Glasgow School of Art Programme Specification
Programme Title: BDes (Hons) /MEDes Product Design

Please note that this programme specification is correct on the date of publication but may be subject to amendment prior to the start of the 2021-22 Academic Year.

1. Programme Details:

Programme Title	BDes (Hons) /MEDes Product Design
HECOS Code	100048/100783/101307/100329/101246
School	Innovation School
Programme Leader	Irene Bell
Minimum Duration of Study	48 months
Maximum Duration of Study	BDes 72 months MEDes 84 months
Mode of Study	Full-time
Award to be Conferred	BDes/MEDes Product Design
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 (unclassified) Year 5 exit point: MEDes
SCQF Level:	BDes 7-10 MEDes 7-11
Credits:	BDes 480 MEDes 600

Academic Session	2021-2022
Date of Approval	PACAAG April 2020 (updated UPC September 2020)

2. Awarding Institution	University of Glasgow
3. Teaching Institutions	The Glasgow School of Art
3.1 Campus	Glasgow
4. Lead School/Board of Studies	Innovation School
5. Other Schools/Board of Studies	N/A
6. Programme Accredited By (PSRBs)	N/A

7. Entry Qualifications	
7.1 Highers	Standard: ABBB, including one Higher in a modern language other than English and one Higher in a literate subject Minimum: BBCC, including one Higher in a modern language other than English and one Higher in a literate subject
7.2 A Levels	Standard: ABB including a modern language other than English and GCSE English at A/7 grade or above Minimum: BBC, including a modern language other than English and GCSE English at A/7 grade or above

7.3 Other	International Baccalaureate 30 + points
7.4 English Language Requirements	All students will have to provide evidence of English language proficiency when applying. International Students Students who require a Tier 4 visa to study in the UK must meet one of the following requirements in order to gain entry: • IELTS for UKVI Academic with an overall score of 6.0 with a minimum of 5.5 in all components; • complete an acceptable Pre-sessional English Language Programme taught from within the UK with an outcome that equates to the IELTS scores as stated above. Students who have a degree from an English speaking country, or are a national of an English speaking country as listed in the UKVI Guidance, may use this as proof of English language ability.

8. Programme Scope:

The programme spans 4 years (B.Des) or 5 years (MEDes) in duration, with the two degree pathways sharing a common "core" in years One and Two. The programme covers the spectrum of making practices associated with design across two, three or four dimensions, including the design of tangible services and experiences in the immaterial domain (information), and in Year Two contains a Language Acquisition course in conjunction with Glasgow University. Throughout the B.Des programme the Studio component is complemented by Social Sciences and courses in DH&T, with an elective opportunity offered in Year 3. Years Three and Four of the MEDes pathway are specific to the "host" institution in which the student is then situated as part of the two-year academic exchange component.

The disciplinary skills and expertise that constitute Product Design as a practice are taught as an emphasis upon experience, either that of individuals, groups or user-types as appropriate. This links the methodological and analytical tools developed within the Social Science courses, (with the exception of Year 1 where the social sciences are absorbed into the delivery of the Studio 1 Course) to the disciplinary expertise of studio practice at both a pedagogical and a philosophical level. The B.Des/MEDes programme seeks to encourage thinking through design, the use of materials and images to forge an intellectual engagement with the world by combining an analytical approach – research, critique, communication of complexity – with a synthetic capability – exploration of divergent possibilities, multiple material decisions, varying formal potentialities. Studio teaching stresses the cultivation of a capacity for abductive reasoning through projects rooted in the opportunity for testing and prototyping. Product Design as a practice is taught as an experimental method for engaging with and evaluating the world and its constituent components, which, in turn, offers the opportunity for its modification, manipulation or transformation.

Consequently, the context of PD practice is crucial – social, economic, cultural or technological – in shaping the application of disciplinary expertise. Studio projects reflect this through and methods and prototyping of outcomes. These projects focus upon the research, conceptualisation and materialisation of artefacts, interactions, services, strategic processes and bespoke experiences through the marriage of design process with an individual design personality.

