

**1. Programmes:**

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
Master of Fine Art	N/A	MFA

Head of School (Acting)	Professor Alistair Payne
Head of Department/Programme Leader	Henry Roger
Programme Contact	Henry Roger

Minimum Duration of Study	24
Maximum Duration of Study	
Mode of Study	Full-time
Award to be Conferred	Master of Fine Art
Exit Awards	Stage 1: PG Cert Stage 2: PG Dip Stage 3: Master of Fine Art
Source of Funding	Grant in Aid

Version	Session	Date of Approval
1.0	2017/18	Session 13/14

**3. SCQF Level:**

11

**3.1 Credits:**

240

**4. Awarding Institution:**

University of Glasgow

**5. Teaching Institutions:**

The Glasgow School of Art

**6. Lead School/Board of Studies:**

School of Fine Art

**7. Programme Accredited By:**

N/A

**8. Entry Qualifications**

<b>8.1 Highers</b>	N/A
<b>8.2 A Levels</b>	N/A
<b>8.3 Other</b>	<p><b>Good honours degree in Fine Art, or equivalent.</b></p> <p><b>Candidates are considered on the following elements of their application:</b></p> <p><b>Portfolio, Personal statement, References, Previous relevant experience, Interview</b></p>
<b>8.4 IELTS Score Required on Entry</b>	<b>6.0 (or equivalent)</b>

**9. Programme Scope:**

The MFA is a multidisciplinary Programme in which studio practice and contextual enquiry are integrated into the common aims of exploring and promoting new developments in the field of contemporary fine art. Studio practice is supported by the appropriate theoretical frame and by relevant forms of research. The MFA is designed to prepare students for the professional world of Fine Art. Increasingly this includes acknowledgement of the importance of research, particularly for those students wishing to progress to further research based postgraduate studies at PhD level.

The MFA is a programme within the Glasgow School of Art's Common Academic Framework, and the Scottish Credit and Qualifications Framework (SCQF), which incorporates all "levels" of education, from Level 1 (Access 1) to Level 12 (Doctorate). In the case of the MFA, both years are Level 11.

Supported through the CAF:PGT (Common Academic Framework for Postgraduate Taught Courses) MFA students will experience increased diversity and choice in their academic career. Each programme within the framework includes core GSA courses, cross GSA electives, core specialist courses and specialist electives.

By combining a mandatory course in research with various electives offered from across the GSA along with electives building on MFA and other SoFA expertise, students will be able to explore more choices and creatively combine intellectual and technical support from more diverse sources. This broadened experience will eventually draw from the expertise of all schools and the Digital Design Studio, and give access to the expertise of the GSA's research centres.

It will lead to a pool of graduates who are versed not only in the specificities of contemporary art practice, but also in the broader world of intellectual and career pursuits. It will enable graduates to

understand the conditions for a career as professional artist and at the same time challenge existing conventions in order to anticipate and develop new or alternative roles for artists in our societies.

The design of the programme with its mandatory and elective courses includes the opportunity to add variations of the credit weighting of its components. This is the foundation for the introduction of new and additional pathways in the future and will enable the School of Fine Art to enhance and improve the content of its postgraduate options in a flexible way to respond to changes in the context of contemporary Fine Art and to influence the direction the professional sector might take.

The post-graduate MFA Programme at GSA's School of Fine Art is designed as a two year programme with three integrated stages leading to the award of an MFA, with a possible exit award linked to each stage, in line with the Scottish Credit and Qualifications Framework.

#### **10. Programme Aims:**

The aims of the programme are:

The MFA programme is practice-led and process oriented in relation to artistic practice. It is also committed to the acquisition of theoretical principles within aesthetic thought and the development of rigorous research methods relevant to innovatory studio practice, the production of ground-breaking art and the critical interrogation of the artist's role in society.

