

**SCHOOL OF LANGUAGES, CULTURES AND LINGUISTICS  
INDUCTION BOOKLET FOR  
HIGHER DEGREE RESEARCH STUDENTS  
December 2006**

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**I. WELCOME**

The Postgraduate & Research Committee of the School of Languages, Cultures, and Linguistics welcomes you as a Higher Degree Research (HDR) student to its Master of Arts by Research (or MA (Hons)) and PhD programme.

A list of the members of this committee can be found at the end of this document.

This document aims:

- to facilitate the commencement, ongoing work on, and completion of MA (Hons) or PhD theses in the School of Languages, Cultures, and Linguistics;
- to assist HDR students with relevant information and advice concerning their MA (Hons) and PhD degrees; and
- to provide relevant information concerning supervision and supervisors.

The School of Languages, Cultures, and Linguistics (Postgraduate &) Research Committee realises that candidature in an MA (Hons) or a PhD thesis will be a stimulating but very challenging time for the postgraduate student: our aim is to make progress through these degrees as smooth and successful as possible.

## II. SUPERVISION

*See Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors §6*

Research degrees are supervised degrees. This means that students are assigned supervisors to guide them in their research and writing. Generally speaking, the academics chosen as supervisors will be members of the School staff with the greatest expertise in the field in which the student proposes to work.

It is UNE policy that PhD students have two supervisors, a 'principal supervisor' and a 'co-supervisor'. MA (Hons) students may have one supervisor only. The principal supervisor, as the term implies, has the principal role in supervising a student. The principal and co-supervisor arrange between themselves how much of the actual supervision process of the student is to be shared between them. The student will be informed by the principal supervisor of the relationship between the principal supervisor and the co-supervisor and how much assistance the student can expect from the co-supervisor.

### RESPONSIBILITIES OF SUPERVISORS

(see esp. 'Rules for the Degree of Doctor of Philosophy,' §§6:  
<http://www.une.edu.au/research-services/phd.html>)

*The main role of supervisors is to assist the student with oral and written advice on the writing of a thesis on a particular topic.*

1. **Principal supervisors should be experienced in research and supervision** at HDR level and have both relevant knowledge and expertise in the topic area nominated by the candidate, and sufficient time and access to adequate resources, taking account of total work load, including the supervision of other HDR students (and of undergraduate workload and supervision of Honours candidates). The principal supervisor will maintain close consultation with the co-supervisor.
2. The **principal responsibility of a supervisor is to be an accessible adviser**, who provides support and encouragement when difficulties arise, and whose critical analysis of the candidate's work will develop the candidate's own critical insights. The resulting interaction between supervisor and candidate should be of benefit to both.
3. The principal supervisor should, where possible, **meet the candidate** at mutually acceptable times of appropriate frequency for formal discussions on assigned reading, criticism of work, and to provide constructive criticism and written evaluation of the work submitted.
4. The principal supervisor should **be thoroughly familiar with the relevant degree rules** and draw the attention of the candidate to pertinent areas of them. The supervisor should be able to advise candidates on requirements concerning the standard of thesis examination.
5. The principal supervisor should **assist the candidate in selecting and defining a promising topic** which might fairly be expected to produce significant results in

a reasonable time, which does not exceed the maximum period specified for candidature.

6. The supervisor should **assist the candidate to develop a realistic programme of study and research**. A supervisor should assist the student to plan, even if roughly, the various stages of progress in the researching and writing of the thesis.

7. The supervisor should be aware of the process of **Confirmation of Candidature, the first crucial milestone in the student's candidature**, and should guide the student towards this goal, described at [//www.une.edu.au/rmo/policies/polACAD.html](http://www.une.edu.au/rmo/policies/polACAD.html). Supervisors will be required to sign off when the student has undergone the induction process.

8. The supervisor should **comment critically to the candidate on the draft of the completed thesis** before it is submitted by the candidate for examination. The role of supervisors is to ensure that a thesis is ready for submission and of the standard required for a MA (Hons) or PhD.

Perhaps most importantly, supervisors in a very real sense take on the role of the final examiners of a thesis. Supervisors provide advice on the research and writing of the thesis, and in the process are critical of the work, attempting to help out with weaknesses and defects which examiners might criticise. It is the role of the supervisor to raise any problems or difficulties which they consider a thesis to have. Sometimes a student will find these criticisms unpalatable or view them as impeding further progress. However, the role of good supervisors is to be critical of a thesis so that it is argued as strongly and persuasively as possible before it goes to the examiners. The examination of a thesis will be critical and probing, and one role of a supervisor is to ward off possible criticisms.

9. When a candidate presents a PhD thesis for examination, the principal supervisor is **required to sign the 'Submission of Doctor of Philosophy Thesis for Examination' form** and to approve its submission.

<http://www.une.edu.au/research-services/phd.html>

10. The supervisor **must consult with the candidate on the appointment of examiners**, and give the candidate the opportunity to list any persons who should not be appointed examiners and the reasons for such objections. Both the candidate and the supervisor recommend potential examiners to the Head of School. See Section "Appointment of examiners for HDR theses".

