

Please note that this programme specification is correct on the date of publication but may be subject to amendment prior to the start of the 2019/2020 Academic Year

1. Programmes:

Programme Title	Master of Research
Head of School	Dr Gordon Hush
Head of Department/Programme Leader	Programme Leader – Dr Lynn-Sayers McHattie
Programme Contact	Dr Lynn-Sayers McHattie

Minimum Duration of Study (in months)	12
Maximum Duration of Study (in months)	24
Mode of Study (Full-time, part-time, etc)	Full-time (12 Months) / Part-time (24 Months)
Award to be Conferred	Master of Research
Exit Awards (at each stage)	<p>Students would either be awarded a Master of Research after 1 year (2 years part time) or PhD thereafter.</p> <p>On successful completion of the Master of Research Programme, the student exits with a Master of Research award. We envisage that for the majority of students, the award of Master of Research would be the desired outcome. However, in order to maximise the potential of this Programme, there is the opportunity to interface the Master of Research with Year 2 of the existing PhD Programme. In this case, on successful completion of the Master of Research Programme, the student can apply to convert to Year 2 of GSA's PhD programme. In this case, the student would surrender their Master of Research award (e.g. not be awarded the Master of Research), and convert to Year 2 of a PhD programme. In order to be registered as a year 2 PhD student, the student would have to fulfil the existing criteria for the normal PhD scheme Progression</p>
Source of Funding (e.g. SFC, etc)	Scottish Funding Council, Highlands and Islands Enterprise and Digital Health & Care Institute. Self-funded students are also welcome to apply.

Version	Session	Date of Approval
19.20.01	2019/20	Programme Approval Meeting 11 Feb 2015

3. SCQF Level:
11

3.1 Credits:
180

4. Awarding Institution:
University of Glasgow

5. Teaching Institutions
This is not a taught Programme. Glasgow School of Art is delivering this Programme. The GSA is the primary institution to deliver supervision.

6. Lead School/Board of Studies:
Innovation School

7. Programme Accredited By:
N/A

8. Entry Qualifications	
8.1 Highers	Click here to enter text.
8.2 A Levels	Click here to enter text.
8.3 Other	2:1 degree – with a dissertation or equivalent component (within three years of graduation, thereafter an equivalent will be considered based on candidate’s experience)
8.4 IELTS Score Required on Entry	6.0 overall with a minimum of 6 in each component

9. Programme Scope:
The scope of this Programme is the design, undertaking, and communication of a discrete research project. This is a 180-credit Programme. There are research-related Formative outputs at each Phase, which collectively go towards a Summative Portfolio, which makes up the assessment regime for the programme. Should the candidate wish to apply to convert to Year 2 of PhD study at the end of the Programme, this

portfolio can also constitute evidence for candidates to align with the existing Progression process (at the end of Year 1 of the PhD).

The underpinning dimensions of the Programme include: a stress on independent research activity from the outset, location of that activity both within GSA and outwith GSA (in communities, businesses, government, public sector etc.), and outputs from the activity that are reflective of the needs of research as it is currently emerging (recognising the importance of research-in-practice, knowledge exchange, and knowledge mobilisation as core researcher activities). Although primarily designed as a self-contained programme responding to demand (see below) successful students can apply to convert their research to PhD at Year 2(FT) level in a '1+2' model.

On reaching the end of the Master of Research, students, having completed Research Training (as identified in Phase 1), and gathered together a Portfolio of work, either submit to be awarded a Master of Research, or apply for conversion to Year 2 of a PhD. There is no double counting of research, e.g. students are awarded one or progress with the other.

Two application routes are normally available:

- Application by project proposal in areas relevant to GSA, based on personal interests and experience.
- Application for studentship in specified projects identified by GSA from current research programmes supported by external partners.

At the time of writing (February 2015) active examples of external partners include:

- The Digital Health Institute (DHI) Experience Lab, as part of a 4-year, £10m Innovation Centre funded by the Scottish Funding Council. Through this project, there is an opportunity for GSA to receive several funded Master of Research places annually.
- A strategic partnership, led by the Institute of Design Innovation, with Highlands and Islands Enterprise (HIE) that includes a focus on building complex collaborations for sustainable communities and is already delivering research programmes exploring this need. This is referred to in the documentation as "Creative Campus".

