

1. Programmes:

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
MEd – Education in the creative disciplines	Click here to enter text.	Click here to enter text.

Head of School	Dr. Tim Collins (Cross-School programme)
Head of Department/Programme Leader	Dr. Charles Neame
Programme Contact	Dr. Charles Neame

Minimum Duration of Study	24
Maximum Duration of Study	60
Mode of Study	Part-time
Award to be Conferred	Master of Education
Exit Awards	PGCert; PGDip
Source of Funding	Self funded

2. Academic Session:

2012-2013

3. SCQF Level:

11

3.1 Credits:

180

4. Awarding Institution:

University of Glasgow

5. Teaching Institutions:

[Click here to enter text.](#)

6. Lead School/Board of Studies:

PG cross-school

7. Programme Accredited By:

N/A

8. Entry Qualifications

8.1 Highers	Click here to enter text.
8.2 A Levels	Click here to enter text.
8.3 Other	Suitable bachelors degree or equivalent experience
8.4 IELTS Score Required on Entry	7.0

9. Programme Scope:

The programme consists of 3 SCQF level 11 components, each of 60 credits. The first two components may be studied in either order. The PGCert (Learning and Teaching) component addresses principles of learning theory, and their application in the context of creative disciplines. It also addresses the professional practice of teaching and supporting learners, including principles of course and learning activity design; assessment; student support and teaching; and evaluation of practice.

The PGCert (Supervision) addresses the principles and practice of supervising students on higher degrees (particularly research degrees), focussing both on theoretical principles and professional practice.

The Masters (dissertation) component allows the student to develop and complete a 60 credit research programme in an area related to higher education pedagogy and practice in the creative disciplines.

10. Programme Aims:

The aims of the programme are:

The aims of the programme as a whole are to develop participants' knowledge, understanding and scholarship in the field of higher education for the art, design, performance and other practitioner-based disciplines, through professional development at Scottish Credit Qualifications Framework Level 11.

The programme will consist of three stages, each of 60 credits. The first stage consists of one of two existing PGCert programmes, with PGCert being the exit award at this stage. Stage 2 is achieved by successful completion of the second PGCert programme, and the exit award at this point (i.e. with both PGCerts completed) is PGDip. Stage 3 is the dissertation stage, leading to the award of MEd.

10.1 Stage 1 Aims:**PG Certificate**

The aim of the PGCert is to enable participants to become critically reflective educational practitioners, either in learning and teaching in higher education, or in supervision for higher degrees by research. This will require participants to develop an understanding of contemporary practice and scholarship in learning, teaching and assessment, or in principles and practices of supervision in higher education, in the creative disciplines.

10.2 Stage 2 Aims:**PGDip**

The aim of the PGDip is to provide opportunities for participants to add the second of the two possible themes available for study at the PGCert stage. Thus, those who have completed the PGCert stage in learning and teaching will be able to complete the research supervisor elements at this stage, and vice versa.

The PGDip also aims to develop an integrated philosophy of higher education in participant perspectives, whereby the relationship between teaching and research is explored as an interconnected and mutually enriching construct. Even when a candidate's professional pedagogic practice is skewed towards one or other of the Teaching & Learning or Supervision roles on which the two PGCert components are respectively focused, the benefits of studying both are captured in this interconnecting philosophy.

Finally, the PGDip will allow participants to prepare for stage 3 by completing a research proposal for that stage.

10.3 Stage 3 Aims:**Master in Education**

The aim of the MEd is to provide a development opportunity for participants to progress from qualified practitioners in teaching and supervisory roles to a point where they are ready to add an active role in pedagogical research to their professional practice.

It aims to achieve this by the participants' planning and completion of an individually supervised research dissertation on a pedagogical topic or problem which relates to higher education for creative, practitioner-based disciplines such as art, design, architecture, music, drama and related fields

10.4 Stage 4 Aims:

N/A

10.5 Stage 5 Aims:

N/A

11. Intended Learning Outcomes of Programme:

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

1. Apply the principal skills and techniques associated with learning, teaching supervision and enquiry in higher education, some of which may be informed by forefront developments.
2. Plan and execute a significant project of research, investigation or development, which demonstrates originality or creativity in the application of knowledge, understanding and practice and in formulating responses to problems.
3. Critically analyse, synthesise and evaluate both established and forefront issues within higher education theory and practice, in order to make informed judgements even in the absence of complete or consistent data/information.
4. Communicate effectively with peers and higher education specialists through the production of appropriate and sophisticated written outputs.
5. Exercise substantial autonomy and initiative in the design and application of:
 - professional teaching, supervision, and learning support activities
 - other academic and research activities
6. Demonstrate critical reflection on their own roles, responsibilities and practice, including commitment to relevant professional values and standards of ethical conduct.

