<u>The University of Edinburgh</u>

Researcher Experience Committee

18th March 2019

Report of Task Group on CPD Framework for PhD Supervisors

Executive Summary

The report outlines the work done to clarify University expectations of training for PhD supervisors and to establish a framework of CPD for supervisors to allow them to develop their practice. The report recommends all PhD supervisors should attend a supervisor briefing every 5 years and that this already established practice should be written into policy for AY 19/20. Recommendations are made for developing additional training, including online.

How does this align with the University / Committee's strategic plans and priorities?

The paper aligns with the University Strategic Plan objective of Leadership in Research and the committee priority to improve the Postgraduate Research Student experience.

Action requested

For approval: REC is asked to discuss and approve the recommendation that new supervisors should complete training within 6 months of starting to supervise and that this should be written into policy.

For discussion: REC is asked to discuss and make recommendations for development of online training.

To note: REC approved the recommendation that mandatory 5 year supervisory training become policy, formalising existing practice, in January 2019 meeting.

How will any action agreed be implemented and communicated?

Recommendation for mandatory 5 year supervisor training to be policy will be taken to CPSC by Academic Services for approval and inclusion in 2019/20 DRPS.

Mandatory nature of training and additional CPD will be communicated by Schools, and in IAD PhD supervisor newsletter and mailings.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**

    The majority of the work to take forward actions can be supported by existing staffing resource in the Institute for Academic Development (IAD) and Academic Services. Development of online training may have additional resource implications, so if this is agreed early discussions will be undertaken with relevant units.

2. **Risk assessment**

Mandatory supervisor training and offering additional CPD may improve the PhD student experience by supporting supervisors to develop their skills and reducing variability in supervisory practice.

No other risks identified.

3. **Equality and Diversity**

Mandatory requirement to attend supervisor training could have E&D implications due to accessibility of training for academic staff who are PhD supervisors. This has been considered and training will continue to be offered on a regular basis, with option to attend equivalent training offered by different Schools to increase accessibility. Colleges already act as if this training is mandatory so in practice this will have little change.

4. **Freedom of information**

The paper is open.

Key words

PhD supervisor, training, CPD framework

Originator of the paper

Sharon Maguire, Head of Doctoral Education (maternity cover), Institute for Academic Development, 26th February 2019

Excellence in Doctoral Education and Career Development Programme Supervisor Continuing Professional Development (CPD) Task Group Final Report

Introduction and Background

This task group was established in January 2018 following initial work on the first of three workstreams proposed in the [Excellence in Doctoral Education and Career Development Programme](). Although the University has a well-established system of regular supervisor briefings for new and continuing doctoral supervisors and a range of optional support for supervisors, there is no clear route of Continuing Professional Development (CPD) for supervisors and no policy on expectations for supervisor training. Steps were taken in semester 1 of 2017/18 to start to address this through a new IAD newsletter for supervisors and the establishment of a PGR supervisor network. However, a more comprehensive approach was required to build on these initiatives, to ensure that the University is addressing recommendations made in ELIR 2015 and to maintain the University's position as a sector leader in doctoral supervision. The taskgroup met three times during 2018/19 and conducted work electronically between meetings.

Task Group Members

> Fiona Philippi (convenor), Head of Doctoral Education, Institute for Academic Development (on maternity leave from December 2018)
> Sharon Maguire, PG Careers Consultant, Careers Service (Head of Doctoral Education, IAD from December 2018)
> Patrick Hadoke, Director of Postgraduate Research and Early Career Researcher Experience, CMVM
> Neil Mulholland, Dean of Postgraduate Studies, CAHSS
> Antony Maciocia, Dean of Students, CSE
> Mark Metzger, Research Staff representative for CSE
> Nichola Kett, Head of Quality Assurance and Enhancement Team, Academic Services
> Nicola Cuthbert, Researcher Development Manager, Institute for Academic Development
> Suzanne Kean, Research Staff representative for CAHSS

Remit and Objectives of the group

➢ To identify existing CPD frameworks for supervisors in other institutions (both UK and internationally) in order to benchmark against examples of good practice
➢ To explore the viability of an online training resource for all supervisors
➢ To understand the particular needs and requirements for the University of Edinburgh supervisor body in terms of CPD
➢ To set out recommendations for the establishment of a CPD framework for supervisors

