

**Glasgow School of Art Programme Specification**

**Programme Title: BA (Hons) Textile 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:**

<b>Programme Title</b>	BA (Hons) Textile Design
<b>HECOS Code</b>	100051/100783
<b>School</b>	School of Design
<b>Programme Leader</b>	Jimmy Stephen-Cran
<b>Minimum Duration of Study</b>	48 months
<b>Maximum Duration of Study</b>	72 months
<b>Mode of Study</b>	Full-time
<b>Award to be Conferred</b>	BA (Hons) Textile Design
<b>Exit Awards</b>	Year 1 – Certificate of Higher Education Year 2 – Diploma of Higher Education Year 3 – BA Textile Design Year 4 – BA(Hons) Textile Design
<b>SCQF Level:</b>	7-10
<b>Credits:</b>	480

<b>Academic Session</b>	2021-22
<b>Date of Approval</b>	PACAAG July 2020 (updated UPC September 2020)

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

<b>7. Entry Qualifications</b>	
<b>7.1 Highers</b>	Standard: ABBB, including a literate subject Minimum: BBCC, including a literate subject
<b>7.2 A Levels</b>	Standard: ABB and GCSE English at A/7 grade or above Minimum: Minimum BBC GCSE English at A/7 grade or above
<b>7.3 Other</b>	Fine Art and Design, and Product Design 30 points overall in the IB Diploma, including 5 in 3 subjects at Higher Level, normally including English and Visual Arts or Design Technology. Students not presenting English at grade 5 or above at Higher Level will be required to submit IELTS.  Applicants are required to submit a portfolio of work. Portfolio guidelines are available at <a href="http://application.gsa.ac.uk">http://application.gsa.ac.uk</a> > Design Admission Guidelines.

<b>7.4 English Language Requirements</b>	<p>All students will have to provide evidence of English language proficiency when applying.</p> <p>International Students</p> <p>Students who require a Tier 4 visa to study in the UK must meet one of the following requirements in order to gain entry:</p> <ul style="list-style-type: none"> <li>• IELTS for UKVI Academic with an overall score of 6.0 with a minimum of 5.5 in all components;</li> <li>• 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.</li> </ul> <p>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.</p>
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### 8. Programme Scope:

The purpose of the programme is to create assured and specialised textile design graduates with clear individual and creative identities, prepared for industry employment, self-employment and postgraduate study in local and global contexts.

Students acquire, practice, integrate, extend and challenge the application of hand-produced work, craft skills, traditional processes and digital technology utilisation. Research and exploration are central to the design process. Individual creative development is fostered in parallel with opportunities for departmental and cross-disciplinary collaboration. The curriculum is underpinned by studio-based activity, industry-focused and live projects to support work-related learning. Students become self-aware and reflective practitioners possessing professional skills, entrepreneurial abilities and understanding of ethical matters relevant to the discipline. Critical, historical and cultural studies run alongside studio-based projects.

Textile Design study at GSA provides the means to examine the perimeter of a subject in depth.

Textile Design is concerned with the design of cloth for interiors and fashion. There are two broad areas of textile design known as 'structure' and 'surface'. Structural textiles include woven and knitted textiles where the structure and pattern of the cloth is formed from and by using yarn or thread. Surface textiles include printed and embroidered textiles where pattern and interest is applied to the surface of an existing cloth using a variety of methods and processes. Textile Design permits the study of woven, knitted, printed and embroidered textiles prior to in depth study of one of these specialisms in Years 3 and 4.

### 9. Programme Structure:

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Year 1	Credits	SCQF Level
UTXT101 Studio 1	80	7
UCOLAB1 Co-Lab 1	20	7
UCOLAB2 Co-Lab 2	20	7
<b>Total</b>	<b>120</b>	
Year 2		
UTXT201 Studio 2	80	8

