



Higher Degree by Research (HDR) Supervisor Handbook

March 2021

The Objects of The University of Notre Dame Australia are:

- a) the provision of university education within a context of Catholic faith and values; and*
- b) the provision of an excellent standard of –*
 - i) teaching, scholarship and research;*
 - ii) training for the professions; and*
 - iii) pastoral care for its students.*

ACKNOWLEDGMENT OF COUNTRY

The University of Notre Dame Australia is proud to acknowledge the traditional owners and custodians of this land upon which our University sits. The University acknowledges that the Fremantle Campus is located on Wadjuk Country, the Broome Campus on Yawuru Country and the Sydney Campus on Cadigal Country.

This Higher Degree Research (HDR) Supervisor Handbook has been developed by The University of Notre Dame Australia National Research Office team to be used as a tool for all HDR supervisors across all campuses, faculties and disciplines. Within this handbook are essential guidelines, policies and support documents that will aid in the delivery and development of quality supervision for our research candidates.

This handbook is intended to compliment workshops and training provided to HDR supervisors, as well as offering a first port-of-call for enquiries relating to every element of the HDR Candidate experience. As each HDR student experience is different, so too is each supervisory experience, and it is the goal of this document to help supervisors both navigate and guide their students through the process as effectively as possible.

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Part 1: Overview and Key Information

Governance and Regulatory Framework

The University of Notre Dame is committed to the responsible conduct of research, and to the provision of an excellent standard of research training and supervision of HDR Students. This commitment is supported by the University's governance and regulatory framework, comprising the Australian Code of Conduct for the Responsible Conduct of Research 2018 (the **Australian Code**), University policies, and relevant legislative, ethical, contractual and funding body requirements.

The role of an HDR Supervisor is to provide support and mentoring to HDR Students, guiding them through the research process and to completion of their HDR thesis, within the context of this governance framework and in line with the University's commitment to responsible conduct of research and provision of research training.

Australian Code of Conduct for the Responsible Conduct of Research 2018

The Australian Code outlines the requirements for the responsible conduct of research, and is supported by a number of guides that detail how researchers and institutions should comply with the Australian Code. This framework applies to all researchers and staff providing research support or training, including HDR Supervisors. The Australian Code and supporting guides can be found [here](#).

The Australian Code stipulates that, in relation to research supervision:

- Institutions must ensure that each research trainee, whether part of the institution or from elsewhere, has an appropriately qualified and trained supervisor.
- Supervisors of research trainees should ensure that training starts as soon as possible in the career of a researcher.
- The research supervisor should guide the professional development of research trainees.

The NHMRC supporting guide for supervision can be found [here](#).

The University's Code of Conduct: Research

This Policy outlines broad principles and responsibilities for the responsible conduct of research and research integrity at the University, in line with the Australian Code. This binds all staff, students and researchers at the University and failure to comply with the Code may be a ground for disciplinary action. The Code of Conduct: Research can be found [here](#). The Code of Conduct: Research is supported by the [Procedure: Managing and Investigating Breaches of the Code of Conduct: Research](#).

The University's Policy: Supervision of HDR Students

This Policy outlines the principles governing supervision of HDR Students at the University. The Policy specifies the experience and expertise required of supervisors, their responsibilities, and obligations to HDR Students. The Policy: Supervision of HDR Students can be found [here](#). The supporting Procedure: Supervision and Candidacy Process for HDR Students can be found [here](#).

Other relevant University Policies and governance documentation include:

- [Staff Code of Conduct](#)
- [Student Code of Conduct](#)
- [Policy: Student Academic Integrity](#)
- [Policy: Research Training Program \(RTP\) Scholarships](#)
- [Policy: Intellectual Property](#)
- [Code of Conduct: Students](#)
- [Code of Conduct: Staff](#)

A full list of Research Forms and Guidelines can be found [here](#).

A full list of all University Student Policies can be found [here](#).

AQF Requirements

The Australian Qualifications Framework (AQF) is the policy for regulated qualifications in the Australian education and training system. The AQF was first introduced in 1995 to underpin the national system of

qualifications in Australia, encompassing higher education, vocational education and training (VET), and schools. The AQF is the agreed policy of Commonwealth, State and Territory ministers.

The AQF provides an integrated policy that comprises:

- The learning outcomes for each AQF level and qualification type
- The specifications for the application of the AQF in the accreditation and development of qualifications
- The policy requirements for issuing AQF qualifications
- The policy requirements for qualification linkages and student pathways
- AQF qualifications and qualification pathways
- The policy requirements for the addition or removal of qualification types in the AQF, and the definitions of the terminology used in the policy.

AQF levels and the AQF levels criteria are an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement. AQF level 1 has the lowest complexity and AQF level 10 has the highest complexity. Following is a chart that highlights the similarities and differences between AQF Level 9 (Masters Degree) and AQF Level 10 (Doctoral Degree).

| | AQF 9: Masters Degrees | AQF 10: Doctoral Degrees |
|--|--|---|
| Summary | Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning. | Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice. |
| Knowledge | Graduates at this level will have advanced and integrated understanding of a complex body of knowledge in one or more disciplines or areas of practice. | Graduates at this level will have systemic and critical understanding of a substantial and complex body of knowledge at the frontier of a discipline or area of professional practice. |
| Skills | <p>Graduates at this level will have expert, specialised cognitive and technical skills in a body of knowledge or practice to independently:</p> <ul style="list-style-type: none"> • analyse critically, reflect on and synthesise complex information, problems, concepts and theories • research and apply established theories to a body of knowledge or practice • interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences | <p>Graduates at this level will have expert, specialised cognitive, technical and research skills in a discipline area to independently and systematically:</p> <ul style="list-style-type: none"> • engage in critical reflection, synthesis and evaluation • develop, adapt and implement research methodologies to extend and redefine existing knowledge or professional practice • disseminate and promote new insights to peers and the community • generate original knowledge and understanding to make a substantial contribution to a discipline or area of professional practice |
| Application of Knowledge and Skills | Graduates at this level will apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner. | Graduates at this level will apply knowledge and skills to demonstrate autonomy, authoritative judgement, adaptability and responsibility as an expert and leading practitioner or scholar. |

Graduate Attributes

For The University of Notre Dame Australia, Graduate Attributes are the qualities, skills and understandings which the University aspires to enable in its students. These attributes include, but go beyond, the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are

qualities that also prepare its graduates as agents for social action and global citizenship. Supervisors play an important role in developing these attributes of students.

| Generic Graduate Attributes | Graduate Abilities |
|--|--|
| 1. Communication | The ability to communicate effectively in all domains within a range of contexts, using oracy, literacy, numeracy and information skills. |
| 2. Critical and Reflective Thinking | The ability to be a reflective practitioner with sound decision making abilities, through the use of clear, critical and creative thinking and effective problem solving skills. |
| 3. Technical Competence and Interdisciplinarity | A comprehensive technical knowledge of a field of study, in addition to inter-professional knowledge extending beyond a single discipline. |
| 4. Life-long Learning | Acceptance of personal responsibility for ongoing life-long learning and professional development, with a capacity to be self-directed and utilise effective time-management skills. |
| 5. Ethical Responsibility | A capacity for high ethical standards both personally and professionally, underpinned by the ability to apply ethical thinking skills to social/societal problems and challenges. |
| 6. Philosophical and Religious Approaches to Life | The ability to be an open and reflective individual, sensitive to and accepting of others' values and beliefs, whilst recognising and challenging prejudice and bias from a sound intellectual base. |
| 7. Team work | A capacity to contribute in a positive and collaborative manner in order to achieve common goals. |
| 8. Research and Information Retrieval Skills | The ability to construct new concepts or create new understandings through the process of research and inquiry. |
| 9. Internationalisation | A capacity for international and global perspectives based on an understanding and appreciation of social and cultural diversity and individual human rights. |
| 10. Commitment to Active Citizenship | A commitment to connect with and serve the community through active participation, engagement and reflection. |

