THE GLASGOW SCHOOL: OF ART	**Programme Specification**

1. Programmes:

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
PG Cert in Supervision	**N/A**	**PGCSUPER**

Head of School	**Professor Tim Collins (Acting)**
Head of Department/Programme Leader	**Laura Gonzalez**
Programme Contact	**Laura Gonzalez**

Minimum Duration of Study	**9 months FT**
Maximum Duration of Study	**9 months FT**
Mode of Study	**Full-time, Low Attendance**
Award to be Conferred	**Postgraduate Certificate (Pg Cert)**
Exit Awards	**Postgraduate Certificate (Pg Cert)**
Source of Funding	**Self-funded**

2. Academic Session:	
2011–2012	

3. SCQF Level:	
11	

3.1 Credits:	
60	

4. Awarding Institution:	
The University of Glasgow	

5. Teaching Institutions:	
The Glasgow School of Art	

6. Lead School/Board of Studies:	
Research and Postgraduate Studies	

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7. Programme Accredited By:
None

8. Entry Qualifications

8.1 Highers	None	
8.2 A Levels	None	
8.3 Other	Employed by an HEI	
8.4 **IELTS Score Required on Entry**	None	

9. Programme Scope:

The purpose of the Postgraduate Certificate in Supervision (Creative Practices) is to enable members of staff in UK HEIs and related professional fields to develop skills to supervise projects of research at postgraduate taught (PGT) and postgraduate research (PGR) levels in the creative disciplines. It will enable participants to acquire and develop knowledge and understanding of current research contexts and pedagogies of supervision at postgraduate level. It is embedded fully within the Schools and departments, with cross-School and external delivery.

The Pg Cert in Supervision is comprehensive and academically driven. In providing an explicit pedagogical training in research supervision in the creative disciplines, the programme will enhance institutional growing supervisory capacity and will support the institutions in meeting the demands for growth at postgraduate level, diversify the field in which they are able to offer supervision, develop interdisciplinary projects and promote cross-institutional links. It also makes participants aware of and consider a student-centred ethos for their supervisory practice.

Surveys of programmes in the UK highlight a lack of provision for supervisory practice, especially in creative disciplines. Focusing on the specific problems raised by creative disciplines and the issue of practice-led and/or practice-oriented research, this Pg Cert in Supervision offers a comprehensive, tailored experience in supervisor development. This programme is intended as a standalone award that prepares participants for professional competencies in research supervision at a level appropriate to postgraduate study.

10. Programme Aims:

The aims of the programme are:

The PG Cert in Supervision (Creative Practices) aims to offer each participant the opportunity to:

• Develop knowledge and understanding of the pedagogies and contexts for research in and into supervisory practices, through focusing on research principles, practices and processes
• Acquire supervisory and critical judgement skills, necessary to provide confident research supervision at postgraduate level
• Understand the histories and contexts of research, the development of creative practice research cultures in the UK and internationally, and current debates around research and research degrees policy

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• Promote reflective educational practice

10.1 Stage 1 Aims:
The Pg Cert only has one stage of study , therefore the aims for Stage 1 are as above

10.2 Stage 2 Aims:
See above

10.3 Stage 3 Aims:
See above

10.4 Stage 4 Aims:
See above

10.5 Stage 5 Aims:
See above

11. Intended Learning Outcomes of Programme:
After full participation in and successful completion of the programme, students should be able to:

11.1 Intended Learning Outcomes of Stage 1

Knowledge and Understanding
- General principles underpinning supervisory practices and the pedagogy of supervision, specifically those involving creative and practice-led research

Applied Knowledge and Understanding
- A broad understanding of contexts for research, and the role of supervisors within institutional research culture and creative education

Communication and Presentation Skills
- Ability to communicate general principles of research with academic peers, field experts and subject specialists in visual, oral and written forms
- Be able to articulate critical positions within the context of supervisory practices and communicate these clearly to peers, specialists and participants in visual, oral and written forms

Numeracy
- As appropriate to the discipline

IT Skills
- Utilise software appropriate to the programme and to supervisory practices (eg. Virtual Learning Environments)
- Use of electronic information storage and retrieval systems, and preparation and presentation of documents for communication purposes

Learning Skills
- Recognise individual learning needs appropriate to supervised and independent study

