

Glasgow School of Art Programme Specification
Programme Title: Master of Letters in Art Writing

Please note that this programme specification is correct on the date of publication but may be subject to amendment prior to the start of the 2021-22 Academic Year.

1. Programme Details:

Programme Title	Master of Letters (MLitt) in Art Writing
HECOS Code	100046/100059/100731/100962
School	School of Fine Art
Programme Leader	Laura Edbrook
Minimum Duration of Study	12 months F/T, registered study 24 months P/T, registered study
Maximum Duration of Study	24 months F/T, registered study 48 months P/T, registered study
Mode of Study	Full Time / Part Time
Award to be Conferred	Master of Letters
Exit Awards	Stage 1: PG Cert in Art Writing Stage 2: PG Diploma in Art Writing Stage 3: MLitt in Art Writing
SCQF Level:	11
Credits:	180

Academic Session	2021-22
Date of Approval	PACAAG April 2020 (updated UPC September 2020)

2. Awarding Institution	University of Glasgow
3. Teaching Institutions	The Glasgow School of Art University of Glasgow (Stage 2 course: 20 credits)
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	4T
7.2 A Levels	4T
7.3 Other	A good undergraduate Degree (normally 2:1 or higher) in a relevant subject area (e.g. Contemporary Art Practice/Theory, Art History, Creative Writing, Literature, Critical Studies, Museum and Curatorial Studies) or equivalent professional practice. Candidates will submit a 500-word programme of study proposal in addition to a portfolio of writing practice (candidate portfolios may include, but are not limited to, creative critical writing [including non-published, independently accredited or self-published work], moving image work, performance and sound-based work). The portfolio may

	provide links to websites or blogs should this be appropriate. Candidates will also undertake interview before selection.
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 6.5 with a minimum of 6.0 in all components; • 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>

8. Programme Scope:

The Master of Letters (MLitt) in Art Writing is a one-year taught postgraduate programme based in the School of Fine Art (SoFA) at The Glasgow School of Art. The programme will offer full and part-time study, with an MLitt in Art Writing gained after 12 months/24 months of study (180 credits). Normally, part-time study will only be available for Home/EU students as GSA are unable to provide UKVI visa sponsorship for part-time students.

The programme is based on two principal elements: a unique understanding of art writing as interdisciplinary studio practice and set of project-based placements with local cultural organisations. With emphasis on reflexive and critical practice-based enquiry, the programme will reflect the increasing interest in the development of alternative forms of critical and theoretical writing and in the reconfiguring of the relationship between writing and artistic practice.

The practice and study of art writing involves creative, philosophical, critical and theoretical approaches to writing about art, writing with art and writing as art. Drawing from disciplines including visual art, art criticism, art history and literature, this interdisciplinary field is as much about creative production as it is concerned with critical discourse. With a proposed entry date of 2018-19, this flagship programme will be the only dedicated graduate programme of its kind in the UK and Europe and is offered during a considerably expansive moment in the history and practice of art writing. The programme offered by GSA, based around strong partnerships with national cultural organisations in the city, will foster expansive and innovative modes of art writing, grounded in practice-as-research methodological framework driven in and from an art school environment. The programme presents unique opportunities for project work in collaboration with national organisations, a series of visiting lectures and workshops from leading experts, and a dynamic framework for creative and intellectual development.

The full-time programme structure:

YEAR 1

Semester 1, Stage 1:

- Writing Practice I (20 Credits)
- Art Writing: Histories, Theories and Methodologies (20 Credits)
- Core Research Methods (20 Credits)

Semester 2, Stage 2:

- Writing Practice II (20 Credits)
- The Genre-Bending Art of Essaying (delivered by the School of Critical Studies, University of Glasgow) (20 Credits)
- PGT Elective (20 Credits)

Semester 3, Stage 3:

- Writing Practice III: Masters Project (60 Credits)

The part-time programme structure:

YEAR 1

Semester 1, Stage 1:

- Writing Practice I (10 credits)
- Art Writing: Histories, Theories and Methodologies (20 credits)

