

SENATE

Title of paper: PGR Supervisor Development Programme at Newcastle University.

Main purpose of the paper: for information/comment, and support/endorsement of the PGR Supervisor Development Programme content.

Presenter(s): Professor Matthew Grenby, PVC for Research, and Innovation.

Date of paper: 10th June 2024.

The purpose of this paper is to provide Senate with the opportunity to comment on the content of the proposed PGR Supervisor Development Programme, and to provide any final comments before the programme is launched in September 2024.

It is expected that the content of the PGR-Supervisor Development Programme will evolve over time and respond to developments in the internal and external environment. The Review Group will regularly review participant feedback and update material accordingly. PGR Supervisor Champions will be engaged to both promote engagement with the programme, as well as to support the delivery of workshops and development activities, helping to build capacity.

Funding for external delivery providers and content development has been identified for the 2024/25 academic year through the PGR Strategic Delivery Plan budget, should it be required.

Relation to strategy and values

The development and delivery of a PGR-SDP (Supervisor Development Programme) was identified as a priority action in the PGR Strategic Delivery Plan (April 2022).

Recommendations:

To request support for:

- The programme content for new and new to Newcastle PGR Supervisors, and existing PGR Supervisors.
- Implementation of the mandatory PGR Supervisor Development Programme from September 2024.

Consultation to date (including any previous committee consideration and its outcome):

- The proposal for programme development and supporting principles were approved by EB and Senate (Sept 2023). Programme format and content endorsed by each Faculty Executive Board (February/March 2024). Endorsed by UEC and URIC (18th April 2024), and PGRSC (18th May 2024).

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PGR Supervisor Development Programme.

Background:

The development and delivery of a PGR-SDP (Supervisor Development Programme) was identified as a priority action in the PGR Strategic Delivery Plan (April 2022). The proposal for development of the programme and its supporting principles were approved by Senate in Sept 2023. A Cross-University Working Group was established to develop and socialise the programme.

- On the 12th of February 2024, the Working Group agreed the format and content of the PGR SDP for implementation in September 2024, which was then socialised and endorsed by each Faculty Executive Board in February/March 2024. The PGR Supervisor Development Programme was endorsed by URIC and UEC on 18th April 2024.

Next Steps:

- Senate for final approval on 26th June 2024

It is expected that the content of the PGR-Supervisor Development Programme will evolve over time to respond to developments in the internal and external environment. The Working Group will evolve into a Review Group from September 2024 and will regularly review the programme content considering workshop feedback and will collaborate with colleagues in Academic Units, Faculties and Professional Services to refine and/develop new materials. The Review Group also intends to engage PGR Supervisor Champions who will support the delivery of workshops and development activities, which will help build capacity. Funding for external delivery providers and content development has been identified for the 2024/25 academic year through the PGR Strategic Delivery Plan budget, should it be required.

A Monitoring and Evaluation and Reporting Structure has been developed and this will be used to measure the impact of the PGR SDP going forward. (See attached Appendix 1 for reference).

The programme for new and new to Newcastle PGR supervisors and experienced supervisors is set out below.

PGR Supervisor Development Programme Overview for Implementation September 2024.

For ease of reference the programme is set out below as two distinct programmes, **however in practice some workshops will provide the opportunity for participation by both new and experienced PGR Supervisors.**

New Supervisors and Supervisors New to Newcastle, with development elements to be **completed within 18 months of becoming a new supervisor**. It is expected that this programme will be no more than 12 hours in total. This Programme will incorporate real-life examples and case studies to support evidence-based learning.

New Supervisors and Supervisors New to Newcastle – from September 2024.				
Title	Workshop Content Summary	Learning Outcomes	Frequency/Capacity	Facilitated
<p>Session 1.</p> <p>Introduction to the Role of PGR Supervisor - A holistic introduction</p> <p>Detail will be available on Research Space</p>	<p>This session introduces participants to the role of a PGR Supervisor. It includes important introductory information on being a supervisor of a research degree at Newcastle University.</p> <p>This session will introduce important issues relating to the key academic activities and progression of research students and will introduce key concepts such as barriers/challenges that PGR students may face and the support available.</p> <p>Guidance will be provided on university regulations:</p> <ul style="list-style-type: none"> • The PGR Code of Practice. • Key PGR regulations and policies. <p>Participants will be given the opportunity to reflect on their experience of supervision and identify/share best practice in research degree supervision. Real-life examples will be provided as case studies.</p> <p>In addition to introduction to the key academic activities, the session will also introduce the following elements and signpost where to go to for further support and expert advice, for example:</p> <ul style="list-style-type: none"> • EDI (Equality, Diversity, and Inclusion) sensitivity • Supporting students with a Student Support Plan • Psychology of Supervision • Expectations of Supervision • Staff and Student Wellbeing. • Doctoral College • Careers for Researchers guidance available at NU Careers. 	<p>Completion of this session will provide PGR supervisors with a clear understanding of the role and responsibilities of a PGR Supervisor at Newcastle University.</p> <p>It will provide a safe space for PGR Supervisors to consider and discuss barriers and challenges to PGR supervision, share best practice and signpost where to go for advice and support.</p> <p>Metrics to measure impact:</p> <p>Track confidence in PGR Supervision – Participant Feedback/Questionnaire.</p> <p>PRES (Postgraduate Research Experience Survey) Results.</p> <p>Level of Engagement/Participation.</p> <p>Better informed supervisors, leading to fewer PGR complaints and appeals.</p>	<p>2 per term (1x in-person and 1x online). Further sessions to be added subject to demand.</p> <p>Capacity: In-person (45); Online (50)</p>	<p>Cross-University Team</p>

