

1. Programmes:

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
BA (Hons) Design - Ceramics Part Time	N/A	DESIGNPT

Head of School	Irene McAra McWilliam
Head of Department/Programme Leader	Irene Bell
Programme Contact	Irene Bell

Minimum Duration of Study	72 months
Maximum Duration of Study	6 Years
Mode of Study	Part-time
Award to be Conferred	BA (Hons) Design
Exit Awards	Stage 2 Diploma of Higher Education, Design Stage 3 BA Design Stage 4 BA (Hons) Design
Source of Funding	Self-funded/ILA

2. Academic Session:

2011/12

3. SCQF Level:

Level 10

3.1 Credits:

480 SCQF

4. Awarding Institution:

University of Glasgow

5. Teaching Institutions:

The Glasgow School of Art

6. Lead School/Board of Studies:

School of Design

7. Programme Accredited By:

N/A

8. Entry Qualifications

8.1 Highers	N/A – Programme is no longer recruiting
8.2 A Levels	N/A – Programme is no longer recruiting
8.3 Other	N/A – Programme is no longer recruiting
8.4 IELTS Score Required on Entry	N/A – Programme is no longer recruiting

9. Programme Scope:

The programme provides a broad introduction to design and specialist, in-depth study of Ceramics. The programme is unique in the UK and has been designed for students who already have experience of ceramics and wish to develop their skills, knowledge and understanding to degree level. It involves both on-campus study, during four weeks of residential schools in each academic year, and distance learning conducted by tutorials via the Virtual Learning Environment.

10. Programme Aims:

The aims of the programme are:

The BA (Hons) Design, Ceramics, Part-time programme aims to:

- enable students to develop intellectual, theoretical, and practical skills in the practice of design in Ceramics.
- provide a supportive and stimulating studio and on-line learning environment which encourages creative enquiry, teamwork, discussion and debate
- develop students' 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 linked to individual subject specialism
- produce graduates who are articulate in the presentation of ideas and design projects, whether it be visually, verbally or orally
- introduce students to current technologies associated with their subject specialism
- underpin studio practice with courses in Forum for Critical Inquiry leading to extended pieces of critical and reflective writing in the later stages of the programme

The Programme aims are developed over the three stages within the context of specialist Studio Practice and Forum for Critical Inquiry.

10.1 Stage 1 Aims:

Not applicable

10.2 Stage 2 Aims:**Studio Courses**

Through individual study and group interaction Level 2 aims to:

- a) enhance fundamental design skills through a project-based programme, centred around studio-practice;
- b) introduce and develop practical and critical processes within the context of specialist study;
- c) develop information gathering methods and interpretation skills, including the use of ICT;
- d) develop communication skills - visual, verbal and written;
- e) encourage increasing levels of self-motivation and effective time management;
- f) develop the concept of professional practice and an awareness of a range of design activity.

Forum for Critical Inquiry

Through individual study and group interaction Level 2 aims to:

1. introduce students to historical and critical studies in the context of specialism and in relation to a broad cultural context, focusing on the introduction of key theoretical debates surrounding the place of design in contemporary culture;
2. develop students use of information gathering methods and interpretation skills;
3. encourage students to define and develop their individual perspectives through participation in the courses offered.

10.3 Stage 3 Aims:**Studio Courses**

Through individual study and group interaction Level 3 aims to:

- a) advance fundamental design skills through a project-based programme, centred around studio-practice,
- b) support the development of advanced practical and critical processes in the context of specialist study,
- c) enhance information gathering methods and interpretation skills, including the use of ICT,
- d) enhance communication skills - visual, verbal and written,
- e) encourage students to exercise initiative in self-directed projects and manage time effectively,
- f) ensure students understanding of the key principles of professional practice within the specialist discipline and its related professional culture.

Forum for Critical Inquiry Course

Through individual study and group interaction Level 3 aims to:

1. advance students critical and analytical skills in historical and critical research and writing;
2. further develop student information gathering methods and interpretation skills;
3. further students knowledge of specialist subjects and perspectives in historical and critical studies.

