

**THE GLASGOW  
SCHOOL OF ART**

*This proposal for a major Programme or Course amendment should be approved by the Executive Group via Policy and Governance.*

Submitted by: (Proposer)	Prof. Vicky Gunn   Head of Learning and Teaching Dr Maddy Sclater   Senior Academic Fellow in Digital Learning
Date	27/09/2016

Confirmed by: (Head of School)	School of Design
Date	27/09/2016

1. Please indicate whether the amendment (s) proposed are to a course or programme (or both):	
Course	X
Programme	X

2. If the major amendment is to a programme, please confirm the following details <i>(highlighting any amendment as appropriate)</i>						
2.1 Programme Title	M. Ed in Teaching, Learning and Supervisory Practices in the Creative Disciplines					
2.2 Award	Masters of Education					
2.3 Exit Awards	<p>The programme offers four exit awards:</p> <ul style="list-style-type: none"> <li>PG Cert   Postgraduate Certificate in Higher Education Learning and Teaching (Creative Practices) (Exit with 60 credits)</li> <li>PG Cert   Postgraduate Certificate in Supervisory Practice (Creative Practices) (exit with 60 Credits)</li> <li>PG Dip   Postgraduate Diploma in Academic Practice (Creative Arts)</li> <li>MEd   M. Ed in Teaching, Learning and Supervisory Practices in the Creative Disciplines (Exit 180 credits)</li> </ul>					
2.4 Length of Programme	36 Months PT					
2.5 Programme Level	Undergraduate	<input type="checkbox"/>	Postgraduate Taught	X	Postgraduate Research	<input type="checkbox"/>
2.6 Mode of Delivery	Full time	<input type="checkbox"/>	Part time	X	Distance Learning	<input type="checkbox"/>

3. If the major amendment is to a course, please confirm the following details (highlighting any amendment as appropriate)	
<p><b>3.1 Course Title</b></p>	<p>Postgraduate Certificate in Higher Education Learning and Teaching (Creative Practices)</p> <ul style="list-style-type: none"> <li>a. Learning and Teaching in the Creative Practices</li> <li>b. Research Skills and Educational Enquiry (New course)</li> <li>c. Learning and Teaching Action Research Project</li> </ul> <p>Postgraduate Certificate in Supervisory Practice (Creative Practices) (exit with 60 Credits)</p> <ul style="list-style-type: none"> <li>a. Supervisory Practices in the Creative Arts</li> <li>b. Research Skills and Educational Enquiry (New course)</li> <li>c. Supervisory Practice Action Research Project</li> </ul> <p>PG Dip   Postgraduate Diploma in Academic Practice (Creative Arts)</p> <ul style="list-style-type: none"> <li>a. Students would select either one or two elective courses from the elective offer in order to make up the twenty credit deficit to achieve the PG Dip.</li> </ul> <p>M. Ed in Teaching, Learning and Supervisory Practices in the Creative Disciplines</p> <ul style="list-style-type: none"> <li>a. Preparing for your Dissertation (New course)</li> <li>b. MEd - The Dissertation</li> </ul>
<p><b>3.2 SCQF Credits</b></p>	<p>Postgraduate Certificate in Higher Education Learning and Teaching (Creative Practices)</p> <ul style="list-style-type: none"> <li>a. 20 Credits SCQF Level 11</li> <li>b. 20 Credits SCQF Level 11</li> <li>c. 20 Credits SCQF Level 11</li> </ul> <p>Postgraduate Certificate in Supervisory Practice (Creative Practices)</p> <ul style="list-style-type: none"> <li>a. 20 Credits SCQF Level 11</li> <li>b. 20 Credits SCQF Level 11</li> <li>c. 20 Credits SCQF Level 11</li> </ul> <p>PG Dip   Postgraduate Diploma in Academic Practice (Creative Arts)</p> <ul style="list-style-type: none"> <li>a. Either 1 20Credits SCQF Level 11 or 2 10 Credit SCQF Level 11 elective courses</li> </ul> <p>M. Ed in Teaching, Learning and Supervisory Practices in the Creative Disciplines</p>

	a. 20 Credits SCQF Level 11 b. 60 Credits SCQF Level 11					
<b>3.3 Length of Course</b>	12 Months PT per 60 credits					
<b>3.4 Course Level</b>	<b>Undergraduate</b>	<input type="checkbox"/>	<b>Postgraduate Taught</b>	X	<b>Postgraduate Research</b>	<input type="checkbox"/>
<b>3.5 Mode of Delivery</b>	<b>Full time</b>	<input type="checkbox"/>	<b>Part time</b>	X	<b>Distance Learning</b>	<input type="checkbox"/>

