

## Checklist for the annual follow-up

Below are some points to discuss during the annual follow-up.

### 1. Courses

- What courses have been completed so far?
- What courses remain?
- How many credits?
- How to determine which courses the student should take?
- The student, the supervisor, the supervisory group - in deepest agreement or are deep discussions needed?
- Is there an appropriate range of courses to choose from?

Supervisor: Is the student taking the right courses? Is the student getting any teaching experience?

### 2. Data collection

- What experiments etc. have been carried out so far?
- How much experimental work remains?
- Does the time spent equal the time set aside in the plan?
- Does the performed experimental work match the planning?
- Have any big surprises emerged, and if so, how have they been handled?

Student: Do you need more help? What do you need help with and who can help you? Do you have access to sufficient technical assistance and other resources? Is your basic knowledge sufficient?

Supervisor: Has the student been sufficiently independent? Or too independent? Is the student's degree of responsibility reasonable in the experimental design?

### 3. Analysis, compilation

- What has been achieved?
- How much remains?
- Does the time spent equal the time set aside in the plan?
- Do the preliminary results correspond to the expected results?
- Are the hypotheses working?

Student: Do you need more help? What do you need help with and who can help you? Is your basic knowledge (for example of statistics) sufficient?

### 4. Papers

- What number of articles are in various stages (from first draft to printed) have been produced?
- How much time has been spent on this?
- How many articles are planned (for example planned titles)?
- Is it clear who the co-authors are going to be and where the articles are going to be published?
- Is it necessary to check the language?
- What kind of writing process do you have? Is it working well?
- Can you improve the writing process?

Student: Do you need more help? What do you need help with and who can help you? Are your language skills sufficient?

Supervisor: How can we work together to develop the writing process?

### 5. Presentations, internationalization, travel

- What has been implemented in terms of seminars, posters, conferences?
- What is planned?
- Will the student get adequate training in research presentations, posters and oral presentations?
- Nationally and internationally?

Student: Do you need more help? What do you need help with and who can help you? Have you travelled to the extent you had planned?

Supervisor: Have you encouraged the student to travel and to seek travel grants? Have you suggested conferences to attend? Have you had the opportunity to share your contacts with the student, for example introduced him/her student to colleagues at international conferences?

## 6. General

- How often do you meet for a planned, formal and prepared discussion of the work?
- Is it enough?
- The supervisory group in general?
- Are responsibilities clear within the group (= PhD student and supervisor)?
- How are finances in terms of the student's salary?
- Project costs and tutorials?
- Travel expenses?

## 7. Overall rating

How do student and supervisor respectively feel that the education is progressing?

1.....5.....10(Excellent)

How do student and supervisor respectively feel that the thesis work is developing?

1.....5.....10 (Excellent)

When planning the education, the supervisor and the student should define learning outcomes based on the degree outcomes. Learning objectives describe the student's path to the objectives defined for the degree.

Student / supervisor: Do you need to modify or clarify the learning outcomes, or are they good enough?