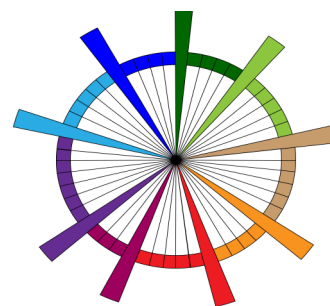


# Good Practice Framework for Research Training

*Steering us in the right direction towards research training quality*



In Australian Higher Education (HE) institutions, there is wide variation in Higher Degree by Research (HDR) policies and procedures that govern processes such as admissions, conduct, training and supervision. This can result in considerable differences in the success, quality and outcomes of research training across institutions. While there are many examples of good practice in research training in Australia, institutions are always looking to review and improve on what they do.

In 2011, the Office for Learning and Teaching (OLT; <http://www.olt.gov.au/>) awarded Edith Cowan University (ECU) a grant to develop a Good Practice Framework for Research Training (GPF), to help inform and guide research training excellence in Australia. This was developed in collaboration with the (then) Council of Deans and Directors of Graduate Studies (DDoGS).

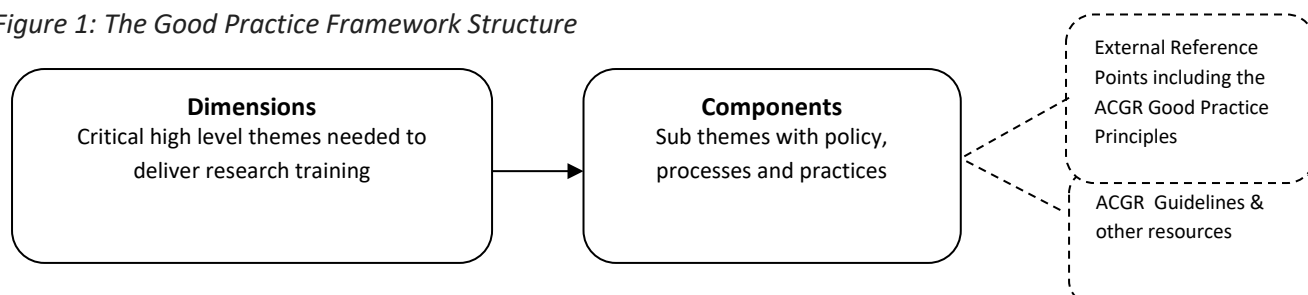
The first edition of the Good Practice Framework was then reviewed and modified in 2018 to incorporate the changes to the Higher Education Standards Framework published in 2015 and to reflect the increased national foci on end user engagement, transferable skills training and flexible modes of program delivery, as articulated in the ACOLA Review of Research Training. This version has also been developed in collaboration with the Australian Council of Graduate Research Inc (ACGR) which was formerly the DDoGS.

The GPF provides institutions with a structured means of reviewing and evaluating their research training practices, policies and procedures with each of the dimensions and components associated with a quality research training environment, and with quality research training outcomes. The GPF is comparable with research training quality guidelines for institutions developed internationally.<sup>1</sup> It enables institutions to identify areas of strength and opportunities for improvement. It does not specify levels of performance, but rather provides processes through which each institution can review the alignment of their own goals, priorities and practices with the GPF and other reference points.<sup>2</sup>

The GPF comprises nine dimensions and associated components reflecting good practice in research training. As illustrated in Figure 1, the key elements of the GPF include:

- Dimensions: Critical high level themes needed to deliver research training;
- Components: Sub themes with policy, processes and practices that promote research training excellence;
- ACGR Good Practice Guidelines and Resources: Guidelines developed and approved by ACGR, and reports or case studies that exemplify good practice and help assure HDR program quality; and
- ACGR Good Practice Principles and other External Reference Points: Requirements external to the framework relevant to the dimensions and components described.

Figure 1: The Good Practice Framework Structure



<sup>1</sup> <http://www.qaa.ac.uk/quality-code>

<sup>2</sup> Appendix 1 outlines the alignment of the GPF with the current Higher Education Standards Framework.

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The GPF is supported with a six-point quality assurance checklist, derived from the Objectives, Approach, Deployment, Results, Improvement (OADRI) Cycle.<sup>3</sup> It can be used for each component, to examine and compare current HDR processes and measures for institutional alignment against the GPF. The *Quality Assurance Checklist* comprises:

## Deployment:

- Are adequate policies, procedures or strategies in place in support of each component?
- Do the communications associated with this/each component have the appropriate level of clarity and transparency for their subject matter and audience?

## Results:

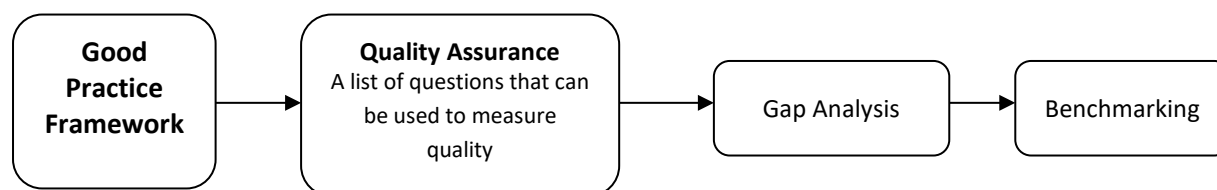
- Is there sufficient evidence gathered on the activities and outcomes associated with each component?
- Is there adequate reporting of the activities and outcomes associated with this component against both internal and external reference points?