Research Degrees Available

There are currently five types of research degrees that can be undertaken at Notre Dame. These include:

| Degree Type | AQF* | Total Credit Points | Years (standard duration full-time enrolment) | Compulsory Coursework Units? |
|--|------|---------------------|---|------------------------------|
| Doctor of Philosophy (PhD) | 10 | 600 | 3 | No |
| Professional Doctorate (Prof. Doc) | 10 | 600 | 3 | Yes |
| Masters by Research (MR) | 9 | 400 | 2 | No |
| Master of Philosophy (MPhil) | 9 | 300 | 1.5 | Yes |
| Master of Medicine/Surgery (MMED/SURG) | 9 | 300 | 1.5 | Yes |

*[Click here](#) for further information about AQF requirements.

Doctor of Philosophy (PhD)

The Doctor of Philosophy is designed so that graduates will have undertaken a program of research training and independent supervised study resulting in significant and original research outcomes and culminating in a thesis or equivalent for independent examination by three external examiners of international standing. The program may include advanced coursework designed to develop the student's research skills and capacity to make a significant contribution to original knowledge. See [Doctor of Philosophy Regulations](#).

Professional Doctorates (Doctorates by Research and Advanced Coursework)

The Professional Doctorate seeks to improve the relationship between professional and academic knowledge. In particular, it aims to generate a research-based approach providing answers to questions relevant to the professions or industry and encouraging a systematic way of collecting, analysing and interpreting data.

Consequently, prospective students must seek the support of a relevant professional body/employer/industry group in defining the research area to be explored.

See Program Regulations here:

[Doctor of Education Program Regulations](#)

[Doctor of Business Administration Program Regulations](#)

[Doctor of Counselling Program Regulations](#)

[Doctor of Health Sciences Program Regulations](#)

[Doctor of Medical Science Program Regulations](#)

[Doctor of Nursing Program Regulations](#)

[Doctor of Physiotherapy Research Program Regulations](#)

Masters by Research

The Masters by Research is a postgraduate research degree comprising a substantial research component culminating in the submission of a thesis or equivalent for independent examination by two external examiners.

See [Masters by Research Program Regulations](#).

Master of Philosophy

The Master of Philosophy is a postgraduate research degree comprising both coursework and a substantial research component culminating in the submission of a thesis or equivalent for independent examination by two external examiners.

See [Master of Philosophy Program Regulations](#).

Master of Medicine/Surgery

The Master of Medicine / Surgery of The University of Notre Dame Australia is a postgraduate research degree designed to provide training in research to members of the medical profession. The program, which can be completed in 18 months of full-time study, includes both coursework and a substantial research component, culminating in the submission of a thesis or research dissertation.

See [Master of Medicine/Surgery Program Regulations](#).

Key Stakeholders: Roles and Expectations

The key stakeholders in a student's HDR candidature include:

- Supervisory team
- School Dean
- School Research Committee
- Research Office

Supervisory Team

The supervisory team consists of a principle and associate supervisor(s) and must be chosen carefully to best support the student and their project. All supervisors must have:

- Relevant expertise;
- Be active in research activities;
- Have an interest in the HDR student's research project; and
- Adequate time for supervision of the student.
- More broadly, supervisors have a responsibility to:
 - Attract and select candidates
 - Advise and support candidates through their candidature
 - Ensure regular and effective communication with candidates to provide timely advice and monitor their progress

- Assist candidates in the development of the skills: e.g. time management; self-management; presentation (oral and written)
- Encourage critical discussion and comment
- Ensure research and academic integrity, and research quality.

School Deans

School Deans are responsible for:

- Managing the process of nomination of the Supervisory Team and requests for a change of nominated supervisor(s) to the Pro Vice Chancellor, Research (or Director, Research Office, as per the University's delegation schedule)
- Providing written confirmation to the Research Office as to the appropriateness of proposed External Supervisors
- Monitoring and approving staff supervisory loads to ensure appropriateness, and acknowledgement of formal provision of workload for the purpose of supervision
- Ensuring adequacy of supervision during any periods of absences of any Supervisory Team member.

School Research Committees

The School Research Committee (SRC) is responsible for managing the review of the HDR Student's Research proposal for confirmation of Candidacy and makes recommendations to the Pro Vice Chancellor, Research (or delegate).

Research Office

The Research Office is responsible for:

- Managing the administration of the University HDR research training from student admission to graduation
- Managing the implementation of the University regulations, policies and procedures relating to HDR training and supervision of HDR Students;
- Managing the compliance to the HES standards in research training
- Director of Research Office acting as Dean of HDR research, and Pro Vice Chancellor Academic Development approving supervisor nomination, student leave of absence, withdrawal, retrospective withdrawal, and enrolment.
- The HDR Coordinator is responsible for advising candidates of important milestones, including confirmation of candidature, annual progress reviews, thesis submission and examination. They manage the administration of a lifecycle of HDR training, from admission to graduation, and liaise with academic staff to assist with enhancing research training and pastoral support to HDR students.
- Facilitating research training for HDR students and staff/supervisors, in the form of formal coursework courses and training workshops.

Research Office contact details:

Fremantle and Broome campus':

(08) 9433 0943

research@nd.edu.au

Sydney campus:

(02) 8204 4426

Sydney.research@nd.edu.au

The roles and responsibilities of all stakeholders are detailed in the [Policy: Supervision of HDR Students](#).

Respect. Now. Always.

Notre Dame does not tolerate sexual assault or sexual harassment. The University believes that all members of the University community have the right to feel safe and secure, and to be treated with respect and dignity at all times.

Notre Dame, together with all other Australian universities, is a part of the *Respect. Now. Always.* initiative driven by Universities Australia. The initiative aims to raise awareness among university students and staff that sexual assault and harassment are unacceptable, and to ensure that avenues of support are available, appropriate and easily accessible. For more information please visit the [Respect. Now. Always.](#) page.

The procedure for disclosing sexual harassment or assault can be found [here](#), and the full policy on sexual harassment can be found [here](#).

Respectful Supervisory Relationships

Further to the *Respect. Now. Always.* initiative, Universities Australia, the National Tertiary Education Union, the Council of Australian Postgraduate Associations and the Australian Council of Graduate Research have jointly developed a set of principles to underpin the specific relationship between postgraduate research students and their academic supervisors (available [here](#)).

The key principle is that a safe and supportive research training environment for all must be built on culture of mutual respect and trust.

These principles are also part of the Guidelines for University Responses to Sexual Assault and Sexual Harassment.