9. Programme Structure:

Year 1	**Credits**	**SCQF Level**
UPRD101 Studio 1: Making, Modelling & Using	80	7
UCOLAB1 Co-Lab 1	20	7
UCOLAB2 Co-Lab 2	20	7
Total	**120**	
Year 2		
UPRD201 Studio 2: Interactions & Experiences	80	8
UPRD202 Languages for PD	10	8
UPRD203 Social Science II: Design as Research	10	8
UDHT2WWD Design History and Theory: Worlds and Words of Design	20	8
Total	**120**	
Year 3 BDes		
UPRD301 Studio 3: Culture, Context and Client	80	9
UPRD302 Social Science III: Contemporary Interactions	10	9
UDHT3CTD Design History and Theory: Concepts and Territories of Design	20	9
UPRD303 Design Theory 3	10	9
Total	**120**	
Year 3 MEDes		
Exchange Out	120	
Total	**120**	
Year 4 BDes		
UPRD401 Studio 4: Autonomy, Creativity, Expertise	80	10
UDHT4PDD DH&T4 - Dissertation: BDes Hons Product Design	30	10
UPRD403 Social Science IV: Designing Reality	10	10
Total	**120**	
Year 4 MEDes		
Exchange Out	120	
Total	**120**	
Year 5 MEDes		
UPRD501 Design in Culture & Context	80	11
UPRD502 Dissertation: MEDes Product Design	30	11
UPRD503 Professing Practice	10	11
Total	**120**	

9.1 Programme Structure – Exchange In/Exchange Out/Study Abroad:		
Year 2	**Credits**	**SCQF Level**
UDHT2WWDS1 Design History and Theory 2: Worlds and Words of Design (Semester 1)	10	8
UDHT2WWDS2 Design History and Theory 2: Worlds and Words of Design (Semester 2)	10	8

UPRD201S1 Study Abroad/Exchange (Semester 1) Studio 2: Interactions & Experiences	50	8
UPRD201S2 Study Abroad /Exchange (Semester 2) Studio 2: Interactions & Experiences	50	8
Year 3		
UDHT3CTDS1 Design History and Theory 3: Concepts and Territories of Design (Semester 1)	10	9
UDHT3CTDS2 Design History and Theory 3: Concepts and Territories of Design (Semester 2)	10	9
UPRD301S1 Studio 3 Study Abroad/Incoming Exchange – Semester 1	50	9
UPRD301S2 Studio 3 Study Abroad/Incoming Exchange – Semester 2	50	9

10. What are the requirements for progressing from each stage/year?

Students who successfully complete and pass all credits from the previous stage of study will be allowed to progress to the next stage.

11. Programme Aims:

The aims of the programme are:
Students can follow one of two degree 'pathways' within the Product Design programme, either B.Des or MEDes. Each of these programmes aims to produce highly skilled product designers with an international perspective, although the particular perspective will vary depending upon which degree pathway a student pursues.

Students on both pathways participate in the core programme at stage 1 and stage 2. This is where 'core' design skills are developed and students are also introduced to social sciences research methods and foreign language learning. Students apply for one of the pathways at the mid- year point of stage 2. This application is confirmed only after assessment at the end of stage 2. (Students on the MEDes pathway retain the option to rejoin the B.Des pathway (GSA) at both stage 3 and stage 4.)

The B.Des Honours degree aims to produce graduates capable of utilising social science research methods within the design process and engaging with design problems and opportunities through an engagement with the social context of use. The MEDes degree pathway focuses upon producing graduates who can combine a variety of educational and cultural experiences within their design process and can use these experiences to inform their design activities.

Pathway 1 leads to the B.Des Hons (Bachelor in Design) and aims to:

- equip students with the theoretical and practical design skills underpinning a personal design perspective, enabling them to operate successfully within a professional environment

Develop designers who can:

- innovate their thinking and practice to respond to emerging social, economic and technological challenges
- integrate social science content and research methods into product design practice.
- engage in design activity geared towards issues of a social and cultural nature
- demonstrate an informed, ethical and critical position regarding design practice and their role within it

- manifest their thinking as new, desirable and challenging products, services and experiences

Pathway 2 leads to the MEDes (Master of European Design) aims to:

- equip students with theoretical and practical design skills underpinning a personal design perspective, to operate successfully in cross-cultural and inter-disciplinary professional environments

Develop designers who can:

- adapt easily to different design & work environments including their national and cultural contexts.
- develop design outcomes in a cross-cultural and multi-faceted professional context
- grasp different theoretical or methodological paradigms and so extend their professional practice and contribute to the development of the discipline
- demonstrate an informed, ethical and critical position regarding design practice and their role within it
- manifest their thinking as new, desirable and challenging products, services and experiences

11.1 Year 1 Aims:

Stage 1: Making, Modelling and Using

Stage 1 is common to both the B.Des & MEDes pathways. It encourages students to develop an approach to study based on an engagement with context and forms of use. There is an emphasis upon 2D and 3D making, visualisation of ideas, an exploration of materials and form, and an introduction to concepts such as users, cultural context and social design. There is also an emphasis upon the forging of a cohort, of shared experience and through collaborative activity within and outside of subject domain; firstly through a 3-day team- building activity and, secondly, through a focus upon peer-learning and critique.

