UNIVERSITY OF GLASGOW

Academic Standards Committee

A meeting of the **Academic Standards Committee** will be held on **Friday 19 March 2021** at **9.30 am** via Zoom.

Mrs R Cole
Clerk to Committee
Ruth.Cole@glasgow.ac.uk

AGENDA

Only items listed under Sections A and B will be discussed. At the beginning of the meeting members will be given the opportunity to request that any items listed under Section C be included in the Committee's discussion.

1.   Minutes of the Meeting held on Friday 22 January 2021   ASC 20/53

2.   Matters Arising

2.1   Proposed Changes to Operation of Discretion by Exam Boards in the Award of Degree Classifications (ASC/2020/32)

2.2   Annual Monitoring: PGT College Annual Monitoring Summaries for 2019-20 - College of Social Sciences (ASC/2020/34.1.1)

3.   Convener's Business

Section A: Items for Discussion

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4.   Annual Monitoring

4.1   PGT College Annual Monitoring Summaries for 2019-20

   4.1.1 College of Medical, Veterinary & Life Sciences   ASC 20/54

   4.1.2 Overview   ASC 20/55

5.   Periodic Subject Review

5.1   Responses to Recommendations

   5.1.1 Politics   ASC 20/56

   5.1.2 School of Engineering   ASC 20/57

Section B: Items for Formal Approval

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6.   Item Referred from Edinburgh Theological Seminary

6.1   Report from the Meeting of the Joint Board of the University of Glasgow and Edinburgh Theological Seminary held on 1 December 2020   ASC 20/58

7.   Items Referred from The Glasgow School of Art

8.   Items Referred from Scotland's Rural College

Section C: Items for Noting or Information

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11.   Any Other Business

12.   Date of Next Meeting

The next meeting of the Academic Standards Committee will be held on **Friday 21 May 2021** at **9.30am** via Zoom.

University of Glasgow

Academic Standards Committee

Minute of Meeting held on Friday 22 January 2021 at 9:30 AM via Zoom

Present:

Professor Marc Alexander, Professor Jim Anderson, Dr Donald Ballance, Mr David Bennion, Ms Jane Broad, Ms Helen Butcher, Dr Robert Doherty, Professor Neil Evans (Convener), Dr Angus Ferguson, Ms Ann Gow, Professor Joe Gray, Mr Grigoris Kokkinidis, Dr Eamon McCarthy, Professor Niall MacFarlane, Dr Margaret Martin, Professor Anna Morgan-Thomas, Professor Jill Morrison, Dr Scott Ramsay, Mr Niall Rogerson

In Attendance:

Ms Ruth Cole, Professor Robbie Paton (for item ASC/2020/38.1)

Apologies:

Professor Moira Fischbacher-Smith, Dr Louise Harris, Professor Douglas MacGregor, Ms Anna Phelan, Dr Helen Purchase

ASC/2020/29 Minutes of the Meeting held on Friday 20 November 2020

The minutes were approved.

ASC/2020/30 Matters Arising

ASC/2020/30.1 PGT College Annual Monitoring Summaries for 2018-19: College of Social Sciences: Adam Smith Business School (ASC/2019/41.2.2)

In response to concerns regarding English Language skills, the ASBS had provided information about additional support being provided to students.

In relation to expressions of dissatisfaction with the dissertation experience, ASBS had indicated that this related to restrictions on the nature of permitted projects. However, comments in the monitoring reports had also related to the student experience of project supervision. ASC had previously been made aware that ASBS were looking at the academic rigour and quality of supervision and equity of student experience. It was agreed that in his role as Quality Officer for the College, Dr Doherty would continue to monitor developments on this issue at both undergraduate and postgraduate level.

ASC/2020/30.2 Annual Monitoring: College of Arts (UG and PG) (ASC/2020/17.1.1)

Clarity had been requested on whether temporary changes to courses made for session 2020-21 in response to the pandemic, which were now intended to continue into future sessions, needed to be confirmed through the full approval process. Ms Butcher advised that a decision on this was imminent and advice would be made available as soon as possible.

ASC/2020/30.3 Annual Monitoring: Summary (ASC/2020/17.1.5)

The annual monitoring summary noted a number of comments in relation to the move to on-line exams, including concerns regarding the integrity of assessment and the amount of time to be made available to students to complete the exams. A special meeting of Education Policy and Strategy Committee had taken place on 16 January 2021 to consider some of these issues, and it had been confirmed that, with a very limited number of exceptions, double time would be available for all timed exams taking place in the remainder of 2020-21.

It was noted that there were a number of issues still being addressed in relation to online exams. For example, clarity was needed on what now constituted an 'exam' in terms of course approval, and where responsibility for timetabling fell in relation to different forms of assessment. There was on-going debate in relation to redesigning assessments for the online format, and the concerns of some technical subjects (maths, science, finance, economics) around the integrity of online exams. Connectivity problems and students being based in other time zones were also relevant. Professor Morrison acknowledged that there were issues still to be resolved and that communication to both staff and students of the University's position on these matters was of key importance.

ASC/2020/30.4 Audit Report on Programme Approval Activity Undertaken by Colleges (ASC/2020/21.1)

Feedback arising from the Senate Office audit had been provided to Colleges.

ASC/2020/31 Convener's Business

There was no Convener's business.

ASC/2020/32 Proposed Changes to Operation of Discretion by Exam Boards in the Award of Degree Classifications

Professor Morrison introduced the discussion. In November 2020 ASC had agreed to adopt one of two options in relation to borderline classification decisions, and whichever one was chosen, this marked a very significant step forward in achieving consistency of decision making and thus fairness for students.

Under Option 1, promotion of students to the award of a higher classification would be determined by GPA alone, with the threshold set at 17.5, 14.5 and so on.

Under Option 2, promotion would be determined firstly by GPA as in Option 1 but in addition, for students in bands 17.1 – 17.4, 14.1 – 14.4 and so, it would be determined by course grade profile, weighted as per the programme structure).

Professor Morrison suggested that Option 1 was the fairest as it would ensure that no student with one GPA would be promoted where a student with a higher GPA would not. It had previously been noted that Schedule A was a non-linear grading scale, but this was not relevant at programme level; it was only at component level that qualitative judgments were made. In addition, restricting exam boards to consideration of GPA ensured that the process was administratively straightforward.

A number of members spoke in favour of Option 2, saying that this allowed a 'second look' at the general level of performance of students who were very close to the classification borderline, including those whose overall GPA had been impacted by one very poor performance (this could happen where the number of course results was relatively low). It was felt that the use of a median measure (i.e. grade profile) would be understood and accepted by students.

It was noted that some modelling had been undertaken to show the likely impact of both options. This had shown Option 1 was likely to result in some reduction in the number of First class/2.1 degrees awarded. Option 2 appeared to result in overall results profiles closer to historical ones. The modelling had not been undertaken to determine which option should be adopted but to check that there would be no significant unforeseen consequences. The Committee was satisfied that the data did not raise any concerns.

It was agreed that Option 2 should be adopted.

It was noted that the meaning of 'grade profile' was interpreted differently in different parts of the University and, that in the interests of achieving consistency of decision-making, there should be one clear definition. The Committee had previously agreed that grades should be weighted in accordance with any weighting given to different years of an honours programme. In addition, it was now agreed that course grades should be classified as being either in the lower classification or the higher classification and that a student would be promoted where at least 50% of the weighted grades were in the higher classification. The distance from the borderline of any or all of the course grades was irrelevant.

It was intended to implement these decisions in 2021-22, with transition arrangements for continuing students considered separately.

The Committee had previously agreed that the aforementioned change effectively removed 'discretion' and as such this needed to be reflected in reference to future procedural descriptions and the University Regulations.

Implications for other boundaries

The work on discretion had focused on achieving consistency and transparency in the way that discretion was exercised for those decisions where discretion currently existed. It had been noted at the November 2020 ASC meeting, however, that adopting Option 1 or Option 2 would result in a new 'hard' boundary being introduced at a GPA of 17.5, 14.5, 11.5 and 8.5, and this would create a new inconsistency in relation to other award decisions. This concerned the following:

Eligibility on achieving a GPA of .5

- Honours degree: First class (17.5), 2.1 (14.5), 2.2 (11.5), and Third class (8.5)
- Masters degree: Distinction (17.5) and Merit (14.5)

Eligibility on achieving a GPA of .0

- Masters degree: Pass (12.0) (and progress to dissertation/project requires a GPA of 12.0)
- Ordinary/Designated degree: Distinction (15.0), Merit (12.0), Pass (9.0)
- Certificate and Diploma of HE: Distinction (15.0), Merit (12.0), Pass (9.0)

ASC agreed that this inconsistency should be included in the broader review of simplifying and harmonising degree regulations that was now underway. It was noted that, in particular, any proposal to amend the current PGT progression GPA threshold of 12.0 to 11.5 would require careful consideration.

Action: Clerk

ASC/2020/33 Consultation on Good Cause and Requirements for Supporting Evidence

In January 2020 ASC had discussed a number of issues relating to the current Good Cause process and agreed that a university-wide consultation should be undertaken in relation to proposals for possible changes to the process. The consultation was delayed by the pandemic but the call for responses was issued in November 2020 and the results were now received by ASC.

Detailed and thoughtful responses had been submitted, reflecting the complexity of the issues as well as the significant potential impacts on student welfare and staff workload. The fact that so many had taken the time to respond in this way was much appreciated. The responses to the proposals were mixed. Professor Morrison noted that she had also recently received a number of representations around Good Cause cases involving very sensitive circumstances, and this had reinforced the need for the process to be accessible to all.

Reflections on the current Good Cause process noted a range of challenges but its strengths included the flexibility to allow students to graduate or progress with incomplete assessment. Recent experience during the pandemic, where the requirement for supporting documentary evidence had been relaxed, showed that a 'best available evidence' system was viable. (The 'best available evidence' could in some instances include self-certification.)

Proposed Option 1: The consultation had proposed a system through which students could, to a certain extent, self-certify in relation to incomplete assessment. There was a parallel with the world of work, and students would be required to reflect on their circumstances. But it was questioned whether there was any real value in this. Would staff still be required to scrutinise and judge on the claim? What sort of limits would be placed on the number of times that a student could make such a claim?

Proposed Option 2: This proposed a system where no circumstances would need to be described and no evidence provided. It was acknowledged that this would remove the current potential for unfairness in terms of access. However, concerns were raised about how to ensure that this would ultimately work in students' best interests, given the far-reaching effects of allowing students to defer assessment, including later bunching of assessment and students missing out on feedback at the intended time. There were significantly differing views on whether the saving of staff time (not needing to scrutinise and judge claims) would be outweighed by new burdens (setting alternative assessments, tracking completion of assessment, advising students on the implications of deferring assessment). There were significant concerns around whether, under such a system, students would be able to graduate with incomplete assessment.

Other developments were noted as being relevant to this issue, such as the drive to lessen reliance on high stakes end-of-course assessments, and the move away from traditional exam-hall exams, with some early indications that students may find on-line assessments easier to manage, especially where those assessments remained open for 24 hours or one week instead of for a short time period. The overall impact of these developments was not yet known.

Responses to the consultation also highlighted the important link between the Good Cause process and the identification of students in need of support, and the fact that it would be beneficial to have a clearer overall framework covering Good Cause, chronic issues and Fitness to Study.

While there was a range of responses to the proposals, very significant concerns had been expressed in relation to the possible implications of adopting Option 2. Overall, the balance of opinion appeared to be in favour of working with the existing system – or retaining a number of its features – while also broadening the definition of 'supporting documentary evidence', to include self-certification in some situations. Members expressed disquiet at the tone of some of the responses which suggested a lack of trust in students. There was a view that the system would be improved by a more compassionate approach.

ASC agreed to ask Academic Regulations Sub-Committee to bring proposals to ASC on a revised Good Cause process in line with these views. The aim would be to have a process that was accessible to those who need it, that accommodated the difficulties of obtaining supporting evidence, and that involved a manageable workload for staff.

ARSC should consider:
- Broadening the range of evidence that could be accepted
- The parameters around self-certification
- The relationship between Good Cause and Fitness to Study

- Possible differences in approach at Honours and non-Honours
- Accompanying guidance

It was noted that ARSC may in the first instance wish to bring principles to ASC for approval.

Action: ARSC

ASC/2020/34 Annual Monitoring

ASC/2020/34.1 PGT College Annual Monitoring Summaries for 2019-20

ASC/2020/34.1.1 College of Social Sciences

Dr Doherty introduced the report, noting the current heavy workloads which had resulted in the report being submitted late. While the report still noted positives associated with the way that staff had embraced the recent changes, there appeared to be a change of tone since completion of the undergraduate report, with staff having been working under pressure for a longer time and being more aware of the on-going challenges arising from the pandemic.

A comment recording a perception that the IT hardware on the Dumfries Campus was relatively poor and inferior to that on the main campus was noted, and Dr Doherty agreed to ask for clarification on this, as to whether it was only a perception or whether there was an issue that needed to be addressed.

The Summary provided by the Senate Office identified the following as themes identified in the 'What Worked Well' section: Response of staff to the challenges of online delivery; Online exams processes; the No Detriment policy; Staff support – teaching; External Examiner responses.

The following were identified as issues for University attention:

- IT/remote delivery – including provision of equipment and support for staff, access to software, hardware and internet connectivity for students
- Staffing – including workloads and related welfare issues
- University policy – covering issues such as the future nature of PGT programmes, format of future exams, concerns regarding plagiarism and collusion.
- Suitability and quality of teaching spaces – noting particularly the continued increase in student numbers.
- Student support/mental health
- University communication – issues were identified with timeliness and consistency of messaging, particularly in relation to the No Detriment policy and Good Cause.
- Library resources, particularly in relation to the pivot to online delivery.
- Continued concerns about students' English language skills in the Adam Smith Business School. This was echoed in the School of Social and Political Sciences.

The Committee also noted that, under the heading of 'Student support – IT', the summary had included reference to Chinese students having faced racism in the context of the pandemic, and a concern that awareness of racism and other forms of discrimination should have a higher prominence in the University. It was agreed that this should be highlighted as a theme of its own.

ASC was satisfied that the themes identified were an accurate reflection of the issues raised by the Colleges. The Senate Office would seek updates and responses from the relevant sources to these University-wide matters.

Action: Senate Office

ASC/2020/35 Annual Report on Undergraduate External Examiners Reports - Session 2019-20

ASC received the annual report, noting good return rates and a high level of satisfactory reports. The Appendices showed points of concern that had been raised but these represented a very small number from the population as a whole.

ASC/2020/36 Item Referred from The Glasgow School of Art

ASC/2020/36.1 Report from the Periodic Review of the School of Simulation and Visualisation

ASC received the report from the Glasgow School of Art PSR of the School of Simulation and Visualisation held on 28 and 29 July 2020.

ASC noted the revalidation from September 2021 of the following programmes for a period of six years:

> MDes Sound for the Moving Image
> MSc Heritage Visualisation (formerly MSc International Heritage Visualisation)
> MSc Serious Games and Virtual Reality
> BDes (Honours) Sound for the Moving Image
> BSc (Honours) Immersive System Design.

ASC noted the re-accreditation of MSc Medical Visualisation and Human Anatomy by the Institute of Medical Illustrators for a period of five years from January 2020.

ASC also noted the remainder of the report including the five recommendations and seven commendations.

As the MSc Medical Visualisation and Human Anatomy was a GSA joint programme with the University of Glasgow, ASC was asked to approve the recommendation that the programme be revalidated for a period of six years from September 2021. Professor MacFarlane noted that while no concerns had been raised, the report did not specifically refer to the scrutiny process and that should be included in order that revalidation could be confirmed.

Action: Academic Collaborations Office

ASC/2020/37 Update: The Assessment & Feedback Project: World Changing Glasgow Transformation

ASC received a written update report from Dr Sykes, the WCGT Academic Design Lead. This highlighted progress in relation to Moodle enhancements in assessment and marking, the Student Portal on My Grades and feedback, and the Grade Capture and Aggregation Tool.

Members noted that the new tools were being piloted in Scottish Literature and Law with French, both of which were areas that had relatively small student numbers. It was important that areas with larger student numbers should be involved at an early stage.

ASC/2020/38 Any Other Business

ASC/2020/38.1 Vocational Project Proposal (College of Social Sciences)

Professor Paton from the Adam Smith Business School presented a paper proposing alternatives to the traditional 60 credit dissertation on PGT programmes. These would include collaborative projects, capstone/portfolio projects and group projects. The projects would always include a substantive (60-100%) individual component and would carry 40 or 60 credits.

The proposal followed on from work in the College to develop projects with more progressive formats, as there was a view that vocational outcomes were not necessarily well served by a traditional dissertation. ASC was asked specifically to consider the possibility of offering 40 credit projects to further support these developments.

The rationale was that shorter-term engagements, associated with shorter projects, would lead to more opportunities being made available with employers. Vocational outcomes did not need to involve internships or placements, rather they could be built around practical projects and tasks completed remotely from the host organisation. With increasing student numbers, a large pool of opportunities would be required. The greater flexibility associated with a shorter project would open up more opportunities including for international project-style engagements.

It was also noted that by offering 40 credit projects, this would create the opportunity to introduce additional taught credits into the curriculum associated with the formal assessment of personal skills and attributes, or to address requirements set by professional bodies or accreditors. The areas to be covered might include knowledge and skills related to data analytics, decision making and leadership.

In discussion, ASC expressed support for the development of projects with a greater vocational focus. While there were advantages to incorporating group work into the dissertation component of the degree, Boards of Studies still required to be satisfied that the project represented a substantial piece of individual work by the student. The reliance on groupwork in connection with a piece of high stakes summative assessment could be problematic and it was noted that this was unpopular with many students.

In relation to the proposal that the project could carry only 40 credits, members suggested that even where students had shorter engagements with companies, the work coming from this could be structured in such a way that it would amount to 60 credits. If an additional 20 credits of taught courses were to be incorporated into the curriculum this would mean more pieces of summative assessment to be managed by students, which might not be welcome. It was not clear that the overall staff workload would be reduced by such a move. It was noted that across the sector there had been some movement recently towards more masters degrees including a smaller independent piece of work, but the majority of Russell Group universities still required this component to carry 60 credits.

ASC commended the College of Social Sciences' work on developing more vocationally focused projects. However, it was agreed that at this time there should be no amendment to the University-wide requirement for an independent piece of work worth at least 60 credits to be completed for the award of a masters degree.

ASC/2020/39 Date of Next Meeting

The next meeting of the Academic Standards Committee will be held on **Friday 19 March 2021** at **9.30am** via Zoom.

University of Glasgow

Academic Standards Committee – Friday 19 March 2021

Postgraduate College Annual Monitoring Summary 2019-20 – College of Medical, Veterinary & Life Sciences
Cover Sheet

Mr Niall Rogerson, College Quality Officer

Brief Description of the Paper

This paper contains a summary of the annual monitoring reports from the College of Medical, Veterinary & Life Sciences.

Action Requested

ASC is asked to consider the issues raised in the report covering postgraduate provision in the College of Medical, Veterinary & Life Sciences in 2019-20.

Recommended Person/s responsible for taking the action(s) forward

Actions identified separately.

Resource Implications (where appropriate)

As appropriate.

Timescale for Implementation (where appropriate)

As appropriate.

Equality Implications (where appropriate)

None.

The aim of Annual Monitoring is to maintain quality and improve provision through identifying action that can be taken to improve future student experience. In the context of the COVID-19 pandemic annual monitoring will proceed with a significantly reduced area of focus in terms of reporting requirements.

For session 2019-20 this abridged form should be used to record Annual Monitoring Activity. Its purpose is to capture a focused and concise evaluation (or a reflective summary). In undertaking annual monitoring, online meetings should take place to support reflection, reporting and development planning towards enhancement and the maintenance of academic standards.

College	MVLS		
School/Subject/Discipline *(as* appropriate*)*	Graduate School – Compiled by Prof Cheryl Woolhead (Associate Dean of PGT)		
Provision covered	Unit of Learning	Represented by	Input received [at meeting (M)/via form (F)]
	All PGT programmes: Animal and Plant Sciences Cluster (APS) Biomedical Sciences Cluster (BMS) Health and Wellbeing Cluster (HWB) Medical and Clinical Sciences Cluster (MACS) Medical Professions Cluster (MP)	Prof Barbra Mable Dr Kathrine West Dr Julie Langan-Martin Dr Stuart Gray Dr Alison Parrett	All programme leaders and course teams Staff-student liason reports External examiners reports EvaSys returns Student feedback PTC Cluster meetings Institute and School LTC's
Collaborative Provision covered	Some programmes are collaborative with CoSS and CoSE.		

In the context of the extraordinary circumstances of this academic year, please reflect on Student Experience and Student Performance. (Please take particular account of course evaluations, data on student performance and the reports of external examiners).

What is working well?

Staff involved in the delivery of PGT teaching within the college of MVLS were able to adapt quickly professionally to the changes enforced in March 2020, to provide high-quality learning at short notice. This adaptability was perhaps most pronounced in the conversion of over 900 PGT projects to remote supervision, adapting laboratory training, fieldwork and clinical training in a short space of time.

Changes in delivery were meet with some initial push-back from students, particularly about the need for projects to be delivered remotely. Discussions with student representatives helped to clarify the issues, and the consistent messaging from programme leads, College senior management and University senior management was important. Generally, the initial anxiety and disappointment from students progressed to satisfaction and enjoyment of the online delivery of teaching, assessments and projects. Excellent Moodle resources offering bioinformatics support to staff and students, as well as advice on the design and assembly of systematic reviews, were commended by many.

The implementation of the no detriment policy by Senate to ensure no student was dis-advantaged, was welcomed by staff and praised by external examiners, with several commenting it was clear that everything had to done to ensure that students were not disadvantaged by the pandemic situation. The flexibility to modify 'high risk' assessments without going through the full approval process was also welcomed.

All areas: academics, external examiners and students, praised the work of the administrative team this year in their quick adaptation and implementation of new guidance and personalised touch for dealing with student enquiries. In addition, the Digital Education team was commended for the introduction of training and Q&A sessions that aided many who had previously been unfamiliar with remote teaching.

Additional general comments:

- Staff student liaison committees were informative about issues that students raised in real time, which could be addressed to improve the student experience throughout the year.

- Zoom works much better than Echo360 for recordings, both for pre-recorded and live sessions. Attendance at Zoom lectures was good. Students appear to be more willing to ask questions using online chat during lectures & group work, particularly students who are otherwise very quiet.

- Staff worked to ensure that students were not disadvantaged by the situation, by changing assessments, moving deadlines and altering assignments to accommodate students who may have had difficulties with working at home.

- Students commented that staff were supportive issues such as mental health and feelings of isolation by providing regular meetings, signposting to support services, extension of deadlines and the fit to study procedures.

- Students valued the introduction of the No Detriment Policy for the 2019-20 session.

- Pivot to online delivery went well and has opened opportunities to consider modes of provision in the longer term.

- Online distance programmes were, obviously, less affected by the switch to online teaching. However, they have benefited from increased software resources for students to interact with each other and additional access to statistics software this year.

- The high level of commitment from the core academic and other staff including NHS partners had a huge positive impact on adaptation to online learning.

- Excellent administration was mentioned by several programmes and this was highlighted by academics, external examiners and students. The no detriment policy despite the enormous amount of work for administrators worked well, supporting students to complete their programmes successfully and on time.

Specific comments from clusters:

- Delivery of dry projects worked surprisingly well; supervisors adapted to the more challenging mode of remote supervising and maintained connections with students through weekly virtual meetings. (APS)

- Regular virtual meetings with each programme cohort were implemented during the summer projects to ensure that students were engaged and getting sufficient support; this has now been implemented throughout the year for 2020-2021 (APS)

- The MVLS graduate school admin staff provided exceptional support throughout the challenges and created a highly personalised touch for dealing with student enquiries, both for current students and students applying for 2020-2021 (APS)

- External examiners for all programmes commented on the high level of personal and academic support that the students perceived throughout the year (APS)

- Online tests and exams seem to have been reasonably successful as well – though there is no certainty that the submitted papers represent the work of (only) the particular student. In problem-based exams it is of concern that some students may get the answers from peers rather than working them out. This is far less likely to occur in traditional invigilated exam room format. (BMS)

- Overall, student cohorts achieved very similar grades this year compared to previous years, and the percentage of students graduating with distinction or merit did not appear to be greatly altered. (BMS)

- Increased use of TELT: Zoom and Teams cited as a positive factor in facilitating interaction with students. (HWB)

- Introduction of the new Clinical and Research Laboratory Skills course was enjoyed by the students and they stated it helped to brush up basic lab skills. (MACS)

- Changes occurred to several programmes this year to provide students with a broader choice of options addressing a previous concern of students that they would have liked to take more option courses than they were previously able to. These changes were well received by the students and external examiner (MACS).

- Students felt supported with future career planning and many of our student s have been successful in obtaining places on prestigious PhD programmes and jobs within the wider bio-medical area. (MACS)

- Some modification had to be made to assessments for professionally accredited qualifications, where maintaining assessments as close as possible to the usual which meant keeping a timed exam. These changes were received favourably by students and external examiners. (MP)

- There has been a high level of student engagement and satisfaction. Several programmes reported excellent student staff relations and opportunity for discussion about teaching, feedback and progress. Students praised curriculums of several programs and the collaborative and interactive nature of the teaching. In addition, some programmes also commented on the high calibre of students coming on to the programme. There have been comments from students about the varied and innovative assessments. (MP)

What needs work?

Increases in student numbers on our PGT programmes has seen staffing resources become stretched, staff have indicated that without an increase in staffing it will become more difficult to provide a continually high-quality student experience. Lack of availability of lab equipment has also been noted as an issue resulting from increased numbers of students, the quality of equipment was also commented on.

While the training provided by the digital education team and LEADS have been greatly appreciated, we have seen potential issues with external contributors (i.e., NHS staff), not having the same access to resources. While

adaptation and conversion of content has been fast, staff believe continued training and improved resources will help maintain an ability to deliver blended learning.

In some cases, student representatives felt the current situation has led to them being unable to effectively communicate the views of students in their programmes. Staff have also reported some student representatives have been less involved. Whether this is a communication issue or a lack of set allocated time is unsure.

It is generally felt an increased number of students were referred to Senate for plagiarism concerns this year, various options have been put in place with more robust resources to increase support given to students to help them understand this issue. We will review communication and training on this matter, as well as reflect on the specifics of this year which may have contributed to this situation.

There has been an unusually low response rate to EvaSys surveys this year, with the general feeling from both staff and students that there are better methods of communication and reporting within courses.

Additional general comments:

- We should work to develop further careers advice for our PGT students for all our programmes.

- Exploration of how to foster belonging and build community with our ODL students – particularly those in their final year.

- Still some issues with enrolling of students to the course at the beginning that causes a good deal of stress to the students are results in many of them starting the course late.

Specific comments from clusters:

- The NDP did not apply to the MRes Biomedical project 1 this appeared to be unfair and inconsistent, in the opinions both programme staff and students. This decision was made very late upsetting several students. Several appeals have been received as a result. (BMS)

- We need to explore, discuss, and share knowledge around the allocation of dissertation supervisors. (IHW)

- One course was cancelled at last minute which had adverse impact on Programme. Courses should not be dependent on a series of lectures conducted by a single person. (MACS)

- In some programmes the role of advisor of studies falls to a few members of staff and it would be beneficial to have more staff available to provide pastoral support to students. (MP)

- Appropriate laboratory and clinical space are required with up-to-date facilities to improve the student experience and meet expectations of the students to undertake laboratory studies. (MP)

- In the dental programmes there has been a concern over the significant deficiency in the clinical component due to the lack of clinics over the past 9 months. Similarly, the removal of anatomy labs has greatly affected relevant degrees. (MP)

In the context of the extraordinary circumstances of this academic year, and any anticipated requirements and challenges in 2020-21, please reflect on any themes or issues that you wish to report to the responsible level of the University.
(Check with your School or College Quality Officer if advice is needed on which is the most appropriate level)

School/Cluster

- Provide "Breathing space" for staff to review /refresh provision and be innovative.