The University of Notre Dame Australia strictly adheres to these principles in providing high-quality supportive and a safe learning environment for our students. Please see the University policies on wellbeing and safety [here](#).

Access and Inclusion

Notre Dame is committed to providing an environment for students that is supportive and free from discrimination. The university strongly supports the admission of students with a disability and encourages those students to seek assistance from the Access and Inclusion Office to ensure they are able to participate in their course of study on equal terms with other students.

The Access and Inclusion Office is also responsible for the management of each student's Learning Access Plan (LAP) and recommendations for reasonable adjustments in accordance with requirements of the Disability Discrimination Act (Cwth) 1992 (DDA), The Disability Standards for Education (2005) and the [University Policy: Students with a Disability](#). This will depend on the nature and extent of each student's needs.

Research and Professional Training

For Students

Workshops and training are available to HDR students throughout all stages of their candidature. It is strongly advised that supervisors encourage students to attend these workshops – particularly candidates who are not already enrolled in coursework. Research workshop and events calendars can be found [here](#). In recent years, topics have included:

- Early Research Stages: Beginning Your Research Journey
- Oral Presentation Skills: Confirmation of Candidature and Conference Presentations
- Research Proposal Workshop
- Writing Bootcamps
- Middle Stages: Staying Motivated
- Thesis Structures

In addition, many workshops around research skills and data management are coordinated by the Notre Dame library.

For Supervisors

Supervisor inductions are held bi-annually and should be attended by all supervisors to receive updates on policy and procedures.

The Research Office is currently developing a framework for HDR Supervisor Training. In the interim there are three pathways to develop your supervisor skills. The options, experience and thus outcomes are not equivalent but they are based on benchmarked skills needed for a good supervisor. They are as follows:

1. Enrolling in EDUC5119: Supervising Higher Degree Research Students for assessment (and credit)

2. Enrolling in EDUC5119: Supervising Higher Degree Research Students for audit
3. Reviewing the three modules based on EDUC5119 located on the Research Office Blackboard community site.

Options 1 and 2 give staff the opportunity to be part of a community of learners facilitated by an experienced HDR supervisor.

The difference between option 1 and 2 is that in option 1, staff can complete three assessment tasks. Following good assessment design principles, the assessment tasks are authentic and staff will receive constructive feedback that supports their quest to be a better supervisor. Staff can do this as a standalone course or as part of the Graduate Certificate of Learning and Teaching in Higher Education. It is no cost (via fee remission) for Notre Dame staff with the support of the Dean.

Option 3 gives supervisors the opportunity to work at your own pace. It does not involve an assessment task.

International Students

International students are an important part of the HDR cohort. Should you receive an enquiry from an international student, they can be directed to the UNDA website [here](#) and to the International Office (international@nd.edu.au).

To ensure that students have a good chance of succeeding at Notre Dame, the University sets minimum [English Language proficiency requirements](#). Applicants can demonstrate their English language proficiency by completing an English language test or through previous secondary or tertiary study. The University reserves the right to request any applicant to sit an English Proficiency test or to undertake an Academic English Bridging program as a condition of their Offer.

The application for International students is [online here](#), and the policy regarding International students can be found here. The Education Services for Overseas Students (ESOS) Act sets out the legal framework governing delivery of education to international students in Australia on a student visa. The ESOS Act and Legislative Framework can be [found here](#).

Domestic students are considered to be: Australian citizens, Australian permanent residents, Australian Permanent Humanitarian Visa Holder, NZ citizen, Diplomatic or consular representative of NZ.

Part 2: HDR Candidature

Candidature Lifecycle

Key Milestones for a Student

Generally, there are five or six key milestones that must be completed during an HDR Program. Each of these milestones are addressed in Part 2 of this handbook in more detail.

1. Admission and Enrolment
2. Coursework (for Prof.Doc, MPhil and MMED/SURG students only)
3. Confirmation of Candidature
4. Supervised Research
5. Thesis submission and examination
6. Graduation

A PhD student, enrolled full-time, might expect their ideal timeline to look like this:

| | |
|---------------|---|
| Year 1 | <ul style="list-style-type: none">• Enrol in degree• First 6 months: Prepare full Research Proposal• 6 months: Confirmation of Candidature & Ethics Application Complete• After COC: Begin Supervised Research |
| Year 2 | <ul style="list-style-type: none">• Full year: Supervised Research and Writing• Potentially: Conference attendance & publication |
| Year 3 | <ul style="list-style-type: none">• Finalise Supervised Research and Writing• End of 3rd Year: Submit Thesis for Examination |

Application

It is strongly recommended that if you are considering taking on a new research student, you should interview them. This will ensure that:

- they have the capacity and ability to do the research
- you can gauge how much additional support and/or training they may need
- there are mutual interests in the student's research proposal

What to expect from a proposal or application enquiry

Students are expected to have already conducted some research into their area of interest, and will have (hopefully) elected to contact you because they believe their project aligns with your own research area. Students may have also been advised to contact you on information provided by your school or by the Research Office.

As well as important identification documents and academic transcripts, students need to prepare two key documents that will help supervisors determine whether the student is suitably aligned with their work. These are:

1. A one page statement outlining their research background, including any research projects they have undertaken in either academic or professional contexts, and any dissertations, publications and/or presentations that have resulted.
2. An initial research proposal that should include:
 - a draft title;
 - the research problem and significance;
 - research question/s;
 - their methodological approach;
 - theoretical or analytic frameworks;
 - a brief overview of the current literature in the discipline (including relevant references);
 - an indication of how their intended research will offer an original contribution to the field;

- any anticipated resources that will be required to undertake the research (such as equipment or travel); and
- proposed supervisors.

What is the process of application?

Students are first directed to an online document titled [How to Apply for Admission to a Higher Degree by Research](#).

Within this document, students will find the relevant requirements and documentation required.

Students also need to apply through the [online application form](#).

The application process for entry into a research degree typically takes up to a month to complete. However, applications which include all of the required elements can be processed more quickly. Applications are considered by the Admissions Office, the Research Office, and the relevant academic School, in addition to the International Office in the case of applications received from international candidates. As part of this process, students may be asked to submit additional documentation or to revise their initial research proposal. In some cases, students may be asked to participate in an interview with representatives of the School. Once the application process has been completed, students will be notified by email.

Admission and Enrolment

If the student's application to an HDR program is successful, the Admissions Office will send the student formal correspondence to this effect as well as an acceptance form for them to sign and return. Please note that admission to the University and enrolment are two separate processes. Once the admissions process is complete. Students will also need to enrol for the upcoming semester online via Peoplesoft and will need to repeat this each semester.

Initial Meetings and Communication

Many of the challenges faced in a supervisory relationship are due to differing expectations. As an initial step towards establishing expectations between you and your HDR student, you are encouraged to complete the student/supervisor questionnaire together. The purpose of this questionnaire is to stimulate discussion about differences in expectations of supervision.

All new students must also complete the Study Program plan in their first semester. This helps to establish long and short term goals.