Semester 2, Stage 2:

- Writing Practice I (10 credits)
- The Genre-Bending Art of Essaying (delivered by the School of Critical Studies, University of Glasgow) (20 credits)

Semester 3, Stage 3:

No teaching

YEAR 2

Semester 1, Stage 1:

- Writing Practice II (10 credits)
- Core Research Methods (20 credits)

Semester 2, Stage 2:

- Writing Practice II (10 credits)
- PGT Elective (20 credits)

Semester 3, Stage 3:

- Writing Practice III: Masters Project (60 credits)

The MLitt will introduce a broad spectrum of approaches to art writing, enabling students to develop the skills to write effectively from a position of curiosity, knowledge and purpose and to publish and present to a professional standard within the expanded field of art criticism and experimental writing. Core courses in Stages 1 and 2 (Art Writing: Histories, Theories and Methodologies and The Genre-Bending Art of Essaying) will challenge students to consider art writing as an emergent field and to examine its cultural and literary forms, histories, content and contexts. Encouraging self-directed exploration and practice and supported by valuable peer-learning situations, students will focus on the development of their own creative critical writing, reading, editorial and research practices in courses Writing Practice I, II and III.

Key to the programme is the studio-based nature of approaches to writing. The MLitt Art Writing cohort will be accommodated alongside the MLitt Curatorial Practice students and MLitt Fine Art Practice students, allowing for discourse between students and fostering critical reflection and experimentation. A key aim of the programme will be to consider the 'studio' as both a physical and pedagogical space and as it pertains to writing and practice-led methodologies. The writing studio will be a flexible space that accommodates a number of core writing practices: writing;

reading; editing; dialogue between writers, presentation/performance/readings and peer reviewing. The studio also accommodates a learning and teaching model that is distinctive to studio-based teaching, namely one rooted in experimentation, where students are encouraged to take risks and to reflect upon failure, and supported by group critiques/workshops, individual tutorials and seminars, all taking place within the making/writing space.

In addition to opportunities for peer learning through the studio-based cohort model, the programme will offer a series of research and practice visits (this will include drawing on GSA resources, for example Archives & Collections and the Caseroom), professional practice workshops and, underpinned by a strong emphasis on career development and employability, as part of Writing Practice II students will undertake Project Placements with industry specialists and organisations within a city that is internationally celebrated for its significant contribution to visual art and its written discourses. This will encourage students to test and develop their individual practice in the field. With an outward looking focus, students will be required to make use of art writing modes of distribution including digital and print publishing, and exhibition and performance in galleries and project spaces. This methodology links directly into the employability aspects embedded within the provision, and these include links with external organisations, for example: the Centre for Contemporary Arts; Gallery of Modern Art; the Hunterian Museum; Transmission; Tramway and Glasgow Life; National Library of Scotland in the new Kelvin Hall centre; The Herald; The Skinny; The List; MAP Magazine; LUX Scotland and Glasgow Film Festival.

Teaching and Learning Methods:

The programme will reflect GSA's distinctive span of pedagogical approaches, including studio practice and humanities-based methods, allowing students to develop innovative and impactful strategies for the development and dissemination of diverse practices of writing and criticism. In line with other masters-level programmes in the SoFA, the MLitt in Art Writing will comprise of three stages: Stage 1, Histories, Methods, Forms and Experimentation: students are encouraged to critically and creatively re-evaluate and develop their methods and practices; Stage 2, Purpose and Context: students are required to map their own research and practice inquiry and test in the field; and Stage 3, Consolidation: the realisation of a significant project, dissertation or body of work for Masters Project. The programme will develop individual, and potentially collaborative, writing and close reading practices in accordance with an art school studio pedagogy. Students will routinely participate in cohort and cross-school critiques, workshop and project space activities as well as one-to-one tutorials.

