

Curtin University of Technology

Office of Research & Development

Facilitating Excellence in Research Training

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FACILITATING EXCELLENCE IN RESEARCH TRAINING

Introduction

This document describes a framework for use by Curtin staff and students to achieve excellence in research training. Curtin's research masters and doctoral students are valued researchers-in-training. Facilitating their development requires excellent supervision, smooth administrative procedures and inclusion in a positive research culture within the enrolling area. Excellent research training means that the supervision and management of higher degree by research students enables them to

- be active participants in a quality research environment during candidacy;
- develop intellectual skills to a high level;
- complete in a reasonable time; and
- become sought-after employees.

The Purpose of the Framework

Facilitating Excellence in Research Training is a framework¹ for achieving the aims of the University's *Research Management Plan 2006-2008*, particularly the following Objectives and Initiatives:

Core Activities Objective 2: Encourage the teaching-research nexus

a) *Maintain the University-wide policy and processes for quality assurance of research training and supervision.*

Students and Clients Objective 3: Enhance the research training environment

e) *Continuously improve the research training environment to meet the needs and expectations of students.*

The Structure of the Framework

Facilitating Excellence in Research Training is built around seven principles that emerged from studies undertaken at the University, from the extensive literature on postgraduate student research and from forums within each Faculty at Curtin. For each principle, desired outcomes, or objectives, are described and strategies for implementation are suggested. Finally, the Framework identifies measures/indicators for monitoring and improving performance.

The seven principles are presented in three clusters.

Promoting a Research Culture

1. *Research Culture*

Curtin develops and maintains a University-wide research culture in which staff and Higher Degree by Research students are valued partners in a community that actively fosters quality research and scholarly work.

2. *Equity*

All research students and staff have equitable access to, and participate in, a quality postgraduate research experience at Curtin.

Supporting Research Students and Staff

3. *Student/Supervisor Relationships*

All research students and staff involved in research training know, understand and can manage the roles, responsibilities and functions of supervision for successful postgraduate research.

¹ This document evolved from Curtin's Best Practice Framework for the Facilitation of Postgraduate Research, originally developed through the Office of Research and Development (ORD) and refined via a series of forums held with members of each Division and with Higher Degree by Research students during 2002. It provided a blueprint for the University for the implementation of quality procedures in the management of research training for postgraduate students, and strategically positioned Curtin to respond effectively to the Department of Education, Science and Training's requirement for Research and Research Training Management Reports.

4. *Supervisor Development and Support*
Curtin recognises the critical importance of the supervisory role and ensures that adequate time and resources are allocated to support staff.
5. *Research Student Progress and Support*
Curtin HDR students progress successfully through all stages of their research degree and complete in good time. Research students exit with the necessary generic skills to participate effectively in their chosen professions.

Providing a Supportive Environment

6. *Higher Degree by Research Rules and Guidelines*
HDR Rules, Policies and Guidelines are clear, readily accessible by staff and research students, regularly updated and applied scrupulously.
7. *Provision of Resources and Essential Facilities*
All HDR student research is appropriately resourced and supported with essential facilities.

Using the Framework for Quality Improvement

The seven principles of the Framework define excellence in research education, enabling achievement of the objectives in the *Research Management Plan* through a quality management cycle identifying four key stages:

- 1) Plan – Identify desired outcomes/objectives, initiatives and strategies to achieve them, and measures/indicators of success.
- 2) Do – Implement the initiatives and strategies
- 3) Review – Monitor and report against the identified measures/indicators.
- 4) Improve – Develop strategies to improve outcomes based on the review findings.

This fourth stage is essential to ensure quality by “closing the loop” on the quality cycle to ensure continuous improvement².

Planning –The Framework, *Facilitating Excellence in Research Training*, provides the **Plan** in the quality cycle. Those who do, review, and improve are those responsible for the outcomes: Office of Research and Development, Faculties, Schools³, supervisors, students and relevant committees.

Doing requires implementing the initiatives and strategies. Those suggested in the Framework represent a selection of possible strategies and they are not tightly prescriptive. How individual Schools/Faculties achieve the outcomes will depend largely on the nature and extent of their specific postgraduate student research requirements, and on their achievements to date. It is recognised, for instance, that individual Schools/Faculties have different student demographics with different mixes of ages, part-time and full-time ratios, off-shore and on-shore numbers, as well as different discipline demands.