Stage 1 aims:

- To introduce the importance of the design process as the core methodology underpinning the practice of product design.
- To establish a broad understanding of product design as a discipline that encompasses artefacts, interactions, services and experiences.
- To emphasise the role that design plays in our engagement with people and things. To introduce a user-focused research approach to design practice.
- To highlight the value of critical observation in the analysis, representation and communication of artefacts and experiences.
- To develop a range of visualisation methods capable of representing and communicating the function, interaction with and use of designed artefacts by users.
- To develop collaborative-working skills alongside a capacity for autonomous, self-initiated progress.
- To introduce Design History & Theory studies related to Art and Design generally, and to the particular historical and cultural context of the Product Design profession.

11.2 Year 2 Aims:

Stage 2: Interactions & Experiences (rationale/aims)

This Stage is also common to both B.Des and MEDes courses and builds on the experience of Stage 1, further developing PD skills emphasising the context of *individual user* interaction and *cultural* patterns of use. The address to social context explored in Stage 1 is now structured

through the engagement with the research methods of the Social Sciences, particularly the ethnographic techniques associated with Anthropology and Sociology.

Stage 2 extends the introduction to the 'designing for experience' framework through a problematising of notions of 'the user' and the context of use or interaction with artefacts, services or experiences. This *thinking through making* approach is supplemented by the study of a foreign language, specialist input from the Forum for Critical Inquiry, based around the theoretical and professional definition of the discipline, and that defines Product Design at GSA with foreign language learning and a historical and critical engagement with contemporary cultural issues, especially as they impact upon the discipline of product design. As such, it provides the basis for student choices regarding overseas academic exchange (either B.Des or MEDes) and the professional opportunities that these will underpin in the future.

Stage 2 aims:

- To encourage deeper intellectual enquiry into the role of product design within contemporary society.
- To extend the application of user-research engagement techniques to explore and define more complex social situations.
- To introduce the concept of 'experience prototypes' as a means of communicating user-experience in
- situations where a working prototype is unfeasible, creating the possibility of generating user-feedback capable of being used to refine the design process.
- To develop a range of visual and narrative abilities appropriate to the communication of more complex design propositions.
- To introduce Computer-Aided Design (CAD) as a way of developing new techniques of thinking and making in 3-D.
- To offer opportunities for in-depth exploration of Historical & Critical studies in relation to Art and Design, and the contemporary role of designers – in particular the cultural role of objects as designed artefacts within the constitution of everyday life.
- To facilitate the attainment of linguistic skills that allows engagement with most everyday study, social and "survival" situations in French, German, Italian, Spanish or Portuguese.

11.3 Year 3 Aims:

B.Des/MEDes degree pathways:
Stage 3 sees students decided upon a degree pathway, either B.Des or MEDes, and this affects the style, form and nature of their learning experience. B.Des students will usually spend between 3 and 6 months on academic placement at a partner institution within the Product Design "Global Exchange network" (ranging from Vancouver to Kyoto to Melbourne). This allows the experience of a different educational, linguistic, national and design culture and an opportunity for reflection and comparison upon returning to GSA. Students return from term/semester exchange in time for either mid-year review or end of year assessment.

Students following the MEDes pathway will take up a one-year academic placement at one of the 6 partner schools (Cologne, Helsinki, Stockholm, Stuttgart, Paris, Milan) where they will follow the (Y3/Stage 3) equivalent of the course they would study were they still at GSA. Students retain the right to return to GSA and the B.Des pathway at any point prior to mid-year review in their fourth year. Progression from Y3 MEDes to Y4 MEDes and acceptance into the second one-year academic placement (agreed provisionally at the Spring workshop) is contingent upon a passing grade from the host institution. Failure to secure a passing grade requires a re-sit assessment and possibly, if this, too, is failed, a return to GSA and the B.Des degree pathway.

B.Des Stage 3: Culture, Context and Client

Stage 3 sees an engagement with the philosophy, research methods and tools of the social sciences, the pedagogic and reflective learning opportunities of the global academic exchange programme (see diagram below) and an emphasis upon professional practice and industry working standards through an extensive programme of 'live' projects with clients and design consultancies. The stage aims to bring an understanding of the different educational, cultural, professional and epistemological contexts within which contemporary product designers may be called upon to operate.

Stage 3 aims:

- To explore the application of the design process within a moral, political, ethical and economic context.
- To explore the network of social and organisational relationships that frame user-experience.
- To develop visualisation and process-mapping of complex problems and issues as a means of identifying product, service and experience design opportunities.
- To utilise "design thinking" as a tool for cultural and organisational change.
- To apply the methods, theories and knowledge of the social sciences in the generation of design outcomes.
- To develop a professional standard of project management, resolution and communication to an external audience/client.
- To allow the advancement of students' critical and analytical skills in historical and critical writing, and the initiation of self-directed research projects.

