

Glasgow School of Art Programme Specification

Programme Title: BA (Hons) Fine Art

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	BA (Hons) Fine Art
HECOS Code	Painting and Printmaking 100589/ 100595/ 100587/ 100306 Fine Art Photography 100063/ 100059/ 100887/ 100306/ 100714 Sculpture and Environmental Art 100592/ 100071/ 100887/ 100306
School	School of Fine Art
Programme Leader	Lesley Punton; Dr Zoe Mendelson; Dr Roddy Hunter
Minimum Duration of Study	48 months
Maximum Duration of Study	72 months
Mode of Study	Full-time
Award to be Conferred	BA (Hons) Fine Art
Exit Awards	SCQF 7: Certificate of Higher Education Fine Art SCQF 8: Diploma of Higher Education Fine Art SCQF 9: BA Fine Art SCQF 10: BA (Hons) Fine Art
SCQF Level:	7-10
Credits:	480

Academic Session	2021-22
Date of Approval	PACAAG September 2021

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	Standard: ABBB, including a literate subject Minimum: BBCC, including a literate subject
7.2 A Levels	Standard: ABB and GCSE English at A/7 grade or above Minimum: GCSE English at A/ 7 grade or above
7.3 Other	Portfolio of work must be submitted
7.4 English Language Requirements	All students will have to provide evidence of English language proficiency when applying. International Students

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

9. Programme Structure:

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Year 1		Duration	Credits	SCQF Level
UPAP/UFAP/USEA101	Studio 1	S1 & S2	70	7
UFACS1CP	FACS 1	S2	10	7
UCOLAB1	Co-Lab 1	S1	20	7
UCOLAB2	Co-Lab 2	S2	20	7
Total			120	
Exit Award		Certificate of Higher Education		
Year 2				
UPAP/UFAP/USEA201	Studio 2	S1 & S2	100	8
UFACS2	FACS 2	S1 & S2	20	8
Total			120	
Exit Award		Diploma of Higher Education		
Year 3				
UPAP/UFAP/USEA301	Studio 3	S1 & S2	100	9
UFACS3	FACS 3	S1 & S2	20	9
Total			120	
Exit Award		BA Fine Art		
Year 4 (Essay)				
UPAP/UFAP/USEA401	Studio 4 (Essay)	S1 & S2	100	10
UFACS4EE or	FACS 4: Extended Essay	S1	20	10

UFACS4CR or UFACS4CJ	FACS 4: Curatorial Rationale FACS 4: Critical Journal			
Total			120	
Exit Award		BA (Hons) Fine Art		
Year 4 (Dissertation)				
UPAP/UFAP/USEA411	Studio 4 (Dissertation)	S1 & S2	80	10
UFACS4DI	FACS 4: Dissertation	S1	40	10
Total			120	
Exit Award		BA (Hons) Fine Art		

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

Year 2	Credits	SCQF Level
UPAP/UFAP/USEA201S1 Studio 2: Study Abroad, Semester 1	50	8
UPAP/UFAP/USEA201S2 Studio 2: Study Abroad, Semester 2	50	8
UFACS2S1 FACS 2: Semester 1	10	8
UFACS2S2 FACS 2: Semester 2	10	8
Year 3		
UPAP/UFAP/USEA301S1 Studio 3: Study Abroad/Exchange, Semester 1	50	9
UPAP/UFAP/USEA301S2 Studio 3: Study Abroad/Exchange, Semester 2	50	9
UFACS3S1 FACS 3: Exchange In/Out, Semester 1	10	9
UFACS3S2 FACS 3: Exchange In/Out, Semester 2	10	9
Studio 3: Short Course, Semester 2	50	9

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

Students who successfully complete and pass all credits from the previous stage of study will be allowed to progress to the next stage.

11. Programme Aims:

The aims of the programme are:

- enhance your capacity for independent creative, intellectual and imaginative enquiry;
- facilitate the acquisition of practical and theoretical skills, knowledge and understanding appropriate to contemporary fine art practice;
- develop your engagement with and critique of the discipline;
- develop your visual literacy in conjunction with critical understanding of the diverse philosophical, historical, social and economic contexts of art and culture;
- inculcate high standards of critical writing which deploy skills in research and reading as a critical practice;
- inculcate high standards of art practice which deploy experiential, active and enquiry-based learning;
- encourage your creative and intellectual independence;
- develop resilience through self-reliance, self-management and responsibility for your learning;

- facilitate the development of your personal skills such as the ability to work in groups, utilisation of interpersonal skills, effective communication, diversity positive;
- enhance your capacity to develop professional attributes and support an enterprising learning culture;
- support the development of ethical, safe and responsible working practices.