Reviewing requires using the measures/indicators to monitor and report on achievement of the outcomes. The Framework has been developed to complement existing monitoring and reporting processes. Responsibility for the monitoring of the Framework will be located at a number of levels. The Measures/Indicators section of the Framework indicates that monitoring and reporting will be through School/Faculty Committee annual reports, and through the Office Research and Development annual report.

Improving requires using the information from the review to judge performance and identify areas where outcomes are not achieved. Improvement may require revisiting the strategies and/or initiating new ones to address concerns.

The ORD will have responsibility for the Framework's implementation. Ultimately, the Framework forms part of Curtin's accountability requirements to the Department of Education, Science and Training.

² See Curtin's *Strategic Plan Moving Forward 2008*.

³ The term “School” is used generically to indicate an enrolling unit, or cluster of units, according to the administrative structure of its Division.

PROMOTING A RESEARCH CULTURE

Principle 1: Research Culture

Excellence in research training requires that Curtin develops and maintains a University-wide research culture in which staff and Higher Degree by Research students are valued partners in a community that actively fosters quality research and scholarly work.

Culture refers to established traditions, beliefs, and ways of doing things. A *research culture* within a university context is built upon the ways in which research is done, and the values, experiences, diversity and interactions amongst those who do research. Culture is dynamic; it is constantly being shaped by the practice of its participants, so the quality of a research culture can be improved.

Curtin's research culture should focus not only on the achievement of postgraduate qualifications, but also on mentoring students into a productive professional life. Policies and practices in a quality research culture will:

- Understand and be proactive with respect to its social context;
- Be cognisant of the increasing diversity of student destinations and of the intellectual skills students will require in the future;
- Nurture the relationship between research and teaching at Curtin; and
- Be responsive to the varied needs of our student population, wherever they may be situated.

Desired Outcomes	Initiatives/Strategies
Effective communication about research is established and maintained within schools and across the University	<ol style="list-style-type: none"> 1. Maintain email lists for postgraduate coordinators and supervisors for regular communications of information and opportunities relating to research opportunities and research supervision 2. Ensure all students have access to within-school routine communications, especially those relating to research and research newsletters 3. Incorporate discussion of Curtin's research culture in staff professional development on postgraduate research
Opportunities are provided for all students to engage in discussion of, and input into, Curtin's research policies and practices	<ol style="list-style-type: none"> 1. Include postgraduate research students in decision-making processes relating to research and research training through committee memberships and postgraduate coordinators 2. Establish regular seminars for staff and research students, including visiting scholars
Postgraduate research student contributions are recognised in research forums within and beyond Curtin	<ol style="list-style-type: none"> 1. Students publish papers (individually and jointly with other students and staff) 2. Facilitate conference attendance by research students 3. Recognise research students' achievements in Curtin communications

Principle 2: Equity

Excellence in research training requires that all staff and research students have equitable access to, and participate in, a quality postgraduate research experience at Curtin University of Technology.

Curtin abides by the requirements of Equal Opportunity legislation which states that it is unlawful to discriminate against individuals on the grounds of sex, marital status, pregnancy, potential pregnancy, breast feeding, sexual orientation, transgender, race, nationality, colour or ethnic origin, age, religious or political conviction, impairment or disability, family responsibility or family status, and, likewise, disability, sexual and racial harassment are unlawful in educational institutions.

Curtin should be a “centre of excellence” with respect to equity, and already has a well-earned tradition of catering for the needs of students from a range of culturally and linguistically diverse backgrounds.

Ensuring equity is the responsibility of everyone. Equity will be realised when all staff and students adopt it as part of their personal beliefs and values, being constantly vigilant for matters which may, even inadvertently, be inequitable for some students and staff.