11.4 Year 4 Aims:

BDes Stage 4: Autonomy, Creativity, Expertise

The last stage of the B.Des degree pathway aims to help students to develop and display a greater degree of creative autonomy in the practice of product design. In addition to the 'core' practical skills gained in stages 1 and 2, or the exploration of the industrial, professional and trans-disciplinary context of product design practice within stage 3, stage 4 sees students encouraged to develop an individual style and practice. Students are encouraged to identify their relative strengths and weaknesses, particular practical and theoretical interests and professional aspirations. This means working towards developing an individual creative, theoretical and practice-based design process capable of demonstrating their mastery of the 'design for experience' approach to product design and the artefacts, interactions, services and experiences of which it is constituted.

Final year is structured around a process of increasing autonomy in terms of design philosophy, process and outcome: students move from an externally set brief, to a thematic area within which they designate an area of interest and formulate a brief, to an entirely autonomous 'self-initiated' project in which subject matter, brief and user-group and determined by individual students in consultation with their tutors.

Stage 4 aims:

- To demonstrate ownership and autonomy through self-directed exploration and individual creative expression within an environment of professional and peer-critique.
- To understand and deploy the design process as the synthesis of research, analysis, development and critique within the context of contemporary design practice.
- To construct and apply a research programme tailored to support a design project and its outcomes. To evidence the value of design in response to a given opportunity or problem.

- To produce both tangible design outcomes and communication to a professional level where their value to business, society and industry is explicit.
- To allow students the opportunity to discuss, analyse and critically reflect upon a social, cultural or design-related phenomenon through the writing of a product design dissertation.

11.5 Year 5 Aims:

Master of European Design (MEDes) in Product Design
Year 5 MEDes

Upon returning to GSA for MEDes Year 5, which aims to allow students:

- To build upon their exchange experiences in order to develop and express an individual design perspective in response to the international design community.
- To utilise their theoretical and practical design skills within a large-scale project and explore in depth a theme or topic of personal interest.
- To develop confidence in the articulation and communication of design outcomes and the thinking that underpins these.
- To achieve a professional level of aesthetic refinement in prototyping and presentation.
- To develop a design language that incorporates a written component.

12. Intended Learning Outcomes of Programme:

After full participation in and successful completion of the programme, students will be able to:

- Utilise their diverse pedagogical experience within an individual design practice as a means of formulating and responding to design challenges.
- Demonstrate a research-led, user-focused approach to social and cultural issues through the application of design process and skills.
- Display a historically-rooted and theoretically-inflected design process capable of being applied to artefacts, services or experiences.
- Negotiate and define a large-scale self-directed project that incorporates a thesis-based research element, research component and drives the design development of the 'studio' outcomes.
- Communicate the value of such a design process to an audience of designers, professionals and industry stakeholders.

12.1 Intended Learning Outcomes of Year 1

Knowledge and Understanding

- Communicate an understanding of the design process and its application
- Demonstrate an analytical understanding of the role of materiality, form, function and visual language within user engagement with designed products, interactions and experiences
- Convey an understanding of the difference between quantitative and qualitative approaches to research activity and the generation of research findings within the design context
- Demonstrate an understanding of the language and research methods of the social sciences, particularly the ethnographic approach, and their relevance when working with users and their interactions to design products, services and experiences

Applied Knowledge and Understanding

- Subject Specific Skills
- Observe, identify and communicate the user-interaction with products, services and experiences through the use of illustration, story-boarding or scenarios

- Provide evidence of the use of observational and analytical drawing in the analysis and communication of 3-dimensional forms and structures
- Demonstrate the use of drawing and model-making as a means of developing and testing concepts with regard to materials, scale and appropriateness for use
- Communicate the relevance of research findings produced through the application of social science research methods to the design process and the development of project outcomes
- Locate and describe creative practice within historical, theoretical and current cultural contexts

Professional Practice: Communication, Presentation, Working with Others
- Transferable Skills
- Engage with user-groups to identify a design opportunity to generate a design concept capable of garnering user-feedback and utilise this within the design process
- Generate a personal portfolio reflecting individual work and communicating involvement within collaborative projects

12.2 Intended Learning Outcomes of Year 2

Knowledge and Understanding
- Explore and communicate the complex social situations that shape the experience of products
- Communicate an understanding of how knowledge is produced and communicated using the language and methods of social science, particularly the ethnographic approach

