



University
of Glasgow

History *of* Art

POSTGRADUATE TAUGHT HANDBOOK

2017-2018

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On behalf of the members of History of Art we would like to welcome you to the University of Glasgow in general and to 8 University Gardens in particular. We hope that your time with us will be both enjoyable and rewarding!

This handbook is for all postgraduate students taking taught programmes in History of Art in the School of Culture and Creative Arts, University of Glasgow. It is designed to help you find the information you need concerning practical details of the University, in addition to the requirements of your taught programmes.

Sally Tuckett, Postgraduate Taught Programmes Convenor, History of Art

Andrew Bradburn, Postgraduate Administrator, School of Culture and Creative Arts

2017

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Founded in 1451, the University of Glasgow has a long and distinguished association with History of Art. It housed the first school of art in Glasgow, the Foulis Academy, and the University's Hunterian Museum was the first public museum in Scotland, opened in 1807.

Formed originally from the art, archaeological and scientific collections of Dr William Hunter, its exhibits have been richly augmented over the years and in 1980 a new gallery was opened for its paintings, drawings, prints, sculptures and applied arts. The collection of works by the American artist James McNeill Whistler is rivalled only by the Freer Gallery's collection in Washington, USA. The Gallery also includes the reconstructed house of the Glasgow Style architect-designer Charles Rennie Mackintosh.

The History of Art unit at the University of Glasgow is the second oldest in Scotland. Established in 1948, it consists full-time and part-time lecturing staff and researchers with research interests ranging from medieval non-Christian art to the avant-garde, material culture and design to chemical analysis of synthetic dyes, and everything in between. It is also home to large undergraduate, postgraduate and PhD communities, of which you are now a part. A number of colleagues from other areas in the University and from the wider art historical community contribute to both teaching and research.

History of Art is part of the School of Culture and Creative Arts. The School of Culture and Creative Arts began a new era of cultural development and education in 2016 with the opening of the newly renovated Kelvin Hall building which houses teaching spaces, gallery space and university collections, a space which many of you will get to know well!

Academic Session Dates 2017 - 2018

2017

September	Monday	11	Start of Academic Year / Orientation Week
September	Wednesday	13	History of Art Postgraduate Subject Induction Hepburn Room, 7 University Gardens 4-5pm (followed by wine reception in foyer of 8 University Gardens)
September	Monday	18	Start of Semester 1 Teaching Period
October	Tuesday	10	School of Culture & Creative Arts Postgraduate Reception, 5.15pm, James Arnott Lecture Theatre
December	Friday	1	End of Semester 1 Teaching Period
December	Monday	18	Christmas Vacation Starts

2018

January	Monday	8	Start of Semester 2 Teaching Period
March	Friday	23	End of Semester 2 Teaching Period
March	Monday	26	Spring Vacation Starts
April	Friday	13	Spring Vacation Ends
May	Tues-Thurs	1-3	Postgraduate Symposium
May	Monday	7	May Day Holiday
May	Friday	25	End of Semester 2
July	Monday	16	Fair Monday Holiday
August	Friday	17	MLitt, MPhil and MSc Dissertation Submission
September	Friday	7	End of Academic Year

Staff Contact Details

Surname	Ext	Room	Email
Dr John Bonehill	8419	309, 8 University Gardens	John.bonehill@glasgow.ac.uk
Sarah Foskett	7608	307, Robertson Building	Sarah.foskett@glasgow.ac.uk
Mr Andrew Greg, Honorary Research Fellow	8519	205, 8 University Gardens	Andrew.greg@glasgow.ac.uk
Prof David Hopkins	6330	201, 8 University Gardens	David.hopkins@glasgow.ac.uk
Marion Lawson, School Resource Centre Manager	4524	7 University Gardens	Marion.lawson@glasgow.ac.uk
Prof Frances Lennard	7607	505, Robertson Building	Frances.lennard@glasgow.ac.uk
Dr Debbie Lewer	2465	8 University Gardens	Deborah.lewer@glasgow.ac.uk
Prof Margaret MacDonald, Honorary Professorial Research Fellow	6745	107, 8 University Gardens	Margaret.macdonald@glasgow.ac.uk
Dr Patricia de Montfort	3268		Patricia.de-montfort@glasgow.ac.uk
Dr Tom Nichols	4139	306, 8 University Gardens	Tom.nichols@glasgow.ac.uk
Dr Dominic Paterson	6333	405, 8 University Gardens	Dominic.paterson@glasgow.ac.uk
Prof Nick Pearce, Richmond Chair of Fine Arts	3826	206, 8 University Gardens	Nick.pearce@glasgow.ac.uk
Dr Anita Quye	7609	507, Robertson Building	Anita.quye@glasgow.ac.uk
Dr John Richards	7307	401, 8 University Gardens	John.richards@glasgow.ac.uk
Dr Mark Richter	8419	309, Robertson Building	Mark.richter@glasgow.ac.uk
Dr Christa Roodt	6713	319, Alexander Stone Bdg	Christa.roodt@glasgow.ac.uk
Dr Alexandra Ross		203, 8 University Gardens	Alexandra.ross@glasgow.ac.uk
Dr Sally Rush	2309	408, 8 University Gardens	Sally.rush@glasgow.ac.uk
Dr Debra Strickland, Postgraduate Research Convenor	6359	202, 11 Southpark Terrace	Debra.strickland@glasgow.ac.uk

