The Macquarie University Higher Degree Research Supervision Fellowship Framework and Application Procedures

July – August 2019

(Associate Fellow – Training Pathway)
Aims of the Fellowship Framework

The Macquarie University (MQ) Higher Degree Research (HDR) Supervision Fellowship Framework:

1. Supports the initial and continuing professional development of staff engaged in HDR supervision and support.
2. Supports MQ’s strategic aspiration to provide HDR students outstanding supervisory expertise and mentoring.
3. Demonstrates to students and other stakeholders the professionalism that MQ staff bring to HDR supervision and support for research training.
4. Recognises the variety and quality of support, training and professional practice which underpins HDR supervision.
5. Facilitates and fosters critically reflective practice in research training.
# Dimensions of the HDR Supervision Fellowship Framework

<table>
<thead>
<tr>
<th>Engagement and Influence</th>
<th>Knowledge and Engagement with Supervision Pedagogy</th>
<th>Governance and Organisation: Appropriate Candidature Management and HDR governance across the candidate’s MQ journey:</th>
<th>Effectiveness: Appropriate evaluation of HDR Supervision practices:</th>
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Introduction

From mid-February 2019, applications are invited from early career researchers, professional staff who support HDR candidates, and academics who wish to apply for Associate Fellow status via a “training” pathway. The training blends opportunities to engage in up to five 1.5 hour workshops, case studies (face-to-face and online) and online learning. Successful participation in the above will equip applicants with the skills and confidence to submit a robust Associate Fellow application.

From 2020, applications will be invited from the wider MQ university community, including middle and senior level colleagues (academic and professional staff), to submit evidence via a rubric, aligned to the framework, to claim Fellow or Senior Fellow status. These claims may also include evidence which enables recognition of the following specialisations: *Supervising in the Digital Age, Mental Health, Cultural Competence, Writing Pedagogies or Career Diversification.*

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<th>Commencing</th>
<th>Specialisation</th>
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<tbody>
<tr>
<td></td>
<td>Generalist</td>
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<tr>
<td><strong>Associate Fellow</strong></td>
<td>2019 (training pathway)</td>
</tr>
<tr>
<td></td>
<td>✓</td>
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<tr>
<td><strong>Fellow</strong></td>
<td>2020 (evidence pathway)</td>
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<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>Senior Fellow</strong></td>
<td>2020 (evidence pathway)</td>
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<td>✓</td>
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What are benefits of applying for a Fellowship?

Successful participation in the HDR Fellowship Program will assist you in:

- demonstrating to students and other stakeholders the professionalism you bring to HDR supervision and support for research training
- preparing for promotional submissions or PDR
- gathering evidence and engaging in critically reflective practice
- profile development for internal and external professional recognition
- developing applications/pathways for career progression
- learning from and contributing to best practice
- peer review and feedback.

Where do I get support?

A/Prof Bill Ashraf (Office of the Dean HDR) is leading the Fellowship Program and facilitating:

- HDR Supervision Enhancement workshops
- small group studies
- one-to-one consultations
- iLearn site & forums
- online resources
- submission of claims for validation.

The Office of the Dean HDR

Professor Nick Mansfield (Dean, HDR) is the program sponsor and provides resources for the HDR Supervision Program. The Dean’s Office has oversight for the quality of the program, submissions and validation of claims.

Important Dates

**Training workshops:**

July – August 2019

**The closing dates for Associate Fellowship submission of claims:**

September 2019
Your Associate Fellowship Application (Training Pathway)

Welcome to the application process for claiming MQ HDR Supervision Associate Fellowship status. Applications are invited from early career researchers, academic, and professional staff who are involved in the HDR candidate’s journey at MQ.

HDR30 ‘Orientation to HDR Supervision’

Required: A brief letter of support from your line manager or supervisor to enrol into the fellowship program.

Pre-requisite: Early career researchers and academic staff must have completed and been validated for HDR30 (HDR Supervision Orientation 2018-2020).

Recommended: For professional staff, HDR30 completion and validation is recommended, but not essential as training (for example in HDR supervision policy, supervision and training support in the digital age, candidature management etc) will be provided.

