# Faculty of Humanities PGR Supervisor Training, Support and Professional Development Framework

The quality, success and sustainability of our Faculty PGR activity is heavily dependent on our academic supervisors and the research and training environment that they create. The supervisory team is also the most influential factor in PGR experience. Therefore, we must focus on supporting and developing our academic staff, and equipping them with the skills, networks, and perspectives needed to deliver excellence in PGR supervision. Similarly, we must recognise that approaches to research culture have evolved and that the demands and expectations around PGR supervision have increased. UKRI now expects that within major doctoral training programmes, supervisors undertake formal mandatory and ongoing development; it is anticipated that other providers of doctoral training funding will follow suit.

Faculty of Humanities Doctoral Academy *PGR Supervisor Training, Support and Professional Development Framework* will define the minimum level of development activities required for our staff to act as PGR supervisors, clarify the training and support available to our supervisors, and set out our expectations for staff to engage with continued development of their supervisory practice.

We have structured the *PGR Supervisor Training, Support and Professional Development Framework* to recognise different stages of supervisory experience and practice. Our current PGR supervisor training and support delivered as part of our new academics' programme (HNAP) focusses on the minimumelements and realities of being a successful PGR supervisor, and on supporting the development and wellbeing of your PGRs. For those in regulated professions with Continuing Professional Development (CPD) requirements to maintain registration, it may be possible for attendance at supervisor training to be used as part of that CPD. Please review your profession's expectations. Such requirements will run alongside normal University of Manchester and Faculty of Humanities policy on supervisor eligibility.

We continue to develop these activities, increase opportunities for our supervisors to share experience and best practice, and build-up our activity in areas pertinent to our supervisors (e.g. mental health and wellbeing; supervising international PGRs; motivating constructively, etc). We continue to seek input and feedback from supervisors to improve delivery and to remain responsive to supervisor and PGR needs. We also encourage and provide funding and other support for our supervisors to apply for external recognition through the UK Council for Graduate Education (UKCGE) Research Supervision Recognition programme. In return, we look to our PGR supervisors to make a commitment to enhancing good supervisory practice within their own discipline and across our Faculty. We will also maintain a record of PGR supervisors' attendance at internally-coordinated training sessions. Once

## A. Expectations within the Framework

### 1 For those new to PGR supervision

Academic members of staff (including honorary) who are looking to act as PGR supervisor for the first time.

i. Successful attendance and engagement with the supervisory sessions run through the Humanities New Academics Programme (HNAP) or equivalent. These sessions can be taken during the first year as PGR supervisor.
ii. Confirmation of engagement with Student Mental Health Matters
iii. Confirmation of engagement with the PGR Supervisor Toolkit
iv. Commitment to continuing supervisory professional development

### 2 For those establishing a track record in PGR Supervision

Academic members of staff (including honorary) who have supervised a PGR through to successful completion as main supervisor.

i. Successful completion of Humanities New Academics Programme (HNAP) or equivalent

ii. Successful completion of Student Mental Health Matters
iii. Confirmation of engagement with the PGR Supervisor Toolkit
iv. Commitment to continuing supervisory professional development
v. Evidence of an active role in supporting and mentoring less experienced colleagues

## 3 For established PGR Supervisors

Academic members of staff (including honorary) experienced in PGR supervision.

i. Successful completion of Humanities New Academics Programme (HNAP) or equivalent OR demonstrate a track-record of successful PGR supervision
ii. Successful completion of Student Mental Health Matters
iii. Confirmation of engagement with the PGR Supervisor Toolkit
iv. Evidence of engagement with supervisory professional development and/or relevant activities. As a minimum, we expect supervisors to engage in formal development activities every other year. List of current activities can be found in schedule B.
v. Evidence of an active role in supporting and mentoring less senior colleagues in the supervisory teams

## 4 Leaders in Good Supervisory Practice

Academic members of staff (including honorary) experienced in PGR student supervision with a track-record of ongoing development of good supervisory practice.

i. Successful completion of Humanities New Academics Programme (HNAP) or equivalent OR demonstrate a track-record of successful PGR supervision
ii. Successful completion of Student Mental Health Matters
iii. Confirmation of engagement with the PGR Supervisor Toolkit
iv. Track record of continuing supervisory professional development and/or relevant activities. As a minimum, we expect supervisors to engage in formal development activities every other year. List of current activities can be found in schedule B.
v. Application for UKGCE Research Supervision Recognition award – Recognised Supervisor (full award) or Recognised Associate Supervisor.
vi. Evidence of an active role in supporting and mentoring other less senior colleagues in the supervisory teams

## B: Activities to support continued professional development

It is expected that supervisors participate in activities on an ongoing basis and at least one activity per year.

