

#### **3.5.4 Prior to Submission of the Thesis**

- Advise, in the progress report, that the thesis is likely to be submitted;
- Comment critically on the first draft of the thesis. It should not take longer than six weeks for the supervisor to comment on the draft thesis;
- Give the student an opportunity to object to potential examiners, and advise the Head of School/Centre/Institute on the nomination of examiners. Ensure that necessary paperwork associated with the nomination of examiners is submitted and approved before the submission of the thesis.

#### **3.5.5 At the Time of Submission**

- Certify that the thesis is properly presented, conforms to the regulations and is worthy of examination.

#### **3.5.6 After Thesis Submission**

- Liaise with the appropriate officer of the University to ensure that the thesis will be examined within an appropriate time frame;
- Ensure that any revisions required by the examiners are completed and inform the Chair of Examiners when this has been done.

### **3.6 Interaction and Establishing Boundaries**

In order to be a good supervisor you need to be able to relate to each of your research students as individuals. Supervisors should try to get to know their students personally and professionally, without losing sight of the fact that the relationship should be a business-like interaction. You need to be able to help students identify their strengths and weaknesses, to help them build on their strengths and overcome their weaknesses. You also need to give students an honest evaluation of their work and performance. At the same time, you need to clarify your role, identify expectations and establish boundaries.

It is important to recognise the need to relate to individuals in different ways, depending on the circumstances. However you should always examine why you relate differently to some students. You should always ensure that your behaviour is in line with the equity and social justice principles of the University and that you are treating all of your students in an equitable manner.

It is the responsibility of both staff and students to take care to respect the sensitivities of others especially where there may be a variation in the interpretation of acceptable behaviour resulting from different ethnic backgrounds and cultural values. This care and sensitivity is particularly required where there is a power imbalance between parties, such as in the supervisory relationship.

You need to be familiar with the sources of assistance that exist within the University that are available to students, and know of appropriate ways in which to refer students to these services. If you are unclear about the resources available in an area or whether they will be relevant to the student you are supervising, you should ask the particular service for advice about what to do. Most of these services will be able to suggest to you appropriate ways in which you could refer students.

Defining boundaries can become difficult when the student experiences personal problems. It is important to differentiate between an understanding of how the problem affects a student's work and the problem itself. You need to decide what level of interaction and psychological support you are willing or able to give. You may have very good listening skills and are happy to provide a sympathetic ear, however, it is often more beneficial for both the student and the supervisory relationship if the student is referred to a qualified counsellor. You may wish to discuss with staff in the Student Services Department appropriate steps or advice you could lend the student as far as encouraging the student to focus on their research and maintaining motivation for their work.

Another circumstance where it may be necessary to define what is a reasonable expectation on your student's behalf is with editing of the thesis. You may be prepared to critically examine a draft of the thesis but not wish to undertake the role of editor in terms of expression and grammatical difficulties. You should give clear indication of what is expected. It is reasonable for you to use one or two pages of the student's work and give detailed feedback on the types of problems you have encountered and the preferred standard for presentation rather than editing a whole document. You could also encourage the student to show drafts of the thesis to friends or fellow students to help tidy up grammatical and typographical errors.

You have a responsibility to check on the student's English expression skills early in the process; however, this does not mean that you are expected to correct every error. You should discuss with the student options for assistance within the University. In addition you should give the student advice on where to find publications or assistance that may help in the presentation of the thesis.

It is best to indicate to your students from the beginning your approach to analysis and feedback on their written work. It is important to give students productive feedback. For instance, if you tell a student that the problem they are interested in has already been explored, make sure that you give the student the reference to read. Ensure that at the next meeting a discussion takes place on whether the problem remains a worthwhile area to work on or whether there are new issues opened up by the previous work.

It is helpful to encourage students to develop relationships with other faculty members, students and colleagues; in order that they may gain different perspectives and obtain feedback that you may not be able to give.

When meeting with your students it is important to pay attention to their needs. You should try to identify their interests, concerns and goals and address these needs, not just those that you regard as worthy.

Agree with your students on a structure for supervisory meetings. Agree on a time limit for the session, when scheduling the meeting. As meetings may be one month apart it is important to take notes during meetings and review them. This ensures that you can follow up on what has been discussed at subsequent meetings, and note what students have been working on in the meantime, without having to cover old ground.

Make sure that your students are aware of issues you see as important in both the work they are undertaking and your supervisory relationship. To assist you to do this, you need in the first instance, to determine your own priorities. You will also need to inform your students of the other roles that you fulfil and most importantly work with the student to agree on limits and boundaries to the relationship as well as discussing one another's expectations.

It is important to maintain a relationship where problems and concerns may be discussed openly. Let your students know if you think they are asking for too much or too little time or guidance. Be aware that expectations of the relationship will change during the project and that these changes need to be discussed.

### **3.7 Issues for Consideration by the Student**

#### **3.7.1 At the Time of Initial Enrolment**

- To consider and understand the demands of the project you are undertaking;
- To select an appropriate supervisor and ensure that arrangements are acceptable to both parties;
- With assistance and advice from the supervisor, select an appropriate topic for the research.

#### **3.7.2 In the First Year of Enrolment**

- Familiarise yourself with the regulations and procedures governing research degrees;
- Complete an Application for Candidature, with the assistance of the supervisor, in the prescribed format. Consult your Faculty guidelines for information on what is required;
- If applicable, submit an application to the appropriate ethics committee for clearance prior to commencement of work on human or animal subjects;
- Discuss with the supervisor any commercial intellectual property issues associated with the project.

#### **3.7.3 At All Stages of the Candidature**

- Take full responsibility for the design, methodology and presentation of your project;
- Pay close attention to editing of the text. This includes ensuring that the attributions, footnotes, bibliography and other technical details are accurate and complete, the language technically correct, and the argument logically clear and consistent. Students may seek assistance with the proof reading of written work to correct typographical errors and mistakes in spelling or punctuation. Where special assistance is required with editing, for instance students from non-English speaking backgrounds who require assistance with English expression, the student must acknowledge the assistance;
- Accept responsibility for producing the final copies of the thesis. This includes the content and ensuring that it is written in accordance with all relevant requirements, including standard of presentation;