Considerations for the group (non-exhaustive)
▪ Linking with the review of the Code of Practice, and particularly the 5 year rule for mandatory training
▪ ELIR recommendations
▪ Linking with the UK Professional Standards Framework and Vitae Researcher Development Framework (RDF)
▪ Alignment with arrangements for CPD and support for other elements of academic role

- Supervisors at Associated Institutions and external supervisors

Method and Stakeholder Groups

a. Benchmarking

The group undertook a benchmarking exercise of other institutions across the UK. The following themes were looked at:

1. Other universities' training requirements for supervisors from other institutions/organisations.
   Are the requirements the same as for supervisors who are members of staff at your university? Is the training delivered in the same way as for supervisors who are members of staff at your university?
2. If Universities have a mandatory training requirement for supervisors
   If so what is the timeframe for renewal of training - i.e. every 5 years/ 3 years   How do you ensure supervisors are kept up to date in policy/procedure changes during this time?
3. If Universities provide any online training for supervisors?
   How is engagement with this? Is this mandatory?

The results of this exercise are detailed in Appendix One and in summary found that:

- Most institutions have a requirement for supervisors to undertake some form of initial training, but challenges persist on regulating this and requirements for renewal vary across the sector. Provision and expectations for external supervisors remains unclear in many institutions.
- Many institutions have some form of online training.

b. Numbers of supervisors at Edinburgh

The group investigated how many supervisors there are at Edinburgh and how many of these are external to the institutions. Student Systems ran a report on 'attachment' between PGR students and supervisors in EUCLID and found that for 2017/18 there were 3095 PGR supervisors and 1400 external supervisors.

c. Current provision at Edinburgh
i. Supervisor briefings

Supervisor briefings are run by the three Colleges (at College or School level) with support from the Institute for Academic Development (IAD). These are usually half day sessions which combine information giving with discussion around case studies. There is a checklist which sets out what should be covered. Colleges and Schools have flexibility in how this information is covered during the session. IAD holds the central database of attendance at these events and this information is communicated back to Schools on an annual basis or when requested. Schools are currently responsible for ensuring that their supervisors attend these briefings - although this is not written in policy Schools do take responsibility for monitoring attendance. The current expectation is that all new supervisors attend a briefing and that continuing supervisors renew this every 5 years. This is set out in the Code of Practice but is currently not policy or regulation The consultation exercise (see section d) confirmed that staff believe it to be mandatory so indicating that we should formalise what is current practice.

ii. Optional support for supervisors

IAD runs a programme of optional support for PGR supervisors. This consists of a series of workshops on different themes, spotlight on… events and a monthly informal discussion group. There are also [webpages](#) for supervisors, which host various online resources and tools.

iii. Online training resources

There are a number of existing online training modules and courses which are relevant for the supervisor role, however these are open to all staff and not specifically designed for supervisors. Some of these are set out in Appendix Two.

The group discussed the desirability of having an online resource specifically designed for supervisors and agreed on a list of themes which this should cover (also contained in Appendix Two). The group agreed that it would be desirable for supervisors to be expected to complete an online and a face to face briefing. However, further discussion is needed to clarify what would be covered in the different training.

iv. Academic roles/Exemplars of Excellence in Student Education

As part of the work of the task group, it was agreed to look at how academic roles recognise supervision and it was highlighted that the current Exemplars of Excellence in Student Education do not mention supervision. It was agreed with the team revising these that the task group would discuss and propose a set of principles to be considered in the revision. These are contained in Appendix Three.

It was also agreed that the work should link up with the Teaching and Academic Careers group.

