

A woman's profile is shown in a blue-tinted digital environment. The background features binary code (0s and 1s) and various icons such as a globe, a bar chart, and a speech bubble, all enclosed in hexagonal frames. The overall aesthetic is modern and tech-oriented.

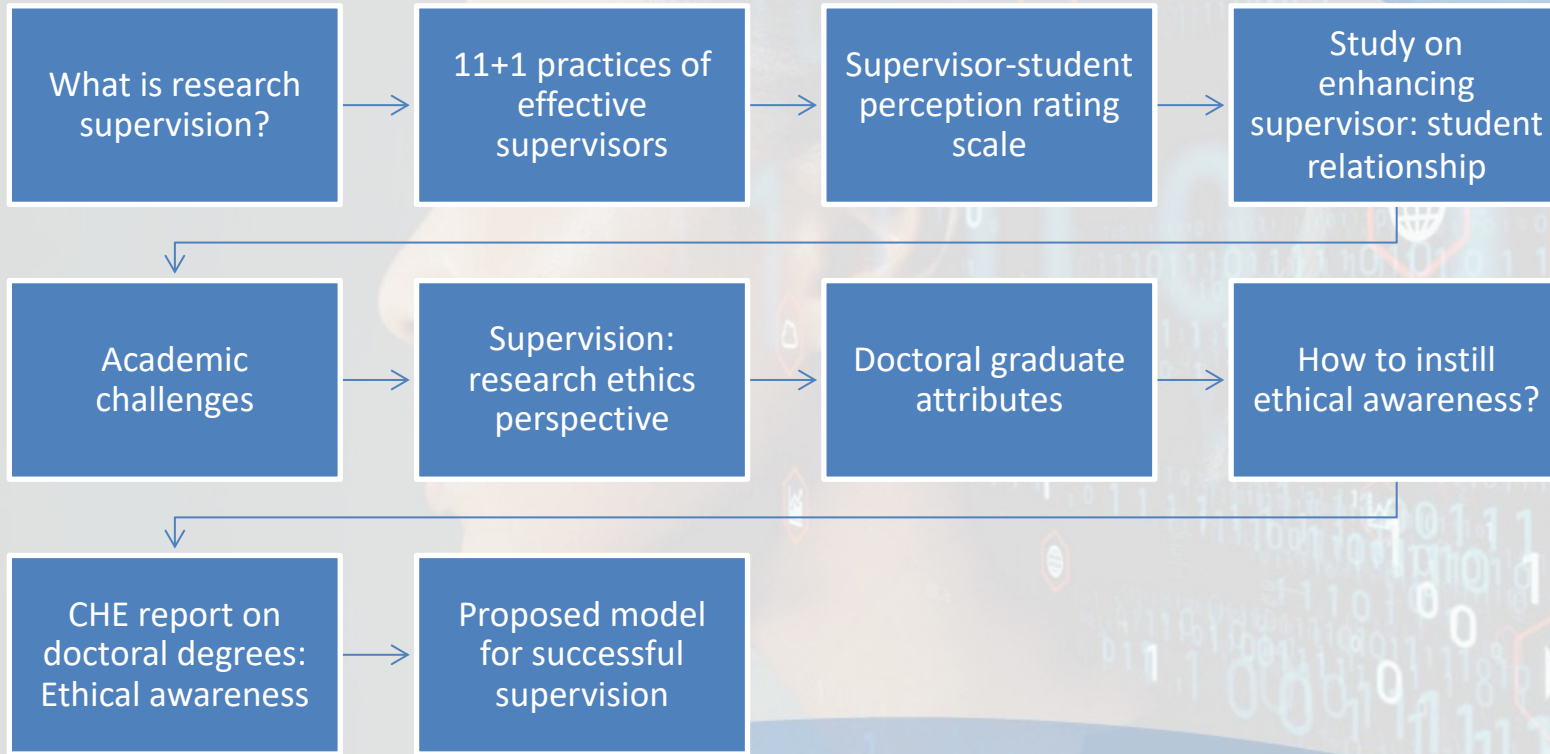
Roles and Responsibilities of Supervisors towards ethical research practices

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**Chairperson: College Research
Ethics Review Committee: CEMS**

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Scope of presentation



What is research supervision?



Van Rensburg, Mayers & Roets (2016) opine that Supervision calls for the professional commitment of Supervisors, as it is an intensive form of educator-student engagement.



“Research supervision plays a key role in higher education, in empowering students to become researchers”.



