

Charles Sturt University

Research Higher Degree Students

Information Guide

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Note: Please check the CSU - Centre for Research and Graduate Training Web-Site and Academic Manual for any recent changes to procedures, rules and regulations which may supersede information in this document.

Charles Sturt University

Research Higher Degree Students: Information Guide

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1. Introduction

1.1 Welcome from Director- Graduate Studies

Welcome to Charles Sturt University (CSU). As a research higher degree (RHD) student you are about to commence a course of study leading to the highest qualification typically offered by a University. This is an important recognition and indicates the significance of the journey you are about to undertake. This recognition also places a serious expectation on your commitment as a student to undertaking original, significant and important new knowledge generation.

At Charles Sturt University we aim to create a supportive environment which assists and supports research students. The environment is viewed as a student centred process around which support is provided by numerous divisions and individuals including: supervisors, research centres and groups, Schools and Faculties, other research students, student administration, funding bodies and the Centre for Research and Graduate Training (CRGT). Ultimately we aim to facilitate a positive learning experience for research students resulting in successful completions.

This guide seeks to provide a 'one stop shop' of the information pertaining to the University's structure and processes as they relate to research higher degree students. This information mainly covers rules, regulations and structural issues which govern and support your candidature as a research student. In contrast, academic content issues are mainly the purview of your supervisory team and Faculty support structures.

In the main this guide is structured according to the path you will take as a research student. The guide covers the major issues of responsibilities, funding, candidature, probation, progress, thesis preparation, examination, graduation and publication.

I sincerely hope you enjoy the challenges you face in undertaking your research and wish you well in successfully completing your course of study.

**Professor Eddie Oczkowski,
Director - Graduate Studies**

1.2 Key staff: Supervisors, Faculty Sub-Deans, CRGT staff

Supervisors

Your main contact throughout your candidature will be with your supervisors. The University promotes and regulates that each candidate is allocated a supervisory team of at least two members. One member of this team is nominated as a principal supervisor (who effectively does the paperwork) who may or may not be your main supervisor with whom you have most contact. Other members are denoted as co-supervisors. Typically the supervisors are located in the Schools, Faculties and Research Centres of the University, their responsibilities are detailed later in this guide.

Faculty Sub-Deans

Every research student is effectively allocated to a Faculty of the University and each Faculty has a Sub-Dean for Graduate Studies who oversees research students. Their roles and responsibilities include:

- Membership of Board of Graduate Studies
- Dealing with student grievances and complaints.
- Student management through Higher Degree forms (admission, application etc).
- Assisting the Graduate Studies Officer in order to provide Quality Assurance to the management of RHD students across the University.
- Interpreting examiners reports for students and supervisors.
- Liaising with external supervisors.
- Approving research proposals from the Faculty and providing feedback to students and supervisors.
- Providing comments and critique on all University research proposals as part of the University Quality Assurance mechanism.
- Resolving differences among examiners.
- Admission enquiries and advice within the Faculty.
- Conducting Faculty based Post Graduate training/seminar sessions.
- Appointment of supervisors in conjunction with Heads of Schools and Dean.
- Improving completion rates by pro-actively working with students through research presentations seminars, maintaining regular contact with all students, encouraging our off-campus students to come on campus more regularly, regularly maintaining contact with on-campus students.
- Advising students on regulations, leave, scholarships and annual reports.
- Ethics and project management issues and training.
- Becoming the principal supervisor of students when other supervisors are absent.
- Maintaining and developing supervision register for the Faculty by working with staff retraining courses.
- Assisting students and supervisors with budgets related to research support.

The current Faculty Sub-Deans for Graduate Studies are:

Name	Phone	Fax	Email
Tyson, Graham Faculty of Arts	02 6338 4297	02 6338 4401	gtyson@csu.edu.au
Sharma, Kishor Faculty of Business	02 6933 2752	02 6933 2790	ksharma@csu.edu.au
Hemmings, Brian Faculty of Education	02 69332580	02 69332888	bhemmings@csu.edu.au
Prenzler, Paul Faculty of Science	02 6933 2978	02 6933 2912	pprenzler@csu.edu.au

CRGT staff

The Centre for Research and Graduate Training provides the main administrative support for RHD students across the University. The current staff members of CRGT who primarily provide support for RHD students are:

Bowman, Nerolie	Research Information Officer	02 6933 2811
Ferraro, Avril	Administrative Assistant (Student Support)	02 6933 4163
Morris, Phil	Student Finance Officer	02 6933 2103
Oczkowski, Eddie	Director - Graduate Studies	02 6933 2173
Orchard, Chez	Administrative Assistant (Scholarships)	02 6933 4162
Morris, Phil	Graduate Studies Officer (Acting)	02 6933 2163

1.3 Board of Graduate Studies and regulations

Your candidature as a RHD student is governed by University regulations formally approved by the University's Academic Senate. The regulations are documented in the University's 'academic manual' and at various stages will be provided in this guide. The governing body responsible for developing and monitoring regulations as they pertain to RHD students is the Board of Graduate Studies (BoGS). The role of BoGS is:

- overseeing the implementation of the University Research Training Management Plan relating to research students;
- promoting the development of an effective research training culture, in all disciplines of the University;
- monitoring the performance and completion rates of research students;
- developing student research training related policy and programs for central implementation or consideration by Faculties and Centres;
- a large number of other student research training related functions.

The current membership of BoGS is:

Ex-officio Members

Prof Eddie Oczkowski	Director, Graduate Studies Presiding Officer as nominee of Deputy Vice-Chancellor, Research Presiding Officer, Academic Senate
Prof Kevin Robards	

Sub-Deans for Graduate Studies (one from each Faculty)

A/Prof G Tyson	Faculty of Arts
A/Prof Kishor Sharma	Faculty of Business
Dr Brian Hemmings	Faculty of Education
Dr Paul Prenzler	Faculty of Science

Nominees of the Academic Senate

A/Prof Michael Kiernan	Faculty of Arts
Prof Frank Marino	Faculty of Education
A/Prof Ann Bonner	Faculty of Science

Nominee of the Students' Associations

Ms Natasha Wardman nwardman@csu.edu.au	Research Higher Degree Student ph: (02) 6338 4412
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If you wish to express your voice and influence the development of policy and process please contact the BoGS nominee of the students' associations.

1.4 University mission and research profile

To some extent it is important to recognise the context and environment in which you will be undertaking your research. Some knowledge of the mission and research profile of the University helps you understand your role and place in the University.

The mission of Charles Sturt University is:

- To provide distinctive educational programs for the professions that prepare students for work and citizenship
- To conduct strategic and applied research which is nationally and internationally recognised
- To lead in the quality provision of flexible learning and teaching, and
- To enhance its communities, which include;
 - Rural and regional Australia
 - Indigenous Australians
 - The professions, industries and students for whom we provide research and education, and
 - National and international institutions, scholars and researchers with whom our staff and students are linked.

The key objectives of this mission as they pertain to research are to conduct strategic and applied research of an international standard which:

- Creates new knowledge
- Is applied for the benefit of our communities
- Is responsive to emerging opportunities and challenges
- Enhances collaboration with industry
- Develops partnerships with professions, communities and other researchers
- Facilitates opportunities for linkages with learning and teaching, and
- Focuses on agricultural sustainability, applied philosophy and public ethics, public and contextual theology, complex systems and professional practice.

More information about the research profile of the university can be found in the 'Introduction to Research@CSU' document at the University's research web page.

2. Responsibilities of Students and Supervisors

2.1 Student Responsibilities and the University charter

All members of the CSU community are expected to value:

- Intellectual independence and freedom of inquiry
- The discovery, refinement, preservation and dissemination of knowledge
- Engagement with professions and communities through responsiveness, partnerships and inclusiveness
- Social justice including ethical practice and global citizenship
- Economic, social and environmental sustainability, including the responsible stewardship of resources and
- The well being and development of staff and students.

Students can expect:

- to be treated with respect and tolerance and to pursue academic goals without fear or intimidation
- access to information about University regulations, policies and procedures including research and study requirements and that they will be applied appropriately
- the opportunity to engage with accessible and effective teaching and professional practice and to interact with researchers and research outcomes
- University staff to interact with students with honesty, integrity and in a timely manner
- recognition of the intellectual property rights of students to their work
- opportunities to contribute to the organisational and cultural life of the University and to be represented and actively involved in relevant University committees
- opportunities to provide feedback for the improvement of the University
- a student centred approach to the provision of services including information technology, library and student support
- a safe and healthy University environment.

The University expects students to:

- behave in a manner that demonstrates respect and tolerance
- adhere to University rules, regulations, policies and procedures
- actively and positively participate in teaching, learning, professional and research activities
- interact with the University with honesty, integrity and in a timely manner
- recognise the intellectual property rights of the work that others produce individually or in partnership with them
- contribute to the organisational and cultural life of the University and to the work of relevant University committees
- provide solicited and unsolicited feedback for the improvement of the University
- use University services responsibly.

Responsibilities of RHD students

You are primarily responsible for developing, implementing and writing up the thesis. But in addition to that responsibility there are some others:

- maintaining contact with your supervisors;
- keeping to the schedule as agreed with the supervisors and approved in your research proposal;
- taking the initiative in identifying problems and potential solutions to these problems. (It is not the job of the supervisor to provide answers to problems but rather to help you to identify and evaluate potential solutions);
- adhering to the ethical standards which govern research;
- ensuring that the thesis conforms to the requirements of the University; and
- discussing with supervisors any dissatisfaction that you might have with the supervisory process.

