

<b>THE GLASGOW SCHOOL OF ART</b>	<b>Major Programme or Course Amendment Proposal</b>
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27 SEPTEMBER 2016

*This proposal for a major Programme or Course amendment should be approved by the Executive Group via Policy and Governance.*

<b>Submitted by:</b>	<b>Dr. Ranjana Thapalyal</b>
	<b>27/09/2016</b>

<b>Confirmed by: (Head of School)</b>	<b>Professor Alistair Payne</b>
<b>Date</b>	<b>27/09/2016</b>

<b>1. Please indicate whether the amendment (s) proposed are to a course or programme (or both):</b>	
<b>Course[s]</b>	x
<b>Programme</b>	x

<b>2. If the major amendment is to a programme, please confirm the following details</b> <i>(highlighting any amendment as appropriate)</i>						
<b>2.1 Programme Title</b>	Research in Creative Practices					
<b>2.2 Award</b>	Masters level 11					
<b>2.3 Exit Awards</b>	Master of Research					
<b>2.4 Length of Programme</b>	12 Months FT / 24 Months PT					
<b>2.5 Programme Level</b>	<b>Undergraduate</b>	<input type="checkbox"/>	<b>Postgraduate Taught</b>	x	<b>Postgraduate Research</b>	<input type="checkbox"/>
<b>2.6 Mode of Delivery</b>	<b>Full time</b>	x	<b>Part time</b>	x	<b>Distance Learning</b>	<input type="checkbox"/>

<b>3. If the major amendment is to a course, please confirm the following details</b> <i>(highlighting any amendment as appropriate)</i>	
<b>3.1 Course Title</b>	The change has implications for all of the core M.Res courses, some more significantly than others. [*] indicates major structural change to a course. All course specs will be reviewed and rewritten where necessary  Methodologies Methods and Techniques* The Practice of Research* The Process of Research* Training the Self Masters Project*
<b>3.2 SCQF Credits</b>	Currently 15 each. This review takes the opportunity to alter the credit structure of the courses to 20 credit units in anticipation of upcoming cross school changes.
<b>3.3 Length of Course</b>	12 month programme containing 5 x 120 week courses, complemented by cross-school PGT electives

<b>3.4 Course Level</b>	<b>Undergraduate</b>	<input type="checkbox"/>	<b>Postgraduate Taught</b>	<b>x</b>	<b>Postgraduate Research</b>	<input type="checkbox"/>
<b>3.5 Mode of Delivery</b>	<b>Full time</b>	<b>x</b>	<b>Part time</b>	<b>x</b>	<b>Distance Learning</b>	<input type="checkbox"/>

<b>4. Please re-confirm Entry Qualifications</b> ( <i>highlighting any changes as appropriate</i> )	
<b>3.1 Highers</b>	Click here to enter text.
<b>3.2 A Levels</b>	Click here to enter text.
<b>3.3 Other</b>	Undergraduate Degree, normally Honours All applicants should normally have a good honours degree in a relevant subject area or equivalent professional experience, to be agreed at the discretion of programme staff following GSA guidelines.
<b>3.4 IELTS Score Required on Entry</b>	6.0 (with minimum 5.5 in each component)

<b>5. Planned date for implementation of the amendment.</b>	01/09/2017
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<b>6. School</b>	Fine Art
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<b>7. Department</b>	Fine Art M.Res /PGT/PGR
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<b>8. Subject Area of the Programme (e.g. Interior Design)</b>	Research and research methods; Preparation for doctoral studies; interdisciplinary, intercultural, creative and academic practices; ethics in research and society. Cultural Studies contexts for all of the above
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<b>9. Source of Funding (e.g. SFC)</b>	SFC
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<b>9.1 Indicative Tuition Fees (Home/RUK/Overseas)</b> <i>Same as research degrees</i>					
<b>Home</b>	<b>£6,120</b>	<b>RUK</b>	<b>£6,120</b>	<b>Overseas</b>	<b>£14,220</b>

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

SEE **Appendix A** for structural diagram

**OVERVIEW OF CHANGES**

1. EXIT POINTS AND MODES

Increased time for independent research, and for more in-depth study of the subject matter introduced in taught sessions, would enhance students' ability to develop their masters projects into doctoral projects, should they wish to. Towards this, the programme is being restructured to allow for a pathway that leads directly to second year PhD studies at GSA, comprising a 1+2 PhD model.

