

# University of Bath

## Doctoral Supervision: Checklist for first meeting(s) between supervisor and doctoral student

---

(Based on section 9.1 of [QA7 Research Degrees](#) and guidance given during the [Bath Course in Enhancing Academic Practice](#))

The following is a list of the things that are recommended to address / discuss / agree during the initial meeting(s) between supervisor and doctoral student. Supervisors may need to liaise with their Director of Studies if they are unsure of any of the information below:

1. [Department Induction](#) – to address any queries regarding recent departmental/ School/Doctoral Training Entity induction including the local academic culture, key contacts (e.g. occupational health, finance), and the facilities available
2. [Meetings](#) – Agree a schedule of formal meetings (which may be supplemented by more frequent informal meetings, where appropriate), agree where to meet, how meetings will be documented and agree who will set agendas for meetings
3. [Contact](#) – Be clear on methods of contact and reasonable response times between supervisory team and student. Clarify supervisor and student's working times, [holiday entitlement](#) and [arrangements for sickness reporting](#)
4. [Expectations](#) – Be clear what is expected of the student ([QA7 Appendix 2](#)) and of the supervisory team ([QA7 Appendix 1](#)). Set expectations in regards to the level of support and feedback that will be provided, supervision style and whether the student will be expected to publish or [undertake teaching](#) during their doctorate
5. [Support](#) – Identify and discuss any specific support requirements, such as [Disability Access Plans](#). Be clear on where the student can go for support outside of the supervisory team (Director of Studies, [Independent Advisor for Postgraduate Research Students](#), [Student Services](#), [Doctoral College](#))
6. [Professional development](#) – [Identify any development needs](#). Assess the skills and knowledge that will be required at different stages of doctoral study against current abilities. It may be helpful to use the [Researcher Development Framework](#) – a professional development framework for researchers
7. [Career development](#) – ensure that the student is aware of the support offered by the [Careers Service](#). Careers discussions should be integrated into supervisory meetings, potentially at key milestones in the doctorate; the Careers Service's [career planning timeline](#) and [careers guide for doctoral supervisors](#) will help with these discussions
8. [Research Portal](#) – discuss the [benefits](#) of keeping a Pure profile up-to-date
9. [Taught element \(where applicable\)](#) – Discuss any formal courses of study or seminars, colloquia, etc. that the doctoral student is required to attend and/or be assessed in and, where stated in the scheme of studies, successfully complete as part of the programme
10. [Candidature](#) – Ensure that the requirements for [Candidature](#) including timing, deadline, responsibilities and process are understood by the student. Discuss training, skills development, ethic and intellectual property issues. Confirm that the student will receive a notification via their SAMIS in tray to start the process
11. [Progress reports](#) – Ensure that the student is aware of the requirements for [Progress reporting](#) including timing, deadline for first report, responsibilities, process
12. [Confirmation \(where applicable\)](#) – Ensure that the student is aware of the requirements for [Confirmation](#) including timing, deadline, responsibilities and process. Develop a work plan. See [Confirmation guidance for students](#) and [Confirmation process guide for staff](#) for further information

13. Budget – Plan and agree expenditure arrangements where there is a budget associated with the project work (for example for resources and travel) or where there might be departmental/School funding available for doctoral students. If students are funded, they should contact [Finance Office Studentships](#)
14. Final Thesis/Portfolio – Discuss the option of an [alternative format thesis \(where available in the degree\)](#), including information on co-authored publications. Clarify the expected deadline for submission of the final thesis/portfolio (which should comply with the timescales set out in [University Regulation 16](#)). Note that funded students may find it advantageous to submit before the end of their funding.