

Research Handbook 2009



Creating and Communicating New Knowledge

Psychology

**Doctor of Philosophy and Master of Science
Research Programmes**



**THE UNIVERSITY OF
WESTERN AUSTRALIA**
Achieving International Excellence

PREFACE

The purpose of this Handbook is to give an overview of postgraduate research programmes in Psychology at The University of Western Australia. It has been prepared mainly for students completing these degrees, but also with a view to providing information for others who may be interested (prospective students, supervisors, academic colleagues, etc.). It reproduces much information available at University websites and is by no means comprehensive, and students undertaking these degrees will receive additional advice and instruction throughout their candidature.

Feedback concerning the PhD, MSc (by research) and combined MPsych/PhD programmes, or this Handbook, would be very much appreciated. Please direct any comments to the Postgraduate Research Coordinator, Associate Professor Andrew Page, on 6488 3577, or andrew@psy.uwa.edu.au.

The most current version of this Handbook is available on the web at:
http://www.psychology.uwa.edu.au/for/prospective_postgraduates

Related material can be found at:

<http://www.postgraduate.uwa.edu.au/home>
(Graduate Research School)

http://www.hr.uwa.edu.au/publications/code_of_ethics
(The UWA Code of Ethics)

<http://www.psychology.org.au/about/ethics>
(APS Code of Ethics)

<http://www.secretariat.uwa.edu.au/home/policies/charter>
(The Charter of Student Rights and Responsibilities)

<http://www.postgraduate.uwa.edu.au/home/current?f=113314>
(An **excellent** resource of postgraduate information on enrolment, orientation, online services, finance, support services, learning resources, procedures and policies of academic assessment, campus services, and a directory)

<http://www.psa.guild.uwa.edu.au/>
(Postgraduate Students' Association)

http://www.postgraduate.uwa.edu.au/home/current/training_and_workshop_resources
(Online material on many topics of interest to research students.)

The University of Western Australia
CRICOS Provider Code 00126G

INTRODUCTION

School of Psychology

The University of Western Australia (UWA) is Western Australia's premier tertiary institution. Established in 1913 and moving to its present location in 1930, the University boasts one of the most picturesque campuses in the country. The University is situated about halfway between the city of Perth and the Indian Ocean and is 10 minutes drive or 20 minutes bus journey from each. The campus is a garden setting that extends along the banks of the Swan River and at the southern end is a popular windsurfing area of international status. Restaurants, coffee shops, and hotels are close by the campus. Accommodation is available within walking distance of the University in Colleges, flats and houses.

Since being established in 1930, the second psychology department in Australia and the first to offer a full undergraduate course, the School of Psychology at UWA has maintained its reputation for innovative research and teaching. The School has approximately 25 full-time academic staff (see Appendix 1), 1000 undergraduates, and more than 85 students enrolled in higher degree programmes.

Staff and research students are actively involved in a broad range of fundamental and applied research programmes. The research is supported by University funding and by grants from government and private funding agencies. Many projects require a team approach to research problems and several involve interdisciplinary collaboration. Much of the research is accomplished in special-purpose laboratories and other projects take place in community settings such as schools and industrial organisations. Research activities in the School are supported by technical staff operating from well-equipped mechanical and electronic workshops. The School has developed a well-deserved reputation for being successful at winning financial support from outside the University for basic and applied research and attracts substantial external research grants.

The School is well equipped with teaching, laboratory, workshop, and office space. In addition, it has the Child Study Centre (which incorporates a learning clinic, a kindergarten, a pre-primary and a special education unit), the Neurodevelopmental Unit and the Robin Winkler Clinic. These centres provide excellent teaching and research facilities, and have made a major contribution towards establishing the School's reputation for applied and community research. A Test Library is located in the Main Office of the main Psychology Building (see Appendix 3).

The School has been recognised as one of the leading psychology departments in Australia in its use of computers in different areas of research. It has developed its own computing facilities networked with a variety of personal computers located in offices, teaching areas, and laboratories. These computing facilities are used in a diverse range of specialized research projects and also provide general facilities for data analysis, manuscript preparation, and electronic mail. Two full-time staff provide computing support. More information about the computer network and how students gain access to it is given in Appendix 4. The School also provides excellent support for teaching and research that requires the use of audio-visual technology. In addition, photographic equipment is available with full support from an audio-visual technician.

MISSION STATEMENT

The School of Psychology has decided that its mission is to advance the scientific discipline of psychology at an international level:

- through the publication of basic research and applied research findings which further the understanding of psychological processes;
- through the provision of undergraduate and postgraduate training which enables and encourages our graduates to participate actively in the production and dissemination of new psychological knowledge;
- and through the promotion within the community of the important benefits of psychological research.

STAFF-STUDENT LIAISON

Routine administrative matters should be directed to the Postgraduate Research Co-ordinator, Associate Professor Andrew Page (6488 3577, andrew@psy.uwa.edu.au). You are also very welcome to call in to see Andrew if you experience any difficulties with your study or have any other concerns (Clinical Psychology Unit; Room 12). All discussions will be confidential and may help to deflect any difficulties before they arise.

Much of the teaching in the combined MPsych/PhD programme takes place in small groups, and direct access to the relevant staff member is usually straightforward in these contexts. Normally, an issue relating to a specific unit should be raised with the appropriate lecturer or Unit Co-ordinator (as listed in this Handbook) in the first instance.

In discussion with students, it has been agreed that review meetings will be held at the end of each semester at which any issues relating to the programme can be considered. All students are encouraged to attend these meetings. Should the need arise for additional meetings, these can be arranged.

FEES COMMITMENT

Fees (where applicable) are payable at the time of enrolment. For all enquiries regarding fees please contact the Administrative Officer (HECS/Enrolments), Student Administration on **6488 4674** or Student Enquiries on **6488 2469** or **6488 8916** or visit the Web site at: <http://www.studentadmin.uwa.edu.au/> .

PROGRAMME DESCRIPTIONS

Doctor of Philosophy

AIMS

The Graduate Research School has written that “PhD programmes consist of a research project mutually agreed upon by a student, supervisor, Head of School and the Board of the Graduate Research School. The programmes require the development and implementation of a rigorous research plan, based on a comprehensive understanding of the relevant literature and the need for answers to questions posed in that literature or as the result of a new theory. A thesis at this level will demonstrate, in the context of a substantial and original contribution, mastery of the subject as well as a furthering of understanding in that field of knowledge, through the discovery of knowledge, the formulation of theories, or the innovative re-interpretation of known data and established ideas. The thesis arising from the research should show a student's ability to document and interpret results, to formulate theories and to discuss the results in the light of the current literature to a level of competence required in published materials.” The PhD is assessed on the basis of a thesis submitted at the end of the programme and examined by three external examiners.

TIME LIMITS

When there is a coursework component (such as in the MPsych/PhD) the PhD component of these courses is administered by the Graduate Research and Scholarships Office and the coursework component by the relevant Faculty. Regulations for these programmes can be found in the postgraduate handbook (<http://handbooks.uwa.edu.au/postgraduate/sciences>). One implication of the separation is that within the School, PhD matters are managed by the postgraduate research coordinator (Andrew Page) and the coursework matters by the relevant coursework programme coordinator (Jan Fletcher for Educational and Developmental Psychology, Neil McLean for Clinical Psychology, Elliot Wood for Industrial and Organisational Psychology, Mike Weinborn for Clinical Neuropsychology). If you are not sure who to speak with about a particular matter, start with the postgraduate research coordinator.

The expected period of candidature for the PhD is three years (up to a maximum of four years [full-time equivalent] or four years in the MPsych/PhD. For part-time students, the time periods are doubled (i.e., expected enrolment is six years.) This means you are going to need to get started quickly and work efficiently and effectively.

Master of Science (by research)

AIMS

An Master of Science thesis must be a substantial work, generally based on independent research which shows:

- * a sound knowledge of the subject of the research
- * evidence of the exercise of some independence of thought
- * the ability of expression in clear and concise language

TIME LIMITS

Students will submit a research thesis of not more than 50,000 words which will be examined externally. Students will also attend courses, lectures, seminars and other work and/or studies and investigations culminating in such reports as the supervisor or head of school directs. The standard full-time completion is 2 years (minimum 1 year). Part-time students have up to 4 years.

PROGRAMME REQUIREMENTS

Doctor of Philosophy

The Board may accept as a student the holder of a bachelor's degree with at least upper second class honours in an appropriate discipline; or a graduate of this University (or equivalent) who can satisfy the Board that they have had adequate research preparation since graduation; or a recipient of a University scholarship for PhD study awarded by the Scholarships Committee of the Board; or a student who has previously undertaken work, which in the Board's opinion is of a sufficiently high standard, towards a research higher degree in this or another approved institution but has not submitted it for any degree and has had a research proposal approved by the Board; or a student who has satisfactorily completed an acceptable preliminary programme at this University or an approved institution and has had a research proposal approved by the Board.