The Programme aims to:

- Offer each individual student the opportunity to critically develop his or her own work in the context of a rigorous but supportive intellectual climate.
- Encourage students to identify and explore those key contextual issues relevant to their practice as contemporary artists.
- Allow MFA graduates to critically evaluate their work and that of their peers in the context of contemporary fine art practice.
- Enable students to achieve the highest possible standards in their work, so that MFA graduates have the confidence, maturity and intellectual and interpersonal skills necessary to function as successful artists.
- Equip students with the highly developed intellectual, practical and interpersonal skills deemed necessary for careers in the arts.

#### **10.1 Stage 1 Aims:**

Stage 1 of the MFA programme comprises 2 courses:

##### **1. Core Course I: Critical Review of Studio Practice**

In general terms, Stage 1 aims of the programme concentrate upon the critical review of studio

work. The main aim is to identify those aspects of each individual's studio practice that will be focused upon in terms of its further development. In the first instance this process is inaugurated by the critical reappraisal sessions that occur at the very beginning of Term 1. Each student will present their work in a lecture theatre setting to MFA tutors and fellow students, paying particular critical attention to those aspects of the work that are perhaps in need of further development. Group discussion and feedback will further enhance this process of critical reappraisal, and provide a basic, tailor-made agenda for studio practice throughout Stage 1. It is recognised, however, that the degree of reappraisal and subsequent re-examination of studio practice will vary from student to student, as will the pace of development. The critical reappraisal thus offers a broad framework for Stage 1, rather than a prescriptive programme.

Students are supported in their critical re-appraisal of previous work by critical feedback sessions (e.g. group critiques), individual tutorials, lectures and seminars.

The Aims of this Stage 1 course are to:

- Introduce the principles and rationale for re-appraisal of previous work
- Encourage students to critically evaluate their practice in relation to recent issues within historical, critical and theoretical fields of enquiry
- Develop the students' ability to formulate and express critical positions in a variety of appropriate forms
- Introduce students to fundamental principles and rationale of research in relation to studio practice
- Allow students to articulate their own distinctive responses to critical issues within their own practice and within the broader context of contemporary art.

## **2. Mandatory course**

During Stage 1 all students will also undertake the Mandatory PGT course: Core Research Skills for Postgraduate Students (15 credits). Please see relevant Course Specification document for the Aims of this course.

### **10.2 Stage 2 Aims:**

Stage 2 of the MFA Programme comprises 2 courses:

#### **1. Core Course II: Exploring Studio Practice.**

Following on from the critical review of studio practice at Stage 1, Stage 2 concentrates upon the further exploration of those earlier developments. In other words, this is a time when the insights gained from the critical review should start to find an increasingly resolved form. The culmination of this process is marked by the Interim Exhibition, which takes place towards the end of Stage 2. The Interim Exhibition is normally held within GSA exhibition spaces and provides the opportunity not only for MFA students to publicly display their work, but also to present work to a high level of professionalism for the purposes of assessment.

The aims of Stage 2 are to:

- Further develop students' ability to critically evaluate their practice in relation to recent issues

within historical, critical and theoretical fields of enquiry

- Enable students to begin to resolve their practice on the basis of critical re-appraisal
- Develop students' abilities to present their work to a professional standard
- Promote a level of creativity, originality and initiative in response to critical, theoretical and historical issues
- Develop the ability to identify and formulate new critical insights into established practice
- Foster further skills and confidence in the preparation and presentation, both written and oral, of research-based critical analysis.

## **2. Elective course**

During Stage 2 all students will also undertake the an Elective course from among the range on offer (15 credits). Please see relevant Course Specification documents for the Aims of these courses.

### **10.3 Stage 3 Aims:**

At Stage 3 the MFA programme comprises 3 courses:

#### **1. Core Course III: Consolidation of Studio Practice.**

At Stage 3 (the second year) of the programme, the emphasis shifts towards consolidating the developments arising from Stages 1 and 2, and towards the production of a body of work for exhibition and assessment at the MFA degree show, which takes place in June. By the end of this stage – and the end of the two year programme – the issues arising from the critical review of studio practice should be resolved into a coherent and distinctive body of work that is formally strong, intellectually informed, and contextually aware.