<b>4. Please re-confirm Entry Qualifications</b> <i>(highlighting any changes as appropriate)</i>	
<b>3.1 Highers</b>	Click here to enter text.
<b>3.2 A Levels</b>	Click here to enter text.
<b>3.3 Other</b>	Bachelors Degree, current and ongoing experience of working in Higher Education in the creative arts
<b>3.4 IELTS Score Required on Entry</b>	7.0 (with no component less than 5.5)

<b>5. Planned date for implementation of the amendment.</b>	01/09/2017
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<b>6. School</b>	Learning and Teaching Team (School of Design acts as Parent School)
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<b>7. Department</b>	Learning and Teaching Team
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<b>8. Subject Area of the Programme (e.g. Interior Design)</b>	Higher Education, Academic Practice, Educational Research
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<b>9. Source of Funding (e.g. SFC)</b>	Student Funded / Staff Development Programme
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<b>9.1 Indicative Tuition Fees (Home/RUK/Overseas)</b>					
<b>Home</b>	PT: £2,030 per year for three years	<b>RUK</b>	PT: £2,030 per year for three years	<b>Overseas</b>	PT: £4,740 per year for three years

**10. Please provide a description of the amendment, including impact on course/programme level Intended Learning Outcomes (ILOs):**

The programme has been rewritten to reconceptualise the programme aims and ILOS and subsequently the stage and course aims and ILOs in order to ensure they are fully aligned in delivering the core programme. This has resulted in:

- Programme Aims and ILOs being rewritten to fully cover the scope of a Masters of Education within the creative arts, incorporating educational research development, and professional practice development in supervision and learning and teaching.
- Stage Aims and ILOs have thus been rewritten to ensure constructive alignment with the programme and to support the development of research skills and educational enquiry as a core aspect of both the PG Cert programmes. This is an aspect which has been missing from both programmes and has been identified through discussion with the external examiners.
- Course Aims and ILOs have thus been rewritten to ensure they meet the new stage aims and ILOs and exit awards as well as fulfilling the programme aims and ILOS when collectively visualised as part of the whole programme.

The structure of the programme has also been reconceptualised to support staff who wish to transition from a PG Cert to a PG Dip or who wish to transition from PG Cert to MEd. The structure for the three exit points is given below and is illustrated through the following scenarios:

**Scenario 1:** Exit with PG Cert L&T or Supervision: The student would join course 1 of the L&T or Supervision Programme as well as a joint Research Skills and Educational Enquiry course which bridges the 2 PG Certs running from term 1 to the end of term 2. The student would then progress to term 3 and join the action research project course for their PG Cert and complete for the Stage 3 exam board.

**Scenario 2:** Exit PG Dip: As above, plus in year two the student would join the alternate PG Cert course 1 of term 2. The student would then progress to term 3 and join the action research project course for their PG Cert and complete for the Stage 3 exam board.

**Scenario 3:** Exit MEd: Same as scenario 1 plus in year two the student would join the alternate PG Cert course 1 running term 1 to term 2. The student would then progress to term 3 and join the action research project course for their PG Cert and complete for the Stage 3 exam board. The student would then progress to year 3 and undertake a 20 credit dissertation preparation course in term 1 and then a 60 credit supervised dissertation in terms 2 through to the stage 3 exam board.

