**DOCTORAL PROGRAMME IN EDUCATIONAL PSYCHOLOGY**

### Postgraduate Research Supervision Agreement

**Notice of Supervisory Team Information**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **PRINT NAME** | **Percentage**  **split** | **SIGNATURE** |
| **Name of PG Student:** |  |  |  |
| **Main Supervisor:** |  | % |  |
| **Co-supervisor:** |  | % |  |
| **Co-supervisor:** |  | % |  |
| **Co-ordinator (can be the main supervisor):** |  |  |  |
| **Other Team Members:** |  |  |  |

**Notes:**

It is the responsibility of the main supervisor to complete this form at the registration of the new student, and to inform the Graduate School Administrator of any subsequent changes.

Every candidate shall be allocated to a supervisory team by the Academic Unit Board/ERDC on the recommendation of the candidate's Head of Academic Unit. The supervisory team shall consist of at least two members, one of whom will be the main supervisor.

The supervisory team may contain additional supervisors and/or advisors and shall report on the candidate's work and progress when requested to do so by the Academic Unit Board.

Each Academic Unit must designate a named individual from the supervisory team to act in the role of co-ordinator in order to ensure that the required administrative processes for the student are carried out (eg: progress monitoring reports, arrangements for the examination). The role of co-ordinator may be taken by the main supervisor, or by an additional supervisor, or by an advisor. The co-ordinator should normally be a permanent member of academic staff.

Please indicate any team members/co-supervisors who are external to the Academic Unit. If a signature is hard to obtain, please attach an email confirmation from him/her.

Every candidate will take part in an individualised assessment of their research training needs with their supervisor(s) at the commencement of their postgraduate research studies. Candidates will also be required to take part in a postgraduate student research training programme which addresses research/generic/transferable skills and may include a range of compulsory and optional elements, the former as determined by the School Board or the Accredited Institution.

Please return this form to Angela Goodall at [edpsych-fels@soton.ac.uk](mailto:edpsych-fels@soton.ac.uk)

**Purpose**

Research at postgraduate level should possess certain qualities. It should show innovation, novelty, timeliness of contribution, and should enable the student to demonstrate learning and progression towards independence in the research process. Progress towards these goals relies on a good working relationship between student and supervisory team. The purpose of this learning agreement is to highlight areas when student and supervisors should agree working practices. This agreement then represents the commitment of each party to work closely together in order to meet these goals.

This learning agreement should be read in conjunction with the **Code of Practice** and the **Student Entitlement**, and **Student Guidance** documents and the School of Psychology **Student and Supervisors handbook**. Students and supervisors agree to the spirit of these documents. In particular, issues are highlighted for discussion and agreement:

**Aims and Goals of Supervision**

Agreement on the primary aims of supervision is critical to the success of supervision. Please identify your goals here. These might include the following:

**Your Goals for Supervision:**

Development of Skills in Research Design and Methodologies ❑

Development of Understanding ❑

Critical Evaluation of Relevant Literatures ❑

Development of Statistical and Analytical Skills ❑

Development of Scholarly Writing and Presentation ❑

Progress towards Publication ❑

Other (please specify) ………………………………………………………………

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**Contents of Supervision**

Within a supervisory team, various aspects of supervision may be provided by different members of the team. Please identify the main areas of expertise provided by each member of the team, including the student. Examples are provided but please discuss and tailor these.

**Student Responsibilities:**

Scheduling of Meetings ❑

Minuting of Meetings ❑

Appropriate Preparation for Meetings ❑

Active Engagement in Research Process ❑

Appropriate Consideration of Advice ❑

Provision of Reports in a Timely Fashion ❑

Raising of Concerns without Delay ❑

Other (please specify) ………………………………………………………………

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**Supervisory responsibilities (please provide names for each supervisor):**

Advice on background literature ❑

Advice on Design and Methodology ❑

Advice on Analysis ❑

Provision of honest feedback on written reports and presentations ❑

Support with preparation for assessments ❑

Provision of honest progress reports ❑

Other (please specify) ………………………………………………………………

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**Practicalities**

It is acknowledged that supervisors and students may sometimes be unavailable for scheduled meetings through illness, holiday, leave, etc. Supervisors and students should highlight predicted absences in advance, and should endeavour to notify in the case of other unavoidable absences. It is helpful to note that supervisory activities are not necessarily restricted to meetings, but also extend to telephone and email communication, and other related work which occurs in addition to face-to-face contact.

Please ensure that you know how to contact one another:

**Student details:**

Email: ……………………………………………… Tel: ………………………

**Supervisor(s) details:**

Email: ……………………………………………… [Tel: ………………………](Tel:………………………)

Email: ……………………………………………… [Tel: ………………………](Tel:………………………)

Email: ……………………………………………… Tel: ………………………

**Supervisor Absence**

In the event that a supervisor is absent for a period of time, the following procedures will be used:

**Supervisor Absence through Research Leave:**

At the outset of research leave, all supervisory responsibilities will be considered and provision put in place. This may involve the following:

❑ Retention of supervision with contact through email, telephone or videoconference.

❑ Substitution of supervision through involvement of an additional supervisor who will

provide cover during the primary supervisor’s period of absence.

**Supervisor Absence through illness:**

Where the supervisor is absent through illness lasting more than a month, alternative supervisory arrangement will be made, involving either the appointment of a temporary supervisor who will provide cover, or the transfer to an alternative supervisor.

**Student Absence**

In the event that the student is absent for a period of time, the following procedures will be used:

**Student Absence through illness:**

Illness of short duration (less than 1 week) should be documented with self-certification. Illness of longer duration (over 1 week) should be documented through a doctor’s note. Significant needs related to illness should be discussed as early as possible with the supervisor(s) and consideration should be given to the process of suspension.

**Authorship**

It is University policy that a record of all research output is made available in the online University research repository: [eprints@soton.ac.uk](mailto:eprints@soton.ac.uk)

Researchers benefit through wider (and more rapid) dissemination of their work, resulting in more "research impact", the University benefits from a higher profile by making all output publicly (and freely) available as well as by having a comprehensive, managed and preserved record of its research output. It is also expected that, where copyright permits, the post-peer reviewed, pre-copy edit, full paper version of research outputs are added.

Please indicate that you have discussed and considered the use of eprints for your work ❑

**Publication**

It is generally desirable for post-graduate research students to act as first author on publications which arise from their thesis (this is normal practice for PhD students). However, there are ethical and scientific guidelines which influence authorship decisions, and which need to be taken into account (there are various sources of information which provide useful guidelines on this, e.g. Fine & Kurdeck, 1993). It is recommended that issues which relate to authorship decisions should be discussed early on in the supervisory relationship, and reviewed as necessary, in order to avoid misunderstanding and disagreement.

Have the guidelines been considered? Yes ❑ No ❑

Has this issue has been discussed? Yes ❑ No ❑

Has a working agreement been reached? Yes ❑ No ❑

Comments: ……………………………...…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**What to do if things break down**

Details of the complaints and appeals procedures are provided within the School Handbook for Students and Supervisors. Please raise concerns with your supervisor, or your advisor, in the first instance.

**This ‘Supervision Agreement’ is agreed between:**

**Student …………………………….……………………………………………… Date: ………………………………………**

**Supervisor(s) ……………………..………………………….………………… Date: ………………………………………**

**………………………………………………………………………..……………… Date: ……………………..………………**

**……………………………………………….……………………….……………… Date: ……………………..………………**