

Glasgow School of Art Programme Specification

Programme Title: Master of Fine Art

1. Programme Details:

Programme Title	Master of Fine Art
HECOS Code	100059
School	School of Fine Art
Programme Leader	Professor Henry Rogers
Minimum Duration of Study	22 months, registered study
Maximum Duration of Study	36 months, registered study
Mode of Study	Full-time
Award to be Conferred	Master of Fine Art
Exit Awards	Stage 1: PG Certificate Stage 2: PG Diploma Stage 3: Master of Fine Art
SCQF Level:	11
Credits:	240

Academic Session	2020-21
Date of Approval	PACAAG August 2020 (updated UPC September 2020)

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

7. Entry Qualifications	
7.1 Highers	N/A
7.2 A Levels	N/A
7.3 Other	<p>Good honours degree in Fine Art, or equivalent academic award in a related subject or prior professional or life experience.</p> <p>Candidates are considered on the quality of the following aspects of their application:</p> <p>Portfolio, personal statement and speculative study plan, references, previous relevant experience and performance at interview</p>
7.4 English Language Requirements	<p>All students will have to provide evidence of English language proficiency when applying.</p> <p>International Students</p> <p>Students who require a Tier 4 visa to study in the UK must meet one of the following requirements in order to gain entry:</p> <ul style="list-style-type: none"> • IELTS for UKVI Academic with an overall score of 6.0 with a minimum of 5.5 in all components;

	<ul style="list-style-type: none"> • complete an acceptable Pre-sessional English Language Programme taught from within the UK with an outcome that equates to the IELTS scores as stated above. <p>Students who have a degree from an English speaking country, or are a national of an English speaking country as listed in the UKVI Guidance, may use this as proof of English language ability.</p>
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8. Programme Scope:

The MFA is a multidisciplinary programme in which creative practice and contextual enquiry are integrated into the common aims of exploring and promoting new developments in the field of contemporary fine art. Creative practice in whatever form it takes is supported by the appropriate theoretical frames of reference and by relevant forms of research. The MFA programme is designed to prepare you for the professional world of Fine Art. Increasingly this includes acknowledgement of the importance of research, especially artistic and practice-led research, for those students wishing to progress to further study 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 programme, both years are Level 11.

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

By combining the mandatory course in research with various electives offered from across the GSA along with electives building on MFA and other SoFA expertise, you 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 pursuits and career sequels. It will enable you to understand the conditions for a career as a 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 (PgCert and PgDip) linked to Stages 1 & 2 respectively, in line with the Scottish Credit and Qualifications Framework.

9. Programme Structure:

The MFA is a two-year Programme, that leads to the accumulation of 240 credits.

The Programme runs from September in Year 1 to June in Year 2, and is divided into 3 Stages. Each Stage of the programme comprises a combination of core courses available only to MFA students, a Specific School of Fine Art core research methods course available to all SoFA PGT students and additional elective courses available to all GSA PGT students.

Note: In exceptional circumstances it may be possible in the early stages of the programme to consider an alternative Core Research Methods course in Stage 1.

All courses are assessed at the end of each Stage.

It is possible for students to exit the programme with an award before the commencement of Stage 3: Masters 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 (40 credits)

ii: Specific School Core Course: Research Methods and Methodologies in Practice (20 credits)

Stage 2 (Postgraduate Diploma)

Duration: 15 weeks

Total credits: 60

Courses:

i: MFA Core Course II: Exploring Studio Practice (40 credits)

ii: GSA PGT Elective course (20 credits)

Stage 3 (MFA)

Duration: 30 weeks

Total credits: 120

Courses:

i: MFA Core Course III: Consolidating Studio Practice (80 credits)

ii: MFA Core Course IV: Theorising Studio Practice (20 credits)

iii: Elective course (20 Credits). One of the following options to be selected:

a: Extended Studio Practice

b: Extended Theory

c. GSA PGT Elective (as at Stage 2)

During Stage 2 of the Programme students will formally present their work.