	<ul style="list-style-type: none"> The role of Faculty Development Programmes in supporting PGR students. 			
<p>Session 2. (Sessions 1 and 2 to be held within 2 weeks of each other).</p> <p>The Principles and Practices of a Good PGR Supervisor</p> <p>Details will be available on the Research Space.</p>	<p>This session will be open to new and experienced participants. It will address the qualities, standard of behaviour, and attributes of good PGR supervision.</p> <p>Held as a networking /group discussion session using real life case studies as examples. This workshop will include topics such:</p> <ul style="list-style-type: none"> Managing expectations. Supervision style. Managing the relationship. Providing positive and effective feedback. Reflective practice. Working in a Supervisory Team. <p>The session will provide an opportunity to identify challenges, blockages, solutions, for effective, high-quality supervision.</p> <p>This new session will draw upon a range of pedagogy and practice materials available to support best practice in research supervision. Including:</p> <p>The UKGCE Guide to Good Supervisory Practice Framework (add URL).</p> <p>University EDI Toolkit.</p>	<p>Completion of this session will provide PGR supervisors with a deeper understanding of behaviours expected by the University and the significance of these to the supervisor/supervisee relationship.</p> <p>Participants will understand the importance of a mutually respectful relationship, where feedback is provided in a way that is constructive and is a positive experience for both parties.</p> <p>Additional online materials will be available in due course through engagement as a Practitioner Partner in ‘Next Generation Supervisory Practice’ – RSVP (Research SuperVision Project).</p> <p>Additional materials will be commissioned as required.</p> <p>Supporting Neurodiversity (Durham).</p> <p>Metrics to measure impact:</p> <p>Incorporate Research Culture (where appropriate) PhD Submission and Completion rates.</p> <p>RSVP metrics (when available).</p>	<p>2 per term (1x in-person and 1x online). Further sessions to be added subject to demand)</p> <p>Capacity: In-person (45); Online (50)</p>	<p>Academic Colleagues (e.g., PG Deans, PGR Directors) and Student Progress Service/ Doctoral College</p>

<p>PGR Supervisors who CARE-Wellbeing Workshop for PGR Supervisors.</p> <p>Details will be available on the Research Space.</p>	<p>This session is designed to help PGR Supervisors identify when their students, peers, or they themselves may need wellbeing support, and who within the University, and wider community can offer such support.</p> <p>Intended to increase supervisors' confidence in knowing what is and what is not their role in the supervision of their student's wellbeing.</p> <p>The format of the workshop will be a mixture of presentations, individual and group activities focusing on:</p> <ul style="list-style-type: none"> • Overview of the key wellbeing issues affecting PGR students and supervisors. • Student Health and Wellbeing Services provision, including: • Dealing with distressed students • Where responsibility starts/ stops - where to signpost <p>Real-life Case studies will be used as examples, and an open forum discussion will help participants to build a network of support and share practice/experiences.</p>	<p>Completion of this session will provide supervisors with knowledge of SHWS services and where and when to signpost to these services. In addition, to providing guidance on supporting their own wellbeing.</p> <p>Additional resources are available at:</p> <p><i>Mental Health and Wellbeing Awareness</i> https://elements.ncl.ac.uk/course/view.php?id=1450</p> <p><i>Suicide Prevention -</i> https://elements.ncl.ac.uk/course/view.php?id=1299</p> <p>Metrics to measure impact:</p> <p>Track confidence in wellbeing awareness – Participant Feedback/Questionnaire.</p>	<p>In person - 1 per term. Further sessions to be added subject to demand.</p> <p>Capacity: In-person (35)</p>	<p>Colleague Wellbeing Team</p>
<p>Assessing Research Degrees</p> <p><i>To include new Internal Examiners or Internal Examiners new to Newcastle)</i></p> <p>This session can be undertaken as and when needed.</p>	<p>Provides participants with an overview of key research assessment regulations and an opportunity to consider and discuss important issues relating to the assessment of research students, as a PGR Supervisor and/or Internal Examiner.</p> <p>The session will provide guidance on how to approach the assessment of the submitted work and in an oral examination. This session will incorporate guidance on Project Approval and conducting Annual Progress Reviews. Discuss the role of the Internal Examiner at Newcastle University and consider how the</p>	<p>Completion of this session will be equipped with the key knowledge and skills required to undertake assessment of research degrees.</p> <p>New Supervisors – on the condition that all development has been undertaken would be able to undertake the role of academic Supervisor without having to supervise a PGR student through to completion.</p>	<p>2 per term (1x in-person and 1x online). Further sessions to be added subject to demand.</p> <p>Capacity: In-person (35); Online (50)</p>	<p>PGR Dean/Deputy Dean and Doctoral College</p>