2.2 Responsibilities of supervisors

Responsibilities of the Principal Supervisor

The Principal Supervisor is accountable to the Faculty Sub-Dean for advising and monitoring the progress of a candidate and leading the supervisory team. The Principal Supervisor has final responsibility for the decisions made by the supervisory team.

Responsibilities of a Principal Supervisor include:

- negotiating roles with co-supervisors, in conjunction with the candidate, at the commencement of the candidature
- facilitating the operation of the supervisory team to ensure support for the candidate by encouraging all supervisors to be actively involved in supporting the candidate's research endeavours. Where this does not occur, the Principal Supervisor shall consult with the Sub-Dean;
- monitoring carefully the performance of the candidate relative to the standard required for the program, and advising that inadequate progress or work below the standard generally expected is brought to the candidate's attention;
- ensuring that no research data are collected until the necessary approval is obtained from the relevant University and/or other ethics committees where the research deals with human or animal subjects;
- advising the Faculty Sub-Dean when problems are occurring with regard to issues of academic misconduct;
- at any time during candidature, bringing to the attention of the Centre for Research and Graduate Training issues of intellectual property rights and/or commercial or other confidentiality matters which relate to the content of the thesis or portfolio;
- advising the Board, through the relevant Faculty Sub-Dean, of the names and credentials of suitable examiners;
- ensuring the candidate has accurate information about any planned, long leave (or

retirement) during the candidature and, in consultation with the Faculty Sub-Dean making arrangements to provide for supervision during absences;

- contributing to the development of supervisory skills in co-supervisors who are inexperienced in co-supervision.

Responsibilities of the Supervisory Team

Co-supervisors may have responsibilities relating only to certain aspects of the projects. Responsibilities of the Supervisory Team include:

- providing guidance, where appropriate, on:
 - the nature of research,
 - the standard expected for particular degrees,
 - the choice of the research topic,
 - the planning of the research program,
 - ethical issues relating to the research,
 - methodological issues,
 - data analysis issues
 - exploring solutions for unexpected problems which arise in the research;
- maintaining close and regular contact with the candidate and establishing at the beginning the basis on which contact will be made;
- responding in a timely manner to queries and when providing feedback on drafts;
- requiring written or other work from the candidate on a pre-arranged and agreed schedule so that progress can be assessed at regular intervals;
- monitoring carefully the performance of the candidate relative to the standard required for the degree, and ensuring that inadequate progress or work below the standard generally expected is brought to the candidate's attention. The team should help with developing solutions to problems as they are identified;
- ensuring that the research work and the production of all categories of examinable work are the candidate's own work and ensuring that where the candidate receives substantial assistance that such assistance is acknowledged in the examinable work and does not conflict with the requirement that the intellectual content of the research and examinable work is that of the candidate;
- commenting in a timely manner on the content and the drafts of the examinable work prior to submission;
- provide general support and encouragement to the candidate;
- encourage the candidate to publish the research;
- fulfilling other obligations imposed by the University regarding postgraduate supervision.

2.3 Research code of conduct

The University's Code of Conduct for Research is based on the Australian Code for the Responsible Conduct of Research, issued by the National Health and Medical Research Councils, the Australian Research Council and Universities Australia. A full copy of the code is available at the National Health and Medical Research Council's web-site.

Elements of the research code of conduct include the following:

Object and application

Research must have clear aims and sound methodology, be conducted with integrity and contributes to knowledge or understanding.

Freedom to research

Researchers shall be free to choose the areas in which they research provided that it does not create, or have potential to create conflict of interest for the researcher or compromise the integrity of the University.

Safety and well being

The researcher will obtain the relevant ethics approval and conform to the University OH & S policies and comply with any Acts which affect the proposal.

How research supervision is to be conducted

BoGS and the Faculty shall appoint supervisors who will know their duties and obligations as supervisors and have access to professional development.

Verification of findings

The data used as a basis for research findings shall be securely stored for a reasonable period and be available for verification, providing this does not affect confidentiality, ethics or intellectual property rights.

Recognition of findings

All students involved in a project shall be given due recognition for their contribution to that research in any communication of the research.

Communication of findings

Researchers are encouraged to communicate their findings with integrity and in an appropriate medium and format both within the research community and the public domain.

Research misconduct

The University will deal with any allegation of research misconduct quickly, diligently and equitably. Students are dealt with under the Academic Senate's policy on student academic misconduct.

Authorship and the retention of data

Authorship protocols have been developed by the University. Students shall arrange for storage of their original data for a period of 5 years.

Conflicts of interest in research

Students will avoid undertaking a project which will, or has the potential to create a conflict of interest. They will disclose any conflict or potential conflict to the University, sponsors or relevant bodies immediately.

3. Funding for Research Higher Degree Students

3.1 Fees

In a general sense RHD students fall into one of two groups, fee paying and non-fee paying. If you are enrolled in a fee paying course, fees are payable twice a year (for each six months of study) and vary in their magnitude depending upon course undertaken and enrolment status (full-time or part-time). You will be sent formal notifications of fees payable. Details on the level of fees payable can be found on the CSU Division of Finance 'tuition fees' web-pages. If you are in a fee paying course then you are not entitled to any of financial support schemes listed below.

If you have a scholarship to support your living expenses (a stipend) then typically you are allocated a research training scheme (RTS) place which pays for your tuition fee, effectively your fees are paid by the government. Additionally, some RHD students may have tuition fees paid through a variety of other schemes such as: Faculty fee-wavier places and the CSU Academic Staff Higher Degree Training Scheme. Details of some of these schemes can be found in the 'scholarships' section of the CSU Research web-page. Contact your Faculty sub-dean about Faculty fee-wavier places.

The rest of this section is not relevant to fee paying students.

3.2 Scholarships

The University administers three major scholarship schemes:

Australian Postgraduate Awards (APA)

Provides financial support to postgraduate students of exceptional research promise in Masters or Doctoral programs at Charles Sturt University.

Charles Sturt University Postgraduate Research Scholarship (CSUPRS)

Provides stipends (at the equivalent to Australian Postgraduate Awards) to support high quality research students in Masters or Doctoral programs at Charles Sturt University.

International Postgraduate Research Scholarships (IPRS)

Provides financial support to attract top quality international postgraduate students to areas of research strength in Australian higher education institutions.

These schemes provide a stipend for living expenses and also some additional maintenance support for the conduct of your research. Typically applications close for these schemes at the end of October each year. More details about these schemes can be found on the 'scholarships' page at the Research web-page.

In addition to these schemes other scholarships are available through external funding agencies. The Joint Academic Scholarship Online Network (JASON) is a useful one stop resource for scholarship information. More details about JASON and other schemes can be found on the 'scholarships' page at the Research web-page.

3.3 Travel grants

Assistance is provided for students to meet with their supervisors and/or attend training sessions. Travel assistance grants are only available to domestic, distance education, Commonwealth Funded RHD students after consultation with their supervisor and/or training seminar has been undertaken. Full fee paying or fee waiver students are not eligible to receive this funding. Students are encouraged to spend at least one day per session with their Supervisor and to attend up to three training seminars provided by the CRGT. Supervisor consultation should be linked with the training seminars wherever possible. To assist students with some of the associated costs of travelling, the Centre will provide one grant per session. A form which needs to be completed to gain funding can be found at the 'operating funds' section of the Research web-page.

3.4 Maintenance allocation guidelines

To support your research during your candidature you may have access to some funds to cover costs associated with the course of your study.

- 1 Resource funds for higher degree research may be made available from the following sources:
 - 1.1 Externally funded scholarships where the funding body determines the amount to be made available (eg CRC Scholarships),
 - 1.2 As part of an Australian Postgraduate Award (INDUSTRY), and
 - 1.3 The Centre for Research and Graduate Training provides funding (determined on an annual basis) for Government-funded research students for a maximum period of two years for a FT Masters candidate and three and a half years for a FT Doctoral candidate or their PT equivalent (4 or 7 sessions).
- 2 Resource funding is **not available to fee-paying students** or to **RHD students undertaking coursework subjects**.
- 3 Resource funds for research higher degree projects will only be available from one of the sources listed in 1.1 to 1.3, unless the amount the student is receiving as per 1.1 does not meet the CSU minimum maintenance/resource allowance for the classification of student.
- 4 The funding available in 1.1 and 1.2 will be placed in an R coded fund, the signatory for which will normally be the relevant Head of School and the Chief Investigator of the Grant (who will be usually, but not always be, the Principal Supervisor), or other persons nominated by the Head of School.

The funding in 1.3 is allocated to Schools by the Centre for Research and Graduate Training. Funding will be placed in individual ledger codes (via separate program codes) within the appropriate School. The funds are to be used as determined by the supervisor in consultation with the student, but the Head of School or nominee is required to authorise expenditure. **All students entitled to funding under 1.3 should**

check with their individual Schools on the mechanism within that School for accessing the funding.

- 5 It is one of the responsibilities of a Principal Supervisor to be aware of the availability of the resource allowance and the ways in which it may be used. Notwithstanding this, it is an important part of postgraduate training for a student to learn the skills of project budgeting and management, an essential component of which is to be able to plan for the use of the resources available to them. *It is essential for the student and supervisors to consult on the use of maintenance allocations.*
- 6 **The resource funds must be spent on costs directly associated with the student's research project.**

Without being exhaustive, such costs might include the following:

- Chemicals and specific laboratory equipment.
- Costs associated with analytic tests, like those conducted by the Environmental Analytic Laboratory.
- Costs associated with conducting experiments like Glasshouse costs.
- Travel costs, such as hiring a University car or reimbursement of private car expenses when on fieldwork or interviewing subjects/participants.
- Employing staff to enter survey/interview/quantitative data.
- An upgrade of computer software required for the project.
- Special photographs
- Printing survey forms/questionnaires and postage costs.
- Interlibrary loan expenses.
- Photocopying and stationery.
- Modems to enable computer access to the University.
- Telephone calls and fax costs.
- Printing and binding of theses.
- Laptop Computers where it is essential to the research and where approved by the Deputy Vice-Chancellor (Research). The laptop remains the property of the School of the Principal supervisor and must be returned on graduation.

