

**Glasgow School of Art Programme Specification**  
**Programme Title: Postgraduate Certificate Learning and Teaching in the Creative Disciplines**



*Image credit: Ben Lingard School of Fine Art 2022*

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 2026-27 Academic Year.

1. Programme Details	
Programme Title	Postgraduate Certificate Learning and Teaching in the Creative Disciplines
School	School of Design
Programme Leader	Catriona Bell
Award to be Conferred	Postgraduate Certificate
Exit Awards	Student may exit course 1 with 20 credits and be recognised as an Associate Fellow of AdvanceHE.
SCQF Level	11
Credits	60 credits
Mode of Study	Part time distance learning
HECOS Code	100461/100962

Academic Session	2026-27
Date of Approval	Education Committee November 2025

Awarding Institution	The University of Glasgow
Teaching Institutions	Glasgow School of Art
Campus	Glasgow
Lead School/Board of Studies	School of Design
Other Schools/Board of Studies	N/A
Programme Accredited By (PSRBs)	AdvanceHE

2. Entry Qualifications	
Highers	N/A
A Levels	N/A
Other	A Bachelors Degree with current and ongoing experience of teaching or supporting student learning in Higher Education in the creative disciplines.
English Language Requirements	<p>All students will have to provide evidence of English language proficiency when applying.</p> <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> <p><u>International Students</u> Unfortunately we are not able to sponsor overseas students on part-time programmes</p>

3. Programme Introduction
The Postgraduate Certificate Learning and Teaching in the Creative Disciplines is designed to support those teaching or supporting learning in higher education.

The programme explores and addresses the professional practices of teaching and supporting learners, including principles of inclusive learning design and teaching; assessment and feedback; student support; evaluation and scholarship. Students on the programme will critically consider research and scholarship in inclusive learning, teaching and assessment within an art school context, critically reflecting and integrating core knowledge into their practice as they develop as critically reflective practitioners.

Centred within a studio-based educational context the programme critically considers the role of creativity in learning and teaching, exploring inclusive teaching and learning strategies and environments, including the role of technology and blended learning tools, to support effective learning. The programme further explores concepts of inclusive curriculum supporting students to design and facilitate effective and inclusive programmes of study. The programme culminates with a capstone investigation into students' own teaching practice, supporting students to design and implement a systematic scholarly enquiry to enhance learning and teaching within their context.

Students on the programme, who are normally GSA staff, become students of the School providing an authentic experience and lens as a learner within the institution, to critically reflect upon their own practice as teachers and supporters of student learning. The programme is fully online, modelling the online environments which students may choose to design for their own students.

The programme is accredited by AdvanceHE through the Professional Standards Framework (PSF) for teaching and supporting learning in higher education with successful completion of the programme leading to recognition as a Fellow of AdvanceHE.

The programme is open to applications from both GSA staff and external applicants who hold a substantive role in teaching or supporting student learning including assessment or feedback to students, and course or learning design.

Course 1 of the programme is also open to applications from GSA staff and Graduate Teaching Assistants who may have a more limited role in teaching or supporting learning, with successful completion of the course leading to recognition as an Associate Fellow of AdvanceHE.

Students on the programme who are not GSA staff are not able to be awarded professional recognition, in line with AdvanceHE's Accreditation Policy. Students can, however, use evidence from their participation in the PG Cert programme towards a direct application to AdvanceHE for fellowship.

#### **4. Programme Aims**

The programme provides students with 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 assessment in the creative disciplines;
3. Critically reflect upon their own professional development, integrating educational scholarship and enquiry into their teaching practice.
4. Design effective and inclusive teaching, assessment and feedback activities, courses and programmes which meets the needs of learners, and the wider higher education and creative community.
5. Cultivate their knowledge and understanding of the impact and inter-relationships of, quality assurance and enhancement; research and scholarship; policy and practice upon higher education and their own practices in the creative disciplines.

**5. Programme Intended Learning Outcomes**

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

1. Critically reflect upon, evaluate and develop enhancement plans in response to student and peer feedback, using research and scholarship to enhance the student learning experience;
2. Critically evaluate and integrate research and scholarship of learning and teaching within their own educational practice and development;
3. Design appropriate and inclusive teaching and learning strategies, and assessment and feedback practice, to create effective learning situations and programmes of study, in the context of the specific needs and challenges of the creative disciplines;
4. Critically reflect upon and respond to contemporary debates in learning, teaching and assessment ensuring practice is relevant to, and meets the needs of, learners and the wider higher education and creative community.
5. Plan, execute and evaluate a small-scale scholarly investigation within their teaching practice demonstrating their understanding and application of relevant literatures, evaluative methodologies and approaches.

**6. Description of Learning and Teaching Approaches**

The programme is designed as a work-based learning programme which supports students in their professional role and practice as teachers and/or supporters of learning. The programme is delivered online via distance learning using a range of active learning and teaching strategies. These include live synchronous online workshops, supported by asynchronous learning activities and formative tasks.

This flexible approach allows students to engage in meaningful learning opportunities as a cohort through synchronous contact points, supported through ongoing engagement with online learning material, resources and activities. A flipped model of learning is used to allow students to prepare for live synchronous sessions prioritising peer interactions and extending these through asynchronous activities involving peer review and group work.

Teaching observations are used within the programme to provide students with direct feedback on their teaching practice which is further supported through peer observation activities embedded within the programme. Teaching observation and peer observation provide useful reflection points for students to gain feedback on their own teaching practice, whilst also being able to observe others' teaching practice, integrating reflections with learning on the programme.

**7. Description of Assessment Methods**

Assessment is undertaken through both formative and summative tasks. Formative assessment offers students the opportunity to obtain ongoing tutor and peer feedback through the development of their summative submissions over the length of each course as well as through ongoing formative activities in live synchronous and asynchronous learning activities. Formative assessment includes peer and tutor observation of teaching, peer review and tutor review of work towards summative assessment.

Summative assessment is designed to be authentic to students' teaching practice and context, supporting student agency by providing choice in assessment submissions. All summative assessments are marked and graded in line with GSA's Code of Assessment. Summative assessment tasks include presentation, written work and practice focused outputs such as learning design plans and teaching practice evaluations.

Students are also able to access one to one or small group tutorials upon request with course tutors to explore assessment tasks and seek further feedback.

### 8. Programme Structure

The programme is comprised of three 20 credit courses beginning in Semester 2. The programme is delivered in this way to support students on the programme to have opportunities to engage in meaningful teaching and supporting learning activities during course 3, for their scholarly investigation of practice.

#### Stage 1

Course	Credits	SCQF Level	Semester	Course Code
Learning Design and Teaching Practice in an Art School	20	11	2	
Developing and Supporting the Creative Curriculum	20	11	3	
Practitioner Enquiry	20	11	1 & 2	
<b>Total Stage Credits</b>	60			

### 9. Outgoing Exchange and Visiting Student Arrangements

The programme does not offer any exchange opportunities.

### 10. Relevant QAA Subject Benchmark Statements and Other External Reference Points

There is no subject benchmark statement available which relates to this programme. However, the programme fully aligns with the [Professional Standards Framework for Teaching and Supporting Learning in Higher Education and is accredited by AdvanceHE](#).

### 11. Programme Regulations and Requirements for Progression

All GSA Degree programmes are validated by the University of Glasgow and the GSA's Programme Regulations are published in the [University of Glasgow University Regulations](#).

These regulations include the requirements in relation to:

- (a) Award of the degree
- (b) Progression requirements
- (c) Early exit awards

In referring to regulations for degree programmes, students should consult the University Regulations which were in force in the academic session in which they first registered for the degree programme in question.