- Ensure teaching, assessment, and project supervision loads are distributed evenly.

- Infrastructure support is required for laboratories and equipment.

- More academic support is required for programmes before quality is severely impacted. For many programmes the workload is not sustainable, students pay high fees and have high expectations.

- Explore increased course sharing between programmes.

- Dental programmes flagged up the reduced access to operating theatres and consultant clinics due to the unprecedented circumstance of Covid-19 pandemic compromising the clinical component which may require an extension to compensate.

College

- The need to provide sufficient staff resources to deliver large and growing MSc programmes.

- Students feel that have missed out significantly on practical skills. Some institutions, are providing weekly testing for all researchers, allowing greater occupancy of the labs. The college needs to find ways to offer a lab-based project to all students on relevant Masters degrees.

- The closure of the Teaching and Learning Building at the QEUH leaves a gap in our infrastructure to provide labs for PGT students on several programmes.

- Earlier enrolment deadlines would enable better planning for the number of students arriving. More control of the numbers is required.

- Student numbers should be capped for some programmes and have an interview-based approach to admissions.

- Fees should be returned to the programmes to enable real time resource sourcing for specialised programmes.

- Delay to academic year 2020-21 beginning has led to a disconnect between F2F and ODL programmes. The potential consequence of this is a difficult 2020-21 and 2021-22 transition period.

- PDR for this session should be adapted to reflect increased workloads for those engaging in teaching and research work.

- Revise renumeration process for external staff and for student expenses needs streamlined.

- Although No Detriment has now ended, a substantial number of students are working in frontline NHS roles during the ongoing pandemic and may require considerable flexibility with deadlines in the academic session 2020-21

University

- Could better transcription software be resourced - Zoom transcripts are incomprehensible and re-doing these is a massive amount of work.

- Resources will be needed to facilitate remote and blended learning that can be used flexibly (e.g. some students in the room, some online).

- Students felt there could have been clearer communication centrally about the no detriment policy (particularly in relation to MRes students).

- Mental health remains the largest issue for students; although there is a lot of information provided by the University, could the time taken for students to register with the disability office and/or obtain mental health support be improved.

- Some staff were unable to benefit from the additional holidays in 2020 as PGT courses were still running and exams were taking place. Could this be taken into next year?

- The shift to online of course was difficult but central timetabling rolled over schedules from the previous year instead of considering schedules that had been revised, could this be reconsidered for changes in 2021?

- Consider a proposal for a fully-taught PGT Masters programme, particularly in online distance learning degrees.

- Adapt PDR expectations for all staff, at all levels, engaged in the teaching process.

Additional matters

Please highlight any additional matters that you wish to raise from this year's Annual Monitoring cycle

Several programmes were unable to run last year due to the requirement of clinical teaching, training or placements. These will return for the 2021/22 session if possible.

University of Glasgow

Academic Standards Committee – Friday 19 March 2021

Overview of College of MVLS Graduate School - Annual Monitoring Summary 2019-20

Cover Sheet

Ms Lesley Fielding, Senate Office

Brief Description of the Paper

The report outlines the themes identified in the College of MVLS Graduate School Annual Monitoring Summary which was not available at the January 2021 meeting of ASC.

In addition to the main themes identified, some indicative examples of the comments made are included. The themes cover both what worked well and issues that require further consideration.

Action Requested

Following its consideration of the College Annual Monitoring Summary, ASC is asked to confirm that the themes identified below are an accurate reflection of the issues raised by the College. The Senate Office will then seek updates and responses from the relevant sources to these University-wide matters.

Recommended Person/s responsible for taking the action(s) forward

Senate Office to obtain initial responses or updates from relevant sources, and forward areas of good practice to the Learning Enhancement and Academic Development Service.

Resource Implications (where appropriate)

As appropriate.

Timescale for Implementation (where appropriate)

As appropriate.

Equality Implications (where appropriate)

As identified in the report

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University of Glasgow

Academic Standards Committee – Friday 19 March 2021

Overview of College of MVLS Graduate School - Annual Monitoring Summary 2019-20

Ms Lesley Fielding, Senate Office

1. Introduction

The College of MVLS PGT annual monitoring summary has been reviewed by the Senate Office in order to identify any common themes, including what worked well and issues that require further consideration. These are presented below. Following its consideration of the College Annual Monitoring Summary, ASC is asked to confirm that the themes identified below are an accurate reflection of the issues raised by the College. The Senate Office will then seek updates and responses from the relevant sources to these University-wide matters.

Areas that worked well have also been identified in the College Summary. These have been broken down into themes and will be sent to the Learning Enhancement and Academic Development Service (LEADS) for wider dissemination.

2. What Worked Well

There were a number of common themes reported in the What Worked Well section of the College Summary. These themes, however, also feature in the themes for attention. These areas included the following:

- Response of staff to the challenges of online delivery
- Online exams processes
- No Detriment Policy
- Staff support
- Zoom

2.1 Staff Response

"Staff involved in the delivery of PGT teaching within the college of MVLS were able to adapt quickly professionally to the changes enforced in March 2020, to provide high-quality learning at short notice."

2.2 Online Exams

Online Development – "This adaptability was perhaps most pronounced in the conversion of over 900 PGT projects to remote supervision, adapting laboratory training, fieldwork and clinical training in a short space of time."

"Excellent Moodle resources offering bioinformatics support to staff and students, as well as advice on the design and assembly of systematic reviews were commended by many."

"Pivot to online delivery went well and has opened opportunities to consider modes of provision in the longer term."

"Overall, student cohorts achieved very similar grades this year compared to previous years, and the percentage of students graduating with distinction or merit did not appear to be greatly altered." (Biomedical Sciences Cluster)

"Some modification had to be made to assessments for professionally accredited qualifications, where maintaining assessments as close as possible to the usual which meant keeping a timed exam. These changes were received favourably by students and external examiners." (Medical and Clinical Sciences Cluster)

2.3   No Detriment Policy

"The implementation of the no detriment policy by Senate to ensure no student was dis-advantaged, was welcomed by staff and praised by external examiners, with several commenting it was clear that everything had to done to ensure that students were not disadvantaged by the pandemic situation. The flexibility to modify 'high risk' assessments without going through the full approval process was also welcomed. Students also valued the introduction of the ND policy."

2.4   Staff Support

"All areas: academics, external examiners and students, praised the work of the administrative team this year in their quick adaptation and implementation of new guidance and personalised touch for dealing with student enquiries. In addition, the Digital Education team was commended for the introduction of training and Q&A sessions that aided many who had previously been unfamiliar with remote teaching."

"The MVLS graduate school admin staff provided exceptional support throughout the challenges and created a highly personalised touch for dealing with student enquiries, both for current students and students applying for 2020-2021(Animal and Plant Sciences Cluster)

"External examiners for all programmes commented on the high level of personal and academic support that the students perceived throughout the year" (Animal and Plant Sciences Cluster)

2.5   Student Support

"Introduction of the new Clinical and Research Laboratory Skills course was enjoyed by the students and they stated it helped to brush up basic lab skills" (Medical and Clinical Sciences Cluster)

"There has been a high level of student engagement and satisfaction. Several programmes reported excellent student staff relations and opportunity for discussion about teaching, feedback and progress. Students praised curriculums of several programs and the collaborative and interactive nature of the teaching. In addition, some programmes also commented on the high calibre of students coming on to the programme. There have been comments from students about the varied and innovative assessments." (Medical Professions Cluster)

2.6   University Systems

(i)   Zoom

"Zoom works much better than Echo360 for recordings, both for pre-recorded and live sessions. Attendance at Zoom lectures was good. Students appear to be more willing to ask questions using online chat during lectures& group work, particularly students who are otherwise very quiet."

3. Themes for University Attention

The issues identified within the main MVLS summary had had common issues identified in other College summaries but were not necessarily reported in the issues for University attention. The general issues identified related to the following themes:

- IT/Remote Delivery
- Staffing/Increase in student numbers and impact on staff workloads
- University Policy
- Staff and student Mental Health
- University Communication
- Recurring Issues
- Other Matters

3.1 IT/Remote Delivery

There were a substantial number of comments received pertaining to various aspects of IT provision for staff and students:

(i) Provision of Equipment/support

"Could better transcription software be resourced -Zoom transcripts are incomprehensible and re-doing these is a massive amount of work."

"Resources will be needed to facilitate remote and blended learning that can be flexibly (e.g. some students in the room, some online)"

3.2 Staffing/Staff Workloads

All college summaries referenced the significant additional workload that the pandemic situation had created for staff. As was evident from the comments in the "What worked well" section, there was an amazing effort by staff, however, there were concerns that this was at the cost of staff wellbeing. While Staffing and workload issues are matters for College resourcing the following comment was extracted from the 'For University attention' section, In addition, the impact of understaffing on staff wellbeing was highlighted.

(i) Staffing and Workload

"Adapt PDR expectations for all staff, at all levels, engaged in the teaching process."

3.3 University Policy

"The shift to online of course was difficult but central timetabling rolled over schedules from the previous year instead of considering schedules that had been revised, could this be reconsidered for changes in 2021?"

3.4 Student Support/Mental Health

"Mental health remains the largest issue for students; although there is a lot of information provided by the University, could the time taken for students to register with the disability office and/or obtain mental health support be improved."

3.5 University Communication

"Students felt there could have been clearer communication centrally about the no detriment policy (particularly in relation to MRes students)"

3.6 Recurring Issues

The following comment refers to previous requests for the introduction of 180 credits of taught and no project for online programmes.

"Consider a proposal for a fully-taught PGT Masters programme, particularly in online distance learning degrees." (Health & Wellbeing, Medical Professions and Medical and Clinical Science)

3.7 Other Matters

"Some staff were unable to benefit from the additional holidays in 2020 as PGT courses were still running and exams were taking place. Could this be taken into next year?"[1]

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[1] University policy on carrying forward annual leave was adapted in light of the additional holidays granted in 2020.

University of Glasgow

Academic Standards Committee – Friday 19 March 2021

Periodic Subject Review: Updated Responses to the Recommendations Arising from the Review of Politics (now Politics and International Relations) held on 6 March 2019

Cover Sheet

Mrs I Bruce, Senior Academic Policy Manager, Senate Office

Brief Description of the Paper

Under Summer Powers, Academic Standards Committee received the responses to recommendations arising from the Periodic Subject Review of Politics and International Relations.

ASC made the following observations and requested updates to be submitted to the March meeting of ASC:

Recommendation 1: This recommended the development of a clear strategy, to be agreed by the Subject and School and ratified by the College Management Committee, for the introduction of the new International Relations degree. It is evident from the responses provided that there has been careful consideration to ensure delivery of a high quality IR degree programme, through planning and ongoing monitoring systems. The response, however, refers to potential staffing issues and does not indicate the strategy that will be employed by the Subject and School to ensure that the new and existing programmes are equally supported. This is a point that is further reinforced by the request for such a plan by the Head of College in her response.

Recommendation 3: This recommended the development and implementation of a plan to resolve current administrative difficulties. The response indicated that this would have been covered in a planned review of the School Workload Model but this has been delayed due to the pandemic.

Recommendation 4: This included reference to accessibility issues in the Adam Smith building. It is understood that refurbishment is currently taking place in the building. If this includes improvement to accessibility within the building it would be helpful to record information on this in relation to the recommendation.

Recommendation 8: This concerned the provision of peer assessment and feedback for GTAs. The response provided information on practice in this area and listed four points under 'recommended best practice' but it was not clear how this best practice had been developed and whether it was now being implemented within the subject. For example, under point 1 ('consider making observation by course conveners a formal requirement for GTAs teaching for the first time…') there was no information on who would consider this and take it forward.

Recommendation 9: This concerned missing summary response documents to course evaluation questionnaires. In response, the subject commented on disappointing student response rates when online evaluations were introduced, and raised concerns regarding what they perceived to be systematically biased evaluations.

Action Requested

Academic Standards Committee is asked to consider the adequacy of the responses and the progress made.

Recommended Person/s responsible for taking action(s) forward

As identified in the report.

Resource Implications

No direct resource implications have been identified.

Timescale for Implementation

As outlined.

Equality Implications

No specific implications identified, although the Subject should continue to embed consideration of equality and diversity in all its procedures and provision.

University of Glasgow

Academic Standards Committee – Friday 19 March 2021

Periodic Subject Review: Updated Responses to the Recommendations Arising from the Review of Politics (now Politics and International Relations) held on 6 March 2019

The following recommendations have been made to support the Subject in its reflection and to enhance provision in relation to teaching, learning and assessment. The recommendations have been cross-referenced to the paragraphs in the text of the report to which they refer and are grouped together by the areas for improvement/enhancement and are ranked in order of priority within each section.

Context and Strategy

Recommendation 1

The Panel **recommends** that the Subject and School develop a clear strategy for the introduction of the new IR degree programme and how this will complement the current Politics degree programme, ensuring both are equally supported. The Subject and School should closely monitor the impact the new degree programme may have on current provision and staff morale. This strategy should be developed and agreed in consultation between the Subject and School and ratified by the College Management Committee ensuring all teaching commitments are considered within College forward planning. [Paragraph 4.1.3]

For the attention of: Head of Subject, Head of School, Head of College

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Joint Response: Head of Subject and Head of School

As the first cohort of the new International Relations (IR) degree programme completes their first year, closely monitoring the implementation and enrolment of the programme is one of the Subject's top priorities. This will be essential for ensuring that adequate staff resources are made available to ensure the success and sustainability of the new programme.

The new IR undergraduate programme is offered as part of the MA Social Science degree with both a single honours pathway and joint honours pathways with other Subjects in the School and with Q-Step. It draws from the existing Politics Honours pathway but offers students a specialized curriculum in International Relations during the two Honours years. The Politics and IR programmes thus share a common pre-Honours curriculum. The IR pathway will be distinguished from the Politics programme in two key ways:

1. IR students will be required to take an advanced IR core course in their Junior Honours year (unlike Politics students). This required course, provisionally entitled *Contemporary Issues and Theory in International Relations,* covers key foundational concepts in international relations theory and contextualizes them via case studies of contemporary events, cases, and trends.

2. Single Honours IR students will be required to take 80 credits of IR options (40 credits in year 3 and 40 credits in year 4) to graduate. Joint IR Honours students will be required to take 40 IR option credits (20 credits in year 3 and 20 credits in year 4). This differs from the Politics pathway, in which students have more flexibility in the options they choose.

The Subject has established a working group of academic staff who are IR specialists to develop the core course and map the undergraduate curriculum to ensure appropriate depth and breadth of coverage. This group will meet at various stages of the first cohort of IR students' progress through the four years of study (i.e. until at least 2023) to monitor the implementation of the programme. Student feedback on the programme will be regularly sought through the Staff-Student Committee and fed into the working group.

Monitoring of student numbers is being coordinated between level convenors and Deputy Head of Subject, in full consultation with the College admissions office and School Student Advising Service. As the largest Subject area in the School, staffing, administrative capacity, and staff/student ratios remain a key area of concern for the Subject. In addition to the IR undergraduate programme, the Subject also significantly contributes teaching resources to other 'IR' taught postgraduate programmes within the School, most of which recruit high numbers of international students:

- MSc/MRes International Relations
- MSc/MRes Human Rights and International Politics
- MSc/MRes Global Security
- International Masters in Security, Intelligence and Strategic Studies
- Nankai Joint Graduate School

While recognising that the College has invested in recruiting IR scholars over the past several years, several IR colleagues have left the university in the last several years. And several have not been replaced (in part due to the current hiring freeze following the COVID-19 lockdown). At present just under a third of academic staff in the Subject are IR specialists. The demands on their time are likely to increase if, as expected, there are increasing student numbers on the IR undergraduate and postgraduate programmes. The Subject and School will address this by developing an appropriate staffing strategy. This includes a number of planned posts currently frozen due to the coronavirus response as well as the development of business cases for additional investment in staffing based on growth and strategic priorities through a collaborative approach to annual school planning via the School Executive.

We are also working to ensure manageable workloads. The School has also transitioned colleagues early from LKAS fellowships to lectureships to bring in additional teaching capacity. We are developing processes for accurately accounting for and reducing high workloads - clear and transparent discussions with colleagues, clarity around allocations, reviewing admin roles and allowances for some roles, developing a sustainable study leave strategy for the Subject, and sharing capacity across Subjects.

Response: Head of College

Although the PSR was conducted last year, with a previous HoC and HoS in post, the commendations and recommendations are still relevant. I welcome the PSR report and the joint response from the Head of Subject and Head of School. Now that the IR degree is well underway, I would welcome a clear strategic plan regarding the complementarity and fit between the IR and Politics degree programmes and the support required. This plan should also include the impact on teaching loads and staff morale. Notably, it has come to my attention that over the past three years the growth in the number of courses offered across the College has outstripped growth in student FTEs, inevitably increasing staff workloads. Since the Covid lockdown, the College has encouraged HoS to review their course portfolio, leading to a 10% reduction in the number of courses offered (either suspended or deleted) in SSPS. I anticipate that greater efficiencies in course provision and team teaching may alleviate some of the pressures facing staff within the subject. I also anticipate that, once student numbers in AY 2020/21 become more certain staffing requests will be released. I look forward to discussing and ratifying the IR strategy at a future College Management Group.

Updated Response: March 2021

School and Subject Response:

Through the SPR process the School regularly refreshes our strategy to ensure that the new and existing programmes across the Subjects are properly supported. Five new posts will be appointed to PIR in the autumn as part of this process. Planning with respect to workforce, strategic priorities and the size and shape of student cohorts in the subject and school is ongoing. This is aligned with CMG and SMG priorities and regular reports are presented to CMG.

We will review the undergraduate International Relations pathway in 3 years to see if improvements can be made to recruitment of international students and to the resourcing and quality of this provision, including the pros and cons of further synergies with the Politics programme. A subject representative has been appointed to work in liaison with ER to develop our international recruitment plans for the programme.

Response: Head of College

Under new leadership, the School of Social and Political Sciences has developed a School-level strategy that was presented and approved at CMG in November 2020. The focus on developing strategy at School level is an important development required to soften long-standing but often unnecessary boundaries between the School's five subject areas. School-level strategizing is a welcome development that encourages greater collaboration and stronger integration across subject areas within the School, particularly around the sharing of best practice.

The Head of School has supported the subject head in developing robust analyses of the size and shape of the student population. The provision and analyses of data is a continuous process which allows the Head of School and subject heads to monitor student numbers, student experience and workforce planning. As student numbers have (more than) held-up during the Covid lockdown, staff posts have been released. The College has supported the School with respect to staffing requirements, and five new academic staff members were recently appointed to the P&IR subject area (with summer 2021 start dates).

The IR pathway has proven to be popular with students, albeit it has attracted Home and RUK students rather than International students, as originally intended. I note the positive development that a subject representative has been appointed to work with External Relations to develop international recruitment plans. I endorse the subject and School's intention to review recruitment and resourcing of the IR pathway three years hence, and to additionally consider further synergies with the Politics programme.

Supporting staff

Recommendation 3

The Panel **recommends** that the Head of Subject should, in consultation with the Head of School and Head of School Professional Services, continue to review the administrative provision and develop and implement a plan to resolve current administrative difficulties in a manner that is resilient to the planned future growth. [Paragraph 6.3.4]

For the attention of: Head of Subject, Head of School and Head of School Professional Services
For information: Head of College

Joint response:

The Politics & IR subject services the largest number of Honours students in the School. Given the very large number of Honours students (one of the largest graduating degrees in the university) and the increasing number of PGT students, the pressure on administrative staff has consistently grown over several years, owing, in part, to the static level of staffing.

With the establishment of the International Relations undergraduate programme, the administrative pressures on staff (both academic and administrative) will increase. The School and Subject will accommodate the additional administrative load resulting from creation of the IR undergraduate programme (within the Subject and within the administrative team) within the School Workload Model. This will form part of a wider review of the model, planned for 2020 but delayed due to the pandemic. The Subject does not believe that the entire administrative structure of 'a Subject' needs to be replicated to manage the IR undergraduate programme. However, additional allocations in terms of Honours convening and, potentially, assessment coordination may be needed to successfully manage the additional workload associated with a single Subject providing for two undergraduate pathways in the MA SocSci. These discussions must also recognise that as the number of PG and UG students on programmes related to International Relations increases, staffing must keep pace with collective workload increases within the Subject.

As the PSR report notes, that there have been inconsistencies across the Subjects in the School around how they manage their teaching and this is being addressed through a revised workload allocation process which is currently being piloted by the School Executive. We are also working with College to ensure MPS workloads are sustainable and staff in these roles are properly supported as programmes grow.

Updated Response: March 2021

The School has developed our approach to academic workload modelling, sharing a planner with Subjects to enable a more transparent approach to allocations. As part of this we have also adjusted workload allocations for some tasks to reflect current priorities and will be reviewing this further next academic year.

The School has taken steps to streamline assessment, feedback and approvals processes as a result of the pandemic and in line with the World Changing Glasgow initiative. We will shortly appoint a new Head of Professional Services who will continue to improve our approach to administrative support for our programmes, including further improvements to processes and routines to increase efficiency and reduce duplication of effort.

Accommodation

Recommendation 4

The Panel recommends that the subject work with the School, College and Estates and Buildings to address accessibility issues in the Adam Smith Building, and to work with the Space Management and Timetabling Team to factor in distance between buildings when scheduling consecutive lectures. [Paragraph 6.3.2]

For the attention of: Head of School, Head of Subject, Director of Estates and Buildings, Space Management and Timetabling Team
For information: Head of College

Joint Response: Head of School and Head of Subject

The accessibility issues associated with the Adam Smith Building (ASB) are a regular feature in PSRs for subjects located within the ASB. As a subject we fully recognise the challenges in

the building and try to schedule classes as appropriate for a building with areas of limited access. In addition we try, as best we are able, to recognise and make appropriate adjustments for the fact that some students and colleagues with mobility limitations will have a difficult (if not impossible) time of reaching all staff offices and/or teaching/meeting rooms. The space pressures across the University and difficulties in booking rooms, however, does mean that on occasion meetings must be held in buildings some substantial distance from the ASB or within rooms with limited access. The Subject welcomes the PSR report's recognition of the challenges with the ASB's layout.

The issue of timetabling and room booking has been raised in multiple student complaints. The School administrative team is working with Timetabling/Central Room Bookings to resolve the issues. The Subject would note that it suffers in student evaluations (both undergraduate and postgraduate) for poor room allocation practices.

Response: Estates and Commercial Services

Room allocations for all teaching events are made in May of each year for the following academic year. Where information on the lecturers teaching event is recorded this can be taken into account when validating the room allocations. However this is typically only recorded in less than 50% of cases and may be subject to further change.

In relation to distances for students, as the room allocation is made some months ahead of students enrolling on courses it is not usually known which courses and classes a student will choose to enrol on in order to have minimised travel time/distance as part of the timetabling and room allocation process.

In both cases the central team has to rely on Schools or Advisors notifying of any issues as soon as possible in order that options to relocate classes can be explored.

Updated Response: March 2021

Response: School/Subject

The lift in the ASB has been repaired and this will improve accessibility. An estates strategy is being developed which includes attention to improvements to accessibility.

Response: Estates and Commercial Services

The refurbishment works in the Adam Smith were to replace the lift. This will make some marginal improvement to accessibility (providing a more reliable means to access the upper floors without using the stairs), but the works were not primarily intended as accessibility improvements nor is any other work planned at this time which would enhance accessibility in the building.

Supporting staff

Recommendation 8

The Panel **recommends** that efforts be made to provide GTAs with a level of peer assessment and feedback on their teaching performance, with the GTA committee being consulted on potential requirements. [Paragraph 6.4.3]

For the attention of: Head of Subject
For information: Head of School

Response: Subject

Current Practice: PIR has over years worked to establish a culture of care and support for GTAs, through regular informal coffee/pub meetings, as well as through sharing of resources, good practice and ideas. Within the School it has also led on establishing the practice of GTA observation and has offered to share its practice with others via the School GTA committee. Two of the PIR course convenors as well as PIR GTA representatives sit on the GTA committee; it has yet to be convened in the 2019-20 academic year.

Most GTAs are currently being observed by course convenors in their first year of teaching on that course. Thomas Lundberg (1A convenor) has developed an observation review form that is widely used across the Subject, usually in conjunction with a personal session to discuss strengths, suggestions and any questions or concerns that the GTA may have. There is some variability among course convenors in how strongly they encourage GTAs to take up the observation and take up varies across the courses. In addition, some convenors have suggested an informal mentor relationship with more experienced Tutors, which could include mutual observation, building an exchange of teaching practice. Direct feedback from students has been limited to a course-wide set of questions in the overall pre-honours course evaluations regarding 'my tutor'; these are most often very positive, though with little specific information about individual GTAs. Further, course evaluation has moved online in the last year and the responses have been somewhat more limited.

*Recommended Best Practice***:**

1. Consider making observation by course convenors a formal requirement for GTAs teaching for the first time on individual pre-honours courses in PIR. *(this has implications for course convenor time).*
2. Explore the viability of establishing the practice of mutual peer observation on courses, similar to the practice among PIR staff, as an option for GTAs *(Voluntary unless payment can be approved*)
3. PIR can - as it has in the past - offer to present and discuss its approach to GTA observation at the School GTA committee.
4. PIR can explore whether and how course evaluations can be modified to increase student feedback to GTAs.

*Post-COVID***:**

The Politics & International Relations Subject believes that the issues around GTA contracts highlighted during planning for AY20-21 necessitate a root and branch review of GTA contracts.

Updated Response: March 2021

During the current academic year, we have continued the system of voluntary teaching observations and put other measures in place to share best practice to support online teaching delivery. The School has appointed a GTA Convenor to support our GTA community, including via sharing best practice, training and development. Teams channels have been created for GTAs and Tutors working on our pre-honours courses and these were used to provide support throughout the academic year. As part of our preparations for the 2021/22 academic year, the pre-Honours convenors and Deputy Head of Subject will examine whether mandatory or voluntary-peer observations can be put in place across all four pre-honours courses. Likewise, the question of whether and how course evaluations can be modified to increase student feedback to GTAs will be examined as part of these preparations.

Assessment and feedback

Recommendation 9

The Panel **recommends** that the Subject provides summary response documents to course evaluation questionnaires and that these are placed on course Moodle pages as well as provided to SSLCs. [Paragraph 6.2.5]

For the attention of: Head of Subject

Response: Subject

This is indeed the agreed policy within the Subject. As far as we are aware (through discussion at Subject meetings and a review of course Moodle pages) most course conveners do indeed upload their responses to course Moodle pages.

That said, there are gaps and not all colleagues have followed through on this policy. We will:

- Use subject meetings and communications to remind colleagues of the agreed policy and ask them to ensure that student evaluation responses are uploaded to course Moodle pages.
- Ensure new staff are informed of this practice.
- Ensure annual reminders are sent when staff receive student evaluations.

The Subject would note two points, however:

- The pilot of online student evaluations would seem to have been less than entirely successful, with a substantially diminished number of student evaluations submitted. This has distinct implications for summary measures derived from these evaluations as it is highly likely that the 'reasonably pleased' and satisfied students will be less likely to respond, whilst the dissatisfied students will represent a larger percentage of respondents. Social science research in survey methods would flag this as an unrepresentative and likely unreliable sample.
- It is well established in the literature that there are distinct gendered and racial components to student class evaluations, with female and/or BAME course lecturers—ceteris paribus—receiving lower evaluations then (British white) male course lecturers. We therefore find the reliance on student evaluations problematic and would ask the Senate Office what mitigating steps are being taken to ensure that female and BAME colleagues are not harmed or negatively impacted by systematically biased evaluations.

Updated Response: March 2021

Response: Subject

The Subject will draw from best practice and recommendations from across the School and College to continue to work on improving the student response rates to course evaluations. The Subject will also contribute to reflection and evaluation of course evaluation practices, particularly with respect to issues of bias and discrimination against particular groups of instructors.