Master of Science (by research)

On the recommendation of the appropriate Head of School, students within the following categories will normally be permitted to enrol in the Master's research programme:

- holders of a degree of bachelor with at least upper second class honours from an approved university
- graduates of UWA (or equivalent) who can satisfy the Board of the Graduate Research School that they have undertaken adequate research preparation since graduation
- recipients of a University scholarship for Master's by research (by thesis) study awarded by the Scholarships Committee of the Board of the Graduate Research School
- holders of a degree of bachelor in any Faculty of UWA (or equivalent) and since graduation have passed a Higher Degree Preliminary examination in their proposed research discipline
- students who have undertaken work at a high enough standard towards a masters or PhD degree in this or another approved institution but has not submitted it for any degree.

GETTING SET-UP

Useful Contacts

<i>Andrew Page</i>	Candidature Advice (ext 3577, andrew@psy.uwa.edu.au, room Clinic Room 9)
<i>Pamela Slobe</i>	Administrative Advice: “How Do I ... ?” (ext 3247, Pamela.Slobe@ uwa.edu.au, room MG.02)
<i>John Love</i>	IT enquiries, computer problems (ext 3270, johnl@psy.uwa.edu.au, room MG.19)
<i>Doug Robb</i>	systems administration (ext 2507, doug@psy.uwa.edu.au, room MG.13)
<i>Ann Deveson-Kelly</i>	purchases and monies (orders, participant reimbursement) (ext 3572, ann@psy.uwa.edu.au, room MG.17)
<i>Rose Elias</i>	HR (casual teaching) (ext 2977, rose@psy.uwa.edu.au, room MG.17)
<i>Maria Maseyk</i>	travel grant applications and processing (ext 3246, erica@psy.uwa.edu.au, room MG.01)
<i>Prue Radinger</i>	Test Library (ext 4507, prue@psy.uwa.edu.au, room MG.02)
<i>Diane Bettis</i>	registering of experiments (ext 3267, dbettis@psy.uwa.edu.au, room MG.02)

SAFETY AND HEALTH REP: Herb Jurkiewicz (ext 2654)

FIRST AID OFFICER: Ann Deveson-Kelly (ext 3572)

Rooms, Keys, Computers

Once your enrolment has gone through the School will allocate you a shared room and computer. Once these are ready you can sign out a key to your room from Brian Pepler or John Love.

After Hours Access

After hours access to the Psychology buildings is via your student swipe card and will be manually activated by Doug Robb, so if your card isn't working once your room is allocated, please email Doug to rectify.

Email Addresses and Computing

Please activate your student email address (xxx@student.uwa.edu.au) as soon as possible. We are only able to send emails to your private email accounts until census date (the end of March). After that we have to send all emails to your official UWA student address, whether it is activated or not. A good source of information about computing and internet is at <http://www.uwa.edu.au/current>. A good mailing list to join up to is UWA Events at <http://www.its.uwa.edu.au/staff/email/maillists/mailman>.

Mailboxes

A mailbox will be allocated to you soon after your enrolment. These are located in the foyer of the main building, next to the sliding glass door. All mail from the School will be left in your mailbox and it is up to you to collect it.

Change of Address

Please advise Pamela Slobe of any changes in your contact details – change of name, address, home phone, mobile, private email etc. The university won't accept changes from anyone but yourself, so you will also need to change these through StudentConnect (<https://student.sims.admin.uwa.edu.au/connect/webconnect>). If you experience any problems getting into StudentConnect contact the Help Desk on (extension 3814 for technical problems, or http://help.ams.uwa.edu.au/pheme/help/students/login_help for password assistance).

Photo

Contact Herb Jurkiewicz within your first two months for an appointment to have your photo taken for the Info Screen in the foyer. We will be taking points off for anyone who needs chasing up, so please get this done as soon as possible.

Safety and Health Inductions

Herb Jurkiewicz is the School's Safety and Health Representative and will be contacting you via group email in the next few months to attend your Safety Induction. These take around twenty minutes and are usually done en masse, but Herb will organise individual meetings for those who can't make the scheduled days. You will be required to complete a checklist which will be signed off by yourself and the Safety Rep.

Academic Conduct Essentials (ACE)

From 2008, all students **newly enrolled at UWA** are required to complete a compulsory online unit called Academic Conduct Essential, (ACE) within the first 10 weeks their enrolment. The unit covers a number of important aspects of ethical scholarship that the university considers is essential all students understand. You have been automatically enrolled in the unit. To access the content you need to go to: <http://webct6.uwa.edu.au> and log on using your student no. and pHEME password. The unit contains a series of modules which you need to review. To satisfactorily fulfil the requirements of the unit you must complete the final quiz and receive a minimum of 80% to pass. You must complete ACE within 10 weeks. Academic Conduct Essentials will appear on your academic record with either an "Ungraded Pass" or "Not Complete". You will not have the opportunity to complete the unit at a later date.

Please remember that those who are required to complete the ACE unit, are those who are newly enrolled at UWA - meaning, those who have not been previously enrolled at UWA at any time. For example, a student who is complete a Masters degree and the last time they were enrolled at UWA was in 1984 will not need to complete as they have been previously enrolled, and so on. If you have any queries regarding ACE please email ace-help@uwa.edu.au.

GETTING RESEARCH STARTED IN THE FIRST YEAR

Process

Let's begin with the end. The goal is to submit a research thesis by the end of your enrolment so let's start with the submission (of a PhD as an example) and work backwards.

To be handing over the bound copies of your dissertation you will need to have generated a product that you and your supervisors are satisfied with. This process will involve a lot of reading and writing on your part, reading and commenting from your supervisor, more writing again. Also a staff member will often act as an internal reader, giving you additional feedback on the penultimate version. For argument's sake, let's assume you allocate a year for all of this to-ing and fro-ing. You also want to do your research (so you've got something to write about), but before you can begin on the research you need to write a proposal (let's give this six months to have it approved), apply for approval from the Human Research and Ethics Committee and set up the experiments (let's give this another six months). Now if we sum the amount of time at the beginning and the end, we've got one year in the middle. This means that you've allocated yourself roughly the same time you had to do the research for your honours thesis, to conduct the research for your postgraduate research thesis. While you won't have the same pressure of coursework, it is sobering to realize that there is not much time left to do your postgraduate research. Fortunately, now is the time to remedy the problem. With careful planning and organization you can manage the timeline to do your research because you will see that many of the tasks that can be finished quickly are those that occur in your first year.

To help you plan your time, here is a schedule:

Week	Date	Activity
1		Organise proposal meeting time and venue, for 12 weeks ahead.
1-4		Weekly (or more frequent) meetings with supervisor(s) to systematically flesh out the ideas that will make up the proposal. Relevant literature to be identified through meetings and read between meetings.
5-6		Submission of proposal first draft to supervisor(s).
6-7		Detailed feedback from supervisor(s).
8-9		Anticipated final draft of proposal to supervisor(s).
9-10		Feedback from supervisor(s).
10-11		Final revision and submission to proposal panel.
12		Proposal panel meeting.

So let's outline a first year checklist. Hopefully, you have already arranged supervision. Broadcaster, writer, and PhD survivor Simon Singh comments that "Over the course of three years, it's crucial to have someone who can encourage you when your experiments fall flat, challenge you when you become cocky and help steer you towards successfully submitting your thesis." In terms of choosing a supervisor you may want to have a look at <http://www.newscientist.com/article/mg19726442.500-the-phd-journey-how-to-choose-a-good-supervisor.html>. The chief point the article makes is that your relationship with your supervisor is a personal one. Like any relationship it will have its ups and downs, it will require work and effort, and it has the potential to change your life for the better. So start to settle into the relationship with your supervisor.

The GRS website (<http://www.studyat.uwa.edu.au/postgrad/doctorates/preparation/supervisor>) also has information on choosing a supervisor and has a Code of Good Practice for Graduate Research Supervision which is worthwhile reading to identify the respective roles and responsibilities. See http://www.postgraduate.uwa.edu.au/policies/good_practice.

Matters to discuss with your supervisor include:

Things to discuss and negotiate with your supervisors very early in the programme include:

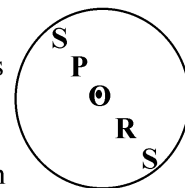
- your and your supervisors' preferred styles of supervision (see SPORS)
- how you and your supervisors will resolve issues of intellectual property, authorship of publications and so on
- the regularity, timing and format of your meetings
- the type and level of assistance that you would like, and your supervisors are prepared to give, with respect to:
 1. choosing a topic and refining the project
 2. planning a schedule
 3. setting goals
 4. finding appropriate literature
 5. collecting the data and information
 6. analysing and interpreting your findings
 7. planning the dissertation
 8. writing and reviewing the dissertation, and
 9. a schedule for the research and preparation of the dissertation, including target deadlines for key elements of the process.

