

**Glasgow School of Art Programme Specification**  
**Programme Title: MSc in Product Design Engineering**

*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>           | MSc in Product Design Engineering  |
| <b>HECOS Code</b>                |  |
| <b>School</b>                    | School of Design   |
| <b>Programme Leader</b>          | Craig Whittet / Stuart Bailey  |
| <b>Minimum Duration of Study</b> | 12 months, registered study  |
| <b>Maximum Duration of Study</b> | 24 months, registered study  |
| <b>Mode of Study</b>             | Both Full and Part Time  |
| <b>Award to be Conferred</b>     | Master of Science  |
| <b>Exit Awards</b>               | Stage 1: Postgraduate Certificate in Product Design Engineering<br>Stage 2: Postgraduate Diploma in Product Design Engineering<br>Stage 3: Master of Science (MSc) in Product Design Engineering |
| <b>SCQF Level:</b>               | 11   |
| <b>Credits:</b>                  | 180  |

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

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|---|--|
| <b>2. Awarding Institution</b>            | University of Glasgow                              |
| <b>3. Teaching Institutions</b>           | The Glasgow School of Art<br>University of Glasgow |
| <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> | Institute of Mechanical Engineers                  |

|  |   |
|--|---|
| <b>7. Entry Qualifications</b>           |   |
| <b>7.1 Highers</b>                       | N/A   |
| <b>7.2 A Levels</b>                      | N/A   |
| <b>7.3 Other</b>                         | Entry requirements are normally a 2.2 Honours degree or equivalent (eg GPA of 3.0 or above) in a relevant subject area (product design engineering, mechanical engineering, electronic and electrical engineering being of particular relevance) or equivalent professional practice. Depending on your previous experience and qualifications, applicants may be asked to complete a design engineering assignment as part of their application. |
| <b>7.4 English Language Requirements</b> | All students will have to provide evidence of English language proficiency when applying.   |

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|  | <p><b>International Students</b><br/> 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 6.5 with a minimum of 6.0 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 MSc in Product Design Engineering (PDE) is a joint programme between the Glasgow School of Art (GSA) and the University of Glasgow. The GSA elements of the programme are based in the School of Design and embrace the ethos of a studio-based learning and teaching environment common throughout the Glasgow School of Art. The University of Glasgow elements of the programme are primarily provided by the College of Science and Engineering, through the School of Engineering.

The PDE MSc programme seeks to add to the conventional understanding and application of design engineering as a tool for driving technological and economic innovation. It achieves this through a concentration on the user as the fundamental driver of the Product Design Engineering process. One of the PDE programme aims is to respond to the industry demand for confident and skilled design engineering graduates who can apply a creative process to the development of products to meet user needs. The programme also aims to inspire students to become the developers, facilitators and leaders in the development of products and related services.

The programme includes subject material from Product Design, Human Factors, Mechanical, Electrical/Electronic and Software Engineering. In addition to the core subjects, students can select electives from the Glasgow School of Art and University of Glasgow.

### 9. Programme Structure:

The programme comprises 180 credits in total, 120 credits of taught material and a project of 60 credits. It is governed by the Generic Regulations for Taught Masters Degrees. Early exit awards of Certificate (60 credits) and Diploma (120 credits) are available.

\* In exceptional circumstances it may be possible in the early stages of the programme to consider an alternate Core Research Methods course in Stage 1

| Stage 1  | Location | Credits   | SCQF Level |
|--|----------|-----------|------------|
| PCXS106 Core Research Methods for Design*                      | GSA      | 20        | 11         |
| PPDE102 PDE Introduction Project (UoG ENG5255P)                | GSA      | 10        | 11         |
| PPDE103 Advanced Manufacture M (UoG ENG5096)                   | UOG      | 20        | 11         |
| PPDE104 Microelectronics in Consumer Projects P4 (UoG ENG4098) | UOG      | 10        | 11         |
| <b>Total</b>   |          | <b>60</b> |            |
|  |          |           |            |

