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## Research paper

### **Migrant Supervisors Learning to Supervise in UK Institution - an inclusive perspective**

In the context of the surging diversification of academic workforce, this project aims to examine migrant supervisors' perceptions of how the professional programmes inform their own supervision practices and capacities in UK institutions. There exist studies showing concern about the impact of the professional programmes provided by institutions for supervisor development; to be specific, how supervisors can actually learn to supervise doctorates from the programmes (Manathunga, 2005; McCallin & Nayar, 2012).

Researchers also hold that the impact of the professional programmes should be better understood through examining supervisors' perception of how these training inform their supervision practices and capacities (Reid & Marshallb, 2009; McCulloch & Loeser, 2016).

This SRHE funded research aims to find out how migrant supervisors learn to supervise doctorates through the professional programmes. This project aims to provide implications for the development of inclusive supervision training programmes which support supervisors' professional development through a reflective approach. These aims are to be met through the following overarching research questions with three sub- questions:

*How do migrant academics in UK institutions learn to supervise doctoral students through supervision training programmes?*

- What are the provisions of the professional development programmes for supervisors?
- What moments/events during the supervision training sessions do migrant supervisors

find salient or less familiar due to their own educational background?

- How do migrant supervisors find the training programme relevant to their own supervision?

This qualitative study finds a unit of three supervisors plus a trainer on the same programme and investigate three training sessions in three UK institutions. This design generates data in two phases: 1) supervisor participants keeping reflective notes after the programme sessions; 2) Interviewing supervisors and the trainers participants. This research study assumes that there exist some institutional norms that regulate supervision practices. Involving both migrant supervisors and trainers of supervisor training programmes, this project investigates the dynamics of the professional programmes supporting supervisor development, and should potentially find out some elements directed at those that are less familiar with the HE policies in UK. Through the two types of qualitative data collected from supervisors and trainers, this project maps out some norms that facilitate or hinder/contradict migrant supervisors' learning of supervising doctorates in UK institutions and aims to outline implications for the development of inclusive supervision training programmes which support supervisors' professional development.