10.4 Stage 4 Aims:

Studio Course

Through individual study and group interaction, and in consultation with staff, Level 4 aims to:

- a) consolidate high level and complex design skills through a project-based programme, centred around studio-practice;
- b) consolidate practical and critical processes in the context of specialist study;
- c) consolidate information gathering methods and interpretation skills, including use of appropriate ICT;
- d) ensure that students have effective communication skills – visual verbal & written;
- e) encourage autonomy and effective time management in individually negotiated programmes of study;
- f) consolidate students' understanding of the potential of their own work within a range of professional practices.

Forum for Critical Inquiry Course

Through individual study, and in consultation with staff, Level 4 aims to:

1. support students in the research and completion of an independently-generated extended essay or dissertation;
2. support the student's development of a detailed knowledge and understanding of an individually negotiated research topic;
3. ensure students' ability to collate, process, and synthesize complex information and data using appropriate research methods, including the use of Information and Communication Technology;
4. ensure that students have effective communication skills – written, verbal and visual with particular emphasis on academic writing;
5. encourage autonomy and effective time management.

11. Intended Learning Outcomes of Programme:

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

Converse with the critical debate and current professional expectations within the specialism of Ceramics and the broader context of contemporary design.

Demonstrate practical skills at a level which is appropriate for entry into the professions or Postgraduate study.

11.2 Intended Learning Outcomes of Stage 2

Studio Course

Knowledge and Understanding

To successfully complete this stage students are required to demonstrate:

- a breadth of knowledge and understanding of the design methods and critical and practical processes of the specialist discipline;
- a basic knowledge and understanding of appropriate research methods used in the gathering and analysis of source materials for practical application;
- an increased awareness of professional practice in relation to the specialist discipline;

- an awareness of ethical issues related to the subject specialism.

Practice (Applied Knowledge and Understanding)

To successfully complete this stage students are required to demonstrate:

- analyse, interpret and resolve design issues creatively in response to project briefs;
- explore materials and processes and make appropriate selections in response to the project brief;
- demonstrate a range of practical skills associated with the specialist discipline.

Key Transferable Skills

To successfully complete this stage students are required to:

- communicate information and ideas to tutors and peers using visual, verbal or written presentation methods;
- gather and process a variety of information and data using appropriate methods, including ICT;
- demonstrate initiative in directed and independent learning and manage time effectively;
- apply critical judgement and engage with feedback from others;

Forum for Critical Inquiry Course

Knowledge and Understanding

To successfully complete this stage students are required to demonstrate:

- a basic understanding of the key theoretical and critical debates and concepts associated with their design discipline and its place in contemporary culture;
- knowledge of some of the key critical frameworks used to discuss and interpret design objects and concepts, particularly contemporary, critical perspectives;
- knowledge and understanding of appropriate research methods used in the acquisition and analysis of source materials for critical writing.

Practice: (Applied Knowledge and Understanding)

To successfully complete this stage students are required to demonstrate an ability to:

- work productively with available resources within the parameters of a course assignment;
- apply advanced methods of analysing design objects and related concepts through critical writing and discussion;
- interrogate and utilize written and visual texts to advance an argument or discussion through critical writing or presentation;
- argue or discuss from a critical perspective through critical writing.

Generic Cognitive Skills

To successfully complete this stage students are required to demonstrate an ability to:

- generate and evaluate ideas and arguments in response to essays, presentations and assignments;
- apply critical judgement and be able to engage with the critical judgement of others;
- evaluate the strengths and weaknesses of their assessed course work.

Communication, ICT, Numeracy and Literacy

To successfully complete this stage students are required to demonstrate an ability to:

- share and convey information and ideas effectively using visual, verbal or textual presentation methods, as appropriate;
- demonstrate appropriate research methods in the acquisition, analysis and synthesis of a variety of information and data using appropriate methods for studio projects and critical writing, including the use of ICT.