11.1 Intended Learning Outcomes of Stage 1

Stage 1: PG Certificate

The order in which the PGCert Postgraduate Certificate in Supervision (Creative Practices) and the PGCert PGCert Learning & Teaching (Creative Practices) are studied, in order to achieve the PGDiploma stage of qualification, is reversible, according to each student's development pathway.

Stage 1 learning outcomes are either that:

On successful completion of the PGCert Learning & Teaching (Creative Practices) programme, course members should be able to:

1. critically evaluate their role in teaching and student support, in the context of political, social and regulatory changes.
2. critically evaluate concepts and theories of learning and teaching in higher education and the creative practices, and apply them to their own educational practice.
3. Select and develop 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.
4. develop student-centred and constructively aligned learning activities, programmes and forms of assessment, 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, and make informed judgements to improve, modify or maintain them.
6. Draw on pedagogical practitioner research and 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.

Or that:

On successful completion of the Postgraduate Certificate in Supervision (Creative Practices) programme, course members should be able to:

1. Evaluate the role and responsibilities essential to learning, teaching and research supervision in the context of art, design, performance and other practitioner-based disciplines at postgraduate level.
2. Adopt and communicate, in appropriate forms, critical positions relating to students' outputs.
3. Develop and manage effective relationships with students with varying academic strengths and developmental needs.
4. Make informed critical and academic judgements about the design of projects, including selection and application of research strategy and methods.
5. Apply appropriate methods to support and guide postgraduate students in designing and completing their own projects.
6. Evaluate, select and apply a range of learning, teaching and supervision strategies, in response to the needs and context of individual cases.

11.2 Intended Learning Outcomes of Stage 2**Stage 2: PG Diploma**

Stage 2 (PGDip) is achieved by successful completion of both of the two sets of PGCert learning outcomes described above for Stage 1; and, in addition to these learning outcomes, on successful completion of the PGDip., course members should be able to:

1. Initiate and complete a research proposal for a viable programme of pedagogical research
2. Explain in a brief personal statement how the learning in each of the two PGDip components has been complementary.

11.3 Intended Learning Outcomes of Stage 3**Stage 3: Master in Education**

On successful completion of the MEd (Creative Practices) programme (Stage 3), course members should be able to:

1. Evaluate and explain the principal theories, concepts and developments in one or more areas of pedagogical study at the forefront of the field of higher education.
2. Design and complete a pedagogical research project, which:
 - Engages critically with a defined pedagogical research field
 - Identifies a coherent research question, objective, or hypothesis
 - Identifies a clear research strategy, develops an appropriate research design and selects appropriate research methods to achieve the strategy
 - Applies the chosen methods to produce and analyse relevant data, using coherent argument to produce credible findings
 - Is presented in a clearly structured, persuasively argued, written form and
 - Is defended at oral examination, if applicable.

11.4 Intended Learning Outcomes of Stage 4

N/A

11.5 Intended Learning Outcomes of Stage 5

N/A

12. Assessment Methods:

Assessment methods include:

- written submissions (case studies, literature reviews, essays, dissertation)
- visual or audio presentations
- journals (written and/or visual)

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 written submissions, but alternatives which demonstrably achieve the learning outcomes will be admissible.

13. Learning and Teaching Approaches:

The PGCert/PGDip phases are structured around workshops and seminars, where key concepts are introduced and discussed by participants in the context of their own professional experience. Participants are expected to reflect on these concepts as discussed, in order to apply them as appropriate in their own professional practice. Subsequent workshops allow for reflective discussion on that experience and developing practice.

Assessment tasks are both summative and formative: deadlines of several weeks, or even months, allow for discussion of the challenges arising from those tasks, and for the benefit of peer learning and tutorial meetings to be applied to them. At least one tutorial meeting between tutor and each participant, per assessment task, is anticipated.

The MEd phase is based around tutorials and self-directed learning. Tutorials are to allow a research topic to be agreed, and to provide guidance and feedback on progress at key stages during the research programme.

