

**Glasgow School of Art Course Specification**  
**Course Title: MFA Elective: Extended Theory**

*Please note that this course specification is correct on the date of publication but may be subject to amendment prior to the start of the 2023-24 Academic Year.*

<b>Course Code:</b>	<b>HECOS Code:</b>	<b>Academic Session:</b>
PMFA304		2023-24

<b>1. Course Title:</b>
MFA Elective: Extended Theory

<b>2. Date of Approval:</b>	<b>3. Lead School:</b>	<b>4. Other Schools:</b>
PACAAG August 2020	School of Fine Art	N/A

<b>5. Credits:</b>	<b>6. SCQF Level:</b>	<b>7. Course Leader:</b>
20	11	Professor Henry Rogers <a href="mailto:h.rogers@gsa.ac.uk">h.rogers@gsa.ac.uk</a>

<b>8. Associated Programmes:</b>
Master of Fine Art

<b>9. When Taught:</b>
Stage 3

<b>10. Course Aims:</b>
<p>The aim of this elective course is to enable students who are interested in critical theory the opportunity to develop their skills and understanding through the production of an extended version of the extended essay leading to the submission of a dissertation or equivalent negotiated project arising from MFA Core Course IV: Theorising Studio Practice. Any student interested in pursuing this option would make their final decision at the same time as those opting to follow one of the elective courses above.</p> <p>The course aims to:</p> <ul style="list-style-type: none"> <li>• Enable you to work with a significant level of autonomy in the production of a researched written submission or equivalent negotiated project;</li> <li>• Enable you to further develop the ability to identify and formulate new critical insights into established practice;</li> <li>• Further encourage informed critical reflection upon the relations between your own practice and current issues within the field of fine art;</li> <li>• Encourage you to devise and explore alternative modes of submission for the effective presentation of research material;</li> <li>• Encourage you to demonstrate your knowledge and understanding of ethical good practice and your ethical responsibility in the public presentation of work.</li> </ul>

### **11. Intended Learning Outcomes of Course:**

You should be able to demonstrate a deeper understanding of the wider contexts of fine art practice, as displayed in a well-conceived and fully researched dissertation or equivalent negotiated project.

Upon successful completion of the course you should have the ability to:

- Demonstrate an advanced understanding of the relations between creative practice and theory;
- Demonstrate an attitude equipped to identify, conceptualise and define new problems and issues within historical/critical discourse, especially in terms of their relation to studio practice;
- Execute a significant project of original research and development in the production of a dissertation or equivalent negotiated project;
- Demonstrate serious and extended critical engagement with current issues in fine art practice;
- Exercise autonomy, independence and initiative in the conception and production of a dissertation or equivalent negotiated project;
- Make informed decisions concerning the appropriate means for presentation of research material;
- Demonstrate your knowledge and understanding of ethical good practice and your ethical responsibility in research and in the production of work.

### **12. Indicative Content:**

Consistent with the indicative content of Core Course IV: Theorising Studio Practice integral to the development of studio practice during this stage is the initiation of a research project that builds on the work done in Stages 1 and 2 that will enable you to theoretically underpin your own creative practice within a contemporary context. This is a form of research in practice in which you are required to research into and think through your own practical production while investigating appropriate aspects of critical theory and/or philosophy and context. Whilst the Core Course IV: Theorising Studio Practice has a written submission (c.5,000 words) the Extended Theory elective requires the overall submission of a 10,000 words dissertation or equivalent negotiated submission. This submission thus enables you to further deepen your knowledge and understanding. The production and development of this submission is supported by tutorials with members of the MFA teaching team.

### **13. Description of Summative Assessment Methods:**

The attainment of learning outcomes relevant to MFA Core Course IV: Theorising Studio Practice extended through MFA Elective II: Extended Theory will be demonstrated by an enhanced written submission (c. 5,000 words) building on the MFA Core Course IV: Theorising Studio Practice submission requirement (c. 5,000 words). The submission will therefore take the form of a dissertation (c. 10,000 words) or equivalent negotiated project. All submissions are double marked. A grade in accordance with the Code of Assessment will be awarded.

The assessment results for all courses will be brought together at an internal parity meeting where the MFA assessment panel will agree a total grade.

At the internal exam board, the aggregated grade and the decision on a final proposed grade will be confirmed.

At the final exam board, which includes the external examiners, the final recommendation for the MFA award will be confirmed.

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
Dissertation or equivalent negotiated project (10,000 words)	Submission of an dissertation or equivalent negotiated project and accompanying Critical Self Evaluation.  All work is double marked.	100%	14 (Semester 1, Year 2)

**13.1 Please describe the Summative Assessment arrangements:**

The assessment weighting of those students who elect to undertake the MFA Elective: Extended Theory will be as follows: MFA Core Course III: Consolidating Studio Practice = 67%; MFA Core Course IV: Theorizing Studio Practice + MFA Elective: Extended Theory = 33%

**14. Description of Formative Assessment Methods:**

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

You participate in a student-led Research in Progress seminar presentation around week 10 of Year 2 (Stage 3) regarding your chosen research topic and your approach to the development of the submission as a dissertation or equivalent negotiated project. Students may be given written warning at this time if your research is deemed to be underdeveloped.

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

Engagement with formative assessment is a mandatory requirement.

**14.1 Please describe the Formative Assessment arrangements:**

As detailed above.

**15. Learning and Teaching Methods:**

Formal Contact Hours	Notional Learning Hours
5	200

**15.1 Description of Teaching and Learning Methods:**

Note for updating template: This section should include both the old section titled "Description of "Other" Teaching and Learning Methods" (if still applicable once the table of hours is reduced to just the total) and the old section titled "Timetable".

**16. Pre-requisites:**

N/A
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<b>17. Can this course be taken by Exchange/Study Abroad students?</b>	No
<b>18. Are all the students on the course taught wholly by distance learning?</b>	No
<b>19. Does this course represent a work placement or a year of study abroad?</b>	No
<b>20. Is this course collaborative with any other institutions?</b>	No
<b>20.1 If yes, then please enter the names of the other teaching institutions:</b>	
N/A	

<b>21. Additional Relevant Information:</b>
N/A

<b>22. Indicative Bibliography:</b>
Individual bibliographies are generated by each student, with staff guidance, to suit the needs of their specialist research topics.