Response: Senate Office

In response to concerns raised in the Period Subject Review of Politics and International Relations regarding disappointing student response rates in online course evaluation surveys, I liaised with Professor Christopher Carman and highlighted potential strategies that could be employed by the Subject to increase their response rates. I also sent Professor Carman a guidance document containing methods that had been successfully used in other Schools and Subjects to raise their response rates.

Regarding the issue of systematic bias in course evaluation surveys, Professor Carman clarified the concerns that had been raised by the Subject and I offered to speak with him or his colleagues about what more could be done at the University level in relation to quantifying the extent of students' biases against particular cohorts of staff and raising their awareness of these biases.

University of Glasgow

Academic Standards Committee – Friday 19 March 2021

Periodic Subject Review: Updated Responses to the Recommendations Arising from the Review of the James Watt School of Engineering held on 7 and 8 March 2019
Cover Sheet

Mrs Irene Bruce, Senior Academic Policy Manager, Senate Office

Brief Description of the Paper

At its meeting on 20 November 2020, ASC received the six-month update from the review of the School of Engineering which took place on 7-8 March 2019, the update having been delayed due to the pandemic. This detailed the responses and progress made to date in implementing the 18 recommendations. ASC welcomed the responses, noting that the Panel convener had commended the School on the actions taken. Further updates were requested on the following:

Recommendation 3: This concerned the high student dropout rate and referred in particular to Levels 1 and 2. The response referred to analysis carried out in relation to students from Glasgow International College but not to any other groups. The recommendation required a wider response.

Recommendation 4: This recommendation required the School to work 'with the student body' in relation to promotion of the Advisory System. The response focused on actions taken with staff but did not mention work directly with the student body or student representatives.

Recommendation 7.3: This recommendation identified uncertainty concerning the extent to which GTAs were permitted to be involved in marking. The Senate Office response indicated that there had been a delay in progressing this.

Action Requested

Academic Standards Committee is asked to consider the adequacy of the responses and the progress made.

Recommended Person/s responsible for taking action(s) forward

As identified in the report.

Resource Implications

As outlined in the paper.

Timescale for Implementation

As outlined in the paper.

Equality Implications

As identified.

University of Glasgow

Academic Standards Committee – Friday 19 March 2021

Periodic Subject Review: Updated Responses to the Recommendations Arising from Review of the James Watt School of Engineering held on 7 and 8 March 2019

Retention

Recommendation 3

The Review Panel was concerned about the high dropout rate, and whilst recognising the challenges, **recommends** that further consideration be given to the contributory factors and the potential solutions. Specifically, the Panel recommends that the School work closely with Planning and Business Intelligence to undertake an analysis of retention, progression and continuation for Levels 1 and 2 of the kind recently undertaken in Computing Science. *[Paragraph 3.1.4]*

For the attention of: The Head of School

For information: The Director, Planning & Business Intelligence

Head of School of Computing Science

Response:

Planning and Business Intelligence have carried out work specifically on the recruitment, retention and progression of students from Glasgow International College, where historically Engineering has noted poor progression rates. A qlikview model is now in place so those managing teaching in the School (including each Discipline Head) can view detailed, 'live' statistics on progression, giving us the evidence to enhance our support for these students.

Updated Response: March 2021

The School understood from discussions on 7-8th March 2019 that the panel were most interested in the retention of Glasgow International College students, where there were historically poor progression rates, and where 'Planning and Business Intelligence' (now 'Planning, Insight & Analytics') were able to build qlikview models to benefit the whole College of Science and Engineering. We appreciate the clarification that a more general view of progression was desired.

We established a School 'Initiative' on student progression at the end of November 2020. School Initiatives are formally planned and managed pieces of work requiring a range of data inputs, and actions from a number of staff within the School, and are reported on a monthly basis to the School Executive Group (School management team and Heads of Research Divisions).

The initiative looks at data from a range of sources: University supplied data at programme level on '*Exit with no award by year 3*'; locally extracted data on progression (which includes those courses which we know to be critical to student progression); and input from local progression boards. Over the next academic year we have identified 13 specific actions at both course, programme and school level to aid student progression whilst ensuring that the rigour required of us by our accrediting professional bodies is maintained.

Action	Outcome	Who	When
Confirm aims and objectives of initiative	Clarity of scope and goals	SR	complete
Establish priority issues	Clarity regarding key data sets	SR	complete
Gather data that is available on chosen priority issues - University Level	See current state and historical trends	SR	complete
Gather data that is available on chosen priority issues - School Level	See current state and historical trends	L&T Office	complete
Review technical/conceptual reasons underlying progression issues	Identify most useful focus for effort	HoDisc	12/04/2021
Analyse other reasons underlying progression issues e.g. motivational, integration	Identify most useful focus for effort	HoDisc	12/04/2021
Identify improvement actions	**Actions below already agreed**		
Maximise utilisation of LEADS support with Maths 1 & 2		Ballance / Sorel	31/07/2021
Engagement plan for Lvl 1 students	Donald *de facto* level 1 coordinator	Ballance	31/07/2021
Optimise 'pacing' between Maths 1 & 2	Currently, maths 1 give a false impression of challenge of maths 2	Ballance / Sorel	31/4/2021
Bespoke technical and engagement plans for key level 2 courses	ENG2023 Electrical Circuits	Weaver	31/07/2021
	ENG2081 Mechanics of Structures	Lee	31/07/2021
	ENG2048 Structural Design	Brown / Bradley	31/07/2021
Implement improvement actions SEM 1		HoDisc	31/12/2021
Implement improvement actions SEM 2		HoDisc	30/04/2022

Recommendation 4

The Review Panel **recommends** that the School works with the student body to enhance visibility of the formal elements of, and improve engagement with, the Advisory System and in particular, the first meeting with Advisers of Studies in order to identify those students who may need to withdraw or transfer at an early stage. *[Paragraph 3.3.3]*

For the attention of: The Head of School

Response:

We have re-iterated, both in the Staff Handbook, in messages from the Chief Adviser of Studies, and in calendaring Advising meetings by the Learning & Teaching Office at the beginning of each academic year, the expectation that staff meet with all their Advisees, to initiate interaction yearly.

Updated Response: March 2021

The James Watt School of Engineering includes the SRC student representative as a member of the School Learning & Teaching Committee attending monthly School L&T Committee meetings, with a standing agenda item to raise business as they see fit and consult with academic staff on all teaching matters. The current SRC rep is an active member of the committee.

The Chief Adviser of Studies held a meeting of 20 student class representatives and 2 Discipline / Subject Senior Advisers on 23ʳᵈ February 2021 to review the Advising system. The agenda included an overview of Advising in the School, targeted discussion with staff and students on the strengths and weaknesses of the current approach, and a more open discussion regarding practical improvements and ongoing student input.

A number of actions were agreed by both the Chief Adviser and the student representatives. The concept of 'Adviser feedback' (where students give regular feedback on Advisers, as they already do on Course delivery, and good Advisers can be praised for their efforts) was raised in the meeting, and reported to the School Learning & Teaching Committee of 24ᵗʰ February 2021. The idea found support and the Chief Adviser was charged with leading the development of detailed plans for further consultation by staff and students.

Action	Outcome	Who	When
Populate Advising Moodle site with info. suggested from staff-student meeting	Resource better tuned to student needs	DT	31/4/2021
Discuss Adviser Booking System / Adviser Office hours with Snr. Advisers	Improved response based on student suggestions	DT	complete
Raise 'Adviser feedback' at School L&T committee	Recognition of staff showing good advising practice	DT	complete
Detailed plans on 'Adviser feedback' developed.	Practical organisation of Adviser feedback	DT	31/7/2021

Recommendation 7.3

There was some uncertainty as to how involved GTAs can be in marking at different levels and the current University policy was considered to be unclear on certain aspects of GTA marking. The Dean of Learning and Teaching expressed a willingness to work with Academic Services to clarify current policy documentation. *[Paragraph 4.4.3]*

For the attention of: The Convenor of Academic Standards Committee and the Head of the Senate Office
The Dean of Learning and Teaching, College of Science & Engineering

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Response: Senate Office

Unfortunately this action has not yet been progressed. While there are some online resources referring to GTA marking and support for GTAs in the marking process, e.g. in the Assessment and Feedback Toolkit, there is a need to articulate University policy regarding GTA involvement in marking at different levels of study. This will be developed through the Assessment and Feedback Working Group; the Senate Office will prepare a discussion paper on approaches to GTA marking in order to facilitate development of a policy statement. The Dean of Learning & Teaching, College of Science & Engineering, is a member of AFWG and will therefore be involved in this work.

Response: Head of School

Details have now been provided, and as noted above, some pre-Honours and Honours courses now have GTA marking teams.

Updated Responses – March 2021

Senate Office:

Both the Assessment & Feedback Working Group and the GTA Working Group have considered this matter and have confirmed that GTAs can be involved in Honours and PGT marking as long as appropriate support is provided during the process. It was agreed that there might be some circumstances where GTAs marking final assessments might be inappropriate (for example if they were the sole marker). A statement specifying the role GTAs might take in marking assessment that contributes to final degree awards, and the support they should receive, will be included in the GTA Code of Practice which is currently under preparation.

Head of School:

(note that this recommendation was originally for the attention of the Convenor of Academic Standards Committee and the Head of the Senate Office, and the Dean of Learning & Teaching, College of Science & Engineering)

The School has taken their understanding of policy from the published document on *Moderation and Second Marking* (1 June 2011, Tom Guthrie),

https://www.gla.ac.uk/media/Media_216411_smxx.pdf

During the 2019/20 academic year the School charged experienced members of academic staff with trialling GTA marking teams at junior honours and senior honours levels, and an all-academic marking team at PGT level (courses: *Control*, *Robotics*, *Sustainable Energy*) using these principles as a guide.

This proved prescient, due to the additional workload associated with online assessment resulting from Covid-19 and increased MSc intake. The trials were judged to have retained academic rigour (having gone through the normal annual course monitoring and External Examiner review). On the 5th February 2021 the three members of academic staff carrying out these trials were charged with developing detailed written guidance to all Engineering academic staff on training and managing GTA teams—ensuring rigour and practicality in the assessment process. Their report is due before the end of the current semester.

Action	Outcome	Who	When
Practical training guide on using GTA assessment teams in the James Watt School	Advice for staff on the use of GTA marking teams.	EMcG	31/4/2021

University of Glasgow

Academic Standards Committee – Friday 19 March 2021

Report from the Meeting of the Joint Board of the University of Glasgow and Edinburgh Theological Seminary held on 1 December 2020

Cover Sheet

Robbie Mulholland, Academic Collaborations Office

Brief Description of the Paper

The attached paper is the report of the meeting of the Joint Board of the University of Glasgow and Edinburgh Theological Seminary (ETS) held on 1 December 2020.

Action Requested

Academic Standards Committee is asked to **approve**:

- The remit and membership of the Joint Board of the University of Glasgow and Edinburgh Theological Seminary for 2020-21 **(Appendix 1).**
- The appointment of ETS staff members as Associate University Lecturers **(Appendix 2),** and

Note the remainder of the report.

Recommended Person(s) responsible for taking action(s) forward

As indicated in the report.

Resource Implications

No resource implications for the University have been identified.

Timescale for Implementation

As indicated in the report.

Equality Implications

The paper does not propose a new or modified policy or practice for which an Equality Impact Assessment is required.

University of Glasgow

Academic Standards Committee – Friday 19 March 2021

Report from the Meeting of the Joint Board of the University of Glasgow and Edinburgh Theological Seminary held on 1 December 2020

Robbie Mulholland, Academic Collaborations Office

1. Remit, Composition and Membership, Session 2020-21

The Board **agreed to recommend** the remit and membership of the Joint Board of the University of Glasgow (UoG) and Edinburgh Theological Seminary (ETS) (2020-21), to Academic Standards Committee (ASC) as detailed in **Appendix 1.**

It was noted that possible revision to the membership might take place during the session and any amendment would be submitted to ASC for approval following the next meeting of the Joint Board in April 2021.

2. PhD Joint Supervision

At the last meeting of the Joint Board there had been discussion regarding the desirabilty of extending collaborative activity between the two institutions in the area of joint PhD supervision. It had been agreed that further discussion was necessary around matters such as the fee split to each institution, admissions, general administration and so on.

The Dean of Graduate Studies, College of Arts reported that he had met with ETS members of the Joint Board and the Clerk during the summer to discuss some of the issues and noted that the group had been very positive about the opportunities presented by such a development. He was now reviewing financial and operational considerations in liaison with colleagues in the College of Arts. The Graduate School postgraduate administrator was working up draft text regarding joint supervision and it was hoped to be able to bring this forward for further consideration by colleagues at both institutions following appropriate consideration by the College of Arts.

The Board discussed the possibility that the text, once finalised, could be included as an appendix to the existing UoG-ETS MoA. The Dean of Graduate Studies would keep the Board informed regarding developments.

3. Bachelor of Theology (BTh) Undergraduate Dissertation

ETS members raised the question of whether final year students on the ETS BTh General Degree programme might be permitted the option of doing coursework in the second semester instead of undertaking the dissertation. The Joint Board discussed whether, in the event that ETS should decide to take forward such a proposal, this would constitute a major or minor amendment to the BTh programme, the process that would be required to formally consider/approve the matter and whether it would require programme re-validation.

The Board was advised that there were Senate Office guidelines regarding what constituted major and minor amendments to programmes and this would determine what was permissible in this instance. The Convener (Clerk of Senate) undertook to investigate this matter with colleagues in the Senate Office in the first instance and thereafter contact ETS members, via the Clerk, with further advice.

[Clerk's post-meeting note: Following discussion with colleagues in the Senate Office on the guidelines regarding major and minor amendments to programmes, the Convener had determined that the proposed change would constitute a minor change. This would mean that the BTh programme would not require to be subject to a re-validation exercise in order to implement the change. If ETS wished to take a proposal forward, this could be done by submitting it to members of the Joint Board for approval.

4. Taught MTh Assessment Reorganisation

ETS members brought to the attention of the Board a matter which had been raised as part of normal review at the ETS Postgraduate Board of Studies. This concerned the high number of essay submissions that were required on the taught MTh programme:- currently nine 3,000 word essays over the course of the session in addition to a 15,000 word dissertation. There had been concern that the assessment load meant there was not always sufficient time to feed-back or feed-forward to students in order to support the attainment of Intended Learning Outcomes (ILOs).

ETS was considering reorganising assessment on the taught MTh such that there would be fewer essays, but with a higher required word count for each piece of work – this amounting to the same word count across a student's overall submitted work. The suggestion was that this would allow students to undertake more focussed research and permit more time for feedback and greater attainment of ILOs.

The Convener undertook to consult with colleagues in the Senate Office as to whether what was proposed constituted a major or minor change to the programme and thereafter contact ETS members, via the Clerk, with further advice.

[Clerk's post-meeting note: Following discussion with colleagues in the Senate Office the Convener determined that if a proposal to reorganise assessment on the taught MTh programme was along the lines as that outlined above, she would be content to designate this a minor change. This would mean that the programme would not require to be subject to a re-validation exercise in order to implement such a change. If ETS wished to take a proposal forward, this could be done by submitting it to members of the Joint Board for approval.

5. Annual Report from ETS for Session 2019-20

The ETS Vice-Principal introduced the Annual Report for ETS for session 2019-20 highlighting the following matters of interest:

1. Overview

Events at ETS in session 2019-20, particularly in semester 2, had been overshadowed by the onset of the Covid-19 pandemic. ETS had been hit very hard by the ensuing restrictions, but the institution had moved quickly to address the various challenges. ETS's response had brought about some new and innovative ways of working, but in other ways the pandemic had severely curtailed the learning and teaching experience.

ETS had managed to mitigate, to an extent, the impact of the pandemic on learning and teaching due to the institution's already well-developed systems for distance-learning. As part of this, ETS had increased its use of Zoom in various aspects of its activity. The Vice-Principal paid tribute to the ETS student body, and the ETS Student President, in particular, for the exemplary manner in which they had engaged with new learning, teaching and assessment methods.

ETS had been guided by the University of Glasgow in the nature and timing of its response to the pandemic in order to put health and safety first. Normal teaching, learning and assessment

procedures had been reorganised urgently and all face-to-face contact had been suspended. Class contact hours were reduced and more material placed on Moodle. As the institution moved into session 2020-21, it took the decision to move from the Big Blue Button learning platform to Zoom in order to address some issues around network fluctuation and related matters.

2. *QAA Higher Educational Review*

The Vice-Principal reported that the QAA were in the process of conducting a Higher Educational Review (HER) in respect of ETS. The last main HER had taken place in September 2016. The Self Evaluation Document for the current exercise had been submitted to the QAA and the review would be conducted online in January 2021.

3. *Church History Appointment*

The Board was advised that approval had been given by the ETS Trustees to appoint a full-time Programme Leader and Lecturer in Church History. The recruitment process had started but, following the onset of the pandemic, it had been decided to suspend the process until circumstances had stabilised.

4. *Staff Development*

ETS was continuing its efforts to further improve staff development activities. It was very aware that staff development was central to efforts to maintain academic standards and quality of provision.

The ETS Vice-Principal observed that ETS had small, sometimes one-person departments, and this could make it difficult for staff to undertake development activities, such as these offered by the University's Learning and Teaching Enhancement Service (LEADS). This situation had been compounded by the various restrictions brought about by the pandemic. Nonetheless, ETS was hopeful that Annual Staff Reviews would help facilitate matters going forward. Also, the issue of staff development would be an item on the agenda at the next full meeting of the ETS Senate.

5. *Sector-wide Enhancement Themes*

The Board was advised that ETS continued to reinforce its engagement with sector-wide enhancement themes. It was hoped that a programme of activity which drew on a variety of issues current in the HE sector could be rolled out to staff (and hopefully, students) in future. This would involve staff and students collaborating on a topic/s to help improve the institution's policy and practice in a variety of areas. It was anticipated that activity in these areas would feed into the deliberations of ETS Senate sub-groups.

6. *Research Ethics Clearance*

The ETS Vice-Principal reported that an ETS research student had experienced some delay obtaining ethics clearance from the University for an aspect of their research. This had slowed the student's ability to move forward with a particular phase of their work. The Dean of Graduate Studies, College of Arts reported that the procedure around ethics clearance had been impacted by the pandemic, but the matter had now been resolved. Furthermore, the College of Arts had taken steps to improve the procedure for future applications for ethics clearance including the introduction of a new web-based application form designed to improve approval turn-around times. It was noted that ethics clearance, although most likely to arise in the context of research activity, could also potentially arise at PGT and undergraduate level.

7. *Graduates and Employability: Church Placements*

The ETS Principal advised the Board that a number of ETS's student provider groups had expressed an interest that some form of practical church training should be included in the undergraduate programme at ETS. He observed that ETS was keen to work with client groups

to examine ways by which the theological training that it offered could open up career pathways for its students once they had graduated.

He pointed out that there was also increasing interest amongst the student body to combine study (often on a part-time basis) with employment or church apprenticeships. He noted that, although a practical church training component could be included within the existing BTh programme, ETS was giving consideration to the possible development of a four year BTh programme. He stressed, however, that ETS's consideration of this matter was at an early stage and no decision had yet been taken on the way forward.

8. Postgraduate Funding

The ETS Vice-Principal advised the Board that the introduction of certain new government legislation had adversely affected ETS in terms of the funding that was available to its postgraduate students. He pointed out that, prior to the introduction of the Office for Students, postgraduate students at ETS had been able to receive support from English and Welsh funding bodies, but not Scottish or Northern Irish funding bodies due to the fact that ETS was not a publicly funded institution.

He added that, following the introduction of the new legislation, ETS postgraduate students were now only eligible to apply for support from the Welsh funding body. He advised that ETS was going to raise the matter of funding for ETS postgraduate students with the relevant government authorities.

6. New Members of ETS Staff (Associate University Lecturers)

The Board **agreed to recommend** new members of ETS staff to Academic Standards Committee as Associate University Lecturers (AULs), as detailed in **Appendix 2.**

7. Report from ETS Student Representative

The ETS Student President introduced the ETS SRC report for session 2019-20.

He advised the Board that the Covid pandemic had greatly affected activity at ETS. He noted, however, that the student body at ETS was a relatively small and close-knit group of learners and the institution's strong sense of collegiality and oneness had helped them to address the various challenges. He expressed his appreciation of the understanding and support which ETS staff had shown to students and highlighted in particular the benefits for learning that had resulted from the decision to change the remote learning platform from Big Blue Button technology to Zoom.

He reported that students had welcomed the various forms of innovative engagement which they had been offered during the pandemic such as online quizzes. He also acknowledged the efforts students had made to keep in touch with one another informally through a variety of virtual platforms. He noted that ETS students were particularly grateful for the access they had to University of Glasgow electronic resources and valued the Seminary's link with the University very highly.

8. Convener's Business

- The Convener echoed many of the comments already made by members with regard to the impact of the pandemic. Both institutions, and the whole of society had been faced with a range of unprecedented challenges in the course of 2020 and it was impossible to determine when circumstances might stabilise sufficiently for 'normal' working practices and learning and teaching to resume. She acknowledged the continuing efforts of members of staff from both institutions to contend with the

exceptional challenges that had arisen and continue to deliver a high quality learning experience.

- The University had experienced an outbreak of Covid in several halls of residence at the beginning of the session, but she was pleased to report that this had been contained after several weeks and no hospitalisations had resulted. The University had put in place, and continued to review, a range of measures to support students and staff during the pandemic. One of the challenges for the University ahead of semester 2 would be to learn from its experience of dealing with the pandemic in semester 1.

- The Convener was pleased to advise the Board that the University had been awarded the Times Higher Education (THE) University of the Year, 2020 award. This was the first time the University had received the award and it was very gratifying that the University had been recognised in this way at what had been a very difficult time for staff and students.

- The Convener reported that the James McCune Smith Learning Hub had been due to open in mid-January 2021 however this had been delayed due to restrictions caused by the pandemic.

University of Glasgow and Edinburgh Theological Seminary

Title: Joint Board of the University of Glasgow and Edinburgh Theological Seminary

Remit:

1.   To oversee the following programmes (taught or by research):

> (a) Bachelor of Theology
>
> (b) Master of Theology (by research)
>
> (c) Master of Theology in Scottish Church History and Theology
>
> (d) Master of Theology in Missiology

2.   To make recommendations to the Senate of the University and to the Senate of the Seminary in respect of the validation of the above programmes.

3.   To conduct periodic reviews of the above programmes, and make recommendations to the Senate of the University of Glasgow on the basis of their outcomes.

4.   To make such recommendations as are appropriate to the Senate of the Seminary.

5.   To consider, for transmission to the Senate of the University of Glasgow for its approval, all nominations of external examiners to the University Court for the programmes listed in item 1 above.

6.   To consider annually:

a)   the recommendations of, and comments contained within, the reports of external examiners and the response of the Seminary to the reports;

b)   a report on the numbers and qualifications of students admitted to the validated programmes, and on the progress of students within the programmes;

c)   the nomination of members of the Seminary for recognition as teachers of the University;

d)   the nomination of members of the Joint Appeals Committee;

e)   to monitor and ensure that the terms and conditions and expectations that were originally approved have been, and continue to be, met;

f)   ongoing risk management and maintenance of a risk register.

7.   To receive annual reports on, and keep under continuing review, the operation of the Seminary's quality assurance procedures for all programmes overseen by the Joint Board.

8.   To foster mutual understanding and co-operation and to encourage and review collaboration between the Seminary and the University in areas of common interest.

Quorum:

The quorum of the Joint Board shall be four and shall comprise at least two representatives from each institution

**Joint Board of the University of Glasgow and
Edinburgh Theological Seminary**

Membership 2020-21

University of Glasgow

Clerk of Senate (Convener)	Professor Jill Morrison
Head of College of Arts (or nominee)	Professor Nick Fells
Representative from the School of Critical Studies	Professor Charlotte Methuen
Representative from the School of Critical Studies	Professor Mark Elliott
Representative from the College of Arts	Professor Nick Fells
SRC President (or nominee)	Bethany Woodhead (Nominee)
Head of Academic Collaborations Office (or nominee)	Mr Robbie Mulholland

Edinburgh Theological Seminary

Principal of the Seminary (Vice Convener)	Reverend Iver Martin
Vice-Principal of the Seminary	Professor John A MacLeod
A Representative of the Teaching Staff	Dr Alistair Wilson
President of the ETS SRC	Mr Craig Anderson

New members of ETS staff nominated as Associate University Lecturers (AULs):

James Bryson Arthur

PhD. (Systematic Theology) Glasgow University, 1993

BD. hons (Systematic Theology) Glasgow University, 1990, with junior honours in Practical Theology, senior honours in Systematic Theology. Awarded a 2/1degree.

Dip Theo. Bible Training Institute, Glasgow, 1983

Derek Newton

1996: PhD, University of Sheffield, Biblical Studies

1991: MA (with Distinction), in Biblical Studies, University of Sheffield

1989-90: Diploma, Biblical Studies, University of Sheffield

1979: Diploma, Religious Studies, University of Cambridge Local Examinations Syndicate

1977-79: All Nations Christian College, Ware, Herts, England.
College Diploma.

1971-72: Postgraduate Certificate in Education, University of Durham, England – Secondary School Teacher Training.

1968-71: BA (Hons), Geography, University of Durham, England.

University of Glasgow

Academic Standards Committee - Friday 19 March 2021

Programme Proposal: BDes/MDes Design for Heath & Wellbeing at The Glasgow School of Art

Cover Sheet

Robbie Mulholland, Clerk, Joint Liaison Committee of the University of Glasgow and The Glasgow School of Art

Brief description of the paper

The attached paper is a proposal from the Innovation School at The Glasgow School of Art (GSA) to develop a programme leading to the degree of BDes/MDes Design for Health & Wellbeing.

The paper states that 'the Innovation School currently operates one undergraduate Programme as part of their academic offer. With the strategic planned growth of the Innovation School undergraduate population, this proposal aims to introduce a new 4 year Bachelor Degree and five-year Integrated Master award in *Design for Health & Wellbeing* to begin recruitment in academic session 2021-22'.

The proposal was considered and approved by GSA's Senior Leadership Group in December 2020.

Action Requested

ASC is asked to **consider and approve**, in-principle, the introduction of the BDes/MDes Design for Health & Wellbeing programme at GSA commencing in September 2022.

Recommended Person/s responsible for taking action(s) forward

GSA.

Resource implications

No resource implications have been identified for the University.

Timescale for Implementation

In the event that the proposal is approved by ASC, it is the Innovation School's intention to develop the approval documentation ready for consideration and approval by GSA's Undergraduate and Postgraduate (UPC) Programme Approval Committee in October 2021. Subsequent to approval from that committee, the Innovation School intends to launch the programme in September 2022.

Equality implications

An Equality Impact Assessment will be undertaken as part of 'stage 2' of the Programme Approval process, following approval of the proposal by ASC.

THE GLASGOW SCHOOL OF ART	**Programme Proposal**

This Programme Proposal should be approved by the Planning and Management Group and submitted to Academic Quality Office.