| <b>Stage 2</b>   |     |           |    |
|--|-----|-----------|----|
| PPDE206 PDE Human Factors M (UoG ENG5256)  | GSA | 10        | 11 |
| PPDE207 Integrated Engineering Design M (UoG ENG5043)  | UOG | 20        | 11 |
| PGT Elective M   | GSA | 20        | 11 |
| PPDE208 Software Engineering M3 (UoG COMPSCI3005)<br>or<br>PPDE209 Instrumentation & Data Systems M3 (UoG ENG3034)<br><i>Note: The choice may be constrained by the timetable and the availability of staff.</i> | UOG | 10        | 11 |
| <b>Total</b>   |     | <b>60</b> |    |
| <b>Stage 3</b>   |     |           |    |
| PPDE301PDE Final Project M (UoG ENG5257P)<br><i>Note: The student selects a subject from project list, subject to acceptance by supervisor and availability of resources.</i>                                    |     | 60        | 11 |
| <b>Total</b>   |     | <b>60</b> |    |

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

N/A

#### **10. What are the requirements for progressing from each stage?**

A student will be permitted to progress to Stage 3 only if they have obtained a grade point average of C3(12.0) or above in the taught courses (Stage 1 & 2) with at least 75% of the credits at grade D3(9) or above and all credits at grade F3(6) or above.

#### **11. Programme Aims:**

The specific aims of the programme are as follows.

To allow students the opportunity to acquire and understand the key principles of theory, research and practice within the field of Product Design Engineering. These principles include contemporary design engineering practice and its context; product design engineering as a collaborative process; research methodologies; and the critical, analytical, problem-based learning skills required for both autonomous practice and team-working.

To develop a greater understanding of the design techniques, production and manufacturing processes, as well as the conceptual and research components previously acquired. It aims to build upon stage 1 through an emphasis on: producing and reporting on practical projects, frequently through group activity; technological potential within user-led collaboration, e.g. Human Factors; and creative collaboration and the generation of social and economic value. Students will be expected to develop a proposal of study outlining their self-directed final project, before embarking on the Masters project.

To further develop and apply the understanding of previous stages in a critical and reflective manner through the completion of a self-directed project and report. This will require and involve the application of integrating skills including negotiation, research, evaluation, communication and project management.

##### **11.1 Stage 1 Aims:**

Stage 1 (PGCert) – Weeks 1 through 15: 60 credit points

The programme aims at Stage 1, the Postgraduate Certificate in Product Design Engineering, are designed to allow students the opportunity to acquire and understand the key principles of theory, research and practice within the field of Product Design Engineering. These principles include contemporary design engineering practice and its context; product design engineering as a collaborative process; research methodologies; and the critical, analytical, problem-based learning skills required for both autonomous practice and team-working. Students successfully completing this stage of the programme can progress to Stage 2 (PG Dip).

#### **11.2 Stage 2 Aims:**

Stage 2 (PGDip) – Weeks 16 through 30: 60 credit points

Stage 2 of the programme, the Postgraduate Diploma in Product Design Engineering, aims to develop a greater understanding of the design techniques, production and manufacturing processes, as well as the conceptual and research components acquired in Stage 1. It aims to build upon stage 1 through an emphasis on: producing and reporting on practical projects, frequently through group activity; technological potential within user-led collaboration, e.g. Human Factors; and creative collaboration and the generation of social and economic value. Students will be expected to develop a proposal of study outlining their self-directed final project during this stage. On successfully completing this stage of they can advance to the Masters stage, Stage 3

#### **11.3 Stage 3 Aims:**

Stage 3 (Masters) – Weeks 31 through 45: 60 credit points

Stage 3 of the programme aims to further develop and apply the understanding of previous stages in a critical and reflective manner through the completion self-directed project and report. This will require and involve the application of integrating skills including negotiation, research, evaluation, communication and project management.

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

The PDE MSc Intended learning outcomes are clustered into the three categories of “Product”, “Process” and “Presentation”.