### Programme Route and Exit Award Diagram

#### PG Cert Programme Structure and Conceptual Framework

T1	T2	T3	Summer
L&T <u>or</u> Supervision Course 1 (20 Credits)		L&T <u>or</u> Supervision Action Research Project (20 Credits)	
Research Methods (20 Credits)			

#### PG Dip Structure and Conceptual Framework

T1	T2	T3	Summer	T1	T2	T3	Summer
L&T Course 1 (20 Credits)		L&T Action Research Project (20 Credits)		Supervision Course 1 (20 Credits)		Supervision Action Research Project (20 Credits)	
Research Methods (20 Credits)				Either 1 20 credit Elective or 2 10 credit Electives*			

#### MEd Programme Structure and Conceptual Framework

T1	T2	T3	Summer	T1	T2	T3	Summer	T1	T2	T3	Summer	
L&T <u>or</u> Supervision Course 1 (20 Credits)		L&T <u>or</u> Supervision Action Research Project (20 Credits)		L&T <u>or</u> Supervision Course 1 (20 Credits)		L&T <u>or</u> Supervision Action Research Project (20 Credits)		Diss' prep (20 credits)	Dissertation (60 Credits)			
Research Methods (20 Credits)												

\* These electives will be drawn from the PGT Elective Options in Stage 1 Core Research Skills or Stage 2 Cross School Electives. These electives are detailed on the GSA Website: <http://www.gsa.ac.uk/about-gsa/our-structure/academic-services/programme-course-specifications/course-specifications-2016-17/>

Given the current review of the PGT Credit structure it is envisaged that the new elective options will be live as part of the credit reform in time for the second year of the PG Dip.

**11. Please outline the rationale for the amendment:**

The existing M.Ed programme required a full review following a number of key strategic changes within the GSA missions and vision. The most influential of these was the engagement of SIT and the Highlands and Islands campus in the professional development offer from the two PG Cert Programmes. In order to fulfil this need, the programme has been rewritten and redesigned to be offered in a blended and online format supporting students who are based within the Glasgow campus as well as being able to support students who are to undertake the programme at a distance. This will allow the programme team to provide the necessary professional development aspects of the programme through the two PG Certs to staff based outside of the Glasgow campus.

The second key driver which resulted in a significant re-write of the programme was the identification of a misalignment between the first two stages of the programme and the dissertation phase. The current programme is based around three 60 credit units; firstly a taught PG Certificate in Learning and Teaching; secondly a taught postgraduate certificate in Supervision; and thirdly a supervised dissertation.

When reviewing the programme it became apparent that when a student progresses through the first two stages they are not fully prepared to undertake a significant piece of educational research which is a requirement of a masters level dissertation. Firstly the programme does not offer any significant taught research methodologies and methods provision, nor did it provide any exploration of the ethical implications of educational research. Both of these aspects disadvantage students who wish to progress to the dissertation stage and these two issues were raised by the external examiner. The programme also had no interconnections between the first two stages; it treats each stage as if it were a separate learning experience with no interconnectivity linking the learning experience of students who progressed from the first PG Cert to the second.

The new programme now explicitly incorporates research skills development through a 20 credit Research Methods course which is linked across the two PG Cert programmes. This key linking course allows students who are undertaking the PG Cert in Supervision and the PG Cert in Learning and Teaching, to engage collectively in development relating to educational research whilst examining this through the particular lens of their PG Cert programme. (e.g. Either Learning and Teaching or Supervision). This allows them to consider the different lenses through which educational research in each area can be applied and used to support real world enquiry. Students who then progress from the first stage - completing a PG Cert, into the second stage PG Cert are able to draw upon the same research methods development and apply these to the different pedagogic contexts within which they are studying.

The new programme also fully articulates the intentions of the programme in bringing together learning and teaching and supervisory practices through the interconnectivity of research teaching linkages. By making this an explicit part of the programme title it more accurately reflects the intentions of the programme in developing a reflective educational practitioner whose research and practice inform their teaching engagements.

The last key driver for change to the programme focused around research skills development. By incorporating a specific research skills course, this Programme now offers staff the opportunity to build their own research capacity through the lens of learning and teaching or through supervisory practices (or both in the case of the dissertation should they wish to explore this overlap) thus supporting GSA's ambition for staff to become more actively engaged in the research agenda within their discipline.

