



Anglia Ruskin
University

Cambridge & Chelmsford

Learning Development Services

SEDA – Professional Development Framework
SEDA AWARD: Supervising Postgraduate Research

Postgraduate Supervision Course **Professional Qualification Course Guide**

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December 2011

Anglia Learning and Teaching
Inspiring Academic Excellence

Postgraduate Supervision Course Professional Qualification Course Guide

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Welcome and Introduction

Welcome to Anglia Learning and Teaching's Postgraduate Supervision Course. This course is designed to meet the standards of the Staff and Educational Development Association (SEDA) (<http://www.seda.ac.uk/>) Professional Development Framework (PDF). SEDA is a long established national body whose awards are widely recognised and valued.

The Postgraduate Supervision Course offers training for, and recognition of, the skills of postgraduate supervisors.

▪ The role and responsibilities of Postgraduate Research Supervisors

The following is taken from the Anglia Ruskin Research Degrees Supervisor's Handbook, p10:

... it is no longer realistic to simply regard doctoral supervision as an adjunct of doing research ... it has become an area of professional practice in its own right.

(Taylor and Beasley, 2005 p. 218)

Research supervision involves a very discrete set of skills and is very different from normal undergraduate teaching. It is therefore important that all staff undertaking this role are clear about what is involved and their main duties and responsibilities in relation to the students supervised.

Many staff do not see supervision as teaching. The research degree gets caught up in the idea of 'research' itself, and the student is supposed to absorb the necessary know-how by intellectual osmosis between great minds. However, it needs recognising, by all concerned in supporting students, that the relationship with a supervisor is different from that between two academic colleagues working on related research projects. For academic staff, it is a genuinely complex teaching task that requires a substantial commitment of time and energy. It involves grappling with a considerable range of problems, from technicalities of research design to the morale - and sometimes health - of the student.

It is true that the focus is upon the candidate. The situation is not as individualistic as it looks; nor is the supervision relationship simply a one-to-one affair. The individualism of academic language greatly underplays the extent to which the production of knowledge is a social process. Part of the supervisor's job is to keep these larger connections in view, and help the student keep connected to the rest of the world.

Doctoral projects take many different shapes, and one of the problems of being a supervisor is that each one has to be worked out separately. There is no simple formula for supervision but good supervision is potentially one of the most rewarding experiences an academic can undertake.

The Postgraduate Supervision Course (PSC)

▪ Aims

Within the SEDA-PDF there are a number of named awards. The PSC has been designed to meet the requirements of the SEDA-PDF named award 'Supervising Postgraduate Research'.

The SEDA-PDF named award in Supervising Postgraduate Research aims to support individuals in the development of their research supervisory skills and to recognise the professional contribution and achievements of those staff working in this capacity. Further, the Award aims to demonstrate encouragement of formative and developmental activities to enhance professional practice and to facilitate the sharing of best practice across institutions. In addition, the Award aims to advance the scholarship of teaching and learning with a view to enhancing the quality of learning for students, particularly by enabling greater flexibility and helping them to equip themselves with skills relevant to the workforce of the twenty first century.

The SEDA-PDF approach is supportive, enabling participants to define and meet their own development needs within the framework of SEDA's Values and the named award's outcomes.

- **Audience**

This course is for those who hold posts which involve some duties and responsibilities for postgraduate supervision.

- **Core Development Outcomes (CDO)**

Those successfully undertaking and completing any SEDA-PDF recognised programme will be able to:

CDO1 Identify their own professional development goals, directions or priorities

CDO2 Plan for their initial and / or continuing professional development

CDO3 Undertake appropriate development activities

CDO4 Review their development and their practice, and the relations between them.

