

**1. Programmes:**

<b>Programme Title</b>	<b>UCAS Code (Completed by Registry post approval)</b>	<b>GSA Code (Completed by Registry post approval)</b>
Master of Letters (MLitt) in Fine Art Practice	Click here to enter text.	Click here to enter text.

<b>Head of School</b>	<b>Roger Wilson</b>
<b>Head of Department/Programme Leader</b>	<b>John Calcutt</b>
<b>Programme Contact</b>	<b>John Calcutt</b>

<b>Minimum Duration of Study</b>	<b>12 FT 24 PT</b>
<b>Maximum Duration of Study</b>	Click here to enter text.
<b>Mode of Study</b>	<b>FT &amp; PT</b>
<b>Award to be Conferred</b>	<b>Master of Letters</b>
<b>Exit Awards</b>	<b>Stage 1: PG Cert in Fine Art Practice Stage2: PG Diploma in Fine Art Practice Stage 3: MLitt in Fine Art Practice</b>
<b>Source of Funding</b>	<b>Self-funding</b>

**2. Academic Session:**

2011/2012

**3. SCQF Level:**

11

**3.1 Credits:**

180

**4. Awarding Institution:**

Glasgow University

**5. Teaching Institutions:**

Glasgow School of Art

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

School of Fine Art

**7. Programme Accredited By:**

None

**8. Entry Qualifications**

<b>8.1 Highers</b>	Click here to enter text.
<b>8.2 A Levels</b>	Click here to enter text.
<b>8.3 Other</b>	A good honours degree in the relevant subject area (Painting, Photography, Printmaking or Sculpture) or equivalent professional practice.
<b>8.4 IELTS Score Required on Entry</b>	Minimum of 6.0 overall

**9. Programme Scope:**

The Master of Letters (MLitt) in Fine Art Practice is a postgraduate programme in the School of Fine Art at GSA. It is a one year taught programme, with four specialist pathways in painting, photography, printmaking and sculpture. Applicants to the MLitt will identify in advance which pathway they would like to study. Students will be based within, and supported by, staff from the appropriate department of the School of Fine Art. The programme is studio-based and centred on practice, and is intended to provide opportunities for students to pursue in-depth subject specific study in fine art practice at postgraduate level.

Applicants to the MLitt in Fine Art Practice will normally submit a portfolio of their recent work accompanied by an outline programme of study proposal for the chosen pathway (up to 500 words). This proposal will form the basis of a developing practice and research programme of study. This proposal will be reconsidered and re-configured through critical reflection at all three stages of the programme.

The programme promotes and develops the importance of self-directed practice and learning. Over the year each student will progress through 3 stages of studio practice:

- **Origination** (in which the first exploration of the content and themes are made);
- **Investigation** (in which testing, sampling and experimentation are key);
- **Consolidation** (the resolution of a cohesive body of work).

Students on the programme will study within their specialist area, supported through tutorials, critiques, and specifically focused lectures and seminars. They will also have the opportunity to interact with peers from other subject areas of the programme, principally through lectures and workshops that address research skills and other more generic, conceptual and philosophical issues. A balanced curriculum will ensure that students are able to fully devote themselves to their chosen field of study, whilst supporting their learning through the provision of a range of interdisciplinary opportunities for critical reflection and personal development.

**10. Programme Aims:** *Please remember that the aims should be written in a student-friendly way.*

The Master of Letters in Fine Art Practice aims to provide a programme of study which will enable students to:

- Critically develop a body of practical work in the context of a rigorous and supportive intellectual environment;
- Develop practical work that allows exploration of individual research interests;
- Develop an understanding of the contextual and historical evolution of contemporary fine art, and relate this to current critical and philosophical debates;
- Develop the confidence, maturity, intellectual and interpersonal skills necessary to function successfully and professionally within the field of fine art;
- Develop and demonstrate an understanding of research methodologies and processes within the professional fields of contemporary fine art.

**10.1 Stage 1 Aims:**

**Stage 1, (PgCert), Weeks 1 to 15: 60 Credits**

The Postgraduate Certificate aims to offer each student the opportunity to:

- Develop an understanding of the historical evolution of fine art, including contemporary practice, in the context of the chosen specialist pathway;
- Acquire and develop knowledge of some of the key theoretical and conceptual discourses of contemporary fine art practice, and pursue this through studio practice, tutorials, crits and seminars;
- Work with a critical and reflective approach to the methods and techniques of the chosen pathway in relation to contemporary fine art practice;
- Acquire and develop an understanding of research methodologies, including the use of archival sources, and the ethics of fine art practice.