Desired Outcomes	Initiatives/Strategies
Support structures are in place to meet the needs of students from different backgrounds and with diverse needs	<ol style="list-style-type: none">1. Ensure that individual supervisors and students are aware of the University-wide and School/Faculty support mechanisms for research students2. Identify the special and specific needs of research students when they first enrol and provide access to support mechanisms where they are needed as soon as possible
Clear, consistent and comprehensive information about Curtin's postgraduate research programs is readily accessible to all students	<ol style="list-style-type: none">1. Ensure that all public materials and websites are accessible, clear, accurate, current; and available in appropriate format, particularly for people with disabilities
Processes are in place to ensure both quality and appropriateness of HDR programs	<ol style="list-style-type: none">1. Review programs regularly to ensure quality and equity2. Use quality assurance mechanisms to benchmark against standards set in national documents, including those relating to ethics and professional conduct

SUPPORTING RESEARCH STUDENTS AND STAFF

Principle 3: Student/Supervisor Relationships

Excellence in research training requires that all research students and staff involved in research training know, understand and can manage the roles, responsibilities and functions of supervision for successful postgraduate research.

The relationship between the research student and the supervisor encompasses more than the formal requirements of the completion of a research program; it becomes a unique relationship that is professional, comfortable, and results in shared intellectual development. Successful relationships require that the roles and responsibilities of both parties are clearly and explicitly articulated early in the student's candidature.

Whilst it is important to vary the supervisory approach to suit the individual student's and supervisor's needs and personalities, the approach and future working relationship should be developed mutually, and agreed to, by the student and supervisor.⁴ Early communication between the student and supervisor needs to address:

- Frequency and mode of ongoing communication;
- Feedback and progress reporting;
- University infrastructure, support services and counselling facilities available to the student;
- Additional available resources particular to the School/Faculty;
- Policies and procedures relating to HDR and relevant University policies;
- Intellectual property and expectations regarding standards for research outputs, including authorship of papers;
- Opportunities to communicate research outcomes to the broader university and research community;
- Strategies (formal and informal) for dealing with unsatisfactory progress, unsatisfactory supervision and breakdowns in the student/supervisor relationship.

Desired Outcomes	Initiatives/Strategies
Staff and research students fulfil their roles and responsibilities in the broader university environment	<ol style="list-style-type: none"> 1. Provide induction programs for staff and research students which feature the supervisory relationship, including the roles and responsibilities of the Thesis Committee, in the context of the <i>Guiding Ethical Principles</i> and <i>Australian Code for the Responsible Conduct of Research</i> 2. Support induction programs with information packs for supervisors and for distance students as well as local students 3. Offer regular seminars and other communications at Faculty level for staff and research students to develop a better understanding of each others' roles and responsibilities 4. Assign responsibility to a person (such as a Postgraduate Coordinator) in each school to ensure that students and their Thesis Committees function smoothly
Staff and research students make appropriate use of support facilities	<ol style="list-style-type: none"> 1. Provide an information pack at induction/orientation for staff and students about library, counselling services, equity issues relating to supervision, and other support services at Curtin

⁴ See Guidelines for Establishing the Supervisory Relationship <http://research.curtin.edu.au/graduate/policies.cfm>

<p>Expectations of the supervisory process are mutually developed and agreed to by the student and supervisor</p>	<ol style="list-style-type: none"> 1. Establish a schedule of regular meetings (or contacts for off-campus students) and maintain a log documenting outcomes, decisions and progress during the course of the research 2. Review expectations between the Student/Supervisor on an annual basis
<p>Curtin-wide procedures are in place to resolve conflict in matters of supervision and research</p>	<ol style="list-style-type: none"> 1. Develop and maintain procedures to identify, prevent and resolve supervision difficulties promptly and effectively 2. Monitor the effectiveness of procedures for conflict resolution and grievances
<p>Students express satisfaction with the supervisory process</p>	<ol style="list-style-type: none"> 1. Hold regular meetings between the student and the Thesis Committee to discuss progress and issues 2. Maintain procedures to allow students to report confidentially on supervision

Principle 4: Supervisor Development and Support

Excellence in research training requires that Curtin recognises the critical importance of the supervisory role and ensures that adequate time and resources are allocated to support staff in their role of supervisor.

A commitment to excellence in supervisory practice provides an environment in which students are able to share in the development of intellectual capital and knowledge which, in turn, helps to raise the research profile of Curtin and attract high calibre staff and students.