Karen Thompson	7609	307, Robertson Building	Karen.thompson@glasgow.ac.uk
Dr Minna Torma	6247	403, 8 University Gardens	Minnakatriina.torma@glasgow.ac.uk
Dr Sally Tuckett, Postgraduate Taught Convenor	7308	407, 8 University Gardens	Sally.tuckett@glasgow.ac.uk
Dr Sabine Wieber	5626	202, 8 University Gardens	Sabine.wieber@glasgow.ac.uk
Prof Clare Willsdon	6331	307, 8 University Gardens	Clare.willsdon@glasgow.ac.uk
Dr Christina Young		8 University Gardens	Christina.young@glasgow.ac.uk
Lesley Young	6136	107, 8 University Gardens	Lesley.Young@glasgow.ac.uk

School of Culture and Creative Arts

Jeanette Berrie, School Operations & Finance Administrator	3811	304, 8 University Gardens	Jeanette.berrie@glasgow.ac.uk
Andrew Bradburn*, Postgraduate Administrator	7170	207, 8 University Gardens	Andrew.bradburn@glasgow.ac.uk
Prof Dimitris Eleftheriotis, Head of School	3573	Gilmorehill, Room 328	Dimitris.elftheriotis@glasgow.ac.uk
Susan Howel, School Learning & Teaching Administrator	7515	207, 8 University Gardens	Susan.howel@glasgow.ac.uk
Pauline McLachlan, Head of School Administration	7306	205, 8 University Gardens	Pauline.maclachlan@glasgow.ac.uk
Anna Pabisz, Administrative Assistant (Textile Conservation)	4097	207, 8 University Gardens	Anna.pabisz@glasgow.ac.uk

The School of Culture and Creative Arts main office is on the first floor (room 207) of 8 University Gardens.

*** Please note that Andy, our PGT administrator, is based in Gilmorehill Centre in the mornings from Monday to Thursday, and in the School Office Room 207, 8 University Gardens in the afternoons Monday to Thursday, and all day on Fridays.**

General Information

School of Culture and Creative Arts

The School website has a great deal of useful information for current students:

- <http://www.gla.ac.uk/schools/cca>

Moodle and University Email

Moodle is the University's online learning environment. Each course has a specific set of web pages used for sharing information, discussions and material relevant to your course. Always check Moodle2 for course documents, current information and updates on assessments:

- <http://moodle2.gla.ac.uk/>

The History of Art Postgraduate Taught Information Moodle site has an electronic copy of this handbook, as well as downloadable forms and links.

- <http://moodle2.gla.ac.uk/course/view.php?id=5769>

Please check your university email regularly for updates, course information and correspondence with staff. Staff will use your university email address only.

Teaching Staff

Teaching staff are available for advice and guidance throughout your studies (see contact details above). Staff members either have drop-in office hours or visits by appointment. You can email staff to make an appointment, leave a voicemail, or leave a message in their pigeonholes in the mailroom on the first floor of 8 University Gardens.

Staff will endeavour to reply to emails as soon as possible, normally within 5 working days, but please do not expect a response in the evenings (after 5pm) or over weekends.

Administrative Staff, Room 207 (first floor), 8 University Gardens

Andy Bradburn is the PGT Administrator and will be able to help you with general information. Anna Pabisz provides support for the PGR Admin and Textile Conservation, and can also assist with general information and enquiries.

You can contact Andy or Anna by email:

Andy – Andrew.bradburn@glasgow.ac.uk

Anna – Anna.pabisz@glasgow.ac.uk

History of Art Postgraduate Symposium

Each year there is a PG Symposium where all PGT and PGR students in History of Art present their dissertation research to date. All students are required to attend and the symposium is typically held in the first week of May. The presentation is worth 10% of the dissertation mark. Further information will be available via the Dissertation and Symposium Moodle page <http://moodle2.gla.ac.uk/course/view.php?id=4266>

Student Representation and Committees

The History of Art Staff-Student Liaison Committee is a forum where students can express their views about particular aspects of postgraduate study. Student Representatives are elected from each postgraduate programme within the first few weeks of Semester 1. Once elected please contact Andy Bradburn. The committee meets once a semester and is a chance for the student representative to present feedback from their peers, raising pertinent matters and issues relating to PGT in History of Art. The representatives provide a confidential point of contact between students and staff, all comments given to them by their peers will be kept anonymous. The convenor is Dr Sally Tuckett and the meeting is attended by PG Convenors.

The School of Culture and Creative Arts Research and PG Committees also have 4 representatives of PGT and PGR students across the school. If you would like to join these committees please contact Andy Bradburn in September 2017.

Students' Representative Council

As a student of the University of Glasgow you are automatically a member of its Students' Representative Council (SRC). Further information can be found here: <http://www.gla.ac.uk/services/studentsrepresentativecouncil/>

Computing and Printing Facilities and Study Space

General information and help on printing, scanning and copying can be found here:

<http://www.gla.ac.uk/services/it/studentclusters/printing/printingscanningandcopying/>

History of Art Postgraduate Resource Centre, 1st floor, 7 University Gardens

This is a designated postgraduate space with 4 computers (internet access and wifi), a network printer, colour printer and scanner. Lockers are available – keys can be obtained with a £5 deposit. The centre is staffed Mondays, Wednesdays, Fridays 9-5. For access Tuesdays and Thursdays, contact Andy Bradburn.

College of Arts PG Study Space, Alexander Stone Building, 16 University Gardens, top floor.

24 hour access (keypad entry to building).