**10.2 Stage 2 Aims:**

**Stage 2 (Pg Dip), Weeks 16 to 30: 60 Credits**

The programme aims at Stage 2 are designed to develop the studio, conceptual and research skills acquired in Stage 1.

The Postgraduate Diploma aims to offer each student the opportunity to:

- Develop and demonstrate a critical knowledge of the chosen specialist pathway, its theories and discourses, represented through practice and other forms of outcome;
- Further develop a critical understanding of practice that is relevant to the condition of contemporary art;
- Demonstrate an empirical approach to studio practice and critical review.

**10.3 Stage 3 Aims:****Stage 3 (Masters), Weeks 31 to 45: 60 Credits**

Stage 3 programme aims are designed to offer the student the opportunity to realise their individual project in a way that demonstrates a reflective practice alongside a developed understanding of the theories, methodologies and practicalities of their chosen specialism. This will be represented through a presentation of resolved work accompanied by a reflective report.

Stage 3 of the MLitt Fine Art Practice aims to offer each student the opportunity to:

- Demonstrate, through practice the realisation of a comprehensive and professional understanding of methodologies and techniques involved in the production of contemporary fine art;
- Demonstrate through the work & supporting study a synthesis of the intellectual, practical and theoretical issues that arise from developing a specific art practice in a contemporary context;
- Demonstrate, through presentation, both a critical and analytical reflection on the processes and research embodied in the project.

**10.4 Stage 4 Aims:**

n/a

**10.5 Stage 5 Aims:**

n/a

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

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

**Knowledge and Understanding**

Identify and evaluate those issues that are fundamental to their work;

Employ research skills and techniques in order to continue the development of these issues in their work;

Have a clear and informed understanding of the relation of their work to wider issues within contemporary fine art practice and society at large.

**Applied Knowledge and Understanding**

Employ the relevant technical and intellectual skills in order to produce work that clearly articulates those issues that it addresses;

Employ a range of research based skills and techniques in order to produce work that is both original and assured;

Produce work of a high standard that is informed by and contributes to its disciplinary specialism.

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

Employ the relevant skills, aptitudes and attitudes that are necessary to produce and exhibit work in professional contexts;

Work effectively and efficiently, both independently and with others, in a variety of professional situations;

Demonstrate high levels of competence in the public presentation of their work and research.

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

#### **Knowledge and Understanding**

- Apply the principles and rationale for re-appraisal of previous work;
- Express an understanding of fine art production in relation to the subject pathway;
- Recognize the critical issues relating to the chosen subject pathway;
- Identify the current issues in contemporary fine art production;
- Demonstrate knowledge of the principles and rationale of independent research.

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

- Use a range of the technical skills, processes and practices associated with the subject pathway;
- Recognize the link of own artistic/cultural intentions to critical issues arising from the chosen pathway.

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

- Identify and analyse complex problems and issues;
- Demonstrate appropriate responses to the views and positions of others, including offering substantial, constructive criticism;
- Exercise autonomy and initiative;
- Communicate critical self-evaluation to peers and specialists using a range of appropriate methods including ICT and original work.

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

#### **Knowledge and Understanding**

- Develop a critical understanding of the principles and rationale for re-appraisal of previous work;
- Distinguish how art production can contribute to the discussions of some of the critical issues of contemporary thought and experience;
- Evaluate the critical issues of the chosen pathway and how they could more broadly relate to fine art production;
- Appraise the current issues in contemporary fine art production in relation to the chosen pathway;
- Differentiate the critical balance between research and practice in the planning of a significant project within fine art practice.

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

- Apply a range of the principal skills, processes and practices associated with your subject pathway;
- Contribute to the discourses around current issues in fine art through tutorials, crits and seminars.

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

- Demonstrate originality and creativity in dealing with complex problems and issues;
- Develop an awareness of own position within, and contribution to, the wider contexts of art and cultural practice, including the ability to present and discuss own work;
- Make informed choices regarding the development of individual learning experiences;
- Make formal presentations about specialised topics to informed audiences using a range of appropriate methods including ICT and original work.