The following points have been collated to highlight some of the foundational concerns and issues to be aware of with new HDR students:

- HDR students often underestimate how much work goes into successful completion of a quality thesis, and especially the final writing and revision stage. Make sure you highlight this at the outset of the degree, so that appropriate timelines can be established accordingly.
- Counsel students to enrol part-time if they are working more than 20 hours per week.
- All online contact with your HDR student must be undertaken through their UNDA Student email account.
- Both supervisors and students need to be proactive in regular communication. If a student is not responding to communication, please contact the Research Office.
- Providing new students with a reading list can be a great way to get things started.
- Keep records of meetings and your comments on written work. These can protect you if things go awry and students make grievance claims.
- If there are breakdowns or potential breakdowns in the supervisory team, please alert the Research Office, who may be able to provide mediation.

Confirmation of Candidature

Confirmation of Candidature is a major milestone in the HDR student experience. It is a process that ensures that the student's project is original and feasible and should be completed within the first full-time (or equivalent) semester.

The Guideline: Format and Presentation of a Research Proposal for a Higher Degree by Research can be found [here](#).

Process and Requirements

Confirmation of Candidature involves two parts:

Oral Presentation

- Presented within the first 6 months of full-time equivalent candidature
- 20 minutes, followed by 10 minutes questions/comments
- Should be a summary of the research proposal (details in 'written proposal' below).
- Provides an opportunity to practice oral presentations skills and receive constructive feedback on the proposed research.

Written Proposal

- Up to 6000 words long (however this may vary for some disciplines), with a specific structure as outlined in the guidelines (link above).

Process for Written Proposal:

1. Once the student, supervisors and, where relevant, the RSCH7003 course coordinator, agree that the written Research Proposal is ready to be submitted, it is sent to the Chair of the School Research Committee (SRC) with school-specific supporting documents (eg. Cover Sheet, Letter of Support from Principal Supervisor).
2. The SRC makes a decision on whether the Research Proposal is ready to be sent to Expert Readers in the research discipline area for review. It is common for the SRC to request changes and resubmission as part of this process. This is to ensure that the Research Proposal sent to the Expert Readers is of high quality.
3. When the SRC agrees that the Research Proposal is ready for review, the Chair will send it to one internal and one external Expert Reader. The Expert Readers are usually recommended by the Principal Supervisor but can be appointed by the SRC or the Dean.
4. The Expert Readers will each send a report to the Chair of the SRC, usually within four weeks. The SRC then views these reports at its next meeting to decide whether to recommend progression to full candidature. Depending on the reports, the SRC may require amendments to be made to the Research Proposal and request resubmission to the SRC.
5. When the SRC is satisfied with the reports and any requested changes, it will make a recommendation to the Dean of the School to proceed to full candidature.
6. If the Dean agrees that the Research Proposal can be accepted, a recommendation will be made to the Research Office to proceed to full candidature (else further changes may be requested).
7. The Research Office will make a recommendation on acceptance of candidature to the PVC-R/Provost at UNDA. The student will receive a letter advising of the final outcome and, if accepted, will move from being a research student to a full research candidate.

If ethics approval has also been achieved, the student may now begin their supervised research project fully.

It is important to finalise the form of the thesis now (e.g. traditional thesis, thesis by publication, thesis by creative works).

Coursework

If your student is enrolled in a PhD or a Masters by Research, they do not have to do any coursework subjects. However, should you feel they would benefit from one or more of the courses, they can enrol fully or audit the course(s). If this is the case, please contact the Research Office.

All courses are delivered in a 'blended' style, with a combination of teaching/workshop sessions and online materials.

Students enrolled in a Prof. Doc. must complete the RSCH courses below. Students enrolled in an M.Phil., most commonly complete the RSCH courses below, however M.Phil students in some Schools (e.g. School of Medicine, Philosophy & Theology, Arts & Sciences) can complete relevant equivalent courses run by their school instead of those offered by the Research Office, with the approval of their Dean.

The available postgraduate units offered by the Research Office are:

RSCH7000: Quantitative Research Methods – 25 credit points

This course is designed to initiate Higher Degree Research students into the use of quantitative research methods and measurement in applied settings. Students will be introduced to the foundations of empirical inquiry through the formulation and evaluation of research designs and the performance of both descriptive and inferential statistical analyses. The course content emphasises question design, hypothesis testing, data collection and analysis as well as the interpretation of findings in a scholarly manner. Students will be assessed through project reports based on workshops and class materials as well as the critical analysis of complex articles that utilise various statistical methods.

RSCH7001: Qualitative Research Methods – 25 credit points

The purpose of this course is to assist students in both understanding the theoretical orientation of contemporary qualitative research methods and evaluating the most appropriate research methodology for their Higher Degree by Research thesis. The course will emphasise the difference between methodology, methods of data collection and methods of data analysis, providing students with skills to critically evaluate and transmit solutions that are most appropriate for their individual research project. With a focus on applying complex critical and theoretical knowledge, the course will also prepare students to evaluate a qualitative research journal article and generate a critique that will assist in the development of interpretation and writing skills.

RSCH7002: Scholarly Reading and Writing – 25 credit points

This course is designed to enhance the critical reading and scholarly writing skills required by a Higher Degree by Research student. Students will be introduced to the key components of preparing a literature review as well as scholarly writing skills relating to the production of a research thesis. Areas of discussion will include: techniques for resourcing and managing literature; critically analysing experts in your field of study; utilising different formats of literature reviews; academic and scholarly writing styles; structuring long and short pieces; and preparing work for publication and examination. The course requires students to undertake a substantial literature review in their chosen area of research. They will reflect upon and respond to feedback through the assessment of both a first draft and final draft which may be used as part of the student's final thesis.

RSCH7003: Developing a Research Proposal – 25 credit points

This course is designed to assist students in understanding the principles of writing a research proposal through the process of preparing a proposal for their Higher Degree by Research project. Students will be introduced to the key components of preparing and writing a proposal including: the purpose(s) of the research question; critically analysing and reviewing the existing literature; preparing an abstract; deciding on a research methodology and methods of data collection; proposing an approach for data analysis; identifying ethical issues and preparing for an ethics application; providing a clear plan and timeline for each stage of research. Students may find their supervisors a useful resource for defining the specifics of the research and the disciplinary context, and supervisors will be invited to participate in the development of the proposal

Masters students in some Schools (eg. School of Medicine, Philosophy & Theology, Arts & Sciences) can complete relevant courses run by their school instead of those offered by the Research Office.

Middle Stages

While there is a lot of focus on supervisory roles at the beginning and end of a research degree, it is often during the middle stages of the degree that real – yet solvable – issues arise. Once a student has received Confirmation of Candidature, it is quite common for them to become distracted or lost in the overwhelming task ahead. Progress reports are particularly useful during this time, as they can help both supervisors and students articulate and anticipate where problems might be developing.

Keeping Your Student Motivated

The following ideas should be considered as suggestions to keep your student on track and motivated.

