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**Resource pack for postgraduate research students and supervisors**

Based on the **University of Edinburgh Code of Practice for Supervisors and Research Students**

<https://www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf>

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**Checklist for postgraduate research students**

This checklist is based on the student responsibilities set out in the [University Code of Practice for Supervisors and Research students](https://www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf) and aims to be a guide for students as they begin their research degrees. Much of the information is covered in the Code or in the links section. The checklist is designed for self-reference and it would be advisable to redo this annually.

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| **Responsibility**  | **Satisfied Yes/No**  | **Notes**  |
| Understand the University policies, regulations and procedures which underpin the [Student Contract](https://www.ed.ac.uk/students/academic-life/contract) and how they relate to you.  |  |  |
| Understand the requirements and milestones for your research degree, including annual progression review.  |  |  |
| Understand what to expect of the supervisory team and how you can take best advantage of your supervision.  |  |  |
| Become knowledgeable about research ethics and integrity and how they relate to your research and conduct.  |  |  |
| Identify opportunities available to you through your research degree in order to improve personal and professional skills.  |  |  |
| Be proactive about recording and reflecting on your own personal and professional development. |  |  |
| Understand who to approach if there are any problems during your research degree.  |  |  |
| Understand the requirements for your thesis or dissertation. |  |  |
| Have read the relevant College/School programme handbook and know the key local level PGR contacts. |  |  |

**Checklist for supervisors**

This checklist is based on the supervisor responsibilities set out in the [University Code of Practice for Supervisors and Research students](https://www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf) and aims to be a guide for supervisors to check that they are ready to supervise. Much of the information is covered in the Code or in the links section. The checklist is designed for self-reference and it would be advisable to redo this annually.

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| **Responsibility**  | **Satisfied Y/N and date**  | **Notes**  |
| Understand the administrative processes involved i.e. Leave of absence requests, interruption of study and minimum contact requirements.  |  |  |
| Understand the process for approval of co-supervision arrangements  |  |  |
| Understand the University policy on intellectual property and how this applies to the supervisory relationship |  |  |
| Understand the processes and regulations for student monitoring, including the annual review process |  |  |
| Understand the key milestones of the research degree and be able to advise students about these  |  |  |
| Understand the processes surrounding research ethics and integrity including ethical approval processes and how these relate to the supervisory relationship  |  |  |
| Have current knowledge of University student support services in order to effectively signpost these to students  |  |  |
| Have current knowledge of opportunities for student professional development and transferable skills training and be able to discuss needs and signpost these to students  |  |  |
| Have current knowledge of the facilities required for the research and how to access these, in order to advise students on these  |  |  |
| Understand the current health and safety policies and procedures and be able to advise students on these  |  |  |
| Understand the processes for thesis preparation, submission and examination and be able to advise students on these  |  |  |
| Understand the University policies on equality and diversity and how these relate to the supervisory relationship  |  |  |
| Have read the relevant College/School programme handbook and know the key local level PGR contacts  |  |  |

**Discussion prompts for the supervisory team**

These are designed as initial discussion prompts for the supervisory team, in order to facilitate a smooth working relationship. This is particularly important if the supervisors are based in different disciplines or in different institutions. It is a non-exhaustive list. Please also refer to the [University Code of Practice for Supervisors and Research Students.](https://www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf)

1. How would you describe your supervisory style and what do you feel you will bring to the supervisory team?
2. How should we run supervisory meetings/ how often/ who should organise?
3. What is our process for reading drafts of written work? Who will read what/ what is the order/ what is a reasonable time frame for giving feedback? How do you give feedback?
4. What is the process for dealing with concerns? With the student/ with each other?
5. How can we best support the student in their professional and personal development?
6. Who should take the lead in making sure the student understands the milestones of the degree – annual review etc.?

**Supervisor and Student: Setting Expectations Questionnaire**

**The questionnaire is a prompt for supervisors and students to use in an initial meeting to discuss expectations and supervisory/learning styles. It may also be useful for the supervisory team to revisit this later on in the degree.**

Read each of the statements below and decide on your position for each. For example if you believe strongly that it is the responsibility of the supervisor circle ‘1’, if you believe strongly that it is the responsibility of the student circle ‘5’. If you believe it is a joint responsibility circle ‘3’. There are 9 statements and 4 more blank rows for supervisors to add their own statements if they wish.

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| **1.** It is the responsibility of the supervisor/s to select a research topic. | 1     2     3     4     5  | The student is responsible for selecting her/his own topic. |
| **2.** It is the supervisor/s who decide which theoretical framework and/or methodology is most appropriate. | 1     2     3     4     5  | Students should decide theoretical framework and/or methodology they wish to use. |
| **3.** The supervisor/s should develop an appropriate program and timetable of research and study for the student. | 1     2     3     4     5  | The supervisor/s should leave the development of the program and timetable of research and study to the student. |
| **4.** The supervisor/s are responsible for ensuring that the student has access to the appropriate services and facilities at the University. | 1     2     3     4     5  | It is the student's responsibility to ensure that she/he has located and accessed all relevant services and facilities for the research. |
| **5.** The supervisor is responsible for providing emotional support and encouragement to the student.  | 1     2     3     4     5 | Personal counselling and support are not the responsibility of the supervisor – students should look elsewhere.  |
| **6.** The supervisor/s should insist on regular meetings with the student. | 1     2     3     4     5  | The student should decide when she/he wants to meet with the supervisor/s. |
| **7.** The supervisor/s should ensure that the thesis is finished by the maximum submission date. | 1     2     3     4     5  | As long as a student works steadily she/he can take as long as she/he needs to finish the work. |
| **8.** Supervisor/s should insist on seeing all drafts of work to ensure that the student is on the right track. | 1     2     3     4     5  | Students should submit drafts of work only when they want constructive criticism from the Supervisor/s. |
| **9.** Supervisor/s should assist in the writing of the thesis if necessary and should ensure that the presentation is flawless. | 1     2     3     4     5  | The writing of the thesis should only ever be the student's own work and the student must take full responsibility for presentation of the thesis. |
|  | 1     2     3     4     5 |  |
|  | 1     2     3     4     5 |  |
|  | 1     2     3     4     5 |  |
|  | 1     2     3     4     5 |  |

This questionnaire has been adapted from[Griffith University](https://intranet.secure.griffith.edu.au/research/griffith-graduate-research-school/training-and-workshops/expectations-in-supervision-questionnaire) and the [Oxford Learning Institute](http://supervision.learning.ox.ac.uk/clarifying) and was originally adapted from Ingrid Moses, Moses, I. (1985) Supervising Postgraduates. (HERDSA Green Guide No. 3) Codes of Practice for Supervisors of PhD and Masters (UTS) University of Technology, Sydney, Australia.