Applied Knowledge and Understanding
- Subject Specific Skills
- Use experience prototypes and visual communication strategies to convey an understanding of 'interaction' and 'experience' within design practice
- Demonstrate an understanding of the basic principles of interaction/interface technologies (Speckled Computing, Arduino, video) and deploy them during the sketch-modelling and design of user interactions or experiences
- Apply 3-D CAD modelling (Rhino) and understand its role in Advanced Prototyping technologies (FDM/CNC/laser-cutting)
- Display the ability to analyse the relationship between people and things using the language of social science
- Demonstrate the application of the knowledge, methods and approaches of the social sciences within the design process as a means of generating concepts and reefing/developing prototypes through user-testing

Professional Practice: Communication, Presentation, Working with Others
- Transferrable Skills
- Apply user research within the manufacture of experience prototypes as employed in a professional/industrial context (interface, branding/packaging etc)
- Demonstrate a capacity for acquiring and utilising a foreign language competence capable of supporting academic exchange at a foreign institution or industrial placement

12.3 Intended Learning Outcomes of Year 3

Knowledge and Understanding
- Explain and communicate the value of strategic- and systems-thinking within the design process and its role in re-defining service/system provision, engagement and use (covering the stakeholder/supply chain)

- Demonstrate an appreciation of the different theoretical traditions within social science and the methods of generating research findings associated with these through their use within design projects

Applied Knowledge and Understanding
- Subject Specific Skills
- Acquire, critique and employ the design approaches and techniques of industry professionals within specified project/organisational contexts
- Demonstrate an understanding of form, materials and visual language as product qualities appropriate to function, use and interaction
- Demonstrate a broad understanding of the research methods of the social sciences, [particularly the ethnographic approach, and their relevance to designers in pursuit of data relating to users and their interactions with products, services and experiences
- Incorporate the use of social science theory and its lexicon within an appropriate design outcome

Professional Practice: Communication, Presentation, Working with Others
- Transferrable Skills
- Visualise complex processes, problems and interactions that demonstrate the link between design research and the identification of design insights or opportunities and their resolution across a variety of contexts
- Translate design research and its insights into design outcomes (products, services and experiences) that are co-designed with producers/providers, user/consumers and support organisations and capable of implementation by clients
- Exhibit client management skills and an understanding of professional/industrial standards to produce design outcomes, products, services and experiences, that communicate the value of these within a range of value regimes (user-interaction/interface, system/service provision, quality/cost of manufacture etc)
- Communicate an understanding of the critical use of social scientific, analysis of designed goods, service and interactions within contemporary culture

12.4 Intended Learning Outcomes of Year 4

Knowledge and Understanding
- Identify and demarcate a distinct area of interest, conduct contextual and user research within this area and define a personal brief that allows for the application of the design process and its resolution as product, service or experience
- Demonstrate an understanding of social science methods, particularly the ethnographic approach, and the manner in which a combination of methods and research tool can inform the generation of multi- casual/factor data and its relevance to the design process
- Offer a critical and reflective analysis of social, cultural or theoretical issues through the writing of a dissertation

Applied Knowledge and Understanding
- Subject Specific Skills
- Demonstrate analytical rigour and commitment to experimentation in the development of concepts, prototypes and outcomes
- Communicate design outcomes within a variety of formats (competition sheets, “viva” or pitched presentation, standalone/exhibit), through the appropriate use of 2-D, 3-D and 4-D computer packages and advanced prototyping techniques commensurate with the expectations of the Product Design industry and valued by other professions

Professional Practice: Communication, Presentation, Working with Others

- Transferrable skills
- Display a capacity to visualise, communicate and outline a design response to complex problems, multiple-user scenarios and client/user expectations and interactions
- Utilise the design process, underpinned by a focus upon user- experience, to manage a project from definition of brief to conclusion; including identifying ambitions, opportunities, stakeholders, milestones, deliverables and allocation of time and resources
- Illustrate the integration of social science research methods within the refinement and development of prototypes through a user-testing process that involves multiple types or groups of user

12.5 Intended Learning Outcomes of Year 5

Knowledge and Understanding

- Demonstrate a research-led, user-focused approach to social and cultural issues through the application of the design process
- Evidence the ability to research an area of contemporary social life and translate this into an area of investigation for designers
- Display an understanding of the key components, specifications and milestones of a design project and communicate these to a design audience

Applied Knowledge and Understanding

- Subject Specific Skills
- Display a historically-oriented and theoretically-inflected design process capable of being applied to artefacts, service or experiences
- Produce a design outcome to a professional level of refinement and resolution in order to engage a wide audience