<p>Details will be available on the Research Space.</p>	<p>role may vary with that of an External Examiner from another institution.</p> <p>This workshop will provide an opportunity to share good practice between an experienced Examiner/Supervisor and an experienced PGR Professional Services colleague.</p>	<p>This will allow new supervisors to reach approved academic supervisor status earlier in their career.</p> <p>Supplementary material will be available online for reference, including Examiner Handbook, Assessment Regulations, Good practice guidance.</p> <p>Metrics to measure impact:</p> <p>Track confidence in examination regulations and procedures – Participant Feedback/Questionnaire.</p> <p>Submission and Completion Rates</p> <p>Examination outcomes</p> <p>Better informed supervisors, leading to fewer PGR complaints and appeals.</p>		
<p>Understanding race, ethnicity, and culture in PGR supervision.</p> <p>Details will be available on the Research Space.</p>	<p>Open to new and experienced participants</p> <p>This session aims to provide supervisors with knowledge about some of the additional barriers that can face racially and ethnically minoritised PGRs at Newcastle. It is evidence-based, drawing on a recent research and action project (ProNE) which has collected data and trialled interventions across the five North East Universities.</p> <p>Emphasising the diverse experiences within the broad group of racially and ethnically minoritized PGRs, the workshop identifies some common issues and discusses how supervisors might respond. The format will be interactive, with opportunities for questions and sharing each other's existing ideas and good practice.</p>	<p>After successful completion of this session, you will have a better understanding of the ways that race, ethnicity, and culture may affect PGR progression and the supervisory relationship.</p> <p>Metrics to measure impact:</p> <p>Improved awareness of barriers for diverse PGRs, and improved confidence in supervision - via participant feedback survey.</p> <p>PRES Results showing gradual improvements year on year for racially and ethnically minoritised students.</p>	<p>In person - 1 per term. Further sessions to be added subject to demand.</p> <p>Capacity: In-person (35)</p>	<p>Rachel Pain and Kevin Johnson.</p>

	<p>It will signpost further resources to support us as supervisors in actively tackling inequalities across the PGR journey.</p> <p>The workshop will cover:</p> <ul style="list-style-type: none"> • Understanding the basics of equality, diversity, and inclusion • The evidence base: statistics and lived experiences for PGRs at Newcastle (Home and International) • Implications for supervision • Building constructive relationships • Allyship, cultural competence and anti-racism • Intersectionality 	<p>Level of Engagement/Participation in the workshop.</p> <p>Supporting material is available at: EDI Toolkit for Researchers Our Research Newcastle University (ncl.ac.uk) PRO North East Home - (pronortheast.org.uk) (Supporting Material in development)</p>		
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Experienced Supervisors It is expected that the programme be completed **every 5 years**. This would provide an opportunity to receive updates on recent developments and to engage and share best practice using case study material and real-life examples. The full programme set out below is to be attended over the first 5-year iteration/first accreditation period of the programme. **The total programme duration will be no more than 7.5 hours** (equivalent to 1 day of CPD over a 5-year period). It is anticipated that the programme content for experienced supervisors will evolve over time so that supervisors would not be attending the same workshops when engaging with the programme and the Wellbeing /EDI workshop would not need to be re-attended over each accreditation period. The refresh elements will provide an opportunity to receive updates on recent developments to support peer engagement and sharing of best practice. Case studies and real-life examples will be used throughout.

Experienced PGR Supervisors – Refresh Programme				
Workshop Content Summary	Workshop Content Summary	Learning Outcomes	Frequency/Capacity	Facilitated by
<p>Session 1.</p> <p>The Principles and Practices of a Good PGR Supervisor.</p>	<p>This session will be open to new and experienced participants. It will address the qualities, standard of behaviour, and attributes of good PGR supervision.</p> <p>Held as a networking /group discussion session using real life case studies as examples. This workshop will include topics such:</p> <ul style="list-style-type: none"> • Managing expectations. 	<p>Completion of this session will provide PGR supervisors with an understanding of the principles and practices involved in being a good PGR Supervisor.</p> <p>The session will provide a ‘safe space’ for colleagues new and experienced to share their experience and seek out best practice examples, offer and ask for advice and</p>	<p>2 per term (1x in-person and 1x online). Further sessions to be added subject to demand)</p> <p>Capacity: In-person (35); Online (50)</p>	<p>Academic Colleagues (e.g., PG Deans, PGR Directors) and Doctoral College</p>

<p>Details will be available on the Research Space.</p>	<ul style="list-style-type: none"> • Supervision style. • Managing the relationship. • Providing positive and effective feedback. • Reflective practice. • Working in a Supervisory Team. <p>The session will provide an opportunity to identify challenges, blockages, solutions, for effective, high-quality supervision.</p> <p>This new session will draw upon a range of pedagogy and practice materials available to support best practice in research supervision. Including:</p> <p>The UKGCE Guide to Good Supervisory Practice Framework (add URL).</p> <p>University EDI Toolkit.</p>	<p>guidance. Real-life case studies will be used to illustrate examples.</p> <p>Additional online materials will be available through engagement as a Practitioner Partner in 'Next Generation Supervisory Practice' – RSVP.</p> <p>Additional materials will be commissioned as required.</p> <p>Supporting Neurodiversity (Durham).</p> <p>Metrics to measure impact:</p> <p>Research Culture – inappropriate behaviours metrics.</p> <p>RSVP metrics (when available).</p>		
<p>Refresh – the changing role of the PGR Supervisor.</p> <p>Details will be available on the Research Space.</p>	<p>This session will provide an opportunity for experienced supervisors to update their knowledge of recent developments in the PGR domain and to refresh their knowledge of best practice in supervision. This workshop will provide an update on recent developments or changes in research supervisory practice, for example updates to the Annual Progress Review Process, Student Support Plans, and an overview of any changes to visa requirements or university regulations. The workshop will include reflective practice using case studies and examples of recent complaints and appeals.</p>	<p>This session will prepare the experienced supervisor with the latest developments, knowledge and information which will enhance their practice as a research supervisor.</p> <p>Up-to-date knowledge of the university's processes and procedures will support best practice in supervision. It will help to mitigate the effects of poor practice and out of date advice and information being passed on to PGR supervisees.</p> <p>Metrics to measure impact:</p> <p>Better informed supervisors, leading to fewer PGR complaints and appeals.</p>	<p>In person or online</p> <p>2 per term (1x in-person and 1x online). Further sessions to be added subject to demand.</p> <p>Capacity: In-person (35); Online (50)</p>	<p>Doctoral College and Academic Units</p>