Eleven practices of effective postgraduate supervisors

Richard James and Gabrielle Baldwin

Centre for the Study of Higher Education
and The School of Graduate Studies
The University of Melbourne

The 11 +1 Practices

The Practices	Key elements and competences	On a scale of 1-5, five being high, indicate your own level of competence in this practice
1. Ensure that the partnership is right for the project	<ol style="list-style-type: none">1. Do you have the conceptual and methodological capacity to work with the student?2. Can you determine the personality traits of the student?3. Do I have the resources to help the student along?	
2. Get to know the students and establish their needs carefully	<ol style="list-style-type: none">1. The knowledge and skills students bring to the project2. Areas in which they need special assistance3. Assessment of their social needs	

The 11 +1 Practices

The Practices	Key elements and competences	On a scale of 1-5, five being high, indicate your own level of competence in this practice
3. Establish reasonable and agreed expectations	<ol style="list-style-type: none"> 1. Laying out the major expectations of the doctoral outcome 2. Mapping out small achievements 3. Joint establishment of expectations and outcomes 	
4. Work with students to establish a strong conceptual and theoretical structure for the project	<ol style="list-style-type: none"> 1. Developing a framework for the project golden line of logic 2. Clearly establishing the difference between a conceptual and theoretical framework 3. Developing an early annotated bibliography 	

The 11 +1 Practices

The Practices	Key elements and competences	On a scale of 1-5, five being high, indicate your own level of competence in this practice
5. Encourage students to write (critically) early and often	<ol style="list-style-type: none"> 1. Ability to manage writers block 2. Ability to conduct writers workshops or to outsource the process 3. Insisting that students always have something written before a meeting 4. Training students to be critical and to engage critically with the literature 	
6. Initiate regular contact and provide constructive feedback	<ol style="list-style-type: none"> 1. Writing effective feedback 2. Establishing a predictable working environment 3. Communicating constructive feedback 	

The 11 +1 Practices

The Practices	Key elements and competences	On a scale of 1-5, five being high, indicate your own level of competence in this practice
7. Get students involved in the life of the department	<ol style="list-style-type: none">1. Organising cohort/group seminars for your students2. Inviting outside experts to address research issues3. Creating opportunities for students to volunteer	
8. Inspire and motivate	<ol style="list-style-type: none">1. Providing structural, procedural and organisational clarity2. Celebrating small victories with your students3. Rewarding them with conference attendance	

The 11 +1 Practices

The Practices	Key elements and competences	On a scale of 1-5, five being high, indicate your own level of competence in this practice
9. Help if academic and personal crises emerge	<ol style="list-style-type: none">1. Capacity to handle crises2. Capacity to provide counselling and guidance	
10. Take an interest in students future careers	<ol style="list-style-type: none">1. Capacity to provide career guidance2. Assisting students attend career events3. Helping with writing winning job applications	

The 11 +1 Practices

The Practices	Key elements and competences	On a scale of 1-5, five being high, indicate your own level of competence in this practice
11. Monitor and assist with quality of product and presentation of the research	<ol style="list-style-type: none">1. Being able to provide guidance on research presentation2. Being able to provide guidance on editing3. Discussing and identifying examiners with students	
12. Help students to manage research and organisational hierarchies	<ol style="list-style-type: none">1. Ability to initiate students as co-producers of knowledge2. Managing the hierarchies of research management	

Supervisor-student perception rating scale

SUPERVISOR-STUDENT PERCEPTION RATING SCALE

The 'role perception rating scale', detailed below can be used by a supervisor and student to start discussing their views on important issues (James & Baldwin, 1999:14-15).

Student name:

Supervisor/s names:

Stage of Candidature:

Topic/course of study

1.	It is a supervisor's responsibility to select a promising topic.	1 2 3 4 5	It is a student's responsibility to select a promising topic.
2.	In the end, it is up to the supervisor to decide the interpretation.	1 2 3 4 5	A student has a right to interpret results in a way that disagrees with their supervisor.
3.	A supervisor should direct a student in the development of an appropriate program of research and study.	1 2 3 4 5	A student should be able to work out a schedule and research program appropriate to his/her needs.
4.	A supervisor should ensure that a student has access to all necessary facilities.	1 2 3 4 5	Ultimately, the student must find the necessary facilities to complete his/her research.
5.	The supervisor should teach all required skills.	1 2 3 4 5	The student should seek new skills independently.

Contact/Involvement

6.	Supervisor-student relationships should be purely professional.	1 2 3 4 5	Being able to talk informally with your supervisor is essential for successful supervision.
7.	A supervisor should initiate frequent meetings with a student.	1 2 3 4 5	A student should initiate meetings.

Study on enhancing supervisor: student relationship

In 2022, South Africa's Water Research Commission, commissioned a study to amongst others:

“Determine the factors or variables that would make for an effective postgraduate/supervisor match that could lead to a sound relationship between the parties.

