

**Glasgow School of Art Programme Specification**

**Programme Title: Postgraduate Certificate in Higher Education Learning and Teaching in the Creative Disciplines**

**1. Programme Details:**

<b>Programme Title</b>	Postgraduate Certificate in Higher Education Learning and Teaching in the Creative Disciplines
<b>HECOS Code</b>	
<b>School</b>	School of Design
<b>Programme Leader</b>	Dr Maddy Sclater
<b>Minimum Duration of Study</b>	12 months, registered study
<b>Maximum Duration of Study</b>	36 months, registered study
<b>Mode of Study</b>	Part-time
<b>Award to be Conferred</b>	Postgraduate Certificate
<b>Exit Awards</b>	Stage 1: Postgraduate Certificate in Higher Education Learning and Teaching in the Creative Disciplines (Exit with 60 credits)
<b>SCQF Level:</b>	11
<b>Credits:</b>	60

<b>Academic Session</b>	2020-21
<b>Date of Approval</b>	PACAAG April 2020 (updated UPC September 2020)

<b>2. Awarding Institution</b>	GSA/University of Glasgow
<b>3. Teaching Institutions</b>	The Glasgow School of Art
<b>3.1 Campus</b>	Glasgow
<b>4. Lead School/Board of Studies</b>	School of Design
<b>5. Other Schools/Board of Studies</b>	N/A
<b>6. Programme Accredited By (PSRBs)</b>	N/A

<b>7. Entry Qualifications</b>	
<b>7.1 Highers</b>	N/A
<b>7.2 A Levels</b>	N/A
<b>7.3 Other</b>	Bachelors Degree, current and ongoing experience of working in Higher Education in the creative arts
<b>7.4 English Language Requirements</b>	All students will have to provide evidence of English language proficiency when applying. International Students Students who require a Tier 4 visa to study in the UK must meet one of the following requirements in order to gain entry: <ul style="list-style-type: none"> <li>• IELTS for UKVI Academic with an overall score of 7.0 with a minimum of 6.0 in all components;</li> <li>• complete an acceptable Pre-sessional English Language Programme taught from within the UK with an outcome that equates to the IELTS scores as stated above.</li> </ul>

	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.
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### 8. Programme Scope:

The Postgraduate Certificate in Higher Education Learning and Teaching in the Creative Disciplines addresses principles of learning theory, and their application in the context of creative disciplines. The programme explores and addresses the professional practice of teaching and supporting learners, including principles of course and learning activity design; teaching delivery, assessment and feedback; learning environments and student support; and evaluation of practice.

### 9. Programme Structure:

Stage 1	Credits	SCQF Level
PDIS101 Learning and Teaching in the Creative Disciplines	20	11
PDIS102 Educational Enquiry and Research Methods	20	11
PDIS103 Practitioner Enquiry: Learning and Teaching	20	11
<b>Total</b>	<b>60</b>	

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

N/A

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

A student will be permitted to progress to Stage 3 only if they have obtained a grade point average of C3(12.0) or above in the taught courses (Stage 1 & 2) with at least 75% of the credits at grade D3(9) or above and all credits at grade F3(6) or above.

### 11. Programme Aims:

The programme provides students the opportunity to:

1. Develop their critical capacities as reflective and reflexive higher education teachers and/or supporters of student learning;
2. Examine and explore the role of creativity in teaching and educational enquiry;
3. Interrogate and apply theoretical frameworks and pedagogical approaches to their own teaching practices to support learning within a diverse student body;
4. Cultivate their knowledge and understanding of the impact and inter-relationships of, policy, practice and research upon higher education and their own practices as teachers in the creative disciplines;
5. Develop their skills and approaches to undertaking educational enquiry in the creative disciplines.

