

THE GLASGOW SCHOOL OF ART	Programme Proposal
--------------------------------------	---------------------------

This Programme Proposal should be approved by the Executive Group and submitted to the Policy and Governance Department.

Submitted by: (Programme Proposer)	Anna Gordon and Helen Marriott
Date	03/04/2018

Confirmed by: (Head of School)	Barbara Ridley
Date	Click here to enter a date.

1. Programme Title	MDes Silversmithing and Jewellery					
1.1 Award	MDes					
1.2 Exit Awards	PG Cert Silversmithing and Jewellery , PG Dip Silversmithing and Jewellery M Des Silversmithing and Jewellery					
1.3 Length of Programme	24 Months, 4 semesters					
1.4 Programme Level (please tick)	Undergraduate	<input type="checkbox"/>	Postgraduate Taught	<input checked="" type="checkbox"/>	Postgraduate Research	<input type="checkbox"/>
1.5 Mode of Delivery (please tick)	Full time	<input checked="" type="checkbox"/>	Part time	<input type="checkbox"/>	Distance Learning	<input type="checkbox"/>

2. Entry Qualifications	
2.1 Highers	Click here to enter text.
2.2 A Levels	Click here to enter text.
2.3 Other	A minimum of 2:1 Undergraduate Degree in a relevant discipline or relevant experience in the subject area To enter the programme students must normally have gained at least an upper second class or equivalent in their undergraduate degree or be able to demonstrate appropriate prior learning and experience
2.4 IELTS Score Required on Entry	6.5 average with a minimum 5.5 in each component

3. Proposed Start Date	September 2019
-------------------------------	----------------

4. School	School of Design
------------------	------------------

5. Department	Silversmithing and Jewellery
----------------------	------------------------------

6. Subject Area of the Programme (e.g. Interior Design)	Silversmithing and Jewellery
--	------------------------------

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

8. Indicative Tuition Fees(Home/RUK/Overseas)					
Home	£7020 p.a	RUK	£7020 p.a	Overseas	£17,640 p.a

<p>9. Outline academic rationale and purpose of the programme: <i>Please explain the academic reasons for developing this programme.</i></p> <p>The Silversmithing and Jewellery (S&J) department has delivered a highly successful and influential undergraduate programme (or equivalent) since 1892 and now looks to broaden the departments scope by introducing a new 2 year Masters programme that builds on the departments expertise and expansive research interests. Research focus of academic and technical staff within the department aims to look beyond the object, to understand perceived status and value, narrative, complex digital fabrication, realities and technology, digital collaboration, metallurgy and fine detailed fabrication processes.</p> <p>Our modern lives are now more than ever, defined by objects, our interaction with them and with the materials that create them. How they feel, their function and what they express about our personalities and perceived status are important questions in our understanding of the objects that define our lives. This understanding and questioning of materials is a core skill for the contemporary maker, however skills can be taken for granted and our understanding of material taken at face value. We need to question whether material is tangible (the object), definable or is it the ability to manipulate. Can we manipulate objects in the same way as we can alter sound/light or something as abstract as emotion and cultural boundaries/environment? All these possibilities of manipulation become material for the contemporary maker.</p> <p>The proposed MDes in S&J encourages a fundamental reappraisal of previous understandings of material, to enable students to push boundaries of material possibility, conceptual themes, narratives and digital innovation. Through ongoing engagement with material exploration students are challenged to question and reposition their previous understanding of making and materials. The contemporary jeweller and applied artist inhabit an area often described as between the designer and fine artist and the programme encourages thought processes from both disciplines. How can we engage with material in a way that defines emotional response yet also encourages</p>

enterprising and innovative thought? The programme sets out to enable students to challenge basic assumptions of material interaction and encourage collaboration in the areas of applied artistry, material culture, digital culture and society.

The programme will also challenge student’s perception of the digital, which has become less concerned with what is digitally fabricated and looks more to what defines our sense of reality. Course content within the programme will explore the boundaries of the real, the tangible and fully exploit all possibilities of the digital through collaborative exploration of object, sound and visual.