## Improvement:

- Is there regular review of strategies, activities and outcomes associated each component?
- Is there regular reporting of relevant review and improvement efforts, of follow-up activities and on the outcomes of previous reviews?

ECU will use the checklist to develop a template gap analysis, with specific quality assurance questions and publish this on the ECU website as a resource for other institutions.

Figure 2: Institutional Alignment with the GPF



Institutions can apply the GPF (Figure 2) to improve research training in the following ways:

- Identifying gaps, or areas that should be developed or improved;
- Benchmarking specific dimensions with other institutions nationally and internationally;
- Using the findings to define strategic approaches to improve the quality of their research training; and
- Providing candidates with clear information and milestones for their research journey.

The GPF is available on the [ACGR](#) website and will be reviewed regularly to help ensure accuracy and relevance on an ongoing basis.

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<sup>3</sup> See Woodhouse, D. (2012). *A Short History of Quality*, p.6.


## Good Practice Framework for Research Training

Dimensions	Components
<b>1. Governance</b>	1.1 HDR Committee 1.2 Policies 1.3 Candidate Representation 1.4 Grievance Procedures and Appeals 1.5 Collaborative Research Support 1.6 Responsible Program Management 1.7 Legal and Regulatory Compliance
<b>2. Program and Outcomes</b>	2.1 HDR Program Evaluation 2.2 Candidate Outcomes 2.3 Coursework and Research Training Skills 2.4 Professional Skill Development 2.5 Program Delivery 2.6 Candidate Feedback Mechanisms
<b>3. Selection and Admission</b>	3.1 Initial Enquiry 3.2 Entry Pathways 3.3 Transfer and Advanced Standing 3.4 Matching Needs, Resources and Supervision 3.5 Selection, Approval and Offer
<b>4. Supervision</b>	4.1 Supervision Capacity 4.2 Supervisor Eligibility 4.3 Supervisory Team Compliance 4.4 Supervisor Development and Support
<b>5. Candidature Management</b>	5.1 Supervisor and Candidate Responsibilities 5.2 Orientation and Induction 5.3 Confirmation of Candidature 5.4 Candidate Progression 5.5 Variations to Candidature
<b>6. Responsible Conduct of Research</b>	6.1 Responsible Research and Academic Integrity 6.2 Ethics 6.3 Intellectual Property
<b>7. Candidate Support</b>	7.1 Scholarships 7.2 Research Culture and Engagement 7.3 Resources and Infrastructure 7.4 Travel Support 7.5 Pastoral Care 7.6 Support Services for Diversity 7.7 Post Thesis Submission Support
<b>8. Employability Skills Development</b>	8.1 Curriculum Vitae and Portfolio 8.2 Career Development 8.3 Impact and End User Engagement 8.4 Networking 8.5 Interdisciplinary Awareness 8.6 Mobility and International Awareness
<b>9. Examination</b>	9.1 Pre Submission Review 9.2 Appointment of Examiners 9.3 Examination of Thesis 9.4 Conferral of Award


## Good Practice Framework for Research Training

 <b>DIMENSIONS</b>	<b>COMPONENTS</b>	<b>External Reference Points (Australia)</b>	<b>ACGR Good Practice Guidelines and Resources</b>
<b>1. GOVERNANCE</b> Institutions ensure there is an efficient and effective Higher Degree by Research (HDR) governance framework, which assures and enhances research training quality and reports against internal and external reference points.	<b>1.1 HDR Committee</b> A central HDR committee defined by clear terms of reference provides leadership for the delivery of postgraduate research training across the university, and reports to a higher governing body within the institution. It is responsible for: <ul style="list-style-type: none"> <li>• Overseeing rules, policies and procedures for candidates;</li> <li>• Monitoring candidate performance;</li> <li>• Promoting quality research training environment and outcomes; and</li> <li>• Overseeing new, and reviewing current HDR programs.</li> </ul>	Provider Registration Standards  Provider Course Accreditation Standards  <i>Education Services for Overseas Students Act 2000</i>  The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (CRICOS)  Australian Qualifications Framework (AQF).	
	<b>1.2 Policies</b> HDR policies are accessible, explicit, equitable, transparent, clearly communicated and regularly reviewed.	Provider Registration Standards  Provider Category Standards  Provider Course Accreditation Standards  <i>Education Services for Overseas Students Act 2000</i>  The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (CRICOS)	