The University recognises the need for postgraduate research students to attend and present at conferences and, accordingly, is comfortable with some of these funds (to a maximum of \$700 per annum) being used for this purpose. During the course of a degree resource funds may be used for the student to attend and/or present at up to three national conferences for Doctoral students and one for Masters students.

Students have the option to accrue the annual conference funds over the three year period and use these accrued funds to *present a paper* at an International or National Conference. Please note that all international travel requires the approval of the Vice Chancellor.

Research students are strongly encouraged to turn their conference presentations into journal articles that should be submitted for publication.

7. Students are able to claim food costs from their maintenance/resource allowance, upon presentation of receipts, when returning from travel involved with the collection of their data.
8. **This support funding is allocated, available and continual, ONLY if satisfactory progress is maintained.**
9. Support funds are generally available to be used over the period of the candidature. WITHIN this period any balance at the end of a year may be carried forward into the next year. However, unless the circumstances are exceptional any balance at the end of the candidature will be returned to the source.

Note in addition to these sources of funds your **Faculty** may also have some available funding, please contact your Faculty Sub-Dean for further information.

4. Candidature and Probation

4.1 Enrolment

You must enrol (on-line through my.csu) for each session of study. To be enrolled for a year you will need to enrol in both sessions 1 and 2 and this can be done at the start of each year. You will enrol in a dedicated subject related to your discipline and enrolment status (full-time or part-time). There is an expectation that you will work for at least 48 weeks per year during the research component of your course of study.

4.2 Time limits and key milestones

The following paragraphs outline the expected minimum and maximum times for candidature.

Doctor of Philosophy

A candidate for a Doctoral degree, whether completing a program by full-time or part-time study, or by a combination of full-time and part-time, shall not normally be permitted to submit a thesis for examination within the first three years (full-time equivalent) of candidature.

A candidate will be expected to present his or her thesis for examination within four years (full-time equivalent) of the date of the initial enrolment in the course, excluding periods of approved leave of absence.

Professional Doctorate

A candidate for a research professional doctoral program shall not normally be permitted to submit a thesis or portfolio for examination before three years full-time equivalent enrolment, unless entry is on the basis of a relevant Masters degree.

Candidates will be expected to submit their thesis or portfolio for examination no later than the end of four years full-time equivalent enrolment, excluding periods of approved leave of absence.

Master by Research

A candidate for a Master degree shall not normally be permitted to submit a thesis for examination within the first year (full-time equivalent) of candidature.

A candidate will be expected to present his or her thesis for examination within two years (full-time equivalent) of the date of the initial enrolment in the course, excluding periods of approved leave of absence.

Key milestones

Broadly speaking, there are three official milestones (which will be detailed below):

1. completion of probation,
2. annual completion of a progress report and,
3. submission of the thesis.

4.3 Probationary conditions

Formally each research candidate is admitted under probation and becomes a *confirmed* candidate only when the probationary conditions have been met. These conditions vary between courses and disciplines but in a broad sense cover the following areas:

- attendance/participation at induction;
- completion of any specified coursework subjects;
- completion of a literature review/ synopsis of literature;
- presentation of a seminar;
- submission of the research proposal

Specific probation conditions for each candidate are communicated to students. More information is available on the 'probation conditions' section of the Research web-page.

4.4 Workshops

The CRGT conducts a series of workshops for RHD students. The first workshop is an induction workshop attendance at which is typically a requirement of the probationary conditions.

Induction Workshop

This **one day** workshop (spread over **two days**) provides a sound basis for commencing a research degree at CSU. The workshop is an excellent opportunity to network with other students, establish communities of scholars in your research area and become acquainted with CSU staff.

The comprehensive program includes sessions on:

- Writing a research proposal.
- The big picture in my research.
- Ethics.
- Working with your supervisor.
- Transferable skills
- Library services
- Intellectual property.
- University support services.

Thesis Writing Workshop

One Day Workshop (*Spread over two days*) provides an opportunity to enjoy a range of presentations relevant to the thesis writing process and to meet with other PhD students from varying backgrounds.

The comprehensive program includes sessions on:

- Critical literature review.
- Academic writing.
- Structuring a thesis.
- How to write up the methodology chapter.
- What examiners expect and the examination process.

In addition to these workshops a whole series of other workshops and training resources are available to RHD students, these relate to how to commercialise your research, quantitative and qualitative research methods and transferable skills. For further information see the 'training' section of the Research web-site.

Faculty Workshops/Forums

Individual Faculties also conduct workshops/forums. These workshops may focus on academic writing, skill development and thesis submission issues. More importantly these forums permit you to present your own work in a supportive environment of other students and academics. These opportunities provide you with important feedback and support to facilitate the production of a high quality thesis.

4.5 Ethics

In developing your research proposal you need to explicitly consider the ethical implications of various aspects of the research you propose to conduct. Formally, if your proposed course of research raises ethical issues then you need to obtain formal ethical clearance before undertaking your research.

The University has three committees through which ethics and related issues are approved:

- Ethics in Human Research Committee
- Animal Care and Ethics Committee
- Radiation Safety Committee

Proposals for research which involves human participants and/or materials need to conform to the National Statement on Ethical Conduct in Research Involving Humans and requires approval from the Human Research Ethics Committee or for minimal risk research the appropriate School.

Any proposed research that involves animals or wildlife must conform with the AAC Australian Code of Practice for the Care and Use of Animals for Scientific Purposes and requires approval from the Animal Care and Ethics Committee.

The use of ionising radiation is governed by the Radiation Control Act (NSW) 1990 and its Regulations. The acquisition of radioactive material or irradiating apparatus must also be approved by the Charles Sturt University Radiation Safety Committee before the material or apparatus is brought into the University or used by University staff / students.

More details on these ethics committees can be found at the dedicated web-sites for each committee.

4.6 Seminar presentation

As part of the probationary conditions for your candidature, most courses and Faculties will require you to present, in a seminar setting, your research proposal.

Seminars are an important means of integrating the work of research students into that of schools and research centres and making academic members of schools and research centres aware of students' contributions. Students' work becomes known to other researchers who may be able to offer advice and assistance beyond that which is provided by supervisors. They are one effective way for students to establish themselves and their work as significant contributors and contributions to research.

The first seminar should be presented prior to submitting the research proposal, when a draft of the literature review is complete and after the research design has been developed. It may consist of an argument for the type of research planned in the context of the current state of knowledge in the relevant field and discuss research methodology and design.

Faculties also provide further opportunities to present your research results after research has actually commenced. These seminars offer an opportunity for students to strengthen their focus on the particular contribution to knowledge which they are making as they assess and apply the evidence which they have collected.

4.7 Research proposal

As part of the probationary conditions for candidature students need to complete a research proposal. In a general sense, a proposal is a plan for your research. There is a standard research proposal form available at the Research web-page which needs to be completed. This requests fundamental information relating to the title, various approvals gained for ethics, radiation safety, and questions about intellectual property and commercial in confidence. For the specific description of the proposed research each Faculty has its own requirements relating to the type and amount of information which needs to be presented.

Generally, the proposal must have an abstract of no more than 200 words summarising the proposed research in plain English. The proposal will provide a justification for the proposed research. The justification should demonstrate that the student is familiar with the key literature in the area and that he/she can critically evaluate it and use it to build an argument to justify the research question. In addition, the proposal should demonstrate that the student has the methodological knowledge and skills to carry out the research.

A research proposal may contain the following headings:

Abstract – A brief summary of the research to be undertaken written in non-technical language such that a non-specialist in the discipline will know what the proposal involves.

Synopsis of Literature – An introduction/synthesis of the key ideas and references that lead

to the statement of the research question and objectives.

Research Questions/Objectives – State briefly and clearly the research question being asked and the objectives of the research.

Methodology – A description of how the research will be undertaken.

Data Collection and Analysis – Describe the type of data your research will produce and how you plan to analyse it.

Timetable - Provide an outline of the major activities and a timetable for their completion.

5. Progress

After probation has been completed and you have been confirmed as a RHD student of the University it is crucial that you maintain progress at a rate consistent with your timetable approved in your research proposal. The maintenance of adequate progress comes about through working with your supervisory team and is formally documented through annual progress reports. This section also outlines procedures and rules governing leave of absence from your candidature.

5.1 Working with your supervisors

During your candidature your supervisory team has overall responsibility for overseeing, guiding and monitoring your progress. Numerous models and strategies exist for developing a successful student - supervisor relationship. At the extremes the relationship may follow the 'apprenticeship model' (a very close day-to-day relationship) or the 'coming of age model' (a very loose, free to do as you please relationship). Most relationships are probably somewhere in between. Your supervisory team will have the expertise and experience in helping you develop the best relationship for you, given your background, desires and personality.

5.2 Progress reports

Annual progress reports need to be completed by about 30 October of each year of candidature. The standard procedure is that a form (available from the Research web-page) is initially completed by the student. You are required to indicate what work you have completed in the previous 12 months (or from commencement). In part, you will be asked to indicate what stages of the project have been completed. In addition you will be asked to indicate how you have met your goals over the previous 12 months and will need to set goals for the next 12 months. Finally you will be asked to comment on any problems you have experienced and your level of satisfaction with the supervisory relationship.

