

## 4. TRACKING POSTGRADUATE SUPERVISION: ROLE PERCEPTION RATING SCALE (RPRS)

Read each pair of statements listed on this sheet. Each expresses a standpoint supervisors and students may take. However, you may not agree fully with either of the statements. Please estimate your position and mark it on the scale. For example, if you believe very strongly that supervisors should select the research topic you would circle '1' on scale 1; if you believe that is a student prerogative, you would circle '5'. If you think it is a shared negotiated responsibility, circle '3'. You should be particularly looking for patterns (e.g. a tendency to 1s or 5s) which indicate strong disagreement between student and supervisor. This would form the basis for negotiation. However, it is important to remember that there is no 'right' answer — these are expectations!

Student name:

Supervisor/s names:

Stage of Candidature:

| Topic/course of study |   |           |   |
|-----------------------|---|-----------|---|
| 1.                    | It is a supervisor's responsibility to select a promising topic   | 1 2 3 4 5 | It is a student's responsibility to select a promising topic  |
| 2.                    | In the end, it is up to the supervisor to decide which theoretical frame of reference is most appropriate | 1 2 3 4 5 | A student has a right to choose a theoretical standpoint even if it conflicts with that of the supervisor |
| 3.                    | A supervisor should direct a student in the development of an appropriate program of research and study   | 1 2 3 4 5 | A student should be able to work out a schedule and research program appropriate to his/her needs         |
| 4.                    | A supervisor should ensure that a student has access to all necessary facilities                          | 1 2 3 4 5 | Ultimately, the student must find the necessary facilities to complete his/her research                   |

| <b>Contact/Involvement</b> |   |           |  |
|----------------------------|---|-----------|--|
| 5.                         | Supervisor-student relationships are purely professional and personal relationships should not develop  | 1 2 3 4 5 | Close personal relationships are essential for successful supervision  |
| 6.                         | A supervisor should initiate frequent meetings with a student   | 1 2 3 4 5 | A student should initiate meetings   |
| 7.                         | A supervisor should check constantly that a student is on track and working consistently  | 1 2 3 4 5 | Students should work independently and not have to account for how they spend their time                           |
| 8.                         | A supervisor should terminate the candidature if she/he thinks a student will not succeed   | 1 2 3 4 5 | A supervisor should support the student regardless of his/her opinion of the student's capability                  |
| <b>The Thesis</b>          |   |           |  |
| 9.                         | A supervisor should ensure that the thesis is finished not much later than the minimum period   | 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                     |
| 10.                        | A supervisor has direct responsibility for the methodology and content of the thesis  | 1 2 3 4 5 | A student has total responsibility for ensuring that the methodology and content are appropriate to the discipline |
| 11.                        | A supervisor should assist in the actual writing of the thesis if the student has difficulties, and should ensure that the presentation is flawless | 1 2 3 4 5 | A student must take full responsibility for presentation of the thesis, including grammar and spelling             |
| 12.                        | A supervisor should insist on seeing drafts of every section of the thesis in order to review them in a timely fashion                              | 1 2 3 4 5 | It is up to a student to ask for constructive criticism from a supervisor  |

(Ryan & Whittle, 1995, adapted from Moses, 1985)

## 5. TRACKING POSTGRADUATE SUPERVISION: STUDENT PROFILE PROFORMA (SPP)

As you progress through the various stages of your research degree, your needs and interactions with your supervisor/s will change. The following 'Student Profile' aims to help you 'plot your course' and discuss your progress with your supervisor at regular intervals throughout your research degree period. The Profile should assist you with more clearly defining:

- what you expect from yourself and from your supervisor
- how you are progressing
- how well your supervisor is meeting your needs.

The Student Profile consists of a bank of questions/criteria from which you should choose those that most relate to your particular area of research or personal background. At regular intervals (suggested six monthly) you and your supervisor should 'set targets' and independently assess how each of you is progressing towards those goals. This exercise should promote useful discussion between you and your supervisor and enable both of you to achieve more.

For each six monthly meeting, each question should have three numbers circled:

- the 'agreed' objective
- the student's answer
- the supervisor's answer.