- Participation in PGR supervisor CPD workshops (delivered by Faculty, School, Department or external body). Workshop topics vary and may include:
  - Recruitment and selection
  - Supporting PGR research ethics application
  - Supporting neurodivergent PGRs
  - Supervising international PGRs

- Participation in Researcher Development's PGR supervisor masterclasses and workshops. Topics may vary. Examples include:
  - Examination and viva
  - Having Careers Conversations with PGRs
  - Inclusivity for PGR Supervisors
  - Cultivating Wellbeing in PGRs
  - Student Mental Health Matters
  - Coaching Skills for Supervisors
  - PGR supervision from a Distance
  - Foundation of Good Supervisory Practice

- Attendance at UKGCE events and workshops. Examples include:
  - Democratic Approaches to PGR Supervision
  - How Supervisors can support Neurodiversity-Affirmative PhD Students
  - Developing PGR Communities

- Serving as PGR Cohort Advisor/Department/Division PGR Director

- Self-reflection on supervisory practice (subject to interaction with the Researcher Development Team and in support of a UKCGE Supervision Recognition Programme application)

- Other training relevant to PGR development and supervision

## C: Frequently Asked Questions

a. *What kind of training will be required for established colleagues or colleagues who are otherwise not required to take HNAP?*
Established colleagues who are not required to take HNAP are still required to undertake activities equivalent to HNAP.

b. *Will there be room for departmental level training, not additional to centrally organised one?*
We encourage these and in some situations, these can be alternatives to centrally organised training.

c. *Who is going to monitor the new system?*
Attendance is captured through the University's Training Catalogue system which is supplemented by data held by the Doctoral Academy.

d. *What are the consequences of colleagues not taking the required training?*
This framework takes a supportive approach. However, those who fail to engage with training may find that they do not qualify to supervise UKRI- or UoM-funded PGRs or apply for such opportunities. We expect engagement in supervisor CPD training to be part of the Excelling at Manchester discussion.

e. *How often will the training need to be taken?*
After the initial HNAP, supervisors will need to demonstrate ongoing commitment to Continuing Professional Development (CPD). This can take the form of pursuing UKCGE recognition, engaging with the supervisor toolkit, and attending at least one activity per year.

f. *How will all this be factored into colleagues' workloads? We cannot keep asking colleagues to do more in the same amount of time.*
The training requirements suggested here are already factored into the workload model across departments. However, for those undertaking UKCGE recognition or those reading HNAP project portfolios, it may be necessary to engage with line managers to establish the workload implications.

g. *What's "UKGCE recognition of good supervisory practice"?*
It is a framework for encouraging and recognising proficiency and expertise that is required by all who supervise PGRs. Information on this and support at the University of Manchester can be found in the Researcher Development website while details of the framework expectations can be found here.

h. *This framework can delay new junior colleagues from getting onto the "supervisory ladder". Any thoughts on this?*
It is not envisaged that this will happen. Those starting out can start to supervise as long as it is clear they are going through the structured training that is required.

i. *Does UKRI expect institutions to offer supervisor training?*
Yes. There is an expectation of that each HEI that gets doctoral training funding will have a programme of structured training provision and of ongoing CPD for supervisors.

j. *What types of training are already available at the University that fall under supervisor training?*
Apart from HNAP and activities listed in schedule B, there is a lot of material available in the supervisor tool kit. There are also other training activities at departmental level. Your PGR discipline/department director will be able to point you to those.

k. *How do supervisors at any level show engagement with the PGR Supervisors toolkit?*
All colleagues can access the toolkit through Canvas which keeps a record of what engagement they have had. The record is maintained by the Researcher Development team.

l. *The expectations seem to discount one of the keyways in which we learn about PGR supervision, i.e. from colleagues as we work in teams of 2-3.*
Peer to peer learning is encouraged. The principle of peer mentoring is a key part of this framework. More experienced colleagues are encouraged to share their knowledge and expertise with those seeking to establish themselves as supervisors.

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