After you have completed your report on your progress you will forward the report to the Principal Supervisor who will write a report and makes a recommendation about the continuance of candidature. The form is then forwarded onto the relevant Faculty Sub-Dean for Graduate Studies.

It is important to be honest and frank in your own assessment of your progress. Please set realistic and meaningful goals, these should be consistent with the approved timetable in your research proposal. It is important to identify any problems you are encountering in pursuing your studies. An **important point** to note is that if you are experiencing any difficulties with your supervisory team you can submit a separate report directly to your Faculty Sub-Dean of Graduate Studies who will deal with the **report in confidence**. If you are experiencing supervision difficulties please do not wait until the annual progress reporting requirement to seek assistance, discuss any issues you have directly with your Faculty Sub-Dean when they

arise. If your supervisor is a Faculty Sub-Dean then you should raise your concerns directly with the Director of Graduate Studies.

5.3 Leave of absence

If for an unforeseen reason you cannot continue with your studies for a short period of time you may seek an official leave of absence. During an approved leave of absence you may not pursue your studies or consume any University resources in terms of supervision and other support services. Approved leave of absences have implications for the payment of fees, scholarships and overall periods of candidature. All students are entitled to the standard four weeks of annual leave.

Normally, the total leave of absence accumulated in a given candidature will not exceed one year (full time equivalent) unless the Board of Graduate Studies deems the circumstances to be exceptional. Applications for leave of absence, which shall specify the reasons for which leave is sought, shall be made on the appropriate form and submitted to the Centre for Research and Graduate Training. Requests for leave of greater than one year shall be determined by the Board of Graduate Studies following advice from the Dean. The decision with respect to an application for leave will be notified in writing by the Centre for Research and Graduate Training.

6. The Thesis

6.1 The nature of the thesis

The thesis represents the main outcome of your research. It is assessed by examiners to determine whether you are awarded the degree for which you have studied.

A thesis may be either print or non-print. The format for a print thesis can be either a typescript or a series of papers that have been published, have been submitted for publication and/or are manuscripts that could be submitted for publication.

Print Thesis

Doctor of Philosophy

A doctoral candidate is required to undertake original and significant research on an approved topic, the results of which are presented in a thesis. Candidates for the award of a Doctoral degree must demonstrate advanced theoretical and methodological knowledge and the research should make an original and significant contribution to knowledge or understanding.

Master by Research

A research candidate for the degree of Master is required to undertake research on an approved topic, the results of which are presented in a thesis. The research should result in a distinct contribution to knowledge of the subject. Candidates for the award of Master degree by research must demonstrate appropriate theoretical and methodological knowledge. The scope of the research in a Master by Research degree is normally less than that undertaken in a Doctor of Philosophy.

Research Professional Doctorate

A candidate in a research professional doctoral program is required to successfully conduct research into a current problem/issue relevant to the profession and report results in a thesis. Candidates for the award of a Doctoral degree must demonstrate advanced theoretical, professional and methodological knowledge and the work must demonstrate an original contribution to professional practice, policy or knowledge.

Non Print Thesis

Doctor of Philosophy

A doctoral candidate is required to undertake original and significant research on an approved topic, resulting in a new body of work(s) which are presented by exhibition, performance, installation, electronic form, or other appropriate form. The work(s) presented will normally be supported by documentation that demonstrates the underlying evolution of the work(s) and a piece of critical writing/exegesis which places the work(s) into an historical and contemporary context. Candidates for the award of a Doctoral degree must demonstrate advanced theoretical and methodological knowledge and the research should make an original and significant contribution to knowledge or understanding.

Master by Research

A research candidate for the degree of Master is required to undertake research on an approved topic, resulting in a new body of work(s) which are presented by exhibition, performance, installation, electronic form, or other appropriate form. The work(s) presented be supported by documentation that demonstrates the underlying evolution of the work(s) and a piece of critical writing/exegesis which places the work(s) into an historical and contemporary context. The research should result in a distinct contribution to knowledge of the subject. Candidates for the award of Master degree by research must demonstrate appropriate theoretical and methodological knowledge. The scope of the research in a Master by Research degree is normally less than that undertaken in a Doctor of Philosophy.

Research Professional Doctorate

A candidate in a research professional doctoral program is required to successfully conduct research into a current problem/issue relevant to the profession. The work(s) presented will be supported by documentation that demonstrates the underlying evolution of the work(s) and a piece of critical writing/exegesis which places the work(s) into an historical and contemporary context. Candidates for the award of a Doctoral degree must demonstrate advanced theoretical, professional and methodological knowledge and the work must demonstrate an original contribution to professional practice, policy or knowledge.

Portfolio

A candidate in a research professional doctoral program is required to successfully conduct research into a current problem/issue relevant to the profession. Candidates in specified research professional doctoral programs shall report the findings of their research as portfolios. A portfolio consists of a compilation of scholarly documents which can include academic or professional journal articles and conference papers, plans, and reports and policy documents. The portfolio is submitted with an analysis/exegesis which integrates the research or investigation within the profession while demonstrating academic and professional development over the course of study.

Requirements for the Thesis or Portfolio

The thesis or portfolio submitted by a candidate shall comply with the following requirements:

- a) it must be an accurate account of the research;
- b) it must be an account of a candidate's own work but if any jointly authored papers are included, the work done by the candidate must be clearly indicated and the co-author(s) must certify that they agree to the inclusion of the paper in the thesis;
- c) it must relate to the approved research topic;
- d) it must not include as its main content work which has been submitted for any other academic award or work conducted prior to the commencement of candidature. Where the main content of the thesis or portfolio consists of any

significant extension or elaboration of the candidate's earlier work, that portion referring to previous work must be clearly indicated;

- e) examinable print works and the written components of examinable non-print works, must be written in English except where, on the recommendation of the Faculty, the Board approves that it may be written in another language;
- f) examinable print works and the written components of examinable non-print works, must achieve a satisfactory standard of expression and presentation;
- g) any substantial assistance provided to the candidate during the conduct of the research and the production of the examinable work must be acknowledged. The candidate must obtain written permission from the Principal Supervisor before obtaining paid editorial assistance with the examinable work. If permission is granted to obtain paid editorial assistance, such assistance must be acknowledged in the examinable work and if the professional editor's current or former area of academic specialisation is similar to that of the candidate, then this must also be acknowledged;
- h) where a series of papers is presented, there must be a comprehensive explanatory introduction and a final review to link the papers and to establish the broader academic context;
- i) conform to the *Rule for the Presentation of Print Theses, Other Examinable Print Works and the Written Components of Examinable Non-Print Works* or, for the body of works in a non-print thesis, to the requirements of the individual program.

6.2 Word limits

Print Thesis

- The maximum length for a Doctor of Philosophy thesis shall be 100,000 words.
- The maximum length for a Master by Research thesis shall be 50,000 words.
- The maximum length for a research professional doctoral thesis shall be 60,000 words.

Non-Print Thesis

- The research documentation for a Doctor of Philosophy that is presented to support the body of work(s) shall not exceed 75% of the total work(s) submitted for the award. The maximum length for the piece of critical writing/exegesis shall be 50,000 words.
- The research documentation for a Master by Research that is presented to support the body of work(s) shall not exceed 75% of the total work(s) submitted for the award. The maximum length for the piece of critical writing/exegesis shall be 30,000 words.
- The research documentation for a Research Professional Doctorate that is presented to support the body of work(s) shall not exceed 75% of the total work(s) submitted for

the award. The maximum length for the piece of critical writing/exegesis shall be 30,000 words.

The maximum length for the analysis/exegesis that is presented to support the portfolio shall be 30,000 words.

The stated maximum length for a thesis or portfolio is exclusive of appendices and may only be exceeded with permission of the Board.

6.3 Rules for presentation

THE RULE FOR THE PRESENTATION OF PRINT THESES, OTHER EXAMINABLE PRINT WORKS AND THE WRITTEN COMPONENTS OF EXAMINABLE NON-PRINT WORKS

Print Materials

Format

Word Processed Document

The print thesis, other examinable print work or written component of an examinable non-print work shall be a word processed or typescript paper document. The text shall be in a consistent font throughout (12 point), with any footnotes being in a smaller font. A print thesis, other examinable print work or written component of an examinable non-print work shall not be submitted in an electronic format.

Text

Text is normally to be double-sided, with the pages numbered consecutively throughout the print thesis, other examinable print work or written component of an examinable non-print work. The following minimum margins are to be observed:

Gutter margin - 4cm
All other margins are to be 2cm

Text is to be spaced either double or space-and-a-half with the exception of quotations, footnotes, references and table and figure captions, which are to be single spaced.

Non-print Materials

Format

Non-print materials shall be reproduced in a format suitable for storage and retrieval and must be appropriately packaged. Photographic representation, photo reduction, microforms, etc should be used.

Content and Style

Title Page

The first page of the print thesis, other examinable print work or written component of an examinable non-print work is to identify it as a thesis or other examinable work submitted to Charles Sturt University for the [*name of degree*]. The candidate's name, qualifications held, the full title of the thesis or other examinable work, and the month and year of submission are to be recorded on the title page.

If the work is one of joint authorship, a statement indicating the contribution made by the submitting candidate shall be given on the title page.

Table of Contents

The print thesis, other examinable print work or written component of an examinable non-print work is to include a table of contents after the title page.

Certificate of Authorship

On the first page after the table of contents the following certificate signed by the candidate certifying the original authorship of the thesis or other examinable work is to appear:

“I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma at Charles Sturt University or any other educational institution, except where due acknowledgment is made in the thesis [*or dissertation, as appropriate*]. Any contribution made to the research by colleagues with whom I have worked at Charles Sturt University or elsewhere during my candidature is fully acknowledged.