More generally, it was agreed that it is important that supervisors are given an opportunity during annual review to discuss supervision. An example template for these discussions was developed and is contained in Appendix Four.

d. Consultation on supervisor briefings and CPD

Through the work of the task group, it became clear that wider consultation was required on certain aspects of the supervisor role at Edinburgh, particularly with regard to compulsory elements of training, and recommended CPD. Although seemingly widely accepted as common practice – and written into the Code of Practice for Research Students and Supervisors -, there is no University wide regulation of supervisor briefings, their frequency nor the provision for external supervisors. The creation of a CPD framework for supervision is dependent on the codification and clarification of this. As a result, the group agreed to run a consultation of stakeholders (Graduate Schools and supervisors) in November / December 2018.

i. Consultation results

30 responses to the consultation, with representation from all Colleges but not all Schools (no responses from Divinity, ECA, HCA, LLC, Biological Sciences, Chemistry, or Geosciences).

Key findings

- Broad agreement that new supervisors AND continuing supervisors must attend a half-day briefing (at School or College level) every 5 years (over 90% agreement)
- New supervisors should be required to attend briefing before starting supervision (64% agreed), or at least within 6 months of starting

- Majority of responses (67%) agreed with recommendation that all supervisors should complete one other CPD activity related to supervision each year
- Agreement that 5-year briefings and annual CPD requirement should be the case for university and honorary staff, but that staff from associated institutions should be required to attend equivalent training at their institution.
- Schools should be responsible for communicating requirements and for ensuring attendance and recording (77% agreed)

Themes from comments

- Need for better system to enable accurate recording of attendance and enforcement
- Importance of quality of training / CPD and for it to be specific to supervisors to encourage attendance
- Online options or higher frequency of briefings needed to allow attendance at convenient times
- Need for mental health training

Overall recommendation

- Continuing supervisors must attend a half-day briefing every 5 years (university and honorary staff) (mandatory)
- New supervisors must attend a half-day briefing either before or at least within the first 6 months of beginning to supervise (university and honorary staff) (mandatory)
- Supervisors from associated institutions are expected to attend equivalent training at their own institution
- Supervisors are expected to undertake one CPD activity related to supervision per year (optional
- Online training should be developed covering specific elements of supervisor requirements; details of what it will cover still to be discussed
- Schools or Colleges must be responsible for communicating these requirements and for keeping accurate records of attendance

Summary of Recommendations with Actions

Recommendation	Action	Responsibility
5 year rule should be mandatory for university and honorary supervisors	To be written into policy for AY 19/20; Academic Services and HR to be consulted as to which policy and any implications	IAD / Academic Services
New supervisors must attend training within 6 months of starting supervision	To be communicated to Schools, reviewed and written into policy for AY 20/21	IAD / Academic Services
External supervisors from associated institutions should be expected to do equivalent training at their own institution to what is expected of University supervisors	Continue to work with Service Excellence Programme to ensure new CORE system allows accurate recording	IAD
Recommended that supervisors undertake one CPD activity related to supervision per year (optional)	Optional training to be communicated to Schools and supervisors encouraged to attend; document to facilitate	IAD/ School / College

	talking about CPD for supervision as part of annual review conversations to be shared – use would be optional (appendix 4)	
Specific online provision should be considered for PGR supervisors	Details of what is to be covered to be discussed with REC including any resource implications	IAD
Schools and Colleges responsible for communicating requirements and keeping records	Policy update for AY 19/20 to be communicated to Schools	IAD / Schools / Colleges
Work on academic roles and careers should take supervision into account.	Principles developed by the group communicated to the group revising the Exemplars of Excellence in Student Education and the Teaching and Academic Careers working group.	Alan Murray / IAD

Objectives addressed with summaries

	Objective	Summary
1.	To identify existing CPD frameworks for supervisors in other institutions (both UK and internationally) in order to benchmark against examples of good practice	**Benchmarking**
2.	To explore the viability of an online training resource for all supervisors	**Needs further discussion and resource**
3.	To understand the particular needs and requirements for the University of Edinburgh supervisor body in terms of CPD	**Consultation**
4.	To set out recommendations for the establishment of a CPD framework for supervisors	**Results of consultation**

Bibliography

Taylor, S. (2018) Eligibility to Supervise: A study of UK institutions. UKCGE publication. Available here: http://www.ukcge.ac.uk/content/publications-search.aspx

Taylor, S. (2018) Enhancing Practice in Research Supervision. UKCGE publication. Available here: http://www.ukcge.ac.uk/content/publications-search.aspx

Appendices

1. Benchmarking
2. Current and proposed online provision -
3. Principles to be considered in the revision of Exemplars of Excellence in Student Education

4. Example template for discussions on supervision at annual review
5. Report on consultation

Appendix 1: Benchmarking Exercise

The following questions were sent out to contacts at different universities:

Training requirements for supervisors from other institutions/organisations.
Are the requirements the same as for supervisors who are members of staff at your university?
Is the training delivered in the same way as for supervisors who are members of staff at your university?

