Humanities and Languages
Higher Degree Research Training
Induction

January 2015
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Welcome

It is my pleasure to welcome you to our School’s research community.

The School of Humanities and Languages is one of Australia’s leading centres of teaching and research excellence in the Humanities and Languages. Our academic staff members are internationally recognised scholars and leaders in their fields. We are committed to research excellence, ranking as a national leader in several disciplines (Excellence in Research for Australia 2012), and in the top 100 internationally (QS World University Rankings 2012). The School has a strong publication record; major monographs and research articles written by staff regularly appear in nationally and internationally recognised journals and publications. We also have a history of success in securing competitive research grants, including Australian Research Council awards. Finally, the School’s impressive cohort of HDR students enriches this vibrant research culture.

The School is distinguished by its range of specialty courses and research opportunities in key disciplines and multi-disciplinary research areas. Our scholars present a wide range of contemporary and traditional thought. The diversity of our approaches ensures that our programs challenge, engage and inform.

In short, the School of Humanities and Languages offers a dynamic, multidisciplinary research environment for HDR students. We strive to provide a challenging yet supportive environment for higher degree research students.

I encourage you to read this induction material carefully and if you have any questions, please contact the Post-graduate Coordinator.

I wish you a successful and productive candidature and look forward to reading about some exciting new research that you contribute to our School.

Head of School
Vanessa Lemm.
HAL Research Culture

Our Research Areas
HDR students can pursue a Master of Arts by Research or a Doctor of Philosophy in any of the following research areas:

- Asian Studies
- Australian Studies
- Environmental Studies
- European Studies
- Film Studies
- Global Cultural, Literary & Film Studies
- History
- Interpreting & Translation
- Language Learning & Teaching
- Linguistics
- Philosophy
- Women's and Gender Studies

To find out more about our research areas visit our research website: https://hal.arts.unsw.edu.au/research/our-research

Asian Studies
Asian Studies is an interdisciplinary area of study focusing on modern Asian societies and cultures, and their historical traditions. Asian Studies brings together various perspectives and approaches from specialists in areas such as History, Politics, International Relations, Social Policy and Health, Philosophy, Cultural Studies and Media, to explore the changes that have shaped the Asian region over the last century, the integration and impact of Asian countries in the global environment, and Australia's place in the region.

Asian Studies at UNSW hosts a unique group of internationally recognised scholars across an exceptionally wide range of disciplines and country specialisations, including China, India, Japan, Korea, Bangladesh, Nepal, Indonesia and the Philippines. Our staff members are engaged with a wide range of disciplines and research interests, from issues related to poverty, health, social security, ethics and the environment, to changing media cultures, the impact of conceptual frameworks in Asian literature, and the changing relationship between Australia, China and India.

Our researchers have strong success in winning grants, publish in high profile journals and are heavily cited within their disciplines and beyond. Highly respected by their peers, our staff members are often invited to give keynote lectures and participate in regional summits and networks. They also collaborate with an impressive range of Asian universities and institutions.

Australian Studies
Australian Studies is a broad interdisciplinary field, covering studies of Australian history, culture and society from its first settlement by Aboriginal people until the present. Australian Studies explores the greater questions of human experience and dilemmas: the nature of polity, of citizen’s rights and obligations; the extent, power and limitations of shared ethical and cultural beliefs, and how these work in practice; how inclusion also works to exclude; how the past informs the present. These
questions play a crucial role in the development of an informed and critically engaged citizenship and foster analytical and creative engagement with Australia in its global relationships.

Australian Studies research focuses on key areas of race, colonisation, gender, politics, migration, the family, cultural and religious identities, the environment and geographical histories of place and identity. It seeks to address the fundamental question: “What does it mean to be Australian in Australia in the 21st century?”

Our Australian Studies scholars are engaged in dynamic and cutting edge fields of research that seek to critically engage with narratives of nationhood, identity and place, locally and globally. Our research spans a history of Australia beginning long before white settlement and extends until the present day. Our research is deeply transnational and transcultural.

