

Glasgow School of Art Programme Specification

Programme Title: M.Ed in Learning, Teaching and Supervisory Practices in the Creative Disciplines

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

1. Programme Details:

Programme Title	M.Ed in Learning, Teaching and Supervisory Practices in the Creative Disciplines
HECOS Code	100461/100962
School	School of Design
Programme Leader	Dr Maddy Sclater
Minimum Duration of Study	36 months, registered study
Maximum Duration of Study	60 months, registered study
Mode of Study	Part-time
Award to be Conferred	M. Ed
Exit Awards	<p>Stage 1: PG Cert Postgraduate Certificate in Higher Education Learning and Teaching in the Creative Disciplines (Exit with 60 credits)</p> <p>Stage 1: PG Cert Postgraduate Certificate in Supervisory Practices in the Creative Disciplines (exit with 60 Credits)</p> <p>Stage 2: PG Dip Postgraduate Diploma in Learning, Teaching and Supervisory Practices in the Creative Disciplines (exit with 120 Credits)</p> <p>Stage 3: MEd M. Ed in Learning, Teaching and Supervisory Practices in the Creative Disciplines (Exit 180 credits)</p>
SCQF Level:	11
Credits:	180

Academic Session	2023-24
Date of Approval	PACAAG April 2020 (updated UPC September 2020)

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

7. Entry Qualifications	
7.1 Highers	N/A

7.2 A Levels	N/A
7.3 Other	<p>Bachelors Degree, current and ongoing experience of working in Higher Education in the creative arts.</p> <p>Prospective students wishing to receive credit for prior experiential learning can do so in line with GSA's Admissions Policy [http://www.gsa.ac.uk/media/1326137/Admissions-Policy-2016.pdf]</p>
7.4 English Language Requirements	<p>All students will have to provide evidence of English language proficiency when applying.</p> <p>International Students</p> <p>Students who require a Tier 4 visa to study in the UK must meet one of the following requirements in order to gain entry:</p> <ul style="list-style-type: none"> • IELTS for UKVI Academic with an overall score of 7.0 with a minimum of 6.0 in all components; • 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. <p>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.</p>

8. Programme Scope:

This programme is designed to support professionals working in higher education who have a role in teaching, supporting students learning or the supervision of students at Masters or PhD level within the creative disciplines. The programme provides students with the opportunity to reflect upon their educational practices, develop their educational philosophy and secure a theoretical and practice-based framework to underpin and enhance their educational approaches within teaching, learning and supervisory practices.

The programme consists of 3 core and integrated components which allow students to choose the most appropriate route through the programme based upon their current career progression and role.

The first two components of the programme may be studied in either order. These are:

- The Postgraduate Certificate in Higher Education Learning and Teaching in the Creative Disciplines. This component 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.
- The Postgraduate Certificate in Supervisory Practices in the Creative Disciplines. This component addresses the principles and practice of supervising students on higher degrees (particularly practice-based research degrees), focussing both on theoretical principles and professional practice. The programme explores the pedagogical underpinnings of research supervision, the research degree lifecycle and the application of this knowledge to the management of a PhD project and the development of a PhD student, the context and the governance frameworks of the higher degree, including European and International perspectives and supervisor/researcher development.

These two components, have a shared curriculum through the development of the students' approach to educational research. This allows the students to reflect upon and apply various research approaches and methodologies through the lenses of teaching and learning and supervisory practices.

The Masters of Education in Learning, Teaching and Supervisory Practices in the Creative Disciplines is completed through the M.Ed Dissertation component. This aspect of the programme allows the student to develop, deliver and evaluate a significant piece of educational research in an area related to their own context drawing upon higher education pedagogy and practice in the creative disciplines.

Collectively, this programme allows students to engage in the full spectrum of academic practices within the creative disciplines; it supports them to develop as reflective educational practitioners, drawing on research, scholarship and practice.