At the end of Stage 3 of the Programme students will formally present their work. This formal presentation of work will contribute to the assessment of this Stage.

Note: In Stage 3 (September – December in Year 2) students may be eligible to take part in GSA's international exchange programme.

Stage 1	Credits	SCQF Level
PMFA101 MFA Core Course I: Critical Review of Studio Practice	40	11
PCXS101 Core Research Methods: Research Methods and Methodologies in Practice	20	11
Total	60	
Exit Award	PG Certificate	
Stage 2		
PMFA203 MFA Core Course II: Exploring Studio Practice	40	11
GSA PGT Elective course	20	11
Total	60	
Exit Award	PG Diploma	
Stage 3		
PMFA301 MFA Core Course III: Consolidating Studio Practice	80	11
PMFA302 MFA Core Course IV: Theorising Studio Practice	20	11
Elective course (20 Credits). One of the following options to be selected: <ul style="list-style-type: none"> • PMFA303 Extended Studio Practice • PMFA304 Extended Theory • GSA PGT Elective (as at Stage 2) 	20	11
Total	120	
Exit Award	MFA	

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

N/A

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

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

11. Programme Aims:

The 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 innovative creative practice, the production of ground-breaking art and the critical interrogation of the artist's role in society.

The Programme aims to enable you to:

- Critically develop your own work in the context of a rigorous but supportive intellectual environment.

- Identify and explore those key contextual issues relevant to your practice as contemporary artists.
- Critically evaluate your work and that of your peers in the context of contemporary fine art practice.
- Achieve the highest possible standards in your work, so that you as an MFA graduate have the confidence, maturity and intellectual and interpersonal skills necessary to successfully pursue a self-motivated professional practice as an artist.
- Have the opportunity to develop an informed understanding of the responsibilities inherent in ethical relations and ethical good practice in the practices and contexts of art.
- Enhance and apply your knowledge and understanding of Health and Safety issues in this context.
- Enhance your intellectual, practical and interpersonal skills deemed necessary to progress to life as an independent artist, artist-researcher or a career in other related career sequels.

11.1 Stage 1 Aims:

Stage 1 of the MFA programme comprises 2 courses:

1. Core Course I: Critical Review of Studio Practice (40 credits)

In general terms, Stage 1 aims of the programme concentrate upon the critical review and reorientation of creative practice. The main aim is to identify those aspects of your 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 the stage. Each student will present their work in a group 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 enable you to establish a basic, tailor-made agenda/proposition for creative practice throughout Stage 1.

The emphasis in this stage is placed on the development of your work through practical experimentation and the investigation of alternative media and/or related disciplines where relevant. It is recognised, however, that the degree of reappraisal and subsequent re-examination of creative 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 and will enable you to develop your own distinctive developmental platform.

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

You will be expected to write an Independent Study Proposal based on the initial critical re-appraisal of your work. This is intended as a 'live' document that will be renegotiated through the critical evaluation process. You will write a critically evaluative Progress Review as part of

the formative appraisal process. This is followed by a Critical Evaluation at the summative assessment point.

The Aims of this Stage 1 course are to:

- Introduce the principles and rationale for re-appraisal of previous work;
- Encourage you to critically evaluate your practice in relation to recent issues within historical, critical and theoretical fields of enquiry;
- Enable you to enhance your ability to formulate and express critical positions in a variety of appropriate forms;
- Introduce you to fundamental principles and rationale of research in relation to creative practice;
- Enable you to articulate your own distinctive responses to critical issues within your own practice and within the broader context of contemporary art;
- Encourage you to demonstrate your knowledge and understanding of ethical good practice and your ethical responsibility in the public presentation of work;
- Enable you to develop your awareness of Health and Safety issues as applicable to creative practice and in a studio setting if appropriate.

2. Mandatory course

During Stage 1 you will also undertake the mandatory specific School of Fine Art core research methods course: *Research Methods and Methodologies in Practice* (20 credits). Please see relevant course specification document for the aims of this course.

