

Research Supervision Website

<http://www.learning.ox.ac.uk/supervision>

The Oxford Learning Institute's Research Supervision website is a convenient resource for supervisors, DPhil students and others. To ensure the contents are relevant to supervisors' and students' developmental needs in a changing doctoral education context we were helped to create the site by Directors of Graduate Studies, supervisors and students. The ideas and tools put forward are designed to meet academics' and doctoral students' everyday concerns and help them to be successful at Oxford.

The list of topics shown below allows you to see how the site's overall content is structured.

Each individual page (topic) is organised in three sections:

Oxford information - this presents the Oxford perspective on research supervision, including Oxford policies, practices and statistics.

Ideas and tools - these have come from supervisors, the literature and DPhil students themselves. Offers of further ideas and tools are always very welcome.

Insights from research and literature - written in a brief and 'chatty' style, these sections are firmly based on research and literature in the area.

Feedback on the site is welcome from anyone at any time. Please feel free to email us with your comments and/or ideas, to kathryn.black@learning.ox.ac.uk

The site is addressed to anyone who is involved in any way with doctoral work being undertaken at Oxford. As well as supervisors and DPhil students this includes: Directors of Graduate Studies, college advisors, and anyone who mentors doctoral students or works alongside them in the lab.

List of topics

Research Supervision (Homepage)

1. About the research supervision pages

DPhil students

1. Student motivation to study
2. Varied conceptions of research
3. Life as a doctoral student - more than research
4. Reasons for delay
5. Student diversity
6. International students
7. Demographic information

Being a supervisor

1. New supervisors
2. Experienced supervisors
3. Graduate admissions
4. Supervisory styles
5. Student-supervisor relationships
6. Co-supervision
7. Improving your supervisory practice
8. Giving and receiving feedback
9. Monitoring student progress
10. Problems - avoiding them & dealing with them

Stages of the doctorate

1. Getting started
2. Clarifying expectations

3. Defining the research topic
4. Identifying training needs
5. Integrity and ethical practice
6. Reading and writing
7. Skills development
8. Transfer and confirmation of status
9. Presenting at seminars and conferences
10. Publishing during the doctorate
11. Writing the thesis
12. Careers – academic or otherwise?

Examination

1. Preparing students for examination
2. Selecting examiners
3. Being an examiner
4. The viva
5. The outcomes

Research environment

1. Infrastructure and resources
2. Intellectual climate

National and international context

1. Quality assurance
2. Purpose of the doctorate
3. Trends in doctoral education
4. Research into doctoral education

Different audiences and ways of using the website

New and intending DPhil supervisors

You can find information about Oxford's policies and practice to help you approach your new role with confidence, whilst ideas and tools offer practical hints for working with your student.

Mentors of new supervisors

Constructive discussions about supervision practice could be based on website resources, such as those found in the ideas and tools sections of every page.

Experienced supervisors

The website will help you to keep up-to-date with institutional, national and international changes in doctoral education that provide the context for your supervision work.

DPhil Students

This website aims to help you understand the regulations surrounding the progression you are expected to make and the context in which you and your supervisor will be working together. In particular it will alert you to what you may expect from your supervisor and provide you with materials to help you as you progress through the different stages.

Directors of Graduate Studies

You may wish to refer new supervisors and mentors of supervisors to this site, since the resources it provides offer stimulus for conversations at all levels. Please consider providing a link to the site on your departmental/ faculty web site for easy reference.

College Advisors

College Advisors, similarly to supervisors, may wish to use the tools and ideas on different topics to work with individual students, or small groups, on particular issues which face them. It can be used, for example, to help a student to negotiate details about expectations with his or her supervisor by thinking through and discussing the relevant factors.

Post-docs (e.g. informal mentors & co-supervisors of DPhil students)

The website provides up-to-date policy and may help you to gain insight into positions being adopted or approaches taken which are outside your own previous experience. Students need support from others who share their work environment, not just supervisors, and encouragement to support each other too.

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From the FAQ on the **New supervisors** page

Frequently asked questions about supervision

Who can supervise?


According to the Divisional Codes, typical prerequisites for supervision include:

- being a member of academic staff;
- having sufficient security of tenure to make it likely that the supervisor will see the student's research through to successful conclusion;
- having appropriate standing and expertise to be able to operate with credibility; and
- having sufficient experience to be able to provide appropriate guidance to students about necessary procedures and, in particular, the academic expectations associated with an Oxford doctorate in the subject area.

It is the role of Divisional/ Departmental Graduate Studies Committees and/ or Directors of Graduate Studies to ensure that supervisors are appropriately qualified.

From the **Getting started** page...

As a student, in addition to any induction events, you may find the following useful as you start.

- **Meeting minutes:** As soon as possible after any formal meeting with your supervisor about your progress, write a brief descriptive text that summarizes the direction of the discussion including what was clarified, ending with next tasks and timelines. Send this to your supervisor to verify that you have understood exactly what has been agreed. Writing these regularly provides you with a log of your progress.
- Read [A guide to getting the most out of your time as a Research Student](#) 
- The [Apprise](#) website (<http://www.apprise.ox.ac.uk/>) offers resources to support students who are just [starting out on a doctoral research programme](#).