11. A supervisor or a candidate may apply through the Head of School for a **change of supervisor**. The Head of School will, if they deem it necessary, make the arrangements and inform in writing the existing and replacement supervisors, as well as the student, of alterations to supervision. The School Postgraduate & Research Committee also must be informed (and may well be consulted) by the Head of School of such changes of supervisor. The UNE Research Office needs to be informed of changes of supervisor. The Head of School will arrange for a change of Supervisors if required (see *Rules for the Degree of Doctor of Philosophy*, §9 (i) b, <http://www.une.edu.au/research-services/phd.html>).

Another supervisor may be appointed if, by reason of absence, illness or other sufficient cause (including personal difficulties between a supervisor and student), the supervisor is unable to perform the duties of the office. Any replacement supervisors must be made aware by the Head of School of the responsibilities of supervisors as set out by this present document.

12. Supervisors should consider the possibility of recommending, where the quality of the work so justifies, that a **suitably qualified MA (Hons) candidate be permitted to transfer to a PhD programme**. See *Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors* §3.2.

13. It is the role of the principal supervisor to **ensure that the student is made aware of the name and contact details of the School Postgraduate Representative** and of the ways in which the Postgraduate Representative can assist the student (see Section: ‘Role of the Postgraduate Co-ordinator’).

14. The principal supervisor is to ensure that **PhD students are to give seminar papers** during their candidature. The principal supervisor is to liaise with the Postgraduate Co-ordinator on this matter (see further under Section: ‘Responsibilities of HDR candidates’).

15. It is the role of the principal and co-supervisor to **encourage and advise students on possible outcomes outside of the actual PhD**. This can take two main forms: **i/ publications**, and **ii/ attending conferences** (at which the student might present a paper).

#### i/ Publications

See *Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors* §9

HDR students are encouraged to consider publishing parts of their thesis, either during their candidature (where appropriate) or immediately after. Publications during candidature benefit the student by drawing attention to one’s research in a way that may result in useful academic contacts and feedback. Publications are also vital to those seeking to maximise the career opportunities ensuing from HDR research, and thus may be considered an integral aspect of HDR candidature. As HDR student publications are increasingly important to the financial health and reputation of the University and its Schools, supervisors are required to advise and assist their students in this regard. Students should look to their supervisors for guidance regarding appropriate outlets, required standards and other matters relating to responsible academic discourse. Subject to agreements between supervisor and student, the supervisor can be expected to comment and advise on draft publications in the same manner as on thesis drafts.

However, students and supervisors must be aware that composing a piece for publication can be quite different from writing a thesis chapter. It can also be very time consuming, and given the strict time constraints on HDR candidature, the time and effort spent on publication should be carefully considered to avoid any detrimental effects on progress. One beneficial way of integrating the activities of publication with writing thesis chapters, for example, is to present a conference paper (which can be subsequently published) as a way of working up a chapter.

This has the advantage of feedback from the conference, followed by a publication, and then the paper can be used as a solid basis for writing the final version of the chapter. However, students should always seek their supervisor's advice when planning possible publications during candidature.

As a matter of scholarly etiquette, where students publish material derived from their thesis research, they should, where applicable, acknowledge their supervisor's role in the wider research project (usually in a footnote) and that of anyone else who has made a substantial contribution to their work. Students should also give their institutional affiliation as the University of New England. Generally, students will be the sole authors of their published work (with acknowledgement of supervisor and supporting institution), though occasionally students and supervisors may agree to co-author the publication. In such cases, the student is usually given as the primary author (the first named). The respective contributions of student and supervisor should be clearly agreed upon through a formal 'Intellectual Property' agreement, prior to writing the piece for publication. Students may contact the Head of School for arbitration should problems arise with this.

## ii/ Conferences

The ability to present research orally is just as important as the ability to present it in writing. Teaching, seminars and conferences all nourish this ability. HDR students are to be encouraged by their supervisors to attend an academic conference in their field at some stage during their candidature, and perhaps to present a paper if their work is sufficiently well-advanced. Supervisors are encouraged to keep their students informed of forthcoming conferences in their field. Attending a conference exposes candidates to the wider academic community and keeps them in touch with the research being done in their field, as well as giving them the opportunity to develop contacts with academics working in their own or a related area. They thus become aware of the calibre of research being undertaken in their field and gain an indication of how to present research findings. Conferences can help overcome a candidate's feelings of 'isolation' when they are working more or less on their own. Attending conferences is an important part of academic culture, where ideas are exchanged and shared. That is, attendance at conferences is an important means of keeping in touch with the latest work in a particular area and of interacting with the wider academic community.

16. The **principal supervisor must consult with the co-supervisor about the progress forms** required to certify the progress of PhD candidates, and discuss these forms with the candidate and with the Head of School.

17. PhD candidates submit applications for the **suspension of candidature** to the Research Services Office. These applications are forwarded to **supervisors and the Head of School for consideration and recommendation**. See:

<http://www.une.edu.au/research-services/phd.html>

PhD candidates submit applications for the **extension of candidature** to the Research Services Office. These applications are forwarded to **supervisors and the Head of School for consideration and recommendation**. See:

<http://www.une.edu.au/research-services/rsforms.html>

18. **PhD supervisors can withdraw from their supervisory role** if the student's work does not meet the standard required of a PhD. In that case, the supervisor must write a report detailing the grounds for the decision, which is to be signed by the Head of School, and forwarded to the Research Doctoral Committee.