Autonomy, Accountability and Working with Others

To successfully complete this stage students are required to demonstrate an ability to:

- manage time effectively and self-motivate;
- work independently under guidance and demonstrate initiative in the context of independent learning;
- interact effectively with tutors and peers as individuals or in defined groups;
- show individual responsibility and consideration for others in the learning environments;
- understand the ethical implications of a range of theoretical perspectives.

Subject Specialist Skills

Ceramic Design

To successfully complete this stage students are required to demonstrate:

- evidence of evolving and improving making skills in the generation of ceramic objects, using materials and techniques described by the set projects;
- the ability to gather information and critically evaluate materials in support of practical projects in an orderly and well-managed way;
- an understanding of historical and contemporary issues relating to ceramics;
- the ability to conduct technical tests and experiments and record results accurately;
- presentation skills in both formal and informal settings.

11.3 Intended Learning Outcomes of Stage 3

Studio Courses

Knowledge and Understanding

To successfully complete this stage students are required to demonstrate:

- an increasing knowledge and understanding of the design methods and critical and practical processes of the specialist discipline;
- an increased knowledge of appropriate research methods used in the gathering, analysis and synthesis of source materials for practical application;
- a developed understanding of professional practice in relation to the specialist discipline;
- an awareness of ethical issues related to their subject specialism.

Practice (Applied Knowledge and Understanding)

To successfully complete this stage students are required to demonstrate an ability to:

- generate creative ideas, concepts, proposals and solutions, in response to more complex

project briefs;

- an ability to combine appropriate practical processes and exploration of materials to respond to more complex specialist project briefs within a professional context;
- demonstrate an increased ability in a range of practical skills associated with the specialist discipline.

Key Transferable Skills

To successfully complete this stage students are required to:

- communicate increasingly complex ideas and information effectively, to a variety of audiences, using visual, verbal or written presentation methods;
- gather, edit and process information from a range of sources, using appropriate methods, including ICT;
- demonstrate increasing levels of self-motivation in directed and independent learning, take initiative in responding to project briefs and manage time effectively;
- apply critical judgement and make reasoned responses to the critical judgments of others;
- practise in ways which take account of own and others' roles and responsibilities and of Health & Safety regulations in their studio practice and adhere to safe working practices.

Forum for Critical Inquiry Course

Knowledge and Understanding

To successfully complete this stage students are required to demonstrate:

- a broad knowledge and understanding of the breadth of an individually selected historical and/or theoretical subjects and its evolving boundaries;
- a broad knowledge and understanding of a range of critical and theoretical perspectives and detailed knowledge of one or two contemporary critical perspectives;
- an increased knowledge of appropriate research methods used in the acquisition, analysis and synthesis of source materials for critical writing.

Practice (Applied Knowledge & Understanding)

To successfully complete this stage students are required to demonstrate an ability to:

- take a flexible approach to course assignments, using available and appropriate resources creatively;
- synthesize critical analysis and evaluation of art objects, and related concepts and issues in discussion, debate and critical writing;
- interrogate and utilize written and visual texts to advance individual perspectives through critical writing.

Generic Cognitive Skills

To successfully complete this stage students are required to demonstrate an ability to:

- generate, evaluate and refine ideas and arguments in response to more complex essays, presentations or assignments;
- formulate some independent critical judgement and reasoned responses to the critical judgements of others.

Communication, ICT, Numeracy and Literacy

To successfully complete this stage students are required to demonstrate an ability to:

- coherently share and convey more complex ideas and information to a variety of audiences using visual, verbal or textual presentation methods, as appropriate;
- obtain, edit, process and interpret a variety of information and data from a range of sources using appropriate methods, including ICT.

Autonomy, Accountability and Working with Others

To successfully complete this stage students are required to demonstrate an ability to:

- exercise initiative in responding to course assignments and effective time management;
- initiate interaction with tutors and peers and relevant external bodies, in groups or as individuals;
- work in ways which take account of own and others' roles and responsibilities.