The certificate stage equates broadly to initial teaching of core skills and methods – and in particular some of those outcomes listed under “Presentation” and “Process”. The diploma stage equates broadly to the application of these skills and methods – predominantly, but not exclusively “Process” outcomes. The final stage is where these skills and methods will be integrated to demonstrate Mastery of the subject through a self-directed project. In this stage “Product” outcomes are notably added to those achieved in the certificate and diploma stages.

PRODUCT – What the Product being designed has to do and have.

At the end of this MSc programme students should be able to:

1. Explain the main theories of human interaction through product solutions:
2. Develop a User Requirement Specification which meets the user’s functional, aesthetic and emotional requirements and expectations (including but not limited to: User Cycle, Experience and Feedback, Aesthetics, Semantics, Symbology, Form and Colour).
3. Select and specify appropriate Materials and Manufacturing processes:

#### 4. Select and specify appropriate technologies and Components for product specification

PROCESS – How to carry out the activity of designing products.

As the student progresses through the MSc programme, he/she should gain an increasing ability to develop and apply knowledge of the Product in practical problem-solving situations, eventually in situations akin to those found in a professional working environment. Many of these skills are specific to (but not limited to) the Product Design Engineering programme. At the end of this MSc programme students should be able to:

1. Apply Engineering Theory in both studio and practical work:
2. Compute optimum Product Costs against Volumes against Manufacturing Methods for strategic product development
3. Evaluate ecological and responsibility issues from Politics and Society that affect the development of products and justify their introduction to Market
4. Engage with users and external contacts demonstrating an awareness of professional and ethical responsibilities
5. Develop justifiable product solutions using creative approaches, techniques and methods.
6. Apply concept generation & evaluation techniques resulting in optimised Design solutions.
7. Analyse a variety of information, issues, structures & objects, from simple to complex, in order to understand the purpose, significance, characteristics and inter-relationship of their component parts.
8. Synthesise knowledge, ideas and physical objects in creative ways to generate new knowledge, ideas or objects which fulfil a defined purpose.
9. Evaluate knowledge, ideas and objects, against appropriate criteria and specification, in order to decide their usefulness and relevance to the task in hand.
10. Engage with staff input & feedback, learning from studio experiences; responding to staff advice.
11. Engage with studio activity; attendance & personal timekeeping
12. Manage & schedule project activity effectively
13. Gather and analyse appropriate information and extract key issues & justify product requirements
14. Formulate research questions to methods of utilising visual and written sources.

PRESENTATION – Externalising and representing your ideas.

A range of skills are important in many aspects of life, and across a variety of personal and professional situations. At the end of this MSc programme you should be able to:

1. Externalise, record & develop ideas; (including Freehand sketching & drawing
2. Design Journal, Logbook, research findings).
3. Communicate to a range of audiences using Visual & Verbal Presentation Techniques and Methods
4. Generate Orthographic drawing to appropriate professional standards
5. Produce physical models as an integral component of the design process including prototyping for experience.
6. Produce virtual 3D Models (CAD) and Reverse Modelling/Engineering simulation
7. Apply appropriate IT Skills (including 2D Digital Image Manipulation and Compositing).

The programme learning outcomes described earlier under the headings Product, Process and Presentation apply to a greater, or lesser, extent to all three stages of the PDE MSc programme. Stage 1 equates broadly to initial teaching of core skills and methods, while Stage 2 equates broadly to the application of these skills and methods. In the final stage, Stage 3, these skills and methods are integrated to demonstrate Mastery of the subject through a self-initiated and self-directed project. The table below therefore indicates the stage at which each learning outcome is

primarily introduced and assessed. It should be noted that learning in one stage will continue to influence the quality of outputs in later stages of the programme.

|              | Stage 1          | Stage 2 | Stage 3     |
|--------------|------------------|---------|-------------|
| Product      |                  | 1,2,4   | 3           |
| Process      | 1,5,6,7,10,11,14 | 4,9     | 2,3,8,12,13 |
| Presentation | 1,2,4,5          | 3,6     |             |

Table: Primary points of introduction and assessment of intended learning outcomes

### 12.1 Intended Learning Outcomes of Stage 1

Stage 1 you are developing new skills, design methods and processes. By the end of Stage 1 you should be able to demonstrate your ability to:

PROCESS – How you carry out the activity of designing products.

