

Student Profile Proforma

This tool and the instructions for its use are found in the following article:

Aspland, T, Edwards, H, O'Leary, J and Ryan, Y. (1999) Tracking New Directions in the Evaluation of Postgraduate Supervision. Innovative Higher Education, Vol 24, No 2.

“The Student Profile Proforma (SPP) (Appendix B) has been designed to help students "plot" their progression through the supervisory experience and discuss this with their supervisor at regular intervals. This strategy aims to help students define more clearly how they are progressing, what they expect from themselves and from their supervisors, and how well their supervisor is meeting their needs. The strategy consists of a series of statements relating to student expertise and supervisor support, guidance and interpersonal communication and a corresponding scale of 1 to 10 for each statement. Space has also been provided for students and/or supervisors to add statements which may have particular personal or disciplinary relevance. At regular intervals, student and supervisor should collaboratively set goals using the statements provided (or additional ones of their own choosing) and then independently assess how each is progressing towards these goals, using the accompanying scales. Again, a six months interval is suggested.” (p.132)

Appendix B: Tracking Postgraduate Supervision: Student Profile Proforma (SPP)

“As you progress through the various stages of your research degree, your needs and interactions with your supervisor/s will change. The following "Student Profile" aims to help you "plot your course" and discuss your progress with your supervisor at regular intervals throughout your research degree period. The Profile should assist you with more clearly defining:

- what you expect from yourself and from your supervisor
- how you are progressing
- how well your supervisor is meeting your needs.

“The Student Profile consists of a bank of questions/criteria from which you should choose those that most relate to your particular area of research or personal background. At regular intervals (suggested six monthly) you and your supervisor should "set targets" and independently assess how each of you is progressing towards those goals. This exercise should promote useful discussion between you and your supervisor and enable both of you to achieve more. For each six monthly meeting, each question should have three numbers circled:

- the "agreed" objective
- the student's answer
- the supervisor's answer.

“An important difference with this approach to postgraduate supervision evaluation is that both student and supervisor set targets then assess each other in an effort to achieve those targets.” (p.138)

Source [for the Proforma itself]:

Edwards H., Aspland, T., O'Leary, J., Ryan, Y, Southey, G., & Timms, P. (1995). Tracking postgraduate supervision. Brisbane: Academic Staff Development Unit, Queensland University of Technology, Australia

Expertise	
1.	<p>The student's current research planning skills are</p> <p>(1=poor, 10=outstanding)</p> <p>Student response</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Supervisor</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Consensus</p> <p>1 2 3 4 5 6 7 8 9 10</p>
2.	<p>The student's current research laboratory skills are</p> <p>Student response</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Supervisor</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Consensus</p> <p>1 2 3 4 5 6 7 8 9 10</p>
3.	<p>The student's current literature review skills are</p> <p>Student response</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Supervisor</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Consensus</p> <p>1 2 3 4 5 6 7 8 9 10</p>
4.	<p>The student's current information literacy skills are</p> <p>Student response</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Supervisor</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Consensus</p> <p>1 2 3 4 5 6 7 8 9 10</p>
5.	<p>The student's current data interpretation skills are</p> <p>Student response</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Supervisor</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Consensus</p> <p>1 2 3 4 5 6 7 8 9 10</p>
6.	<p>The student's current writing skills are</p> <p>Student response</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Supervisor</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Consensus</p> <p>1 2 3 4 5 6 7 8 9 10</p>
7.	<p>The student's current oral presentation skills are</p> <p>Student response</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Supervisor</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Consensus</p> <p>1 2 3 4 5 6 7 8 9 10</p>

8.	The student is expert in this area of research	(1=never, 10=always) Student response 1 2 3 4 5 6 7 8 9 10 Supervisor 1 2 3 4 5 6 7 8 9 10 Consensus 1 2 3 4 5 6 7 8 9 10
9.	Other relevant skills	
Administrative matters and work environment		
1.	The supervisor provides the student with the necessary information regarding administrative matters	(1=never, 10=always) Student response 1 2 3 4 5 6 7 8 9 10 Supervisor 1 2 3 4 5 6 7 8 9 10 Consensus 1 2 3 4 5 6 7 8 9 10
2.	The supervisor provides the student with or helps obtain the necessary support (e.g. suitable work space, office equipment, photocopying, computer facilities, library access, consumables)	Student response 1 2 3 4 5 6 7 8 9 10 Supervisor 1 2 3 4 5 6 7 8 9 10 Consensus 1 2 3 4 5 6 7 8 9 10
3.	The supervisor assists the student to interact with others in the research area	Student response 1 2 3 4 5 6 7 8 9 10 Supervisor 1 2 3 4 5 6 7 8 9 10 Consensus 1 2 3 4 5 6 7 8 9 10
4.	The supervisor ensures that the student is part of a group	Student response 1 2 3 4 5 6 7 8 9 10 Supervisor 1 2 3 4 5 6 7 8 9 10 Consensus 1 2 3 4 5 6 7 8 9 10
Guidance and interpersonal communication		
1.	The supervisor is available when the student needs to discuss the project with him/her	(1=never, 10=always) Student response 1 2 3 4 5 6 7 8 9 10 Supervisor 1 2 3 4 5 6 7 8 9 10 Consensus 1 2 3 4 5 6 7 8 9 10

2.	The supervisor makes himself/herself available for significant uninterrupted periods of time to discuss the student's project	Student response 1 2 3 4 5 6 7 8 9 10 Supervisor 1 2 3 4 5 6 7 8 9 10 Consensus 1 2 3 4 5 6 7 8 9 10
3.	The supervisor provides the student with guidance to find the relevant literature	Student response 1 2 3 4 5 6 7 8 9 10 Supervisor 1 2 3 4 5 6 7 8 9 10 Consensus 1 2 3 4 5 6 7 8 9 10
4.	The supervisor encourages the student to plan and work independently	Student response 1 2 3 4 5 6 7 8 9 10 Supervisor 1 2 3 4 5 6 7 8 9 10 Consensus 1 2 3 4 5 6 7 8 9 10
5.	The supervisor ensures that the student meets all deadlines	Student response 1 2 3 4 5 6 7 8 9 10 Supervisor 1 2 3 4 5 6 7 8 9 10 Consensus 1 2 3 4 5 6 7 8 9 10
6.	The supervisor provides critical feedback on the student's written 'reports'	Student response 1 2 3 4 5 6 7 8 9 10 Supervisor 1 2 3 4 5 6 7 8 9 10 Consensus 1 2 3 4 5 6 7 8 9 10
7.	The supervisor is friendly, supportive and approachable	Student response 1 2 3 4 5 6 7 8 9 10 Supervisor 1 2 3 4 5 6 7 8 9 10 Consensus 1 2 3 4 5 6 7 8 9 10
8.	The supervisor is interested in, and committed to, the student's research	Student response 1 2 3 4 5 6 7 8 9 10 Supervisor 1 2 3 4 5 6 7 8 9 10 Consensus 1 2 3 4 5 6 7 8 9 10