Subject Specific Skills

Ceramic Design

To successfully complete this stage students are required to demonstrate:

- significantly improved making skills in the production of ceramics, in particular, personal selection of materials and techniques in order that the outcome is appropriate to the intentions of the brief;
- advanced information gathering and presentation methods to reflect the increasing breadth and complexity of studio projects;
- evidence of increasing conceptual and contextual appropriateness in all projects
- the pursuit of personal, technical projects in clay and glaze formulation, kiln firing and technology and accurate record keeping;
- the ability to articulate complex ideas and present these to others.

11.4 Intended Learning Outcomes of Stage 4

Studio Course

Knowledge and Understanding

To successfully complete this stage students are required to demonstrate:

- a knowledge and understanding of the specialist discipline at a high level, and the capability to relate this knowledge to personal practice;
- the ability to articulate and synthesise knowledge and understanding of an independently selected historical and / or theoretical subject in the form of an extended essay or dissertation;
- a detailed knowledge of appropriate research methods used in the acquisition, analysis and synthesis of source materials for practical application;
- a consolidated understanding of professional practice and the context for personal work.

Practice (Applied Knowledge & Understanding)

To successfully complete this stage students are required to demonstrate:

- an awareness of ethical and professional issues related to your subject specialism;
- an ability to work with complex design issues at a professional level and demonstrate a high level of creativity in producing design solutions;
- an ability to source, evaluate, and make individual creative use of materials and processes at a professional level;
- an ability to combine appropriate practical processes and exploration of materials to resolve an individually negotiated programme of study at a professional level.

Key Transferable Skills

To successfully complete this stage students are required to:

- communicate ideas through the use of verbal visual, and written materials at a professional level to informed audiences;
- synthesise complex information from a range of sources using appropriate methods, including ICT;
- take significant responsibility and initiative in the construction and resolution of an individually negotiated programme of study and manage time effectively;
- formulate independent critical judgement and reasoned responses to the critical judgments of others;
- practise in ways which show a clear awareness of own and others' roles and responsibilities;
- take account of Health & Safety regulations and adhere to safe working practices.

Forum for Critical Inquiry Course

Knowledge and Understanding

To successfully complete this course students are required to demonstrate:

- detailed knowledge and understanding of an independently selected historical and/or theoretical subject in the form of an extended essay or dissertation
- knowledge, understanding and self-reflexive use of their chosen critical perspective and its position within a broader critical framework

- a detailed knowledge of appropriate research methods used in the acquisition, analysis and synthesis of source materials.

Practice (Applied Knowledge & Understanding)

To successfully complete this course students are required to demonstrate an ability to:

- synthesize appropriate research methods and critical writing skills at an advanced level and in a self reflective way;
- interrogate, utilize and evaluate written and visual texts to advance individual perspectives in an independently generated research topic.

Generic Cognitive Skills

To successfully complete this course students are required to demonstrate:

- an ability to generate, evaluate and synthesize ideas and arguments in an individually negotiated studio practice, extended essay or dissertation;
- an ability to formulate independent critical judgement and reasoned responses to the critical judgements of others;
- a considered and appropriate evaluation of goals and targets in an increasingly personalised learning environment.

Communication, ICT, Numeracy and Literacy

To successfully complete this course students are required to demonstrate an ability to:

- synthesize a variety of complex information and data from a range of sources using appropriate methods, including ICT to complete the research project;
- articulate ideas through the use of written and visual materials to informed viewers and readers.

Autonomy, Accountability and Working with Others

To successfully complete this course students are required to demonstrate an ability to:

- work autonomously on individually negotiated studio project, extended essay or dissertation topic and manage time effectively;
- take significant responsibility for interaction with tutors, peers and relevant external bodies necessary to support personal direction within individual selected research topic;
- work in ways which show a clear awareness of own and others' responsibilities;
- take significant responsibility in the personal development of their critical awareness in studio practice and writing;
- understand and reflect the relevance of ethical issues to the individually negotiated research topics.