1. Apply Engineering Theory in both studio and practical work.
2. Develop justifiable product solutions using creative approaches, techniques and methods.
3. Apply concept generation & evaluation techniques resulting in optimised Design solutions.
4. Analyse a variety of information, issues, structures & objects, from simple to complex, in order to understand the purpose, significance, characteristics and inter-relationship of their component parts.
5. Engage with staff input & feedback, learning from studio experiences; responding to staff advice.
6. Engage with studio activity; attendance & personal timekeeping.
7. Formulate research questions to methods of utilising visual and written sources.

### 12.2 Intended Learning Outcomes of Stage 2

As you progress from Stage 1 through Stage 2, you should gain an increasing ability to apply your knowledge of Product, Process and Presentation and demonstrate design skills and methods in practical problem-solving situations. At the end of Stage 2 you should be able to:

PRODUCT – What the Product you're designing has to do and have.

1. Explain the main theories of human interaction through product solutions.
2. Develop a User Requirement Specification which meets the user's functional, aesthetic and emotional requirements and expectations (including but not limited to: User Cycle, Experience and Feedback, Aesthetics, Semantics, Symbolology, Form and Colour).
3. Select and specify appropriate technologies and Components for product
4. specification

PROCESS – How you carry out the activity of designing products.

1. Apply Engineering Theory in both studio and practical work.
2. Engage with users and external contacts demonstrating an awareness of professional and ethical responsibilities.
3. Develop justifiable product solutions using creative approaches, techniques and methods.
4. Apply concept generation & evaluation techniques resulting in optimised Design solutions.
5. Analyse a variety of information, issues, structures & objects, from simple to complex, in order to understand the purpose, significance, characteristics and inter-relationship of their component parts.
6. Evaluate knowledge, ideas and objects, against appropriate criteria and specification, in order to decide their usefulness and relevance to the task in hand.

7. Engage with staff input & feedback, learning from studio experiences; responding to staff advice.
8. Engage with studio activity; attendance & personal timekeeping.
9. Formulate research questions to methods of utilising visual and written sources.

PRESENTATION – Externalising and representing your ideas.

1. A range of skills are important in many aspects of life, and across a variety of personal and professional situations. At the end of this MSc programme you should be able to:
2. Externalise, record & develop ideas; (including Freehand sketching & drawing, Design Journal, Logbook, research findings).
3. Communicate to a range of audiences using Visual & Verbal Presentation Techniques and Methods.
4. Generate Orthographic drawing to appropriate professional standards.
5. Produce physical models as an integral component of the design process including prototyping for experience.
6. Produce virtual 3D Models (CAD) and Reverse Modelling/Engineering simulation.
7. Apply appropriate IT Skills (including 2D Digital Image Manipulation and Compositing).

### 12.3 Intended Learning Outcomes of Stage 3

In the final stage, Stage 3, you should be able to demonstrate the integration of knowledge, skills, methods and process developed through Stages 1 and 2 evidenced through a self-initiated and self-directed project. At the end of Stage 3 you should be able to:

PRODUCT – What the Product you're designing has to do and have.

1. Explain the main theories of human interaction through product solutions.
2. Develop a User Requirement Specification which meets the user's functional, aesthetic and emotional requirements and expectations (including but not limited to: User Cycle, Experience and Feedback, Aesthetics, Semantics, Symbology, Form and Colour).
3. Select and specify appropriate Materials and Manufacturing processes.
4. Select and specify appropriate technologies and Components for product specification.

PROCESS – How you carry out the activity of designing products.

