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Acknowledgements

This Information Handbook was initially prepared by Dr Jennifer McDonnell as Chair of the School's Research and Postgraduate Committee Postgraduate Coordinator (July 2003-July 2005); it has been augmented with contributions from members of the Research and Postgraduate Committee, other academic and administrative staff, and postgraduate representatives.

The text has been updated in accordance with the most recent UNE policies and finalised by the Chair of the School's Research and Postgraduate Committee from September 2006.

Note that this Information Handbook has been brought into line with the latest (April 2005) edition of UNE's "Quality Supervision: a Handbook for Postgraduate Research Students and Supervisors".

The School appreciates the information provided by the School of Social Sciences, which has also been drawn upon for this Handbook.

Feedback on this publication is welcome, via the Chair or Secretary of Research and Postgraduate Committee in the School of English, Communication and Theatre.

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General Welcome and Introduction

If you are reading this, the chances are that you have recently enrolled in a research higher degree in the School of English, Communication and Theatre, or you are seriously thinking of enrolling.

If you have already enrolled, we welcome you as a postgraduate student at the University of New England (UNE). Being a postgraduate and completing a further degree is probably one of the most challenging things you will do in your life, but also, we hope, one of the most stimulating and rewarding. The aim of this booklet is to provide you with information that will ease the transition into your postgraduate studies. If you have any questions please don't hesitate to contact the School's Postgraduate Coordinator, your supervisors, the School Administrative Assistants, or other appropriate staff of the School.

Notwithstanding anything else we say in this handbook, the thing for you to focus on, above all else, is the importance of completing your thesis by the deadline. Please make sure you manage your time well so you can finish within the prescribed time. Anything else will probably lead to a much less than ideal experience for you as a higher degree candidate, and will create difficulties for the School and your supervisors.

Before reading this information, please be sure you are familiar with the booklet entitled *Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors*, otherwise known as the Gold Book, and with the relevant sections of the official annual UNE Handbook. The Gold Book should have been supplied to you on enrolment by UNE's Research Services, and it provides a great deal of vitally important information regarding the official aspects of your candidature. It is also available on the web at www.une.edu.au/research-services/forms

Note however that the UNE Handbook for the current year is definitive and contains the most up-to-date rules at any given time; it may sometimes be the case that it includes changes to policy which are not in the latest version of the Gold Book.

Postgraduate Coordinator: Dr Jane O'Sullivan

I am a Senior Lecturer in the School of English, Communication and Theatre at UNE. I gained my PhD from the University of Newcastle, NSW, 1995, and my current research interests include representations of gender in film, fiction, television drama, and popular culture more widely.

Recent publications include:

O'Sullivan, J. "Geologist or Geisha? Disorienting Landscape in *Japanese Story*", in *Antipodes: North American Journal of Australian Literature*, December 2004, pp. 60-66.

Sheridan, A. and O'Sullivan, J. 'What You See Is What You Get: Popular Culture, Gender and Workplace Diversity', in Davidson, M. and Fielden, S. (eds.) *Individual Diversity within Organizations*, John Wiley & Sons, Chichester, West Sussex: 2003, pp. 297-312.

O'Sullivan, J and Sheridan, A. "The King is Dead, Long Live the King: Tall Tales of New Men and New Management in *The Bill*.", in *Gender, Work & Organization*, Volume 12 Issue 4, June 2005, pp. 299-318.

O'Sullivan, J. "Cyborg or Goddess: Postmodernism and Its Others in John Fowles' *Mantissa*.", in *College Literature*. 30:3 Summer 2003, pp. 109-123.

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1. Supervision

Research degrees are undertaken with supervision. As a general rule, the supervisors selected will be those members of staff with the highest levels of competence in the field in which you intend to undertake research. There may be exceptions to this rule; sometimes a person with the relevant expertise may have too many workload commitments, or may be going on leave for an extended time during the period of your intended candidature. In such cases, the School will attempt to find competent supervisors with relevant expertise, but may invite you to rethink your proposed thesis topic to ensure that appropriate supervision will be available.

In the MA (Honours) and the PhD, you will have two (or more) supervisors. The allocation of supervisory responsibilities is ultimately the responsibility of the Head of School but it is customary for students planning to enrol to have talked about their project with someone they would like to be their supervisor. It is usual to have a *principal supervisor* and a *secondary co-supervisor*. Usually the principal supervisor will have overall charge of your candidature. Your secondary supervisor(s) may complement the primary supervisor's knowledge and skills, or take over from the principal supervisor if he or she has a period of leave during your candidature, or provide helpful perspectives from cognate fields that are related to your research. It can also be the case that the principal and co-supervisors take equal responsibility in supervision. It is a good idea to discuss supervisory arrangements so that you are aware of the allocation of responsibilities.

1.1 Responsibilities of supervisors

See Gold Book, Appendix B, Section 13.

It may help to know what it is that you may reasonably expect of supervisors. To start with, think of your research as a voyage of discovery into unknown territory, and of yourself as someone who is being trained to navigate independently. One of a supervisor's roles is to help you achieve this independence, and supervisors will have their own ways of managing this process.