11.1 Year 1 Aims:

11.2 Year 2 Aims:

11.3 Year 3 Aims:

11.4 Year 4 Aims:

12. Intended Learning Outcomes of Programme:

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

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

12.1 Intended Learning Outcomes of Year 1

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

12.2 Intended Learning Outcomes of Year 2

- visualise and make in response to personal projects with tutor support
- manage competing project timelines and meet deadlines
- demonstrate your ability to observe, investigate and enquire alongside increasing competence in visualisation and making
- undertake routine visual research and academic enquiry to investigate and develop your ideas towards course outcomes

- understand the historical / critical and contextual / theoretical underpinnings of your discipline
- exercise intention in relation to projects and assessments which demonstrate the ability to apply research and enquiry to deliver outcomes
- show an increasing ability to reflect and evaluate your written output and project work and the work of others by use of critical and analytical skills
- demonstrate competent inter-personal skills
- utilise effective communication skills in oral, written and visual form
- accommodate diverse cultural and social perspectives in your developing understanding of your field
- use appropriate digital skills for the effective development and presentation of your coursework
- practise in an ethical and safe manner

12.3 Intended Learning Outcomes of Year 3

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

12.4 Intended Learning Outcomes of Year 4

- visualise and make independently in response to self-initiated activity
- manage complex projects which resulting in coherent and integrated bodies of critical/contextual/theoretical writing and ambitious practical work, while meeting relevant deadlines
- evidence your proficiency to observe, investigate, enquire, visualise and make
- utilise academic and visual research skills to develop a complex body of work which confirms your ability to appropriately select and effectively deploy materials, processes and situations
- explore the connections between intention, process, outcome, context to effectively disseminate your body of work
- proficiently deploy critical and analytical skills, reflection and evaluation in relation to your own work and the work of others
- demonstrate effective interpersonal skills and the ability to communicate with a variety of audiences
- demonstrate the capacity to reflect upon and articulate a clear understanding of diverse cultural and social perspectives in relation to your field

- show proficiency in use of digital skills for academic and professional contexts
- engage proactively with ethical good practice and demonstrate a high standard of safe working practices

13. Learning and Teaching Approaches:

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

1. Projects

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

2. Self-directed Programme of Study

The Self-directed Programme of Study structures the independent learning experience at Years 3 and 4. This is manifested in your writing of a negotiated (with studio staff) document called the 'Programme of Study' based on guidelines provided by academic staff. The Programme of Study must outline your proposed conceptual rationale, research interests and aims, methods, processes, resources and possible outcomes of study. Self-evaluation and staff assessment is based upon the negotiated aims and intentions of the Programme of Study in relation to the intended learning outcomes of Years 3 and 4. A discrete Programme of Study is produced for each level of study.

3. Workshops

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

4. Seminars and Discussion Groups

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

5. Individual Tutorials

Individual tutorials take place between one (or more) member(s) of academic staff and an individual student or groups of students, usually in your dedicated studio space. Tutorials are directed towards your own work and its development. Tutorials are timetabled, and take place in

the studio at a tutor's or your request throughout the four years of the studio course. Fine Art Critical Studies provides timetabled individual tutorials during each year, and in Year 4 tutorial access to subject specific supervisors is provided.

6. Critical Feedback Sessions

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

7. Essay Writing and Written Feedback

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

8. Student Exhibitions

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

9. Lectures

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

10. Conferences

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

12. Talks and Presentations

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

13. Exchanges and Placements

Exchanges to other colleges and schools abroad may give you the opportunity to work within a different educational and cultural context. These opportunities are competitive (due to number) and by no means guaranteed. Student placements and residencies may be available to facilitate a professional working experience outwith the school. Exchanges and placements usually take place in Year 3 of the programme (semester 1). Students must research their chosen exchange institution, and then present a 'Learning Agreement' outlining what they will be studying to the relevant Head of Department and Programme Leader for approval prior to departure and before undertaking the exchange residency. Please refer to Section 16 below (Additional Relevant information), paragraph 8 on Student Exchange for information and conditions of exchange.

14. Study Trips and Cultural Visits

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

14. Assessment Methods:

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

Assessment Methods:

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

Engagement with formative assessment is a mandatory requirement.

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

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

16. Additional Relevant Information:

1. Studios in Fine Art

The studio is regarded as the centre of the learning environment of all Fine Art subject areas. The studios are made up of dedicated individual and group workspaces and larger shared areas for

exhibition and project development. The studios are understood as a place of production and/or display and are the main locus for individual and group learning - through experiment, production, display, reflection, discussion, critical review and assessment. The academic and social ethos of the studio is intended to encourage and actively support peer group learning.