## Good Practice Framework for Research Training

 <b>DIMENSIONS</b>	<b>COMPONENTS</b>	<b>External Reference Points (Australia)</b>	<b>ACGR Good Practice Guidelines and Resources</b>
	<p><b>1.3 Candidate Representation</b> The institution has a policy for candidate representation on HDR committees. Guidelines associated with this policy are fair, transparent, consistently applied and publicised.</p>	<p>Provider Registration Standards</p>	
	<p><b>1.4 Grievance Procedures and Appeals</b> Policies and guidelines for resolving HDR complaints, grievances and appeals are:</p> <ul style="list-style-type: none"> <li>• Explicit, clearly communicated, and are readily available to candidates, supervisors and others on the institution’s website and through other media; and</li> <li>• Addressed through formal procedures in a timely manner following principles of natural justice.</li> </ul>	<p><i>Higher Education Support Act 2003</i> <i>Disability Discrimination Act 1992</i> <i>Equal Opportunities Act 2010</i> <i>Occupational Health and Safety Act 1991</i></p>	
	<p><b>1.5 Collaborative Research Support</b> The institution has policy on collaborative research projects that is explicit and transparent.</p> <p>Joint research projects, joint badged degrees and cotutelles require partners to agree from the outset on how the research, including the candidate’s role will be managed.</p>	<p>Australian Code for Responsible Conduct of Research <i>Education Services for Overseas Students Act 2000</i></p>	
	<p><b>1.6 Responsible Program Management</b> Sound practices are in place to ensure the responsible management of the contractual and financial elements of graduate research program delivery including:</p> <ul style="list-style-type: none"> <li>• the appropriate use of federal block grants and other program funds</li> <li>• meeting the reporting requirements for national and international scholarship programs and other federal reporting requirements</li> <li>• costing and budgeting for scholarship programs and third party agreements</li> <li>• the provision of required infrastructure and support for candidates regardless of location</li> </ul>		<p>Tracking HDR Candidates (pending)</p>


## Good Practice Framework for Research Training

 <b>DIMENSIONS</b>	<b>COMPONENTS</b>	<b>External Reference Points (Australia)</b>	<b>ACGR Good Practice Guidelines and Resources</b>
	<p><b>1.7 Legal and Regulatory Compliance</b> The institution has policies and processes in place to ensure legal and regulatory compliance of all programs, including, but not limited to ensuring that where international collaborations, joint programs or third part agreements are in place the requirements of both parties are met.</p>		
<p><b>2. PROGRAM AND OUTCOMES</b> The institution has HDR programs that require candidates to produce quality research. In the case of doctoral candidates, this must be a significant body of original research and contribution to knowledge.</p>	<p><b>2.1 HDR Program Evaluation</b> Research degree programs are evaluated for success in meeting expectations and needs of candidates, employers, discipline groups and the broader community, through:</p> <ul style="list-style-type: none"> <li>• Completion rates, time to completion, retention rates;</li> <li>• Examination outcomes;</li> <li>• Candidate surveys;</li> <li>• Alignment with the strategic directions of the institution; and</li> <li>• Alignment with the institution’s statements on graduate attributes.</li> </ul> <p>Such evaluations differentiate particular and distinct cohorts to monitor the performance and outcomes of all candidates and programs, regardless of course, location or mode of delivery.</p>	<p>Provider Registration Standards Provider Course Accreditation Standards Provider Category Standards AQF <i>Education Services for Overseas Students Act 2000</i> The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (CRICOS)</p>	<p>Tracking HDR Candidates (pending)</p>
	<p><b>2.2 Candidate Outcomes</b> A graduate of a research degree program will have demonstrated the capacity to:</p> <ul style="list-style-type: none"> <li>• Design and implement at a high level of originality and quality, either an original research project(s) of significance to a discipline or cross-disciplinary field, or a research based project(s) addressing a important problem or question concerning policy and/or practice in an profession or industry;</li> <li>• Present, using one or more appropriate media, a substantial and intellectually coherent product or products(s) such as a thesis, dissertation and artefacts, or exegesis and portfolio of creative works and/or performance, for submission to external examination against international standards;</li> </ul>	<p>Australian Code for Responsible Conduct of Research Provider Category Standards Provider Course Accreditation Standards ACGR Good Practice Principles</p>	