In general, you can reasonably expect your supervisor to be responsible for:

- o helping you to develop a manageable thesis topic
- o advising you on your writing style
- o suggesting relevant readings
- o providing useful suggestions about the structure of your thesis, and
- o supporting you in developing appropriate approaches to difficult issues.

More specifically, a supervisor may be expected to provide *expert knowledge* in so far as his or her research interests coincide with the topic of your project. This will involve, among other things, reading draft chapters of your thesis and providing critical input into the development of those chapters. Another goal of the supervisor is to assist you in finishing *on time*. It is important to remember that there are highly circumscribed time limits on all research degrees. The supervision of research higher degrees is a resource-intensive activity and the School has to take seriously the timely completion of research degrees. Moreover, it is important that, as a potential future researcher, you develop time-management skills.

Supervisors also act as surrogates for the examiners of your thesis. They will be trying to anticipate criticisms of your work that examiners might make, warn you of the possibility of these criticisms, and urge you to deal with these issues before they become a problem. Supervisors may from time to time tell you things you don't want to hear. Their goal, always, is to ensure that you are able to avoid criticisms that might be made in examination.

Overall, supervisors are responsible for the following matters:

- o signing the "Research Degree Supervision Agreement between Postgraduate Research Student and Supervisors" (see Appendix G of *Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors*);

- o providing you with judgments about the relevant standards in your field of interest that it is necessary for you to achieve in order for your thesis to be accepted by examiners;
- o assisting your development as a high level independent researcher;
- o ensuring that you finish within the required time-limit;
- o observing the code of conduct for research (see Appendix C, “UNE Code of Conduct for Research”, in *Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors*, pp. 52-61).

What supervisors *cannot* do is write the thesis, or any part of it, for you. Supervisors are not there to act as editors of your work. Editing your thesis at all levels—from organising the parts into a coherent structure, to your expression and proof reading—is an important aspect of writing up higher degree research and is your responsibility. In addition, it is the strong view of the School that it is inappropriate for professional editors to be engaged to complete the work of editing, as it is your expression and presentation that are being assessed along with the content of your thesis.

1.2 Responsibilities of candidates

See Gold Book, Appendix B, Section 14.

Just as your supervisors have responsibilities to you, so do you have responsibilities to your supervisors. In general these responsibilities involve regular contact and communication, especially regarding the progress and direction of research, and completing any appropriate tasks that are agreed between you and your supervisor that will help in your research. In order to be able to supervise adequately, supervisors need to be aware of where your research is heading, and your progress. You are responsible for meeting agreed deadlines. Remember that supervisors can only supervise work they have in front of them; in the end they can only give feedback on the quality of your *written* work.

In addition some candidates may have been admitted to probationary candidature in UNE’s four-year PhD program (this now applies only to international students and under certain circumstances—see the 2006 UNE Handbook), and are on probation for a period not usually exceeding twelve months from the date of entry. In this case candidates should meet their supervisors very early on and agree about what needs to be achieved in order to be confirmed in their candidature at the end of this probationary year.

A further responsibility of candidates is to ensure they have the appropriate knowledge and skills to lay out and present their written work in an acceptable manner. This involves familiarity with the UNE system of referencing—the so-called author/date or Harvard system. (*Note that with the agreement of your supervisor you might decide to use a different referencing system if that is more appropriate for the layout of your thesis, but whatever system is used, it should be used consistently. See also Section 12 below for guides to referencing, writing and layout.*)

You will also need to ensure that you have the necessary computer skills. A thesis is a large and often complex electronic document, and it may require you to use aspects of word processing that you have not had to deal with previously. Inadequate attention at an early stage to questions of page set up, margins, indentation, headers and footers, the contents page, page numbers, footnoting and so on can create major problems further down the track. The last thing you need at the last minute is to have to redo the contents page and all in-text cross references because a correction to the formatting has resulted in all the page numbers changing.

You and your supervisors may also use facilities like “Track Changes” in revising and responding to your work. You will need to be familiar with these facilities.

Your thesis and the research that goes into it may also require you to use other applications such as bibliography applications, spreadsheets, databases, illustrations and so on. It is your responsibility to acquire the skills to be able to use these applications competently. Note that there is a considerable amount of help and training available from the university to enable you to acquire and develop these skills.

Overall, you are responsible for the following.

- o Completing the “Student/Supervisor’s Checklist” (see Appendix E of *Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors*) and the “Research Degree Supervision Agreement between Postgraduate Research Student and Supervisors” (see Appendix G of *Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors*).
- o Keeping your supervisors informed of the progress and direction of your research.
- o Initiating and holding frequent and adequate discussions with your supervisors.
- o Providing electronic minutes of all meetings to your supervisor.
- o Submitting written work on a regular and timely basis.
- o Informing supervisors of any significant impediments to the research.
- o Meeting any probationary conditions during the first year of candidature.
- o Submitting progress reports when requested.
- o Observing the code of conduct for research: please read Appendix C, “UNE Code of Conduct for Research”, in *Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors*, pp. 52-61.

