



UK Council for  
Graduate Education

# UKCGE Research Supervisor Associate and Full: sharing good practice between two UK Graduate Schools



## Edge Hill University



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## Abstract

Our presentation will promote the UKCGE pathways for recognising good supervisory practice at the levels of Associate and Full. Our story, as Graduate Research School educators, is about fostering conditions for colleagues from two contrasting institutions (regarding their PGR communities), to write for UKCGE Recognition. We note how various Research Council funded consortia e.g., Doctoral Training Partnerships, are currently focused on developing research subject expertise, such as Artificial Intelligence or Genetic Engineering, but rarely if at all, do they concentrate on the quality of PhD supervisory practices which support such advances in knowledge and research (UKCGE 2022). In response, we felt the UKCGE recognition pathways created an opportunity to work directly with supervisors, regardless of subject discipline, to collaboratively share supervision stories across a 'flattened hierarchy' of academic roles and responsibilities between our institutions. We set about coaching 18 colleagues, from experienced research professors to those new to PGR supervision, to write for Associate and/or Full recognition. We approached this task by creating a community of learners, all sharing the common ground of writing and reflecting, and opening opportunities to observe each other in student tutorials. Our presentation will outline some of the barriers to writing a UKCGE Application that we encountered and point to some possible solutions for overcoming them. For example, we expected workload and time to feature as barriers, but also discussed were issues of supervisor self-esteem, and respect for all parties in supervision, poor communication 'loops' and significantly, how isolation in doctoral learning can be as draining for the supervisor as it can be for the PhD student. This was not mentoring but rather, all sharing the vulnerability of taking a fresh and sometimes critical look at personal practice, while supporting their applications to UKCGE to improve the quality of learning experience in the doctoral education they provide.



Palmer, C. and Hughes, C. (2023) *UKCGE Recognised Research Supervisor: Associate and Full. An exemplar for sharing good practice between two Graduate Research Schools in the Northwest of England*. UKCGE Annual Conference: Ensuring Quality and Delivering Growth in Postgraduate Education, University of Edinburgh. 3<sup>rd</sup> - 4<sup>th</sup> July.



## Some take-away ideas from our presentation...

1. **Accessibility** of the UKCGE Research Supervision Programme for Associate and Full.
2. Our efforts to **support colleagues** to get started with doctoral supervision, and/or develop their practice and develop their support networks (CPD). *Happy to share...*
3. Our actions to promote **core values** in supervision development for colleagues and navigate/understand **challenges/barriers to writing** for UKCGE Recognition.

# 1. Accessibility

## UKCGE Supervision Recognition Programme: New Frameworks to Promote Doctoral Supervision (Associate and Full)



RESEARCH  
SUPERVISION  
RECOGNITION  
PROGRAMME

Dr Clive Palmer

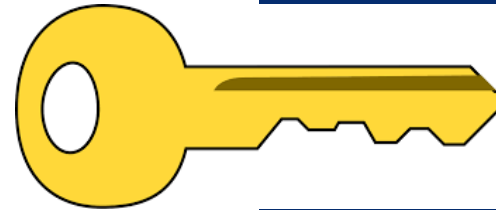
National Teaching Fellow

Principal Fellow Higher Education Academy



UK Council for  
Graduate Education

UKCGE 8th International Conference on Professional & Practice Based Doctorates. Authentic and Transformative Learning in Practice-based Doctoral Education. 30<sup>th</sup> - 31<sup>st</sup> March 2023. York Racecourse, UK.



## GOOD SUPERVISORY PRACTICE FRAMEWORK

Dr Stan Taylor

June 2019

UK Council for  
Graduate Education

## ➤ HOW TO APPLY:

<https://supervision.ukcge.ac.uk/your-application/how-to-apply>

UK Council for Graduate Education | Research Supervision Recognition programme

Good Supervisory Practice Framework | Your application | Resources

### How to apply

**Reflect** | **Apply** | **Review**

#### 1. Decide which award to apply for

We offer two levels of recognition, depending on your level of experience:

- **Recognised Supervisor (full award)** — for those who have seen doctoral candidates through final examination and completion
- **Recognised Associate Supervisor** — for those who have not seen doctoral candidates through final examination and completion and/or are involved in research supervision informally.