1. **Goal Setting:** While goals are established through writing timelines for the research proposal, these are often forgotten, or indeed too big to guide day-to-day research practice. Encourage your student to set both small and large goals on a weekly basis, and have them tell you what those goals are (even just in a quick email). This will help you see what they are working on, where they might be getting bogged down or distracted, and what they might be missing.
2. **Create a Research Journal:** This can be a space for your student to write down their thoughts, concerns, wild ideas and goals. This does not need to be shared with supervisors, but can help students to plan their daily research practice, and have a sense of achievement. They can write whatever they like,

including notes about articles they've read, how a set of interviews might have gone, or even personal notes about how they're feeling. A research journal can:

- a. Help you keep track of what you read and when.
 - b. Can be a place to vent frustrations with your work and research.
 - c. Make you feel more organised.
 - d. Can actually help you organise your thinking.
 - e. Show you how much work you are actually accumulating.
 - f. Provides a place to write your craziest ideas and theories, just in case.
3. Write for 10 minutes every day: A big stumbling block for a lot of HDR students is the amount of writing required to pull together a thesis. However, if a student writes at least a little every day, they will become more confident in their writing skills and will accumulate work that may be used in the final thesis. As a supervisor, you can direct their writing by encouraging small pieces on, for example, their data collection method, or notes on a particular journal article (for a literature review).

Progress Reports

All Notre Dame Higher Degree by Research students are required to undertake mandatory reporting on their progress. Annual Progress Review of students undertaking supervised research is a legal requirement (HESF 2015 § 5.3.3). Try not to see this as a stressful or burdensome task, but rather as a simple way to:

1. Reassure yourself (and the Research Office) of your student's progress
2. Raise any concerns that you might have
3. Ask for assistance.

There are two rounds of reporting each year (May and October) administered by the Research Office who will communicate with students and supervisors when the required reports are due. While the end-of year/October progress reporting is compulsory for all active HDR students doing supervised research, the mid-year/May progress reporting is only mandatory for the following categories of HDR students:

1. Those on 'conditional' academic status
2. Those who are beyond the standard duration of their degree
3. Those who have been enrolled for one semester full-time but are yet to achieve confirmation of candidature
4. Those who have been nominated by their School or supervisors for progress reporting.

Once the Research Office emails students notifying them of the need to undertake progress reporting, it is the student's responsibility to complete their online form by the due date. The form asks a range of questions regarding general progress with the research, any difficulties or changes of direction, as well as satisfaction with supervision and University facilities. While most questions are 'tick-box' style, the form asks for a brief summary of progress and a timeline to completion.

Supervisors (principal in consultation with associate supervisors) also need to complete a similar form. Both students and supervisors can complete their reports confidentially, if deemed necessary. Progress reports are compiled by the Research Office and forwarded to the Head of School for review and approval and followed by formal Director approval. Any issues that have been identified by you or your student (or discrepancies between student and supervisor accounts) will be investigated by the School and/or Research Office to ensure both HDR students and supervisors are provided with necessary support to lead to successful Program completion.

Unsatisfactory Progress

If a student's progress is unsatisfactory, please indicate as such on the progress report so the Research Office can provide support. If the student is currently on 'Good Standing', their status will move to 'Conditional'. Should a student receive two consecutive semesters of 'Conditional' Status, their enrolment may be terminated (Research regs §16.5-6).

Red Flags

While the progress reports are designed to help supervisors see where issues might be arising, some common 'red flags' to look for include:

1. Deadlines – small or large – are not met.
2. Students do not reply to emails in a timely fashion.
3. Meetings with your student are infrequent.
4. Work submitted to you is significantly less than agreed upon in advance.
5. Students appear to be confused or flustered by some of the more important concepts.

Should any of these issues arise, there are several options for how to approach the problem. Also bear in mind that issues may not only be related to their research, and could be of a personal nature and therefore quite sensitive.

1. Speak to the rest of the supervisory panel, to assess whether the student has shown similar issue(s) with them.
2. Organise a meeting with the student and let them know your concerns.
3. Should the student continue to be unresponsive, contact the Research Office and/or the School Research Coordinator for mediation.
4. Use the progress reports to highlight specific problems and alert the Dean, Research Office and Pro Vice Chancellor, Academic Development when necessary.

Theses Questions and Structures

How long should a thesis be?

This is an extremely common question and one that is very difficult to answer. Fundamentally, students are being examined on their understanding of the content and contribution of new knowledge to the field – where the contribution is not measurable in the quantity of words but rather the quality of the science.

That said, one marker of your student's understanding of their research area is likely to be the presentation of a comprehensive literature review and a thorough examination of findings, something that, in most cases, takes a considerable number of words to do. As a guide, a PhD thesis should usually be between 50,000 and 100,000 words. If the thesis is considerably over 100,000 then the student should consider whether all of their words are necessary and concise. Masters theses are generally shorter, commensurate with their briefer course duration. That said, as the literature review is present in both and often what consumes many of the words, the variation in size is perhaps slightly disproportionate to the duration of candidacy. Word counts also vary widely across disciplines.

One of the reasons that University's require a Principal Supervisor to have supervised a candidate to completion prior is to ensure they have a good understanding about what constitutes enough for a PhD or Masters – they are often the primary resource in judging the appropriate length of the thesis.

Thesis by Publication

More and more, students are choosing to present their thesis 'By Publication' as opposed to the traditional manuscript format. Choosing to present a thesis by publication is not a different degree, but rather a different format of presenting the thesis – rather than the body of work being comprised of a series of chapters, it is comprised of a series of peer reviewed publications, capped by an introduction and discussion.

Some key points to note about a Thesis by Publication structure:

- The whole submission must still form a coherent single thesis.
- Students need to include an introduction, conclusion, chapter headings and summaries to link publications together, to create this coherence.
- It is important that the decision to undertake a Thesis by Publication is identified early, so the discussion of the approach can be included in the research proposal and considered through Confirmation of Candidature.
- The candidate must be the first named author in any co-authored publications
- Number of publications required for each degree type (this can vary across disciplines):
 - PhD: 4+
 - Prof.Doc.: 4+

- M.Res.: 2+
- M.Phil.: 1+

Please see the [Guideline: Thesis by Publication \(effective 1 January 2020\)](#) for more information.

There are a number of advantages and disadvantages to a Thesis by Publication.

Advantages of Thesis by Publication:

- Publications are important for an academic or clinical career so focusing and attaining publications early may be more beneficial than producing a single thesis which is then later converted to publications.
- Publishing early and not waiting until after thesis examination means there is less likelihood that someone else publishes a similar finding sooner, and allows the student to build a reputation for themselves in the scientific community that can be advantageous when it comes to examination and later career opportunities.
- Any parts of the thesis that have already been published have generally undergone peer review, often meaning that reviewers are less inclined to find fault with them.
- Along similar lines, having gone through the peer review process for various parts of your thesis allows the student to have progressively received expert input and suggestions which are likely to have improved the work.

Disadvantages of Thesis by Publication:

- Some research projects are not well suited to the compartmentalized nature of a series of separate publications (for example a large scale RCT). As a result, the decision to undertake a Thesis by Publication should be made at the beginning of the HDR program, with research designed accordingly..
- The peer review process can be time consuming and frustrating and add time to the process of getting research to the point of submission.
- Theses by publication occasionally get criticized by reviewers for being somewhat repetitive as each publication tends to repeat some of the background literature and methodology.
- Theses by publication can sometimes appear more disjointed than regular theses as a result of each publication being a stand-alone entity. As a result it is important to consider writing small amounts of connecting content between the chapters and focus on making a strong general discussion.

Both the traditional format and the thesis by publication represent equally valid forms of presenting your thesis. It is important to put thought into this early in a student's candidacy (before proposal submission).