1.3 How should supervision proceed?

Especially in the early days of research, you and your supervisors should meet approximately once a fortnight to establish the project; after that, at least once a month. Internal students should arrange a regular time to meet supervisors.

Meeting regularly on a routine basis is an important habit to develop because in this way the supervisors will be kept much more fully informed of the direction of your

research. It would also be helpful to clarify with your supervisors early on what your expectations for supervision are, for instance, the length and frequency of consultations and how often you should present written work. Things will, of course, change as the project proceeds. When you are in a writing-intensive phase you may not need to meet so often. Nonetheless, even in such circumstances, you should be ready to meet more frequently with your supervisors if this is helpful.

It is also useful to come to formal meetings with an agenda. Having something to report on or to ask advice about is a very sensible way of proceeding. You may wish to bounce some of the ideas and criticisms developed in your reading off your supervisors. You may want to discuss some idea with which you are having trouble. If you have written drafts to be discussed, it is very important that you send them to your supervisors in advance of the meeting to allow time for reading.

From each meeting, you should record the main points of discussion, and the agreed next steps to be taken, and email this to your supervisor to assist the next meeting and your progress generally.

Of course there will be often be opportunities for communication outside the formal sessions. Sometimes the most useful interchanges occur over a cup of coffee or passing in the corridor. You should also feel free to approach your supervisors whenever you have a query, especially if it is something that can be dealt with quickly. However, while it may be possible to have a great deal of contact with your supervisors outside of formal meetings, do not expect to find your supervisors free any time you chance to be wandering down the corridor. Make appointments. Academic staff, especially in times of increased workloads, have a wide range of teaching, research and administrative duties. You have a right of regular access, but *primarily* by appointment.

1.4 Supervision for external students?

Many of you will, of course, be undertaking your degree externally. Regular face-to-face meetings will not be possible for most off-campus students. Nonetheless, external students are under the same obligation to keep in regular contact with their supervisors via telephone, email, fax or mail. You should keep your supervisors informed of your progress and use your meetings and correspondence to interact with your supervisors and bounce your ideas off them. External students should also aim to have as much face-to-face contact as is feasible. You need to make appointments for telephone conversations.

1.5 Arrangements during the absence of the Principal Supervisor

There will be occasions when the Principal Supervisor will be absent from the University, usually for the purposes of study leave. In such cases, one of your secondary supervisors will usually take over primary responsibility for your supervision (in which case another secondary supervisor would be appointed temporarily).

1.6 Changing your supervisor

We should also note that occasionally students might want to change their supervisor(s). It might be that a new member of staff is appointed whose particular field of expertise more closely matches yours. It might be that your research has taken a new direction and your supervisor no longer has the relevant expertise. Occasionally, personal conflicts arise between students and supervisors. Whatever the reason, if you consider that a change of supervisor is desirable for some sound reason then you have the right to ask that another supervisor be appointed. Staff also have the right to request a change of supervision. Changes of supervision are not to be taken lightly, and serious consideration should be given to the appropriateness of supervisory arrangements at the beginning of the candidature, as it may be the case that replacements with the relevant expertise cannot be easily found. In any case it is courteous to discuss any problems with your supervisor before requesting a change.

See the Gold Book, section 6.2, for details of how to arrange a change of supervision.

2. Milestones for Postgraduate Progress

It was mentioned above that one of the responsibilities of candidates is to complete theses on time. The following time-lines for the completion of MA (Honours) and PhD research degrees in English, Communication and Theatre aim to give you and your supervisors a useful map of where you ought to be at particular stages. The rates of progress are meant to be indicative of average progress. While these guidelines are not meant to be a set of hard and fast rules, you need to be aware that the university has strong expectations that candidates will complete their degrees within set times, and that Schools are accountable in this regard. Moreover there are rules concerning maximum candidature periods set by the university and you must complete your degree within this time.

Every research project will take its own precise form and proceed at its own speed, and nearly every project will diverge from these guidelines at one or more points. There will often be good and compelling reasons for this, and they will normally be covered in the rapport that builds up between you and your supervisors over time. However, significant divergences from this model will need to be explained through a periodic review reporting process, and may be used as grounds for defining progress as unsatisfactory.

2.1 MA (Honours) milestones:

Note: part-time students should progress at half this pace.

Six months: First review

- o You should have a concise outline of your research project, and a project timeline completed and approved by your supervisors.

- o Your topic and plan should be worked out and agreed to with your supervisors. Particular attention needs to be paid to defining the feasibility and scope of the project. Your topic will inevitably be subject to revision and will not be binding, though substantial changes of direction or supervision will require School approval.
- o An extensive survey of bibliographical and other resources should have been completed (the sooner you spot problems with availability of important texts, and other sources the better). A longish bibliography should be made in the first few months, but it will not be anything like a complete one, and it may contain many references to texts you have not yet read.
- o You should have generated substantial notes on key concerns, resources and methods for your work. Some students may have started preliminary drafts of a chapter, although strictly speaking this is not required at this stage and, depending on your style of work, may even be inadvisable.

