

# Preparation Checklist

## Setting expectations

### Expectations for frequency of contact, feedback loops

How often do you meet?

Where do you meet?

How will you and the student prepare for each meeting?

What kinds of updates, if any, do you expect between meetings?

If you don't meet regularly:  
How frequently should the student share their work with you?

What medium should the student use?

In case of questions/ problems, I would expect the student to handle them as follows:

In case of disagreements/conflicts, I would expect the student to act as follows

(try to define steps: e.g.

- 1.inform me as their supervisor
- 2.we reflect together what our contributions to that conflict are;
- 3.we find out whether we can solve that conflict together;
4. we ask xy whether they can help us with the solution, ...)

Will you supervise the student on your own? Co-supervise?

If co-supervising the thesis, the following questions might be worth considering: Have you discussed your roles and expectations with the other supervisor? For example, how will you share the responsibilities of supervising the thesis, how will both of you communicate with one another and with the supervisee, and how frequently will you meet or communicate with that person? Please enter your responses in the textbox to the right.

# Collaborating

## What to determine before you accept a supervisee (supervisor's perspective)

Are you expected to be a supervisor?  yes  no  I don't know

What are your resources for this thesis (How many hours per week will you invest at least/ at most?)

Do you have the resources to supervise this thesis?  yes  no  I don't know

Who will support YOU while you supervise the student? What resources are available to you?

## What to determine before you accept a supervisee (supervisee's perspective)

Do you know how many ECTS points the thesis requires?  yes  no

Write down the number of ECTS points here: 1 ECTS ≈ 30 hours of workload

How much time should the student invest at least/ at most in the thesis (every week)?

What software, technical (lab procedures, etc.) and research (library, database, citation, etc.) skills do you require the student to have prior to working with you?

# Determining goals

## What skills do you expect the student to develop during the research/writing phase?

Knowledge and ability to present and apply this knowledge,

level of autonomy (and what does that mean for you? E.g., students solve problems alone, they solve problems alone, they develop creative ideas without your help, etc.)

use of (scientific) language,

(scientific) writing competence (format and style), and

ability to apply scientific methods.

Other

We recommend that you describe how the work will be evaluated. That could include: the key criteria, their weightedness, the overall evaluation process, etc.

We recommend that you consider at what point students may use software like ChatGPT and how they should indicate that.

# Assessing and grading

## How do you plan to assess and evaluate the thesis?

Grading rubric/evaluation grid

Second supervisor

Take notes during the supervision process  
(especially regarding research process and autonomy)

Use list of milestones and timelines (when to stop researching &  
start writing, etc.)

Other