Is there a mandatory training requirement for supervisors?
If so what is the timeframe for renewal of training - i.e. every 5 years/ 3 years
How do you ensure supervisors are kept up to date in policy/procedure changes during this time?

If universities provide any online training for supervisors?
How is engagement with this?
Is this mandatory?

Overall 9 institutions responded to our request for information. Anonymised individual reponses are shown in the table below.

In summary:

- All universities offer some form of training to supervisors, varying between face-to-face to online. For most, this is the same training for supervisors from other institutions/organisations. Online training was highlighted as the best way to get external supervisors engaged.
- All universities, with one exception, have a mandatory training requirements for supervisors, this is usually every 5 years. In order to ensure that supervisors are kept up to date in between this time, some universities have a supervisor handbook (online) with others running good practice workshops/briefing sessions, or sending out documents to highlight the relevant changes.
- The majority of universities have online training for supervisors. A couple of universities have invested in Epigeum, with disappointing results, others have or are developing their own online training. The content of this varies depending on institution.
- One University has recently implemented a framework for new supervisors:
    - This has two pathways - experienced / less experienced – with the departmental senior managers deciding the pathway for new supervisors.
    - CPD is focussed on challenges facing students within departments, tailored and relevant
    - Driven by Graduate School-led focus groups which then feed into departmental CPD session

	Other universities' training requirements for supervisors from other institutions/organisations.
Question 1	***Are the requirements the same as for supervisors who are members of staff at your university? Is the training delivered in the same way as for supervisors who are members of staff at your university?***
	Central department delivers workshops for new doctoral supervisors and those who are new to the university. There are two disciplinary streams – arts, humanities, and social sciences; and STEM – with 6 or 7 workshop iterations in each stream per year. The workshops are 90 minutes: to consider the role as of supervisor (expectations and duties); to provide an introduction to the administrative requirements of the role; to reflect on best practice to guide students successfully and on how to avoid

	pitfalls; to have an awareness of the range of sources of support available in the University; to consider a range of approaches to supervising. The Researcher Development Programme also provides a course for postdocs who informally assist with doctoral supervision. In addition to the central training, some Schools, Faculties, or Departments offer bespoke 'in house' training. Supervisors from other institutions/organisations who are registered with the Board of Graduate Studies are encouraged to attend this training, although there is no current mechanism to mandate participation. In practical terms, external supervisors are co-supervisors or secondary supervisors, which means that administrative duties are undertaken by the principal supervisor.
	Yes
	All supervisors should fulfil our min training requirements
	This is a highly devolved institution. Schools are required to ensure that supervisors receive training every two years – the nature of that training is not prescribed. They usually rely on individuals accessing training through the Graduate School or request bespoke sessions (we might only get one request every two years for 20+ schools), or they run something themselves and we have no knowledge of it.
	The University is about to launch new training for all Supervisors, our regulations require all supervisors to undergo at least one Supervisory training activity per year. Part of the new training package being developed will be online training which will enable external supervisors to engage with training. Historically they have only been sent our regulations and Research Student and Supervisor Handbook.
	Training is not required but they are encouraged to attend. We hope to have a wider framework of training in the future, and may put something on specifically for external supervisors.
	In theory, supervisors from outside the institution should receive the same training as supervisors at it, but I suspect this does not really happen because we do not have great mechanisms for tracking or enforcing. (This is actually similarly true of supervisors at our institution, and is something we are working towards improving; I recently undertook a trip to a partner institution to learn more about their system for doing this so we can implement something similar). One thing that may help make this possible is the recent rollout of an online module covering the basics of supervisory training. The point of this module was to provide a quick and easy training experience for a) new academics who are already experienced supervisors but perhaps are less familiar with the universiy system, b) academics who need to supervise *now* but can't make it to one of my face-to-face sessions right away, and c) academics at a distance (e.g., externals). I also use it to create a blended learning experience with my face-to-face modules, such that people do this module as prep work for the face-to-face session. It only takes 15-20 minutes so I am hoping that, increasingly, we can get our external supervisors taking it as a matter of course. We know in particular that there are challenges associated with supervisors in industry and I am creating some bespoke materials for them, so perhaps there may be some specific groups like this for whom we offer a slightly different training experience. If people don't get any sort of formal training, all they would have is access to our teaching QA manual, which contains a dedicated section outlining what is expected of those working with PGRs; we are also creating some easy-access versions of this information that aren't quite as legal-speak as the originals. If external supervisors do read this, which would be better than nothing, they would still be focusing mainly on *what* to do rather than *how to do it well*, which doesn't quite seem adequate.