**Environmental Humanities**

The Environmental Humanities are an emerging interdisciplinary area of international research and teaching that addresses contemporary environmental challenges in a way that is historically, philosophically and culturally informed. Environmental Humanities at UNSW is a cross-faculty integrated teaching and research programme that has developed a distinctive approach to this field, bringing together a uniquely interdisciplinary group of scholars with a grounding in history, philosophy, cultural studies, literature, science and technology studies (STS) and social theory, working towards a critical ‘politics of nature’. This approach focuses on the ‘remaking’ of the natural world, both discursively and materially, to explore the alteration of historical and cultural understandings of nature, and the direct modification of the natural world’s intimate materiality: from the alteration of genetic sequences to the damming of rivers and wholesale transformation of ecosystems.

Across a range of empirical sites, the group’s teaching and research explores the many ways in which environmental problems are irreducibly entangled with social and cultural practices and questions of politics, knowledge, meaning, value and ethics. In thinking through the environment, the group aims to develop new approaches to humanities scholarship, so that environmental knowledge and research might be recognised as sites for novel conceptual and theoretical work.

**European Studies**

European Studies is an interdisciplinary area of study and research focusing on modern European politics, societies and cultures, past and present. European Studies brings together the perspectives and approaches of disciplines such as History, Philosophy, Cultural, Literary and Film Studies, Politics and International Relations, to explore modern Europe. European Studies staff are experts on a range of European countries and regions spanning the entire continent – from Ireland to Russia, from the Mediterranean to Scandinavia – and work in a number of interdisciplinary fields such as intellectual history, memory studies, and transnational issues such as religion, minorities, and governance. To support these aims, UNSW also offers language instruction in French, German, Greek, Italian and Spanish.

Staff members working in different disciplines in the School are engaged in a wide range of research related to Europe, ranging from literature and philosophy to social, political and cultural history. Continental philosophy and modern European history are areas of particular strength. Staff members across the Faculty of Arts and Social Sciences are also engaged in research on Europe in a range of fields such as politics and international relations, film and performance studies.

Our researchers actively cooperate with Australian-based organisations promoting the study of European languages and culture such as the Goethe Institute, the Instituto Cervantes, Alliance Française and the German Academic Exchange Service. Partnering with community cultural organisations UNSW launched a very successful ‘Open a Door to Europe’ event in 2012 to engage Sydney high school students with all aspects of European Studies.
Global, Cultural, Literary and Film Studies

Research in Literary Studies encompasses a diverse set of traditions, histories, and methodologies. The emphasis of our research is twofold: we combine a strong commitment to the core competencies and skills of literary criticism and close reading with different modes of contextualisation, whether by situating the texts we study historically, politically, or by reading them in conjunction with other disciplines and traditions. Key areas of expertise include Aboriginal narrative; critical scholarly editions of classical and modern Chinese texts; literary translation and philology; the genealogies and trajectories of modernism across different cultures; the intersection of literature and philosophy, of literature and visual culture, but also the connection between literature and religion, both in the Asian and the European context; Science Fiction and gender; as well as literary theory and aesthetics.

Research in Cultural Studies comprises an equally wide range of themes and approaches, critically confronting historical and contemporary discourses, images and music to offer an international perspective on issues of identity, power, and representation. Research in this area charts the connections and disconnections of our global modernity, its shared horizons as well as its multiple and divergent temporalities. Areas of interest include Australo-Pacific Indigenous cultures; the politics of cultural production in Latin America; iconographies of violence in India and Europe; postsocialist modernity; biopolitics in the postcolonial context; migration and mobility; ethnomusicology; and gender studies.

Film and Screen: Researchers include specialists in film and philosophy, film and history, and film within the context of wider cultural and intellectual movements and events. We focus on the intersections and connections between advanced thinking, cinematic phenomenology, the construction of history on screen, representations of childhood and refugee experience, and international directors and grassroots / manifesto / amateur movements. Research includes work in Czech, Chinese, French, Spanish, and German, as well as a focus on Australian alternative film cultures.

