

Capacity Building Programme for PhD Supervisors in Pakistan

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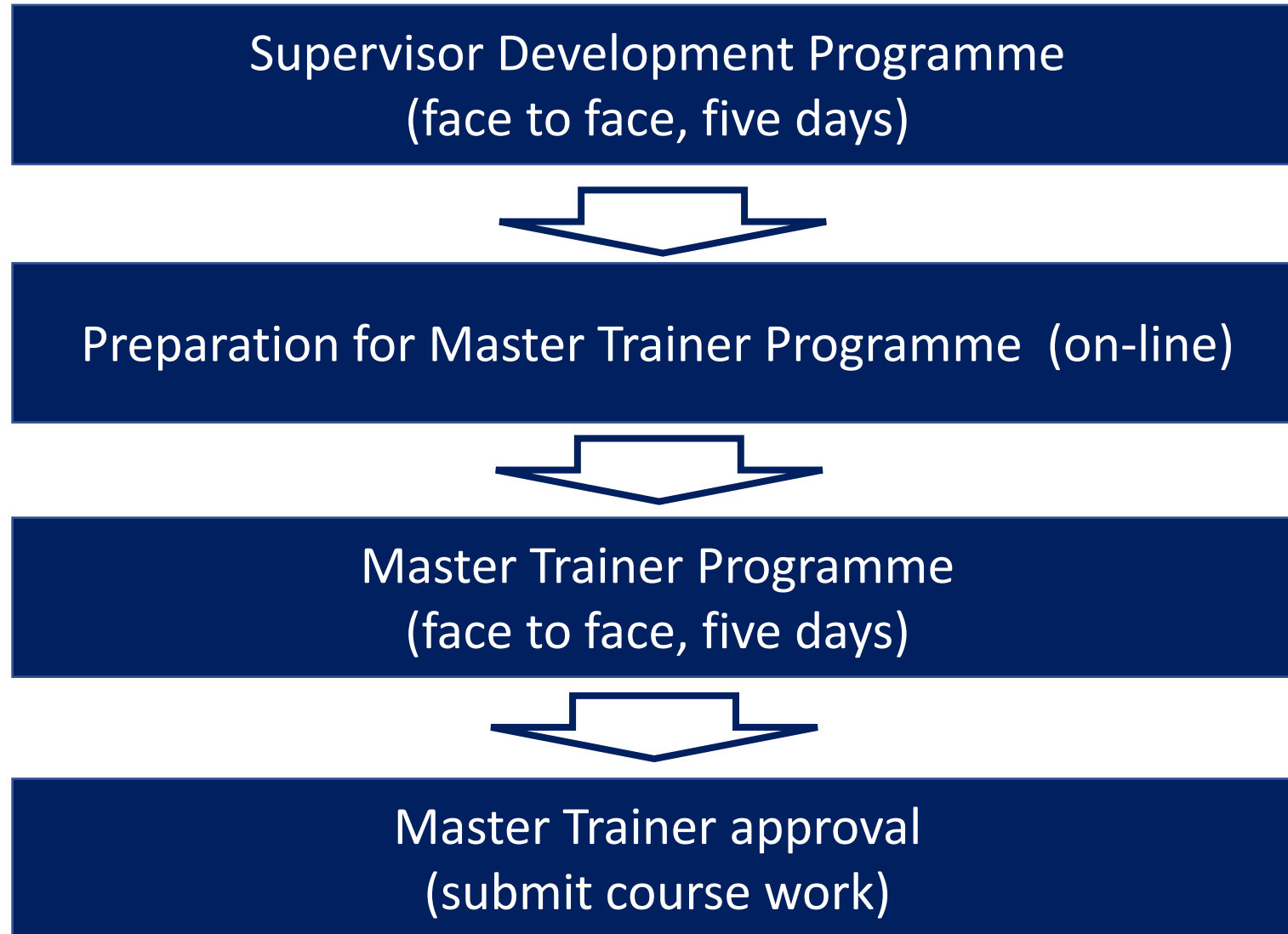
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Capacity Building Programme for PhD Supervisors

- A baseline study of where the Pakistan HE sector stands in relation to policy and practice of PhD supervision.
- A review of previous capacity building programs for doctoral supervision in Pakistan.
- Review of PhD policies, processes and procedures in Pakistan in comparison with international best practices.
- **Training programme for PhD Supervisors in Pakistan on the best practices followed in UK for the PhD supervision**
- **The 140 trained Supervisors will be the Master trainers for the PhD Supervisors training programmes. They will cascade the training to a wider audience of Approved Supervisors.**
- Advance training programme in the UK for running successful PhD Programmes in Pakistani HEIs. The participants for the UK programmes will be selected through a competitive process.