You may want to use the Student Perception of Research Supervision (SPORS) questionnaire to inform a discussion about how your relationship (<http://www.catl.uwa.edu.au/etu/spors>). The aim is not to evaluate the supervision, but to clarify expectations.



THE UNIVERSITY OF
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Student
Perceptions
Of
Research
Supervision



INSTRUCTIONS AND INFORMATION

NOTE: IT IS IMPORTANT TO READ THIS COVER PAGE AND TO INCLUDE A COPY WITH BOTH SUPERVISOR AND STUDENT QUESTIONNAIRES.

OBJECTIVES

The primary objective of the *Student Perceptions of Research Supervision* (SPORS) instrument is to facilitate discussion between supervisors and their students. In addition, the Evaluation of Teaching Unit (ETU) will use the results to develop a more general understanding of research supervision practice at UWA.

PARTICIPATION

Participation in the SPORS process is voluntary for both supervisors and students. It should be noted that UWA is committed to quality teaching and excellence in research and the SPORS initiative is consistent with both of these objectives. We are therefore very keen to attract widespread participation in this process. There is no inappropriate time to use this system - it is recommended for use early in a research candidature and then on an ongoing basis.

QUESTIONNAIRE DESIGN

Due to the relatively small numbers of research students per supervisor and the resulting lack of anonymity, the questionnaires have been designed to facilitate a non-threatening dialogue between students and their supervisors. **Students and supervisors are asked to indicate areas of IMPORTANCE or PRIORITY, rather than rate performance as in traditional evaluation surveys.** This should then lead to a meaningful dialogue as students and supervisors compare supervision style preferences.

There are two questionnaires, one for research students and one for supervisors. Questions 1-35 are identical. The student questionnaire has an extra half page of items of traditional ratings relating to the School and the University which may also be discussed.

SUPERVISORS: Depending on your supervision style, you can either fill in a separate questionnaire for each student supervised or use one completed questionnaire for all your supervised students.

STUDENTS: Please note you are also able to participate if you are a staff member, are co-supervised or report to two schools. If some of the items are not appropriate or you need to fill in two surveys (i.e. for each supervisor or school) please feel free to modify the system to suit your individual needs.

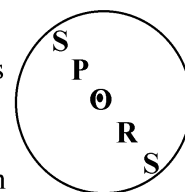
TREATMENT OF QUESTIONNAIRE INFORMATION

The completed questionnaires should be exchanged between supervisors and their students with a time set aside for discussion about the responses. It is suggested that the discussion centres around areas of substantial rating differences i.e. for a rating difference of 3 & 4 discussion may not be necessary, but a rating difference of 2 & 4 should be explored. It is possible that some research students and supervisors might appreciate the assistance from a third party to facilitate initial or subsequent discussions about the responses. If you wish to take up this option please contact the Co-ordinator of ETU on 6488 1576.

Please send a copy of the questionnaires to the Evaluation of Teaching Unit (M400) to record. The records will be private and confidential for both supervisor and student.

SUPERVISOR QUESTIONNAIRE

Student
Perceptions
Of
Research
Supervision



- 1.STAFF: 4. Years teaching:
 2.SCHOOL: 5. Years supervising:
 6. Full-time staff Part-time staff
 3.STUDENT: 7. Gender: Female Male

- Give a copy of the STUDENT QUESTIONNAIRE to your research student(s) to complete.
- You may then exchange questionnaires & organise a time with the student(s) to discuss the relative ratings.
- Send a copy of the completed questionnaires to the Evaluation of Teaching Unit (M400).

Rate your current supervision style:

1=LOW PRIORITY 3=AVERAGE PRIORITY 5=HIGH PRIORITY

(This rating will obviously reflect your style of supervision and your opinion on the importance of the items below, and will likely vary depending upon the discipline and the student being supervised)

MY CURRENT SUPERVISION STYLE AND PRACTICE IS TO:	Low High				
	1	2	3	4	5
1. Be well informed about the different aspects of research support (eg. grants & scholarships).	1	2	3	4	5
2. Help the student with topic selection.	1	2	3	4	5
3. Relay to student the extent of support available on topic selected, resources and expertise.	1	2	3	4	5
4. Inform the student of my/ school's expectations in regard to performance and progress.	1	2	3	4	5
5. Monitor and provide feedback about the student's performance to ensure adequate progress.	1	2	3	4	5
6. Treat all students equitably/ fairly in terms of my time and effort.	1	2	3	4	5
7. Give the student new ideas for his or her research.	1	2	3	4	5
8. Help the student to identify important goals.	1	2	3	4	5
9. Provide a lot of detailed supervision (quantity).	1	2	3	4	5
10. Provide pointed/ pertinent supervision.	1	2	3	4	5
11. Maintain close regular contact/ meetings on a pre-arranged schedule.	1	2	3	4	5
12. Keep records of all meetings with the student and indicate action taken or advice given.	1	2	3	4	5
13. Require written work on a pre-arranged schedule so progress can be assessed regularly.	1	2	3	4	5
14. Be available and easy to approach about any problem.	1	2	3	4	5
15. Give the student strong encouragement in her or his research.	1	2	3	4	5
16. Answer the student's specific questions.	1	2	3	4	5
17. Have general expertise in supervising research.	1	2	3	4	5
18. Be an expert in the area of research supervised.	1	2	3	4	5
19. Share my knowledge with the student.	1	2	3	4	5
20. Support the student on technical issues and problems.	1	2	3	4	5
21. Be interested in the student's research project.	1	2	3	4	5
22. Listen to and respect the student's existing knowledge and skills.	1	2	3	4	5
23. Introduce the student to scholarly networks.	1	2	3	4	5
24. Assist the student to consult other people for expertise.	1	2	3	4	5
25. Encourage the student to explore issues for herself/ himself.	1	2	3	4	5
26. Make available regular discussion groups combining my students and other's students.	1	2	3	4	5
27. Encourage the student to become interested in areas outside her/ his research topic.	1	2	3	4	5
28. Suggest ways that the student can make the most effective use of time.	1	2	3	4	5
29. Give the student support and guidance in preparation of his or her written thesis.	1	2	3	4	5
30. Comment on the content and drafts of the thesis.	1	2	3	4	5
31. Help the student to develop academic writing skills.	1	2	3	4	5
32. Assist with publication of the student's research.	1	2	3	4	5
33. Recognise and develop the student's intellectual property.	1	2	3	4	5
34. Help student on extra-research issues (eg. personal life, employment & technical training).	1	2	3	4	5
35. Ensure that the student has a project of appropriate size and degree of difficulty.	1	2	3	4	5

Written Comments

STUDENT QUESTIONNAIRE

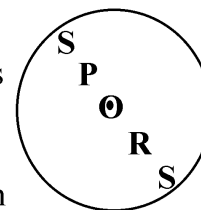
Please fill in the following demographic information

1. NAME: _____
2. SCHOOL: _____
3. SUPERVISOR: _____

4. Are you also a member of UWA staff? Yes No
5. Research degree: Honours Masters Ph.D.
6. Student status: Full-time student Part-time student
7. Years enrolled in research degree: ____ years ____ months
8. Your gender: Female Male
9. Your age: ____
10. Your background (for equity research):
 - International fee paying student
 - English is your second language
 - Aborigine or Torres Strait Islander
 - Other (please specify country of birth) _____

- Your supervisor(s) will also fill in a similar form to rate current supervision style from 1-5.
- You may then exchange questionnaires & organise a time with your supervisor to discuss the relative ratings.
- Send a copy of the completed questionnaires to the Evaluation of Teaching Unit (M400).
- **Rate items on IMPORTANCE to the success of your research candidature[Note - you are not rating your supervisor]: 1=LOW PRIORITY 3=AVERAGE PRIORITY 5=HIGH PRIORITY**