9. Programme Structure:

Students undertaking the PG Diploma or the M.Ed may choose to start with either the Postgraduate Certificate in Higher Education Learning and Teaching in the Creative Disciplines or the Postgraduate Certificate in Supervisory Practices in the Creative Disciplines. The routes through the programme are detailed below:

Postgraduate Certificate in Higher Education Learning and Teaching in the Creative Disciplines		
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
Total	60	
Postgraduate Certificate in Supervisory Practices in the Creative Disciplines		
Stage 1	Credits	SCQF Level
PDIS201 Pedagogies and Practices in Supervision	20	11
PDIS102 Educational Enquiry and Research Methods	20	11
PDIS202 Practitioner Enquiry: Supervisory Practices	20	11
Total	60	
Postgraduate Diploma in Learning, Teaching and Supervisory Practices in the Creative Disciplines		
Stage 1 and 2	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
PDIS201 Pedagogies and Practices in Supervision	20	11
PDIS202 Practitioner Enquiry: Supervisory Practices	20	11
CODE Either one 20 credit elective or two 10 credit electives*	20	11
Total	120	
or		
Stage 1 and 2	Credits	SCQF Level
PDIS201 Pedagogies and Practices in Supervision	20	11

PDIS102 Educational Enquiry and Research Methods	20	11
PDIS202 Practitioner Enquiry: Supervisory Practices	20	11
PDIS101 Learning and Teaching in the Creative Disciplines	20	11
PDIS103 Practitioner Enquiry: Learning and Teaching	20	11
CODE Either one 20 credit elective or two 10 credit electives*	20	11
Total	120	
M.Ed in Learning, Teaching and Supervisory Practices in the Creative Disciplines		
Stage 1, 2 and 3	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
PDIS201 Pedagogies and Practices in Supervision	20	11
PDIS202 Practitioner Enquiry: Supervisory Practices	20	11
PDIS203 Preparing for your Dissertation	20	11
PDIS301 Dissertation	60	11
Total	180	
or		
Stage 1, 2 and 3	Credits	SCQF Level
PDIS201 Pedagogies and Practices in Supervision	20	11
PDIS102 Educational Enquiry and Research Methods	20	11
PDIS202 Practitioner Enquiry: Supervisory Practices	20	11
PDIS101 Learning and Teaching in the Creative Disciplines	20	11
PDIS103 Practitioner Enquiry: Learning and Teaching	20	11
PDIS203 Preparing for your Dissertation	20	11
PDIS301 Dissertation	60	11
Total	180	
* Electives are drawn from the PGT Elective Options in Stage 1 or Stage 2. These electives are detailed on the GSA Website: http://www.gsa.ac.uk/about-gsa/key-information/our-structure/academic-services/programme-course-specifications/		

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) 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:

This Masters programme provides students the opportunity to:

1. Develop their critical capacities as reflective and reflexive higher education professionals
2. Examine and explore the role of creativity in teaching and/or supervision and educational research

3. Cultivate their knowledge and understanding of the impact and inter-relationships of, policy, practice and research upon higher education and their own educational role and practices
4. Develop and apply their skills and approaches to undertaking educational research in creative arts contexts

11.1 Stage 1 Aims:

Stage 1 of the programme is flexible to students' current educational needs offering students the opportunity to engage with either the Postgraduate Certificate in Higher Education Learning and Teaching in the Creative Disciplines) or the Postgraduate Certificate in Supervisory Practices in the Creative Disciplines. As such the aims of Stage one will depend on the students chosen area:

Postgraduate Certificate in Higher Education Learning and Teaching in the Creative Disciplines

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, learning 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.

or

Postgraduate Certificate in Supervisory Practices in the Creative Disciplines

The programme provides students the opportunity to:

1. Explore and acquire a robust understanding of the environment within which higher education research in the UK is conducted, including European and International perspectives;
2. Critically engage in the pedagogies underpinning the supervision process for research degrees, including a focus on practice-based degrees, and their modes of submission;
3. Develop and apply skills and insights necessary to successfully supervise a higher degree, including developing methods of reflexivity to evaluate their efficacy;
4. Develop and enhance their research skills, capabilities and profile as researchers and supervisors into and through practice.