- **Specialist Outcomes (SO)**

Additionally, within their organisational and strategic contexts, those completing the Postgraduate Supervision Course will be able to:

SO1 Monitor and evaluate their own supervisory practices with a range of self, peer and student monitoring and evaluation techniques

SO2 Use interpersonal, organisational and coping skills

SO3 Use their specialist knowledge and skills appropriately in the higher education context

SO4 Plan and implement an appropriate strategy for the supervision process

SO5 Perform effectively their student support and academic administrative tasks

SO6 Use an appropriate range of methods (and skills) to monitor, examine and assess student progress and attainment and give feedback on work

SO7 Supervise production and assessment of the research project (thesis)

SO8 Enable the development in their students of key skills for lifelong learning.

- **Values (V)**

Further, those successfully undertaking and completing any SEDA-PDF recognised programme will have shown how their work is informed by the SEDA-PDF Values:

V1 An understanding of how people learn

V2 Scholarship, professionalism and ethical practice

V3 Working in and developing learning communities

V4 Working effectively with diversity and promoting inclusivity

V5 Continuing reflection on their professional practice

V6 Developing people and processes.

Further guidance on the SEDA-PDF Values can be found at <http://www.seda.ac.uk/pdf/11%20SEDA%20PDF-Values.htm>

The Practicalities

▪ How will I demonstrate the Outcomes and Values?

The PSC anticipates that you will be involved in approximately 180 hours of directed and self-directed studies and activities.

To gain the Award candidates must:

- have attended the two-day Supervisor Training Workshop
- have taken part in the Supervisor Mentoring Scheme
- be supervising research student(s).

In addition, to ensure that you have satisfied the Core Development and Specialist Outcomes for this SEDA Award and the underpinning SEDA Values, you will have to provide a portfolio with contents which demonstrate that you have:

- Defined your learning goals for participation in the course
- Undertaken 2 supervisory sessions
- Reflected on your supervisory practice
- Evaluated your achievement of your learning goals and course outcomes, and developed an action plan for your future development.

▪ What is the portfolio?

The term 'Portfolio' is used in this context for a collection of materials that supports and evidences the learning undertaken during this course. The materials must demonstrate the Core Development and Specialist Outcomes, and your commitment to the SEDA Values.

• What materials should I include?

In the main, the contents of the portfolio are those which naturally arise from supervisory activity, and you should remember that the sole reason for placing an item of evidence in the portfolio is because it helps demonstrate the Outcomes and Values. Less means more!

Over the page we have mapped how the items required for your portfolio demonstrate the SEDA outcomes. However portfolios may be presented in a variety of formats, and are not limited to documentary evidence only. Where word counts are suggested, these should be taken to indicate the relative weight of the evidence. If necessary, alternative forms of evidence may be negotiated with your course supervisor.

Here is how the items required for your portfolio demonstrate the SEDA outcomes:

Portfolio contents	CDO1	CDO2	CDO3	CDO4	SO1	SO2	SO3	SO4	SO5	SO6	SO7	SO8
A reflective account identifying the professional role and duties of a supervisor and auditing your own professional knowledge, skills and abilities (2000 words)	X	X		X								
A statement of your learning goals	X	X										
A copy of your learning agreement		X										
2 records of supervision meetings detailing topics discussed, outcomes and targets, one of which must be peer observed*						X	X	X		X	X	X
An anonymised copy of one piece of work submitted by a student for review, with your comments							X			X	X	
A scholarly commentary which describes and justifies the approach used in the supervision sessions and responses to work submitted for review. The commentary should demonstrate scholarship through engagement with applicable concepts and theories within educational literature (2000 words)				X			X	X	X	X	X	X
Records of two discussions with your mentor**	X	X	X	X	X				X			
An evaluation of your supervisory practice. This should include reflections on an appropriate mix of self, peer and student feedback (1000 words)			X	X	X	X						
An action plan for your ongoing professional development (500 words)	X	X	X									

And how the SEDA Values inform your work:

Portfolio contents	V1	V2	V3	V4	V5	V6
A scholarly and reflective commentary which weaves together the contents of your portfolio and identifies how the SEDA Values inform your work (1000 words)	X	X	X	X	X	X

* where two examples are required, this may be met through one for each of two students, or two for one student

** 'Work submitted' may take the form of written text, photographs, audio files or any artifact relevant to the discipline

These documents will allow you to evidence the Core Development and Specialist Outcomes, and the Values. However if necessary, alternative forms of evidence may be negotiated with your course supervisor. (See Appendix 3, Further information on the SEDA specialist outcomes, for ideas of appropriate evidence.)

