

AGENDA

MEETING **CHM/COS HDR Committee**
 MEET NO. 4/2021
 VENUE Via Zoom
 DATE/TIME 12 October 2021, 10.30am - 12.30pm
 CONTACT Alison Scott, E: hdr.shm@anu.edu.au; P: 6125 4520

Item 1 Welcome and apologies

Item 2 Minutes of the previous meeting – 10 August 2021 **For confirmation**
 Unconfirmed minutes attached.

Item 3 Matters arising from the previous minutes

ACTION ID	DETAILS	RESPONSIBILITY	STATUS	NOTES
Meeting 4/2017 Item 5.1 & Meeting 2/2018 Item 4.1	eForms	Committee Members	Ongoing	Any issues with the eForm system to be passed to shm.hdr@anu.edu.au , or science.hdr.sa@anu.edu.au
Meeting 1/2018 Item 4.1 & Meeting 4/2018 Item 4.1	Visa delays	Committee Members	Ongoing	Any significant visa delays should be passed to HDR Project Officer (via shm.hdr@anu.edu.au) for collation – to be passed to Dean HDR.
Meeting 2/2019 Item 5.1	Academic Leadership Roles in CHM/COS	HDR Project Officer	Complete	Alison to investigate possibility of addition of a visual representation of roles and responsibilities. Alison to ensure information is available on HDR Community Wattle site. <u>UPDATE:</u> Discussed in item 5
Meeting 4/2020 Item 6.2	GRO Examination Process Change	HDR Project Officer	Complete	Alison to find out when schools are likely to receive communications regarding change in process. <u>UPDATE:</u> Complete.



Item 4 Reports

4.1 Report from the Chair/Deputy Dean (Education)

4.2 Report from PARSA

Item 5 New Business

5.1 Communication of New Academic Integrity Rule (Royston Gustavson - Dean Academic Quality)

5.2 HDR Student Rep Handbook

5.3 HDR Convenor Handbook – updated with Organisational charts

Item 6 Other Business

Item 7 Next Meeting Wednesday

08 December 2021 @ 2pm – venue Fenner Seminar Room, Bldg 141



UNCONFIRMED MINUTES

MEETING CHM/CoS HDR Committee

MEET No. 3/2021

VENUE via Zoom & Science Conference Room – Bldg 42.

DATE/TIME Wednesday 10 August 2021, 2pm

PRESENT Anna Cowan (Chair), James Borger, Celeste Linde, Christopher Cvitanovic, Nic Cherbain, Spencer Whitney, Anne Bruestle, Stewart Fallon, Vivien Silvey, Diana Perriman, Luke Connal, Vanessa Robins, Phil Gibbons, Ben Polkinghorne, Isabelle Yujuico, Amy Dawel, Patrick Kluth, Vince Craig, Vladimir Mangazeev, Ann Evans, Alice Richardson, Peter Kanowski.

APOLOGIES Helmut Jerjen, Richard Burns, Mark Krumholz, Giel van Dooren, Marta Yebra, Libbie Dinn.

IN ATTENDANCE Alison Scott

CONTACT Alison Scott, x54520

ITEM 1 Welcome and apologies

The Chair welcomed all members in attendance to the meeting, including Ann Evans, Peter Kanowski and Alice Richardson as guest speakers.

Apologies received from Helmut Jerjen and Richard Burns.

ITEM 2 Previous minutes Meeting 2, 26 May 2021

The minutes from Meeting 2, 2021 were accepted as an accurate record.

ITEM 3 Matters arising from the previous meeting

Action id	Details	Responsibility	Status	Notes
Meeting 4/2017 Item 5.1 & Meeting 2/2018 Item 4.1	eForms	Committee Members	Ongoing	Any issues with the eForm system to be passed to shm.hdr@anu.edu.au , or science.hdr.sa@anu.edu.au
Meeting 1/2018 Item 4.1 & Meeting 4/2018 Item 4.1	Visa delays	Committee Members	Ongoing	Any significant visa delays should be passed to HDR Project Officer (via shm.hdr@anu.edu.au) for collation – to be passed to Dean HDR.

Meeting 2/2019 Item 5.1	Academic Leadership Roles in CHM/COS	HDR Project Officer	In Progress	Alison to investigate possibility of addition of a visual representation of roles and responsibilities. Alison to ensure information is available on HDR Community Wattle site.
Meeting 4/2020 Item 6.2	GRO Examination Process Change	HDR Project Officer	Pending	Alison to find out when schools are likely to receive communications regarding change in process. <u>UPDATE:</u> Waiting for GRO response
Meeting 1/2021 Item 5.4	New ANU PhD Strategy	HDR Project officer	Complete Complete	Alison to send white paper to members. Members to send feedback to College regarding key features that can be implemented within College by 02 July 2021.
Meeting 2/2021 Item 4.2	Report from PARSA	HDR Project Officer	Complete	Alison to send University wide communications regarding travel approvals to HDRC.
Meeting 2/2021 Item 5.1	HDR Committee Membership	HDR Project Officer	Complete Complete Complete	Alison to find new meeting location for future HDRC meetings. Alison to update HDRC membership list to include conveners. Committee to send additional ideas for standing items to College.
Meeting 2/2021 Item 5.5	Compliance Reporting Update	ADHDR	Complete	ADHDR to discuss with University HDRC is an unsatisfactory submission instead of abandon is used for milestone management. Alison to send details regarding Insight Access to HDRC members.
Meeting 2/2021 Item 6.1	Offshore Enrolment / Government Travel Exemptions.	HDR Project Officer	Complete	Alison to send ODHDR / GRO communications out to HDRC members.

Compliance Reporting Update:

There have been a number of discussions regarding the use of 'Abandon' with milestones, and the decisions regarding its use have been left to the Colleges. The Associate Dean HDR would prefer a College wide process to be in place regarding abandoning milestones; otherwise, there is insufficient documentation available particularly when making decisions regarding students' progress.

There are a number of reasons why milestones are not completed such as:

- The Chair of Panel has left the University and the milestone remain incomplete.
- Students have not completed the milestones (this is usually where the original milestone was not completed and the next milestones (12mths later) is now due.
- An eForm technical issue is preventing completion of the milestone.

ACTION: The College will provide a short policy document that provides guidance regarding when milestones can be abandoned and the approval process required.

For example:

- Milestones can be abandoned where there is a subsequent satisfactory milestone.
- If a student has submitted / is ready to submit any incomplete milestones can be removed or abandoned as the milestones are there to monitor progress to submission.
- Abandoned milestones would require alternate documentation to identify the reason for non-completion, which should be uploaded to ERMS.
- Approval is required from the Associate Dean before milestones are abandoned.

It is difficult to determine what has happened in the past but the College will review the data to see if any additional trends can be identified.

Automatic program extensions from the University executive have caused a few problems regarding progress management. If there are any progress and/or medical issues affecting milestone completions these should be discussed with the Associate Dean HDR.

ITEM 4 Reports

4.1 Report from Chair / Deputy Dean (Education)

Nothing else to report.

4.2 Report from PARSA

Nothing else to report from PARSA.

There are indications of a Canberra-wide lock-down; would it be possible for HDR candidates to take home equipment?

Response:

Schools with significant on-campus or fieldwork components have an implementation plan in place in case the risk status of the university changes. In some cases, the research will continue on-campus.

HDR Committee members from a number of schools confirmed they do not have specific plans in place regarding HDR candidates; however, the Schools do have plans regarding essential staff.

There is documentation available for the impacts of this lockdown on Honours students. Anna to send an email to all schools for HDR students, so that they have time to plan for a lockdown (and to make the DA aware if students have home environments that are not suitable for home study). It is better to plan now rather than be reactive.

Students with funds from research grants that are not being used for travel; can these funds be used for equipment to assist working from home arrangements instead?

Response:

Students need to speak to the School Associate Director HDR to discuss how the funds can be spent within the school.

ITEM 5 New Business

5.1 Dean HDR – overview of developments re: New ANU PhD Strategy

The Dean HDR (Prof Ann Evans) is attending College meetings across campus to provide an overview of the implementation plan of the New ANU PhD Strategy.

The Dean HDR provided slides that are attached to the agenda and papers for information.

Questions were asked in addition to the slides:

- Oral Examination Pilot
 - There was an Oral Exam Community Feedback Forum (17 June) held recently where the supervisors, candidates and Chair of Oral Exam Committee were able to provide their experiences of the pilot to date.
 - Overall responses have been positive from all concerned.
 - Too few oral exams have taken place for a decision to be made on the pilot – the pilot will continue for the remainder of 2021.
 - Candidates need further training in presentation skills which will be a focus of the induction and career development sessions as detailed in the slides above.

- Internship and Impact on Funding
 - The recent budget announcement identified that the Research Funding Grant allocated to HEI's will be distributed differently in 2022.
 - The proposal is to change the completion ranking so that candidates that have undertaken an eligible internship / industry engagement project will be weighted more highly than those that have not.
 - This will affect the Research Funding Grant allocation to each HEI – however, the government is not providing more funding only redistributing the existing budget.
 - Eligible placements must be for a duration of 60days within the first 18months of candidature.
 - The government criteria for funding should not affect the ability of an HDR candidate to undertake an internship at any time during their candidature.

 - College implications:
 - There may be implications for candidates that are funded through ARC / NHMRC grants and are not able to undertake an unrelated internship.
 - Currently the STLC provides support for Schools that have students interested in internship opportunities. The Dean HDR has an Industry Engagement Working Group which will discuss University level support.
 - Clinical Psychology PhD placements will fit with the internship program eligibility criteria.
 - Master of Applied Epidemiology (MAE) program will not be included as the Research Funding Grant is only considering PhD programs.
 - Proposal does not include Medical Research Institutes – so hospital placements would not be included in the weighting formula.
 - However, all candidates should still have the opportunity to undertake industry engagement activities even if it is not covered by the Research Training Grant definitions.

- Leadership Development
 - The proposed career development opportunities will be available for new and existing candidates – however, existing candidates will be able to undertake the program as stand-alone options.
 - It is anticipated the proposed career development framework to be developed by the Researcher Development (ODHDR) team build on the existing CoS/CHM Career Development Framework (CDF), initially by adding streams. However, it could be replaced if necessary – the details will be discussed in the Industry Engagement Working Group.

- 4 years scholarship funding
 - Current RTP / URS scholarship recipients have the option of an additional 6 months funding if they undertake an ANU approved internship program.
 - School funded candidates have the opportunity to undertake an internship program, but schools would need to budget for the extra 6 months stipend if the internship is not funded independently.