Facilities include: 40 flat-screen networked computers, network printer, lockers, internal phone, lounge space, notice board. A swipecard is issued to all study space users for a deposit of £5. These are available from College of Arts PG Office, 6 University Gardens. Further information on the College of Arts allocation of workspace can be found here:

<http://www.gla.ac.uk/colleges/arts/graduateschool/currentstudents/supportresources/>

Main Library Computers, Printing and Photocopying

There are several open computer clusters available. Further information, including opening hours and how to purchase printing credits, can be found here:

<http://www.gla.ac.uk/myglasgow/library/help/librarybasics/>

The IT helpdesk (drop-in service) is on Level 4 of the Main Library.

Photographic and AV Equipment

For information on how to borrow History of Art equipment (digital camera, digital voice recorder, SLR camera) see Andy Bradburn or Susan Howel.

Wireless Access

Wireless access is provided through Eduroam, a secure, world-wide WiFi service which lets students, staff and researchers from participating institutions connect to the internet on campus and when visiting other participating institutions. You can access it via laptop, mobile or tablet.

Please see IT Services for sign-up and log-in information:

<http://www.gla.ac.uk/services/it/eduroam/>

IT Courses

Any students wishing to take a baseline course or enhancement skills unit for IT, may apply through IT services: www.gla.ac.uk/services/it/training/

Your primary point of contact will likely be your programme convenor and the CCA administrative office. The University also offers other means of support as summarised below.

Advisor of Graduate Studies

Advisors of Studies are the link between the student's subject area and the College Higher Degrees committee and the College Graduate School of Arts and Humanities.

The advisor will:

- Advise generally on College issues
- Monitor your progress on behalf of the College
- Change the status of your degree programme or facilitate extra time or suspension
- Deal with problems which your supervisor or subject PGT convenor are unable to resolve

The advisor does not:

- Help you choose courses
- Offer detailed information about subjects and courses offered
- Act as a supervisor of your work

The advisor of studies for SCCA will be announced soon.

Academic Support

For information or advice about general matters relating to your studies see your course tutor, supervisor or programme convenor in the first instance.

Student Services Enquiry Team, Level 2, The Fraser Building

The Student Services Enquiry team can offer advice and help on various issues, including:

- Council tax
- Student ID cards
- Careers advisor appointments
- International advisor appointments
- Tuition fees
- Sport and Recreation membership

Information about the services offered here can be found at their website

<http://www.gla.ac.uk/myglasgow/students/sset/>

- Email: studentservices@glasgow.ac.uk
- Telephone: 0141 330 7000

There are also a lot of leaflets available in Level 2. Be sure to keep an eye out for the LCD screens displaying up to the minute information about events, services and the University as a whole.

International Student Support

The International Student Support team can offer guidance on a range of issues, including visas and guidance for living in the UK. Further information can be found here: <http://www.gla.ac.uk/international/support/>

Health and Wellbeing

Your physical health, mental wellbeing and religious support are all important facets of daily life that the University of Glasgow supports and promotes. University services are available to ensure all your needs are met, thus enabling you to focus on your studies and success.

Medical Care

All students, including international and those in university accommodation, should register with a local doctor (also known as General Practitioner or GP) to obtain medical care while they are matriculated. There are lots of GP surgeries (clinics) in Glasgow and you are advised to select one that is convenient for you to access.

There is an on-campus surgery, the Barclay Medical Centre, on the ground floor of the Fraser Building. This provides full NHS GP services to registered students, specialist mental health services, travel, sexual health and contraceptive services to all students. Full details can be found here: <https://www.universitybarclay.com/>

Disability Service

65 Southpark Avenue (campus map ref E12).
disability@glasgow.ac.uk

The University of Glasgow is committed to disability equality and ensuring all staff, students and visitors have a positive experience of the work, learning, teaching and research environment. The Student Disability Service provides a dedicated service for registered students with disabilities or specific learning difficulties, assessing and putting in place appropriate provision, including access, examination and study requirements.

- 65 Southpark Avenue (camps map ref E12)
- Email: disability@glasgow.ac.uk
- Telephone: 0141 330 5497#
- <http://www.gla.ac.uk/services/disability/>

Student Counselling and Advisory Service

The Student Counselling Service is part of the student support network and is generally available to registered students. You can refer yourself for an appointment in person, by phone or by email. The Service also accepts referrals from other concerned sources. Members of staff, parents, friends or others should contact by telephone or in writing – referrals by email are not accepted.

- 67 Southpark Avenue
- <http://www.gla.ac.uk/services/counselling/>
- Email: studentcounselling@glasgow.ac.uk
- Telephone (reception): 0141 330 4528
- Opening hours Monday-Friday, 9-5

University of Glasgow Interfaith Chaplaincy

West Quadrangle, University of Glasgow

The Interfaith Chaplaincy offers support for people of all faiths and none. Contact details can be found here:

<http://www.gla.ac.uk/services/chaplaincy/contact/#tabs-2>

Student Learning Service

The Student Learning Service offers support and workshops on learning and study skills throughout the semester. You can also book a one-to-one appointment with the Writing and Study Skills Coordinator for the College of Arts, Andrew Struan

- Email: Andrew.struan@glasgow.ac.uk
- General information: <http://www.gla.ac.uk/services/sls/>

Funding and Financial Support

Financial aid schemes administered by the Registry

For detailed information about financial support, please look at the Registry website:

- <http://www.gla.ac.uk/services/registry/finance/>

Registry is located on Level 2 of the Fraser Building, next to the Library and behind the MacMillan Reading Room (E2 on the campus map). The service desk on Level 2 of the Fraser Building is the point of initial contact for all personal callers. The desk is normally open from 09.00 – 17.00, Monday to Friday, except on Wednesdays when the desk opens at 09.30. The Registry may also be contacted by telephone during opening hours, or by email.