### III. RESPONSIBILITIES AND ROLE OF HEAD OF SCHOOL

#### 1. *Admission to Higher Degrees*

The Head of School in consultation with the School Postgraduate & Research Committee examines and approves or rejects applications for enrolment in Honours, MA (Hons) and PhD programmes at meetings of the Committee called for this purpose. All applications for Honours, MA (Hons) and PhD programmes should normally go through the Committee. (The Chair of the Committee is to ensure that each individual application is processed within four (4) weeks of being received in the School.) The Head of School will sign the relevant admission forms for HDR students recommended for admission.

#### 2. *Supervision*

**It is the role of the Head of School to ensure that each PhD student has a principal and co-supervisor, and that each MA(Hons) student has at least one supervisor.** In exceptional circumstances where multiple supervisors are thought to be impractical, the Head of School must forward a written report to the Research Doctoral Committee explaining why this is the case. The principal supervisor should normally be a member of UNE staff.

In cases where a principal supervisor is not available from the staff at UNE, the Head of School may seek approval from the Research Doctoral Committee to appoint an Emeritus Professor, an adjunct appointee, Honorary Fellow or Honorary Associate as principal supervisor. Such an appointee agrees under contract to fulfil all the duties and obligations of a principal supervisor, signing a 'Principal Supervisor Agreement' ([http://www.une.edu.au/offsect/Principal Supervisor Agreement.rtf](http://www.une.edu.au/offsect/Principal%20Supervisor%20Agreement.rtf)).

The Head of School will arrange for a change of supervisors if required (see *Rules for the Degree of Doctor of Philosophy*, §9 (i) b, <http://www.une.edu.au/research-services/phd.html>).

#### 3. *Progress reports*

The Head of School **must** discuss with the principal supervisor the required report forms concerning the progress of each PhD student.

#### 4. *Appointment of Examiners*

The Head of School will be involved in the appointment of examiners for PhD candidates. See the 'Recommendation of Examiners' form:

<http://www.une.edu.au/research-services/phd.html>

The Head of School will discuss a minimum field of five (5) potential examiners with *both* the PhD candidate and the principal supervisor. The Head of School makes the final selection of three examiners (and a reserve examiner), without revealing their identity to the PhD candidate. The Head of School submits these names to the Research Doctoral Committee (using the 'Recommendation of Examiners' form: <http://www.une.edu.au/research-services/phd.html>).

#### **5. Thesis Submission Form**

When a candidate presents a PhD thesis for examination, the Head of School is required to sign the 'Submission of Doctor of Philosophy Thesis for Examination' form and to approve its submission.

<http://www.une.edu.au/research-services/phd.html>

#### **6. Suspensions and Extensions of Candidature**

The Head of School, along with the supervisors of a PhD, considers and recommends PhD applications for the suspension of candidature forwarded to the Head by the Research Services Office.

<http://www.une.edu.au/research-services/phd.html>

The Head of School and the supervisors provide a recommendation on requests of PhD candidates to the Research Services Office for extensions of time.

<http://www.une.edu.au/research-services/rsforms.html>

#### **7. Minimum Facilities**

The Head of School will ensure that the UNE Minimum Facilities for HDR students are fulfilled within the School.

#### **8. 'Face to face' consultation**

The Head of School is to approve the arrangements made between the supervisor and the candidate for consultations during the period of candidature.

### **IV. RESPONSIBILITIES OF HDR CANDIDATES**

*See Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors §5*

**All HDR candidates must read the rules for their degrees** (MA: UNE Handbook, Schedule 2; PhD: UNE Handbook, Schedule 6 (also at: <http://www.une.edu.au/research-services/phd.html> also).

**PhD candidates should also read the PhD Rules and PhD Handbook.** These are both at: <http://www.une.edu.au/research-services/phd.html>.

**All HDR students must start by preparing themselves for the Confirmation of Candidature process.** It is described in the following Section, and also in the document 'Confirmation of Candidature' which you can download from <http://www.une.edu.au/rmo/policies/polACAD.html>.

**Responsibilities towards supervisor.** Supervisors have specific responsibilities towards their HDR students. Similarly, HDR students have responsibilities towards their supervisors, who are investing considerable time in their candidature, as well as towards the School and the University.

1. Students have the responsibility to keep in **regular contact and communication** with their supervisors. Supervisors will often have several HDR students as well as numerous other academic responsibilities. **Students are to initiate contact with their supervisors and arrange for regular contact with them.**

2. Students are expected **to write regularly** and to provide their supervisor with regular written sectional drafts of their research progress. Drafts should be of reasonable size; long infrequently submitted drafts often contain problems that could be identified sooner in shorter sectional drafts. Writing is a fundamental aspect of research: it is the written presentation of the research which will be judged by the thesis examiners. Supervisors undertake to comment in writing on thesis drafts but it goes without saying that the student must produce these drafts. Students must take seriously the comments of supervisors on their written work and address in subsequent drafts matters raised by their supervisors. Further discussion on this is in Section 'How to Write a Thesis'.

3. HDR students undertake **to complete their degrees within the set time-frame.** Throughout their candidature, students need to set deadlines for the researching and writing up of their material. Students are responsible for abiding by deadlines that have been agreed with their supervisors for the submission of their work. Regular writing by candidates and the critique on that writing by supervisors is crucial to facilitate the completion of the thesis. Students are to inform their supervisor of any matters which impede the progress of their research.