## Good Practice Framework for Research Training


 <b>DIMENSIONS</b>	<b>COMPONENTS</b>	<b>External Reference Points (Australia)</b>	<b>ACGR Good Practice Guidelines and Resources</b>
	<ul style="list-style-type: none"> <li>• Work well with others and contribute beyond the area of their immediate research training as aligned with the graduate attributes;</li> <li>• Disseminate knowledge to the wider community; and</li> <li>• Effectively apply expert knowledge and skills as a scholar or leading practitioner.</li> </ul>		
	<p><b>2.3 Coursework and Research Training Skills</b> (see also Dimension 8)            Research degree programs include support for the development of advanced knowledge and research skills through:</p> <ul style="list-style-type: none"> <li>• Coursework and/or research training program requirements, which are clearly communicated prior to enrolment;</li> <li>• A ‘Needs Assessment’ for each candidate on appropriate coursework and/or research skills training , prepared at the outset of study and reviewed regularly during candidature; and</li> <li>• Timely, regular and constructive feedback provided to candidates on their ongoing skills development.</li> </ul>	Provider Registration Standards AQF ACGR Good Practice Principles	Skills Development (pending)
	<p><b>2.4 Professional Skill Development</b> (see also Dimension 8)            Research candidates are provided with opportunities to develop professional and generic/transferable skills during their research program that are relevant to their individual needs and career aspirations.</p> <p>These opportunities are widely promoted and may be offered by research centres/ laboratories, schools, faculties or by central units. A formal record of successful completion is available through, for example, the maintenance of a portfolio by the candidate or through the provision of certificates for successful completion.</p>	Provider Category Standards AQF ACGR Good Practice Principles	Skills Development (pending)
	<p><b>2.5 Program Delivery</b>            The institution ensures that graduate research supervision and the provision of coursework, research skills training and professional skills development is accessible to all candidates and supports authentic engagement regardless of the location of the candidate or mode of delivery of the program.            Where technology enabled supervision or program delivery is required, appropriate infrastructure must be available and the opportunities to effectively engage within an integrated intellectual and learning community must not be compromised.</p>	ACGR Good Practice Principles	Skills Development (pending)

## Good Practice Framework for Research Training


 <b>DIMENSIONS</b>	<b>COMPONENTS</b>	<b>External Reference Points (Australia)</b>	<b>ACGR Good Practice Guidelines and Resources</b>
	<p><b>2.6 Candidate Feedback Mechanisms</b> The institution has in place mechanisms to:</p> <ul style="list-style-type: none"> <li>• Collect, review and, where appropriate, respond to feedback from all stakeholders in HDR training and support;</li> <li>• Regularly survey candidates and provide feedback on the results and any consequent changes;</li> <li>• Provide candidates with the opportunity to give confidential feedback in a safe environment; and</li> <li>• Conduct separate exit surveys for candidates who complete and do not complete.</li> </ul>	Provider Registration Standards  Provider Course Accreditation Standards  ACGR Good Practice Principles	Tracking HDR Candidates (pending)
<p><b>3. SELECTION AND ADMISSION</b> The institution ensures that selection and admissions procedures are inclusive, clear and easily accessible, consistently applied and equitable.</p> <p>These requirements ensure successful candidates complete their research in a timely manner.</p>	<p><b>3.1 Initial Enquiry</b> The institution provides clear, detailed, accurate and easily accessible information to allow applicants to make informed choices at the point of initial enquiry.</p>	Provider Registration Standards  Provider Course Accreditation Standards  <i>Education Services for Overseas Students Act 2000</i>  The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (CRICOS)  AQF  ACGR Good Practice Principles	
	<p><b>3.2 Entry Pathways</b> Clear information is provided on eligibility and entry pathways into HDR programs for domestic and international candidates, including opportunities for entry outside normal routes and/ or under exceptional circumstances and the requirements for application for and admission to programs delivered in partnership with another institution.</p>	Provider Course Accreditation Standards  <i>Education Services for Overseas Students Act 2000</i>	




## Good Practice Framework for Research Training

 <b>DIMENSIONS</b>	<b>COMPONENTS</b>	<b>External Reference Points (Australia)</b>	<b>ACGR Good Practice Guidelines and Resources</b>
	<p>Distinction is made between recognising prior academic study and/or professional experience for the purpose of determining eligibility and for allowing credit for course requirements. The same evidence of prior experience cannot be used for both course entry and subsequent credit.</p>	<p>The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (CRICOS)</p>	
	<p><b>3.3 Transfer and Advanced Standing</b>                      The institution has:</p> <ul style="list-style-type: none"> <li>• Policies and guidelines that allow flexible pathways into and out of different HDR programs including transfer (credit, intellectual property and EFTSL consumed) within and between institutions;</li> <li>• Inter-institution or cross sector agreements about admission standards; and</li> <li>• Transparent processes and criteria for determining eligibility for advanced standing or credit transfer.</li> </ul>	<p>Provider Course Accreditation Standards</p> <p>The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (CRICOS)</p> <p>AQF</p>	
	<p><b>3.4 Matching Needs, Resources, and Supervision</b> (See also Dimensions 4 and 7)                      The institution has transparent processes and determines if an adequate fit exists between a student and the institution, the viability of the project, supervision capacity across the disciplines, the proposed location of the study/research and the adequacy of resources to guide HDR enrolment targets (for example, number of enrolments).</p> <p>Each entering candidate will be provided with:</p> <ul style="list-style-type: none"> <li>• A suitable supervisor/supervisory team;</li> <li>• Appropriate research and research training infrastructure; and</li> <li>• Adequate financial and any other necessary resources for the proposed research project agreed to with the supervisor/supervisory team, aligning with institutional policy.</li> </ul>	<p>Provider Course Accreditation Standards</p> <p>ACGR Good Practice Principles</p>	