		Clearer signposting for advice and support and knowing where to go to for the latest information.		
PGR Wellbeing (PGR Supervisors who CARE). Details will be available on the Research Space.	A refresh of signposting support. Designed to help PGR Supervisors recognise when their students, peer and themselves may need support for their wellbeing, and who within the University, and wider community can offer support. Intended to increase supervisors' confidence in knowing what is and what is not their role in the supervision of their student's wellbeing. Anyone who has not undertaken this development would be encouraged to take part.	Completion of this session will provide supervisors with knowledge of SHWS services and where and when to signpost to these services. In addition, to providing guidance on supporting their own wellbeing. Metrics to measure impact: Increased confidence in PGR Supervisory role. Building awareness of Wellbeing issues in staff and students and knowing how to direct PGR to services and where to go for help and advice and where to signpost. Appropriate referrals and signposting to expert colleagues where needed. (Impact measurement scale)	This session will be tailored to participants needs. Held in-person. 1 per term. Further sessions to be added subject to demand. Capacity: In-person (35)	Colleague Wellbeing Team
Understanding race, ethnicity, and culture in PGR supervision. Details will be available on the Research Space.	Open to new and experienced participants Understanding diversity Understanding experience of PGR marginalised groups Understanding International Students circumstances/away from home. Bring together existing and adapt material from PRONE (Postgraduate Research Opportunities Nth East) project	Successful completion of this session will develop an understanding of xxx Metrics to measure impact: Supporting material is available at: EDI Toolkit for Researchers Our Research Newcastle University (ncl.ac.uk) PRO North East Home - (pronortheast.org.uk)	In person - 1 per term. Further sessions to be added subject to demand. Capacity: In-person (35)	Rachel Pain and Kevin Johnson.

Notes:

- The programme will also be available to research-facing, Professional Services and Technical colleagues.
- Some elements will require pre-reading or preparatory work in advance of the session.
- The programme content and delivery will evolve and respond to the needs of supervisors and supervisees as the programme matures. The 2024/25 academic year should be considered as a pilot year for all the workshops delivered, to understand what works well, what should be changed and identify what is missing.

Suggested Supplementary Material may include bite-size online sessions – 30 minutes – covering important policy updates or additional material for more in-depth engagement.	
Sharing Best Practice in PGR Recruitment and Admissions Process	Guidance will be developed for PGR Supervisors and other internal stakeholders in supporting and developing our PGR recruitment and admissions practices.
Visa awareness and updates	Refresh material will be developed and delivered by Student Progress Service (Visa Team) - Tracy Aston and Hena Mookerji. Held x 2 per year.
Bitesized Code of Practice	What academic supervisors need to know and where to go for advice and support
Glossary of Terms	Terminology de-mystified. Definitions of what constitutes a complaint or an appeal. What is the difference between an interruption and an extension to a PGR students' programme.
Bitesize Careers advice, support in entrepreneurship and Innovation	Supported by the Careers Service. Community of Practice in Careers support to PGRS included in RSVP – innovation and entrepreneurship.
Coaching, Leadership and Management Development	Will be available through The Research Space and will be signposted.
Development of a PGR SDP Community of Practice	Supporting Supervisors Network – a safe space for supervisors to engage, learn and share best practice.
Research Ethics (hints and tips for PGR Supervisors/data validation checks)	To signpost to new Ethical Review Process e-learning module.
The Thinking Environment Approach to PGR Supervision	Video material and workshop for effective thinking practices in PGR engagement

Doctoral College 10th June 2024.

Appendix 1 PGR-SDP Monitoring and Evaluation Overview

Monitoring and Reporting

Monitoring and Evaluation will be undertaken to determine the effectiveness and impact of PGR-SDP delivery and content. The results will be reported through the governance structure set out below.

The initial PGR-SDP offering will be delivered from September 2024, and participation and impact metrics will evolve over time following feedback from participants and in response to changes in the internal/external environment.

A range of quantitative and qualitative measures will be used to evaluate impact, including programme uptake by new and existing PGR Supervisors. Feedback will be gathered from participants on programme relevance and quality, and measures to capture the extent of increased confidence in PGR Supervision will be introduced.

We will also expect to see improved awareness of wellbeing issues in staff and students. Regular reports will be prepared outlining the extent to which PGR Supervisors feel that they have the skills, knowledge, and attributes of good PGR supervision. Feedback from the PGR community will be sought and results from the PRES Survey PGR Feedback will be incorporated into the metrics.

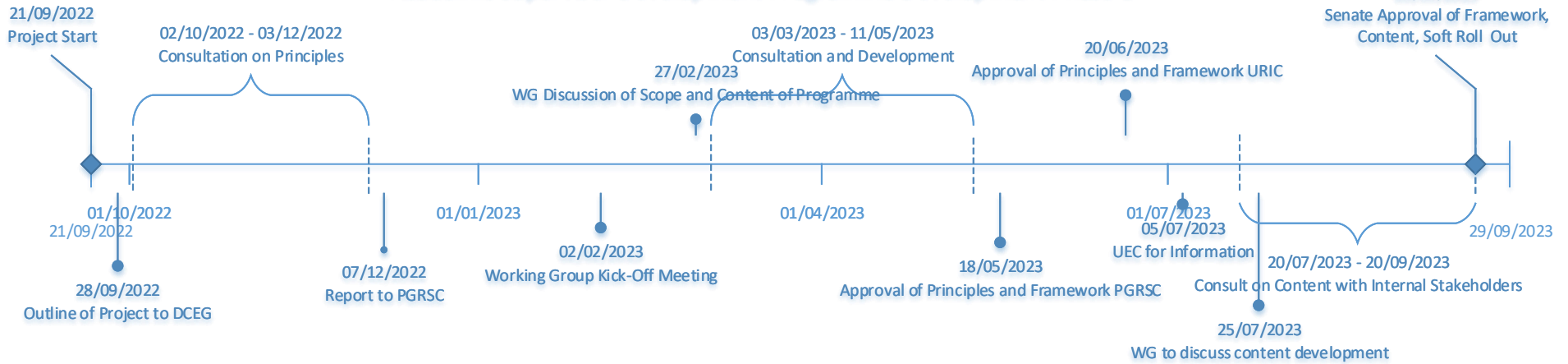
A Review Group (as an evolution of the Working Group) will meet once per semester to review the programme and consider any issues raised or revisions required. Membership will include a range of internal stakeholders, incorporating academic, Professional Services, Technical and PGR representatives. The findings and recommendations of the Review Group will be reported to PGR Sub-Committee and thence to URIC/UEC for consideration or information.