Professional Practice: Communication, Presentation, Working with Others

- Transferrable Skills
- Negotiate, define and defend large-scale, self-directed project comprising a written thesis, research component and designed outcome
- Provide evidence of the integration between the written element, research work and design outcomes within your major project submission
- Communicate the value of your design process and its outcomes to an audience of designers, academics and industry stakeholders through a verbal and written presentation
- Critically evaluate design outcomes relative to the criteria specified within a project brief

13. Learning and Teaching Approaches:

Teaching/Learning Methods for Achieving Outcomes

(A) Knowledge and Understanding

- directed study
- self-directed study
- work in progress appointment
- one to one guidance and group guidance
- group work/group tutorials
- lecture
- seminar

- Critique
- progress review
- self evaluation / staff evaluation

(B) Practice: Applied Knowledge and Understanding
- technical demonstration
- directed study
- self-directed study
- one-to-one guidance / group guidance
- group work / group tutorials
- lecture
- seminar
- critique
- progress review
- self evaluation / staff evaluation
- work in progress presentation
- formal presentation

(C) (Generic) Cognitive Skills
- directed study
- self-directed study
- one-to-one guidance and progress check
- lecture
- seminar
- critique
- progress review
- self evaluation / staff evaluation
- work in progress presentation
- formal presentation

(D) Communication, ICT and Numeracy Skills
- directed study
- self-directed study
- work in progress appointment (recorded)
- one-to-one guidance and progress check
- group work / group tutorials
- progress review
- self evaluation / staff evaluation
- work in progress presentation
- formal presentation
- ICT and Library Induction

(E) Autonomy, Accountability and working with others
- directed study
- self-directed study
- work in progress appointment (recorded)
- one-to-one guidance and progress check
- group work / group tutorials
- seminar progress review

- self-evaluation / staff evaluation / peer evaluation
- work in progress presentation
- formal presentation

14. Assessment Methods:

Assessment and progression within the discipline-based subject is weighted towards studio practice through formative review of project work and Mid-Year but is complemented by written and presentational work (DH&T), which may be either formative or summative. Social Science is also subject to formative review (project) and summative assessment (end of year). The credit weighting of each year in courses (of 10 & 20 credit multiples) is available in the handbook and year briefing document as appropriate.

Integrative Assessment
This principle is used in both formative and summative assessment.

Formative Assessment

Engagement with formative assessment is a mandatory requirement.

Ongoing work is monitored in and recorded regularly by staff against the level learning outcomes and set assessment criteria for each stage of the programme and relayed as feedback. Formative Assessment normally takes place in January/February at the Mid-Year Review (MYR).

Formative assessment offers constructive and supportive review of ongoing performance, identifies strengths and weaknesses and affords guidance on future direction. A 'Cause for Concern' can be issued at any point: this highlights any performance concerns and/or risk of failure alongside required 'Actions' with a view to helping students raise their performance prior to summative assessment.

Summative Assessment

Summative assessment evaluates individual performance in any and each course for the Stage (Year) in its entirety. Student work submitted for summative assessment is measured against the level learning outcomes and set assessment criteria for each stage of the programme. This Summative Assessment takes place in May/June (except where otherwise specified, such as the Year 1 "cross- school project" course.

15. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:

Art and Design: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16

16. Additional Relevant Information:

There are dedicated library holdings based around product design, social sciences and the contemporary philosophy of design as it relates to contemporary culture held within the GSA library. These are either circulated as part of a general reading list (course/year handbook) or, where appropriate) as part of project reading lists.

Mac computers are situated in the PD studios to provide the relevant software (3-D CAD) you will require when studying PD at GSA. These IT facilities are supported by Technical Services.

International Exchange [relevant to BDes (Hons) Product Design only]

Students may be able to undertake a period of exchange with one of our international partner institutions. International exchanges will normally take place in Stage 3 of study and will normally be for the duration of one Semester (15 weeks) either Semester 1 or Semester 2.

In order to be eligible for consideration for international exchange the student will normally have achieved a minimum grade of C3 in the formative studio component. Where a student has not met the level of attainment specified but can make a case under 'Good Cause', the Programme Leader can consider their application and discretion may be exercised.

Students who are interested in going on international exchange are advised to attend the departmental briefing session which will be arranged by the Exchanges Officer. Following on from that briefing session, students should discuss their application with the Programme Leader with a view to gaining approval sufficiently in advance of exchange application deadlines. Should a student be granted approval to go on international exchange they must complete and submit for the Programme Leader's approval a Learning Agreement which outlines their programme of study and credit transfer relative to their studies on exchange.

Students must negotiate with the Programme Leader any differences between start and end dates of GSA's Semester and the exchange period and agree how this will be managed – to ensure that the terms of the Learning Agreement are met without impacting upon study of GSA courses, either prior to or post the exchange period.