It is worth noting, however, that the process of development fostered by the MFA programme in its entirety is not always linear and progressive. It is not uncommon for work to appear to take a 'backward' step a certain points during the programme, or for crises to arise. When undertaking a critical reassessment of all aspects of a practice (practical and theoretical) such apparent setbacks remain a constant possibility. However, one of the great advantages of a two year programme is that such glitches, should they occur, can always be fixed. In this final stage of the programme, then, the lessons learned from previous successes and failures finally come to a conclusion. The planning of work for the final degree show exhibition, and the work involved in actually mounting that exhibition provide the culmination of the period of study on the programme, and finally prepare students for the life of an independent artist.

The first term of Stage 3 also provides the opportunity for students to participate in the exchange programme. GSA has agreements with certain other international educational institutions whereby students may apply to study abroad for a period of time. Further details of the exchange

programme are available from the GSA International Office.

This course aims to:

- Enable students to produce a body of work that demonstrates a resolution of practice and critical understanding
- Prepare students for the public presentation of work in collaboration with their peers and professionals in the field.
- Allow students to confidently contextualize their own work within the parameters of contemporary art practices.

## **2. CORE COURSE IV: THEORISING STUDIO PRACTICE (DISSERTATION)**

Integral to the development of studio work during this stage is the dissertation. Every student will produce a written dissertation of c.6,000 words (or equivalent) on a topic of their own choice. The dissertation thus enables each student to further explore and examine those research interests that inform their studio practice, and thereby harmonise the practical and theoretical aspects of their study. The production and development of the dissertation is supported by tutorials with members of the MFA teaching team.

This course aims to:

- Enable students to work with a significant level of autonomy in the production of a research-based dissertation
- Further develop the ability to identify and formulate new critical insights into established practice
- Further encourage informed critical reflection upon the relations between the student's own practice and current issues within the field of fine art
- Encourage students to devise and explore alternative modes for the effective presentation of research material

## **3. ELECTIVE COURSE**

As far as the Elective course component of Stage 3 is concerned, there are three options available (all stage 3 Elective courses begin in week 16 and run until the end of the stage):

### **i. MFA Elective: Extended Studio**

For those who wish to focus their attention on studio practice, there is the Extended Studio Elective.

The aim of this elective course is to offer students who are interested in focusing upon their studio practice the opportunity to further develop their skills and understanding through the production of an enhanced body of studio work. Any student interested in pursuing this option would make their final decision at the same time as those opting to follow one of the elective courses above.

### **ii. MFA Elective: Extended Theory**

For those who wish to devote more time to the development of their research interests via

the dissertation there is the Extended Dissertation Elective. This entails the production of a dissertation of c. 9,000 words (or equivalent), rather than c. 6,000 words (or equivalent). The aim of this elective course is to enable students who are interested in critical theory the opportunity to develop their skills and understanding through the production of an extended version of the dissertation arising from MFA Core Course IV: Theorising Studio Practice. Any student interested in pursuing this option would make their final decision at the same time as those opting to follow one of the elective courses above.

### **iii. GSA PGT Electives**

For those who wish to broaden their range of academic and intellectual interests it will be possible to select another of the courses offered by the GSA postgraduate Electives menu (i.e. the range of courses available at Stage 2/PG Diploma).

Please see relevant Course Specification documents for the Aims of each Elective course.

#### **10.4 Stage 4 Aims:**

N/A

#### **10.5 Stage 5 Aims:**

N/A

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

The MFA programme is committed to the acquisition of new knowledge through artistic practice and practice-based research developed within a community of artists and academics of international standing. By the end of the programme successful students should be able to:

- demonstrate the ability to work in a disciplined and independent manner
- critically articulate and evaluate their own work within the wider contexts of contemporary art practice
- demonstrate the highly-developed intellectual, practical and interpersonal skills deemed necessary for a career as an independent professional artist
- achieve the highest possible artistic and professional standards in all aspects of their work
- undertake further study at the highest level
- apply their knowledge and skills to a variety of professional and social contexts, both within and beyond the professional art world.

The aims of each Stage reflect the intended learning outcomes of the MFA Degree Programme. Each level builds upon the learning outcomes and aims of the previous level.