An important difference with this approach to postgraduate supervision evaluation is that both student and supervisor set targets, then assess each other in an effort to achieve those targets.

| Expertise |  |
|-----------|--|
| 1.        | <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>The student's current research planning skills are</p> </div> <div style="width: 50%; text-align: right;"> <p>(1=poor 10=outstanding)</p> <p>Student response</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Supervisor</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Consensus</p> <p>1 2 3 4 5 6 7 8 9 10</p> </div> </div> |

|    |   |  |
|----|---|--|
| 2. | The student's current research laboratory skills are  | Student response<br>1 2 3 4 5 6 7 8 9 10<br>Supervisor<br>1 2 3 4 5 6 7 8 9 10<br>Consensus<br>1 2 3 4 5 6 7 8 9 10                        |
| 3  | The student's current literature review skills are    | Student response<br>1 2 3 4 5 6 7 8 9 10<br>Supervisor<br>1 2 3 4 5 6 7 8 9 10<br>Consensus<br>1 2 3 4 5 6 7 8 9 10                        |
| 4  | The student's current information literacy skills are | Student response<br>1 2 3 4 5 6 7 8 9 10<br>Supervisor<br>1 2 3 4 5 6 7 8 9 10<br>Consensus<br>1 2 3 4 5 6 7 8 9 10                        |
| 5. | The student's current data interpretation skills are  | Student response<br>1 2 3 4 5 6 7 8 9 10<br>Supervisor<br>1 2 3 4 5 6 7 8 9 10<br>Consensus<br>1 2 3 4 5 6 7 8 9 10                        |
| 6. | The student's current writing skills are              | Student response<br>1 2 3 4 5 6 7 8 9 10<br>Supervisor<br>1 2 3 4 5 6 7 8 9 10<br>Consensus<br>1 2 3 4 5 6 7 8 9 10                        |
| 7. | The student's current oral presentation skills are    | Student response<br>1 2 3 4 5 6 7 8 9 10<br>Supervisor<br>1 2 3 4 5 6 7 8 9 10<br>Consensus<br>1 2 3 4 5 6 7 8 9 10                        |
| 8. | The student is expert in this area of research        | (1=never 10=always)<br>Student response<br>1 2 3 4 5 6 7 8 9 10<br>Supervisor<br>1 2 3 4 5 6 7 8 9 10<br>Consensus<br>1 2 3 4 5 6 7 8 9 10 |
| 9  | Other relevant skills                                 |  |

| <b>Administrative matters and work environment</b> |   |  |
|--|---|--|
| 1.   | The supervisor provides the student with the necessary information regarding administrative matters   | (1=never 10=always)<br>Student response<br>1 2 3 4 5 6 7 8 9 10<br>Supervisor<br>1 2 3 4 5 6 7 8 9 10<br>Consensus<br>1 2 3 4 5 6 7 8 9 10 |
| 2.   | The supervisor provides the student with or helps obtain the necessary support (for example, suitable work space, office equipment, photocopying, computer facilities, library access, consumables) | Student response<br>1 2 3 4 5 6 7 8 9 10<br>Supervisor<br>1 2 3 4 5 6 7 8 9 10<br>Consensus<br>1 2 3 4 5 6 7 8 9 10                        |
| 3.   | The supervisor assists the student to interact with others in the research area   | Student response<br>1 2 3 4 5 6 7 8 9 10<br>Supervisor<br>1 2 3 4 5 6 7 8 9 10<br>Consensus<br>1 2 3 4 5 6 7 8 9 10                        |
| 4.   | The supervisor ensures that the student is part of a group  | Student response<br>1 2 3 4 5 6 7 8 9 10<br>Supervisor<br>1 2 3 4 5 6 7 8 9 10<br>Consensus<br>1 2 3 4 5 6 7 8 9 10                        |
| <b>Guidance and interpersonal communication</b>    |   |  |
| 1.   | The supervisor is available when the student needs to discuss the project with him/her  | (1=never 10=always)<br>Student response<br>1 2 3 4 5 6 7 8 9 10<br>Supervisor<br>1 2 3 4 5 6 7 8 9 10<br>Consensus<br>1 2 3 4 5 6 7 8 9 10 |
| 2.   | The supervisor makes himself/herself available for significant uninterrupted periods of time to discuss the student's project   | Student response<br>1 2 3 4 5 6 7 8 9 10<br>Supervisor<br>1 2 3 4 5 6 7 8 9 10<br>Consensus<br>1 2 3 4 5 6 7 8 9 10                        |
| 3.   | The supervisor provides the student with guidance to find the relevant literature   | Student response<br>1 2 3 4 5 6 7 8 9 10<br>Supervisor<br>1 2 3 4 5 6 7 8 9 10<br>Consensus<br>1 2 3 4 5 6 7 8 9 10                        |

