

UKCGE Conference Supervisor Network

Karen Clegg, 3 July 2025

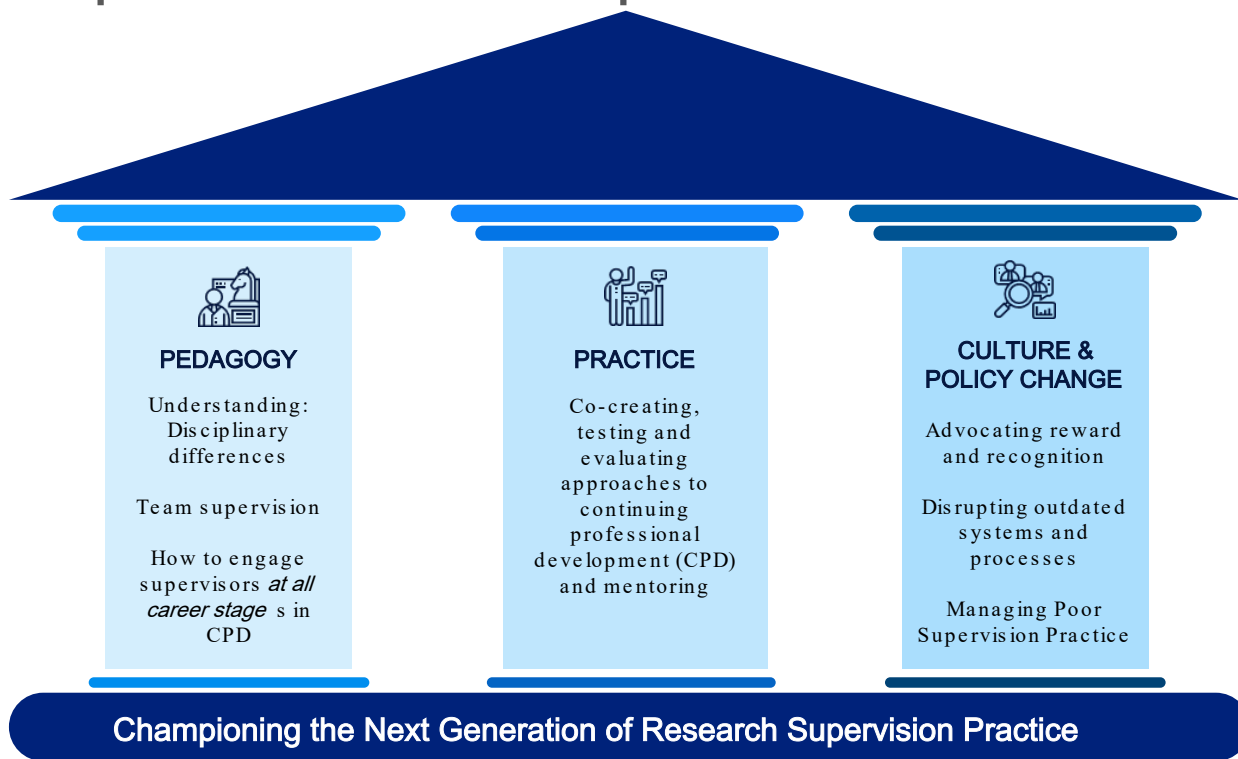


UK Council for
Graduate Education

Next Generation Research SuperVision Project (RSVP)

Transforming the culture and practice of doctoral supervision

Through **pedagogy** ,
practice and **policy** we will
seek to better understand
the drivers to engagement
in professional
development, create and
test approaches to support
the professionalisation of
practice and produce a
blueprint for good
supervision.



Partner Institution: Connections

Consortiums

- QUT/University of the South Pacific/KwaZulu Natal
- GW4 (Bath, Bristol, Cardiff, Exeter)
- Manchester (Manchester, Man Met, Salford)
- Scottish Graduate Schools in Social Sciences (SGSSS) 14 partners
- Staffordshire/Buckinghamshire/Griffith
- Ulster/UCD/Karolinska Institute (Stockholm)/Orpheus
- UCL-led LIDo (London Interdisciplinary Doctoral Programme)

Non HE Partners

- Dyson, Rolls-Royce
- Unilever
- Skills Development Scotland
- Office for National Statistics
- Met Office
- National Trust
- National Portrait Gallery
- Tate Modern

Some of the many Doctoral Training Entities

- White Rose DTP
- AHRC North West Consortium DTP
- South East Network for Social Science DTP
- London Interdisciplinary Doctoral Social Sciences (LISS)
- NHS
- 9 DTP Northern Ireland and North East
- Digital Health Technologies CDT



Practice

- Our focus today is on our **Practice** pillar – the creation and evaluation of new supervisor CPD
- The full RSVP suite of CPD interventions will consist of a wide range of onboarding and CPD interventions for both new and experienced supervisors:

Workshops

Peer observation of supervision

Resources to support onboarding

Peer mentoring circles

Web resources

Support for recognition of supervision practice through the UKCGE
Research Supervision Recognition Programme

Challenges in implementation

UKRSS 2024: 5174 responses

Complexity & Confidence: Lack confidence in supporting PGRs with non academic careers and MH&W, 58% have supervised PGRs with MH issues, 31% with disclosed neurodiversity. PGR lack of Focus was the biggest challenge in 2024 (

Lack of Time: Many institutions don't have a policy on workload allocation for supervision. Supervisors are typically working with 5+ PhD candidates.

RSVP Review of PPs: most of our PPs offer some form of CPD, onboarding is most common, very few examples of peer observation of supervision or refresher training, tends to be centralised, web information is often difficult to locate and consistently presented. (Good examples include UCD Dublin, Exeter, Imperial and Newcastle)

Impact Goals

- ❑ Good doctoral supervision is increasingly recognised and valued
- ❑ Clear expectations around supervisors' engagement with continued professional development are established
- ❑ A growing commitment to consistent quality in supervision practice is evident across the sector



"One thing that would make my role as a research supervisor better is having access to **additional resources for professional development** and **training in mentorship techniques**. This could include **workshops, seminars, and access to a network of experienced supervisors to share best practices**



More time for supervision and CPD in workload

SHARING OF PRACTICE IS VITAL

Limited opportunities for mentorship, role-modelling, and sharing of practice

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80% infrequently learn through sharing of practice

20% stated that they 'frequently' were provided opportunities to learn from more experienced supervisors through role modelling or shared practice.

74% infrequently take part in mentoring

26% of respondents reported that their institutions 'always' or 'frequently' provided opportunities for mentoring with other supervisors.

22% reported that they had 'never' been offered an opportunities for group discussions.

27% of respondents said they rarely had informal types of support such as time or space for groups within departments or institutions.

"One thing that would make my role as a research supervisor better is having access to **additional resources for professional development** and **training in mentorship techniques**. This could include **workshops, seminars, and access to a network of experienced supervisors to share best practices**. Enhanced training would enable me to better support my students, address their diverse needs more effectively, and stay updated on the latest developments in research supervision. **This, in turn, would improve the overall research experience for my students and contribute to their success.**"

Supervisors invest time, effort and compassion into their researchers.

As a sector, are we appropriately recognising or capitalising on this investment?



Stay connected

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