Examples of research project topics for the above include:

- *Designing Experience Laboratories*

The project would explore the role of design in enabling a safe space for iterating and prototyping health and care innovations through the "Experience Lab" approach. Through observation and involvement with the Experience Lab team and participants, the researcher would capture evidence of the added value of this approach in generating potential innovation solutions. This would also facilitate learning and development of research methods.

- *Designing tools for behaviour change*

Through involvement with active DHI projects, the researcher would explore how the design and use of interactive and engaging devices can help stimulate behaviour change, bringing about health benefits e.g. increased physical activity for young men, or empowering older adults to remain living in their own homes.

- *Collective community assets*

This project will explore how design can help build complex collaborations to identify, articulate and exploit potential for community assets (tangible and intangible) with communities across the Highland and Islands region. Example projects include creating a community-led visitor and research location for the World Heritage site at St Kilda.

This Master of Research recognises a wide range of research projects and applicant backgrounds (e.g. we welcome interdisciplinary scholars and those with previous professional experience and

practice). Please see “Diagram 1: Master of Research: Example Areas of Study” below.

Research approaches by Master of Research students run on a continuum from practice-based to theoretical (x-axis). For example, on the one extreme it can be a largely practice-based research approach, or at the other extreme very theoretical (e.g. design theory). Similarly, looking at the y-axis, research topics can be quite context specific in their application, or extremely subject specific. There are opportunities across all of these elements.

For example, DHI-related projects are considered to be very practice-based and context-specific in the area of health and care (although potentially drawing on multidisciplinary domains).

By contrast a student can undertake a Master of Research to deepen their domain understanding through exploring a specific theoretical standpoint. The example given below is a deep research into design history (for example).

Master of Research: examples

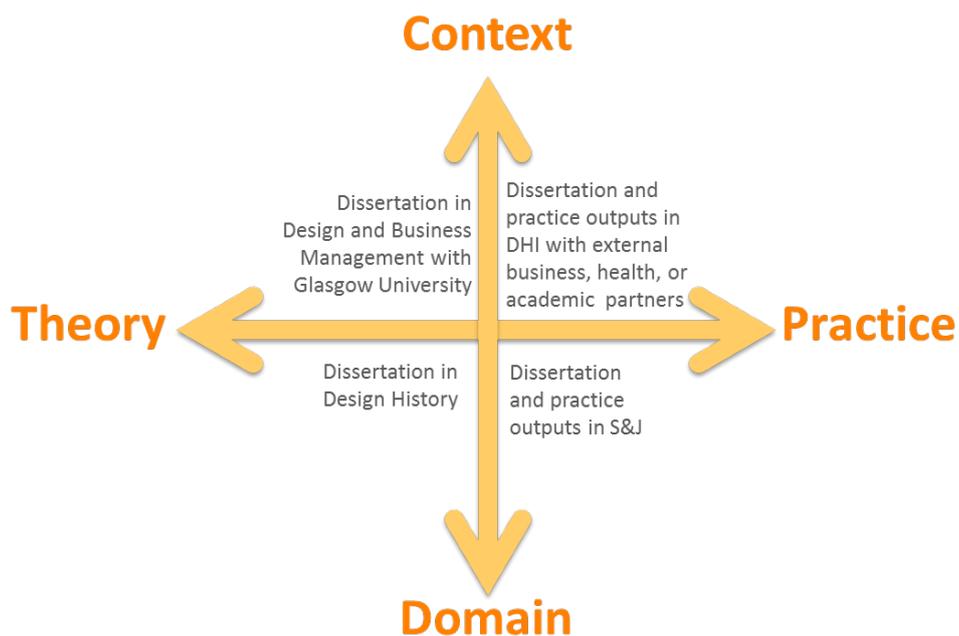


Diagram 1: Master of Research: Example Areas of Study

The Master of Research programme is designed to respond to GSA’s desire to build its research community and research degree portfolio. It is designed to take advantage of funding available, so that we are able to immediately draw down funded places – and to allow us to make the most of any funding we have in the future. It responds to expressions of interest from a variety of external organizations (e.g. The Scottish Government, a variety of interested potential students, Skills Development Scotland, The Design Council and numerous designers working in industry), for a research-based Masters which recruits students who would like to continue working in practice part-time and study for a qualification but do not have the time commitment of a PhD. GSA has an extensive network, which frequently offers to fund student projects and research, but has not had a suitable pathway to direct this kind of funding. The Master of Research addresses this need, allowing external organizations to fund student places and work collaboratively. It is designed to recruit inter-