UXDE202 Design Domain 2	20	8
UDHT2WWD DH&T 2: Worlds and Words of Design <sup>1</sup>	20	8
<b>Total</b>	<b>120</b>	
<b>Year 3</b>		
UTXT301 Studio 3	80	9
UXDE303 Design Domain 3	20	9
UDHT3CTD DH&T 3: Concepts and Territories of Design <sup>2</sup>	20	9
<b>Total</b>	<b>120</b>	
<b>Year 4 (Essay)</b>		
UTXT401 Studio 4 (Essay)	100	10
UDHT4EE DH&T 4: Essay or UDHT4CR DH&T 4: Curatorial Rationale or UDHT4CJ DH&T 4: Critical Journal	20	10
<b>Total</b>	<b>120</b>	
<b>Year 4 (Dissertation)</b>		
UTXT407 Studio 4 (Dissertation)	80	10
UDHT4D DH&T 4: Dissertation or UDHT4ECJ DH&T 4L Extended Critical Journal or UDHT4ECR DH&T 4: Extended Curatorial Rationale	40	10
<b>Total</b>	<b>120</b>	
<p><sup>1</sup> Where there is a requirement for a student to commence and exit a programme during the same semester, for example exchange students, the student will study an associated 10 credit course.</p> <p><sup>2</sup> Where there is a requirement for a student to commence and exit a programme during the same semester, for example exchange students, the student will study an associated 10 credit course</p>		

#### 9.1 Programme Structure – Exchange In/Exchange Out/Study Abroad:

Year 2	Credits	SCQF Level
<b>Year 3</b>		
UTXT323X Studio 3 Income Exchange and Study Abroad	40	8
UXDE302X Design Domain 2 (Study Abroad/Incoming Exchange)	10	8
UDHT2WWDS1 Worlds and Words of Design (Semester 1)	10	8
UDHT2WWDS2 Worlds and Words of Design (Semester 2)	10	8

#### 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 overall aim of the BA (Hons) Textile Design programme is to create assured and highly specialist graduates (expert in either printed, knitted, woven or embroidered textiles) with clear and individual creative identities who are able to position themselves and their ideas with knowledgeable authority and are equipped to enter practice, employment or postgraduate study.

#### **11.1 Year 1 Aims:**

##### Level 1: Grounding

The Aims of Level 1 are to:

- provide a range of set project briefs that allow students to investigate a variety of approaches to research, drawing, colour, exploration of ideas and outcomes
- exercise a degree of independence in carrying out set project work using a broad range of approaches to create individual responses
- Introduce the fundamental steps of the creative design process associated with Textile Design
- Introduce the fundamental technical skills and processes associated with Textile Design specialisms and introduce students to safe working practices in the studio and workshops
- convey and present ideas in a coherent manner through visual, verbal and written means.
- use standard IT applications to process and obtain a variety of information
- provide project briefs that have structured time tables that assist students in developing good study and time management skills
- introduce the notion of self evaluation and analysis of work and working process

#### **11.2 Year 2 Aims:**

##### Level 2: Underpinning

The Aims of Level 2 are to:

- provide project briefs which facilitate the development of essential core design skills; primary and secondary research, drawing and working with colour, which will support specialist discipline design development
- encourage students to exercise initiative when responding to project briefs; developing personal concepts, individual approaches to research, drawing and colour proposed solutions
- provide the opportunity to undertake a project encompassing the key stages of the design process associated with Textile Design subject specialisms
- facilitate the acquisition of a broad set of technical skills and processes associated with the specialist area and develop safe working practices.
- provide the opportunity to convey specialist information to a range of audiences for a range of purposes
- use IT and CAD to gather information, explore and present ideas
- promote increased independence and encourage students to organise their time and prioritise work in relation to resources and deadlines
- provide the opportunity for self reflection and evaluation

#### **11.3 Year 3 Aims:**

##### Level 3: Contextualisation

The Aims of Level 3 are to:

- provide a range of project briefs that allow students to explore different textile contexts
- provide the opportunity to discuss and consider ethical or professional issues raised by the discipline
- encourage the development of subject specialist and individual approaches to concept development, research, drawing, colour, design exploration and the resolution of work in response to set project briefs
- provide the opportunity to undertake a live project and work to a client or competition brief which encompasses the key stages of the design process
- extend, develop and adapt subject specialist technical skills in relation to processes, materials and finishing relevant to project work
- provide the opportunity to present work formally and informally to a range of audiences
- provide opportunities to use a range of IT and CAD applications to support and enhance work
- emphasise the importance of self motivation and increased responsibility for own learning and time management while working with suggested timelines within projects
- provide the opportunity for self reflection and evaluation and facilitate the critical reflection of work and working process

