

**University of Glasgow****Academic Standards Committee – Friday 26 January 2018****Programme Approval: Master of Education in Learning, Teaching & Supervisory Practice in Creative Disciplines (ASC/2017/21.2)**

**Robbie Mulholland, Clerk, Joint Liaison Committee of the University of Glasgow and the Glasgow School of Art**

In the minutes from ASC of 24 November 2017, there was a request for clarification in item ASC/2017/21.2, as below:

*ASC/2017/21.2 Programme Approval: Master of Education in Learning, Teaching & Supervisory Practice in the Creative Disciplines*

ASC received the programme approval report concerning the proposed replacement for the former M.Ed in Education in the Creative Disciplines, which had received in-principle approval at the November 2016 meeting of ASC. ASC agreed to validate the programmes listed below commencing in September 2018, for a period of six years.

- Master of Education in Learning, Teaching and Supervisory Practice in the Creative Disciplines
- Postgraduate Certificate in Higher Education Learning and Teaching in the Creative Disciplines
- Postgraduate Certificate in Supervisory Practices in the Creative Disciplines; and
- Postgraduate Diploma in Learning, Teaching and Supervisory Practices in the Creative Discipline

However, ASC noted that GSA had previously been asked to provide clarification regarding the Dissertation preparation course in view of the fact that 20 credits was also awarded for a Research Methods course. The response provided was that the course specification described the course aims and ILOs and outlined the purpose of the course in relation to the MEd and its location within the programme. This did not clarify the situation for ASC so it was agreed that a more informative response should be requested.

**The Senior Academic Fellow in Digital Learning, Dr Madeleine Sclater, has provided the following response:**

The Dissertation Preparation Course requires the student to produce a detailed plan for their proposed research (90%) as well as an ethical assessment of their proposed project (10%) which relates directly to the research project they wish to undertake for their dissertation. This course requests the student to develop a rigorous and detailed research plan for a significant piece of educational research which they will carry out as part of their dissertation. This plan should outline the problem, challenge or issues to be explored through the dissertation. It also includes a short summary of the literature review relevant to the research being undertaken and to support the rationale for the proposed research questions. The dissertation preparation course also requests that students articulate the research design, justifying the choice of research methodologies and methods to be selected, including data collection methods and analytical techniques proposed that are relevant to the research topic identified. The student is also asked to reflect on their own positionality as a reflective practitioner to the research being proposed and to relate this to relevant policy, practice and research in Higher Education.

The Educational enquiry and research methods course requests students to develop a short action research proposal (50%) – in other words a detailed plan - that directly relates to a small aspect of their teaching or their supervisory practice that they wish to undertake in the Teaching and Action Research Project Course or the Supervisory Practices Research Project Course. The intention for this component of the course is to prepare the student for the Learning and Teaching Action Research Project or the Supervisory Practices Research Project. Additionally, students are requested to develop a 2000-3000 word reflective portfolio (50%) comprising a series of reflective journal summaries and reflections as part of their engagement on the online component of the course which are aligned to the summative assessment requirements.

Therefore the Dissertation Preparation Course is a much more detailed proposal articulating specific methodologies and methods to be investigated for the dissertation, whereas the research methods course is a general introduction to research methods which requests students to select particular methods and methodologies relevant to a small scale research project to be conducted through the Teaching and Action Research Project Course or the Supervisory Practices Research Project Course.