Submitted by: (Programme Proposer)	**Irene Bell**
Date	**19/02/2021**

Confirmed by: (Head of School)	**Prof. Gordon Hush**
Date	**19/02/2021**

1.	**Programme Title**	Design for Health & Wellbeing
1.1	**Award**	BDES/MDES
1.2	**Exit Awards**	Year 1 exit point: Cert HE Year 2 exit point: Dip HE Year 3 Exit point: BDes Year 4 Exit point: BDes (Hons) Year 5 Exit Point: MDes.
1.3	**Length of Programme**	48/50 **Months**

1.4	**Programme Level (please tick)**	**Undergraduate**	☒	**Postgraduate Taught**	☐	**Postgraduate Research**	☐
1.5	**Mode of Delivery (please tick)**	**Full time**	☒	**Part time**	☐	**Distance Learning**	☐

2.	**Entry Qualifications**	
2.1	**Highers**	4 Highers ABBB (1 sitting), AABB (2sittings)
2.2	**A Levels**	3 A-Levels, ABB
2.3	**Other**	International Baccalaureate 30 + points HNC/HND into 2nd and 3rd Year and Foundation Degree or alternative
2.4	**IELTS Score Required on Entry**	IELTS with an overall score of 6.0 with no component less than 5.5

3.	**Proposed Start Date**	01/09/2022

4.	**School**	Innovation

5.	Department	Product Design

6.	Subject Area of the Programme (e.g. Interior Design)	Design for Health & Wellbeing

7.	Source of Funding (e.g. SFC)	Scottish Funding Council

8.	Indicative Tuition Fees(Home/RUK/Overseas)				
Home	**£1,820**	**RUK**	**£9,250**	**Overseas**	**£18,960**

9. Outline academic rationale and purpose of the programme: *Please explain the academic reasons for developing this programme.*

The Innovation School currently operates one UG Programme as part of their academic offer. With the strategic planned growth of the I.S. Undergraduate population, this proposal aims to introduce a new 4 year bachelor Degree and five-year Integrated Master award in *Design for Health and Wellbeing* to begin recruitment in academic session 2021-22

The proposed new programme provides a formal mechanism to recognise and respond to emerging strengths within the curriculum via the domain of health and wellbeing in the near future. Within the B.Des/MEDes curriculum a significant number of Health and Well-Being (H&W) projects have been successfully undertaken, predominantly in partnership with the NHS. Consequently, a sizeable number of graduates work in this field within Scotland, the UK and internationally.

Innovation School have a track record of working with external agencies as part of our curricula (Uof G Institute of Cancer Sciences, NHS 24, Scottish Government, RBS, GCC), exploring the relationship between design practice and health and wellbeing. We recognise that these unique collaborations and forms of design practice can develop responses to real world challenges through collaboration with experts across the field of Health and Wellbeing, and so create ground-breaking forms of design practice in which our graduates can lead. In particular, the incorporation of a curricular relationship with DHI will equip students with practical, contextual and research focused experience and further demonstrate the employability of graduates.

Last year B.Des PD students worked with the University of Glasgow's Institute of Cancer Sciences to explore *Precision Medicine and the future of Cancer Care*, as part of the Future Experiences project, with outputs stored on UofG's research repository (http://researchdata.gla.ac.uk/843/). This was a collaboration combining design practice with domain specific expertise to develop visions of a future world in which advanced technologies, genetic profiling and artificial intelligence, herald a new era of personalised health care. This project demonstrated the academic and intellectual demand for designers who can engage with the research agenda of the Health and Well-Being sector, as opposed to delivery of related services via the NHS.

The future will see designers and innovation designers working in collaboration with experts from other knowledge domains, translating scientific breakthroughs or technological advances into

products, services and experiences, at both the individual and systemic level. The particular ethical, organisational and therapeutic context offered by the world of health and well-being will privilege graduates who can deploy their disciplinary training as part of a collaborative and multi-skilled team or system, which combines professional expertise with experiential learning and contextual knowledge.

Alongside the technology fuelled practices of "Industry 4.0" and the Internet of Things (IoT) predicated upon a "fourth industrial revolution" (cyber-physical systems, data networks) is the emerging paradigm of Health 4.0, which challenges existing and conventional notions of the clinical context of medical care and device-led interventions (hospital and surgical interventions) when aligned with new, co-created care systems, alternative organisational forms, personalised treatment pathways and community care infrastructures. Graduates from the proposed awards will emerge into the professional environment where networked technologies and citizen-driven systems of health and care will promote lifelong well-being, as opposed to pharmaceutical or physiological frameworks. The design and prototyping of these technologies, systems and patient pathways will be the task at hand.

While students in the B.Des/M.Des H&WB (final Masters title tbc) will share a significant amount of core design skills and training with B.Des Product Design – the application of these core skills in a different organisational and experiential context will shape the degree profile of graduate.

10. Is there substantive overlap in terms of subject provision at this level in GSA? *You may wish to comment in more detail below if there is inter-disciplinary overlap.*	Yes ☒ No ☐
If yes, please provide details of the other programmes below:	
Programme	Product Design
School	Innovation
Programme Leader	Irene Bell
Please confirm this overlap has been discussed with the relevant School	**Yes** ☒
Further comment?	This programme will share a significant part of its delivery with the BDes/MEDes Product Design programme, functioning as a pathway leading to a distinct award(s)
Please confirm this overlap has been discussed with Student Recruitment	**Yes** ☒
Further comment?	**The nature of the overlap of provision lies in what might be termed "key skills and methods" with the pathway/award specific dimension focusing upon the contextual application of these skills and methods.**

11.	Minimum and maximum student numbers required to ensure that the provision is academically viable and appropriately resourced:		
Home/EU Students			
Minimum	5	Maximum	11
RUK Students			
Minimum	0	Maximum	2
Overseas Students			
Minimum	1	Maximum	5
Please provide an explanation of the numbers given:			

The intention is to recruit at least 5 students in the first academic session of 2022/23. This is likely to consist of 5 x Home students and 1 International. Funded places for the Home students would need to be agreed and attributed to the Innovation School to support the development of this new Programme.

This would bring in an income at current fees of £41,350 for Home/Eu Fees and £18,960 for International fees, totalling £60,310 in the first year, growing by 2 x Home students, 1/2 RUK students and 2 x International students over the 4 years of the Programme, establishing an average rolling UG Programme income of £579,970 across 5 years of the Programme. As this programme is to be resourced internally from our current academic staff, this would be at zero cost and full return would be achieved.

Entry to the Programme would be concentrated in Y1 and Y2, although entry to Y3 and Y4 (if articulating to the Integrated Masters and in possession of a prior degree award) would also be possible, if relatively rare. Consequently, small student numbers, growing over time would form the cohort of B.Des/M.Des Design for Health & Well-Being (D4HWB). This gradual growth in student numbers would also permit additional funded paces to be assigned, if appropriate, and staffing to be reviewed and addressed on an annual basis.

12.	Please confirm the following:	
a.	A financial rationale has been approved by the Director or Deputy Director of Finance and Resources. Any capital bids envisaged in the next four years for undergraduate programmes and three years for postgraduate programmes have been included in the financial rationale.	☒
b.	The Director or Deputy Director of Finance and Resources has submitted the financial rationale to the Academic Quality Office.	☒

13.	Analysis of the potential market for the programme in the UK and internationally, carried out in consultation with Marketing & Communications, and leading to formulation of marketing strategy: *Please provide an overview of the current and future market conditions.*

Market research has been commissioned by Head of Student Recruitment (see circulated Appendix). Despite the relatively downbeat view of the market analysis exercise, both subsequent market activity and empirical evidence speak to a growing need for this programme. The University of Limerick now offer a similarly titled programme, while the Future Experience project undertaken annually in Product (in conjunction with University of Glasgow) has twice featured significant involvement from the Institute of Cancer Sciences. Innovation School has also offered "Student Selected Courses" to the Wolfson UG Medical School as elective study opportunities, demonstrating professional appreciation of design by medical practitioners. In turn, our alumni work in the NHS, Medical, Health and well-being charities and third sector organisations and Innovation School run a fellowship programme in a related area with several of the local NHS Boards.

14.	Anticipated demand on staffing, resources and services (including English language support and welfare): *Please list the expected FTE required for teaching and tutorials, all accommodation and workshop requirements. Also, state any monetary costs that would not be routine.*

The programme will operate mainly with existing teaching resources but will require additional specialist teaching delivery, particularly in the latter years.
It will draw upon existing research and teaching expertise within the Innovation School, in particular the Digital Health and Care Institute (DHI), a Scottish Government Innovation Centre run by GSA/Innovation School and Strathclyde University, where students can access live design and research projects through internship opportunities and curricular components.
There will be minimal impact on technical and support department resources.

15. If a collaboration with another institution is proposed, please provide the following:		
Partner Institution:	Click here to enter text.	
Nature of Collaboration (please tick)		
Joint programme – single awarding institution – University of Glasgow		☐
Joint programme – single awarding institution – other than UoG		☐
Joint Programme – GSA delivery to UoG programme		☐
Joint Programme – UoG delivery to GSA programme		☐
Delivery of GSA programmes overseas		☐
Articulation to a GSA programme		☐
If a Joint Programme, please state the administering institution:		
Click here to enter text.		

16.	**Please confirm the following:**	
a.	A market analysis has been undertaken in consultation with the Head of Student Recruitment and has been discussed with the Director of Marketing, Communications and Strategic Planning and is set out in this Programme Proposal. A marketing strategy has also been agreed as part of this discussion.	☒
b.	The proposal and any resource implications have been discussed with the Head of Technical Support.	☒
c.	The proposal has been discussed with the Head of Learning Resources and *the* attached 'Implications for Library/Learning Resources Provision' form has been completed.	☒
d.	The proposal has been discussed with the Estates Manager and the attached 'Implications for Estates Provision' form has been completed.	☒
e.	The proposal has been discussed with the Director of IT and the attached 'Implications for IT Provision' form has been completed.	☒
f.	Please confirm that the proposal has been discussed in detail with the Head of Learning and Teaching.	☒
g.	If the proposal relates to postgraduate provision, please confirm that the proposal has been discussed in detail with the Head of Research.	☒
h.	If the proposal relates to postgraduate provision, please confirm that the proposal has been discussed in detail with the Senior Research Fellow for Digital Learning.	☒
i.	If the proposal relates to joint provision with the University of Glasgow, please confirm that the proposal has been discussed in detail with staff at an appropriate level in the relevant College.	☐

IMPLICATIONS FOR LIBRARY/LEARNING RESOURCES PROVISION *(to be completed by GSA Library)*

DATE of this document	24 February 2021
PROPOSED PROGRAMME	BDes MDes Design for Health and Wellbeing

Position Statement: *This section should provide a review of current position of Library/Learning Resources in meeting the requirement of the proposed programme, outline of areas for development/expansion and provide further relevant comments e.g. availability or cost of materials or preferred mode of delivery.*
Having reviewed documentation, it is envisaged the proposed programme will have no/minimal impact on Library services
Current Collection Strengths
Support for this programme can be met from with the current collection
Current Collection Weaknesses
N/A
Indicative Costs for Addressing Collection Weaknesses
Support and resources for this programme can be met from planned spend from current budget for the Innovation School.

IMPLICATIONS FOR ESTATES PROVISION *(to be completed in liaison with Estates Management)*

DATE of this document	24 February 2021
PROPOSED PROGRAMME	BDes MDes Design for Health and Wellbeing

a. What spatial area will be required for the new programme? (Please see item 11)
It will occupy studio space in the Haldane 1st Floor.

b. Where will the new programme be physically located?
1st Floor – The Haldane

c. How will the location of the new programme impact on or be impacted on by current co-located programmes?
Expansion of the Innovation School academic portfolio has been included within the strategic planning undertaken by GSA

d. What are the potential physical challenges with the space for the new programme? (Please see Estates for a room data check sheet to assist)
None

e. What are the financial implications of refitting the current space to make it fit for purpose for the new programme? (Please see item 12.a)
None

IMPLICATIONS FOR IT PROVISION *(to be completed in liaison with Director of IT)*

DATE of this document	27/4/2020
COURSE / PROGRAMME	BDes MDes Design for Health and Wellbeing

a. What is the impact on IT to support this Major Programme and/or Course amendment?
I do not believe that there is any material impact to IT with this new proposed programme

b. What additional / replacement IT hardware is required?
N/A

c. Is there additional / replacement software licenses required?
N/A

d. Are there any operating systems required in addition to those currently supported?
N/A

e. What are the financial implications from an IT perspective to deliver this programme?
N/A

Programme proposal – Design for Health & Wellbeing
Student consultation workshop 27/04/20

A two hour workshop was conducted with six Product Design students and all five year groups were represented. Overall the students were positive about the concept of the proposed programme. They outlined that they would expect the programme to be able to cover a broad range of topics from Healthcare Provision in the form of products, services and space, to a broader notion of wellbeing, including self-care, societal health and community health.
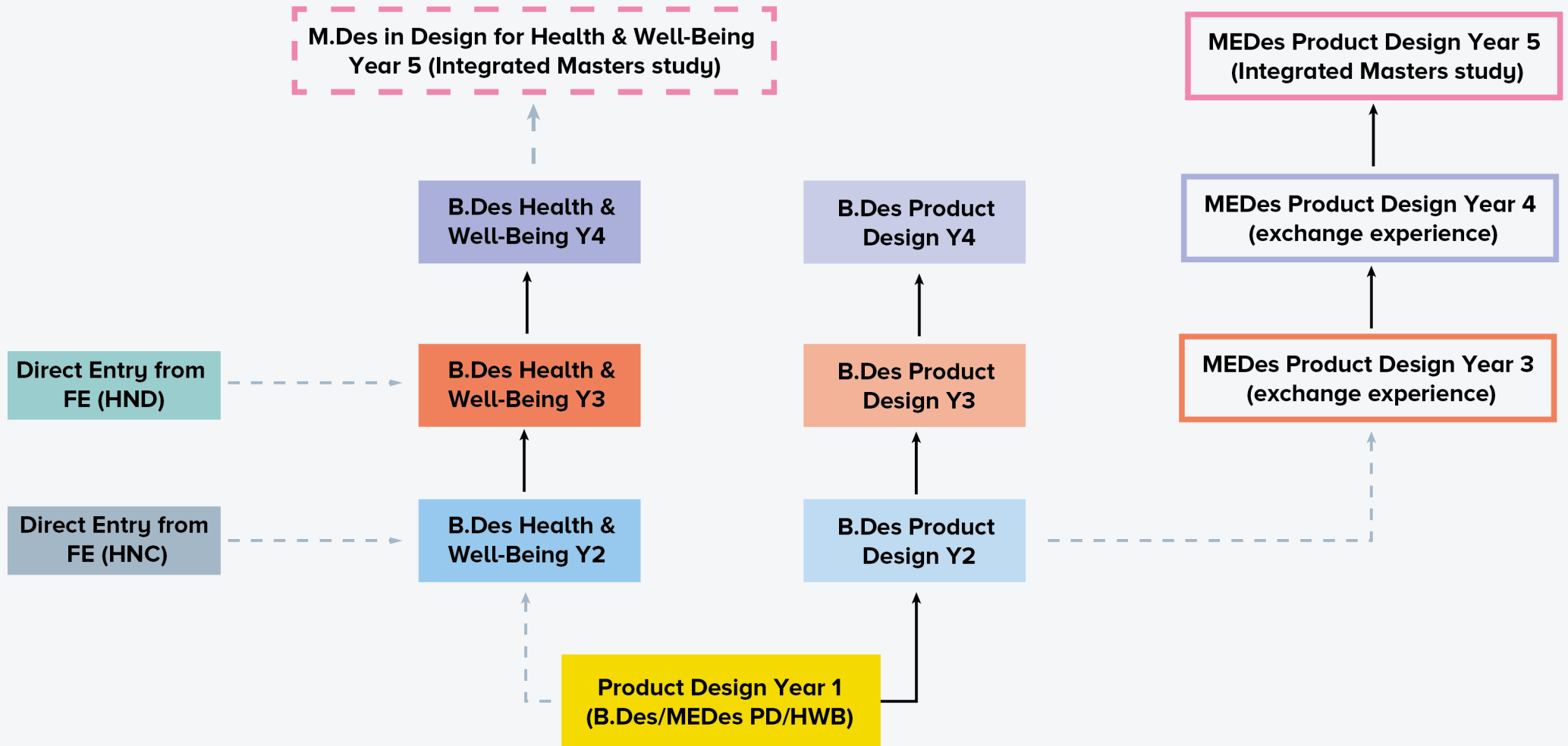
The group felt that a Design for Health and Wellbeing programme might appeal to a slightly different target market than Product Design does currently, including mature applicants with a social or health care background, or people who were considering a study path between creative and natural or social science degree options, however several participants thought also that they would have considered this degree themselves had it been available.
They believed that school leavers looked for familiarity in course names and would be more inclined to try something alternative if the job prospects were made clear and appeared to be as broad as the current Product Design offer.

The participating students felt there were several aspects of the PD course that the proposed programme should retain, including the basic foundation in the design process and a user centred way of thinking, as well as the openness of project briefs that allow for personal exploration. However they thought there should be much more emphasis on the social sciences, such as psychology, anthropology and behavioural science, as well as ethics, which they suggested could replace language courses in second year. This came in response to the suggestion that a Design for Health and Wellbeing programme might include less physical making and more academic theory than Product Design. They believed that certain projects, such as the NHS brief in third year, would act as opportunities to bring Product Design and Design for Health and Wellbeing students together to collaborate and share perspectives. They also suggested that placements could be an alternative to going on exchange in a programme focused on Design for Health and Wellbeing, to offer contextual understanding of the health and wellbeing sector, although that may still include an international option.

Overall, the participating students felt the biggest challenge of introducing a design for health and wellbeing programme would be to reach the audience who it might interest, who may not otherwise have considered an Art School degree but they also thought there was a real opportunity in having a creative studio based degree which dealt with the topic of health and wellbeing, particularly now as young people's perceptions are being shaped by the current pandemic.

Year 1

Product Design Year 1
Shared with B.Des/MEDes Year 1 students
Semester 1 & 2
80 Credits

FYE Co-lab 1
(S1)
20 Credits

FYE Co-lab 2
(S2)
20 Credits

Year 2

Design for H&WB Studio 2
Semester 1 & 2
80 Credits

DH&T Y2 a
(S1)
10 Credits

DH&T Y2 b
(S2)
10 Credits

Social Sciences for HWB
(S1)
10 Credits

Practical Ethics for HWB
(S2)
10 Credits

Year 3

H&WB Studio 3
Practice in Context (live project)
Semester 1
40 Credits

Reflective Practices in HWB
(S1)
10 Credits

Theories of Innovation
(S2)
10 Credits

H&WB Studio 3
Advanced Practice
Semester 2
40 Credits

Student Work Placement
(S2)
20 Credits

Independent Study Project
(offered as alternative to Student Work Placement)

Year 4

H&WB Studio 4
Near-Future Health Experiences
Semester 1
40 Credits

B.Des H&WB Dissertation
S1 Into S2
30 Credits

Next Now in HWB
(S2)
10 Credits

H&WB Studio 4
Bachelor Project (self-initiated)
Semester 2
40 Credits

Year 5

H&WB Studio 5
Collaborative Health Experiences
Semester 1
40 Credits

Contemporary Practice Project:
Student Work Placement/Self-directed professional engagement
(S1)
20 Credits

M.Des H&WB Masters project
combined practice and thesis submission
Semester 2
60 Credits

Proposed structure (degree pathway) and Course/Credit Breakdown for B.Des/M.Des Design for Heath & Well-Being - recruitment from September 2022

INNOVATION SCHOOL THE GLASGOW SCHOOL OF ART

M.Des in Design for Health & Well-Being Year 5 (Integrated Masters study)

MEDes Product Design Year 5 (Integrated Masters study)

B.Des Health & Well-Being Y4

B.Des Product Design Y4

MEDes Product Design Year 4 (exchange experience)

Direct Entry from FE (HND)

B.Des Health & Well-Being Y3

B.Des Product Design Y3

MEDes Product Design Year 3 (exchange experience)

Direct Entry from FE (HNC)

B.Des Health & Well-Being Y2

B.Des Product Design Y2

Product Design Year 1 (B.Des/MEDes PD/HWB)

B.Des/M.Des Design for Heath & Well-Being as a degree pathway within the Innovation School Undergraduate portfolio (relation to other Programmes)

INNOVATION SCHOOL THE GLASGOW SCHOOL OF ART

University of Glasgow

Academic Standards Committee - Friday 19 March 2021

Programme Proposal: MDes Design Innovation & Circular Economy at The Glasgow School of Art

Cover Sheet

Robbie Mulholland, Clerk, Joint Liaison Committee of the University of Glasgow and The Glasgow School of Art

Brief description of the paper

The attached paper is a proposal from the Innovation School at The Glasgow School of Art (GSA) to develop a programme leading to the degree of MDes Design Innovation & Circular Economy.

The proposal was considered and approved by GSA's Senior Leadership Group in December 2020.

Action Requested

ASC is asked to **consider and approve**, in-principle, the introduction of the MDes Design Innovation & Circular Economy programme at GSA commencing in September 2022.

Recommended Person/s responsible for taking action(s) forward

GSA.

Resource implications

No resource implications have been identified for the University.

Timescale for Implementation

In the event that the proposal is approved by ASC, it is the Innovation School's intention to develop the approval documentation ready for consideration and approval by GSA's Undergraduate and Postgraduate (UPC) Programme Approval Committee in October 2021. Subsequent to approval from that committee, the Innovation School intends to launch the programme in September 2022.

Equality implications

An Equality Impact Assessment will be undertaken as part of 'stage 2' of the Programme Approval process, following approval of the proposal by ASC.

THE GLASGOW SCHOOL: ᵒf ARt	**Programme Proposal**

This Programme Proposal should be approved by the Planning and Management Group and submitted to Academic Quality Office.

Submitted by: (Programme Proposer)	Jonathan Baldwin
Date	24/02/2021

Confirmed by: (Head of School)	Dr. Gordon Hush
Date	24/02/2021

1. Programme Title	MDes Design Innovation and Circular Economy					
1.1 Award	Master of Design in Design Innovation and Circular Economy					
1.2 Exit Awards	PGCert PGDip (Specialism) MDes (Design Innovation)					
1.3 Length of Programme	12 **Months**					
1.4 Programme Level (please tick)	**Undergraduate**	☐	**Postgraduate Taught**	☒	**Postgraduate Research**	☐
1.5 Mode of Delivery (please tick)	**Full time**	☒	**Part time**	☐	**Distance Learning**	☐

2. Entry Qualifications	
2.1 Highers	Not applicable
2.2 A Levels	Not applicable
2.3 Other	A good undergraduate degree (normally 2:1 or higher) in any subject area or an undergraduate degree plus equivalent professional practice. Candidates will submit a 500-word initial applicant statement in addition to relevant project work (that can include published and unpublished writing; blogs and websites; evidence of work in business or practice; digital, moving image or sound-based work). Candidates will also undertake interview before selection.
2.4 IELTS Score Required on Entry	6.5 overall, with a minimum of 6.0 in each component

3. Proposed Start Date	September 2022

4.	**School**	Innovation

5.	**Department**	PGT

6.	**Subject Area of the Programme (e.g. Interior Design)**	Design Innovation

7.	**Source of Funding (e.g. SFC)**	Click here to enter text.

8.	**Indicative Tuition Fees(Home/RUK/Overseas)**				
Home	£7920	**RUK**	£7920	**Overseas**	£19980

9.	**Outline academic rationale and purpose of the programme:** *Please explain the academic reasons for developing this programme.*

The MDes Design Innovation suite of programmes has run successfully since its launch in 2009, attracting growing numbers of applications from around the world and successfully producing graduates who occupy significant roles and profiles within a range of organisations. Over this time, programmes have naturally developed to reflect changing understanding of Design Innovation and its application to each specialism, and of teaching and learning within a new and exciting pedagogical landscape.

21st century design practice is notable for its interdisciplinary nature, and its integration with strategic operations in public, private, charitable, and voluntary sectors. Designers are no longer described by their specialism but in generalist terms, and expected to understand and shape organisations, policies, and practice. At the same time, roles within those organisations that previously were specialist (finance, HR, marketing, planning, logistics etc) are also benefitting not just from input from designers but by acting as designers. As a result, the idea of a designer has shifted to embrace a breadth of working practices, expertise, and knowledge.

In addition to this generalist approach, the MDes has established a reputation as one that adds a lens of specialist focus to a range of issues. The successful development of the GSA campus near Forres has allowed for exploration of a number of curriculum areas that would previously have sat outside the traditional remit of a specialist art and design institution but which offer exciting new directions for the expanding concept of 'design'. Electives in circular economy, permaculture and future heritage have allowed academic staff, students, and external stakeholders the opportunity to develop a deep understanding of the potential for design innovation approaches in these areas.

Circular Economy is an approach to design for sustainable living through the creation of closed loops that benefit people and the planet, but which is also economically viable, re-generative and ideally ecologically advantageous. A *circular economy* is one that repurposes materials – physical and digital, biological and technical – instead of creating them anew every time. A circular economy

transitions society to a so-called green economy that values environmental and social justice through innovative re-design of products and services. Circular economy is an area of intense interest, a key focus of organisations such as the Ellen MacArthur Foundation, the Royal Society of Arts, the Design Council, and design consultancies globally including, for example, Ideo as well as within Scotland such as Zero Waste Scotland.

By developing a specialist programme in Design Innovation and Circular Economy, we aim to combine the exciting approaches to creative and practical problem understanding/solving with the developing understanding of sustainability, environmental and social justice, to deliver a unique learning experience that will have a positive impact on those that study it, and the communities and businesses with which they work. It has complementary overlaps with our current suite of specialisms (e.g. environmental and interaction design) which promises the development of an exciting academic community of PGT and PGR students focused on issues of urgent ecological, economic and social interest both to the Highlands and Islands region, and to nations around the world including those currently underrepresented in GSA's student intake (for example in Central and Southern America, and Africa).

The Master of Design (MDes) in Design Innovation provides an academic framework for postgraduate students to engage with the craft of user-led and co-created innovation in design practice across a variety of fields and in widely differentiated social, economic, technological and industrial contexts. Unlike many other disciplines which possess a body of knowledge which may be 'taught' in a traditional sense, Design Innovation draws on a range of practices from multiple areas while developing new ones, placing students and academic staff at the forefront of new approaches, with an emphasis on collaborative learning, experimentation and critical exploration of new ideas – aspects which are typical of innovation.

The programme seeks to develop design practitioners, graduates and professionals who are capable of operating in contemporary collaborative working environments, utilising the skills and knowledge of others and responding in a reflective and sympathetic manner to the demands, constraints and opportunities afforded by the context within which design practice occurs. Students on the Design Innovation programmes become transdisciplinary practitioners who can respond to both the demands of local communities and those of multinational corporations, to technology driven change and the socioeconomic aspirations of diverse stakeholders, as they seek to innovate the artefacts, services and experiences that constitute the experience of modern life.

The MDes in Design Innovation aims to furnish students with the research skills and methods for stimulating design-led innovation through a combination of tutorials, seminars, lectures, workshops, and collaborative design and research projects. The programme aims to identify emerging areas of design practice, stimulate innovative thinking in response to these areas and to develop theoretical, methodological and practice-based approaches that will assist designers in responding to the challenges presented by contemporary society, economy and technology. In doing so, it will equip its graduates with the practical and intellectual skills required to deploy design practice within a variety of social, economic and technological contexts and transform the experience of those who utilise, interact with or depend upon designed artefacts.

The programme encourages students to identify historically novel or nascent areas in which the complexity of contemporary life threatens to overwhelm any existing solutions, systems, services or design responses and to pioneer collaborative and user-led solutions for these through the deployment of design innovation strategies and creative thinking. This requires that contemporary designers become adept in conceiving, conceptualising, and communicating complex problems and

in identifying the social and contextual dimensions of the engagement between people, habitats, materials and technological practices, and the opportunities afforded by such engagements.

The programme is aimed at postgraduate students who wish to expand and develop their creative practice through an exploration of user-led, collaborative and research-focused techniques of design innovation. Students completing the programme will have developed the capability to respond confidently to theoretical, conceptual and technological challenges that arise through their creative practice, as well as having attained a high level of technical ability in the application and use of tools within social, technological and professional contexts. Students will also have achieved an awareness of the historical, theoretical and methodological novelty of such approaches and the manner in which these are linked to the social, economic, ecological and technological arrangements of 21st century life and the challenges and opportunities that it presents.