The programme will include self-directed study as well as intensive week-long workshops that broaden students understanding of the field and surrounding disciplines through collaborative exploration, theoretical underpinnings of applied arts, exploration of digital realities, critical reflection and research techniques/applications.

Demand for this new programme is highlighted by a survey of graduates from UG S&J. Of those collected 31 responses 84% of alumni indicated that they were interested in studying a masters in S&J at GSA, with 90% wanting to apply within 3 years. Students responses noted the reputation of school and department as well as further developing professional and artistic practice as core reasons to apply for the course. A focus group has also been held with GSA final year students who have read through the programme rational. Their feedback was positive with students stating that the focus on creativity and material manipulation being a key consideration for their potential further study. Students stated that the workshop teaching was a key component to the proposed course and an attractive draw in applying.

Current S&J staff have taken part in teaching exchanges as well as recruitment trips to China, Japan and Taiwan all staff have noted a high interest in a masters programme in S&J at GSA whilst overseas. Our current UG programme attracts students from a large international pool including; Japan, North America and China. Recent applications for our successful Artist in Residence (AIR) programme also highlight a national and international interest to come and work within the S&J department. This year (2018) more than 35 Artist in residence applications were received from the UK, across Europe, the US and Canada.

<p>10. Is there substantive overlap in terms of subject provision at this level in GSA? <i>You may wish to comment in more detail below if there is inter-disciplinary overlap.</i></p>	<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
<p>If yes, please provide details of the other programmes below:</p>	
<p>Programme</p>	<p>Click here to enter text.</p>
<p>School</p>	<p>Click here to enter text.</p>
<p>Programme Leader</p>	<p>Click here to enter text.</p>

Please confirm this overlap has been discussed with the relevant School	Yes <input type="checkbox"/>
Further comment?	Click here to enter text.
Please confirm this overlap has been discussed with Student Recruitment	Yes <input type="checkbox"/>
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	4	Maximum	6
RUK Students			
Minimum	2	Maximum	4
Overseas Students			
Minimum	2	Maximum	4
Please provide an explanation of the numbers given:			
<p>The programme intends to commence with a group of 8 students starting the programme in 2019-2020. This programme intends to steadily increase the number of postgraduate students to 12 over the next three/four academic years. The initial student base would look to be made of up to 4 Scottish/home students and up to 4 RUK/overseas students. This balance is based on predictions from student's feedback and current percentages of UG numbers.</p> <p>The current S&J department has 5/6 Artist in Residence (AIR) posts and this number would reduce to 3/4 to accommodate the new MDes student cohort. There will be requirements from the GSA Estates to discuss with the department how additional space could be provided or the current space allocation be reconfigured to accommodate the additional Masters students</p>			

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.	<input type="checkbox"/>
b. The Director or Deputy Director of Finance and Resources has submitted the financial rationale to the Policy and Governance Department.	<input type="checkbox"/>

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.*

Complete (attached)

14. Please highlight aspects/areas of the programme where internationalisation is actively incorporated or intended.

The department will be actively promoting and recruiting international students to the programme. Our current international student applications for UG study have steadily increased over the last few years with the overseas applications making up over half of our UG applications. It would also be an ambition of the 2 year Masters to offer international exchange or industry work placement in semester 2 of the first year. The 2-year programme allows space in the curriculum to accommodate this, and is an attractive offer to potential students. The ambition is to have a diverse cohort of international, home and EU, RUK and European students.

15. 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

16. Please outline below any potential for negative impact for students with protected characteristics in relation to the proposed programme and the actions taken to remove or mitigate this impact.

The Programme aims to maintain relatively small numbers within the student cohort, this factor has certainly helped the department to build a positive rapport and understanding of our students needs, as evidenced in the UG programme. This level of personal contact allows staff to work individually with students helping them where possible and managing IRF's.

