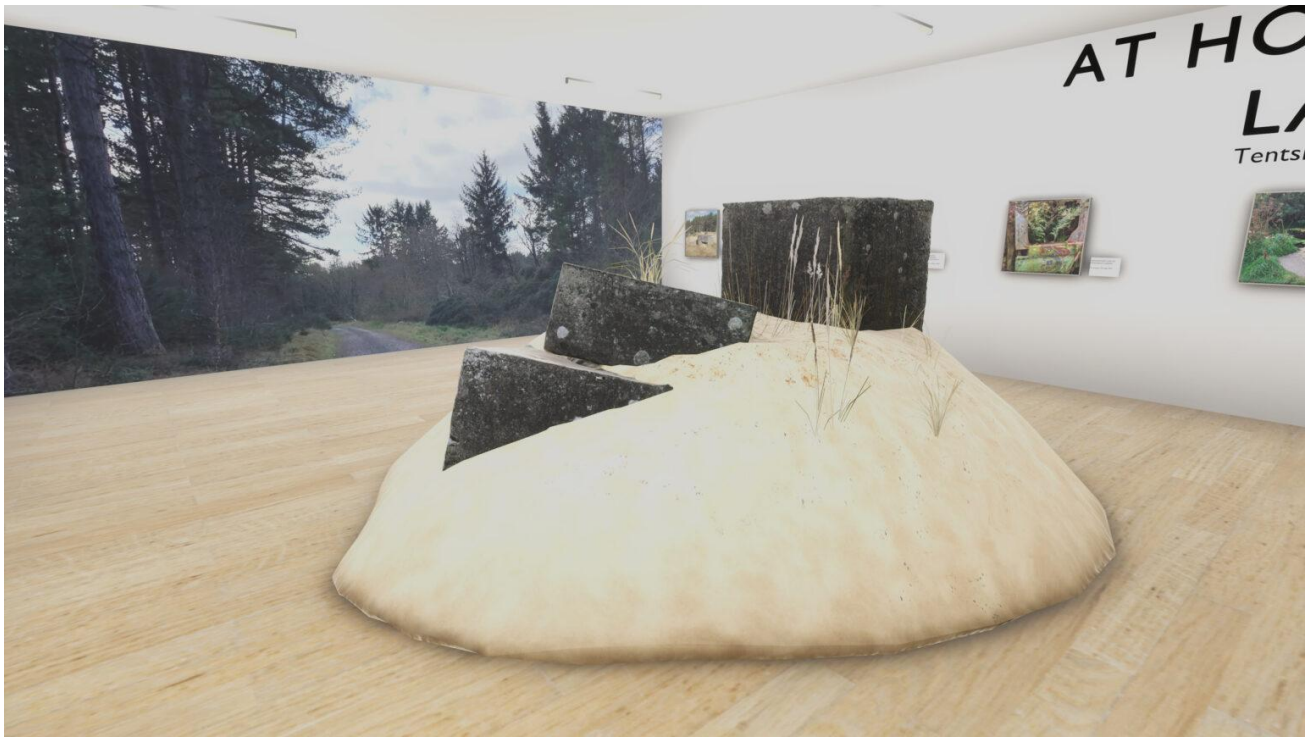
THE GLASGOW SCHOOL OF ART

Glasgow School of Art Programme Specification
BSc (Hons) Immersive Systems Design



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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 2025-26 Academic Year.

1. Programme Details	
Programme Title	BSc (Hons) Immersive Systems Design
School	School of Innovation and Technology (SIT)
Programme Leader	Dr Daniel Livingstone
Award to be Conferred	BSc (Hons)
Exit Awards	Stage 1 Certificate of Higher Education Stage 2 Diploma of Higher Education Stage 3 BSc Immersive Systems Design Stage 4 BSc (Hons) Immersive Systems Design
SCQF Level	10
Credits	480 credits
Mode of Study	Full-time on campus
HECOS Code	

Academic Session	2025-26
Date of Approval	PACAAG April 2025

Awarding Institution	The University of Glasgow
Teaching Institutions	Glasgow School of Art
Campus	Glasgow
Lead School/Board of Studies	School of Innovation and Technology (SIT)
Other Schools/Board of Studies	N/A
Programme Accredited By (PSRBs)	N/A