History

UNSW History has consistently ranked among the top three history units in Australia in terms of research output. Our scholars regularly publish in the top ranked international journals and with the world's most prestigious publishers, including the university presses of Harvard, Yale, Oxford and Cambridge. For over thirty years we have been pioneers in transnational history and cultural history, in specific fields such as the history of reading, colonialism, war and society, women's history, sartorial history, radical historiography, and much else.

The History Seminar Series has featured such internationally renowned speakers as Joy Damousi, Frederick Cooper, and Christopher Browning as well as our own historians.

Among prize-winning books by UNSW historians in recent years are Lisa Ford’s Settler Sovereignty (Harvard University Press 2010), which won the American Historical Association’s Littleton Griswold Prize (2010), the NSW Premier’s History Award (2010) and the Thomas Wilson Prize for best Harvard manuscript (2008); Salima Belmessous’ Assimilation and Empire (Oxford University Press 2013), winner of the 2013 New South Wales Premier’s General History Prize; and Grace Karskens’ The Colony: A History of Early Sydney (Allen & Unwin 2009) which was awarded the 2010 Prime Minister’s Literary Award and the 2011 Urban History Association’s Best Book (Non-North American) Award.

In recent years we have welcomed new staff members who have brought fresh new areas of expertise and research, including: post-war Europe and memory, family and the state, suburbia and urban cultural history, and colonialism and the law.
The work of interpreters and translators makes a critical contribution to cross-linguistic and cross-cultural communication in today’s globalised society. Our program develops the necessary skills and knowledge for interpreters and translators to make informed and ethical choices to engage in good practice in the domestic and international markets. Our staff members are both experienced practitioners and world renowned researchers. As an area of research, interpreting and translation has been rapidly growing, attracting ever increasing interest from scholars and researchers to expand our knowledge about the process and the product of interpreting and translation.

Interpreting and Translation research investigates issues that affect real people in the real world. At UNSW we conduct applied research that aims to improve the practice and the training of interpreters and translators. Our researchers are national and international leaders in their fields. Their research and publications are cited nationally and internationally, and in use as texts by different universities. The results of our research have also led to concrete policy changes.

Our research in Interpreting and Translation is focused on three main areas: Interpreting in community and international settings, text and context analysis for translation and translation technologies. Our Interpreting research explores the many ways interpreters’ linguistic choices can impact on bilingual or multilingual interactions, particularly in legal settings. Our research also aims to expand knowledge of how interpreting quality is affected by external factors, such as working conditions and type of training.

Our translation research explores the interrelationship between text and context in the process of translation. Our descriptive and analytical approach to translation studies has been applied in developing a pedagogical tool for translator education and translation assessment model as well as describing translation stylistics. We also research different aspects relating to Chinese literary translation, and translation technologies and subtitling.

Languages and Language Learning

Languages and Language Learning focuses on the learning and teaching of Languages Other Than English (LOTE), including French, German, Italian, Spanish, Greek, Japanese, Chinese, Indonesian, and Korean by and to classroom learners. In the School of Humanities and Languages our focus is on learners who are studying a language in their home country. The discipline examines the developmental trajectory of the learners’ linguistic system. How does the second language develop in the minds of the learners? What are the patterns of development of different linguistic structures? How do learners interact with each other and with native-speakers? What is the relationship between gestures and nonverbal behaviours and speech? How do second language learners express emotion?

Because we focus on classroom learners with limited opportunities for language contact outside the classroom, the organization and delivery of instruction becomes very important, as are the characteristics and qualities of the participants involved in the instructional setting. In terms of language teaching, the discipline comprises several areas: curriculum, general teaching approaches and methodologies, technology enhanced learning, specific classroom practices for grammar and vocabulary learning, educational policy, sociocultural concepts such as learner agency and communities of practice, and assessment practices.