**11.3 Intended Learning Outcomes of Stage 3****Knowledge and Understanding**

- Integrate a significant and informed understanding of the principles and rationale for re-appraisal of previous work;
- Summarise the inter-relationship between fine art production and the philosophical discourses around critical issues of contemporary thought and experience;
- Relate how fine art production can address critical, political, theoretical and ethical issues;
- Resolve how the proposed project relates to the wider context of contemporary fine art;
- Determine how research in and through the arts contributes to art production and the discourses around contemporary issues.

**Applied Knowledge and Understanding**

- Consolidate and synthesise a range of the principal skills, processes and practices associated with the subject pathway and resolve ideas in a final presentation of art works;
- Combine research methods and findings in a presentation supporting the realisation of art works.

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

- Implement informed judgment in relation to complex problems and issues;
- Maintain good practice and co-operation when working in professional contexts, including working constructively with others in a variety of pedagogical and institutional situations;
- Show significant responsibility for consolidating independent enquiry;
- Use a critically informed range of presentation and communication methodologies appropriate to underpin studio practice.

#### 11.4 Intended Learning Outcomes of Stage 4

Knowledge and Understanding

n/a

Applied Knowledge and Understanding

n/a

Professional Practice: Communication, Presentation, Working with Others

n/a

#### 11.5 Intended Learning Outcomes of Stage 5

Knowledge and Understanding

n/a

Applied Knowledge and Understanding

n/a

Professional Practice: Communication, Presentation, Working with Others

n/a

#### 12. Assessment Methods:

##### General statement

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 MLitt programme at GSA may be found at

[http://www.gla.ac.uk/media/media\\_238051\\_en.pdf](http://www.gla.ac.uk/media/media_238051_en.pdf) (see especially pp. 18-21).

##### Assessment on MLitt programme

Formative and summative assessment strategies are used throughout the Fine Art Practice programme. Formative and summative assessment operates to guide students in the development of all aspects of work and studies.

##### Formative:

Formative assessment is essentially diagnostic, which is to say that it takes the form of critical feedback on each student's progress in relation to relevant course Learning Outcomes. Such

feedback is offered in a variety of contexts, including the following:

- seminars
- critiques
- tutorials

Grades are not awarded during formative assessment: the intention is to offer guidance to enable students to reflect upon their progress and levels of achievement as they move towards Summative assessment.

**Summative:**

The following elements of students' work will be considered during Summative assessment, and grades will be awarded in accordance with The Glasgow School of Art Code of Assessment:

- Practical work
- Presentations
- Written work

There will be three summative assessment points throughout the programme, each representing an exit qualification. Students may exit the programme with a Postgraduate Certificate after successfully completing Stage 1, or a Postgraduate Diploma after successfully completing Stage 2. Interim awards will need to be surrendered if a student resumes their studies and successfully achieves a higher exit award.

The table below details the points in the programme where formal (Summative) assessment is expected to take place.

Stage	Summative assessment points
Stage 1: PgCert	Week 15
Stage 2: PgDip	Week 30
Stage 3: Masters	Week 45

The process for the assessment of the 3 stages will comprise:

- Internal assessment;
- Internal exam board to agree awards and progression between Stages.

In addition, Stage 3 will also comprise an external assessment stage, which will be reported to the Final Exam Board.

**Assessment Criteria**

The criteria of assessment are linked directly to the learning outcomes for the PgCert, PgDip and Masters stages of the programme.

The programme provides two forms of assessment, formative and summative. Formative

assessment will take the form of seminars, tutorials, and so on, which provide the opportunity to refine and develop key principles in fields of enquiry, and to prepare for submission in the summative assessments, i.e. in assessed projects and coursework, and in the final submission for the Research Project, or in the case of those exiting at Postgraduate Certificate or Postgraduate Diploma level, for the assessed projects and coursework.

For all three stages of the programme, students will be assessed through the presentation of practical work, written submissions and at stages 2 and 3, a presentation. Each course will be examined against its specific Learning Outcomes.

**Pg Cert:** At the end of Stage 1, for those wishing to exit with a PgCert, assessment will be based on practical and written work.

**PG Dip:** At the end of Stage 2, assessment provides a point for those wishing to exit with the PgDip. Assessment will be by a review of all practical work, supporting studies and a presentation. At this stage of the programme, students can elect to continue their study at Masters Level. All students selecting this option must complete a proposal of study.