Non-Traditional / Creative Practice Thesis

Non-traditional or Creative Practice Thesis offers another format for thesis submission. This is a structure that is appropriate for students wishing to include a creative or practice-based project (such as a novel, screenplay, theatre work or exhibition) as part of their thesis submission.

Guidelines for this structure are still being developed by UNDA and will be available at a future date.

Editing

According to the [Guideline: Editing Support for Higher Degree by Research Students](#), the University offers limited financial assistance for a candidate to undertake editing of their thesis provided it is limited to Standard D and E as outlined in the Australian Standards for Editing Practice available at the Council of Australian Societies of Editors webpage at <http://iped-editors.org/>.

Students may use their Support for Direct Costs to pay for a professional editor. Please also note the following, according to the guidelines:

- **The supervisor(s)** is expected to provide tuition with regard to the format of the thesis; that is, issues surrounding clarity, tone, grammar, spelling and punctuation, illustrations and tables, and internal consistency.
- As a matter of course all substantive and conceptual guidance must be provided by the supervisor(s) only and not by a professional editor.

Extensions

The Australian Research Training Program (RTP) Fee-Offset Scholarship supports 4 years (full-study load) for a doctoral degree (PhD/Professional Doc) and 2 years (full-study load) for a master's degree;

- Extensions can be granted by the Provost (on a case by case basis)
 - Request letter from candidate with revised timeline
 - Support letter from supervisors(s)

The RTP stipend scholarships are normally 3 years for a doctoral and 1.5-2 years for a masters' degree; extension of this stipend is assessed by the RDSC who makes recommendations to the Provost, along with the above application.

Thesis Submission and Examination

Nomination of Examiners

It is advised that Supervisors consider the nomination of examiners at least six months prior to submission of the thesis. The supervisory team should make this decision jointly, in consultation with the student. A student has the right to specify if there is an individual/s they would prefer are not on the examination board. A list of potential examiners (more than the number required) should be provided to the Dean. However, the Dean's final nomination and approved examiners remain confidential to the students and supervisors.

Supervisors should also consult [The Australian Council of Graduate Research Conflict of Interest in Examination Guidelines](#) ensuring the nomination of examiners aligns with best practice in the sector, including transparency, independence and rigour of the examination process and the elimination of any actual and perceived conflict of interest.

- Prior to nominating examiners, the principal supervisor must invite the examiners' and obtain agreement for examination. The principal supervisor must also obtain the CV of each examiner.
- Normally examiners must have doctorates, or equivalent research experience, and have experience in supervision and/or examination of the equivalent degree.
- The required number of examiners for each type of degree are
 - Doctoral: Three examiners, plus one reserve. One of the examiners should normally reside overseas.
 - Masters: Two examiners, plus one reserve.

[Policy: Nomination of Examiners for a Research Degree](#).

Thesis Submission

When you and your student feel the thesis is ready for examination, it is important to allow for at least three months to prepare for the final submission. This timeframe should be factored into planning stages as the beginning, and be made clear to the student so they do not over-extend their candidature.

The full guidelines for presentation and submission can be found [online here](#). Please also note the following in regards to academic integrity:

- It is a requirement to submit the thesis to University's text-matching software (Turnitin) and share the similarity report with the supervisory team.
- Supervisors should then interpret the similarity report and have the student fix any potential academic integrity issues (see Policy: Student Academic Integrity).
- Turnitin access can be obtained via the Research Office Blackboard Community site (under My Communities on the left-hand side of the Blackboard Welcome page).

The process of submission requires the approval of several parties. The steps are as follows:

1. **The Principal Supervisor**, in consultation with the supervisory team, certifies via a letter to SRC that to the best of the Supervisor's knowledge, the Thesis is the original work of the Candidate; and in the Supervisor's opinion, the Thesis is properly presented, edited and worthy of examination.

The supervisor also submits to the SRC:

- a. PDF copy of the thesis
- b. Access to Turnitin similarity report

- c. Examiner nomination form (completed by the Principal Supervisor)
 - d. CV's of the examiners
 - e. Thesis declaration form
- 2. SRC: Review and submission to the Research Office**
- SRC may approve or suggest revisions.
 - May suggest professional editing
 - See: [Guideline: Editing Support for HDRs](#).
 - Direct Support for Costs of Research for HDR students, if available can be used for thesis editing
 - See: [Guideline: Support for HDR Students](#) and [Application Form: HDR Student Direct Costs of Research](#).
 - If approved, forms signed by the Dean of the School
 - Electronic submission of thesis is sent to Research Office by the School Research Coordinator. Supervisors may request hard copies from student upon completion of thesis examination. The student is required to supply/organise these copies, and the Research Office will reimburse them.
- 3. Research Office: Thesis under examination**
- The Research Office checks nominated examiners eligibility and conflicts of interest against the [Australian Council of Graduate Research Conflict of Interest Guidelines](#).
 - If all requirements are met, the thesis is sent to the examiners.
 - Examination outcome takes about 4-6 months.
 - Possible delays include: examiner withdraws, circumstances change for the examiner and may need more time, examiner wanting hardcopy of the thesis.
- 4. Examination**
- Upon receipt of all examination reports, the examination is placed on the agenda of the Research Degrees and Scholarships Committee (RDSC) meeting held monthly.
- The RDSC carefully considers all examination reports before recommending a final classification for consideration by University Executive prior to approval by the Vice Chancellor.
- 5. Outcome: For full details, see 'Examination' below.**
- Communicated via email through official letter and examiner reports are attached.
 - Examiner may choose not to disclose identity.
 - Procedural appeals against thesis examination may be made in accordance with the [Student Appeals Policy](#).
- 6. Submission of Final Thesis**
- After making required or voluntary revisions (the latter in the case of Recommendation 1), the final version of the thesis must be submitted for approval to the supervisors.
 - Supervisors assess the revisions prior to making a recommendation to the Director of the Research Office, or the Provost (or delegate), depending on the recommendation received.
 - For recommendation 2 or 3, all amendments made throughout the revision process must be tracked.
 - Once the changes have been approved, the student can proceed to graduation. Thesis requirements completed on the day final approval is given.

Examination

Once a student's thesis has been marked as 'Under Examination', please allow 4-6 months for the examiners to return the results. The Research Office is responsible for following up on delays and reserve examiners (if necessary).

The key examination criteria for a thesis, as provided to the examiners include:

- comprehensiveness,
- originality,
- critical understanding of field,
- appropriateness of methods,
- appropriate interpretation of results,
- professionalism of writing and presentation.

It is crucial that the examination process remains confidential and all examiners have the option to withhold their identification from their examination reports.

Assessment

A thesis is assessed on a scale of 1-5:

- Recommendation 1:

The thesis be classified as PASSED UNCONDITIONALLY

- Recommendation 2:

The thesis be classified as PASSED CONDITIONALLY, subject to corrections identified in the examiner's report being made to the satisfaction of the principal supervisor;

- Recommendation 3:

The thesis be classified as PASSED CONDITIONALLY, subject to amendments as outlined in the examiner's report being made to the satisfaction of the Provost (or delegate)

- Recommendation 4:

The thesis be RESUBMITTED IN A REVISED FORM FOR REEXAMINATION taking into account the comments and amendments outlined in the examiner's report by the original examiners;

- Recommendation 5:

The thesis be classified as FAILED, without the right to resubmit the thesis, on the basis that a significant amount of additional research work and/or major substantive amendment will not raise the thesis to an acceptable standard.