- Dean HDR is exploring opportunities for post-submission funding – this would be centrally funded for all candidates.
- Administration Improvements
 - To effectively support, the candidate experience there needs to be increased focus on improving administrative practices. Such as:
 - Improved processes to utilise milestones to manage candidate progress.
 - Improved processing times – by GRO / Central services. This has improved over recent months, and GRO are investigating the use of eBot solutions.
 - GRO have advertised for a Project Officer to focus on business improvements.
 - Complications arise as the Student Administration System (SAS) is designed as a framework for managing coursework programs – so there are many manual processes required for HDR programs.
- Offshore Enrolment / Travel Exemptions
 - The ANU has been lobbying for the return of International students with the Commonwealth and Territory Governments, but also in association with the G08 & NSW Universities.
 - Repatriation flights have been discussed with NSW – where candidates would quarantine in Sydney. However, the ANU would only have about 10% capacity on the flight (between 20-40 students) across all levels (UG, PG and HDR).
 - ACT government have not approved ANU facilities as quarantine safe – which is perhaps why the ANU are hosting groups to demonstrate compliance.
 - ODHDR / Dean HDR can provide supporting letters for travel exemption applications for eligible candidate's (need evidence of government agency support, and research is in the national interest).
 - Lots of work involved but have had some successful outcomes.
 - Currently no University support for candidates in quarantine – Dean HDR is trying to find money but not yet successful.
 - There are caps on flights to Australia – so even where candidates have received a travel exemption they cannot always find a flight.
- AG RTP Scholarships – Round 1 2022
 - Scholarships are open to all candidates – irrespective of their onshore status.
 - ANU is open and wants this to be clear to prospective candidates.
 - There is a risk of losing scholarships if the recipient is not able to arrive on campus by 30 June 2022.
 - There may be a change of allocation so the majority of scholarships are offered in Round 2 (April 2022) for commencement by 31 August.

5.2 Statistical Support Network Director - overview

Slides have been provided as part of the agenda and papers.

Many areas of the Statistical Support Network (SSN) will remain the same as the Statistical Consulting Unit (SCU). The main difference is that there will be fewer one-on-one appointments.

- The vision remains as a hub for students, academics and professional services.
- SSN will consist of a network of statistical experts across all Colleges.
- Provide drop-in sessions rather than one-on-one appointments – organised by groups (subject area or College/School).
- Web portal – to include:
 - Online training / semester long courses
 - Micro-credentials (note that the policy indicates these are not for current students)
 - Boot camps
 - One-on-one sessions (following triage system)
 - Links to recommended software systems (SSN will not provide technical programming advice but encourage students to train/utilise resources themselves)

SSN will collaborate with PARSA to provide advice and discuss student requirements.

As the SSN is a network of volunteers, a rewards / recognition system should be considered.

If schools would like more information, they should contact Alice directly to arrange a meeting.
(alice.richardson@anu.edu.au)

5.3 Compliance reporting Update

The document attached details the current compliance for each school. Associate Director HDR's should look at their schools compliance reporting in detail, and raise any concerns with their school HDR administrator.

If further assistance is required please contact the College – shm.hdr@anu.edu.au

The College will be providing further training to administrators, and will focus on compliance across the schools.

ITEM 6 Any Other Business

6.1 Support for HDR Students obtaining travel exemptions to travel:

See written notes.

Funding for HDR students and support of research is with the School rather than the College.

6.2 eForm issues

Nomination of Examiners (NoE) eForm – there is some confusion regarding the evidence required to be uploaded to the NoE to confirm that examiners have agreed to examine a thesis – is it possible to update the wording in the eForm?

Due to resourcing issues with the SIG / IDTC team, there are delays with eForm updates.

ACTION: College to provide guidelines and instructions on what the College require – via administrators.

Thesis Corrections (TC) eForm – there is sometimes missing evidence of approval from the supervisors regarding the confirmation that corrections have been made satisfactorily, when the eForm is submitted to the DA.

It is important that the candidate upload the confirmation from their supervisor with their response to exam corrections, prior to the DA recommending the award to the ADHDR. It may be beneficial to reinstate the College template used previously for the candidates to upload.

A better option would be to change the eForm to include a tick box for the DA to tick to confirm that the supervisor has approved the corrections.

The question was asked 'what if the supervisor does not approve the corrections have been completed satisfactorily?' In this instance, the DA needs to discuss with the supervisor to find out what needs to occur to rectify the corrections so that the DA can make a recommendation to the ADHDR. Note that it is the DA not the supervisor who must be satisfied that the corrections are appropriate.

ACTION: Alison to enquire with the Programs and Engagement Team regarding improvements to existing eForms.

Meeting closed at 4.10pm

ITEM 7 Next meeting 13 October 2021, 2pm (Fenner Seminar Room – Bldg 141)

Item 5.1 Academic Integrity Rule (AIR)

Action required	<input checked="" type="checkbox"/> For information	<input checked="" type="checkbox"/> For discussion	<input type="checkbox"/> For decision
Sponsor	Associate Professor Wayne Morgan		
Purpose	To provide the Committee members with an understanding of the changes to the Rule, including the educational approach to academic integrity.		
Background	<p>Academic Board 3/2018 endorsed a number of recommendations made by the Academic Integrity Implementation Working Party (AIWP), including adopting a new statement of values which outlines academic integrity principles and expectations (Attachment A). A significant review of the Academic Misconduct Rule (2015) has been undertaken in response to these recommendations.</p> <p>After extensive work and consultations, the new Academic Integrity Rule 2021, as well as its associated Policy and Procedure, have been endorsed by AQAC and Academic Board, and approved by the Vice-Chancellor, to take effect on 1 December 2021. For consistency, changes were also made to the Discipline Rule and the Appeals Rule.</p> <p>The new Rule supports the academic integrity principle and lays the foundation for educating students about the University's academic integrity values and the necessity of upholding these values. It also outlines processes and requirements for managing potential breaches of the academic integrity principle and actions for findings.</p> <p>Supporting documentation such as flowcharts, templates and checklists have also been developed and approved. These documents will be integrated into an eForm, which will support staff in managing potential breaches of the academic integrity principle, and facilitate automated communication and record keeping. A Best Practice Principles document will provide definitions and examples of breaches and acceptable conduct.</p> <p>The Dean, Academic Quality and staff from the Academic Standards and Quality Office (ASQO) are presenting the new Academic Integrity Rule to outline key changes and their implications, so that Committee members can gain understanding of the changes to the Rule.</p>		
Recommendation	<p>That the Committee</p> <ul style="list-style-type: none"> • Consider the information provided in the presentation • Discuss the information provided and ask any questions at the conclusion of the presentation 		
Attachments	<i>Academic Integrity Rule 2021 – staff presentation slides</i>		

ACADEMIC INTEGRITY RULE 2021

Dean, Academic Quality:

Professor Royston Gustavson

Academic Standards and Quality Office:

Bernice Chu

Nikki McKenzie

Debbie Wilson



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IMPLEMENTATION

The new *Academic Integrity Rule 2021* applies for courses commencing from 1 December 2021.

This Rule does not apply to courses taught in Semester 2, 2021.



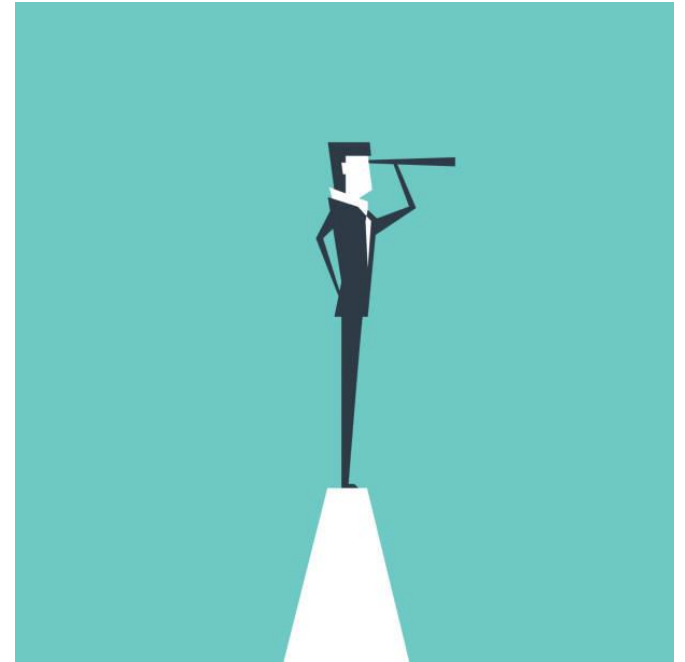
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OVERVIEW

What is (and is not) Academic Integrity
Background and Key Changes to Rules
Processes and Support Materials
Resources and Assistance



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iNueng, 2017, *Businessman on the top peak with telescope* Concept of business vision. Vector. online image, viewed 28 July 2021, <https://www.istockphoto.com/vector/businessman-on-the-top-peak-with-telescope-concept-of-business-vision-vector-gm881345596-245389084>

Key Changes

Academic Integrity Rule 2021

Language and Academic Integrity Principle

- Focus on Academic Integrity Values
- Name of the Rule
- New Academic Integrity Principle
- Language in the Rule changed
- Very Minor Mistake removed from Rule



Treenoot, *Change Ahead Sign on Blue Sky*, online image, viewed 28 July 2021,
<https://www.shutterstock.com/image-photo/change-ahead-sign-on-bluesky-101041396>



What is Academic Integrity?

Academic integrity principle

Every student/candidate of the University:

(Includes both coursework and research students/candidates.)

(a) is committed to engaging in academic work in ways that are consistent with, and actively support, academic integrity; and

(b) upholds this commitment by behaving **honestly, responsibly** and **ethically**, and with **respect** and **fairness**, in **scholarly practice**.



Newly highlighted and revised Specification of Breaches - Academic Integrity Rule

Coverly, D 2017, Speed Bump, online image, 19 October, viewed 14 July 2021, <https://cartoonistgroup.com/cartoon/Speed+Bump/2017-10-19/163877>



Impersonates another person

Improperly shares material with another person

Engages in contract cheating – also see [TEQSA Legislation for Prohibiting Academic Cheating Services](#)

Improperly recycles work

Engages in conduct or assists another person to engage in conduct with the intention of gaining an unethical, dishonest, unfair advantage

Research breaches moved under breach section

Exam breaches simplified and combined



Assessment Design

An example of assessment that supports academic integrity is progressive assessment where there are various submission points for different parts of an academic output throughout the semester as this may assist with time management skills.

An example of summative assessment that does not support academic integrity is using assessment taken directly from an instructor's manual issued by the publisher of a textbook, or where most of an examination paper is taken directly from a previous year's examination paper.

Include clear ANU logos and copyright information on exams and assessment tasks so take-down notices can be issued if these appear on third party platforms.