school students who would like to do a practice-based, or a theoretical PhD. For example, Silversmithing and Jewellery have already expressed an interest to direct their students to this Programme.

The Master of Research enables GSA to capitalise on such opportunities, through a flexible research qualification. The Programme is self-directed, and as such, during Phase 1 of the Programme, each candidate identifies their Research Training needs in collaboration with their supervisory team, and locates the opportunities to resolve these needs. At the end of the Master of Research, they will have undertaken appropriate Research Training as necessary, such that they are sufficiently supported to successfully deliver the research project.

There is a diverse range of training opportunities that the student may draw upon. As well as external provision to fulfil training needs, GSA has a wealth of research training opportunities to offer. Examples of current provision includes:

- Research Methods training provided by University of Glasgow
- The current MRes Creative Practice taught elements at GSA
- The current PhD Research Training Programme at GSA
- The Virtual Learning Environment (CANVAS) at GSA, which will be used to support access to Open Educational Resources. We have current research methods material on the CANVAS, and our Programme Leader will add to this with appropriate materials.
- In addition, as part of “Leapfrog”, one of our current AHRC-funded research projects, we are developing summer schools on Research Methods, for Early Career Academics. Our Master of Research students can attend these.

This Master of Research allows students to identify their own development trajectory, under the direction of a supervisory team. This helps to better prepare graduates for impact-rich academic interactions in the future, encouraging independent learning and collaboration. They develop skills in honing their own research, and learn how to reach out to the external and academic community to drive their own future learning in their chosen career.

10. Programme Aims:

The aims of the programme are:

- To provide researcher development through the experience of a substantial research project at Masters level;
- To acclimatise students to a process of self-managed, professional researcher development;
- To extend knowledge of a particular subject and research methods chosen by the student, at a depth or breadth (through inter-disciplinarity) greater than that achieved in undergraduate study;
- To encourage the independent and original analysis of a complex range of appropriate source materials, knowledge domains and professional practices;
- To prepare students for further graduate study of an advanced kind e.g. to PhD. Level;
- To support students to develop the practical, organisational and presentation skills necessary for the successful reporting of research to relevant external audiences and stakeholders.

N.B. The phases described below will be followed for all projects. Although we have suggested notional timescales for the phases, to give an idea of how this Programme operates, these are notional – and we emphasise that the actual timescales may vary depending on the nature and requirements of the research project. It is possible that, particularly if the research project is specifically aligned with a delivery of activity already underway, milestones and timescales will be strongly influenced by the deliverables required for that programme of work. As such the specific timescales are agreed on a case-by-case basis to link directly to the project timescales and external needs.

To achieve this, the programme divides into several phases: The diagram in section 16 outlines the programme design.

Phases 1-4 are chronological; Phase 5 runs concurrently across the programme.

Each phase normally involves the submission of a piece of Formative work as outlined below. At the end of Phase 4, the Summative Portfolio is submitted.

Phase 1: Set Up and Context Review (Months 1, 2 and 3)

Aims of phase 1 – Provide opportunities to engage in the:

- Initiation of a research project, including overall action plan and research scope;
- Identify reading lists and technical services requirements of the project, which will be fluid depending on the nature of the research project topic. Applicants will be expected to identify and state their potential training and development requirements in this initial phase (which will be reviewed at each Phase);
- Establishment of project milestones through negotiation with supervisor and, where applicable, clients and/or external stakeholders;
- Identification and critique of the relevant literature (literature review);
- Reflection of student development needs and an action plan to address these needs.