**Ultimately, it is the responsibility of the student to undertake research and write up their findings.**

4. HDR students are **encouraged to attend the seminar programme** held in the School. Seminar papers are given by members of staff, visiting academics, and by HDR students. Exposure to a wide range of methodology and subject matter is vital to HDR training.

5. Both PhD and MA (Hons) candidates are **required to give one (1) seminar to the School in their first year of full time candidature or equivalent.** This would normally be an outline of their planned research program and their findings to date. In order to gain maximum advantage from these presentations students must consult fully with their supervisors beforehand. External students should also consult with their supervisors so as to arrange the presentation of their seminars during the student's periods on campus. Students living overseas during their candidature should discuss with their supervisors as to possible strategies for presentation.

6. **An HDR student is to consult with their principal supervisor before undertaking casual academic work.** The emphasis on postgraduate casual

employment in the School should be on giving a postgraduate student experience in their chosen area of study. Postgraduates should if possible be given a variety of casual work (lecturing, tutoring and marking) but not simply be assigned marking (particularly not inordinate amounts of marking).

Casual work given to HDR candidates needs to be manageable within the time constraints of their candidature. Supervisors and colleagues within the School of Languages, Cultures, and Linguistics should certainly not employ HDR students to relieve themselves of large amounts of their teaching and marking responsibilities. The School Postgraduate & Research Committee may well act to reduce or limit the casual work undertaken by postgraduates if it considers that research progress is being impeded by such casual work.

**7. Regarding paid work generally**, the School recognises the need of postgraduate students to gain teaching experience but not at the expense of their theses. In addition, students are not to use the excuse of casual work to explain lack of progress with their thesis.

**8. Face-to-face consultation frequency** guidelines are laid down for internals as an average of one scheduled meeting every two months for full-time HDRs, or every four months for part time students (see *Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors*, Section 14.3). The frequency and location of face-to-face meetings for externals are a matter for negotiation between student and supervisor. The common pattern is for external students to spend ten days to two weeks on campus each year.

## **V. CONFIRMATION OF CANDIDATURE FOR PHD CANDIDATES**

New PhD candidates, including those upgrading from a Masters, will all undergo a Confirmation of Candidature. This is the **first major goal** that you work towards, and represents the formal completion of the probationary phase of a doctoral student's candidature. The following description of the process is taken from the 'Confirmation of Candidature' document which you can download from [//www.une.edu.au/rmo/policies/polACAD.html](http://www.une.edu.au/rmo/policies/polACAD.html).

### **When does the process take place?**

For doctoral programs of three years duration, student progress will be assessed at **6 months** after enrolment for full-time students and at the **12 month** period for part-time students. For students in four year programs, assessment will be carried out at 12 months for full-time students and at the 24 month period for part-time students after work on their thesis or portfolio has begun

### **Aims of the Confirmation of Candidature process**

While a number of UNE doctoral students in the formative stage of their candidature have a strong sense of direction, are highly motivated and perform well, the progress of others is problematic. The confirmation process attempts to assess formally the extent to which students are 'on track' during the early period

of their candidature and consequently, whether or not their candidature should be extended.

The specific aims of the policy are to:

1. ensure that students early in their candidature receive the support and guidance necessary for proceeding successfully;
2. assess progress to date and the academic preparedness of the candidate to complete;
3. provide an opportunity for the candidate to demonstrate written and other necessary research skills appropriate to the doctoral level of study; and
4. achieve more timely and successful completions.

### **Milestones students must achieve by the Confirmation of Candidature date.**

Candidates are required to have:

1. presented a detailed research proposal for formal approval within the first 6 months of candidature for full-time students and within the first 12 months for part-time students;
2. completed an annotated bibliography or literature review if not included in proposal;
3. applied for ethics approval where relevant;
4. passed safety course where required;
5. completed successfully any required coursework units;
6. completed other approved development activities needed – e.g. units in statistics, academic writing, intellectual property and electronic literacy including use of electronic databases; and
7. presented their progress to date at an interview with the Confirmation Panel (an interview without the presence of the Principal Supervisor will also be available to students).

### **The Confirmation Panel**

This is an advisory body comprising the Principal Supervisor, Head of School, School Postgraduate Coordinator and Associate Dean Research (Chair). Other members can be seconded by the Chair, as appropriate. A report from this Panel recommending whether or not the student's candidature is to be confirmed, will be forwarded to the relevant Executive Dean, the student and the Dean of Graduate Studies.

### **The Confirmation Panel will recommend whether or not the student's candidature is to be confirmed.**

The Confirmation Panel will recommend either that:

- a) candidature is confirmed; or
- b) candidature is not confirmed on the basis that progress is unsatisfactory.

Only when candidature is formally confirmed, may the student progress to the next stage of their research.

**Where progress is deemed to be unsatisfactory**, the student will be issued with a 'show cause' letter. They must respond to the Dean of Graduate Studies within 28 days of receipt of the letter. The Higher Degree Research Committee will review the response and make a decision regarding termination of candidature, based on the information provided.

### **Appeals**

a) Students will have the right of appeal against any unfavourable outcome. In such cases they will be invited to submit a report detailing any concerns they have about the confirmation process before the Higher Degree Research Committee makes its final decision. The formal appeal must be made in writing to the Secretary of the Higher Degree Research Committee **within four weeks** of receiving the advice of the unfavourable outcome.

b) Appeals will be permitted on procedural grounds only. Procedural grounds for appeal may include:

- i. procedural irregularities in the conduct of the Confirmation process; and
- ii. documentable evidence of prejudice or bias on the part of one or more of the members of the Confirmation Panel.