➤ Find out more about which level is right for you

#### 2. Complete your structured self-reflection form

To apply for recognition, you must submit a reflective account of your supervisory practice against the [Good Supervisory Practice Framework](#), using the appropriate UKCGE template for your level of award.

This should have an overall length of **approximately 5,000 words (Full) or 2,500 (Associate)**.

- Recognised Supervisor Reflective Account Form WORD | 56,398
- Recognised Associate Supervisor Reflective Account Form WORD | 56,408
- Find out more about structured self-reflection

#### 3. Gather your references and supporting documentation

To authenticate your reflective account, you are required to provide supporting documentation.

For the full award you will need:

- A reference from a former doctoral candidate
- A reference from a colleague who knows about your supervisory practice (for example, co-supervisor)

For the Associate award you will need:

- A reference from a colleague who knows about your supervisory practice (for example, a co-supervisor).
- A [Supervision Observation](#) report

- Personal Reference Form WORD | 51,368
- Supervision Observation Form (Associate award only) WORD | 51,938
- See further guidance for referees

#### 4. Submit your application

If you are submitting an individual application, please use our [online application portal](#).

There is a one-off application fee charged on a per-application basis. We request payment of this fee during the online submission and is payable by card.

- £100 for full recognition
- £50 for Associate recognition

If you are an institutional representative who is coordinating multiple applications in bulk, [please contact us directly](#)

#### 5. Await review outcomes

Your application will be peer-reviewed by a two-person review panel familiar with both research supervision and the Good Supervisory Practice Framework.

To undertake the review, each panelist independently evaluates your application against the same guidance given to applicants. For each of the ten criteria, they consider whether your application provides appropriate evidence of each criterion in your supervisory practice.

[Reviewers can share up to 50 words from the close of the application window.](#)

Reviewers have three potential outcomes:

- **Criteria Met** — If both reviewers decide your application does provide appropriate evidence, an outcome of Criteria Met is given. In this instance, you will become a UKCGE Recognised Research Supervisor / Associate Supervisor.
- **Referred** — If only one of the reviewers decides your application provides appropriate evidence, it will be sent to an Referee to make a final decision on the application.
- **Not Met** — If both reviewers decide that your application does not provide appropriate evidence, an outcome of Not Met is given. In this instance, the application will be returned to you with feedback on the areas of improvement required to provide appropriate evidence. If you would like to address the feedback and re-submit, you can do so at no extra charge within 12 months of the initial application.

All applications, regardless of the outcome, will receive comprehensive constructive feedback from the reviewers. Where appropriate, this will include recommendations for development opportunities.





# What the forms look like...

## Getting your reflections in order...

### A format to reflect and make new sense of your supervision practices...



## UKCGE FULL

REFLECTIVE ACCOUNT FORM

RESEARCH SUPERVISION RECOGNITION PROGRAMME  
**Reflective Account Form**

Your Details

Name	
Email	
Institution	

Please provide your name, email address and institution to enable us to keep track of your application.

**Completing Your Reflective Account**

Refer to the [Guide to Reflection](#) or the online [Good Supervisory Practice Framework](#) (<https://supervision.ukcge.ac.uk/good-supervisory-practice-framework/>) to help you complete your reflective account, and for the full supporting literature for each criterion. Refer to the [Sample Application](#) for an example of the recommended style, how to evidence practice and reference the literature.

**Applying for Recognition**

If you would like to apply for recognition of your supervisory practice, you can submit your completed reflective account for peer review. Refer to the [Guide for Applicants](#) for more information about the application process.

www.ukcge.ac.uk  
The Voice of the Postgraduate Community

1

## UKCGE ASSOCIATE

Reflective Account Form

RESEARCH SUPERVISION RECOGNITION PROGRAMME  
**Reflective Account Form**  
**Recognised Associate Supervisor Award**

Your Details

Name	
Email	
Institution	

Please provide your name, email address and institution if you are applying for recognition to enable us to track your application.