The achievement of specific learning outcomes under the three main categories (i.e. Knowledge and Understanding, Applied Knowledge and Understanding, Professional Practice) is necessary to progress from one stage of the course to the next. Courses are designed to enable students to achieve the set learning outcomes.

In addition to the core courses a range of mandatory and elective courses support students further to achieve the learning outcomes of the programme and extend them further with a specific direction as chosen by the student.

### **11.1 Intended Learning Outcomes of Stage 1**

#### **Knowledge and Understanding**

A critical understanding of the principles and rationale for re-appraisal of previous work.

A basic understanding of the principles and rationale of independent research.

#### **Applied Knowledge and Understanding**

The development of work for public display within a critical feedback session.

The beginnings of an articulation of the student's 'own voice'.

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

An appropriate response to the views and positions of others, and an ability to offer substantial constructive criticism to others.

An awareness of the ethical issues arising from research practice.

### **11.2 Intended Learning Outcomes of Stage 2**

#### **Knowledge and Understanding**

An understanding of the critical balance between research and practice in the planning of a significant project within studio practice.

An enhanced understanding of studio practice in relation to interdisciplinary contexts.

#### **Applied Knowledge and Understanding**

The capacity to undertake appropriate research in order to define and develop a relevant topic of

inquiry.

The development of a body of work for public display that is distinctly expressive of that student's point of view.

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

A heightened awareness of his/her own position within and contribution to the wider contexts of fine art practice, including the ability to present and discuss own work.

The ability to make informed choices regarding the multidisciplinary aspects of the development of their individual learning experiences.

**11.3 Intended Learning Outcomes of Stage 3**

**Knowledge and Understanding**

The ability to make informed judgements and decisions in relation to current issues within fine art practice.

The ability to contextualize one's own work within broader contemporary practices.

The ability to engage with extended study of the specialist discipline.

**Applied Knowledge and Understanding**

The development of a body of work for public display and final assessment, which is a full articulation of the student's own 'voice'.

The exercise of autonomy, independence and rigorous critical analysis in the conception and production of a dissertation.

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

Good practice and co-operation when working in professional contexts, including working constructively with others in a variety of pedagogical, institutional and professional situations.

The ability to make informed choices regarding the specialist aspects of the development of her/his individual learning experiences.

**11.4 Intended Learning Outcomes of Stage 4**

N/A

**11.5 Intended Learning Outcomes of Stage 5**

N/A

## **12. Assessment Methods:**

The Glasgow School of Art Code of Assessment aligns with a Code of Assessment that has been developed by Glasgow University. The code includes grade descriptors which assign a level of attainment in relation to the Level Learning Outcomes, to each grade. The code designates eight grades, from A to H.

The definitive statements regarding all aspects of assessments (including progression) on the MFA programme at GSA may be found at [http://www.gla.ac.uk/media/media\\_238051\\_en.pdf](http://www.gla.ac.uk/media/media_238051_en.pdf) (see especially pp. 18-21).

Students are encouraged to understand assessment as a positive and essential part of their learning experience. Formative evaluation of a student's progress and development is made through regular critical feedback from peers and staff at all stages of the programme. Formal assessment takes place at regular intervals, which allow the student to consolidate and evaluate their progress to date.

A common assessment pro-forma is used at all intervals of formal assessment, which addresses the Learning Outcomes for each stage of the Programme and provides students with both a graded assessment and written comments. Assessment of students' progress and attainment in the MFA Programme is structured through both formative and summative assessment processes. Students participate in their assessment through the presentation of work and its documentation, and the writing of a Student Self-Evaluation Report.

### **Assessments at PG Cert Stage**

#### **Formative**

Students contribute work to a critical feedback session (group critique), which precedes the Progress Review (see below) and thus feeds into and forms a part of the formative assessment.