## **VI. TIME AND WORD LIMITS**

### **Time limits**

The normal PhD candidature is 3 years (6 years part time), while MA (Hons) is two years (four years part time). A difference between the Higher Degrees of the past and now is that it is harder to get an extension of time, and the extension is shorter.

### **Extensions**

Sometimes HDR students may need to suspend their candidature due to paid work, sickness, or other personal reasons. The maximum permissible period of suspension is usually 3 months in total during candidature (pro rata for part-time students), and applications for suspension are not automatic; you must show that extenuating circumstances prevail over which you have no control. You can find the extensions policy at <http://www.une.edu.au/rmo/policies/polRES.html>

If more time is needed, a strong case, endorsed by the Principal Supervisor, Head of School and the Dean must be made, and forwarded to Research Services. In addition, the student must provide a time schedule detailing activities to submission. **It is preferred that the student apply for a suspension of candidature (see section below) rather than an extension.**

**1. Extensions:** The Head of School and the supervisors provide a recommendation on requests of PhD candidates to the Research Services Office for extensions of time. To request an extension of time, you need (after discussing

the matter with your supervisor) to download the 'Extension Application Form' from the research Services website and fill it out. If you are an external student, you may then forward it directly to Research Services, who will request a recommendation from your supervisor and Head of School. If you are an internal student, you may yourself take it for approval and signature of your principal supervisor and your Head of School, and forward it to The Secretary, Higher Degrees Research Committee, Research Services, UNE. Note that you must put a strong case, show evidence of progress, and that extensions do not now normally exceed 3 months.

**2. *Suspensions:*** To request a suspension of your candidature, first discuss the matter with your supervisor. Then download the 'Suspension Application Form' from the research Services website and fill it out. If you are an external student, you may then forward it directly to Research Services, who will request a recommendation from your supervisor and Head of School. If you are an internal student, you may yourself take it for approval and signature of your principal supervisor and your Head of School, and forward it to The Secretary, Higher Degrees Research Committee, Research Services, UNE.

When you return to study from a period of suspension, you will need to fill out and submit a 'Return From Suspension Form' as well. This is a much shorter simpler document, needing only your own signature.

The research services website is at <http://www.une.edu.au/research-services/rsforms.html> All these forms and more are also at the PhD information website at <http://www.une.edu.au/research-services/phd.html>

**3. Effects of suspensions and extensions on your scholarhips.** The extension and suspension forms have boxes that you tick to indicate if you are a scholarship holder, and this information is used to suspend or extend your scholarship at the same time. However, be aware that with any extra candidature extensions beyond the maximal allowable 3 months, you are likely to run out of scholarship candidature, leaving you with no income from this source towards the end of your enrolment. Even those students without APAs have usually been granted an APA without Stipend (**HECS Exemption Awards**); these are provided for all PhD students, including externals, but time limits apply to these too.

#### **Word limits.**

A PhD thesis in LCL must not exceed 100,000 words, excluding appendices, indices, tables, figures, examples (e.g. numbered example sentences), diagrams etc. The normal word limit range is 80,000 to 100,000.

An MA (Hons) thesis in LCL must not exceed 50,000 words, again excluding appendices, indices, tables, figures, examples (e.g. numbered example sentences), diagrams etc. The normal range is 40,000 to 50,000 words.

## **VII. FUNDS AVAILABLE TO SUPPORT HDRS.**

Funding is routinely available to PhD and MA (Hons) students each year of their candidature, to finance purchases or expenses entailed by their research. This includes but is not limited to the purchase of books and computers, copying expenses, book orders through libraries, stationary, travel essential to the research, etc.

Currently a fulltime HDR student can routinely apply for up to \$500 per year from the School of Languages, Cultures and Linguistics, and \$500 per year from the Faculty of Arts, making a total of \$1000 per year. Part time students receive the equivalent pro rata: i.e. \$250 per year of part time enrolment from each source, up to a total of \$500 per calendar year.

**The period of funding is per calendar year;** that is, you should claim your refunds for a given year before the end of December in that year. (At time of writing the Arts Faculty, unlike LCL, *may* actually continue to accept requests for refunds for expenses in a given year, up until March of the following year. This cannot, however, be guaranteed.)

Note that **the funds do not accrue:** money not spent within the calendar year is lost to the student.

Note also that this funding— like all the contents of this handbook— is directed towards HDR—Higher Degree by *Research*— students only. Your colleagues who are doing an MA by coursework, for example, do not have comparable extra expenses and do not have access to this funding.

**To access** the LCL funding, contact the LCL Office Manager, Ms Libby Fitzgerald. To access the Arts Faculty funding, contact the Faculty Manager, currently Ms Julie Love.

## **VIII. FACILITIES AVAILABLE IN THE SCHOOL**

*See Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors §10.2*

The minimum facilities for HDR students at UNE are listed in the minimum facilities policy at <<http://www.une.edu.au/rmo/policies/res/minstandards.pdf>>. The School will seek to provide the following in compliance with the minimum facilities requirements for HDR students:

### **Internal full time HDR students**

**Office** (generally shared with one other student). This includes:

- individual desk space and chair;
- individual computer with internet and email access and currently licensed version of Microsoft Word. Access to other required software (such as a database, Photoshop, capacity to process languages other than English) may be installed or made available on the school internal network according to individual need;
- shared telephone with voicemail (local calls are free);
- bookshelf space; and

- individual lockable filing cabinet (minimum 2 drawers) per student.