Eoneren, 2019, *Leadership Concept With Paper Airplanes* stock photo, online image, viewed 28 July 2021, <https://www.istockphoto.com/photo/leadership-concept-with-paper-airplanes-gm1132928752-300529263>

Academic Integrity

Best Practice Principles



Chifley Library, online image, viewed 23 July 2021, https://www.anu.edu.au/files/styles/anu_full_920_518/public/guidance/JB-Chifley-Library.jpg?itok=ZzKxuaGU

A working party, which includes representation from each College and from the two student associations, has developed two sets of best practice principles. They have been sent to ADEs for consultation on 16 September, with feedback due on 7 October.

Key Changes

Differences in Findings

Academic Misconduct Rule	Academic Integrity Rule
No Breach	No Breach
Very Minor Mistake	Taken out of the Rule
Poor Academic Practice	Poor Academic Practice
Academic Misconduct; Serious Academic Misconduct; Research Misconduct	Academic Misconduct



Poor Academic Practice

Conduct that breaches the academic integrity principle that is excusable:

- mitigating circumstances
- unintended, careless, inadvertent or uninformed
- not of a serious nature
- not a recurrence

Conduct in relation to a program for a research award cannot be poor academic practice.

Academic Misconduct

Conduct that breaches the academic integrity principle, that is not poor academic practice.

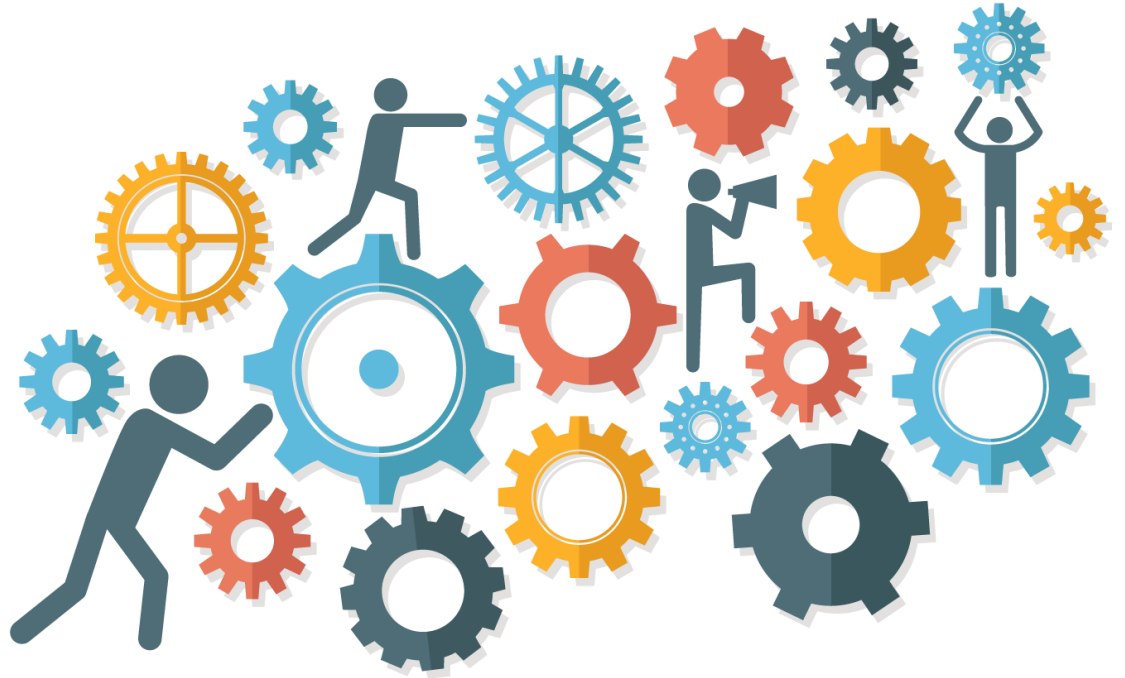


Processes

Academic Integrity Rule 2021

Processes staying the same

- Review Process
- Inquiry Process



Pinclipart, 2019, online image, viewed 28 July 2021, https://www.pinclipart.com/pindetail/iRJJwmb_strategy-png-clipart/



Review Process

(Convener)

Step 1 Identification and Initial Decision

Step 2 Review Consideration

Step 3 Review Decision, Actions and Notifications

Decisions

1. No breach
2. Poor Academic Practice
3. Potential Academic Misconduct

Appeals



Inquiry Process

Associate Dean or
Deputy Vice-Chancellor

Step 1 Referral and Decision to Hold Inquiry

Step 2 Inquiry Consideration

Step 3 Inquiry Decision, Actions and Notifications

Decisions

1. No breach
2. Poor Academic Practice
3. Academic Misconduct

Appeals



Poor Academic Practice Actions

- No action
- Counsel
- Reprimand
- Undertaking
- Submit material for a re-assessment
- Undertake further exam or other assessment
- Reduce mark for relevant exam or other assessment:
 - no more than 10% deducted if student is in their first 48 units for the program for an undergraduate coursework award
 - no more than 25% of marks available for all other students
- Tell other organisations about the finding and action taken

Academic Misconduct Actions

- No action
- Reprimand
- Undertaking
- Submit material for a re-assessment and impose conditions on further assessment
- Reduce mark for exam or assessment, including to fail
- Reduce course grade, including to fail
- Denial of access to University facilities and premises
- Suspend enrolment to program
- Conditions to enrolment
- Apologise with a view to mitigating effect of academic misconduct
- Academic integrity training/counselling
- Make specified corrections to thesis or other material
- Undertaking
- Tell other organisations about the finding and action taken



Eforms

Purpose

The eForm aims to guide staff through each step of the academic integrity process.

Functions

- Template automation
- Workflow allocation
- Automate manual processes and case recording



Discipline Rule and Appeals Rule



Gollings, J 2020, online image, viewed 28 July 2021, <https://architectureau.com/articles/kambri-at-anu/#>



Resources and Assistance

Academic Integrity Rule 2021

<https://www.legislation.gov.au/Details/F2021L00997>

Policy: Student academic Integrity

Procedure: Student academic Integrity

Academic Standards and Quality Office

integrity@anu.edu.au

Academic Integrity - ANU Staff Website

<https://services.anu.edu.au/education-support/academic-integrity/handling-a-potential-breach>

Academic Integrity Module – Staff Best Practice Guide

TEQSA Academic Integrity Toolkit

<https://www.teqsa.gov.au/academic-integrity-toolkit>

People on by zbars, online image, viewed 23 July 2021, <https://media.uniba.workday.com/dmimg/workday/illustration-people-on-blue-chairs-12/mhspgq-816444444>



Questions?



Geralt, 2017, *Question mark*, online image, viewed 28 July 2021, <https://pixabay.com/illustrations/question-mark-note-duplicate-2405202/>



References

Carol, N, online image, viewed 28 July 2021, <https://www.gettyimages.com.au/detail/photo/change-word-on-wood-blocks-royalty-free-image/1026030768>

Chifley Library, online image, viewed 23 July 2021, https://www.anu.edu.au/files/styles/anu_full_920_518/public/guidance/JB-Chifley-Library.jpg?itok=ZzKxuaGU

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THANK YOU

Contact Us

Academic Standards and Quality Office
Division of Student Administration and Academic Services

Di Riddell Student Centre
Building 154 University Avenue
The Australian National University
Canberra ACT 2600

E integrity@anu.edu.au

W <https://services.anu.edu.au/education-support/academic-integrity>



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College Guidelines on HDR Student Representation

HDR Student Representation is an important component of the teaching and learning quality assurance and quality improvement processes within the ANU College of Health & Medicine and the ANU College of Science. Student Representatives volunteer to provide ongoing constructive feedback on behalf of the student cohort to HDR Conveners and to Associate Directors (HDR) for continuous improvements to the research programs. This will assist Conveners to address issues as they arise and be able to provide a supportive student experience.

Definition of Roles

There are a number of different roles associated with HDR Student Representation as follows:

- PARSA Representation
- University Representation – Student Consultative Committee convened by the Dean HDR (ODHDR)
- College Representation – College of Science & College of Health & Medicine
- School Representation

Appointment process

- There should be at least one HDR Student Representative for each Research School in CHM/CoS, for schools with >20 candidates a minimum of two Student Representatives should be appointed.
- Student Representatives are elected for up to a two-year term only.
- The selection process should be managed within each school as appropriate, and in consultation with the HDR convener, or appropriate delegate.
- The HDR convener / HDR Administrator should advertise for Student Representatives annually /biannually with application by Expression of Interest.
- Where there are more than the required number of nominations, the HDR convener, or appropriate delegate, should consider the diversity of the student cohort when selecting the student representatives (gender, international / domestic etc.).

Terms of reference

Responsibilities / Expectations

- Provide a point of contact for HDR students seeking information on HDR matters, as appropriate.
- Be familiar with ANU student support services, such as the Dean of Students and counselling service, and recommend these where appropriate. (see below for details)
- Find opportunities to meet formally and informally with HDR students to determine current student concerns, and report back on matters of interest to the student cohort.
- Provide regular feedback on student issues to School Management through the HDR convener and / or HDR administrator.
- Initiate or provide feedback on proposals to enhance the HDR student experience at the University, College and School levels
- Where possible, assist the planning, coordination and running of student outreach and social activities.

- Work collaboratively with other student representatives, and the HDR convener and / or HDR administrator on best practice processes related to HDR matters, and assisting School Executives with developing guidance on student matters.
- Respect and maintain student anonymity in regards to any issues raised, as requested by the student.
- Be mindful and respectful of the diversity of perspectives and backgrounds among the HDR student cohort at ANU.

Meeting attendance

- As appropriate, organise and attend at least one meeting per year for HDR students within the school.
- Attend school HDR meetings as determined by the HDR Convener.
- Where available, volunteer to attend other school committees, as requested. (e.g. WHS Committee, International Students Committee etc.)
- Attend at least one College level meeting per year, as requested.

College / School Support

- Acknowledge the value of student representation and student representatives (including via these guidelines).
- Ensure periodic meetings for student representatives to voice feedback, raise student concerns, and propose initiatives at relevant levels (e.g. School and College).
- Maintain respectful, collegiate, and supportive interactions at these meetings.
- Act to provide further information or advice to representatives where appropriate.
- Seek to resolve or elevate issues within ANU where appropriate/required.