Interrogate whether an online matching system could improve the process – and contribute towards improved matching of postgraduates to supervisors.”

Study on enhancing supervisor: student relationship



The WRC study found that: “An Online Matching System can complement the matching of postgraduate students with supervisors within an academic environment. The Online Matching System being proposed not only takes into consideration all variables for an effective match but addresses and resolves the key challenges experienced by supervisors/postgraduates who are engaging with the current system. This would allow for a more effective and efficient process, should result in more solid postgraduate/supervisory relationships, leading to fewer dropouts and more throughput of postgraduates in the system.”



Source: www.wrc.org.za



Good Practice in the Supervision & Mentoring of Postgraduate Students

It Takes an Academy to Raise a Scholar



Catherine Chiappetta-Swanson, PhD
Educational Consultant
Centre for Leadership in Learning
McMaster University

Susan Watt, DSW, RSW
Professor
School of Social Work
McMaster University



Academic challenges

- “Personal challenges,
- Disagreement,
- Ethics in the field-unethical behaviour by students when collecting data,
- Student motivation,
- Finishing on time”

Source: Swanson & Watt, 2011





Supervision: research ethics perspective

- James & Baldwin (1999), in their book: *Eleven practices of effective postgraduate supervisors*, highlight that “one of the supervisor’s first roles is to train students in the practices and ethics of research in the discipline.
- The authors further aver that it is a Supervisor’s responsibility to familiarize their students with policy related matters in research, including research ethics policies.



Supervision: research ethics perspective

- Supervisors have a duty to thoroughly check their students' applications before these are submitted to ethics committees.
- Supervisors should also advise their students as to the right time to apply for ethics clearance.
- When ethics committees make recommendations, these should be welcomed.

Doctoral graduate attributes

Doctoral Graduate Attributes

1 Broad Knowledge

The graduate has acquired well-informed relevant knowledge in the selected field or discipline. Through an original contribution achieved through independent study, the graduate integrates new with existing knowledge, thereby advancing the frontiers of knowledge. In addition to being well-informed about and well-versed in the literature in a chosen field, the graduate is able to make a contribution to the relevant evolving debates in the field.

2 Specialised Knowledge

The graduate demonstrates expert, specialised, and in-depth current knowledge of a specific area of research, which will be evident in the thesis or equivalent.

3 Insight into Related Fields

The graduate demonstrates awareness of how the specific area of research relates, or is relatable, to other fields of study and practice which will be evident in the doctoral work.

4 Ethical Awareness

The graduate demonstrates awareness of, and compliance with, the principles of ethics in research and, where relevant, professional protocols, which will be evident in the in-depth discussion in the thesis or equivalent.

1

2

3

4



9

5 Original Contribution

The graduate demonstrates ability to conduct research-related critical and analytical thinking, which shows an intellectual competence for problem-solving in diverse contexts, both familiar and unfamiliar.

5

6

7

8

6 Appropriate Methodologies

The graduate demonstrates knowledge of, and the ability to create and introduce, where appropriate, and to evaluate, select and apply relevant research designs, approaches, methodologies, instruments, and procedures, appropriate for the doctoral work undertaken.

7 Reflection and Autonomy

The graduate demonstrates ability to conceptualise and reflect critically, work independently, and arrive at defensible conclusions and solutions, based on appropriately-substantiated and defensible premises and analysis.

8 Communication and Digital Literacy Skills

The graduate demonstrates an advanced level of communicative competence through capacity for rigorous academic writing, including relevant digital literacy skills, and ability to relate individual research with reference to, and critical analysis of, related research by scholars in the relevant knowledge domain(s). The graduate is able to communicate, defend and disseminate their research findings effectively to expert and non-expert audiences.

9 Critical Thinking for Problem Solving

The graduate demonstrates awareness of, and compliance with, the principles of ethics in research and, where relevant, professional protocols, which will be evident in the in-depth discussion in the thesis or equivalent.

In 2018, South Africa's Council for Higher Education (CHE) released a Qualification Standard for Doctoral Degrees. The Standard prescribes a set of nine graduate attributes - five knowledge attributes and four skills attributes - that doctoral graduates must master to meet the degree requirements. The graduate attributes will be assessed within the context of the purpose of the qualification. The purpose and level of the qualification will have been achieved when all the attributes are evident. It is thus important for all doctoral candidates to ensure that they keep these attributes in mind and consider how they will develop these throughout their doctoral journey.

How to instill ethical awareness?