<b>12. Does the proposed amendment create a substantive overlap in terms of subject provision at this level in GSA? <i>You may wish to comment in more detail below if there is inter-disciplinary overlap.</i></b>	
<b>Yes</b>	<b>No</b> <b>X</b>
If yes, please provide details of the other programmes/courses below:	
<b>Programme</b> <input type="checkbox"/>	N/A
<b>School</b> <input type="checkbox"/>	N/A
<b>Programme/Course Leader</b>	N/A
<b>Please confirm this overlap has been discussed with the relevant School</b>	<b>Yes</b>
<b>Further comment?</b>	N/A
<b>Please confirm this overlap has been discussed with Student Recruitment</b>	<b>Yes</b> <input type="checkbox"/>
<b>Further comment?</b>	N/A

<b>13. Please re-confirm the minimum and maximum student numbers required to ensure that the provision is academically viable and appropriately resourced:</b>		
	<b>Minimum</b>	<b>Maximum</b>
<b>Home/EU Students</b>	12	30
<b>RUK Students</b>		
<b>Overseas Students</b>		
<b>Please provide an explanation of the numbers given:</b>		
<p>The programme is funded as part of the core staff development provision i.e. Postgraduate Certificate in Learning and Teaching and Postgraduate Certificate in Supervision.</p> <p>These two qualifications form part of the programme and are key staff development programmes which the GSA requires staff to undertake in order to fulfil contractual requirements for new staff engaged in teaching and for colleagues who plan to engage in supervisory practices at PhD level. Thus the above numbers are based around the academic viability of the programme and not the financial viability of the programme.</p> <p>The intention moving forward would be that staff, who engage with the programme as part of their contractual engagements, would be funded though core funding already in place to support delivery of the two PG Cert Programme. External students would then be charged fees as outlined above. Staff who choose to then engage beyond contractual obligations would then be required to pay for their studies as outlined above i.e. either self-funding one or two years of the programme.</p>		

<b>14.1 Please confirm that you have discussed the proposed change with the Director or Deputy Director of Finance and Resources.</b>	<b>Yes</b>	<b>X</b>	<b>No</b>	<input type="checkbox"/>
<b>14.2 Does the proposed amendment impact on the financial rationale?</b>	<b>Yes</b>	<input type="checkbox"/>	<b>No</b>	<b>X</b>

14.3 If yes, please confirm that an amended financial rationale has been approved by the Director or Deputy Director of Finance and Resources. Any capital bids envisaged in the next four years for undergraduate programmes and three years for postgraduate programmes have been included in the financial rationale.	Yes
14.4 If yes, please confirm that the Director or Deputy Director of Finance and Resources has submitted the amended financial rationale to Policy and Governance.	Yes

15.1 Please confirm that you have discussed the proposed amendment with the Director of Marketing, Communications and Strategic Planning.	Yes	X	No	<input type="checkbox"/>
15.2 Does the proposed amendment impact on the marketing strategy of the programme?	Yes	<input type="checkbox"/>	No	X
15.3 If yes, please provide an analysis of the potential market for the programme in the UK and internationally, carried out in consultation with Marketing & Communications, and leading to formulation of marketing strategy: <i>Please provide an overview of the current and future market conditions.</i>				
<p>Although the programmes marketing strategy is not affected by these changes due to the nature of the programme as a staff development programme, we are currently undertaking a new market analysis in liaison with Marketing and Communications in order to establish if an external market for the programme is viable.</p> <p>Currently the programme is marketed as part of the overall Masters in Education offer along with the two PG Cert routes, through the website and prospectus materials. However it is not actively marketed externally to the institution due to its nature as an internal staff development programme.</p> <p>As the programme matures, we do feel that there could be interest in the programme from outside of the institution which could develop a small income stream. However it is important to stress that the programme remains a vital part of the GSA staff development provision and currently provides training and development requirements as part of new academic staff contractual requirements.</p>				
15.4 If appropriate, please confirm that a revised marketing strategy has been agreed.	Yes		No	Underway



**16. Anticipated demand on staffing, resources and services (including English language support and welfare):** *Please list the expected FTE required for teaching and tutorials, all accommodation and workshop requirements. Also, state any monetary costs that would not be routine.*

The total staffing requirement for the programme is 0.75 FTE. This calculation is based upon the following contribution:

Professor	0.05
Senior lecturer	0.2
Academic Development Coordinator	0.5

This calculation covers all taught provision, assessment and administration. There are no other requirements for the programme from professional services or workshop capacity.