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Interactive and Group Skills
- Listen and give feedback in one-to-one and group contexts.
- Develop working relationships with colleagues, and postgraduate students.
- Participate in discussion and critically review work at a level appropriate to postgraduate study
- Be able to engage in discussion and critical feedback with individual projects of research in a group
- context (such as the examination context)

Professional Practice
- Be able to meet deadlines
- Be able to manage individual projects of research to agreed timetables including project completion

Application (use of knowledge and understanding in actual situations)
- Apply knowledge to the planning, management, evaluation of a supervisory process at postgraduate level, specifically in creative and practice-led research

Analysis (breaking down complex situations into component parts)
- Understand the different elements (research questions, context and methodology) that inform the creative research process within the supervisory context
- Make informed judgements about a research project's development based on the analysis of its interim stages

Synthesis (combining elements to form new, coherent systems)
- Utilise generic knowledge and understanding to facilitate all stages of an individual postgraduate project of creative research, from project proposals through to final completion
- Demonstrate acquisition and deployment of knowledge and methods of supervisory practices throughout an individual project of research and, where appropriate, supervisory practice

Evaluation (forming value judgments on clear criteria)
- Be able to facilitate a range of approaches to research in creative disciplines
- Be able to demonstrate a selection of approaches to research supervision appropriate to different pedagogical contexts
- Be able to select, apply and critically evaluate approaches and methods appropriate to an individual project of research into pedagogies of supervision
- Be able to evaluate the progress of a small scale research project into pedagogies of supervision and identify its strengths and weaknesses at postgraduate level

Problem-Solving (formulating solutions to actual problem situations)
- Understand a range of research problems and facilitate possible supervisory approaches in response
- Be able to support a programme of research in response to creative practices in the real world including helping to identify appropriate selection of methods, relevant contexts and modes of submission
- To address unforeseen problems and develop appropriate solutions within the context of supervision

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Research Methods/Skills (research management, use of information/technology)
- Gain an understanding of research methods and supervisory skills used in creative practices
- Gain an understanding of research methods used in different pedagogical contexts within creative practices supervision
- Gain a practical understanding of the supervisory process, of applying specific methods and skills to an individual researching in a particular creative context

Subject Specific Skills
Conceptual
- Acquire knowledge of the generic principles behind conceptualisation, planning, management and evaluation of a project of research appropriate to the role of supervisor
- The ability to develop a supervisory overview and understanding of the context, methodologies and approaches in a range of chosen subjects relevant to creative and practice-led research practices
- The ability to facilitate in a supervisory capacity the application of generic and subject specific research concepts to individual projects of research

Analytical
- The ability to facilitate in a supervisory capacity the analysis of different approaches to research in a range of subject areas relevant to creative and practice-led research
- The ability to oversee the development of an analytical framework appropriate to all stages of individual research projects
- The ability to critically assess and analyse postgraduate research in the field of creative practice

Practical
- The ability to identify that a range of practical skills used in creative research are at an appropriate post-graduate level
- The ability to help those involved with practice led-research identify and acquire the practical skills necessary to realise an individual project of research at an appropriate post-graduate level

Critical
- The ability to engage in critical discussions around research principles and approaches relevant to postgraduate study
- The ability to critically review at a supervisory level developments and approaches to research within a range of creative practices
- The ability to exert in a supervisory capacity independent critical judgement on creative research projects and to ensure that the student also develops appropriate independent approaches to findings their field of study

Contextual
- The ability to assist at postgraduate level the students' contextualisation of creative practices within their chosen field(s) of enquiry
- The ability to assist at postgraduate level the students' contextualisation of different approaches to research into creative practices, assessing a variety of procedures used in their subject areas
- The ability to assist at postgraduate level the students' critical contextualisation of their individual project of research and outcomes

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12. Assessment Methods:

Each course delivered as part of the Pg Cert in Supervision (Creative Practices) will have its own assessment requirements. Each course of the programme comprises a minimum of one formative and one summative assessment. Formative assessment takes place near the beginning of the course, includes a self-assessment component and will be conducted by a tutorial and/or a peer group. The main aim of the formative assessment is, in a supportive way, to identify areas of strength and those which may need development within the programme.