Our staff members conduct research in diverse areas relevant to language learning, including L2 input processing focusing on the relationship between comprehension and the acquisition of particular linguistic structures; acquisition of heritage languages; L2 pragmatics; use of nonverbal behaviours and gestures during L2 speech; learner agency in communities of practice; and classroom interaction of different levels of learners (heritage and non-heritage speakers).

Our researchers apply the following theoretical frameworks: generativist, psycholinguistic, sociolinguistic, systemic functional linguistics, multimodality and sociocultural theory. We use both
quantitative and qualitative research designs, and conduct research using different research instruments: oral samples, written samples, interviews, audio- and video-recordings, surveys, task-based interactions, paper-and-pencil tests, recall protocols and online processing tasks.

**Linguistics**

Linguistics is the scientific study of language, its structure and functions. Linguists are concerned with the phonology, morphology, syntax, semantics and pragmatics that are the basis of all languages. We apply linguistic theory to understand how languages are acquired both as first and second languages, and bilingually; the relationship of language and mind and how the mind processes language; the historical development of languages; the relationship between language use and social contexts; the study of discourse, and the use of language in multicultural and inter-cultural contexts of interaction.

Our staff members in Linguistics have a strong track record and an international reputation in diverse areas of linguistics. Our linguistics research is diverse, but it is distinctive as it is strongly based in the social sciences and cognition. Linguistics research engages with a range of diverse theoretical frameworks (formal, functional), explores all types of human language (spoken and sign) and linguistic ecologies (bilingualism, majority and minority contexts), combines a range of different methods (experimental, ethnographic, discourse analytical), utilizes different types of data (intuitive judgments of speakers and corpora of natural discourse), thus, resulting in a uniquely collaborative and synergetic research environment.

We also engage in interdisciplinary research and collaboration across diverse areas in the humanities and social sciences. Our research specialities include: Lexical semantics and the morphology-syntax interface; the linguistics of humour and the way in which it reveals tacit understanding of linguistic structure; L2 input processing focusing on the relationship between comprehension and acquisition of particular linguistic structures such as object pronouns and the passive; language, discourse and migration: language and identity, narratives, language maintenance and shift, social aspects of bilingualism; psycholinguistics; language processing and historical linguistics.

**Philosophy**

Researchers in philosophy at UNSW work widely across the discipline: metaphysics and epistemology, ethics and ethical theory, social and political philosophy, philosophy of science, environmental philosophy, philosophy of mind, aesthetics, continental European philosophy, and philosophies of race and gender. UNSW has a particular concentration of researchers working in the history of philosophy, in the following areas: classical Chinese philosophy, Kant and German Idealism, Nietzsche, and twentieth-century French philosophy. We currently oversee a range of MA and PhD students pursuing research in these areas.

Our School is home to the largest cluster of researchers in continental European philosophy in Australia. The group also has an established research strength in philosophy of mind, metaphysics, and epistemology. *The Australasian Journal of Philosophy* — one of the leading philosophy journals in the world — is currently housed at UNSW.

Our scholars have been highly effective in attracting research funding, including regular success with Australian Research Council grants. The 2010 Excellence in Research for Australia (ERA) report, which assessed research quality at Australian universities, ranked Philosophy at UNSW 4 out of a possible 5 points. This places us among the leading philosophy programs in Australasia.

**Women’s and Gender Studies**

Women’s and Gender Studies (WGS) at UNSW is a vibrant, cross-disciplinary area of study that situates women, feminism, gender, sex and sexualities at the centre of academic analysis. The program brings together some of the most popular subjects offered across the Faculty of Arts and Social Sciences. Undergraduate students are able to study world history, human rights, sex and
desire, women’s writing, Asian cultures and queer and gender theory (to name just some of our exciting topics) as part of a constantly evolving WGS minor program.

WGS scholars are outward-looking: we aim to make Women’s and Gender Studies an area of study that helps students understand their own lives, and the world around them. We analyse gender as part of a wider web of social relations in which gender intersects with other categories of difference, including race, ethnicity, class and disability. We are collectively interested in charting the past, present and future of these intersections and invite our students to do the same.

