THE GLASGOW SCHOOL OF ART	Programme Specification

1. Programmes:

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
PGCert in Learning and Teaching	N/A	LETEA

Head of School	TBC
Head of Department/Programme Leader	Dr. Charles Neame
Programme Contact	Dr. Charles Neame

Minimum Duration of Study	12 months
Maximum Duration of Study	Click here to enter text.
Mode of Study	Part time
Award to be Conferred	Postgraduate Certificate (Pg Cert)
Exit Awards	Postgraduate Certificate (Pg Cert)
Source of Funding	Self-funded

2. Academic Session:
2011-2012

3. SCQF Level:
11

3.1 Credits:
60

4. Awarding Institution:
The University of Glasgow

5. Teaching Institutions:
The Glasgow School of Art

6. Lead School/Board of Studies:
Cross-School Board of Study

Date of production/revision:	16 September 2011

7. Programme Accredited By:
The Higher Education Academy

8. Entry Qualifications	
8.1 Highers	Click here to enter text.
8.2 A Levels	Click here to enter text.
8.3 Other	http://www.gsa.ac.uk/researchandpostgraduate/content/default.asp?page=s26_17
8.4 IELTS Score Required on Entry	Click here to enter text.

9. Programme Scope:
The programme is part-time, normally completed over one full academic year, and consists of three part-time courses: 1. Learning and teaching in context (15 credits). 2. Theory and Practice of Learning & Teaching in the Creative Practices (30 credits). 3. The project (15 credits) *Course 1: Learning and Teaching in Context* This course aims to introduce participants to the changing social, political and regulatory higher education context, to enable participants to understand their role within it and respond appropriately by building on principles of student-centred learning. The course further aims to enable participants to become reflective practitioners to support their continuous professional development **Course content:** • Learning &Teaching within the political and regulatory framework of contemporary HE; • student-centred learning and intellectual development of students • student support within the framework of widening access and diversity & equality legislation; • how teachers develop and work with a Continuous Professional Development framework; • reflective practice as a framework for professional practice and development; • interactive learning technologies. • theories of knowledge, knowing and learning

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Candidates may exit the programme after course 1 if appropriate, and subject to a minor additional assessment, will be eligible for associate status with the Higher Education Academy at that point.

Course 2: Theory and Practice of Learning and Teaching in the Creative Practices

The aim of this course is to introduce participants to different theories of knowledge and learning, the principles of curriculum development and course evaluation to enable course members to develop and enhance student-centred learning environments and activities. It also provides an opportunity to apply these principles to participants' own teaching and student support practice.

> **Course content:**
>
> - students' needs and learning styles
> - teaching learning and assessment methods
> - programme, curriculum and assessment design
> - programme and course evaluation and student feedback.

Course 3: The Project

The aim of this course is to enable participants to apply their learning from this programme to either (1) conceptualise, plan, develop and complete a pedagogical action research project of their own choice, or (2) develop a portfolio of professional practice, including a plan for future professional development.

> **Course content:**
>
> - the context and principles of action research
> - research processes
> - research ethics, including GSA Research Ethics policy
> - individual action research project / portfolio

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10. Programme Aims:
The aims of the programme are: 1.   Equip individuals to become critically reflective educational practitioners, able to develop their own professional practice and skills in teaching or student support, and to encourage enhancement in learning and teaching constructively in their institution.   2. Enable staff to reflect on, and engage with, their teaching practice at an increasingly conceptual and theoretical level; theorising their practical knowledge and experience, and applying theoretical learning to their daily teaching practice.   3. Strengthen the communities of academic practice from which course members are drawn, as a result of achieving the previous two aims.
10.1 Stage 1 Aims:
10.2 Stage 2 Aims:

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10.3 Stage 3 Aims:	
10.4 Stage 4 Aims:	
10.5 Stage 5 Aims:	

11. Intended Learning Outcomes of Programme:
After full participation in and successful completion of the programme, students should be able to: • critically evaluate their role in teaching and student support, in the context of political, social and regulatory changes. • critically evaluate concepts and theories of learning and teaching in higher education and the creative practices, and apply them to their own educational practice. • Select and apply appropriate methods of teaching and student support to create effective learning environments, in the context of the specific needs and challenges of the creative practices. • develop student-centred and constructively aligned learning activities, programmes and forms of assessment, appropriate to the needs of a diverse student body. • evaluate learning, teaching and assessment processes and activities in response to student and peer feedback, and make informed judgements to improve, modify or maintain them. • Draw on pedagogical practitioner research to apply a framework of reflective practice to their own professional development, in order to establish a personal philosophy of learning and teaching and an action plan for their Continuous Professional Development

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11.1 Intended Learning Outcomes of Stage 1
Knowledge and Understanding
Applied Knowledge and Understanding
Professional Practice: Communication, Presentation, Working with Others

12. Assessment Methods:
The programme includes a variety of formative and summative assessments each term, including self-assessment, peer assessment and tutor-marked assessment. Each course within the programme includes one summative assessment (two for those registered for the Associate pathway on Course 1).
Formative assessment takes place throughout the programme, drawing on self-assessment through reflective practice, practice observations, individual tutorials and a number of written assignments. The main aim of formative assessment is to support learning through a process of reflective practice, to review practice, to identify areas for development and to assist in conceptualising alternatives and/or enhancements of existing practice in light of subject learning. As part of the formative assessment process and/or in preparation for tutorials, participants will be asked to complete certain tasks, which will be discussed as part of the tutorial.
Summative assessment takes place at the end of each course and at the end of the programme and comprises four written assignments, including a choice of research project or portfolio. The submissions are assessed against the learning outcomes and assessment criteria for each course at each stage of the programme.