2. Entry Qualifications	
Highers	Standard: ABBB, including a literate subject Minimum: BBCC, including a literate subject
A Levels	Standard: ABB and GCSE English at A/7 grade or above Minimum: BBC and GCSE English at A/7 grade or above For A level students seeking direct entry to Stage 2 of the programme: ABB and GCSE English at A/7 grade or above including A Level *Digital Technology* or *Digital Media & Design* or equivalent experience.
Other	International Baccalaureate: 30 points overall in the Diploma, including 18 at Higher Level, normally including English and Maths. Irish Leaving Certificate: Four Highers at H2 or above - subjects required as per Scottish Highers. Other eligible qualifications for entry include Foundation Diplomas in Art & Design, Higher National Certificates (HNC), Higher National Diplomas (HND), Foundation Degrees, Level 3 Diplomas, and other Further Education and Higher Education qualifications in related subjects. Entrants may begin their studies in Stage 2 or Stage 3

	depending on the level of prior qualifications and other entry criteria. Detailed information about the required grades for individuals holding or studying these qualifications can be access on the website. Applicants from outside the UK and Ireland should also consult our International student pages for details of accepted qualifications from specific countries. Applicants who do not meet entry requirements through formal qualifications but can demonstrate experience, skills and abilities at the appropriate level can also be considered. Additional entry requirements: Applicants are normally required to submit a portfolio or work and may be required to attend an Interview as part of their admissions assessment.
English Language Requirements	Applicants who are not a national of, nor have obtained a degree in one of the countries on the approved UKVI exemption list or those who require a Student Visa, will need to provide evidence of their English language ability. GSA's preferred test is the IELTS for UKVI (Academic) test taken at a UKVI approved test centre. GSA require all students, who require a student visa, to meet the following requirements to gain entry: • IELTS for UKVI Academic with an overall score of 6 with a minimum of 5.5 in all components; • An alternative Accepted English Language Test which can be found on the Postgraduate 'How to Apply' page of the GSA website.

3. Programme Introduction
BSc Immersive Systems Design, with pathways in: • 3D Modelling • Games & Virtual Reality This programme will provide graduates with a highly relevant skill set in practical software and immersive systems (interactive 3D and Virtual / Augmented Reality) development, an understanding of how people and technology interact, combined with the creative insight essential to help create the future in immersive systems. This is a technology focused degree with a strong art-school foundation, combining rigorous taught components with studio-based learning and critical thinking. The BSc in Immersive Systems Design will provide students with a foundation in theory and practical understanding of the methods, tools and techniques required to conceive, design and evaluate new interactive and immersive systems for traditional, immersive and mobile platforms.

Students will also gain an overall understanding in the two specialist pathways offered by the programme – 3D Modelling, Games & VR – before specialising in the final years of study. All students will also benefit from the opportunity to work collaboratively with students in the other study pathway, working in teams on real-world briefs. They will have opportunities to work with students on other programmes through shared courses and/or through collaborations on cross-school studio projects.

The degree will follow a 'T' shape structure, with a common structure in the first year of the degree, finishing with degree and honours years in which students increasingly specialise in their chosen pathway. In these final years, the overall course structure is shared across pathways, but studio projects are designed to reflect on study pathway and practices.

In the final year, a BSc dissertation provides an opportunity to engage in significant independent work with a focus on research & development in a science and technology context.

Across all years, there is an emphasis on Studio and problem-based learning – driving learning through a series of projects with real-world problems and situations, to provide an authentic and engaging context for learning. The Programme's curriculum is designed to encourage creativity at all stages through a range open briefs and critical enquiries. Students on the Programme develop technical skills and knowledge through applied developments / implementations in which technical work is produced as a creative and critical response to themes, topics or debates aligned with wider GSA concerns and thematic enquiries.

4. Programme Aims

The programme provides students with the opportunity to:

- Develop a robust and broad base of technical and conceptual and critical knowledge for a career in 3D modelling, digital games, application development or related areas of computing;
- Examine and explore the theoretical and practical grounding in the specialist areas of 3D Modelling and Games & Virtual Reality;
- Design and develop innovative and creative immersive applications utilising a range of software tools and hardware devices;
- Cultivate, through practice, a set of general transferable skills for creative industries, including communication and collaboration, awareness of ethics in practice and global citizenship, lifelong learning, interpersonal skills, and the skills for autonomous and team-based practices
- Develop an understanding of the professional practices, standards and terminologies within immersive systems disciplines and related professions.