This phase is concluded through the submission of i) a succinct critical literature review, ii) an Action Plan for the research project agreed with stakeholders/clients communities and iii) a Research Training Plan to address development needs and Research Methods Training (to interface with the requirements for PhD entry, should the candidate wish to apply for conversion to PhD study)

Phase 2: Refine and Scope (Months 4 and 5)

Aims of phase 2 – Provide opportunities to engage in the:

- Development of ethics approval and risk management outline as necessary;
- Articulation and receipt of feedback on the research proposal;
- Identification and use of appropriate research methodologies, methods, and approaches for analysis.

This phase is concluded through the submission of the Research Proposal (iv), which encapsulates methodology, methods and approaches for analysis, and Ethical considerations)

Phase 3: Research Fieldwork and analysis (Months 6, 7, 8 and 9)

Aims of phase 3 – Provide the opportunities to:

- Undertake the research and maintain a reflective journal;
- Analyse and report on research findings;
- Scope a paper, and write an abstract.

This phase is concluded through the submission of an internally-reviewed, substantial Abstract for either conference, journal, or policy publication (or equivalent) (v)

Phase 4: Dissemination and Next Steps (Months 10, 11 and 12)

Aims of phase 4 – Provide opportunities to:

- Recognise the factors involved in successfully bringing a research project to completion
- Understand and manage the requirements of producing a range of outputs for a range of audiences (research reports, briefing papers, conference abstracts, grant proposal scoping as relevant to the project to a professional level)
- Identify areas and /or funding for further research

This phase is concluded by the submission of the Summative Portfolio.

Phase 5: Reflection and Development

Aims of Phase 5 (This runs concurrent to phases 1-4 e.g. throughout the programme) – Provide opportunities to:

- Undertake initial and subsequent professional development reviews and identify / access training/mentoring/practical experience for gaps.
- Experience and reflect upon managing peer and expert networks in the management and completion of a research project
- Work with a range of stakeholders to ensure research outcomes align with stakeholder needs
- Demonstrate participation in the Master of Research online community via the CANVAS (this will take the form of at least one forum post at the end of each phase. This is the minimum, but we would also expect weekly CANVAS activity e.g. participation in discussion forums, blogs, webinars).

This phase is concluded by the completion of the public/stakeholder dissemination activity, submission of online forum posts at the end of each phase and the submission of a professional development reflection demonstrating the identification and resolution of development and training needs across the programme. We also expect candidates to show their fieldwork journal, kept from the outset.

11. Intended Learning Outcomes of Programme:

- Design and undertake a discrete research project within an academic, industrial, or community context;
- Demonstrate critical, original, creative approaches to research-based enquiry in situated contexts through conceiving and applying a range of research methods and techniques of enquiry;
- Critically reflect on the ethical issues as they relate to the questions, research approach and methods identified;
- Outline potential research outputs from a given area of research activity;
- Adapt in-depth disciplinary research for diverse audiences in intellectual, creative ways;
- Identify research training needs and locate opportunities to respond to these;
- Evaluate potential areas for further research.

11.1 Intended Learning Outcomes of Phase 1

Knowledge and Understanding

- To demonstrate a growing in-depth knowledge of the key features, boundaries, terminology and conventions of the relevant disciplinary and professional literature
- To critically recognise trends in the relevant academic and professional literature, of importance to the given project

Applied Knowledge and Understanding

- To demonstrate a sophisticated ability to extract and synthesise key principles from relevant literature and professional practices that can be utilised within the research project through the completion of a literature review.
- To demonstrate the realistic scoping of project milestones and activities at the outset of the project.

Professional Practice: Communication, Presentation, Working with Others

- To be able to identify and discuss the ethical implications and associated risks of field research, and mitigation strategies where necessary
- To be able to identify focused development needs in line with the four domains of the Early Career Researcher Framework

11.2 Intended Learning Outcomes of Phase 2

Knowledge and Understanding

- To demonstrate a growing awareness and detailed understanding of a range of interdisciplinary research methodology and methods and creative approaches.

Applied Knowledge and Understanding

- To identify appropriate methods from which to design the research project activities, and to communicate these in a well-considered and scoped research proposal.

