**Setting Expectations**

*Within the Code of Practice it is stated that supervisors will:*

* *signpost students to appropriate support e.g. personal tutor or admin in department, Student Services or Student Advice Centre, as appropriate*
* *assist the student to access appropriate training, in both technical and broader skills-related areas.*
* *confirm the expected date for submission (NB: submission in funded period) and milestone dates e.g. confirmation review, as soon as possible.*

**It is suggested that supervisors consider the questions below and then undertake a discussion with the student to agree the parameters for the supervisory relationship. It is recommended that a summary of the discussion is recorded for later reference; a template agreement is available** [**here**](https://docs.google.com/document/d/1hgTLRLAuz7-ChlebQ1fx81uU3R2_eJWU8JxyAvY56Ec/edit) **for optional use (this can be modified to suit individual needs). Supervisors may wish to review the arrangements agreed in the expectations discussion on a 6 monthly basis, providing an opportunity to reflect on and address any issues that have arisen.**

**Questions for Consideration**

What is the student’s motivation for undertaking doctoral study? Do they have specific career aspirations? What are they most looking forward to, and what are their main concerns about undertaking doctoral research?

How and when do you prefer to be contacted by the student? What are the exceptions to this? Which means will you use to contact the student (what is their preference?) and do you expect the student to respond within a certain timeframe?

What are the working policies that the student should adhere to:

* how many hours per week are expected and how are these allocated? If additional hours are needed e.g. a late finish to complete experimental work, is it expected that the student attends as normal the following day, or is there flexibility and the capacity to take some time back in lieu?
* Where should the student be based (at home, in lab/department, anywhere on campus) and do they need to inform you of this?
* What does the student need to do if they’re ill?
* Student holiday entitlement is 30 days per year; are there any restrictions on when this can be taken and how should the student book leave?

When, where and how often will you meet for 121 supervision? (CoP minimum is once every 4-6 weeks)? Is it the student’s responsibility to organise the meeting and how should they do this (email, phone)?

What should the student bring to the meeting (agenda, training queries, project issues)? Should the student record the outcomes of the meeting, and if so, how and by when (recommended: students share meeting records with you for sense checking and save them somewhere where second supervisors can also access)?

What kind of relationship do you envisage with the student:

* Do you anticipate a collaborative relationship, with both parties having input to problem solving and the direction of the project, with compromise on both sides? Will you have a directional approach to supervision or is the student expected to take the lead?
* Will your relationship be more formal, or more collegial?
* Will you invite them to work-related or social events that you are engaged with?

What should the student do if they cannot make progress between supervisory meetings? Should they contact you, or someone else? Should they have a plan for resuming / enhancing progress. Is there some flexibility on deadlines? What should the student do if they are struggling with a deadline?

What are your expectations for reading and marking work? How often will you do this and what is a reasonable turnaround time? Are there exceptions to this?

**Other issues to consider**

 **● Will you be able to provide employment for the student at the end of their project, subject to a doctoral pass?**

**● What procedure should be followed if either you or the student feel that things are not working as expected?**

**● Will you review the parameters of the supervisory relationship and, if so, when and how?**

*NB: it’s worth remembering that the student may have experienced a very different academic culture at UG/PGT level. They may be reluctant to admit to difficulties and need encouragement to express their ideas regarding the direction of the project and the approach used. At the same time, the student may be used to having practically 24 hour contact with an academic and may find it challenging to adapt to a monochronic culture which works around office hours and scheduled meetings. Explaining how research culture operates at Sheffield may be helpful in avoiding issues related to differing expectations insidiously affecting the supervisory relationship.*