

Teachers' Toolkit

Criteria for good practice in research supervision

1. Interest in, and enthusiasm for, the supervision of research students and research projects
2. Appreciation of a range of good practice approaches to supervision and an understanding of what constitutes a productive research environment
3. Establishment, for and with students/researchers, of clear goals and expectations in the light of up-to-date knowledge of requirements from organisations and funding bodies
4. Productive and regular meetings held with students/researchers which provide them with sympathetic, responsive and effective academic, clinical, professional and personal support and guidance
5. Careful management of the supervisory process to achieve timely and successful completion of the research aims and written reports
6. Development of a partnership with students/researchers which takes account of the need to assist them to develop a range of generic attributes and skills and to introduce them to the research community
7. Open communication established with students/researchers with timely feedback, which is both supportive and challenging, given on progress
8. Utilisation of a repertoire of supervisory strategies to take account of the differing and diverse needs of individual students/researchers including providing assistance for remote learners and those with diverse educational needs to achieve success in their research
9. Evidence of systematic evaluation of competency in supervisory skills and of critical reflection and engagement with salient and emerging issues in their own field, to improve supervisory practice
10. Use, by the supervisor, of the literature on the scholarship of supervision pedagogy, and of relevant policy issues in research education to enhance the research experience of students/researchers

Adapted from Brew, A and Peseta, T (2004). Changing postgraduate supervision practice: a programme to encourage learning through reflection and feedback. *Innovations in Education and Teaching International*, 41 (1), 5-22

We would add:

11. Role modelling by the supervisor of an ethical, informed, creative and curious approach to research coupled with academic and research rigour with an enthusiasm for the subject under research.