By applying to gain recognition as an Associate Fellow, you will have the opportunity to:

- Think broadly about, and thereby enhance, the quality and effectiveness of your work in the area of research training and supporting research in Higher Education (HE);
- Gain recognition for your role as an HDR supervisor or supporter of HDR Candidates’ journeys at MQ.

You will need to have access to the MQ HDR Supervision Fellowship Framework (SFF) and a working knowledge of its contents to prepare your application. Below is an overview of the process for applying to become an Associate Fellow.

What are the main evidence requirements for Associate Fellowship (Training Pathway)?

There are two main parts (on iLearn) to your application:

- An Account of Professional Practice (APP)
- Engagement in Training Opportunities (ETO)

General principles to consider in preparing your APP

In addition to a one-page CV the central part of your application will be the completion of a 1200-word (approx.) Account of your Professional Practice (APP) as a supervisor or supporter of research training, across two of the four Dimensions that comprise the MQ HDR SFF. In this account, you should explain how you meet the requirements outlined in Descriptor 1 (D1) of the SFF (see below for details).

- If your supervision or research training support responsibilities are within D1 (see below), you will be able to demonstrate achievement and success in some parts of the Dimensions of the Framework:
Engagement and Influence,
Knowledge and Engagement with Supervision Pedagogy,
Governance and Organisation,
Effectiveness.

**Descriptor 1: Associate Fellow Recognition**

<table>
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<tr>
<th>Descriptor 1: Associate Fellow</th>
<th>Typical individual role/career stage</th>
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<td>Demonstrates an understanding of specific aspects of effective research training, learning support methods and/or student learning. Individuals should be able to provide evidence of:</td>
<td>Individuals able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some research training and/or support responsibilities. This research training and/or support role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically, those likely to be at Descriptor 1 (D1) include:</td>
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<tr>
<td>I. Successful engagement with two of the four dimensions highlighting at least two elements</td>
<td>a. Early career researchers with some teaching/research training responsibilities (e.g., Year 3 PhD students, contract researchers/post-doctoral researchers, lecturers A/B etc.)</td>
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<td>II. Successful engagement in appropriate research training, support and practices related to these dimensions</td>
<td>b. Staff new to research training (including those with part-time academic responsibilities)</td>
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<td>III. Appropriate knowledge and understanding of elements K1 and K2</td>
<td>c. Staff who support students and academic provision (e.g. professional staff, learning technologists, learning developers and learning resource/library staff)</td>
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<td>IV. A commitment to Knowledge and Engagement with Supervision Pedagogy appropriate in facilitating others' learning</td>
<td>d. Staff who undertake demonstrator/technician roles that incorporate some research-related responsibilities</td>
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<tr>
<td>V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities</td>
<td>e. Experienced staff in relevant professional areas who may be new to research training and/or supporting research, or who have a limited research portfolio</td>
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<td>VI. Successful engagement, where appropriate, in professional development activity related to research training, learning and assessment responsibilities</td>
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- You should aim to include an example(s) of your use of/commitment to relevant elements of the Framework and K1 and K2 throughout your account. Make clear how you apply appropriate knowledge and understanding in two dimensions and K1 and K2 and how you demonstrate your commitment to the Framework.

- Ensure that you explicitly incorporate in your two chosen Dimensions how you have successfully engaged, where appropriate, in professional development activity related to supervision or support of research training responsibilities.

- You will need to incorporate relevant subject and pedagogic research and/or scholarship in your approaches to supervision or training support. How you demonstrate this will be dependent on the context in which you are working, the nature of the subject, discipline or profession in which you are situated, and the expectations of the division, faculty or department in which you work.

- Ensure you provide reasons for the choice of dimensions you describe, and demonstrate that you reflect on your supervision and/or support of research training
and the student experience.

- We recognise that there will be considerable variation in applications, reflecting differences in individual’s experience and their job roles. The quality of your reflection is far more important than quantity.

- The APP is a personal account, so you should focus throughout on your professional practice and decision-making.