Areas of focus in WGS at UNSW include sexual violence and discrimination; global security and insecurity, asylum, trafficking, cross-border labour issues; childhood, children and the family, and education; the construction of gender in the media; gender and public health; feminism in national, global and transnational contexts.

Research Clusters and Networks

**Biopolitical Studies Research Network**

The UNSW Arts and Social Sciences Biopolitical Studies Research Network brings together strength in Contemporary Philosophy, Environmental Humanities and Social Sciences. The Network aims to produce innovative research in international publications that cuts across established disciplinary frontiers. The Network seeks to challenge traditional dualisms, such as those between nature and culture, animal and human, organic and inorganic, immanence and transcendence in order to chart new territories of intellectual inquiry.

The Biopolitical Studies Research Network includes researchers from Philosophy, Sociology, Political Science, and Literary Studies with expertise in Social Scientific Methods and Continental European Philosophical approaches ranging from Phenomenology, Critical Theory, Post-structuralism and Deconstruction to Recognition Theory. Our researchers develop and apply concepts to contemporary issues in the Humanities and Social Sciences that draw from the neurosciences, particle and quantum physics, epigenetics and theoretical biology and recent trends in ethnography and ethology.


**Research cluster on Imperial, Colonial and Transnational Histories**

The “Imperial, Colonial and Transnational Histories Research Cluster” is a Faculty of Arts and Social Sciences based group of researchers, most (but not all) of whom work in the discipline of history, and who are actively engaged in investigating topics with an interdisciplinary dimension that traverse national borders. Some recent events included a symposium on "The Family in Imperial, Colonial and Transnational Histories" (PDF) (with Professor Sheila Fitzpatrick and Dr Tanya Evans as discussants) held last September 2013, and a "Sin Fronteras/Sans Frontières/No Borders symposium" (PDF) (with Professor Marc Williams as discussant) on June 18, 2014.

More information: [https://hal.arts.unsw.edu.au/disciplines/history/research/](https://hal.arts.unsw.edu.au/disciplines/history/research/)

**Gendered Violence Research Network**

The Gendered Violence Research Network (GVRN) is a joint initiative of UNSW Arts & Social Sciences and UNSW Law. GVRN was established with support from the School of Social Sciences, is located within UNSW Arts & Social Sciences, and has succeeded the Centre for Gender-Related Violence Studies (CGRVS).
Members of GVRN aim to explore gendered violence – also known as gender-related or gender-based violence – as an expression of power and control over individuals or groups because of their gender.

The Network’s research interests span traumatic experiences including sexual assault, rape, domestic and family violence and related harms, trafficking for domestic and sexual slavery, and girl child infanticide. These abuses can occur in private contexts such as the immediate family and extended family networks, as well as in community settings and intrastate or interstate conflict.


**School Seminars**

HAL encourages HDR students to build strong collegial and research relationships with HAL academic staff and beyond. Within our School we offer numerous ways for HDR students to engage in our School research culture. For example, we run seminar series, symposia, and HDR conferences.

**History Seminars**

The History seminar series meets on Tuesdays, on a fortnightly basis. The program of each semester is available online. It is also sent as a PDF document to Faculty members and HDR students. The current coordinator is Dr Lisa Ford.

Coordinator’s contact: Dr Lisa Ford, l.ford@unsw.edu.au

**Philosophy Seminars**

The Philosophy seminar meets on alternate Tuesdays, from 12:30-2:00, during regular term time only. Talks run for 40-50 minutes, with the remaining time given over to discussion. Dr Melissa Merritt is coordinating the Philosophy seminar through 2015; please contact her if you would like to present in the seminar (before 31 January to ensure a spot in semester 1, before 31 May to ensure a spot in semester 2).