I agree that this thesis be accessible for the purpose of study and research in accordance with the normal conditions established by the Executive Director, Library Services or nominee, for the care, loan and reproduction of theses.”

Acknowledgments

Theses and Professional Doctoral Portfolios

Where appropriate, a brief acknowledgment of any substantial assistance received shall be included on a separate page inserted in sequence. The acknowledgment should list the names of all those persons who have provided substantial assistance with the research and the nature of that assistance which may relate, for example to the:

- sponsorship of the research;
- collection of data;
- processing of the data including the selection and use of particular statistical techniques;
- interpretation of the results of the statistical analysis;
- editing of the thesis ;
- use of graphics in the thesis ;
- word processing of the thesis .

If any of the assistance was provided for a fee, this fact should also be recorded.

Dissertations and Master Portfolios

Where appropriate, a brief acknowledgment of any substantial assistance received shall be included on a separate page inserted in sequence. Where paid editorial assistance has been obtained, the name of the editor and a brief description of the services provided must be given.

Intellectual Property Rights

If there is material in the thesis or other examinable work which could or does have implications for the intellectual property rights of the candidate, the University, a sponsor of the research or some other person or body, those implications shall be stated under the heading “Intellectual Property Rights” either on the same page as the acknowledgments or on the next page in sequence.

Ethics, Biosafety and/or Radiation Safety Approval

If the thesis or other examinable work reports on research involving humans or human biological materials or involving animals, a page containing the name(s) of the relevant University and/or other ethics committee and the approval number(s) shall be inserted in sequence in the soft-bound copies of the print thesis, other examinable print work or written component of an examinable non-print work.

Confidential Material

If there is material in the thesis or other examinable work which is confidential for commercial or other reasons either for a specified period or indefinitely, the confidential material, the period of its confidentiality and the reasons for its confidentiality shall be

specified under the heading “Confidential Material” on a separate page inserted in sequence. In addition, the following statement shall appear on the cover of the soft-bound copies of the print thesis, other examinable print work or written component of an examinable non-print work:

“This thesis [*or dissertation*] contains confidential material as described on page [*insert page number*]. The thesis [*or dissertation*] shall not be given to anyone who is not directly involved in the examination of the thesis [*or portfolio or dissertation*].”

Paid Editorial Assistance

If paid editorial assistance was obtained by the candidate during the conduct of the research and the production of the examinable work (and written permission granted before obtaining the assistance, the name of the editor and a brief description of the services provided must be specified in the thesis or other examinable work under the heading “Professional Editorial Assistance” on a separate page inserted in sequence. If the professional editor's current or former area of academic specialisation is similar to that of the candidate, this too should be stated in the prefatory matter of the thesis or other examinable work.

Professional editing of a candidate’s thesis or other examinable work is limited to formatting, grammar and style (Australian Standard for Editing Practice – ASEP Standard D - Language and Illustrations, ASEP Standard E - Completeness and Consistency) and must not alter or improve the substantive content or conceptual organisation of the thesis. Where a professional editor provides advice to a candidate on matters of structure (ASEP Standard C - Substance and Structure) exemplars only should be given.

Abstract

Next in sequence, there is to be an abstract of the work not exceeding 500 words in length for theses and professional doctoral portfolios or 350 words in length for dissertations and master portfolios.

Body of the Print Work

Next in sequence is the body of the print thesis, other examinable work or written component of an examinable non-print work.

References

The print thesis, other examinable print work or written component of an examinable non-print work is to include a list of references at the end which shall list alphabetically the sources acknowledged in the body of the print thesis, other examinable print work or written component of an examinable non-print work.

Advice regarding bibliographic standards is to be obtained from the Principal Supervisor of the Faculty responsible for the program or, for dissertations and master portfolios, from the Supervisor of the School responsible.

6.4 Submission guidelines

Notice to Submit

To facilitate the timely appointment of examiners, a candidate shall give not less than two months' notice in writing to the Centre for Research and Graduate Training of intention to submit the thesis or portfolio. The candidate completes the first part of the notification of readiness to submit form which is located with the higher degree student forms on the research website

Soft-Bound Copies for Examination: Paper and Binding

Print theses, other examinable print works and the written components of examinable non-print works are to be presented using International Standard Organisation (ISO) A4 size white bond paper. If diagrams, maps, tables and similar presentations do not fit readily on this sheet size, ISO B4 size may be used. B4 size pages are to be folded and bound so as to open out at the top and the right.

The duplicate copies of the original are to be produced using a method which gives a clear and permanent copy (offset print, dry photocopy or laser copy). The use of spirit duplication, wet photocopy, thermal copy or carbon copy is not acceptable.

All copies of the print thesis, other examinable print work or written component of an examinable non-print work are to be secured within hard covers (eg commercially available plastic folders).

Submission of the Thesis or Portfolio: Copies Required

Print Theses, Portfolios and the Written Component of an Examinable Non-Print Work

Four copies of a doctoral thesis or portfolio (or of the written component of a non-print thesis) and three copies of a master thesis (or of the written component of a non-print thesis) shall be provided to the Centre for Research and Graduate Training. These copies shall be soft-bound copies as specified in the *Rule for the Presentation of Print Theses, Other Examinable Print Works and the Written Components of Examinable Non-Print Works*. (Section 6.3 of the RHD Guide)

On-Site Bodies of Work(s)

For documentation (as specified by the Course Co-ordinator) which outlines to examiners the nature and scope of the task that they will undertake when the body of work(s) is assessed on site, *four* copies for a non-print doctoral thesis and three copies for a non-print master thesis shall be provided to the Centre for Research and Graduate Training.

Reproducible Bodies of Work(s)

For bodies of work(s) which are able to be reproduced, *four* copies for a non-print doctoral thesis and three copies for a non-print master thesis shall be provided to the Centre for Research and Graduate Training.

7. Examination

Once you have submitted your thesis it will be sent out to examiners for examination. The principles governing examination at CSU are:

- (1) The examination process will be conducted to ensure that the candidate has satisfied stated CSU regulations for the award of the degree.
- (2) Examiners of theses will be selected on the grounds of their academic and research competence in the area of the submitted thesis. They will be (or have recently been) active in both research and scholarship thus ensuring that their knowledge of the field is current.
- (3) Examiners will be selected in such a way as to ensure that there is empathy with the research and theoretical frameworks used by the candidate.
- (4) The examination process should be transparent, fair and objective to all involved.
- (5) The examination process should be as prompt as possible with every effort made to ensure that the process does not normally exceed three months from the time of submission to the time the student is informed of the outcome of the examination process.
- (6) The examination process will be tracked by the university. Students, faculties and supervisors will be kept informed of progress at different stages of the process. The Centre for Graduate studies will be pro-active in keeping students informed of progress.
- (7) Students will be kept informed of any unforeseen delays in the examination process and the reasons for them. The University will also inform students of the action being taken to overcome any unforeseen difficulties.
- (8) All the reports and results of an examination process will be considered promptly by the relevant faculty and university committees.
- (9) Procedures should exist for resolving conflicting outcomes from different examiners of a thesis and for compiling and relating to students, a single statement of advice for any changes, additions or corrections required.
- 10) The candidate, supervisors and examiners should be informed promptly of the outcomes of an examination process and of the final decision of the Board of Graduate Studies.

The sections below outline the appointment process, examination criteria, the examiners' reports and how to respond to examiners reports if needed.

7.1 Appointment of examiners

The Board of Graduate Studies, on the recommendation of the Dean of Faculty, shall appoint examiners. The Board shall appoint three examiners for a doctoral thesis, at least two of whom shall be external to the University. The Board shall appoint two examiners for a master thesis, at least one of whom shall be external to the University. The Board shall appoint three examiners for a research professional doctoral thesis or portfolio, at least two of whom shall be external to the University. One of these examiners may be an industry-based examiner. A candidate's Principal Supervisor and Co-supervisors shall not be appointed as examiners of the candidate's thesis or portfolio. No examiner will be appointed who has an actual or perceived conflict of interest. The name of the examiners shall be released to the candidate, *after* examination, together with the examiners' reports on the thesis or portfolio. Where an examiner fails to provide a report on a thesis or portfolio within two months of having received it, the Board may appoint a replacement examiner.

Examiners shall be of high academic standing in the field in which the candidate's research was conducted, and, for professional doctorate examiners, shall demonstrate knowledge of the professional area in which the thesis or portfolio is being examined. An industry-based examiner shall exhibit demonstrated excellence in the profession in which the candidate's research was conducted.

Supervisors are asked to recommend potential examiners. Before doing so they shall consult with the student who may make suggestions and indicate preferences. However, students should not be told the names of the nominated examiners. In making the recommendations, supervisors must justify the choice of the person as an examiner. This should be done in terms of the persons' position, research record etc.

The recommendation is made initially to the research area coordinator/discipline head/professor and the Sub-Dean. If the research area coordinator/discipline head/professor and the Sub-Dean both agree that the examiners meet all requirements, they should be recommended to the Board of Graduate Studies for appointment.

7.2 Examination criteria

General Criteria

Examiners shall examine a thesis or portfolio principally in terms of the following criteria:

- a) the candidate's understanding of the field of study;
- b) the originality of the work embodied in the thesis or portfolio;
- c) the significance of the thesis or portfolio as a contribution to knowledge in the field of study;
- d) the adequacy of the research methodology (eg the construction of hypotheses, the analysis of data, the arguments advanced to support conclusions); and
- e) the worthiness of the thesis or portfolio for publication.