11.2 Stage 2 Aims:

Stage 2 of the MFA Programme comprises 2 courses:

1. Core Course II: Exploring Studio Practice (40 credits)

Following on from the critical review of creative practice at Stage 1, Stage 2 is both developmental and evaluative and therefore concentrates upon the further exploration of the work undertaken in Stage 1. 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 enables you to demonstrate the extent to which you have acquired the skills necessary to present work to a public audience and to demonstrate a high level of practical resolution and professionalism for the purposes of assessment.

The aims of Stage 2 are to:

- Further enable you to develop your ability to critically evaluate your practice in relation to recent issues within historical, critical and theoretical fields of enquiry;

- Enable you to begin to synthesise and resolve your practice on the basis of critical re-appraisal;
- Facilitate the development of your abilities to present your work to a professional standard thus evidencing your transferable, exhibition and presentation skills;
- Promote a level of creativity, originality and initiative in response to critical, theoretical and historical issues;
- Enable you to further develop your ability to identify and formulate new critical insights into established practice;
- Foster further transferable communication skills and confidence in the preparation and presentation (both written and oral) of research-based critical analysis;
- Encourage you to demonstrate your knowledge and understanding of ethical good practice and your ethical responsibility in the public presentation of work;
- Enable you to demonstrate your knowledge and understanding of Health and Safety issues as applicable to creative practice and as applied in a studio setting if appropriate and in the public presentation of work.

1. Elective course

During Stage 2 you will also undertake an elective course from among the range on offer (20 credits).

Please see relevant course specification documents for the aims of these courses.

11.3 Stage 3 Aims:

At Stage 3 the MFA programme comprises 3 courses:

1. Core Course III: Consolidating Studio Practice (80 credits)

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. While there is still scope for development throughout this stage the emphasis is placed on the synthesis and resolution of practice. By the end of this stage – and the end of the two years’ programme – the issues arising from the critical review of creative 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 at 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 years’ 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 exhibition, and the work involved in presenting that exhibition provide the culmination of the period of study on the programme, and finally prepares you for life as an independent artist, artist-researcher or a career in other related professional career sequels.

You are supported in the development of your work by critical feedback sessions (e.g. group critiques), individual tutorials, lectures and seminars.

You will be expected to write a critically evaluative Progress Review that discusses the development of your work since the last assessment point.

This course aims to:

Enable you to produce a sophisticated body of work that demonstrates the synthesis and resolution of practice and critical understanding;

Provide the opportunity for you to prepare for the public presentation of work in collaboration with your peers and professionals in the field;

Enable you to confidently contextualize your own work within the parameters of contemporary art practices;

Encourage you to demonstrate your knowledge and understanding of ethical good practice and your ethical responsibility in the public presentation of work;

Enable you to demonstrate your knowledge and understanding of Health and Safety issues as applicable to creative practice and as applied in a studio setting if appropriate and in the public presentation of work.

Note: The beginning of Stage 3 (September – December) 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.

2. Core Course IV: Theorising Studio Practice (20 credits)

Integral to the development of your creative practice during this stage is the initiation of a research project that builds on the work done in Stages 1 and 2 that will enable you to theoretically underpin your own creative practice within a contemporary context, hence the title *Theorising Studio Practice*. This is a form of research *in practice* in which you are required to research into and think through your own practical production while investigating appropriate aspects of critical theory and/or philosophy and context. This will normally take the form of a written submission (c.5,000 words) e.g. a formal extended essay on a topic of your own choice or an equivalent negotiated submission emergent from your own creative practice. This submission thus enables you to further explore and examine those research interests that inform your creative practice, and thereby understand the practical and theoretical aspects of your study as 'related-objects-of-thinking'. The production and development of this submission is supported by tutorials with members of the MFA teaching team.