	At present, supervisors from other institutions are not systematically included in training delivered for staff.

	If Universities have a mandatory training requirement for supervisors *If so what is the timeframe for renewal of training - i.e. every 5 years/ 3 years How do you ensure supervisors are kept up to date in policy/procedure changes during this time?*
Question 2	
	The workshops have been made mandatory in one School, although I don't know how it is effectively enforced. At present, there is no requirement to renew training.
	Every 5 years. We also offer optional courses in the meantime.
	Yes, half day face-to-face for new supervisors. 90min refresher webinar for all supervisors every 5 years. Comms re annual production of supervisor handbook for changes in policy/procedure. Looking to put supervisor handbook fully online this summer.
	There is no mandatory requirement for individuals. New lecturers are required to undertake a PGCHE. There is a half day compulsory module on research supervision. There is no monitoring or tracking of individuals. Engagement with support is entirely voluntary apart from the module for new lecturers.
	As above all Supervisors are required to undertake at least one training activity per year, this is monitored by their line managers and is irrespective of experience. In terms of informing supervisors of changes to Regulations, Policies etc. We annually run briefing sessions however attendance is optional so alongside this we also send out a briefing paper to all supervisors highlighting changes. From this coming year we will also be adding this to our Staff Portal site so that they can access it throughout the year.
	Yes, we have a mandatory training requirement. Supervisors are required to attend a refresher session every 3-5 years. In between they attend good practice workshops and regulatory updates run at faculty level and usually hidden in staff research away days so it doesn't seem like training!
	The College requires all new supervisors to complete a mandatory course called 'Introduction to PhD supervision' which is available either as a face-to-face workshop or an online version, depending on your experience. All supervisors are expected to undergo CPD specifically related to supervision, which in addition to the training courses for new supervisors described above, involves taking part in departmental 'best practice in supervision' workshops compulsory for all supervisors –every 6 years (in line with periodic review) Online Supervisor Handbook
	Supervisors are expected to undertake training when they first arrive (something they schedule themselves) and then to refresh via the offering that Colleges are required to provide every 2 years. However, we have found that people do not always engage with these subsequent sessions—because, again, we don't have a great system for encouraging people to go andpenalising people who don't go. We have been talking about enforcing some sort of mandatory refresher outside the College scheme, also, since those every-two-years sessions are highly bespoke and address issues that Colleges are facing at the time;these might not always have the capacity to reflect more general developments in ways of thinking about supervision, as reflected in the pedagogy, and I would be keen to find some way of facilitating better and more discussions on these sorts of stylistic issues. I would hope to build that material into the online module that I refresh each year, and also into the supplementary support materials I post on our website and disseminate —

	so it may be that more informal methods of CPD such as these are where we do some of the refresh work (though these would be harder to track, of course).
	New supervisors are required to be briefed about the regulations and University codes surrounding supervision and are expected to attend skills training via our staff development programme. Schools are expected to organise supervisor training and discussion sessions periodically, where experiences and best practice can be shared between all supervisors and topical issues can be explored, either as bespoke sessions or as items on staff away-days. There is no mandatory threshold for this and approaches vary widely.