**Masters:** At the end of Stage 3, assessment will be by a review of all practical work, supporting studies, a reflective report and a selected exhibition. Interviews with the External Examiner may take place.

### 13. Learning and Teaching Approaches:

- Studio Practice
- Seminars
- Lectures
- Workshops
- Critiques
- Tutorials
- Independent study
- Presentations

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

None.

### 15. Additional Relevant Information:

**16. Programme Structure and Features:**

The MLitt is a one-year Programme, structured into 3 Stages, leading to the accumulation of 180 credits. The programme runs from September to September. The first two Stages of the programme comprise a combination of Core courses available only to MLitt students, and additional courses available to all GSA PGT students. The final Stage of the programme comprises one single core course that is available only to MLitt students. All courses are assessed at the end of each Stage.

It is possible for students to exit the programme with an award before commencement of Stage 3 (MLitt) 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: MLitt Core Course I: Origination (45 credits)

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

**Stage 2 (Postgraduate Diploma).**

Duration: 15 weeks

Total credits: 60

Courses:

i: MLitt Core Course II: Investigation (45 credits)

ii: GSA PGT Elective course (15 credits)

**Stage 3 (MLitt).**

Duration: 15 weeks

Total credits: 60

Courses:

i: MLitt Core Course III: Consolidation (60 credits)

This course comprises 2 elements:

Presentation of work

Positioning statement and report

**17. Can exemptions be granted?**

Yes

No

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

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

Yes

No

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

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

Yes  No

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

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

Yes X No

If yes, please explain stating requirements and levels to where this can apply:  
Applications for entry into the programme for the PgDip and Masters Stages will be considered. However, previous postgraduate study experience would need to be equivalent to that provided by the earlier stages of the Fine Art Practice programme.

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

Yes X No

If yes, please clarify: Although the programme is designed to be taken as a whole, students may leave the programme with PgCert and PgDip qualifications. It is possible that these could be used as the basis for transferring into an alternative programme of study part-way through.

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

Students on the Fine Art Practice programme must complete and pass Stage 1 in order to progress to Stage 2; they must complete and pass Stage 2 in order to progress to Stage 3. Progression is monitored at GSA's PGT exam boards, which occur at the end of each Stage. These are run according to the University of Glasgow's rules and regulations for postgraduate assessment and examination.

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

Yes  No

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

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

The Programme Leader will have executive responsibility for the direction, coordination and administration of the programme. He/she will be primarily responsible for the initiation of programme developments, and will have particular responsibility for the monitoring of student progress and for the continuous monitoring of the quality of the programme in line with The Glasgow School of Art procedures.

These duties include responsibility for Admissions, Curriculum, Learning and Teaching, Student Support, Quality Enhancement and Quality Assurance and Management within the Programme. The

Programme Leader of the MLitt Programme may delegate tasks under her/his responsibility. The Programme Leader is also a member of the School of Fine Art Senior Management Team, which meets regularly to discuss, initiate and oversee pedagogical and operational issues.

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

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

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

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

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

**b) Student feedback and representation**

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

By such means students will have the opportunity to feed back to staff through the Student/Staff Consultative Committee (SSCC), a forum for discussion about all aspects of the programme and student experience at the GSA. The SSCC will meet during each Stage of the Programme and will report to the School of Fine Art's Board of Studies.

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

**c) Programme based student support**

A designated pastoral tutor will be available to students who may be experiencing welfare or personal problems that may affect their academic progress.

Students should feel free to discuss any such issues with a pastoral tutor or the Programme Leader at any time. Help and/or advice is also available from Learning Support, which is located in the Haldane Building. All problems are best dealt with quickly, and no problem is too insignificant to mention. Staff are committed to helping students with any issues or problems that arise and will help to find the right solution, or an individual that can help.

**NOTE TO STUDENTS:**

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

As part of a support system, Fine Art has a Student Advisor, John Quinn. The Student Advisor is available by appointment to discuss problems and issues that you feel you are unable to discuss with staff from your department. Meetings with the Student Advisor should not be seen as tutorials, or counselling sessions. If the Student Advisor is unable to help you, then he will guide you in the direction of someone who will. Appointments with the Student Advisor can be made through the Fine Art Office.

**Date of production/revision:**

September 2012