

Glasgow School of Art Programme Specification

Programme Title: Postgraduate Certificate in Higher Education Learning and Teaching 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	Postgraduate Certificate in Higher Education Learning and Teaching in the Creative Disciplines
HECOS Code	100461/100962
School	School of Design
Programme Leader	Dr Maddy Sclater
Minimum Duration of Study	12 months, registered study
Maximum Duration of Study	36 months, registered study
Mode of Study	Part-time
Award to be Conferred	Postgraduate Certificate
Exit Awards	Stage 1: Postgraduate Certificate in Higher Education Learning and Teaching in the Creative Disciplines (Exit with 60 credits)
SCQF Level:	11
Credits:	60

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	Bachelors Degree, current and ongoing experience of working in Higher Education in the creative arts
7.4 English Language Requirements	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"> IELTS for UKVI Academic with an overall score of 7.0 with a minimum of 6.0 in all components;

	<ul style="list-style-type: none"> 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>
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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
Total	60	

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/>