

Research led teaching to Teaching led Research

Dr Richy Hetherington, Dr Marita Grimwood and Dr Alison Tyson-Capper

Exercise – Where do responsibilities lie

**Knowledge &
Experience**

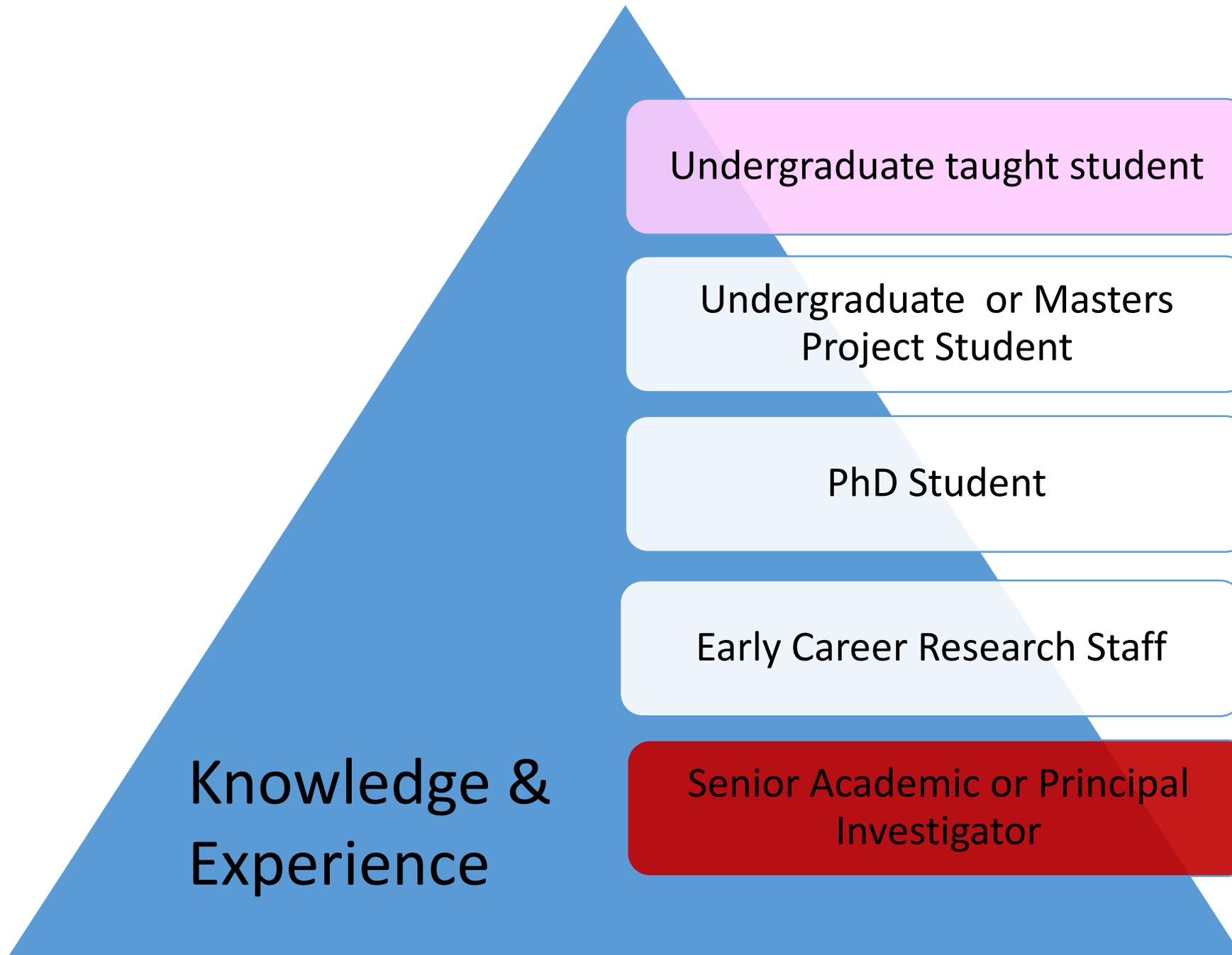
Undergraduate taught student

Undergraduate or Masters