Supervisors must be supported and developed in their supervisory role. The Enriching Postgraduate Teaching and Learning Seminars⁵ provide opportunities for supervisors to increase their knowledge and skills and discuss issues with other staff. The “for Improving Research Supervision and Training” (fIRST) website⁶ provides a range of do-it-yourself resources for supervisors.

Schools may vary considerably in terms of their different discipline bases, research traditions and the personnel within them, but they must ensure a degree of consistency and a shared understanding of the supervisory role within the University. Although factors such as personal and professional attributes and interests, experience, workload, facilities and resources may influence the supervisory process, it is critical for the University to ensure that

- There is a supportive environment in which supervisors are encouraged and provided with opportunities to develop and increase their supervisory skills throughout their tenure;
- Allocation of staff workloads is cognisant of the time required for proper supervision of research students;
- Staff understand and apply the relevant rules, policies and guidelines relating to the supervision of research;
- Staff have opportunities for sharing and evaluating best practice in supervision.

Desired Outcomes	Initiatives/Strategies
Mentoring, professional development and support are provided to supervisors	<ol style="list-style-type: none"> 1. Provide induction/orientation programs for new staff 2. Develop and monitor mentoring programs to provide an opportunity for new staff to have a role as an associate supervisor 3. Arrange formal meetings between HOS, Postgraduate Coordinator and supervisory staff to review supervisor development needs
Staff are highly skilled, have current knowledge of, and implement, best practice in supervision	<ol style="list-style-type: none"> 1. Provide opportunities for staff to update and maintain supervisory skills and knowledge of HDR rules and research-related policies 2. Encourage staff to develop and maintain their knowledge and skill level to be registered supervisors 3. Find ways to recognise and reward excellence in research supervision
Staff have opportunities to share experiences and reflect on their roles	<ol style="list-style-type: none"> 1. Hold an occasional retreat or major staff meeting devoted to supervision 2. Encourage staff to attend conferences and other presentations regarding the supervisory role 3. Arrange informal seminars/discussions across Schools within Curtin

⁵ See <http://research.curtin.edu.au/graduate/eptl.cfm>

⁶ See <http://www.first.edu.au/>. For login details please email Graduate.Studies@curtin.edu.au

Staff teaching, supervision and research workloads are equitably distributed	<ol style="list-style-type: none"> 1. Negotiate supervisory load to agreed equivalent full-time student load (EFTSL) per supervisor in Schools 2. Review supervisory loads annually to ensure adequate allocation of resources and time 3. Provide sufficient time for postgraduate coordinators to fulfil their role
Procedures are in place to provide support to, and resolve issues for, supervisors	<ol style="list-style-type: none"> 1. Include a focus on supervision in staff performance reviews 2. Make avenues available for informal discussions within Schools to resolve issues at an early stage; the Chair of the Thesis Committee has a leading role in resolving issues

Principle 5: Research Student Progress and Support

Excellence in research training requires that Curtin HDR students progress successfully through all stages of their research degree and complete in good time. Research students exit with the necessary generic skills to participate effectively in their chosen professions.

Effective monitoring of research students throughout their candidature enables them to develop professional and satisfying research relationships, provides for early identification and resolution of issues and concerns, and contributes to timely completion of the thesis. Monitoring student progress may be time consuming and often difficult, especially in areas where students are largely working independently and predominantly with one supervisor. Consequently, Schools and the University as a whole have a responsibility to have in place mechanisms to identify students who may be struggling and to find ways in which to assist them. In particular, students who belong to equity target groups, who are part-time, external, and/or offshore, require vigilant supervision to identify and prevent likely problems.

Familiarising research students with the relevant University guidelines and policies at an early stage in their candidature, enables them to gain the necessary research skills (communication, information literacy, information technology, data collection and analysis, thesis preparation) to complete their courses in a timely manner. Some may need assistance to seek professional counselling and/or make use of the support services provided by the University and relevant student associations.