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

[Click here to enter text.](#)

15. Additional Relevant Information:

[Click here to enter text.](#)

16. Programme Structure and Features:

Stage	Course	Level	Credit	Core/option
1 - PGCert (PGC Learning & Teaching) <i>May take place as Stage 2</i>	Learning & Teaching in Context	11	15	Core
	Theory and Practice of Learning & Teaching in Creative Practices	11	30	Core
	Project	11	15	Core
2 PGDip (PGC Supervision) <i>May take place as Stage 1</i>	Art Design and Architecture Research	11	15	Option
	Performing Arts research and the Doctorate	11	15	Option
	Supervisor Development	11	15	Core
	Pedagogies and contexts for supervision	11	30	Core
3 Masters	Dissertation	11	60	Core
Total			180	

All assessment is by coursework

17. Can exemptions be granted?

Yes No

If yes, please explain: [Click here to enter text.](#)

18. Does the programme comply with GSA APEL policy?

Yes No

Please explain: Some applicants may already hold a PGCert qualification which is equivalent to one of the PGCert components of the programme. If evidence of such equivalence is provided (such as HEA accreditation), a maximum of 60 credits APEL may be recognised, at the discretion of the Admissions officer.

19. Are there any arrangements for granting advanced entry?

Yes No

If yes, please explain: [Click here to enter text.](#)

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:

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

Yes No

If yes, please clarify: [Click here to enter text.](#)

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

Successful completion at Pass level of each prior stage. (Note that in principle, because the 2 PGCert components are equivalent in terms of progression, a candidate with an appropriate amount of study time available (as a result of sabbatical leave, for example) might study for these 2 components concurrently.)

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

Yes No

If no, please explain: [Click here to enter text.](#)

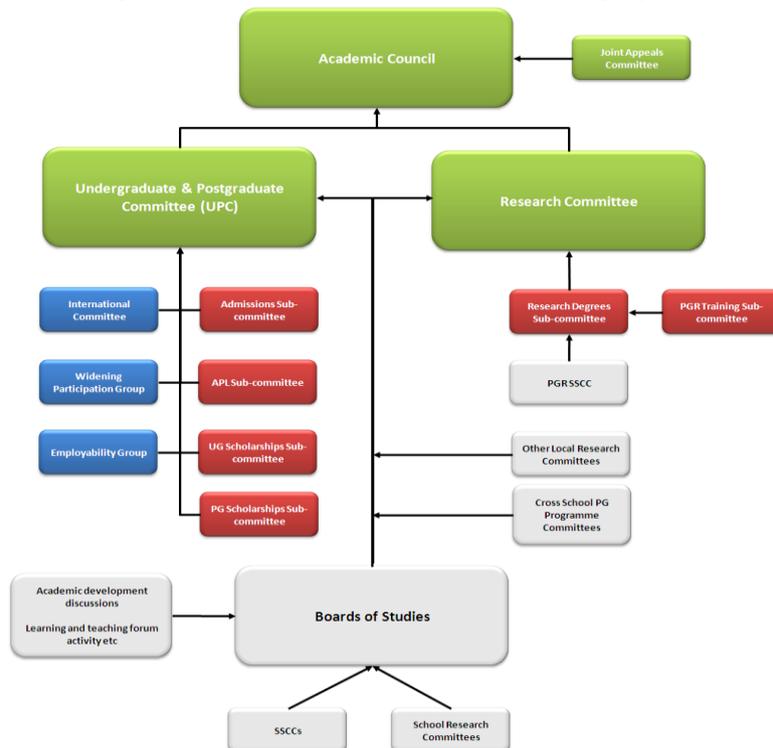
24. Please explain programme management and committee arrangements up to, but not including, Boards of Study:

The MEd has a programme leader, as does each of the PGCert component stages. The MEd programme leader also has responsibility for ensuring the coherence of the combined programme. This is achieved with the support of a programme team, constituting the PGCert/MEd programme leaders, and the coordinator of postgraduate studies.

25. Please explain the systems and arrangements regarding:

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

The quality assurance arrangements are summarised in the following figure:



Responsibility for the conduct of the programme will rest with the Programme Leader, who is required to report against specified criteria through Annual Programme Monitoring to the Postgraduate Board of Studies, and thereby to the higher institutional committees responsible for Quality Assurance.

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)

b) Student feedback and representation

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. While the students are empowered to elect representatives, they are also all invited to participate in feedback meetings directly.

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.

Date of production/revision:

09 January 2012