For Student Financial Aid

- Telephone: 0141 330 2216 / 8778
- Email: reg.finaid@admin.gla.ac.uk

For international students, please contact the [International Student Support](#) team.

History of Art Scholarships

The James McNeill Whistler and Beatrix Whistler Scholarships enable students of the University to travel in order to study in countries other than Scotland. Awards are made, in the first place, to students in History of Art. Students are eligible to apply from this fund whether or not they have applied for travel grants or scholarships from other sources. Information on these scholarships will be circulated by email, normally in April.

Careers Service

The Careers Service offers guidance and advice to students and graduates on careers, CV writing, interview advice and further training.

- Level 2, The Fraser Building, 65 Hillhead Street, Glasgow G12 8QQ.
- Opening hours: Monday-Friday, 0900-1700
- <http://www.gla.ac.uk/services/careers/>

Regulations

All PGT programmes at the University of Glasgow are governed by the generic regulations which are issued by the Senate Office. You can read the full regulations here: http://www.gla.ac.uk/media/media_542571_en.pdf

The following clause is taken from the University Calendar (Arts.23 PG):

A student admitted onto a programme leading to an award must follow the instructions on behalf of the relevant School and be aware of the content of the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details on the Programme including, in some cases, further requirements associated with the award.

Please read your course and programme handbooks carefully.

Optional Courses

As well as the core courses for your programme, you must choose from a list of PGT course options in order to make up the requisite amount of credits to complete the taught masters' programme. You need to have completed 180 credits in order to graduate (typically, courses within History of Art programmes are worth 20 credits, and the dissertation is worth 60 credits). Please consult with your programme convenor.

Coursework and progression

You will be advised of the structure of each course and method of assessment by the course convenor. Most courses on the History of Art taught programmes are assessed by a combination of written and oral assessment. Please see individual course handbooks/Moodle pages for more information.

The following clause is from the generic regulations and relates to the minimum grades required to progress to the dissertation stage:

7.1 A candidate will be permitted to progress to the preparation of the dissertation, or other substantial independent work required by the degree, only if he or she has obtained a grade point average of 12 (equivalent to C3) or above in the taught courses... with at least 75% of the credits at grade D3 or better and all credits at grade F or above.

The full text can be found here: http://www.gla.ac.uk/media/media_542571_en.pdf

Referencing and plagiarism

Plagiarism, as defined in the University Plagiarism Statement, is the 'submission or presentation of work, in any form, which is not one's own, without acknowledgement of the sources.' It is a serious academic offence and can result in a 'zero' grade for your work or disciplinary action if it is found in your submitted work. Learning to reference and cite sources correctly is therefore an essential skill. The History of Art subject area recommends you use the Chicago referencing system

(see 'Assessments' section below.) Further information can be found here:
<http://www.gla.ac.uk/myglasgow/leads/students/plagiarism/>

Submission of Written Work

If your course requires your work to be submitted in hard copy then all written work must be submitted to the postgraduate dropboxes which are found in the entrance hall of 8 University Gardens by **12 noon on the day of the deadline**.

Each submission must contain the following:

- TWO copies of each assignment (unless otherwise instructed)
- Each copy should be individually stapled along with an assignment cover sheet
- One copy must also have the Declaration of Originality Form (DOOF) – it is only necessary to submit the first page of the DOOF

It is helpful if the two copies + DOOF are placed in a document wallet before they are posted in the submission box.

If your course requires your work to be submitted electronically via Moodle then please follow the individual instructions in your course handbook.

Extensions

If you cannot submit your written work on time you must contact the course convenor in the first instance. Assignments submitted late without a medical certificate or written certification of exceptional personal circumstances, will be penalised. If you think you have grounds for requesting an extension (see Good Cause Claim below) then you should contact your course convenor as soon as possible.

If you need an extension of **up to 3 days** then no forms are necessary and your course convenor should advise the PGT administrator of the revised deadline. If you require an extension **longer than 3 days** then you must complete a Good Cause Claim (see below) on MyCampus and consult with your course convenor.

IF YOU HAVE BEEN GRANTED AN EXTENSION PLEASE SUBMIT YOUR COURSEWORK DIRECTLY TO THE POSTGRADUATE OFFICE.

Penalties for Late Submission

The penalties for late submission of coursework are as follows:

- a) In respect of coursework submitted not more than five working days after the deadline:
 - i) The work will be assessed in the usual way
 - ii) The primary grade and secondary band so determined will then be reduced by two secondary bands for each working day (or part of a working day) the work was submitted late
- b) Work submitted more than five working days after the deadline will be awarded Grade H

Please see the University Calendar Section 16.25-28 and 16.45-53 for full details:
<http://www.gla.ac.uk/myglasgow/senateoffice/policies/calendar/calendar2017-18/feesandgeneral/assessmentandacademicappeals/reg16/#/standards,minimumrequirementfortheawardofcredits,incompleteassessmentresultingfromgoodcause>

Absence

You must complete a MyCampus absence report for any significant absence from class, study trips or tutorial sessions that might affect your academic performance. Guidance on absence reporting can be found here:
http://www.gla.ac.uk/media/media_129313_en.pdf

The full absence policy of the University can be found here:
<http://www.gla.ac.uk/services/senateoffice/policies/studentssupport/absencepolicy/>

Good Cause Claim

If you have extenuating circumstances which affect your academic performance (for example, illness that affects attendance or the timely submission of work) then you should inform the relevant tutors and complete a Good Cause Claim on MyCampus.