▪ **What about collaborative activities?**

Much of our work as supervisors is necessarily undertaken with other people. Indeed, the third SEDA Value indicates that staff and educational development is about working in learning communities. However, when selecting and presenting your evidence for your portfolio, it is important that you make clear the nature and extent of your own role in such collaboration.

▪ **How many hours a week do I need?**

As you have a period of six calendar months in which to complete the Award, you will find that you will experience intensive activity for some of the time, and much less at others. You should anticipate needing to allocate around 180 hours of scholarly activity to the completion of this course, but this is dependent upon your supervisory context and must be agreed with your mentor in your learning agreement.

▪ **How will I be supported?**

You will be supported by a mentor and a two-day intensive supervisor training workshop which introduces you to the role of a supervisor.

However early on, we will encourage you to see yourself as being part of a learning community. Supported by your mentor, you and other participants with similar or quite different professional and personal backgrounds and areas of supervision will form a learning community in which you debate, share and consult each other's thoughts, ideas and experiences.

▪ **What resources does the course provide?**

You will be provided with a mentor and a two-day intensive supervisor training workshop which introduces you to the role of a supervisor. The learning community that you will build with other participants is an essential resource to allow you to give and receive feedback from your peers. The resource base includes:

- Yourself
- Other participants
- Your mentor
- The face-to-face intensive two-day supervisor training workshop (see Appendix 1 for an example programme)
- Your shared reflections and experiences
- The course guide and the Anglia Ruskin Research Degrees Supervisor's Handbook.

There are no core reading texts as such but you may find the following texts useful:

Phillips, E & Pugh, D (2002) *How to get a PhD: A handbook for students and their supervisors*. 3rd edition, Buckingham: OUP. (ISSBN: 0 – 335 – 20550 - x-)

Taylor, S & Beasley, N (2005) *A Handbook for Doctoral Supervisors*. London: RoutledgeFalmer

each of which is available in Anglia Ruskin's university library.

Course calendar

Please note: Cohorts will run from the dates of the Supervisor Training Workshops – usually once per semester. Participants should plan to provide the evidence they require for the portfolio, over a period of 6 calendar months from the start of the course.

Month 1:	Attendance at Supervisor Training Workshop and Application to join PSC
End Month 1:	Notification of acceptance on the course and Allocation of mentor
End Month 2:	Complete Reflective Account, learning goals and learning agreement
Months 3 – 5:	Supervision meetings and meetings with mentor and associated records
Month 5:	Complete linked commentary on supervisory practice
Month 6:	Complete evaluation, action plan and reflective commentary.
End Month 6:	Submit portfolio.

References

Taylor, S & Beasley, N (2005) *A Handbook for Doctoral Supervisors*. London: RoutledgeFalmer