For those wishing to exit with a Masters degree, the stage 3 project leading to discrete level 11 award would still be in place. This would continue to be comprised of:

#### Mode 1

- 25% for an oral presentation on the stage 3 research project
  - 75% for a written research paper of 7000 words\* + a 'portfolio' i.e. practical component such as an art work, piece of theatre, literature, representation of education practice etc. depending on the discipline or type of inter-disciplinarity being addressed
- \*NB- the current word limit of 6000 words has been found limiting, hence the new programme would increase this to 7000 words.*

#### Mode 2

- 25% for an oral presentation on the stage 3 research project
- 75% for a written research paper of 10,000 words

For those aiming for the 1+2 Practice based PhD model, the submission at Stage 3 would comprise:

#### Mode 3

- A full literature review for the intended research project, (updated and enlarged further to the Stage 2 submission): 10,000 words
- A full methodological statement: 2,000 words
- A fully developed research proposal with evidence of progress in planning, detailing, and substantiation, based on the proposal submitted at end of Stage 2: 8,000 words
- Folio of evidence of the work already established towards the doctoral research project, to be displayed in the Graduate Degree Show, alongside graduating masters students.

The total combined word length of these components (20,000) is commensurate with current GU regulations for the award of Master of Research by Research project at GSA (p.30 GU Calendar 2016/17)

#### Mode 4

- A thesis of 25,000 words including the written components of Mode 3

The new M.Res in Creative Practices would thus offer two pathways at Stage 3, achievable through the four modes of submission described above.

Assessment and examination processes would be separated at Stage 3 so that results of those exiting with a masters degree would go through post graduate examination boards as usual; for those selecting the 1+ 2 pathway, the Research Degrees subcommittee would be involved in examination and articulation to full PhD status.

Students would be supported/advised in making a formal decision midway through Stage 2 as to which pathway to follow from that point onwards.

The Masters pathway would lead to exit with a level 11 Master of Research degree

The 1+2 PhD pathway would lead to a level 11 Master of Research degree tied in with entry to the GSA PhD application process, and a guaranteed interview, with the aim of completion of the PhD in two years. The PhD would continue the work already done during the Masters year, taking it to doctoral level research.

Consultations have taken place with the Head of Research, Senior Fellow in Digital Technology, and Head of Learning and Teaching. Further consultations are upcoming with the Design School team delivering the existent already validated Master of Research offered there.

Plans here take into account the University of Glasgow regulations for Master of Research awarded by

the GSA.

Some further clarification will be sought as regards transparent processes for articulation from level 11 masters to level 12 PhD at upgrade point.

Consultations are also upcoming with Research Degrees co-ordinators at GSA who currently oversee the progression of MPhil to PhD and the Design School MRes to PhD.

## 2. COURSE CONTENTS AND STRUCTURES

It is also proposed that independent study towards the Stage 3 Masters project begin earlier in the year, to allow more time for the development and carrying out of a sophisticated and recognisable research paradigm, as well as more matured body of practice for those taking the text + portfolio option.

SEE **Appendix A** for structural diagram

The plans as regards the individual courses in which these are delivered is therefore to streamline the most useful elements in them and free up space for more independent research towards the final stage 3 project or expanded PhD proposal as the case may be:

- Elements of stage 1 course *The Practice of Research* are to be combined with Stage 2 course *The Process of Research* and delivered mostly in Stage 1.
- Gradually decrease taught sessions in number, but increase their depth of delivery in Stage 2.
- Use the time freed up also to build on traditional art school pedagogies such as the crit to provide a structure of small group learning sessions led by themed specialist tutors, to complement whole group lectures and workshops, with an emphasis on students' voices emerging and gaining maturity.