5. Programme Intended Learning Outcomes

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

- Produce engaging and original creative work in their chosen study Pathway in line with contemporary practice
- Demonstrate autonomy and initiative in planning, researching and undertaking of substantial pieces of individual work relevant to their chosen study pathway
- Critically evaluate developments in Immersive Systems disciplines (in professional and/or academic settings, theories, concepts or principles)

- Demonstrate, through creative practice, a detailed knowledge and understanding of their chosen study pathway
- Design, conduct and present academic research using knowledge, skills and understanding gained on the programme

6. Description of Learning and Teaching Approaches

This programme is designed to gradually increase the responsibility of students for the management of their learning over the duration of the programme, with an emphasis placed on developing and demonstrating self-reliance over the four years. The programme is delivered on campus via a range of lectures, labs, tutorials, workshops, practical sessions, guest lectures, and independent research. Teaching on the programme includes live synchronous on-site workshops, supported by asynchronous learning activities and formative tasks.

As students progress through their studies, the programme increasingly emphasises the notion of **self-directed study,** from project design and development, to gaining theoretical knowledge through traditional research methods and the creative exploration of technologies and technical development in their area of study. This is further developed by the focus upon study pathway, which emphasises autonomy, reflection upon personal learning and self-directed project work (especially in the final honours project) within a collaborative environment.

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

Labs, Tutorials, Workshops, and Practical sessions provide students with hands-on experience. These sessions usually follow or relate to lectures and take place in computer laboratories as practical classes. Lecturers/Demonstrators will be on-hand during the sessions to help students and answer their questions. Tutorials vary between individual student-tutor tutorials, group tutorials and workshops. These provide opportunities for scaffolded problem solving and discussion, and for broader discussion of the programme themes and topics.

Drop In Studio Support. Specific times are arranged for drop-in studio support with teaching staff and/or Teaching Assistants. Within these hours, additional support workshops may be scheduled, and students may arrange for additional small group or 1-1 support as needed. These can be used, for example, to support students with technical software or process support, supporting skills progression and consolidation and supporting transition into HE responding to specific prior experiences of individual students.

The Programme is situated within a contemporary Art School education and self-directed studio studies and initiatives are a strong component of individual student learning and pathway of the discovery of self and the discipline of study. As such briefs tend to be opened to interpretation and require students to critically reflect on the nature of their creative response and individual learning.

Input from **visiting lecturers and guest speakers** enable students access to, and understanding of, relevant contemporary practice, research and commercial contexts, practices and expectations. These curricular activities contribute to aid students in developing their own professional practice and prepare for employment.

Industry connections are developed through both curricular and extra-curricular means. The Stage 3 Industry Project being supported by companies from the local game industry. Some guest talks are embedded in the curriculum itself (as noted above), and are supplemented by regular extra-curricular guest talks arranged at the department and school levels. Guest speakers in recent years have been from a wide range of local, national and international game development, animation, film, and related companies and backgrounds. Programme staff also work to raise awareness of, and support attendance at, game industry and related events as they occur – including regular meetup groups and a range of annual events in Glasgow and across Scotland.

Supervised GameJams/Hackathons provide Immersive Systems students with thematic technology focussed exercises where students work in groups to engage intensively in game or interactive technology development.

This programme and its courses are supported by a virtual learning environment tool (Canvas) for the dissemination, discussion and access to relevant course information, and signpost to other relevant teaching and learning platforms used by GSA.

7. Description of Assessment Methods

Assessment is undertaken through both formative and summative tasks.
Formative assessment offers students the opportunity to obtain ongoing tutor and peer feedback through the development of their summative submissions over the length of each course as well as through ongoing formative activities in live synchronous and asynchronous learning activities. Formative assessment includes peer and tutor observation of and feedback upon developing practice, peer review and tutor review of work towards summative assessment.

Summative assessment tasks can include presentation, XR projects, visualisations, 3D models, digital games and critical reflections on their chosen discipline.

Students are also able to access one to one or small group tutorials upon request with course tutors to explore assessment tasks and seek further in depth and individual feedback.

In stages 1 and 2 students work primarily to briefs defined by and provided by course tutors. In stage3 there is a combination of pre-defined and student-led briefs, while in stage 4 students create a range of work according to self-directed student led goals. This will support students to gradually develop from close tutor guidance into more independent inquiry through their academic path.

The structure of the programme offers the opportunity for stage 4 students to approach their self-directed projects collaboratively, where each student contributes in an individually attributable manner. Such collaborations might see students from different study pathways working together to complete a larger project than would be feasible working individually and is intended to recreate an authentic digital studio experience. The ability to work collaboratively is essential to graduates on the programme due to the interconnections between their disciplines and neighbouring disciplines, and industry standards preparing them for employability. XR and games developments are inherently the products of team efforts and students develop knowledge and know-how towards working in teams throughout their study. Whilst stage 4 is entirely based on individual effort, there is still a possibility for creative collaboration within students providing that individual work is clearly identified.