The programme will be delivered via a series of taught workshops, tutorials, set and elective projects, lecture and seminar-based sessions and self-directed learning. The emphasis of the programme rationale is on the interplay between stakeholder-led practices of design innovation, underpinned by theoretical research, and the social, ecological, technological and economic context of contemporary design practice. Students will be expected to engage in a high level of self-directed learning, research and independent critical reflection, as well as participating in the taught elements of the course of study.

This ambitious programme prepares students for at least three possible future directions: entry into a professional design consultancy environment; work as an independent designer/consultant; or further academic study by research. Opportunities for further research can be accessed within the Glasgow School of Art or in the greater academic community and will be driven by the ethos of research underpinning the programme. It builds on the excellent foundations of the current MDes Design Innovation suite of programmes, and responds to a clear global demand for new thinking in this important domain.

10. Is there substantive overlap in terms of subject provision at this level in GSA? *You may wish to comment in more detail below if there is inter-disciplinary overlap.*	Yes ☐ No ☒
If yes, please provide details of the other programmes below:	
Programme	Click here to enter text.
School	Click here to enter text.
Programme Leader	Click here to enter text.
Please confirm this overlap has been discussed with the relevant School	Yes ☐
Further comment?	Click here to enter text.
Please confirm this overlap has been discussed with Student Recruitment	Yes ☐
Further comment?	Click here to enter text.

11.	Minimum and maximum student numbers required to ensure that the provision is academically viable and appropriately resourced:			
Home/EU Students				
Minimum	1	**Maximum**	3	
RUK Students				
Minimum	N/A	**Maximum**	N/A	
Overseas Students				
Minimum	4	**Maximum**	8	

Please provide an explanation of the numbers given:

The intention is to recruit at least 5 students in the first academic session of 2022/23. This is likely to consist of 4 x International Students and 1 x Home.

This would bring in an income at current fees of £79,920 for International Fees and £7,920 for Home, totalling £87,840. The intention would be to grow this Programme slowly over 5 years to a potential student cohort of 12 students with an 80/20 split International/Home, bringing in an income of £203,580 in addition to the income from other Programmes in the M.Des DI "suite" (including those at the Highlands and Islands Campus). As this programme is initially to be resourced internally from our current academic staff, this would be at zero cost and full return would be achieved.

12.	Please confirm the following:	
a.	A financial rationale has been approved by the Director or Deputy Director of Finance and Resources. Any capital bids envisaged in the next four years for undergraduate programmes and three years for postgraduate programmes have been included in the financial rationale.	☒
b.	The Director or Deputy Director of Finance and Resources has submitted the financial rationale to the Academic Quality Office.	☒

13.	Analysis of the potential market for the programme in the UK and internationally, carried out in consultation with Marketing & Communications, and leading to formulation of marketing strategy: *Please provide an overview of the current and future market conditions.*
	Market research has been commissioned by Head of Student Recruitment (see circulated Appendix) This research confirms the growing interest in this area as evidenced through enrolment in programmes covering similar areas, however it does not acknowledge the wider interest in the topic as seen in popular press, books, and discussions that take place at the periphery of other programmes. Given the wide understanding of the term 'Circular Economy' and all that it encompasses it would **not** make sense to add the term 'sustainability' to the title, particularly as that term itself covers too broad an area to be useful. We assume applicants for the programme

will be well-versed in what Circular Economy means and indeed will be looking for that knowledge from them. We are confident that potential students will find us, but also that we will be able to find them internationally.

This programme offers GSA "first mover" advantage in a rapidly expanding academic field, which is substantiated by recent student interest in this area (across other programmes) and recent research collaborations and projects.

14.	Anticipated demand on staffing, resources and services (including English language support and welfare): *Please list the expected FTE required for teaching and tutorials, all accommodation and workshop requirements. Also, state any monetary costs that would not be routine.*

0.6-1.0 FTE specialist in circular economy
Expansion of workshop and storage facilities for materials (on Altyre site)
Expansion of student numbers may have an increased demand on workshop staff and facilities during Stages 2 and 3. This would be managed and supported over the years of evolution.
The multi/post- disciplinary nature of the topic may require significant input from external expertise as visiting staff for individual lectures and workshops, but this is a nominal cost, and can also be accommodated through emerging "hybrid" means of delivery

15. If a collaboration with another institution is proposed, please provide the following:		
Partner Institution:	Click here to enter text.	
Nature of Collaboration (please tick)		
Joint programme – single awarding institution – University of Glasgow		☐
Joint programme – single awarding institution – other than UoG		☐
Joint Programme – GSA delivery to UoG programme		☐
Joint Programme – UoG delivery to GSA programme		☐
Delivery of GSA programmes overseas		☐
Articulation to a GSA programme		☐
If a Joint Programme, please state the administering institution:		
Click here to enter text.		

16.	Please confirm the following:	
a.	A market analysis has been undertaken in consultation with the Head of Student Recruitment and has been discussed with the Director of Marketing, Communications and Strategic Planning and is set out in this Programme Proposal. A marketing strategy has also been agreed as part of this discussion.	☒
b.	The proposal and any resource implications have been discussed with the Head of Technical Support.	☒
c.	The proposal has been discussed with the Head of Learning Resources and *the* attached 'Implications for Library/Learning Resources Provision' form has been completed.	☒

d.	**The proposal has been discussed with the Estates Manager and the attached 'Implications for Estates Provision' form has been completed.**	☒
e.	**The proposal has been discussed with the Director of IT and the attached 'Implications for IT Provision' form has been completed.**	☒
f.	**Please confirm that the proposal has been discussed in detail with the Head of Learning and Teaching.**	☒
g.	**If the proposal relates to postgraduate provision, please confirm that the proposal has been discussed in detail with the Head of Research.**	☒
h.	**If the proposal relates to postgraduate provision, please confirm that the proposal has been discussed in detail with the Senior Research Fellow for Digital Learning.**	☒
i.	**If the proposal relates to joint provision with the University of Glasgow, please confirm that the proposal has been discussed in detail with staff at an appropriate level in the relevant College.**	☐

IMPLICATIONS FOR LIBRARY/LEARNING RESOURCES PROVISION *(to be completed by GSA Library)*

DATE of this document	19 February 2021
PROPOSED PROGRAMME	MDes Design Innovation and Circular Economy

Position Statement: *This section should provide a review of current position of Library/Learning Resources in meeting the requirement of the proposed programme, outline of areas for development/expansion and provide further relevant comments e.g. availability or cost of materials or preferred mode of delivery.*
Having reviewed documentation it is envisaged the proposed programme will have no/minimal impact on Library services
Current Collection Strengths
Support for this programme can be met from with the current collection
Current Collection Weaknesses
N/A
Indicative Costs for Addressing Collection Weaknesses
Support and resources for this programme can be met from planned spend from current budget for the Innovation School.

IMPLICATIONS FOR ESTATES PROVISION *(to be completed in liaison with Estates Management)*

DATE of this document	19 February 2021
PROPOSED PROGRAMME	MDes Design Innovation and Circular Economy

a. What spatial area will be required for the new programme? (Please see item 11)
No additional space will be required as this programme will be based at the Forres Campus, there is ample square meterage to support this programme

b. Where will the new programme be physically located?
At the Highlands and Islands Campus - Forres

c. How will the location of the new programme impact on or be impacted on by current co-located programmes?
There will be no impact

d. What are the potential physical challenges with the space for the new programme? (Please see Estates for a room data check sheet to assist)
None

e. What are the financial implications of refitting the current space to make it fit for purpose for the new programme? (Please see item 12.a)
None

IMPLICATIONS FOR IT PROVISION *(to be completed in liaison with Director of IT)*

DATE of this document	19 February 2021
COURSE / PROGRAMME	MDes Design Innovation and Circular Economy

a. What is the impact on IT to support this Major Programme and/or Course amendment?
I do not believe that there is any material impact to IT with this new proposed programme

b. What additional / replacement IT hardware is required?
N/A

c. Is there additional / replacement software licenses required?
N/A

d. Are there any operating systems required in addition to those currently supported?
N/A

e. What are the financial implications from an IT perspective to deliver this programme?
N/A

University of Glasgow

Academic Standards Committee - Friday 19 March 2021

Programme Proposal: MDes Design Innovation & Future Heritage at The Glasgow School of Art

Cover Sheet

Robbie Mulholland, Clerk, Joint Liaison Committee of the University of Glasgow and The Glasgow School of Art

Brief Description of the Paper

The attached paper is a proposal from the Innovation School at The Glasgow School of Art (GSA) to develop a programme leading to the degree of MDes Design Innovation & Future Heritage.

The proposal was considered and approved by GSA's Senior Leadership Group in December 2020.

Action Requested

ASC is asked to **consider and approve**, in-principle, the introduction of the MDes Design Innovation & Future Heritage programme at GSA commencing in September 2022.

Recommended Person/s responsible for taking action(s) forward

GSA.

Resource Implications

No resource implications have been identified for the University.

Timescale for Implementation

In the event that the proposal is approved by ASC, it is the Innovation School's intention to develop the approval documentation ready for consideration and approval by GSA's Undergraduate and Postgraduate (UPC) Programme Approval Committee in October 2021. Subsequent to approval from that committee, the Innovation School intends to launch the programme in September 2022.

Equality Implications

An Equality Impact Assessment will be undertaken as part of 'stage 2' of the Programme Approval process, following approval of the proposal by ASC.

THE GLASGOW SCHOOL: of ARt	**Programme Proposal**

This Programme Proposal should be approved by the Planning and Management Group and submitted to Academic Quality Office.

Submitted by: (Programme Proposer)	Jonathan Baldwin
Date	23/03/2020

Confirmed by: (Head of School)	Dr. Gordon Hush
Date	30/04/2020

1.	**Programme Title**	MDes Design Innovation and Future Heritage					
1.1	**Award**	Master of Design in Design Innovation and Future Heritage					
1.2	**Exit Awards**	PGCert PGDip (Specialism) MDes (Design Innovation)					
1.3	**Length of Programme**	12 **Months**					
1.4	**Programme Level (please tick)**	**Undergraduate**	☐	**Postgraduate Taught**	☒	**Postgraduate Research**	☐
1.5	**Mode of Delivery (please tick)**	**Full time**	☒	**Part time**	☐	**Distance Learning**	☐

2.	**Entry Qualifications**	
2.1	**Highers**	Not applicable
2.2	**A Levels**	Not applicable
2.3	**Other**	A good undergraduate degree (normally 2:1 or higher) in any subject area or an undergraduate degree plus equivalent professional practice. Candidates will submit a 500-word application statement in addition to relevant project work (that can include published and unpublished writing; blogs and websites; evidence of work in business or practice; digital, moving image or sound-based work). Candidates will also undertake interview before selection.
2.4	**IELTS Score Required on Entry**	6.5 overall, with a minimum of 6.0 in each component

3.	**Proposed Start Date**	September 2022

4.	School	Innovation

5.	Department	PGT

6.	Subject Area of the Programme (e.g. Interior Design)	Design Innovation

7.	Source of Funding (e.g. SFC)	Click here to enter text.

8.	Indicative Tuition Fees(Home/RUK/Overseas)				
Home	**£7920**	**RUK**	**£7920**	**Overseas**	**£19980**

9.	**Outline academic rationale and purpose of the programme:** *Please explain the academic reasons for developing this programme.*

The MDes Design Innovation suite of programmes has run successfully since its launch in 2009, attracting growing numbers of applications from around the world and successfully producing graduates who occupy significant roles and profiles within a range of organisations. Over this time, programmes have naturally developed to reflect changing understanding of Design Innovation and its application to each specialism, and of teaching and learning within a new and exciting pedagogical landscape.

21st century design practice is notable for its interdisciplinary nature, and its integration with strategic operations in public, private, charitable, and voluntary sectors. Designers are no longer described by their specialism but in generalist terms, and expected to understand and shape organisations, policies, and practice. At the same time, roles within those organisations that previously were specialist (finance, HR, marketing, planning, logistics etc) are also benefitting not just from input from designers but by acting as designers. As a result, the idea of a designer has shifted to embrace a breadth of working practices, expertise, and knowledge.

In addition to this generalist approach, the MDes has established a reputation as one that adds a lens of specialist focus to a range of issues. The successful development of the GSA campus near Forres has allowed for exploration of a number of curriculum areas that would previously have sat outside the traditional remit of a specialist art and design institution, but which offer exciting new directions for the expanding concept of 'design'. Electives in circular economy, permaculture and future heritage have allowed academic staff, students, and external stakeholders the opportunity to develop a deep understanding of the potential for design innovation approaches in these areas.

Future Heritage relates to the understanding of the legacy our practices will leave behind, and their influences on the future (both positive and negative). This is an area of growing interest, especially as our attention shifts to a collective concern about the impact we are having on the environment, economy, and society, that will be inherited by future generations.

Future Heritage is realistic; it accepts that some practices are necessary for now or will take time to disappear. It does not judge but attempts to ensure that issues of legacy are considered at all stages.

More positively, and in contrast to existing programmes concerned with heritage, 'Future Heritage' seeks to identify and celebrate the present-day practices that will form our collective memories, inform future practices, and generate resources that might be repurposed. It has complementary overlaps with our current suite of specialisms (e.g. environmental and interaction design) and the separately proposed Circular Economy which promises an exciting focus on issues of urgent economic and social interest both to the Highlands and Islands region, and to nations around the world including those currently underrepresented in GSA's student intake seeking to realise the value and potential of their existing industrial, agricultural and residential infrastructure as productive assets.

By developing a specialist programme in Design Innovation and Future Heritage, we aim to combine the exciting approaches to creative and practical problem understanding/solving with the developing understanding of sustainability to deliver a unique learning experience that will have a positive impact on those that study it, and the communities and businesses with which they work.

The Master of Design (MDes) in Design Innovation provides an academic framework for postgraduate students to engage with the craft of user-led and co-created innovation in design practice across a variety of fields and in widely differentiated social, economic, technological and industrial contexts. Unlike many other disciplines which possess a body of knowledge which may be 'taught' in a traditional sense, Design Innovation draws on a range of practices from multiple areas while developing new ones, placing students and academic staff at the forefront of new approaches, with an emphasis on collaborative learning, experimentation and critical exploration of new ideas – aspects which are typical of innovation.

The programme seeks to develop design practitioners, graduates and professionals who are capable of operating in contemporary collaborative working environments, utilising the skills and knowledge of others and responding in a reflective and sympathetic manner to the demands, constraints and opportunities afforded by the context within which design practice occurs. Students on the Design Innovation programmes become transdisciplinary practitioners who can respond to both the demands of local communities and those of multinational corporations, to technology driven change and the socioeconomic aspirations of diverse stakeholders, as they seek to innovate the artefacts, services and experiences that constitute the experience of modern life.

The MDes in Design Innovation aims to furnish students with the research skills and methods for stimulating design-led innovation through a combination of tutorials, seminars, workshops, and collaborative design and research projects. The programme aims to identify emerging areas of design practice, stimulate innovative thinking in response to these areas and to develop theoretical, methodological and practice-based approaches that will assist designers in responding to the challenges presented by contemporary society, economy and technology. In doing so, it will equip its graduates with the practical and intellectual skills required to deploy design practice within a variety of social, economic and technological contexts and transform the experience of those who utilise, interact with or depend upon designed artefacts.

The programme encourages students to identify historically novel or nascent areas in which the complexity of contemporary life threatens to overwhelm any existing solutions, systems, services or design responses and to pioneer collaborative and user-led solutions for these through the deployment of design innovation strategies and creative thinking. This requires that contemporary designers become adept in conceiving, conceptualising, and communicating complex problems and

in identifying the social and contextual dimensions of the engagement between people, materials and technological practices, and the opportunities afforded by such engagements.

The programme is aimed at postgraduate students who wish to expand and develop their creative practice through an exploration of user-led, collaborative and research-focused techniques of design innovation. Students completing the programme will have developed the capability to respond confidently to theoretical, conceptual and technological challenges that arise through their creative practice, as well as having attained a high level of technical ability in the application and use of tools within social, technological and professional contexts. Students will also have achieved an awareness of the historical, theoretical and methodological novelty of such approaches and the manner in which these are linked to the social, economic and technological arrangements of 21st century life and the challenges and opportunities that it presents.

The programme will be delivered via a series of taught workshops, tutorials, set and elective projects, lecture and seminar-based sessions and self-directed learning. The emphasis of the programme rationale is on the interplay between user-led practices of design innovation, underpinned by theoretical research, and the social, technological and economic context of contemporary design practice. Students will be expected to engage in a high level of self-directed learning, research and independent critical reflection, as well as participating in the taught elements of the course of study.

This ambitious programme prepares students for at least three possible future directions: entry into a professional design consultancy environment; work as an independent designer/consultant; or further academic study by research. Opportunities for further research can be accessed within the Glasgow School of Art or in the greater academic community and will be driven by the ethos of research underpinning the programme. It builds on the excellent foundations of the current MDes Design Innovation suite of programmes, and responds to a clear global demand for new thinking in this important domain.

10. Is there substantive overlap in terms of subject provision at this level in GSA? *You may wish to comment in more detail below if there is inter-disciplinary overlap.*	Yes ☐ No ☒
If yes, please provide details of the other programmes below:	
Programme	Click here to enter text.
School	Click here to enter text.
Programme Leader	Click here to enter text.
Please confirm this overlap has been discussed with the relevant School	Yes ☐
Further comment?	Click here to enter text.
Please confirm this overlap has been discussed with Student Recruitment	Yes ☐
Further comment?	Click here to enter text.

11.	Minimum and maximum student numbers required to ensure that the provision is academically viable and appropriately resourced:			
Home/EU Students				
Minimum	1	**Maximum**	3	
RUK Students				
Minimum	N/A	**Maximum**	N/A	
Overseas Students				
Minimum	4	**Maximum**	8	

Please provide an explanation of the numbers given:

The intention is to recruit at least 5 students in the first academic session of 2022/23. This is likely to consist of 4 x International Students and 1 x Home.

This would bring in an income at current fees of £79,920 for International Fees and £7,920 for Home, totalling £87,840. The intention would be to grow this Programme slowly over 5 years to a potential student cohort of 12 students with an 80/20 split International/Home, bringing in an income of £203,580 in addition to the income from other Programmes in the M.Des DI "suite" (including those at the Highlands and Islands Campus). As this programme is initially to be resourced internally from our current academic staff, this would be at zero cost and full return would be achieved.

12.	**Please confirm the following:**	
a.	A financial rationale has been approved by the Director or Deputy Director of Finance and Resources. Any capital bids envisaged in the next four years for undergraduate programmes and three years for postgraduate programmes have been included in the financial rationale.	☒
b.	The Director or Deputy Director of Finance and Resources has submitted the financial rationale to the Academic Quality Office.	☒

13.	Analysis of the potential market for the programme in the UK and internationally, carried out in consultation with Marketing & Communications, and leading to formulation of marketing strategy: *Please provide an overview of the current and future market conditions.*
	Market research has been commissioned by Head of Student Recruitment (see circulated Appendix) Research points to growing interest in this area evidenced through enrolment in programs covering similar areas of heritage and conservation. Conservation and heritage has wider interest seen in popular press and on the fringes of other subjects.

14.	**Anticipated demand on staffing, resources and services (including English language support and welfare):** *Please list the expected FTE required for teaching and tutorials, all accommodation and workshop requirements. Also, state any monetary costs that would not be routine.*

0.6-1.0 FTE specialist in Future Heritage

Expansion of workshop and storage facilities for materials (on Altyre site)

Expansion of student numbers may have an increased demand on workshop staff and facilities during Stages 2 and 3. This would be managed and supported over the years of evolution

15.	**If a collaboration with another institution is proposed, please provide the following:**	
Partner Institution:	Click here to enter text.	
Nature of Collaboration (please tick)		
Joint programme – single awarding institution – University of Glasgow		☐
Joint programme – single awarding institution – other than UoG		☐
Joint Programme – GSA delivery to UoG programme		☐
Joint Programme – UoG delivery to GSA programme		☐
Delivery of GSA programmes overseas		☐
Articulation to a GSA programme		☐
If a Joint Programme, please state the administering institution:		
Click here to enter text.		

16.	**Please confirm the following:**	
a.	**A market analysis has been undertaken in consultation with the Head of Student Recruitment and has been discussed with the Director of Marketing, Communications and Strategic Planning and is set out in this Programme Proposal. A marketing strategy has also been agreed as part of this discussion.**	☒
b.	**The proposal and any resource implications have been discussed with the Head of Technical Support.**	☒
c.	**The proposal has been discussed with the Head of Learning Resources and *the* attached 'Implications for Library/Learning Resources Provision' form has been completed.**	☒
d.	**The proposal has been discussed with the Estates Manager and the attached 'Implications for Estates Provision' form has been completed.**	☒
e.	**The proposal has been discussed with the Director of IT and the attached 'Implications for IT Provision' form has been completed.**	☒
f.	**Please confirm that the proposal has been discussed in detail with the Head of Learning and Teaching.**	☒
g.	**If the proposal relates to postgraduate provision, please confirm that the proposal has been discussed in detail with the Head of Research.**	☒
h.	**If the proposal relates to postgraduate provision, please confirm that the proposal has been discussed in detail with the Senior Research Fellow for Digital Learning.**	☒

i. **If the proposal relates to joint provision with the University of Glasgow, please confirm that the proposal has been discussed in detail with staff at an appropriate level in the relevant College.**	☐

IMPLICATIONS FOR LIBRARY/LEARNING RESOURCES PROVISION *(to be completed by GSA Library)*

DATE of this document	30 April 2020
PROPOSED PROGRAMME	MDes Design Innovation and Future Heritage

Position Statement: *This section should provide a review of current position of Library/Learning Resources in meeting the requirement of the proposed programme, outline of areas for development/expansion and provide further relevant comments e.g. availability or cost of materials or preferred mode of delivery.*
Having reviewed documentation it is envisaged the proposed programme will have no/minimal impact on Library services
Current Collection Strengths
Support for this programme can be met from with the current collection
Current Collection Weaknesses
N/A
Indicative Costs for Addressing Collection Weaknesses
Support and resources for this programme can be met from planned spend from current budget for the Innovation School.

IMPLICATIONS FOR ESTATES PROVISION *(to be completed in liaison with Estates Management)*

DATE of this document	23 April 2020
PROPOSED PROGRAMME	MDes Design Innovation and Future Heritage

a. What spatial area will be required for the new programme? (Please see item 11)
No additional space will be required as this programme will be based at the Forres Campus, there is ample square metrage to support this programme

b. Where will the new programme be physically located?
At the Highlands and Islands Campus - Forres

c. How will the location of the new programme impact on or be impacted on by current co-located programmes?
There will be no impact

d. What are the potential physical challenges with the space for the new programme? (Please see Estates for a room data check sheet to assist)
None

e. What are the financial implications of refitting the current space to make it fit for purpose for the new programme? (Please see item 12.a)
None

IMPLICATIONS FOR IT PROVISION *(to be completed in liaison with Director of IT)*

DATE of this document	27/4/2020
COURSE / PROGRAMME	MDes Design Innovation and Future Heritage

a. What is the impact on IT to support this Major Programme and/or Course amendment?
I do not believe that there is any material impact to IT with this new proposed programme

b. What additional / replacement IT hardware is required?
N/A

c. Is there additional / replacement software licenses required?
N/A

d. Are there any operating systems required in addition to those currently supported?
N/A

e. What are the financial implications from an IT perspective to deliver this programme?
N/A

University of Glasgow

Academic Standards Committee – Friday 19 March 2021

Major Programme Amendment Proposal: BDes/MEDes Product Design at The Glasgow School of Art
Cover Sheet

Robbie Mulholland, Clerk, Joint Liaison Committee of the University of Glasgow and the Glasgow School of Art

Brief Description of the Paper

The attached paper proposes a major programme amendment to the BDes/MEDes Product Design programme at The Glasgow School of Art (GSA). This proposal, from the Innovation School, was considered and approved by GSA's Senior Leadership Group in December 2020.

The paper states that: the 'revision to and consolidation of the Level Learning Outcomes (is) to ensure that they adequately reflect the current and future curriculum content, and demonstrate a clear distinction across levels. This will require amendments to the structure, credit weighting, LOs and rationale of component courses to reflect the revised aims and LOs.

The proposed amendments include a change to the title of the Programme to better represent the evolution of the subject over the past 10 years. This in tandem with the changes to the LLOs will create greater clarity for students and future applicants to the programme.'

Action Requested

ASC is asked to **consider** and **approve** in-principle the attached major programme amendment to the BDes/MEDes Product Design.

Recommended person/s responsible for taking action/s forward

GSA.

Resource Implications

None identified for the University.

Timescale for Implementation

In the event that the proposal is approved by ASC, it is the Innovation School's intention to develop the approval documentation ready for consideration and approval by GSA's Undergraduate and Postgraduate Committee (UPC) Programme Approval Committee in October 2021. Subsequent to approval from that committee, the Innovation School's intention is to launch the amended programme in September 2022.

Equality Implications

Following approval of the proposal by ASC, an Equality Impact Assessment will be undertaken as part of 'stage 2' of the Major Programme Amendment Approval process.

THE GLASGOW SCHOOL OF ART

Major Programme or Course Amendment Proposal

Submitted by: (Proposer)	Irene Bell
Date	05/02/2020

Confirmed by: (Head of School)	Prof. Gordon Hush
Date	30/04/2020

1. Please indicate whether the amendment (s) proposed are to a course or programme (or both):		
Course		☒
Course Title Studio 1: Making, Modelling & Using Studio 2: Interactions & Experiences BDes/MEDes Prod Des Studio 3: Culture, Context and Client - BDes/MEDes Prod Des Studio 4: Autonomy, Creativity, Expertise BDes/MEDes Prod Des Studio 5: Design in Culture & Context, MEDes Prod Des		
Programme		☒
Programme Title BDes/MEDes Product Design		

2. If the major amendment is to a programme, please confirm the following details *(highlighting any amendment as appropriate)*						
2.1 Programme Title	BDes/MEDes Product Design					
2.2 Award	BDes/MEDes					
2.3 Exit Awards	**Core** **Year 1 exit point: Cert HE** **Year 2 exit point: Dip HE BDes/ MEDes** **Year 3 exit point: BDes** **Year 4 exit point: BDes(Hons)** **Year 4 (MEDes) BDes Hons (un-Classified)** **Year 5 exit point: MEDes**					
2.4 Length of Programme	48/60 **Months FT / Months PT**					
2.5 Programme Level	**Undergraduate**	☒	**Postgraduate Taught**	☐	**Postgraduate Research**	☐
2.6 Mode of Delivery	**Full time**	☒	**Part time**	☐	**Distance Learning**	☐

3.	If the major amendment is to a course, please confirm the following details *(highlighting any amendment as appropriate)*

3.1 Course Title	Studio 1: Making, Modelling & Using Studio 2: Interactions & Experiences BDes/MEDes Prod Des Studio 3: Culture, Context and Client - BDes/MEDes Prod Des Studio 4: Autonomy, Creativity, Expertise BDes/MEDes Prod Des Studio 5: Design in Culture & Context, MEDes Prod Des
3.2 SCQF Credits	80
3.3 Length of Course	22.5 **Weeks** (delete as appropriate)

3.4 Course Level	**Undergraduate**	☒	**Postgraduate Taught**	☐	**Postgraduate Research**	☐
3.5 Mode of Delivery	**Full time**	☒	**Part time**	☐	**Distance Learning**	☐

4.	Please re-confirm Entry Qualifications *(highlighting any changes as appropriate)*
4.1 Highers	4 Highers ABBB (1 sitting), AABB (2sittings)
4.2 A Levels	3 A-Levels, ABB
4.3 Other	International Baccalaureate 30 + points
4.4 IELTS Score Required on Entry	IELTS with an overall score of 6 with no component less than 5.5

5. Planned date for implementation of the amendment.	01/09/2022

6. School	Innovation

7. Department	Product Design

8. Subject Area of the Programme (e.g. Interior Design)	Product Design

9. Source of Funding (e.g. SFC)	Scottish Funding Council
9.1 Indicative Tuition Fees (Home/RUK/Overseas)	

Home	£1,820	RUK	£9,250	Overseas	£18,960

10. Please provide a description of the amendment, including impact on course/programme level Intended Learning Outcomes (ILOs):

Revision to and consolidation of the Level Learning Outcomes to ensure that they adequately reflect the current and future curriculum content, and demonstrate a clear distinction across levels. This will require amendments to the structure, credit weighting, LOs and rationale of component courses to reflect the revised aims and LOs. The proposed amendments include a change to the title of the Programme to better represent the evolution of the subject over the past 10 years. This in tandem with the changes to the LLOs will create greater clarity for students and future applicants to the programme.

