

**1. Programmes:**

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
BA (Hons) Fine Art	W120/W130/W640	FAPPAP/FAPSEA/FAPPHO

Head of School	Professor Alistair Payne
Programme Leader	Dr Gina Wall
Programme Contact	<a href="mailto:g.wall@gsa.ac.uk">g.wall@gsa.ac.uk</a>
Minimum Duration of Study	48 months
Maximum Duration of Study	72 months
Mode of Study	Full-Time
Award to be Conferred	BA (Hons) Fine Art
Exit Awards	SCQF 7: Certificate of Higher Education Fine Art SCQF 8: Diploma of Higher Education Fine Art SCQF 9: BA Fine Art SCQF 10: BA (Hons) Fine Art
Source of Funding	SFC

Version	Session	Date of Approval
1.0	2015/16	18 September 2014 (PAG)
2.0	2016/17	21 September 2016 (PACAAG)
3.0	2018/19	14 February 2018 (UPC)
4.0	2019/20	August PACAAG

**3. SCQF Level:**

7-10

**3.1 Credits:**

480

**4. Awarding Institution:**

The Glasgow School of Art/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:**

None

<b>8. Entry Qualifications</b>	
<b>8.1 Highers</b>	<b>ABBB at one sitting or AABB at two sittings or above</b>
<b>8.2 A Levels</b>	<b>ABB or above</b>
<b>8.3 Other</b>	<b>Portfolio of work must be submitted</b>
<b>8.4 IELTS Score Required on Entry</b>	6.0 (minimum of 5.5)

<b>9. Programme Scope:</b>
<p>The BA (Hons) Fine Art Programme consists of courses that are delivered in parallel, over four consecutive year-stages in Fine Art Studio and Fine Art Critical Studies. The Fine Art Studio courses are delivered across three departments: the Department of Painting and Printmaking; the Department of Fine Art Photography; and the Department of Sculpture and Environmental Art. Students choose a discipline through application to one of the three departments. There is a separate department that is responsible for the delivery of the Fine Art Critical Studies courses, offering a range of mandatory and elective courses on subjects of relevance to critical and contextual studies in fine art.</p>

## 10. Programme Aims:

The BA (Hons) Fine Art programme aims to:

- enhance your capacity for independent creative, intellectual and imaginative enquiry;
- facilitate the acquisition of practical and theoretical skills, knowledge and understanding appropriate to contemporary fine art practice;
- develop your engagement with and critique of the discipline;
- develop your visual literacy in conjunction with critical understanding of the diverse philosophical, historical, social and economic contexts of art and culture;
- inculcate high standards of critical writing which deploy skills in research and reading as a critical practice;
- inculcate high standards of art practice which deploy experiential, active and enquiry-based learning;
- encourage your creative and intellectual independence;
- develop resilience through self-reliance, self-management and responsibility for your learning;
- facilitate the development of your personal skills such as the ability to work in groups, utilisation of interpersonal skills, effective communication, diversity positive;
- enhance your capacity to develop professional attributes and support an enterprising learning culture;
- support the development of ethical, safe and responsible working practices.

Programme ILOs:

Students graduating with honours from the BA Fine Art should be able to:

- successfully employ materials, media and processes relevant to the discipline with proficiency and innovation, in a safe and responsible manner;
- celebrate diversity, particularly in relation to cultural and social perspectives;
- effectively articulate, synthesise and generate knowledge and understanding through creative practice and writing;
- demonstrate the ability to engage in ethical good practice and an understanding of intellectual property rights;
- apply, consolidate and extend learning in different contexts and situations, both within and beyond the field of fine art.

