

What is an effective accreditation framework for supervisors?

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- ✓ Students satisfied or very satisfied with supervisory experience – 71%
- ✓ Supervisors satisfied or very satisfied with supervisory experience – 85%
- ✓ 98% of supervisors had attended training as academics and supervisors

What are the purposes in supervisor accreditation frameworks?

 **Ensuring quality supervision** through identifying and strengthening the skills, knowledge and experiences of supervisors to guide students in their research

 **Safeguarding student success and wellbeing** through higher completion and retention rates of students, better research outcomes and stronger health & wellbeing

 **Maintaining research standards** by upholding research integrity, academic rigour and compliance with internal and external obligations & responsibilities

 **Ensuring supervisor accountability** by setting clear expectations and facilitating monitoring, feedback, and remediation

 **Improving supervisory experiences** by facilitating learning, development and support

 **Prioritising professional learning and development** through ongoing learning & reflection and current supervisory principles, policies and practices

 **Aligning with institutional and regulatory requirements** as evidence of one way universities are meeting our obligations to students and staff for external audits, compliance reviews, and accreditation renewals

Why are supervisor accreditation frameworks important?

To improve supervisory experiences

- Good practice guides and skills-based training for supervisors (33%)
- Communities of supervisory practice to connect, discuss and support one another (31%)
- Systems in place to ensure accountability for supervisory performance (24%) (Understanding HDR candidate-supervisor relationship challenges (Phase 2) Final Report – March 2025)

To prioritise supervisor development

- Fossland (2023) concluded that “For many of the doctoral supervisors, it was important that the institution clearly stated that their professional development was a prioritised field and that quality supervision is a central aim within the university.”

What are the key components of supervisor accreditation frameworks?

- **Purpose and scope** clarify the rationale and application of the framework (why? who?)
- **Accreditation levels** differentiate eligibility, roles and conditions
- **Eligibility criteria** determine who may be accredited based on supervision and research experiences, knowledge & skills
- **Learning and development requirements and expectations** outline introductory and ongoing, compulsory and optional opportunities within timeframes/cycles for renewal
- **Roles and responsibilities** differentiate supervisory types (e.g., main, co-supervisor, external)

What are the steps in supervisor accreditation?

1. Accreditation application, assessment and outcome
2. Ongoing monitoring and review
3. Appeals and re-accreditation

“ ... it is up to each institution to understand its context and to create its own model. ... The question one needs to ask is: what and how can we learn to better support our students through the doctoral education journey?”
(Huet & Casanova, 2021)



A differentiated accreditation framework

Huet and Casanova (2021) argue for an 'eclectic supervisory development' model.

Differentiation in education refers to adaptations in teaching based on individual differences, adjusting content, processes and outcomes.

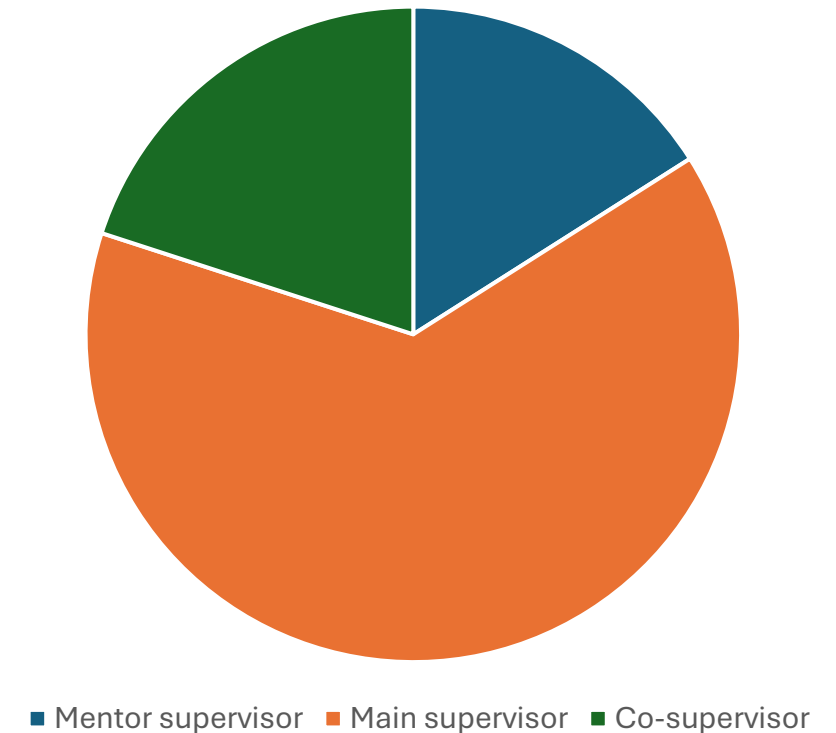


Differentiating supervisory roles and responsibilities at Massey

- **Mentor supervisors** contribute to postgraduate education, mentor, may have roles of responsibility and often support students to completion when challenges have arisen.
- **Main supervisors** have overall supervisory responsibilities and may lead supervisory teams. They need to understand and have experience in all aspects of doctoral education.
- **Co-supervisors** may be new to supervision, developing their knowledge skills and experiences.

Differentiation recognises “different levels of supervisory experience, including both scholarly and practice based, that provide candidates with support for all aspects of their research” (ACGR Guidelines for Quality Graduate Research Supervision, 2021).

Differentiated Roles



Delivering differentiated supervisor accreditation content



Pedagogy and Practice – moving towards a community of practice model of pedagogy



Relating to Others and Managing Self – exploring the variety of factors influencing relationships, the layers of practice and pivotal role of supervision to successful completion



Responsibilities and Expectations – understanding expectations, roles and responsibilities through the supervisor-student relationship; applying policies and procedures in practice

Delivering differentiated supervisor learning and development



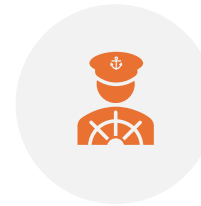
Professional Learning and Development



Supervisor Mentoring



Supporting Engagement in Students' Learning and Development



Opportunities for Leadership in Doctoral Education



Accelerate Supervisor Development Programme



Online resources

Monitoring and reviewing supervisor accreditation at Massey

- Renewal every 2 years based primarily on learning & development
- Admissions & enrolment of students requires accreditation
- No right of refusal or removal of accreditation by Graduate Research School

There is a need to evaluate accreditation in relation to

- the impact on doctoral supervision skills (Fulgence, 2019) and professional learning (Huet & Casanova, 2021); and
- the significant personal, institutional and societal impacts of doctoral education for students (Fossland, 2023)

Sharing practice and thinking ahead ...

What is working in your institution's supervisor accreditation (or registration) policies and procedures?

What are areas for growth and improvement in supervisor accreditation (or registration) at your institution?

Should we develop a supervisor accreditation framework to be adopted by universities in Australasia? Why or why not?