THE GLASGOW SCHOOL OF ART	Course Specification

Course Code:

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1. Course Title:

Pedagogies and Contexts for Supervision

2. Academic Session:

2011/12

3. Level:

SCQF 11

4. Credits:

30

5. Lead School/Board of Studies:

Research and Postgraduate Studies

6. Course Contact:

Laura Gonzalez

7. Course Aims:

The aim of this course is to introduce participants to the notion of supervision, exploring different supervisory roles, and provide them with an overview of the key players structuring research and doctoral level programmes, both at the micro level of individual institutions to the macro level of UK government and European policies. Participants will be introduced to a range of supervisory practices in the creative disciplines from enrolment through to completion, and will be encouraged to relate institutional and national contexts to case studies of supervision, drawing on individual experiences of supervision at postgraduate level, or other professional contexts. The course will aim to develop the participants' critical skills through reflection and will assist them in the conceptualisation, management and reporting of a small-scale research project.

8. Intended Learning Outcomes of Course:

By the end of the course participants should be able to:
- Understand the framework, principles and processes underpinning the supervision of a research project, including key differences between supervision and other postgraduate teaching, roles and responsibilities of students and supervisors, the process of a research

project at D level and the criteria for validation and examination of research projects;
- Identify the different roles within a doctoral process: that of Director of Studies, Second Supervisor, Advisor, Examiner;
- Demonstrate an understanding of the role of key institutions and documents in governing research degrees, both at institutional and national levels;
- Utilise and critically evaluate pedagogical theories and practices in a range of circumstances and events within the supervision context (including equality and diversity issues), and applying them to the supervision of a project of research at postgraduate level, if appropriate;
- Demonstrate a practical understanding of the principles underpinning research through the conceptualisation, management and reporting of a small-scale research project within a particular sphere of professional practice.

9. Indicative Content:

- What is a PhD and how does it fit with creative practices? National standards and expectations for research
- The 7 roles of the supervisor and the aims of the PhD, including QAA D Level descriptors and the Research Councils' Skills Statement, and a student-centred approach to supervision;
- Research at institutional level and national levels: structure and regulations including the QAA Code of Practice;
- Roles and responsibilities: Directors of Studies, Supervisors, Advisors, Examiners and Students
- Admissions and local research cultures;
- The Research Degrees Process, from enrolment to the examiner's recommendations;
- The Supervisor-Student Relationship: pedagogical strategies to cope with independent learning, student-centred approaches, and successfully managing the supervisory process of a Creative Practice Doctorate (problems and good practice);
- The Viva Voce Examination, from the point of view of the student, the examiner, the supervisor and the convenor;
- Resources (including funding for students) and support networks (Vitae, UKCGE, others);
- Research into supervisory practices;
- Issues in supervision (equality and diversity issues, academic issues, personal issues)

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:

• Feedback on observation of student presentations on the form available on the VLE;

• Two commentaries relating research degrees proposals to completed PhD submissions, key pedagogical concepts and institutional, national or international contexts (circa1500 words per piece);

• A report, outlining the conceptualisation, context, methods, process, and conclusion of a small-scale research project into the supervision of a creative practices project. This could raise issues encountered in supervision (if participants had active experience and were engaged in supervision), theoretical issues raised by the literature, issues around the links between research and supervision or any other issues linked to creative practices supervision so long as it is student centred

– Participants are required to carry out their research projects as part of the PgCert in Supervision. In addition, all research projects should be student centred;

– Research for this project can be undertaken in the area of Creative Practices Pedagogy, Art, Design, Digital Design, Architecture, Forum for Critical Inquiry or any other relevant creative practice area;

– It is recommended that participants link their research projects to elements taught as part of this course, and, where engaged in supervisory practice, the individual project of research should relate to the supervision of student(s);

– While we don't want to be prescriptive, we would hope that this report is submitted in a format appropriate to the project (including combined practice and text); and that its length and chosen mode of submission will allow participants to give a full account of the process of their research. We would estimate a sufficient length to be around 3000-5000 words, excluding bibliography;

– Participants will be asked to submit their research projects in electronic form (.pdf or .doc file) so a database of projects can be built.

The percentage breakdown for the assessment will be as follows:

Observation 15%
Reflective Pieces 20%
Research Report 65%

10.1 Please describe the Summative Assessment arrangements:
Participants on this course will be assessed on their ability to: • Critically reflect on the principles underpinning supervisory practices at postgraduate level, relating these to institutional and external contexts; • Critically review student material (proposals, the thesis) and relate them to pedagogical theory and the context in which they sit, including the institutional context; • Critically evaluate pedagogical theories and practices and apply them to their professional practice, including, where appropriate, the supervision of a project of research at postgraduate level; • Conceptualize, design, manage and report on a small-scale research project within a particular sphere of professional practice.

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:	
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13. Requirements of Entry:
None

14. Co-requisites:
None

15. Associated Programmes:

Postgraduate Certificate in Supervision (Creative Practices); MEd (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	15	15
Tutorial		2
Workshop		
Laboratory work		
Project work		
Professional Practice		100
E-Learning / Distance Learning		
Placement		
Examination		
Essay		
Private Study	Not Applicable	150
Other (please specify below)		33
TOTAL	**15**	**300**

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

VLE assessments and discussion

23. Additional Relevant Information:
What is a supervisor supposed to do? What does supervision at postgraduate level entail in the Creative Practices context, which has so dramatically changed over the last decade, both nationally and internationally? How can a supervisor support doctoral students in their production of and original contribution to knowledge? Where can a supervisor get support? How does supervision differ from other teaching practices? This course will address these questions through the examination of different doctoral programmes, key pedagogical concepts, funding bodies, policy-making institutions and resource networks for doctorates, supervisory practices in the creative disciplines, and case studies problematising aspects of the student-supervisor relationship.

24. Indicative Bibliography:
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