

PRINCIPAL SUPERVISOR ACCREDITATION PROGRAM
PSAP @ BOND

Course Plan
2017



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UNIVERSITY**
BRINGING AMBITION TO LIFE

Acknowledgments

The Principal Supervisor Accreditation Program (PSAP) was developed by the Graduate Research School at Edith Cowan University, and ran for its first year in 2016.

The Program was created and taught by Joe Luca, Marziya Mohammedali, Martine Hawkins and Cecily Scutt. PSAP also benefited from the insights of Margaret Kiley (ANU). Over 30 ECU presenters also contributed their expertise in this first year.

PSAP 2017 at ECU began on 14 February with 20 participants. The PSAP team at ECU have been exceptional in their generosity and collegiality, assisting the Bond University team with implementing PSAP by providing course plan content for this document, content from the 2016 program report and evaluation, access to staff and permission to attend the 14 February module at ECU.

We are deeply grateful to the PSAP team and the Graduate Research School at Edith Cowan University for sharing their intellectual property and innovation with us.

Overview

Welcome to the inaugural Principal Supervisor Accreditation Program (PSAP) at Bond University!

This Program is aimed at giving early career supervisors the skills and knowledge to assume the role of Principal in a research supervision panel.

Bond University's Award Regulations state that to be qualified, a Principal Supervisor will normally:

- a) hold a doctoral qualification in the relevant discipline;
- b) be research active within the terms of the University policy; and
- c) have supervision experience as an Associate Supervisor for an HDR student who successfully completed at the same level of candidature.

The accreditation program consists of:

- Participation in a series of formal training workshops run by the facilitation team
- Creation of an assessed portfolio covering reflections on workshop content and on the supervision experience
- A mentoring component
- Knowledge dissemination – a presentation on an aspect of supervision through a forum organised by the facilitation team, and the development of a supervision tool for colleagues.

The 2017 PSAP is our first iteration of this program, which we hope will offer you many different insights into the exciting and challenging task of supervising new research students. The research on effective supervision is clear; supervisors learn this craft through multiple pathways and experiences. We hope you will interact with this program in the way that works best for you, moving forward in your journey as a skilled and inspirational research supervisor.

We are also hoping that this inaugural group will share perspectives – with each other, with the wider supervisory community, and with the PSAP organisers and facilitation team – so that we can all build creatively on this initial program.

The Workshops

The Program's workshops are scheduled over the year as set out in the table below:

Module	Date	Time	Venue
Module 1: Introduction to Supervision	Friday, 17 March	9:00 – 1:00	BLD1a_4_43
Module 2: Supervising Early Candidature Students	Friday, 28 April	9:00 – 1:00	TBA
Module 3: Ethics and Research Integrity	Friday, 16 June	9:00 – 1:00	TBA
Module 4: Progress and Dealing with Challenges	Friday, 28 July	9:00 – 1:00	TBA
Module 5: Supporting Publication and Networks	Friday, 8 September	9:00 – 1:00	TBA
Module 6: Understanding Diversity	Friday, 13 October	9:00 – 1:00	TBA
Module 7: Supervising through the final stages and post-submission	Friday, 1 December	9:00 – 1:00	TBA

For brief outlines of each workshop, please see schedule below. Any changes to times and venues will be available on the PSAP iLearn Community.

All workshops will be conducted face-to-face and involve group discussions that encourage collaboration and networking. These are coordinated by the facilitation team with assistance from Edith Cowan University's PSAP program development team and Dean of Graduate Research School; the workshops will also feature many expert speakers and facilitators.

Attendance at all workshops is strongly encouraged, and workshops have been scheduled wherever possible in non-teaching periods to enable participants to attend and will be recorded and made available on the PSAP iLearn Community.

Written reflection on the workshop content is a central part of the Assessed Portfolio and can also form part of mentoring conversations. If you are unable to participate in a workshop, you can access materials on PSAP iLearn Community, enabling you to complete the written reflections on that component, and still discuss this material with your mentor. However, attendance is normally required to encourage information sharing and collegiality.