Specific Criteria

A *doctoral* thesis must be an original and significant contribution to knowledge of the subject.

A *master* thesis must be a distinct contribution to knowledge of the subject.

A *research professional doctoral* thesis or portfolio must be an original contribution to professional practice, policy or knowledge.

7.3 Examiners reports

Each examiner shall, independently of the other examiner(s), examine the thesis or portfolio, provide a written report and make one of the recommendations set out below. For courses containing a coursework component, this recommendation is subject to successful completion of that component.

That the candidate:

- a) The thesis be PASSED without any amendments and the candidate be awarded the degree (NA).
- b) The thesis be PASSED, SUBJECT TO MINOR AMENDMENTS as indicated in my report to the satisfaction of the Dean of the Faculty (MA).
- c) The thesis be PASSED, SUBJECT TO SUBSTANTIVE AMENDMENTS along the lines indicated in my report. The candidate be instructed to submit a detailed report to the Board of Graduate Studies outlining the amendments to the thesis for final classification, without further reference to the examiners (SA).
- d) The thesis be RE-SUBMITTED for examination after completing the required extra work and revision indicated in my report (RR). (A thesis which must be re-submitted requires alterations of such scale, complexity and/or conceptual significance that their adequacy should be appraised again by an external expert/s).
- e) The thesis NOT be awarded the degree of Doctor of Philosophy but be PASSED for the appropriate degree of MASTER (PM). (The Masters degree must be a substantial work generally based on independent research which shows a sound knowledge of the subject of the research, evidence of the exercise of some independence of thought and ability of expression in clear and concise language).
- f) The thesis be FAILED and the candidate NOT be awarded the degree of Doctor of Philosophy OR the degree of Master and NOT be permitted to resubmit the thesis in a revised form (F).

Clause (e) is only applicable to the Doctor of Philosophy.

Once CRGT has received all reports from the examiners these will be forwarded to the relevant Faculty Sub-Dean who will then forward them to the Principal Supervisor. The Sub-Dean and Principal Supervisor will discuss an appropriate course of action. The principal supervisor will then forward the reports to the student. After consultation with supervisors, the student will forward comments on the examiners' reports to the supervisor and in

appropriate cases make amendments to the thesis as recommended by the examiners. The student will be asked to form their own individual response, which need not reflect the views of the Principal Supervisor.

If you gain three reports graded as a pass and a NA then the process is completed and the award will be granted. In other cases you will be asked to change your thesis, the various scenarios include the following:

- A combination of NA and MA grades implies that you have to make some minor amendments subject to the satisfaction of your Faculty Sub-Dean;
- At least one SA grade implies that you have to make some substantive amendments subject to the satisfaction of the Examination Committee of the Board of Graduate Studies;
- If allocated grades involving RR, and/or F, re-submission or fail outcomes may result after explicit consideration by the Examination Committee of the Board of Graduate Studies.

7.4 Responding to examiners reports

If you are required to make any amendments to the thesis you will need to formulate a formal response to the examiners' reports. You should use the following guidelines in preparing your report.

1. Make any corrections or revisions in your thesis using 'Track Changes'. Before doing that, however, make sure that you keep a copy of the original thesis that you submitted for examination.
2. Your response to the examiners comments should be presented in a systematic manner using a tabular format in which you clearly indicate the comment to which you are responding and then give your response. See example below. (Please do not use landscape orientation for this. Although it may seem more sensible to do so, it causes problems when the response is scanned for distribution.)
3. If you accept an examiner's criticism, you need to indicate that and provide the verbatim change(s) that you will make clearly indicating where they will go. If the change is relatively small, then include the text in the body of your response. If it is longer (more than two paragraphs), then attach it to the tabulated response as an Appendix. If you accept an examiner's criticism, it is not generally necessary to give a long justification for what you originally did.
4. If you think that an examiner's criticism or request for further work is not valid and you decide not to make any change, you have to provide an explanation of why you do not accept the examiner's viewpoint. Such explanations should be in the form of a logical and academic argument.

Beware of:

- a. Attacking an examiner. Examiners were chosen based on their expertise and so simply suggesting that they are incompetent does not carry much weight.
 - b. Basing an argument solely on the fact that one examiner mentioned the issue and the other two did not. Quite frequently, based on expertise only one examiner identifies a problem and the fact that the other two did not, does not invalidate the criticism.
 - c. Dismissing a criticism on the basis that the relevant information was given elsewhere. Such criticisms can indicate that you have not presented the ideas and information clearly and hence that you need to revise it to clarify the material.
 - d. Arguing in multidisciplinary studies that the examiner is an expert in the discipline and hence implying that they are requiring too much expert knowledge. In multidisciplinary research, the researcher has to be proficient in all the disciplines covered in the thesis.
5. Each grammatical, spelling and typographical error does not need to be individually addressed in your response. Instead a generic statement indicating that this has been attended to will suffice. Your supervisor will check to ensure that such changes have been made in the revised thesis. (It may be worth getting professional proofreading and/or copy editing assistance also if there are lots of these sorts of errors in your thesis.)

The orientation for the table should be portrait otherwise there are problems when it is scanned.

Prof. XXX's comments	Corrections/Responses
1. The title being misleading	It was changed to "...".
2. Including the prediction of the Rescorla-Wagner (R-W) model for the data presented.	I agree with Prof. XXX's comment that the R-W model is an important theory in the debate about human causality judgments. However, I did not include the R-W model specifically in the current studies because it is well documented that the R-W model can not account for many of the conditioning arrangements employed in this research (backward blocking, latent inhibition and release from overshadowing). The model presented by Dickinson and Burke (1997) is a development of the R-W specifically to account for such phenomena. Therefore it makes more sense to include this model not the R-W model where the findings are already well reported.
3. The second line of work with	I agree with Prof. XXX that the work by

<p>sequential elements and compounds has not considered the highly relevant work of Helena Matute and her colleagues at the University of Deusto in Spain. Hiramatsu should consult this work and discuss its significance to these dissertation projects. Below are some citations and initial comments about the relevance of the work.</p>	<p>Matute and her colleagues is relevant to the second part of my thesis. However, the way I interpret their data is different from Matute's. If the context is regarded as the second CS, the results are still due to the within-compound association and, therefore, Dickinson and Burke's model can account for their data. However, I acknowledge that this argument needs to be made. Hence, I insert the following in pg. 101. "On the other hand, Matute and Pineno argued that a within-compound association is not always necessary for cue competition. ..."</p>
<p>3. At several points in the thesis the candidate refers to the "Hays test" for post-hoc tests. I am not familiar with this test, could the candidate be a bit more specific about what it does?</p>	<p>On pg.65, the following footnote was inserted. "The Hays procedure enables the Decision Wise error rate to be used as a valid estimate of the Experimental Wise error rate for each test by employing a set of contrasts which are fully orthogonal (Hays, 1972)."</p>
<p>4. The participants information for Experiment 3.1 and 3.2 are identical (total number of participants, gender breakdown, mean age and age range). Were the same subjects used for both experiments? If so, what implications does this have for the analyses and interpretation of the data?</p>	<p>This was addressed in the response to A/Prof YYY's comments (2).</p>

8. Graduation

8.1 Submission requirements

Hard-Bound and Digital Copies Following Examination

Following the acceptance of the examiners' reports on a thesis or portfolio by the Board and notification that the Board has recommended that the degree be awarded, the candidate shall forward to the Centre for Research and Graduate Training hard-bound and digital copies of the thesis or portfolio as set out below. The candidate is responsible for the cost of binding. Students may not graduate until all requirements have been met including the submission of hard bound and digital copies of the thesis.

Format of Thesis or Portfolio

Three hard-bound copies *and* a digital copy of the thesis or portfolio must be submitted, as specified in the *Rule for the Presentation of Print Theses, Other Examinable Print Works and the Written Components of Examinable Multi-media Works*. One of the hard-bound copies is to be printed on permanent paper (for the Library Copy). The preferred file format for the digital copy is either Microsoft WORD, rich text format or a digital format that can be converted to Adobe PDF (portable document format).

Format of Multi-Media Thesis

Three hard-bound copies *and* a digital copy of the written component of the thesis must be submitted as specified in the *Rule for the Presentation of Print Theses, Other Examinable Print Works and the Written Components of Examinable Multi-media Works*. Each copy shall be accompanied by a copy of representations of the body of work(s) as advised by the Principal Supervisor. If possible a digital copy of the representations should be in a format suitable for including in the CSU Research Output (CRO). The preferred file format for the digital version of the written component is either Microsoft WORD, rich text format or a digital format that can be converted to Adobe PDF.

Library Copy

One copy of the thesis or portfolio printed on permanent paper (paper which meets the specifications of Australian Standard AS40003 – 1996) and with the signed Certificate of Authorship and the digital copy shall be forwarded by the Centre for Research and Graduate Training to the University Library. The digital thesis or portfolio will be included in the CSU Research Output (CRO) as part of the eTheses Collection. The eTheses Collection contains metadata which is electronically accessible via the Australian Digital Theses site; the full text will be available electronically in the eTheses Collection.

Intellectual Property/Confidentiality

Ownership of Thesis or Portfolio

The digital and three bound copies of the thesis or portfolio presented by the candidate to the Centre for Research and Graduate Training shall become the property of the University for lodgement by the Office in the Library, with the Principal Supervisor and with the Faculty.

Restriction on Circulation of Thesis or Portfolio

All theses or portfolios will be available for open access except in the following circumstance described below.