Guidance on what constitutes Good Cause can be found here:
http://www.gla.ac.uk/media/media_420013_en.pdf This chart will help guide you through the process: http://www.gla.ac.uk/media/media_424718_en.pdf

Complaints

To raise an issue, or to make a complaint, you can contact:

- The PGT Representative for your programme – all comments are kept anonymous
- The course or programme convenor
- The PGT convenor, who is Dr Sally Tuckett for 2017-8
sally.tuckett@glasgow.ac.uk

Tier 4 Visa - Authorised Absence

If you are on a Tier 4 visa and you decide to leave Glasgow to complete your dissertation or you intend to be away from Glasgow for more than 15 consecutive working days for any reason which cannot be approved by your School, the University will be required to notify UK Visas and Immigration (UKVI) that our sponsorship of your Tier 4 student visa has been withdrawn. If you intend to do this, please refer to the Registry website for further information
<http://www.gla.ac.uk/services/registry/tier4/attendance/>

You can, however, apply for an authorised absence of less than 15 consecutive working days for personal leave. In such cases, the University will continue sponsorship of your tier 4 visa. To apply for an authorised absence you **must** complete the form that can be found at the link above and on the PGT Moodle page.

Assessments and Grade Scales

Each course will have different requirements for the assignments which will be laid out in the course handbooks. It is your responsibility to familiarise yourself with these requirements and deadlines. Below are some general guidelines that you might find useful.

Layout of essays, reports etc.

- Typed/printed on one side of white A4 paper
- Minimum font size: 11
- One-and-a-half or double line spaced (inset quotations and footnotes can be single line spaced).
- Paragraphs should be clearly and consistently indicated
- Justify on the left hand margin only
- Margins should be not less than 25mm
- Number the sheets consecutively
- For hard copies, staple the sheets together and include TWO attached Assignment Cover Sheets and ONE loose Declaration of Originality Form (DOOF)

Word Counts

Each assignment will have a set word count. It is important that you stick to this word count as closely as possible as this is a useful transferable skill being able to produce succinct and relevant arguments in a given space. Word counts for all assignments including the dissertation (unless otherwise instructed by the course leader) include footnotes but exclude bibliographies. Overlong work or assignments that are too short may be penalised.

Written Work Hand-ins

Please check your course handbooks for hand-in information. If you are required to submit paper copies of your assignments then TWO copies are to be handed in to the PG dropbox in the foyer of 8 University Gardens by 12 noon on the submission date.

Electronic submissions via individual course Moodle pages will also be due by 12 noon.

Oral Presentations

On the day of your oral presentation to the class, submit to your course Moodle page a copy of your presentation PowerPoint, or email to Andrew Bradburn – this can be in pdf if necessary.

Feedback and Return of Work

Assessed coursework will be returned to you, normally within three weeks of the submission deadline. Where circumstances make it impossible for staff to fulfil this policy, students will be notified. Coursework will be returned with a written comment and a mark. The comments will indicate where you have done particularly well, and will identify areas for improvement.

You should retain all returned assessed work as it may be required by the external examiner or the programme convenor in the event of a dispute about a recorded mark. Copies of your assessed work are sent to the external examiner for scrutiny.

Reassessment

If you have obtained a D1 or worse for a piece of assessment you are entitled to request a reassessment. All reassessment results will be capped at Grade C3. The full regulations can be found at the University Code of Assessment:

http://www.gla.ac.uk/media/media_275332_en.pdf

Exceptionally it may not be possible to offer reassessment of some coursework items, in which case the mark achieved at the first attempt will be counted towards the final course grade. Any such exceptions are listed in the Course Document on the online catalogue.

Students are reminded that the University requires them to comply with all instructions pertaining to the conduct of courses. These are conveyed by means of this Handbook, course documentation, Moodle, and staff communication.

Assessment Scale

All assignments are graded according to the College of Arts' 22-point scale (see below).

These notes refer to the Code of Assessment which is used across the University so that the same rules apply for all students doing taught courses in all faculties at all levels. The Code of Assessment can be found on the Senate office section of the University's website:

- <http://www.gla.ac.uk/services/senateoffice/policies/assessment/codeofassessment/>

A guide for understanding the marking system can be found here:

http://www.gla.ac.uk/media/media_106264_en.pdf

Code of Assessment, Schedule A:

Primary Grade	Secondary Band	Aggregation Score	Verbal Descriptor
A	1	22	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures.
	2	21	
	3	20	
	4	19	
	5	18	
B	1	17	Conclusive attainment of virtually all intended learning outcomes clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding.
	2	16	
	3	15	

C	1 2 3	14 13 12	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding.
D	1 2 3	11 10 9	Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure.
E	1 2 3	8 7 6	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations.
F	1 2 3	5 4 3	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions.
G	1 2	2 1	Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and flawed explanation.
N		0	No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary.
Credit Refused			Failure to comply, in the absence of a good cause, with the published requirements of the course or programme.

Measuring What You Have Learned

Assessment is used to determine what you have learned – something the University needs to know so that it can monitor progress and make an appropriate award at the end of your programme. At the same time, feedback is essential to improving your learning and, for the assessment to make sense; you need to know what you are expected to learn. For this reason all courses have **intended learning outcomes** (ILOs) and it's important that you check these out in your course handbook. The ILOs tell you what you should learn on your course, and your grade tells you how successfully you have demonstrated having done so.