We encourage you to consider a wider range of professional development possibilities – including participating in other activities for supervisors at Bond University and other universities. You are invited, if you wish, to reflect on these as well in your Portfolio, and in your mentoring conversations.

The Reflective Portfolio

The assessed portfolio is a central part of the accreditation process and is designed to support reflection on the workshop content, the mentoring process, and your own current research supervision experiences. We hope the portfolio will also serve as a reflective record of the course over the year.

We ask you to submit a partial Portfolio for feedback after Module Four in late July, and the entire document for final assessment at the end of the program in December. At that point it will be assessed as Pass/Fail. This is required for PSAP accreditation and constitutes the only formal audience for your text. A copy of the Portfolio final assessment marking criteria will be posted on the PSAP iLearn Community. Completed portfolios will be signed off by the PSAP facilitation team at the end of the program. However, when assembling your portfolio you might wish to consider other benefits from this document. Could it articulate with future applications for promotion? Are there seeds in it for a publication? Might some of it be useful to share with colleagues?

Portfolio components:

- 1) **Reflection on the content of the course workshops** (suggested minimum is 500 words each) considering what questions they raise for you as a supervisor, and how they relate to your current work with research students. This may be in an informal rather than academic style. We also ask you to make brief mention of the literature on supervision.

Some possible starting points for reflection might be:

- Which part of this session surprised you the most?
 - Were there parts you disagreed with or took issue with? Parts that you agreed with or found affirming?
 - What questions did the content of this session raise in your mind? How do you plan to further pursue these questions?
 - Which part is the most immediately applicable to your current supervision situation
 - How would you relate the content of this session to your reading of literature on supervision?
 - In reporting on this session to your mentor, which parts do you intend to discuss and why?
- 2) **Records of mentoring meetings:** These could be simple and brief records of dates and subjects discussed, signed off by both parties. If you choose to use a formal discussion template or resource, you might include that in the portfolio. Also include your own additional reflection on how this discussion has informed your understanding of supervision and practice.

- 3) **The materials you develop for your PSAP presentation** (e.g. PowerPoint slides, any notes or handouts.)
- 4) **Your supervision tool for colleagues** – including notes on how to use it, that would make it a free-standing resource.

The PSAP Presentation – A Wider Audience

PSAP aims not only to support individual supervisor development but to also encourage the sharing of expertise, knowledge, and inspiration among wider research supervision communities. Therefore, we are asking you, as part of this program, to create some materials to offer these communities.

The **PSAP Presentation** is a short oral presentation focussing on any aspect of research supervision that interests you, to be held during the last PSAP Module. Assessment of the presentations will contribute to your final Portfolio mark.

PSAP Presentations should be strictly 7 minutes in length, and we suggest no more than 20 PowerPoint slides. As we are planning to make these open to the wider community, you may need to consider the images on your PowerPoints – there may be copyright issues involved in reproducing material. We will discuss this further during the year.

You might choose to give your presentation about the supervision tool you develop, or you may choose to separate these tasks. In 2016 ECU's PSAP cohort chose to use insights from their own disciplines in their presentations. Talks covered topics as diverse as Aristotle and supervision, digital tools for supervision, supervisors as midwives, how to supervise artists and clinicians, and insights into emotions, communication, risk management and many others.

Participants are asked to attend and support your colleagues.

The Supervision Tool for Colleagues

You will develop a handout, resource or tool that you might use with a research student in supervision, and that you are willing to share with others. Thus, by the end of the year the group will have a considerable pool of resources.

Examples of the tools developed by ECU's PSAP cohort in 2016 included checklists, forms for structured meetings, models for feedback, training material on a particular topic, or provocative questions for reflection by supervisors and their HDRs.

The Mentoring Component

As part of PSAP, we are asking you to participate in a series of **seven mentoring meetings/conversations** with a more experienced supervisor.