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13. Learning and Teaching Approaches:

This programme uses a number of learning and teaching strategies aimed at developing participants' critical, reflective understanding of the principles underpinning pedagogical practice in higher education with particular reference to the creative practices.

The programme will comprise a series of seminars and workshops delivered by internal and visiting staff. These may occasionally include off site visits, where appropriate. The programme will also develop an online component through the GSA Virtual Learning Environment (see glossary below). Participants will have direct and remote access to forms, documents, texts and announcements online as well as a share area and message board.

In addition, each participant will have the opportunity to meet a tutor for a number of one-to-one tutorials to discuss progress and/or plans for future professional development. As part of the programme's approach to learning and teaching, student-led seminars elements and peer observations are programmed in order to promote independence, autonomy and enhance dynamic group activity and participation.

Course members are also required to develop and report on an individual action research project, the conceptualising and planning stages of which will take place during Stages 1 and 2.

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

Not applicable

15. Additional Relevant Information:

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16. Programme Structure and Features:

Course Title	Credits	SCQF Level	Assessment Weighting	Exit Point and Award
Course 1: Learning and Teaching in Context	15	**11**	**25%**	
Course 2: Theory and the Practice of Learning and Teaching in the Creative Practices	30	**11**	**50%**	
Course 3: The Project	15	**11**	**25%**	
Total Credits	60	**11**	**100%**	**PG Cert**

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17. Can exemptions be granted?

Yes ☐   **No** ☒

If yes, please explain:

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18. Does the programme comply with GSA APEL policy?

Yes ☐   **No** ☒

If yes, please explain:

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19. Are there any arrangements for granting advanced entry?

Yes ☐   **No** ☒

If yes, please explain:

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

Yes ☐   **No** ☒

If yes, please explain stating requirements and levels to where this can apply:

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

Yes ☐   No ☒

If yes, please clarify:

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

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

Yes ☒   No ☐

If no, please explain:

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

The Programme team will report directly to the postgraduate board of study.

25. Please explain the systems and arrangements regarding:

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

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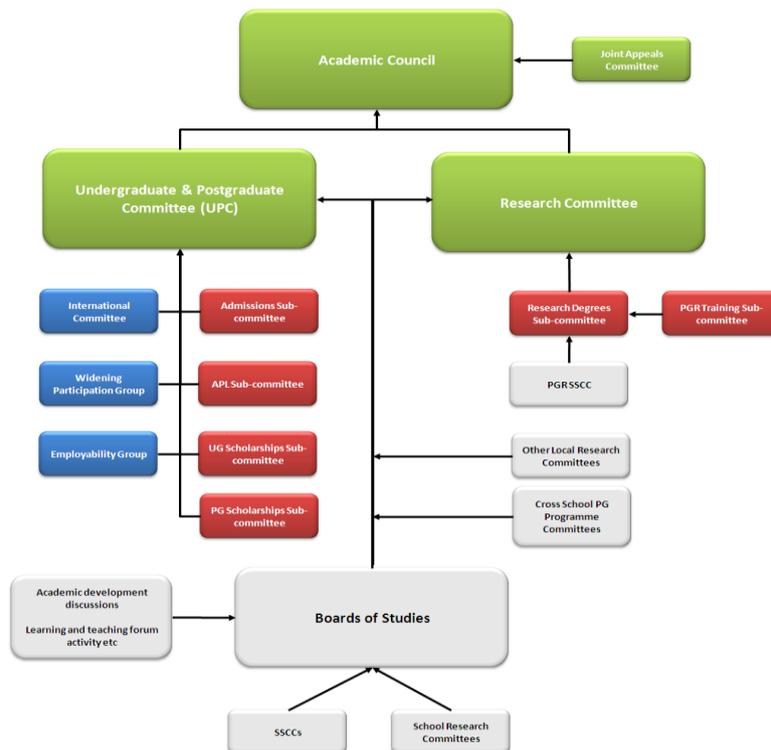
b) Student feedback and representation
Responsibility for the conduct of the programme will rest with the Programme Leader. A staff/ student consultative committee will meet to consider operational matters, while the examination board will be responsible for the award of the degree and for issues relating to progression. All committees connected to the programme will operate according to standard procedures determined by the Academic Council of the Glasgow School of Art. The staff/ student consultative committee will report to the Postgraduate Board of Studies, which in turn reports to the Undergraduate and Postgraduate Committee. The teaching team will be led by the Programme Leader. The Programme Leader will have executive responsibility for the direction, coordination and administration of the programme. He/ She will be primarily responsible for the initiation of the programme developments and will have particular responsibility for the monitoring of student progress and for the continuous monitoring of the quality of the programme in line with The Glasgow School of Art procedures. In order to ensure that quality standards are monitored and the quality of provision continually enhanced the Programme will undertake: • regular Programme Team meetings • student/ staff consultative committee • Annual Programme Monitoring • Periodic Review Institutional review in accordance with the Quality Assurance Agency (QAA) and the Scottish Credit and Qualifications Framework (SCQF)
c) Programme based student support
Assessment briefs will be dyslexia-friendly and use plain language. Academic staff contact time will be made explicit. Students will be aware of with whom and when they can expect contact. Reading lists and online resources will be identified to encourage students to use independent study time effectively. Aims and learning outcomes of briefs will be made clear and will relate directly to those in the student handbook. Work requirements and assessment criteria will be made explicit and will relate to the specified aims. They will be flexible and adaptable to the learning needs of a diverse student group.

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