## 11. Intended Learning Outcomes of Programme:

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

### 11.1 Intended Learning Outcomes of Year 1

- visualise and make in response to tutor-led project briefs
- manage your time, develop projects and meet deadlines
- demonstrate the ability to observe, investigate and enquire
- develop ideas and select appropriate materials and processes
- exercise intention in relation to projects and assessments which demonstrate your ability to develop, process, contextualise and deliver an outcome
- reflect upon and evaluate your written outputs and project work, and the work of others
- recognise and discuss key terms and movements in the history of Fine Art practice
- communicate effectively in written and oral form
- understand the significance of diverse cultural and social perspectives in developing an informed understanding of your field
- use appropriate technology for the development and presentation of your coursework

- understand the importance of ethical and safe practice

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

- visualise and make in response to personal projects with tutor support
- manage competing project timelines and meet deadlines
- demonstrate your ability to observe, investigate and enquire alongside increasing competence in visualisation and making
- undertake routine visual research and academic enquiry to investigate and develop your ideas towards course outcomes
- understand the historical / critical and contextual / theoretical underpinnings of your discipline
- exercise intention in relation to projects and assessments which demonstrate the ability to apply research and enquiry to deliver outcomes
- show an increasing ability to reflect and evaluate your written output and project work and the work of others by use of critical and analytical skills
- demonstrate competent inter-personal skills
- utilise effective communication skills in oral, written and visual form
- accommodate diverse cultural and social perspectives in your developing understanding of your field
- use appropriate digital skills for the effective development and presentation of your coursework
- practise in an ethical and safe manner

### **11.3 Intended Learning Outcomes of Year 3**

- visualise and make in response to a self-initiated project with some support from tutors
- manage complex projects in an integrated manner and meet relevant deadlines
- demonstrate the competence to observe, investigate and enquire in relation to proficiency in visualisation and making
- develop basic academic research skills to investigate and develop ideas towards intended outcomes
- evaluate the historical / critical and contextual / theoretical underpinnings of your discipline
- utilise effective visual research skills to investigate and develop projects towards intended outcomes, demonstrating the capacity to appropriately select materials and processes
- demonstrate competence in reflection, evaluation and the use of critical and analytical skills in all areas of programme
- communicate effectively with peers, staff and other professionals through inter-personal and formal communication means
- demonstrate the capacity to articulate the significance of diverse cultural and social perspectives in relation to your understanding of your field
- show competence in the use of digital skills to develop and present coursework for use in academic and professional contexts
- practise in an ethical manner and utilise safe working practices

### **11.4 Intended Learning Outcomes of Year 4**

- visualise and make independently in response to self-initiated activity
- manage complex projects which resulting in coherent and integrated bodies of critical/contextual/theoretical writing and ambitious practical work, while meeting relevant deadlines
- evidence your proficiency to observe, investigate, enquire, visualise and make
- utilise academic and visual research skills to develop a complex body of work which confirms your ability to appropriately select and effectively deploy materials, processes and situations
- explore the connections between intention, process, outcome, context to effectively disseminate your body of work

- proficiently deploy critical and analytical skills, reflection and evaluation in relation to your own work and the work of others
- demonstrate effective interpersonal skills and the ability to communicate with a variety of audiences
- demonstrate the capacity to reflect upon and articulate a clear understanding of diverse cultural and social perspectives in relation to your field
- show proficiency in use of digital skills for academic and professional contexts
- engage proactively with ethical good practice and demonstrate a high standard of safe working practices

#### **11.5 Intended Learning Outcomes of Year 5**

Not applicable.

#### **12. Assessment Methods:**

The Glasgow School of Art has agreed on a common Code of Assessment which aligns with the Code of Assessment that has been developed by University of Glasgow. The code includes grade descriptors which assign a level of attainment in relation to the level learning outcomes at each stage. The code designates eight grades, from A to H. The attainment of at least grade D (satisfactory) is necessary to progress to the next year-stage of the programme, or to achieve the appropriate exit award.

##### **Assessment Methods:**

- Assessment Report Form
- Student Self Evaluation Report
- Department Staff Assessment of Student Work
- Presentation
- Critical writing
- Moderation
- Assessment Feedback Tutorials
- Internal Exam Board
- Summative and Formative Assessment

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

The BA (Hons) Fine Art Programme employs a variety of learning and teaching methods, which adapt to the perceived needs and levels of your learning. They are intended to initiate and support your learning experience through individual artistic production in the studio, and the development of critical writing.