This course aims to:

Enable you to work with a significant level of autonomy in the production of a research-led written submission or equivalent negotiated project;

Enable you to further develop the ability to identify and formulate new critical insights into established practice;

Further encourage informed critical reflection upon the relations between your own practice and current issues within the field of fine art;

Encourage you to devise and explore alternative modes of submission for the effective presentation of research material;

Encourage you to demonstrate your knowledge and understanding of ethical good practice and your ethical responsibility in the public presentation of work.

3. ELECTIVE COURSES

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 Practice (20 credits)

For those who wish to focus their attention on creative practice, there is the Extended Studio Practice elective.

The aim of this elective course is to offer students who are interested in focusing upon their-practice the opportunity to further develop their skills and understanding through the production of an enhanced body of 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.

ii. MFA Elective: Extended Theory (20 credits)

For those who wish to devote more time to the development of their research interests via the extended essay or equivalent negotiated submission there is the Extended Theory Elective. This entails the production of an enhanced written submission, a dissertation of c. 10,000 words or equivalent negotiated project. 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 written submission 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.

iii. GSA PGT Electives (20 credits)

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.

11.4 Stage 4 Aims:

N/A

11.5 Stage 5 Aims:

N/A

12. Intended Learning Outcomes of Programme:

The MFA programme is committed to the acquisition of new knowledge through artistic practice and practice-led research developed within a community of artists and academics of international standing.

Upon successful completion of the programme you should be able to:

- Demonstrate your ability to work in a disciplined and independent manner;
- Critically articulate and evaluate your 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 your work;
- Undertake further study at the highest level;
- Apply your knowledge and skills to a variety of professional and social contexts, both within and beyond the professional art world;
- Exercise good judgement and demonstrate your knowledge and understanding of ethical good practice and your ethical responsibility in the public presentation of work;
- Demonstrate your knowledge and understanding of Health and Safety issues as applicable to creative practice and as applied in a studio setting if appropriate and in the public presentation of work.

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 stage.

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 programme to the next. Courses are designed to enable you to achieve the set learning outcomes.

In addition to the core courses a range of mandatory and elective courses support you further to achieve the learning outcomes of the programme and extend them further with a specific direction as chosen by you. This enables you to personalise your learning.

12.1 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 and/or presentation 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 and creative practice.

An awareness of Health and Safety issues that may arise in this context.

12.2 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 creative practice.

An enhanced understanding of creative 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 and/or presentation that is distinctly expressive of that student's point of view.

Professional Practice: Communication, Presentation, Working with Others

A heightened awareness of their 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.

The application of ethical good practice in the production and presentation of work.

The application of good Health and Safety practice in the production and presentation of work.

12.3 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 written submission.

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 one's individual learning experience.

The application of ethical good practice in the production and presentation of work.

The application of good Health and Safety practice in the production and presentation of work.

12.4 Intended Learning Outcomes of Stage 4

N/A

12.5 Intended Learning Outcomes of Stage 5

N/A

13. Learning and Teaching Approaches:

Studying at Masters level may initially cause some sense of disorientation. Unlike study at undergraduate level, postgraduate study encourages you to take greater responsibility for your 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 your needs. Tutors are always available to give support and advice, but a great deal of responsibility now rests with you as an individual student. Time management thus becomes a key issue, and you 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 (practical 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. Theorising studio research seminars, in which you present your research-in-progress to staff and fellow students, followed by discussion and feedback.

In addition to the 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.

Note: Students will be contacted in the pre-arrival period to access additional material about their programmes.

14. 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 (see especially pp. 18-21).

You are encouraged to understand assessment as a positive and essential part of your learning experience. Formative evaluation of your 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 you to consolidate and evaluate your 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 you with both a graded assessment and written comments. Assessment of your progress and attainment in the MFA Programme is structured through both formative and summative assessment processes. You participate in your assessment through the presentation of work and its documentation, and the writing of a Critical-Evaluation Report.

Engagement with formative assessment is a mandatory requirement.

Assessments – Stage 1: Postgraduate Certificate

Formative

You 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.