## Good Practice Framework for Research Training

 <b>DIMENSIONS</b>	<b>COMPONENTS</b>	<b>External Reference Points (Australia)</b>	<b>ACGR Good Practice Guidelines and Resources</b>
	<p><b>3.5 Selection, Approval and Offer</b>                      Selection processes for domestic and international candidates are transparent, consistent, effective, efficient and equitable. Approval and a subsequent offer will indicate the institution believes the match between candidate, supervisor(s) and project (see also 3.4) is likely to lead to the timely completion of a high quality research degree.</p> <p>At the time of selection the institution requires that candidates have English language proficiency at the level of International English Language Testing System (IELTS) as agreed by the institution and provide further support to those candidates whose English is a second language.</p>	<p><i>Higher Education Support Act 2003</i></p> <p>Provider Course Accreditation Standards                      ACGR Good Practice Principles</p>	
<p><b>4. SUPERVISION</b>                      The institution provides HDR candidates with a supervisory team that has an appropriate mix of expertise in the discipline(s) of the candidate's research, the relevant research methods, and in supervising successful research degree completions.</p> <p>The supervisory team must mentor and actively assist the</p>	<p><b>4.1 Supervision Capacity</b>                      The institution ensures that:</p> <ul style="list-style-type: none"> <li>• There are sufficient experienced supervisors to support all candidates (entering and enrolled), and that alternative supervision is available in the event of staff leaving or becoming unavailable;</li> <li>• Where supervisors who are external to the institution are involved, there is clear agreement about the expectations, accessibility and responsibilities of these supervisors and their engagement with the candidate and the institution:</li> <li>• Research supervision is formally and transparently recognised in workload formulae; and</li> <li>• Policies and/ or guidelines exist regarding the number of candidates that a member of staff should supervise at any one time.</li> </ul>	<p>Australian Code for Responsible Conduct of Research</p> <p>Provider Registration Standards</p> <p>Provider Course Accreditation Standards</p> <p>Provider Category Standards</p> <p>ACGR Good Practice Principles</p>	<p>Quality Supervision</p>


## Good Practice Framework for Research Training

 <b>DIMENSIONS</b>	<b>COMPONENTS</b>	<b>External Reference Points (Australia)</b>	<b>ACGR Good Practice Guidelines and Resources</b>
<p>candidate, meet the academic and administrative requirements of the institution, tailor their practice to the needs of individual candidates and provide access to appropriate support and pastoral care as required.</p>	<p><b>4.2 Supervisor Eligibility</b>                      The institution has a system for recording supervisor eligibility, and a policy on the appointment of all supervisors that makes reference to:</p> <ul style="list-style-type: none"> <li>• The skills and experience relevant to supervising projects in a given area;</li> <li>• The supervisor’s level of research activity;</li> <li>• Relevant qualifications;</li> <li>• Ongoing involvement in developing and maintaining knowledge and expertise in research degree supervision; and</li> <li>• Special conditions for external supervisors.</li> </ul> <p>The principal supervisor must meet relevant eligibility criteria, coordinate support for the research project, and lead the supervisory team for each candidate. It is expected that other members of the supervisory team would also normally meet relevant eligibility criteria.</p>	<p>Provider Course Accreditation Standards                      ACGR Good Practice Principles</p>	<p>Quality Supervision</p>
	<p><b>4.3 Supervisory Team Compliance</b>                      The supervisory team consists of a principal and one or more supervisors who may have different roles in the supervisory process. The roles are clearly defined and agreed to by the supervisors and the candidate (see also 5.1). The institution has a system for monitoring supervisor performance and managing underperforming supervisors.</p>	<p>Provider Category Standards                      Provider Course Accreditation Standards                      ACGR Good Practice Principles</p>	<p>Quality Supervision</p>
	<p><b>4.4 Supervisor Development and Support</b>                      The institution makes provision for:</p> <ul style="list-style-type: none"> <li>• Supervisor induction programs for newly appointed supervisors and experienced supervisors new to the institution;</li> <li>• Mentoring in supervision for early career researchers;</li> <li>• Appropriate training and support for external supervisors;</li> <li>• and</li> <li>• A broad range of HDR supervisor development programs.</li> </ul>	<p>Australian Code for Responsible Conduct of Research                      Provider Course Accreditation Standards                      ACGR Good Practice Principles</p>	<p>Quality Supervision</p>