At the end of term one (approximately 10 weeks into the PG Cert stage), students are required to write a reflective Self-Evaluation Report referring to the Learning Outcomes at this stage and their progress to date in both the studio and theoretical aspects of Core Course I. MFA staff will respond via a tutorial and a written response (the Progress Review) to each student's Self-Evaluation Report, outlining those areas in which the student may need to improve. If any student wishes to discuss his or her Progress Review Report, such student may request a meeting with MFA staff.

#### **Summative**

Staff will assess students' progress and achievements in the Core Course I through the work that students wish to present and its documentation. A grade in accordance with the Code of Assessment for post-graduate taught course assessment will be awarded.

The achievements in relation to the GSA Mandatory Course will be assessed by the relevant Course tutors. A grade in accordance with the Code of Assessment will be awarded. The assessment results for all courses will be brought together at an internal moderation meeting and examining MFA staff will decide on a total grade.

At the internal exam board, the integrated grade and the decision on student's progression to stage 2 will be confirmed. The internal exam board will also decide if attainment lower than D could be

remedied by re-submission of work for re-assessment at a later date.

The results from the internal exam board will be moderated where necessary and confirmed by the external examiner at the Postgraduate (Taught) Examination Board.

### **Assessments at PG Dip Stage**

#### **Formative**

Students contribute work to a critical feedback session (group critique), normally situated outside of the individual studios in a larger setting, which precedes the Progress Review and thus feeds into and forms a part of the written formative assessment.

Students are asked to present work in the MFA Interim Exhibition, which normally will be held in a gallery on campus in term three of the academic session. The students' contribution to the Interim exhibition is regarded as part of the work presented for assessment for the end of Core Course II. Staff will award a grade in accordance with Code of Assessment.

Students write a critical Self-Evaluation Report on their progress to date in Core Course II, referring to the Learning Outcomes at this stage and their progress so far. MFA staff will respond via a tutorial and a written response (the Progress Review) to each student's Self-Evaluation Report, outlining those areas in which the student may need to improve. If any student wishes to discuss his or her Progress Review Report, such student may request a meeting with MFA staff.

#### **Summative**

The attainment of learning outcomes relevant to the studio component of Core Course II will be assessed by staff with experience in this field. They will take into consideration both the Interim Exhibition and the studio work completed throughout the Stage. A grade in accordance with the Code of Assessment will be awarded.

The achievements in relation to the GSA Elective Courses will be assessed by the relevant course tutors. A grade in accordance with the Code of Assessment will be awarded.

The assessment results for all courses will be brought together at an internal moderation meeting and examining MFA staff will decide on a total grade.

At the internal exam board, the integrated grade and the decision on student's progression to stage 3 will be confirmed. The internal exam board will also decide if attainment lower than D could be remedied by re-submission of work for re-assessment at a later date.

The results from the internal exam board will be moderated where necessary and confirmed by the external examiner at the Postgraduate (Taught) Examination Board.

### **Assessments at MFA Stage / Final Assessment**

#### **Formative**

Twice during the course of the year students will contribute work to a critical feedback session (group critique), normally situated outside of the individual studios in a larger setting.

Students participate in a Research Presentation seminar in the second term regarding the writing of their dissertations. Students may be given written warning at this time if their dissertation to date is unsatisfactorily developed.

During the second term students write a reflective Self-Evaluation Report on their progress to date in relation to Core Courses III and IV, referring to the Learning Outcomes at this stage and their progress so far. MFA staff will respond via a tutorial and a written response (the Progress Review) to each student's Self-Evaluation Report, outlining those areas in which the student may need to improve. If any student wishes to discuss his or her Progress Review, such student may request an individual meeting with MFA staff.

### **Summative**

As part of their final assessment students will have the opportunity at the end of the Stage (normally June) to present work produced in Core Course III (and MFA Elective II: Extended Studio, if appropriate) in an external venue. Staff will assess the presented work in relation to the learning outcomes of the programme. In accordance with the Code of Assessment a grade for the achievements in relation to Core Course III (and MFA Elective II: Extended Studio, if appropriate) will be awarded.

