

Course Code:

TBC

1. Course Title:

Supervisor Development

2. Academic Session:

2011/12

3. Level:

SCQF 11

4. Credits:

15

5. Lead School/Board of Studies:

Research and Postgraduate Studies

6. Course Contact:

Nicky Bird

7. Course Aims:

The aim of this course is to address these questions through the development of participants' knowledge and understanding of the processes underpinning supervision; to equip them with skills and insights in order to successfully manage the supervisor-student relationship; to introduce them to a range of supervisory practices. At the centre of this course is how to identify and confidently draw from specific professional skills and experiences, and utilize these in the context of supervision.

8. Intended Learning Outcomes of Course:

By the end of the course participants should be able to:

- Understand the principles underpinning supervision development
- Apply their professional expertise as part of supervision development
- Identify own strengths and weaknesses and devise an action plan to address both
- Exercise critical judgement in the supervision context

9. Indicative Content:

- Practice as research, and practice as research within the parameters of an educational qualification (masters and research degrees)
- The criteria for 'mastery' and 'doctorateness', in relation to the requirements for professionally located practice as research
- Why become a Supervisor (from a practitioner's point of view)?
- How to become a Supervisor: The CV so far, the role of professional experience
- How to become a Supervisor: Academic protocols
- How to become a Supervisor: the mentoring model and Masters supervision
- Profiles and Action Plans

10. Description of Summative Assessment:

Attendance at seminars and group discussions will be mandatory and missing two or more sessions of the overall curriculum will result in a warning of withdrawal. In addition to this, participants will be asked to submit:

- An abstract about their research practice (circa 300 words)
- A research profile (detailing supervision interest and links to research and the institution)
- An action plan detailing future developments around research and supervisory practice

The percentage breakdown for the assessment will be as follows:

Abstract 15%
 Research profile 35%
 Action Plan 50%

10.1 Please describe the Summative Assessment arrangements:

Participants on this course will be assessed on their ability to:

- Contextualise their professional skills and experiences in terms of supervisory practices
- Identify their areas of strengths and areas for further development appropriate to the role of supervisor within creative practices
- Develop a viable action plan for supervision development that demonstrates both critical judgement and a supervisors understanding of the necessary Academic protocols.

11. Formative Assessment:

Formative assessment takes place during the seminar discussions and tutorials with the course tutor.

11.1 Please describe the Formative Assessment arrangements:

As above.

12. Collaborative:

Yes

No

12.1 Teaching Institutions:

N/A

13. Requirements of Entry:

None

14. Co-requisites:

None

15. Associated Programmes:

Postgraduate Certificate in Supervision (Creative Practices)

16. When Taught:

Stage 1 (of 1)

17. Timetable:

The programme runs between January and September each year and taught sessions for this course take place in January, March and May, with tutorials arranged individually with the course tutor.

18. Available to Visiting Students:Yes No **19. Distance Learning:**Yes No **20. Placement:**Yes No **21. Learning and Teaching Methods:**

Method	Formal Contact Hours	Notional Learning Hours (Including formal contact hours)
Lecture		
Studio		
Seminar/Presentation	8	8
Tutorial		2
Workshop		
Laboratory work		
Project work		
Professional Practice		50
E-Learning / Distance Learning		
Placement		
Examination		
Essay		
Private Study	Not Applicable	75
Other (please specify below)		15
TOTAL	8	150

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

23. Additional Relevant Information:

One of the challenges facing an ever-expanding postgraduate culture is making the transition from professional practitioner and experienced lecturer to that of a supervisor. How do experienced, professional creative art researchers become Supervisors? What is the difference between a supervisor and other kinds of post-graduate teaching? Is it possible to be a supervisor without having done a PhD?

24. Indicative Bibliography:

The Arts and Humanities Research Council. *AHRC, Practice-Led Research in Art, Design and Architecture*, 2007. Available from <<http://www.ahrc.ac.uk/About/Policy/Pages/Evaluation.aspx>> [Accessed 05.02.09]

Biggs, M. (2000) *Working Papers in Art and Design*. Available from <<http://www.herts.ac.uk/artdes1/research/papers/wpades/index.html>> [Accessed 6 February 2006]

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

Delamont, S, Atkinson, P & Parry, O (1997) *Supervising the PhD: A guide to success*. Buckingham: SHRE and Open University Press

University of Westminster Staff Profile pages <<http://www.wmin.ac.uk/mad/page-769>> [Accessed 22 November 2010]

University of Bristol Staff Profile pages <<http://www.bristol.ac.uk/drama/staff/sarah-street/>> [Accessed 22 November 2010]

Wenger, E. (1999) *Communities of Practice*. Cambridge: Cambridge University Press