Student
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I CURRENTLY PREFER A SUPERVISORY STYLE/ PRACTICE TO:	low	high
1. Be well informed about the different aspects of research support (eg. grants & scholarships).	1	2 3 4 5
2. Help me with topic selection.	1	2 3 4 5
3. Relay the extent of support available for research on topic selected, resources and expertise.	1	2 3 4 5
4. Inform me of supervisor's/school's expectations in regard to performance and progress.	1	2 3 4 5
5. Monitor and provide feedback about my performance to ensure adequate progress.	1	2 3 4 5
6. Treat me equitably/fairly in terms of time and effort.	1	2 3 4 5
7. Give me new ideas for research.	1	2 3 4 5
8. Help me to identify important goals.	1	2 3 4 5
9. Provide a lot of detailed supervision (quantity).	1	2 3 4 5
10. Provide pointed/pertinent supervision.	1	2 3 4 5
11. Maintain close regular contact/meetings on a pre-arranged schedule.	1	2 3 4 5
12. Keep records of all meetings and indicate action taken or advice given.	1	2 3 4 5
13. Require written work on a pre-arranged schedule so progress can be assessed regularly.	1	2 3 4 5
14. Be available and easy to approach about any problem.	1	2 3 4 5
15. Give me strong encouragement in my research.	1	2 3 4 5
16. Answer my specific questions.	1	2 3 4 5
17. Have general expertise in supervising research.	1	2 3 4 5
18. Be an expert in my area of research.	1	2 3 4 5
19. Share knowledge with me.	1	2 3 4 5
20. Support me on technical issues and problems.	1	2 3 4 5
21. Be interested in my research project.	1	2 3 4 5
22. Listen to and respect my existing knowledge and skills.	1	2 3 4 5
23. Introduce me to scholarly networks.	1	2 3 4 5
24. Assist me in consulting other people for expertise.	1	2 3 4 5
25. Encourage me to explore issues for myself.	1	2 3 4 5
26. Make available regular discussion groups for both myself and other students.	1	2 3 4 5
27. Encourage me to become interested in areas outside my research topic.	1	2 3 4 5
28. Suggest ways that I can make the most effective use of time.	1	2 3 4 5
29. Give me support and guidance in preparation of my written thesis.	1	2 3 4 5
30. Comment on the content and drafts of my thesis.	1	2 3 4 5

31. Help me to develop academic writing skills.	1	2	3	4	5
32. Assist me to publish my research.	1	2	3	4	5
33. Recognise and develop my intellectual property.	1	2	3	4	5
34. Help me on extra-research issues such as personal life, employment and technical training.	1	2	3	4	5
35. Ensure that I have a project of appropriate size and degree of difficulty.	1	2	3	4	5

PLEASE TURN THE PAGE FOR FURTHER RATINGS AND WRITTEN COMMENTS

- This section is a standard rating section of your School.
- You are encouraged to rate and discuss any pertinent issues with your supervisor.
[Please note - individual results will not be released to schools]

PLEASE RATE:

**Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), Strongly Agree (SA) or
Don't Know/ Not Applicable (D/N).**

THE SCHOOL:							
36.	Provides information about the School and its staff.	SD	D	N	A	SA	D/N
37.	Ensures availability of policy/procedural guidelines for enrolment, proposal, preparation, thesis and submission.	SD	D	N	A	SA	D/N
38.	Gave me sufficient time for topic selection.	SD	D	N	A	SA	D/N
39.	Provided me with sufficient information and options about possible supervisors or co-supervisors.	SD	D	N	A	SA	D/N
40.	Provides strong support for research students.	SD	D	N	A	SA	D/N
41.	Ensures adequate resources for the research undertaken (i.e. equipment, space, staff time & travel).	SD	D	N	A	SA	D/N
42.	Has provided me with the opportunity to participate in the School's intellectual life.	SD	D	N	A	SA	D/N
43.	Ensures appropriate opportunities for students to develop skills at presenting their work (e.g. seminars).	SD	D	N	A	SA	D/N
44.	Has provided me with access to issues outside my speciality.	SD	D	N	A	SA	D/N
45.	Ensures that students do not feel isolated.	SD	D	N	A	SA	D/N
46.	Ensures appropriate opportunities for students to interact and develop intellectual relationships.	SD	D	N	A	SA	D/N
47.	Provides guidelines for dealing with student/supervisor conflicts.	SD	D	N	A	SA	D/N

WRITTEN COMMENTS

(If you have any further comments for discuss please write below)

Working with your supervisor(s) you will need to select a broad field of research and begin to narrow this down to a research programme. Preparation of the research proposal is one step along the way. The activities required to complete the research proposal will help you lay the foundation for your research. You will need to be able to discuss the context of your research and outline the proposed research.

Prepare your research proposal (including setting tasks and agreed milestones for first year).

The due dates for the research proposals are:

- Full-time Masters by Research candidates must submit a research proposal within four months from the date of commencement.
- Part-time Masters by Research candidates must submit a research proposal within eight months from the date of commencement.
- Full-time PhD candidates must submit a research proposal within six months from the date of commencement.
- Part-time PhD candidates must submit a research proposal within nine months from the date of commencement.

Please note that late submission of the Research Proposal may result in suspension of candidature.

The specific requirements of the Research Proposal can be found at <http://www.postgraduate.uwa.edu.au/home/current/proposal> and some key issues are as follows:

Research Proposal and Ethics Approval

The proposal should be no more than fifteen pages (and don't try to fiddle margins and fonts to squash in too much information – be concise!). You will find some useful advice at <http://www.postgraduate.uwa.edu.au/home/current/proposal/writing>. However, keep in mind when writing your proposal, that it will be read by non-specialists (members of the UWA Board Graduate Research School) as well the experts on your advisory panel. Each of these people are experts, but almost certainly their area of expertise will not be your PhD topic.

All Research Proposals should be divided into sections and formatted as set out below and can be submitted along with the forms for the Human Rights and Ethics Committee (see http://www.research.uwa.edu.au/forms_and_guidelines). A common reason for the proposal failing is a failure to follow the guidelines, so make sure you follow them. Below is an abbreviated version of the form:

A. PROPOSED STUDY

1. Provide a title.
2. For PhD: a PhD study must make a "substantial and original contribution to scholarship, for example through the discovery of knowledge, the formulation of theories or the innovative reinterpretation of known data and established ideas". In what way is the proposed study expected to fulfil this requirement?
3. For Masters: Rule 1.3.2.3 specifies that a Masters study must be a "substantial work generally based on independent research which shows a sound knowledge of the subject of the research, evidence of the exercise of some independence of thought and the ability of expression in clear and concise language". In what way is the proposed study expected to fulfil this requirement?

B. RESEARCH PLAN

1. The research topic should have been defined to the mutual satisfaction of the candidate and the supervisor(s).

The supervisor(s) should assist the candidate in preparing a framework for the research with a detailed timeplan including estimated dates of completion of its various phases bearing in mind that the maximum period of candidacy is four years (full-time) for PhD and two years (full-time) for a Masters. This will ensure that all parties have a template for monitoring the progress of the research and a positive orientation to the timely completion of the thesis.

2. The specific aims of the project - the problem(s) it hopes to solve or particular question(s) it will answer.
4. The methods to be used or the approach to be taken. What similar projects have been undertaken here or elsewhere; have similar methods been used before?
5. What efforts have been made to ensure that the project does not duplicate work already done?

C. SCHOLARS

Identify some leading scholars in the field, particularly some whose published work you have had occasion to study. If possible, include at least one from Australia. Please provide contact details for those scholars nominated including email address if known.

D. BIBLIOGRAPHY

Candidates should show familiarity with the literature in the field.

E. FACILITIES

1. In addition to confirming that proper supervision is available for the project, please comment on any other requirements, for example:
2. Special Equipment - if not already available, how it will be obtained.
3. Special Techniques - may be required. If so, what are they and is expert staff available for communicating any special skills?
4. Special Literature - if not available from the Library, how will access to it be obtained?
5. Statistical Advice - is it available? If not available in the School, how will it be obtained?

F. ESTIMATED COSTS

What funds will the School commit to maintain the project? Please include all contributions that the School will make, excluding staff salaries and building/infrastructure costs. Please give a breakdown of the costs, including, for example, items such as photocopying, telephone, computing and other administrative costs as well as costs specific to the research project.

G. FIELDWORK

If you are conducting fieldwork as part of your research, you must read the University's Field Work Policy which can be found at http://www.safety.uwa.edu.au/policies/field_work Are you familiar with the University's Insurance Policy which can be found at <http://www.safety.uwa.edu.au/policies/student>?

H. SUPERVISORS

Each candidate must have a supervisor who is nominated as the Coordinating supervisor. The Coordinating supervisor is responsible for ensuring that the administrative and reporting requirements of the supervisors are met. This supervisor will receive all correspondence from the Graduate Research School relating to the candidate, and is responsible for communication with and between other supervisors. The Coordinating supervisor must be a member of staff of this university. If a candidate is enrolled in Joint Schools, there must be a Coordinating supervisor from each School. Where a candidate has more than one supervisor, the supervisors and the candidate must discuss the relative roles of the supervisors, record this in writing and lodge the record with the Graduate Research School as part of the Research Proposal.

Please provide a list of your supervisors and their role, including percentages, as indicated in the Research Proposal Cover Sheet (see <http://www.postgraduate.uwa.edu.au/home/current/proposal>).

I. CONFIDENTIALITY & INTELLECTUAL PROPERTY

If your thesis is likely to contain information of a confidential nature, the matter must be drawn to the attention of the Board of the Graduate Research School from the outset, or as soon as it becomes apparent. The Board's attention must also be drawn to any intellectual property issues that need to be considered, including any existing intellectual property of value that is pertinent to the research and to any agreements that may affect the candidate's right to intellectual property arising out of the research. A simple guide for Research students as to confidentiality and intellectual property issues is available at <http://www.postgraduate.uwa.edu.au/policies>.