The model of mentoring in PSAP is meant to be simple, focussed, and specific to your development needs *as a supervisor of research students*, rather than a wider-ranging career or personal mentorship. Mentees and mentors are asked to have at least seven discussions over the course of the year and to keep records of these discussions. Mentees are then asked to reflect further on these discussions in their Portfolios.

You and your mentor may decide to continue consulting informally beyond this timeframe and structure, but in terms of this Program, the above is necessary and assessed.

Ideally, your 'Supervision Mentor' would be the principal supervisor, or another supervisor, on your existing supervisory panel, as this would allow you to reflect in more detail on a particular supervisory experience. However, if there are reasons to choose another – for example, an experienced supervisor from your faculty or a cognate discipline who is willing to participate – this would also work well. If you would like help to identify a possible mentor within your faculty, your Associate Dean (Research) can help with this.

We are asking you:

1. to approach your chosen possible mentor, and
2. if they are available, to inform PSAP course convenor whom you have chosen **by 21 April 2017**.

Bond University is moving towards a much greater focus on mentoring as an activity relevant to promotion and workloads, so this smaller opportunity to practise creating these kinds of relationships should be professionally useful for both you and your mentor.

There will be more information on supervision mentoring during the year.

Final thoughts

We hope you will enjoy being an inaugural PSAP participant! This is an opportunity to learn from, and to share your expertise with, your colleagues in supervision across the Faculties. We hope the combination of mentoring, guest speakers, personal reflection and knowledge dissemination will prove fruitful and enjoyable. Feedback, ideas and new resources for the next iteration of PSAP will be gladly received.

Some Initial Resources

1. Denholm, C. & Evans, T. (2007) *Supervising doctorates downunder: Keys to effective supervision in Australia and New Zealand*. Camberwell, Acer Press.
2. Bond University iLearn Community: Principal Supervisor Accreditation Program
3. Improving Supervisor Practice Toolkit (available on the course iLearn site)

Contact

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Workshop Outlines

Module 1: Introduction to Supervision

This full-day workshop is aimed at early career supervisors and addresses a range of strategies for commencing the supervisory relationship and for working within effective supervisory teams. This is also the introductory session where we get to meet each other and discuss the program as a whole, how it may relate to other programs for supervisors, and how to get started on the various components.

Module 2: Supervising Early Candidature Students and Mentoring Supervisors

Getting started with a new student, including the confirmation of candidature process, calls for a range of supervisory skills. We consider issues of research design and setting realistic goals, ways to plan for skills development, and strategies for supporting students to begin and maintain a good practice of research writing. We also discuss setting up appropriate and useful feedback processes.

Module 3: Ethics and Research Integrity

In this module we examine ways to support your students as they address questions of research integrity and ethics, including a demonstration of Bond University Research Management System (RMS). We will also look at issues of intellectual property and copyright in supervision, including both co-authorship with students and within teams, and working on joint IP with industry, community and government partners.

Module 4: Progress and Dealing with Challenges

This seminar addresses issues of formal milestones and monitoring student progress. How do you give honest and useful feedback on student progress? We explore positive ways to hold difficult conversations. We also look at what happens when things go wrong in supervision, both between candidate and supervisor, and within supervisory teams.

Module 5: Supporting Publication and Networks

How can supervisors encourage student research publication and authorship during candidature? We look at building student networks and connections online and overseas, and consider strategies to support students planning for their future career. The workshop also reviews wider avenues to communicate research.

Module 6: Understanding Diversity

Research students are a diverse group. This session looks at acknowledging and working well with this diversity, and considers the experiences of international students, Aboriginal and Torres Strait Islander research protocols, supporting students with learning difficulties, and working with part time and remote researchers.

Module 7: Supervising through the final stages and post-submission

In this workshop we consider supporting students to finish, preparing for examination, the vital role of choosing examiners, responding to examiner feedback, and the range of opportunities for students post submission. This final workshop also looks at bringing the PSAP program together, moving further into practice, and opportunities for future development through the short presentations.