Primary Grades and Secondary Bands

The grades you get reflect your achievement of the ILOs. Schedule A of the Code of Assessment includes a description of each grade in exactly these terms. Departments may customise these descriptions so that they are more relevant to their own subjects, so check course documentation also. There are eight grades (A to H), representing everything from full attainment of the ILOs to no attainment at all. But over such a range you need more than eight points of reference to monitor progress so the primary grades have been divided into secondary bands, usually three bands to each

grade. The middle band in each grade is the default with those above and below indicating a slightly stronger or weaker performance.

Combining Your Grades

To get the overall grade for your course or programme it's necessary to combine individual grades for coursework assignments. The fairest way of doing this is by averaging the various results while adjusting them to reflect their relative weights. To do this, the 'B2's, 'C1's, etc. are turned into scores. These scores are listed in Schedule A where you will see that H converts to 0 and A1 to 22. The Code of Assessment explains how the averages are calculated and rounded.

Grade Descriptors

The table below gives descriptors that can help you give an indication of what characterises one grade from another. It is very important, however, that these descriptors are treated as secondary to the application of descriptors in Schedule A above.

Grade	Descriptor
Grade A	<p>An excellent performance is likely to be characterised by several of the following:</p> <ul style="list-style-type: none"> • questions are answered clearly, comprehensively and with appropriate focus • excellent organisation and structure of answers • reasoned arguments developing logical conclusions • insight, imagination, originality and creativity • integration of new information • sound critical thinking • independence of judgement • explanation of relevant theory • citation of relevant evidence • evidence of wide, relevant reading • application of learning to new situations and problem solving • accuracy and absence of errors
Grade B	<p>A very good performance is likely to be characterised by some, at least, of the following:</p> <ul style="list-style-type: none"> • questions are answered clearly and fully • good organisation and structure of answers • reasoned arguments developing logical conclusions • very good understanding of the subject • clear evidence of relevant reading or research • explanation of relevant theory • citation of relevant evidence • inclusion of highly relevant ideas • use of relevant examples • application of learning to new situations and problem solving • accuracy and absence of significant errors • although, distinguishing it from an excellent performance, it might be faulted on grounds of: <ul style="list-style-type: none"> • demonstrating less insight, imagination, originality or creativity • including a less comprehensive presentation, solution or answer • integrating information less successfully

	<ul style="list-style-type: none"> • exhibiting less critical thinking • exhibiting less independence of thought
Grade C Grade C (continued from previous page)	<p>A good performance is likely to be characterised by some, at least, of the following:</p> <ul style="list-style-type: none"> • attempts made to answer questions set • ability to solve some of the problems set • basic to good understanding of the subject • evidence of some relevant reading or research • inclusion of some relevant ideas • inclusion of some relevant examples • although, distinguishing it from a very good performance, it might be faulted on grounds of: <ul style="list-style-type: none"> • lacking sufficiently well structured argument • not offering sufficient evidence to justify assertions • not including sufficient relevant examples • lacking insight, imagination, originality and creativity • offering less in its presentation, solutions or answers • containing some errors
Grade D	<p>This grade is given the gloss 'satisfactory' in Schedule A of the Code of Assessment because it is the lowest grade normally associated with the attainment of an undergraduate award. But if you are a postgraduate student you should be aware that an average of at least Grade C in taught courses is required for progress to the dissertation at masters level, and you should check your course handbook for the grade that may be required for other awards. A performance assessed as Grade D is likely to be characterised by some, at least, of the following:</p> <ul style="list-style-type: none"> • attempts made to answer questions set • ability to solve some of the problems set • modest evidence of understanding of the subject • modest evidence of relevant reading or research • inclusion of a few relevant ideas • inclusion of a few relevant examples • and, distinguishing it from a good performance, it might: <ul style="list-style-type: none"> • contain more errors of judgement, fact or application • present arguments which are less well structured • offer less evidence in support of assertions • offer fewer relevant examples • contain more errors
Grade E	<p>A weak performance is likely to be characterised by some, at least, of the following:</p> <ul style="list-style-type: none"> • failure to answer the question set though an answer to a similar question may be offered • partial solutions to problems set • little evidence of understanding of the subject • little evidence of relevant reading or research • inclusion of very few relevant ideas • absence of structured argument • little evidence to justify assertions • few relevant examples • several significant errors

Grade F	<p>A poor performance is likely to be characterised by some, at least, of the following:</p> <ul style="list-style-type: none"> • failure to answer the question set though an answer to a question within the same topic area may be offered • very little evidence of understanding of the subject • very little evidence of relevant reading or research • inclusion of ideas relevant only in a wider consideration of the topic • absence of structured argument • very little evidence to justify assertions • very few relevant examples • many significant errors
Grade G	<p>A very poor performance is likely to be characterised by some of the following:</p> <ul style="list-style-type: none"> • failure to answer the question set • no evidence of understanding of the subject • no evidence of relevant reading or research • absence of relevant ideas • absence of structured argument • absence of evidence to justify assertions • absence of relevant examples • many significant errors • It is distinguished from a Grade 'H' performance by the fact that not all of these characteristics will be present.
Grade H	Absence of positive qualities.

Referencing and Style Guidelines

We recommend that you use the Chicago referencing system, or a variation of it. Some examples are listed below. Make sure you stick to the same system within the same piece of work – do not mix and match!

The Chicago Citation System

There are hard copies of the *Chicago Manual of Style* in the library, as well as an online version here: http://www.chicagomanualofstyle.org/tools_citationguide.html

The Chicago system uses footnotes or endnotes (make sure you use one or the other in a single piece of work). When you cite a work in your paper for the first time, you should provide the full details of the publication in a footnote or endnote using the style given below.

Footnote: 1. Alfred Loewenberg, *Annals of Opera 1597-1940* (Cambridge: W. Heffer, 1943), 67-69.