The programme is centred around five core courses. Central to the course structure is an integrated model of theory and practice, where methods of teaching and assessment explore the inter-relationships of the theoretical and the practical. Writing I, II and III have a flexible structure where project work is driven by independent rationale outlined in the student's Programme of Study. Establishing a platform for critique, work developed and produced for formative assessment will be regularly workshopped as a cohort and discussed in one-to-one tutorials. In addition to Writing Practice I (20-credits) in Stage 1, students will attend the lecture, seminar and reading group-based course, Art Writing: Histories, Theories and Methodologies (20-credits). In Stage 2 students will undertake Writing Practice II (20-credits) including a Project Placement in a local cultural organisation, allowing for the crucial acquisition of practical and professional skills and enabling students to move towards becoming independent practitioners. In addition, students will also attend The Genre-Bending Art of Essaying (20-credits), delivered by the Creative Writing department at the University of Glasgow. A major research project, Writing Practice III (60-credits) in Stage 3, will be co-supervised by specialist SoFA practitioners and researchers. The development of practice will be underpinned by a series of core and elective courses, including

the Core Research Methods (20-credits) course delivered to all SoFA PGT and PGR students in Stage 1 and a self-selected postgraduate Elective course in Stage 2 (20-credits). The momentum of the programme will be further enhanced by a series of talks and seminars with local and international guest speakers. These will be organised collaboratively – where appropriate – with the Creative Writing department at the University of Glasgow and with the SoFA’s long-running and highly successful Friday Event series.

9. Programme Structure:

The MLitt in Art Writing is a 12-month/24-month taught postgraduate programme. The programme will offer full and part-time study, with an MLitt in Art Writing gained after 12 months/20 months of study (180 credits). Normally, part-time study will only be available for Home/EU students as GSA are unable to provide UKVI visa sponsorship for part-time students.

The programme will run September to September and students will undertake core courses and an elective course over two semesters followed by a major masters project in the final semester.

Semester 1 includes three core courses: Writing Practice I (20-credits), Art Writing: Histories, Theories and Methodologies (20-credits) and the SoFA Core Research Methods (20-credits). Semester 2 comprises of Writing Practice II (20-credits), The Genre-Bending Art of Essaying (20-credits, delivered by School of Critical Studies, University of Glasgow), and a PGT Elective (20-credits). Semester 3 is Writing Practice III: Masters Project (60-credits). All courses are assessed formatively with a summative assessment at the end of each Stage. This means it is possible for students to exit the programme at the end of each Stage: Stage 1, Postgraduate Certificate; Stage 2, Postgraduate Diploma; Stage 3, Master of Letters.

Regulations:

This programme will be governed by the GSA Code of Practice, and the relevant regulations published in the GSA section of the University Calendar.

Stage 1	Location	Credits	SCQF Level
PLAW101 Writing Practice I	GSA	20	11
PLAW102 Art Writing: History, Theories and Methodologies	GSA	20	11
PCXS101 Core Research Methods: Research Methods And Methodologies In Practice	GSA	20	11
Total			
Stage 2			
PLAW201 Writing Practice II	GSA	20	11
The Genre-Bending Art of Essaying (UoG CRWRT5043)	UoG	20	11
PGT Elective	GSA	20	11
Total			
Stage 3			
PLAW301 Writing Practice III: Masters Project	GSA	60	11
Total			

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 programme offers a 12-month/24-month Masters qualification aimed at graduates with a relevant artistic or academic background keen to cultivate an art writing practice informed by new approaches in writing and criticism. Students will be provided with the opportunity to develop unique and rigorous critical art writing research projects under specialist supervision. The programme will support students to pursue self-directed practice in addition to offering valuable career development opportunities. This includes access to internationally renowned organisations and preeminent experts working in the field. It will enable students to acquire key skill sets and attributes as well as forge the peer networks that are vital to successful career progression.