Route to Master Trainer



Evidence-based pedagogy for Supervisor training

Reflection
on experience and
practice

Peer learning
facilitated by
experienced
supervisors

Case scenarios
promoting discussion
and learning

Theories of supervision

Models to apply in supervision practice

Tools for working with supervisees

Topic blocks

1. Supervising doctorates in Pakistan and your institution
2. Roles and responsibilities of supervisors
3. Building effective and trusting relationships
4. Monitoring progress for candidates' success
5. Developing academic writing skills and authoring publications
6. Supporting candidates' wellbeing, professional and career development

Supervisor Development Programme

1. Supervising doctorates in Pakistan and your institution
- 2. Roles and responsibilities of supervisors**
- 3. Building effective and trusting relationships**
- 4. Monitoring progress for candidates' success**
- 5. Developing academic writing skills and authoring publications**
6. Supporting candidates' wellbeing, professional and career development

The Criteria for Good Supervisory Practice

Recruitment and selection

Supervisory relationships with candidates

Supervisory relationships with co-supervisors

Supervising candidates' research projects

Encouraging candidates to write and giving appropriate feedback

Keeping research on track and monitoring progress

Supporting candidates personal, professional and career development

Supporting candidates through completion and final examination

Supporting candidates to disseminate their research

Reflecting on and enhancing supervisory practice

Reflection

For each Good Supervisory Practice Framework criteria:

- What **evidence of practice** can you provide?
- Is the evidence **personal** to you (rather than your department or institution)?
- Is the evidence related to your **recent experience**, usually defined as being within the previous five years?

Action Planning

For each Good Supervisory Practice Framework criteria:

- What **actions** do you commit to taking?
- What will indicate that you have successfully **completed** each action?
- **When** will you complete each actions?

6 Keeping the Research on Track and Monitoring Progress

<https://supervision.ukcge.ac.uk/good-supervisory-practice-framework/6-keeping-the-research-on-tack-and-monitoring-progress>

The days when doctoral degrees took as long as they took are long gone. Globally, research sponsors have put policies in place designed to ensure that candidates to complete their degrees in three or four years of full-time study (or pro-rata for part-time). Supervisors are fundamental to keeping the progress on track.

Typical examples:

- Supporting and motivating candidates to progress in their studies.
- Using supervisions to monitor progress.
- Participating in formal progression events.

Reflection

Action plan

Programme

Timing	Day1	Day2	Day3	Day4	Day5
9.00 S1	D1S1 Introductions: Project, People and Programme	D2S1 Roles, Responsibilities and Expectations – supervisory teams	D3S1 Supporting student writing: approaches to supervising writing	D4S1 Keeping research on track and monitoring progress: formal meetings and progress reviews	D5S1 Structured reflection and action planning Planning an institutional programme framework
10.30	Break	Break	Break	Break	Break
10.50 S2	D1S2 Roles, Responsibilities and Expectations	D2S2 Roles, Responsibilities and Expectations – supervisory teams	D3S2 Supporting student writing: giving feedback	D4S2 Structured reflection and action planning	D5S2 Planning an institutional programme framework
12.30	Lunch	Lunch	Lunch	Lunch	Lunch
13.30 S3	D1S3 Roles, Responsibilities and Expectations – challenges and getting off to a good start	D2S3 Building Effective and Trusting Relationships	D3S3 Supporting student writing: giving feedback	D4S3 Keeping research on track and monitoring progress: maintaining momentum	D5S3 World Café: issues in supervising research degrees in Pakistan
15.00	Break	Break	Break	Break	Break
15.15 S4	D1S4 Roles, Responsibilities and Expectations – challenges and getting off to a good start	D2S4 Building Effective and Trusting Relationships	D3S4 Structured reflection and action planning	D4S4 Keeping research on track and monitoring progress: completion and examination	D5S4 Feedback, evaluation and next steps. Closing ceremony
16.30 S5	D1S5 Preparing for Building effective and trustful relationships	D2S5 Preparing for Supporting student Writing	D3S5 Preparing for Keeping research on track and monitoring progress	D4S5 Preparing for planning an institutional programme framework	
17.00	Close	Close	Close	Close	