Subsequent footnotes of the same work can use an abbreviated style. If you use only one work by the author, the abbreviated style for subsequent notes is:

Footnote: 2. Loewenberg, 67.

If you use more than one work by the same author then you need to distinguish them by having an abbreviated version of the title:

Footnote: 3. Loewenberg, *Annals of Opera*, 67.

Footnotes or endnotes should be numbered consecutively; the numbers must appear in the text and the note number should be in superscript in Arabic, not Roman numerals.

Footnote or endnote numbers should appear at the end of the sentence, **after the full stop**, or if this is not possible, after punctuation within the sentence.

Notes can be used **sparingly** for personal communications and for additional information, as well as for citing the publications to which you are referring. However you should keep notes short, not use them to expand the text.

Bibliographies

At the end of your paper, all the works you have cited should be listed under the heading 'Bibliography'. Use the Bibliography style below for this. The list should be in alphabetical order by author's surname (no bullet points, please!). If the work has no identifiable author, start the citation with the work's title.

The bibliography should be divided into sections. There are some variations to this but at the very least it should be divided into 'Primary Sources' and 'Secondary Sources' or 'Secondary Literature'.

You can use abbreviations, or you can write the entry out in full: the conference paper example below uses 'ICOM CC' instead of 'International Council of Museums Conservation Committee'. This can be helpful, particularly if you have several publications from the same source, but you should add a separate list of abbreviations.

Volume numbers should be given in Arabic numerals (1, 2, 3 etc.).

Bibliographic Software Packages

Bibliographic software packages such as Endnote and Reference Manager enable you to record and store references and generate bibliographies.

In Endnote, the Chicago 16th A bibliographic style generates the style of references used in the examples below.

For more information see:

- <http://www.gla.ac.uk/services/library/subjectssupport/informationsskills/referencing/>

Examples of Footnotes and Bibliographic Entries

Book, single author

Footnote: 1. Alfred Loewenberg, *Annals of Opera 1597-1940* (Cambridge: W. Heffer, 1943), 67-69.

Bibliography: Loewenberg, A., *Annals of Opera 1597-1940*. Cambridge: W. Heffer, 1943.

Book, two or more authors

Footnote: 2. Robert Howe Fletcher and Ernest Peixotto, *Ten Drawings in Chinatown* (San Francisco: A.M. Robertson, 1898), 186-187.

Bibliography: Fletcher, R.H., and E. Peixotto, *Ten Drawings in Chinatown*. San Francisco: A.M. Robertson, 1898

Contribution to an edited book

Footnote: 3. Christopher Rowell and John M. Robinson, "Uppark Restored: The Conservation of the Contents" in Mary M. Brooks and Dinah Eastop (eds), *Changing Views of Textile Conservation* (Los Angeles: Getty Conservation Institute, 2011), 236-239, at 237.

Bibliography: Rowell, C. and J. M. Robinson, "Uppark Restored: The Conservation of the Contents" in Mary M. Brooks and Dinah Eastop (eds), *Changing Views of Textile Conservation*, 236-239. Los Angeles: Getty Conservation Institute, 2011.

Conference Paper

This is the same as a contribution to an edited book.

Footnote: 4. Kaori Asai et al., "Tapestry Conservation Traditions: An Analysis of Support Techniques for Large Hanging Textiles," in *ICOM CC 15th*

Triennial Conference 2008 Preprints, ed. Janet Bridgland, 967-975, at 970 (New Delhi: Allied Publishers, 2008).

Bibliography: Asai, K., E. Biggs, P. Ewer and K. Hallett. "Tapestry Conservation Traditions: An Analysis of Support Techniques for Large Hanging Textiles." In *ICOM CC 15th Triennial Conference, New Delhi, 22-26 September 2008, Preprints*, edited by Janet Bridgland, 967-975. New Delhi: Allied Publishers, 2008.

Article in a Print Journal

Footnote: 5. William Hoy, "Chinatown Devises Its Own Street Names," *California Folklore Quarterly*, 2, no.2 (1943): 74.

Bibliography: Hoy, W., "Chinatown Devises Its Own Street Names," *California Folklore Quarterly*, 2, no.2 (1943): 71-75.

Article in an Electronic Journal

An electronic article should have a DOI (Digital Object Identifier) and this should be included in the footnote. If there is no DOI then you should put the URL.

Footnote: 6. David Wilcox, "Scottish Late Seventeenth-Century Male Clothing: Some Context for the Barrock Estate Finds", *Costume*, 50, no. 2 (2016): 151-168, at 160, <http://dx.doi.org/10.1080/059-8876.2016.1165953>

Bibliography: Wilcox, D., "Scottish Late Seventeenth-Century Male Clothing: Some Context for the Barrock Estate Finds", *Costume*, 50, no. 2 (2016): 151-168. <http://dx.doi.org/10.1080/059-8876.2016.1165953>

Book published electronically

Footnote: 7. Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), Kindle edition.

Bibliography: Austen, J., *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle edition.

Website

Include as much of the following information as you can find: author, title of the page, title of the owner of the site, URL etc. As the website is liable to change you should add the date you accessed the information.

Footnote: 8. "Scottish National Gallery of Modern Art", National Galleries Scotland, <http://www.nationalgalleries.org/visit/introduction-118> (accessed June 7, 2017).

Bibliography: National Galleries Scotland. "Scottish National Gallery of Modern Art", <http://www.nationalgalleries.org/visit/introduction-118>. Accessed 7 June, 2017.