Professional Practice: Communication, Presentation, Working with Others

- To be able to communicate the research proposal elements to academic, non-academic/ external stakeholders/ professional audiences (industry, communities, public services etc.).

11.3 Intended Learning Outcomes of Phase 3

Knowledge and Understanding

- To demonstrate a critical awareness of research fieldwork approaches and analysis approaches.

Applied Knowledge and Understanding

- To demonstrate mastery in planning and executing a research project;
- To be able to communicate progress regularly with supervisors and other relevant communities.

Professional Practice: Communication, Presentation, Working with Others

- To be able to discuss research progress and findings with relevant professional, academic and diverse external audiences (industry, communities, public service, etc.);
- To collaboratively scope a research paper (the form of which will be decided by the supervisory team, appropriate to the project context).

11.4 Intended Learning Outcomes of Phase 4

Knowledge and Understanding

- To be able to discuss research findings in a sophisticated manner, and identify subsequent areas for further research.

Applied Knowledge and Understanding

- To be able to identify appropriate dissemination routes and target audiences.

Professional Practice: Communication, Presentation, Working with Others

- To demonstrate leadership and initiative, and to make an identifiable contribution to the field.

11.5 Intended Learning Outcomes of Phase 5

Knowledge and Understanding

- To be able to discuss development review needs and pursue these independently.

Applied Knowledge and Understanding

- To demonstrate critical reflection of the learning journey and development opportunities through the research project;
- To demonstrate critical awareness of their research approach to appropriate audiences, and what could have been done differently.

Professional Practice: Communication, Presentation, Working with Others

- To be able to work creatively and professionally with the project team to align research outcomes with stakeholder priorities;
- To be able to discuss how to capitalise on research networks in the future, beyond the research project.

12. Assessment Methods:

The Assessment comprises of a portfolio of activities designed to map against research project needs, while fulfilling the academic requirements of substantive research. The Summative Portfolio, is designed to constitute a standalone body of work for a Master of Research, while constituting evidence for Conversion to Year 2 of the PhD Programme, should students wish to apply.

Each phase of the Programme includes a Formative piece of work to be reviewed, which all build and contribute to the final Summative portfolio. The final Summative Portfolio would also be submitted in the event of a student applying for conversion to PhD year 2 (as evidence of equivalence to GSA's standard PhD registration documentation at the end of the first year).

Examples of pieces which could constitute evidence include:

Phase 1: Set Up and Context Review

- Literature Review (i)
- Action Plan (ii) for research project agreed with stakeholders/clients communities
- Research Training Plan (iii) to address development needs

Phase 2: Refine and Scope

- Research Proposal (iv), including Ethics Approval and risk management assessment

Phase 3: Research Fieldwork and analysis

- Fieldwork journal
- Report summarising outline findings (in the form of an interim report, abstract, or equivalent (v))

Phase 4: Dissemination and Next Steps

- Dissertation tailored for the appropriate audience (Master's thesis, final full report, exhibition etc.)
- Final presentation of documentation/presentation, or other artefact
- Outline of opportunities for further research

Phase 5: Reflection and Development

- Ongoing reflections from fieldwork journal
- Reflections at final phase

The Summative Portfolio will be agreed with the supervisor and tailored to best reflect the nature of the research project, but may include:

1. A dissertation drawing together and re-crafting as necessary Formative work undertaken through the phases of the programme. N.B. In this context, a dissertation is not just text. As per GSA guidance (see <http://www.gsa.ac.uk/study/graduate-degrees/doctoral-study/>) 'Students are able to choose, according to their individual programme of research, a mode of submission that best articulates their original contribution to knowledge. This may include a wide range of visual and textual elements, which may be in physical and/or digital formats.' We would envisage (as with PhDs) that at the commencement of the programme a written element would comprise of at least 50% of the submission. Students can opt to submit by dissertation of 20,000 words, or a combination of written submission of at least 8,000 words and accompanying artefact/s proportionally equivalent in learning hours. The two will be closely aligned.
2. A multi-media object for public dissemination online or a recording of a presentation to stakeholders
3. Areas for further study, and where appropriate an outline grant proposal for potential funding (this would be a 2 page statement)
4. Reflection of professional development through the Masters in line with the domains of the Early Career Researcher Development Framework

13. Learning and Teaching Approaches:

This Interdisciplinary Master of Research combines a programme of supervised and directed research exploration and preparatory research training alongside a substantial component of individual research. It is aimed at those who work within a professional or commercial environment where research plays a significant role and those who have already developed strong research skills at undergraduate level. The Master of Research enables students to develop practical knowledge and research skills experience in preparation for a research career. The programme offers an opportunity for suitable students to convert their Masters research to PhD, entering PhD at Year 2 (FT).