Appendices

Appendix 1: Two-day Supervisor Training Workshop – example programme

Day 1

1	Welcome and Introduction	10:00 – 10:10
2	Thinking about the Doctorate <ul style="list-style-type: none"> • What is a doctorate/M.Phil/thesis? • Changes in the system • Candidates' choice of where to study 	10:10 – 11:00
3	Documents and Sources of Information for the Supervisor <ul style="list-style-type: none"> ▪ External Reference Points for Research Degree Programmes. ▪ Anglia Ruskin's Reference Points – Senate Code of Practice; Research Degrees Regulations etc. ▪ Supervisors' Handbook; Research Student Handbook. Research Degree Forms (on the RDS website - http://www.anglia.ac.uk/ruskin/en/home/central/rds/services/research_office/research_degrees/docs.html) Central Units – AQSO and RDS	11:00 – 11:15
4	The Admissions Process for Research Students	11.15 – 11.35
	Coffee	11:35 – 11:50
5	Induction and First Meeting / Supervision of the Student <ul style="list-style-type: none"> • Research Development Programme • Induction - RDS, Faculty and by the supervisor Supervisor Checklist Skills Diagnostic and Personal Development Plan Agreeing communications between supervisor and student – for example, the management of supervisions Case Study Role-Play	11:50 – 13:00
	Lunch	13:00 – 13:30
6	How to avoid litigation – the legal context of PGR supervision	13:30 – 14:45
7	Students' Expectations: the Student Voice The Supervisor's Role & Supervisory styles: Case Studies	14:45 – 15:45
	Tea	15:45 – 16:00
8	A Student's View on Supervision	16:00 – 16:30
9	Responsibilities of the Supervisor – <ul style="list-style-type: none"> • making effective use of University and Faculty procedures – the RD1 and RD4 processes. • keeping the research on track and monitoring the progress - annual monitoring. • research student training 	16:30 – 17:30
	Close	

Day 2

10	Supervisory Dialogues	09:00 – 09:45
11	The PhD and the PrD	09:45 – 10:30
	<i>Coffee</i>	10:30 – 10:45
12	Gaining Ethical Approval <ul style="list-style-type: none"> • University procedures • Faculty procedures • Roles for supervisors and candidates Case Study	10:45– 12:00
13	Thinking about Predictable Questions <ul style="list-style-type: none"> • Examiners' expectations of theses • Categorisation of viva questions • Implications for candidates and supervisors 	12:00 – 12:30
14	Preparing for the Viva <ul style="list-style-type: none"> • Responsibilities of supervisors throughout the research • Merits and limitations of the mock vivas 	12:30 – 13:00
	<i>Lunch</i>	13:00 – 13:30
15	Viva Role Play <ul style="list-style-type: none"> • Preparation of questions • Role-play • De-briefing 	13:30 – 14:45
	<i>Tea</i>	14.45 – 15.00
16	Defending the Thesis <ul style="list-style-type: none"> • Dynamics of the viva • Roles for supervisors after the viva 	15:00 – 15:45
17	Scholarly Hurdles During the Doctoral Journey <ul style="list-style-type: none"> • Blockages to learning • Coping strategies for supervisors and candidates 	15:45 – 16:30
18	Questions and Discussion	16:30 – 17:00
	<i>Close</i>	17:00

Appendix 2: Learning Agreement - PSC

Rationale

Teachers and learners alike need to be aware of what is expected of them in any programme of study. This is particularly important for programmes where:

- there is a significant element of self-directed or open learning
- the success of the programme depends on the active participation of learners
- the use of technology is a potential source of additional challenge
- the learning community contains a wide range of experiences and expertise.

This course fulfils most of these conditions and therefore a learning agreement is likely to be helpful.

Expectation of Participants

1. You are expected to maintain regular (ie once a month) contact with your mentor.
2. You are encouraged from the beginning of the course to adopt sound time management strategies and are strongly advised to devise a research plan which will schedule allotted time periods of sufficient duration to adequately accommodate the conclusion of your research.

NB: *We would recommend an expectation of an average of around 180 hours to complete the course.*

3. You are expected to fully engage with the process of Mentoring by:
 - Ensuring you are prepared for meetings
 - Engaging in frank and reflective discussion about your practice
4. You are expected to fully engage with peers in order to give and receive constructive feedback on supervisory practice.

NB. *All contributions should be of a high quality, designed to encourage discussion, relevant to the particular group task and in keeping with the philosophy of the course's intended learning outcomes*

All peer reviews will be made in a positive and constructive manner in keeping with the shared values and beliefs of the community.

Expectations of Mentors

Your mentor will make contact with you by the end of Month 1, to arrange an initial meeting. Mentors will, where appropriate, assist participants in structuring their course activities and set timeframes for their completion to help participants manage their time effectively.

