SUPERVISOR DEVELOPMENT
THE GRADUATE SCHOOL IS OFFERING A PROGRAMME OF DEVELOPMENT SESSIONS FOR POSTGRADUATE SUPERVISORS.

Much of the training to date has focussed on providing those new to supervision with the skills they need for successful supervision. However, this does not meet the needs of those who have supervisory experience, nor the expectation of funders that experienced supervisors will refresh their skills. Thus we have created a programme that we hope provides varied opportunities to think about the challenges of supervision, and informs you of the changing requirements across the sector.

The majority of these sessions take the form of short lunchtime seminars that staff in the College identified would be valuable. We ask you to engage with this programme, both through attendance at the seminars, and later to feedback as to what else you would value. We would also be delighted to hear from those supervisors who could usefully share their experiences and best practice.

USEFUL INFORMATION FOR SUPERVISORS

Data Management
www.glasgow.ac.uk/services/datamanagement

Research Integrity
www.glasgow.ac.uk/services/rsio/researchstrategypolicies/researchintegrity

Research Misconduct
www.glasgow.ac.uk/services/rsio/researchstrategypolicies/researchintegrity/misconduct

PGR Code of Practice
www.glasgow.ac.uk/services/postgraduateresearch/pgrcodeofpractice

SE Code of Practice
www.glasgow.ac.uk/media/media_486612_en.pdf

SE Doctoral Researcher Training Brochure
www.glasgow.ac.uk/colleges/scienceengineering/graduateschool/postgraduateresearchstudy/postdoctoralresearchtraining

QAA Quality Code (Chapter B11: Research Degrees)
www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code QUALITY-CODE-PART-B

RCUK Statement of Expectations for Doctoral Training
www.rcuk.ac.uk/documents/skills/statementofexpectation-pdf

The Thesis Whisperer (advice for PhD students)
www.thesiswhisperer.com

Hugh Kearns – Thinkwell (includes guidance for the first meeting with students and managing expectations)
www.ithinkwell.com.au/resources

Employee and Organisational Development (inc Early Career Development Programme)
www.gla.ac.uk/services/humanresources/employeeandorganisationaldevelopment

SUPERVISOR DEVELOPMENT

Workshops/Seminars

<table>
<thead>
<tr>
<th>TO BE DELIVERED IN ACADEMIC YEAR 2016/17</th>
<th>Date</th>
<th>Topic</th>
<th>Speaker(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec 2016 &amp; Feb 2017</td>
<td>Training for new supervisor (inc those on PGCAP)</td>
<td>College-specific</td>
<td></td>
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<tr>
<td>Mar 6th 2017</td>
<td>Supervising Successful Students: Managing Expectations, Working Towards Completion and Dealing With Difficulties</td>
<td>Dr Steve Hutchinson, Hutchinson Training &amp; Development</td>
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<tr>
<td>Apr 18th 2017</td>
<td>The examination process and internal/convener roles</td>
<td>Professor Susan Waldron</td>
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<tr>
<td>May 2017</td>
<td>What industry wants/needs from its PhD student recruits and what supervisors can do to support students moving into industry posts</td>
<td>Dr Jano van Hemert, Optos</td>
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<tr>
<td>May 2017</td>
<td>Update session for experienced supervisors</td>
<td>College-specific</td>
<td></td>
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<tr>
<td>May 2017</td>
<td>PhD students and research integrity</td>
<td>Halocline Coaching</td>
<td></td>
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<tr>
<td>June 2017</td>
<td>Data management and sharing (particularly with ref to large research groups)</td>
<td>The Library</td>
<td></td>
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<table>
<thead>
<tr>
<th>TOPICS FOR 2017/18</th>
<th>Date</th>
<th>Topic</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>Nov 2017</td>
<td>Mental health support</td>
<td>CaPS</td>
<td></td>
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<tr>
<td>Dec 2017</td>
<td>Successful collaborations</td>
<td>TBC</td>
<td></td>
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How often should I meet with my student?

The minimum is once a month but many supervisors/students in lab-based subjects would expect to meet more frequently.

How often do students engage in progression?

Each May/June, all PhD and EngD students should undertake progression, until they are in their writing-up period. For most students this would be three annual progress review meetings. Students are required to submit a training needs assessment form with the progress review paperwork.

In disciplines where academic staff supervise many students, exceptionally a supervisor fulfilling a mentoring role may be asked to participate in the interview in a technical capacity, but will not be involved in the decision made by the committee as to whether the student should progress. This second supervisor involvement must be agreed by the Dean of Graduate Studies.

When should my student submit?