|    |   |   |
|----|---|---|
| 4. | The supervisor encourages the student to plan and work independently          | Student response<br>1 2 3 4 5 6 7 8 9 10<br>Supervisor<br>1 2 3 4 5 6 7 8 9 10<br>Consensus<br>1 2 3 4 5 6 7 8 9 10 |
| 5. | The supervisor ensures that the student meets all deadlines                   | Student response<br>1 2 3 4 5 6 7 8 9 10<br>Supervisor<br>1 2 3 4 5 6 7 8 9 10<br>Consensus<br>1 2 3 4 5 6 7 8 9 10 |
| 6. | The supervisor provides critical feed-back on the student's written 'reports' | Student response<br>1 2 3 4 5 6 7 8 9 10<br>Supervisor<br>1 2 3 4 5 6 7 8 9 10<br>Consensus<br>1 2 3 4 5 6 7 8 9 10 |
| 7. | The supervisor is friendly, supportive and approachable                       | Student response<br>1 2 3 4 5 6 7 8 9 10<br>Supervisor<br>1 2 3 4 5 6 7 8 9 10<br>Consensus<br>1 2 3 4 5 6 7 8 9 10 |
| 8. | The supervisor is interested in, and committed to, the student's research     | Student response<br>1 2 3 4 5 6 7 8 9 10<br>Supervisor<br>1 2 3 4 5 6 7 8 9 10<br>Consensus<br>1 2 3 4 5 6 7 8 9 10 |

## 6. TRACKING POSTGRADUATE SUPERVISION: STUDENT EVALUATION OF POSTGRADUATE SUPERVISION (SEPS)

The following survey is designed to provide some feedback to your supervisor about your experiences of the supervision process. Please read each statement in the survey and indicate your answers by circling the number of the response which corresponds most closely to your experiences as a higher degree student.

| <b>A. ADMINISTRATIVE MATTERS AND WORK ENVIRONMENT</b> |  |                   |          |           |       |                |                |
|---|--|-------------------|----------|-----------|-------|----------------|----------------|
| <b>Beginning higher degree study</b>                  |  | Disagree Strongly | Disagree | Uncertain | Agree | Agree Strongly | Does not apply |
| When I began my higher degree I was provided with:    |  |                   |          |           |       |                |                |
| A1.   | Sufficient information about the research interests of possible supervisors in the Faculty/School  | 1                 | 2        | 3         | 4     | 5              | 0              |
| A2.   | An adequate introduction to the Faculty/School and its facilities  | 1                 | 2        | 3         | 4     | 5              | 0              |
| A3.   | A clear statement of the responsibilities of supervisors   | 1                 | 2        | 3         | 4     | 5              | 0              |
| A4.   | A clear statement of the responsibilities of postgraduate students   | 1                 | 2        | 3         | 4     | 5              | 0              |
| A5.   | Procedural/administrative guidelines for higher degree study (e.g. procedures concerning university regulations, enrolment, grants and awards, travel, assessment and reporting, thesis submission etc.) | 1                 | 2        | 3         | 4     | 5              | 0              |
| A6.   | An induction into postgraduate research in the Faculty   | 1                 | 2        | 3         | 4     | 5              | 0              |
| A7.   | A clear statement of the resources and facilities available to me  | 1                 | 2        | 3         | 4     | 5              | 0              |
| <b>Research culture</b>                               |  | Disagree Strongly | Disagree | Uncertain | Agree | Agree Strongly | Does not apply |
| My Faculty/School ensures that:                       |  |                   |          |           |       |                |                |
| A8.   | Students do not feel isolated  | 1                 | 2        | 3         | 4     | 5              | 0              |
| A9.   | Research students have opportunities to meet as a group  | 1                 | 2        | 3         | 4     | 5              | 0              |
| A10.  | A research seminar program is organised for postgraduate students  | 1                 | 2        | 3         | 4     | 5              | 0              |
| A11.  | Cultural and gender equity are dealt with positively   | 1                 | 2        | 3         | 4     | 5              | 0              |