The attainment of learning outcomes relevant to Core Course IV (and MFA Elective I: Extended Theory, if appropriate) will normally be demonstrated by a written dissertation. Dissertations will be assessed by staff with experience in this field. Dissertations are double marked using a standard pro forma. A grade in accordance with the Code of Assessment will be awarded.

The achievements in relation to the GSA Elective Courses will be assessed by the relevant course tutors. A grade in accordance with the Code of Assessment will be awarded.

The assessment results for all courses will be brought together at an internal moderation meeting and examining MFA staff will decide on a total grade.

At the internal exam board, the integrated grade and the decision on a final proposed grade will be confirmed.

At the final exam board, which includes the external examiners, the final recommendation for the MFA award will be confirmed.

The MFA Degree Show will be held at the same venue where the presentation for final examination took place and will be opened to the public after the examination process has been concluded.

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

Studying at Masters level may initially cause some sense of disorientation. Unlike study at undergraduate level, postgraduate study encourages students to take greater responsibility for their learning experience. In the early stages it is not unusual for some students to feel somewhat directionless because the programme is not structured around projects or briefs. One of the first challenges, then, is to find an **effective, structured mode of independent working**, one that suits each individual's needs. Tutors are always available to give support and advice, but a great deal of responsibility now rests with the individual student. **Time management** thus becomes a key issue,

and students are expected to develop a professional attitude to such matters.

Occasional failure, disappointment and setbacks are all part of the learning process. We all hope that these are kept to a minimum, of course, but the process of exploration and discovery is often punctuated by such experiences. Should you find yourself in this kind of situation don't be too dismayed: it is fairly common, and the MFA teaching team are here to help you resolve and learn from such difficulties.

As far as formal teaching is concerned, there are five main types of contact with tutors:

1. Individual tutorials, in which the development of student work (studio and theoretical) provides the main focus.
2. Group critiques, in which (normally) completed work by individual students is discussed and reviewed by staff and fellow students.
3. Group discussions, in which staff lead a structured debate on a specific topic (often provided by a nominated text).
4. Lectures, in which formal presentations are followed by open discussion.
5. Dissertation research seminars, in which each student presents their dissertation research-in-progress to staff and fellow students, followed by discussion and feedback.

In addition to teaching provided by core MFA staff, the programme also invites **Visiting Lecturers**. Tutorials with Visiting lecturers are often organised by means of voluntary sign up sheets, and students are expected to act responsibly in relation to these opportunities, being neither too 'greedy', nor too frugal.

Many of your learning experiences, you may well find, are also provided by your fellow students. **Dialogue, discussion and collaboration** are all invaluable in helping to formulate and test ideas and proposals: try to engage with as many of these opportunities as possible. As an MFA student, you are an active member of a research community that thrives on the exchange of ideas.

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

None

**15. Additional Relevant Information:**

None

## **16. Programme Structure and Features:**

The MFA is a two-year Programme, structured into 3 Stages, leading to the accumulation of 240 credits.

Each year of the Programme runs from September to June, and is divided into 3 Stages.

Each Stage of the programme comprises a combination of Core courses available only to MFA students, and additional courses available to all GSA PGT students.

All courses are assessed at the end of each Stage.

It is possible for students to exit the programme with an award before commencement of Stage 3 (MFA) if they have successfully gained the necessary credit points as follows:

Postgraduate Certificate: 60 credits

Postgraduate Diploma: 120 credits.

### **Stage 1 (Postgraduate Certificate).**

Duration: 15 weeks

Total credits: 60

Courses:

i: MFA Core Course I: Critical Review of Studio Practice (45 credits)

ii: GSA Core Research Skills for Postgraduate Students course (15 credits)

### **Stage 2 (Postgraduate Diploma).**

Duration: 15 weeks

Total credits: 60

Courses:

i: MFA Core Course II: Exploration of Studio Practice (45 credits)

ii: GSA PGT Elective course (15 credits)

### **Stage 3 (MFA).**

Duration: 30 weeks

Total credits: 120

Courses:

i: MFA Core Course III: Consolidating Studio Practice (90 credits)

ii: MFA Core Course IV: Theorising Studio Practice (15 credits).

iii: Elective course (15 Credits). One of the following options to be selected:

a: Extended Studio Practice

b: Extended Theory

c. GSA PGT Elective (as at Stage 2)

At the end of Stage 2 of the Programme students will mount an MFA Interim exhibition. This exhibition will contribute to the assessment of this Stage.