Project Student

PhD Student

Early Career Research Staff

Senior Academic or Principal
Investigator



Undergraduate taught student

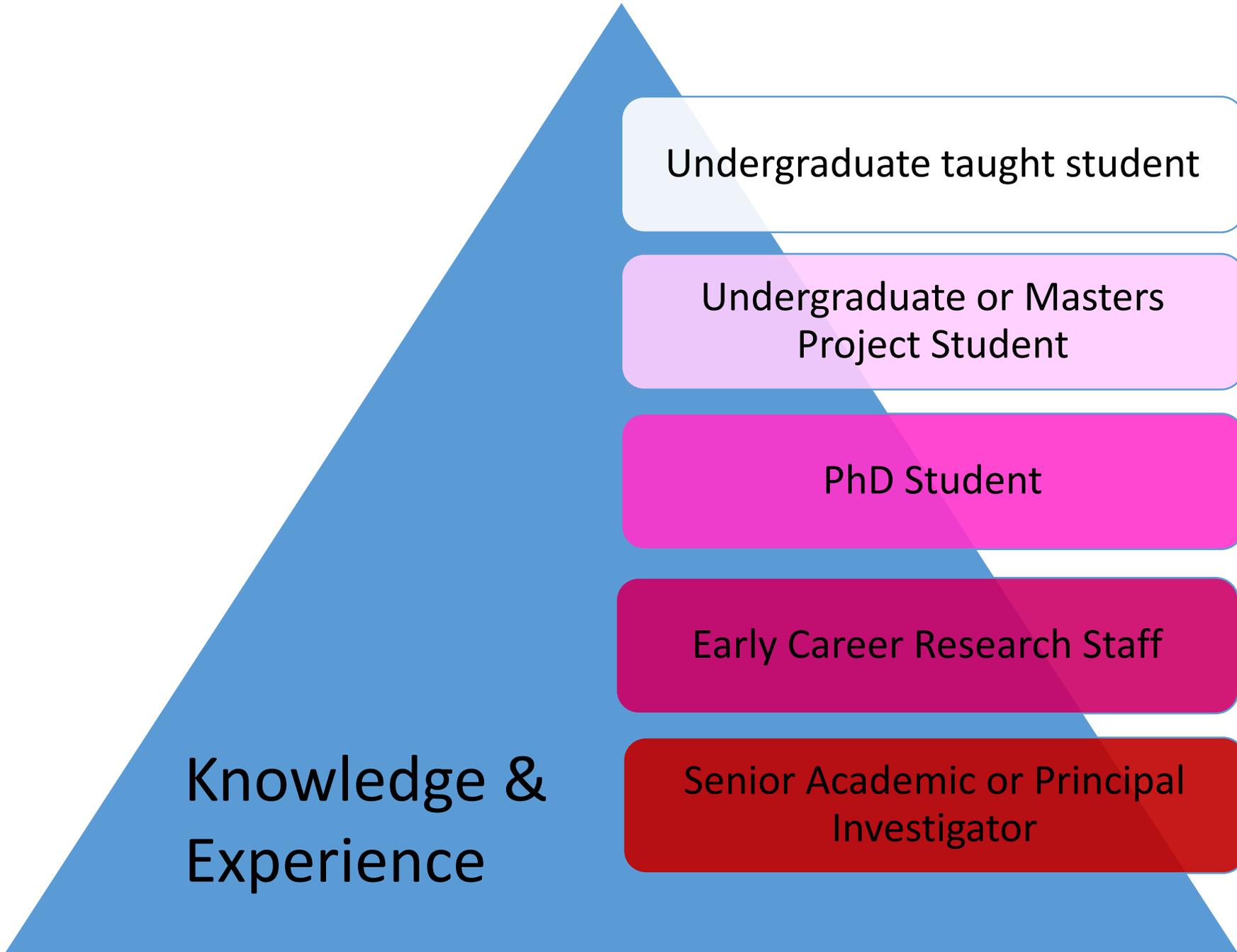
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Introduction to Research Supervision

