

Table 8.2 Establishing a good relationship from the beginning – a discussion document

Supervisor and student can complete separately and then discuss		1	2	3	4	5	
DESIGN							
1	It is the supervisors' responsibility to select the research topic						It is the student's responsibility to choose the research topic
2	The supervisor decides the appropriate theoretical framework						The student decides which theoretical framework or methodology they should use
OWNERSHIP OF KNOWLEDGE							
3	Supervisors need to have detailed knowledge of the research topic						Supervisors need a general knowledge of the research topic
4	The supervisor is the specialist						The student is the specialist
5	The supervisor is an authority figure						The supervisor is a colleague, acting as a sounding board
6	Supervisors should go with students to academic conferences						Students should attend academic conferences independently
7	The supervisor is responsible for ethics and the standard of the final thesis						The student is responsible for ethics and the standard of the final thesis
TIMING							
8	The supervisor should have a timetable in mind and ensure the student keeps to it						The student should create their own timetable for their research and monitor their own progress
9	Supervisors should arrange the appropriate number of meetings						Students should ask for meetings when they need them

Table 8.2 (Cont).

10	The supervisor should initiate a discussion about the timing for submitting the final thesis						The student should initiate a discussion about the timing for submitting the final thesis
11	Students should always adhere to agreed deadlines						Agreed deadlines are guidelines rather than absolute targets
WRITING AND FEEDBACK							
12	Supervisors should correct style, grammar and spelling as well as content						Supervisors should only correct content, not grammar and spelling
13	Supervisors should encourage students to publish in academic journals before their thesis is submitted						Writing academic articles before submission takes too much time
14	Supervisors should make explicit how often they are willing to give written and/or oral feedback						Supervisors should give as much feedback as the student needs
15	The supervisor should assist in the writing of the thesis if the student has difficulties						The supervisor advises only, and leaves all decisions concerning content, format and style to the student
16	The supervisor should insist on reviewing drafts of every section of the thesis						It is up to the student to ask the supervisor to review drafts of the thesis
17	Students need fully honest feedback, even when it is very critical						Supervisors need to judge how much feedback to give

Source: Adapted by Anne Lee (www.dranellee.wordpress.com) from various versions. See Kiley, M. & Cadman, K. (1997) *Supervision expectations*. Adapted from work by Brown, G. & Atkins, M. (1988) *Effective teaching in higher education*. Methuen, London, pp. 146–147.

The best way of having a healthy relationship is for all parties to explain their expectations in a non-confrontational manner. Table 8.2 is intended to be used as a discussion document used between students and supervisors. It can be adapted to stimulate discussion with groups and different elements might be