Subject Specific Skills

Ceramic Design

To successfully complete this stage students are required to demonstrate:

- that an individual, in-depth programme of supervised study has been successfully completed at an advanced level;
- the ability to produce ceramic artefacts to a professional standard;

- the use of a variety of advanced research and development methods appropriate to an extended, self-directed project and the level of the programme;
- appropriate project management, involving good working practice and time management;
- the ability to present and communicate complex or specialist ideas to a wide variety of audiences including colleagues and professional practitioners in ceramics;
- the ability to source, select and evaluate information in the production of a piece of independently generated piece of historical or critical writing;
- the production of work for public exhibition.

12. Assessment Methods:

Methods

Assessment throughout the programme is by portfolio and by written or verbal presentations.

Assessment may be either formative or summative:

What?	Formative Assessment	Summative Assessment
When?	At a specified point during the level	End of Stage (Studio) At specified points for FoCI
Why?	Offers constructive and supportive review	Offers constructive and supportive review particularly when progressing
Process?	Ongoing work is evaluated against the Level Learning Outcomes and set assessment criteria	Final submission of work is assessed against the Level Learning Outcomes and set assessment criteria
	Allows self-reflection and evaluation	Allows self-reflection and evaluation
Outcome?	Indicates areas of strength and weakness	Indicates areas of strength and weakness
	Performance indicated/risk of failure identified	Progression to next academic Level/procedure for resubmission
	Gives advice for future direction	Opportunity to qualify for Exit Award
		Official grade issued by Registry

Students must pass both Studio and Forum for Critical Inquiry in order to progress to the next Stage of study or graduate at Stage 4.

Studio

Assessment criteria are common across all stages and specialist programmes in the BA (Hons) Design, and are explicitly linked to Aims and Level Learning Outcomes. The criteria are grouped into three assessment categories, as under noted, which are weighted as follows:

Knowledge and Understanding	30%
Studio Practice & Subject Specific Skills	50%
Key Transferable Skills	20%

All three categories are marked against eight levels of performance, as outlined below.

Forum for Critical Inquiry

Assessment criteria are common across all stages and specialist programmes in the BA (Hons) Design, and are explicitly linked to Aims and Level Learning Outcomes. The criteria are grouped into four assessment categories.

Knowledge and Understanding
Applied Knowledge and Understanding
Key Transferable Skills
Subject Specific Skills

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

The Studio Programme is project-based. Learning and teaching methods are devised to develop and enhance individual creativity and to promote self-motivation and independent learning.

Academic support and guidance evolves as the student progresses through the stages of study. This reflects the growing autonomy of the student.

Staff availability and contact time is identified on project briefs.

The Forum for Critical Inquiry element is delivered through lectures and discussion groups and in the final Levels culminates in an individually supervised extended essay or dissertation.

Forum for Critical Inquiry

Contact Tutors – The Forum for Critical Inquiry element of the programme runs a Contact Tutor system which provides continuity for individual students throughout the levels of the programme. A

All Forum for Critical Inquiry tutors have timetabled 'drop-in' hours. In the case of Ceramics, Part-time, distance learners these are normally negotiable and conducted by e-mail.

Supervisors – Students developing the Extended Essay or Dissertation are allocated to supervisors

who provide a timetabled series of support tutorials throughout the process.

Lectures

Formal presentations by staff or visiting practitioners which provides a context for project work and enables familiarity with the issues of design practice, theory and history, within a broad cultural context.

Forum for Critical Inquiry Lecture Series

The Forum for Critical Inquiry element of the programme provides both general and specialist lecture series designed to inform on key issues in Design History and Theory as well as in contemporary culture

One-to-One Tutorial

Meetings between individual students and tutors to discuss progress of project work.

Seminars

Either staff or student-led structured group discussions on a prepared topic or a range of issues.