#### 11.1 Stage 1 Aims:

This programme is only delivered in 1 Stage – Aims are as above

## **12. Intended Learning Outcomes of Programme:**

Students who successfully complete this programme will be able to:

1. Critically reflect upon, evaluate and develop actions to enhance their pedagogic approach to teaching and/or support of student learning;
2. Critically evaluate and synthesise concepts and theories of learning and teaching, research and policy in higher education and apply them to their own educational practice and development;
3. Select and apply appropriate teaching and learning support methods to create effective learning situations, in the context of the specific needs and challenges of the creative practices;
4. Develop student-centred and constructively aligned programmes, courses, learning activities and assessments appropriate to the needs of a diverse student body;
5. Evaluate learning, teaching and assessment processes and activities in response to student and peer feedback, research and scholarship to enhance the student learning experience;
6. Plan, execute and evaluate a small-scale research project, investigation or development within their teaching practice demonstrating their understanding and application of relevant research methodologies and approaches.

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

This programme is only delivered in 1 Stage – ILOs are as above

## **13. Learning and Teaching Approaches:**

The programme is delivered in a blended format allowing students to engage in face to face workshops and activities as well as online through blended learning tasks and formative assessment submissions. This blended approach allows students to have an enhanced learning experience, engaging with online materials to prepare for face to face sessions and extending peer interactions beyond workshops through peer reviewed reflection on their teaching practice.

Assessment is undertaken through both formative and summative tasks. Formative assessment offers students the opportunity to obtain ongoing peer feedback through the development of their portfolio submission over the length of each programme. Students are also able to access one to one or small group tutorials upon request to explore the assessment task.

## **14. Assessment Methods:**

The specific method used for each component of the programme will vary, depending on the nature of the practice that the students are evaluating as part of their assessment. Default methods are expected to be reflective written submissions through the development of an online portfolio.

Assessment methods include:

- online reflective journaling
- case studies
- literature reviews
- visual or audio presentations

Engagement with formative assessment is a mandatory requirement.

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

There is no subject benchmark statement available which relates to this programme. However, the programme has been designed explicitly to align with the [UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education](#).

**16. Additional Relevant Information:**

Please refer to the University Calendar for the full PGCert regulations:  
<https://www.gla.ac.uk/myglasgow/senateoffice/policies/uniregs/regulations2019-20/gsa/pgcertreg/>

<b>Programme Leader:</b>	Dr Maddy Sclater
<b>Programme Title:</b>	M. Ed in Learning, Teaching and Supervision in the Creative Disciplines
<b>School:</b>	School of Design (Learning and Teaching Team)

**1. Summary of amendments to Programme Specification for 2020/21 as a result of COVID-19 and list of Academic activities affected:**

Having assessed the programme and course specifications, it has been concluded that the ILO's are achievable. Therefore, there will no changes to the Programme and Course Specification for 2020/21. This assessment is based upon the GSA Covid-19 Handbook for Academic Session 20-21 and the GSA Summary Report of Equality Consideration and Assessment of Equality Impact (Move to Hybrid Learning).

In response to the circumstances arising from the COVID19 pandemic public health requirements, the Masters in Education Programme (M.Ed) will fully align with the GSA's Institutional approach and will be delivered using a 'hybrid-flexi' model during academic session 2020/21. Modes of learning, teaching and assessment will therefore be reconceptualised to ensure that a high standard of educational provision is maintained, irrespective of any additional COVID-19 conditions or restrictions dictated by the Scottish and UK Governments' public health requirements.

A shift in the delivery of the M.Ed is therefore being proposed from a blended format to full online delivery of the programme from Jan 2021. Since the re-validation of the M.Ed, a blended approach to the delivery of the programme has already been substantially progressed. Therefore, it is in a considerably advantageous position to be further developed for full online delivery. The change to the 'hybrid-flexi' necessarily implies a shift in both the *mode of delivery* and alteration in *contact hours*.

In relation to the *mode of delivery*, the programme in its blended format, has to date, included a series of taught on campus workshops for all courses offered in combination with online materials (video, audio and text-based resources) and asynchronous activity (peer review of reflection). In relation to changing the mode of delivery, moving to a full online course, will involve replacing the taught on-campus workshop elements (usually 2.5 hours in duration each) with a combination of online synchronous classes conducted via video conferencing platforms such as Zoom and/or Virtual Classroom.

