**MODULE SPECIFICATION**

**1. The title of the module**

Developing as a Research Degree Supervisor (UN813)

**2. The Department which will be responsible for management of the module**

UELT/Centre for the Study of Higher Education

**3. The Start Date of the Module**

Autumn term 2008 (original version); September 2015 (revised version).

**4. The cohort of students (onwards) to which the module will be applicable.**

September 2015

**5. The number of students expected to take the module**

 Up to 30 per year

**6. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal**

None to be withdrawn

**7. The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**

M

**8. The number of credits which the module represents**

15

**9. Which term(s) the module is to be taught in (or other teaching pattern)**

The PGCHE and PG Dip/MA in Higher Education form a flexible programme and the module may be offered throughout the academic year and in any term, in a variety of formats.

**10. Prerequisite and co-requisite modules**

There are no prerequisite and co-requisite modules, but participants should normally be current (co-) supervisors or have some experience of supervising research students.

**11. The programmes of study to which the module contributes**

Postgraduate Certificate in Higher Education, Postgraduate Diploma in Higher Education, Master of Arts in Higher Education.

**12. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**

***NB This module can contribute to meeting certain requirements of the UK Professional Standards Framework at Fellowship level and above. These are noted below.***

On completion of the module, successful participants will be able to:

1. Articulate an informed understanding of the varied aims of doctoral programmes and the range of practices relevant to their own field. PGCHE A1, B1, B2, B3, C1, C3, C4, C8, D2; UKPSF A5, K1, K3, V3, V4.

2. Evaluate critically approaches to teaching and supervising research students and the extent to which these support educational attainment and/or professional development. PGCHE A1-A6, B1, B2, C1-C5, C8, D1, D3; UKPSF A1, A2, A4, K1, K2, K3, V1, V3, V4.3. Evaluate critically approaches to monitoring and assessing student progress and attainment on research programmes, including examination. PGCHE A5, B1, B3, C6, C8; UKPSF A3, K5, K6, V3, V4.

**13. The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes**

At the end of the module, successful participants will be able to:

1. Reflect critically on their current practice and future development as a supervisor. PGCHE A4, A6, C5, D1, D3, D4; UKPSF A5, V3, V4.

**14. A synopsis of the curriculum**

This module offers new or early-career supervisors the opportunity to review the multiple purposes and varieties of doctoral education, to consider a range of approaches to supervision and other programme components, and to evaluate current and potential methods of assessing research student progress and attainment. The module also strives to provide a forum for discussion of issues encountered in supervisory practice, possible solutions and sources of support. Indicative topics covered include: types of research degree, current developments in doctoral training and the ‘skills agenda’, supervisory relationships, academic and pastoral support for a diverse student body, assessment and the examination process, and divergent disciplinary and professional perspectives on doctoral education.

**15. Indicative Reading List**

Boud, D. and Lee, A. (2009) Changing practices of doctoral education, Abingdon, Oxon: Routledge.

Delamont, S., Atkinson, P. & Parry, O. (2004) *Supervising the Doctorate: a Guide to Success*, Open University Press

Group of Eight Australia (2013) *The Changing PhD: Discussion Paper*, Canberra**:** Go8

Jackson, C. and Tinkler, P. (2007) A guide for internal & external doctoral examiners, London: SRHE

Murray, Rowena & Pearce, Lynn (2004) *How to Examine a Thesis*, Open University Press

Park, C. (2007) *Redefining the Doctorate: Discussion Paper*, York: Higher Education Academy

Vitae (2013) *What do researchers do? Early career progression of doctoral graduates* Careers Research and Advisory Centre

**16. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

The module is taught through 15 hours of classes including tutor-led lectures and seminars, group discussions and contributions from guest speakers. All students are also offered a 30-minute individual tutorial to discuss a draft of the assignment and/or to discuss supervision issues. The remaining 135 hours of study time is devoted to independent study, to include extensive reading, reflection on ongoing supervisory practice, and peer discussion with fellow-students, colleagues and mentors, in addition to preparation of the module assignment. Throughout, methods are tailored to enable students to develop a critical understanding of their own supervisory experience and practice, and to provide access to a range of alternative conceptualisations of and approaches to supervision, student support and assessment.

**17. Assessment methods and how these relate to testing achievement of the intended learning outcomes**

3000-4000 word piece of written work, to include a scholarly and reflective account of the individual’s approach to doctoral education, and a critical evaluation of selected topics relevant to their practice in supervision and assessment. *Participants wishing to use this module to demonstrate achievement of elements of the UKPSF should include a Fellowship declaration on the template provided in the module guide.*

**18. Implications for learning resources, including staff, library, IT and space**

Staff and teaching space are available for this module in its current form. However if it is to be offered every year (rather than every second year, as at present), this will have implications for staffing, and for the provision of relevant and up-to-date resources in the library.

**19. A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities**

CSHE/UELTrecognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will provide course materials in accessible formats, wherever feasible, including additional or substitute materials or teaching modes for students who have declared and discussed their learning support needs.  Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the Disability and Dyslexia Support Service. UELT will liaise with the Disability and Dyslexia Support Service in order to provide specialist support where needed.

**If the module is part of a programme in an Associate College, please complete the following: N/A**

n/a

**SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY DEPARTMENT**

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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| ................................................................Director of Learning and Teaching…………………………………………………Print Name | ..............................................Date |

**Statement by the Head of Department:** "I confirm that the Department has approved the introduction of the module and, where the module is proposed by Departmental staff, will be responsible for its resourcing"

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| ................................................................Head of Department…………………………………………………….Print Name | ..............................................Date |

**SECTION 3: MODULE IS PART OF A PROGRAMME IN AN ASSOCIATE COLLEGE**

(Where the module is proposed by an Associate College)

**Statement by the Nominated Officer of the College:** "I confirm that the College has approved the introduction of the module and will be responsible for its resourcing"

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| ................................................................Nominated Responsible Officer of the Associate College………………………………………………….Print Name…………………………………………………..Post…………………………………………………….Associate College | ..............................................Date |