**Completing Your Reflection: Core and Elective Criteria**

Refer to the [Guide for Applicants](#) or the [Good Supervisory Practice Framework](#) (<https://supervision.ukcge.ac.uk/good-supervisory-practice-framework/>) to help you complete your reflective account, and for the full supporting literature for each criterion.

Using this form complete an evidence-based reflection on your practice covering 5 of the 10 criteria of good-supervisory practice.

Aim for a total length of 2,500 words.

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## UKCGE ASSOCIATE OBSERVATION

Supervision Observation Form

RESEARCH SUPERVISION RECOGNITION PROGRAMME  
**Supervision Observation Form**  
**Recognised Associate Supervisor Award**

This observation process forms a compulsory part of Criterion 10 (Reflecting Upon and Enhancing Practice) of the framework of the UKCGE Associate Supervisor Recognition Programme.

Your Details

Name	
Email	
Institution	

Please provide your name, email address and institution to help us keep track of your application.

**Purpose**

The observation process is designed to support development of the observer's (applicant's) understanding of the challenges of supervision in context. It also highlights the skills and practices needed to succeed with delivering effective supervision meetings in practice. Use this form to prepare for and reflect on your observation, in dialogue with your chosen supporting supervisor.

It is not a 'supervision review' or an evaluative method for monitoring the performance of the supporting supervisor.

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## UKCGE Reference(s) ASSOCIATE and FULL

PERSONAL REFERENCE FORM

RESEARCH SUPERVISION RECOGNITION PROGRAMME  
**Personal Reference Form**

Use this form to authenticate the applicant's reflective account.

Personal Referee Details

Name	
Email	
Institution	
Relationship to Applicant	

Please check the box below to express your consent for UK Council for Graduate Education to collect, store and process the data provided in this application:

UK Council for Graduate Education can store my personal information included in this form, my completed Research Supervision Recognition Programme Application Form and all related email communications.

**Withdrawing Consent**

You can change your mind at any time about the consent given by contacting UK Council for Graduate Education at [ukcge@ukcge.ac.uk](mailto:ukcge@ukcge.ac.uk).

supervision.ukcge.ac.uk  
Gateway to Targeted Professional Development

1

UKCGE GSPF transformed - domains for Associate and Full Recognition	FULL	ASSOCIATE
1. Recruitment and selection	✓	×
<b>2. Supervisory relationships with candidates (core)</b>	✓	✓
<b>3. Supervisory relationships with co-supervisors (core)</b>	✓	✓
4. Supporting candidates' research projects	✓	Elective
5. Encouraging candidates to write and giving appropriate feedback	✓	Elective
6. Keeping the research on track and monitoring progress	✓	×
7. Supporting candidates' personal, professional and career development	✓	Elective
8. Supporting candidates through completion and final examination	✓	×
9. Supporting candidates to disseminate their research	✓	Elective
<b>10. Reflecting upon and enhancing practice (core)</b>	✓	✓
A. Supervision observation report	×	✓
B. Reference from a former doctoral candidate	✓	×
C. Reference from a colleague	✓	✓

# 2. Supporting Colleagues

January 2023

**UKCGE Postgraduate Research Supervision: An Inter-Collaborative Workshop**  
 Wednesday 1<sup>st</sup> February 2023  
 Edge Hill University, Ormskirk  
 Dr Clive Palmer and Dr Chris Hughes

**Dr Chris Hughes**  
 Senior Lecturer, Researcher Development Fellow and Research Degree Academic Coordinator (Doctoral Training)  
 Email: [chris.hughes@edgehill.ac.uk](mailto:chris.hughes@edgehill.ac.uk)

**Dr Clive Palmer**  
 NTF, PFHEA, UKCGE Recognised Research Supervisor  
 Graduate Research School  
 Email: [cpalmer@uclan.ac.uk](mailto:cpalmer@uclan.ac.uk)