The table shows maximum periods of study in months for PGR degrees in the College:

<table>
<thead>
<tr>
<th>Degree</th>
<th>FT</th>
<th>PT</th>
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</thead>
<tbody>
<tr>
<td>PhD</td>
<td>48</td>
<td>96</td>
</tr>
<tr>
<td>EngD</td>
<td>60</td>
<td>96*</td>
</tr>
<tr>
<td>MSc(Res)</td>
<td>24</td>
<td>36</td>
</tr>
<tr>
<td>MPhil</td>
<td>36</td>
<td>48</td>
</tr>
</tbody>
</table>

* Part-time study is only available at EngD level in Optics and Photonics

Students should move to thesis pending status at the end of their funded period and should not submit later than the above suggests. Even those students with an authorised extension count as late submissions (the University is required to ensure that at least 70% of its students submit on time).

What support is available to help develop students’ writing ability?

The University has a Writing Advisor who delivers a series of workshops on academic writing, including writing for publications. The Writing Advisor (jennifer.boyle@glasgow.ac.uk) also provides one-to-one support and organises writing boot camps to support dedicated writing time for those who are writing-up their thesis.

How long will it take a student to write up?

This will be student- and discipline-specific (e.g. some disciplines publish as the student proceeds) and the student will generally write more competently and efficiently as they become more familiar and engaged with the process. However, a thesis will generally have 6-8 chapters; each chapter from beginning to good first draft and feedback will approximate one month, so in planning the PhD it should be assumed at least 6 months will be required from writing. Often this is longer and as such it may be best to undertake a substantial piece of writing earlier in the PhD to allow the student and supervisory team to assess how easy this process may be for the student and plan around that.

My student is not making adequate progress, what should I do?

Firstly, try to establish if there is a hidden cause of the problem that needs addressed through some of the support mechanisms we have in place (eg the Counselling and Psychological or Disablity Services). Use the full supervisory team for support. Ensure that your student is set reasonable, time-bound deadlines for appropriate progress. If they do not meet these deadlines on more than one occasion a meeting should be arranged between the student and the PG convener from your School. They can also advise on fair expectations of progress and what actions can be taken if progress is still problematic. If it considered that a student should be withdrawn, this decision must be endorsed by the Dean of Graduate Studies, and evidence regarding opportunities to complete work by a particular date provided. Students should not be withdrawn from their studies without discussion with the Graduate School.

What do I do if my student needs a period of leave?

Students might require a period of leave for maternity leave, ill-health or to undertake an internship which is of benefit to their PhD or to their career. An internship must not jeopardise successful completion regardless of the perceived benefits. There are application forms for leave of absence the student and supervisor must submit, and if the leave is for other than personal reasons, the benefit of the leave to the student must be outlined in the application. This is considered by the Dean in granting leave.

My student needs support with their mental health. Where can they seek advice?

The University has a Counselling and Psychological Service. Drop-in appointments are available and can be booked each morning by email. The Service is also very helpful when advice is sought for urgent situations and when appointments are required at short notice. They also provide courses on mindfulness and managing stress.

www.glasgow.ac.uk/services/counselling

Why are students required to undertake transferable skills training?

The Research Councils expect the provision of transferable skills training to form a ‘fundamental part of doctoral training’. Also of note is the following: ‘Supervisors should recognise doctoral study as a wider training opportunity and encourage and support students in developing their careers.’

While the successful attainment of the PhD is vital, students should also be encouraged to make the most of the multitude of training opportunities (some formal, others less so) which are available at the University. The supervisory team should work with the student to help them develop and complete their annual training needs assessment and progress here should be considered at progression. The training needs assessment and information about training is available at www.gla.ac.uk/colleges/scienceengineering/graduateschool/postgraduateresearchstudy/doctoralresearchtraining. Should supervisors feel that their student would benefit from training not currently provided they can speak to the Graduate School.

How do I obtain funding for a new student?

The main sources of funding for students in the College are Research Council funds and College Scholarships. The process for selecting students for these lies with the individual Schools and students are normally selected on the basis of academic merit/School and funder strategy (ie it might be considered useful to support students in areas in which a Centre for Doctoral Training bid will be submitted). Almost all this funding though is to support home/EU students.

The College also supports industry studentships, whereby if an academic finds an industry partner willing to fund 50% of a student, the College will fund the other 50% (finance permitting so please enquire first).

How much are the fees for research study?

For 2017 entry the fees are estimated as follows:

<table>
<thead>
<tr>
<th>Degree/Place</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Home/EU</td>
<td>£4,183</td>
</tr>
<tr>
<td>International</td>
<td>£19,500</td>
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</tbody>
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The estimated fees for future years and the costs of studentships are available at: www.glasgow.ac.uk/services/postgraduateresearch/researchcouncilsfunding-rcuk/feestipendlevels

This information will be useful for costing grant applications which include studentship funding.

How can I arrange a joint degree with another University?

Joint degrees are unlikely to be supported for one-off arrangements. If you consider that the institution is one of comparable standing to the University of Glasgow, that the collaboration will be of strategic benefit, and that it will extend beyond a small number of students, you can propose the collaboration to the College using the documentation at: www.glasgow.ac.uk/services/academiccollaborations/typesofcollaboration/jointdegreesresearch