About the course:

This session will provide participants with important, introductory information on being a Supervisor of a research degree student at Newcastle University by:

- Highlighting the requirements of the role of being a PGR Supervisor at Newcastle University
- Providing information on University regulations and procedures in relation to PGR students and Supervisors at Newcastle University
- Sharing good practice with an experienced Supervisor and an experienced PGR Professional Services colleague
- Providing an opportunity for networking and discussion

This session would be useful to:

- New academic staff
- Academic Staff new to Newcastle
- Experienced Newcastle staff who would like to refresh their PGR knowledge

More courses you might be interested in

[Progressing and Assessing Research Degrees](#)

- builds on the information provided in this introductory workshop

Readiness for HEA Fellowship: Using research supervision as the basis of your fellowship claim (D1-D3)

About the course:

Description:

This workshop is aimed at anyone with significant experience of research student supervision. E.g. Doctoral supervisors, Masters' supervisors, research project supervisors, or those who support staff in their role as research supervisors, who wishes to make a claim for HEA fellowship as Associate Fellow, Fellow or Senior Fellow.

Historically, research supervision was seen as an extension of the research function of academics. But, over the past three decades or so, there has been an increasing recognition that, while being able to do research is a necessary condition for effective supervision, it is not a sufficient one.

In particular, it has been acknowledged that supervision requires actively teaching early career researchers about how to research and supporting them to learn to become independent researchers.

If research supervision can be re-conceptualised in this way, then it can in principle be categorised in terms of the UK Professional Standards Framework. The latter sets out the higher education sector's professional standards for teaching and supporting learning, and alignment with it is the key requirement for Fellowship of the Higher Education Academy.

The facilitator will be Dr Stan Taylor, who recently retired as Director of the Centre for Academic and Researcher Development at Durham University. He is an accreditor and consultant for the HEA and author of the latter's [guide to applying for Fellowship on the basis of research supervision](#).

Aimed at

Anyone with significant experience of research student supervision. E.g. Doctoral supervisors, Masters' supervisors, research project supervisors, or those who support staff in their role as research supervisors, who wishes to make a claim for HEA fellowship as Associate Fellow, Fellow or Senior Fellow (D1, D2, or D3).

Learning Objectives

The purpose or aim of this workshop is to support you to begin to develop an application for Fellowship of the HEA based in whole or part on your experience of research supervision. The objectives are to:

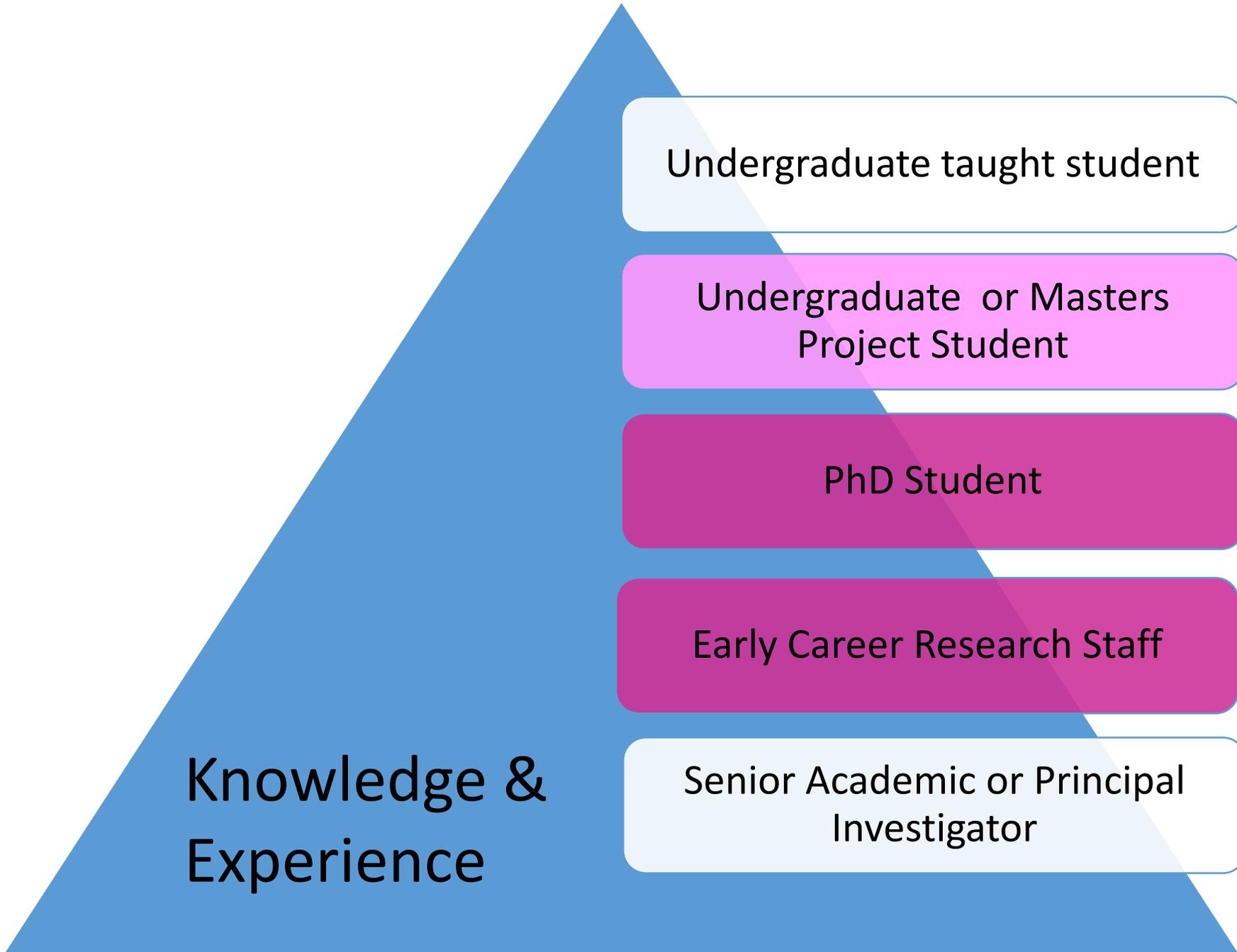
- review the requirements for Fellowship;
- consider how these might be met through supervising research students;
- identify personal examples which can be used as evidence of alignment;
- begin constructing Fellowship applications.

Outline Programme

This workshop is designed to help you to apply for UKPSF recognition and will therefore help you to map all of the UKPSF dimensions to your own practice with a particular emphasis on research supervision.

Duration

3 hours



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Undergraduate or Masters
Project Student