What will be reviewed	Frequency	Method	Who by	Reporting to
<p>Review, Implementation and Monitoring of PGR SDP</p> <p>Level of participation of new and existing PGR Supervisors in the PGR SDP.</p> <p>Relevance and quality of content and material. Identification of any gaps in provision.</p>	<p>Participation and relevance of material, style and delivery will be ongoing. Gaps in provision will be identified each semester.</p>	<p>Participation will be recorded using (LMS or Research Space data) Participants will be required to sign-in to confirm attendance.</p> <p>A Profile-Raising Forum will be arranged to raise awareness to PGR Directors (Oct 2024)</p>	<p>Doctoral College will manage collation and reporting of attendance data.</p> <p>Doctoral College will hold a profile-raising event with internal stakeholders.</p>	<p>Regular updates at Review Group (1 per semester).</p> <p>Interim Review Point at PGR Sub-Committee (Dec 2024-)</p> <p><i>Annual Review at PGR Sub-Committee in June 2025 (with report to URIC/UEC)</i></p>
<p><i>Implementation - Review of content and material, updated following consultation with Participants/ Academic Units/ and following feedback from PGRs.</i></p>	<p><i>Bi-Annually</i></p>	<p><i>Conversations with Academic Units and PGRS</i></p>	<p>Review Group</p> <p>Academic Units</p> <p>PGRs</p>	

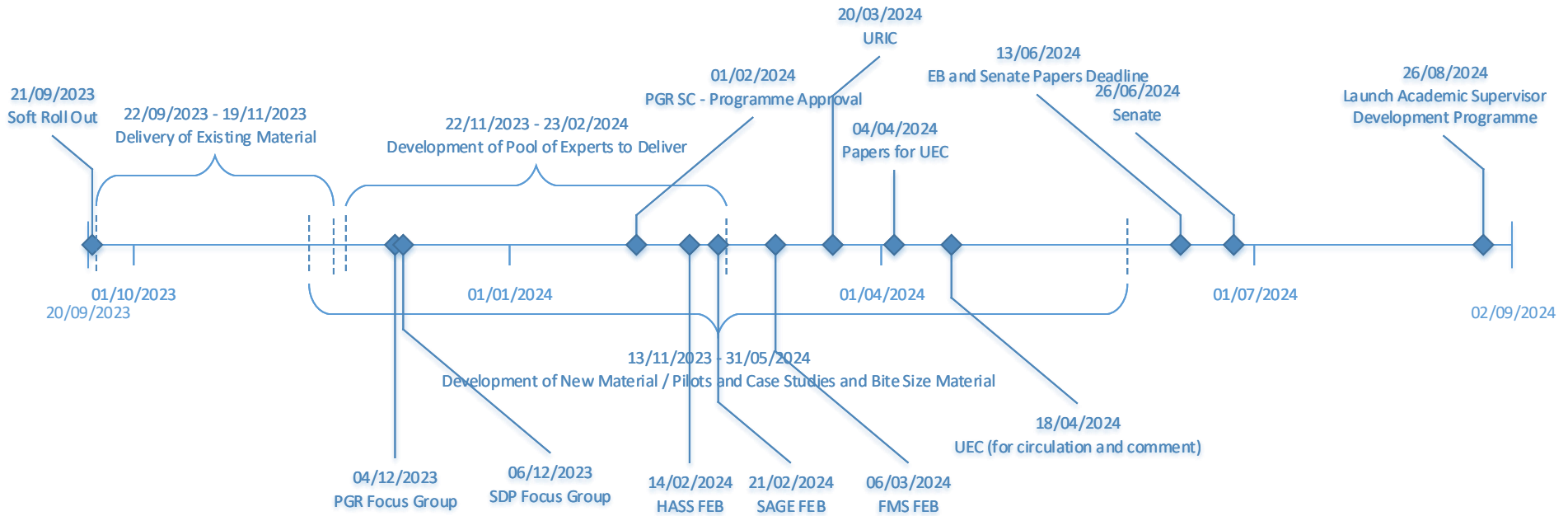
Appendix 1 PGR-SDP Monitoring and Evaluation Overview