Relevant Policy Documents (for reference as required)

Rules:

- Research Awards Rule ([RAR](#))

Policy:

- Code of Research Conduct ([ANUP_007403](#))
- Higher Degree by Research: Candidature ([ANUP_012808](#))
- Higher Degree by Research: Examinations ([ANUP_012811](#))
- Higher Degree by Research: Supervision ([ANUP_012812](#))
- Intellectual Property ([ANUP_003603](#))
- Research Training Program (RTP) Scholarships ([ANUP_016007](#))
- Student Code of Conduct – ([ANUP_6097481](#))

Procedure:

- Higher Degree by Research: Candidature ([ANUP_012809](#))
- Higher Degree by Research: Candidature Progression ([ANUP_012810](#))
- Higher Degree by Research: Submission and Examination of Theses ([ANUP_012815](#))
- Higher Degree by Research: Supervision ([ANUP_012813](#))
- Higher Degree by Research: Use of Confidential or Restricted Information in Theses ([ANUP_000793](#))

- Higher Degree by Research: Thesis by Compilation and Thesis by Creative Works ([ANUP 003405](#))
- Research Training Program Scholarships ([ANUP 016008](#))
- Student Intellectual Property ([ANUP 003604](#))

Guidelines:

- Higher Degree by Research: Editing of Theses ([ANUP 000407](#))
- Higher Degree by Research: Examiners' reports recommendations ([ANUP 012807](#))
- Higher Degree by Research: University, Candidate and Supervisor Responsibilities ([ANUP 012814](#))

Support network

University:

- PARSA Student Reps – parsa.cos@anu.edu.au; parsa.chm@anu.edu.au
- Dean of Students – dean.students@anu.edu.au
- ANU Counselling – counselling.centre@anu.edu.au
- Dean HDR – dean.hdr@anu.edu.au
- Graduate Research Office (GRO) – gro@anu.edu.au

College:

- College Associate Dean (HDR) – DeputyDean.ScienceEducation@anu.edu.au
- College HDR Governance Officer – hdr.shm@anu.edu.au
- College HDR Administrator – science.hdr.sa@anu.edu.au
- School HDR Convener / Associate Director (HDR) – contact via HDR Administrator below.
- School HDR Administrator
 - John Curtin School of Medical Research (JCSMR) – jcsmr.hdr.sa@anu.edu.au
 - Medical School – hdr.medicalschool@anu.edu.au
 - Research School of Psychology (RSP) – rsp.hdr.sa@anu.edu.au
 - Research School of Population Health (RSPH) – rsph.hdr.sa@anu.edu.au
 - Centre for Public Awareness of Science (CPAS) – cpas@anu.edu.au
 - Fenner School of Environment & Society (FSES) – hdr.coordinator.fses@anu.edu.au
 - Research School of Astronomy & Astrophysics (RSAA) – rsaa.sa@anu.edu.au
 - Mathematical Sciences Institute (MSI) – msi.hdr.sa@anu.edu.au
 - Research School of Chemistry (RSC) – rsc.hdr.sa@anu.edu.au
 - Research School of Biology (RSB) – rsb.studentadmin@anu.edu.au
 - Research School of Earth Sciences (RSES) – student.admin.rses@anu.edu.au
 - Research School of Physics (RSPHys) – hdr.physics@anu.edu.au

HDR Academic Leadership Roles



Australian
National
University

Science, Teaching & Learning Centre
ANU College of Science
ANU College of Health & Medicine

Updated: 27 September 2021

Table of Contents

1. Introduction.....	3
2. Academic Roles associated with HDR programs	3
2.1 HDR conveners	3
2.2 Associate Director (HDR).....	3
2.3 Associate Dean (Higher Degree Research).....	4
2.4 Deputy Dean Education.....	4
2.5 Dean HDR	4
2.6 Committees.....	4
3. HDR Student Administration.....	4
3.1 College Student Administration	4
3.2 Graduate Research Office (GRO).....	5
3.3 Student Administration System (SAS).....	6
3.4 Student Records.....	6
4. Academic networks	6
4.1 HDR convener	7
4.2 Accreditation of academic networks.....	7
4.3 Orientation of New Conveners, Delegated Authorities and Associate Directors.....	7
4.4 Convener, Delegated Authority and Associate Director (HDR) Responsibilities	7
4.5 Resources	8
5. Recruitment of HDR Students.....	8
6. HDR Admissions and Scholarships	9
6.1 Admissions.....	9
6.2 Fees.....	9
6.3 Scholarships	10
7 Monitoring of progress of students	11
7.1 Enrolment and Induction.....	11
7.2 Access to Resources	11
7.3 Supervision and Academic Progress.....	12
7.4 Advice and Counselling.....	13
7.5 International Students.....	13
7.6 Externally Based Research Students.....	14
8 Coursework and Professional Development for Research Students.....	14
Appendix A: HDR Convener Role Statemet.....	15
Appendix B: Associate Dean HDR Role Statement.....	15
Appendix C: Terms of Reference.....	16
Appendix D: Scholarship Guidelines.....	17
Appendix E: Induction Checklist	25
Appendix F: College of Science – Organisational Chart	27
Appendix G: College of Health & Medicine – Organisational Chart	28

1. Introduction

The purpose of this Manual is to provide guidance to HDR Conveners, Delegated Authorities (Research) and Associate Directors (HDR) within the ANU College of Health & Medicine (CHM) and the ANU College of Science (COS). The manual is based on current University rules and policies as well as those within CHM and COS. The manual provides information about the management of, and support for, HDR students both from an academic and administrative perspective, as well as more specific information on the role of the HDR convener, Delegated Authority and Associate Director (HDR).

The structure of academic networks can be understood from the point of view of the HDR student. On enrolment the student is located in a department, school or center within CHM/COS; this area normally provides primary academic supervision, resources and support and is responsible for administration of the candidates research program. The Delegated Authority and Associate Dean have responsibilities for oversight of the program under the [Research Awards Rule](#). At the same time, the student is associated with an academic network covering a discipline or area of studies. The students within a discipline are not necessarily co-located. Each discipline has an HDR convener.

2. Academic Roles associated with HDR programs

2.1 HDR conveners

The HDR convener does not have any formal university delegations, however the convener may in some cases be appointed as Delegated Authority for that area. The university role statement for the convener can be found at Appendix A. The convener is not necessarily School-based and undertakes discipline related activities, including inquiries from prospective students, organizing workshops, seminars and courses and pastoral care.

2.2 Associate Director (HDR)

Many Schools within CHM/COS also appoint an Associate Director (HDR) (AD(HDR)) (and in some cases this person is also the convener). Essentially the AD(HDR) role is School or Centre based and often has the delegations associated with a Delegated Authority.

The delegation profile for a DA can be found at:

<http://www.anu.edu.au/about/governance/frameworks-disclosures/delegations-framework>

2.3 Associate Dean (Higher Degree Research)

The Associate Dean oversees the HDR programs within a College and is the college representative on the University HDR Committee. The role statement for the Associate Dean can be found at Appendix B.

2.4 Deputy Dean Education

The Deputy Dean Education is the college authority on all matters of education. Currently the Deputy Dean Education is the same person as the Associate Dean HDR.

<http://www.anu.edu.au/about/governance/frameworks-disclosures/delegations-framework>

2.5 Dean HDR

The role of the Dean is to manage research training in the University, to take initiatives in relation to the development of graduate programs and to represent the University in these matters. The Dean HDR is responsible for formulating, monitoring and implementing University-wide policy on HDR matters, including recruitment, scholarships, and welfare.

2.6 Committees

All conveners and Associate Directors (HDR) are members of the CHM/COS HDR Committee. This committee meets quarterly and considers matters of policy and procedure related to HDR. The Terms of Reference for the Committee can be found at Appendix C.

3. HDR Student Administration

Information on administrative processes for students can be found at:

<http://www.anu.edu.au/students/program-administration/program-management>

and <http://www.anu.edu.au/study/information-for/postgrad-research-students>

3.1 College Student Administration

HDR Student Administration within CHM/COS consists of the HDR Coordinators in the Schools, and an HDR student administrator in the College office (Bld 42). The HDR Coordinators are supervised within the Schools (usually by the School Manager) and responsive to the Student Administration Manager, Associate Dean (HDR), Convener, AD(HDR) and School Director.

The CHM/COS Student Administration HDR team is the first point of contact for all staff and students with student administration queries, and works in partnership with the Central Graduate Research Office <https://services.anu.edu.au/business-units/dean-higher-degree-research/graduate-research-office> and with the local convener and Associate Director (HDR).

Services include:

- Enquiries & Communication
- Admissions
- Enrolments
- Milestones and Candidature Management
- Examinations
- Graduations
- Fees
- Prizes, Award and Scholarships
- Support for the CHM/COS HDR & Scholarships Committees
- Maintenance of CHM/COS HDR related websites
- Summer Research Scholarships
- College HDR Social Events

3.2 Graduate Research Office (GRO)

Within the Graduate Research Office, there are four teams that are responsible for admissions, scholarship, candidature management and examinations. The **HDR Admissions team** are responsible for coordination and processing of offers of admission, including eCOE and Joint / Dual Award Program management.

The **HDR Scholarships team** are responsible for all scholarship matters, including payments, reimbursements and variations.

The **HDR Candidature team** are responsible for the management of the students candidature including enrolment, and variations (including leave of absence and change of intensity).

The **HDR Examinations team** are responsible for PhD and MPhil examinations.

The **Academic Standards and Quality Office** (ASQO, <http://drss.anu.edu.au/asqo/>) provides policy advice for all aspects of HDR admission and candidature.

The **Division of Student Recruitment and Admission** has a responsibility for HDR student recruitment and also responsibilities for the DFAT Australia Awards scholarship students (Formerly AusAid Scholarships).

3.3 Student Administration System (SAS)

The Student Administration System is the electronic system that contains individual student, course and program details. It is accessible to all Conveners by application (see <https://services.anu.edu.au/information-technology/software-systems/student-administration-system>), and provides data on all enrolled research students as well as all applicants.

3.4 Student Records

Student records are maintained electronically on the Electronic Records Management System (ERMS). Access is at <https://erns.anu.edu.au>.

4. Academic networks

Academic networks or areas of study are designed to bring related academic staff and HDR students together, and should provide discipline-specific support to HDR students (under the guidance of the HDR convener). They have an important role in recruitment of HDR students and for enhancing the HDR experience. The current academic networks located within CHM/COS are:

- Applied epidemiology
- Astronomy & Astrophysics
- Biomedical Science & Biochemistry
- Chemistry
- Earth Sciences
- Environment
- Epidemiology & Population Health
- Evolution, Ecology & Genetics
- Mathematical Sciences
- Medical Sciences (with two co-conveners, one each for ANUMS and JCSMR)
- Physics
- Plant Sciences
- Psychology
- Science Communication

The activities of the networks vary, as determined by the individual structure, composition and traditions of the field and its constituent areas.

4.1 HDR convener

The convener of an academic network is appointed by the College on the recommendation of the School.

4.2 Accreditation of academic networks

Academic networks are approved by the College. Draft proposals for approval of a new academic network, or amendment of a network title, should first be endorsed by the CHM/COS HDR and Education Committees and include the following information:

- proposed title;
- rationale for the network, including:
 - differentiation from pre-existing networks;
 - consultations held with adjacent areas;
 - potential size (number of available supervisors and proposed student load);
 - proposed convener.