Throughout their candidature, students need to be supported to hone their research, thinking and writing skills⁷ and to develop a number of generic skills (effective team work, project management, analytical skills, report writing, leadership and management) as a result of their involvement in a HDR program. Identification of these skills and provision of ways in which their students might acquire them, and demonstrate that they have done so, is an important role for Schools and Faculties.⁸

Desired Outcomes	Initiatives/Strategies
Support is provided for students with specific needs in postgraduate research skills	<ol style="list-style-type: none"> 1. Assess students' research skills and other needs prior to enrolment 2. Provide information on relevant skills, ethics and research training via induction/orientation sessions, Library skills sessions, information packs, handbooks, e-mail lists, e-newsletters, web links to relevant websites 3. Offer and advertise seminars/workshops which are available for skills such as writing, IT, locating and managing information resources, support for statistical analysis
Students have supervisors who have expertise and interest in the proposed area of research and have the time and commitment to offer appropriate support to the student	<ol style="list-style-type: none"> 1. Provide all Supervisors with the opportunity to register their areas of expertise and research interests on School websites 2. Ensure that supervisors are active researchers in their field of study 3. Encourage students to take a risk management approach to their research (see http://research.curtin.edu.au/local/docs/GS-ManagingYourThesis.doc)

⁷ The current Australian Technology Network (ATN) universities have developed Modules Online for Research Education (ATN-MORE) to assist in developing skills in Risk Management, Ethics, Critical Writing, Critical and Creative Thinking, Practice-Led Research in Arts, Media and Design, see <https://olt.qut.edu.au/udf/atnmore>.

⁸ The ATN universities have developed online modules for six broad areas in the Learning Employment Aptitudes Program (ATN-LEAP), see <https://olt.qut.edu.au/udf/ATN-leap/>. These are Entrepreneurship, Globalisation, Leadership and Communication, Project Management, Public Policy, and Research Commercialisation, and most run twice annually over a period of 10 weeks with a moderator.

Students have regular contact with supervisory staff to identify problems that are likely to impede progress and work jointly to overcome them	<ol style="list-style-type: none"> 1. Have regular contact between students and Postgraduate Coordinators to discuss general research concerns and issues 2. Advise and assist students to use formal (University conflict resolution policies) and informal (face-to-face discussions, "open-door " policies) approaches to identify and respond to problem areas 3. Resolve potential issues relating to publication of research and intellectual property prior to candidacy
Students progress through all stages of candidacy, thesis submission and examinations in a timely manner	<ol style="list-style-type: none"> 1. Schedule regular meetings or other forms of contact between supervisors and students to monitor progress 2. Review and assess student progress formally by a Review Board following receipt of Annual Progress Reports 3. Ensure students are referred to programs to improve writing skills, if required.
Students are provided with opportunities to develop communication and presentation skills and discuss the progress of their research	<ol style="list-style-type: none"> 1. Schedule regular formal presentations of research progress within Schools/Divisions, including a formal candidacy presentation of proposed research program prior to candidacy 2. Establish and monitor online discussion groups and presentations that include remote and international students 3. Encourage student participation in relevant local, national and international conferences 4. Assist students to prepare papers for publication
Postgraduate programs provide experiences relevant to students' professional destinations	<ol style="list-style-type: none"> 1. Use a Guest Lecturer series to invite industry, employers, visiting Fellows and Professors and international visitors to speak on research issues and trends 2. Arrange workplace visits 3. Encourage students to complete generic skills modules in the ATN-LEAP Project⁹

⁹ The ATN universities have developed online modules for six broad areas in the Learning Employment Aptitudes Program (ATN-LEAP), see <https://olt.qut.edu.au/udf/ATN-leap/>. These are Entrepreneurship, Globalisation, Leadership and Communication, Project Management, Public Policy, and Research Commercialisation, and most run twice annually over a period of 10 weeks with a moderator.

PROVIDING A SUPPORTIVE ENVIRONMENT

Principle 6: Higher Degree by Research Rules and Guidelines

Excellence in research training requires that HDR Rules, Policies and Guidelines are clear, readily accessible by staff and research students, regularly updated, and applied scrupulously.

Rules, and Guidelines for their implementation, are in place for Curtin's Master's and Doctoral research degrees. Other policies of particular significance to HDR students include policies for *Ownership of Intellectual Property* and the National Health and Medical Research Council's (NHMRC) *National Statement on Ethical Conduct in Research Involving Humans* and *Australian code of practice for the care and use of animals for scientific purposes [6th edition 1997]*. In addition, Curtin has a range of policy and/or procedures documents, such as *Guiding Ethical Principles*, *Conflict of Interest*, and *Code of Conduct*, which deal with the proper conduct of research and its publication, and policies such as the *Conflict Resolution Policy* for dealing with problems should they occur.

