

## University of Glasgow

## Academic Standards Committee – Friday 25 May

## The Glasgow School of Art: Programme Approval Update

**2010/11 Programme Approval Update**

At Stage 2 of the 2010/11 programme approval process Undergraduate and Postgraduate Committee confirmed recommendations to all Programme Leaders progress of which would be reported within twelve months to Academic Council.

The following is an extract from the relevant programme approval reports and Board of Studies/ Programme Leader for each validated programme:

**Revalidations***Masters of Research in Creative Practices*Advisory Recommendation 1

The Panel noted with interest the proposal to hold an annual event for past, present and future students.

The Panel suggested that the Programme Leader explore this proposal.

**[Action: R Thapalyal]**

**Update from Board of Studies:**

RT reported on recruitment plans which had been submitted in May and are in progress now. There had also been an advisory recommendation to hold an annual event for past, present and future students and given the volume of work that will be involved RT proposed that this be taken up as a departmental plan of action.

A discussion followed, on holding a Symposium at GSA as well as how best to contact Alumni with regard to contributing to the programme.

Advisory Recommendation 2

The Panel considered that the diagrammatic structure of the programme in Section 3 of the Definitive Programme Document could be simplified to make it easier for students to relate to.

The Panel recommended that the documentation be amended, in consultation with the Postgraduate Coordinator.

**[Action: R Thapalyal]**

**Update from Board of Studies:**

Course descriptors have been re-done as they were not in line with the new structure layout that came up in the revalidation.

## *BDes/ MEdes in Product Design*

### Advisory Recommendation 1

There was an interesting discussion about the challenges of outlining the experience of incoming study abroad/visiting students and outgoing exchange students in Year 3 of the BDes (Hons) programme in the Definitive Programme Document and the Head of Department was asked to reflect on ways this could be better articulated to inform a wider GSA discussion.

#### **Update from Programme Leader:**

As the global exchange network associated with our B.Des programme expands such challenges become ever more pressing. We have responded with a greater emphasis upon both group and one-to-one briefings for incoming students, and a more detailed “exchange debrief” for students returning to GSA. However, this is a time consuming process and may not be suitable for all departments.

Prior to the B.Des academic exchange process beginning, we also organise a drinks event (late January) where students who are considering exchange meet with in-coming exchange students and GSA Year 4 students who had been on exchange the previous year. This ensures a current appreciation of our exchange partners, their curricula and pedagogies – minimising nasty surprises.

### Advisory Recommendation 2

Following a discussion surrounding the appropriateness of the term “Foreign Language”, the Head of Department was asked to consider an alternative way of describing the language component for future documentation.

#### **Update from Programme Leader:**

We are still labouring with this descriptor, not least because so many of our “own” students are non-native English speakers. We insist not that students study a foreign (non-English) language but one that is non-native /indigenous or foreign to them.

Effectively, this is the flip-side of ESL...

## *Postgraduate Certificate in Supervision (Creative Practice)*

### Advisory Recommendation 1

It was understood that staff on the PG Cert in Learning and Teaching programme had opportunities to undertake practical teaching elements when on the programme. The Panel explored different ways this could be addressed in the PG Cert in Supervision.

The Programme Leader was asked to reflect on the possibility of incorporating a practical element in the programme, such as shadow-supervising PhD students.

**[Action: L Gonzalez]**

### Advisory Recommendation 2

There was further discussion concerning the benefits to the GSA of bringing together the PG Certificate in Supervision and PG Cert in Learning and Teaching, which, together with a research element could be delivered as a Masters in Education.

The Panel requested that the Programme Leader and the Programme Leader for the PG Certificate in Learning and Teaching continue these discussions and progress this as expediently as possible.

**[Action: L Gonzalez]**

**Update from Board of Studies:**

G said that there were 2 advisory recommendations. The PG Cert in Supervision is currently running, and as the programme is nearing discussion on action research, there is the possibility of the students on the programme having shadow supervisory experience or help with gathering similar data.

LG also informed the meeting that CN had put together validation documents for the M.Ed, which has been approved and should be up and running next year.