Master Trainer Programme

1. Co-creation of training materials on how the following aspects of supervisory practice are delivered in Pakistan:
 - Recruitment and Selection
 - Supervising candidates' research projects
 - Supporting candidates personal, professional and career development
 - Supporting candidates to disseminate their research
2. Development of training and assessment on HEC and institutional rules and regulations for your institution
3. Draft implementation plan for supervisor development at your institution via Cross Institutional Groups
4. Facilitation skills development: how to guide peer-learning, challenges that arise in practice, how to give and receive feedback
5. Continue work with Reflection and Action Plan

The Criteria for Good Supervisory Practice

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Supervisory relationships with candidates

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Supervising candidates' research projects

Encouraging candidates to write and giving appropriate feedback

Keeping research on track and monitoring progress

Supporting candidates personal, professional and career development

Supporting candidates through completion and final examination

Supporting candidates to disseminate their research

Reflecting on and enhancing supervisory practice

Timing	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 S1	D1S1 Introductions: Project, People and Programme	D2S1 Peer Review of draft Case Scenarios on Recruitment and Selection	D3S1 Peer Review of draft Case Scenarios on supporting Candidates' Personal, Professional and Career Development and Supporting Candidates' Research Projects	D4S1 Peer Review of draft Case Scenarios on Supporting Student Writing and Supporting Candidates to Disseminate their Research	D5S1 Presentations for Submission 1 & Submission 2
10:45	Break	Break	Break	Break	Break
11:00 S2	D1S2 Developing a Doctoral Supervision Programme for your Institution - Facilitation - Delivery	D2S2 Supporting Candidate's Personal, Professional and Career Development	D3S2 Supporting candidates to disseminate their research, building on sessions on supporting student writing	D4S2 Work in Institutional Groups to on Submission 1	D5S2 World Café: issues in supervisor training in Pakistan Feedback and Next steps Closing ceremony
13:00	Lunch	Lunch	Lunch	Lunch	12.30 Close
14:00 S3	D1S3 Recruitment and Selection of PhD candidates in Pakistan	D2S3 CIGs develop a course plan for Supporting Candidates' Personal, Professional and Career Development	D3S3 Feedback on Course Plans for Supporting Candidates' Personal, Professional and Career Development	D4S3 Work in Institutional Groups on Submission 2	
15:15	Break	Break	Break	Break	
15:30 S4	D1S4 Presentations by CIGs on Recruitment and Selection	D2S4 Presentations by CIGs on Supporting Candidate's Personal, Professional and Career Development: Course plans	D3S4 Individual work on Reflection and Action Plans	D4S4 Continue to work on Submission 2	
16:30 S5 Homework	D1S5 CIGs develop a Case Scenario on Recruitment and Selection	D2S5 CIGs develop a Case Scenario on Supporting Candidate's Personal, Professional or Career Development and Supporting Candidates' Research Projects	D3S5 CIGs to develop a Case Scenario on Supporting Candidates to Disseminate their Research or Supporting Candidates' Writing	D4S5 Continue to work on submission 1 and 2 and upload drafts to Aula for feedback	

Master Trainer Approval

Requirement	Format – submissions via Aula to Coventry University trainers who will forward to appropriate agency for approval	Approval Agency
1. Implementation plan for supervisor development at your institution	Implementation plan submitted by institution cohort by Monday 4 September midday (PKT)	HEC with advice and feedback from Coventry University
2. Institution training and assessment adhering to HEC and institutional rules and regulations	Institutional training and assessment submitted by institution cohort by Monday 4 September midday (PKT)	HEC with advice and feedback from Coventry University
3. ‘Supporting candidates’ personal, professional and career development’ training	Training plan submitted by mixed institutional groups to Coventry University trainers for feedback by Monday 14 August midday (PKT)	Coventry University trainers will review and feedback. Your plans will be shared with the Master Trainer community in Aula.
4. Individual reflection and action plan against UKCGE recognition criteria	Individual, confidential submission to Coventry University trainers for feedback by Monday 14 August midday (PKT)	Submitted Reflection and action plans will be confidential to Coventry University trainers. Trainers will review and recommend approval to HEC

So, I think they have done the right thing. They have shared good supervisory practices and [explored] some things that need to be changed [in Pakistan]. They have given that information to us so that we can build our own guide for our own institutions and also build a guide for the supervisors to actually follow in that institution.

So, I think that is very important that they have kept certain things common between supervisors in different countries - that is good supervisory practices - and they also helped us to create those guides and manuals that would be useful for us in our own settings, that [are specific] to how we can actually supervise a PhD student in our universities. So I think they've done this co-creation with participants well, and I really support that approach

Participant in focus group, on whether the programme was 'co-produced'