Where a thesis or portfolio contains matters affecting national or industrial security, commercial-in-confidence content, culturally sensitive content, content which would breach privacy laws, or any other content which would pose a risk to the author, university, or any other third-party, the Board may restrict the circulation, copying and electronic access of the thesis or portfolio, upon considering a recommendation by the Dean of Faculty based on a written request from the candidate. If there are restrictions on parts of the content, an abridged hard copy and digital versions (edited by the candidate), excluding the restricted material will normally be made available. When forwarding the hard-bound and digital copy of the thesis or portfolio to the University Library, the Centre for Research and Graduate Training shall advise the Library of any embargo the Library should place on the availability via open access of the thesis or portfolio for reasons relating to the intellectual property rights or confidentiality of material in the thesis or portfolio. The library will set the date of release from the embargo as specified by the author.

The hard-bound and digital copies of the thesis or portfolio deposited in the Library will normally be available for circulation, copying, and electronic access except where a restriction is imposed by the Board as provided for above.

If the Board approves an embargo on circulation, copying or electronic access, the entire thesis or portfolio will in any case become available two years after the thesis or portfolio has been deposited with the Centre for Research and Graduate Training, or such longer period as may be approved by the Board.

8.2 Thesis binding

Binding Specifications

Hard-bound copies of print theses, other examinable print works and the written components of examinable multi-media works are to be prepared in accordance with the specifications set out below.

Candidates are advised to enclose these instructions with their print thesis, other examinable print work or written component of an examinable multi-media work when it is sent for binding and to specify a choice of fabric.

Binding

Theses and Professional Doctoral Portfolios

Print theses, professional doctoral portfolios and the written components of examinable multi-media works submitted to the Library are to be full bound in burgundy cloth or buckram. The burgundy is to be similar to pantone colour 188c.

Dissertations and Master Portfolios

Dissertations and master portfolios are to be full bound in dark green cloth or buckram. The dark green is to be similar to Pantone colour 3435c.

Lettering

Lettering is in gold block letters, 3-4 mm in height, 10 letters per 2 cm in a sans-serif type face. Where the thickness of the print thesis, other examinable print work or written component of an examinable multi-media work is sufficient, lettering should be horizontal, across the spine with the top line of the title lettering 22 cm above the base of the spine, the author's name 10 cm, and the award and year 10 cm. The award name should be abbreviated to CSU requirements (as set out in Section L15.2 of the Academic Manual, available on the Web). Lettering on the front cover is not required. If the print thesis, other examinable print work or written component of an examinable multi-media work has to be published in more than one book, each book is regarded as a volume. Each volume should be numbered 14 cm above the base of the spine.

Where the width of the spine does not permit horizontal lettering, lettering should be applied in the direction top to bottom, starting 2 cm from the top, in the same type size as horizontal lettering. A space of 2 cm, should be placed between title and award, and 1 cm between author and title.

Other Items

Where items other than a volume are submitted, these should be enclosed in a cloth or buckram box (burgundy for theses and professional doctoral portfolios, green for dissertations and master portfolios) that matches the volume or volumes of the examinable work, including matching height and lettering. Small items (eg a computer disk) should be housed in a matching cloth or buckram pocket, attached to the back inside cover board of the main work.

Advice on presentation of other items can be provided by the Supervisor or the Division of Library Services.

8.2 Graduation locations and dates

Each year graduation takes place at the various campuses of CSU. Typically graduation occurs during the months of March through to June at the main campuses. You will receive official University notification about your graduation options. To be eligible to graduate you

must meet all the requirements pertaining to examination, including the submission of hard bound and digital copies of the thesis.

If you do not wish to formally graduate at a ceremony you can have your degree conferred at a meeting of the University Council which meets at various times during the year. As a RHD student you are still permitted to formally graduate at a ceremony even after having your degree conferred at a meeting of Council.

9. Publication and Authorship

Students are morally and ethically obliged to publish from their research. The general community has invested significantly in the University sector through taxation payments and deserve an explicit return. If you are funded through a government scholarship and the research training scheme then it is even more important that you communicate your research results through publication. The general community benefits greatly, through the new knowledge generation produced through RHDs and it your obligation to support that benefit to society.

9.1 Publishing from thesis

The general expectation is that you should seek to publish results from your research in academic journals. Your supervisors will normally mentor you through this process as there is a lot to learn. One decision you will need to make early in your candidature is whether to try to publish as you go or wait until completion before your start to publish. There are advantages and disadvantages for both choices and your supervisors will help you in making this decision.

9.2 Authorship protocols and guidelines

In considering publishing from your thesis decisions must be made about attribution of authorship. The issue that arises is whether you are the sole author of any resulting publications or whether the authorship should be jointly attributed with supervisors or others.

Students and supervisors should agree on authorship of a publication at an early stage in the research project and should review their decisions periodically.

Attribution of authorship depends to some extent on the discipline, but in all cases, authorship must be based on substantial contributions in a combination of:

- conception and design of the project
- analysis and interpretation of research data
- drafting significant parts of the work or critically revising it so as to contribute to the interpretation.

Authorship should not be offered to those who do not meet the requirements set out above. For example, none of the following contributions, in and of themselves, justifies including a person as a co-author:

- being head of department, holding other positions of authority, or personal friendship with the student
- providing a technical contribution but no other intellectual input to the project or publication
- providing routine assistance in some aspects of the project, the acquisition of funding or general supervision of the research team

- providing data that has already been published or materials obtained from third parties, but with no other intellectual input.

A research student should be the principal author of publications emerging from a thesis with supervisors, where appropriate, taking second author status. Second author status is obligatory if the supervisor/s designates the primary variables or makes interpretative contributions or provides the database; is a courtesy if the supervisor/s designates the general area or substantially contributes to design; and is not acceptable if the supervisor only provides encouragement, physical resources, financial support, critiques or editorial contribution. In the last case, supervisors should be acknowledged in the acknowledgments section. There are some circumstances where the supervisor may be the principal author but where this occurs it must be with the student's written approval. If research supervisors use contracts with their students it would be appropriate to include a statement of authorship.

10. Intellectual Property

The outline below extracts from the CSU intellectual property policy content relevant to RHD students.

Ownership by students

In the absence of a specific contract to the contrary, students own the intellectual property which they invent.

Normally CSU does not encourage the involvement of students in commercial activities. However, it recognises that there may be exceptions when postgraduate and honours students may benefit from and contribute to consulting, contract research, collaborative research and professional practice.

In particular, where intellectual property is concerned:

- (a) students shall have a right to have their thesis or other work examined;
- (b) students shall have the right to submit their thesis and work for publication except where, for reasons of confidentiality, the Vice-Chancellor obtains the agreement of the supervisors and the student to restrict public access to the work for a limited period, usually not exceeding eighteen (18) months; and
- (c) staff who are supervisors of a student shall report on the intellectual property disclosure form to the Commercialisation Officer and to the student:
 - as soon as it becomes apparent to them that work under supervision contains intellectual property to which the University may have a claim;
 - where a student has an agreement or employment arrangement with a third party who may claim rights; or
 - where a student at enrolment brings intellectual property to be used in candidature.

Ownership vests in CSU in the following exceptions to student ownership:

- (a) where a student participates as part of a team with CSU staff in consulting, contract research or collaborative research;
- (b) where a student uses pre-existing intellectual property owned by CSU;
- (c) where a student is a co-author with a member of staff in work which is commercial or confidential;
- (d) where a student is a co-inventor with a member of staff, whether the invention is patented or not; or
- (e) where a student works as part of a research team in a Co-operative Research Centre.

In these circumstances the Vice-Chancellor may require the student to assign their intellectual property rights to the University.

CSU through the Commercialisation Officer shall advise students of their rights and promptly alert them to any hindrance to ownership of intellectual property or publication. Students shall have access to the Intellectual Property and Outside Professional Activities Committee.

11. Transferable Skills

Charles Sturt University Transferable Skills is a web-based resource for postgraduate research students. The mission of Charles Sturt University includes distinctive educational programs for the professions that prepare students for work. So doing a PhD, research masters and professional doctorate at Charles Sturt means a lot more than becoming an expert in your thesis discipline; this is also an opportunity to enhance your wider skills. These will help you complete your research candidature but, just as importantly, will maximise your future professional efficacy.

The Charles Sturt University transferable skills program constitutes a wide range of options; see the Learning Opportunities link for a complete listing. Other skills that you develop or enhance through work experience, running a workshop, publishing your research findings and so on are also important.

Participation in the transferable skills program is optional and we recognise that all students are different. So you are encouraged to select the skills training activities that are right for you. Discuss with your supervisors your current skills and areas that might need to be enhanced for your anticipated career direction. Remember, undertaking skills development is not an admission of weakness but a commitment to developing yourself as a professional, even if you arrived with us with significant abilities!

To access the web-site go to <http://interact.csu.edu.au/portal/>,

- login;
- go to the membership tab;
- click on the "joinable sites" button;
- search for transferable skills;
- and join the session.

12. Dispute Resolution and Grievance Procedures

The material below represents an extract from the regulations about dispute resolution and grievance procedures as they pertain to RHD students.

Concerns and Complaints

Scope

These procedures apply to any situation where a research higher degree candidate believes that he/she has a significant concern in relation to his or her research that is not covered by other procedures. The concern could be related to the Principal Supervisor, a Co-supervisor, or both; the provision of resources; or any other matter of concern to the candidate.