**Validations**

*BA (Hons) in Communication Design*

Advisory Recommendation 1

The Panel had an interesting discussion concerning the section on Effective Learning Skills (Section 5.1 of the Definitive Programme Document) and recommended that further clarification be provided within this section to articulate how the programme supports teaching and learning, and how the students are supported in the curriculum.

**[Action: P Stickley]**

**Update from Programme Leader:**

The programme leader is continuing to reflect on this issue, as the viral methods for interdisciplinary teaching and learning evolve, in conjunction with the development of the CRJ and design theory. Student feedback has been very helpful in this process which innovates on standard models of delivery.

*BA (Hons) in Interior Design*

Advisory Recommendation 1

The Panel recommended that there was an opportunity for further exploration of both the philosophy of the programme and the notion of the element of creativity in design, and that this should occur throughout the course of the first year.

**[Action: P Macklin]**

**Update from Programme Leader:**

The exploration of the philosophy of the programme is ongoing. There are significant opportunities afforded by the courses in Design Theory and Design Process which enable focus to be drawn on the wider forces that shape, and are shaped by, (Interior) Design practice, embracing economics, psychology, perception. This provides space in the curriculum to capitalise on a heightened understanding of the significance of Design.

## *BA (Hons) in Silversmithing and Jewellery Design*

### Advisory Recommendation 1

There was an interesting discussion regarding the possibility of a placement option in the BA (Hons) Silversmithing and Jewellery programme. The Panel explored how placements would be organised and assessed, ensuring equity of opportunity.

The Panel advised that Programme Proposer reflect upon this and explore the potential of this opportunity over the forthcoming session, and suggested that she work closely with the Work-Related Learning Lecturer in this regard.

**[Action: A Gordon and H Marriot]**

#### **Update from Programme Leader:**

We are continuing to look at this option and how this may be integrated into the programme and also how this would be assessed. We have a relationship with many practitioners in the field and our students are involved in placements informally, spending holidays with makers and small businesses. I am still not sure how we can formally monitor and maintain a level of learning if this is introduced into the programme. We are still looking at a satisfactory way to introduce this but in the meantime we are introducing more formal teaching in professional practice. We have introduced formal assessment of our Christmas Workshop which was previously a fundraising project outwith the programme. This allows the students to explore pricing, marketing and other areas of business within the studio course structure

### Advisory Recommendation 2

The Panel discussed the benefits that could arise for the student from the exchange opportunity, and was particularly interested in alternative Intended Learning Outcomes which would necessarily arise. It was recognised that it would be difficult to establish detailed ILOs for all partners. However, the Panel advised it would be beneficial to articulate this more fully in the documentation and asked the Programme Proposer to pursue this.

**[Action: A Gordon and H Marriot]**

#### **Update from Programme Leader:**

Again, this recommendation is still ongoing. We are finding that students are not in the same financial position to go on exchange due to the current economic climate. One way we have introduced cultural and artistic diversity without exchange is to further expand our artist in residence programme and we have 2 Japanese teaching assistants from Massachusetts Arts university coming next session (2012/13) as Artist in Residence. They will be working on their own work for exhibition as well as working with the students on projects. This in a way allows the students an insight into the notion of work placement as well as introducing them to new approaches to metalwork.

I am also in discussion with our exchange partner in Nova Scotia to arrange a twinning project with a virtual exhibition between their student and ours, allowing students from both countries to experience a different approach to the discipline

## *Master of Design in Interior Design*

### Advisory Recommendation 1

The Panel explored with the Programme Proposer the scope to offer Interior Design elective courses to the wider GSA Postgraduate community.

The Programme Proposer was asked to reflect on this and consider possible developments in conjunction with the Postgraduate Coordinator.

[Action: P Macklin]

**Update from Programme Leader:**

As the Programme is now running it has been possible to consider in more detail the nature of such an elective. Consideration is being given to the creation of a Design Elective exploring modes of representation, augmented via technology.

Advisory Recommendation 2

The Panel discussed the potential for collaborative work with the Digital Design Studio, particularly in the realm of building virtual spaces.

The Programme Proposer was asked to reflect on this and discuss as appropriate with the Digital Design Studio.

[Action: P Macklin]

**Update from Programme Leader:**

The Programme Leader has made significant arrangements for initial exposure to DDS resource and expertise. This included a 3D laser scanning workshop at the current studio at Haldane, alongside inductions to the Auralisation Suite, the Audio lab and Lab 1.