Your mentor will aim to respond to email messages from you within 2 working days.

Agreement declarations

Participant:

I

agree to adhere to the terms of the course Learning Agreement as outlined in the PSC.

Date:

Signed:

Course supervisor:

I

agree to adhere to the terms of the course Learning Agreement as outlined in the PSC.

Date:

Signed:

Appendix 3: A note about examining and reflecting on your practice

A key feature of the course is the emphasis that is placed upon you thinking about the implications of your research for ***your practice***. This involves you examining and reflecting upon what you do against the **SEDA values**:

- 1 An understanding of how people learn
- 2 Scholarship, professionalism and ethical practice
- 3 Working in and developing learning communities
- 4 Working effectively with diversity and promoting inclusivity
- 5 Continuing reflection on their professional practice
- 6 Developing people and processes

• **SEDA Values**

Many of us subscribe to values that implicitly inform our professional practice. However, since its inception, SEDA has been an explicitly values-driven organisation, and in the course of its history these values have been discussed and reviewed. As well as being 'aspirational' they are intended to be realistic and achievable in informing our professional practice.

In current PDF-recognised programmes, participants are required to illustrate how their work is informed by the SEDA Values. In order to do this for the Supervising Postgraduate Research Award, at the conclusion of the PSC you are required to weave together the contents of your portfolio with a 1000-word scholarly and reflective commentary on how the SEDA Values inform your professional practice. Whilst SEDA Values are at the conclusion of the course, it is important not to wait until then before thinking about how they inform your approach to researching your practice.

• **What Does SEDA Mean by Underpinning Values?**

The SEDA underpinning Values are not an attempt to prescribe what we think or believe or feel. They are rather about our actions as teacher, facilitator and supporter of learning, and developer. They are sometimes about *what* we do; sometimes about *why* and *how* we do it; sometimes about what our actions are intended to achieve. They do not claim to be an exhaustive list of the values which should underpin our practice. However, these Values, and any that we individually may add, live in our actions.

• **What would an examination of your practice involve?**

Examining your practice involves investigating it. In this short course, there is not sufficient time to undertake a full study of your practice. However, there is evidence and feedback that you can gather in a practical way that would inform and evaluate your practice.

Stella Cottrell gives a good overview of what is involved in a critical thinking process:

"Critical thinking is a complex process of deliberation which involves a wide range of skills and attitudes. It includes:

- *identifying other people's positions*, arguments and conclusions;
- *evaluating the evidence* for alternative points of view;
- *weighing up opposing arguments* and evidence fairly;

- *being able to read between the lines*, seeing behind surfaces, and identifying false or unfair assumptions;
- *recognising techniques* used to make certain positions more appealing than others, such as false logic and persuasive devices;
- *reflecting on issues* in a structured way, bringing logic and insights to bear;
- *drawing conclusions* about whether arguments are valid and justifiable, based on good evidence and sensible assumptions;
- *presenting a point of view* in a structured, clear, well reasoned way that convinces others. ¹ (Cottrell, (2005), p2)

When you write a reflective commentary you seek to make sense of your experience and to learn from it in an explicit and, hopefully, scholarly way. Perhaps the most powerful tool for supporting our development is a continuing scholarly, deep, analytic reflection on our practice. In order to think about and write a reflective commentary, it can be helpful to ask yourself a series of questions, for example:

Before a development activity / process:

What am I trying to achieve?
 How will I know how successful I have been?
 During the activity/process:
 How is it going?
 What, if any, changes should I make now?

After the activity / process:

How did it go?
 How far did it achieve what I intended it to achieve?
 How do I know this?
 Why did what I did have the effects that it did?
 What unintended things happened?
 What could or should I do differently next time?