Two of the proposed changes have cross PGT implications:

- Reduce the expectation of taking two Stage 2 electives to one, thereby create time and encouraging focus on the students research skills and personally chosen critical, intellectual and disciplinary domain
- The central research training course *Methodologies Methods and Techniques* currently providing 30 credits in two 15 credit strands, be changed to a 20 credit course and,
  - ❖ MMT Strand 1 core methodology training material is transferred over to a Fine Art mandatory Core Research Skills course of 20 credits.
  - ❖ MMT Strand 2, reshaped as the new 20 credit course described above, would then gain some free space. The enlarged space would be used to deliver more detailed and discursive material exploring the ethical, political, critical, challenges of the methodologies taught in CRS, and their international and inter-cultural implications. Debates in the MMT course would then expand beyond research skills themselves, to the implications of research and practice as socially driven paradigms.
- The M.Res programme will also tie in with key areas of the school to add to its interdisciplinary cultural studies outlook. Discussions have already been held and consultations will continue, with GSA Sustainability, and Student Employment and Enterprise, to look at ways to cross fertilise ideas and approaches, and participate in projects relating to the research themes that emerge in stage 2, or shaping the themes to reflect partnerships with these areas of GSA. For example, a current fashion designer on the MRes is already working with GSA Sustainability to devise workshops on '0 Waste' fashion for new designers. Future collaborations could see pilots for community based practices with professionals and partnerships with small scale civic groups and institutions.

**11. Please outline the rationale for the amendment:**

**VALUE OF INTERDISCIPLINARITY**

The current taught masters programme M.Res in Creative Practices has run successfully since 2006, producing highly innovative research projects covering a range of disciplines and combining art and design or other forms of practice with rigorous academic research criteria.

There has been a steady stream of graduates moving on to PhD degrees at GSA, GU, the Royal College of Art London and universities in Canada and Italy, to name a few. Its strength lies in the diversity of its curriculum and its ability to speak to many disciplines and cross-disciplinary ventures.

For example a student who has completed in 2016 spent his intercalation year from medical school on the MRes, using the time to study and critique the medical education system in which he is being trained and to examine perceived gaps in understanding patients as people, and what the arts could contribute to medical training. In 2014 a Marshall scholar from Wesleyan University, Connecticut USA, spent one year looking at lo fi music production and gaining academic research training on the M.Res, following this successfully with a non taught M.Phil in Art History at Cambridge University, UK.

The amended programme seeks to retain this inter disciplinary appeal to prospective applicants.

**EXTERNAL EXAMINER COMMENTS**

EE feedback over the past five years has recognised the strengths of the programme:

*“Overall the programme is very distinctive and offers a very interesting blend of research methods and creative arts. In both cases there is a very wide range of practices in evidence.” [External Examiner’s Report Sept 2012]*

*“The students recognise the quality of the teaching through their grasp of research theory and the resulting high levels of attainment in their studio practice.” [External Examiner’s Report 2013]*

Feedback from this external examiner has also indicated that the more successful M.Res CP submissions are well placed for doctoral studies,

*“Good students on the programme are well-prepared as researchers for further study at doctoral level, commensurate with an MRES of this type.” [External Examiner’s Report Sept 2014]*

At the same time it has been noted that

*“The follow-through to doctoral study could be greatly strengthened, and more could be done to provide clear pathways and opportunities for further study.” [External Examiner’s Report 2014]*

From the perspective of the current External Examiner who commenced in February 2015, the programme would benefit from more contextualization and definition of the chosen visual art or other practices, within the spectrum of research presented,

*“The MRes in Creative Practices is, I believe, a strong and innovative course. Its main strengths are in fostering productive and creative responses to the social realm and in augmenting rigorous research methodological practices in the field of study. One of my key questions is what is the status of ‘making’ on the course?”*

*[New External Examiner -email, Sept 2016]*

With the above in mind, and the programme due for a second round of revalidation, it is proposed that the current M.Res in Creative Practices taught postgraduate programme of studies be converted to a Research Degree. This will be delivered through a judicious balance of independent studies and tutor or supervisor led elements. The taught sessions would provide robust training in methods and methodologies, and also inject challenging and intellectually diverse lectures and workshops aimed at supporting students’ growing critical, analytical and intellectual dexterity.

The combined pedagogic strategy will be aimed at leading to an enhancement of individual research trajectories, providing more space for integrating research and practice, contextualising both, and further encouraging students to create highly individual work.

Students’ personal project time would gradually increase, with different types of pedagogic input at

stages 1 and 2, ranging from whole group lectures to small themed tutorial groups and crits, to personally designed interventions and presentations, leading to the independent research with one supervisor in Stage 3 as described above.

**EXIT POINTS AND MODES**

As described above, the new M.Res in Creative Practices would offer two pathways at Stage 3, achievable through the four modes of submission described above.