4.3 Orientation of New Conveners, Delegated Authorities and Associate Directors

On taking up appointment, the new convener/DA/Associate Director should receive a briefing and handover notes from the previous incumbent, along with access to relevant electronic and hardcopy documents. Appointments can also be made for a meeting with the Associate Dean (HDR), and with CHM/COS student administration to provide an orientation to these roles within CHM/COS.

4.4 Convener, Delegated Authority and Associate Director (HDR) Responsibilities

The roles of convener, Delegated Authority and Associate Director (HDR) may all be held by a single person or in larger research areas it is more likely that these roles and the associated workload is distributed by two or more academics who work closely together. In some cases the Director of the School will maintain the Delegated Authority role but work in association with the Associate Director (HDR) and convener for HDR matters. Some of the areas that must be addressed by these roles include:

- induction and orientation to the school and discipline (in collaboration with the HDR student administrator)
- preparation and distribution of promotional material and organization of recruitment activities;
- maintaining currency of web pages

- co-ordination of the assessment, ranking and submission of applications for scholarships and admission.
- monitoring of progress of the students within the discipline.
- pastoral care for students
- providing opportunities for professional development
- organization of workshops, seminars and courses for the HDR students
- Referral of students and/or situations to the College Associate Dean (HDR), Dean of Students, Counselling Centre or other University Services as appropriate and in accordance with University and College rules, policies and procedures.

4.5 Resources

To carry out their functions, conveners and Associate Directors (HDR) need resources for their activities that should be provided by the relevant Research Schools.

- recruitment (brochures, advertisements, recruitment trips, enhancing the web-site)
- activities (e.g., orientation/induction workshops, seminars)
- HDR staff training activities (e.g supervision workshops)
- social events for students
- support for the work of the convener and Associate Director (HDR) (stationery, relevant conference attendance)

5. Recruitment of HDR Students

HDR conveners are often involved in recruitment of HDR students. Each discipline has an e-mail address which should be closely monitored and enquiries answered in a timely fashion. Each School should develop efficient mechanisms to circulate enquiries to prospective supervisors and it often falls to the convener to undertake this role. It is thus important that the convener is familiar with the supervisory capacity within their discipline. The Researchers Database (<http://Researchers.anu.edu.au>) is also a valuable resource for prospective students.

The convener should ensure the discipline HDR web-pages are kept up to date, and maintain any School based HDR web-pages, and hard copy recruitment material. The CHM/COS Marketing and Communications Team (<http://intranet.science.anu.edu.au/about-CHM-COS/administration/admin->

[areas/marketing-communications](#)) can advise on the appropriate form and style of marketing material.

Scholarship sites such as <http://scholarshipdb.net> and <http://findaphd.com> can be used to advertise specific scholarships.

6. HDR Admissions and Scholarships

6.1 Admissions

The majority of research students apply for admission and scholarship together. However applicants, particularly those with an external scholarship, those who seek part-time enrolment or who are ineligible for scholarships, may be considered for admission only. In the case of students applying for external scholarships, an offer of admission from the University may be a prerequisite for the scholarship. Admission without a scholarship can be offered at any time during the year.

If the student is to be considered for an ANU scholarship as well as admission, it is possible to send the admission offer before the application for scholarship has been considered. However the applicant should be contacted and informed when the scholarship application will be assessed.

Applications for admission without scholarship are normally considered on the same criteria as those set out in Appendix D for scholarship applications. Once a potential supervisor and supporting department are identified, the convener forwards the application and recommendation for admission to the appropriate Delegated Authority through the relevant HDR coordinator. If admission is approved, an offer is sent to the applicant by the Graduate Research Office admissions team. It is essential that the convener, and Delegated Authority in association with the Director of the School or Head of Department are aware of and have addressed any issues with the supervisory capacity and sustainability of a particular arrangement before approving admission.

6.2 Fees

Domestic students (Australian and New Zealand citizens, and Australian Permanent Residents) do not pay tuition fees and the University is supported to train these students through the Research Training Program. For international students, international student fees (ISF) are charged: in specific circumstances these can be waived or sponsored.

<http://www.anu.edu.au/students/program-administration/costs-fees>

6.3 Scholarships

Scholarships are of two types: stipend and tuition fee scholarships.

Details on individual scholarships are set out at <http://www.anu.edu.au/students/scholarships-support>

6.3.1 Tuition Fee Scholarships

The University allocates a limited number of **RTP Fee Offset Scholarships**, available for full-time international PhD students. Applications close on 31 August. The scholarships are awarded by a university-wide scholarships committee. RTP Fee Offset Scholarships are currently offered to all domestic students automatically and do not require an application process.

HDR Fee Remission Merit Scholarships are an arrangement under Ch 6 of the Higher Education Provider Guidelines. The Deputy Dean Education can waive tuition fees for individual students. The HDR Fee Remission Merit Scholarship is conditional on the applicant a) being considered through a merit based selection process, and on the provision of a stipend scholarship, or b) undertaking study in Australia as part of a formal exchange program. An application for an HDR Fee Remission Merit Scholarship based on a merit based selection process must present a case that the applicant is at least equivalent to those with an Australian H1 Honours degree.

6.3.2 Stipend Scholarships

Domestic students, and international students who are awarded an RTP Fee Offset, are eligible to be considered for an **RTP Stipend Scholarship**. These are funded by the Commonwealth Research Training Program and the ANU eligibility criteria state that awardees must hold an Australian H1 Honours degree or equivalent.

The ANU allocates a number of University Research Scholarships to CHM/COS that are awarded to PhD research students on the same basis as RTP scholarships.

The Schools and Centers, fund from their own budgets a variable number of **ANU PhD Scholarships**, administered under University rules that set the stipend and benefits at RTP Stipend rates. ANU PhD scholarships are available to both domestic and international students.

HDR conveners or Associate Directors should be aware of the wide range of graduate scholarships offered by government, nongovernment and international organisations for which enrolled and prospective students can apply directly. Information on scholarships is available from the ANU scholarship site. <http://www.anu.edu.au/students/scholarships>

6.3.3 Scholarship Allocation

CHM/COS award their allocation of RTP Stipend Scholarships and URS through the CHM and COS Scholarships Committees. The current criteria for ranking of applications can be found at Appendix D.

Many Schools and Centers have their own scholarship committees that offer ANU scholarships or endowed scholarships under local rules and criteria. Most Schools and Centers conduct annual award rounds in conjunction with the RTP round; a few, depending on the availability of funds, hold a mid-year round or are more flexible in offering scholarships at any time during the year.

7 Monitoring of progress of students

7.1 Enrolment and Induction

New research students may enroll at any time within the deadline specified in the letter of offer setting out conditions of admission and/or scholarship. A student's program and scholarship start from the day of enrolment.

Once new research students are enrolled, local arrangements vary. However at a minimum the students should receive a local orientation and induction (Appendix E). There is also a university wide orientation and induction held every month.

7.2 Access to Resources

The University has a Policy on Minimum Allocation of Resources for Full-Time Research Students, specifying minimum School/Department resources available to research students, as well as related review and grievance mechanisms. Each School and Centre should have guidelines for the specific resources available to students and how these are accessed (e.g project, fieldwork, travel funding, provision of office space, IT equipment).

7.3 Supervision and Academic Progress

Supervision policies and procedures are published online

(https://policies.anu.edu.au/ppl/document/ANUP_012812). The policies and procedures specify arrangements concerning the appointment, roles and responsibilities of supervisors and supervisory panel members, and their interaction with students. Supervisors, Heads of Departments and Delegated Authorities have primary responsibility roles, and conveners may have responsibilities conferred by their Head of Department in the approval of supervisory arrangements and in support for individual supervisors and students.

Conveners, Delegated Authorities and Associate Directors (HDR) must be familiar with the Policies as well as the Research Awards Rule. There are also a number of professional development workshops run by CHELT and through the [Office of the Dean HDR](#) which are of value in relation to supervision.

Conveners, Delegated Authorities and Associate Directors (HDR) are expected to acquire knowledge of the range of staff supervisory expertise and research interests available within their research field. In complex fields spanning several Schools or Centres and/or with links to other disciplines, Conveners need to keep current a list of staff available as supervisors.

Responsibility for monitoring the operation of student supervision lies formally with Heads of Department, Delegated Authorities and the Associate Dean (HDR). However, in cases of incompatibility between a student and supervisor, or between a student and Head of Department or Delegated Authority, the convener may also be called upon to provide pastoral care, advice or to mediate in situations. In difficult cases or complex situations, the Associate Dean (HDR) must also be informed or consulted. The Dean of Students is also available for confidential assistance to students and staff.

A student may seek to transfer to another Program, Department or School, often in the process of changing thesis topic and/or supervisor. If this is appropriate, an application for change of research program is endorsed by the new Head of Department, indicating willingness to accept responsibility for resource support and supervision, and is approved by the Delegated Authority. Transfer of scholarship in such circumstances is not guaranteed and will depend on the source of funding.

Annual reports and mid-term reviews provide occasions on which the Delegated Authority is responsible for commenting on academic progress. Annual reports by each student, with comments by the supervisor on behalf of the supervisory panel, are submitted online to the Delegated Authority. Further information or clarification of inconsistencies or problems raised may be requested. The Delegated Authority should notify the Associate Dean (HDR) of any serious problems that become evident through the online system.

7.4 Advice and Counselling

Supervision and access to resources are only two among several areas that can raise problems for students. Normally the supervisory panel provide the first line of advice and support, but students may also consult the convener or Associate Director (HDR). In principle, conveners are available for consultation by students on any problems that are affecting their progress on their research program or the experience as an ANU student.

In advising students, the conveners and Associate Directors (HDR) must develop familiarity with and refer to relevant Rules, Policies, Procedures, and Guidelines maintained online at <https://policies.anu.edu.au>. These include the Research Award Rules, Discipline Rules, Grievance Procedures for Students, Intellectual Property, Academic Misconduct Rules, Responsible Practices in Research, Allegations of Misconduct in Research and Conflict of Interest.

It is critical that the conveners and Associate Directors (HDR) are aware of the support services available for HDR students and refer students to these services and the Associate Dean (HDR) as appropriate. Situations regularly arise where University Rules and Policies need to be balanced against a duty of care to an individual student, or complex issues arise and utilising all the expertise and relevant authorities in these situations, as well as documenting the issue and resulting actions is essential.

7.5 International Students

International students have limitations on what they are able to do during a research program that are associated with Visa requirements (these affect, for example, taking periods of leave, part-time enrollment, part-time work), and the university is required to manage its education of international students under the [ESOS \(Education Services for Overseas Students\) Act 2000](#). All staff advising students must be aware of this and consult with student administration before providing advice for a student to vary their enrolment.