At the end of Stage 3 of the Programme students will mount an MFA degree show exhibition. This exhibition will contribute to the assessment of this Stage.

During the first term of Stage 3 (Year 2) students may be eligible to take part in GSA's international exchange programme.

**17. Can exemptions be granted?**

Yes

No

If yes, please explain:

**18. Does the programme comply with GSA APEL policy?**

Yes

No

If yes, please explain:

**19. Are there any arrangements for granting advanced entry?**

Yes

No

If yes, please explain:

**20. Are there any arrangements for allowing students to transfer into the programme?**

Yes

No

If yes, please explain stating requirements and levels to where this can apply:

It is possible for students to enter the programme directly at Stage 3, provided that they have previously gained 120 SCQF credits (or equivalent), and that they satisfy the requirements of the admissions panel.

**21. Are there any arrangements for allowing students to transfer into other programmes?**

Yes

No

If yes, please clarify:

The programme has 3 exit points, one at the end of each Stage. Students may transfer to another programme if they meet the exit requirements at the end of Stages 1 and 2.

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

The following regulations relating to Progression are taken from the Glasgow University Calendar 2010-11, pp. 19-20 ([http://www.gla.ac.uk/media/media\\_165335\\_en.pdf](http://www.gla.ac.uk/media/media_165335_en.pdf));

### **7. Candidates for a Masters Degree: Progress**

7.1 A candidate will be permitted to progress to preparation of the dissertation, or other substantial independent work required by the degree [i.e. MFA Core Course III: Extending Studio Practice], only if he or she has obtained an average aggregation score of 12 (equivalent to C3) or above in the taught courses described in Regulation 4 [i.e. PG Certificate; PG Diploma] with at least 75% of the credits at Grade D3 or better and all credits at Grade F or above.<sup>5</sup> The Programme Document may specify a course or courses in respect of which a specific grade is a minimum requirement of progression. Exceptionally, a candidate may be permitted to progress to the dissertation or other substantial independent work where it is judged<sup>6</sup> that the candidate's performance offers a reasonable prospect of that candidate's reaching the standard required for the award of the Masters degree following reassessment.

7.2 A candidate who has commenced study midway through an academic session will be permitted to progress to preparation of the dissertation, or other substantial independent work, only if he or she has obtained an average aggregation score of 12 (equivalent to C3) or above in the taught courses assessed by the end of the session in which study was commenced, with at least 75% of the credits at Grade D3 or better and all credits at Grade F or above. The Programme Document may specify a course or courses in respect of which a specific grade is a minimum requirement of progression. Exceptionally, a candidate may be permitted to progress to the dissertation or other substantial independent work where it is judged<sup>6</sup> that the candidate's performance offers a reasonable prospect of that candidate's reaching the standard required for the award of the Masters degree following reassessment.

7.3 Average grades are determined with reference to the schedule of grades and aggregation scores contained in the University's Code of Assessment. The average is calculated as the arithmetic mean of individual course scores, adjusted to reflect relative weights attributed to the scores being combined. These weights will correspond to the weights (if any) published in programme documentation but otherwise will be determined by the distribution of course credits within the programme.

7.4 This judgment is normally made by the Board of Examiners or in cases where there is no scheduled meeting, the Convener of the Board of Examiners.

**23. Please confirm that the programme follows GSA Board of Examiner policy and procedures, including External Examiner participation:**

Yes       No

If no, please explain:

**24. Please explain programme management and committee arrangements up to, but not including, Boards of Study:**

The Programme Leader has the overall responsibility for all aspects of the academic content, planning, management and operation of a particular Programme. This includes responsibility for admissions, Curriculum, Learning and Teaching, Student Support, Quality Enhancement and Quality Assurance and Management within the Programme. The Programme Leader of the MFA Programme may delegate tasks under her/his responsibility. The Programme Leader is also a member of the School of Fine Art Senior Management Team, which meets regularly to discuss, initiate and oversee pedagogical and operational issues.