## Good Practice Framework for Research Training


	COMPONENTS	External Reference Points (Australia)	ACGR Good Practice Guidelines and Resources
<p><b>5. CANDIDATURE MANAGEMENT</b></p> <p>The institution provides clear, detailed and accessible information to candidates and supervisors to support them in managing candidate progress and professional development.</p>	<p><b>5.1 Supervisor and Candidate Responsibilities</b></p> <p>The entitlements, roles and responsibilities of supervisors and candidates are clearly defined and communicated.</p> <p>Specific provisions are outlined in a candidature agreement signed by each candidate and the principal supervisor (on behalf of the institution).</p>	<p>Provider Registration Standards</p> <p>Provider Course Accreditation Standards</p> <p>AQF</p> <p>Australian Code for Responsible Conduct of Research.</p> <p>ACGR Good Practice Principles</p>	<p>Quality Supervision</p>
	<p><b>5.2 Orientation and Induction</b></p> <p>Orientation and induction programs for candidates should provide:</p> <ul style="list-style-type: none"> <li>• Clear and comprehensive information on expectations, degree requirements, candidate management, and the range of support services available.</li> <li>• Information related to international candidate requirements; and</li> <li>• Clearly articulated responsibility for orientation and induction programs at academic unit and institutional level.</li> <li>•</li> </ul>	<p>Australian Code for Responsible Conduct of Research</p> <p>Provider Registration Standards</p> <p>ACGR Good Practice Principles</p>	
	<p><b>5.3 Confirmation of Candidature</b></p> <p>Confirmation of candidature requires transparent and demonstrable evidence that the candidate is highly likely to fulfil their degree requirements in the required time. Candidate enrolment will be provisional until confirmation has been successful which occurs within the first year of enrolment. Confirmation requires:</p> <ul style="list-style-type: none"> <li>• Ethics approval (see also 6.2);</li> <li>• A comprehensive research proposal, including work completed to date, with rigorous assessment of the academic merits; and</li> <li>• An oral presentation to a group including peers and academic staff with both oral and written feedback provided.</li> </ul> <p>No candidate will be confirmed until these requirements are fully met. Where candidature is not confirmed, advice is provided about possible alternative academic or other pathways.</p>	<p>Provider Registration Standards</p> <p>Provider Course Accreditation Standards</p> <p>ACGR Good Practice Principles</p>	

## Good Practice Framework for Research Training


 <b>DIMENSIONS</b>	<b>COMPONENTS</b>	<b>External Reference Points (Australia)</b>	<b>ACGR Good Practice Guidelines and Resources</b>
	<p><b>5.4 Candidate Progression</b> Candidate progress is reviewed at least once a year against an agreed project plan. The process should allow for:</p> <ul style="list-style-type: none"> <li>• Supervisor and candidate access to view each other’s input;</li> <li>• Supervisors and candidates to express confidential comments to an independent authority;</li> <li>• Processes to intervene when candidate progress is below expectations. This may include the provision of additional support, or alternative academic pathways and where appropriate, a managed exit; and</li> <li>• Effective processes to respond immediately when supervision is below expectation (see also dimension 4).</li> </ul> <p><b>5.5 Variations to Candidature</b> Opportunities to alter candidature arrangements are available and clearly communicated to candidates. Policy explicitly details the circumstances under which a candidate can withdraw from the program, suspend candidature, amend study load and transfer between courses.</p>	<p>Provider Registration Standards</p> <p>Provider Course Accreditation Standards</p> <p>ACGR Good Practice Principles</p>	
<p><b>6. RESPONSIBLE CONDUCT OF RESEARCH</b> Research training is supported by academic structures, policies and practices that require, facilitate and promote responsible research and integrity that aligns with the general principles of the <i>Australian Code for Responsible Research</i><sup>4</sup>.</p>	<p><b>6.1 Responsible Research and Academic Integrity</b> Policies and procedures clearly outline the institutional and candidate responsibilities to comply with the <i>Australian Code for Responsible Research</i>, which include:</p> <ul style="list-style-type: none"> <li>• Management of research data and primary materials;</li> <li>• Supervision of research candidates;</li> <li>• Publication and dissemination of research findings;</li> <li>• Authorship;</li> <li>• Peer Review;</li> <li>• Conflict of interest; and</li> <li>• Collaborative research across institutions and with industry partners.</li> </ul>	<p>Australian Code for Responsible Conduct of Research</p> <p>Provider Registration Standards</p> <p>Provider Category Standards</p> <p>Guidelines under Section 95 of the Privacy Act 1998</p>	

<sup>4</sup> Part A Principles and Practices to Encourage Responsible Research Conduct – Section 1: General Principles of Responsible Research


## Good Practice Framework for Research Training

 <b>DIMENSIONS</b>	<b>COMPONENTS</b>	<b>External Reference Points (Australia)</b>	<b>ACGR Good Practice Guidelines and Resources</b>
	<p><b>6.2 Ethics</b></p> <p>Candidates and supervisors are expected to conduct their academic affairs with honesty, respect, fairness and responsibility, and are made aware of principles regarding ethical behaviour.</p> <p>There is a mechanism in place to ensure all projects requiring ethical approval (including specific procedures for animal and human experimentation) are identified and approved before data collection commences.</p> <p>Regular workshops, other opportunities and resources are made available on ethical behaviour and the process for obtaining ethics approval for research projects.</p>	<p>Provider Registration Standards</p> <p>National Statement on Ethical Conduct in Human Research Values and Ethics</p> <p>Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Health Research</p> <p>The Australian Code of Practice for the Care and Use of Animals for Scientific Purposes.</p>	
	<p><b>6.3 Intellectual Property</b></p> <p>Prior to commencement, candidates and supervisors are made aware of:</p> <ul style="list-style-type: none"> <li>• The institution’s policy relating to the management of intellectual property;</li> <li>• Any shared intellectual property arrangements with external partners; and</li> <li>• Advice and support on the translation of research innovations into new products.</li> </ul> <p>Independent legal advice on the assignment of intellectual property through a third party is made available to candidates and paid for by the institution.</p>	<p>ACGR Good Practice Principles</p>	