#### **11.4 Year 4 Aims:**

Level 4: Expertise

The Aims of Level 4 are to:

- provide a framework to assist students in defining, planning and implementing a self-directed project for a specialist and specified Textile Design context
- encourage students to take into account any ethical or professional issues raised by the discipline or by their own project
- support individual approaches to research, drawing, concept development, design exploration and the resolution and manufacture of a Textile Design collection, within the framework of the programme/Year 4 Project Proposal
- enable students to explore, challenge and consolidate in-depth subject specialist skills and knowledge relating to their particular specialism
- equip students with the skills to present a body of work/portfolio in preparation for assessment and upon graduation, for practice, employment or further academic study
- provide the opportunity for students to present work and communicate ideas via visual, verbal and written means
- provide opportunities to use appropriate digital technologies to support and enhance specialist work
- emphasise the importance of self motivation, working independently, managing time and resources and being able to critically reflect upon and identify strengths and weaknesses in own work and working process and to provide the opportunity for self evaluation

#### **12. Intended Learning Outcomes of Programme:**

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

- demonstrate in-depth subject skills and knowledge (intellectual, creative and technical) in a specialist Textile Design subject specialism
- identify, define, analyse and challenge the characteristics of a Textile Design subject specialism and present and communicate findings and solutions purposefully

- produce creative responses to project briefs and identify, define and deliver self-directed project(s)
- present a body of work/portfolio in preparation for assessment, and upon graduation, for practice, employment or further academic study
- demonstrate an informed understanding of the design process, offering personal insights and specialist interpretations of how a Textile Design collection can be conceptualised, developed and realised
- recognise their individual creative identity and locate an appropriate Textile context for their skills and ideas
- convey an understanding of the theories, concepts and principles (including historical, cultural and contextual) associated with the subject discipline, which influence and provide a context for the future development of Textile Design
- demonstrate the professional skills and qualities required for continued professional and creative development including initiative, autonomy, objective judgement and decision making, communication, working with others, time and resource management and safe working practices
- manage the organisation of work in relation to resources and deadlines
- communicate with and make formal presentations to a broad range of informed and professional audiences
- use appropriate technologies, both analogue and digital, to support and enhance design investigation and conclusions

### **12.1 Intended Learning Outcomes of Year 1**

#### Knowledge and Understanding

- an outline knowledge of the fundamental characteristics of Textile Design subject specialisms
- an understanding of the fundamental creative processes and methods associated with Textile Design
- an outline knowledge of the design contexts associated with Textile Design
- an understanding of the accepted theories and principles associated with Textile Design

#### Applied Knowledge and Understanding

- fundamental practical skills and processes associated with Textile Design
- a range of set projects investigating aspects of research, collaboration, exploration and outcomes
- awareness of the contexts associated with Textile Design

#### Professional Practice: Communication, Presentation, Working with Others

Students should also be able to:

- present, evaluate and reflect upon ideas familiar to the discipline of Textile Design
- use a range of approaches to create responses to and answer set project briefs
- convey ideas in a structured and coherent form
- use a range of forms of communication effectively
- use standard applications to process and obtain a variety of information
- use standard formulae for making numeric calculations and measurements, exercise a degree of independence in carrying out set project work
- manage organization of work within set deadlines
- take account of health and safety regulations and develop safe working practices, work under guidance with a range of qualified practitioners
- work with others in developing awareness of the broader subject of design in relation to Textile Design

## 12.2 Intended Learning Outcomes of Year 2

### Knowledge and Understanding

- a working knowledge of the differing characteristics and practices associated with a range of Textile Design subject specialisms
- an understanding of the key stages of the design process associated with Textile Design
- a broad knowledge of a range of design contexts associated with subject specialist Textiles
- an outline knowledge and understanding of some core theories, principles and concepts associated with Textile Design

### Applied Knowledge and Understanding

- a range of skills, processes and materials associated with the different Textile Design subject specialisms
- a range of set projects with an emphasis on skill acquisition across the different Textile Design subject specialisms
- the application of skill acquisition to familiar Textile Design contexts

### Professional Practice: Communication, Presentation, Working with Others

Students should also be able to:

- undertake analysis, evaluation and synthesis of ideas and matters associated with the different Textile Design subject specialisms
- use a range of approaches to create responses and solutions to defined project briefs
- evaluate responses and solutions to the different Textile subject specialisms
- convey specialist information to a range of audiences and for a range of purposes
- use a range of standard applications to process and obtain subject discipline information and for image manipulation
- work with formulae for making subject specific numeric calculations and measurements
- exercise initiative in carrying out and interpreting set project work
- manage organization of work in relation to resources and deadlines
- take account of health and safety regulations in studio and workshop practice and continue to develop safe working practices
- continue to work under guidance with a range of qualified practitioners
- work with others in developing a broad understanding of the wider discipline of Textile Design
- take account of broad discipline matters including any ethical or professional issues raised by the discipline

## 12.3 Intended Learning Outcomes of Year 3

### Knowledge and Understanding

- a broad knowledge of the scope and practice characteristics of a particular Textile Design subject specialism
- an understanding of the design process specific to a subject specialism and how it can be applied to different Textile Design contexts
- a broad knowledge of potential design contexts for subject specialist Textile Design practice
- an understanding of selected theories, concepts and principles associated with Textile Design

### Applied Knowledge and Understanding

- a selection of the key processes, materials, practical and technical skills associated with a particular Textile Design subject specialism
- a range of subject specialist projects of research, exploration and outcomes
- a range of subject specific Textile Design contexts

Professional Practice: Communication, Presentation, Working with Others

Students should also be able to:

- undertake analysis, evaluation and synthesis of ideas, concepts and matters raised by a subject specialist Textile Design discipline
- identify and analyse subject specific Textile matters
- draw on a range of sources to make objective judgements
- make formal and informal presentations to a range of audiences about specialist Textile Design matters
- use a range of IT applications to support and enhance work
- test formulae and develop individual skills in making subject specific numeric calculations and measurements
- exercise autonomy in carrying out and interpreting set project work
- manage time and resources in relation to set project briefs
- continue to take account of health and safety regulations in studio and workshop practice and adhere to safe working practices
- work under guidance with qualified and/or specialist practitioners
- work with others in developing a subject specialist understanding of Textile Design
- deal with subject specialist matters including any ethical or professional issues raised by the discipline

**12.4 Intended Learning Outcomes of Year 4**

Knowledge and Understanding

- specific knowledge relating to the characteristics, terminology and practices of a particular Textile Design subject specialism
- an informed understanding of the design process and how a Textile Design subject specialism is developed using a range of research, exploration and interpretation methodologies and approaches
- an informed knowledge of design contexts for individual, subject specialist Textile Design interests
- informed understanding of the theories, concepts and principles (including historical, cultural and contextual) associated with individual Textile Design interests

Applied Knowledge and Understanding

- subject specialist processes, materials, practical and technical skills associated with individual Textile Design interests
- a self-defined subject specialist project of research, exploration and outcomes which reflects individual Textile Design interests
- a defined, subject specialist Textile Design context

Professional Practice: Communication, Presentation, Working with Others

Students should also be able to:

- Identify, define, conceptualize and analyse individual, subject specialist Textile Design interests
- offer insights and specialist interpretations and solutions to matters raised by individual Textile interests
- review and consolidate knowledge, skills, the practice and thinking associated with individual, subject specialist Textile Design interests
- demonstrate individuality and judgement in dealing with subject specialist Textile Design interests



- make formal presentations to informed audiences about specialist Textile Design matters
- communicate with professional level peers, senior colleagues and discipline specialists
- use a range of digital technologies appropriately to support and enhance specialist work apply and practice individual skills in making subject specific numeric calculations and measurements
- exercise autonomy and initiative in undertaking self-directed project work manage time and resources effectively in relation to self-directed project work
- continue to take account of health and safety regulations in studio and workshop practice and adhere to safe working practices
- work effectively under guidance in a peer relationship with qualified and/or specialist practitioners
- work with others in developing a critical position as an individual Textile practitioner and contribute to on-going studio debate
- deal with complex subject specialist matters including any ethical or professional issues raised by the discipline

### **13. Learning and Teaching Approaches:**

#### Briefing

This takes place at the beginning of a project or a course. The brief is discussed and this is an opportunity for students to ask questions and to clarify aspects of the project or course.