##### **1. Projects**

Projects are normally directed and guided by academic staff and are key to the structure of your learning experience at Years 1, 2 and 3. Projects provide a structure of engagement with particular concepts, methods or approaches that allow you the space for investigation and interpretation. Projects are used extensively to ensure that your experience of the programme is coherent; they are used to direct the development of your individual skills and creative abilities. During Years 1 and 2, you will negotiate a project brief designed to give the student the experience of managing a limited but sustained period of self-directed study.

##### **2. Self-directed Programme of Study**

The Self-directed Programme of Study structures the independent learning experience at Years 3 and 4. This is manifested in your writing of a negotiated (with studio staff) document called the 'Programme of Study' based on guidelines provided by academic staff. The Programme of Study must outline your proposed conceptual rationale, research interests and aims, methods,

processes, resources and possible outcomes of study. Self-evaluation and staff assessment is based upon the negotiated aims and intentions of the Programme of Study in relation to the intended learning outcomes of Years 3 and 4. A discrete Programme of Study is produced for each level of study.

### **3. Workshops**

Workshops support you in the acquisition of practical skills. Workshops are used to introduce you to material, technical/technological and creative processes, and to develop specific subject and transferable skills in relation to art making. They can be led by tutors and/or visiting artists, and are often supported and/or supervised by technical staff.

### **4. Seminars and Discussion Groups**

Seminars focus small groups of students on aspects of studio and exhibition practice and theory in a directed discussion, or presentation format. Seminars can take place within the studio or School, and in relation to exhibitions and events outside the studio. Seminars are facilitated by academic staff and can also be student-led. Seminars are used to encourage dialogue and debate amongst your peers and staff, and they aim to support you to develop critical and analytical skills, skills in communication, presentation and working with others. Within the Fine Art Critical Studies courses, small tutor-led discussion groups are consistently used to facilitate your learning in relation to lectures.

### **5. Individual Tutorials**

Individual tutorials take place between one (or more) member(s) of academic staff and an individual student or groups of students, usually in your dedicated studio space. Tutorials are directed towards your own work and its development. Tutorials are timetabled, and take place in the studio at a tutor's or your request throughout the four years of the studio course. Fine Art Critical Studies provides timetabled individual tutorials during each year, and in Year 4 tutorial access to subject specific supervisors is provided.

### **6. Critical Feedback Sessions**

Critical feedback sessions are key to your learning experience in the School of Fine Art. Critical feedback sessions aim to help you to develop work and ideas in relation to an audience, critical awareness of your own practice, and language and communication skills. At a critical feedback session (or 'crit') a small group of students and staff engage in the critical evaluation of finished work and work in progress. These sessions aim to provide you with concentrated peer and staff feedback at strategic intervals in a projects, or programme of study's development and realisation. Critical feedback sessions are normally facilitated by staff and directed by your individual needs and engagement.

### **7. Essay Writing and Written Feedback**

A major part of learning in the Fine Art Critical Studies courses involves essay writing and the development of research skills. Students receive individual written feedback for all submitted essays, which is often also underpinned by oral feedback in individual or group tutorials.

### **8. Student Exhibitions**

Student exhibitions provide the opportunity to experience the role of the audience/public in the realisation and reception of your work. Group and individual student exhibitions also provide an opportunity to enhance students' organisational and presentation skills. Exhibition practice is considered by the School of Fine Art to be extremely important to students wishing to pursue a professional art practice in the contemporary art world.

### **9. Lectures**

Formal presentations by staff or by visiting practitioners or scholars provide a reflective context for coursework and aim to enable you to become familiar with the paradigms of art practice, theory and history, and with broader cultural issues.

### **10. Conferences**

Conferences are an organised and thematic set of staff and student led presentations that allow discussion and interaction with an audience of peers, staff and students from across other stages and/or subject areas.

### **11. Study Days**

This element of the Fine Art Critical Studies courses in Year 2, provides an opportunity for students from across The Glasgow School of Art to engage with visiting prominent scholars with expertise in significant contemporary issues.

### **12. Talks and Presentations**

The BA (Hons) Fine Art Programme at The Glasgow School of Art aims to build a creative study culture and environment for a rewarding learning experience. A range of learning opportunities are offered throughout the programme, appropriate to the aims of each year-stage. The aims reflect and prepare for the professional context of Fine Art practice. A guiding principle of the School of Fine Art is that learning and teaching is actively informed by the professional practice and research of the staff: all Fine Art Studio tutors are practising artists; research staff and postgraduate students contribute to the teaching programme. Formal and informal sessions led by staff, visitors or students provide an additional forum for the discussion of practical and theoretical issues related to Fine Art practice and are designed to supplement the formal lecture and seminar programme.