<p><i>Number of Programme Participants.</i></p> <p>Data gathered from LMS/Research Space data of registrations.</p> <p>Attendance monitoring to gather participation numbers and academic units.</p>	<p><i>From September 2024 – ongoing</i></p>	<p><i>Monitoring of Participation numbers. Identifying any issues or pockets of non-participation.</i></p> <p><i>Any issues will be escalated to Heads of School.</i></p>	<p>Doctoral College</p>	<p><i>Interim Report to PGR Sub-Committee (Dec 2024)</i></p> <p>Level of engagement will be reported to UEC and URIC. (June 2024).</p>
<p><i>Qualitative Feedback gathered from PGR Supervisors.</i></p> <p><i>Confidence, quality of supervision and supervisor/supervisee relationship/ enhanced knowledge and skills.</i></p> <p><i>Feedback from PGR student quality of feedback/signposting and support.</i></p>	<p>Nov – for Dec 2024 interim report.</p>	<p>Programme evaluation form.</p> <p>More in-depth post-participation questionnaire</p> <p>Conversations with NUSU and PGR Student Committees.</p>	<p>Doctoral College</p> <p>NU PGR Supervisors</p> <p>NUSU and PGR Student Voice.</p>	<p><i>Feedback considered at Review Group.</i></p> <p><i>Reported to PGR Sub-Committee (2024)</i></p> <p><i>UEC/URIC (2024-25)</i></p>
<p><i>Feedback from Academic Units</i></p>	<p>Each Semester</p>	<p><i>Qualitative Feedback from Academic Units to feed into Review Group discussion.</i></p>	<p>Doctoral College, Review Group Academic Units,</p>	<p><i>Reported to PGR Sub-Committee (Dec 2024)</i></p> <p><i>UEC/URIC (2024)</i></p>
<p><i>Feedback from NUSU (Newcastle University Student Union) and PGR Student Representatives</i></p>	<p>Annually</p>	<p><i>Conversations with NUSU and PG Student Committee Representatives.</i></p> <p><i>PRES Survey 2024-25</i></p>	<p>Doctoral College, Review Group NUSU, PG Student Representatives</p>	<p><i>Reported to PGR Sub-Committee (2024)</i></p> <p><i>UEC/URIC (2024)</i></p>
<p>Summary Report of Findings.</p>	<p>Annually</p>	<p>Summary Report of Findings of PGR-SDP</p>	<p>Doctoral College. Review Group/Pro-Vice-Chancellor Education)/Pro-Vice Chancellor R&I</p>	<p>PGR-Sub-Committee</p> <p>UEC/URIC (Jun 2025)</p>

Academic Supervisor Development Programme Development Phase 1



Development of Material, Trainers and Soft Roll Out Sept 2023- Sept 2024 – Sept 2024 - Programme Delivery



Equality Analysis

Before commencing an Equality Analysis (EA) please refer to the University's EA guidance.

STEP 1 – DEFINE THE FOCUS

Name/title of what this EA is about	PGR Supervisor Development Programme for Newcastle University		
Lead officer/Manager (owner of EA)	Dr Ian Biddle, PGR Dean HASS (Humanities and Social Sciences) on behalf of the Doctoral College		
Team members involved	Cross-University Working Group		
Start date	September 2023	Is the EA for something new or being revised?	<input type="checkbox"/> New X <input type="checkbox"/> Revised
Initial completion date	September 2025		
Review date and frequency	Periodic Review – every 6 months		
Who does it affect? e.g., students, colleagues, other stakeholders	Colleagues		

Briefly describe what this EA is about and what it is focusing on
<p>'Supervising doctoral research is central to the vibrancy of the UK's research culture' (UKRI Research Supervision Report – UKCGE (UK Council for Graduate Education) 2023).</p> <p>The EA Review has been prepared to support the development and enhancement of the current PGR Supervisor Development Programme at Newcastle University. A set of principles have been proposed that will underpin the expectation that colleagues who hold a PGR supervisory role will undertake mandatory development and re-accreditation relevant to that role.</p> <p>Presently, PGR Supervisors are encouraged but not compelled to complete training and development relating to their role as a PGR Supervisor, attendance at any workshop is currently a personal choice.</p> <p>A good supervisor/supervisee relationship is key to successful research, timely submission, successful completion, and a positive PGR student experience. The PGR Supervisor Development Programme will be informed by the purpose, values and goals of the University, research culture strategy, cultural competencies, and wellbeing. In addition, the incorporation of Equality, Diversity, and Inclusion (EDI) principles and values will be central to the development of a fit-for-purpose suite of development materials, providing guidance on values-led leadership, effectively leading diverse teams, and engendering a psychologically safe working environment.</p> <p>There will be tailored materials for new and new to Newcastle PGR Supervisors, and we will also extend the offering to experienced PGR supervisors. This will ensure that all PGR Supervisors have access to development materials that will equip them with the tools and knowledge</p>

needed to demonstrate the behaviours, values, principles, and practices required of a good PGR supervisor. This will support all PGR Supervisors, enhance their knowledge, providing motivation for innovation, creative practice, and confidence to influence our culture positively through their actions and behaviours, which should also impact positively on the student experience.

STEP 2 – GATHER EVIDENCE & CONSULT

What evidence and consultation with colleagues or students has been used to determine any implications (negative and positive) for different groups? Examples of evidence include:

- Colleague and/or student diversity profile data
- Comparator/benchmarking data (internal or external)
- Take-up/usage data by different groups
- Survey results e.g., satisfaction, experience, or engagement surveys.
- Feedback and anecdotal evidence from colleagues or students
- Reports of discrimination, harassment, victimisation, complaints, concerns, or grievances
- Findings of research/reports or good practice relevant to this EA (internal or external)

If there are any gaps in evidence that limit the assessment, try to fill them before progressing. If gaps remain, explain this, and identify if this limits the assessment, and how you will seek address this in the future at Step 4.

PGR Student Data

An analysis of the SAP data (in November 2022) demonstrates that the PGR population is diverse.

There are approximately 2500 PGR students (Doctoral and MPhil) in candidature (prior to thesis submission) and under examination.