The MLitt in Art Writing supports students to develop:

- An independent practice through the successful completion of a body of work;
- Knowledge of, and expertise within, the expanded field of art writing, including myriad forms of writing (criticism, essaying, writing for moving image, performance etc.) and the spectrum of platforms for distribution;
- The ability to think critically and creatively about theoretical and practical issues and their inter-relationships;
- An appreciation of the diverse, transdisciplinary nature of art writing and an ability to make links between areas of the field;
- Research skills, including visual literacy, library and archival skills, equipping students with the ability to contribute knowledge and practice to publication, exhibition, conference and other appropriate dissemination platforms in other sectors;
- Transferrable active-learning and interpersonal skills (including professional practice, group-work skills, study skills, presentation and communication skills)

11.1 Stage 1 Aims:

Stage 1 (60-credits, PG Cert) *Histories, Methods, Forms and Experimentation*, enables students to:

- Initiate and plan for a significant independent practice through the development of a self-directed programme of study, including defining research questions where appropriate;
- Demonstrate an understanding of the critical discourse on art writing through an engagement with key debates, platforms for practice and research in the field;
- Develop an understanding of research methodologies and identify a range of appropriate resources, including sources for research and practice alongside identifying appropriate modes of distribution;
- Demonstrate criticality and reflexivity in the application of knowledge, understanding and/or practices to research questions or modes of practice;
- Be open to new ideas, methods and approaches in the field of art writing, challenging established working methods and valuing peer and specialist critique;
- Apply critical analysis, evaluation and synthesis to the study, practice and presentation of art writing and its cognate fields of practice and research

11.2 Stage 2 Aims:

Stage 2 (60-credits, PG Dip) *Purpose and Context*, develops practice and research skills acquired in Stage 1 and enables students to:

- Develop an ambitious independent project through a self-determined body of work and programme of study, including defining research questions where appropriate;
- Propose appropriate forms of distribution, questioning how and where writing meets a readership or audience;
- Develop and demonstrate a critical knowledge of art writing modes and methods as well as relevant debates in the field;
- Advance an appreciation of the diverse, transdisciplinary nature of art writing and an ability to make links between areas of the field;
- Advance skills of critical analysis, evaluation, editing and synthesis in the study, practice and presentation of art writing and cognate fields of practice and research;
- Further develop criticality and reflexivity in the application of knowledge, understanding and/or practices to research questions or modes of practice;
- Be open to new ideas, methods and approaches in the field of art writing, challenging established working methods and valuing peer and specialist critique;
- Develop an engagement with the visual arts and publishing sector locally, nationally and internationally;
- Develop key contact with appropriate experts in the field, and forming peer networks

11.3 Stage 3 Aims:

Stage 3 (60-credits, MLitt) Consolidation, enables students to:

- Realise a significant independent project or body of work for Masters Project;
- Articulate and refine a specialist area and select an appropriate mode of delivery and/or publication for project work;
- Evidence a critical understanding of the diverse, transdisciplinary nature of art writing and an ability to make links between areas of the field;
- Demonstrate a critical understanding of how one's practice contributes to practical, scholarly, critical or theoretical areas of the field;
- Refine and apply the various key skills and attributes developed over the course of the programme, including organisation, communication, research skills and critical effectiveness;
- Demonstrate confidence, autonomy and initiative in determining an independent practice, alongside valuing reflexivity and being open to constructive peer critique

12. Intended Learning Outcomes of Programme:

After full participation in and successful completion of the programme, students will have obtained:

- A critical understanding of the theories and practices, both historical and contemporary, which define the contemporary field of art writing, and will also have engaged with contemporary debates in the development of the field;
- The ability to define one or more specialist areas relevant to the field of art writing, informed by research and/or by practice-based developments in the studio and/or appropriate professional organisation;
- A critical understanding and testing of how one's practice contributes to practical, scholarly, critical or theoretical areas of the field;

- An independent approach to learning through critical self-reflection, self-evaluation and self-development;
- A knowledge of the visual art, art writing and experimental literature sector in Glasgow and Scotland, informed more widely by UK-wide and international contexts;
- The ability to apply a range of active-learning and interpersonal skills whether working independently, collaboratively or with an institution, including being able to work with others, debate effectively and modify one's own ideas in order to support and develop independent thought;
- An advanced level of autonomy and initiative in professional, practical and academic situations