In terms of specific *contact time* in the hybrid flexi mode, teaching workshops will be held synchronously online and timetabled on a three-weekly basis, similar to previous years, but will involve 90 minutes of contact time (as opposed to 2.5 hours of contact), with a break mid-way through the session. This contact will be equally supplemented with prepared videos and directed reading and other online asynchronous based learning activities, such as practical exercises, discussions and assessment, etc. Taken together this blend of asynchronous and synchronous activity will constitute the contact time which will be equivalent to the taught on-campus

workshops. Tutorial one-one contact time to support assignment development and preparation will also be delivered both synchronously and asynchronously.

It should be highlighted that synchronous online activity (e.g. through video-conferencing and real time chat/discussion boards) will be the central mode of contact with students to support learning and teaching across all courses. This is to enable a safe working/studying environment for students and course tutors. However, where the possibility for safe, small group face to face teaching sessions exists these will be pursued, but public and personal safety will be the over-riding consideration.

The Learning and Teaching team have discussed technological requirements in order for students to meet ILOs and indicative content. As with all our delivery, students will require internet connectivity, access to CANVAS, and capability to connect synchronously through ZOOM or Collaborate (Virtual Classroom accessible from CANVAS) – therefore audio and video capability on student's computers will be required. In terms of the assessment submission the arrangements will remain the same - students will submit their assignment through CANVAS in a format of their choosing (either using MS Word or PDF format).

These amendments are currently *contingencies*: should the Scottish Government advice & The Glasgow School of Art Health & Safety measures allow with sufficient time for implementation, teaching, learning and assessment will revert back to the specification and campus based physical teaching will resume.

In addition to the programme specification the **COVID-19 Response Student Guide** outlines the overarching principles the GSA has established to ensure that in the current COVID-19 context, learning remains the priority and is adapted in the light of changes to the public health demands resulting from the pandemic. [You can read the guide here.](#)

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

A comprehensive email from the Programme Leader has been sent to all M.Ed students, which includes a timetable for online teaching and an explanation as to how teaching will be designed for next session. The information circulated will form the basis of an online synchronous meeting to be held at the start of the semester to enable engagement with students and academic staff regarding the nature and form of learning and teaching in session 20-21. The Contingency Actions Pro Forma will be updated once feedback is received.

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

The potential for a hybrid mode of curriculum delivery and its likely implications for remote/online engagement was discussed via email with External Examiner in late June 2020- Mid July. Their reply is as follows:-

“I can confirm that I have looked at the changes in teaching/delivery arrangements for the programme and can appreciate that these arrangements make good sense given the expertise you can offer in online teaching the current levels of uncertainty” (External Examiner consultation)

**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.**

The principle changes across the M.Ed programme relate to changes to the *contact hours and method of delivery* as a result of Covid-19. Scheduled in-person contact hours (physical workshop sessions) are being replaced with a mixture of synchronous (virtual classroom/ Zoom, tutorials) and asynchronous activity (readings, activities, videos and forum-based discussions).

With respect to learners with protected characteristics, there may be some who have particular learning requirements and who may therefore find a reduction in personal contact difficult. This will be mitigated with online synchronous and asynchronous tutorial support with video materials captioned wherever possible. Where the possibility for safe, individual and small group campus-based teaching sessions exist, these will be pursued, however, public and personal safety will be the over-riding consideration.

We also highlight that with reference to individuals with learning related challenges, these changes may bring benefits to all learners, e.g.:

- Provision of online video material is supportive for all students with a range of learning requirements
- Automatic captioning/manual captioning
- Online learning reduced challenges for students with mobility related issues

We highlight that the largest challenges are not just in relation to students with protected characteristics, but to all students having access to suitable home IT equipment, resources and study spaces. Students will require a suitable home computing environment to complete this programme online.

<b>Name of Convenor of Board of Studies:</b>	Patrick Macklin
<b>Date of Board of Studies Approval:</b>	5 September 2020
<b>Name of Convenor of PACAAG:</b>	Vicky Gunn
<b>Date of PACAAG Approval:</b>	4 September 2020

**Following approval by Board of Studies and PACAAG, the pro forma will be published with the Programme Specification as an addendum.**