As this is a supervised programme of research training, rather than a taught programme, the structure of the Master of Research is necessarily weighted towards research. The Master of Research programme provides an initial introduction and orientation to research methods, followed by seminars and masterclasses focusing on key research practices (these are chosen by the student with their supervisory team). This initial orientation phase (Phase 1) provides a theoretical framework to help inform students' selection of appropriate research methods and methodologies for the practical research that they are expected to undertake. In parallel with this orientation phase and in consultation with the students appointed supervisor, the student has the opportunity to review the latest literature on their chosen subject and become familiar with emerging research developments. Students arrange a series of meetings; the number and duration of formal meetings should be prescribed with their individual supervisors at agreed points during the phases of the year. This will comply with current regulations. However, due to the project-based nature of the Programme, students will have regular contact with their peers and research colleagues (other than the supervisory team) who are working on these research projects.

As this Master of Research aims to provide an authentic experience of undertaking a research project, the key learning and teaching method is supervision. However, equally central to the development of the candidate's learning is engagement in peer networks, professional networks, and researcher networks related to particular projects.

To promote an authentic experience, candidates are encouraged to reflect explicitly with their supervisors and GSA's Employability and Enterprise Manager about their needs in terms of research methodology, methods, personal and professional development. In this they are encouraged to use a reflective personal development plan clarifying these needs and demonstrating how they accessed the relevant training / researcher development. This discussion is focused on the four domains of the early career researcher framework:

- Domain A: The knowledge, intellectual abilities and techniques to do research
- Domain B: The personal qualities and approach to be an effective researcher
- Domain C: Knowledge of the professional standards and requirements to do research
- Domain D: The knowledge and skills to work with others to ensure the wider impact of research

See: <https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework/researchers-how-you-can-use-the-vitae-researcher-development-framework>

In terms of the learning and teaching methods, the Master of Research places significant emphasis on the value of peer learning and the sharing of knowledge and professional expertise which participants bring to the programme, including professional networks. Through seminars, master classes and peer presentations, students are encouraged to share and exchange their research interests and concerns as well as issues and approaches to research design. Thus the development

of a research community among members of the cohort is a central feature of the programme, which is supported by structured opportunities to interact within the physical environment as well as through GSA's Virtual Learning Environment (Blackboard).

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

The programme accords with the QAA statement regarding Research degrees (including Masters level education):
<http://www.qaa.ac.uk/en/Publications/Documents/quality-code-B11.pdf>

Furthermore, the programme is aligned with the Level 11 Descriptors provided by the SCQF governing attainment during Masters level study, available here: <http://scqf.org.uk/wp-content/uploads/2014/03/SCQF-Revised-Level-Descriptors-Aug-2012-FINAL-web-version1.pdf>

15. Additional Relevant Information:

Please note that a supporting statement from the Library entitled IMPLICATIONS FOR LIBRARY 150115” is included in the Appendices.

There will be cohorts of Master of Research students undertaking study each year and as such engagement in the development of a community is encouraged. This may be the Master of Research community within GSA across a range of research topics, and also with other Master of Research students in different institutions also researching under the same theme (e.g. Digital Health Institute). The sharing of experience in these communities in a multidisciplinary environment is an additional opportunity for learning with this programme.

The Virtual Learning Environment (CANVAS) is used to support access to Open Educational Resources such as research methods training and other relevant material (e.g. podcasts, videos and journals, journal articles, books and websites) as well as to support structured interaction between the cohort of students and the Master of Research supervisory team.