| <b>Resources and facilities</b>                                       |   | Disagree Strongly | Disagree | Uncertain | Agree | Agree Strongly | Does not apply |
|---|---|-------------------|----------|-----------|-------|----------------|----------------|
| I have been provided with adequate resources for research, including: |   |                   |          |           |       |                |                |
| A12.  | A suitable work space   | 1                 | 2        | 3         | 4     | 5              | 0              |
| A13.  | Office equipment (e.g. filing cabinets, bookshelves, telephone, mailbox/pigeon hole)            | 1                 | 2        | 3         | 4     | 5              | 0              |
| A14.  | Photocopying  | 1                 | 2        | 3         | 4     | 5              | 0              |
| A15.  | PC, specialist hardware etc.  | 1                 | 2        | 3         | 4     | 5              | 0              |
| A16.  | Travel (e.g. opportunities to attend conferences)   | 1                 | 2        | 3         | 4     | 5              | 0              |
| A17.  | Consumables (e.g. stationery)   | 1                 | 2        | 3         | 4     | 5              | 0              |
| A18.  | Access to library resources   | 1                 | 2        | 3         | 4     | 5              | 0              |
| A19.  | Access to help/advice on using English as a written language                                    | 1                 | 2        | 3         | 4     | 5              | 0              |
| A20.  | Access to help/advice on academic writing   | 1                 | 2        | 3         | 4     | 5              | 0              |
| A21.  | Help with developing skills for communicating ideas orally to the community at large            | 1                 | 2        | 3         | 4     | 5              | 0              |
| <b>B. SUPERVISORY PROCESS</b>   |   |                   |          |           |       |                |                |
| <b>Guidance</b>   |   | Disagree Strongly | Disagree | Uncertain | Agree | Agree Strongly | Does not apply |
| My supervisor provides me with appropriate guidance with respect to:  |   |                   |          |           |       |                |                |
| B1.   | Refining topic selection and clarification  | 1                 | 2        | 3         | 4     | 5              | 0              |
| B2.   | The literature in my research area  | 1                 | 2        | 3         | 4     | 5              | 0              |
| B3.   | Planning my research, identifying important goals and meeting deadlines                         | 1                 | 2        | 3         | 4     | 5              | 0              |
| B4.   | Encouraging me to research in a self directed or independent manner                             | 1                 | 2        | 3         | 4     | 5              | 0              |
| B5.   | Ethical questions   | 1                 | 2        | 3         | 4     | 5              | 0              |
| <b>Interpersonal communication</b>                                    |   | Disagree Strongly | Disagree | Uncertain | Agree | Agree Strongly | Does not apply |
| B6.   | My supervisor is friendly, supportive and helpful   | 1                 | 2        | 3         | 4     | 5              | 0              |
| B7.   | My supervisor is affirming and encouraging  | 1                 | 2        | 3         | 4     | 5              | 0              |
| B8.   | My supervisor is interested in, and committed to, my research                                   | 1                 | 2        | 3         | 4     | 5              | 0              |
| B9.   | My supervisor motivates me to do my best work   | 1                 | 2        | 3         | 4     | 5              | 0              |
| B10.  | My supervisor provides an atmosphere in which I feel comfortable raising issues that concern me | 1                 | 2        | 3         | 4     | 5              | 0              |