Concerns

The concerns that will be covered by these procedures include, but are not limited to:

- a Supervisor who does not appear to have appropriate knowledge of a candidate's research area;
- a Supervisor who fails to provide appropriate support for, or interest in, a candidate's work;
- a Supervisor who fails to carry out necessary administrative responsibilities in an appropriate time;
- a conflict between a candidate and a Supervisor over the direction in which the research should proceed;
- a conflict between the candidate and the Supervisor regarding the authorship of a paper flowing from the research;
- a candidate who believes that the Supervisor is requiring the candidate to carry out work that is not related to the research;
- a Supervisor who frustrates a candidate's efforts;
- a personality conflict between a candidate and a Supervisor;
- a candidate who believes that he/she is not being provided with an appropriate level of physical resources.

Procedures

If a candidate has a concern that needs to be dealt with, he or she should take the following steps:

- a) attempt initially to resolve the concern with the Supervisor. If the candidate does not believe that this is possible, or appropriate, the candidate may wish to take some, or all, of the following steps.
- b) discuss the concern with the Head of School, the Faculty Sub-Dean for Graduate Studies or the Dean of the Faculty;
- c) discuss the concern with the Faculty Post Graduate Grievance Adviser. The Faculty Post

Graduate Grievance Adviser will be a senior member of the faculty, usually a professor, with significant research experience and knowledge of University procedures (this step is dependent on the Faculty appointing a person to this position);

- d) discuss the concern with the Student Union Post Graduate Grievance Adviser (this step is dependent on the Student Union appointing a person to this position).

Complaints

If the procedures above fail to remedy the concern, a complaint may be lodged with the Post Graduate Complaints Committee of the Board.

Neither the candidate nor the respondent shall communicate about the substance of the complaint with the Deputy Vice-Chancellor (Academic) or the Presiding Officer of the Board before the Post Graduate Complaints Committee delivers its report, except if one of the parties believes the matter is of an urgent and/or dangerous nature.

The Post Graduate Complaints Committee

The Presiding Officer of the Board will be responsible for appointing a Post Graduate Complaints Committee.

The Committee will hear verbal evidence from the following people, if they wish to give it:

- the candidate;
- the respondent;
- any other person the Committee believes could assist it in its deliberation. The candidate or the respondent may nominate people that they believe could assist the Committee. The Committee will not be bound to hear evidence from all people nominated if the candidate or the respondent nominates more than five (5) people.

The candidate and the respondent may be accompanied by an adviser when they are giving evidence. The candidate's adviser may address the Committee.

Recommendations of the Post Graduate Complaints Committee

The Post Graduate Complaints Committee shall report to the Presiding Officer of the Board.

The Committee may recommend one or more of the following:

- the complaint be dismissed;
- there be a change in Supervisor(s);
- the Supervisor(s) be counselled in the way they deal with the candidate;
- the candidate be counselled in ways to resolve the problems;
- the candidate be provided with additional resources;
- any other action that the Committee believes will resolve the complaint;
- a mediator be appointed.

Resolution of the Complaint

Having received the report of the Committee, the Presiding Officer of the Board shall determine what action, if any, should be taken to resolve the complaint.

Grievances and Appeals

Academic Judgements, Discrimination, Harassment

Academic Judgements

A candidate who is aggrieved by a decision of the University which is taken by a person or body of the University exercising an authority under the regulations and rules of the University, based essentially upon a question of academic judgement, may appeal against that decision.

Discrimination

A candidate who is aggrieved by a decision of the University or by action taken by the University which the candidate believes has or will result in him or her being treated less favourably than another candidate or candidates in the same or similar circumstances, may:

- a) have his or her complaint, problem or concern mediated; or
- b) lodge a formal grievance under the University's Complaints Policy and Procedures on the grounds of discrimination in respect of that decision or action. A candidate who invokes this clause in respect of a decision of the University is not prevented from exercising his or her rights of appeal against that decision.

[The University's Complaints Policy and Procedures is published in the Governance of the Administrative Manual on the WWW at:

<http://www.csu.edu.au/adminman/hum/complaints-policy.pdf>

Harassment

A candidate who is subject to uninvited and unwelcomed behaviour by a person exercising an authority under the regulations or a student of the University, which interferes with the candidate's right to study or live in a non-threatening environment, may:

- a) have his or her complaint, problem or concern mediated; or
- b) lodge a formal grievance under the University's Complaints Policy and Procedures on the grounds of harassment in respect of that behaviour.

Appeals

Students can appeal decisions, details about processes can be found in the academic manual.

13. Support and Services

13.1 Research methods and statistics support

Gaining skills and advice in research methods and statistics is important for many CSU research students. In addition to drawing on the statistical and methodological skills of the supervisory team and other CSU academics, there are a number of mechanisms through which research students can gain skills and advice in these areas. The following options are available.

Research Methods and Statistics Subjects

Enrol in Research Methods and Statistics Subjects offered by the Faculties. Research Higher Degree students are able to enrol in two subjects during the first 2 years FT or 4 years PT of their degree. You should discuss the relevant choice of subjects with your supervisors.

Quantitative Methods Consulting Unit

The University operates a Quantitative Consulting Unit and it is located in the School of Computing and Mathematics (Faculty of Business). This system allows for a research methods or statistics/mathematics consultant to be made available to RHD students.

A schedule of consultations charges for Research Higher Degree Students (which can be funded from the annual resource allocation) exists.

A more complete description of the services being offered by the unit, and how to apply for services, is available on the QCU website:

<http://www.csu.edu.au/faculty/business/qcu/index.htm>.

Software

The University provides computing support for research students through the availability of SPSS and AMOS for quantitative data analysis and NVIVO for qualitative data analysis. Details on the availability the software can be found at Division of Information Technology web-page.

13.2 CSU research support unit: Spatial Data Analysis Network (SPAN)

The Spatial Data Analysis Network (SPAN) is a research support unit within the Centre for Research and Graduate Training, Charles Sturt University. SPAN's primary role is to support academic research by staff and post graduate students of the university in the areas of:

- Geographic Information Systems
- Remote Sensing
- Spatial Statistics

SPAN has the capability to process and interpret large digital data sets, such as:

- Satellite Imagery
- Airborne Video Imagery
- GIS and Mapping Data
- Census Data

SPAN aims to:

- Facilitate research in social and physical sciences
- Provide a University-wide set of computer-based tools and training to help researchers address such problems
- Develop and promote a University-wide user base of GIS applications

The benefits of using SPAN in your research are:

- Enhancing your data analysis
- Incorporating data from other sources into your study
- Exploring geographic patterns and phenomena in your research
- Access to SPAN's wealth of knowledge

To find out more about SPAN activities visit: <http://www.csu.edu.au/research/span/>

13.3 Division of student services

CSU has a division of student services which is dedicated to providing students with support in all areas of student life. From academic support, health and welfare, social and sporting activities, accommodation and food and beverage services, student services is the place to go if you're a student at CSU.

You can access student services regardless of how or where you're studying your CSU course. Student Services has developed an extensive online support environment and staff can make contact with you in person or virtually.

Explore this web site to familiarise yourself with the extensive array of support and services available to you as a CSU student, and make contact with us through Support Central if you need to. The web-page for the division is: <http://www.csu.edu.au/division/studserv/>

13.4 International research students

Student Support Officers-International are available to support your adjustment to studying and living at CSU. Our support to you and your family begins with pre-arrival information, arrival assistance and continues throughout your study at CSU to your return home. Student Support Officers-International are part of a team of support within Student Services. These services are designed to assist all students to achieve their goals. Services include: Orientation, Learning Skills, Maths Support, English Support, Accommodation (both on

campus and off campus), Health, Religious/Community, Counselling, Career Advice, Disability Issues, and Student Equity Support.

To contact an international student support officer please refer to the following web-link: <http://www.csu.edu.au/division/studserv/support/international/index.htm>

CSU Learning Skills offers academic learning support to all enrolled students to enable them to acquire or enhance the skills they need to succeed in university studies. During workshop tutorials, drop-in sessions and study centres, or through individual consultations, students are presented with strategies and techniques that will allow them to better participate in academic activities.

To seek assistance for English language learning skills please contact a learning skills officer using the information on the following link: <http://www.csu.edu.au/division/studserv/ess/>

14. Useful Reading

There are some excellent references which you can access you help you on your journey to successfully completing your research degree. These readings do not relate to any discipline content but to the processes and trials and tribulations of being a research higher degree student. Some useful references are listed below.

- Brause, R.S. (2000), *Writing your doctoral dissertation: invisible rules for success*, Falmer Press: New York.
- Churchill, H., and Sanders, T. (2007), *Getting your PhD: a practical insider's guide*, SAGE Publications: London.
- Denholm, C., and Evans, T. (eds) (2006), *Doctorates downunder: keys to successful doctoral study in Australia and New Zealand*, ACER Press: Camberwell, Australia.
- Denholm, C., and Evans, T. (eds) (2009), *Beyond doctorates downunder: maximising the impact of your Australian or New Zealand doctorate*, ACER Press: Camberwell, Australia.
- Dunleavy, P. (2003), *Authoring a PhD: how to plan, draft, write, and finish a doctoral thesis or dissertation*, Palgrave Macmillan: New York.
- Graves, N., and Varma, V. (eds) (1997), *Working for a doctorate: a guide for the humanities and social sciences*, Routledge: New York.
- Hawley, P. (1993), *Being bright is not enough: the unwritten rules of doctoral study*, Charles C. Thomas, Springfield, IL.
- Tinkler, P., and Jackson, C. (2004), *The doctoral examination process: a handbook for students, examiners and supervisors*, Society for Research into Higher Education and Open University Press, McGraw-Hill Education: Maidenhead.
- Wellington, J.J., Bathmaker, A., McCulloch, G., Hunt, C., and Sikes, P. (2005), *Succeeding with your doctorate*, Sage Publications: London.