Summative assessments take place at the end of each course and are comprised of various written elements (Including research reports, log, reflective pieces and essays), and/or visual/verbal presentation(s). The submissions are assessed against the level learning outcomes and assessment criteria for each course. Participants will be briefed and prepared throughout the course, in the event the Pg Cert examination team may require a verbal presentation or viva voce during a summative assessment.

Learning Outcomes	Teaching/Learning Methods for Achieving Outcomes	Methods of Assessing / Evaluating Outcomes
(a) Knowledge and Understanding		
Knowledge	- Seminars - Workshops - Group discussions - Reading Groups - One-to-one tutorials - Supervision - Peer Review session - Independent study - Research project	**Formative**: group discussions, peer group sessions, one-to-one tutorials **Summative**: Written assignments, reflective pieces, research report
Understanding	- Seminars - Lectures - Group discussions - Reading Groups - One-to-one tutorials - Supervision - Peer Review session - Independent study - Research project	**Formative**: group discussions, peer group sessions, one-to-one tutorials **Summative**: Written assignments, reflective pieces, research report
(b) Key (Transferable Process) Skills		
Communication and Presentation Skills	- Seminars - Group discussions - Reading Groups - Peer Group Sessions - Presentation - Supervision	**Formative**: group discussions, peer group sessions, one-to-one tutorials **Summative**: Written assignments, reflective pieces, research report
Numeracy	As appropriate to the discipline through subject specific skills	**Formative**: group discussions, peer group sessions, one-to-one tutorials **Summative**: Written assignments, reflective pieces, research report

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	IT Skills	• Learning Resources Induction • Group Tutorials	**Formative**: group discussions, peer group sessions, one-to-one tutorials **Summative**: Written assignments, reflective pieces, research report
	Learning Skills	• Seminars • Workshops • Independent Study • Research Project	**Formative**: group discussions, peer group sessions, one-to-one tutorials **Summative**: Written assignments, reflective pieces, research report
	Interactive and Group Skills	• Seminars • Workshops • Group discussions • Peer Group Sessions • Reading Groups	**Formative**: group discussions, peer group sessions, one-to-one tutorials **Summative**: Written assignments, reflective pieces, research report
	Professional Practice	• Seminars • Workshops • Supervision • Research Project	**Formative**: group discussions, peer group sessions, one-to-one tutorials **Summative**: Written assignments, reflective pieces, research report
(c) (Higher) Cognitive Skills			
	Application, Analysis, Synthesis, Evaluation, Problem-solving, Research Methods/Skills	• Seminars • Workshops • Supervision • Individual Project • Group discussions • Peer Group sessions • Research log	**Formative**: group discussions, peer group sessions, one-to-one tutorials **Summative**: Written assignments, reflective pieces, research report
(d) Subject-Specific Skills			
	To be specified, and linked to contextualised Learning Outcomes	• Library and workshop inductions • Workshops • Seminars • Supervision • Independent Study	**Formative**: group discussions, peer group sessions, one-to-one tutorials **Summative**: Written assignments, reflective pieces, research report

13. Learning and Teaching Approaches:

This programme will use a number of learning and teaching strategies aimed at developing participants' critical understanding of the principles underpinning postgraduate supervision in the creative disciplines; the current national and international contexts for research and, where possible, the application of these principles to supervisory practice.

In line with the Scottish Credit and Qualifications Framework, participant effort is typically expected to be equivalent to 600 hours. Participant effort (including, independent study, assignments,

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professional practice, VLE and support group work) will equate to an average of 8-10 hours per week. Staff/participant contact hours will take the form of seminars, workshops, tutorials, and peer groups.

The indicative Learning Hours for the Pg Cert in Supervision (Creative Practices) will be distributed as follows:

Contact (workshops and seminars)	30 hours
Tutorials 6	6 hours
VLE / Support Group 64	64 hours
Independent study 300	300 hours
Professional Practice (including Supervision of Masters/PhD student, where appropriate)	200 hours

The programme will comprise a series of seminars and workshops delivered by internal and, where relevant, visiting staff. These seminars and workshops may occasionally include off site visits, where appropriate. The programme will also develop an online component through the GSA Virtual Learning Environment. Participants will have direct and remote access to forms, documents, texts, announcements, share area and message board.

In addition, each participant will have the opportunity to meet the teaching team for a number of one to- one tutorials and portfolio group sessions.