Twelve months: Second review

- o You should have a thoroughly defined topic, a timeline and a clearly articulated plan of the thesis.
- o Research should be substantially complete (with only a couple of clearly defined holes to fill).
- o You should have 30,000+ words in draft form, for example, two to three fairly complete chapters, and some other substantial parts of chapters.
- o You should have presented one paper, either to the staff/postgraduate seminars, or at a conference in your discipline area, or in some other seminar series. The School of English Communication and Theatre invites all Higher Degree Research students to present their work in our research seminar series.

Twenty-one months

- o Notification of intention to submit.
- o Examiners should be lined up. Students may recommend or object to any potential examiners, but may not otherwise be involved in the selection of examiners.

Twenty-four months

- o Completion of thesis and submission, in accordance with all the rules.

An MA (Honours) research-only thesis in English, Communication or Theatre will normally be 50,000 words in length.

Please note: under no condition should a student contact an examiner at any time during the examination process.

2.2 PhD milestones

Note: part-time students should progress at approximately half this pace.

Please also consult the example of a full PhD timetable at the end of this document.

Six months: First review

- o You should have a concise outline of your research project, and a project timeline completed and approved by your supervisors. This is known as the “Research Proposal and Plan”. This is to be distinguished from the “Thesis Proposal” you would have completed earlier as part of the enrolment process.
- o Your topic and plan should be worked out and agreed with your supervisors. Pay particular attention to defining the feasibility, scope and significance of the project. Your topic will inevitably be subject to revision and will not be binding, though very substantial changes of direction will require School and Doctoral Committee approval.
- o An extensive survey of bibliographical and other resources should have been completed (the sooner you spot problems with availability of important texts, and other sources the better). A longish bibliography should be made in the first few months, but it will not be anything like a complete one, and it may contain many references to texts you have not yet read.
- o You should have generated substantial notes on key concerns, resources and methods for your work. Some students may have started preliminary drafts of a chapter, although strictly speaking this is not required at this stage and, depending on your style of work, may even be inadvisable.

Eighteen months: Second review

- o The topic should be thoroughly worked through and finalised (subject to minor modifications).
- o The structure of the research should be clearly defined and substantially underway.
- o Approximately 20,000 words should be drafted.
- o One seminar paper should have been presented.

Thirty months: Third review

- o The research should be substantially complete.
- o 60,000 words should be drafted, and some of this should be in revised form (close to finished product).
- o You should have a very clear plan for the structure of the thesis.
- o A second seminar paper should have been presented (preferably at an external venue, such as a conference).

Thirty-six months: submission

- o Examiners appointed, final revisions made, the notes and bibliography completed.
- o Completion of thesis and submission, in accordance with all the rules (see Gold Book, Sections 12 and 13).

The length of written thesis should be approximately 80,000 words, and no more than 100,000 words.

Please note: under no condition should a student contact an examiner at any time during the examination process.

3. PhD Candidates: developing a topic and writing the “Research Proposal and Plan”

The “Research Proposal and Plan” is required for PhD projects. The general principles on which it is based on may also be useful to MA (Honours) candidates, with adjustments according to the shorter period of candidature, length of thesis, etc.

In some ways the most difficult time is the first period when your topic is being identified. You should read widely during this period, familiarising yourself with the *relevant* literature, and try to identify areas of the topic which are yet to be fully explored. The aim is to delineate a topic that is feasible, worthy of investigation and under-explored. Your principal supervisor will ask questions such as the following:

- o What is it exactly that you wish to write about?
- o Why are you interested in this area of study?
- o Why does the topic matter?
- o What do you hope to show?

It is vital that you have close contact with your supervisors at this stage.

The School of English, Communication and Theatre will aim to hold a thesis writing workshop as part of its Postgraduate Induction Program. However, you should begin working up your “Research Proposal and Plan” at the beginning of your candidature. Here are some guidelines about what to include in the proposal.

Project Title

Write a short descriptive title. It should be as precise, meaningful and informative as possible.

Project Description

Write a summary or abstract describing the project in no more than 350 words. Aim to inform the reader by writing in clear, plain English and use a minimum of technical or specialised terminology. It may well help if you can complete a significant sentence beginning, “In this thesis I intend to argue that ...” If you can do this well, you will have an argument which will help you structure your writing and prioritise what is vital, and determine what should be left out however fascinating it may be.

Rationale, Background and Aims

- o Why should this project be undertaken?
- o How has the project emerged and what is its disciplinary (or interdisciplinary) research context?
- o What are its assumptions and premises?
- o What are the aims of the project? (What is it setting out to achieve or argue?)

Significance and innovation

- o Describe the significance of the project and identify its innovative aspects.
- o What problems does the research address?
- o How will project outcomes advance knowledge in the field?

Approach

- o How will the project’s aims be pursued?
- o How will it proceed sequentially?