2. Learning from each other

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

3. Technical Support

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

4. Tutorial System

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

5. Critical Discourse

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

6. Transferable Skills and Graduate Attributes

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

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

7. Professional Practice

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

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

8. Student Exchange

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

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

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

Programme Leader(s):	Lesley Punton, Paul Cosgrove, Dr Marianne Greated
Programme Title:	BA (Hons) Fine Art
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 academic activities is based on the experience of delivery during session 2020/21, these activities will be monitored and revised appropriately as the Scottish Government guidance changes.

Studio Teaching/Lectures: any reference to 'studio' and 'lectures' will include potential for staff/student physical contact within the GSA campus, on-line face-to-face digital contact or a combination of both in a blended curriculum delivery arrangement.

Site Visits/Field Trips: any student excursions or trips will be subject to compliance with the health and safety guidance of the Scottish Government at the time of the activity. International travel will only be considered once the current GSA international travel embargo has ceased, and all future international travel will be fully compliant with UK Government Guidelines.

Student International Exchanges: Exchanges in Semester 1 or 2 will be subject to UK Government restrictions, including potential cancellation, which may be applied by GSA's exchange partner institutions and the health and safety guidance of the Scottish and UK Governments at the appropriate time.

Exhibitions: The access to and use of exhibition space will be subject to compliance with the health and safety guidance issued by The Scottish Government at the appropriate time.

Specific details:

Sections 1-8 on the Programme Specification remain unaltered for 2021/22. A change to Section 9.1 has been necessitated due to GSA's postponement of international student exchanges in Semester 1 and GSA's embargo on international travel. An additional Short Studio course for delivery at GSA in Semester 1 was developed for 2020/21 to enable students to attain credit at home in S1 which will facilitate S2 Exchanges, in the eventuality that circumstances relating to the global health crisis would make this possible. However, as it stands, there were no Exchanges in 2020/21 and in 2020/22 it is highly likely that there will be further disruption to Exchange. Any Exchange in/out activity will be authorised, or not, at the discretion of the institution following strict adherence to Government Guidance, which may be subject to change dependent upon the infection rate at any given time. Given the ongoing disruption to Exchange, the additional Short Studio Course will be extended in to 2021/22.

The arrangements for progression (Section 10) have been altered and approved (for 2019/20 only) as part of the initial response to the pandemic. Students wishing to progress should have attained

a Pass for the 120 credits from the relevant year of study either at the summer Examination Board or at the August Resit Board.

The Programme Aims (Section 11) and the Programme ILOs (Section 12) are unchanged. The Studio Course ILOs have been reviewed and refreshed for delivery in 2020/21 and further nuanced for deliver in 2021/22, however, these are enhancements initiated in advance of Covid-19.

Learning and Teaching Approaches (Section 13) will continue to require adaptation to the restrictions resulting from the global pandemic. When it is safe to access the studio environment, it will necessarily have maximum occupancies clearly designated and the scheduling of studio time will be itemised on individual cohort timetables. Students will not be able to attend studio outwith the scheduled sessions. In a blended scenario, online delivery will be used for learning and teaching (including peer learning) where it is most relevant, and if the locality/country re-enters lockdown, all learning and teaching will be delivered remotely.

Access to shared resources (such as the library), to workshops and to equipment loans will be reduced as a result of government advice regarding social distancing, this is due to the impact that social distancing has on the overall capacity of the spaces we use. Decontamination and/or sanitising of bookable equipment and books will necessitate these items being subject to a period of quarantine which will also reduce capacity during the ongoing pandemic.

We aim to schedule prioritised access to core facilities and studio spaces where possible, but due to the need to be responsive to Government advice regarding the protection of public health, we cannot guarantee access to all facilities. Students will need to make appointments to access staff time more so than previously (e.g. scheduling ad hoc appointments in advance with academic staff/technicians via virtual classroom, Zoom etc). Arrangements for access to Technical Support Department services and facilities will be managed and communicated to students via TSD's Canvas pages, and through SSCC and Board of Study. Access levels will be determined by Scottish Government guidance at any given time.

There will be increased use of video tutorials (e.g. through our institutional subscription to LinkedIn learning, and instructional videos created in-house) in place of in person workshops (where possible/appropriate). We have access to many high quality video tutorials, and we already had plans to increase our use of this valuable resource pre-Covid. We will also increase our use of use of online discussion forums (e.g. through Padlet) and resource/research sharing.