J. APPROVALS

The Head of School is required to certify on the Research Proposal that all necessary approvals in relation to it have been obtained from the appropriate University of Western Australia committees (see www.postgraduate.uwa.edu.au/forms?f=145053 for relevant contact details). Approvals will be required prior to the use of animals, the participation of human subjects, genetic manipulation, potentially biohazardous procedures and situations, the use and disposal of potent teratogens and carcinogens, the use of ionising radiation, or other matters of a hazardous nature. It is the responsibility of the candidate, the supervisor and the Head of School to ensure that appropriate approvals have been obtained. Similarly, it is essential that all required safety and other training is complete prior to the commencement of research.

K. SUBMISSION OF THE RESEARCH PROPOSAL/DETAILS OF PROPOSED RESEARCH

Having prepared the proposal:

- Enrolled candidates should complete a Research Proposal Coversheet and submit their proposal and coversheet to the Graduate Research Coordinator through the Postgraduate Administrator (Pamela Slobe).
- Prospective candidates applying on the basis of an incomplete PhD from another institution should complete the Application Form and submit TWO copies of the Details of Proposed Research and application form (plus other supporting documentation as required) to the Graduate Research Coordinator through the Postgraduate Administrator (Pamela Slobe).
- Applicants applying to transfer (upgrade) from a Masters programme at UWA to the PhD should complete the Application to Upgrade Form and submit TWO copies of the Details of Proposed Research and Upgrade form to the Graduate Research Coordinator through the Postgraduate Administrator (Pamela Slobe).

Candidates, supervisors and Heads of School must ensure that the coversheet is completed and signed, as it certifies that the assurances made therein have been made to the Board.

Research Proposal Meeting

Once the proposal is prepared you will need to organise an advisory panel. Remember, you want the proposal approved by GRS within 6 months, so the faster you complete this exercise of writing the proposal and having a meeting, the sooner you can start on the research. The proposal is a means to an end, and that end is beginning your research. Naturally there is a trade off because you do not want to rush unprepared into a research programme, but by the same token, the proposal is not the PhD. As an added incentive to encourage you in the timely completion of your proposal, the School has agreed to increase your conference travel entitlement by \$100 for each month that you finish ahead of your programme's official proposal deadline (where the "finishing" date is the date when your panel signs off on your proposal).

The proposal panel will comprise a minimum two additional UWA Psychology staff and can include staff from elsewhere. Please discuss this choice with your supervisor and with Andrew Page. This must be done in consultation with your supervisor and myself to ensure that workload is balanced across all colleagues (and it is easier to schedule meetings!). Select staff who will be able to make a valuable contribution to your research (e.g., you may want to find people who complement rather than clone the expertise your supervisor(s) holds). The members of the advisory panel will meet with you at least once a year during your candidature. Remember also, that the staff you want to be involved in your panel will be busy with many other activities and so give them at least a week to read the document. Organising a meeting time will also be difficult because not only will staff be scheduling the time around their availability, they will also have to consider your availability and all the other proposal meetings they are on. Therefore, allow plenty of time to organise the meeting and you may find that email is not always the most efficient way of finding a common time.

Arrange a proposal meeting with these people (including the postgraduate research coordinator) and get proposal passed by the School so that it can then be submitted via Pamela Slobe to the Graduate Research School. At least one week before the proposal meeting, you must submit a copy of the proposal to the main office, with a cover sheet specifying the proposal meeting time, place, and attendees (NB - this cover sheet is in addition to the one required by the university). The office will then copy and distribute your proposal to those attending the meeting.

Typically at this meeting you will present a brief (i.e., no more than 5-minute) overview of your research and then staff will discuss with you and your supervisor the project. Even though the atmosphere will be supportive their aim is to be constructively critical so that potential problems are identified and addressed. Towards the end of the meeting, you will be asked to leave and the panel will decide what recommendation to make about the proposal (i.e., what if any revisions are needed). These will be sent to you in a formal document, but supervisors will let you know what the outcome was and what changes are needed.

Possible outcomes are: Accept without revision, Accept with revision to satisfaction of supervisor, Revise and re-circulate to panel (no meeting required), Revise and re-circulate to panel (meeting required), or Other. For students in the MPsycho / PhD the relevant coursework coordinator needs to indicate also that the proposal has direct relevance to the stream of Applied Psychology in which the student is enrolled (be this Clinical Psychology, Applied Developmental Psychology, or Industrial and Organisational Psychology).

By the end of 12 months of candidature you will need to complete a confirmation of candidature form. For each candidate, the agreed tasks for the first year of candidature and the agreed times for completing those tasks will be formalized at the School's proposal meeting, and listed in the proposal document submitted to the Graduate Research School. Those attending the proposal meeting include the PhD candidate, her/his supervisor(s), two additional academic staff from the School (representing an advisory panel), and the PhD Coordinator. Ordinarily the following tasks would be required of each student:

- Completion of a research proposal approved by the School of Psychology and the Graduate Research School.

- An oral presentation of the proposed research to an approved forum within the School of Psychology.
- Participation in research-skills/career-development seminars organized by the School of Psychology.
- Completion of an annual review meeting with supervisor(s) and the student's advisory panel.

Additional tasks agreed in the proposal meeting will depend on the nature of the research. Possible tasks would include:

- Completion of a draft literature review.
- Completion of a meta-analysis of existing research.
- Completion of an initial empirical study.
- Development of a test battery.
- Development of software.

The School of Psychology may also expect the development of project-specific skills such as:

- Learning a programming language.
- Mastering a complex form of data analysis.
- Completing training in a diagnostic procedure.
- Mastering complex equipment or recording techniques.

As part of the process of assessing whether the agreed tasks have been achieved, towards the end of the first year of full-time candidature, the candidate will report to a meeting of her/his supervisor(s) and advisory panel on the tasks achieved to that point in time. Information from this meeting will be used in completing the first Annual Progress Report.

It is also a good idea to present your research at the Postgraduate Seminar Series (http://www.psychology.uwa.edu.au/about/the_school/news_and_events/postgrad_seminars) which meets each Friday 1-2pm in 2.33 North Block.

Annual Follow-up Meetings

Annual follow-up meetings are held with your committee to provide feedback and ensure that your research is of the highest quality possible.

Explanatory notes on the School's internal Annual Review meetings for PhD candidates

1. **Each student has an advisory panel, consisting of her/his supervisor and (usually) two other academics from the School who were members of the student's proposal committee.** This panel meets annually to review the student's progress and to provide any other relevant advice. (This does not preclude separate consultations, where appropriate.) In cases where external advisers also sat on the proposal committee, these colleagues will be welcome to attend Annual Review meetings, but this is a voluntary arrangement dependent upon the external colleagues' generosity and availability. The evaluation of progress by the Annual Review Meeting is used to complete the Annual

Report which the University's Postgraduate Research and Scholarships Office requires of each postgraduate research student.

2. **The Annual Review panel will meet in a timely manner to allow time to meet the University's deadline for submission of Annual Reports.** It is the student's responsibility to arrange this meeting and good notice should be given. The panel will decide on the rating of the student's progress for the year.
3. **This decision will be recorded on two forms:**
 - (i) The School's internal report form;

This is intended to provide a slightly more finely grained assessment of how the student is progressing than the form below and in some cases may contain detailed comments that could serve both as a statement of advice to the student and as a reference point in future reviews of progress.
 - (ii) The University's report form;

This is the standard University Annual Report intended to indicate to the Dean of the Postgraduate Research School whether the School of Psychology recommends the continuation of the studentship. Most of this form will be completed by the student and supervisor; however, the evaluation of the student's progress (Above average, Satisfactory, Acceptable with reservations, etc.) will follow automatically from the panel's decision under (i).
4. **In cases where a student requests an extension of her or his scholarship, the Annual Review panel will be responsible for evaluating whether there is a plausible case for the School to offer its support.** *The student should bring to the panel a draft written statement of the case for an extension (i.e., a draft of the points to be made in the relevant section of the University's report form).* This statement should explain why the student has fallen behind the planned schedule and how the additional funds will be used effectively to achieve a timely completion. These issues should be discussed with the student to ensure that she or he is fully aware of the expectations. The panel is asked to advise whether the written case to be forwarded to the Postgraduate Research School is clear and persuasive.
5. **In cases where the Annual Review panel is able to agree that the student should be allowed to re-enrol** (which we assume will be the typical outcome), the reports should be forwarded to the Head of School.
6. **In cases where the Annual Review panel is unable to agree on a recommendation, or where the panel has serious reservations about the student's progress and prospects, the case should be referred to the Postgraduate Programs Committee.** The PPC will undertake a further review, and will then make a recommendation to the Head of School.
7. **If a student has failed to organise a timely Annual Review meeting, the PPC will review the case.** Failure to organise a timely review meeting suggests that the student is experiencing some difficulties. The student will be asked to provide a written statement of reasons why the Annual Review meeting has not been held, as well as a full statement of progress during the previous year and a detailed statement of plans for the following year. If the response is unsatisfactory or late, the case will be referred to the Head of School.
8. **Replacement of advisory panel members in case of staff departures, study leave, absence or other reasons for unavailability.** The supervisor should discuss with the PhD coordinator the options for finding a replacement panel member. In some cases, it may not be possible to find a replacement staff member at short notice, and the reduced

panel should meet. In the rare instances where no panel member (other than the supervisor) is available, the PhD coordinator will act as temporary panel member.