As part of the programme's approach to learning and teaching, peer support group sessions might be programmed in order to promote and enhance dynamic group activity and participation.

As part of course 3: Pedagogies and Contexts for Supervision, participants are required to conceptualise, plan manage, develop and report on a small scale project of research into the supervision of a creative practice project, During the last term of the programme, the frequency of contact sessions is reduced to allow time for participants to carry out their research projects, build their portfolio and gather material through supervisory practice, where appropriate.

Additionally, participants may be introduced to specialist workshops, for example, IT, the Library and the GSA Archive.

14. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:

The Higher Education Academy (for reference only)

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15. Additional Relevant Information:

All participants on the Pg Cert programme are invited to attend various events within Schools. These events, although normally not part of the programme curriculum, will complement their formal learning and expand their knowledge of research and cultural contexts.

Pg Cert participants are invited to participate in the Postgraduate Forum. The Postgraduate Forum meets twice per term and contributes to the development of a postgraduate and research community, providing opportunities for dialogue across the School. Postgraduate students from other institutions (University of Glasgow, Royal Scottish Academy of Music and Drama) may be invited from time to time to attend the PG Forum. This provides additional opportunities for Pg Cert participants to network with GSA staff and other postgraduate students across a wide range of disciplines.

In addition, participants will have opportunities to make contact with projects being undertaken in the GSA Research Centres.

There are a number of regular events where members of GSA Research community present and/or participate in, for example the Architecture Research Forum, MSA lectures, Staff/Student seminars, the Friday Event, exhibition talks and events. Although staff will made every reasonable effort to promote these events amongst the Pg Cert participant cohort, it will be the participants' responsibility to gather information about events, venues, dates and times. Participants are advised to check the Pg Cert Virtual Learning Environment, the SRC site, and the GSA events website.

16. Programme Structure and Features:

Course Title	Credits	SCQF Level	Exit Point and Award
Course 1 (SS) SS course menu (courses specific to each discipline and developed by an interested partner institution) SS1a: Art, Design and Architecture Research (GSA) SS1b: Performing Arts Research and the Doctorate (RSAMD) (Please note that participants chose 1 option from those available. Minimum numbers apply. This menu may be further populated in forthcoming years following demand for new courses and consequent approval)	15	**11**	
Course 2 Supervisor Development	15		
Course 3	30		

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Pedagogies and Contexts for Supervision			
Total Credits	60		**PG Cert**

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17. Can exemptions be granted?

Yes ☐   No ☒

If yes, please explain:

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18. Does the programme comply with GSA APEL policy?

Yes ☐   No ☒

If yes, please explain:

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19. Are there any arrangements for granting advanced entry?

Yes ☐   No ☒

If yes, please explain:

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

Yes ☐   No ☒

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

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

Yes ☐   No ☒

If yes, please clarify:

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

Academic regulations governing this programme can be found at:

The Glasgow School of Art Academic Calendar on the Academic Registry VLE site
(https://vle.gsa.ac.uk)

The University of Glasgow Academic Calendar (http://senate.gla.ac.uk/calendar/current/15-gsa.pdf)

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

**Yes** ☒   **No** ☐

If no, please explain:

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

Team meetings are attended by course leader to plan, monitor and assess the programme, as well as to address issues around quality enhancement and reporting, which are presented at the Research and Postgraduate Studies Boards of Studies. After submission in September each year, the team formally meets with the external examiner and submits marks to the Registry.

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25. Please explain the systems and arrangements regarding:

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

The Pg Cert Programme team comprises a teaching team, which includes Research and PG Studies staff, and is coordinated by the Lecturer (Research). Other GSA staff, staff from partner institutions and specialist visiting staff may be invited to deliver lectures, seminars and/or workshops in key areas.
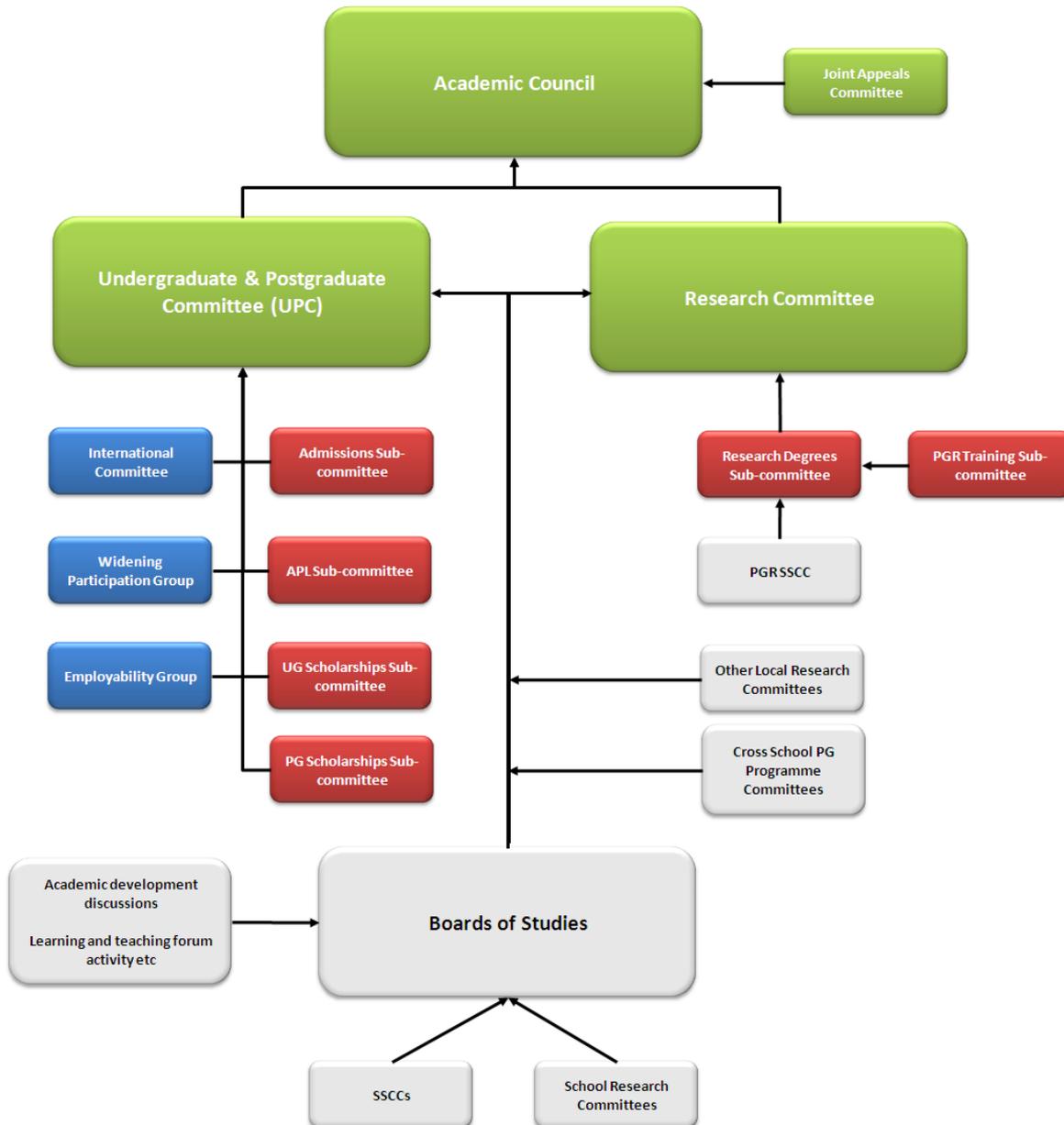
b) Student feedback and representation

Participants have the opportunity to feed back to staff through the Student/Staff Consultative Committee (SSCC), a forum for discussion about all aspects of the programme and participant experience at the GSA. The Pg Cert SSCC meets regularly in the academic year and reports to the School's Research Degrees Sub-Committee.

c) Programme based student support

The Pg Cert in Supervision focuses on UK procedures and regulations for research degrees. When participants are external to GSA or International, staff will ensure that the curriculum is relevant to them. Any cultural issues are also raised in the peer group sessions.

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Yet, issues pertaining to international students are not wholly applicable to the programme as its participant body draws exclusively from HEI staff, who may be international but are familiar with UK education, due to their jobs.

All participants have access to pastoral care through the teaching team, who also ensures the dissemination of information regarding GSA services.

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