

## Supervising Doctoral Studies – UNSWSDS

- *Context Pods with customised UNSW specific links to resources, policies and procedures*
- *Interactive activities, models and scenarios*
- *Video interviews with professional experts and researchers at all levels (including UNSW)*
- *Customisable portfolio, incorporating practical and in-depth reflective self-development activities*
- *Polling feature enabling participants to compare their responses to complex questions with those of their peers.*



Access is via self-enrolment key on UNSW Moodle: <https://research.unsw.edu.au/how-do-i-gain-access>

## 1. Introduction: The doctoral context

### *Learning outcomes:*

- Have reflected on your own experiences of supervision
- Have an overview of the wider context of the doctorate, and be reminded of some recent changes in doctoral education
- Be aware of the requirements of relevant external agencies
- Have an overview of supervisory requirements of your own institution and identified key aspects of your role
- Have been introduced to your institution's requirements for a doctoral degree

## 2. Attracting & selecting doctoral candidates

### *Learning outcomes:*

- Feel more confident about defining the characteristics of a successful candidate in your discipline, to assist you in identifying applicants with potential
- Gain an understanding of some mechanisms which can be used to determine candidate 'appropriateness' and supervisor 'readiness'
- Appreciate the advantages of highlighting your supervisory profile to interested applicants
- Have clarity regarding the management of applicant expectations
- Have a strategy to implement in your own selection procedures, in line with those at your institution

## 3. Approaching Supervision

### *Learning outcomes:*

- Have an understanding of the role of pedagogy in the research supervisory context
- Recognise the importance of identifying your own supervisory style
- Feel confident in understanding how your supervisory style may impact differently on candidates depending on doctorate stage specificity and the needs of individual candidates
- Gain an insight into the complexity of diversity within the doctoral community and within your candidates' own approaches to the execution of the doctorate
- Have no doubt about the significance of early clarification and ongoing management of expectations, roles and responsibilities of the candidate and yourself.

#### 4. Setting your candidate on the right course

##### *Learning outcomes:*

- Identify the attributes of a positive research culture and identify strategies to help ensure a positive research environment for your candidate
- Be more aware of, and better able to apply frameworks to help you and your candidate to meet institutional and national requirements and to support your candidate's learning and development
- Be able to identify and take steps to address the academic integrity issues you need to raise with your doctoral candidate
- Be able to implement strategies and materials to enable you to advise your doctoral candidate on key aspects of research specific to their context
- Be able to explain the importance of both formal and informal monitoring of a candidate's progress during their doctoral studies, and develop and implement strategies to maintain effective monitoring of progress
- Be able to recognise the attributes of effective feedback and develop strategies for providing helpful and varied feedback for doctoral your candidate.

#### 5. Managing Progress

##### *Learning outcomes:*

- Be able to identify ways to support your research candidates in overcoming academic problems during the course of their research
- Be able to devise strategies that will help candidates develop their academic writing and successfully produce a thesis
- Be able to reflect upon and evaluate the most effective ways to give your candidates feedback
- Be able to identify the possible personal problems experienced by doctoral candidates, and assess your own role in providing pastoral support
- Be able to specify the ways in which you can support your candidates in preparing for careers both inside and outside academia.

#### 6. Expectations & preparing for examination

##### *Learning outcomes:*

- Be able to assess the different purposes of examination at doctoral level and identify key tasks to undertake in the run up to submission of a thesis for examination
- Be able to distinguish and describe implicit and explicit institutional thesis assessment criteria, and will be better able to convey those criteria to your candidate
- Be able to specify institutional or disciplinary requirements in relation to editing a thesis, structuring a thesis and including published works in a thesis
- Be able to describe some different criteria used to select an appropriate examiner for a candidate and explore strategies to help engage your candidate with the process of selection
- Be able to both reflect upon the purposes of oral examination at doctoral level, and identify the potential issues or challenges involved
- Be able to develop strategies to assist your candidates in interpreting and responding to examiners' comments and criticisms

## 7. Issues in Supervision

### Learning outcomes:

- Be able to identify the kinds of issues which you may have to respond to during your career as a doctoral supervisor
- Be able to recognise the potential points of contention between candidate and supervisory expectations, and develop strategies for aligning them
- Be able to identify the signs of procrastination, examine why candidates procrastinate, and explore how you can provide motivation
- Be able to anticipate and respond to the needs of candidates with disabilities
- Be able to detect and assess plagiarism issues amongst your candidates
- Be able to distinguish the issues that can arise with team supervision and reflect on ways to minimise them
- Be able to specify reasons why relationships with research candidates can go wrong, and evaluate possible solutions.

## 8. Continuing your supervisory Development

### Learning outcomes:

- Be able to reflect on what you have learned from participating in the *Supervising Doctoral Studies* programme
- Be able to consider mechanisms for obtaining feedback on your research supervision and to use this feedback to support the development of your supervision in key areas as highlighted in earlier units
- Be able to explore opportunities that exist to develop supervisory practice within a team of supervisors, or with the support of a mentor
- Be able to identify key areas for development in research supervision and develop a tailored personal action plan to build on these experiences.

### Additional resource within SDS:

#### Identify your priorities (Mapping Tool)

Engagement with Supervising Doctoral Studies will vary depending on skills, experiences and needs. The *SDS Mapping Tool* will assist with identifying priorities of individuals and plan for progression through the program.