## Good Practice Framework for Research Training


 <b>DIMENSIONS</b>	<b>COMPONENTS</b>	<b>External Reference Points (Australia)</b>	<b>ACGR Good Practice Guidelines and Resources</b>
<p><b>7. CANDIDATE SUPPORT</b> The institution ensures that candidates have access to required resources which enable timely completion of a quality degree including appropriate physical, financial, administrative, academic, counselling and disability support services.</p> <p>The institution is committed to providing a research environment for research candidates that is engaging, culturally sensitive, locally and globally relevant and supports diversity.</p>	<p><b>7.1 Scholarships</b> Policies and procedures for the allocation of domestic and international scholarships/stipends are transparent, and include clearly defined criteria and information of all scholarship conditions.</p>	<p>Provider Registration Standards</p> <p>Provider Course Accreditation Standards</p> <p><i>Higher Education Support Act 2003 - Commonwealth Scholarships Guidelines (Research) 2010 (DIISR)</i></p> <p>ERA ACGR Good Practice Principles</p>	
	<p><b>7.2 Research Culture and Engagement</b> A dynamic and inclusive research culture exists within academic units and across the institution, including formal and informal activities and opportunities for engagement with other researchers, academic peers, industry and candidate support areas (see also 7.6). Special consideration is given to ensuring these requirements are met for those candidates who are working online and/or remotely or within smaller cohorts in separate locations.</p>	<p>Provider Course Accreditation Standards <u>ACGR Good Practice Principles</u></p>	
	<p><b>7.3 Resources and Infrastructure</b> The institution has a policy for resources that is transparent and available to candidates. These include basic infrastructure and other resources needed to support candidates in various modes (full time, part time, remote and off campus).  It is the responsibility of the academic unit to confirm, track and review that resources required for timely completion are available for the duration of the research project.  Candidates cannot commence until resource requirement commitment is made.</p>	<p>Provider Registration Standards</p> <p>Provider Course Accreditation Standards</p> <p>ACGR Good Practice Principles</p>	<p>Statement of Minimum Resources (CAPA)</p>
	<p><b>7.4 Travel Support</b> Academic conferences, field work and mobility (see also 8.5) are important development opportunities for candidates. The institution should provide funding for :</p>	<p>ACGR Good Practice Principles</p>	

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 <b>DIMENSIONS</b>	<b>COMPONENTS</b>	<b>External Reference Points (Australia)</b>	<b>ACGR Good Practice Guidelines and Resources</b>
	<ul style="list-style-type: none"> <li>• Academic conferences (domestic and international) and research engagement which is managed in a fair and equitable manner across the institution; and</li> <li>• Domestic off campus and distance candidates to travel to and from the location of their candidature</li> <li>• (if applicable and appropriate).</li> </ul>		
	<p><b>7.5 Pastoral Care</b> The institution is committed to providing appropriate levels of pastoral support for all candidates and promoting health and wellbeing, which include counselling, peer support, and spiritual needs.</p> <p>The institution provides clear information and advice to all candidates on personal support services available on campus (see also 7.6) as well as supporting Postgraduate Associations in the role of supporting candidates experiencing academic or personal difficulties.</p>	Provider Registration Standards  Provider Course Accreditation Standards ACGR Good Practice Principles	
	<p><b>7.6 Support Services for Diversity</b> The institution provides support services for diverse groups. These include (but are not limited to) indigenous, international, and off campus candidates, and those with a disability. Clear and accessible information is available on support services and includes, but not restricted to:</p> <ul style="list-style-type: none"> <li>• Resource information and advice;</li> <li>• Liaising with supervisors;</li> <li>• Library services;</li> <li>• Access to aids, software and equipment, English language programs; and</li> <li>• Interpreting services.</li> </ul>	Provider Registration Standards  Provider Course Accreditation Standards ACGR Good Practice Principles	<i>Indigenous HDR students (revised version pending)</i>
	<p><b>7.7 Post Thesis Submission Support</b> An appropriate level of post thesis submission support is available for candidates. This may include publication support, desk and library access, career counsellors and other institution services.</p> <p>The institution has a policy on the placement of all theses in institutions' open access repositories.</p>	ACGR Good Practice Principles	