Final assessments will be differentiated suitably between Masters exit and PhD conversion in accordance with Glasgow University regulations. Students will gain greater reflective space to address both portfolio and academic research, integrating them further than they have time for at present.

Even without the addition of the PhD 1+2 pathway, the M.Res in Creative Practices appears to be unique in its particular mix of disciplines, research training and opportunity for students to devise challenging projects around issues of concern to them, and to personally tailor integration of academic and practical outputs. With the addition of the possibility of conversion to PhD, its appeal should increase.

The effectiveness of the pedagogic strategies and student centred environment leading to personal growth and complex research initiatives is borne out by feedback from graduates,

*“So much of my success in the past year has been a direct result of the focus, depth of concept, and confidence which I built as a student on the MRes program. I am so thankful to have taken that course, and to have grown so much as an artist, researcher, and as a person because of it.... Thank you of creating such a challenging and expansive curriculum.” MRes Graduate 2015*

**12. 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:

<b>Programme</b>	Click here to enter text.
<b>School</b>	Click here to enter text.
<b>Programme/Course Leader</b>	Click here to enter text.
<b>Please confirm this overlap has been discussed with the relevant School</b>	<b>Yes</b>
<b>Further comment?</b>	Click here to enter text.
<b>Please confirm this overlap has been discussed with Student Recruitment</b>	<b>Yes</b>
<b>Further comment?</b>	Click here to enter text.

**13. Please re-confirm the minimum and maximum student numbers required to ensure that the provision is academically viable and appropriately resourced:**

	<b>Minimum</b>	<b>Maximum</b>
<b>TOTAL STUDENTS</b>	<b>14</b>	<b>20</b>
<b>Home/EU Students</b>	<b>10</b>	<b>14</b>
<b>RUK Students</b>		
<b>Overseas Students</b>	<b>4</b>	<b>6</b>

**Please provide an explanation of the numbers given:**

The current M.Res Programme has normally had between 10 and 14 students and we are looking to increase the numbers with the launch of the amended programme.

<b>14.1 Please confirm that you have discussed the proposed change with the Director or Deputy Director of Finance and Resources.</b>	Yes	X	No	<input type="checkbox"/>
<b>14.2 Does the proposed amendment impact on the financial rationale?</b>	Yes	X	No	<input type="checkbox"/>
<b>14.3 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.</b>  <i>Financial Rationale attached</i>				<input type="checkbox"/>
<b>14.4 If yes, please confirm that the Director or Deputy Director of Finance and Resources has submitted the amended financial rationale to Policy and Governance.</b>				X <input type="checkbox"/>

<b>15.1 Please confirm that you have discussed the proposed amendment with the Director of Marketing, Communications and Strategic Planning.</b>	Yes	X <input type="checkbox"/>	No	<input type="checkbox"/>
<b>15.2 Does the proposed amendment impact on the marketing strategy of the programme?</b>	Yes	X	No	<input type="checkbox"/>
<b>15.3 If yes, please provide an analysis of the potential market for the programme in the UK and internationally, carried out in consultation with Marketing &amp; Communications, and leading to formulation of marketing strategy: <i>Please provide an overview of the current and future market conditions.</i></b>  <i>Completed internally and sent to marketing department- see attached</i>				
<a href="#">Click here to enter text.</a>				
<b>15.4 If appropriate, please confirm that a revised marketing strategy has been agreed.</b>  <i>In progress</i>	Yes	X <input type="checkbox"/>	No	<input type="checkbox"/>

**16. 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.*

FTE  
1 x 0.6 Programme Leader

Additional staff contact hours:

Student Numbers	14	16	18	20
Staff Hours	280	320	360	400

10 Visiting M.Res Course Tutors  
 - all of whom are potential Masters project supervisors and some of whom are GSA staff available for PhD supervision  
 -4 of whom are course leaders for each of the 4 core MRes courses (excluding C7 the masters project which is co-ordinated by the Programme leader.)  
 -all of whom are potential leaders of themed tutorial groups in Stage 2 new course “Constructing the Research Paradigm”

Support is anticipated from other departments with whom the M.Res already has contacts.