Additionally the CANVAS is key in providing a central repository for the collation of links and information to external partners, organisations, and stakeholders. Students are encouraged to add to this ‘pool’ via the wiki tool as they develop their research agendas and that this pool of resources is continuously added to throughout the course of the year (and will be used for subsequent years).

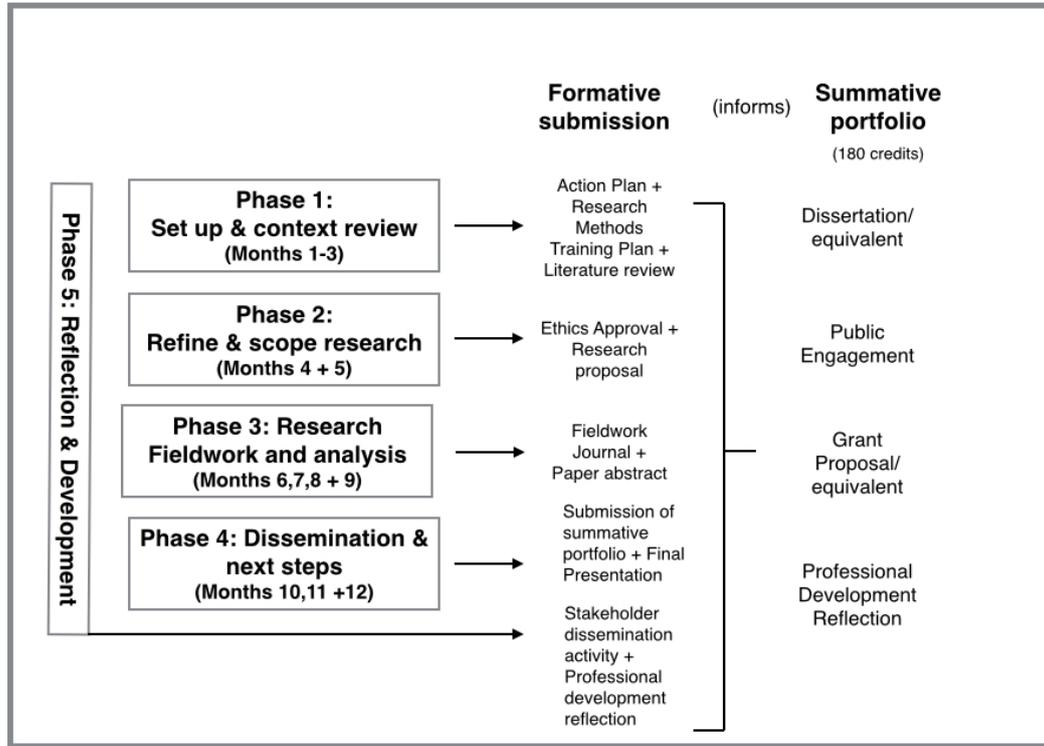
Students are actively supported and encouraged to maintain a ‘research blog’ to which the entire cohort and supervisory team have access. The research blog is used to chart students’ progress through the Master of Research and enables them to capture their reflections on their learning as they progress.

Within the CANVAS, themed discussion forums aligned with the assessment milestones will be set up and made available within the environment to enable students to share their professional profiles and exchange research interests and drafts of their writing and research at the various phases, including the development of position papers or drafts of bids. The CANVAS environment will therefore be important in helping to facilitate the completion of milestones and will be used to formally invite relevant comments and feedback from individual supervisors, the supervisory team as well as student cohort at particular times. The principle idea here is the importance of peripheral learning.

Within the CANVAS environment, a ‘buddying system’ is set up to enable students with similar or aligned research interests to support each other within their cluster. A cluster may consist of 2-3 students. Relevant planned meetings in the physical environment augments interactions between the clusters developed in the virtual environment and vice versa.

The rationale for the sharing of material among the members of the community is to augment the individual supervisory relationship with a wider perspective from peers and other members of the supervisory team. It also helps to support and maintain students’ general motivation by encouraging the development of communication skills, and supporting the development of researcher identity and agency.