Edge Hill University, Graduate School, Room 59  
 Stanley Corridor, St Helens Road, Ormskirk, Lancashire, L39 4QP  
 (Junction 3 off the M56 - Parking permits to be authorised CTA)

**Wednesday 1<sup>st</sup> February 2023**  
 Arrive 9.30 for 10.00am start:

10.00-12.00	i. UKCGE Recognition levels Full and Associate. How to apply, what is expected?
12.00-1.00	ii. Reflecting on practice, round table discussions
1.00-2.45	iii. Lunch / networking
2.45-3.00pm	iv. Examples and phrasing your 'pitch' for recognition – some tips
3.00pm	v. individual writing (plans) through collaborative / shared experience
3.00pm	v. Evaluation / Plenary / Depart

June 2023

**Student-Supervisor Expectations Questionnaire**

June 2023

**PGR Supervision and Learning: A collaborative development**

2023 SOLSTICE & CLT Conference 14<sup>th</sup> / 15<sup>th</sup> June  
 Dr Chris Hughes – Graduate School, Edge Hill University  
 Dr Clive Palmer NTF, PFHEA – Graduate Research School University of Central Lancashire

July 2023

**UKCGE Supervision Recognition Programme: New Frameworks to Promote Doctoral Supervision (Associate and Full)**

**Dr Clive Palmer**  
 National Teaching Fellow  
 Principal Fellow Higher Education Academy

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**UKCGE Recognition: Writing Momentum Event**

(Associate Recognition Pathway)

**UKCGE Research Supervisor Associate and Full: sharing good practice between two UK Graduate Schools**

**Dr Clive Palmer**  
 NTF, PFHEA

**Dr Chris Hughes**  
 Graduate School, Edge Hill University

March 2023

May 2023

**LEARNING AND TEACHING WEEK**  
 Wednesday 5<sup>th</sup> July 2023

An interactive workshop to promote good practice in PGR/Doctoral supervision Pathways to formal Recognition from the UK Council for Graduate Education

**Dr Clive Palmer** NTF, PFHEA – Graduate Research School University of Central Lancashire  
**Dr Chris Hughes** Graduate School, Edge Hill University

July 2023

# The magic of meeting people was curiously productive... - sharing with colleagues further afield (or just down the road in this instance)

I ran this sequence of 4 workshops for two years, for 25 colleagues at UCLan – and no-one wrote anything!!!!








1

PGR: Research Supervision  
 Level 7/8 teaching:  
 Discussion sessions for the UKCGE  
 Recognised Research Supervisor Award



**Session 1: Wednesday 26<sup>th</sup> January 2022**

Starting / recruitment phase of a PhD project  
 Email: [capalmer@uclan.ac.uk](mailto:capalmer@uclan.ac.uk)


2

PGR: Research Supervision  
 Level 7/8 teaching:  
 Discussion sessions for the UKCGE  
 Recognised Research Supervisor Award


**Session 2: Wednesday 2<sup>nd</sup> March 2022**

Development / becoming a researcher phase of a PhD project  
 Email: [capalmer@uclan.ac.uk](mailto:capalmer@uclan.ac.uk)





3

PGR: Research Supervision  
 Level 7/8 teaching:  
 Discussion sessions for the UKCGE  
 Recognised Research Supervisor Award


**Session 3: Wednesday 30<sup>th</sup> March 2022**

Closing / examination phase of a PhD project



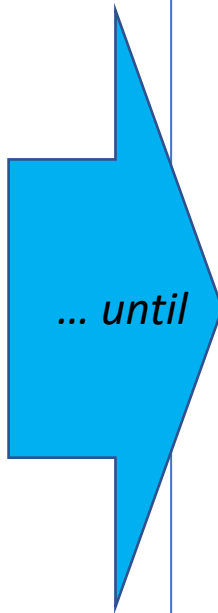


4



PGR: Research Supervision  
 Level 7/8 teaching:  
 Discussion sessions for the UKCGE  
 Recognised Research Supervisor Award