Towards the end of Stage 1 (approximately 10 weeks into the PG Cert stage), you are required to write a reflective Critical-Evaluation Report (Progress Review) referring to the Learning Outcomes at this stage and your progress to date in both the studio and theoretical aspects of Core Course I. Upon reviewing the Progress Review MFA staff feedback via a tutorial and a written response to your Critical-Evaluation Report (Progress Review), outlining those areas in which you may need to improve. If you wish to discuss the Progress Review Report Feedback, you may request a meeting with a member of the MFA staff team.

Summative

Staff will assess your progress and achievements in the Core Course I through the work that you 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 Research Methods and Methodologies in Practice 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 parity meeting where the MFA assessment panel will agree a total grade.

At the internal exam board, the aggregated grade and the decision on your 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 – Stage 2: Postgraduate Diploma

Formative

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

You are asked to formally display/ present your work in stage 2 which is regarded as part of the work presented for assessment for the end of Core Course II.

You write a Critical-Evaluation Report (Progress Review) on your progress to date in Core Course II, referring to the Learning Outcomes at this stage and their progress so far. Upon reviewing the Progress Review MFA staff feedback via a tutorial and a written response to your Critical Evaluation Report (Progress Review), outlining those areas in which you may need to improve. If you wish to discuss the Progress Review Feedback Report, you may request a meeting with a member of the MFA staff team.

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 your formal presentation of work and artwork 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 parity meeting where the MFA panel will agree a total grade.

At the internal exam board, the aggregated 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 – Stage 3: Masters

Formative

Twice during the course of the year you will contribute work to a critical feedback session (group critique).

You participate in a student-led Research in Progress seminar presentation around week 10 of Stage 3 regarding your chosen research topic and your approach to the development of the submission as an extended essay or equivalent negotiated project. You may be given written warning at this time if your research is deemed to be underdeveloped.

During the second half of Stage 3 you write a reflective Critical-Evaluation Report (Progress Review) on your progress to date in relation to Core Courses III and IV, referring to the Learning Outcomes at this stage and their progress so far. Upon reviewing the Progress Review MFA staff feedback via a tutorial and a written response to your Critical Evaluation Report (Progress Review), outlining those areas in which you may need to improve. If any student wishes to discuss the Progress Review Feedback Report, you may request a meeting with a member of the MFA staff team.

Summative

As part of your final assessment you will have the opportunity at the end of the Stage to present work produced in Core Course III in a final exhibition. Staff will assess the work presented 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 I: Extended Studio Practice, if appropriate) will be awarded.

The attainment of learning outcomes relevant to Core Course IV will normally be demonstrated by an enhanced written submission i.e. in the form of an extended essay (c. 5,000 words), dissertation (c. 10,000 words if MFA Elective II: Extended Theory is followed) or equivalent negotiated project. All such work will be assessed by members of the staff team. All submissions are double marked using a standard pro forma. In accordance with the Code of Assessment a grade 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 where the MFA assessment panel will agree a total grade.

At the internal exam board, the aggregated 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.

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

None

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16. Additional Relevant Information:

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

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

Programme Leader:	Professor Henry Rogers
Programme Title:	MFA
School:	School of Fine Art

1. Summary of amendments to Programme Specification for 2020/21 as a result of COVID-19 and list of Academic activities affected:

The following summary of the academic activities affected by Covid-19 with regard to the MFA programme has informed the review of the Programme Specification. The review has been undertaken in accordance with the health and safety guidance issued by The Scottish Government (July, 2020) and as such will be monitored and revised appropriately as the guidance changes ahead of the start of GSA's academic session on 14th September, 2020.