**Prepare your APP**

Use the Dimension statements within the Framework as sub-headings for your account. Aim to write 600 words for each of your chosen two Dimensions, though some flexibility in length is acceptable. Overall your account should not be more than 1200 words. For each of your chosen Dimensions please outline:

1. Why you used the Dimension.

2. Which elements were particularly relevant and why.

3. What use you have made of relevant professional practices, subject and pedagogic research and/or scholarship within the above dimensions and elements.

4. How you have engaged, where appropriate, in professional development activity relevant to your responsibilities.

Relevant professional development activities may include those you engage in outside the HE context, for example in other work-based settings that influence and impact on your work in HE. These activities are likely to be wide-ranging, incorporating both formal and informal approaches to continuing professional development (CPD), examples include:

- presenting or participating in conferences on research, teaching and learning (often discipline-specific)
- attending workshops or training events related to HE research, teaching and learning
- less formal activities such as: regular departmental/group meetings where the discussion is about supervision, support of research training and the student experience issues
- corridor discussions about supervision and support of research training
- bidding for and involvement in projects or research on supervision and support of research training
- implementing new approaches
- subject and other network activities
- reading
- visits to other institutions/organisations.

Remember to make explicit use of a) the relevant elements of the Dimensions and b) your engagement in relevant CPD to reflect on the activities you are describing.
Formal and informal research or support environment

This section about how you make effective use of both the formal and informal research and/or support environment to facilitate research training, and how you seek to meet the needs of your HDR students for educational support and guidance. It includes how you use examples from your practice where you have utilised the research environment and/or provided support and guidance for students.

Address the following points in this section of your account by critically reflecting on (max 300 words):

1. The main types of research training environment in which you work and/or what kinds of support and guidance you give to students, whether formal or informal (≤ 100 words)
2. How you have contributed to making the research environment more effective for students
3. The ways you have contributed to supporting and guiding students
4. Why you chose those strategies and how well they worked
5. Which elements of the dimensions did you use, how and why?
6. How have you applied K1 and K2? Why?

Maintaining and developing your capability

This section is about how you maintain and develop your capability to perform your supervision, research or support roles. It includes:

- how you incorporate subject and pedagogic research and/or scholarship within your professional practice as a supervisor or a supporter of research training
- how you gather and utilise information from your activities.

Activities you undertake as part of a group or team are valued as much as individual activities. You do not have to be directly involved in research, and if your main responsibilities lie outside this area, please indicate how you support research training and student support through other types of scholarly and/or professional activity. Relevant professional activities may include those you engage in outside the HE context.

Address the following in your account (max 300 words):

1. Your main strategies for updating and developing your capability as a supervisor/supporter of training (≤ 100 words). Refer here to any activities you have undertaken to update yourself on aspects of research training and/or support, for example, staff development activities or conferences on research training/support or participation in projects to develop research training methods.
2. How you used the outcomes from your CPD to improve the student research training experience and your working practice.

3. Which Elements of the Dimensions have you utilised, how and why?

4. How have you applied K1 and K2? Why?

**Engagement in Training Opportunities (ETO)**

This section is about how you demonstrate your engagement and learning from HDR Supervision Enhancement activities. These activities are likely to incorporate both formal and informal continuing professional development. Examples include (max 300 words):

1. Your engagement and evidence of learning from participation in workshops or seminars training (≤ 250 words); and

2. Evidence of reflection on scholarly works, approaches or case studies on research training or support.

* Up to five timetabled workshop sessions aligned to the framework, online readings and case studies.

**Reflective practice:**

Reflective Writing - A short video explaining how to write reflectively. What to write about, what to avoid writing about and the benefits of reflective writing.

Reflective practice – A short video by Dr Phillip Dawson (Monash University).

**Acknowledgements:**

A/P Merilyn Childs – designed the architecture of the HDR Fellowship Program.

Sally Purcell – designed and influenced the “Engagement and Influence” dimension.

Higher Education Academy and Vitae – for the UK Professional Standards Framework (UKPSF) and Research Development Framework (RDF) respectively.