These last 6 questions 'after the activity / process' can be repeated after a series of events or activities, and then, after going round these cycles a few times, we can ask further questions about the value of the questions themselves and how we can become better at reflecting. Reflecting is essential but not sufficient. We also need action, a testing and implementation of what we have learned in our practice, so that we can learn and improve from the continued interaction between action and reflection, each informing the other. For this purpose you will be asked to:

- summarise your reflections on this course,
- link your initial proposed learning goals to your achieved learning goals and
- create a development plan defining how you intend to progress the experiences, skills and knowledge from this course in your professional practice.

¹ Cottrell, St., (2005) Critical Thinking Skills. Developing Effective Analysis and Argument. Basingstoke, Hampshire and New York: Palgrave Macmillan.

Appendix 4: Further information on the Supervising Postgraduate Research SEDA Specialist Outcomes

The information is based on that on the SEDA website, accessible through the following link:

<http://tiny.cc/sedasup>

- **Specialist Outcome 1:**

Monitor and evaluate their own supervisory practices with a range of self, peer and student monitoring and evaluation techniques

This potentially includes:

- analysis of the relevant merits of the evaluation techniques used to monitor supervisory practice generally and their own practice
- organisation of any distance supervision
- keeping records of meetings with students
- keeping records of student achievement
- student feedback
- peer evaluation of joint supervisions

and may additionally include:

- preparing reports for co-supervisors and/or others
- peer and self-appraisal

Supervisors need to undertake critical self-analysis of their supervisory practice to monitor its effectiveness and its compliance with the requirements of the relevant Research Councils. The whole range of the supervisor's activities should be taken into account, as well as any national developments which may impinge on the supervisory role and practices.

- **Specialist Outcome 2:**

Use interpersonal, organisational and coping skills

This potentially includes:

- evidence of effective communication with students
- examples of time management
- use of supporting networks

and may additionally include:

- use of a mentoring scheme for supervisors
- reporting on the use of disciplinary networks and groups in order to improve and develop their skills and understanding
- evidence of improved practice

The skills which a supervisor may need and the approach they would take in supervision are likely to vary from one situation to another. The evidence provided needs to demonstrate an understanding of communication skills, time and priority management - their own and their students' and a knowledge of sources of help, both within the supervisor's own institution and external. There also needs to be evidence that supervisors have given serious consideration to these matters.

- **Specialist Outcome 3:**

Use their specialist knowledge and skills appropriately in the higher education context

This potentially includes:

- accounts of the process of agreeing a research topic
- scholarly activity related to topics of student research being supervised
- examples of joint planning with research student(s) to access appropriate research facilities
- examples of process to choose methodologies for a research project
- examples, where appropriate, of referral to ethics committees

and may additionally include:

- bids for external funding
- external examiner comments
- joint activities with other researchers

Supervisors will need to show that they access and use a broad knowledge base and its associated research methodologies in the area in which they supervise and that they work with students to develop and update these as appropriate for the individual student's programme of work. What this involves will vary from one discipline to another, e.g. in the natural sciences, the research problem is frequently defined at the outset of a student's programme and in the arts and humanities it frequently progresses by exploration and progressive focussing and may be crystallised only at a relatively late stage.

Evidence and commentary should also give consideration to the approaches that the supervisor has used with individual students and may consider how individual students' projects have been shaped by, for example, availability of resources such as equipment and/or time, viability, the appropriateness of particular methodologies, their approach to planning, and their approach to searching and using literature.

Consideration should be given to referrals to ethics committees knowledge of regulations, bids for external funding and to feedback from students for supervisors and external examiners.

- **Specialist Outcome 4:**

Plan and implement an appropriate strategy for the supervision process

This potentially includes:

- induction of research students
- examples of negotiation with students about the supervision process
- planning students' progress
- records of supervisions, with dates and agreed actions

and may additionally include:

- the 'contract' by which supervisor and student agree to arrange and conduct supervisions
- varieties of supervision
- panel supervision

This outcome is concerned with the achievement of an appropriate match between supervisor and student(s) and research proposal. This will vary considerably from one

discipline to another according to normal practice within the discipline. Evidence should be tailored to the approaches the supervisor has taken and how this fits with institutional and discipline policies and norms.