**Session 4: Wednesday 20<sup>th</sup> May 2022**

Review / appraisal phase of a PhD project




**UKCGE Postgraduate Research Supervision:  
 An Inter-Collaborative Workshop**  
 Wednesday 1<sup>st</sup> February 2023  
 Edge Hill University, Ormskirk  
 Dr Clive Palmer and Dr Chris Hughes


Dr Chris Hughes  
 Senior Lecturer, Researcher Development Fellow  
 and Research Degree Academic Coordinator  
 (Doctoral Training)  
 Email: [chris.hughes@edgehill.ac.uk](mailto:chris.hughes@edgehill.ac.uk)

Dr Clive Palmer  
 NTF, PFHEA, UKCGE  
 Recognised Research Supervisor  
 Graduate School



... what is expected?  
 ... tips  
 ... experience  
 ... Edge Hill

3	Colleague: PG Resea
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7	Colleague: PG Resea
8	Colleague: PG Resea
9	Colleague: PG Resea



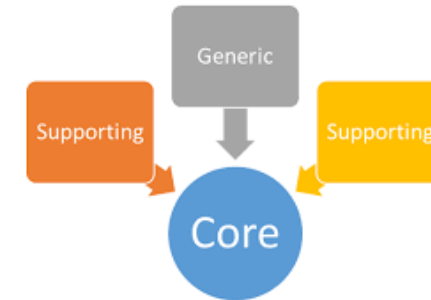
Palmer, C. and Hughes, C. (2023) UKCGE Postgraduate Research Supervision, Graduate Research School, Edge Hill University, Ormskirk, UK.



**Q: UKCGE - How core is 'core'?**

**Ans: very ... especially when doctoral supervisors become the new learners**

- 2. Supervisory relationships with candidates (core)**
- 3. Supervisory relationships with co-supervisors (core)**
- 10. Reflecting upon and enhancing practice (core)**



**The 'core' domains have caused us to think ...**

- **What is supervision really about?** ... Is it 'just' good teaching at a higher level with more independent learners?
- **What does the word 'supervision' actually mean?** ... is it to oversee or look down upon from above? Is it to have super-vision, perhaps being far sighted or x-ray vision like Superman? What impact might these kinds of 'vision' have on building a 'relationship' - with candidates and colleagues alike? (see Palmer, 2011; 2021, Palmer and Gillaspay 2022)
- **How do we improve our 'vision'?** ... How do we appreciate that there is more to see? (*There's none so blind as those who won't see!*)
- **Have we lost sight of (the magic of) 'supervision' in the dazzling glare of Research?** Where has **Scholarship** gone?

## The 'magic' of supervision = *Scholarship*... is enabling others to learn through research

Earnest Boyer (1990) *The Four Scholarships*

1. The Scholarship of Discovery,
2. The Scholarship of Integration,
3. The Scholarship of Application,
4. Through the Scholarship of Teaching



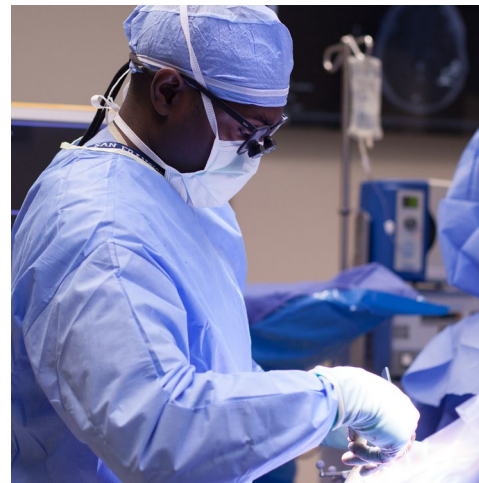
Learning *through* 'research' is the key notion – 'supervisors' facilitate this learning.

Boyer (1990:24) concludes:

*What we urgently need today is a more inclusive view of what it means to be a Scholar – a recognition that that knowledge is acquired through research, through synthesis, through practice, and through teaching.*

What is the relationship between Scholarship and Research?

