

Values and roles

Set out below you will find eleven pairs of conflicting statements. (You may not agree fully with either of the statements.) Estimate your position for each item and mark it on the scale. Then average your rating for the three sections of the schedule and compare them. If possible, ask a colleague or small group of colleagues to complete the schedule also, and discuss any differences in your ratings.

Role perception rating scale

Read the pairs of conflicting statements listed on this sheet. You may not agree fully with either of the statements. Therefore, please estimate your position and mark it on the scale.

Topic/course of study

- | | | |
|--|------------------|---|
| 1. It is the supervisor's responsibility to select a promising topic | <u>1 2 3 4 5</u> | It is the 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 | <u>1 2 3 4 5</u> | The student has a right to choose his/her own theoretical standpoint even if it conflicts with the supervisor's |
| 3. The supervisor should direct the student in the development of an appropriate programme of research and study | <u>1 2 3 4 5</u> | The supervisor should act mainly as a sounding board for the student's ideas and give advice |

Average

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For 1-3

Contact/involvement

- | | | |
|---|------------------|---|
| 4. Staff-student relationships are purely professional and personal matters should not intrude | <u>1 2 3 4 5</u> | Close personal relationships are essential for successful supervision |
| 5. The supervisor should initiate frequent meetings with the student | <u>1 2 3 4 5</u> | It is up to the student to decide when he/she wants meetings with the supervisor |
| 6. The supervisor should know at all times at which problems the student is working | <u>1 2 3 4 5</u> | The student should have the opportunity to find his/her own way without having to account for how he/she spends his/her time |
| 7. The supervisor should terminate his/her supervision if he/she thinks the project is beyond the student | <u>1 2 3 4 5</u> | The supervisor should support the student right through until the thesis has been submitted regardless of his/her opinion of the work |

Average

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For 4-7

Meeting the Needs of...
Part-time Research Students

The thesis

- | | | |
|--|------------------|--|
| 8. The supervisor should ensure that the thesis is finished not much later than the minimum period | <u>1 2 3 4 5</u> | As long as the student works steadily he/she can take as long as he/she needs to finish the work |
| 9. The supervisor has direct responsibility for the standard of the thesis | <u>1 2 3 4 5</u> | The supervisor advises only and leaves all decisions concerning content, format and standards to the student |
| 10. The supervisor should insist on seeing drafts of every section of the thesis in order to review them | <u>1 2 3 4 5</u> | It is up to the student to ask for constructive criticism from the supervisor |
| 11. The supervisor should assist in the actual writing of the thesis if the student has difficulties | <u>1 2 3 4 5</u> | The supervisor should be very wary of contributing too much to the thesis |

Average

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For 8-11

Source: Brown, G. and Atkins, M. (1988) *Effective Teaching in Higher Education*. London, Methuen.