

Training of Graduate Students who Supervise Undergraduates

The General Board and the Senior Tutors' Committee both require all postgraduates who teach to be trained. Colleges are responsible for satisfying themselves that all postgraduate students who supervise have received some training before setting up a CamCORS supervisor account for them.

The General Board's Education Committee and Senior Tutors' Committee have agreed that the following arrangements should be in place. It should be noted that training will double as a substantial contribution to the necessary development of generic/transferable skills for graduate students themselves.

Compulsory Training - what all new supervisors need to know

1. Foundation generic information (online package)

All postgraduate students intending to supervise are required to complete an on-line training package which provides foundation (generic) information about the Cambridge supervision system. The package is available on the [Cambridge Centre for Teaching and Learning 'Effective Undergraduate Supervision' webpages](#) and includes:

- The education system in England, Wales and Northern Ireland (GCE Advanced Level and alternative qualifications);
- The Cambridge system and undergraduate supervision;
- Preparing to supervise - seeking advice from your supervisor; Directors of Studies; your Department / Faculty; sources of further guidance; preparation work;
- The first supervision; expectations of supervisors and supervisees;
- Supervising: the role of a supervisor; approaches to supervising; giving feedback and setting questions; additional support for students, including the Disability Resource Centre and the Language Centre;
- Reporting via CamCORS and getting paid;
- Personal development and support for supervisors: reflection, getting feedback; support in your Department / college; peer support

Departments might also wish to supplement this training with a tailored PPD course or to encourage students to take part in one of the generic training sessions offered by PPD as part of the open programme.

2. Subject-specific resource pack

Faculties /Departments should provide, as appropriate, the following resources for their supervisors. These might be provided either on paper or electronically, for example via Moodle/CamTools or on the web:

- course handbook and/or lecture handouts;
- marking criteria and classing schemes;
- plagiarism statement and subject-specific guidance on referencing;
- agreed norms for numbers of supervisions and numbers of students per supervision;

- feedback from examiners' reports, as appropriate;
- problem sheets and answers if available;
- reading lists;
- past Tripos papers;
- the name and contact details of the Course Organiser and Departmental/Faculty teaching administrator.

These resources should also be made available to undergraduate students.

3. Training

All Departments/Faculties are asked to offer training to postgraduate students who are supervising for the first time to provide subject-specific guidance. This training might cover:

- identifying and addressing particular skills gaps in supervisees;
- conceptual/practical difficulties that students commonly have with a subject;
- course requirements;
- appropriate exam preparation and technique.

This training might be organised and run at Department, Faculty or School level.

Alternatively, the Cambridge Centre for Teaching and Learning offer workshops, in combination with an online module, for supervisors in the Arts, Humanities and Social Sciences; in the Life Sciences; and in the Physical Sciences and Technology. For information and links to online booking, see [CCTL's 'Effective Undergraduate Supervision' webpages](#).

Departments/Faculties should maintain a list of all graduate students who have attended these sessions and make this available to Directors of Studies on request.

Good practice - briefing, support and mentoring

In addition to the training identified above, the Director of Studies (or in the case of departmentally organised supervisions, the Course Organiser) might also brief their new postgraduate student supervisors on a one-to-one basis. This briefing might include more specific information about the elements of the course to be supervised, tips and suggestions for how specialist topics might be approached, and to answer any remaining questions.

It is good practice for new supervisors to be assigned a mentor who would be available to offer further advice should it be needed at a later stage. College DoSs will have access to feedback from students on the supervisor's performance, and the DoS should provide appropriate feedback to the supervisor as part of the mentoring process.

Directors of Studies and Departments might also encourage students to take one of the generic supervisor training courses offered by PPD as part of its open programme.

Recording and Monitoring via CamCORS

Instructions that graduate students who supervise should be trained are published on CamCORS, and Colleges are requested to check that training has been given (or arrangements are in place to receive such training) before creating an account for a new

supervisor on CamCORS.

Graduate students who wish to supervise need to have a supervisor account which is created by the UCS. Applications for such accounts need to be requested typically by a College or sometimes by a Department or Faculty, where the supervisions are organised a Department or Faculty.

Departments have also been notified of the requirement to ensure that supervisors have received appropriate training.

CamCORS allows information about what training has been received to be entered by the supervisor alongside their personal details. Colleges can access this information and Directors of Studies receive notification from CamCORS of any supervisors with statuses which are regarded as 'untrained'. This will also allow monitoring by the STC Education Committee of the training new graduate student supervisors are receiving.

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