- o What activities will you need to undertake to achieve the aims?
- o Describe the following in detail:
 - the conceptual framework for the research and your methodology
 - the overall design and components of the project
 - the sequence and array of research activities
 - the infrastructure and resources that will be required.

Outcomes

- o How will results of the project be documented and communicated?
- o Identify opportunities for the following:
 - presentations such as seminars and conferences
 - publication of scholarly articles
 - project publicity and possible media coverage.

Chapters

Outline a structure for the thesis indicating proposed chapter titles and outlines.

Timeline

Prepare a month by month timeline for the duration of your candidature, indicating activities to be undertaken. Please see the section 2.0 in this booklet, “Milestones for Postgraduate Progress”, for an outline of the expected milestones to be achieved. There is an example of a full timetable as an appendix to this booklet which may help you see the steps that need to be undertaken.

Budget

For each year, identify costs associated with the following:

- o Research activities
- o Use of infrastructure and resources
- o Generation of project outcomes.

References

Include a substantial bibliography based on an extensive survey of bibliographical and other resources relevant to the project. Also, include all works referred to in the project outline. Indicate with brief annotations works of particular significance to the project. This bibliography should be set out to comply thoroughly with UNE's preferred system—the author/date or Harvard system, unless you and your supervisors have agreed on a different system.

Progress Reports

See Gold Book, Section 5.5.

Progress reports are requested regularly—every six months—by Research Services. These reports are to be filled out by both you and your principal supervisor, and signed by the Head of School. Copies of these reports are filed in the School and are used to gauge the progress you are making towards submission. Renewal of your enrolment is dependent on satisfactory progress. In the report you are asked to outline your progress, the stage you have reached, and any problems you have encountered in your research. You should also indicate any change of focus that might have eventuated since you submitted your initial program of study. (Some changes in direction as your research unfolds are quite normal and are not grounds for concern as long as they don't delay your eventual submission.) In the case of both MA (Honours) and PhD candidates, it is for the Research Doctoral Committee ultimately to decide what action to take in the light of progress reports.

You should take some time over the reports, using them as an opportunity to think about how you have been going and what you hope to achieve in the near future, and by the next six months' report.

Intellectual Property (IP)

See the Gold Book, Section 8.

Intellectual Property is a crucial item to discuss from the very beginning with your supervisor. In short, Intellectual Property takes account of the original ideas that underpin the research, and gives credit to the person or persons who had them. Recognition of that is especially important if there are any commercial implications/outcomes from the research during the time of candidature or further down the track. For many research projects in the Humanities and Social Sciences, however, the default position would apply, that is, the student will own 100% of the IP. Where there is any question about this, legal advice is always available to students and supervisors.

The ongoing situation with regard to registering IP is negotiable each time the half-yearly reports come through. Please be sure to read carefully and sign the IP form that Research Services has made available in conjunction with the six monthly Progress

Report. The form is available at the following web url: <http://www.une.edu.au/research-services/forms/>..

Human Ethics

See Gold Book Section 5.11.

Ethics issues and clearances should also be considered at the time of the Research Proposal and Plan. If your research involves the use of human subjects, **including any interviews, especially if you want to quote from them in your thesis**, you **must** consult the Human Research Ethics Committee guidelines. Further information and the application form are available on the UNE Ethics webpage at: <http://www.une.edu.au/research-services/ethics/human-ethics/hrec.php>

4. UNE Code of Conduct for Research

Please read carefully the statement of the appropriate and sound practices for the conduct of research, including requirements of data storage and retention, publication and authorship, conflict of interest and importantly research misconduct (eg plagiarism , falsification of data, and so on) as detailed in Appendix C of the Gold Book, *Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors*, pp. 52-61.

5. Extending the length of candidature

See Gold Book, Section 7.

Extensions of time are by no means an automatic entitlement; they are available only in extraordinary circumstances, and applications will be subject to assessment by the appropriate UNE University Committee.

Recipients of UNERAs and APAs can apply for a possible additional six months funded extension. However, extensions to candidature will have to be approved prior to extensions to scholarships.

It is also worth remembering that the University and the School are not funded for supervising any student beyond the three-year (PhD) and two year (MA Honours) cut off dates. The School and the University expect students to finish on time. To this end, supervisors and students may be held accountable for the accuracy of the six monthly progress reports.

Therefore it is important that you put time and care into completing your six monthly progress reports and if you think that you are not going to be able to submit in time, you will need to consult *well in advance* with your supervisors.

6. Upgrading candidature from Research Masters to PhD

See Gold Book, Section 3.2.

Under certain limited conditions, a student enrolled in the MA (Honours) may gain entry to the PhD program by upgrading his or her candidature. If it is to occur, upgrading should normally take place at some time between the first and second reviews. In practice, this is likely to mean at some time between nine and sixteen months into the project.

This requires students to provide written research material to their principal supervisor for assessment by appointed assessors.

7. Facilities for Students

7.1 Facilities for internal MA (Honours) and PhD students

See Gold Book, Appendix D.