#### Tutorial

A reflective and critical discussion to provide feedback about work in progress. This may take place on a one-to-one basis with staff or involve a group.

#### Group Meeting

An organisational meeting between staff and students or students and students, relevant to a project or event.

#### Review

The presentation of work in progress or completed work. This may take place on a one-to-one basis with staff or involve a group. External parties may be present if relevant to the project.

#### Induction

An introduction to a resource.

#### Lecture

A formal presentation given by staff or visiting speaker.

#### Technical Demonstration

Learning through the observation of a technical process normally demonstrated by a member of technical staff.

#### Technical Workshop

Learning through the observation and practice of a technical process.

#### Pastoral Appointment

A meeting available to students with a member of academic staff to discuss issues of a personal nature or relating to general welfare which may be effecting their academic progress. Pastoral

appointments are timetabled for all new students within the department. Appointments can also be arranged with staff as necessary.

#### Tutorial Feedback Note

Staff will record key areas of discussion with students focusing on the development of their studio work. Students are expected to record their own notes of the discussion that takes place.

#### Peer Evaluation

Completed by a student about another student in relation to group tasks within a project.

### **14. Assessment Methods:**

#### Formative Assessment

On-going work is monitored and recorded regularly by staff against the level learning outcomes and set assessment criteria for each stage of the programme. Formative assessment offers constructive and supportive review of on-going performance, identifies strengths and weaknesses and gives advice 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'.

Engagement with formative assessment is a mandatory requirement.

#### Summative Assessment

Summative assessment evaluates individual performance for the stage in its entirety. Final submission work is assessed against the level learning outcomes and set assessment criteria for each stage of the programme. The final grade is determined by aggregation of grades for each course and is issued by Registry.

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

QAA (2017) Subject benchmark statement – art and design.

[https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781\\_16](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16)

### **16. Additional Relevant Information:**

#### Project Briefs

Briefs are dyslexia-friendly and use plain language (therefore clearer to all students). Academic and support staff contact time is made explicit. Students are aware of with whom and when they can expect contact. Reading lists and online resources are identified to encourage students to use study time effectively. Aims and level learning outcomes of the brief are made clear. Work requirements and assessment criteria are made explicit and relate to the specified aims. Briefs include a suggested timetable for students (highlighting key dates) to assist them manage their study time effectively.

#### Enrichment of Learning Experience

Archives and Collections Centre (ACC)

The School has one of the largest and most important museum and archive collections of any UK Art School and these provide an excellent study resource. The institutional archive dates back to the School's foundation in 1845 and documents over 150 years of art, design and architectural education at the School through official papers, correspondence, photographs and press cuttings relating to the School, its staff and students. Together with over 30 Deposited Archive Collections, the size and significance of the archive continues to grow.

#### Library Special Collections

The Library holds a number of important special collections, including many rare and valuable titles, titles relating to the history of the School, and examples of contemporary creative practice. In particular Fashion Design and Textile Design students access the Stoddard Design Library. This library is a rich source of material in the areas of carpet design, textiles, ornament, flat pattern, and textile interiors.

#### International Exchange

Students may be able to undertake a period of exchange with one of our international partner institutions. International exchanges will normally take place in Level 3 of study and will normally be for the duration of one full semester - 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 term 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

#### Centre for Advanced Textiles (CAT)

Students on the programme have access to the Centre for Advanced Textiles (CAT).

The remit of CAT is to provide cutting edge facilities for textile design education, a research centre to investigate the aesthetic, technical and commercial opportunities presented by digital technology and a commercial service to industry and individuals in order to generate income. Digital printing is ideal for small to medium scale production as there are no minimum runs and turn around is fast, creating exciting opportunities for customised design and niche markets. Students wishing to use CAT will be required to have a working knowledge of Photoshop or

equivalent software. CAT also runs an Industrial Placement Scheme which students are encouraged to participate in.

#### Industrial Placement (Optional)

Students on the programme can opt to undertake a period of industrial placement normally in the summer period between Stages 2 and 3 and/or between Stages 3 and 4, however this is not credit rated.