1. Apply Engineering Theory in both studio and practical work.
2. Compute optimum Product Costs vs Volumes vs Manufacturing Methods for strategic product development.
3. Evaluate ecological and responsibility issues from Politics and Society that affect the development of products and justify their introduction to Market.
4. Engage with users and external contacts demonstrating an awareness of professional and ethical responsibilities.
5. Develop justifiable product solutions using creative approaches, techniques and methods.
6. Apply concept generation & evaluation techniques resulting in optimised Design solutions.
7. Analyse a variety of information, issues, structures & objects, from simple to complex, in order to understand the purpose, significance, characteristics and inter-relationship of their component parts.
8. Synthesise knowledge, ideas and physical objects in creative ways to generate new knowledge, ideas or objects which fulfil a defined purpose.
9. Evaluate knowledge, ideas and objects, against appropriate criteria and specification, in order to decide their usefulness and relevance to the task in hand.
10. Engage with staff input & feedback, learning from studio experiences; responding to staff advice.
11. Engage with studio activity; attendance & personal timekeeping.

12. Manage & schedule project activity effectively.
13. Gather and analyse appropriate information and extract key issues & justify product requirements.
14. Formulate research questions to methods of utilising visual and written sources.

PRESENTATION – Externalising and representing your ideas.

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3. Generate Orthographic drawing to appropriate professional standards.
4. Produce physical models as an integral component of the design process including prototyping for experience.
5. Produce virtual 3D Models (CAD) and Reverse Modelling/Engineering simulation.
6. Apply appropriate IT Skills (including 2D Digital Image Manipulation and Compositing).

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

These vary from scheduled lectures, labs and tutorials to studio work, seminars, critiques, workshops and independent study.

Students will be contacted in the pre-arrival period and provided with additional material about their programme.

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

Combination of:

- written assignments
- practical project
- presentations
- written examinations
- Assignments
- technical reports
- Design Process Journal

Engagement with formative assessment is a mandatory requirement.

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

GSA Strategic Plan  
 GSA Learning and Teaching Enhancement Strategy  
 SCQF Level 11 Descriptor

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



Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such as the Effective Learning Adviser located in the Student Learning Service ([www.gla.ac.uk/services/tls/sls/](http://www.gla.ac.uk/services/tls/sls/)), the Student Counselling and Advisory Service ([www.gla.ac.uk/services/counselling/](http://www.gla.ac.uk/services/counselling/)), the Student Disability Service ([www.gla.ac.uk/services/studentdisability/](http://www.gla.ac.uk/services/studentdisability/)) and the Careers Service ([www.gla.ac.uk/services/careers/](http://www.gla.ac.uk/services/careers/)).

Support information from the Glasgow School of Art, [www.gsa.ac.uk](http://www.gsa.ac.uk)

Please refer to the University Calendar for the full PGT regulations:

<https://www.gla.ac.uk/myglasgow/senateoffice/policies/uniregs/regulations2019-20/gsa/genericpgt/>

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|--------------------------|--|
| <b>Programme Leader:</b> | Craig Whittet                              |
| <b>Programme Title:</b>  | Product Design Engineering BEng/MEng & MSc |
| <b>School:</b>           | School of Design                           |

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

The PDE dept. is not looking to amend the Programme Specification for 2021/22. However, the following points will be conveyed to all new and continuing students at Studio Induction and Project Briefings

- **Intended Learning Outcomes (ILO)**

The PDE dept. does refer to 'studio' and the use of the word 'studio' can be used to define a variety of working environments.

- **Assessment Methods**

PDE state 'practical' projects, and this is for the entire academic year. The experience gained in session 2020/21 has resulted in a range of practical outputs from projects. The dept. will make use of these materials as teaching resources and provide access to examples via canvas. There is also the opportunity for students to conduct practical exercises – eg desktop modelling without the requirement for workshop access.

The dept. already provides resources for CAD and Digital Analysis Software that can be used, where appropriate to replicate the practical investigation for projects. This is also taught at the University of Glasgow and PDE students have access to learning resources via Mycampus and Moodle.