12.1 Intended Learning Outcomes of Stage 1

Knowledge and Understanding

- Establish a critical understanding of the theories and practices, both historical and contemporary, which define the contemporary field of art writing, and engage with contemporary debates in the development of the field;
- Begin to identify an independent area of expertise and situate this in relation to a range of contexts, platforms and research in the field

Applied Knowledge and Understanding

- Identify, conceptualise and define complex issues in the field of art writing and contemporary art practice;
- Develop the ability to transfer knowledge, learning and skills from one context to another, including an ability to synthesise practice and theory

Professional Practice: Communication, Presentation, Working with Others

- Develop effective communication skills in order to negotiate and collaborate with others, valuing diversity and equality including different ways of thinking, experience and skills;
- Identify and develop skills needed for various means of communication including written, digital and visual discourse

12.2 Intended Learning Outcomes of Stage 2

Knowledge and Understanding

- Demonstrate a critical understanding of the theories and practices, both historical and contemporary, which define the contemporary field of art writing, and engage with contemporary debates in the development of the field;
- Demonstrate an awareness of applications and implications of art writing theories and research;
- Identify and develop an independent area of expertise and situate this in relation to a range of contexts, platforms and research in the field

Applied Knowledge and Understanding

- Develop an understanding of the social, cultural, political and philosophical issues relating to art writing, criticism and related fields;
- Demonstrate a critical understanding of how one's practice contributes to practical, scholarly, critical or theoretical areas of the field

Professional Practice: Communication, Presentation, Working with Others

- Develop an engagement with the visual arts and publishing sector locally, nationally and internationally;

- Communicate, using appropriate methods, to a range of readerships and audiences with different levels of knowledge/expertise, as well as diverse contexts

12.3 Intended Learning Outcomes of Stage 3

Knowledge and Understanding

- Initiate and realise a significant independent project or body of work for Masters Project and situate this in relation to a range of contexts, platforms and research in the field;
- Consolidate a critical understanding of the theories and practices, both historical and contemporary, which define the contemporary field of art writing, and engage with contemporary debates in the development of the field

Applied Knowledge and Understanding

- Articulate and refine a specialist area and select an appropriate mode of delivery and/or publication for project work;
- Demonstrate a critical understanding of how one's practice contributes to practical, scholarly, critical or theoretical areas of the field

Professional Practice: Communication, Presentation, Working with Others

- Refine and apply the various key skills and attributes developed over the course of the programme, including organisation, communication, research skills and critical effectiveness;
- Demonstrate confidence, autonomy and initiative in determining an independent practice, alongside valuing reflexivity and being open to constructive peer critique

13. Learning and Teaching Approaches:

There will be a range of teaching and learning methods employed to support the learning outcomes. The programme is structured around five core courses: In Stage 1 students undertake Writing Practice I and Art Writing: Histories, Theories and Methodologies. These courses are complimented by the PGT course Core Research Methods. In Stage 2, the Writing Practice II and Project Placement course are accompanied by The Genre-Bending Art of Essaying delivered by the Creative Writing department at the University of Glasgow. These three courses are also supported by a choice PGT Elective course in Stage 2. In Stage 3 students will undertake Writing Practice III: Masters Project.

The programme will reflect GSA's distinctive span of pedagogical approaches, including studio practice and humanities-based methods, allowing students to develop innovative and impactful strategies for the development and dissemination of diverse practices of writing and criticism. The teaching ethos includes the integration of theory and practice and nurturing of independent practice and enquiry.

The programme is built around three core teaching methods: the lecture/seminar, the tutorial and the critique/workshop. Lectures will reflect varying modes of practice and outline critical, historical and theoretical positions. A visiting lecture series focussed around specific subject areas or critical topics will invite leading experts in the field to present their work and to lead on seminars and workshops. Additional workshops and reading groups will be either staff or student initiated.

Indicative Learning and Teaching Methods on the Programme:

- Studio practice
- Individual or collaborative projects

- Seminars
- Professional practice or subject area workshops
- Lectures
- Reading groups
- Critiques/writing workshops
- Tutorials
- Independent study
- Presentations
- Study trips

14. Assessment Methods:

All components of the programme will be at SCQF Level 11 and will be assessed via a combination of formative and summative assessment methods.