For applicants whose English-language competence proves to be a barrier to progress, the ANU College course Extended University English is available, with the permission of the DA the student can enroll in this course as part of their HDR program. <http://www.anucollege.com.au/>. Further English language resources are listed [here](#). Some areas of CHM/COS provide other support for international students, examples include an international student advisor or mentor, or an English-language assistance drop-in centre.

7.6 Externally Based Research Students

A number of HDR students enrolled in CHM/COS conduct all or part of their research at external institutions. In such cases it is usual that an external supervisor is appointed as co-supervisor along with a full-time member of ANU staff, who normally serves as Chair of the supervisory panel. This practice raises issues concerning not only supervisory arrangements, but also the monitoring of academic progress. Collaborative arrangements for supervision are normally established before students enrol, and conveners/Associate Directors (HDR) should ensure that such students are included in discipline activities as much as is feasible and also monitor external student's academic progress closely. Externally based research also raises issues of University attendance (at least one month/year) and intellectual property and these are dealt with in the relevant sections in the *Research Awards Rule* and policies.

8 Coursework and Professional Development for Research Students

Academic networks vary widely in their approach to coursework within the HDR program. Many have maintained a purely research-based degree, but some complete coursework as a progress requirement. Formal coursework must not exceed one third of the HDR program.

The STLC have developed a Career Development Framework that provides a structured approach to informal coursework and professional development activities. The activities detailed in the framework may be arranged at the discipline level or as participation in university-wide courses and workshops. The Academic Skills and Learning Centre (ASLC) and Researcher Development teams run courses and workshops that are advertised through <https://services.anu.edu.au/business-units/research-training>. All these activities can be recorded within the framework so that HDR students can obtain credit skill points within specific tracks in order to receive a Certificate that can be provided to future employers as evidence of career development and skill acquisition, in addition to their research qualification. By arrangement with the relevant course convener, students may audit a formal university course.

Appendix A: HDR Convener Role Statemet

https://policies.anu.edu.au/pp1/document/ANUP_000750

Appendix B: Associate Dean HDR Role Statement

https://policies.anu.edu.au/pp1/document/ANUP_000721

Appendix C: Terms of Reference

Higher Degree Research Committee College of Health & Medicine College of Science

Terms of Reference

Advise the Deans, Deputy Dean Education, Associate Dean (HDR), Delegated Authorities and/or Joint Colleges Executive (consistent with any relevant University policies) on CHM/COS policies and guidelines relating to:

- Admission
- Enrolment
- Confirmation
- Supervision
- Progression
- Pastoral care and
- Examination

Consider policies on ranking of scholarship applicants from the Scholarships Committee, seeking where necessary endorsement from the Joint Colleges Executive, Delegated Authorities, Associate Deans (HDR) and/or the Deans.

Endorse rankings of scholarship applications from the Scholarships Committee.

Advise the Joint Colleges Executive on the capacity of disciplines and areas for distribution of RTP places.

Advise the Joint Colleges Executive on mechanisms to distribute RTP places.

Advise the Deans, Deputy Dean Education, Associate Dean, Delegated Authorities and/or Joint Colleges Executive on mechanisms to recruit students so as to meet College targets for HDR students.

Advise the Joint Colleges Executive, Deans, Deputy Dean Education, Associate Dean (HDR) on the structure and development of higher degree research programs.

Advise the Joint Colleges Executive and/or the Deans on other matters relating to Higher Degree Research issues, as they arise from time to time.

Provide advice to the University HDRC on the quality and academic standards of research training

Provide advice to the University HDRC on matters including supervision, administration, physical infrastructure and facilities, information infrastructure and financing of scholarships ^[L]_[SEP] and training.

Assist the University Higher Degree Research Committee with regularly review of rules, policies and procedures related to higher degree research; recommend revision to the Higher Degree Research Committee.

Report annually to the University HDRC on College HDR activities.

Appendix D: Scholarship Guidelines

AGRTP Assessment Guidelines

COLLEGE	ANU Colleges of Science, and Health & Medicine
CONTACT	science.hdr.sa@anu.edu.au
DATE	October 2020

Purpose

These guidelines are to assist HDR Conveners in the College of Health and Medicine, and the College of Science, in assessing and ranking PhD applications received for the Australian Government Research Training Program (AGRTP) and University Research Scholarship rounds. The International RTP Stipend Scholarships and RTP Fee Offset Scholarships round will close on 31 August, and the Domestic RTP Stipend Scholarships round will close on 31 October.

Types of PhD scholarships available

Domestic RTP Stipend Scholarship & International RTP Stipend Scholarship

Pays a stipend, 2021 rate is \$ 28,597¹; Domestic students awarded this stipend scholarship are automatically awarded a RTP Fee Offset Scholarship and do not pay tuition fees.

University Research Scholarship (URS)

Pays stipend, 2021 rate is \$28,597; for domestic or international students).

International RTP Fee Offset Scholarship

For international students only, pays tuition fees and Overseas Health Cover (OSHC); stipend paid by an International RTP Stipend Scholarship or URS.

HDR Fee Merit Scholarship = Also known as ANU Tuition Fee Scholarship

For international students only, pays tuition fees, and OSHC; stipend paid by a URS.

HDR Fee Remission Merit Scholarship = Also known as Fee Waiver.

The student is not charged any tuition fees, and the School forgoes the fee income. Tuition fees for 2020 are ~\$46,000-\$51,000p.a. A fee waiver can only be awarded in conjunction with a merit-based stipend scholarship for living expenses and the policy in CHM/CoS is that the applicant must be at least H1 equivalent. An exception to these criteria may be approved under the Higher Education Provider Guidelines for students attending ANU as part of a formal exchange program e.g. where ANU is the host institution for a joint or dual PhD.

Eligibility

Allocation of scholarships

In 2019 there will be separate College HDR Scholarship Committee Ranking meetings held typically 3-4 weeks after the closing date of each round to rank the applications (the *Ranking Meeting*) for each College.

Due to the limited number of RTP Fee Offset Scholarships, International RTP Stipend Scholarships and URS available for international students, each Academic Network will be informed of the number of nominations allowed for consideration by the Committee. No limit is placed on the number of nominations for the domestic round.

Overview of the CHM / CoS procedure for allocating scholarships to applicants

¹ The guidelines will be updated to reflect 2022 rate when available.

Each College Ranking Meeting will allocate the RTP Stipend Scholarships to the combined pool of applicants from the Research Schools in the specific College, in descending order of Ranking Score (International Fee Offset and RTP Stipend Scholarships first, then URS).

Ranking Score, initially proposed by Academic Networks and confirmed or adjusted at the Ranking Meeting, is the average of two numbers, each out of 10:

- *Standardised Academic Score*. This is equivalent to the Grade Point Average (GPA) but converted to a 10 point scale, it is a measure of the applicant's overall performance in undergraduate coursework and (if any) Master's coursework;
- *Research Potential*, based initially on an applicant's most recent graded research writing, and then often boosted by *Bonus Points*.

The Ranking Meeting considers:

- a multi-page printout of the CHM or CoS *Ranking Spreadsheet*, which combines (in descending Ranking Score) all information on Ranking Spreadsheets submitted electronically by each School (details below);
- an electronic version of each application (see below for Folder contents).

Each Academic Network Ranking Spreadsheet and folders are prepared before the Ranking Meeting, jointly by its HDR Coordinator and HDR Convener. One possible division of tasks between them could be:

- the Coordinator prepares the applications electronically, which includes downloading from the Student Administration System (SAS), and uploading the application forms onto the site, calculating GPAs, obtaining and uploading referee reports and supervisor support statements; and then inserting each applicant's details into a draft School Ranking Spreadsheet;
- the Convener then checks each folder and corresponding spreadsheet entry, adjusts any numbers on the Ranking Spreadsheet (particularly Bonus Points) if necessary, and writes a corresponding *Candidate Summary (using template provided)* - (details below and example attached in Appendix A) for the applicant's file);
- the Coordinator then mail-merges the Ranking Spreadsheet with the template for the *Scholarship Recommendation Form* for addition to the electronic application, and sends the *Scholarship Recommendation Form, completed Candidate Summary template* and Ranking Spreadsheet (electronically) to the CHM/CoS Student Admin Office.
- the applications will be allocated to Academic Network conveners for review prior to the ranking meeting – each application being reviewed by at least two independent conveners.
- the Convener then attends the Ranking Meeting, which discusses each applicant in rank order on the CHM or CoS Ranking Spreadsheet, starting with the highest. The Convener needs to answer any queries raised about an applicant from their School, usually by reference to his/her Statement on the applicant, backed up if necessary by the applicant's file.

Documentation – Electronic Files

In order for an applicant to be assessed at the Ranking Meeting, the following documentation must be supplied in a separate file for each applicant (please provide the information in the order outlined below):

- The *Scholarship Recommendation Form* should be completed and signed by the appropriate authorities for all H1 (or equivalent) applicants and put electronically onto the application file. The application with full documentation should be available to the Student Admin Office via the site by the required date.
- Statement from Convener, using the *Candidate Summary template* (example provided as Appendix A) which should include summaries of:
 - The academic record
 - Research Potential, with note of, and justification for, any Bonus Points (see below for details)
 - The academic standing of the referees and the quality of their reports
 - Evidence of English language competency
 - Ranking within the Academic Network's current applicants
 - H1 equivalency report, if applicable. This is a statement on why an applicant who does not have an H1 (= first-class Honours) degree is considered to have an equivalent qualification. For mature applicants with no recent degree results, this statement will report recent research and career achievements, and will play a key role in ranking.

NOTE: Supervisors can be asked to provide this information within their Statement of Support, in which case the Convener is not required to write a statement; but he/she will then need to give appropriate guidance to supervisors and confirm that he/she endorses the statement.

- Statement of supervisor support (normally on the supervisor recommendation template). *Note:* Supervisor support is not a commitment to finance the student if the RTP Fee Offset Scholarship / RTP Stipend Scholarship application is unsuccessful; however it is a commitment that the student has a project and supervision, and will be offered admission.
- At least two referee reports
- Research Proposal
- Transcripts of all degrees (undergraduate, Honours and/or Masters)
- Coordinator's spreadsheet calculations of GPAs for these degrees
- CV, including details of any publications, awards, relevant work experience
- English language test if applicable (see ANU policy: <http://students.anu.edu.au/applications/english.php>)
- Application, and any other documents

Documentation - Ranking Spreadsheet

Starting from the template which lists all information needed, each Academic network must complete and return electronically its Ranking Spreadsheet to the SHM Student Admin Office before the Ranking Meeting.