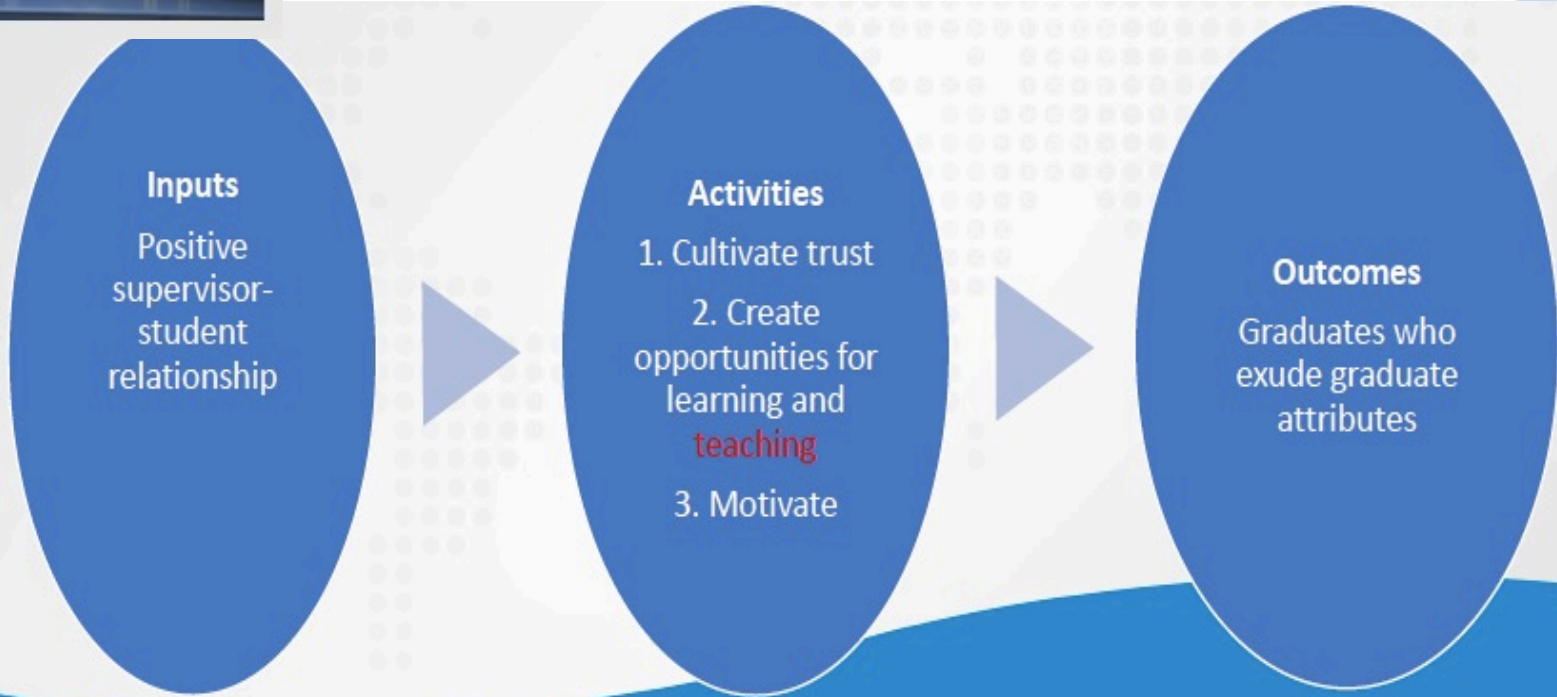
- Supervisor has to be familiar with institutional policies and procedures and transfer knowledge to students.
- Supervisor should make their students aware of various training opportunities on ethics.
- Ethics does not only pertain to applying for ethics clearance.



CHE report on doctoral degrees: Ethical awareness

- The CHE 'National Review of South African Doctoral Qualifications', 2021 raises the following:
 - A concern in ethical awareness and professional conduct in doctoral research ,for all fields of study.
 - “Observance of and compliance with oversight of ethical principles varies across institutions and faculties and, of great concern, in fields of human and animal research. Structures responsible for ensuring ethical and professional conduct also differ across institutions.”
 - “The Review Panels and SERs noted and showed, respectively, that while ethical awareness and professional conduct in doctoral research (including relevant research ethics policies and practices in the different fields) were adequately described and implemented in many cases, this explanation was generally inadequate in some, and non-existent in other institutions.”

Proposed model for successful supervision



A woman's profile is shown in a futuristic, digital environment. The background is filled with binary code (0s and 1s) and various icons, including a globe, a bar chart, and a speech bubble. The overall color scheme is blue and white, with a blue wave-like border at the top and bottom.

Thank you!
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Define tomorrow.