The structure comprises of 100 credits of research project work, 40 credits of core theories and methods courses, one 20 credit choice elective course, plus 20 credits of research methods training. The two core methods and theories courses are designed specifically for this programme.

There will be three summative assessment points throughout the programme, each representing an exit qualification. Summative assessment methods include a potential range of forms as defined by the course, for example: essays, project work, exhibition review and catalogue texts, and presentations reflecting on assigned reading/the development of independent practice.

Both the 20-credit methods and theories courses will be assessed by one essay/written assignment (supported by optional formative writing opportunities). Feedback will be provided in written form and supported by one-to-one feedback tutorial with the assessor.

Both the 20-credit writing practice courses will be assessed by project work with an accompanying self-appraisal report. Discursive and written feedback will be provided.

The 60-credit Masters Project will be supervised by a SoFA member of staff, with the potential for secondary supervisory support. The dissertation/project will be supported by regular supervisory meetings and feedback on draft submissions. The outcome may be a) a dissertation of up to 15,000-words or b) a portfolio of practice accompanied by an extended essay (up to 15,000-words including 1,500-2,000-word contextual overview). This work will be assessed by two members of the team and include: a) submission of final dissertation/project work, b) a short self-appraisal report and c) an assessed presentation. This strategy ensures students gain experience of professional appraisal/personal development planning. Each assessor will prepare an independent written report and moderate to reach a final grade. Written feedback will be provided.

As part of their Masters Project, students will contribute to the Art Writing Graduate Programme event and publish new work in print or online in The Yellow Paper: Journal for Art Writing. In addition, students may exhibit or contribute as part of the SoFA Graduate Degree Show. Students will have access to a dedicated studio space and will be actively encouraged and supported to test and develop their work alongside the Art Writing cohort and SoFA PGT peers.

Throughout the programme students will receive formative feedback through their participation in workshops, peer-to-peer presentations, reading groups and seminars and through their engagement with professional practitioners and mentors.

Engagement with formative assessment is a mandatory requirement.

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

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

The programme corresponds to the SCQF (Level 11) benchmark descriptors and the subject benchmarks and SCQF guidelines have been a primary reference in the writing and development of this documentation.

16. Additional Relevant Information:

Accommodation and Facilities:

The cohort will occupy a single flexible studio space which will accommodate individual desk/work space and be recomposed as a project space as appropriate. The studio will also be equipped with audio-visual tech for presentations and two desktop computers installed with relevant graphics, video and sound editing software. Depending on the nature of their practice, students may negotiate access to workshop and technical facilities on a project basis as appropriate.

Resources and Services:

The majority of required reading is available in digital or print via GSA Library or through JSTOR.

There is an Art Writing subject guide available from the Library website:

<https://lib.gsa.ac.uk/subject-guides/subject-guides-art-writing/> Any required reorientation of the collection will be in consultation with the Programme Leader and would seek to serve the GSA as a whole in addition to the MLitt Art Writing cohort.

The programme will work with GSA's Exhibitions department and GSA's Archive and Collections, which include holdings of two significant Scottish art critics, Cordelia Oliver and Clare Henry.

There may be a small impact on the technical support department that may require revision of SoFA TSD arrangements. Each student will develop bespoke project work and access to technical resources will need to be negotiated individually on a project basis and with the completion of requisite Health & Safety Inductions. Due to the cross-form nature of the programme it is anticipated that demand on any one technical service will be light.

Employability:

The MLitt in Art Writing will offer valuable opportunities to build transferrable professional knowledge and skills. Students will be encouraged to engage with the visual arts and publishing sector locally in order to establish key skill sets and attributes for professional practice as well as forge the peer networks that are vital to successful career progression.