|   |  |                   |          |           |       |                |                |
|---|--|-------------------|----------|-----------|-------|----------------|----------------|
| B11.  | I am happy with the degree to which my supervisor challenges me                                      | 1                 | 2        | 3         | 4     | 5              | 0              |
| B12.  | My supervisor consults with me on my preferred way of working  | 1                 | 2        | 3         | 4     | 5              | 0              |
| B13.  | We have worked out the degree to which he/she will be involved                                       | 1                 | 2        | 3         | 4     | 5              | 0              |
| <b>Feedback</b><br>I am satisfied with the degree to which my supervisor:                 |  | Disagree Strongly | Disagree | Uncertain | Agree | Agree Strongly | Does not apply |
| B14.  | Is available for discussions/ consultations when needed  | 1                 | 2        | 3         | 4     | 5              | 0              |
| B15.  | Sets aside uninterrupted time for us to discuss my research progress                                 | 1                 | 2        | 3         | 4     | 5              | 0              |
| B16.  | Reads my work in a timely manner and in advance of meetings with me                                  | 1                 | 2        | 3         | 4     | 5              | 0              |
| B17.  | Engages in constructive discussions with me about my progress  | 1                 | 2        | 3         | 4     | 5              | 0              |
| B18.  | Regularly provides me with prompt, comprehensive and constructive feedback on submitted written work | 1                 | 2        | 3         | 4     | 5              | 0              |
| B19.  | Is a source of new ideas for my research   | 1                 | 2        | 3         | 4     | 5              | 0              |
| B20.  | Assists with writing skills (e.g. expression of ideas, grammar, structure of thesis etc.)            | 1                 | 2        | 3         | 4     | 5              | 0              |
| <b>Expertise</b><br>I am satisfied with my supervisor's expertise with regard to:         |  | Disagree Strongly | Disagree | Uncertain | Agree | Agree Strongly | Does not apply |
| B21.  | My research topic  | 1                 | 2        | 3         | 4     | 5              | 0              |
| B22.  | My research methodology  | 1                 | 2        | 3         | 4     | 5              | 0              |
| B23.  | The process of supervising research students   | 1                 | 2        | 3         | 4     | 5              | 0              |
| B24.  | Assisting me to consult other people for expertise in areas outside his/her area of expertise        | 1                 | 2        | 3         | 4     | 5              | 0              |
| <b>Professional Development</b><br>I am satisfied with the degree to which my supervisor: |  | Disagree Strongly | Disagree | Uncertain | Agree | Agree Strongly | Does not apply |
| B25.  | Helps me network with other researchers in my area   | 1                 | 2        | 3         | 4     | 5              | 0              |
| B26.  | Assists with publication of my research  | 1                 | 2        | 3         | 4     | 5              | 0              |
| B27.  | Encourages me to present my work at appropriate seminars and conferences                             | 1                 | 2        | 3         | 4     | 5              | 0              |
| B28.  | Discusses issues of authorship with me   | 1                 | 2        | 3         | 4     | 5              | 0              |
| B29.  | Helps with extra-research problems including employment and technical training                       | 1                 | 2        | 3         | 4     | 5              | 0              |

|                      |   |                   |          |           |       |                |                |
|----------------------|---|-------------------|----------|-----------|-------|----------------|----------------|
| B30.                 | Treats me as an adult learner and as a collaborative colleague  | 1                 | 2        | 3         | 4     | 5              | 0              |
| <b>Miscellaneous</b> |   | Disagree Strongly | Disagree | Uncertain | Agree | Agree Strongly | Does not apply |
| B31.                 | My supervisor gives me sufficient notice when he/she takes leave, goes overseas, will not be available etc. | 1                 | 2        | 3         | 4     | 5              | 0              |
| B32.                 | My supervisor has helped me make the necessary links between undergraduate and postgraduate study           | 1                 | 2        | 3         | 4     | 5              | 0              |
| B33.                 | My supervisor has made his/her expectations of me clear   | 1                 | 2        | 3         | 4     | 5              | 0              |
| B34.                 | My supervisor distributes his/her time and energy equitably between postgraduate students                   | 1                 | 2        | 3         | 4     | 5              | 0              |
| B35.                 | My supervisor exploits me as an unpaid research assistant   | 1                 | 2        | 3         | 4     | 5              | 0              |

### C. GENERAL

C1. What do you consider to be the most positive aspects of the supervision you have experienced?

C2. How would you like the supervision you have experienced to be improved?