THE UNIVERSITY OF WESTERN AUSTRALIA

School of Psychology

Annual Review meeting for PhD candidates

The purposes of the Annual Review meeting

The Annual Review meeting is designed as an opportunity for a progress review with the panel that was formed at your original Proposal Meeting. In most cases, this means your supervisor(s) plus the two independent staff members who provided feedback; in some cases, any external colleagues you invited to the Proposal Meeting may also be willing to remain members of your review panel. The PhD Coordinator does not normally attend Annual Review meetings.

The purposes of the Annual Review meeting are somewhat different from those of the Proposal Meeting. The latter was intended as a review of the quality and viability of the project you were proposing to undertake; the Annual Review meeting is less formal and is focused more on how things have been going, whether the project remains on time, what problems you may have faced, and what plans you have for the year ahead.

- The primary purpose is to help you attain a punctual completion of a high-quality PhD.
- A secondary purpose is to assist you and your supervisor in the completion of the University's Annual Progress Report.

Arranging the meeting

In the first year of your PhD, your thesis panel will be formed and you will meet with the members to discuss your proposal. In subsequent years, each PhD student is required to arrange an Annual Review meeting until the panel agrees that the project is in the final write up stage.

It is the student's responsibility to arrange the Annual Review meeting.

The Annual Review meeting should be scheduled annually so that the panel's evaluation of progress can be used to complete the University's Annual Progress Reports. Take into account that staff members will be very busy and it may be difficult to coordinate the timetables of all attending the meeting: aim to arrange it well in advance.

Why have an Annual Review meeting?

Having an Annual Review might seem a bit of a chore or a somewhat bureaucratic requirement. But consider this: there is no template that serves universally to determine what is a good body of research and there is no objective measure, anywhere, of exactly what constitutes sufficient work for a PhD. There could not be, because each project is unique. For these reasons, it is invaluable to consult other experienced researchers and supervisors for independent advice on how a given project is proceeding.

The School invests a lot of effort, staff time and expertise in this process to support your own efforts. We want to make sure that your work is going to give you the best possible returns, and we want to help you to pre-empt criticisms at the examination stage. Your PhD is in due course going to be submitted for rigorous examination by three international experts: the Annual Review meeting will help you to assess how you are doing and what else you might need to do to be ready for this evaluation.

The outcomes of the meeting

The outcomes of the meeting may include advice on the course of your progress and on future plans. There will also be a form completed by the panel and signed by all present, providing agreement is reached.

The meeting will also advise on some aspects of completing the Annual Report which you are required to submit to the University's Postgraduate Research & Scholarships Office. The University's form requires your supervisor to summarise your progress as 'Above average', or 'Satisfactory', etc. The Annual Review meeting will decide which box should be ticked: your views and your supervisor's views will be very influential here, but the panel is asked to endorse the recommendation.

What you need to do in preparation for the meeting

Read the University's Annual Report form and draft out any sections you are required to complete.

Dig out your original proposal and, if you had an Annual Review meeting last year, the report signed at the end of that meeting.

Read carefully the form attached here, because it clarifies the issues that will be under discussion at the meeting.

Part of the form involves your statement of how things have proceeded over the last year in relation to the timeline previously formulated, as well as your timeline for the year ahead; you should complete this section in advance and bring sufficient copies to the meeting.

Part of the form is a checklist that the panel will be asked to complete at the end of the meeting, so you will need to ensure that you will be providing the members with adequate information.

Prepare to deliver a short (about 4 – 5 mins) summary of what you have been doing since the last meeting and what you plan to do over the year ahead. Remember that your panel members will not have discussed the thesis with you for some time and will welcome, at the outset, a brief reminder of the main goals of the project.

How you present this summary is up to you but it is helpful to your panel if the main points are written down. Some students prepare a brief handout (one or two pages of dot points is ample); others prepare overhead transparencies or PowerPoint presentations. You should choose whichever you feel comfortable with. Do not feel that you have to give a colloquium-level presentation; the goal is simply to convey, succinctly, where you have got to, what you have found out, and where you are heading.

Your supervisor(s) will be able to advise on any other aspects of presentation or anything else you might wish to achieve in the course of the meeting.

The two sections of the form to be completed for the Annual Review Meeting can be downloaded from the School's web site (http://www.psychology.uwa.edu.au/for/current_students/phd).

AS YOU GO

Process

During your time as a PhD candidate you should continue your research in consultation with supervisor. This will entail regular meetings and many research groups have regular lab meetings. You can also come along to the School Colloquia (usually Tuesday at 11: see http://www.psychology.uwa.edu.au/for/school_staff/colloquiumtalks for details) and present at the Postgraduate Seminar Series. You will also continue to meeting each year with your advisory panel and submit annual reports. Each year there are two forms. The first is the School report on the annual meeting with advisory panel and the second is the GRS annual report.

Form of Your Thesis

Many candidates consider organising the thesis as a series of papers. These may be papers that have been published, manuscripts that have been submitted for publication but not yet accepted, manuscripts that could be submitted, or any combination of these.

There are several advantages to organising a thesis in this way:

- It resolves the conflict between preparing the thesis for examination and preparing papers for publication, because they amount to the same thing. You need not feel that when you are spending time on your papers you are running out of time to prepare your thesis.
- It increases the probability that you will publish the work from your thesis. This is not only to your advantage, but also that of your supervisor(s) and the University.
- If you have reviewers' comments on your papers before submitting your thesis, you can use this feedback to improve your thesis. This is not only good for the quality of your thesis but also for your confidence. By the time you submit the thesis for examination, at least part of it will have been subjected to the scrutiny of experts other than you and your supervisor(s).
- Having part of the work published prior to examination establishes it as worthy of publication, which is one of the criteria for thesis examination. The larger the proportion that is published, the easier it is for your examiners and the Board of the Graduate Research School to recognise that your work is substantial and of value.

However, it is very important that you remember that a thesis is more than a collection of papers. Essentially, the chapters of the thesis can stand alone, but the thesis is a complete and coherent "story", in which each chapter is an integral part. The chapters must be in a logical order and strongly linked together.

When presenting a thesis as a collection of papers it is easy to make the error of allowing the thesis to become disjointed. This will stand against it, as a thesis is not the same as a body of work. Sometimes, students who submit theses as a series of published papers introduce each new chapter with a foreword which introduces the chapter and establishes its links to previous chapters. More conventionally, this is in the introduction to each chapter. The chapters should contain references to each other, much as in a published article you would cite other references.

Despite that some or all of the chapters may have been published previously with different fonts and formats, it is expected that the formatting in the thesis be uniform so that the thesis as a whole has a professional appearance. However, the internal headings, and therefore the structure, might differ quite widely between the chapters.

In general, every thesis should include a:

1. General Introduction which sets out the context of the thesis and explains the organisation and structure of the thesis; and
2. General Discussion which draws together the main findings of the thesis in the context of previous research, and establishes the significance of the work.

These chapters need not be overly long, but they essentially frame the internal chapters and assist in establishing the thesis as a coherent whole (see the guidelines for thesis preparation).

You should include a section at the front of the thesis entitled "Publications arising from this thesis" (or similar words), where you list the published and submitted papers that have arisen from the work in the thesis. After each publication in the list, cite which part of the thesis it represents, e.g.

Publications Arising from this Thesis

1. Student and Teacher (2003) Effect of number of published papers on pass rate of PhD theses *Journal of Higher Education* 22, 23-33 (Chapter 2 and part of Chapter 3)
2. Student, Faithful and Silley (2003) Influence of font size on pass rates of PhD theses *Journal of Higher Education* 22, 34-45 (Chapter 6)

You will also need to complete a "Thesis Declaration" as part of the process of thesis submission.

The examiners and the Board of the Graduate Research School will then be able to see clearly what has been published. Where papers included in your thesis have multiple authors, it is important that you indicate very clearly which portions of the paper/s are your work, and which are the work of your co-authors. You are also required to obtain the signed approval of your co-authors to include the work in your thesis.

Re-Enrolment (MPsych/PhD combined students only)

An email will be sent round by Student Administration in November, advising when the re-enrolment period opens, and of the deadline for re-enrolment. *Failure to re-enrol on time will result in a late fee.* All fees and fines owing to the University must be paid by the date specified before you will be allowed to re-enrol.

UWA Grants for Research Student Training (GRST)

For PhD and MSc candidates ONLY the GRS has made GRST of grants available. Keep an eye on the GRS webpage for if and when these are re-introduced.