Review of Programme Specification

The requirement that the Programme Specification be considered within the context of Covid-19 has two primary functions: firstly, to consider the veracity of the programme specification in this context, to identify any issues that may arise and to consider any short term amendments that may be necessary; secondly, to take this review as an opportunity to make necessary amendments e.g. move all content into the current updated template, and consider more closely the specificity of language used in the context of the specification per se. This has resulted in a careful consideration of the specification and a review of some of the language used with regard to aims, ILOs, indicative content and assessment descriptors to more properly reflect the programme of study. It has also resulted in correction of typos that have become apparent through this process.

Activities affected

Studio practice – daily access onsite to individual studio spaces.

Studio teaching/critical re-evaluations/text based discussion groups/studio seminar series – consideration is being given to the daily patterns of engagement with regard to 1-2-1 and group tutorial support.

Technical Support

To identify the range of technical facilities available to the MFA programme as a multidisciplinary programme in view of Covid-19.

Mini-Residencies/Site Visits/Field Trips

In recent years MFA students have made good use of the mini-residencies in Forres set up with the support of the Innovation School. However, in the current situation with Covid-19 restrictions any student conducting research and requesting such opportunities will be subject to compliance with the current health and safety guidance of the Scottish Government at the appropriate time.

Student International Exchanges: MFA student normally opt to take up such opportunities in Semester 1 of Year 2. However, due to GSA's postponement of international student exchanges in Semester 1 and GSA's embargo on international travel there will be no international student exchanges in Semester 1, 2020. Partner institutions have withdrawn all offers of exchange for

Semester 1. Furthermore, whilst there may be exchanges in Semester 2 these will be subject to any restrictions (or cancellations), applied by GSA's exchange partner institutions and the current health and safety guidance of the Scottish Government.

Interim and Final Exhibitions: The access to and use of external spaces (e.g. the Glue Factory) will be subject to compliance with the health and safety guidance issued by the Scottish Government at the time.

In addition to the programme specification the **COVID-19 Response Student Guide** outlines the overarching principles the GSA has established to ensure that in the current COVID-19 context, learning remains the priority and is adapted in the light of changes to the public health demands resulting from the pandemic. [You can read the guide here.](#)

2. Details and outcomes of consultation with students regarding the changes detailed in question 1:

The lead reps have been consulted via their engagement with the Board of Studies.

Continuing and incoming MFA students have been engaged in discussion about progression and how access, delivery and engagement might manifest this coming year. With regard to studio access (when possible) they have been provided with three scenarios (weekly, fortnightly and triweekly) that they may opt for and this consultation is ongoing. So far most students have requested weekly access (when possible) and that this should be augmented (where possible) to accommodate days that individuals are more likely to be onsite (taking into account students' individual patterns of external employment where possible). We also intend to create 'studio bubbles' where we know students co-habit domestically.

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

The external examiner understood why the request to modify the programme specification was being made given the precarity of the current Covid19 situation. The external examiner highlighted the importance of studio practice in its fullest and expanded definition and conceptualisation. The external examiner comments:

My interpretation of 'studio' is as follows:

- 'studium' - Latin for study (Italian 'studio' - 'I study') – so the concept is about learning (and teaching);
- the studio as a physical space is an essential context for experiential learning - learning through doing, through practice;
- the studio is a social space and is crucial in peer-to-peer learning, as well as the discussion of practice through individual and group tutorials in the presence of actual work (whatever its form) therefore, in this context 'a broader view of it [studio] might be taken'.

Whilst mindful of the current situation and the value of the virtual showcase, the external examiner also highlighted the importance of a more nuanced approach to the public display of

work, that normally takes the form of both interim and final degree shows. The external examiner comments:

'Similarly, with the concept of 'exhibition'... I would have a broader view of this and draw on the concept of 'exposition' – the revelation of process and product, in whatever the appropriate context, in order to learn from what has been achieved so far. It became absolutely clear to me during the May (2020) MFA assessments just how crucial a final display is - not just for examiners and public, but for students... This challenge is often what distinguishes and differentiates the extent of achievement (e.g. negotiating a space like the Glue Factory is a real test of artistic nerve and judgment, critical selection, and capacity for resolution).'