In fairness to students and to maintain academic quality, rules must be adhered to scrupulously. The guidelines are designed to facilitate implementation of the rules and all people involved with higher degrees by research, including supervisors and students, have a responsibility to abide by the rules and to draw attention to any problems or issues that require resolution or revision.

All of Curtin's policies are available on the Curtin website, and those especially relevant to HDR students are accessible through the ORD website. Various guidelines for Higher Degree by Research Candidates and Postgraduate Coordinators are also available via the web. The forms required to deal with administrative matters during a students' enrolment, candidacy and examination can be down-loaded from the ORD website. *Because forms are continually refined, always use those available on the web.*

Desired Outcomes	Initiatives/Strategies
HDR Rules, Policies and Guidelines are clear and current	<ol style="list-style-type: none"> 1. Regularly review and update Rules and Guidelines to streamline processes and ensure easy implementation 2. Ensure that any problems (e.g., ambiguities, inconsistencies, omissions, etc.) are documented and brought to the attention of UGSC for action 3. Offer staff and student induction/orientation programs which include information about these issues
HDR Rules are adhered to scrupulously, at every stage of a student's enrolment, thesis completion and examination	<ol style="list-style-type: none"> 1. Complete all documentation relating to a student's admission, enrolment, variations to enrolment, thesis completion and examination properly and in good time 2. Monitor the student's Thesis Committee and thesis examining panel to ensure that they are properly constituted and remain current during their term of responsibility 3. Deal with examiners' reports in confidence and assist the student to respond appropriately
Students and supervisors are aware of, and have access to advice about, all relevant Rules, Guidelines, Policies and Procedures	<ol style="list-style-type: none"> 1. Assign responsibility to a person in each School for advising students and supervisors of relevant policies and procedures, etc.

Principle 7: Provision of Resources and Essential Facilities

Excellence in research training requires that all HDR student research is appropriately resourced and supported with essential facilities.

The University provides explicit information about essential facilities, and the requirements of potential students must be assessed and adequate resourcing of postgraduate research transparently negotiated. Where facilities and resource needs cannot be reasonably accommodated, students should be counselled into alternative research pathways.

To complement facilities and resources provided by the University, research students will benefit from timely and relevant information on the sources of financial assistance and types of schemes and scholarships available. This is a complex area not only because there are constant changes to the number and types of scholarship and financial assistance, but also students need access to detailed and current information so that they might apply for those for which they are eligible. For example, students can be given financial support as well as acquiring teaching skills through taking tutorials and laboratory sessions, where appropriate. Every effort should be made to assist students in this way.

Desired Outcomes	Initiatives/Strategies
Student research is adequately resourced for all HDR students whether on-campus or off-campus	<ol style="list-style-type: none"> 1. Provide students with practical and realistic information regarding University resources and facilities before enrolment begins. Information should identify those research areas that have research funding available, and the availability and research interests of potential supervisors 2. Assess and negotiate individual resource needs before candidacy begins 3. Monitor implementation of the information about <i>Essential Facilities for Higher Degree by Research Students</i>, ensuring that research is conducted within an adequate and well-managed research infrastructure 4. Ensure that all on-campus students have access to essential facilities and are located in an area conducive to productive study 5. Ensure that all students are provided with information about Library services and resources 6. Provide clear indication to students of any additional resources required for the proposed research, which are to be funded by the student, prior to offers of enrolment 7. Assist students to prepare a research budget to be approved prior to commencement of research
Formal research partnerships are formed with respect to University "Partnership" policies and guidelines that provide support for HDR students	<ol style="list-style-type: none"> 1. Foster collaborative research arrangements, such as Linkage Grants, and partnerships with external organisations where internal resources cannot match research needs for specialised equipment and facilities 2. Where relevant, students are provided with copies of contracts to ensure their research matches industry partnership expectations 3. Seek scholarships and in-kind contributions from industry to support student research
A central support service is available which provides financial and scholarship advice to postgraduate students	<ol style="list-style-type: none"> 1. Maintain a dedicated website linked to relevant postgraduate student websites and School, Faculty and University websites 2. Make available general and discipline-specific information on the various forms of financial assistance, particularly scholarships, to both onshore and offshore postgraduate students