Undertaking Industrial Placement offers additional learning opportunities and enables students to:

- gain relevant industrial experience through industrial placement
- gain insights and appreciation of the culture and practice of the Fashion or Textile Design related workplace
- analyse and communicate experiences of working practice in industry put programme content and study into perspective
- develop subject specialist, career planning and professional skills
- enhance opportunities for, and understanding of potential careers and personal development

#### Cross GSA workshops

Students on the programme also have access to specialist workshops across GSA which are managed by the Technical Services Department. The formal mechanism for accessing these facilities is via the Technical Services

Access to workshop areas outwith Fashion and Textiles may be negotiated if, after discussion with academic staff, it is deemed appropriate to a student's work. A list of the Technical facilities across GSA and the process for accessing these is available on the CANVAS under Technical Support. Fees for materials used in other workshops will be charged for locally.

#### Collaboration (and collaboration guidelines)

There are various opportunities throughout the programme for students on the Fashion Design and Textile Design pathways to work collaboratively.

Final Year students from the different pathways may collaborate with each other so long as the nature and extent of the collaboration is negotiated and agreed by the relevant Subject Leaders and so long as each student's contribution to the collaboration can be assessed in its own right (i.e. each contributing individuals fulfils the full work requirements of the programme.)

Final Year students on the programme may outsource specialist manufacturing (particularly where resources are unavailable at GSA). Again this must be negotiated and agreed with the relevant Programme/Subject Leader.

<b>Programme Leader:</b>	Prof. Jimmy Stephen-Cran
<b>Programme Title:</b>	BA (Hons) Textiles
<b>School:</b>	Design

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

No amendments as such required.

We will continue to reiterate that the acquisition of technical and practical skills can be **digital** as well as **physical** and can be evidenced *two-dimensionally* (flat and virtual work) as well as *three-dimensionally* (anything touchable). This will allow students greater flexibility and choice

We will emphasise this, in brackets, after the relevant Aims and Learning Outcomes on project briefs. We will also convey it at briefings. For example:

Aims:

- Facilitate the acquisition of a broad set of technical skills and processes... **(Digital and/or physical, 2D and/or 3D)**
- ...extend develop and adapt specialist technical skills in relation to processes, materials and finishing...**(Digital and/or physical, 2D and/or 3D)**
- ...resolution and manufacture of a collection.....**(Digital and/or physical, 2D and/or 3D)**
- ...present a body of work/portfolio...**(Digital and/or physical, 2D and/or 3D)**

Learning Outcomes:

- ...demonstrate in depth subject specialist skills and knowledge ...**(Digital and/or physical, 2D and/or 3D)**
- ...identify, define, analyse and challenge the characteristics of...**(Digital and/or physical, 2D and/or 3D)**

**Studio/Lectures:** 'studio' and 'lectures' might be on campus and/or online

**Study trips:** Study trips will be subject to compliance with relevant public health and safety guidance. International travel will only be considered once the current GSA international travel embargo has ceased.

**Student International Exchanges:** will also only be considered once the current GSA international travel embargo has ceased and will be dependent on Foreign and Commonwealth Office guidance.

Relevant programme staff will inform Library Services of Course reading to ensure adequate timing for the provision of particular materials such as e-books.

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:**

There are no changes as such.

We will continue to reiterate that the acquisition of technical and practical skills can be **digital** as well as **physical** and can be evidenced *two-dimensionally* (flat and virtual work) as well as *three-dimensionally* (anything touchable). This will allow students greater flexibility and choice

Details were shared with Class Reps via email and with class groups via CANVAS.

As the approach is now familiar to students no expressions of concern were expressed.

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

*"I confirm that I am satisfied with the planned contingencies"*

Joanna Bowring, EE BA(Hons) Textiles

**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.**

As there are no amendments there will be no negative impact. Students will be afforded greater flexibility and choice in terms of how they might engage with the programme (in view of their individual circumstances) and how they might approach their work to demonstrate achievement of Learning Outcomes.

**Equality Impact Assessment (EIA)**

An EIA has been undertaken covering the institutional move to Blended Learning.

<b>Name of Convenor of Board of Studies:</b>	Patrick Macklin
<b>Date of Board of Studies Approval:</b>	By Convenors Action 10.05.21
<b>Name of Convenor of PACAAG:</b>	Vicky Gunn
<b>Date of PACAAG Approval:</b>	01.02.21

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