Exhibition Catalogue

These should be treated in the same way as a single-author book or a multi-author book (see above).

Footnote: 9. Jane Martineau and Charles Hope (eds), *Genius of Venice 1500-1600* (London: Royal Academy of Arts, in association with Weidenfeld and Nicholson, 1983), 2.

Bibliography: Martineau, J. and Charles Hope (eds), *Genius of Venice 1500-1600*. London: Royal Academy of Arts, in association with Weidenfeld and Nicholson, 1983. Published in conjunction with the exhibition "The Genius of Venice 1500-1600" at the Royal Academy of Arts, London.

Newspaper Articles

Footnote: 10. Dalya Alberge, "London Set to Become World Centre for Studying Glories of Buddhist Art," *The Observer*, April 8, 2012, Scottish edition, main section.

Bibliography: Alberge, D. "London Set to Become World Centre for Studying Glories of Buddhist Art." *The Observer*, April 8, 2012, Scottish edition, main section.

Unpublished Thesis

Footnote: 11. Caroline Ness, "Mattli: A Forgotten London Couturier Rediscovered Through his Press Books, 1948-1956" (MPhil Dissertation, Textile Conservation Centre, University of Southampton, 2008), 160.

Bibliography: Ness, C. "Mattli: A Forgotten London Couturier Rediscovered Through his Press Books, 1948-1956". MPhil Dissertation, Textile Conservation Centre, University of Southampton, 2008.

Examples of Image Captions

Captions for paintings

Fig. 1: Gentile Bellini, *Mahomet II*, c.1497, oil on panel, 80 x 65 cm. National Gallery, London.

Fig. 2: Vincent van Gogh, *Alexander Reid*, 1887, oil on pasteboard, 45 x 60 cm. Glasgow Museums and Art Galleries

Captions for drawings, engravings etc. (measurements in mm.)

Fig. 3: Albrecht Dürer, *Venetian and Nuremberg Costume Compared*, undated, pen and ink. Städelsches Kunstinstitut, Frankfurt. From W.L. Strauss, *The Complete Drawings of Albrecht Dürer*, vol. I (New York, 1974), 273.

Captions for photographs

Fig. 4: Modern women in native dress, Chichicastenango, Guatemala. Photograph by Jerry Jackna © 1979. From Mary G. Dieterich et al., *Guatemalan Costumes* (Phoenix, 1979), frontispiece.

Fig. 5: Charles Marville, *Rue de l'Épée de Bois de la rue Mouffetard*, 1865-1875. Musées de la Ville de Paris, Musée Carnavalet.

Captions for architectural drawings

Fig. 6: Thomas Jefferson, *Virginia Capitol*, Richmond, c.1785, preliminary study for entrance elevation. Massachusetts Historical Society, Boston.

Captions for sculpture

Fig. 7: Desiderio da Settignano, *A Little Boy*, c.1460, marble, 26.3 x 24.7 x 15 cm. National Gallery of Art, Washington D.C., Andrew W. Mellon Collection.

Captions for dress and textiles

[Object, material, date. Location/owner/collection, object accession number]

Fig. 8: Dress, silk and cotton, 1862. Victoria & Albert Museum, London, T.2A-1984.

Quotations

- All quotations should be enclosed in single inverted commas, with double inverted commas for a quote within a quote.
- Quotations longer than 3 lines of typescript should be separated from the main text, indented and without inverted commas.
- Use the original spelling, punctuation and case of the quotes. Do not make them conform to general rules.
- Use an ellipsis [...] to indicate if text has been removed, and [sic] if incorrect usage needs to be indicated.
- For embedded quotes that are complete sentences, start with a capital letter and put the full stop *inside* the closing quote mark, e.g:
He notes that: 'The report of the Mechanics Institute has awakened attention to the importance of education in design.'
- Put the full stop *outside* the quote marks when only a portion or an incomplete sentence is quoted.
- For indented quotes (of more than 3 lines), use an ellipsis [...] at the end of the quoted text if the end of the sentence has been removed.

Contractions and abbreviations

Please do not use contractions, where apostrophes are used to replace omitted letters. For example, you should write 'do not' rather than 'don't'.

Abbreviations are where the end of the word is omitted and they typically do have full stops at the end. For example: fig., p.,

Initials of people's names should be followed by a full stop, with no spaces in between the initials, e.g. J.R.R. Tolkein.

Dates

Use lower case 'c' for century.

Hyphenate when the century is used as an adjective, e.g. 'Nineteenth-century architecture dominates the Glasgow skyline'. No hyphen is needed when it is used as a noun, e.g. 'The architectural style of the nineteenth century is epitomised in the Glasgow skyline'.

When writing dates, use number, month and year, e.g. 7 June 2017 (no commas, 'th' or 'nd')

Currency

Old currency should be written as follows: £152 12s 6d, not £152/11/6

Fractions

Should be written as words not as figures, e.g. three-quarters, one-third

Numbers

Do not elide numbers (use 355-399, not 395-9; 1972-1973 not 1972-3)

Numbers in the main text between one and ten should be written as words. Numbers over ten should be given in figures (11, 12 etc.), unless they are round numbers e.g. 'two hundred; one million'

An exception is the numbers in titles of people, e.g. the 4th Marquess, not the Fourth Marquess.

Hyphenations

Hyphenate two-part adjectives unless the first part is an adverb, e.g. 'clear-cut case' but 'clearly defined policy'.

Italics

- Italics should be used sparingly and not for words that are in common usage in English.
- Italics **should not** be used for quotations unless they are in the original text.
- Titles of books, exhibitions and works of art must be in italics.