QUALITY MEASURES/INDICATORS FOR REPORTING

Principles	Measures/Indicators	Sources of Data
<p>Promoting a Research Culture <i>Research Culture</i> Curtin develops and maintains a University-wide research culture in which staff and Higher Degree by Research students are valued partners in a community that actively fosters quality research and scholarly work.</p> <p><i>Equity</i> All research students and staff have equitable access to, and participate in, a quality postgraduate research experience at Curtin University of Technology.</p>	<ul style="list-style-type: none"> • Publications record • Presentations by staff and students at seminars/conferences, locally, nationally and internationally • Participation of HDR students in relevant committees and working parties • Development of communication/support networks for HDR students • Students' comments on Annual Progress Reports. • Results from Curtin Annual Satisfaction Student Survey (CASSS) and Postgraduate Research Evaluation Questionnaire (PREQ), particularly items relating to Intellectual Climate • Demographic statistics in relation to the equity groups in terms of participation, retention and success. • Problems involving equity issues are identified and addressed • Provision of support for students with special needs, such as help with language or fitting into the School culture 	<ul style="list-style-type: none"> • ORD publications data collection • ORD publications data collection and School records • Faculty/School Records • School records • School Review Board following Annual Progress Reports • University Strategy and Planning • Equity and Social Justice Reports University Planning • Reports from Conflict Resolution Officer • Equity and Social Justice Reports School records

<p>Supporting Students and Staff <i>Student/Supervisor Relationships</i> All research students and staff involved in research training know, understand and can manage the roles, responsibilities and functions of supervision for successful postgraduate research.</p> <p><i>Supervisor Development and Support</i> Curtin recognises the critical importance of the supervisory role and ensures that adequate time and resources are allocated to support staff.</p> <p><i>Student Progress and Support</i> Curtin HDR students progress successfully through all stages of their research and complete in good time. Research students exit with the necessary generic skills to participate effectively in their chosen professions</p>	<ul style="list-style-type: none"> • Annual review of student performance following completion of the Annual Progress Reports • Examiners' reports on theses • Effective resolution of grievances and complaints relating to supervision of postgraduate research • Availability of, and attendance at, orientation/induction and professional development activities for supervisors • Supervisory load per agreed EFTSL and supervisory load audit results • Proportion of supervisory staff who are on the Register of Supervisors. • Formal and informal Benchmarking data on completion rates with other Schools at Curtin and similar schools within the State, nationally and internationally, where appropriate. • HDR completion rates • Proportion of completions that are timely • Attendance rates (as a percentage of the postgraduate student population) for seminars/workshops/training sessions targeted at research students • Student Research Outputs (papers, journal articles, conference attendance) • Results from CASSS and PREQ • Withdrawal surveys for non-completing research students • Effective resolution of complaints and grievances 	<ul style="list-style-type: none"> • School Review Board following Annual Progress Reports • UGSC data collection • Reports from Conflict Resolution Officer • UGSC/Faculty records of attendance • School records • UGSC records • UGSC records • UGSC records • University Strategy and Planning • UGSC/Faculty/School records • ATN/ORD records for ATN-LEAP and ATN-MORE participation • ORD publications data • University Planning • FGSO • Reports from Conflict Resolution Officer
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<p>Providing a Supportive Environment <i>Higher Degree by Research Rules and Guidelines</i> HDR Rules, Policies and Guidelines are clear, readily accessible by staff and research students, regularly updated and applied scrupulously.</p> <p><i>Provision of Resources and Essential Facilities</i> All HDR student research is appropriately resourced and supported with essential facilities.</p>	<ul style="list-style-type: none"> • Attendance at seminars to assist staff and students understand and adhere to rules, and follow guidelines. • Nature of common problems (e. g., dealing with ethical issues, ownership of intellectual property) • Comments on Annual Progress Reports • Results from CASSS and PREQ 	<ul style="list-style-type: none"> • UGSC/Faculty records • Reports from Conflict Resolution Officer • School Review Board following Annual Progress Reports • University Strategy and Planning
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