11.2 Stage 2 Aims:

The PG Diploma in Learning, Teaching and Supervisory Practices in the Creative Disciplines provides students the opportunity to:

1. Develop their critical capacities as reflective and reflexive higher education professionals
2. Examine and explore the role of creativity in teaching and supervision and educational research and enquiry
3. Cultivate their knowledge and understanding of the impact and inter-relationships of, policy, practice and research upon higher education and their own educational role and practices
4. Develop and apply their skills and approaches to undertaking educational research and enquiry

11.3 Stage 3 Aims:

The M. Ed in Learning, Teaching and Supervisory Practices in the Creative Disciplines provides students the opportunity to:

1. Develop their critical capacities as reflective and reflexive higher education researchers;
2. Examine and explore the role of creativity in the development of educational research in relation to teaching, learning and supervision in higher education;
3. Cultivate their knowledge and understanding of the impact and inter-relationships of, policy, practice and research upon higher education and their own educational role and practices;
4. Develop and apply their skills and approaches to undertaking significant pieces of educational research in creative arts contexts

12. Intended Learning Outcomes of Programme:

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

1. Critically reflect upon, evaluate and develop actions to enhance their pedagogic approach to teaching and supervision;
2. Interrogate and apply theoretical frameworks and pedagogical approaches to educational practices in the creative disciplines;
3. Critically analyse, synthesise and evaluate current research, policy and practices in higher education to inform their own educational practices;
4. Rigorously plan and execute a significant piece of educational research which demonstrates originality and creativity within their own creative disciplinary and/or professional context.

12.1 Intended Learning Outcomes of Stage 1

Stage 1 of the programme is flexible to students' current educational needs offering students the opportunity to engage with either the Postgraduate Certificate in Higher Education Learning and Teaching in the Creative Disciplines or the Postgraduate Certificate in Supervisory Practices in the Creative Disciplines. As such the aims of Stage one will depend on the students chosen area:

Postgraduate Certificate in Higher Education Learning and Teaching in the Creative Disciplines

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 synthesis 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 and execute a small-scale research project, investigation or development within their teaching practice demonstrating their understanding and application of relevant research methodologies and approaches.

Or

Postgraduate Certificate in Supervisory Practices in the Creative Disciplines

Students who successfully complete this programme will be able to:

1. Recognise and identify the implications of the UK, European and International higher education environment and its governance regime for research and supervision within the creative disciplines;
2. Critically examine the various stages of the research degree and its associated processes from admission of the student through to completion, and be able to apply this knowledge to the management of a PhD project and the development of a PhD student in the creative disciplines;
3. Critically evaluate and synthesise concepts and theories of research within the creative disciplines and relevant pedagogical practices within a supervisory context – including the framing of research questions, research design, research project management and dissemination and apply this knowledge in practice;
4. Critically reflect upon and evaluate their own research skills and capabilities as well as their understanding of the supervisor competencies needed to successfully supervise research students within the creative disciplines;
5. Plan and execute a small scale research project that investigates an aspect of the supervision process taking into account the HE context and the application of relevant research and supervision approaches and practices in the creative disciplines.

12.2 Intended Learning Outcomes of Stage 2

Students who successfully complete the stage 1 and 2 of the programme will be able to:

1. Critically reflect upon, evaluate and develop actions to enhancement their pedagogic approach to teaching and supervision;
2. Interrogate and apply theoretical frameworks and pedagogical approaches to educational practices in the creative disciplines;
3. Critically analyse, synthesise and evaluate current research, policy and practices in higher education to inform their own educational practices;
4. Rigorously plan and execute small scale pieces of educational research and scholarship within their own creative disciplinary and/or professional context.

12.3 Intended Learning Outcomes of Stage 3

Students who successfully complete their Dissertation will be able to:

1. Rigorously plan, execute and evaluate a significant piece of educational research which demonstrates originality and creativity within their own creative disciplinary and/or professional context;
2. Critically interrogate and synthesise a defined area of pedagogical research literature in relation to their identified research area;
3. Identify a coherent research question, objective, or hypothesis;
4. Devise and articulate a clear research rationale and design, selecting appropriate research methods and mode of analysis to produce credible findings;
5. Cultivate their knowledge and understanding of the impact and inter-relationships of, policy, practice and research upon higher education and their own educational role and practices

13. Learning and Teaching Approaches:

The two PG Certificate Programmes and PG Diploma programme are 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.

The M.Ed 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. 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, portfolio and dissertation.

Assessment methods include:

- online reflective journaling
- case studies
- literature reviews
- essays
- dissertation
- 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 drawing upon two key external reference points; the [UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education](#) and the [Vitae Researcher Development Framework](#).

16. Additional Relevant Information:

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