Completion Scholarships

Completion Scholarships are designed, and supported by UWA's central research allocation funding, to encourage timely PhD completions. This is a reimbursement scheme, whereby payments for a living allowance are made in the first instance from school/faculty accounts. The full amount paid is reimbursed from central funds if the recipient submits their thesis within the stipulated time. If the thesis is not submitted by the due date, there is no reimbursement from central scholarship funds. As funds are limited, priority is given to nominated candidates who have not previously, or recently, received scholarship support. Completion Scholarships are not to be viewed as a second extension of a current scholarship and priority is normally given to applications for funding for periods of less than the full 20 weeks. (Currently, the value of the scholarship is equivalent to the value of the University Postgraduate Award in the year of award, and is currently exempt from taxation under Section 51–10 of the *Income Tax Assessment Act 1997*.)

Scholarships are awarded by the Chair of the Scholarships Committee to the nominated candidates who, in the opinion of the Chair, best meet the following selection criteria—

- (a) thesis progress to date, including the likelihood of completion within twenty weeks;
- (b) the strength of recommendation from the relevant school;
- (c) details of a signed completion plan; and
- (d) the candidate's publications record or other evidence of relevant research output.

See <http://spe.publishing.uwa.edu.au/latest/scholarships/postgraduate/completion>

Costs of Research: Who pays what?

1. *Participant support:* The default provision will be for 270 hours of participant support for the entire project. This number reflects the median use in PhD theses completed in the previous two years. The participant support may be in the form of approval to use the research participation schemes operating in the first and second undergraduate years or 270 x \$10/hour for use with other groups. The school needs you to use the undergraduate schemes, if they are appropriate, but you may top this up with participant payments if those schemes have already been $\geq 80\%$ used at the time of testing. If external groups need to be tested for the project then the proposal committee can approve immediate access to paid participants for the project. The total support provided by the school under this scheme will not exceed 270 hours. Discuss options with your supervisor if your need is likely to be greater than this. *Incidental costs:* In addition to participant hours the school will provide a maximum of \$2000 towards costs associated with the conduct of the PhD research. This is a maximum entitlement and it is desirable that costs are minimised wherever possible. The intended use of this money should be included in the PhD proposal.
2. If the estimated cost of your project exceeds the default maximum School contribution then your thesis proposal must include documentary evidence of an undertaking by yourself, your supervisor, and/or the Head of School to fund those excess costs. Note that, if your project is closely allied with your supervisor's research program, then your supervisor would generally be expected to contribute additional funding from their own sources.
3. It is your responsibility (in consultation with your supervisor) to monitor your total research costs against your approved budget. If costs drawn on the School contribution ultimately exceed the approved amount then you and your supervisor may be asked to either nominate an alternative funding source, or to make application to the Head of School for additional School funds. The application for an additional School contribution can be informal but should, at a minimum, detail past expenditure, explain why research costs have exceeded the original budget and what the additional funding is to be used for. The Head of School may approve additional funding and/or direct that you modify your research proposal, and/or direct that you seek external funding in consultation with your supervisor.
4. You are strongly advised to consult your supervisor regarding allowable research costs before you make any payments out of your own pocket. Note in particular that the School will not reimburse you where you've chosen to pay elsewhere for items or services that are already provided by the School. Common examples include home office expenses, home internet access, phone charges, off-campus use of photocopiers or printing, and the purchase of consumables and personal devices for data backup or transportation. Nor can you draw on the School contribution for discretionary (non-essential) costs or for costs in excess of what is needful for the conduct of your research (e.g. use of first class accommodation or travel, or paid parking). Such costs can, however, be reimbursed from other funding sources at your supervisor's discretion.
5. Reimbursement for research costs (other than participant payments) is obtained by presenting the School's Accounts and Purchasing Officer with proof of payment endorsed by your supervisor (e.g. a receipt signed by your supervisor). Alternatively you can have your supervisor send a listing of your costs to our Accounts and Purchasing Officer with a request

that you be reimbursed. For larger cost items your supervisor can arrange with our Accounts and Purchasing Officer for the purchase to be made directly by the School.

6. There is an expectation that, where practicable, research participants will be drawn from the first or second year participation pools. If these pools are unsuitable then prospective participants may be offered up to \$10 per hour as a contribution to their associated costs (the term "contribution towards associated costs" is important here, because we are prohibited from offering payment for research participation). Lower "whole of experiment" rates are usual where participants are engaged for more than one or two hours in total. Short term cash advances are available to researchers to make participant payments. The School's Accounts and Purchasing Officer can familiarize you with the procedure.

SO YOU'RE READY TO SUBMIT

Completion Seminars

A completion seminar is an event within the School of Psychology which provides an opportunity for PhD candidates to engage with peers in a scholarly manner about the topic of their dissertation immediately prior to submission of the thesis for examination. It provides an opportunity for you to present the argument you will make in your dissertation as well as the grounds upon which you base your claims and engage in a debate with your peers about these issues. Therefore, the event provides an opportunity for two types of scholarly activity. First, there is the opportunity for a presenter to articulate and defend their work. Second, there is an opportunity for other members of the School to develop skills in articulating constructive criticisms in a spirit of positive intellectual enquiry. Ultimately, these seminars will enhance us all as we refine our own ideas and the ideas of others.

To achieve this end, the completion seminar will be open to the candidate to structure as they choose (e.g., it may be helpful to provide copies of a candidate's publications before the seminar), within the constraints of a few guidelines.

1. The candidate must arrange for a seminar to be completed before submission of the thesis for marking and preferably before submission to an internal reader. The seminar can be delivered within the Friday Postgraduate Research Seminars or in another suitable School event (e.g., the colloquium).
2. Psychology staff and students will receive invitations to the seminar.
3. The seminar must make provision for adequate discussion and debate (i.e., at least 10 minutes).
4. The candidate must meet for formal feedback with at least two people with expertise in the topic area. Typically these experts will be the PhD panel members.
5. A moderator (e.g., the supervisor) will be present to coordinate the seminar and manage discussion.

Completion Seminar Form

Seminar Presenter: _____

Seminar Moderator: _____

Seminar Title: _____

Seminar Abstract (up to 150 words):

Seminar Time and Location: _____

Expert panel member 1: _____

Expert panel member 2: _____

Submit form to Pamela Slobe (cc. Graduate Research Coordinator) two weeks before the proposed seminar date

Internal Reading of Doctoral Dissertations

Staff in the School of Psychology are keen to assist you so that the dissertation you submit is at the highest standard possible. Therefore, in addition to your supervisor's input, proposal and review meetings, and feedback at completion seminars, staff allocate time to read and comment on your thesis before you submit. Typically the reader will need a month to read and comment on the thesis, but you will need to negotiate this with the potential reader.

With the input of your supervisor, you will select a reader, but in choosing remember that you are looking for independent input. Therefore, the person does not need to have expertise in the same area as you and your supervisor and you may wish to select someone with knowledge, skills, and expertise that complements the input you have received to date.

Once you have selected a possible candidate, speak with them and determine if they are willing and able to read the draft of your thesis. Clarify when you will deliver the thesis and when you expect to receive feedback.

Once you are sure that your supervisor(s) and Head of School are happy with your thesis you should arrange to have the appropriate number of copies (PhD = 4, Masters = 3) temporarily bound. Check items like page numbers and page order.

Also make sure that you include a signed Thesis Declaration with each copy of your thesis. The declaration should be inserted directly after the thesis' cover page. A copy of this document is included as part of the Submission of Thesis form. Your School will pay for the temporary binding of the theses which are going to be submitted for examination. See the Postgraduate Administrator, Pamela Slobe when you are ready to organise binding.

A completed Nomination of Thesis Examiners form (http://www.postgraduate.uwa.edu.au/forms/thesis_examination) and a copy of the thesis abstract should be submitted to the Graduate Research and Scholarships Office, Hackett Hall at least three weeks prior to the intended thesis submission date. Don't forget to attach an abstract of your thesis.

Complete a Submission of Thesis form (see http://www.postgraduate.uwa.edu.au/__data/page/48476/Thesis_Submission.pdf), and arrange for your supervisor(s) and Head of School to sign the form. Remember, if you are enrolled in more than one School, to obtain the signature of both Heads. Please note that if you wish to submit your PhD whilst they and/or your supervisor is overseas, you will need to get the supervisor to sign the final submission form first to confirm for the Head of School that they will be signing off on the correct version. Submit all items to the staff in the Graduate Research and Scholarships Office (Hackett Hall). You will receive a letter acknowledging receipt of your thesis in the mail within a few days.

