

ACGR Guidelines for Quality Graduate Research Supervision

These Guidelines should be read in association with the Graduate Research Good Practice Principle 5 on Graduate Research Supervision.

Preamble

ACGR recognises the critical role of supervisors in training and supporting HDR candidates to become the researchers and innovators of the future. It also recognises that supervisors will require support and resources to ensure the highest quality of supervision in a competitive higher education landscape. In response to Priority Issue 4 Goal 3 of the ACOLA Implementation Plan the ACGR is providing the following guidelines to support institutions in promoting and ensuring a quality supervision experience for HDR candidates. Institutions are encouraged to consider the following recommendations, bearing in mind their specific institutional requirements, when developing supervision frameworks.

The ACGR recommends that:

Policy and governance

- Universities have a policy setting out the institution's principles in relation to best practice in supervision that supports the institution's strategic goals
- The eligibility requirements to be appointed as a principal, co-supervisor or other designated supervisory role, be transparent and rigorously applied
- Advice and guidance is provided on appropriate supervisory workloads
- Eligibility for and responsibilities of supervisors who are not members of the institution's staff are clearly articulated

Performance

- The performance and development of staff in relation to supervision be appraised on a regular basis in a way that informs the institution's more formal performance evaluations;
- Indicators be developed to inform reviews that may include for example:
 - time to completion
 - attrition
 - progress (e.g. achievement of milestone)
 - examination reports
 - complaints and grievances
 - prizes and awards
 - contributions HDR Supervisory practice
 - leadership in supervision

Registration and accreditation

- A register or accreditation system for supervisors be in place
- A system includes the ability to suspend or remove those supervisors who do not meet expectations
- Recognises different levels of supervisory experience, including both scholarly and practice based, that provide candidates with support for all aspects of their research



Continuing Professional Development

- Universities have a clear strategy for supervisory professional development
- A suite of online and face-to-face supervisor professional development modules are available that ensure knowledge of best practice
- Continuing professional development is mandatory for all supervisors and should be repeated on a regular basis
- Orientation to the rules and practices of the institution is provided to all new supervisors and is mandatory

Rewards

- Supervision best practice is recognised and rewarded in various ways including through registration levels, promotions, awards and commendations.