- 57% (1437) of the population identifies as white versus 43% as some other background.
- 64% (1611) of the population has a home fee category versus 36% on an international fee category.
- 52% (1311) of the population identifies as female versus 48% as male, the average age is 32 years old, with ages ranging from 21 to 75 years old.
- 23% (572) of the population identifies as having dependent children.
- 8% (202) of the population identifies as being a carer.
- 84% (2124) of the population are registered on a full-time programme of study.
- PGR students come from approximately 103 countries.

A cross-university PGR Supervisor Development Working Group has been established, incorporating academic, professional, and technical colleagues, and postgraduate research [PGR] students. Input was gathered from a range of internal experts and findings of current research were incorporated.

- The findings of the Newcastle University Research Culture Survey 2022 (and subsequent Action Plan) highlighted tackling a range of inappropriate behaviours as a pressing issue. These behaviours have the most negative impact on PGRs with protected characteristics under the 2010 Equality Act. It is the University's legal duty to protect these groups from discrimination and is also key to the University's Athena Swan and Race Equality Charter commitments.
- PGR feedback in the 2023 Postgraduate Research Experience Survey (PRES) demonstrated the short and long-term significance of a positive supervisor/supervisee relationship.
- Desk-based research of current UK HEI (higher education institutions) provision of PGR Supervisor Development and examples of best practice has been included in an appendix to support the proposal.
- Focus Groups – with PGR Supervisors and PGR students will be held in November/December 2023. Participants will be asked for their thoughts on the proposed programme, what they would like to see, and to identify any gaps in provision.
- Materials will be incorporated from the findings of PRO NE - a project to strengthen the pathway into academic employment for racially minoritised ethnic students - and links to resources (Skills Academy, Research Culture, Global Academy, Open research, and technologies will inform the PGR Supervisor Development Programme). Case Studies and examples of best practice will be added to the Doctoral College online repository as part of the PGR Supervisor Development Toolkit.

STEP 3 – ASSESS IMPACT & DECIDE HOW TO PROCEED

Using the evidence and feedback gathered in Step 2, answer the following two questions considering all the protected characteristics of the Equality Act 2010. Where no negative or positive implications can be identified, please specify if impacts are unknown or you anticipate a neutral impact. Where relevant, consider combinations of protected characteristics (intersectionality) and other considerations, such as parental responsibilities or socio-economic background.

1. **Are there any negative impacts for any group(s)?** Examples include:

- A group being treated less favourably.
- A group being placed at a disadvantage.
- A group being impacted (negatively) more than others.
- Not making reasonable adjustments for disabled people
- Barriers to access and participation
- Poorer experiences or outcomes
- Negative affect on relations between groups
- Any other negative implications or findings

2. **Are there any positive impacts for any group(s)?** Examples include:

- Enabling access and participation
- Anticipatory adjustments for disabled people
- Improving colleague/student experience or outcomes
- Preventing discrimination, harassment, or victimisation
- Fostering good relations between groups
- Any other positive implications or findings

Group	Impact	Comments – please explain your assessment here
Age Being a certain age, in a certain age range, or stage of life (e.g., menopause, retirement).	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral <input type="checkbox"/> Unknown	The PGR Student population is diverse, and the average age (SAP Nov 2022) is 38, with a broad range of ages from 21-75. A greater understanding of the diversity of the PGR population, supervision tailored to their needs would have a positive effect.
Disability Physical or mental condition, including unseen, which (untreated) has a substantial and long-term impact, which might recur. Unpaid carers are protected from discrimination related to their	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral <input type="checkbox"/> Unknown	We are aware of the negative impact that poor supervision can have on the PGR student's health and wellbeing. PGR Supervisors are often the first point of contact for PGR students and relationships can break down if clear expectations, roles, and responsibilities are not set out from the start. The new programme will include material on disabled, chronically ill, and neurodiverse PGRs' needs, and therefore takes these considerations into account.

association with/responsibilities for caring for a disabled person.		Signposting of relevant institutional support for mental health and wellbeing is available to staff and students and will form part of the Supervisor Development Programme.
Gender affirmation Including all non-binary and trans identities who do and do not undergo medical or other transitions.	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral <input type="checkbox"/> Unknown	The EDI sections of the training should cover these considerations. Supervisors will be directed to the new University guidance for staff on dealing with trans and nonbinary students. Supervisors will be directed to the Newcastle University EDI Toolkit for Researchers Our Research Newcastle University (ncl.ac.uk)
Marriage & civil partnership Being married or in a civil partnership (relevant to employment only).	<input type="checkbox"/> Positive <input type="checkbox"/> Negative <input checked="" type="checkbox"/> Neutral <input type="checkbox"/> Unknown	Marriage and civil partnership are not expected to have an impact.
Pregnancy & maternity Being pregnant, having recently given birth, being on maternity leave or breast/chestfeeding.	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral <input type="checkbox"/> Unknown	There could be a potential positive impact of compulsory development in that PGR Supervisors will be aware of support available to PGR students who are pregnant/adopting, including parental leave entitlement, parental leave funding and any University administrative processes that will need to be followed.
Race & ethnicity Majority and minority ethnic groups. Where relevant, nationality or national origins, and related factors such as culture or language.	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral <input type="checkbox"/> Unknown	A substantial number of our PGR Students are international, PGR students come from approximately 103 countries and may have varying educational experiences before coming to Newcastle. We know from recent Newcastle research (ProNE) that racially minoritised home PGRs have lower rates of application, acceptance, and completion of their studies. By providing PGR Supervisors with the tools (through the PGR Supervisor Development Programmes) to support students from different educational and cultural backgrounds, this should provide a more positive experience for both students and colleagues.
Religion or belief <ul style="list-style-type: none"> • Having/not having a religion. • Having/not having philosophical beliefs that apply to an important aspect of life. 	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral <input type="checkbox"/> Unknown	Religion or belief is not expected to have an impact. The EDI section of the development will raise awareness amongst supervisors, who will be signposted to university resources for engaging with students of religious minorities, including a forthcoming calendar of religious festivals and key dates.