*"I had an admissions interview with a brain surgeon a few weeks ago"*



*"He asked me if I would supervise his PhD"*

### 3. Core values and challenges/barriers to writing



Is the scholarly work of colleagues to support Doctoral/PGR supervision becoming invisible at some institutions?

*Making the invisible*



*visible*

“SHINING A LIGHT ON AN **UNDervalued AREA OF ACADEMIC PRACTICE**”

*UKCGE: What is Appropriate Evidence of Practice? (2019)*

 UK Council for Graduate Education

## UKCGE Recognition: Writing Momentum Event



(Associate Recognition Pathway)



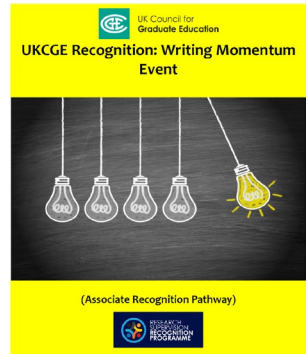
We created this follow-up event to encourage colleagues to write for UKCGE Recognition - *But we took the opportunity to ask some questions...*

# Clive's questions to colleagues writing for UKCGE Recognition pathways

Chronic under-confidence and sense of vulnerability (in writing) from university staff

But...

Quite the opposite from external colleagues (often beyond HE) who are doctoral supervisors



## QUESTIONS:

### Barriers to Writing for UKCGE Associate Recognition?

#### Discussion Points (cons?)

- (lack of) Support to do something new?
- (lack of) Confidence?
- (lack of) Experience?
- How will I be judged?
- Self-belief?
- Imposter Syndrome?
- Becoming: Am I really a PGR/Doctoral supervisor?
- What's in it for me?
- If it's so good, why doesn't everyone else around me (with far more experience) have it?
- Gamble? Is the investment (time/energy/revealing to committee) going to be 'worth' the return?
- My PGR work is a side-issue to my main duties?
- Low priority?

## QUESTIONS:

### Pro's for Writing for UKCGE recognition

- Professional Recognition (across boundaries),
- Access to wider resources in PGR supervision,
- Access to a wider network of colleagues involved in PGR supervision
- Professional / personal affirmation,
- Belonging: A professional 'home' PGR/Doctoral level teaching
- International Conference network,
- Web-based activities – resources, blogs, webinars,
- It's CHEAP!

**Blockages for Academics:** Aydin, Reisoğlu, Goktas (2022) *Main barriers and possible enablers of academicians while publishing.*

Wills (2000) *Strategies for Managing Barriers to the Writing Process.*

**Blockages for authors/novels:** *Writing barriers? For authors: (by Bryan Collins)*

<https://writetodone.com/barriers-to-writing/>

*'How to Overcome Writer's Block: 14 Tricks That Work' (by Jeff Goins)*

<https://goinswriter.com/how-to-overcome-writers-block-2/>

# What are we actually dealing with (barriers/challenges) to encourage colleagues to write for UKCGE Recognition?

## ***Main barriers and possible enablers of academicians while publishing***

Abdulkerim Aydin, Süleyman Eren Yürük, İlknur Reisoğlu, and Yuksel Goktas. *Scientometrics* (2023) 128:623–650 <https://doi.org/10.1007/s11192-022-04528->

- Lack of Knowledge - Background Knowledge
- Lack of self-confidence
- Lack of knowledge about academic writing
- Difficulty in conducting studies conforming to the standards of the journals
- Not knowing how to proceed
- Not being able to decide whether one has done enough research
- Not having a command of English
- Lack of time and time management
- Busy educational and administrative activities
- Not having the opportunity for academic writing
- Needing long periods of time for writing
- Emotional and Psychological state
- Fear and anxiety
- Depression
- Fear that others will use one's idea
- Lack of emotional support
- Previous negative experiences
- Being tired of sitting all the time
- Not being in the right mode for writing
- Low motivation
- Perfectionism
- Perfect first sentence syndrome
- Thinking that one's ideas are controversial
- Thinking that the idea of the study is not good
- Thinking that the study will not appeal to large audiences
- Thinking that one will be ready to write after reading more
- Thinking that one's progress is too slow
- Fear of failure
- Fear of rejection
- Previous rejection letters
- Fear of criticism
- Procrastination
- Cyber-loafing
- Dealing with household family
- Inability to start writing without completing other jobs/tasks
- Working on multiple studies
- Competitive Environment
- Fear of being compared to others