#### **Access to**

- ITS support;
- photocopier and printer;
- fax;
- School stationery, such as University letterheads, where necessary for research-related purposes, and supplies (accessible by key from the store room, which is located in the hallway of the Office Manager, Libby Fitzgerald);
- mail box, an on-campus mailing address and mail-out facilities;
- tea room and washroom;
- keys to mail room and Arts Building (available from Libby Fitzgerald);
- access to copies of MA (Hons) and PhD theses housed in the School.

#### **Libraries**

Aside from having full access to UNE's Dixon Library, LCL postgraduate students may avail themselves of the collection of books housed in the School Libraries:

- Steve Johnson Library (Linguistics)
- Asian Reading Room (Asian Languages)
- Graham Jones Reading Room (French)

#### **Other**

- Free document delivery/inter-library loan;
- reasonable internet access charges (currently charged at 13 cents per MB downloaded) will be borne by the School;
- \$500 minimum per annum for each full-time student for research purposes.

#### **External part time students**

A pro rata share of the \$500 allocated for full-time students for research purposes. If visiting campus, external/part-time students have access to a fully equipped work-station and other access (e.g. printer, photocopier, fax) as required. Temporary key issue can be arranged for after-hours access.

#### **Problems**

If you have any problems with the facilities or equipment provided, speak to the LCL Office Manager, the Postgraduate Coordinator, or the Postgraduate Representative.

## **IV. RESEARCH CENTRES**

UNE is home to a number of research centres which encourage scholarship within a multi-disciplinary, collaborative climate.

#### **Language and Cognition Research Centre**

The Language and Cognition Research Centre brings together researchers from four disciplines in the Faculty of Arts: linguistics, psychology, archaeology,

and philosophy. Their fields range across linguistic and conceptual semantics, language acquisition and literacy development, cognitive linguistics, psycholinguistics, language description and typology, the evolution of language, formal semantics, and the philosophy of language.

Research topics include:

- universals of language
- constraints on linguistic variability
- whether differences between languages encourage differing styles of thinking
- the existence and nature of the "language faculty"
- whether mental representations are framed in language-like terms
- processing of linguistic communication in real-time interaction
- the acquisition and co-development of linguistic and other cognitive skills through infancy and childhood
- the evolution and co-development of language and higher cognitive processes
- the relationship between language and consciousness
- the relationship between language and non-linguistic modes of communication

### **Asia Centre**

The UNE Asia Centre (UNEAC) is an inter-Faculty research centre housed in the 'International Precinct' building opposite the UNE Mosque. Its primary function is to encourage research on topics that concern Asian nations and cultures, by pooling the skills of Asia expertise across the campus, organising conferences and symposia, facilitating grant applications and producing the refereed journal UNEAC Asia Papers. For further information see <[www.une.edu.au/asiacenter](http://www.une.edu.au/asiacenter)> or contact the Director, Professor Howard Brasted (School of History, Classics and Religion).

### **Centre for Research in the Humanities** (established in early 2006)

The Centre for Research in the Humanities will foster innovative research, intellectual exchange and networking within the scholarly community both within UNE and with national and international partners. It will be multidisciplinary in its membership, enriching research in the Faculty through exposure to paradigms from a diverse range of disciplines.

While the goal of the Centre will be to foster collaborative research, it will also enable research of individuals. The Centre is an intrinsically collaborative endeavour, drawing on shared funds and expertise to foster the research of many. Yet researchers may draw on this resource in a variety of ways, to establish large-scale collaborative projects, but also to execute smaller scale individual projects. Such individual researchers might choose to bring their individual projects within the ambit of the Centre; for example, in order to take advantage of the Centre's networking and conference organising capacities; or in order to share their experience with younger researchers.

## **X. INTELLECTUAL PROPERTY**

*See Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors §8*

The University of New England has developed a Policy on Intellectual Property. This Policy covers all aspects of Intellectual Property as they apply to the

University as a whole, or its staff, students or research partners. The entire policy is available at <<http://www.une.edu.au/research-services/ippage.html>>.

In addition, each Faculty has an Intellectual Property Co-ordinator who is the first person to see regarding any issues that may arise. The Co-ordinator in the Faculty of Arts, Humanities and Social Sciences is to be announced.

Both supervisors and students need to be aware of the main requirements of the policy as they relate to them. For the most part, the main dealings with the policy will occur at the beginning of candidature, when the UNE Project Intellectual Property Registration Form (also available at the above website) is completed, and also when the six-monthly progress reports are completed. It is important that at the beginning of candidature and also during the completion of these reports that both supervisor and student agree to the percentage of Intellectual Property that each be allocated regarding the research that is being undertaken, or if any collaborative work is produced or published. Note that the percentage can be changed from report to report if circumstances change. The completion of these reports is compulsory, but the student must be made clear about the IP policy beforehand, and if they so wish they may avail themselves of independent legal advice before signing.

