

<b>THE GLASGOW SCHOOL OF ART</b>	<b>Major Programme or Course Amendment Proposal</b>
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*This proposal for a major Programme or Course amendment should be approved by the Executive Group via Policy and Governance.*

<b>Submitted by: (Proposer)</b>	<b>Gina Wall</b>
<b>Date</b>	<b>4th September 2017</b>

<b>Confirmed by: (Head of School)</b>	<b>Alistair Payne</b>
<b>Date</b>	<b>12th September 2017</b>

<b>1. Please indicate whether the amendment (s) proposed are to a course or programme (or both):</b>	
<b>Course</b>	<input checked="" type="checkbox"/>
<b>Programme</b>	<input checked="" type="checkbox"/>

<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>	BA (Hons) Fine Art					
<b>2.2 Award</b>	Bachelor of Arts with Honours					
<b>2.3 Exit Awards</b>	Certificate of Higher Education in Fine Art Diploma of Higher Education in Fine Art Bachelor of Arts in Fine Art Bachelor of Arts with Honours in Fine Art					
<b>2.4 Length of Programme</b>	48 Months FT					
<b>2.5 Programme Level</b>	<b>Undergraduate</b>	<input checked="" type="checkbox"/>	<b>Postgraduate Taught</b>	<input type="checkbox"/>	<b>Postgraduate Research</b>	<input type="checkbox"/>
<b>2.6 Mode of Delivery</b>	<b>Full time</b>	<input checked="" type="checkbox"/>	<b>Part time</b>	<input type="checkbox"/>	<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>	<ul style="list-style-type: none"> <li>• From the Classical to the Postmodern: Key Terms in Contemporary Art &amp; Design</li> <li>• Critical Inquiry: Places, Economies, Cultures</li> <li>• Exploring the Discipline: Ideas, Material and Form</li> <li>• Exploring Cultures in Art, Design and Architecture</li> <li>• Contexts of Critical Inquiry in Art and Design: Situations, Relations &amp; Research</li> <li>• Approaches to Research in Art and Design Criticism</li> </ul>
<b>3.2 SCQF Credits</b>	10 per course: please see section 11 for impact on credit
<b>3.3 Length of Course</b>	15 Weeks

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

<b>4. If the major amendment is to a course, please confirm the following details</b> <i>(highlighting any amendment as appropriate)</i>						
<b>4.1 Course Title</b>	<ul style="list-style-type: none"> <li>• Mack 1 (new course)</li> <li>• Mack 2 (new course)</li> </ul>					
<b>4.2 SCQF Credits</b>	20 per course					
<b>4.3 Length of Course</b>	4 Weeks per course					
<b>4.4 Course Level</b>	<b>Undergraduate</b>	<input checked="" type="checkbox"/>	<b>Postgraduate Taught</b>	<input type="checkbox"/>	<b>Postgraduate Research</b>	<input type="checkbox"/>
<b>4.5 Mode of Delivery</b>	<b>Full time</b>	<input checked="" type="checkbox"/>	<b>Part time</b>	<input type="checkbox"/>	<b>Distance Learning</b>	<input type="checkbox"/>

<b>5. If the major amendment is to a course, please confirm the following details</b> <i>(highlighting any amendment as appropriate)</i>						
<b>5.1 Course Title</b>	<ul style="list-style-type: none"> <li>• Fine Art Studio 1</li> <li>• Fine Art Studio 4</li> </ul>					
<b>5.2 SCQF Credits</b>	90/100 respectively, please see section 11 for impact on credit					
<b>5.3 Length of Course</b>	30 Weeks					
<b>5.4 Course Level</b>	<b>Undergraduate</b>	<input checked="" type="checkbox"/>	<b>Postgraduate Taught</b>	<input type="checkbox"/>	<b>Postgraduate Research</b>	<input type="checkbox"/>
<b>5.5 Mode of Delivery</b>	<b>Full time</b>	<input checked="" type="checkbox"/>	<b>Part time</b>	<input type="checkbox"/>	<b>Distance Learning</b>	<input type="checkbox"/>

<b>6. Please re-confirm Entry Qualifications</b> <i>(highlighting any changes as appropriate)</i>	
<b>6.1 Highers</b>	<b>ABBB at one sitting or AABB at two sittings or above</b>
<b>6.2 A Levels</b>	<b>ABB or above</b>
<b>6.3 Other</b>	<b>Portfolio of work must be submitted</b>
<b>6.4 IELTS Score Required on Entry</b>	6.0 (minimum of 5.5. in each component)