RESUBMISSION (After Recommendation 4)

Resubmissions are relatively uncommon.

- Resubmissions are typically given one year to complete changes.
- The work can be resubmitted to the same or different examiners, at the discretion of the RDSC.
- For Masters, resubmissions are assessed as pass/fail.
- For Doctorates, resubmissions are assessed as pass/fail/pass at Masters level.
- Resubmissions assessed as either:
 - 1. Pass, no corrections
 - 2. Pass, minor corrections to the satisfaction of principal supervisor; or
 - Fail

Steps to Graduation

Once all requirements of thesis examination are complete, the student submits their final revised thesis to RO for uploading to our online repository (Research Online), managed by Library.

- The student applies to graduate via Graduations Office [webpage](#).
- Graduation ceremonies occur annually, at different times depending on their primary campus.
- Transcript displays degree name, not field of study or thesis title.

Other Candidature Considerations and Information

Industry Engagement and Internships

Providing high-quality university teaching, internship programs and other professional work experience opportunities with research end-users are critical in our commitment to prepare our students for employment when they graduate. Research end-users can be defined as 'any external organisation including businesses, governments, non-governmental organisations, communities and community organisations' (Australian Government 'Definitions for research end-user engagement indicators for HDR Students'). The importance of end-user engagement has been highlighted by Australian Federal Government, with the introduction of reporting indicators specifically relating to end-user engagement of HDR programs, with relevant data collected under the Higher Education Data Collection process. The University is required to report on the following:

- Research internship with a research end-user
- Joint supervision by a research end-user
- HDR programs jointly or fully funded by a research end-user
- Formal training on industry engagement
- Other commercialisation and engagement activities.

Supervisors should ensure their students are aware of the importance of end-user engagement, and of the possibilities for industry-funded research, vocational education and the commercialisation of research for their current and future work.

Some internship programs available to HDR students include:

- iPrep <https://www.iprep.edu.au/>: 7 week paid internships
- APR Intern <http://aprintern.org.au/>: 3-5 month paid internships; Research income source for supervisors (e.g., APR: \$5 500 paid to academic mentors).

Many schools have initiated their own internship programs, which may also be of interest to HDR candidates.

Scholarships and Financial Support

Scholarships

HDR Scholarships include three main types:

Research Training Program (RTP) Scholarships –

RTP [Policy here](#);

RTP [Procedure and Conditions here](#).

1. Fee Offset (domestic students only) – automatically awarded upon offer of place.
2. Stipends (domestic and international students) – calls for applications are announced [here](#).

International Fee Remission Research Scholarships (IFRRS)

3. Fee Offset (international students only) – [policy here](#).

More information can be found in the [full guidelines](#), and via the Australian Government Department of Education and Training [RTP website](#) and student [FAQs](#).

Other funding schemes and opportunities are announced via email and on the [Research Scholarships](#) pages of the UNDA website, and there are also several school-specific scholarships available.

Process and Application for Scholarships

To apply for a scholarship, students must:

1. Read the scholarship application process and scholarship conditions as outlined in the following documentation:
 - b. Guideline: Application and Assessment Processes for Higher Degree by Research Scholarships
 - c. Conditions: Research Training Program (RTP) Scholarships

- d. Flowchart Individual RTP (if applicable)
 - e. Flowchart Indigenous RTP (if applicable)
 - f. Flowchart Team-based RTP (if applicable)
2. Complete the Higher Degree by Research Scholarship Application Form. Incomplete applications will not be considered, so please make sure all required documentation is provided.
 3. Submit the application via email to hdr.scholarships@nd.edu.au by the due date.

All applicants are also advised:

- to explicitly address the Objects of the University in their personal statements, and
- to review the Research Degrees and Scholarships Committee Guidelines on Awarding of Scholarships.

Support for Direct Costs

After a student has achieved Confirmation of Candidature, they are eligible to apply for financial assistance to support direct costs of research. These grants are available for HDR students as follows:

- PhD Candidate: \$3,000
- Prof. Doc Candidate: \$2,500
- Masters Candidate: \$1,500

Direct costs of research could include travel directly related to the research project, fieldwork, specialist software, survey or data collection costs, or specific training courses.

Students must apply for support for direct costs of research and the application must be approved prior to any expenditure/commitment of funds.

Application forms are available [online here](#). Once students have completed the form, the primary supervisor must also sign it and then it can be sent to the relevant Research Office for final approval.

Further information can also be found in the [Guideline: Support for HDR Students](#).

Ethics

All research projects that involve humans or animals require approval by an ethics committee, and must be conducted in accordance with national statements on ethical research. Research should study topics that have merit, benefit participants and the community, be just (not advantage any particular person or group) and show respect to different cultures and values. Research that is not conducted with these goals in mind may involve actions that constitute misconduct.

The merit and benefit of research are partially safeguarded by ensuring that all research involving humans and animals has been through a process of Ethical Review. All staff and research students need to be aware that research involving humans or animals cannot be conducted without the approval of the university. If any staff member or research student is concerned that research involving humans or animals is being conducted in breach of established ethical protocols, which may constitute misconduct, they should approach the Dean of their School, or the Research Office

UNDA strictly upholds its Code of Conduct for Research. All study designs must also adhere to relevant national guidelines, more information on which can be sought [here](#).

Research involving human or animal participants can only proceed after ethics approval has been granted. Proceeding in research without ethics approval will be considered research misconduct.

Ethics approval may also be required for projects that do not involve human populations, but nevertheless may impact them. Guidance as to whether a study will require ethics approval should be sought from the School Research Committee in consultation with the University Research Ethics Officer. For more information see [here](#).

National Research Ethics Officer:

Dr Natalie Giles natalie.giles@nd.edu.au (+61) 08 9433 0964

Before conducting research that involves humans as participants, UNDA researchers must receive approval from the university's Human Research Ethics Committee (HREC).

Human research includes:

- Questionnaire/Surveys

- Individual and/or Focus Group Interviews
- Psychological testing
- Physical testing / Intervention
- Observation
- Access to documents or records / databases
- Use of biospecimens

Ethics Application and Process

The process for applying for Ethical Clearance at UNDA is as follows:

1. Go to the university Ethics & Integrity webpage.
2. Read the university Research Ethics Policy and Procedures.
3. Complete the Low Risk Review Checklist.
4. Take note of HREC meeting dates – this is the deadline for full review applications.
5. Download a fresh application form and templates.
6. Read the Important Information page.
7. Complete the application form and have it signed.
8. Submit complete ethics application to your School Research Committee (SRC).
9. The SRC will review. When approved, the SRC will forward application to the Research Ethics Officer.
10. The HREC will review (Low risk can be reviewed anytime). Full review will occur at scheduled meetings.
11. Applicants will be informed of the HREC's decision via the Research Ethics Officer.

If you have any questions or are unsure of anything or need help, contact the Research Ethics Officer.

Data Management

An important part of an ethics application, and research more generally, is the storage, use and sharing of the data collected. The university has particular policies for data retention for staff, and candidates are expected to abide by these policies. The University's Code of Conduct: Research, and Policy: Research Data Management provide further guidance on data management.