Presentations

Students prepare and present their work for discussion and/or evaluation with peers and staff.

Studio-based Projects

Written project briefs (with programme aims and learning outcomes, timescale and assessment criteria) are set for all projects and normally conclude with either a group or individual critical review.

Project Briefing

A formally timetabled group meeting at which staff outline and discuss project requirements.

Discussion Groups

A structured group to discuss/debate project or essay related matters.

Practical Workshops/Demonstrations

Workshops to either introduce material processes or to develop technical skills.

Critical Writing

Throughout the Forum for Critical Inquiry element students are supported in the production of critical writing initially in the form of short essays and at Stage 4 in the form of an extended essay or dissertation.

Screenings

Screenings refer to the formal showing of relevant videos , DVDs of films, TV programmes etc. used either to supplement a lecture series, or as the main focus on study in themselves. Screenings are always accompanied by some sort of directed study (a series of questions, some screening notes) or discussion.

Practice-based Learning

Practice-based learning involves integrated projects run between design and FoCI in term 1 of Level 1. The project is themed each year (e.g. the 1960s) and students learn through a combination of researching appropriate materials and objects, reading, and looking at images. There is also a lecture that involves looking at and discussing objects. FoCI staff work with the students in the studio, giving

crits alongside studio staff.

On-line Learning

Students are required to submit work-in-progress regularly through the Virtual Learning Environment: 'Blackboard' or sometimes by email. Tutors will comment and advise on progress using similar means.

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

Art and Design

15. Additional Relevant Information:

16. Programme Structure and Features:

Reference	Title of Component	Credit	SCQF Level	Programme Weighting	Exit Award
Stage 2 (over two calendar years)					
Studes02	Studio 2	100	8	100	
HCdes02	Forum for Critical Inquiry 2	20	8	20	
Total		120			Dip HE Design
Stage 3 (over two calendar years)					
Studes03	Studio 3	100	9	100	
HCdes03	Forum for Critical Inquiry 3	20	9	20	
Total		120	100		BA Design
Stage 4 (over two calendar years)					
Studes04	Studio 4	100	10	100	
HCdes04	Forum for Critical Inquiry 4	20	10	20	
Total		120	100		BA (Hons) Design
OR					
Stage 4 (over two calendar years)					
Studes04	Studio 4	80	10	80	
HCdes04	Forum for Critical Inquiry	40	10	40	
Total		120	100		BA (Hons) Design

17. Can exemptions be granted?Yes No

If yes, please explain:

18. Does the programme comply with GSA APEL policy?Yes No

Please explain:

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:

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 Levels 8, 9 and 10 students must achieve a D, or above, overall in the assessment categories at summative assessment.

Where a student is awarded an E overall, either in studio or H&C, a resubmission project will be issued for submission at the end of November.

Where a student is awarded an F or a G the Exam Board may recommend that it is in the student best academic interests to repeat the Stage.

Where students achieve less than a D in 2 or more categories then the Exam Board may recommend that it is in the students best academic interests to repeat the Stage.

Where a student is awarded an H overall the Exam Board will recommend termination of study on the programme. If applicable, an appropriate exit award will be made.

Re-submission Projects

Students who fail at the September examinations diet may continue on the programme until the re-submission date in November. Students who achieve a pass at re-submission in November will progress to the next stage of the programme. Students who fail at the first re-submission will have a further opportunity to resubmit the following May but will be excluded from the programme until a successful outcome is achieved. Students failing both re-submissions will be excluded from the programme.

Final Assessment

The Ordinary Degree: BA Design, Ceramics (Exit Award at Stage 3)

Students have the option to leave with an ordinary BA Design, Ceramics Degree after the successful completion of Stage 3. All the appropriate learning outcomes for both Courses in Stage 3, i.e. 100 Credits in Design Studio and 20 Credits in Forum for Critical Inquiry must be achieved for the BA Design degree to be awarded.

N.B. Students exiting with a BA Design, Ceramics receive either a : PASS or FAIL.