There is reference to the main areas of student engagement:

seminars, critiques, workshops, tutorials.

If required, these can be conducted remotely/online.

- **Timetable**

Due to the PDE timetable the course specs do define what day of the week certain year groups are scheduled to be in. In some cases, the dept. states that 'days of delivery depend on Semester arrangements. Depending on what Social Distancing requirements, the dept. may have to inform students of any changes to access and the studio timetable. This will also have to be agreed with the University of Glasgow, James Watt School of Engineering.

- **Workshop Skills**

The PDE dept. also refers to 'workshop' skills. Again, this could be dealt with by considering the full Academic session. Desktop Modelling in is also a 'workshop' skill that can be

experienced in 'studio'.

The dept. does mention 'workshop practice' for the semester 1 PDE MSc Intro Project. This is in course aims. Again, depending on what happens in Sept, we may not be in a position to provide workshop practice, at least in a physical sense, but will brief and provide students with resource for 'desktop modelling' – see above. The dept. also provides workshops on Video Prototyping and this links well with physical 3D modelling that can be conducted without access to TSD workshops.

- **Industrial Visits**

PDE does offer industrial visits/trips as part of the educational experience. Depending on relaxations to Social Distancing, this may still be difficult to arrange for the next Academic session. If this is the case, we will continue to provide access to online learning materials for specific manufacturing information.

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:**

As previously noted, there are no planned changes. The PDE Dept. will continue to inform all students, including new and direct entry at the outset of studio and projects that workshop/technical skills can be both digital and physical. This approach is already in place for PDE and enables student to meet the requirements of the ILOs. We will use examples of past sessions to demonstrate to students what is possible. This will be of particular value to Y1, Y2 Direct Entry, Final Year and PGT.

The dept. will continue to keep in touch with students. General announcements will be made via canvas and class emails. Specific year group correspondence will be managed by the Year Tutor, and if required also the HoD.

All year reps have been sent a copy of this document for discussion and review. There is no further action required.

The PDE dept. continues to engage with the admissions team at the University of Glasgow and plays an active role in Virtual Open Days and Offer Holders Events. There are members of staff on hand for presentations and to also field Q&A with applicants and those that are interested in the programme. This is also an opportunity to explain measures that are in place to applicants and present examples of projects.

The PGT interviews that have taken place (and continue to) since lock-down provide PDE staff with an opportunity to discuss PDE plans for potential MSc students. We also use a Padlet that is used to provide MSc applicants that up to date information and resources.

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

PDE is in regular contact with the EE. One aspect that is helpful is their position as EE for UG and PGT programmes. This arrangement helps with the dissemination of information and reduces the administration required to keep in touch with separate EEs.

The PDE EE has been sent a copy of this document for discussion and review. There is no further action required.

The visit from the Institute of Mechanical Engineers as part of the Engineering Accreditation Board was held earlier in this current Academic Session and provided an opportunity to discuss arrangements that are in place. The IMechE also heard from PDE students and our Industrial partners. The feedback from the IMechE was very favourable, for example:

**IMechE Innovation award**

The IMechE have a mechanism for rewarding innovations in engineering education and the panel would like to nominate us for an "Innovation Award" for the Creativity Week. Positive development to be celebrated. PDE students are part of this week and PDE staff were involved in assisting University staff with the direction of the event.

**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.**

The experienced gained from the 2020/21 delivery and engagement from students has generally been positive. The PDE dept. is not expecting there to be any negative impact. This is primarily due to the fact that we are in regular contact with students at both formal and informal levels. Each year group benefits from a Year Tutor at GSA and an Advisor of Studies at the University. These staff are in contact, and when required can assist students, provide advice and introductions to student support. Induction events will continue take place at all levels from Y1 to MSc at the outset of the year and this provides staff with an opportunity to cover all aspects of the PDE experience.

|  |                              |
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| <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>              | 24.6.21                      |

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