11. Please outline the rationale for the amendment:
The programme team wish to improve the accessibility, comprehension and usefulness of the Programme documentation for students. Additionally, they seek to utilise several years of experience in the improved communication of desired student activities, learning and reflection. Specifically, the Programme requires a clearer articulation to allow it to more accurately reflect changes in society, shifting professional destinations for graduates and significant changes in technology now impacting contemporary design practices. The current LLOs have been in place for many years and are reported by teaching staff and students to be somewhat antiquated, piecemeal in their evolution and fragmentary in their style of expression. The historically accumulated inconsistency in language and expression of educational activities across learning levels can cause students confusion and inhibit attainment. The proposal to clarify and unify the language across the ILOs will more effectively communicate the shift from an 'artefact' based discipline, in the traditional sense, to a curriculum that includes service and experience design approaches. Clearer learning outcomes will, in turn, improve the articulacy and coherency of our students in self-evaluation, improve the understanding of assessment processes and criteria, offering a greater clarity of language, and comprehension of developmental trajectory for students, aiding academic attainment and progression across the programme. The proposal to change the name of the Programme reflects the evolving nature of the subject from a traditional conception of industrial design to an approach that accommodates, the shift from exclusively 'product design' to incorporate service and experience design. The proposed new name will be *Product, Service and Experience Design*. This recognises both range of skills and competencies taught and the career destinations of many of our graduates, outside of traditional fields of product design practice. The rationale for these changes is mirrored by an extensive process of internal and external review of the curriculum via the 'Collaborative Curriculum Review' process, which has run over the last 18 months. This process, encompassing workshops with students, graduates and employers sought to better understand student' perceptions of their learning journey, and also included staff and external expert workshops. This revealed the altered academic and intellectual terrain upon which B.Des/MEDes Product Design and its graduates operate, and a practice-based approach to collaborative responses to complex issues (social, economic, cultural and technological). In turn, this prompted a realisation of a changing relationship between employers/destinations and the way in which a post-disciplinary

bachelor education in design and innovation equips its graduates for this context. The result is a set of proposals for adjusting the structural organisation of the curriculum and its constituent elements.

12. **Please confirm that due regard and consideration has been given to student diversity and equality, in line with The Glasgow School of Art's commitment to the Public Sector Equality Duty (PSED) during the implementation of this proposal.**
Yes ☒ **No** ☐

13. **Please outline below any potential for negative impact for students with protected characteristics in relation to the programme amendment and the actions taken to remove or mitigate this impact.**
There is no identifiable negative impact for students with protected characteristics. The amendments to the programme documentation proposed, aim to simplify delivery and assessment, and offer greater clarity and consistency across level learning outcomes.   The proposed change to the programme name is intended to provide a clearer description of the domain and the curricular content.

14. **Does the proposed amendment create a substantive overlap in terms of subject provision at this level in GSA?** *You may wish to comment in more detail below if there is inter-disciplinary overlap.*		
Yes ☐	*No* ☒	
If yes, please provide details of the other programmes/courses below:		
Programme	Click here to enter text.	
School	Click here to enter text.	
Programme/Course Leader	Click here to enter text.	
Please confirm this overlap has been discussed with the relevant School	Yes ☐	
Further comment?	Click here to enter text.	
Please confirm this overlap has been discussed with Student Recruitment	Yes ☐	
Further comment?	Click here to enter text.	

15. **Please re-confirm the minimum and maximum student numbers required to ensure that the provision is academically viable and appropriately resourced:**		
	Minimum	**Maximum**
Home/EU Students	**22**	**26**
RUK Students	**3**	**8**
Overseas Students	**3**	**8**
Please provide an explanation of the numbers given:		
These numbers constitute each year group/cohort and are derived from an average class size of 30 plus – the pathway offered by MEDes (and its associated exchange route) reduces cohort size in Y3 and Y4 (B.Des). The minimum student numbers are commensurate with the current level of staff and space resources available. Click here to enter text.		

16.1 Please confirm that you have discussed the proposed change with the Director or Deputy Director of Finance and Resources.	Yes	☒	No	☐
16.2 Does the proposed amendment impact on the financial rationale?	Yes	☐	No	☒
16.3 If yes, please confirm that an amended financial rationale has been approved by the Director or Deputy Director of Finance and Resources. Any capital bids envisaged in the next four years for undergraduate programmes and three years for postgraduate programmes have been included in the financial rationale.				☐
16.4 If yes, please confirm that the Director or Deputy Director of Finance and Resources has submitted the amended financial rationale to the Academic Quality Office.				☐

17.1 Please confirm that you have discussed the proposed amendment with the Director of Marketing, Communications and Strategic Planning.	Yes	☒	No	☐
17.2 Does the proposed amendment impact on the marketing strategy of the programme?	Yes	☐	No	☒
17.3 If yes, please provide an analysis of the potential market for the programme in the UK and internationally, carried out in consultation with Marketing & Communications, and leading to formulation of marketing strategy: *Please provide an overview of the current and future market conditions.*				
Although the proposed change includes a change to the Programme title, this is intended to provide a clearer description of the domain and the curricular content, and should broaden the appeal of the programme. However, it does not fundamentally change the marketing strategy or the Programme degree awards. Additional programme specific marketing is now focused through the Innovation School website and an associated Google advertising campaign.				
17.4 If appropriate, please confirm that a revised marketing strategy has been agreed.	Yes	☐	No	X

18. Please highlight aspects/areas of the programme where Internationalisation is actively incorporated or intended.

The period in which this documentation was initially formulated and the consequences of the Covid 19 pandemic, and its impact upon international travel and academic experiences, being fully determined mean that the international dimension of B.Des/MEDes is being actively reconsidered and re-formulated. This focuses upon a significantly enhanced digital dimension (cross-School events, a-synchronous resources and credit bearing courses) and a greater exploration of curricular alignment to support student engagement in the absence of travel opportunities, or their significant reduction. The material below describes the existing and normative opportunities as they were written into programme documentation prior to March 2020.

"Exchange" or student international mobility of one semester is actively encouraged in the third year of B.Des study with many students choosing to study in an HEI in a different country and culture. Likewise, PD at GSA welcomes incoming exchange students from around the globe, both Erasmus and Study Abroad (USA) into its Y2/Y3 cohorts, ensuring that students who remain in Glasgow are able to participate in a varied and multi-cultural studio experience.

The B.Des/MEDes Product Design programme incorporates two degree-pathways, either the 4 year B.Des or 5 year MEDes. The option to study on the Masters of European Design, which is a five-year integrated Masters programme, includes significant exposure to other European cultures, and exposure to alternative design education approaches. In MEDes, students spend their third and fourth year of study in one of our six partner institutions (ENSCI, Paris; KISD, Cologne; Politecnico di Milano, Milan; Konstfack University College, Stockholm, DeCa, Aveiro, Aalto University, Helsinki), and return to GSA in their fifth and final year to complete their Masters Degree (MEDes in Product Design).

The existing programme (B.Des/MEDes) is seeing a steady increase in international applications, mainly from China and India. We continue to have a strong application from European Union (EU27) countries, which has ensured that we have enjoyed a diverse cohort of students across all year groups. The consequences of Brexit and its consequences for fee categories and affordability of future European recruitment have not yet been determined. The Innovation School is currently exploring future opportunities to build upon the MEDes consortium of Schools and develop wider avenues for European collaboration, post-Brexit.

The exploration of "internationalisation" extends beyond the structure of the programme to the content of the curriculum with final year students encouraged to self-direct study in areas of individual or cultural interest. Additionally, the mandatory Future Experiences (Y4) and Collaborative Futures (Y5) projects would normally be located within either a geographically distributed or culturally diverse context. For instance, a problematisation of the notion of a "global" or universal response to a perceived problem through the exploration of a specific technology or form of knowledge, or the exploration of a metropolitan or municipal context in respect of its culturally diverse inhabitants.

In academic session 19-20 Product Design (B.Des) ran a collaborative project with the University of Glasgow, entitled *Future Experiences: Sustainable Development and the Global South*. This project asked final year B.Des students to look at the relationship between the Global South and the Global North, and to consider what might happen in this global landscape ten years from now, when sustainable development has evolved to the extent that

new forms of work and communities of practice transform how people engage, learn and interact with stakeholders and the global community around them. Our students got to work with academics and professionals within the field of Sustainable Development in the Global South, based at the University of Glasgow and within the Sustainable Futures in Africa Network, to share ideas and gain vital knowledge on the geopolitical landscape of International Development and to explore communities of practice from an international perspective.

19. **Anticipated demand on staffing, resources and services (including English language support and welfare):** *Please list the expected FTE required for teaching and tutorials, all accommodation and workshop requirements. Also, state any monetary costs that would not be routine.*
Teaching and professional support service requirements resources would remain unchanged as a result of the proposed changes. There are no additional costs foreseen, the current accommodation and workshop provision are unaffected by the changes outlined.

20. If a collaboration with other institutions is proposed, please provide the following:	
Partner Institution: Click here to enter text.	
Nature of Collaboration (please tick)	
Joint programme – single awarding institution – University of Glasgow	☐
Joint programme – single awarding institution – other than UoG	☐
Joint Programme – GSA delivery to UoG programme (Awarding institution: UoG)	☐
Joint Programme – UoG delivery to GSA programme (Awarding institution: UoG)	☐
Delivery of GSA programmes overseas	☐
Articulation to a GSA programme	☐
If a Joint Programme, please state the administering institution:	

21. Please confirm the following consultations have taken place: *(space is provided below to detail any comments or feedback from the consultations)*	
21.1 The proposal and any resource implications have been discussed with the Head of Technical Support Department.	☒
21.2 The proposal has been discussed with the Head of Learning Resources and *the* attached 'Implications for Library/Learning Resources Provision' form has been completed.	☒
21.3 The proposal has been discussed with the Estates Manager and the attached 'Implications for Estates Provision' form has been completed.	☒
21.4 The proposal has been discussed with the Director of IT and the attached 'Implications for IT Provision' form has been completed.	☒
21.5 Please confirm that the proposal has been discussed in detail with the Head of Learning and Teaching.	☒
21.6 The proposal has been discussed with the current student cohort.	☒
21.7 The proposal has been discussed with the current External Examiner.	☒

21.8 If the proposal relates to postgraduate provision, please confirm that the proposal has been discussed in detail with the Head of Research and Enterprise and the Senior Academic Fellow in Digital Learning.	☒
21.9 If the proposal relates to joint provision with the University of Glasgow, please confirm that the proposal has been discussed in detail with staff at an appropriate level in the relevant School/College.	☐

21.10 Please provide any relevant details from the above consultations:

Student consultation took place as part of an 18 month *Collaborative Curriculum Review* process, which included both graduates and employers. This involved representation from all year groups and consultation with graduates (reflecting upon their experience of the previous year) and the design industry regarding the scope and nature of planned changes in relation to the shifting skill set and attributes of graduating students.

External Examiners have been provided with an overview of the programme amendments and are in receipt of the Programme and Course amendment document.
Former External Examiners and employers of graduates were involved in the *Collaborative Curriculum Review* industry consultation.

IMPLICATIONS FOR LIBRARY/LEARNING RESOURCES PROVISION *(to be completed by GSA Library)*

DATE of this document	30 April 2020
PROPOSED PROGRAMME	BDes MEDes Product Design major-programme amendment-proposal

Position Statement: *This section should provide a review of current position of Library/Learning Resources in meeting the requirement of the proposed programme, outline of areas for development/expansion and provide further relevant comments e.g. availability or cost of materials or preferred mode of delivery.*
Having reviewed documentation it is envisaged the proposed programme changes will have no/minimal impact on Library services
Current Collection Strengths
Support for this programme can be met from with the current collection
Current Collection Weaknesses
N/A
Indicative Costs for Addressing Collection Weaknesses
Support and resources for this programme can be met from planned spend from current budget for the Innovation School.

IMPLICATIONS FOR ESTATES PROVISION *(to be completed in liaison with Estates Management)*

DATE of this document	22.4.2020.
COURSE / PROGRAMME	BDes MEDes Product Design major-programme amendment-proposal

a. **Would the proposed amendment impact the spatial area currently allocated to the programme or course?**
None, it would be utilising the current space on the first and mezzanine floor of the Haldane

b. **Would the proposed amendment to the course or programme require a new physical location?**
No, although any future expansion in cohort size would require to be accompanied by access to greater spatial resource.

c. **If the response to (b) is yes, how will the new location of the programme impact on or be impacted on by current co-located programmes?**
N/A

d. **If the response to (b) is yes, what are the potential physical challenges with the space for the new location?** (Please see Estates for a room data check sheet to assist)
N/A

e. **If the response to (b) is yes, what are the financial implications of refitting the current space to make it fit for purpose?**
N/A

IMPLICATIONS FOR IT PROVISION *(to be completed in liaison with Director of IT)*

DATE of this document	27/4/2020
COURSE / PROGRAMME	BDes MEDes Product Design major-programme amendment-proposal

a. **What is the impact on IT to support this Major Programme and/or Course amendment?**
I do not believe that there is any material impact to IT with any of the proposed changes

b. **What additional / replacement IT hardware is required?**
N/A

c. **Is there additional / replacement software licenses required?**
N/A

d. **Are there any operating systems required in addition to those currently supported?**
N/A

e. **What are the financial implications from an IT perspective to deliver this programme?**
N/A

University of Glasgow

Academic Standards Committee – Friday 19 March 2021

Major Programme Amendment Proposal: MDes Design Innovation at The Glasgow School of Art
Cover Sheet

Robbie Mulholland, Clerk, Joint Liaison Committee of the University of Glasgow and the Glasgow School of Art

Brief Description of the Paper

The attached paper proposes a major programme amendment to the MDes Design Innovation suite of programmes (see programme titles below*) at The Glasgow School of Art (GSA). This proposal, from the Innovation School, was considered and approved by GSA's Senior Leadership Group in December 2020.

The report states that 'the programme structure will be revised to strengthen links and distinctiveness of disciplines given the growth of the suite to eight specialisms, and clarification of aims and learning outcomes.

The amendment also prepares for the addition of two new specialist programmes: Circular Economy and Future Heritage, described separately as new programmes (degree exit Awards).

*Master of Design in Design Innovation and Citizenship
Master of Design in Design Innovation and Collaborative Creativity
Master of Design in Design Innovation and Environmental Design
Master of Design in Design Innovation and Interaction Design
Master of Design in Design Innovation and Service Design
Master of Design in Design Innovation and Transformation Design

Action Requested

ASC is asked to **consider** and **approve** in-principle the attached major programme amendment to the MDes Design Innovation suite of programmes.

Recommended person/s responsible for taking action/s forward

GSA.

Resource Implications

None identified for the University.

Timescale for Implementation

In the event that the proposal is approved by ASC, it is the Innovation School's intention to develop the approval documentation ready for consideration and approval by GSA's Undergraduate and Postgraduate Committee (UPC) Programme Approval Committee in October 2021. Subsequent to approval from that committee, the Innovation School's intention is to launch the amended programmes in September 2022.

Equality Implications

Following approval of the proposal by ASC, an Equality Impact Assessment will be undertaken as part of 'stage 2' of the Major Programme Amendment Approval process.

THE GLASGOW SCHOOL OF ART	Major Programme or Course Amendment Proposal

Submitted by: (Proposer)	Jonathan Baldwin
Date	20/02/2020

Confirmed by: (Head of School)	Prof. Gordon Hush
Date	30/04/2020

1. Please indicate whether the amendment (s) proposed are to a course or programme (or both):	
Course	⊠
Course Title	Design Innovation Studio 1: Parallel Projects Design Innovation Studio 2: Citizenship Design Innovation Studio 2: Collaborative Creativity Design Innovation Studio 2: Environmental Design Design Innovation Studio 2: Interaction Design Design Innovation Studio 2: Service Design Design Innovation Studio 2: Transformation Design Design Innovation Research Project
Programme	⊠
Programme Title	Master of Design Innovation and (specialism)

2. If the major amendment is to a programme, please confirm the following details					
2.1 Programme Title	Master of Design in Design Innovation & Citizenship Master of Design in Design Innovation & Collaborative Creativity Master of Design in Design Innovation & Environmental Design Master of Design in Design Innovation & Interaction Design Master of Design in Design Innovation & Service Design Master of Design in Design Innovation & Transformation Design				
2.2 Award	Master of Design Innovation and (specialism)				
2.3 Exit Awards	PGCert PGDip (Specialism) MDes (Design Innovation)				
2.4 Length of Programme	12 Months FT / ___ Months PT				
2.5 Programme Level	Undergraduate	☐	Postgraduate Taught ⊠	Postgraduate Research	☐
2.6 Mode of Delivery	Full time	⊠	Part time ☐	Distance Learning	☐

3.	**If the major amendment is to a course, please confirm the following details**					
3.1 Course Title	Design Innovation Studio 1: Parallel Projects Design Innovation Studio 2: Citizenship Design Innovation Studio 2: Collaborative Creativity Design Innovation Studio 2: Environmental Design Design Innovation Studio 2: Interaction Design Design Innovation Studio 2: Service Design Design Innovation Studio 2: Transformation Design Design Innovation Research Project					
3.2 SCQF Credits	40 (except Design Innovation Research Project which is 60)					
3.3 Length of Course	3 Months					
3.4 Course Level	**Undergraduate**	☐	**Postgraduate Taught**	☒	**Postgraduate Research**	☐
3.5 Mode of Delivery	**Full time**	☒	**Part time**	☐	**Distance Learning**	☐

4.	**Please re-confirm Entry Qualifications**
3.1 Highers	Not applicable
3.2 A Levels	Not applicable
3.3 Other	A good undergraduate degree (normally 2:1 or higher) in any subject area or an undergraduate degree plus equivalent professional practice. Candidates will submit a 500-word initial project proposal in addition to relevant project work (that can include published and unpublished writing; blogs and websites; evidence of work in business or practice; digital, moving image or sound-based work). Candidates will also undertake interview before selection.
3.4 IELTS Score Required on Entry	6.5 overall, with a minimum of 6.0 in each component

5. Planned date for implementation of the amendment.	01/09/2022

6. School	Innovation School

7. Department	PGT

8. Subject Area of the Programme (e.g. Interior Design)	Design Innovation

9. Source of Funding (e.g. SFC)	Click here to enter text.
9.1 Indicative Tuition Fees (Home/RUK/Overseas)	

Home	£7920	RUK	£7,920	Overseas	£19980

10. Please provide a description of the amendment, including impact on course/programme level Intended Learning Outcomes (ILOs):

The programme structure will be revised to strengthen links and distinctiveness of disciplines given the growth of the suite to eight specialisms, and clarification of aims and learning outcomes.

The programme team, in consultation with students and external stakeholders, will use the review to explore ways to provide resilience for teaching and learning in case of national and international crises, as well as future support for distance and part-time study. For example, overall ILOs may remain the same in scope and ambition but might be articulated in ways that are easier to understand by students and staff and provide for flexibility in assessment to accommodate changing student needs, live projects, and external unanticipated events.

The amendment also prepares for the addition of two new specialist programmes: Circular Economy and Future Heritage, described separately as new programmes (degree exit Awards).

11. Please outline the rationale for the amendment:

The MDes Design Innovation suite of programmes has run successfully since its launch in 2009, attracting growing numbers of applications from around the world, and successfully producing graduates who occupy significant roles and profiles within a range of organisations. Over this time, programmes have naturally developed to reflect the changing understanding of Design Innovation and its application to each particular thematic specialism, and of teaching and learning within a new and exciting pedagogical landscape. Consequently, the Innovation School intends to make a range of enhancements to the six programmes that make up the MDes Design Innovation suite (Citizenship, Collaborative Creativity, Environmental Design, Interaction Design, Service Design, and Transformation Design) to reflect developments in our understanding of student experiences, industry expectations and opportunities, and feedback from the academic team.

The changes also allow for and support the introduction of two new specialisms (*Circular Economy* and *Future Heritage*). Although these changes are presented as a 'major amendment' they are reflections of evolving practice and understanding, and build on an excellent and proven foundation, rather than replace it, and represent enhancements to the student experience built upon this foundation.

This programme prepares students for at least three possible future directions: entry into a professional design consultancy environment; work as an independent designer/consultant; or further academic study by research. Opportunities for further research can be accessed within the Glasgow School of Art or in the greater academic community and will be driven by the ethos of design research underpinning the programme.

This ambitious programme, delivered in just one year (in full-time mode) requires a clarity of structure which allows for flexibility to meet changing requirements – for example, an opportunity to explore current events or take advantage of an emerging 'live brief'. Similarly, there is a need to address the apparent conflict between the rapid and opportunistic 'real world' practice of design innovation and the assurance required by academic processes which might inadvertently frustrate innovative approaches.

In addition, the experience of the novel coronavirus and other local emergencies has demonstrated the need for an approach that provides flexibility rather than constraints and opens up rather than closes down opportunities – indeed, all aspects that underpin the notion of 'innovation'. The programme is not just 'about' innovation but should itself be a model of innovative pedagogic approaches and responses within, but also challenging, those constraints. The implications of this will be examined through the review process, and reflected in teaching and learning strategies, ILOs and approaches to assessment. The changes should ensure that the student experience is not adversely affected by the unexpected but may even be enhanced through proactive rather than reactive responses.

12. Please confirm that due regard and consideration has been given to student diversity and equality, in line with The Glasgow School of Art's commitment to the Public Sector Equality Duty (PSED) during the implementation of this proposal.
Yes ☒ **No** ☐

13. Please outline below any potential for negative impact for students with protected characteristics in relation to the programme amendment and the actions taken to remove or mitigate this impact.
No impact is anticipated, and the revisions incorporate the practices developed within the existing programme delivery. Additionally, emerging institutional practices around the shift to digitally enhanced delivery will be incorporated to support the experience of students with protected characteristics

14. Does the proposed amendment create a substantive overlap in terms of subject provision at this level in GSA?		
Yes ☐	*No* ☒	
If yes, please provide details of the other programmes/courses below:		
Programme	Click here to enter text.	
School	Click here to enter text.	
Programme/Course Leader	Click here to enter text.	
Please confirm this overlap has been discussed with the relevant School	Yes ☐	
Further comment?	Click here to enter text.	

Please confirm this overlap has been discussed with Student Recruitment	Yes ☐
Further comment?	Click here to enter text.

15. Please re-confirm the minimum and maximum student numbers required to ensure that the provision is academically viable and appropriately resourced:		
	Minimum	**Maximum**
Home/EU Students	10	30
RUK Students		
Overseas Students	70	100

Please provide an explanation of the numbers given:
The numbers provided above are derived from the total portfolio or programme suite of awards, rather than broken down by specific award or "pathway". This reflects both the flexibility of programme delivery structures developed and the economic efficiencies these afford.

16.1 Please confirm that you have discussed the proposed change with the Director or Deputy Director of Finance and Resources.	Yes	☐	No	☒
16.2 Does the proposed amendment impact on the financial rationale?	Yes	☐	No	☒
16.3 If yes, please confirm that an amended financial rationale has been approved by the Director or Deputy Director of Finance and Resources. Any capital bids envisaged in the next four years for undergraduate programmes and three years for postgraduate programmes have been included in the financial rationale.				☐
14.4 If yes, please confirm that the Director or Deputy Director of Finance and Resources has submitted the amended financial rationale to the Academic Quality Office.				☐

17.1 Please confirm that you have discussed the proposed amendment with the Director of Marketing, Communications and Strategic Planning.	Yes	☐	No	☒
17.2 Does the proposed amendment impact on the marketing strategy of the programme?	Yes	☐	No	☒
17.3 If yes, please provide an analysis of the potential market for the programme in the UK and internationally, carried out in consultation with Marketing & Communications, and leading to formulation of marketing strategy: *Please provide an overview of the current and future market conditions.*				
Click here to enter text.				
17.4 If appropriate, please confirm that a revised marketing strategy has been agreed.	Yes	☐	No	☐

18. Please highlight aspects/areas of the programme where Internationalisation is actively incorporated or intended.
The programme is international in scope, drawing on examples of innovation and issues experienced globally. International students are encouraged to consider how approaches to design apply to their home context where there may be very different attitudes towards leadership and collaboration. Some of the specialism (e.g. Circular Economy, Citizenship, Environmental Design) specifically address global issues and the interdisciplinary Stage One of the programme ensures that this ethos is evident throughout all groups. Stage Three offers the opportunity for students to address issues from their own experience, applying the methods learned on the programme to examine the potential and necessary modifications for transfer to other countries and social and political environments.

Key to the international dimension of study within the Innovation School PGT domain is the annual Winter School, held each January and, traditionally, located on GSA's Highlands campus. The consequences of the Covid pandemic have altered the delivery model but it remains international (pan-European) in ambition, with additional inputs from further afield. Future developments will see an evolving model capable of balancing the constraints of time-zones measured against cross-cultural engagement and reflection. |

19. Anticipated demand on staffing, resources and services (including English language support and welfare): *Please list the expected FTE required for teaching and tutorials, all accommodation and workshop requirements. Also, state any monetary costs that would not be routine.*
The existing and anticipated academic resource (FTE) is sufficient to deliver the enhancements and inaugurate the two supplementary awards. Thereafter, additional FTE would be calculated against expanding student numbers (from session 22-23 onwards).

20. If a collaboration with other institutions is proposed, please provide the following:	
Partner Institution:	Click here to enter text.
Nature of Collaboration (please tick)	
Joint programme – single awarding institution – University of Glasgow	☐
Joint programme – single awarding institution – other than UoG	☐
Joint Programme – GSA delivery to UoG programme (Awarding institution: UoG)	☐
Joint Programme – UoG delivery to GSA programme (Awarding institution: UoG)	☐
Delivery of GSA programmes overseas	☐
Articulation to a GSA programme	☐
If a Joint Programme, please state the administering institution:	

21. **Please confirm the following consultations have taken place:** *(space is provided below to detail any comments or feedback from the consultations)*	
21.1 The proposal and any resource implications have been discussed with the Head of Technical Support Department.	☒
21.2 The proposal has been discussed with the Head of Learning Resources and *the* attached 'Implications for Library/Learning Resources Provision' form has been completed.	☒
21.3 The proposal has been discussed with the Estates Manager and the attached 'Implications for Estates Provision' form has been completed.	☒
21.4 The proposal has been discussed with the Director of IT and the attached 'Implications for IT Provision' form has been completed.	☒
21.5 Please confirm that the proposal has been discussed in detail with the Head of Learning and Teaching.	☒
21.6 The proposal has been discussed with the current student cohort.	☒
21.7 The proposal has been discussed with the current External Examiner.	☒
21.8 If the proposal relates to postgraduate provision, please confirm that the proposal has been discussed in detail with the Head of Research and Enterprise and the Senior Academic Fellow in Digital Learning.	☒
21.9 If the proposal relates to joint provision with the University of Glasgow, please confirm that the proposal has been discussed in detail with staff at an appropriate level in the relevant School/College.	☐
21.10 Please provide any relevant details from the above consultations:	

Due to the Coronavirus lockdown a planned formal student consultation has had to be postponed and is being rescheduled. However, there have been a number of prior consultations and discussions through the year which, together with similar conversations from previous years, have informed the thinking behind the proposed amendments. The two key points raised are the differentiation of specialisms (this was a focus of the recent rebalancing of Stage Two courses, introduced for the 2019/20 cohort) and a desire for more 'teaching' (i.e. lecture or seminar style teaching, especially in Stage 2 specialism courses). This largely reflects the different undergraduate experiences and expectations and there is a balance between maintaining the studio-based approach that represents the British Art School tradition and adapting to learning preferences. The review was intended to examine the potential for a hybrid approach, but the experience of coronavirus and its likely impact in the longer term makes this even more important.

