**Peer Assessment Form**

**AS 103: Graduate Supervision Course**

**Part A: This section is to be filled in by the mentee (candidate of the AS 103 course). It records the mentee’s and mentor’s role and the student details.**

a. Mentee’s role  **:** Main Supervisor/Co-supervisor

b. Mentor’s role **:** Main Supervisor/Co-supervisor

c. Student’s Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d. Program of Study : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e. Semester of Study : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

f. Title of research : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part B: Mentor’s Report on the Mentee**

1. Date of supervision : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Session Number : First / Second / Third
3. Indicate your observation on the supervisory style of your mentee.

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Supervisory Practices** | **Not at all** | **Sometimes** | **Often** |
| 1. The supervisor adopts suitable supervisory approaches based on the student’s needs. |  |  |  |
| 2. The supervisor adopts suitable supervisory approaches based on the student’s progress throughout his/her candidature. |  |  |  |
| 3. The supervisor is aware of his/her role in the supervision process. |  |  |  |
| 4. The supervisor guided the discussions. |  |  |  |

4. Tick the common traits of the mentee in the supervision process (you can tick more than one answer). *\*Please refer to the appendix for a detailed explanation of the roles.*

|  |  |
| --- | --- |
|  | Mentor |
|  | Sponsor |
|  | Progressor |
|  | Coach |

5. Tick areas in need of development by the mentee (you can tick more than one answer).

|  |  |
| --- | --- |
|  | Communication skill |
|  | Critical thinking |
|  | Knowledge in the area of research |
|  | Professionalism |
|  | Others (Please specify):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

6. Overall comments to the supervisor (mentee):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part C: Mentor Verification Section**

This section will be filled in by the **mentor after the third session** of the mentor-mentee supervision session.

After three mentor-mentee supervision sessions, as a mentor, I verify that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mentee name) has qualified to be a main supervisor for doctoral students in the future.

Signature: Date:

………………………….

(Mentor Name)

**Part D: Faculty Verification Section**

This section will be filled in by the Deputy Dean (Academic) of Faculty after the third mentor-mentee supervision session.

I verify that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mentee name) has attended the three supervisory sessions and is qualified to be a main supervisor for doctoral students in the future.

Signature: Date:

………………………….

(Mentor Name)

Descriptions:

**A ‘mentor’** is often referred to as a supervisor with specific subject expertise and is significant in a mentee’s career. A mentor would not only monitor his/her supervisees so they can complete their research project but also guide the intellectual development of their supervisees, that is, the mentor encourages publishing, encourages networking, helps in seminar and conference presentations and assists in achieving career goals.

**A ‘sponsor’** is a supervisor that assists his/her supervisee in funding and identification and provision of resources. The supervisor will make sure that his/her supervisees have access to basic resources, such as desk, phone and computer; ensure or advise how students can access funding for conferences, fieldwork and workshops; identify administrative procedures that students need to meet and assist in achieving these in a timely manner; introduce students to professional and disciplined networks and give candidates access to expertise and full participation in the research ‘practice’. This includes directing students to alternative sources of expertise.

**A ‘progressor’** role can be thought of as a facilitation-related function. This role includes monitoring progress, periodically reviewing supervision arrangements, negotiating availability and initiating contact and devoting sufficient time to the supervisee. Supervisors provide guidance on the thinking processes that lead to successful research outcomes. In this sense, the supervisor will provide opportunities for supervisees to expand their thinking approaches. Concurrently, through effective guidance, the supervisor assists in enriching the supervisee’s intellectual flexibility in thinking about and conceiving not only how to solve problems but also how to avoid those problems in the first place.

**A ‘coach’** is a supervisor that assists candidates in developing their research expertise while they are actually conducting their research project. The coach role includes establishing the coaching partnership, action planning such as helping students with identifying the research question and theoretical framework, helping plan and refine the project, advising on critical aspects of research, being direct when necessary and continually evaluating and following up areas of the relationship in which improvements can be achieved.