The Convener must ensure that applications are complete: incomplete applications may result in an inability to rank the applicant or a loss of scholarship as the Committee cannot make an accurate assessment.

Eligibility

To be eligible for an RTP Scholarship, URS or HDR Tuition Fee Scholarship an applicant must be H1 or H1 equivalent. H1 equivalence is determined by evidence of an appropriate "thesis equivalent", which could include:

- A graded Master's thesis for a research project with an ANU weighting equivalence of at least 24 units (*i.e.* half the yearly full time study load) with a mark \geq ANU 80%.
- An ungraded thesis at AQF 9 of at least 24 units (e.g. an MPhil thesis). An incomplete MPhil cannot be considered H1 equivalent.
- A summative assessment of research and training where the honours follows an embedded rather than 3+1 model (e.g. some engineering degrees). [Note that for such embedded degrees, the degree must be awarded at H1 level].
- A significant contribution to a scholarly publication (international peer-reviewed) as evidenced by authorship.
- Distinguished record of professional achievement in the discipline relevant to the applicant's proposed research which includes evidence equivalent to a written thesis or piece of sustained research writing. Examples include:
 - completion of a specialist medical qualification or fellowship equivalent to those required by Australian specialist medical colleges,
 - Significant public policy contribution, including written reports.

Note that relevant work experience in the absence of a thesis, policy papers or scholarly publication is not considered evidence of H1 equivalence.

Applicants who have already commenced or previously completed a PhD are eligible to apply for scholarships, however already commenced or prior PhD studies may be taken into account when considering strategic factors during the ranking process.

Applicants that are unable to take up their scholarship by 31st March are normally ineligible for consideration. In exceptional circumstances an extension of this deadline may be considered.

Ranking

- **Standardised Academic Score (SAS).** The Standardised Academic Score is a score (out of 10) that is based on the Grade Point Average (GPA) from previous degree(s).
- **Undergraduate GPA** (Calculate the GPA *excluding* courses taken in the first year of study and *excluding* non-academic courses. **If separate honours coursework and honours thesis/research project marks are available, the coursework marks should be included in the GPA calculation and the thesis/research project mark used to calculate**

Research Potential. If only a single honours result is available, this should only be used to calculate Research Potential and excluded from calculating the GPA.

The score is out of 7, and is derived by calculating the average of the course grades where:

- Fail = 0
- Pass = 4
- Credit = 5
- Distinction = 6
- High Distinction = 7

As some other universities provide GPAs out of 4 or other numbers, a conversion table is provided to Coordinators/Conveners to convert scores to those used at ANU. All *academically relevant* courses taken from the second year of study onwards should be included i.e. do not include religion or sports courses. The units for each course or credit hours must be taken into account when calculating the GPA.

Note that the excel spreadsheet provided by the College calculates both a GPA on a 7 point and a 10 point scale so should be used for these calculations.

- **Masters GPA**

If the applicant has a graded postgraduate degree, this must be taken into account as it will modify the standardised academic score for the student. All coursework courses should be included in the calculation; do not include a research thesis course grade, as this will be included in the calculation for the Research Potential mark. The final GPA calculation should be a weighted average of the relevant undergraduate and postgraduate GPA's (i.e. a Bachelor's degree would contribute 2 * a 1 year Master's degree or the same as a 2 year Master's degree; 2 years full time study compared with 1 year or 2 years respectively).

- **Graduate Diploma or Graduate Certificate GPA**

The final weighted GPA calculation should include all degrees undertaken that are relevant to the research area. Graduate Diplomas are normally 1 year FTE, Graduate Certificates 0.6 months and should be weighted accordingly. (i.e. a Bachelor's degree would contribute 2 * a Graduate Diploma or 4 * a Graduate Certificate; 2 years full time study compared with 1 year or 6 months respectively).

Standardised Academic Score

The standardised academic score can be calculated from the GPA in one of two ways:

1. Use the 10 point GPA rather than the 7 point GPA for the final GPA calculation, in which case SAS = final GPA.
2. If there are no fail grades in the academic record then:
$$SAS = 2 * GPA_7 - 4$$

Note that if the academic record is not recent then it is discounted as described under Ranking Score.

- **Research Potential**

- The Research Potential mark (calculated out of 10) is initially based on the candidate's most recent graded thesis mark (divided by 10, so that an 85% thesis mark converts to an initial Research Potential of 8.5), which will typically be an Honours or Master's thesis.
- If the thesis or thesis equivalent is ungraded, then the base research potential mark is 8.0 unless a higher ANU equivalent mark of 8.5 (excellent thesis, on par with top 25% cohort at ANU) or 9.0 (outstanding thesis, on par with top 5% cohort at ANU) is recommended and justified using one of the following assessment options .
 - For an ANU MPhil thesis, the examiners responses to the grading criteria and the content of their reports.
 - For other ungraded theses, a mark can be proposed following an assessment of the thesis using the SHM honours criteria by at least two independent academics. The assessor should not be aware of the applicant's nominated supervisor. Each assessor must provide a suitably detailed report addressing the SHM honours marking criteria and justification of the mark they award.
- If the thesis is graded in an A⁺, A, A⁻ system (many NZ universities), the following conversion should be used: A⁺ = Base RP of 9.0; A = Base RP of 8.5; A⁻ = Base RP of 8.0.

- *Note that if the thesis has been marked on a different scale from an ANU thesis, for example the HD equivalent in the UK system is > 70%, then the thesis mark should be rescaled. Contact the College HDR coordinator if assistance is required.*

The Research Potential mark may be boosted by the following **Bonus Points** (up to a maximum of 1.0 bonus point).

- Publications:
 - Scholarly² publications (add between 0.0 and 0.1 for each publication relevant to study, up to a maximum of 0.8).
 - **Bonus points for publications under this scheme are usually only applied for publications in international peer-reviewed outlets.** An exception may be justified if the research topic has only local relevance.
 - The quality of the publication and journal, and the contribution of the applicant should be considered in awarding bonus points and the expectation is that a bonus of 0.1 will only be applied where the applicant has made a major contribution to a high quality publication.
 - Where an applicant has co-authored papers and is not first or senior author, it is usual to award < 0.1 bonus point – unless there is evidence of major contribution.
 - If a publication has been considered as the “thesis equivalent”, exclude this publication from the bonus point calculation.
- Work Experience:
 - Relevant work experience (add between 0.0 and 0.1 for each year of full time work, up to a maximum of 0.5). Caution should be applied to the addition of bonus points where the work is technical in nature with little evidence of independence.
 - **Do NOT include work undertaken during full-time study period** (i.e. if applicant was a student whilst working).
- Prizes and Awards:
 - Awards for study that indicate exceptional research potential (add up to 0.1 for a major award, up to a maximum of 0.5). Minor awards, such as Academic achievement awards, Certificates of Participation, Summer Research Scholarships, and Honours scholarships, should not be included.
 - Include competitive awards (i.e. where no scholarship / prize would be awarded if there were no students worthy of that award)
 - Include prizes for Best presentation / poster at International conferences only – not National conferences.
 - Justification as to why an award is eligible for allocating a bonus point must be clearly articulated in the Candidate Summary template.
 - Bonus points should only be given where evidence of the award being granted is included in the application or validated online (*i.e.* not just based on comments in the C.V)
- Patents:
 - A patent that has been granted after an examination process by a government agency (relevant to the applicant’s proposed research field; add up to 0.1 for each patent, up to a maximum of 0.2).

*In the case of University Medal winners, if the research potential score after all additional bonuses are applied is less than 9.5, then the default University Medal research potential score of 9.5 should be used (with no additional bonus points).

Conveners are required to provide detailed justification for all bonus points and any deviation from the thesis mark.

Ranking Score

Provide an overall Ranking Score (to two decimal places), which should be the average of the SAS and Research Potential score *unless the academic record is discounted as described below.*

Academic records between 5 years and 10 years old are discounted as follows: where the academic record is more than 5 years old there would be a 40/60 weight applied between Standardised Academic Score and Research Potential Score; where the academic record is more than 10 years old there will be a 20/80 weight applied between Standardised Academic Score

² Ulrichsweb.com can be used to determine whether a journal is peer reviewed, and Scopus or Web of Science to obtain an indication of journal quality.

and Research Potential Score. Where there is recent evidence of research potential and the academic record is older than 10 years, the research potential should be used alone.

Ranking:

Is initially based on ranking score:

- Ranking Score

When ranking students with identical ranking scores – sort by:

- Research Potential
- Thesis Equivalent mark, plus bonus points for publications
- Honours Mark
- Then referee reports

HDR Scholarship Committee Ranking Meeting

The Ranking Meeting considers documentation as described above, and will adjust scores if necessary based on consideration and discussion of the complete applications. Subsequently, a revised ranking order will be produced and the scholarships distributed in the order of merit.

English language requirements

All applicants, whether domestic or international, must provide evidence that their English language ability meets the minimum requirements for admission (see ANU policy: <http://students.anu.edu.au/applications/english.php>).

Applications can be recommended to the HDR Scholarship Committee if the English language requirement has not yet been met, however a full offer of admission and scholarship cannot be made until all requirements have been satisfied.

Academic Networks

Formerly known as Graduate Research Fields, the Joint Colleges of Science has 14 Academic Networks, each overseen by a Convener:

College of Health & Medicine

- Applied Epidemiology (MPhil only)
- Epidemiology & Population Health
- Medical Sciences (JCSMR)
- Medical Sciences (ANUMS)
- Psychology

College of Science:

- Astronomy & Astrophysics
- Biomedical Science & Biochemistry
- Chemistry
- Earth Sciences
- Environment & Resource Management
- Evolution, Ecology & Genetics
- Mathematical Sciences
- Physics
- Plant Sciences
- Science Communication

EXAMPLE “CANDIDATE SUMMARY SHEET”

KEY

▲ Administrator fields (pre-populated from spreadsheet)

★ Academic fields (manual)

1. General (complete for all candidates)							
Family Name:	▲ Smith			Given Name:	▲ Sam		
College:	▲ xxx	School/Centre:	▲ xxx	Program Code:	▲ 9xxx	UID:	▲ 1234567
Degrees/Grades <small>Provide Qualification & Year; Uni Name; GPA/Overall Mark (or Grade/Mark for honours)</small>	UG: ▲ BSc, University of xxxxx, Country, (2016), GPA: 6.88						
	Honours: ▲ NA						
	PG: ▲ MSc (Mathematics), University of xxxxx, Country, (2018), GPA: 6.78						
Thesis Proportion, Quality & Language	★ Ungraded (12,000 word) MSc thesis that comprised 6 months research component (24 units equivalent). Thesis written in English.						
Prizes & Awards	▲ International Awardee of “Impact to Science” prize (\$2,000) from the Academy of Science, UK (Prize certificate included in application). This is a competitive National prize awarded from >500 submissions to the best PhD student application. Bonus points awarded - 0.1						
Publications	★ One first author research publication in Excellent/good/mediocre journal (BP 0.1) and two co-authored publications in Excellent/good/mediocre journals with contribution undefined (BP 0.05 overall). Bonus points awarded - 0.15.						
Recent Experience	▲ Research Assistant (2020)				★ 6 months undertaking independent research examining XXXX at University of xxxxx. Bonus points awarded - 0.05.		
Referees	★ Three highly supportive referee reports received A Prof Reich (U Hamburg), ranked >5%; <i>“Sam Smith is the best student I have supervised in my 5-year career”</i> Prof Stuber (U Munich, international leader in field), ranked Abs Best; <i>“His background knowledge and analytical and writing skills are second to none”</i> Dr Cowan (Cornell U) ranked Abs Best, <i>“an unmatched talent for research”</i>						
H1 Equivalence	★ Master’s thesis was independently assessed as H1 Honours equivalent (82%) by ANU academics (reports appended to application).						