All summative assessments are assessed and moderated in line with GSA's Code of Assessment.

Reassessment opportunities where a student has not passed the course are outlined in the Code of Assessment.

8.Programme Structure

Students take 120 credits of courses in each year, ranging from theoretically informed courses to practice based courses.
In stage 1, 100 credits are defined in the program, and the final 20 credits are from a cross-school collaborative course focussing on the role of context in student learning and practice at the Glasgow School of Art.
In stages 2 and 3, 120 credits (each stage) are defined in the program and include a range of practical, theoretical and critical courses and projects.
In the final year, BSc students undertake a BSc Dissertation, along with a large studio project in their study pathway.

Stage 1

Course	Credits	SCQF Level	Semester	Course Code
Studio 1 – Introduction to Digital Design	20	7	1	
Immersive Systems 1 - Foundations	20	7	1	
Co-Lab	20	7	1	
Studio 1 – Exploring Digital Practice	20	7	2	
Immersive Systems 1 - Applications	40	7	2	
Total Stage Credits	**120**			

Stage 2

Course	Credits	SCQF Level	Semester	Course Code
Studio 2 – Emerging Practice	40	8	1	
S.I.T. Elective 2A	20	8	1	
Immersive Systems 2 - Interactions	40	8	2	
S.I.T .Elective 2B or Languages	20	8	2	
Total Stage Credits	**120**			

Stage 3

Course	Credits	SCQF Level	Semester	Course Code
Studio 3 – Developing Practice	40	9	1	
S.I.T. Elective 3	20	9	1	
Immersive Systems 3 - Industry	40	9	2	
Ethical and Professional Issues	10	9	2	
Project Management	10	9	2	
Total Stage Credits	**120**			

Stage 4

Course	Credits	SCQF Level	Semester	Course Code
Studio 4 – Connecting Practices	40	10	1	
Research Project	40	10	1&2	
Immersive Systems 4 – Self-directed Project	40	10	2	

Stage 4				
Course	**Credits**	**SCQF Level**	**Semester**	**Course Code**
Total Stage Credits	**120**			

9. Outgoing Exchange and Visiting Student Arrangements

In line with the Glasgow School of Art internationalisation strategy, the programme enhances curriculum and learning opportunities in ways which enable students and graduates to operate effectively in international and global contexts. Building on international partnerships, students on the BSc Immersive Systems Design programme can participate in international exchanges (Stage 2 and 3) and benefit from international collaborative educational partnerships to deepen transcultural understandings and experience different cultures and learning contexts.

Visiting Exchange and Study Abroad is available in Stage 3 (SCQF Level 9) normally in either Semester 1 or Semester 2. All incoming Visiting Exchange and Study Abroad students will follow the set courses for the programme and semester structure outlined in the table below.

Stage 2 Exchange and Visiting Student Courses				
Course	**Credits**	**SCQF Level**	**Semester**	**Course Code**
Studio 2 – Emerging Practice	40	8	1	
S.I.T Elective	20	8	1	
Immersive Systems 2 - Interactions	40	8	2	
S.I.T Elective	20	8	2	

Stage 3 Exchange and Visiting Student Courses				
Course	**Credits**	**SCQF Level**	**Semester**	**Course Code**
Studio 3 – Developing Practice.	40	9	1	
S.I.T Elective	20	9	1	
Immersive Systems 3 - Industry	40	9	2	
Ethics and Professional Issues	10	9	2	
Project Management	10	9	2	

10. Relevant QAA Subject Benchmark Statements and Other External Reference Points

Subject Benchmark Statements describe the nature of study and the academic standards expected of graduates in specific subject areas. For further information relevant to this programme see:

QAA (2022) Subject Benchmark Statement: Computing
https://www.qaa.ac.uk/docs/qaa/sbs/sbs-computing-22.pdf?sfvrsn=ebb3dc81_2

11. Programme Regulations and Requirements for Progression

All GSA Degree programmes are validated by the University of Glasgow and the GSA's Programme Regulations are published in the University of Glasgow University Regulations.

These regulations include the requirements in relation to:

(a) Award of the degree
(b) Progression requirements
(c) Early exit awards

In referring to regulations for degree programmes, students should consult the University Regulations which were in force in the academic session in which they first registered for the degree programme in question.