



Australian Government

Higher Education Standards

Research



tabor tasmania

Response from Tabor Tasmania

Q1. Do you broadly support the proposed standards for **Research**? If not, why? **YES**

Q2. Do you wish to make any suggestions in relation to the specific content of the standards? **NO**

Research

1. All research activities of staff and students, including research conducted as part of research training, are carried out in accordance with the provider's academic governance requirements for research, encompassing:
 - a. ethical conduct of research and responsible research practice
 - b. ownership and management of intellectual property
 - c. research partnerships
 - d. publication and authorship
 - e. resolution of allegations of misconduct in research, and
 - f. compliance with prevailing regulatory requirements that are applicable to the field of research.
2. Research is conducted by or under the direct supervision of staff with relevant qualifications, research experience and skills in the fields of research concerned.
3. Staff engaged in research are formally inducted into their roles.
4. The concept of 'research-active' staff is defined and complied with in the implementation of research policy and practices.
5. An accurate, secure and up-to-date repository of the research outputs of staff and research students is maintained.
6. Research performance is:
 - a. monitored and reported against institutional goals, both in aggregate and by field of research
 - b. analysed by reference to national or international comparators, and
 - c. assessed against goals for improvement.

Reference Points

- i. Australian Code for the Responsible Conduct of Research (Australian Government, 2007).
 - ii. Excellence in Research for Australia.
- 1 Applicable to providers that conduct research, or conduct research and offer research training.



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Research Training



tabor tasmania

Response from Tabor Tasmania

Q1. Do you broadly support the proposed standards for Research Training? **NO**

If not, why? They are comprehensive as they stand but they do not appear to address or speak to the personal and holistic component of the research experience that the student goes through and yet many/ most research projects take longer than a year – some up to five years as a single focus in a person's life. We are not just producing the short term goal of a piece of research, we are producing a long term goal, that of people who have experienced the personal growth that is a natural result of participating in a research project. This personal growth will inform their future capacity as they continue on with other research projects or make contributions to the global enterprise in other ways.

The quality of the research is as much about the quality of the person doing it, the quality of the person(s) who supervise and the relationship between all parties as it is about how successfully, or not, the research was accomplished.

Q2. Do you wish to make any suggestions in relation to the specific content of the standards? **YES**

I have italicised my comments below.

Research Training1

1. Research training is conducted in accordance with the provider's academic governance requirements for research training, encompassing:

a. requirements for admission and approval of candidature that take into account the preparedness of the candidate, the availability of qualified, competent and accessible supervision and the resources necessary for the candidature

b. the rights and responsibilities of students and supervisors

I agree these should be acknowledged but would like to make the additional points, as I feel that there are still too many students across the board, reporting back about unhelpful supervision relationships. I suggest the following, or a version of them that is in accordance with the provider's own administration procedures:

#1 That the supervisor/ supervisee relationship is supported, with external and regular

moderation from a person/ observer who is independent of the relationship and the research circumstances or even the department/ institution, if necessary;

#2 The supervisor demonstrates that their supervisory practices are current (because it is an ever changing process) and supported by evidenced, recorded, regular attendance at professional development sessions/ workshops that specifically focus on improving the quality of the supervisory relationship.

- c. induction and orientation of students and supervisors
 - d. monitoring and maintaining progress
 - e. assessment, examination and the independence of examiners
 - f. publication of research findings, and
 - g. resolution of disputes.
2. Coursework formally included in a course of study that involves research training, whether as a component of or an adjunct to research training, meets the academic governance and quality assurance requirements required of other coursework offered by the provider.
 3. Each research student is supervised by a principal supervisor who is research active in the relevant field of research, there is at least one associate supervisor with relevant research expertise and continuity of relevant supervisory expertise is maintained throughout the candidature.
 4. In the case of supervision of students in a course of study that leads to a research higher degree, the principal supervisor holds a doctoral degree or has equivalent research experience.
 5. Research students receive an induction about codes of conduct for research, ethics, occupational health and safety, intellectual property and additional matters that are specific to the field of research.
 6. Research students are guided and supported to shape the directions of their research, to develop capacities for independent research and to present and publish their research findings.
 7. The standing of research arising from research training is monitored, including by reviewing all examiners' reports independently of supervisors to obtain:
 - a. informed external views on the standing of the work in the field of research, and
 - b. in the case of doctoral degrees, evidence of a significant original contribution to the field of research.
 8. The quality and extent of research training is monitored against institutional goals, both in aggregate and by field of research, encompassing:
 - a. durations of candidature and rates of progression, completion and attrition
 - b. quality of supervision
 - c. contributions of research students to institutional research performance
 - d. feedback from students, and
 - e. actions taken to improve research training.

Reference Points

- i. Australian Code for the Responsible Conduct of Research (Australian Government 2007).
- ii. Guidelines developed by the Council of Deans and Directors of Graduate Research.2



Australian Government

Higher Education Standards

Learning Outcomes (Research Training)



Response from Tabor Tasmania

Q1. Do you broadly support the proposed standards for **Learning Outcomes (Research Training)**? **YES**

If not, why?

Q2. Do you wish to make any suggestions in relation to the specific content of the standards? **YES**

I believe that there is no scope for measuring the developing graduate attributes that we hope to see in our postgraduate students. Could this be a focus for the future? Who are the people we are training to become the researchers of tomorrow? Does their training include developing the skills to be self-aware and aware of others? For example, do researchers learn to be collegial? Do institutions have expectations in this regard?

I appreciate that learning outcomes do not include graduate attributes such as the outcome of personal development but perhaps a standard could be established that does address personal growth and character development including skills such as self-awareness, collegiality, transparency, accountability, honesty, kindness and respectful approaches to group discussions and others. See repeat comment in italics in pink below.

Learning Outcomes (Research Training)

1. The learning outcomes for all courses of study are specified.
2. The learning outcomes are comparable to those for the same or similar qualifications offered elsewhere in Australia, and are informed by international comparators.²
3. On completion of research training, candidates will have demonstrated, at a level consistent with the qualification awarded:

- a. a detailed understanding of the specific topic of research, located within a broad understanding of the field of research
- b. the capacity to scope, design, plan and conduct research projects independently and in collaboration
- c. technical research skills and competency in the application of research methods
- d. skills in analysis, criticism, presentation, reporting and publication of research findings, and
- e. generic skills required for research, including capacities to transfer across different environments and fields of research.

f. personal skills of self-awareness, collegiality, transparency, accountability, respectful approaches to group discussions, kindness to other researchers and others

4. Assessment of theses, dissertations, exegeses, creative works or other major assessable research outputs and materials is undertaken:

- a. for doctoral degrees, by at least two independent experts with international standing who are external to the provider and any collaborating institution involved in the work, and
- b. for masters degrees, by at least one independent expert who is external to the provider and any collaborating institution involved in the work.