On completion of the exchange the transcript provided by the partner institution must evidence and confirm study undertaken, as per the Learning Agreement, at which time associated credits will be transferred.

In exceptional cases, students may request that an exchange be extended. However, permission must be granted by the Board of Studies in advance.

THE GLASGOW SCHOOL OF ART	**Contingency Actions Pro Forma**

Programme Leader:	Irene Bell
Programme Title:	Product Design
School:	Innovation

1. Summary of amendments to Programme Specification for 2021/22 as a result of COVID-19 and list of Academic activities affected:

A review and assessment of the Programme and course specification documents has been undertaken and it has been determined that **the ILOs remain achievable**, so there will be no change to the Programme and Course Specification for 2021/22. This assessment originally drew upon the GSA Covid 19 Handbook for academic session 20/21 and the relevant Equality Impact Assessment produced. It also incorporates the collective experience of student cohorts generated by a year of blended delivery (20-21) and the effectiveness of the adaptations and processes instituted during this period. This document is premised on the guidelines provided by the Scottish Government with regard to social distancing, which will determine and inform the ongoing nature of access to the campus.

In response to the conditions brought about by the COVID-19 pandemic public health requirements, the Programme will align with the GSA's Institutional approach and will be delivered using a blended model during academic session 2021/22. This will combine digital delivery of asynchronous and synchronous sessions (recorded and live materials), in addition to access to studio and campus facilities as permitted by public health guidance. This means that modes of learning, teaching and assessment will be configured to ensure that a high standard of educational provision will operate, regardless of the conditions imposed by any further COVID-19 lockdown phase and the public health recommendations required by the Scottish Government. A range of on-line platforms and studio-based activity will be in place, as the means by which all teaching, learning and assessment activity will be conducted. Students will continue to have personal access to Zoom, Miro, Padlet and Adobe Suite, with the primary mode of communication, submission and learning resources online being Canvas. Access to GSA's Digital Inclusion initiative will also be foregrounded to ensure that all students may access requisite information technology or computing power.

Academic activities that would ordinarily take place in the studio (or campus), such as reviews, presentations and briefings, can equally be delivered on-line using the digital platforms previously mentioned (and augmented by additional digital materials). There will be controlled access to studios, library and workshops, with many resources accessible on-line, as permitted. Where the possibility of safe, group and face to face teaching sessions exists these will be pursued, however, public and personal safety will be the over-riding criterion. In response to the current public health needs, the understanding of 'studio' has been expanded to imply a practice, rather than simply a physical place, meaning that 'studio practice' can be conducted in your own living space, outdoor environments and within the campus at GSA. This will continue to be supported by asynchronous materials hosted online, much of which will be subtitled and transcribed. Engagement with lecturers and tutors will be timetabled by appointment via digital tools, such as Zoom or Virtual Classroom and face to face teaching.

We anticipate that teaching from September '21 **may permit greater access to campus for teaching and utilisation of on-site resources, BUT that we remain dependent on a blended approach to the curriculum until the pandemic is declared at an end by Scottish Govt**, or social distancing limitations reduced. This means that whilst there may be a fuller range of "on campus" (Garnethill/ Forres) teaching activities and resource access, there will, nonetheless, remain some teaching that is facilitated online, as appropriate or mandated. This mix is called 'blended learning and teaching' and builds upon experience of staff and students during academic session 20-21.

Exchange will take place if GSA view it as safe and the accepting institutions permit it. In the case of MEDes a workaround for the mandatory year-long placement has been agreed and can be used, if required.

In addition to the programme specification the **COVID-19 Response Student Guide** outlines the overarching principles the GSA has established to ensure that in the current COVID-19 context, learning remains the priority and is adapted in the light of changes to the public health demands resulting from the pandemic. You can read the guide here.

2. Details and outcomes of consultation with students regarding the changes detailed in question 1:

At Programme level, as in session 20/21, students will continue to be consulted through formal mechanisms, such as SSCC/School Forum, Lead rep and student liaison sessions, as well as at an institutional level through monthly updates on the GSA website and student intranet. Further, the PL and Lead rep have agreed a weekly catch-up session that charts and responds to student sentiment and experience. In addition, regular drop-in sessions across all year groups will offer an open dialogue designed to support the student experience and respond quickly to issues raised. As part of an ongoing process, this feedback will inform how we adapt our processes going forward.