<b>7. Planned date for implementation of the amendment.</b>	01/09/2019
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<b>8. School</b>	Fine Art
<b>Department</b>	Fine Art Critical Studies Fine Art Photography Painting & Printmaking Sculpture and Environmental Art

<b>9. Subject Area of the Programme (e.g. Interior Design)</b>	Fine Art
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<b>10. Source of Funding (e.g. SFC)</b>		SFC			
<b>10.1 Indicative Tuition Fees (Home/RUK/Overseas)</b>					
<b>Home</b>	<b>£1820</b>	<b>RUK</b>	<b>£9250</b>	<b>Overseas</b>	<b>£15240</b>

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

There are four objectives to the proposed major programme amendment:

1. Review and rewrite the Year 1 Fine Art curriculum in light of the impact of the cross GSA First Year Experience (Mack 1 & Mack 2 new courses);
2. Review and rewrite the Critical Studies curriculum, post disaggregation, removing references to FoCI while also attending to the internationalisation and diversity agenda;
3. Review the Programme ILOs to ensure that these are appropriately aligned with the relevant QAA Benchmark Statements;
4. Review the ILOs for SCQF 10 Fine Art Studio 4 (100 credits) to ensure that the student outcomes are appropriate for the additional credits and there is a parity of workload/expectation for those taking the 80/40 split.

The First Year curriculum is entirely dependent upon the development of the Mack 1 and 2 courses therefore the precise distribution of credit in Year 1 is currently under discussion. In order for our students to engage with FACS throughout the academic session we will need to do one of two things: introduce an additional FACS course; or deliver FACS through FYE and Studio 1 in an integrated fashion. In the first instance the Studio 1 course would be modified to 60 credits with a discrete FACS course of 20 credits, the second option will result in Studio 1 being 80 credits with FACS embedded. There are pros and cons to each curriculum design. Mack 1: This is a new course introduced as part of the FYE project and will deliver against the Programme and Stage ILOs. Mack 2: This is a new course introduced as part of the FYE project and will deliver against the Programme and Stage ILOs. There will be no change to the credit of the Studio 4 courses. FACS courses in Years 2 and 3 will become one 20 credit course rather than two 10 credit courses. One of the impacts of this change will be that the carrying credit is no longer possible therefore serious consideration of the rationale for fail and the remediation of failed 20 credit courses and will be closely scrutinised.

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

1. In the LTES 2015-2018,<sup>1</sup> GSA established a strategic objective to enhance opportunities for interdisciplinary, student-led activity. It clarified interdisciplinarity as a GSA cross-school offer and suggested amplifying connections across disciplines within the current curricular structures. This ambition reflected advocacy by the student body for GSA's curricular structure to provide a more holistic art school experience underpinned by both discipline specific and cross-discipline, integrative approaches. In response to the opportunities provided through the restoration of the Mack, it became clear that fulfilling this strategic objective could be achieved by bringing together the renewed building with a renewed first year structure. The impact of the new Mac 1 & 2 courses on the full 120 credits of Year 1 are substantial as the movement of these 20 credits precipitate the need to reconfigure the delivery of Fine Art Critical Studies across Year 1, which has an attendant impact upon the delivery of the Fine Art studio course. The alteration of the first year structure gives the Fine

<sup>1</sup> LTES 2015-2018: Objective 4.

Art Programme Team an opportunity to revisit the relationship between critical studies and studio and to develop a pedagogic strategy for their integration. The Fine Art staff are committed to the development of graduates who treat thinking, writing and studio as integrated practices necessary for their future careers as artists, educators, curators or for work in the field of social enterprise or self-employment. This intention will frame our review of Year 1.

2. As the Forum for Critical Inquiry has now formally disaggregated and the new Department of Fine Art Critical Studies has been established, it is time to rewrite the FoCI courses so that they sit comfortably within the framework of the BA (Hons) Fine Art programme. All references to FoCI will be removed, the credit weighting of the course will be reviewed and the content of the courses scrutinised and where necessary, overhauled to ensure that the curriculum is fit for an international art school in the 21<sup>st</sup> century. In addition there may be some minor changes to the Year 4 curriculum titles to reflect FACS as the Department responsible for delivery. We believe that this review is in the interests of our students and we are committed to close consultation with the student body and external experts to develop world-class critical studies curriculum for our students in the School of Fine Art.

