Programme Leader, who is required to report against specified criteria through Annual Programme Monitoring to the Non-School Undergraduate Board of Studies, and thereby to the higher institutional committees responsible for Quality Assurance.

The Programme Leader will have executive responsibility for the direction, coordination and administration of the programme. He/ She will be primarily responsible for the initiation of the programme developments and will have particular responsibility for the monitoring of student progress and for the continuous monitoring of the quality of the programme in line with The Glasgow School of Art procedures.

In order to ensure that quality standards are monitored and the quality of provision continually

enhanced the Programme will undertake:

- Regular Programme Team meetings
- Student/ staff consultative committee
- Annual Programme Monitoring
- Periodic Review

Institutional review in accordance with the Quality Assurance Agency (QAA) and the Scottish Credit

b) Student feedback and representation

An International Foundation Student/Staff Consultative Committee (SSCC) will be established to meet once per term. The agendas for SSCC meetings are primarily set by students. While the concerns of students regarding the International Foundation can be discussed with the tutors at any point, it is through the SSCC that such concerns should be brought formally to the attention of staff.

c) Programme based student support

Support for International Students and Pastoral care

The Glasgow School of Art provides a comprehensive student network and specified support staff for international students. The School also offers an orientation programme for all new international students allowing them to meet other international students and staff at the beginning of their studies.

Peer Support or Mentoring

Students on the International Foundation will have the opportunity to meet with other students at GSA as a group or on a one to one basis via student 'mentoring'.

Student Support Services

Students may contact any member of staff if they are experiencing problems of a personal nature or relating to general welfare that may be affecting their academic progress. Staff will then advise students as to the most appropriate sources of support where required.

Staff Student Support

The programme staff work closely with a variety of staff in Student Support Services and there is ongoing monitoring of students by staff.