In view of these comments, should Covid-19 and the current health and safety guidance of the Scottish Government, render the public display of work impossible the MFA programme team is committed to alternative modes of presentation including both the online virtual showcase which will in turn be augmented by a published 'exposition' in book form that gives students a space to present their work over the second and final stages of the programme.

4. Details of how the changes detailed in question 1 meet the requirements of the Public Sector Equality Duty and how any potential for negative impact for students from protected characteristic groups has been or will be mitigated.

The impact of the changes to the programme specification is the same for all students and more properly reflects the diversity of practice through the use of the word 'creative', there is no adverse effect or impact on students from protected characteristic groups.

Nevertheless, in view of the review of the impact of Covid-19 in relationship to the programme specification identified in Question 1 above the following actions will be implemented to mitigate any negative impact of the changes outlined:

Student Access to Studios: Consideration has been given to patterns of access to the physical studio spaces and the number of students that can enter any given space at any given time. See comments above in section 2.

Online engagement: In view of the Hybrid-Flexi approaches identified in the 'general handbook' devised in response to Covid-19, the MFA staff team recognise the importance of blended learning and the delivery of material in a hybrid form. The additional time to complete tasks has also been given consideration. Whilst staff will be onsite and generally located in the MFA staff office across the week, 1-2-1 and group tutorial support will, for the most part, be conducted remotely via Zoom and/or Canvas and Virtual Classroom. This will be augmented by the availability of material digitally via the GSA library, GSA Engage and the SoFA's Friday Event schedule of high profile speakers. Additionally, whenever possible, visiting lecturers will be expected to speak about their own work or present on a subject of their choice prior to offering up 1-2-1 tutorial support. There is a great deal of good working being done and it is our intention to share material digitally where possible. The MFA team has also considered points of delivery as 60-70% of the MFA programme cohort is international and may not be in Glasgow. This has also led to discussions with colleagues in other institutions with regard to sharing content and opportunities.

Technical Support: with regard to technical support the MFA PL has been in touch with colleagues in the Technical Support Department (TSD) and has been given assurance that they recognise that the MFA is a multidisciplinary programme of study that has particular support needs. Assurance

has been given that MFA students will be facilitated. TSD will provide fixed online resources; remote technical support, bureau support, loan store and booked campus access. As noted in the 'general handbook'

- a. When a programme is being delivered fully on-line – TSD will provide remote support from technical staff via Zoom and email to assist working from home safely. This will be complemented by enhanced Canvas/digital resources.
- b. When GSA Hybrid-Flexi 1 is in place – TSD will most likely provide a 'click and collect' bureau service for material, equipment loans and some fabrication, as well as the remote support outlined above.
- c. When GSA Hybrid-flexi 2 is in place – TSD will continue to run a bureau service, equipment loans and online resources, and introduce bookable slots for access to workshop spaces; slots will vary in length depending on process and area.

Student Support Needs Audit: We are carrying out an audit of student support needs with regard to digital engagement e.g. where students do not have a laptop or any way of accessing the internet.

Pastoral Support: the staff team recognises that students will need more pastoral support over the coming year and have resolved to offer weekly online open surgery sign up sessions to students.

IRF's: students with declared disabilities identified through the IRF process will be notified to the appropriate staff.

Assessments

It is anticipated that:

- the Postgraduate Certificate assessment will be by digital portfolio and written critical evaluation only;
- the Postgraduate Diploma assessment will be by interim show (physical or virtual showcase/ published exposition), digital portfolio and written critical evaluation;
- the Master's assessment will be by final degree show (physical or virtual showcase/published exposition), digital portfolio and written critical evaluation.

This is subject to health and safety guidance issued by the Scottish Government at the time and GSA's decision with regard to such presentations of work.

Name of Convenor of Board of Studies:	Alistair Payne
Date of Board of Studies Approval:	31 July 2020
Name of Convenor of PACAAG:	Vicky Gunn
Date of PACAAG Approval:	19 August 2020

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