3. At present the BA (Hons) Fine Art Programme Specification does not fully align with the external reference points provided by the QAA's Subject Benchmark Statements. The main point of reference is the SCQF Level statements which is by and large appropriate, however, these could be complemented by Programme Aims and Outcomes which are more creative discipline focussed. The Year Aims also require to be reviewed in order to integrate studio and critical studies (currently they are treated discretely) an additional curriculum mapping exercise would be useful to ensure that the whole degree programme meets the needs of our students.

4. There is currently a lack of parity in terms of outcome between the 80 credit and 100 credit version of these courses. The students undertaking the 80 credit version work to the same ILOs and there is no additional expectation placed on the learning of those students who are undertaking the 100 credit version of this course. This results in the perception amongst students that undertaking the Dissertation route in the final year is much more onerous in terms of workload. It is important that the two routes are acknowledged to place different demands upon the students, which is why they are in fact in place, however, it is apparent that those students undertaking Dissertation feel that there are additional demands placed upon them for the same amount of credit.

**13. 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>	Yes <input type="checkbox"/>
<b>Further comment?</b>	Click here to enter text.
<b>Please confirm this overlap has been discussed with Student Recruitment</b>	Yes <input type="checkbox"/>
<b>Further comment?</b>	Click here to enter text.

<b>14. Please re-confirm the minimum and maximum student numbers required to ensure that the provision is academically viable and appropriately resourced:</b>		
	<b>Minimum</b>	<b>Maximum</b>
<b>Home/EU Students</b>	<b>262</b>	<b>270</b>
<b>RUK Students</b>	<b>174</b>	<b>185</b>
<b>Overseas Students</b>	<b>60</b>	<b>75</b>
<p><b>Please provide an explanation of the numbers given:</b>  The major programme amendment proposal does not have a material impact upon the Minimum and Maximum student number which remains unchanged.</p>		

<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	<input type="checkbox"/>	No	X
<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>				<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>				<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	No	<input type="checkbox"/>
<b>15.2 Does the proposed amendment impact on the marketing strategy of the programme?</b>	Yes	<input type="checkbox"/>	No	X
<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>				
Click here to enter text.				
<b>15.4 If appropriate, please confirm that a revised marketing strategy has been agreed.</b>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

<b>16. Anticipated demand on staffing, resources and services (including English language support and welfare): <i>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.</i></b>
This would remain unchanged as the proposed changes would be accommodated within the existing staffing structure. Resources and services would also be unchanged.

<b>17. If a collaboration with other institutions is proposed, please provide the following:</b>	
<b>Partner Institution:</b>	N/A
<b>Nature of Collaboration (please tick)</b>	
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"/>
<b>If a Joint Programme, please state the administering institution:</b>	

<b>18. Please confirm the following consultations have taken place: <i>(space is provided below to detail any comments or feedback from the consultations)</i></b>	
<b>18.1 The proposal and any resource implications have been discussed with the Head of Technical Support Department.</b>	<b>X</b>
<b>18.2 The proposal has been discussed with the Head of Learning Resources and <i>the</i> attached ‘Implications for Library/Learning Resources Provision’ form has been completed.</b>	<b>X</b>
<b>18.3 The proposal has been discussed with the Estates Manager and the attached ‘Implications for Estates Provision’ form has been completed.</b>	<b>X</b>
<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>	<b>X</b>
<b>18.5 Please confirm that the proposal has been discussed in detail with the Head of Learning and Teaching.</b>	<b>X</b>
<b>18.6 The proposal has been discussed with the current student cohort.</b>	<input type="checkbox"/>
<b>18.7 The proposal has been discussed with the current External Examiner.</b>	<b>X</b>
<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.</b>	<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>	
<p><b>Head of Learning Resources:</b>  The proposed changes to the Programme will not have major implications for the Library collections nor for other Learning Resources collections and services. In the longer term we may need to accommodate new FACS themes, but we would accommodate these as part of organic adjustments to our collecting. The Mack 1 &amp; 2 courses themselves may also have an impact as the present an opportunity for the GSA Collections to be used directly in teaching. We would welcome that.</p> <p><b>Consultation with student cohort:</b>  We have engaged with the Student President and to ensure we garner as much cohort engagement as possible we intend to roll this in with the student consultation which is required in preparation for the School of Fine Art Periodic Review. It is also preemptive to engage in student consultation prior to us knowing more about the content of the Mack 1 and Mack 2 courses.</p>	

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

<b>DATE of this document</b>	15 <sup>th</sup> September 2017
<b>COURSE / PROGRAMME</b>	BA (Hons) Fine Art

**a. What is the impact on IT to support this Major Programme and/or Course amendment?**  
None envisaged

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

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

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

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