PhD Student

Early Career Research Staff

Senior Academic or Principal
Investigator

Teaching and Supervising Project Students

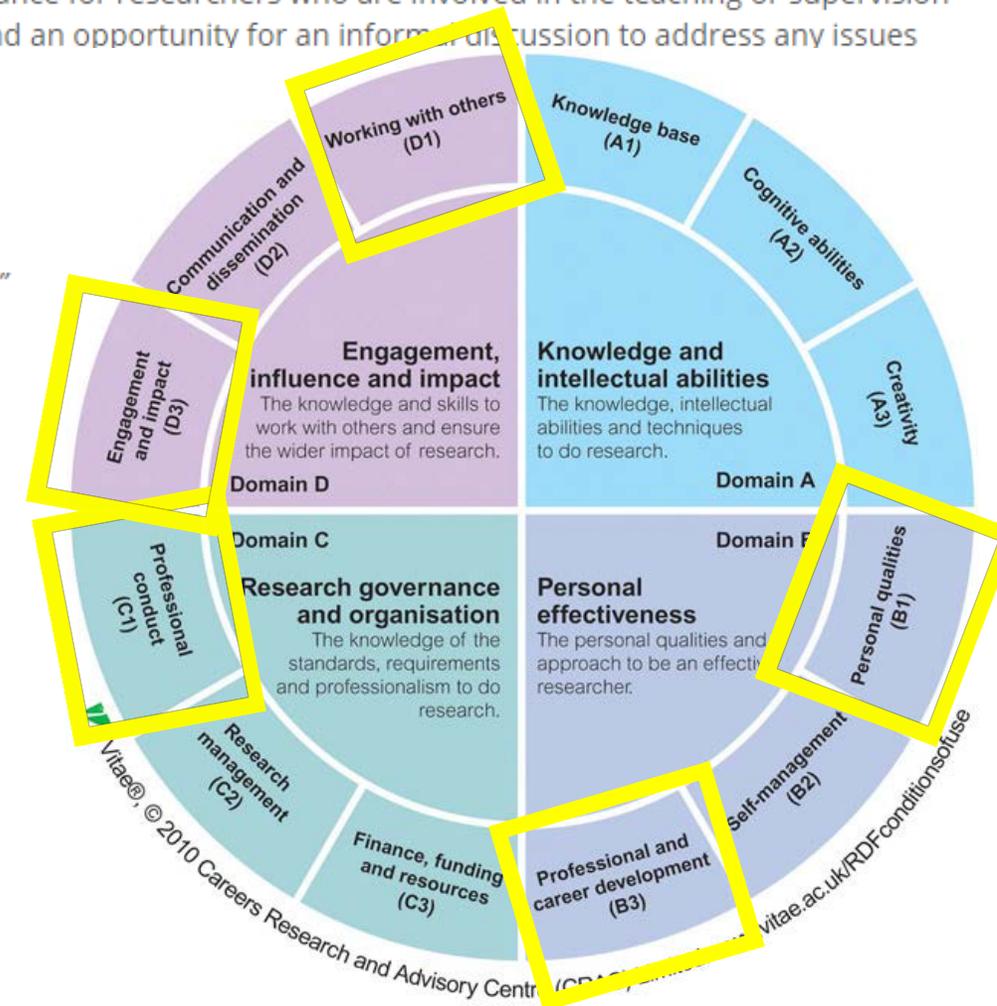
Whether you are directly responsible for supervising a student's project or find yourself offering advice and helping out, this session will help you understand what is expected of you and how to manage students' expectations.

Dr Alison Tyson-Capper and Dr Marita Grimwood run this workshop which provides support and guidance for researchers who are involved in the teaching or supervision of undergraduate or masters project students. There will be a short presentation followed by lunch and an opportunity for an informal discussion to address any issues that may be of concern for those involved in supervising students.