16. Programme Structure and Features:



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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 no, please explain:

19. Are there any arrangements for granting advanced entry?

Yes No

If yes, please explain:

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:

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

Yes No

If yes, please clarify:

Although constituting a standalone Master of Research, the design of the course can act as the first year of a PhD. Thus a student on successful completion of the Master of Research could, instead of being awarded the Master of Research, apply to convert their study and enter into the second Year of a PhD (subject to fulfilling PhD Progression criteria – e.g. having completed appropriate Research Training in the first year (which they identify in their Research Training Plan in Phase 1 of the Programme) and submitting evidence of research (e.g. elements from the Summative Portfolio, and completing a PhD Registration document or equivalent). Conversion will be reviewed by RDSC.

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

While there is no formal progression for each stage of the Master of Research programme, Supervisors are able to closely monitor the progress of each student at each phase of Formative submission. To be eligible for Conversion to Year 2 of the PhD Programme, students will be subject to the standard Progression process to Year 2 of the PhD.

23. Please confirm that the programme follows GSA Examination Board 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:

The programme will be managed by the Programme Leader, Dr Lynn-Sayers McHattie, and administered within the Innovation School. We would adhere to PMAR procedure.

Reporting takes place via the Innovation School Board of Studies as 'host' for this GSA programme and the associated SSCC, which meets once each academic semester. Boards of Studies minutes go to both GSA Research and Knowledge Exchange Committee (which meets once a semester) and Undergraduate Postgraduate Committee (which meets once a semester).

Primary supervision and staffing is accommodated within GSA current staff, with secondary supervision input from Research Partner Institutions as appropriate (e.g. University of Glasgow and University of Edinburgh). For example, University of Edinburgh is a Research Partner on DHI, which will be part of the Master of Research student projects.

Students have the opportunity to feed back to staff through the Student/Staff Consultative Committee (SSCC), which is a forum for discussion about all aspects of the programme and participant experience at the GSA. The Innovation School hosts the SSCC on behalf of GSA. A student representative from the cohort of students is elected to this committee. The SSCC meets in the academic year and reports to the School's Research Degrees Sub-Committee. In addition, progress of the course is reported through the RKEC committee. This is a School-wide programme and although the Innovation School hosts Board of Studies and SSCC, the opportunities are GSA-wide.

25. Please explain the systems and arrangements regarding:

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

This programme adheres to GSA's QA Policy, and undergoes institutional review in accordance with QAA and SCQF guidelines. The course is monitored accordingly to ensure that standards of provision are continually enhanced.

b) Student feedback and representation

A nominated student representative for the course is identified and agreed at the start of the programme for each year. This student representative acts as an important means of communication between staff and the student body.

Student representatives arrange meetings with year groups prior to the meeting of the Committee to help form this agenda. While the concerns of students regarding the programme at subject area level can be discussed with the tutors at any point, it is through this meeting that such concerns should be brought formally to the attention of staff.

The student representative meets with the Programme Leader twice yearly to discuss any matters arising. Student feedback will be collated and reviewed each semester and passed onto Boards of Studies for discussion.

c) Programme based student support

Strong supervisory relationships are encouraged to provide on-going development and support, in particular in regards to identifying and delivering against training needs.

We employ robust recruitment procedures, and have appropriately set entry requirements to ensure candidates are capable of self-directed study.

In addition, we ensure all students are aware of additional support if required, including mechanisms to be able to be referred to Student Services for support.

Where problems or difficulties arise, students should feel free to discuss them with a tutor or the Programme Leader at any time. The Programme Leader will be the first point of contact for anyone experiencing any problems. Help and/or advice is also available from Learning Support, which is located in the Haldane Building. All problems are best dealt with quickly, and no problem is too insignificant to mention. Staff are committed to helping students with any issues or problems that

arise and will help to find the right solution, or an individual that can help.

With such a diverse cohort of distance learning students, or those working remotely, or those from different backgrounds and discipline we understand that there may well be the need for enhanced online support, particularly in forming a productive cohort of students. This would be supplemented with supervisor contact time, either physically or online. Students will arrange a series of meetings; the number and duration of formal meetings should be prescribed with their individual supervisors at agreed points during the phases of the year. This will comply with current regulations. In addition, due to the project-based nature of the Programme, students have regular contact with their peers and research colleagues (other than the supervisory team) who are working on these research projects.