

Checklists for corporate supervision *of thesis projects*

Checklist 1:

Preparations before the student arrives

- Meet with student and academic supervisor, see checklist 2
- Investigate the need for confidentiality and compensation agreements
- Inform colleagues that a student is coming and what the student will be doing
- Come to an agreement on to what extent the student should be on site
- Decide where and how the student will sit, and work
- Order access card/tag, email, and password as needed
- Order computer and/or software if needed
- Plan for relevant safety briefing with student
- Any work clothes required should be available when the student arrives
- Inform the student of the exact date, time, and location as well as who they are meeting on the first day

Checklist 2: Start-up and initial meetings with student and academic supervisor

- Discuss the expectations of the company, the student and the university respectively
- Talk about the company's idea in more depth, so that the student has a better grasp of the problem
- Define delimitations and specific issues. Don't assume that the student will be able to solve the entirety of the problem you have discovered, but rather that they can help you understand and solve parts of the problem
- Discuss confidentially. Preferably complete with an agreement*
- Discuss arrangements for how regular meetings between you, the student and the academic supervisors are to be organized, the frequency of them and who is responsible for calling them (the student)
- Inform about compensation for the degree project and overheads during the course of the project
- Clarify areas of responsibility for the supervision of the student (student does not have to be present when this is discussed)
- The academic supervisor must approve the proposal for the degree project in dialogue with you and the student

* All universities mention the issue of confidentiality as decisive, and it is very important to have clear guidelines between all parties (student does not need to be present when this is discussed)

Checklist 3: First day/week

- Give information step by step and repeat the information several times if needed. Make it clear to the student that it is okay to ask the same question several times.
- Give a tour and introduce the student to people at the company. Describe what colleagues do and help make the student comfortable with getting in touch about questions connected to the project.
- Have lunch/coffee with the student and invite others the student can get to know.
- Let the student feel involved in your work group and take the student to selected meetings. Meetings that contain confidential information and that do not help the student in their work should be excluded.
- Provide the student with the information and equipment needed for the task, which may involve technical information about processes, the opportunity to interview employees and the opportunity to perform tests and experiments.
- Provide safety briefing and review fire and emergency procedures.
- Go through practical issues (routines for new employees): for example, working hours, lunch and coffee breaks, pass cards, work clothes, where to change, office location, rest room, etc.
- Schedule regular coordination meetings with the student, more frequently at the beginning of the project.
- Discuss and give feedback on the timetable the student has drawn up. Be clear that it will most likely change during the project.
- Spend time getting to know the student. Take the initiative in conversations and ask open ended questions.

Checklist 4: Realizing the project

- Have short informal conversations with the student regularly. This will make it easier to discuss, answer questions, act as a sounding board, and show interest and commitment to what the student is doing
- Participate in regular meetings with the student and academic supervisor (student calls meetings). The frequency is adjusted according to need and phase of the project
- Together with the academic supervisor, help out in the search for proper, relevant literature to get the student started
- Participate in meeting with examiner (student calls meeting)
- Encourage the student to begin writing on the report at an early stage and to continue writing a little each day
- Discuss and decide when the first draft of the report should be given to the supervisors for comments
- Discuss what feedback on the report should look like
- Take the student to lunch, lunchtime walks and coffee breaks for inclusion