

*Clarification of mutual expectations with individual candidates and maintenance of professional working relationships throughout the period of the candidature*

Which may include: induction of research students and ongoing clarification of mutual expectations; introduction to the School; meeting with other students and researchers and discussion of supervisory process; mentoring research students for career development; flexibility of approach to supervision and sensitivity to the diverse needs of students including those from equity groups; provision of appropriate pastoral support; regular monitoring and evaluation of the supervisory relationship including the composition and operation of the supervisory panel (for PhD supervision).

*Fostering a climate of intellectual rigour to promote research work of sound standing and the development of a skilled, knowledgeable and ethical researcher*

Which may include: development of a research program that attracts and maintains high quality candidates; encouraging students to attend, and be involved in, research group and school seminars; encouraging and assisting candidates with publication during their period of study; facilitation of student networking with other national and international researcher colleagues; development of independent, ethical researchers; ensuring that students access appropriate research education opportunities ranging from workshops on the concept of research through to using data sources.

*Guidance in planning and undertaking the research process and provision of regular feedback on progress*

Which may include: provision of resources, necessary coursework if required, and research plan design; developing students' theoretical, analytical and methodological skills appropriate to the discipline; assisting candidates in the development of research, writing and communication skills; monitoring student progress, e.g. through regular meetings, annual reviews and plans; constructive and timely comment on written work e.g. chapter drafts, early literature work, papers; journal manuscripts and structure of the dissertation including specific advice where required; constructive and timely feedback on candidate presentations e.g. proposal seminar; conference papers; oral feedback during regular meetings; selection of appropriate examiners and support for students during and following the examination process.

*Developing a climate of intellectual engagement with a broad scholarly community*

Which may include evidence of: modelling a scholarly approach to research in a global context which recognises the complexity and challenge of this context; encouragement and support for students to access a range of research scholars and projects nationally and internationally, providing opportunities for students to work within an international context through exchanges, meetings and collaborative work; provision of career support and opportunities at a national and international level, leadership of, or contribution to, an effective supervisory panel; facilitating the construction of a well balanced panel; encouragement to students to effectively utilise supervisory panel members; taking responsibilities for particular roles within a supervisory panel.

*Systematic and scholarly approach to professional development of supervisory academic practice and skills*

Which may include evidence of: advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to research supervision; coordination, management and leadership roles in relation to research supervision; conducting and publishing research related to research supervision; leadership through activities that have broad influence on the profession, school and research candidates; contribution to relevant policy development.