It is also concerned with the form of arrangements for the interaction between supervisors and students. This will also vary from one supervisor-student partnership to another, even in similar disciplines and for programmes at similar levels. It will need negotiation, often ongoing negotiation, for each supervisor-student partnership, even where it is framed by departmental or institutional requirements. The account may consider how the negotiation was investigated, what it was and how it developed in practice, depending on the form of supervision and the needs of any funding body.

- **Specialist Outcome 5:**

Perform effectively their student support and academic administrative tasks

This potentially includes:

- working with any administrative framework, including record keeping
- operating within and awareness of departmental or institutional facilities for student support
- negotiating and working within appropriate boundaries
- where appropriate, offering educational guidance and, where necessary, referring to specialist services

and may additionally include:

- case studies of students where research has been affected by
- external factors and how these were handled

As part of their role, supervisors should be able to make decisions about how far it is appropriate for them to involve themselves in matters which could be considered only loosely associated with a student's programme of work, and how and when to locate other professional forms of support and direct students to them. Matters here may be written and without the supervisor's remit, e.g. problems with students may face with regards face with regard to provision of office facilities, access to institutional facilities, financial, emotional or health problems. An understanding of the role of pastoral care and need for boundaries when dealing with such matters should be evidenced.

- **Specialist Outcome 6:**

Use an appropriate range of methods (and skills) to monitor, examine and assess student progress and attainment and give feedback on work

This potentially includes:

- accounts of feedback processes
- examples of feedback to students
- reflection on monitoring student work

and may additionally include:

- examples of support for students presenting papers
- records of mock viva
- case studies of the feedback process

Supervisors' experience of monitoring and assessing may involve a range of practices, including giving feedback on students' oral and/or written work, planning and monitoring students' progress, discussing seminar and conference papers and presentations, conducting practice oral examinations, acting as an internal assessor for other students and acting as an external examiner.

- **Specialist Outcome 7:**

Supervise production and assessment of the research project (thesis)

This potentially includes:

- selecting and negotiating with external examiners
- agreeing policy on feedback on final drafts
- preparing for and conducting viva
- giving feedback on students' oral and/or written work

and may additionally include:

- conducting mock oral examinations
- acting as an internal assessor for other students
- experience of working with appeals and complaints
- acting as an external or internal examiner

Supervising the production of the thesis involves decisions about the detail in which the student ought to be writing the thesis at each stage of the work, the standards of academic writing about the degree of involvement that the supervisor ought to have. The evidence should consider the various tasks undertaken, such as: the supervisor's role in the student's completing the research and writing up the work or producing the final product for assessment, the selection of the suggesting of appropriate examiners, preparing for and conducting a viva and discussion of local and national standards. There should be offered justification for differing approaches with individual students.

- **Specialist Outcome 8:**

Enable the development in their students of key skills for lifelong learning.

This potentially includes:

- working on strategies for skills development with students
- developing ways of monitoring progress on key skills

and may additionally include:

- promotion of problem-solving approaches
- the teaching of property rights and copyright
- examples of student-led work

Supervisors should find a way of focusing their students, during their normal programmes of work, on the development of the so-called 'transferable' or 'key skills'. These will probably vary from student to student. Thought should be given to the skills which are being developed and how the development was and can be facilitated within the institution within the institution; skills such as communication, leadership, problem solving, team skills, research skills and skills associated with scholarship.

Appendix 5: Development plan template

Use the template below to create your development plan. Objectives should be SMART:

- Specific and Stretching
- Measurable
- Achievable and agreed
- Relevant and realistic
- Timed and trackable

Target/Goal	Measurable Outcome(s)	Resources required	Action required by whom	Target date and priority	Action monitored by	<i>Date action completed</i>
	•					
	•					
	•					
	•					
	•					
	•					