This increased level of dialogue has also informed reflection upon curricular delivery, which will shape project-level planning for 21-22. This will acknowledge "zoom fatigue," a desire by students for outdoor activities to accompany digital learning where studio access is limited, and the consequences of increased digital delivery for student well-being and mental health. Specifically, working with student Reps, the focus upon "studio culture" and related etiquette has been foregrounded to facilitate a social and socialised experience of learning. The student Rep reporting of individual isolation and the need to support and underpin group/collaborative work has also been incorporated, especially where digital facilitation means spanning several timezones.

3. Details of consultation with External Examiners and PSRBs regarding the changes detailed in question 1:

The potential for a Blended mode of curriculum delivery and its likely implications for remote/online engagement, changed patterns of studio utilisation and need for increased investment in digital tools was discussed with External Examiners during their visit in May 2020. The student experience was also reviewed at the External Examiners' "interim visit" in February 2021 – measured against work submitted for Indicative Review and Grading.

In the initial discussion with the External Examiners it was acknowledged that a blended approach would be challenging and require a significant shift to on-line teaching and learning approaches. This would be supported by additional investment in software platforms and practices (Adobe, Padlet, Miro and Zoom). However, constraints imposed by social distancing measures would also create

opportunities to explore different modes of practice and delivery, mirroring emergent industry practices. As a result of the training and up-skilling staff undertook in preparation for session 20/21 and the subsequent rolling out of these digital tools through session 20/21, we are better equipped to develop a blended curriculum ahead of session 21/22.

External examiners were updated in February 2021, during their interim visit, where they met with both staff and students. They were updated on the adaptations to curriculum delivery and were invited to view the work of our Final Year (Y4/Y5) students in the digital WIP show at mid-year Indicative Review. Digital exhaustion was a shared concern, particularly its potential to impact upon the health and wellbeing of both staff and students. Our EEs were also informed about the mitigation given to Year 4 students in the form of a week's group extension for the submission of the final year PD student dissertation (aligned to institutional practice).

4. Details of how the changes detailed in question 1 meet the requirements of the Public Sector Equality Duty and how any potential for negative impact for students from protected characteristic groups has been or will be mitigated.

In this document, reference was made to the Blended Learning Equality Impact Assessment summary (2020) and the evolution of a fully blended approach produced by GSA's Digital Steering Group in response to the COVID 19 situation. The Blended approach outlines the shift to a combination of on-line teaching and learning with studio based, face to face teaching, and its potential impact on students from protected characteristics groups, both positive and negative.

A blended model of delivery creates different levels of impact on students, and this requires due consideration to students from protected characteristic groups, which shapes the experience, nature and degree of participation for certain individuals.

Support for students to work flexibly will be incorporated into orientation and revised and expanded academic induction programme, and throughout the academic year in dialogue with cohorts and their representatives. Staff continue to develop the capacity and opportunities afforded by a range of digital platforms and tools in order that they can better support students with on-line learning, teaching and assessment.

There is potential for negative impact on students where disparity may exist in the levels of access to digital equipment and internet connectivity - this is referred to in the Blended Learning EIA summary report as "Digital Inclusion". Through the development and delivery of curriculum, the needs of individual students will be identified, and appropriate resources made available where possible, this includes access to additional IT provision both within the campus and off-site.

A flexible approach to the production of project outcomes/deliverables will again be incorporated within the learning and teaching materials to ensure that the ILOs are achievable for all students (regardless of degree of campus access). Much of the curriculum relies on desk-top modelling as the means to test and explore ideas. Consequently, students will be provided with guidelines to help them establish this capacity from home and will have access to a/synchronous materials to support them in this activity. Students may well have controlled access to the studio, which will also provide space in which to work and access to light making tools and equipment. This will be augmented by Technical Services provision, either by the Click'n'Collect service or access that echoes pre-pandemic utilisation, if permitted.

In consultation with students, a programme of student-led, staff supported, extra-curricular events and activities will be developed to encourage a sense of community and studio culture. With a

lessening of social distancing measures, there will be greater scope to develop studio culture and build on the formation of a community.

Consultation with students and staff team will continue through the delivery of the blended learning model to monitor the student experience and identify issues as they arise. The Personal Tutor scheme will continue to operate as it has done before, ensuring that each student (across all years) has access to a named tutor who can offer support and guidance. This also includes all exchange students (and MEDes).

The consultation with students throughout the 20/21 session with the L&T group, SSCC, Lead rep and student rep liaison sessions will inform the development of curricula in the coming session 21/22 ensuring that experience gained is incorporated in the design and delivery of curricula.

Name of Convenor of Board of Studies:	Prof Gordon Hush
Date of Board of Studies Approval:	10 May 2021
Name of Convenor of PACAAG:	Prof Vicky Gunn
Date of PACAAG Approval:	2 June 2021

Following approval by Board of Studies and PACAAG, the pro forma will be published with the Programme Specification as an addendum.