The programme does draw upon external expertise and input however this is covered from the L&T non pay budget and utilises VS rates of pay.

**17. If a collaboration with other institutions is proposed, please provide the following:**

<b>Partner Institution:</b>	N/A
<b>Nature of Collaboration (please tick)</b>	
Joint programme – single awarding institution – University of Glasgow	
Joint programme – single awarding institution – other than UoG	
Joint Programme – GSA delivery to UoG programme (Awarding institution: UoG)	
Joint Programme – UoG delivery to GSA programme (Awarding institution: UoG)	
Delivery of GSA programmes overseas	
Articulation to a GSA programme	
<b>If a Joint Programme, please state the administering institution:</b>	

**18. Please confirm the following consultations have taken place:** *(space is provided below to detail any comments or feedback from the consultations)*

<b>18.1</b> The proposal and any resource implications have been discussed with the Head of Technical Support Department.	N/A
<b>18.2</b> The proposal has been discussed with the Head of Learning Resources and the attached 'Implications for Library/Learning Resources Provision' form has been completed.	Yes
<b>18.3</b> The proposal has been discussed with the Estates Manager and the attached 'Implications for Estates Provision' form has been completed.	N/A
<b>18.4</b> The proposal has been discussed with the Director of IT and the attached 'Implications for IT Provision' form has been completed.	Yes
<b>18.5</b> Please confirm that the proposal has been discussed in detail with the Head of Learning and Teaching.	Yes
<b>18.6</b> The proposal has been discussed with the current student cohort.	Yes
<b>18.7</b> The proposal has been discussed with the current External Examiner.	Yes

<p><b>18.8 If the proposal relates to postgraduate provision, please confirm that the proposal has been discussed in detail with the Head of Research and the Senior Research Fellow for Digital Learning.</b></p>	<p><b>Yes</b></p>
<p><b>18.9 If the proposal relates to joint provision with the University of Glasgow, please confirm that the proposal has been discussed in detail with staff at an appropriate level in the relevant School/College.</b></p>	<p><b>N/A</b></p>
<p><b>18.8 Please provide any relevant details from the above consultations:</b></p>	
<p>External examiners both confirmed they are supportive of the change to the programme structure, ILOSs and rational for change.</p> <p>Professional services colleagues have confirmed they are happy for the amendment to go forward as outlined below.</p>	

**IMPLICATIONS FOR LIBRARY/LEARNING RESOURCES PROVISION** *(to be completed by GSA Library)*

<b>DATE of this document</b>	01 September 2016
<b>COURSE / PROGRAMME</b>	M. Ed in Teaching, Learning and Supervisory Practices in the Creative Disciplines

<b>a. Position Statement</b>
<p>The above structural changes proposed to the M.Ed do not have immediately quantifiable consequences for the Library.</p> <p>When the Learning and Teaching team are at the stage of writing the course spec for the new course ““Research Skills and Educational Enquiry” and revising the reading list content of the other elements of the PgCert Teaching &amp; Learning, PgCert Supervisory Practise this might entail additions to the collection.</p> <p>It might also be that given the amendments are about building Research Skills there are reasons for Library staff to be involved in providing skills training around literature reviews / searching / reference management / bibliographies. We can discuss at an appropriate point in the course development.</p> <p>Given the high level of the information in the documentation at the moment I’d like to be given another opportunity to complete the Library Implications Statement when the detail of changes to the course content is available.</p>
<b>b. Current Collection Strengths</b>
n/a at the current time
<b>c. Current Collection Weaknesses</b>
n/a at the current time
<b>d. Indicative Costs for Addressing Collection Weaknesses</b>
n/a at the current time.

**Discussion with head of Learning Resources confirmed 08/09/16**

**IMPLICATIONS FOR ESTATES PROVISION** *(to be completed in liaison with Estates Management)*

<b>DATE of this document</b>	20/09/16
<b>COURSE / PROGRAMME</b>	M. Ed in Teaching, Learning and Supervisory Practices in the Creative Disciplines

<b>a. Would the proposed amendment impact the spatial area currently allocated to the programme or course?</b>
There would be no impact as a result of this amendment.