91% said the session improved their skills or awareness of working with others

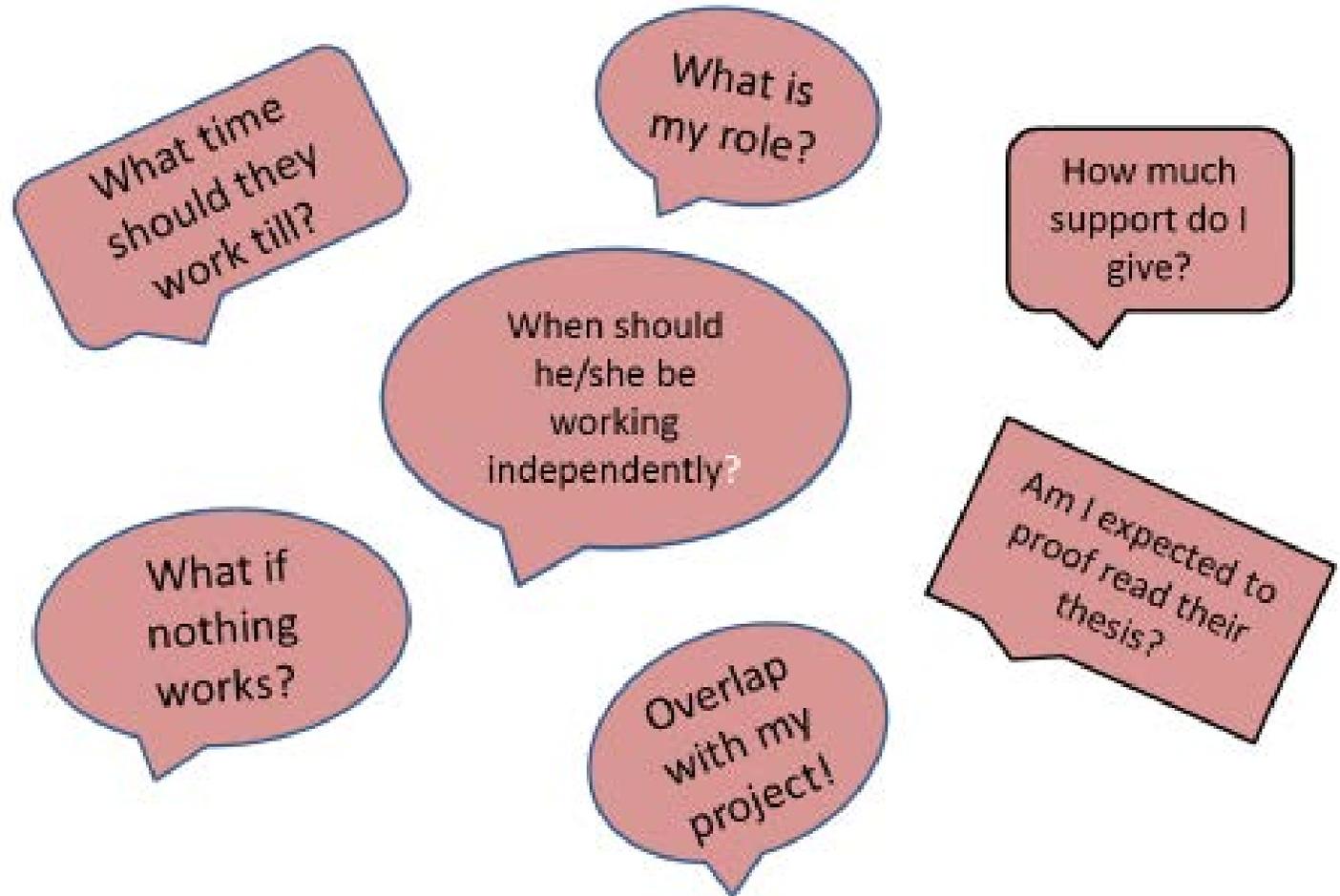
"Helped my understanding of what is expected of the supervisor and how to manage students' expectations."

"Interactive and thought provoking."



What is covered in the session? (Alison's part)

- Rules
- Expectations
- Professionalism
- Pros & Cons
- Signposting
- Perceptions
- Assisting strugglers
- Time to Stop



Outline Programme

- ▶ What's a successful project?
- ▶ What's your supervisory style? Recognising it and adapting to students
- ▶ The perfect project brief
- ▶ Managing projects & dissertations
- ▶ Supervisory meetings
- ▶ The final stages - write-up & assessment
- ▶ Case study discussion

Lee - approaches to supervision (2008)

1. **Functional** - 'the issue is one of project management'
2. **Enculturation** - 'encouraged to become a member of the disciplinary community'
3. **Critical thinking** - 'student is encouraged to question and analyse their work'
4. **Emancipation** - 'student is encouraged to question and develop themselves'
5. **Developing a quality relationship** - 'student is enthused, inspired and cared for'