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 <b>DIMENSIONS</b>	<b>COMPONENTS</b>	<b>External Reference Points (Australia)</b>	<b>ACGR Good Practice Guidelines and Resources</b>
<p><b>8. EMPLOYABILITY SKILLS DEVELOPMENT</b> The institution supports candidate's awareness of their employability, and supports candidates to be competitive and successful in both academic and non academic careers.</p> <p>The institution works with the candidate to determine short, medium and long-term goals that assist the candidate with employability skills and their broader development as a researcher.</p> <p>Attention to career development needs to be given during candidature, and also after submission of thesis for examination.</p>	<p><b>8.1 Curriculum Vitae and Portfolio</b> Candidates have access to processes and support mechanisms to help build their Curriculum Vitae as well as professional and academic portfolios.</p>	<p>Provider Registration Standards</p> <p>Provider Course Accreditation Standards</p>	
	<p><b>8.2 Career Development</b> Candidates are provided with relevant opportunities, information and advice about careers in academia, business, industry, Government and non-profit sectors. Skill gaps and career development plans are regularly discussed during candidature to help support HDR employability.</p> <p>The supervisor has responsibility to ensure that the candidate is aware of and has access to opportunities for enhancing their development as a researcher and their future employability. Candidates should be made aware that they are responsible for managing and pursuing their career options.</p>	<p>Provider Category Standards</p> <p>ACGR Good Practice Principles</p>	
	<p><b>8.3 Impact and End User Engagement</b> Candidates are encouraged to consider the potential impact of their research projects and outcomes and engagement with end users in the design, development and implementation of their research project and professional skill development is supported.</p>	<p>ACGR Good Practice Principles</p>	<p>Industry Engagement</p>
	<p><b>8.3 Networking</b> Processes exist that encourage candidates to network with potential employers including industry, Government and community, and alumni and other academics, to enhance their career opportunities.</p> <p>The institution maintains a database of potential employers and former HDR alumni willing to engage with current and intending research candidates.</p>	<p>ACGR Good Practice Principles</p>	
	<p><b>8.4 Interdisciplinary Awareness</b> The institution provides interdisciplinary seminars and events, as well as clear and easily accessible guidelines to help enrich and extend the candidate's research training experience beyond their discipline.</p> <p>Interdisciplinary research projects are supported with appropriate funding, supervision and examination (see also 2.1).</p>	<p>ACGR Good Practice Principles</p>	

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 <b>DIMENSIONS</b>	<b>COMPONENTS</b>	<b>External Reference Points (Australia)</b>	<b>ACGR Good Practice Guidelines and Resources</b>
	<p><b>8.5 Mobility and International Awareness</b> Candidates are encouraged to engage with, and experience different cultures and environments through collaborative partnerships (see also 1.5), formal or informal cotutelles or conjoint arrangements, and/or academic travel including international and national conference participation.</p>	Provider Registration Standards  Provider Course Accreditation Standards ACGR Good Practice Principles	
<p><b>9. EXAMINATION</b> Work submitted for examination meets international standards and the examination process ensures successful candidates merit the award of the degree.</p>	<p><b>9.1 Pre Submission Review</b> HDR theses are reviewed in a manner determined by the institution prior to being submitted for examination to ensure that theses meet appropriate institutional standards.</p>	Provider Course Registration Standards  Provider Course Accreditation Standards  ACGR Good Practice Principles	<i>Editing research theses</i>
	<p><b>9.2 Appointment of Examiners</b> Examiners must be recognised as international experts in the field or discipline of the thesis. Examiners must be external, independent and hold a degree at the level they are examining or higher, unless there are exceptional circumstances that are approved by the appropriate institution committee.</p>	ACGR Good Practice Principles	<i>Conflict of interest guidelines for appointment of examiners</i>
	<p><b>9.3 Examination of Theses</b> The institution has a policy and guidelines on the examination of theses. The examination process requires:</p> <ul style="list-style-type: none"> <li>• Declaration regarding conflict of interest from the examiners (as per the ACGR Good Practice Guidelines);</li> <li>• Transparency throughout the process, with clear communication to all stakeholders involved;</li> <li>• Appropriate and clear guidance is provided to examiners, including guidance in the examination of theses presented in different modes;</li> <li>• Timely outcomes;</li> <li>• Explicit and accessible examination criteria;</li> <li>• Explicit processes for managing divergent examination outcomes and allowing opportunity for appeal; and</li> </ul>	Provider Course Accreditation Standards ACGR Good Practice Principles	

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 <b>DIMENSIONS</b>	<b>COMPONENTS</b>	<b>External Reference Points (Australia)</b>	<b>ACGR Good Practice Guidelines and Resources</b>
	<ul style="list-style-type: none"> <li>Procedures that ensure the candidate is kept informed of examination progress and any unavoidable delays.</li> </ul>		
	<p><b>9.4 Conferral of Award</b>                      The senior committee responsible for HDR academic governance determines award of research degrees based on examination results and advice from examiners. Conferral certifies that the candidate has met the AQF and institution requirements for the award of the degree.</p>	AQF ACGR Good Practice Principles	

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## REFERENCES

Quality Assurance Agency for Higher Education (QAA), 2012; **UK Quality Code for Higher Education Chapter B11: Research degrees**. Gloucester, UK: The Quality Assurance Agency for Higher Education. Available at [www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-B11.pdf](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-B11.pdf).

Tertiary Education Quality and Standards Framework Agency Act 2011; Higher Education Standards Framework (Threshold Standards) 2011, <http://www.comlaw.gov.au/Details/F2012L00003/Download>

Woodhouse, D., 2012; **A Short History of Quality**. CAA Quality Series No. 2. Abu Dhabi, United Arab Emirates: Commission for Academic Accreditation, Ministry of Higher Education and Scientific Research. Available at [www.caa.ae](http://www.caa.ae).