When internal postgraduate research students take up their candidature they will be given, wherever possible, an on-campus *shared* workspace. Students will normally be expected to share their rooms with one other research student.

The allocated space will include a desk, a chair, a computer (Mac or PC as available), book shelves, a phone with internal and local access, and a lockable filing cabinet.

While no secretarial support is available, you will have access to a number of other facilities including photocopiers, printers, mail, etc.

You also have access to a yearly budget allocation for approved research expenses (the amount of which is determined annually and depending upon various budgetary considerations). See “Processes for Accessing Research Funds” below.

In addition to the facilities offered by the University and Faculty of Arts, Humanities and Social Sciences, the School offers the following facilities to postgraduate students (subject to budgetary constraints):

- o student membership of an appropriate scholarly association
- o limited collection of pre-recorded feature films and television programs on VHS format video tape and DVD
- o viewing facilities for VHS video tapes and DVD, including two portable monitor/VTR set-ups
- o basic VHS editing facility

Postgraduate students in Theatre Studies may have access to production and performance facilities for practical work associated with their research, to an extent to be negotiated at time of enrolment according to the needs of the research project and the capacity of the School to meet these needs in the contexts of its resources and the other research and teaching demands placed upon them. These facilities include:

- o use of the Drama Studio (equipped with a computer lighting board and sound equipment) or the Rear End Studio for performances, and access to rehearsal space in Theatre Studies
- o some assistance from the Technical Officer
- o support for productions from the costume and props stores and script library
- o limited use of video equipment to record and edit performance work
- o use of the Arts Theatre (a fully equipped 300 seat, end stage theatre with a fly tower), subject to availability and resources in the wider context of uses of this theatre

The School treats access to these facilities as a privilege and not a right. It is worth noting here that the School pays for these facilities and so any excessive usage will have to be borne by the School; to ensure that these facilities continue to be made available to students, please do not abuse the privileges. Remember too that these facilities are used for undergraduate teaching programs by staff and students, and access is governed by teaching and research demands at all levels.

7.2 Facilities for external MA (Honours) and PhD students

Since external postgraduates are not on campus you obviously do not have access to the same facilities as internal students. However, when visiting the campus, you are entitled to the use of a computer in a designated work area, and (within reason) to make use of stationery and other facilities, such as the photocopier and printer. You will have a yearly allocation of research funds (depending on the budget) just as internal students do.

7.3 Processes for accessing research funds

Research funds are made available on an annual basis for approved research-related activities. These activities might include the purchase of books, attendance at conferences, travel to other libraries and so on. It is your responsibility to apply for funds and make a case for their appropriate use. Please note that funds not accessed are not normally carried over, and you should attempt to make use of them within the

relevant time frame. If you need to carry over any unused funds you will need to make a case in writing and in advance, via your supervisor to the School or Faculty depending on the source of funding, *before* the end of the period in which the funding is allocated.

The amount of funding is advised at the start of your candidature but accords with the University's policy on provision of facilities and support. Part time students receive funds on a pro-rata basis.

Forms for accessing School research funds can be collected from Gill Willis: email gwillis2@une.edu.au or Room LG 19 or ext 2023. Alternatively they can be downloaded from the School website.

For Faculty grants please contact Jo Drake: email: jdrake3@une.edu.au

If you are intending to travel for research purpose or to attend a conference you will need to fill out an A8 form, "Request for Approval to Travel on Official University Business". You are required to complete this form for insurance purposes, whether or not you are claiming travel or other expenses. If you have not filled out the form, you may not be covered by insurance.

If you are accessing School, Faculty or UNE funds for research-related travel you must make airline bookings through New England Travel.

7.4 Library

Free document delivery/inter-library loans is currently provided by funding from the PVC (Research). There is no guarantee, however, that this will continue indefinitely.

The Dixson Library also conducts training and orientation courses in the use of search engines, databases, End Note and other research tools. Information on library resources can be obtained from <http://www.une.edu.au/library/>

8. Occupational health and safety

Please visit the Occupational Health and Safety site for information on UNE's policies and guidelines on workplace safety: policy <http://www.une.edu.au/ohs/>

Follow the links provided for contacts, incident reporting, training courses and general information for new members of staff.

9. Postgraduate representation

Some committees in the School and the Faculty have a requirement that postgraduates be represented. Representation by postgraduates on such committees is both an important part of the collegial process and a very useful experience for those students who undertake such duties. If an opportunity arises to be on a University, Faculty or

School committee, it would be worth taking it up, since it will often provide an invaluable insight into how these organisations function.

At the present time ECT has two Postgraduate Representatives, one for School meetings and one who is Postgraduate Representative on the ECT Research and Postgraduate Committee. There is a “Backup Representative” in the event of others not being able to attend meetings. Relevant postgraduate matters can be put to the School or the Postgraduate and Research Committee via your elected representatives.

The names of the Postgraduate Representatives will be listed on the School website.