UNDA has also developed an extensive Procedure for Research Data Management, which outlines steps to develop a data management plan.

Publication

The thesis is the ultimate aim of HDR candidature, but another way to disseminate research along the way is to publish in conference proceedings (see above) and/or in academic journals. Normally these publications would be based on a small section of your student's wider research or be something related to but not directly part of your student's thesis. Principal supervisors should provide advice on what and where students can publish in their discipline area. Students can also co-publish with their supervisor/s. It is a great advantage for students to publish during their candidature as it will make them more competitive in the job market after they graduate. It also offers external validation of their research project and skills.

All Masters by Research and PhD candidates should aim to publish at least one article during their candidature, and MPhil students are encouraged to do so where possible.

Part 3: Changes and Support

Changes to Candidature

Changes to candidature may include:

- Leave of Absence (LOA)
- Conversion of Degree (eg. from MPhil to PhD)
- Change of supervisors
- Withdrawal from course or program
- Change of research project.

All changes must be endorsed by the principal supervisor.

Leave of Absence

A student may require a Leave of Absence (LOA) at some point during their HDR Candidature. A student may apply for up to four semesters of leave of absence during their candidature.

Online applications must be submitted to the Research Office before the time of absence. Leave of absence semesters can only be requested one at a time.

Appropriate academic and immigration advice (where relevant) must be obtained before submitting a request for leave. For academic advice, please discuss the leave with your supervisors prior to submitting the form to the Research Office. Please use the online [leave of absence request form](#).

However, if students do not officially apply for an LOA, and they fail to enrol for the appropriate semester, they will be marked as Absent Without Leave (AWOL). Should the student acquire two consecutive AWOL semesters, their candidature will be terminated.

Conversion of Degree

Some students choose to change their degree type depending on their research project, work/study balance or research ambitions. This conversion must be made in close consultation with the supervisory team, School Research Committee and the Research Office.

If the student has already completed Confirmation of Candidature, they may be required to resubmit their research proposal to accurately reflect the change in degree status.

Change of supervisors

A student, showing good cause, may request a change of supervisor. Such a request must be made in consultation with the Dean of the School. The Supervisors and Heads of School must complete the [Change of Nominated Supervisor Form](#), and submit it to the Research Office for approval from the Provost.

Withdrawal from Course/Program

Students who wish to withdraw from a course during the semester, after the Census Day but before the academic and financial penalty day, will need to complete a [change of enrolment form](#) and submit it to the Research Office before the academic and financial penalties period. This is mainly for students enrolled in coursework courses.

Please contact Student Administration for academic and financial penalty dates, which are also outlined in the [University Academic Calendar](#).

Financial Penalty date

If a student withdraws from a course by the financial penalty date, they incur no fees for the course. The course is not recorded on their Academic Transcript.

Academic Penalty date

If a student withdraws from a course by this date, they incur no academic penalty (i.e. a fail grade will not appear on their Academic Transcript) but they still have to pay fees for the course. If a student withdraws after this date, they will receive a Fail grade for the course.

Withdrawal with Special Circumstances

If, for personal reasons (e.g. sickness, family circumstances), it is necessary for a student to be absent from university for an extended period, it is essential the student contacts the university as soon as possible. If the student wishes to withdraw from a course without academic penalty, or be granted special consideration in relation to assessments, they will need to apply for a Retroactive Withdrawal and complete a [Retroactive Withdrawal Form](#) and attach documentary evidence relating to those special circumstances (e.g. doctor's certificates). Please contact the Research Office for more information.

To withdraw from the degree/program, students must complete the [Withdrawal from University or Program](#) form.

Major Issues

Academic and Research Integrity

All students have an obligation to uphold the university community's standards on ethical scholarship. Good scholarship involves building on the work of others, but the use of others' work must be acknowledged appropriately. Plagiarism constitutes a violation of academic integrity under the provisions of the [General Regulations](#) [Chapter 8] and the [Policy relating to Student Academic Integrity](#). These documents are on the university's website and should be referred to for more detailed information and definitions, especially as plagiarism is subject to disciplinary action.

The university provides access to a range of online resources which will help students to understand the principles and practices of ethical scholarship and the importance of upholding academic integrity in their work. Students are strongly encouraged to make use of these resources as well as the range of other tools (outlined in the Academic Integrity Module resource) which are provided by the university to support student academic integrity. To find the academic integrity resources, go to the [University Library Homepage](#).

The university has made 'Turnitin', an Internet-based plagiarism-prevention service, available through Blackboard as a resource for you to check and manage the originality of your written work. During thesis submission, all HDR candidates are required to submit their thesis to Turnitin and share the resultant report with their supervisory team. HDR candidates can access Turnitin through the Research Office Blackboard Community site (under *My Communities* on the left hand side of the Blackboard Welcome page). All HDR students have access to this site via Blackboard, which can be accessed via the MyND Portal. Instructions for submitting a document to Turnitin can be found here and a Quick Guide for interpreting the resultant similarity reports can be [found here](#).

Supervisors can refer to the University's [Procedure: Managing Breaches of the Code of Conduct: Research](#) for further detail on how instances of plagiarism and other breaches of the Code of Conduct: Research are managed.

Supervisors can also contact UNDA Integrity Officers, for further information or any queries related to academic and research integrity:

Sydney Campus:

- Dr Annette Pierdziwol – Institute for Ethics & Society
- Dr Zelda Doyle – Rural Clinical School, School of Medicine

Fremantle Campus:

- Professor Caroline Bulsara – Institute for Health Research/School of Nursing and Midwifery
- A/Professor Dianne Chambers – School of Education

Supervisor/Candidate Conflict

The University [Procedure: Supervision and Candidacy Processes for HDR Students](#) outlines the process to be undertaken in the case of conflict between supervisor and student.

Student Appeals and Grievances

The University recognises that students may wish to have a right of appeal against academic or administrative decisions affecting them (Appeal) or raise a problem, issue or grievance concerning their current or past involvement with the university (Grievance).

Information about Student Appeals can be found on the [Student Appeals form](#) and [Student Appeals Policy](#). The university's process for the resolution of Student Grievances is outlined in the [University Procedure: Student Grievances](#).

Additional Support and Programs

Counselling Services

Free and confidential counselling services are available to both staff and students on all campuses. These services provide a safe environment to discuss a wide range of personal, psychological and work and study-related difficulties.

The aim is to help students develop strategies and skills to resolve or manage problems that they face while studying, so that they can achieve their personal and academic goals.

For more information:

Fremantle and Broome campuses

T: +61 08 9433 0580

E: fremantle.counselling@nd.edu.au

W: notredame.edu.au/current-students/health-and-wellbeing/counselling/counselling-fremantle

Sydney campus

T: +61 02 8204 4220

E: sydney.counselling@nd.edu.au

W: notredame.edu.au/sydney/current-students/counselling.shtml

Academic Support Office

The ASO provides free Academic Study Skills workshops as a service to all students from The University of Notre Dame Australia. These workshops aim to develop and enhance student academic skills in tertiary education. The workshops are presented by ASO staff and University staff and no registration is required. Often the workshops are presented in the library, however, always check the semester workshop timetable for details.