17. 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 have one programme leader (0.5 contract hours, 0.3 in the first year) and will be supplemented by one member of staff (0.2 contract hours) as well as a V.L staffed workshops. These workshops will look at core themes in contemporary Applied Arts. The use of VL teaching workshops will further define the course from undergraduate study whilst giving an all-round benefit to the department. Staff involved in UG course will also work on workshop lessons during current staffing hours, with MDes teaching provision working with UG during that time.

Technical provision within the department is provided by staff members Nigel Munro and Shona Guthrie. Technical provisional may need to increase to accommodate student numbers. This will not impact on the first year of the programme but can be supplement through a fraction increase in our part time term only contracted technician, Shona Guthrie going forward.

There is no obvious impact on either welfare or student support due to the initial small size of student group.

GSA Learning Resources currently supports learning and teaching on the BA (Hons) Silversmithing and Jewellery (S&J) through access to information, resources and services, both in person (one-to-one appointments, the Twilight series of evening classes) and online (InfosmART, The Hatchery, the Archive and Library Special Collections websites, ICT and VLE support). Given our ongoing provision for the existing BA programme and the proposed programme's emphasis on studio-based practice and assessment, we do not foresee this placing any particular additional demands on Learning Resources.

The Library anticipates that print materials will be the most effective delivery method for the majority of course readings and there is a need to continue pursuing print acquisitions to support students' research of source material and new design processes. This will include expanding the number of specialist S&J book titles and exhibition catalogues currently held across a greater number of publishers including galleries, museums and small presses. More generally, the programme could also benefit from a broader range of print materials in nascent, interdisciplinary design areas and the Library's holdings in areas such as digital fabrication and manipulation, and digital-human interaction will continue to be developed in line with these trends. The refreshment of the Library's stock to support the programme could be achieved through continued liaison between the Academic Liaison team in identifying core reading materials and the proposed programme leader. This will assist the strategic development of S&J resources in line with projected departmental need.

18. 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	<input type="checkbox"/>
Joint programme – single awarding institution – other than UoG	<input type="checkbox"/>
Joint Programme – GSA delivery to UoG programme	<input type="checkbox"/>
Joint Programme – UoG delivery to GSA programme	<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:	
Click here to enter text.	

19. 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 Strategy and Marketing and is set out in this Programme Proposal. A marketing strategy has also been agreed as part of this discussion.	X
b. The proposal and any resource implications have been discussed with the Head of Technical Support. <i>The Head of technical Services (John Ayres) is aware of the programme development and we have arranged a meeting to discuss details. As the MDes programme is 2 years / 2 semsters per year and runs at the same time as the UG programme, we do not anticipate this will have an impact on technical services.</i>	X
c. The proposal has been discussed with the Head of Learning Resources and <i>the attached 'Implications for Library/Learning Resources Provision' form has been completed.</i>	X
d. The proposal has been discussed with the Estates Manager and the attached 'Implications for Estates Provision' form has been completed.	X
e. The proposal has been discussed with the Director of IT and the attached 'Implications for IT Provision' form has been completed.	X
f. Please confirm that the proposal has been discussed in detail with the Head of Learning and Teaching.	X
g. If the proposal relates to postgraduate provision, please confirm that the proposal has been discussed in detail with the Head of Research and Enterprise.	<input type="checkbox"/>
h. If the proposal relates to postgraduate provision, please confirm that the proposal has been discussed in detail with the Senior Academic Fellow for Digital Learning.	<input type="checkbox"/>
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.	<input type="checkbox"/>

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

DATE of this document	03 April 2018
PROPOSED PROGRAMME	MDes Silversmithing and Jewellery