**17. If a collaboration with other institutions is proposed, please provide the following:**

**Partner Institution:**

**Nature of Collaboration (please tick)**

Joint programme – single awarding institution – University of Glasgow	<input type="checkbox"/>
Joint programme – single awarding institution – other than UoG	<input type="checkbox"/>
Joint Programme – GSA delivery to UoG programme (Awarding institution: UoG)	<input type="checkbox"/>
Joint Programme – UoG delivery to GSA programme (Awarding institution: UoG)	<input type="checkbox"/>
Delivery of GSA programmes overseas	<input type="checkbox"/>
Articulation to a GSA programme	<input type="checkbox"/>

**If a Joint Programme, please state the administering institution:**

**18. Please confirm the following consultations have taken place:** *(space is provided below to detail any comments or feedback from the consultations)*

Increase in M.Res student numbers will have an impact on all support departments, particularly TSD. This will need to be carefully negotiated so plans can be made. The current proposal also by implication potentially increases doctoral students, and this will need to be factored in.

<b>18.1 The proposal and any resource implications have been discussed with the Head of Technical Support Department.</b>	x <input type="checkbox"/>
<b>18.2 The proposal has been discussed with the Head of Learning Resources and the attached ‘Implications for Library/Learning Resources Provision’ form has been completed.</b>	x <input type="checkbox"/>
<b>18.3 The proposal has been discussed with the Estates Manager and the attached ‘Implications for Estates Provision’ form has been completed. Space has been factored in to the STOW Building plans.</b>	x <input type="checkbox"/>
<b>18.4 The proposal has been discussed with the Director of IT and the attached ‘Implications for IT Provision’ form has been completed.</b>	x <input type="checkbox"/>



“No additional equipment or financial outlay required to support this proposal”.	
<b>18.5 Please confirm that the proposal has been discussed in detail with the Head of Learning and Teaching.</b>	x <input type="checkbox"/>
<b>18.6 The proposal has been discussed with the current student cohort.</b> -Completed Feedback forms on most aspects of the proposed changes -Alumni focus group to be conducted -Current Staff questionnaire distributed- first review staff consultation conducted 23 Sept 2016	x <input type="checkbox"/>
<b>18.7 The proposal has been discussed with the current External Examiner.</b>	x <input type="checkbox"/>
<b>18.8 If the proposal relates to postgraduate provision, please confirm that the proposal has been discussed in detail with the Head of Research and the Senior Research Fellow for Digital Learning. –Consultations held with both</b>	x <input type="checkbox"/>
<b>18.9 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.</b>	<input type="checkbox"/>
<b>18.8 Please provide any relevant details from the above consultations:</b>	
Click here to enter text.	

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

<b>DATE of this document</b>	19 September 2016
<b>COURSE / PROGRAMME</b>	Research in Creative Practices

<b>a. Position Statement</b>
<p><i>The Library has met with the programme leader to discuss these proposed amendments, and foresees very few implications for its collections and services. We envisage that the resources required by students under the new regime will not differ significantly from those required by current cohorts.</i></p> <p><i>We have also discussed with programme leader the particular inductions, workshops and support that both the Library and Archives are able to offer to this programme</i></p> <p>Click here to enter text.</p>
<b>b. Current Collection Weaknesses</b>
No particular weaknesses identified

<b>c. Indicative Costs for Addressing Collection Weaknesses</b>
£0

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

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

<b>DATE of this document</b>	27.10.2016
<b>COURSE / PROGRAMME</b>	M.Res in Creative Practices.

<b>a. Would the proposed amendment impact the spatial area currently allocated to the programme or course?</b>
No.

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

<b>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?</b>
Not applicable

<b>d. If the response to (b) is yes, what are the potential physical challenges with the space for the new location? <i>(Please see Estates for a room data check sheet to assist)</i></b>
Not applicable.

<b>e. If the response to (b) is yes, what are the financial implications of refitting the current space to make it fit for purpose?</b>
Not applicable.