10. Casual academic work

Postgraduate students may, from time to time and when funding permits, be offered casual academic work in the School (or even in other Schools). This will normally take the form of marking undergraduate essays and/or conducting tutorials, though postgraduate students have sometimes been able to present lectures (a worthwhile experience for those seeking an academic career). However students should be mindful not to use opportunities for casual work as a form of thesis avoidance behaviour, taking on so much such work that it interferes with the progress of their studies.

Research degree students holding a full-time Australian Postgraduate Award (APA) are required to work on their research project for a minimum of 35 hours per week and complete within the allocated period, and are only permitted to undertake a limited amount of paid employment. Award holders must seek approval before engaging in part time work in excess of 8 hours per week. Details of paid employment or other activities which interfere with the capacity to complete 35 hours per week on the thesis must be recorded in the student’s progress report.

Ultimately casual teaching is a resource issue and must be approved by the Head of School. If you are interested in send an expression of interest together with your CV to the Head of School or Helena Davies, Administrative Assistant to Head of School: hdavies@une.edu.au. Likewise questions about how academic casual work is allocated should be directed to the Head of School.

11. The Development of Research Networks and Communication of Results

11.1 Presenting Your Research

The idea of presenting your work to academic peers might seem rather daunting to some people. However you will find that it is excellent training and an invaluable means of testing the strengths and potential weaknesses in your work, as well as developing the skills needed to defend your ideas. There are two central ways of presenting your research: firstly in the ECT Research Seminar Series or at Faculty or School Postgraduate conferences, and secondly at relevant conferences.

You will also find that attendance at conferences and seminars is an important way of developing research *networks*. Such events not only provide useful opportunities for socialising (this is not to be underestimated—don't forget that postgraduate work is often very isolating) but also connect you to networks of scholars interested in your area of research. Indeed, if you are seriously contemplating an academic career, presentations at conferences are not only important, but arguably necessary.

11.2 Seminars

The School of English, Communication and Theatre runs a seminar series during the course of the academic year, and are usually held on Monday afternoons at 2.10pm in LG 1 of the Arts Building. This series is for the presentation of new research and the seminars are open to all postgraduates and academic staff. Not only is it important that you attend seminars in your discipline area, but you should also present a research seminar. This is, in fact, a requirement of your candidature and you, and your supervisor(s), are explicitly asked whether this requirement has been met in semi-annual progress reports on your work. You will find that presenting is an extremely beneficial experience. Firstly, it will provide a forum from which you will obtain feedback on your research from fellow researchers. Secondly, it will foster the important professional skills of oral presentation. This is important since the oral communication of research is a valuable part of academic life.

You have a right to give your paper in formal seminars in the School or Faculty, but it is up to you to apply to be included in the relevant program when the call for papers is made. You should speak to your supervisors about giving a seminar paper. They should be able to advise you about what topic would be most appropriate and may help you with drafts of the paper prior to presentation.

It is a good idea to present a full dress rehearsal of your paper to your supervisors, and actively seek their criticism.

11.3 Conferences

Attendance at conferences is an important means of keeping in touch with the latest work in your area and of interacting with the wider academic community. You are

encouraged to attend at least one conference every year. Aside from the academic value of presenting a paper at a conference and of attending papers by other researchers, it is a chance to meet other scholars (some of whom may have written books and articles that have influenced you) and is usually a lot of fun. There are conference lists which regularly advertise upcoming events, for example: cfp@english.upenn.edu. Journals, staff and postgraduate notice-boards are other places to check. Your supervisors should be able to give you advice about which conferences to attend.

If you are thinking of a career as an academic, it will often be the case that members of the appointment committees who interview you will be people you have met at conferences. If you know each other and if you have already made a good impression on them it will be a great help.

11.4 Presenting papers and getting published

You also should be working towards achieving publication in relevant academic journals. You should aim to publish in refereed publications that are also “DEST-countable” (i.e. are recognised by the Commonwealth Department of Education, Science and Training) and bring research income to the university. Parts of chapters, or even whole chapters, of your thesis may well be publishable as refereed articles. There is no better boost to your academic career, or to your confidence and self-esteem, than seeing some of your research in print. While this is not a compulsory part of progress, it is a very useful exercise in writing at doctoral level and arguably is essential if you are seriously contemplating an academic or research career.

Academic journals in your area of speciality will usually provide detailed specifications for the submission of articles. It may also be useful to discuss the matter of publication with your supervisors. They will be more familiar with the requirements of academic journals and in all likelihood will also be aware of which journals are appropriate for the submission of manuscripts with your particular research content, methodology and approach.

You might also wish to look into various ways of publishing or corresponding with other scholars. Note, however, that copyright provisions for material placed on the net are very unclear, and it would be unwise to provide detailed research findings or finished prose in such an insecure medium before you complete.

One caution is necessary at this point. If you intend to work up articles for publication while you are still working on your thesis, be careful that doing so does not interfere with successful completion of your thesis. While publication is very beneficial to your career in the long run, this kind of activity can be time consuming and should not delay completion of the degree. Set aside time to write your articles.