### **13. Exchanges and Placements**

Exchanges to other colleges and schools abroad may give you the opportunity to work within a different educational and cultural context. These opportunities are competitive (due to number) and by no means guaranteed. Student placements and residencies may be available to facilitate a professional working experience outwith the school. Exchanges and placements usually take place in Year 3 of the programme (semester 1). Students must research their chosen exchange institution, and then present a 'Learning Agreement' outlining what they will be studying to the relevant Head of Department and Programme Leader for approval prior to departure and before undertaking the exchange residency. Please refer to Section 15 below (Additional Relevant information), paragraph 8 on **Student Exchange** for information and conditions of exchange.

### **14. Study Trips and Cultural Visits**

Study trips and cultural visits enable groups of students, led by academic staff, to collectively explore a variety of professional and related contexts and situations outwith the School.

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

All programme and course information is aligned with the Art and Design and History of Art and Architecture subject benchmark statements: Definitive Version 2001; revised in 2008; revised again in 2017.

### **15. Additional Relevant Information:**

#### **1. Studios in Fine Art**

The studio is regarded as the centre of the learning environment of all Fine Art subject areas. The studios are made up of dedicated individual and group workspaces and larger shared areas for exhibition and project development. The studios are understood as a place of production and/or display and are the main locus for individual and group learning - through experiment, production, display, reflection, discussion, critical review and assessment. The academic and social ethos of the studio is intended to encourage and actively support peer group learning.

## **2. Learning from each other**

The studio environment in Fine Art ensures you have a base for the social interaction necessary to the development of a supportive and critical community of peers. Learning from and with peers has a long tradition in the study and practice of Fine Art. The School of Fine Art works with the premise that artistic intentions and realisations develop best when they are exposed to the ambitions and achievements of others.

## **3. Technical Support**

A wide range of technical facilities is available, including electronic media, printmaking workshops, photography facilities, wood, casting and metal workshops. Although the choice of subject area normally indicates priority access to certain facilities, the use of other technical areas can be negotiated. Dedicated and experienced technical staff support and supervise all technical facilities.

## **4. Tutorial System**

The tutorial system is the primary structure of the relationship between academic staff and students. Most tutorials are structured as a one-to-one discussion, where students and staff can discuss visual work and progress. The tutorial system helps to identify your areas of potential development and enquiry, providing you with responsive advice and guidance. A balance of individual and group tutorials will support your learning experience throughout all years.

## **5. Critical Discourse**

Critical discourse in the School of Fine Art is valued as a key learning and teaching tool. Critical discourse helps to build knowledge, language and understanding, contextualises individual practice and sharpens analytical and perceptual skills. It situates you, the learner, as both artist and viewer in relation to your artwork and the work of others. It develops your understanding of the context of exhibition and other forms of public presentation in relation to audience. The culture of critical discourse in Fine Art Studio is centred around the Critical Feedback Session, which is led and/or facilitated by staff and students and is key to the learning process in Fine Art Studio. In the Fine Art Critical Studies courses the academic critical discourse takes place in lectures, seminars, workshops and individual tutorials.

## **6. Transferable Skills and Graduate Attributes**

The BA (Hons) Fine Art course aims for professionalism in Fine Art through the development of graduate attributes. Transferable skills are integral to the development of Fine Art skills and abilities. Following the Graduates for the 21<sup>st</sup> Century Enhancement Theme, we define these as:

- personal and intellectual autonomy
- ethical, social and professional understanding
- communication and information literacy
- global citizenship
- employability and career development
- research, scholarship and enquiry
- lifelong learning

## 7. Professional Practice

Professional practice is an integral part of studying at the School of Fine Art and is both embedded within the curriculum of the four year-stages of the programme, and provided by the Careers Service. It aims to provide you with the opportunities, experience and skills to engage professionally with the local, national and international context of the art world. This may include:

- preparation of artists' statements, CVs and the professional documentation of work
- gallery visits, exhibition initiation, organisation and publicity
- fund-raising, applications for grants and sponsorship for individual and group projects
- seminars on self-employment, professional organisations and networks, artists' groups and artists' initiatives
- seminars on art law, including copyright and intellectual property
- realisation of public projects
- participation in exhibitions outside of the institutional context
- opportunities to undertake residencies in schools

## 8. Student Exchange

Students in SoFA may be able to undertake a period of exchange with our partner institutions (subject to number of places available), some of which are funded through the Erasmus Exchange Programme. You are invited to apply in Year 2 for a partner exchange opportunity to take place in Year 3 (of no more than the equivalent of one GSA semester). To be eligible for initial exchange approval, you must achieve a minimum grade of C2 in the studio formative assessment point towards the end of semester 1. You must achieve C3 minimum at overall summative assessment point at the end of Year 2 in order to undertake an exchange. If you have not met the level of attainment specified but can make a case under 'Good Cause', the Programme Leader can consider your application and discretion *may* be exercised.

All students applying to exchange to a partner institution must complete a Learning Agreement which outlines your programme of study and credit transfer relative to your studies on exchange prior to the commencement of the exchange. The Learning Agreement must cover both Studio and FACS. The Learning Agreement needs to be approved and signed off by the Head of Department before being passed to the Programme Leader well before you go. This will specify the credits required whilst on exchange from GSA, which **must** be evidenced on return by an official transcript. GSA will convert obtained credits shown on the transcript to GSA credits, where these match the Learning Agreement. No grades will be converted.

Please refer to Section 13 above (Learning and Teaching Approaches), paragraph 13 on **Exchanges and Placements** for additional information.

## 16. Programme Structure and Features:

Title of Course	Duration	Level	Credits	Exit Award
<b>Year 1</b>				
Fine Art Studio 1	S1 & S2	SCQF 7	70	
FACS1	S2	SCQF 7	10	
Co-Lab 1	S1	SCQF 7	20	

Co-Lab 2	S2	SCQF 7	20	
			<b>120</b>	<b>Certificate of Higher Education</b>
<b>Year 2</b>				
Fine Art Studio 2	S1 & S2	SCQF 8	100	
FACS 2	S1 & S2	SCQF 8	20	
			<b>120</b>	<b>Diploma of Higher Education</b>
<b>Year 3</b>				
Fine Art Studio 3	S1 & S2	SCQF 9	100	
FACS 3	S1 & S2	SCQF 9	20	
			<b>120</b>	<b>BA Fine Art</b>
<b>Year</b>				
Fine Art Studio 4	S1 & S2	SCQF 10	100	
Extended Essay/ Curatorial Review/ Critical Journal	S1	SCQF 10	20	
			<b>120</b>	<b>BA (Hons) Fine Art</b>
<b>Year 4</b>				
Fine Art Studio 4	S1 & S2	SCQF 10	80	
Dissertation	S1	SCQF 10	40	
			<b>120</b>	<b>BA (Hons) Fine Art</b>

**17. Can exemptions be granted?**

Yes  No

If yes, please explain: [Click here to enter text.](#)

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

Yes  No

If yes, please explain: [Click here to enter text.](#)

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

Yes  No

If yes, please explain: Applicants to Year 2 (Level 8) must be able to satisfy the School that you have undertaken, in addition to the qualifications required for Year 1 entry, a period of study

equivalent to Year 1 and/or Year 2 of the Fine Art degree programme. This may include an art foundation or HNC qualification.

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

Yes  No

Students may be able to transfer internally (GSA) to Year 1 and Year 2 (SCQF 7 and SCQF 8).

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

Yes  No

Students may be able to transfer internally (GSA) to Year 1 and Year 2 (SCQF 7 and SCQF 8).

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

You must pass both the studio and FACS components of the course to progress on to the next stage. The attainment of at least grade D (satisfactory) is necessary to progress to the next year-stage of the programme, or to achieve the appropriate exit award.