<b>b. Would the proposed amendment to the course or programme require a new physical location?</b>
There would be no impact as a result of this amendment.

<b>c. If the response to (b) is yes, how will the new location of the programme impact on or be impacted on by current co-located programmes?</b>
N/A

<b>d. If the response to (b) is yes, what are the potential physical challenges with the space for the new location? (Please see Estates for a room data check sheet to assist)</b>
N/A

<b>e. If the response to (b) is yes, what are the financial implications of refitting the current space to make it fit for purpose?</b>
N/A

Director of Estates confirmed the above on the 20<sup>th</sup> September 2016.

**IMPLICATIONS FOR IT PROVISION** *(to be completed in liaison with Director of IT)*

<b>DATE of this document</b>	08/09/16
<b>COURSE / PROGRAMME</b>	M. Ed in Teaching, Learning and Supervisory Practices in the Creative Disciplines

**a. What is the impact on IT to support this Major Programme and/or Course amendment?**  
There is not impact to IT in relation to the proposed changes to this amendment.

**b. What additional / replacement IT hardware is required?**  
No additional equipment will be required in order to deliver this programme.

**c. Is there additional / replacement software licenses required?**  
No additional software will be required to deliver this programme.

**d. Are there any operating systems required in addition to those currently supported?**  
No other operating systems will be required to deliver this programme.

**e. What are the financial implications from an IT perspective to deliver this programme?**  
There are no financial implications following implementation of this amendment.

Director of IT confirmed the above on the 8<sup>th</sup> September 2016.

### MEd Programme Structure and Conceptual Framework

	T1	T2	T3	Summer	T1	T2	T3	Summer	T1	T2	T3	Summer
MEd Timeline	L&T or Supervision Course 1 (20 Credits)		L&T or Supervision Action Research Project (20 Credits)		L&T or Supervision Course 1 (20 Credits)		L&T or Supervision Action Research Project (20 Credits)		Diss' prep (20 credits)	Dissertation (60 Credits)		
	Research Methods (20 Credits)											

#### 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

#### Programme ILOs

Students who successfully complete this 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 arts
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

#### Postgraduate Certificate in Higher Education Learning and Teaching (Creative Practices)

	T1	T2	T3	Summer
PG Cert L&T	L&T Course 1(20 Credits)		L&T Action Research Project (20 Credits)	
	Research Methods (20 Credits)			

#### Programme Aims

The PG Cert L&T 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 arts.
5. Develop their skills and approaches to undertaking educational enquiry in the creative arts

#### Programme ILOs

Students who successfully complete this programme will be able to:

1. Critically reflect upon, evaluate and develop actions to enhancement 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 action research project, investigation or development within their teaching practice demonstrating their understanding and application of relevant research methodologies and approaches

#### Postgraduate Certificate in Supervisory Practice

	T1	T2	T3	Summer
PG Cert Supervision	Supervision Course 1(20 Credits)		Supervision Action Research Project (20 Credits)	
	Research Methods (20 Credits)			

#### Programme Aims

The PG Cert Supervision 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 academic study of the supervision processes for research degrees, including a focus on practice-based degrees [and their modes of submission]
3. Critically develop and apply skills and insights necessary to successfully supervise a higher degrees, including developing methods of reflexivity to evaluate their efficacy;
4. Develop and enhance their research skills, capabilities and profile as researchers/supervisors into and through practice.

#### Programme ILOs

Students who successfully complete this programme will be able to:

1. Demonstrate a critical understanding of the UK, European and International higher education environment and its governance regime for research and supervision
2. Show a critical awareness of 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
3. Develop their critical understanding of the research process and its pedagogical practices – 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;
5. Plan and execute a small scale action 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.

#### MEd Dissertation

	T1	T2	T3	Summer
MEd Dissertation	Diss' prep (20 credits)		Dissertation (60 Credits)	

#### Dissertation Aims\*

The MEd Dissertation provides students the opportunity to:

1. add to a capability as 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.
2. 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

#### Dissertation ILOs

Students who successfully complete their Dissertation will 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, complete and evaluate 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.