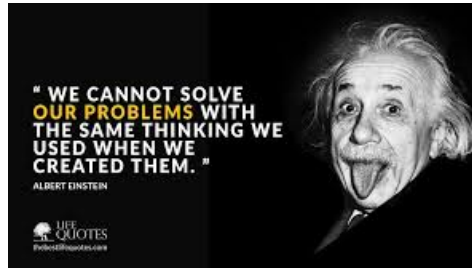
# Managing relationships and expectations is a good scholarly tactic for the candidate and the supervisor

## Managing Expectations: An open invitation to contribute to our research: why?

- Because *'learning through research'* is a two-way relationship that is constantly changing with new people and new situations.
- For an excellent *'student experience'* ... (whatever that is? i.e. not a bad one? – we might get a view of 'good' from this research)

and

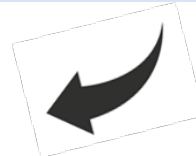
- For an excellent *'teaching experience'* facilitated by the supervisor.
- Because we believe the expectations of learners and supervisors, post-pandemic, are changing the dynamics of learning relationships now.



Please contact us if you would like to share aspects of your Doctoral Education offering



RECOGNISED  
RESEARCH  
SUPERVISOR  
UK Council for Graduate Education



Based on the Brown and Atkins (1988)  
Role Perception Scale

## Student-Supervisor Expectations Questionnaire



Palmer, C. and Sprake, A. (2023) *Investigating the expectations of students and research supervisors concerning their roles and duties in the learning process.* [UCLan ongoing live research, June 2023]

## Concluding remarks

*\*That reaching out to collaborate has been more productive than reaching within...*

*\*That:*

**Q: Supervisory relationships with candidates (are core for sure)**

**Q: Supervisory relationships with co-supervisors (are core for sure)**

**Q: Reflecting upon and enhancing practice (is core for sure)**



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*\* Practice - informed by the UKCGE frameworks and professional recognition pathways:*

**Ans: Show attention and care to learner vulnerability, be open-minded to the 'same done differently' by others;**

**Ans: Manage expectations in learning relationships;**

**Ans: Share expertise (and vulnerabilities) and move forwards with a sense of good practice in your -**

**“scholarship for learning *through* research”.**



## References:

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Goins, J. (2023) *How to Overcome Writer's Block: 14 Tricks That Work* (<https://goinswriter.com/how-to-overcome-writers-block-2/>)

Palmer, C. and Sprake, A. (2023) *Investigating the expectations of students and research supervisors concerning their roles and duties in the learning process*. University of Central Lancashire, Graduate research School [ongoing live research, June 2023]

Palmer, C. and Hughes, C. (2023) *An interactive workshop to promote good practice in PGR/Doctoral supervision. Pathways to formal Recognition from the UK Council for Graduate Education*. Learning and Teaching Week. Edge Hill University, 15<sup>th</sup> July.

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Hughes, C. and Palmer, C. (2023) *PGR Supervision and Learning: A Collaborative Development*. SOLSTICE Centre for Learning & Teaching (CLT) Conference. Edge Hill University, Ormskirk, 14/15<sup>th</sup> June.

Palmer, C. (2023) *UKCGE Recognition: Writing Momentum Event*. Graduate Research School, University of Central Lancashire, Preston, UK. 7<sup>th</sup> June.

Palmer, C. (2023) *UKCGE Supervision Recognition Programme: New Frameworks to Promote Doctoral Supervision (Associate and Full)*. UK Council for Graduate Education [UKCGE] 8th International Conference on Professional & Practice Based Doctorates. York Racecourse, 30-31<sup>st</sup> March.

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