Feedback on recent changes, such as the focus in Stage One on developing strong group identity and being comfortable with ambiguity, is largely positive (and has been very useful given the unexpected suspension of teaching/lockdown in the second semester), but thought needs to be given to supporting students who find uncertainty difficult, particularly those from UG programmes where briefs were highly defined in terms of outcome.
Most feedback from students focuses on the physical environment and facilities, and these inevitably have an impact on the curriculum. More positively, the enormous potential of the Forres campus is still untapped and offers opportunities for exciting developments.
Most importantly, there is a desire for the curriculum to reflect the subject by being structured enough to provide a sense of progression, but flexible enough to take advantage of opportunities and events, e.g. by allowing space for experimentation and development of ideas (including those with commercial or other potential).

External examiner comments have been supportive, and the proposed amendments respond to issues raised previously, in particular differentiation, and clarity of learning outcomes.

IMPLICATIONS FOR LIBRARY/LEARNING RESOURCES PROVISION *(to be completed by GSA Library)*

DATE of this document	30 April 2020
PROPOSED PROGRAMME	MDes Design Innovation Design Innovation Studio 1: Parallel Projects Design Innovation Studio 2: Citizenship Design Innovation Studio 2: Collaborative Creativity Design Innovation Studio 2: Environmental Design Design Innovation Studio 2: Interaction Design Design Innovation Studio 2: Service Design Design Innovation Studio 2: Transformation Design Design Innovation Research Project

Position Statement: *This section should provide a review of current position of Library/Learning Resources in meeting the requirement of the proposed programme, outline of areas for development/expansion and provide further relevant comments e.g. availability or cost of materials or preferred mode of delivery.*
Having reviewed documentation it is envisaged the proposed programme changes will have no/minimal impact on Library services
Current Collection Strengths
Support for this programme can be met from with the current collection
Current Collection Weaknesses
N/A
Indicative Costs for Addressing Collection Weaknesses
Support and resources for this programme can be met from planned spend from current budget for the Innovation School.

IMPLICATIONS FOR ESTATES PROVISION *(to be completed in liaison with Estates Management)*

DATE of this document	22.4.2020
COURSE / PROGRAMME	MDes Design Innovation Design Innovation Studio 1: Parallel Projects Design Innovation Studio 2: Citizenship Design Innovation Studio 2: Collaborative Creativity Design Innovation Studio 2: Environmental Design Design Innovation Studio 2: Interaction Design Design Innovation Studio 2: Service Design Design Innovation Studio 2: Transformation Design Design Innovation Research Project

a. **Would the proposed amendment impact the spatial area currently allocated to the programme or course?**
No

b. **Would the proposed amendment to the course or programme require a new physical location?**
No

c. **If the response to (b) is yes, how will the new location of the programme impact on or be impacted on by current co-located programmes?**
N/A

d. **If the response to (b) is yes, what are the potential physical challenges with the space for the new location?** (Please see Estates for a room data check sheet to assist)
N/A

e. **If the response to (b) is yes, what are the financial implications of refitting the current space to make it fit for purpose?**
N/A

IMPLICATIONS FOR IT PROVISION *(to be completed in liaison with Director of IT)*

DATE of this document	27/4/2020
COURSE / PROGRAMME	MDes Design Innovation Design Innovation Studio 1: Parallel Projects Design Innovation Studio 2: Citizenship Design Innovation Studio 2: Collaborative Creativity Design Innovation Studio 2: Environmental Design Design Innovation Studio 2: Interaction Design Design Innovation Studio 2: Service Design Design Innovation Studio 2: Transformation Design Design Innovation Research Project

a. **What is the impact on IT to support this Major Programme and/or Course amendment?**
I do not believe that there is any material impact to IT with any of the proposed changes

b. **What additional / replacement IT hardware is required?**
N/A

c. **Is there additional / replacement software licenses required?**
N/A

d. **Are there any operating systems required in addition to those currently supported?**
N/A

e. **What are the financial implications from an IT perspective to deliver this programme?**
N/A

University of Glasgow

Academic Standards Committee – Friday 19 March 2021

New Programme Proposal: BSc (Honours) Animal Welfare Science at Scotland's Rural College (SRUC)
Cover Sheet

Robbie Mulholland, Clerk, Joint Liaison Committee of the University of Glasgow and Scotland's Rural College (SRUC)

Brief Description of the Paper

The attached paper is a proposal from Scotland's Rural College (SRUC) to develop a BSc (Honours) Animal Welfare Science programme. This will align with the existing BSc (Honours) Applied Animal Science programme and will offer students a new progression pathway allowing them to benefit from the extensive experience of SRUC's team of animal behaviour and welfare researchers. The attached paper is the completed business case documentation which has been approved by SRUC's Programme Approvals and Academic Standards committee. The paper outlines the aims, outcomes and viability of the new programme and the resources required to develop it.

Action Requested

Academic Standards Committee (ASC) is asked to **consider and approve,** in-principle, the introduction of a BSc (Honours) Animal Welfare Science programme by SRUC, commencing in September 2022.

Recommended Person/s responsible for taking the action(s) forward

Programme development will be led by the Head of the Animal and Veterinary Science department in the Central Faculty of SRUC and the Animal Welfare team leader.

Timescale for Implementation

Subject to ASC approval, programme development will continue through 2021 with a validation exercise scheduled for early 2022. The programme will commence in September 2022.

Equality Implications

SRUC promotes equality and diversity in all aspects of its activities. Equality considerations will be embedded in the programme development process.

University of Glasgow

Academic Standards Committee – Friday 19 March 2021

New Programme Proposal: BSc (Honours) Animal Welfare Science at Scotland's Rural College (SRUC)

Prof. Mike Hutchings, Head of Animal and Veterinary Sciences Department

Programme Business Case: BSc(Hons) Animal Welfare Science

Teams should only complete this form once approval has been granted to concept notes from either the relevant Board/s of Studies or Programme Approvals and Academic Standards Committee.

Colleagues in the Quality team (Registry) will be able to advise you on completion of the Business Case. Please submit the completed form to registry@sruc.ac.uk for consideration by the Programme Approvals and Academic Standards Committee.

Fully completed Concept Notes should be appended to this Business Case.

Table 1: Business case details

Intended award/s (e.g. Credit-Rated Training, Schools Delivery, MA, NC, HNC/D, BSc, MSc):	BSc (Hons)	Programme title:	Animal Welfare Science
Author:	Cathy Dwyer	Date:	30/10/20
Date approved by Board/s of Studies Chair or PAASC (delete as appropriate)			
Concept Note with full programme details appended?		Yes / No	

Table 2: Programme overview

Programme Aim: (max 200 words)
Animal welfare is a global issue and becoming increasingly important in terms of food production, sustainability, and achieving societal expectations about animals care, whether they be used for food, for sport or entertainment, or as companions. The programme aim is to equip students with a contemporary understanding of the issues and with the knowledge and skills to enable them to develop a career in this area. This degree will provide students with a grounding in animal biology and animal management, followed by a specialised understanding of animal behaviour, animal welfare and the ethics of animal use. The objectives of the degree are to support students to develop competencies in the theory and practice of animal welfare, an ability to apply knowledge of the principles of applied animal behaviour and how this can be used to assess animal welfare, and the skills to work with different ethical frameworks and their application. Understanding and implementation of animal welfare legislation, policy and practice are important contributors to many areas of animal use from farming, companion and assistance animal industries, laboratory animal research to food and other policies. This degree will be taught by specialists conducting research in one of the largest animal behaviour and welfare research groups in the world. Engagement of students with the ongoing research will be core to the delivery of the programme and will provide a unique educational programme in this area.

As food policy becomes increasingly important as a means for avoiding or mitigating global climate change and dealing with poverty and food insecurity, it is important that animal welfare is included in all livestock production developments. Animal welfare is also relevant in considering wildlife and landscape management, and the use of animals for leisure. In addition, animal welfare is an increasing global concern, and this will be reflected in the approaches taken and opportunities offered to the students.

Thus, this degree is designed to give the student a solid scientific understanding of the field and the likely conflicts that may arise, encourage discussion and debate and equip students with skills in advocacy and creative approaches to dealing with complex problems. This will enable students to develop useful skills for a career in research, animal management, animal policy or a role in the charitable and non-governmental organisations sector.

Programme Learning Outcomes: (6-8 outcomes)
On completion of this programme, graduates will be able to: + Evaluate the interrelationships between biology, animal behaviour and animal welfare.   + Apply sophisticated animal behaviour science methods to the welfare problems of managed animals.   + Critique and justify the application of animal welfare science and its theories to the improvement of welfare in animals.   + Apply robust scientific knowledge and skills to assessing the welfare of a range of animals.   + Appraise different ethical frameworks and approaches to animal welfare, appreciating the personal and social contexts underlying their use.   + Evaluate a range of global animal welfare issues, appreciating different cultural practices and constructs.   + Design experimental studies, selecting appropriate theoretical frameworks, and collect and analyse data to evaluate animal welfare issues.

SCQF Level of Award Completion:	10
Learning outcomes approved by CELT:	Checked by: Date approved:

Table 3: For programmes being presented for revalidation only

Reflection on how the programme has previously been run.
n/a – new programme
How do you plan to change the programme in the revalidation process?
n/a

Programme Viability

Table 4: Detailed resourcing requirements

Type and duration of programme:	BSc Honours - 4 years
Previous intake per annum (since last re/validation):	To be completed for revalidations only Separate by Scottish domicile, rest of the UK, EU and International
Projected intake per annum (4 yr. projection):	Year 1 Scottish domicile = 15 RUK = 2 EU/Int = 0

	Year 2 Scottish domicile = 20 RUK = 5 EU/Int = 1 Year 3 Scottish domicile = 25 RUK=7 EU/Int = 5 Year 4 Scottish domicile = 25 RUK=10 EU/Int = 5
Projected income:	Source (SFC, rest of UK, EU, overseas), proportion and level Reflected in projected student numbers
Number of modules/units and credits per module/unit:	8 modules per year; 32 over the 4 years 15 credits per module
Anticipated shared modules/units (number of modules/units and titles of programmes shared with):	25-30 modules shared with the Applied Animal Science programme
Hours of contact time per module/unit:	Year 1: 50 hours Year 2: 45 hours Year 3: 40 hours Year 4: 35 hours
Required time to develop, review and maintain any learning materials:	Development time: 10 hours for every 1 hours of content/contact Review and maintenance: 3 hours for every 1 hour of content/contact
Level of staff delivering the programme (lecturer, senior lecturer, consultant etc.):	Technician; Lecturer; Senior lecturer; Consultant
Cost of any certification/membership with external bodies:	n/a
Cost of any licenses required to run the programme:	n/a
Cost of any planned field trips:	Cost to programme team: year 3 £5k, year 4 £2.5k Cost to students: none
Any other financial information you think would be useful:	

Impact on institutional resources:

For programmes being presented for **validation**, the following sections must be completed with input from Professional Services teams to ascertain the impact the new development will have on the business case. You should allow 10 working days for their input and review.

For programmes being presented for **revalidation**, the following sections should only be completed if the programme will be significantly different to its current form. If there are no significant changes to be made to the structure or delivery of the programme, consultation is not required. However, if you have identified problems with the delivery of the programme or any significant changes, these sections must be completed.

Teaching Delivery (Staff) :
Please provide details of any additional staffing required for the delivery of this programme. Please state the number and grade of new staff required or of staff to be brought in from other departments / divisions. Please note whether this has been incorporated into Department / Faculty planning and/or whether existing staff / their divisions have been approached/agree. All teaching can be delivered by the current academic staff in the Animal and Veterinary Sciences Department.

Teaching Delivery (Staff Development):
Please provide details of any staff development required for the effective delivery of the programme. If teaching related, please confirm that you have discussed this with a member of CELT. If subject related, please note whether this has been incorporated into Department / Faculty planning. Training in PG Cert or other may be required by some staff.

Teaching Delivery (Resources):
Please provide details of any set-up/ongoing costs associated with the means of delivery of the programme e.g. use of the VLE or specialist teaching equipment. Please note whether this has been incorporated into Department / Faculty planning. Use of laboratory resources Use of farms and Oatridge small animal resources These may need upgrading by the time they are used by these students, or otherwise improved but this is likely to be within the Department/Faculty requirements for other teaching delivery and not specific to delivery of this programme.

Teaching Spaces:		
Please provide details of any additional demand on teaching spaces, in particular specialist teaching space. If "none", consultation is not required. Lab space and access to computers – this may be in competition with other courses if this is successful and competing to access the same classrooms. Access to suitably sized classrooms – we are proposing to increase the number of students on campus through provision of a new degree programme so this will need to be accommodated.		
Estates colleague/s consulted:		Date of consultation:	

Teaching Resources:			
Please provide details of any additional demand on Library resources (including books, journals and electronic resources). If "none", consultation is not required. We are currently in discussion with Edinburgh library about any gaps in our library catalogue.			
Library colleague/s consulted:	Edinburgh Library	Date of consultation:	November 2020

IT Facilities and Resources:			
Please provide details of any additional demand on existing IT facilities, or whether new IT/Digital resources are needed to deliver this programme. If "none", consultation is not required. None.			
IDS colleague/s consulted:	n/a	Date of consultation:	

Timetabling:			
Please provide details of any implications for timetabling. Please consult Faculty colleagues (e.g. Head of Faculty Administration) regarding the constraints and issues which lead to difficulties in timetabling. Teaching space – will be in competition for space with other degree programmes as the aim will be to increase student numbers.			
Faculty colleague/s consulted:		Date of consultation:	

Student Support			
Please provide details of any additional demand expected of student support services (i.e. beyond those brought about by an increase in student numbers). If "none", consultation is not required. None.			
Support colleague/s consulted:	n/a	Date of consultation:	

Student Accommodation:			
Is the programme likely to impact upon the demand for student accommodation in a different way to usual? Please provide details. n/a			
Accommodation colleague/s consulted:	n/a	Date of consultation:	

Registry:			
Please provide details, if any, of any additional demand expected of Registry (i.e. beyond those brought about by an increase in student numbers; e.g. if the programme will have non-standard entry points or will not follow standard delivery). If "none", consultation is not required. None.			

Registry colleague/s consulted:	n/a	Date of consultation:	

Table 5: Potential risks and issues

Risks / issues
Please indicate any potential issues and risks you have identified, which may arise from resources and timescales. For example, what would be the indicators that the programme could no longer run? What resource is necessary for the programme to run that is not currently in place? What would be the minimum intake needed, and could the programme run if this number was not reached? Suggest the programme would not be viable with an intake of 8 students or less. However, this is aligned to AAS for years 1 and 2 so small numbers will not be an issue initially. In addition, allowing elective options could increase the numbers of students per module, even if the students on AWS are relatively few. As we will know the number of students likely in years 3 and 4 the numbers of modules created specifically for AWS can be reduced to the minimum required.

Programme Development

Curriculum and learning design support
How will the proposing team engage with the Centre for the Enhancement of Learning and Teaching in the development of the programme/s? Programme team will engage with CELT as required to develop programme. Team are relatively experienced in teaching and module development from AAS revalidation and some have taken part in ELDeR processes with University of Edinburgh UG and PGT courses. Mapping of programme LOs across years is underway and will lead onto module mapping – this is being done remotely via email discussions with the Programme Team and ABW staff members. Discussions with CELT have identified that a Conceptual workshop will be conducted early in the new year, followed by a Workshop (likely 2 x half days) on Learning and Teaching approaches (using the ABC approach) and Assessment Strategy. These are planned for early in 2021.

Attendees at Design Team / CELT design support meeting:	Cathy Dwyer, Pauline Hanesworth
Date of Design Team / CELT design support meeting:	24/11/20

Marketing and Admissions support
Design teams should have completed the Student Recruitment and Admissions Requirements for New / Revalidated programmes template. What are the unique selling points of this programme/s? The degree is unique among those currently on offer in this space as it will be largely taught by researchers working in the field, and will bring food animal production, as well as issues with companion and zoo animals, into a global sustainability context. To our knowledge there are currently no degree programmes in the UK that are focused specifically on animal welfare science, ethics and practice to improve welfare.

Attendees at Design Team / Marketing / Admissions meeting:	Hannah DMellow, Anouska Curzon, Claire Morrison; Cathy Dwyer, Kenny Rutherford, Carol Thompson
Date of Design Team / Marketing / Admissions meeting:	11 Jan 2021

Business Case Approval

Programme Approvals and Academic Standards Committee Decision:
Delete as appropriate: + Approved – proceed with marketing (subject to validation) and validation. + Approved with conditions – requires conditions to be met during programme development. + Not Approved with conditions – requires conditions to be met for reconsideration by the Committee. + Not Approved.
Comments / conditions (where applicable) Approved development and validation with a view to a 2022 start. PAASC members noted that there will be some commonality with existing programmes and that it is being developed in tandem with the BSc Equine Science Management programme. There is a minimal requirement for additional resources and opportunities for efficiencies in programme development and delivery have been identified. This programme will benefit from being delivered by a team of specialists who are at the forefront of animal welfare and behaviour research enabling students to get involved in ongoing projects.

Chair of PAASC:	Kyrsten Black	Date of PAASC decision:	29/01/21

University of Glasgow

Academic Standards Committee – Friday 19 March 2021

New Programme Proposal: BSc (Honours) Equine Science & Management at Scotland's Rural College (SRUC)

Cover Sheet

Robbie Mulholland, Clerk, Joint Liaison Committee of the University of Glasgow and Scotland's Rural College (SRUC)

Brief Description of the Paper

The attached paper is a proposal from Scotland's Rural College (SRUC) to develop a BSc (Honours) Equine Science & Management programme. This will augment the existing portfolio of equine programmes. The attached paper is the completed business case documentation which has been approved by the SRUC Programme Approvals and Academic Standards Committee. The paper outlines the aims, outcomes and viability of the new programme and the resources required to develop it.

Action Requested

Academic Standards Committee (ASC) is asked to **consider and approve,** in-principle, the introduction of a BSc (Honours) Equine Science & Management programme by SRUC, commencing in September 2022.

Recommended Person/s responsible for taking the action(s) forward

Programme development will be led by the Head of the Animal and Veterinary Science department in the Central Faculty of SRUC and the Equine Programme Leader.

Timescale for Implementation

Subject to ASC approval, programme development will continue through 2021 with a validation exercise scheduled for early 2022. The programme will commence in September 2022.

Equality Implications

SRUC promotes equality and diversity in all aspects of its activities. Equality considerations will be embedded in the programme development process.

University of Glasgow

Academic Standards Committee – Friday 19 March 2021

New Programme Proposal: BSc (Honours) Equine Science & Management at Scotland's Rural College (SRUC)

Prof. Mike Hutchings, Head of Animal and Veterinary Sciences Department

Programme Business Case- BSc (Hons) Equine Science & Management

Teams should only complete this form once approval has been granted to concept notes from either the relevant Board/s of Studies or Programme Approvals and Academic Standards Committee.

Colleagues in the Quality team (Registry) will be able to advise you on completion of the Business Case. Please submit the completed form to registry@sruc.ac.uk for consideration by the Programme Approvals and Academic Standards Committee.

Fully completed Concept Notes should be appended to this Business Case.

Table 1: Business case details

Intended award/s (e.g. Credit-Rated Training, Schools Delivery, MA, NC, HNC/D, BSc, MSc):	BSc (Hons)	Programme title:	BSc in Equine Science & Management
Author:	Louise Bulmer and Mike Hutchings	Date:	22/10/2020
Date approved by Board/s of Studies Chair or PAASC (delete as appropriate)	August 2020		
Concept Note with full programme details appended?	Yes		

Table 2: Programme overview

Programme Aim: (max 200 words)
A succinct statement of the overall aim/s of the programme: why would a prospective student choose the programme, what will it provide to them and what benefits will they gain from completing it?   The proposed degree model will equip graduates with the skills and knowledge to make an effective contribution to the equine industry by applying/espousing best practice, and to effect change from an educated and informed position. Graduates will manage the overall care of horses in a range of equine disciplines and settings. They will undertake advisory roles supporting equestrian businesses such as nutritional advisors. Graduates will also be equipped with the skills and knowledge to successfully establish and run a range of equine businesses both in the UK and further afield. They will develop the knowledge and skills to enable them to continue their learning at postgraduate level, or to transfer their skills and knowledge into a different future career path.   The proposed degree aims to provide learners with a solid and broad foundation in equine science-based subjects. This foundation will be combined with equine business management subjects to provide learners with a range of expertise. A more specialised understanding will follow to include subjects such as Equine Exercise Physiology, Equine Behaviour and Welfare, Research Skills, and the International Equine Industry.   Any Scottish students wishing to pursue this type of study are currently unable to do so in Scotland.

Programme Learning Outcomes: (6-8 outcomes)
On completion of this programme, graduates will be able to: 1. Integrate and apply equine science subjects including anatomy, physiology, health, nutrition, and fitness to contemporary issues of equine science and management. 2. Appraise relevant scientific literature to practice and make a balanced case for the integration and application of equine science in equine management. 3. Apply robust scientific knowledge and skills to improve the health, welfare, and behavioural needs of horses. 4. Explain and justify the wider practical contribution of equine science in informing equine management decisions for a range of specialist and non-specialist audiences. 5. Evaluate a range of global equine industries and equestrian business models, and make effective recommendations for equestrian sector developments. 6. Design experimental studies, collecting and analysing data to evaluate equine science and/or equestrian business issues.

SCQF Level of Award Completion:	SCQF levels 9 and 10
Learning outcomes approved by CELT:	Checked by: Pauline Hanesworth Date approved: 14th Dec 2020

Table 3: For programmes being presented for revalidation only

Reflection on how the programme has previously been run.
What has worked well, or not worked well? Have there been any problems operationally in the delivery of this programme (please consider central support as well as academic considerations)? What has student feedback been like?
How do you plan to change the programme in the revalidation process?
Please detail any changes to curriculum, delivery etc. and any reasons for these changes.

Programme Viability

Table 4: Detailed resourcing requirements

Type and duration of programme:	Full-time degree, 4 years
Previous intake per annum (since last re/validation):	To be completed for revalidations only Separate by Scottish domicile, rest of the UK, EU and International
Projected intake per annum (4 yr. projection):	Separate by Scottish domicile, rest of the UK, EU and International There is currently a lack of Equine Degree provision in Scotland. Currently any Scottish students wanting to study for a BSc in Equine Science need to do so outside of Scotland. At SRUC Oatridge Campus we already have a well-established equine provision offering courses from NC to HND. We are also home to the Scottish National Equestrian Centre (SNEC). Therefore, we have an opportunity to make SRUC the centre of excellence for equine education in Scotland, and establish ourselves as one of the UK's leading Equine Education centres.

	In the first instance it is anticipated that most students will be Scottish. We already usually have a small number (≤ 3) of EU students each year, so if funding continues to be available for EU students in the coming years this number is likely to increase. We currently do not attract many students from the RUK. However, with a degree offering it is likely that a small number of students will be from RUK, particularly Northern Ireland and the north of England. The SRUC Oatridge Equine Team has strong international links, particularly with the USA through our successful Equine Summer School provision. We aim to develop our relationship with some of the US universities that we have closer links with (Missouri, Kentucky) to offer study in Scotland semesters/years where US degree students can complete some of their studies with us. Anticipated numbers – 2022 - 23: - HNC – 26 - 36 students - HND2 – 18 - 24 students - 3rd yr – 14 - 18 students (combination of direct progression, returning students and articulation from AAS). Anticipated numbers – 2023 – 24: - HNC – 30 – 36 students - HND2 – 20 – 26 students - 3rd year – 16 – 20 students - 4th year – 16 – 20 students Anticipated numbers - 2024 – 25: - HNC – 30 – 40 students - HND2 – 20 – 26 students - 3rd year – 16 – 20 students - 4th year – 16 – 20 students Anticipated numbers - 2025 – 26: - HNC – 30 – 40 students - HND2 – 20 – 26 students - 3rd year – 16 – 20 students - 4th year – 16 – 20 students
Projected income:	Source (SFC, rest of UK, EU, overseas), proportion and level The Eq BSc will be funded by SFC funding and will generate an additional 1 year of income in the first year (2022 – 23) and then an additional 2 years of income from academic year 2023 onwards. Total income per student: HNC and HND = £1285 SAAS fees + SFC funding = £7629 total income per student per year Degree years 3 and 4 = £1820 SAAS fees + SFC funding = £8164 total income per student per year Projected income for academic year 2022-23: - HNC – 26 - 36 students (£198, 354 – £274, 644) + - HND2 – 18 - 24 students (£137, 322 - £183, 096) + - 3rd yr – 14 students (£114, 296)

	Projected income total = £449, 972 - £572, 036
Number of modules/units and credits per module/unit:	Year 1 will follow the current HNC Equine Studies, or AAS Degree year 1 curriculum
	Year 2 will follow the current HND Equine Studies, or AAS Degree year 2 curriculum
	Years 3 and 4 are still in the planning stages. Proposed modules will include Equine Exercise Physiology, Equine Behaviour and Welfare, Research Skills, Health and Disease, International Equine Industry, Equine Rehabilitation and Therapy, Applied Equine Nutrition and an Honours project.
Anticipated shared modules/units (number of modules/units and titles of programmes shared with):	The majority of modules will be equine specific modules. There may be scope to incorporate some elective modules from Applied Animal Science, and Animal Behaviour and Welfare courses.
Hours of contact time per module/unit:	
Required time to develop, review and maintain any learning materials:	6 - 9 months
Level of staff delivering the programme (lecturer, senior lecturer, consultant etc.):	Equine PTL, equine lecturers, and researchers (possibly Tamsin Coombs)
	It is envisaged that this will include one additional full-time member of staff for the first academic year (2022-23), following by another new full-time member of staff the following year (2023-24).
Cost of any certification/membership with external bodies:	NA
Cost of any licenses required to run the programme:	NA
Cost of any planned field trips:	Cost to programme team: Cost to students:
	With the exception of this academic year, there is usually a study trip to the Netherlands for HNC students. Staff costs have been covered by Erasmus funding as staff participate in delivering equine classes while in the Netherlands. Student costs have been £350 each for 5 days which included all travel, transport, accommodation and meals. This trip incorporates aspects of the HNC Equine Selection and Care of the Competition Horse units.
	HND2 students usually go on a study trip to the Scottish Borders. This is over 2 days visiting a range of equine business and employers. This trip incorporates aspects of HND Managing an Equine Business and Planning Equine Facilities units. The cost to the students is usually £150 pounds. This cost covers the staff too.
Any other financial information you think would be useful:	

Impact on institutional resources:

For programmes being presented for **validation**, the following sections must be completed with input from Professional Services teams to ascertain the impact the new development will have on the business case. You should allow 10 working days for their input and review.

For programmes being presented for **revalidation**, the following sections should only be completed if the programme will be significantly different to its current form. If there are no significant changes to be made to the structure or delivery of the programme, consultation is not required. However, if you have identified problems with the delivery of the programme or any significant changes, these sections must be completed.

Teaching Delivery (Staff):
Please provide details of any additional staffing required for the delivery of this programme. Please state the number and grade of new staff required or of staff to be brought in from other departments / divisions. Please note whether this has been incorporated into Department / Faculty planning and/or whether existing staff / their divisions have been approached/agree. Current equine team staff will continue to be involved in delivery for the first two years of the programme as these are the HNC/D modules already delivered by the team. Our student numbers of HNC have already increased this year and this is putting additional pressures on the existing team. It is envisaged that alongside the additional delivery requirement for years 3 and 4 of the Degree programme, our student numbers on HNC and HND year will also increase. Therefore, two additional FTE members of staff will be required to support the current delivery as well as the proposed Degree programme delivery: - Year 2022-23 – one additional FTE member of staff required as we commence the delivery of year 3   - From year 2023 onwards – one additional FTE member of staff required as we commence the delivery of year 4   Research staff from the wider AVS department will be involved in the development and delivery of some of the modules. Tamsin Coombes has expressed an interest in helping to develop modules and may also contribute to delivery.