<p>Position Statement: <i>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.</i></p>	
<p>S&J have confirmed by email that the indicative bibliography for this MDes Programme is the same as for the current UG course. Those titles are all available in the Library.</p> <p>It has been pointed out to S&J that the lack of submitted reading lists for 17/18 means that no additional copies of these titles have been purchased for the UG cohort but that this will be done if reading lists, including student numbers are provided.</p> <p>Given that the MDes will commence with a cohort of 6 students we expect the current collections to be adequate.</p> <p>Canvas and Archives and Collections are available to the MDes students as learning resources alongside the Library Collections.</p>	
<p>Current Collection Strengths</p>	
<p>A strong library collection for S&J in terms of both journals and monographs.</p> <p>https://lib.gsa.ac.uk/subject-guides/subject-guides-silversmithing-and-jewellery/</p> <p>A small collection of objects in GSA Collections</p> <p>http://www.gsaarchives.net/wp-content/uploads/2014/08/ArchiveSources_SilversmithJewellery.pdf</p>	
<p>Current Collection Weaknesses</p>	
<p>n/a</p>	
<p>Indicative Costs for Addressing Collection Weaknesses</p>	
<p>None</p>	

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

DATE of this document	22 March 2018
PROPOSED PROGRAMME	MDes Silversmithing and jewellery

a. What spatial area will be required for the new programme? *(Please see item 11)*

The programme will run in the existing department. Workspaces currently used by our Artist in Residence programme will be allocated for MDes students and Artist in Residence numbers reduced. The student cohort will be approximately 8 in the first year with year groups growing to approximately 12 per year. Each student will be given their own bench within the department and will share workshop facilities already available to UG students.

All implications for Estates provision were considered and completed with Mike Quigley, GSA Head of Estates in 2015 and again in 2018. The S&J department has submitted potential changes to areas of the workshop area this has been sent to the relevant departments.

b. Where will the new programme be physically located?

The proposed Programme will be located within the Reid Building on the 4th floor and Mezzanine Silversmithing and Jewellery space. Students will work at benches already located within the department and/or technical office space. All workshop equipment is already located within department.

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 on surrounding departments and programmes

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)*

A potential lack of space for non-bench work exists although can be remedied by a clearer and explicit approach to hot-desking at design and computer areas across UG and Masters studio and workshop.

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)*

There will be a financial cost in removing and refitting the current project space used by the S&J technical team. This cost will however be smaller than providing a new workshop elsewhere on the

estate. We are also keen to introduce more possibilities of working with new technology. The Design school has ambition to create a digital making space and this would be of interest to our students but not a prerequisite. We would also be looking to work with external partners in order to explore the latest possibilities in digital making.

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

DATE of this document	22 March 2018
PROPOSED PROGRAMME	MDes Silversmithng and Jewellery

a. What is the impact on IT to support this Programme Proposal?

The department will continue to work within the current UG programme computer provision and as we continue to upgrade software and hardware annually this would also service the Masters students with up to date Rhino licences (software). There is no impact on IT to support this additional number of students.

b. What additional / replacement IT hardware is required?

None, existing provision will suffice.

c. Is there additional / replacement software licenses required?

Additional 5 Rhino licences that would be shared with the UG provision.

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

No

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

The cost of 5 additional Rhino licences – to be ascertained.

Appendix – Programme Proposal: MDES Silversmithing and Jewellery

- Level - SCQF level 11
- Number of Credits - 240
- Timescale/duration of study. 24 months full time, 4 semesters, 3 stages

Stage 1 September - January	
	Credits/ type of submission
Core research Methods	20 – written submission
PGT elective	20 – portfolio/written
Studio	20- portfolio submission
PGCert and exit point	

Stage 2 January - May	
	Credits/type of submission
PGT elective	20 – elective specific
Studio	40 – portfolio submission
PGDip and exit point	

Stage 3 September - May	
	Credits
PGT elective	20 – elective specific
Studio	100 – portfolio submission
Mdes Silversmithing and Jewellery	

- Summative assessment points take place in Week 15 Week 30 Week 60

Self-Directed Learning and Research

In line with other taught postgraduate programmes at GSA, significant emphasis in the Silversmithing and Jewellery programme will be placed on self-directed study, from project design and development, to gaining theoretical knowledge through traditional research methods. Students will be expected to take significant responsibility for the management of their learning. Emphasis will be placed on self-reliance and personal academic development.