In the Faculty of Arts, Humanities and Social Sciences, and particularly in the School of Languages, Cultures, and Linguistics, it is not envisaged that any significant issues should arise regarding Intellectual Property. The University is mainly concerned where there is likely to be a commercial value or application resulting from the research. This is more often the case in the Sciences and other Faculties, although of course students and supervisors in the humanities should still bear the possibility in mind. If a student is researching in a field in which their supervisor is a recognised leader, they may be given access to significant amounts of primary material or unpublished work. If the student is thus acting as part of the supervisor's broader research project, Intellectual Property agreements, particularly with regard to publications, may be advisable.

Usually, however, the nature of theses produced by HDR candidates in this School is not such that lends itself to commercial use (possible publication as a monograph notwithstanding). It is the norm, therefore, that one hundred percent of Intellectual Property be allocated to the student, but again, this must be clearly decided between the student and the supervisor as circumstances can vary on a case by case basis. As a general rule, though, the normal understanding is that any intellectual property that the student creates remains the property of that student.

## **XI. UPGRADING FROM AN MA (HONS) TO A PHD**

*See Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors §3.2*

A student enrolled in the MA (Hons) programme can apply for upgrading to the PhD. The application is based on a draft of two thesis chapters or two relevant refereed publications authored by the student or to which the student has made a significant contribution. The supervisor arranges for two suitably qualified scholars to review the work and prepare a brief report for the UNE Doctoral

Committee, which makes the decision. An MA (Hons) student interested in upgrading their degree should contact the UNE Research Services Office.

## **XII. ROLE OF THE POSTGRADUATE CO-ORDINATOR**

The Postgraduate Co-ordinator of the School of Languages, Cultures, and Linguistics is:

- to be a member of the School Postgraduate & Research Committee, reporting on postgraduate matters relevant to the committee, and representing postgraduate interests on the committee and informing the Postgraduate Representative and HDR students in the School of any information, matters or developments within UNE, the AHSS Faculty, or the School, relating to postgraduates.
- to have oversight of the School meeting the UNE Minimum Standards for HDR students in the School.
- to report to the School Postgraduate & Research Committee at the end of the year on whether HDR students have, in their first year of full-time enrolment (or its equivalent), met the PhD rule requirement for giving a seminar on their work within the first year of full-time enrolment or its equivalent.
- to foster a postgraduate culture amongst HDR students in the School.
- to be a full-time member of staff, holding a PhD, and preferably have a publications record.
- to be appointed by the Postgraduate & Research Committee.
- to give a brief annual report at the last School Postgraduate & Research Committee for the year on HDR matters.

## **XIII. ROLE OF THE POSTGRADUATE REPRESENTATIVE:**

The School's postgraduate representative is:

- to serve on relevant School committees, and to attend School staff meetings.
- to report on any issues of concern to HDR students to the relevant School staff or committee meetings.
- to act as advocate for postgraduate students.
- to be kept informed by the School (by the Head, or the Chair of the Postgraduate and Research Committee) on postgraduate matters and to inform postgraduates of relevant postgraduate matters.
- to be appointed by the Head of School, if necessary in consultation with the School Postgraduate & Research Committee; if possible the Postgraduate Representative should be an internal full-time HDR student.

## **XIV. HOW TO WRITE A THESIS: A BROAD OVERVIEW**

*See Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors §10.4*

All HDR students will have had some experience at writing a thesis, and the following points are meant to be simply indicative. Although your supervisor will provide you with individual advice tailored to your thesis, you should read the

following general comments and keep them in mind—right from the start of your studies.

A good thesis must be tightly controlled, consistently argued and well written. It should consider a range of sources and evidence and handle them well. It should engage in analysis rather than description (however, this does not preclude narrative). It should relate issues to their wider context and be ambitious and enterprising with respect to the problems tackled. This does not mean that the thesis must be large with respect to such things as the topic area covered ('big' issues can be raised no matter how narrow the scope of the thesis). The thesis should show familiarity with, and demonstrate critical appraisal of, important scholarship specifically related to the topic in hand and it should attempt to go beyond such scholarship. It should be methodologically aware and demonstrate an awareness of basic assumptions. It should be intellectually alive and demonstrate a capacity for independent thinking.

HDR students should have a clearly defined idea of their topic at the point of enrolment, as enrolment requires a defined topic. Very early in the period of candidature, and certainly well before the end of the first year of full time enrolment or its equivalent, students should have a very focussed topic. It does not follow, however, that the focus will not shift to some extent during candidature. Engaged research will normally turn up unexpected issues.

It is crucial to have a plan of the period of the candidature, setting out what aspects of the research will be dealt with at what stage. Set goals and time limits for the writing of chapters. Adhere as strictly as possible to this timetable. This will help to resist the temptation to go off on tangents or into areas which are only of peripheral concern to the thesis.

In other words, in both researching and writing allow sufficient time for each stage of the thesis. Research and writing tasks often take longer than anticipated. The final stages of editing the thesis can often take much more time and effort than envisaged.

Work consistently on the thesis throughout the candidature. Periods of research should be accompanied by writing. Begin writing as soon as possible, bearing in mind that first drafts may be radically altered as work progresses. Setting out the research in writing throughout the course of the thesis helps to develop and stimulate ideas.

It is not possible to do **all** the research and **then** do **all** the writing—as soon as writing is commenced new questions will arise which can only be answered by further research. *Any* writing will be useful. Regularly provide material to your supervisor for comment. Do **not** try to write a full draft of the whole thesis and only then give it to your supervisor. If you submit an entire thesis draft and your supervisor notes a fundamental error in your assumptions or analysis, your entire draft will be affected. Submitting drafts in a piecemeal fashion will help you to avoid this pitfall.

