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The central themes of this issue are around working together, supportive relationships, and the benefits this can bring to our working lives; and by extension, our personal and professional wellbeing. Several articles approach this from the viewpoint of supervisor-supervisee or mentoring relationships; others focus on the spaces for reflection or catalysts for change that were generated by teaching through the COVID-19 pandemic period; and others on the opportunities that continue to be afforded to our practice through the ever-developing range of digital capabilities, and perhaps most importantly, our developing understanding of how best to leverage that potential to enhance our academic practice.

In their article, Susan Smith and Claire Smith from the University of Sussex, examine how the COVID-19 experience has acted as a catalyst to disrupt entrenched practices in the supervisory relationship. Acknowledging its inherent complexity, the authors discuss the additional challenge posed by the need for both supervisors and supervisees to react to the changing landscape. Focusing on master's level students, the survey of the student experience in the summer of 2020 suggests that 'pedagogic inertia' can be overcome and that, going forward, an effective and sustainable hybrid model of supervision can be realised through adaptive supervisory frameworks and the establishment of appropriate expectations, for both supervisor and student.

Karen Thompson and Vicki Dale investigated another angle on the disruptive nature of the COVID-19 period, focusing on the impact on learning in practice. Using the lens of self-regulated learning used in clinical education, their case study of a virtual placement in textile conservation reflects the experience of the range of stakeholders and the lessons learned, including the benefits that virtual placements can continue to offer, as the sector readjusts to new ways of working.

The importance of mentoring provided the focus of the study undertaken by Janis Davidson, from the University of Glasgow, looking specifically at the experience of academic staff in their role as mentor within an institutional framework for CPD. Utilising an approach of thematic and emotion coding, the author explored the mentors' experiences, with subsequent analysis highlighting a number of key learning points for the development of the scheme: the challenges and rewards; the need for practical support and development opportunities; and need for greater clarity of roles and responsibilities.

Whilst small in scale, the study undertaken by Gabriella Rodolico, Mark Breslin and Anna Maria Mariani, was also large in terms of geographical range and deep in the learning gained. The authors explored the concept of remote cooperative teaching based on mutual enrichment. Working with undergraduate student teachers at the University of Glasgow and undergraduate and postgraduate students at the Niccolò Cusano University, Rome, a multicultural and multilingual teaching team from both universities delivered online remote teaching to both cohorts. The authors explore the challenges and benefits of the approach as experienced by the students, and stress the inclusivity of approach, resilience in learning, and resulting enrichment of the students' communication skills.

Dragana Martinovic, from the University of Windsor, with colleagues Michelle McGinn, Ruth McQuirter Scott and Snežana Obradović-Ratković, take the opportunity to re-visit the meaning, value, and praxis of scholarship in their article, focusing on the emerging concept of generous scholarship. Their conceptualisation of five principles of generous scholarship: social praxis, reciprocity, generous mindedness, generous heartedness, and agency provides a framework for all to engage with the concept with the hope of 'attract[ing] and nurtur[ing] a vibrant cadre of academics, replenished in mind and spirit'.

In our last article, Lovleen Kushwah and Paulina Navrouzoglou, from the University of Glasgow, return to the theme of the effective supervisor-supervisee relationship, this time in an undergraduate setting with the emphasis on the crucial importance of supervisor allocation in support of the dissertation, in building an effective learning experience for the student. Their case study examines the piloting of three allocation methods over a three year period with their findings demonstrating that a 'scaffolded matching approach' had the potential to 'significantly enhance student engagement and satisfaction'.

We hope you enjoy this issue of JPAAP and look forward to our forthcoming special issue on 'Breaking Gender Bias'. In an issue that has focused on the importance of strong and effective working relationships and the redefinition of practice in the light of learning from the COVID-19 period, we end with Martinovic et al.'s entreaty to all colleagues working in higher education 'to carve [out] space for generous scholarship'.

The JPAAP Editors

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