The process of the Final Assessment for the BA Design, Ceramics is:

1. Internal Assessment
2. External Moderation.
3. Final Exam Board to agree the award of BA Design: PASS or FAIL

The Honours degree: BA (Hons) Design (Exit Award at Stage 4)

Students who have passed Stage 3 will normally continue to Stage 4 of the BA (Hons) Design, Ceramics programme.

Final Assessment for the award of the BA (Hons) will reflect the Level Learning Outcomes, Assessment Categories and Criteria for Stage 4, contained within the individual Programme of Study. The degree classification is determined through the assessment of both Studio and Forum for Critical Inquiry. A Pass must be achieved in both components

The process of final assessment for the BA (Hons) Design, Ceramics is:

1. Internal Assessment – programme team recommends studio marks/bandings
2. Internal Moderation – Programme Leader and two other Heads of Department compare marks/bandings of the BA (Hons) Design, Ceramics, Part-time programme with the full-time programmes across BA (Hons) Design to ensure consistency within and across subject specialisms and modes of study.
3. External Moderation – Specialist External Examiners consider a sample of the recommend marks/bandings. Discussion with Internal Examiners takes place before marks are endorsed.
4. Final Exam Board receives aggregated Studio and FoCI marks. Final Degree classifications are agreed.

Prior to the Examination Board a panel will consider any student who has submitted a Mitigating Circumstances notification to the Registry.

A student failing to meet the criteria for the award of the BA (Hons) Design, Ceramics will be awarded a BA Design, Ceramics.

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

Yes No

If no, please explain:

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

Responsibility for the conduct of the programme rests with the Programme Leader. The Programme Leader is also Programme Leader for BA (Hons) Design, line-managed by the Head of School of Design, reporting to the School of Design Board of Studies and the GSA Undergraduate Committee.

The programme uses Quality Assurance processes required of all programmes in the School of Design thus ensuring comparison with full-time, on-campus modes of study.

The Examination Board is responsible for the award of the degree and for issues relating to progression. All committees connected to the programme operate according to standard procedures determined by the Academic Council of The Glasgow School of Art. The BA (Hons) Design Programme Committee and Student/Staff Consultative Committees report to the School of Design Board of Studies via the Programme Leader. The School of Design Board of Studies reports to the GSA Undergraduate Committee.

The academic team is led by the Programme Leader Departments who has responsibility for the direction, coordination and administration of the Programme. He/she is primarily responsible for the initiation of programme developments, specialist Heads of and has 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.

25. Please explain the systems and arrangements regarding:

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

Quality assurance is the responsibility of the Programme Leader who reports through the Design School Management team committee, School of Design Board of Studies and the GSA Undergraduate Committee.

External examiner reporting process offers an objective and critical overview on achieving a balance between student expectation and staffing resources.

In order to ensure that quality standards are monitored and the quality of provision continually enhanced, the BA(Hons) Design, Ceramics programme undertakes the following:

- regular programme team meetings
- regular student meetings
- Annual Programme Monitoring
- Quinquennial Periodic Review
- Institutional review in accordance with the Quality Assurance Agency (QAA) and the Scottish Credit and Qualifications Framework (SCQF)

b) Student feedback and representation

Student feedback is gathered during each Residential School through group and individual discussion.

Feedback is reported via the Programme Leader in the Annual Programme Monitoring Report and at the School of Design Board of Studies.

Due to the distance learning nature of the programme students are not normally represented within the academic committee structure at the School of Design Board of Studies. Issues or suggestions are normally resolved within the School of Design but, if necessary, requests for action may be forwarded to the GSA Undergraduate committee.

c) Programme based student support

The Learning support team liaise with academic staff to devise appropriate learning strategies linked to individual need.

The Residential Schools offer an ideal opportunity to offer pastoral as well as academic advice either to individual or group concerns.

EXTERNAL EXAMINER:

Neil Read

Ceramic Artist (Neil Read Ceramics)