All postgraduate students should seriously consider the possibility of co-authoring a journal article with their supervisor, especially during the earlier stages of the project. This is a good way to get started in publishing research and establishing a track record as a scholar.

12. Submission and Examination of the Thesis

It is important to follow the guidelines for the presentation and submission of the thesis. You should read other theses in your discipline area (preferably ones which received good examiners' reports) to get a feel for how your thesis should be presented as well as the general standards that are expected of a good thesis.

For detailed guidance on the conventions of referencing and layout you should consult and follow one of the standard guides, such as:

- o Australian Government 2002, *Style Manual for Authors, Editors and Printers*, 6th edn, revised by Snooks & Co., Wiley, Milton, Qld (held in the Reference section of the Dixson Library, call number R808.02/S938/2002)
- o Gibaldi, Joseph 2003, *MLA Handbook for Writers of Research Papers* (6th edition)
- o Ritter, Robert 2003, *The Oxford Style Manual* by R.M Ritter;
- o *New Hart's Rules: the Handbook of Style for Writers and Editors* 2006, Oxford: Oxford UP.

Instructions on the final preparation, presentation, distribution and examination of your thesis are to be found in Sections 12 and 13 of the Gold Book, *Quality Supervision: a Handbook for Postgraduate Research Students and Supervisors*, pp. 19-25.

A statement of intention to submit should be forwarded to your supervisors approximately three months before you finish so that the process of appointing examiners can commence. In order for a thesis to be submitted for examination, the Principal Supervisor and Head of School will be required to provide certification that the work is acceptable for examination. Until this is done the thesis cannot be forwarded to examiners.

Once the thesis is submitted, all official communication with the candidate will be via the Research Services Office.

13. Other Student Support

13.1 Scholarships

Information on available scholarships can be obtained from <http://www.une.edu.au/research-services/pgstudy/scholarships> or by contacting the Postgraduate Scholarships Officer on (02) 6773 3571 .

13.2 ect-research

The School has set up an email address to facilitate communication between academic staff, adjunct staff, and postgraduate students. The address is used to announce events in the Research Seminar Program, to circulate information about conferences and about resource and administrative matters and to post research queries (“Does anyone know ...?”, “Does anyone have a copy of ...?”). In order to subscribe, send an email to: majordomo@une.edu.au, leave the Subject blank, and type the following message: subscribe ect-research. Your subscription should then be confirmed automatically with a list of further commands.

13.3 Dispute Resolution

You should be aware that if difficulties arise, there are ways to find help. The first port of call should be your supervisors. If you are having personal or professional problems which are preventing you undertaking research to the best of your ability, then you should (where appropriate) discuss these with your principal supervisor.

University dispute resolution procedures are outlined in Section 11 of the Gold Book, *Quality Supervision: a Handbook for Postgraduate Research Students and Supervisors*, pp. 18-19.

If you are having difficulties with your supervisor(s), after consulting the relevant sections of the *Quality Supervision: a Handbook for Postgraduate Research Students and Supervisors*, you might speak with the chair of the Research and Postgraduate Committee or the Head of School.

13.4 University and Faculty support services

A list of support services is on p. 69 (Appendix F) of *Quality Supervision: a Handbook for Postgraduate Research Students and Supervisors*.

UNE support services include the following:

| | | |
|---------------------------------|----------------|--|
| Counselling and Careers Service | (02) 6773 2879 | |
| Equity Office | (02) 6773 3369 | equity@une.edu.au |
| International Office | (02) 6773 3455 | ioadmin@une.edu.au |

UNEPA

You should also be aware that the University has a Postgraduate Student Association (UNEPA) which aims to assist you. Make yourself known to the group. It is there not

only to assist in times of crisis, but also to provide useful advice and opportunities for social interaction with other students. The phone number is 02 6773 3422 and the email address is postgrad@une.edu.au.

Faculty of Arts and Sciences Postgraduate website

You can access the Faculty postgraduate website by going to the UNE home-page at www.une.edu.au. From there, click on “UNEonline”. Go to “My Units” and enter your UNE email name and your UNE email password.

From there, click on “Arts Postgraduate Online Support”.

That should bring you to the Arts Postgraduate home-page, on which you will find links to important (and helpful) information and three Bulletin Boards, known as “Tea Rooms”. The Bulletin Boards are meant to facilitate discussion among the largely external cohort of Arts postgraduate students. You can introduce yourself, you can ask for help, and you can let off steam.

This list of support services available on campus is not exhaustive and you should check with other sources, such as your supervisors or the Faculty/School administration if there is some specific assistance that you require that is not covered here.

14. Appendix—full research project timetable

What follows is a sample thesis timetable. This is available in electronic form if you want to use this as the basis for construction of your own timetable.

Note that this timetable takes the project through the three years of a typical PhD, and the dates begin in the year 2000. If you use this as a model you will have to change the dates to suit your enrolment date, but the important things are the sequence of events (especially the repeated revising of chapters based on feedback) and the time allowed for each of them.