# Sample ‘Supervisory Expectations’ Checklist

| ***Consider where you (and your supervisor) stand in relation to each of these pairs of statements…***   |
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|    | **Admission:**   |    |    |    |    |    |    |
| 1   | It is the School’s responsibility to ensure any student who is admitted can be adequately supervised and equipped in their chosen area of research.   | 1   | 2   | 3   | 4   | 5   | It is up to the student to thoroughly investigate the School before accepting a place as a research student to ensure adequate supervision and appropriate facilities are available.    |
| 2   | The School should appoint the Supervisor.    | 1   | 2   | 3   | 4   | 5   | The student should be able to choose the Supervisor.   |
|    | **Getting Started:**   |    |    |    |    |    |    |
| 3   | It is the Supervisor’s responsibility to select the topic.   | 1   | 2   | 3   | 4   | 5   | It is the student’s responsibility to select the topic.   |
| 4    | In the end, it is up to the Supervisor to determine which theoretical frame of reference is most appropriate.   | 1   | 2   | 3   | 4   | 5   | Students have a right to choose their own theoretical standpoint, even if it conflicts with that of their Supervisor.   |
| 5    | The supervisor should direct the student in the development of an appropriate programme of research and study.   | 1   | 2   | 3   | 4   | 5   | The Supervisor should act mainly as a sounding board for students’ ideas, and give advice only when called upon   |
|    | **Making Progress:**   |    |    |    |    |    |    |
| 6    | Staff-student relationships are purely professional and personal matters should not intrude.   | 1   | 2   | 3   | 4   | 5   | Close personal relationships are essential for successful supervision.   |
| 7    | The Supervisor should initiate frequent meetings with the student.   | 1   | 2   | 3   | 4   | 5   | It is up to the student to decide when s/he wants meetings with the Supervisor.   |
| 8    | The Supervisor should know at all times what the student is working on.   | 1   | 2   | 3   | 4   | 5   | Students should have the opportunity to find their own way without having to account for how they spend their time.   |
| 9    | The Supervisor should terminate supervision if s/he thinks the project is beyond the student’s capability   | 1   | 2   | 3   | 4   | 5   | The Supervisor should support right through until the thesis has been submitted, regardless of his/her opinion of the work.   |
|    | **The Thesis:**   |    |    |    |    |    |    |
| 10   | The Supervisor should insist on seeing drafts of every section of the thesis  | 1   | 2   | 3   | 4   | 5   | It is up to the student to ask for constructive feedback from the Supervisor when s/he is ready.   |
|    |    |    |    |    |    |    |    |
| 11   | The Supervisor has direct responsibility for setting the standard the thesis is expected to meet and ensuring that it does so.   | 1   | 2   | 3   | 4   | 5   | The Supervisor advises only, and leaves all decisions concerning content, format, and standards to the student.   |
| 12   | The Supervisor should assist in writing the thesis if the student has difficulties.   | 1   | 2   | 3   | 4   | 5   | The Supervisor should be very wary of contributing too much to the thesis.   |
| 13   | The Supervisor should ensure the thesis is finished within the minimum period.   | 1   | 2   | 3   | 4   | 5   | As long as the student works steadily, s/he can take as much time as s/he needs to complete.   |

 (Student Learning *Te Taiako*, Victoria University of Wellington, adapted from materials from the University of Canterbury and the University of Queensland.)