Statements of Expectation

Introduction

To recognise attributes of good supervision practice identified by HEDC and the PhD office, and to promote consistent practice among supervisors, students should receive the following guidelines on supervisors' responsibilities when they enrol in a PhD. To recognise the fact that supervisors have legitimate expectations of their PhD students, all candidates will, on enrolment, also receive a document outlining our expectations:

Supervisors' Responsibilities	Students' Responsibilities
Meetings, Feedback, Support and Progress	
• To provide a weekly meeting time for all students;	• To prepare for and attend meetings with their supervisors;
• To develop with students a set of progress indicators that will be reviewed at regular progress report meetings. These should include timelines and outputs that are clearly framed within the normal enrolment period (three years for full time students) and that recognise the duration of funding students may be receiving. Students should also be advised that deferrals should only be requested for extraordinary circumstances only (ill-health, bereavement or other events that cannot reasonably be anticipated);	• To develop with supervisors a set of progress indicators that will be reviewed at regular progress report meetings. These should include timelines and outputs that are clearly framed within the normal enrolment period (three years for full time students) and that recognise the duration of funding students may be receiving. Students should recognise that deferrals are for extraordinary circumstances only (ill-health, bereavement or other events that cannot reasonably be anticipated);
• To provide feedback within two weeks of receiving material. This point could require negotiation in situations where students have submitted a substantial amount of material for review, or where supervisors have other major deadlines;	• To discuss material submission dates with supervisors to ensure students and supervisors have common expectations about when material will be submitted and returned.
• To assess students' performance and provide feedback on this prior to progress report meetings; where progress problems are identified, to propose approaches that will assist students to develop solutions	• To demonstrate initiative and a pro-active approach to their research to discuss and respond to feedback provided by supervisors;
• To suggest additional skill development opportunities, such as HEDC seminars or other workshops to students, and, where appropriate, refer students to support services within the University;	• To attend HEDC and other training courses, or use support services, as recommended by their supervisors;
Administration Compliance	
• To ensure students understand the formal stylistic requirements of a thesis;	• To comply with all PhD guidelines and regulations, and all University regulations;
• To ensure students understand and comply with all ethical and administrative requirements of their research;	• To comply with all University research and administrative requirements, including ethical approval;
Engagement in Research and Teaching Community	
• To alert students to funding opportunities and assist with funding applications	• To keep up to date with research funding opportunities (for example, by subscribing to the research office newsletter) and bring these to

	supervisors' attention
• To alert students to publication opportunities and develop joint publications with all students and to lead by example by targeting highly-ranked journals, and encouraging students to do the same.	• To recognise that research findings must be disseminated and to develop publications at appropriate stages of their PhD, in consultation with their supervisors;
• To encourage students to attend Department and School seminars, and social functions, and assist them to develop research networks;	• To participate in the wider academic and social life of the Department, including attending and presenting at seminars;
• To provide experience in teaching, tutoring and administration within the University guidelines (10 hours work maximum per week).	• To avail themselves of opportunities to develop skills in teaching and administration that extend their skills without compromising their PhD progress.