

Course Code:

PDIS201

Session

2017/18

1. Course Title:

Pedagogies and Practices in Supervision

2. Version

1.0

Date of Production/Revision:

2017/18

Approval Date

4th October 2017 AC

3. Level:

SCQF Level 11

4. Credits:

20 Credits

5. Lead School/Board of Studies:

Learning and Teaching Team | School of Design

6. Course Contact:

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7. Course Aims:

The course provides students the opportunity to:

1. Interrogate and apply theoretical frameworks and pedagogical approaches in relation to their own supervisory practice contexts;
2. Develop their critical capacities as reflective and reflexive practitioners in relation to supervision and as researchers of their own educational practice;
3. Explore the lifecycle of the research degree and the application of this knowledge to the management of a PhD project and to the development of a PhD student;
4. Cultivate their knowledge and understanding of the HE research degrees context and the impact and inter-relationships of, policy, governance frameworks - including European and international perspectives – on supervisory practice and in relation to the production of research outputs
5. Develop and enhance their research skills, capabilities and profile as researchers and supervisors into and through practice.

8. Intended Learning Outcomes of Course:

Students who successfully complete this programme will be able to:

1. Critically evaluate and synthesise concepts and theories of research within the creative disciplines and relevant pedagogical practices within a supervisory context;
2. 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;
3. Critically examine the various stages of the research degree and its associated processes and be able to apply this knowledge to the management of a PhD project and the development of a PhD Student;
4. Recognise and identify the implications of the UK, European and International higher education environment and its governance regime for research and supervision in the creative disciplines;
5. Identify and develop the research skills needed to enhance their capabilities and profile as researchers and supervisors into and through practice.

9. Indicative Content:

The course will cover the following core content:

- Pedagogies of supervision
- Exploring the relationship between learning and teaching and supervision
- Reflective practice and supervisor development
- Research Degrees Higher Educational Context: governance frameworks, policy, practice and research – UK, European and International Perspectives
- Research Degree lifecycle
- Digital Learning
- Research Degree Project Management
- External Reference Points: Researcher Development framework e.g. the [Vitae Researcher Development Framework](#)

10. Description of Summative Assessment:

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1	Reflective portfolio	4000-5000 reflective portfolio	100	25

10.1 Please describe the Summative Assessment arrangements:

A 4000-5000 word reflective portfolio demonstrating a student's fulfilment of the intended learning outcomes.

The portfolio should include a 1000 word a reflective account which provides students development of their supervisory practice as a result of participating in the course, including a series of case

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studies and/or critical incidents demonstrating students engagement in the core content and detailing how they meet the intended learning outcomes of the course.

Student's work is submitted electronically and marked and moderated by the course team. Feedback is provided in relation to intended learning outcomes. Alternative submissions formats can be agreed with the course team i.e. physical portfolio.

11. Formative Assessment:

Students are required to complete a series of seven reflective journals as part of their engagement on the course which are aligned to the summative assessment requirements. Students and tutors provide formative feedback on journal entries facilitating developmental dialogue between tutors, students and peers.

11.1 Please describe the Formative Assessment arrangements:

Formative assessment submissions are indicatively scheduled as part of the workshop delivery timetable and blended learning activities.

12. Collaborative:

Yes

No X

12.1 Teaching Institutions:

6T

13. Requirements of Entry:

N/A

14. Co-requisites:

Educational Enquiry and Research Methods

15. Associated Programmes:

Masters of Education in Learning Teaching and Supervisory Practices in the Creative Disciplines

Postgraduate Certificate in Supervisory Practice in the Creative Disciplines

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16. When Taught:

Semester 2 and 3

17. Timetable:

The course is delivered through a range of teaching activities including teaching through face to face and blended learning activities. Delivery of content is thematic and is scheduled over eight three week periods running from Semester 2, week 1, to Semester 3, Week 25.

18. Available to Visiting Students:Yes

No X

19. Distance Learning:Yes

No X

20. Placement:Yes

No X

21. Learning and Teaching Methods:

Method	Formal Contact Hours	Notional Learning Hours (Including formal contact hours)
Lecture		
Studio		
Seminar/Presentation		
Tutorial	1	1
Workshop	24	24
Laboratory work		
Project work		
Professional Practice		50
E-Learning / Distance Learning		25
Placement		
Examination		
Essay		
Private Study		50
Other (please specify below)		50
TOTAL	25	200

22. Description of "Other" Teaching and Learning Methods:

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Formative Assessment - Reflective Journals: 14
Summative Assessment - Portfolio Development: 36

23. Additional Relevant Information:

N/A

24. Indicative Bibliography:

Aitchison, C. Kamler, B. & Lee, A. (2010) Publishing pedagogies for the doctorate and beyond, Routledge, London

Biggs, Michael and Karlsson, Henrik (2010) The Routledge Companion to Research in the Arts, Routledge, London

Borden, I. & Rüedi, K. (2006) The dissertation: an architecture student's handbook, Architectural Press, Oxford

Delamont, S. Parry P. Odette, P. Atkinson, P. & Delamont, S. (2004) Supervising the doctorate: A guide to success. Buckingham: SHRE and Open University Press

Elkins, J. (ed.) (2009) Artists with PhDs: On the new Doctoral Degree in Studio Art. New Academia Publishing

Eley, A. & Jennings, R., 2005. Effective Postgraduate Supervision: Improving The Student/Supervisor Relationship: Improving the Student/Supervisor Relationship, McGraw-Hill Education (UK).

Hemer, S.R., 2012, Informality, Power and Relationships in Postgraduate Supervision: Supervising PhD Candidates over Coffee, Higher Education Research and Development, 31(6), pp. 827-39

Ives, G. & Rowley, G., 2005, Supervisor selection or allocation and continuity of supervision: Ph.D. students' progress and outcomes, Studies in Higher Education, 30(5), pp. 535-55

Lawrence, H. Filipovic-Carter, D. & Hutchinson, S. (2014) Enhancing the doctoral experience: a guide for supervisors and their international students, Ashgate, Farnham

Mainhard, T., van der Rijst, R., van Tartwijk, J. & Wubbels, T., 2009, A Model for the Supervisor-Doctoral Student Relationship, Higher Education, 58(3), pp. 359-73

Schuck, C. & Wood, J. (2011) Inspiring creative supervision, Jessica Kingsley, London

Smith, H & Dean, R.T. (2009) Practice-led Research, Research-led Practice in the Creative Arts, Edinburgh University Press

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Wisker, G. (2004) The good supervisor: supervising postgraduate and undergraduate research for doctoral theses and dissertations, Palgrave Macmillan, Basingstoke

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