While it is important to keep writing, some stages of candidature will be less productive than others. Sometimes progress will seem impossibly slow, and the task as a whole impossibly large. This is normal!

Some supervisors will edit thesis writing very closely, suggesting stylistic, grammatical and syntactical changes. Others will take a less 'hands-on' approach. There is no right or wrong approach: discuss with your supervisor the sort of editorial help you think you need. Remember that the thesis you are writing is your own, not your supervisor's. It must say what you want to say in the way you want to say it. However, you should listen carefully to your supervisor's advice at all times. **You—not your supervisor—have ultimate responsibility for the quality of your thesis.**

Students should be careful not to seek *extensive* advice from staff members other than their supervisor. This may rule the individual out as a potential examiner, but more importantly it may mean that student and supervisor cease to cooperate well. Only supervisors can be expected to understand adequately the theses they are responsible for. If in doubt, ask your supervisor what is appropriate.

Further information on academic writing can be obtained from the Academic Skills Office at <<http://www.une.edu.au/tlc/aso/>>.

**Get early advice about referencing!:** see the UNE Referencing Guide, sometimes also called the UNE Style Guide, for help on how to reference for a UNE thesis. You can find it at <http://www.une.edu.au/tlc/stu-pub.htm>. In addition, though, you should also talk its recommendations over with your supervisor, as she or he can give you further information about what is customary in your specific discipline. It is wise to sort out referencing **early**, as acceptable and consistent referencing from the very start will **make your thesis preparation enormously easier** in a few years' time.

**Physical preparation of the thesis:** see *Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors* §12 for the general presentation of the thesis, details of the numbers of copies of theses required for submission, and for binding details.

## **XV. APPOINTMENT OF EXAMINERS FOR HDR THESES**

See *Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors* §13

### **PhD**

The rules for the examination of the PhD are to be consulted by PhD candidates (see *Rules for the Degree of Doctor of Philosophy*, §§9 (i) b, <http://www.une.edu.au/research-services/phd.html>); also in the UNE Handbook.

The candidate, principal supervisor and the Head of School discuss a minimum of five (5) examiners, from which the Head of School appoints three (3) and a reserve examiner, without revealing the names of the three (3) chosen examiners to the candidate.

The Head of School recommends these names to the Research Doctoral Committee (using the 'Examiners Recommendation Form': <http://www.une.edu.au/research-services/phd.html>).

### **Master of Arts with Honours**

The rules for the examination of the MA (Hons) can be found in the UNE Handbook.

The Head of School in consultation with the principal supervisor recommends three examiners to the Board of Studies in AHSS, one of which examiners will be a reserve examiner.

## **XVI. PLAGIARISM**

*See Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors §12.5*

Plagiarism is a serious offence appropriately dealt with by the UNE. Needless to say, that at the postgraduate level, all work presented in a thesis is to be a direct product of a student's own research, with all material properly referenced. HDR students should consult the UNE plagiarism policy:

<<http://www.une.edu.au/rmo/policies/acad/plagiarismpolicy>>.

HDR students when submitting their thesis complete a statement that all sources used in preparing the thesis have been acknowledged in it.

## **XVII. SUSPENSIONS**

*See Quality Supervision: A Handbook for Postgraduate Research Students and Supervisors §7.3*

If you are considering taking a suspension, you should discuss this with your supervisors first. If you decide to apply for a suspension, you need to submit an application to the Research Services Office, indicating the starting and finishing dates of your suspension, and an explanation of why you are considering the suspension. Similarly when you return from suspension you must formally notify the Research Services Office. Forms can be obtained from the Research Services web page, at [www.une.edu.au/research-services/rsforms.html](http://www.une.edu.au/research-services/rsforms.html). See also **Section 'Time and Word Limits'**

## **XVIII. LINKS TO OTHER POLICIES**

The **Research Services** homepage provides links to several documents relevant to PhD students and their supervisors, including information on obtaining funding for overseas research:

<<http://www.une.edu.au/research-services/phd.html>>.

Policies of relevance for PhD students include:

- PhD handbook

- PhD rules

Forms of particular relevance for PhD students are:

- Extension Form
- Suspension Form
- Notification of Date of re-enrolment after suspension
- Statement of Authorship form

Several policies for supervisors:

- Quality and Standards in Research Higher Degrees
- Code of Conduct for Research in Higher Degrees

Forms for supervisors include:

- Confidential Recommendation of Examiners Form
- HOS & Principal Supervisor PhD Thesis Submission Form

Several forms for supervisors:

- Confidential Recommendation of Examiners Form
- HOS & Principal Supervisor PhD Thesis Submission Form

The **Intellectual Property** homepage contains links to IP policies and forms.

These can be obtained from:

<<http://www.une.edu.au/research-services/ippage.html>>.

**Membership of the School of Languages, Cultures, and Linguistics  
Postgraduate & Research Committee:**

Hugh de Ferranti (Chair / Asian Languages Representative)  
Dorothea Cogill-Koez (Postgraduate Co-ordinator Representative)  
Andrea Schalley (Linguistics Representative)  
Bernard Bourque (European Languages Representative)  
Stephen Hill (Postgraduate Student Representative)

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