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

<b>DATE of this document</b>	20.9.2016
<b>COURSE / PROGRAMME</b>	M.Res in Creative Practices

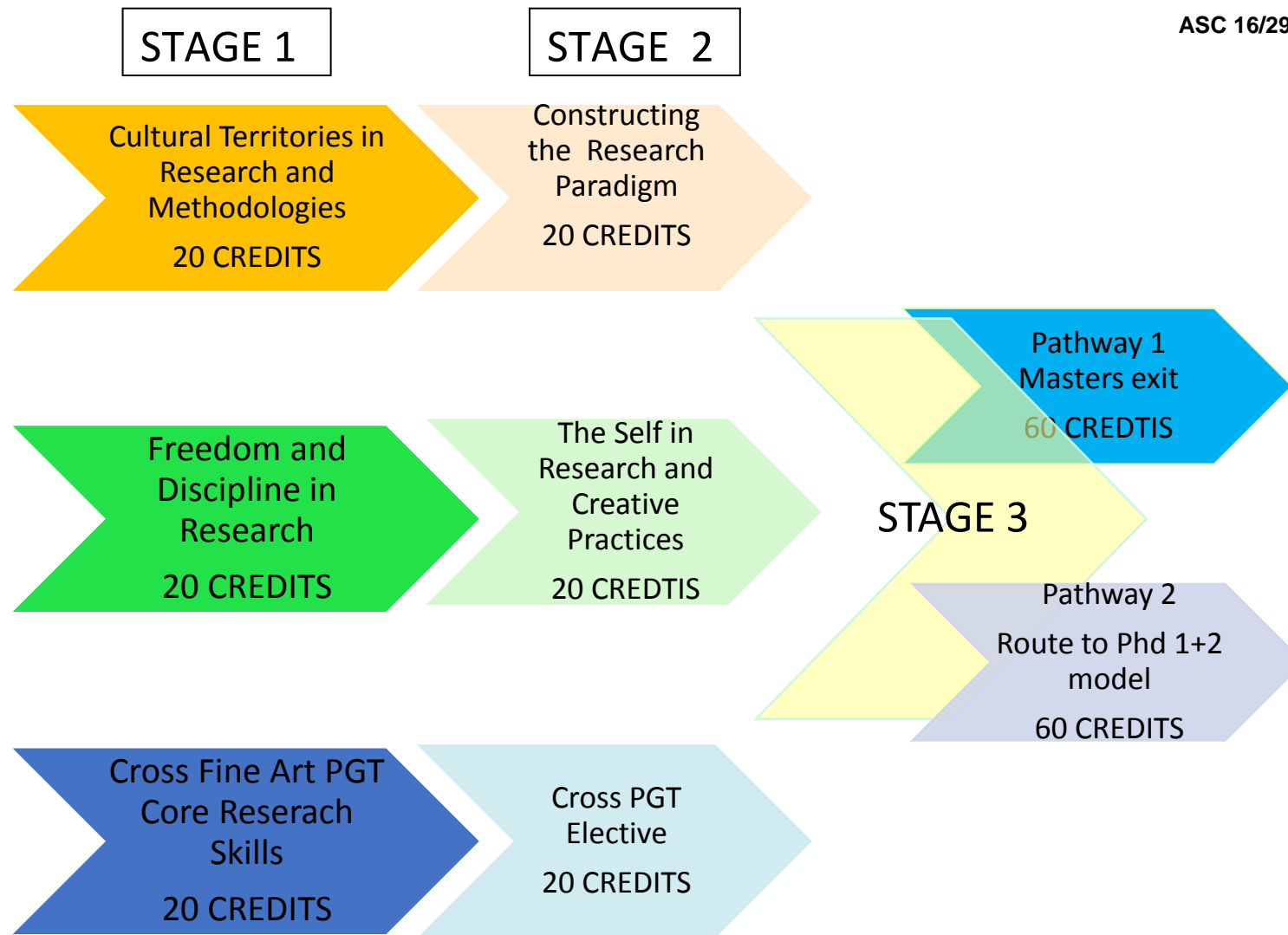
<b>a. What is the impact on IT to support this Major Programme and/or Course amendment?</b>
There is no additional equipment or financial outlay required to support this proposal.

<b>b. What additional / replacement IT hardware is required?</b>
There is no additional hardware.

<b>c. Is there additional / replacement software licenses required?</b>
There is no additional software licenses required.

<b>d. Are there any operating systems required in addition to those currently supported?</b>
There are no additional operating systems required.

<b>e. What are the financial implications from an IT perspective to deliver this programme?</b>
Computer cluster would be required to be replaced at the end of their service use.



**APPENDIX A**

MRes in Creative Practices – Proposal August 2016

STRUCTURAL DIAGRAM