Question 3	**If Universities provide any online training for supervisors?** *How is engagement with this? Is this mandatory?*
	There is an onlinesite covering the practical and administrative information, plus signposting of where to go for help. Further developments are planned, e.g. to include more 'developmental' material.
	No
	Not currently. We are looking at putting our refresher training online, as a fully-online training course.
	Yes. The Epigeum course Supervising Doctoral Studies. It is not mandatory. We were involved in the development of some of its content and invested heavily in creating content for the 'your context pods'. A report was produced 9 months ago on engagement with this and all of our support provision. The results for the Epigeum course were definitely on the disappointing end of the spectrum. It's had no special advertising except through our seminar sessions.
	We are about to launch online training for the new academic year, and this will be much the same as an online module where supervisors can register and then access the materials. There are some core Mandatory workshops for all Supervisors based around the University Framework and best practice supervision. In addition we have mandatory requirements for staff that are internal examiner, Independent Chairs for Progress Reviews (Annual PGR Progress meetings) and to be Independent Chairs of Examinations.
	We don't currently but it is something we are considering.
	As mentioned above, we do have the short introduction to supervision online module, used both as a standalone and as prep work for our face-to-face session. I'm currently working with developers to create an online module about pastoral tutoring and also one about preparing for vivas (both in terms of being an examiner and supporting a student). All of these would be available for use at any point for people who need or want them; PGR pastoral tutoring training is mandatory for our PGR pastoral tutors but not for others, and nobody is required to take the viva workshop. These would also provide the groundwork for blended face-to-face sessions which would then build on these using more active forms of learning such as Q&A, working through scenarios, and interacting with expert panels. People have really appreciated the online option thus far, as well as the fact that it allows the face-to-face sessions to be shorter but also more targeted — putting the fundamental factual stuff in the online session has a levelling effect so that everyone reaches the classroom with a similar baseline knowledge of the essentials , which allows us to then do more interesting and creative things in person. The feedback does suggest that it's a better experience now in the face-to-face sessions.
	We subscribe to the Epigeum online modules and these are not mandatory, although elements from some modules are incorporated into the staff training for Arts and Humanities supervisors as part of a blended learning programme. We have no measure of take-up currently.

Appendix 2: Current and proposed online provision

Online resources or courses currently available for PhD supervisors include:

- Sexual harassment – no one asks for it (e-learning module available to all staff)
- Overcoming unconscious bias (e-learning module available to all staff)
- eDiversity in the workplace (e-learning module available to all staff)
- Checklist for postgraduate research students – student responsibilities (word document)
- Checklist for supervisors – supervisor responsibilities (word document)
- Discussion prompts for the supervisory team (word document)
- Expectations questionnaire for initial meeting between student and supervisor (word document)

Initial proposal for an online course for supervisors

Format

- Each section has a number of questions, ranging from 1- 4 questions in each section
- Different question types - multiple choice / case study based
- Hosted on LEARN
- Links to further support and training
- Reflection points

Content

Section	Learning outcomes	Topics covered	To be consulted
Attracting and recruiting students		Recruitment best practice Profiles of students: Distance students International students Part-time researchers	SRA Colleges Edinburgh Global
Managing progress		Meetings Writing and feedback Annual reviews Extensions/ interruptions	Colleges/ Academic services/ IAD
Supervisory styles		Understanding own style Expectations Co-supervision Working in a team	Colleges/ IAD
Preparing for examination		Regulations Ways to support students	Colleges/ Academic Services/ IAD
Mental health and wellbeing support		Mental health strategy/common issues/ Where to go for help	Counselling/ Disability/ Advice Place

Professional and career development support		How best to support a student – academic or non-academic careers	Careers / IAD

References:

Taylor, S. Towards a Framework for the Professional Development of Doctoral Supervisors, *Staff Development Forum Diges*t, 2014 (2). Pp. 74- 87 https://sdf.ac.uk/

Appendix 3: Principles to be considered in the revision of Exemplars of Excellence in Student Education

The current Exemplars of Excellence in Student Education are being updated and revised. [Exemplars of Excellence](#)

It was agreed that rather than suggest additions to the current exemplars, that it would be better to recommend a set of principles/ expectations for PhD supervision that should be taken into account when redrafting the exemplars. These have been communicated to the Teaching and Academic Careers Group who will take them into account in their work.