A number of collaborative partnerships will be established with external organisations prior to the programme commencing in 2018-19. Postgraduate Project Placements will run in Stage 2 as part of the course Writing Practice II and be supported by the MLitt Art Writing Programme Leader and an assigned point of contact/mentor in the external organisation. The Placement will enable

students to test and develop their practice in the field and will be based with an organisation for approximately 1-day per week (duration and site of work negotiable according to individual project) for a total of 5-weeks (students will undertake additional work [writing/reflection/study etc]). Each student will be matched with a mentor within the organisation and provided with an introduction to the institution and their business model. In week 2 students will propose an independent project which will be reviewed by their mentor and the MLitt Programme Leader and scheduled to be completed by week 5. A mid-semester formative review will be scheduled for each student placement. Joint or multiple placements may be considered for a single venue. Students may negotiate to work off-site and will present project outcomes for assessment. Assessment will consist of a portfolio project report.

Professional practice workshops, for example in graphic design software, self-publishing and archival research, will further support specialist placements to ensure programme graduates are prepared to successfully navigate the cultural sector's highly competitive jobs market.

Graduates will be equipped to undertake postgraduate research, for example as Masters of Research or a PhD, in Art Writing or a cognate area.

Given the focus on employability, alumni tracking and development will be integral to the programme.

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:	Laura Edbrook
Programme Title:	MLitt Art Writing
School:	Fine Art

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

The MLitt Art Writing is a studio-based writing programme involving professional practice partnerships and publication/exhibition and presentation initiatives. The programme is 12 months full-time or 24 months part-time (with no teaching or contact time over the third semester in year 1). Core teaching happens via various models including seminars/workshops, lectures and one-to-one tutorials. Students are supported to develop independent project work and work closely with staff and their peer group in Art Writing and across the PGT cohort. The health and safety guidance issued by the Scottish Government will continue to impact existing teaching models and studio occupation. The following summary details the amendments to the Programme Specification for 2021/22 as a result of COVID-19.

The current 2-metre social distancing rule (April 2021) means all learning and teaching follows GSA's blended model of teaching. Curriculum and Studio Planning (concerning the 2-metre social distance rule) will be constantly reviewed in accordance with GSA central guidance and in line with UK and Scottish Government rules. According to current guidance, Art Writing teaching will continue to be delivered online (Zoom or Virtual Classroom).

All work for assessment is submitted in digital formats and this remains unchanged by COVID restrictions. Opportunities for physical or performative presentation (as part of a digital portfolio) are not able to be supported by the Programme (see below). All progressing and incoming students will be advised on studio and specialist workshop access, including candidates.

Studio Teaching/Seminars/Lectures: all 'studio', 'seminar' and 'lectures' will be delivered remotely. Canvas will include all information needed for accessing the synchronistic or asynchronistic session and detail staff and mode of delivery. As per standard practice, advance reading and synopsis will be uploaded at least one week in advance. Any potential for staff/student contact within the GSA campus, will be noted on the timetable and the course Canvas pages.

Site Visits/Field Trips: any student excursions or trips will be subject to compliance with the current health and safety guidance of the Scottish Government at the appropriate time. International travel will only be considered once the current GSA international travel embargo has ceased. Remote 'Field Trips' will be timetabled and access will be instructed as per above.

Presentation: The access to and use of the key venues and organisations such as CCA Glasgow, the Poetry Club and Good Press will be subject to compliance with the health and safety guidance issued by the Scottish Government at the appropriate time. Core events, such as Soft Shell, will continue to run as a radio podcast titled **Soft Shell Radio** and periodically published on *The Yellow Paper* site. The Programme will collaborate with other broadcasting initiatives where appropriate.

Publication: Digital publication will continue to be supported on the Programme site *The Yellow Paper: Journal for Art Writing*.

Modes of Submission: remain largely unaffected. All work is submitted and assessed via digital upload. However, it is understood that opportunity to physical project space will be limited and will impact how students can test and stage new work. The submission of physical dissertation and book work will for Masters Project will be reviewed in line with GSA and Government guidance for 2021-22.

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

Consultation has been carried out with the current and continuing cohort regarding methods of virtual learning and teaching. Duration of group crits and workshops have been amended to mitigate 'zoom fatigue' and tutorials are always supported with review material circulated in advance.