A research higher degree thesis is not classified as passed until corrected theses have been submitted to the Graduate Research School and Scholarships Office for permanent binding with the 'Certification of Corrections' form. The Pro Vice-Chancellor (Research and Research Training) will then write to graduands advising of their completion. Candidates will be sent information on graduation and obtaining their degree when the Graduate Research School and Scholarships Office receives the 'Certification of Corrections' form and the thesis for permanent binding. Again, see the Postgraduate Administrator, Pamela Slobe when you are ready to arrange binding.

Graduation ceremonies are normally held in March / April and September of each year and theses must be complete (that is, all corrections completed, certified and submitted) by December and July respectively to ensure eligibility to attend. Applications for attendance at a ceremony close in mid-December of the preceding year for attendance at a March / April graduation ceremony and in early July for attendance at an August / September ceremony. These dates may differ from the date for completion of a degree as noted above. The exact

dates by which corrections must be completed in order to be eligible to attend a graduation ceremony, and by which applications to attend the graduation ceremony must be lodged, vary from year to year and are set by the Graduation Office.

HELP ALONG THE WAY

Publications and Bylines

Most doctoral candidates will publish one or more papers during their candidature. When you publish your research, note the current practices and procedures at UWA. See http://www.research.uwa.edu.au/policies3/guidelines_on_research_ethics_and_research_conduct for authorship practices. Your supervisor will be able to advise you on these matters but remember to include the School and the name of the University in the publication byline.

You would usually continue to put the University's byline on a publication even when you leave the institution, since the address is designed to reflect the location where you conducted the majority of the work. The change of address is noted in a footnote.

Travel Grants

Graduate Research Candidates are eligible to apply for travel funding to the value of \$1750 during the course of their studies. These grants are awarded by the University Research Committee for the purpose of travel directly relevant to the candidate's research work, including field-work, conference attendance and travel to gather research data.

Candidates may apply more than once for their allocation of travel funds; however, the minimum claim is \$500. The maximum for a national travel claim is \$750, the maximum total is \$1750.

All travel is undertaken on a voluntary basis. The University's approval of travel relates to the approval of the relevance of the proposed travel to the research topic. It in no way acts as a guarantee that it is safe or appropriate to travel to the nominated location. For this reason it is suggested that Candidates planning on travelling to areas where the potential for travellers to experience difficulties exists consult The Governments Smart Traveller. For travel within Australia, the award is \$750* inclusive of fares and subsistence. Awards for travel overseas have a maximum limit of \$1750*, inclusive of fares and subsistence.

Travel awards will normally be granted to research higher degree candidates during the preparation of their research, but in exceptional circumstances and with the written support of the supervisor and Head of School, they can be granted in the period up to three months after submission of the thesis for examination.

The School of Psychology also makes some travel funds available. Up to \$1650 is also available from the School but rolled into one scheme administered by the School Conditions: must be supported by supervisor and student must be presenting a paper personally. The full \$1650 is available if the conference is an international (i.e., requires you to travel overseas) and \$1350 is available for a national conference.

In addition, available once during enrolment is a scheme for when a PhD candidate and supervisor attend an interstate conference and both present papers. They are eligible to apply for an additional \$1000 of travel support.

Funding is also available at other locations around the University so keep your eyes open. The Postgraduate Students Association has some travel awards (\$600) and Convocation has others.

An “Application For Travel Expenses And Absence From The School” will need to be completed in addition to any other travel forms that are required (see over).

Ann Deveson-Kelly is a valuable source of information what documentation you will need for the travel (e.g., keeping receipts and records of any reimbursements).

THE UNIVERSITY OF WESTERN AUSTRALIA

School of Psychology

POSTGRADUATE STUDENT APPLICATION FOR TRAVEL EXPENSES AND ABSENCE FROM THE SCHOOL

Name of student:

Purpose of travel/ :

Conference Details :

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Itinerary:

.....

.....

Contact addresses (including telephone and fax numbers):

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.....

Benefits to the School:

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Itemised travel costs (eg fares, accommodation, conference registration):

Please attach **conference details**, proof of **acceptance of abstract** from conference organiser and quote **from travel agent** (if other than STA Travel) as well as copy of application for **GRS Travel Grant**.

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Requested amount and source of funding:

School Travel Grant: \$.....
(max \$1300 domestic, \$1650 overseas)

Graduate Research and Scholarships Office: \$.....

<i>National</i>	<i>Mentoring</i>	<i>Staff/Student</i>	<i>Support:</i>
\$.....			

I certify that I am not receiving funding from any other source to cover the expenditure described in this application. I have arranged for any teaching and marking duties to be fully covered in my absence.

I agree to give my conference presentation as a talk at a **School Colloquium / Postgraduate Seminar** (please choose one) **before departure / as soon as possible after my return** (please circle one).

Signature of applicant: Date:

Signature of Supervisor: Date:

Signature of Head of School: Date:

Cc. Graduate Research Coordinator to organize School Colloquium or Postgraduate Seminar

Resources and Ongoing Support

Personnel

In terms of where to go to, speak to your supervisor(s) first of all. They will provide advice, support and mentoring for all aspects of your project and related activities. The advisory panel will give general feedback on project and some specialized input. The internal reader of your thesis will give you some input on the penultimate version of the thesis. The PhD Coordinator can provide general advice on the PhD process and is the first port of call for any problems that can't reasonably be handled with supervisor. However, perhaps most important of all Pamela Slobe is available for advice on administrative matters (School or GRS related) and is the recipient of all documentation. The Head of School and School Manager (Craig Clark) are good contacts for broader School-related issues or when you have issues that concern the School's workshop.

School facilities

Research students will be provided with a share office, desk, computer (and filing cabinet if you need one). Photocopying, stationery, support is also available through the General Office. Some part-time teaching may also be available and you will receive notification to apply for positions as they become available. This is a good way to broaden your CV and your knowledge of psychology. You need to complete the UWA Centre for Staff Development training before you can begin teaching. Bear in mind that the amount of teaching you do may slow down your PhD progress, especially since teaching is very rewarding (and hence it is easy to find that the immediate rewards of teaching draw you from the research).

You may find that you need access to certain psychological tests. Many of these are available in the School's Test Library (in the General Office). Speak to Associate Professor Jan Fletcher if there are tests you need that are not in the library and the School can consider purchasing them.

General Advice

Some general advice is acquire the tools you need for your PhD early. Referencing (using Endnote) is one such resource that is worth investing in. The University Library runs training and provides the relevant software (http://www.library.uwa.edu.au/education_training_and_support/guides/endnote).

You are well-advised to write as you go and even better to publish as you go. PhDs can now be submitted by publication and this makes the write up a much less mammoth task at the end. Consider attending conferences as early as feasible to get feedback and to form networks. Research is a human activity, so form these networks both locally and internationally. This is also part of seeking criticism, as making your ideas public will allow you to see how well they stand up to scrutiny.

Student Services

Student Services offers members of the University professional, client-focused services and programmes that complement the university experience and promote links with the broader community. These include a Careers Centre, Housing Service, Financial Aid Service, Counseling and Psychological Services (CAPS), Medical Centre and Chaplaincy.

If you're new to UWA, there is a group of Diversity and Transition Services to help you settle into the University. If you want to improve your Learning, Language and Research Skills, go to the Study Smarter website. If you are a student with a disability or medical condition, UniAccess, UWA's Disability Office, provides assistance and advice.

Location of these services: UWA Student Services, 1st & 2nd floor, Guild Village. Phone: +61 8 6488 2423, +61 8 6488 2258 (Medical Centre +61 8 6488 2118).

Other sections within the Student Services division include the Admissions Centre for Prospective Students, Student Administration, Centre for English Language Teaching, SIMS and Childcare Services (www.studentservices.uwa.edu.au/ss/childcare).

The Careers Centre focuses on developing UWA students' awareness, capacity and skills to self-manage their careers and make a successful transition to employment. This is achieved through the direct delivery of services to students, building strong links with employers, developing collaborative programmes with University staff and undertaking labour market research.

Services for Students include job vacancies, careers advice, resume and application reviews, employment preparation workshops and seminars, industry mentoring; **Services for Employers** include free on-line advertising of course related employment opportunities, Dial-A-Student casual work, building a profile on campus; and Career Mentor Link - a career mentoring programme that matches professionals with UWA students.

HAVING PROBLEMS

If you are having problems and difficulties speak to someone. Your supervisor and/or the Postgraduate Research Coordinator are generally the first points of call (although usually after your peers, friends, and family). Hopefully we can sort matters out at this level but there are policies for the resolution of difficulties. Documentation can be found at <http://www.postgraduate.uwa.edu.au/policies>. Specifically, the School does not tolerate bullying, harassment and discrimination, inequitable practices, sexual harassment, racial harassment and wishes to support Students with Disabilities and ensure that all students work in a safe environment. So please speak to someone if these or other issues are concerning you.

Information in this publication is correct as at 9th March 2009 but is subject to change from time to time. In particular, the University reserves the right to change the content and/or the method of presentation and/or the method of assessment of any unit of study, to withdraw any unit of study or programme, and/or to vary arrangements for any programme.