Making the Most of the Relationship with Your Supervisors

Short Session Descriptor

The members of your supervisory team are likely to be the most significant individuals influencing your doctoral development. But how do you make the most of these relationships? Recommended for Year 1 postgraduate researchers.

Longer Session Description

COURSE AIMS

The members of your supervisory team are likely to be the most significant individuals influencing your doctoral development. The relationship with each one of them is a very important one, but there is no obvious way of finding out how to deal with supervisors, except by trial and error. This session aims to take some of the guesswork out of that process.

INTENDED AUDIENCE

This course is recommended for Year 1 postgraduate researchers.

COURSE CONTENT

This session will look at topics as such as:

- Understanding the supervisor’s role
- What to expect from your supervisor and what s/he expects from you
- How you can help your supervisor give you the support you need
- How to deal with a difficult relationship with a supervisor

LEARNING OUTCOMES

By the end of this course you will be able to:

- Understand the nature of the supervision process at the University of Exeter
- Examine some aspects of what supervisors expect of research students
- Discuss some ways of dealing with difficult supervisory issues
- Consider how your own supervisory relationship(s) and how they could, perhaps, be enhanced

UNIVERSITY OF EXETER DOCTORAL COLLEGE TRAINING THEMES:

Our PGR and ECR training activities are currently mapped to the national, RCUK-endorsed, Vitae Researcher Development Framework and will continue to be so to address national agendas. However, in response to PGR, ECR and academic feedback, and, consequently, to demonstrate clear links between provision and needs, our training activities are also informed by and mapped to six, non-discrete, main themes. The themes are: ‘Planning Research’ – eg: identifying and securing
research partners (including, for example, collaboration and networking skills), writing proposals and applying for funding; ‘Doing Research’ – ie disciplinary, inter-disciplinary and more generic research methods, methodology, and related training; ‘Disseminating Research’ – ie writing journal articles, books, and reports, and presentation skills; ‘Teaching’; ‘Employability’; and ‘Wellbeing’

The main theme for this course is: ‘Planning Research’

It also has links to: ‘Wellbeing’

RESEARCHER DEVELOPMENT FRAMEWORK (RDF) https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework/developing-the-vitae-researcher-development-framework

The RDF is a tool for planning, promoting and supporting the personal, professional and career development of researchers. It articulates the knowledge, behaviours and attitudes of researchers and encourages them to aspire to excellence through achieving higher levels of development.

This course links most explicitly to RDF sub-domain D1

It also contains information that links it to sub-domain(s) B3

PRESENTER INFORMATION
This session is delivered by Kelly Preece, Researcher Development Programme Manager for PGRs.

WHAT OTHERS HAVE SAID ABOUT THIS COURSE:

‘Good advice on ways to communicate your ideas and questions to your supervisor’ Postgraduate Researcher in SSIS

‘I will try and be proactive and clear about what I want from my supervisor, and make sure I communicate well.’ Postgraduate Researcher in HUMS

‘It was useful hearing about how to plan a meeting with your supervisor.’ Postgraduate Researcher in SSIS

‘Helped me identify what changes I need to make’ Postgraduate Researcher in HUMS

BOOKING INFORMATION

Please Note – You need to register for this course in advance. Registration for courses that require advance online booking opens on 1st September or 3 months before the course start date, whichever is earlier.