Prospective students are introduced to the blended model of delivery at Postgraduate Open Day and successful applicants are updated with any revisions regarding the delivery of their Programme via email correspondence and candidate Zoom sessions.

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

The Acting External Examiner for Art Writing, Conor McGrady, has reviewed the contingency actions outlined here and notes:

I have reviewed the Contingency Actions Pro Forma and the amendments to the MLitt Art Writing programme in light of the impact of Covid-19. The amendments to the programme are consistent with proposed amendments to studio-based programmes across the sector, and reflect a general move to the use of blended learning and a blended approach that facilitates online learning and studio/field trip/site visit access as appropriate to current health and safety guidelines. I also note the student centred approach in consultation and communication with the current cohort, and consideration of mitigating zoom fatigue in crits, tutorials and workshops.

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 following actions will be implemented to mitigate any negative impact of the changes outlined in Section 1:

Student Access to Learning Inputs/Materials: Lecture and Seminar synopsis and related reading/research will continue to be uploaded to Canvas at least one week in advance, allowing students to familiarise themselves with topic or theme ahead of lecture or discussion. This will include announcements, timetabling, studio activities and inputs, lectures, seminars and electives. Online content and delivery will be based on a blended model of synchronous (timetabled staff/student contact) and asynchronous (student access to online curriculum content and materials) using a range of digital software as appropriate, including: Zoom, Virtual Classroom, Slack and Padlet. Blended delivery will help mitigate the potential impact of the range of COVID-19 restrictions on students including travel to Glasgow, access to GSA Campus and facilities, students with health issues necessitating shielding, and students with carer responsibilities.

The Studio Padlet and Slack channel will continue to be used as a student forum for discussion on or around curriculum topics and for student-led project work. The Padlet is also used to upload advance reading of student work before Writing Workshops. The Forum will support student engagement and achievement of ILOs.

All synchronistic teaching will continue to be time restricted and factor in comfort and screen breaks in line with VDU guidance. Teaching content and hours remain unchanged but teaching methods and pace may undergo adjustment in order to maximise student engagement. This may include clustered sessions and breakout activities. All students will be issued guidance on the use and etiquette of Zoom and other incorporated digital platforms. These measures do not entail change to the Programme Specification.

Social Distancing within the Writing Studio: Until any change in Government guidance, the Writing Studio will continue to operate by 2 metre social distancing to allow for safe access to the studio space. Students will access the studio according to a rota in line with their needs and availability. All students will be made aware of the GSA Safe Campus guide and will be inducted into studio occupancy and building access.

Student Digital Capacity: The Programme will continue to follow the Digital Inclusion Provision in order to establish student digital capacity and proficiency in relation to the selected hardware and software utilised in the delivery of curriculum content and learning activities. The aim is to ensure that all students are supported in accessing curriculum content and able to participate in learning and teaching activities.

Professional Practice and community engagement: The opportunity and format of the **Project Partnership** (in Stage 2) will continue to be impacted, mirroring the challenges faced by institutions and professionals globally. The Programme will continue to operate a responsive engagement with the sector and partnerships will be fostered and carried out in line with national and international initiatives. For example, students in 2020-21 will collaborate with Glasgow International Festival on and offline presentation in June 2021 and a collaboration with oHPo (Old Head Post Office) Radio, initiated at Sheffield Hallam University, is scheduled for July 2021, further advancing the Soft Shell Radio project and offering students professional networking opportunities and a platform to trial new work and receive peer feedback and support.

Pastoral Support: Scheduled one-to-one tutorials will address student work and any arising pastoral issues. Core staff will also offer a regular Zoom drop-in hour offering a point of contact for all students.

IRFs: students with declared disabilities identified through the IRF process will continue to be notified to the PL and appropriate support will be arranged.

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Name of Convenor of Board of Studies:	Dr Gina Wall
Date of Board of Studies Approval:	10 May 2021
Name of Convenor of PACAAG:	Vicky Gunn
Date of PACAAG Approval:	24 June 2021

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