In order to try to address varying levels of access to technology, we will try to create a balance of synchronous and asynchronous modes of learning and engagement. However, face to face contact (whether online or in person) is a key aspect of the courses, and students should expect core teaching to be delivered via synchronous and asynchronous online contact where face to face contact is not possible.

Assessment Methods (Section 14) will remain consistent with every other year, however, it may continue to be necessary to receive studio submissions via electronic portfolio in response to public health guidance from the Scottish Government.

Benchmarking to external reference points (Section 15) is unchanged.

Additional Relevant Information (Section 16) - amendments to previous working practices relating to studio, the impact upon peer group learning, the exchange programme and technical support learning have been detailed above (Section 13). Critical discourse is a key feature in the learning

environment in the School of Fine Art and the move to online or blended learning does not impede the ability of staff and students to engage in this discourse. The means by which this is achieved will continue to involve increased use of the technological toolkit available to academic staff (Zoom, Virtual Classroom, Padlet, Planet eStream). The move to online or blended delivery will not be a barrier to the acquisition of transferable skills and Graduate Attributes as outlined in the Programme Specification. Opportunities for the development of professional skills will continue to be made available, however, exhibition opportunities for students will inevitably be impacted given the current restrictions on public gatherings and alternative opportunities for exhibiting in online spaces will continue to be explored. Cultural visits will be reviewed in line with Government guidance throughout the academic session and all travel (domestic or international) will be undertaken in line with Government guidance. It is, however, highly likely that any extra-curricular cultural visits to non-UK destinations will not take place in 2021/22.

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

Draft v.1 of this document (for session 2020/21) was made available for consultation with students via the School of Fine Art Board of Study on 08 July 2020. Lead Reps were contacted on Tuesday, 13 April 2021 at 17:21 detailing the timeline for the Contingency Action proformas (link to 202/21 documentation provided). The Contingency Action Proforma process was discussed at the School Liaison Group on 21 April, students were invited to feed back in advance of the Board of Study, with the reviewed Contingency Action Plan made available to the Extraordinary Board of Study for a further opportunity for feedback on 30 April 2021.

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

Draft v.1 of this document was made available to the External Examiners in advance of the Board of Study (08 July 2020). Feedback received from the Lead External Examiner indicated that the mitigations outlined in the document were well thought through. Some of the External Examiner's initial observations/concerns (detailed in the 2020/21 Contingency Action proforma) have been mitigated throughout 2020/21:

- GSA Engage was launched just after Spring Break (10 April 2020)
- Professional Practice Guides were developed and made available on the GSA Student Intranet which aimed to support students to prepare for digital graduate showcases.
- Adobe Creative Cloud Free At-Home Access was made available to all GSA students for free allowing Adobe Creative Cloud applications for all GSA students for use from home.
- A user guide and instructions to enable access to Creative Cloud Desktop Apps on personal devices was made available on the GSA Student Intranet.
- The Glasgow School of Art also put in place a range of resources to support staff to engage students in the use of specific tools for online learning, set up training sessions, and populated Canvas with recordings of training sessions for those who were unable to attend in person.
- Documentation service set up by TSD
- Guidance in the form of pre-recorded material and supporting documentation to assist students with digital submission
- Academic staff initiated social activities
- Zoom access rights enabling students to host events

The revised Contingency Action Proforma has been distributed to the BA (Hons) Fine Art External Examiners and the proforma and contingency actions were discussed at the External Examiner meeting on 27 May 2021.

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.

At Institutional Level:

The differential access to home working space will continue to be navigated through the provision of safe and clean work space and digital facilities, thus providing safe and clean access to space and learning technology where it is most needed. The successful Digital Inclusion Scheme will continue into 2021/22 to support students to access the technology required. Laptop loans (short and longer term) will also continue. Early publication of the timeline for accessing equipment through the scheme in 2021/22 has been requested by students.

At Programme level:

Student Access to Learning Inputs/Materials: In the event of a blended or online curriculum delivery arrangement all on-line curriculum content and material will be made available to students primarily through GSA's Canvas platform to include announcements, timetabling, studio activities and inputs, lectures, seminars. Online content and delivery will be based on a blend of synchronous (timetabled staff/student contact) and asynchronous (student access to on-line curriculum content and materials) using a range of digital software as appropriate, including Zoom, Planet eStream, Virtual Classroom, Padlet. Blended physical and online curriculum delivery will help mitigate the potential impact of a 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.

IRFs: students with declared disabilities identified through the IRF process will be notified to the appropriate staff using the online process developed in Session 2019/20 and appropriate support arranged.

Name of Convenor of Board of Studies:	Dr Gina Wall
Date of Board of Studies Approval:	30 April 2021
Name of Convenor of PACAAG:	Prof 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.