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

Yes  No

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/>

If no, please explain: [Click here to enter text.](#)

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

**Head of School**

The Head of Fine Art has executive authority and is responsible for all programmes offered through the School of Fine Art including academic leadership, programme design, planning, review; allocation of resources; designation of staff roles and responsibilities; co-ordination of staff development and research. The Head of SoFA also chairs the SoFA Board of Studies, the Internal Exam Board, and represents the School of Fine Art at Academic Council and any other such committees as agreed by the Director to whom he or she is accountable.

**Programme Leader**

The Programme Leader has the overall responsibility for all aspects of the academic content, planning, management and operation of the 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 BA (Hons) Fine Art Programme chairs the Undergraduate Team, made up of Heads of Department and supported by the Academic Support Administrator, and may delegate tasks under her/his responsibility to other senior staff members.

**Heads of Department**

The Heads of Departments are responsible for day-to-day management of academic staff and financial resources, and the organisation and delivery of the courses within each specific subject

area. They also liaise with technical and administrative staff who provide support for their department. They ensure that students are familiar with the aims and learning outcomes of the programme and the specific subject area, and inform the departments about relevant academic and professional activities and opportunities in and outwith the School.

#### **Year Leader/Tutors**

Year Leaders/Tutors are responsible for the co-ordination of the delivery of the subject area's programme of study at a specific year level. Year Leader/Tutors provide academic support to the students of the year level, and work with the Head of Department to devise and develop curriculum, and deploy learning resources and staffing to the timetable. Year Leaders/Tutors work across the programme with Year Leaders/Tutors of other levels and subject areas to develop and evaluate programme curriculum and delivery. Year Leader/Tutors are core members of SoFA's Undergraduate Learning and Teaching Forum.

#### **Tutors/Lecturers**

Tutors and lecturers are responsible for delivering the programme, supporting you to achieve the learning outcomes at each stage of study. Tutors and lecturers are the main point of academic contact for you and your year group and are responsible for the teaching of the programme at course (specific subject) level. They should ensure that you are familiar with the aims and learning outcomes of the specific programmes and participate in relevant academic and professional activities and opportunities in and outwith the School of Art.

#### **Visiting Artists, Practitioners and Scholars**

Visiting artists, practitioners and scholars are employed to share their specific expertise, knowledge, and experience to support the main teaching and learning activities of the programme. They provide an external professional context and perspective to the learning and teaching of the specific subject.

#### **Technical Staff**

Technicians support the delivery of the academic programme, and are responsible for the induction to and provision of technical instruction in the use of technical workshops or areas. They are, in the main, also responsible for the maintenance of equipment and workshop/area facilities.

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

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

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)

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

Class representatives are elected for each Year in each Department, 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 class representative is one of encouraging students to enhance the quality of the School's learning and teaching provision, and of ensuring student participation has a positive effect on developments within the School. Class representatives are offered an induction into the roles and responsibilities of the position, and are offered a programme of training by the Student Association in association with SPARQS.

Each department elects class representatives for each year of the programme who attend regular (monthly) Departmental meetings. Each School in GSA has a PG and UG Lead Student

Representative who is appointed following a competitive application process. The Class Representatives and Lead Representatives attend their respective UG/PG SSCC and the Lead Reps sit on SoFA's Board of Studies. While the concerns of students regarding the programme at subject area level can be discussed with the tutors at any point, it is through the SSCC that such concerns should be brought formally to the attention of the Programme Leader. From this committee, student views are taken up through the committee structure via the SoFA Board of Studies and to the Undergraduate Committee. The minutes of the SSCC meetings are circulated to the students of the departments.

Student feedback and participation is also encouraged by the Class Representative meetings held to discuss issues that inform the enhancement and quality of learning and teaching provision within the School. Annual questionnaires, along with the GSA Student Experience Survey, are used to seek feedback from the students that informs the programme quality enhancement process at all levels; delivery of courses, provision of equipment and resources, learning environment and student support.

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

#### **Personal Tutors**

Personal Tutors provide pastoral support to students in the Year Group and act as a consistent point of contact for students throughout the academic session. Personal Tutors liaise with Student Support in relation to Individual Requirement Forms (IRFs) and take an overview of the students' learning in both Studio and Fine Art Critical Studies.