Lectures and Seminar

Lectures and seminars are used to disseminate theoretical, contextual and historical knowledge and address specific issues underpinning practical studio work. Lectures also have the broad aim of generating further debate in seminars, tutorials or studio sessions or further enquiry in self-directed learning or research.

Workshops / Studio Sessions

Workshops are practical classes in which ideas from lectures and seminars may be tested out, or new concepts introduced and explored. These may vary from IT sessions in which students are introduced to particular pieces of software, to practical classes where a lecturer may introduce a new concept or technique. Depending on the focus of the workshop, students may work independently or in groups.

Critiques

The critique (or 'crit') is an important learning device used to generate peer debate regarding the overall success of concepts, and their practical realisation within the context of a project brief or proposal. Students present work to their peers and tutors through appropriate visual and verbal means (models, portfolios, Powerpoint, and so on). The crit enables the development of key presentation skills, and encourages students to give constructive feedback on each others work. Although facilitated and guided by staff, critiques allow students to fully explore all aspects of practical submissions.

Tutorials

The tutorial system is designed to provide academic support through individual meetings with staff. At these one-to-one meetings, individual projects and pieces of work are discussed, as well as progress on the programme overall. Tutorials are also a means where feedback from students concerning all aspects of the programme can be raised.

Guest Speakers

Input from visiting lecturers and guest speakers will enable students access to, and understanding of, relevant contemporary practice, research and commercial contexts.

Enrichment of Learning Experience

Students on the Silversmithing and Jewellery Design programme will be taught and supervised by research active staff. Staff research interests will directly inform curriculum content, enhancing research-teaching linkages. Although the School of Design has considerable staff expertise in the areas covered by the programme, guest speakers and visiting lecturers – academic researchers, industry professionals, practicing designers – will be brought in to run sessions covering other areas. There may also be opportunities for student exchange or work placement during stage 2 or 3.

Assessment, structure and exit awards

The programme provides two forms of assessment, formative and summative. Formative assessment will take the form of seminars, tutorials, and so on, which provide the opportunity

to refine and develop key principles in fields of enquiry, and to prepare for submission in the summative assessments, i.e. in assessed projects and coursework, and in the final submission for a Masters award, or in the case of those exiting at Postgraduate Certificate or Postgraduate Diploma level, for the assessed projects and coursework.

For all three stages of the programme, and for both formative and summative assessment, students will be assessed on the presentation of practical work, written submissions and/or verbal presentations. Each course will be examined against its specific Learning Outcomes.

- Post Graduate Certificate - At the end of Stage 1, for those wishing to exit with a PgCert, assessment based on practical and/or written work will take place.
- Post Graduate Diploma - At the end of Stage 2, assessment provides a point for those wishing to exit with the PgDip. Assessment consists of a review of practical and/or written work.

At this stage of the programme, students can elect to continue their study at Masters level. All students selecting this option must complete a proposal of Stage 3

- **Masters:** At the end of Stage 3, assessment consists of a review of practical work, written thesis/report and/or a verbal presentation. Interviews with the External Examiners may take place if the student has been selected as part of the sample representing a cross section of the programme cohort's work.

The process for the assessment of the 3 stages will comprise: Internal assessment; Common postgraduate exam board to agree awards and progression between Stages. In addition, Stage 3 will also comprise an external assessment stage, which will be reported to the Final Exam Board. The assessment of the MDes Silversmithing and Jewellery programme will be regulated by the GSA Code of Assessment, which follows the University of Glasgow postgraduate template.

Information on Resources and Facilities

As detailed in the financial rationale, the department would need to add 12-14 new fully equipped benches in the current UG studio space to accommodate the New MDes programme. We are looking to share the workshop facilities with UG students but will also require some design studio space for the UG (the new benches would take the design studio space currently used by them) as well as some space for the MDes students. This does not need to be in the jewellery studio but does need to be adjacent or nearby. This would be considered as part of the School of Design annual space review and drawing space will be provided for these students.