THE GLASGOW SCHOOL OF ART

Programme Specification

1. Programmes:

Programme Title	Postgraduate Certificate in Supervisory Practices in the Creative Disciplines
Head of School	Barbara Ridley	Head of School, School of Design
Head of Department/Programme Leader	Maddy Sclater	Senior Research Fellow for Digital Learning, Learning and Teaching Team
Programme Contact	Maddy Sclater	Senior Research Fellow for Digital Learning, Learning and Teaching Team

Minimum Duration of Study *(in months)*	12
Maximum Duration of Study *(in months)*	36
Mode of Study *(Full-time, part-time, etc)*	Part-time
Award to be Conferred	Postgraduate Certificate
Exit Awards *(at each stage)*	**Stage 1**: PG Cert	Postgraduate Certificate in Supervisory Practices in the Creative Disciplines (exit with 60 Credits)
Source of Funding *(e.g. SFC, etc)*	External students likely self-funded Internal students covered by staff development provision embedded within the L&T Team

2. Academic Session:	Version	Approval Date
2018/19	18.19.01	4th October 2017 AC

3. SCQF Level:
SCQF Level 11

3.1 Credits:
60 Credits

4. Awarding Institution:
GSA/University of Glasgow

5. Teaching Institutions: *I*
GSA

Date of Policy Production/Revision	December 2013

6. Lead School/Board of Studies:
School of Design

7. Programme Accredited By:
N/A

8. Entry Qualifications	
8.1 Highers	2T
8.2 A Levels	2T
8.3 Other	Bachelors Degree, current and ongoing experience of working in Higher Education in the creative arts
8.4 IELTS Score Required on Entry	IELTS score of 7.0, with a score of 6 or above in each component.

9. Programme Scope:
The Postgraduate Certificate in Supervisory Practice in the Creative Disciplines 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 research degree, including European and International perspectives and supervisor/researcher development.

10. Programme Aims:
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 degrees, 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.

10.1 Stage 1 Aims:
This programme is only delivered in 1 Stage – aims are as above.
10.2 Stage 2 Aims:
This programme is only delivered in 1 Stage
10.3 Stage 3 Aims:
This programme is only delivered in 1 Stage

11. Intended Learning Outcomes of Programme:

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 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 in the creative disciplines.

11.1 Intended Learning Outcomes of Stage 1
This programme is only delivered in 1 Stage – ILOs are as above
11.2 Intended Learning Outcomes of Stage 2
This programme is only delivered in 1 Stage
11.3 Intended Learning Outcomes of Stage 3
This programme is only delivered in 1 Stage

12. Assessment Methods:

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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

13. Learning and Teaching Approaches:

The PG Certificate programmes 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 which support self-directed and peer online learning. 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 works through peer reviewed reflection on their teaching practice.

Assessment is undertaken through both formative and summative tasks. Formative assessment offers students the opportunity to get 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. 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 and aligning with the Vitae Researcher Development Framework as a key external reference point.

15. Additional Relevant Information:

N/A

16. Programme Structure and Features:

Postgraduate Certificate in Supervisory Practice in the Creative Disciplines

S2	S3	S1

	Pedagogies and Practices in Supervision (20 Credits)	Supervisory Practices Action Research Project (20 Credits)	
	Educational Enquiry and Research Methods (20 Credits)		

17. Can exemptions be granted?

Yes ☐   No X

If yes, please explain:

2T

18. Does the programme comply with GSA APEL policy?

Yes X   No ☐

If no, please explain:

2T

19. Are there any arrangements for granting advanced entry?

Yes ☐   No X

If yes, please explain:

2T

20. Are there any arrangements for allowing students to transfer into the programme?

Yes ☐   No X

If yes, please explain stating requirements and levels to where this can apply:

2T

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21. Are there any arrangements for allowing students to transfer into other programmes?

Yes ☐   No X

If yes, please clarify:

2T

22. What are the requirements for progressing from each stage?

Successful completion at Pass level of each component course of the programme.

23. Please confirm that the programme follows GSA Examination Board policy and procedures, including External Examiner participation:

Yes X   No ☐

If no, please explain:

2T

24. Please explain programme management and committee arrangements up to, but not including, Boards of Study:

The programme is part of the Masters of Education in Learning, Teaching and Supervisory Practices in the Creative Disciplines programme and is collectively overseen by the programme leader of the M.Ed.

The PG Certificate has a programme leader who has responsibility for ensuring the coherence of the programme and component courses. This is achieved with the support of a programme team, constituting the programme delivery team.

25. Please explain the systems and arrangements regarding:

a) Quality assurance of the management, operation and monitoring of the programme

Responsibility for the conduct of the programme will rest with the M.Ed Programme Leader, who is required to report against specified criteria through Programme Monitoring and Annual Reporting to the School of Design Board of Studies, and thereby to the higher institutional committees responsible for Quality Assurance.

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The M.Ed Programme Leader will have executive responsibility for the direction, coordination and administration of the programme. They will be primarily responsible for the initiation of the programme developments and will have particular responsibility for the monitoring of student progress and for the continuous monitoring of the quality of the programme in line with The Glasgow School of Art procedures.

In order to ensure that quality standards are monitored and the quality of provision continually enhanced the Programme will undertake:

- regular Programme Team meetings
- student/ staff consultative committee
- Programme Monitoring and Annual Reporting
- Periodic Review Institutional review in accordance with the Quality Assurance Agency (QAA)

b) Student feedback and representation

A staff student consultative committee will be convened for each stage of the programme and will ensure engagement with students in relation to curriculum enhancement and delivery. In addition to this regular informal feedback will be sort from students on the programme in order to inform enhancement and assurance arrangements for the programme.

The staff student consultative committee will report to the School of Design Board of Studies, which in turn reports to the Undergraduate and Postgraduate Committee. While the students are empowered to elect representatives, they are also all invited to participate in feedback meetings directly

c) Programme based student support

Programme documentation will detail school wide student support arrangements in order for students to self-refer to professional support services. Programme based support will be in place via programme tutors. Students will be able to make direct contact with tutors to request one to one and small group support. Given the delivery structure of the programme as a part time programme tutors will also make themselves available at the end of each workshop session to offer opportunities for contact.

Programme documentation will also detail student engagement expectations, workload details and assessment requirements at the commencement of the programme.

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