General management and operation of the MFA programme conform to established GSA structures and practices. All Committees connected to the programme will operate according to standard procedures determined by the Academic Council of The Glasgow School of Art. A Student/Staff Consultative Committee will meet to consider local issues, and will report to the School of Fine Art Postgraduate Sub-Committee, which in turn reports to the School of Fine Art Board of Studies, which reports to the GSA Postgraduate Committee. The Examination Board will be responsible for the award of the degree and for issues relating to progression. The Programme Leader is responsible for the operation of the programme.

**25. Please explain the systems and arrangements regarding:**

**a) Quality assurance of the management, operation and monitoring of the programme**

**Head of School**

The following mechanisms ensure that standards of provision are monitored and continually enhanced on the MFA programme:

- programme team meetings
- meetings with MFA student representatives
- Student/Staff Consultative Committee
- Annual Programme Monitoring
- Quinquennial Periodic Review
- Institutional review in accordance with the QAA and SCQF guidelines.

The GSA committee structure can be found at the following link:

[http://www.gsa.ac.uk/media/875399/GSA\\_Committee\\_Structure\\_Web.jpg](http://www.gsa.ac.uk/media/875399/GSA_Committee_Structure_Web.jpg)

A full list of current GSA External Examiners for all programmes can be found at the following link:

<http://www.gsa.ac.uk/about-gsa/our-structure/academic-services/external-examiners/>

## **b) Student feedback and representation**

### **Student Representation**

Student representatives are elected for each Stage, to represent the views of fellow students on Programme Committees and Boards of Studies, and to act as an important means of communication between staff and the student body. Essentially, the role of student representative is one of encouraging student input into the quality of the School's provision and of ensuring student participation has a positive effect on developments within the School.

Student representatives are offered an induction into the roles and responsibilities of the position, and a programme of training by the Student Representative Council.

### **Student Feedback and Participation**

The MFA programme has elected student representatives for each Stage of the programme who attend a Student/Staff Consultative Committee (SSCCM) meeting once a term. The agenda of SSCCM is primarily set by students. Student representatives arrange meetings with year groups prior to the meeting of the Committee to help form this agenda. While the concerns of students regarding the programme at course level can be discussed with the tutors at any point, it is through this meeting that such concerns should be brought formally to the attention of staff. From this committee, student views are taken up through the committee structure via the SoFA Board of Studies, to the Postgraduate Committee. The minutes of all SSCCM's are circulated to the students of the department.

Student feedback and participation is also encouraged by additional minuted student meetings held to discuss issues that inform the enhancement of quality of learning and teaching provision within the School.

## **c) Programme based student support**

Where problems or difficulties arise, students should feel free to discuss them with a tutor or the Programme Leader at any time. The Programme Leader should be the first point of contact for anyone experiencing any problems. Help and/or advice is also available from Learning Support, which is located in the Haldane Building. All problems are best dealt with quickly, and no problem is too insignificant to mention. Staff are committed to helping students with any issues or problems that arise and will help to find the right solution, or an individual that can help.

### **NOTE TO STUDENTS:**

Please make sure the Programme Leader is notified of any personal problem or illness that may affect your ability to engage with the course. Such issues are taken into account at assessments but cannot be taken into account retrospectively, unless there are very good reasons (mitigating circumstances) why this should be so. Mitigating circumstances are circumstances that arise suddenly that could compromise your ability to perform at your best.

As part of a support system, Fine Art has a Student Advisor, John Quinn. The Student Advisor is available by appointment to discuss problems and issues that you feel you are unable to discuss with

staff from your department. Meetings with the Student Advisor should not be seen as tutorials, or counselling sessions. If the Student Advisor is unable to help you, then he will guide you in the direction of someone who will. Appointments with the Student Advisor can be made through the Fine Art Office.

Additionally you, or any of your staff advisors, may approach the Head of Registry for guidance and assistance.