Some of the cohort are keen to engage with this provision.

*Master of Letters in Fine Art Practice*

Advisory Recommendation 1

There was an interesting discussion regarding the recruitment to the pathways and the issue of a contingency plan for minimum numbers if one pathway fails to recruit. The importance of ensuring that all students are encouraged to participate in the wider postgraduate community was recognised. Plans to base all postgraduate Fine Art students in the JD Kelly building were welcomed by the Panel.

The Programme Proposer was asked to reflect on further ways to build networks between students, both within the pathways and across with the Masters in Fine Art programme.

[Action: K Mitchell]

**Update from Board of Studies:**

The Board noted the Advisory panel's recommendation in relation to SoFA having a contingency plan in the event that insufficient numbers were recruited to the M.Litt in Fine Art programme. Whilst a contingency plan had been drawn up SoFA was confident that sufficient numbers would be recruited to the programme in the first year of it starting, which proved to be the case. SoFA staff are currently discussing ways in which to expand the M.Litt programme.

On the issue of M.Litt students being encouraged to participate in the wider postgraduate community, M.Litt students joined other PG students in undertaking core research electives.

Plans to base all postgraduate students in the JD Kelly was not possible as a result of the limitations on space. Each M.Litt pathway cohort is based within the appropriate department teaching the pathway.

*Master of Science in Medical Visualisation*

Advisory Recommendation 1

The Panel noted the increase of direct contact hours in response to the recommendation in the Stage 1 Event and asked that the Programme Team provide an update on its effectiveness through Annual Programme Monitoring.

[Action: E Ma]

**Update from Board of Studies:**

Board of Studies agreed increased direct contact time is appropriate.

Advisory Recommendation 2

The Panel had further discussion regarding the possibility of part-time provision in future years. The Programme Team confirmed that the immediate priority in the short term would be to ensure that the full-time programme was appropriately embedded, but recognised that the provision of a part-time mode of study was part of the GSA Strategic Plan.

The Panel recommended that the reference to the part-time provision be removed from the Definitive Programme Document and that this issue be considered through Annual Programme Monitoring.

[Action: E Ma]

**Update from Board of Studies:**

Through student experience this session and the need for additional classes given during Stage 2 as refresher to software teaching in Stage 1, the introduction of part-time study would exacerbate this issue. Board of Studies recommends removal of part-time reference from the programme DPD and specification.

Advisory Recommendation 3

The Panel considered the IELTS level of 6.5 or equivalent was appropriate for the programme but recommended that further clarification be made about the individual elements to ensure that none were below IELTS 6.0. The Programme Proposer was asked to reflect on this discussion and amend the documentation as appropriate.

[Action: E Ma]

**Update from Board of Studies:**

The first cohort did not contain overseas students, therefore we have had no opportunity to reflect on whether the IELTS score of 6.5 is appropriate and how the individual elements should be set. We expect several overseas students in the next cohort and will be able to advise on any changes required.

Advisory Recommendation 4

The Postgraduate Coordinator reported the current position of the applications to the programme and it was recommended that the Programme Team seek advice from the the Head of International Recruitment at GSA and the Recruitment and International Office at the University of Glasgow to ensure that programme was being positioned appropriately.

[Action: E Ma]

**Update from Board of Studies:**

HAP will meet with Head of International Recruitment at GU to discuss overseas recruitment. Meetings have also been held with GSA Recruitment.

*MSc in Product Design Engineering*

Advisory Recommendation 1

Following an interesting discussion regarding the GSA approach and use of electives, which is currently under review, the Panel considered that there might be scope to offer PDE courses to the wider GSA Postgraduate community.

The Head of Product Design Engineering was asked to reflect on this and take the matter forward in conjunction with the Postgraduate Coordinator.

**[Action: C Whittet and G Davis]**

*[It is noted that the above programme did not run in Session 2011/12]*

**Update from Programme Leader:**

A discussion between Craig Whittet and Glyn Davis took place where potential MSc courses could be offered for other GSA (and potentially GU) students. Due to the PDE MSc timetable and plan to start the programme in September 2012, the decision was to review what could electives could be offered after the programme is established.