\*Aims and ILOs from 2015/16 MEd Dissertation course spec

**PG Cert Programmes**

T1	T2	T3	Summer
L&T <u>or</u> Supervision Course 1 (20 Credits)		L&T <u>or</u> Supervision Action Research Project (20 Credits)	
Research Methods (20 Credits)			

**PG Dip Structure and Conceptual Framework**

T1	T2	T3	Summer	T1	T2	T3	Summer
L&T Course 1 (20 Credits)		L&T Action Research Project (20 Credits)		Supervision Course 1 (20 Credits)		Supervision Action Research Project (20 Credits)	
Research Methods (20 Credits)				Either 1 20 credit Elective or 2 10 credit Electives*			

**MEd Programme Structure and Conceptual Framework**

T1	T2	T3	Summer	T1	T2	T3	Summer	T1	T2	T3	Summer
L&T <u>or</u> Supervision Course 1 (20 Credits)		L&T <u>or</u> Supervision Action Research Project (20 Credits)		L&T <u>or</u> Supervision Course 1 (20 Credits)		L&T <u>or</u> Supervision Action Research Project (20 Credits)		Diss' prep (20 credits)		Dissertation (60 Credits)	

\* These electives will be drawn from the PGT Elective Options in Stage 1 Core Research Skills or Stage 2 Cross School Electives. These electives are detailed on the GSA Website: <http://www.gsa.ac.uk/about-gsa/our-structure/academic-services/programme-course-specifications/course-specifications-2016-17/>  
Given the current review of the PGT Credit structure it is envisaged that the new elective options will be live as part of the credit reform in time for the second year of the PG Dip.

**Postgraduate Certificate in Higher Education Learning and Teaching (Creative Practices) Mapping to the UK PSF**

		A1	A2	A3	A4	A5	K1	K2	K3	K4	K5	K6	V1	V2	V3	V4
<b>Programme Aims</b>																
1.	Develop their critical capacities as reflective and reflexive higher education teachers and/or supporters of student learning	X	X		X	X	X		X		X		X		X	X
2.	Examine and explore the role of creativity in teaching and educational enquiry						X	X								X
3.	Interrogate and apply theoretical frameworks and pedagogical approaches to their own teaching practices to support learning within a diverse student body	X	X	X	X	X		X	X	X	X		X	X	X	X
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 arts.	X	X	X	X	X		X	X	X	X	X			X	X
5.	Develop their skills and approaches to undertaking educational enquiry in the creative arts				X	X					X	X			X	
<b>Programme ILOs</b>																
1.	Critically reflect upon, evaluate and develop actions to enhancement their pedagogic approach to teaching and/or support of student learning	X	X		X	X	X		X		X		X		X	X
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	X	X	X	X			X	X	X	X				X	
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	X	X					X	X	X	X	X	X	X		
4.	Develop student-centred and constructively aligned programmes, courses, learning activities and assessments appropriate to the needs of a diverse student body.	X	X	X				X	X	X		X	X	X		
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	X	X	X							X				X	X
6.	Plan and execute a small-scale action research project, investigation or development within their teaching practice demonstrating their understanding and application of relevant research methodologies and approaches	X					X	X			X				X	

Areas of Activity	Core Knowledge	Professional Values
A1 Design and plan learning activities and/or programmes of study	K1 The subject material	V1 Respect individual learners and diverse learning communities
A2 Teach and/or support learning	K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	V2 Promote participation in higher education and equality of opportunity for learners
A3 Assess and give feedback to learners	K3 How students learn, both generally and within their subject/ disciplinary area(s)	V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
A4 Develop effective learning environments and approaches to student support and guidance	K4 The use and value of appropriate learning technologies	V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	K5 Methods for evaluating the effectiveness of teaching	
	K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	

Course 1 Learning and Teaching in the Creative Practices of the Postgraduate Certificate in Higher Education Learning and Teaching (Creative Practices) will align to AFHEA. This will be fully mapped within the design of the course specification and design.