Case Studies and Reflection

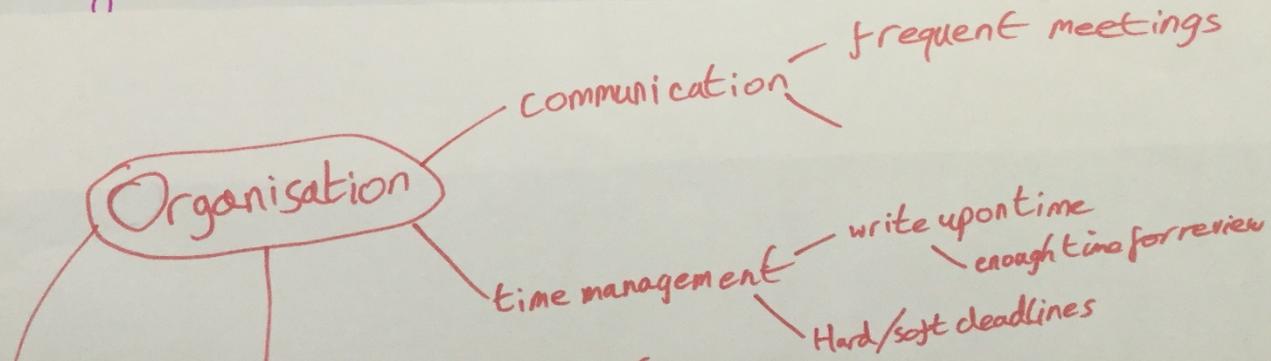
Student: frequent supervision meeting (1 a week)
& meaningful (in terms of feedback)
↓ more frequent at the beginning (training)
less frequent later on (independence)

Supervisor: Set minimum expectations
deadlines
don't patronize
conditions of student work
encouragement
realistic project

Mentor: day-to-day interaction
(incl. training, sharing experience,
suggestions) lab induction
encouragement

Project Student Charter

- A point of contact for questions (supervisor/lab mentor)
- Regular meetings (weekly for UGs)
- Relevant/required training
- Constructive feedback
- Rough project aims - starting point
→ internal deadlines (eg. for 1st draft)
→ realistic expectations