Teaching Delivery (Staff Development):
Please provide details of any staff development required for the effective delivery of the programme. If teaching related, please confirm that you have discussed this with a member of CELT. If subject related, please note whether this has been incorporated into Department / Faculty planning. Staff within the equine team who will be delivering the degree have already/are participating in staff development: - Samantha Bowstead is currently delivering practical HNC modules and it is envisaged that she will continue to do so. She is aiming to start TQFE with the University of Dundee next academic year   - Gillian Turnbull is undertaking an MSc in Agricultural Professional Practice at SRUC (financially supported by SRUC).   - Rowan Tweddle is studying part-time for an MSc in Equine Science (UoEd, Rowan is funding this herself).   - Jennifer Fitzpatrick previously applied for SRUC staff development support for an MSc but approval was not granted to cover the costs for this. LB is currently looking at Masters by Research, or PhD study options for JF.

Teaching Delivery (Resources):
Please provide details of any set-up/ongoing costs associated with the means of delivery of the programme e.g. use of the VLE or specialist teaching equipment. Please note whether this has been incorporated into Department / Faculty planning. For the first year, the course can operate using the existing resources. Additional horses are already being purchased to cope with this academic year's increase in student numbers. Moving forward it is likely that we will need to consider expansion of our current equine yard to include additional stabling and horses.

Teaching Spaces:			
Please provide details of any additional demand on teaching spaces, in particular specialist teaching space. If "none", consultation is not required. There will be a small demand on classroom teaching space for the wider campus. We will require more access to SNEC (stables and arenas). However, with this being a degree level course there will be a greater element of theory-based modules so the demands for access to practical teaching spaces should not exceed our capacity.			
Estates colleague/s consulted:		Date of consultation:	

Teaching Resources:			
Please provide details of any additional demand on Library resources (including books, journals and electronic resources). If "none", consultation is not required. Some new texts will need to be purchased. A small increase in demand for access to the library is likely.			
Library colleague/s consulted:		Date of consultation:	

IT Facilities and Resources:			
Please provide details of any additional demand on existing IT facilities, or whether new IT/Digital resources are needed to deliver this programme. If "none", consultation is not required. A small increase in demand on existing IT facilities is likely. However, no specialist equipment will be required.			
IDS colleague/s consulted:		Date of consultation:	

Timetabling:			
Please provide details of any implications for timetabling. Please consult Faculty colleagues (e.g. Head of Faculty Administration) regarding the constraints and issues which lead to difficulties in timetabling. Under normal circumstances there is limited capacity for access to classrooms on Oatridge Campus particularly on certain days of the week (Weds). This will put extra strain on classroom space but timetables can be scheduled to make use of classrooms on quieter days.			
Faculty colleague/s consulted:		Date of consultation:	

Student Support
Please provide details of any additional demand expected of student support services (i.e. beyond those brought about by an increase in student numbers). If "none", consultation is not required.

Support colleague/s consulted:		Date of consultation:	

Student Accommodation:
Is the programme likely to impact upon the demand for student accommodation in a different way to usual? Please provide details. Some increase in students requiring accommodation may occur.

Accommodation colleague/s consulted:		Date of consultation:	

Registry:
Please provide details, if any, of any additional demand expected of Registry (i.e. beyond those brought about by an increase in student numbers; e.g. if the programme will have non-standard entry points or will not follow standard delivery). If "none", consultation is not required. No additional demands above those brought about by increased student numbers, unless we have overseas students joining for just a semester or year.

Registry colleague/s consulted:		Date of consultation:	

Table 5: Potential risks and issues

Risks / issues
Please indicate any potential issues and risks you have identified, which may arise from resources and timescales. For example, what would be the indicators that the programme could no longer run? What resource is necessary for the programme to run that is not currently in place? What would be the minimum intake needed, and could the programme run if this number was not reached? The greatest potential risk would be lack of interest and insufficient student numbers. However, this is deemed to be unlikely given the current lack of Equine Science Degree provision in Scotland. We currently have 36 students on HNC and while not all will progress it is likely that >20 will progress to HND2 and then a large number of these will go on to become the first intake of year 3 Degree students. We expect that students from previous years will also be interested in returning and we will be contacting all eligible graduates to make them aware of the forthcoming Degree provision once it is approved. These additional numbers may be limited but students from previous academic years have already expressed an interest in returning to study for a Degree so some are anticipated to return. We would anticipate a minimum of 10 students progressing to year 3 as the minimum number required to run the programme in the first instance. However, a larger cohort is envisaged. We have 36 students on HNC this year and a large number are keen to progress to HND2, so this is a positive start for a larger cohort than the minimum moving forwards for years 3 and 4. We will not be offering the Degree programme until academic year 2022-23. This gives ample time to develop and advertise the programme. Give the time available we can effectively use the programme development and marketing expertise available at SRUC to really make this programme a success. Classroom space on campus is limited. For the first year it will not be a large group so smaller classrooms can be used. Careful timetabling will be required to make use of quieter classroom days. However,

classroom space on campus is in demand and particularly so for larger rooms which will be required moving forward.

To successfully run a programme at this level staff CPD is required, both initially but also on an ongoing basis. In the first instance, staff are keen to access support in-house for developing the degree programme and writing degree level modules. Support for staff currently undertaking or planning to undertake postgraduate study will also be required. Funding for conferences will be required to ensure staff delivering on the Degree Programme keep abreast with the latest research and updates in their field.

Programme Development

Curriculum and learning design support
How will the proposing team engage with the Centre for the Enhancement of Learning and Teaching in the development of the programme/s? We want the proposed programme to be successful, and therefore consider wider input into the development of the programme essential. We will be approaching CELT for training and support with taking the development of the degree programme forward to the next stage. This will include advice and input from CELT with the preparations and planning for the approval event and associated paperwork. We will also request training for module writing. Following that, we will continue to seek advice from CELT to ensure the programme and modules are developed to equip learners with a broad range of skills and abilities. This will include asking for feedback on approval documentation, as well as feedback on the modules as they are written.

Attendees at Design Team / CELT design support meeting:	
Date of Design Team / CELT design support meeting:	

Marketing and Admissions support
Design teams should have completed the Student Recruitment and Admissions Requirements for New / Revalidated programmes template. What are the unique selling points of this programme/s? This programme will be the only Equine Science Degree in Scotland. There is currently only one other Equine Degree in Scotland (at UHI) and it is business management focused with a limited equine focus. Currently students wishing to study Equine Science at Degree level need to do this outside of Scotland incurring considerable costs. With the development of this Degree programme at SRUC, our Equine students will have the opportunity to access equine courses at a wider range of levels. For some students this will mean the opportunity to start at National Certificate level (SCQF level 5) and progress through the different educational levels potentially graduating with a BSc in Equine Science and Management. We also have fantastic equine facilities (SNEC) that students have access to during their course. Students will not only be able to access the facilities for their lessons, but they will also be able to see and be involved in the organisation and running of a range of equestrian competitions and events. The proposed Degree programme will include equine business modules and students will have direct access to an equine competition business venue as part of their course. Alongside our academic equine qualifications, we offer equine students the opportunity to train for professional practical industry qualifications – British Horse Society exams and UKCC equestrian coaching qualifications. These are optional and training is provided by SRUC Equine staff. We fund one exam per year and the examinations are held at SRUC's Oatridge Campus. We have strong links with a wide range of equestrian industry businesses and also industry bodies, such as British Horse Society, Horsescotland and the Scottish Racing Academy. We also have strong international links including study week programmes with Wellant College in the Netherlands.

Attendees at Design Team / Marketing / Admissions meeting:	
Date of Design Team / Marketing / Admissions meeting:	

Business Case Approval

Programme Approvals and Academic Standards Committee Decision:
Delete as appropriate: + Approved – proceed with marketing (subject to validation) and validation.   + Approved with conditions – requires conditions to be met during programme development.   + Not Approved with conditions – requires conditions to be met for reconsideration by the Committee.   + Not Approved.
Comments / conditions (where applicable)   Approved with minor conditions   PAASC recommended that this programme be approved for development with a view to a 2022 start, subject to the requirement for additional resources being confirmed.   Committee members commented that this is an exciting new area of provision that will provide a holistic approach to Equine FE/HE education, giving SRUC's current equine students a new progression route that is not available elsewhere in Scotland. This also maximises the utilisation of the equine expertise and facilities at the Oatridge campus.

Chair of PAASC:	Kyrsten Black	Date of PAASC decision:	29/01/21

University of Glasgow

Academic Standards Meeting – Friday 19 March 2021

Establishment of the Learning & Teaching Enhancement and Change Forum (LTEC)
Cover Sheet

Lesley Fielding, Senate Office

Brief Description of the Paper

At the meeting of 14 December 2020, EdPSC noted, from the LTC report of 26 November 2021, the establishment of the Learning & Teaching Enhancement and Change Forum (LTEC) to develop the change procedures currently used for Moodle to cover all L&T IT platforms.

Action Requested

ASC is asked to note the paper.

Recommended Person/s responsible for taking the action(s) forward

As outlined in paper.

Resource Implications (where appropriate)

Existing resource.

Timescale for Implementation (where appropriate)

As outlined in paper

Equality Implications (where appropriate)

Not applicable.

University of Glasgow

Academic Standards Meeting – Friday 19 March 2021

Establishment of the Learning & Teaching Enhancement and Change Forum (LTEC)

Introduction

The University of Glasgow uses a plethora of tools and technologies to support teaching, learning and assessment for students. This has long been the case, while the reliance on technology and number of tools in use has inevitably increased in response to Covid-19 and the pivot to online teaching from March 2020. Figure 1 below shows the L&T software used at scale in March 2020.
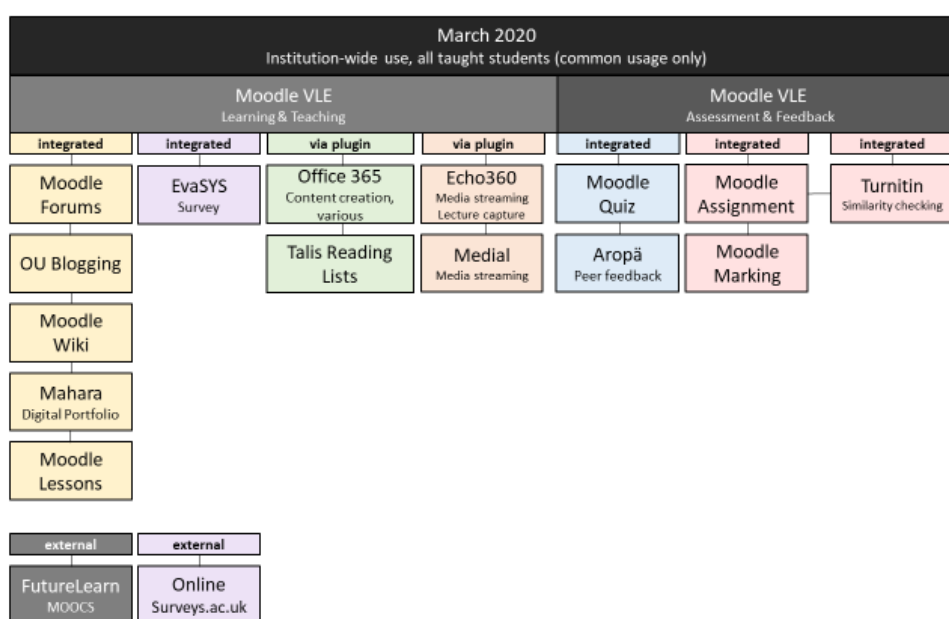
Figure 1 March 2020 L&T software tools & platforms

The governance and change process associated with many platforms, in particular the university's VLE (i.e. Moodle), has developed over a period. The VLE Board currently review change requests for additional features and plugins to Moodle which are assessed on a number of criteria before being passed to the moodle team to schedule according to agreed priorities. However, for many software platforms and tools there is no obvious route to request changes or new software packages.

As a response to Covid-19, and to facilitate the rapid move of teaching and assessment to online delivery, academic developers, learning technologists and IT specialists came together to share expertise, identify required provision, and provide support to colleagues across the institution. Using Microsoft Teams, the contributors shared best practice, provided advice, and collaborated on suggested approaches for online delivery of teaching and assessment. Support was given to the wider university through the Helpdesk, which provided a route for all staff to request advice on both the pedagogy and technology required for successful online teaching. This group was instrumental in preparing assessment guides and Moodle templates used during the April/May exam diet which was delivered entirely online. Gaps in the university's suite of digital resources were highlighted by

this group (and in tandem with the SMG Upscaling Technology workstream) and subsequently taken forward by Information Services (e.g. Overleaf, MentiMeter, Learning Science). This paper proposes that a new LTEC Forum will build on the success of this informal community grouping and provide a route to take forward change requests in a managed and prioritised way while maintaining the collective, peer-support ethos of the community that evolved during the pandemic. Developing this into a community of practice will help ensure that future investments in Learning & Teaching tools are aligned to the needs of L&T staff, are appropriate to help deliver the L&T strategy and that upskilling and support is available to make best use of any new digital resource.

Figure 2 lists the software utilised currently to deliver and support Learning and Teaching activity.
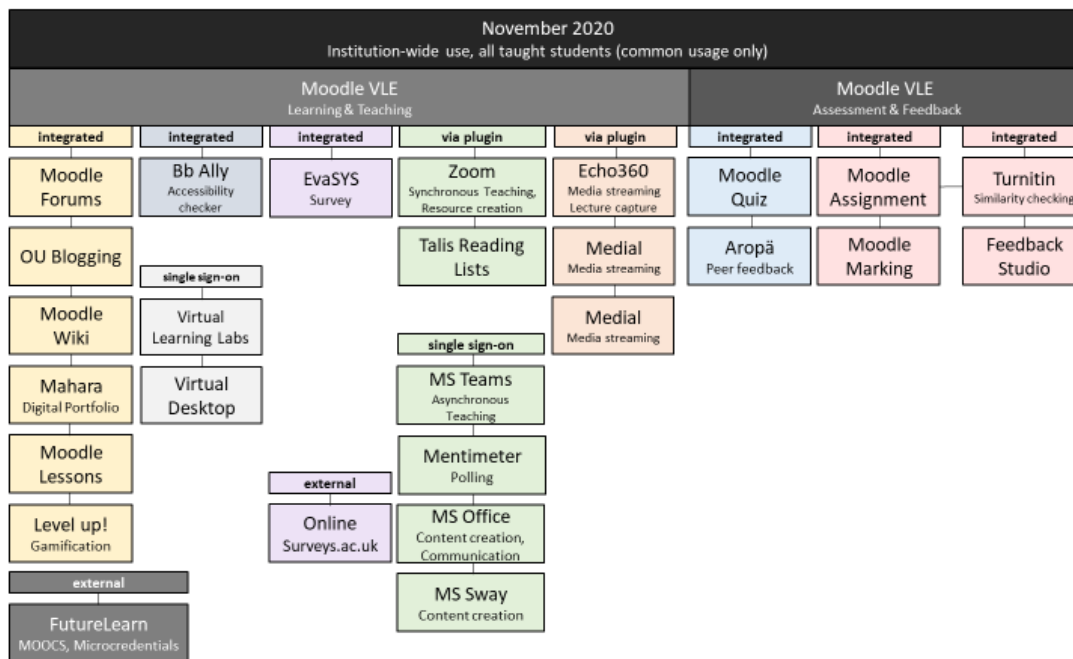

Figure 2 November 2020 L&T software tools & platforms

Establishing a Learning & Teaching Enhancement and Change Forum (LTEC) will support innovation, provide an opportunity to share practice across campus and build on the expertise developed in assessing moodle change requests. In order to provide this the LTEC forum must engage with the broader university community across Schools/Institutes, Colleges, and University Services, building that community to encourage innovation and sharing of good practice. It should contain sufficient expertise to assess the pedagogical and technical merits of requests, as well as data security, legislative, and budgetary considerations. The LTEC forum will share all considerations and decisions with the wider L&T community. This paper outlines the requirements for such a forum, suggests criteria to assess enhancement requests, and proposes an initial membership. An indication of how the university's available digital tools could evolve is given in figure 3. This immediate-term view shows an evolution of current practice and a refinement of the tools available. In addition, the Learning & Teaching strategy and the Information Services strategy will provide opportunity for more radical approaches which may include virtual or augmented reality tools for teaching and "smart" data integration. Figure 3 shows the range of tools anticipated to be used and supported at scale across the University.
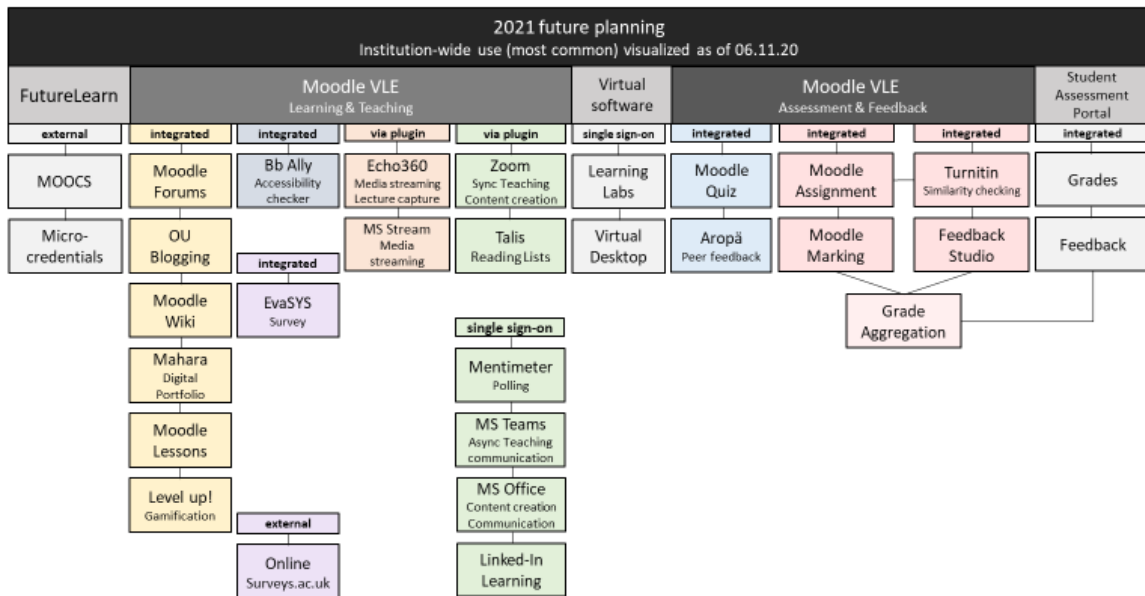
Figure 3 Future planned L&T software tools & platforms

LTEC Forum - Outline

Aim:

- To provide a single point of contact for all change request activity relating to learning and teaching tools, including enhancement requests for the VLE and new software requests.
- To provide an initial view on the suitability and practicality of any software request against set criteria.
- Assist in setting a priority rating for change or enhancement requests.
- Oversee change activity and make recommendations to where ownership should sit (school / college / centrally).
- Report to Learning & Teaching Committee and provide project updates to IPSC.

Criteria:

- Does change/enhancement take forward one or more objectives of the Learning & Teaching strategy?
- Is the benefit or functionality provided by the change/enhancement unique and/or a significant improvement on existing provision?
- Does the change/enhancement comply with GDPR, digital accessibility and procurement guidelines?

Requests will only be taken forward if the answer is "yes" to each of the above points. Further considerations will include:

- Does the request replace an existing service/platform? If so, how will this change be managed and supported?
- What is the proposed timing of the request? Are there benefits to be achieved from a faster or slower implementation?

- What is the budget and/or staffing implication of the change? Is this a single or recurring cost?
- If a new service, who should become service owner and where should responsibility for the service sit?
- Is this a subject/school/college/institution level enhancement?
- The background and track record of the vendor along with experience of other institutions.
- Data integration with existing platforms and user experience accessing new platform.

Where a request meets initial approval the LTEC forum will consult with IT Services to agree a project proposal and a draft timeline which will consider the priority of the project as well as existing work commitments.

Membership & Process

The LTEC Forum will streamline the request process for users of technology utilised by the university for learning and teaching, reflecting the criteria outlined above and the interests and innovations captured in discussions among the community of practice. It should encourage innovation and sharing of best practice while ensuring that all technology platforms comply with legislative requirements, in particular GDPR and Digital Accessibility.
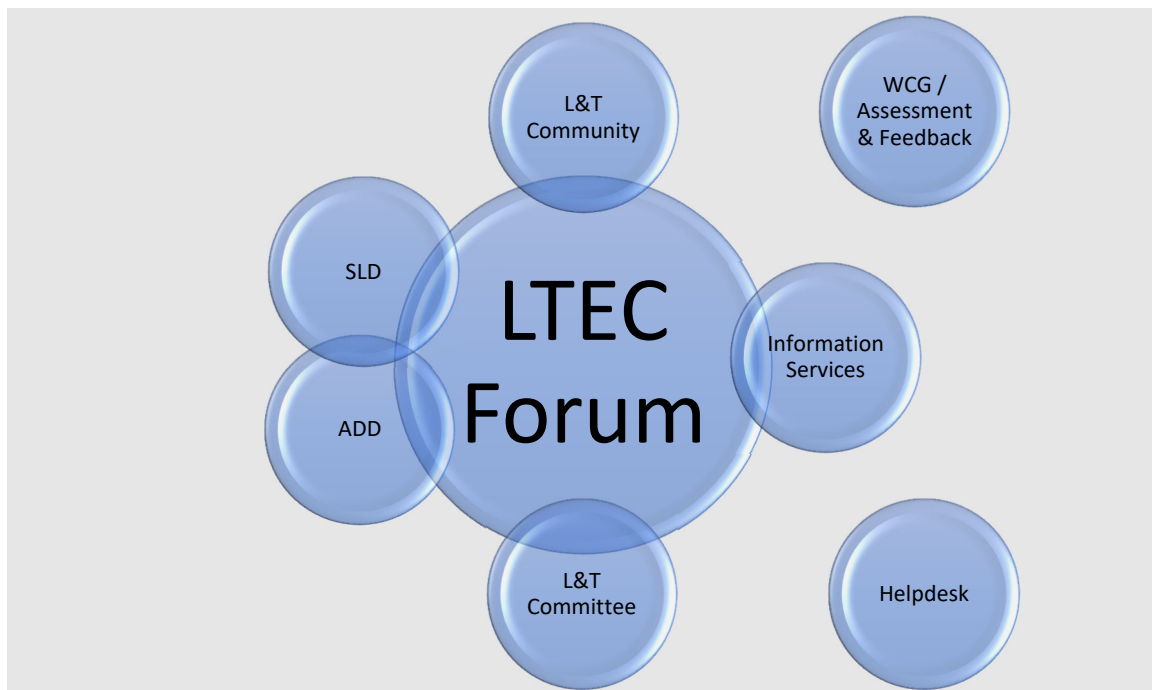
Membership will be drawn from the L&T Community, ADD, SLD and Information Services (including DPO) to provide a university wide perspective on the strategic, pedagogical, and technical merit of any request. Discussion will be encouraged within the community through a shared Teams group, which will build as a community of practice to encourage wide ranging sharing of approaches and support information. The submission process to the LTEC forum should be light touch, and requests will be considered frequently to ensure that the forum helps expedite the process and does not become a blocker. There will be dialogue with the WCG Assessment & Feedback Project to avoid duplication and make sure that the Forum and project team are aware of change activities that may

be initiated by either group. Similarly, the Helpdesk will be used to identify service requests that aren't currently fulfilled from the existing portfolio.

The LTEC Forum members will communicate with the groups above to ensure that the requests/change pipeline and subsequent activity is visible. The forum will also provide a channel for Information Services to share their priorities, update on activities and work schedule. The forum will meet weekly for 30 minutes to discuss new or on-going requests. Longer meetings can be scheduled as required. The Forum will also seek to foster the wider community of practice through the Teams site as well as frequent events which will update on the pipeline, highlight possible areas of innovation, and discuss future provision.
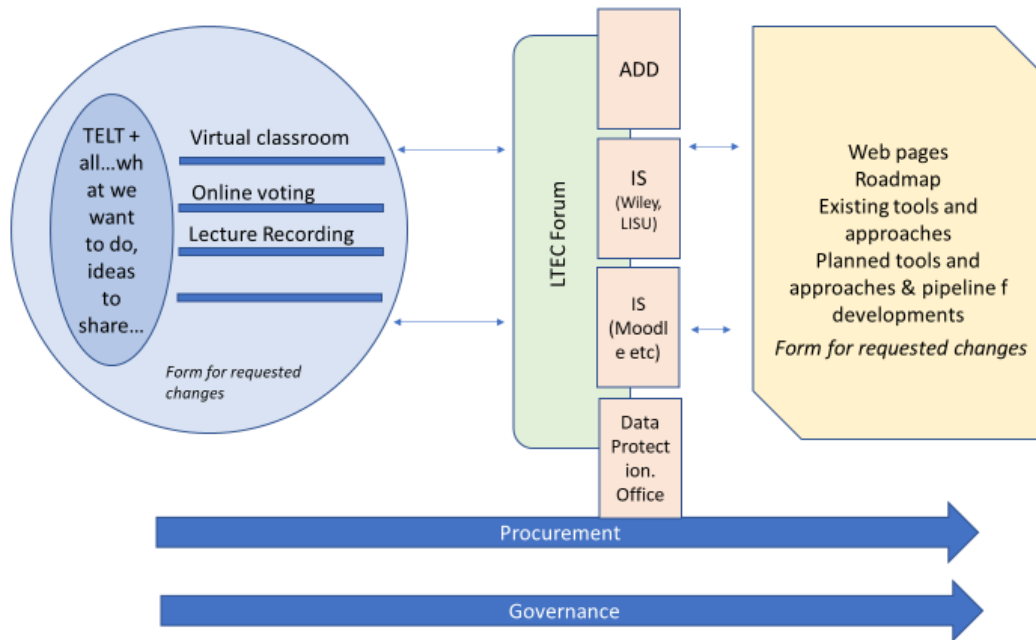

Figure 4 LTEC Forum as part of L&T community of practice

As shown above, early engagement with emerging ideas, requests and demand expressed amongst the community of practice, will allow concurrent exploration of legislative compliance (e.g. GDPR and digital accessibility) and procurement (where a new solution should be purchased) to allow more rapid movement from request to purchase. It is envisaged that the LTEC Forum would replace existing VLE oversight and governance arrangements. Pipeline requests will be taken forward in line with agreed priorities and within existing the governance frameworks provided by IPSC and/or L&T Committee.

University of Glasgow

Academic Standards Committee – Friday 19 March 2021

Periodic Subject Review: Key Dates 2020-21

Mrs Ruth Cole, Clerk to the Committee

Subject	Date of Review	Draft Report to Subject and ASC Reviewers	Deadline for Comments	Expected Date of Submission to ASC	Reviewers
Geographical & Earth Sciences	11/12 March 2021	7 May 2021	21 May 2021	Summer Powers 2021	Ann Gow Joe Gray
Philosophy	24/25 May 2021	20 July 2021	3 August 2021	Summer Powers 2021	Helen Purchase Niall Rogerson
Urban Studies	25/26 May 2021	21 July 2021	4 August 2021	Summer Powers 2021	Louise Harris Margaret Martin
Nursing & Health Care	16/17 June 2021	12 August 2021	26 August 2021	Summer Powers 2021	Donald Ballance Angus Ferguson
MVLS Cluster 2	17/18 June 2021	13 August 2021	3 September 2021	October 2021	Eamon McCarthy Anna Morgan-Thomas