1. Examples for PhD supervision should focus on supervisory practice, rather than on management or leadership of others doing supervision.
2. Excellence should not be based solely on numbers of students who have completed their PhDs – examples may include instances of supervision, which have supported students who are struggling/ unable to complete.
3. Supervisory practice could include the following: introduction of the student into the research culture, effective use of networks, effective management of diversity, use of innovative practice (non–exhaustive).
4. Mentoring and acting as a role model for more junior supervisors can be used as examples.
5. Where possible quantifiable evidence should be used to support examples.
6. Evidence of influence over supervisory practice outside UoE can be used.
7. Examples of developing meaningful collaborative supervision with external organisations can be used.

Appendix 4: **Supervisory continuing professional development record**

Please note: this form could be used as a basis for discussions about development at annual review

Record of continuing professional development for postgraduate research supervisors
Record of activity: what have I done over the past year?
Reflection: what did I learn from these activities? How will I apply this to my supervisory practice?
Plan ahead: what would I like to focus on over the coming year? If possible, identify specific areas of supervisory practice. How will I address this and what support do I need?

Appendix 5: Consultation

New supervisors and half-day briefing

- 93% agreed new supervisors MUST attend a half day supervisor briefing (at School or College level) every five years
- Agreement that this should be the same for university (96% agreed) and honorary staff (83% agreed), but not for staff from associated institutions (only 34% agreed)
- 100% respondents who said that staff from associated institutions did not need to attend this training said they should be required to attend equivalent training at their own institution
- **64% stated** that new supervisors should attend this briefing **BEFORE** supervising a student
- For responses stating a timeframe within which new supervisors should attend a briefing, if not required before supervising a student, the majority stated this should be **within 6 months or less**.

Comments on half-day briefing for new supervisors:

- Need for better system of recording of attendance
- Clarity needed over whether expected to attend both School and College session
- Some requests for more training for completely new supervisors, or for specific topics such as unconscious bias and focus on interdisciplinary topic supervision
- One comment about appropriate systems in Schools which support effective supervision being a better approach than training

Continuing supervisors and half-day briefing every 5 years

- 90% agreed continuing supervisors should attend a half day supervisor briefing (at School or College level) every five years
- Agreement that this should be the same for university (93% agreed) and honorary staff (82% agreed), but not for staff from associated institutions (only 32% agreed)
- 100% agreement that staff from associated institutions should attend equivalent training in their own institutions

Comments on half-day supervisor briefings for continuing supervisors:
- 3 out of 9 comments suggested this should be more frequent (every 3 years)
- Importance of updating experienced supervisors with new procedures
- Suggestions that this could be separate to new supervisor training, or online, to make it more attractive to continuing supervisors
- Need for this to be mandatory and better method of recording

Additional CPD for supervisors

- 67% agreed that supervisors should complete one other CPD activity relevant to research supervision each academic year.
- There was stronger agreement that this should be a recommendation for University staff (74% agreement) than for honorary staff (54%) or staff from associated institutions (22%).
- Of the 78% who disagreed that staff from associated institutions should do additional CPD, 73% agreed they should attend equivalent training at their institution.

Comments on additional CPD:
- Ensuring high quality and specific to supervision, possibly at School level
- Mental health mentioned several times

- Not making this mandatory but encouraging it
- Other areas suggested dealing with difficult relationships, career planning & support, Tier 4 engagement monitoring, Regulations Updates, Progression Monitoring / reporting, supporting student experiential and reflective learning, student welfare, supporting and mentoring others who they are line managing who are undertaking supervision themselves

School responsibility for communicating training, ensuring attendance and keeping records

- 77% agreed this was the responsibility of Schools
- Other comments included stating that this should be College responsibility, or that lack of accurate recording system made this difficult
- Agreement that this should be the same for university staff (97% agreed) and honorary staff (86%) but not staff from associated institutions (45% agreed – but 89% of those not agreeing agreed this should be an equivalent process at their own institutions)

Comments on attendance and recording:
- Focus on improving systems to allow accurate recording
- Recording and communication to happen at level (School or College) where admin resource is provided
- Need to enforce