Dec 2014 to Jan 2019

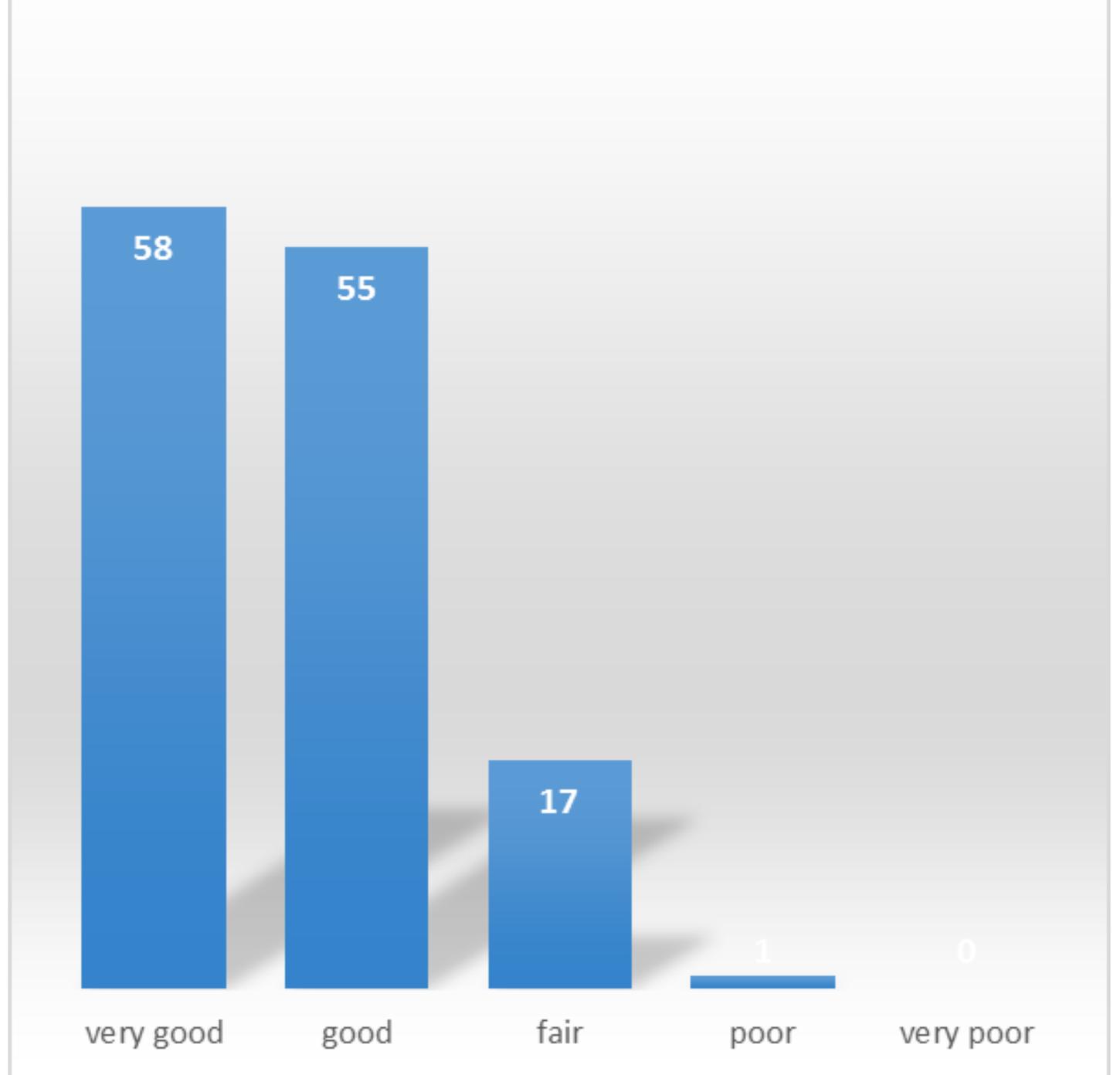
349 booked

261 attended

(104 staff / 157 PGR)

133 evaluated

Average = 4.3



What Researchers like about these sessions

- *“Practical advice in managing the expectations of project students including how much input is expected from me as a postgraduate researcher.”*
- *“Comparing experiences with other participants - it gave me a invaluable overview of different teaching styles/learning requirements, and helped me reflect on my own practice.”*
- “certainly prepared me for the arrival of project students ”
- “encouraged us to be empathetic towards the students”

What Researchers didn't like about these sessions

- *“Group work with an individual that already had experience of supervising students limited the ability of others to think and learn for themselves”*
- *“Largely aimed at lab based projects, little or nothing about clinical research”*
- *“would be better directed at actual academic supervisors and many of the things covered are out of the control of lab supervisors such as PhD students, technicians and other staff.”*
- *“Didn't get the chance to discuss specific issues such as standard of writing expected etc. which was one of the things I was unsure of, and still am. ”*

What else researchers would like to see

- *“I would like to attend the next level of this session whenever feasible”*
- *“A follow up session to consider the situations that arose”*
- *“It Would be beneficial to have some training on providing feedback”*
- *“Some of us are involved in HEA recognition programmes. It would be grand if the session could be linked to this. That would help put everything a bit more into context.”*

Summary

- Research Led Teaching - Great 😊
- Training Supervisors and Demonstrators – Super 😊
- Teaching Led Research – Making Progress
- Could training good supervision education start earlier? – We think so
- Do Postgrads and Early Career Researchers appreciate the support – It seems so 😊