Sex In UK law, female, or male.	<input type="checkbox"/> Positive <input type="checkbox"/> Negative <input checked="" type="checkbox"/> Neutral <input type="checkbox"/> Unknown	Sex is not expected to have an impact.
Sexual orientation A person's sexual attraction to other people, or lack thereof.	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral x <input type="checkbox"/> Unknown	Sexual orientation is not expected to have an impact. Sexual orientation will be referenced in the EDI development material, raise awareness and signpost for supervisors.
Other considerations Such as parental responsibilities, wellbeing, socio-economic background, or working pattern.	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral <input type="checkbox"/> Unknown	Twenty-three percent (572) of the PGR population identify having dependent children, and 8% of the population identify as being a care giver. There is potential positive impact linked to an increase in global cultural competencies when interacting with people from different countries and backgrounds. Cultural competencies will be incorporated as an element of the Supervisor Development Programme, The supervisor development programme will include content on this, ensuring supervisors are aware that no two PGRs are the same, supervisors will be signposted to university resources and support available for students with caring responsibilities. The supervisor development programme includes a bespoke programme of wellbeing, and bite size workshops on safeguarding and prevent. The supervisor development programme will include content to raise awareness to supervisors to additional barriers that students from poorer and working-class backgrounds may experience, including the ways that socio-economic status intersects with gender and race.
Intersectionality Characteristics in combination e.g., disability & race, age & pregnancy, sex & religion, more than one disability.	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral <input type="checkbox"/> Unknown	Intersectionality is not expected to have an impact. Attention will be given in the supervisor development programme to intersectionality in the EDI components of the programme.

Conclusions: Summarise your key findings below.

PGR Supervisors play a significant and vital role in the successful development of a diverse, resilient, and innovative PGR Community. A good supervisor/supervisee relationship is crucial to the development and wellbeing of our PGR community.

EDI principles are threaded throughout the PGR Supervisor Development Programme. No PGR student is alike, and appropriate supervision must be tailored and fit for purpose.

Poor PGR Supervisor practice and inappropriate behaviours have significant detrimental effects on the PGR Student wellbeing, performance, and their experience. It is a strategic priority, identified in the PGR Strategic Development Plan (April 2022) that some form of mandatory development for all supervisors is introduced at Newcastle University.

Greater awareness of EDI principles will be engendered through development and training for all PGR Supervisors. and tackling inappropriate behaviours was identified as a key issue in the Research Culture Survey 2022, these behaviours have most impact on PGRs with protected characteristics.

Signposting – where to turn to for advice and institutional support, including on health and wellbeing, and bullying and harassment, will be offered to all PGR Supervisors.

Decide how to proceed.

How does your assessment suggest the proposal/policy/initiative should proceed? You can explain your answer in the box below.

Stop or postpone (e.g., to consider EDI implications in more depth).

Alter to address impacts (set out the actions required at Step 4).

Proceed as planned (if there are any negative impacts, you will need to be able to objectively justify this decision).

STEP 4 – PLAN ACTION

The assessment in Step 3 should inform **actions to be recorded below and included in Faculty, School, or Central services plans**. For example:

- actions to mitigate negative implications or enable positive implications
- actions to fill gaps in available evidence

- actions to consult with colleagues or students			
This action plan should also outline how and when you will <i>monitor impacts</i> during implementation and review this EA.			
Actions	Due date	Assigned to	Managed by
Focus Groups will be held with PGR Supervisors, (new and existing) and with PGR students to identify any gaps in the proposed essential development programme and consult with them on what they would like to see included.	Nov 2023	Doctoral College	Doctoral College Executive Group
Develop content of the PGR Supervisor Development Programme during the 23/24 academic year through consultation with key stakeholder groups including existing PGR Supervisors and PGR students. So that the programme provides PGR Supervisors with the skills and knowledge that they need to effectively support their PGR students.	May 2023	Working Group	
The Working Group will meet four times in 23/24 academic year, to identify areas of best practice, review existing materials and develop new materials that will support development needs. Invite PGR experts to contribute.	October 2023	PGR Supervisor Working Group	PGR Subcommittee and Doctoral College Executive Group
Following the introduction of the PGR Strategic Development Programme in 2024/25, a Management Group will be established so that there is an opportunity to review/develop content, to ensure that it remains fit for purpose. It is anticipated that this will meet twice per year.	October 2024	Doctoral College	Doctoral College
Monitor training and development take up on learning management platform. Develop framework for Doctoral College Fellow – Develop a mechanism to review PGR Supervisor Status and engagement with development materials. Number of Doctoral College Fellows and Senior Fellows and PGR Supervisor champions.	May 2023	Doctoral College Skills Academy	Lesley Jackson and Nicky Houghton
Evaluate impact of training through improved scores in student satisfaction in bi-annual PRES Survey, Research Culture Action Plan and REF2028 Research Culture scores. To review the Equality Analysis	Annually. REF 2028		

We are building an internal database of completed EAs (Equality Analysis) to enable the sharing of good practice within the University. Would you be willing to share your completed EA?

Yes

No

If yes, once completed and approved please send a copy with accompanying documentation (e.g., the policy or proposal) to equality.analysis@newcastle.ac.uk

The Equality Analysis should be presented at any decision-making or approval process about the proposal/policy//change in question.

For any queries or to request advice, contact: equality.analysis@newcastle.ac.uk