2. General Discussion points																	
<p>★ Base RP score = 8.2. Awarded based on consensus / averaged thesis mark awarded by independent ANU assessors (reports provided in application),</p> <p>Bonus points awarded for prize (0.1), publications (0.15) and work experience (0.05), as detailed above.</p>																	
3. Admission																	
Status:	▲ ATSI - N	▲ Commenced date - NA	Scholarships:	▲ Applied for - AGRTP, URS													
	▲ Part-time – N	▲ Institution transferred from - NA		▲ Previously unsuccessful - N													
	▲ External - Y	▲ Upgraded from MPhil to PhD - N															
Total EFTSL consumed:	▲ NA		Current Scholarships:	▲ Internal - NA; External - NA													
4. Non-standard Admission																	
<p>★ External status requested due to personal caring responsibilities until late 2021 only.</p>																	
5. Topic, Supervision, & Support (complete for all candidates)																	
Thesis Topic:	▲ Working on some great Science.																
Proposed / Actual Supervisor:	▲ J. Johnson.																
6. College Allocation, Scoring, Ranking, & Category (complete for all candidates, selecting one of the appropriate ranking categories below)																	
SAS Standardised Academic Score	RPS Research Potential Score	Combined Ranking Score	College Initial Rank	College Final Rank (Incorporating reordering)	Out of: <i>(total number of candidates assessed)</i>												
▲ 9.66	▲ 8.50	▲ 9.08	★ X	★ X	★ X												
Category: Select one of the below ★ <table border="0" style="width: 100%; text-align: center;"> <tr> <td><input type="checkbox"/></td> <td>INTERNATIONAL</td> <td><input type="checkbox"/></td> <td>ALLOCATED</td> <td><input type="checkbox"/></td> <td>EXCEPTION</td> </tr> <tr> <td><input type="checkbox"/></td> <td>DOMESTIC</td> <td><input type="checkbox"/></td> <td>NOMINATED</td> <td></td> <td></td> </tr> </table>						<input type="checkbox"/>	INTERNATIONAL	<input type="checkbox"/>	ALLOCATED	<input type="checkbox"/>	EXCEPTION	<input type="checkbox"/>	DOMESTIC	<input type="checkbox"/>	NOMINATED		
<input type="checkbox"/>	INTERNATIONAL	<input type="checkbox"/>	ALLOCATED	<input type="checkbox"/>	EXCEPTION												
<input type="checkbox"/>	DOMESTIC	<input type="checkbox"/>	NOMINATED														

Appendix E: Induction Checklist**INDUCTION CHECKLIST**

NAME:

SCHOOL/GROUP/SUPERVISOR:

CONTACT OFFICER:.....

COMMENCEMENT DATE:

1. Before Commencement

	Yes	N/A
Arrange appropriate starting date with supervisor.		
Notify contact officer.		
Complete online enrolment (domestic students)		
Make enrolment appointment (international students)		
Induction appointment arranged by contact officer		

2. Following enrollment - Tour of Local Work Area

Introduced to Head of Department, Student Administrator, Graduate Convener, other staff/ students as appropriate		
Location of Tea/Coffee facilities/ communal spaces/ toilets		
Location of spill kits/ first aid station/ eyewash		
Location of fire extinguishers/emergency exits		

3. Provision of minimum resources

Office/ Desk space allocated		
Computer/printing/internet access/E-mail account established		
Phone access/ Added to phone directory/ e-mail lists		
Access/ Library Card issued		
Provision of safety glasses, gloves, other personal protective equipment appropriate		
Budget/allowances for PhD program explained		
Information on access to travel/fieldwork/conference funding		

4. Safety Induction

Appointment with safety officer		
Explanation of emergency procedures		
Explanation of waste disposal procedures – sharp bins/ biohazards/chemicals		
Appropriate immunizations organised		
Safety Training organized (biological, chemical, laser, radiation)		

5. Academic environment

Line Management (e.g Supervisor, Delegated Authority, Associate Dear		
Progress/ milestone requirements explained		
Relevant Rules/Policy/Guideline information		
Research Integrity training organised		
Supervisor/Advisor/Candidate Expectations outlined		
Mentor assigned or mentoring information given (SIGNPost)		
Discipline/Area specific training or requirements outlined (e.g seminar programs, workshops and courses)		
ANU Services (Academic Skills and Learning Centre, Research Skills and Training Unit, Library, Counselling, Health Services) outlined or info pack provided		
Dean of Students/ PARSA contacts available		
ANU/College induction information given		

Appendix F: College of Science – Organisational Chart

Delegated Authority (Research)

- Oversight of the program under the Research Awards Rule.
- Delegation held by the Associate Director (HDR).
- Associate Director (HDR) and the HDR Convener are often the same person.

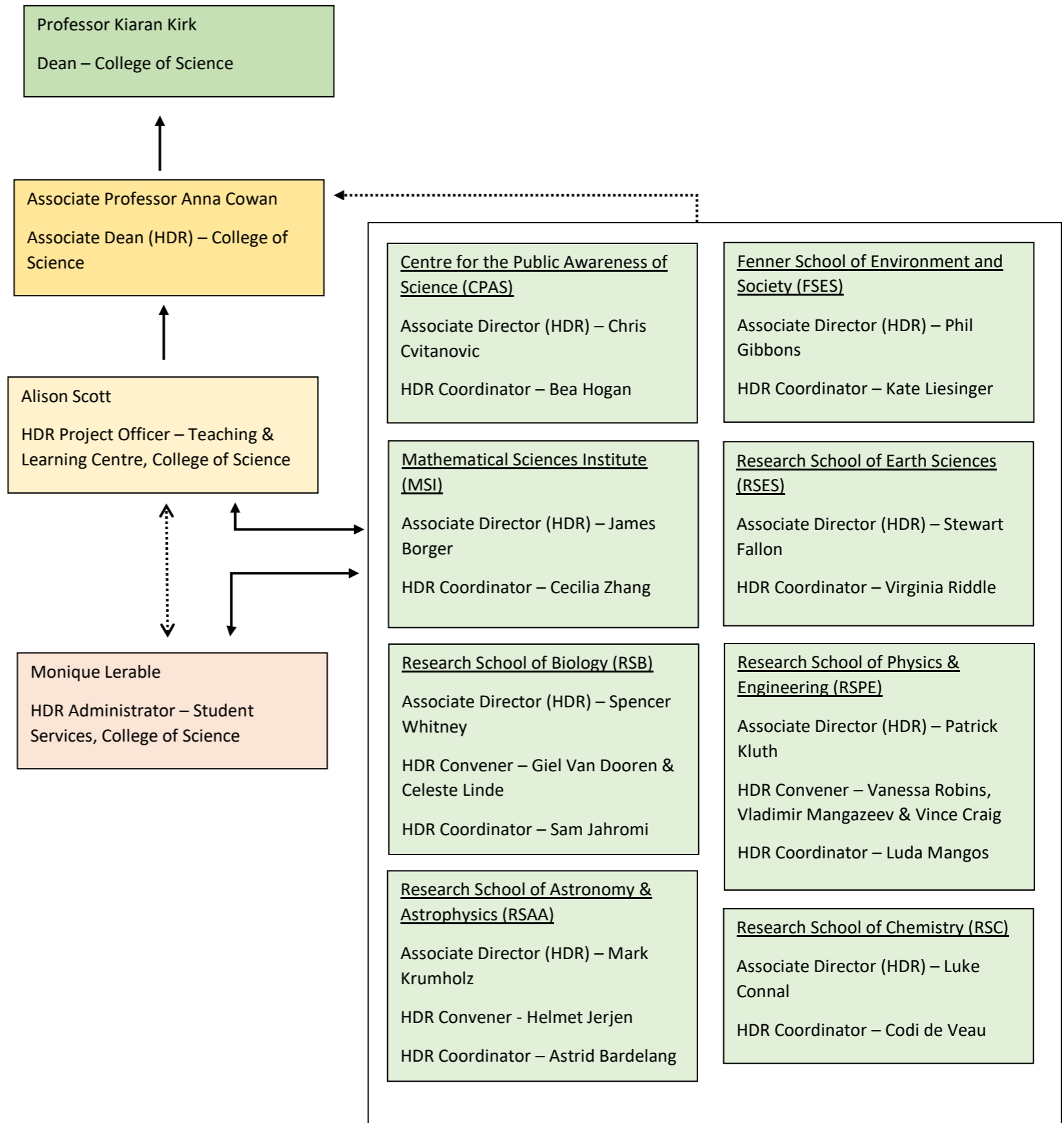
Where schools have separate roles, the responsibilities are as below.

Associate Director (HDR)

- Co-ordination of assessment, ranking and submission of applications for scholarships and admission.
- Candidature management
 - Progress management (milestones);
 - Leave of absence approval;
 - Extension of program & scholarships;
 - Examination endorsement & recommendation of award.
- Referral of students and/or situations to the College Associate Dean (HDR), Dean of Students, Counselling Centre or other University services as appropriate.

HDR Convener

- Undertakes discipline related activities
 - Inquiries from prospective students;
 - Organising induction and welcome events,
 - Organising workshops, seminar and courses;
 - Pastoral care for students.



Appendix G: College of Health & Medicine – Organisational Chart

Delegated Authority (Research)

- Oversight of the program under the Research Awards Rule.
- Delegation held by the Associate Director (HDR).
- Associate Director (HDR) and the HDR Convener are often the same person.

Where schools have separate roles, the responsibilities are as below.

Associate Director (HDR)

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HDR Convener

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 - Inquiries from prospective students;
 - Organising induction and welcome events,
 - Organising workshops, seminar and courses;
 - Pastoral care for students.