Coordinator’s contact: Dr Melissa Merritt, m.merritt@unsw.edu.au

**Interpreting and Translation Seminars**

The Interpreting & Translation Seminar series showcases leading scholars, practitioners, and stakeholders in this rapidly developing field. The regular series hosts a range of local and international speakers on a diverse spectrum of topical issues from the Interpreting & Translation discipline of today. The seminars as especially informative and useful for post-graduate students and researchers to engage with the current state-of-the-art and future of I&T, and is exciting and welcoming venue for others, especially HDRs, to also present their work and interact with this expanding community. I&T Seminars are typically held during session on Tuesdays from 3pm, and are advertised by the School of Humanities & Languages through its events list and local posters. More information can be found via [http://hal.arts.unsw.edu.au/disciplines/interpreting-and-translation/about/](http://hal.arts.unsw.edu.au/disciplines/interpreting-and-translation/about/) and the School’s event page: [http://hal.arts.unsw.edu.au/events/](http://hal.arts.unsw.edu.au/events/)

Coordinator’s contact: Prof Sandra Hale, s.hale@unsw.edu.au
**Linguistics Seminars**

The Occasional Seminar Series in Linguistics provides a forum for interacting with researchers working across a broad range of areas in linguistics including descriptive, theoretical, applied and experimental linguistics. We also have occasional papers given by international experts in a broad range of areas relevant to the study of language, language acquisition, bilingualism and language in society.

**Coordinator's contact:** Dr Mengistu Amberber, m.amberber@unsw.edu.au

**HDR Student Representation**

HAL has a HDR student representative and a deputy with one-year terms. Nominations for Expression of Interest are called every year. Student representatives engage with Faculty level support programs for HDR students and liaise with other HDR students in terms of initiatives to enhance HDR presence and engagement on campus and beyond. HDR representative is invited to the School Board as a non-voting member. The Faculty level HDR representative sits on the Higher Degree Committee and represents students’ interests.

Duties of HDR student representatives include:

- Liaise with student cohort, and bring any relevant issues of concern to the attention of the PGRC or the PGRC Deputy 2.
- Serve as a point of contact for PGRC and PGRC Deputy 2 in matters directly related to students such as organization of social activities or other academic or research related activities.
- Actively engage in encouraging student participation in relevant research event organised by the School.

Please contact the PGRC if you are interested in this role or if you want to find out who the current HDR Student representative is. Currently this role is held by…

**Annual Reviews**

All Postgraduate Students are reviewed each year. The review panel consists of the Postgraduate Research Coordinator (Chair), your Discipline Coordinator, with your supervisor and co-supervisor in attendance. For the Confirmation Review (1st year review), there is also an expert reader who will assess your work and evaluate your progress according to the first year milestones. This is a Faculty requirement that applies to all students whether they are part-time or full-time or whether they are PhD students or MA students.

Annual Progress Reviews (APRs) are held twice a year usually in October and in June. All work to be assessed for this review is due to be sent to your supervisor and co-supervisor two weeks prior to your review date. Sally will contact you about arrangements for your review.

A thesis proposal (see below details) is required at the end of one year’s equivalent full-time enrolment. Students also give a 20 minute oral presentation of their proposal in an open seminar forum. The thesis proposal will be read by the Review Panel Members, including the disciplinary convenor and another expert reader. This is an important milestone for the review and the panel has to be assured that after one year of equivalent full-time enrolment the student has a viable thesis topic.
and has an appropriate methodology, has critically reviewed the relevant literature and has a thesis plan that identifies required sources.

Subsequent reviews will assess a student’s progress towards the degree. The expectation is that students should complete their degree in four years (4 FTE for PHD and 3 FTE for Master by Research) and this is the yardstick by which satisfactory progress is assessed. Please also be mindful of any relevant scholarship timeframes and requirements.

A marginal or unsatisfactory mark means that:
- a special review will be held in 3-6 months
- the student will be given a specific assignment to complete by that review time
- a thesis plan and a monthly timeframe are to be presented, along with the assignment.

Two marginal/unsatisfactory marks means that the Higher Degree Committee will examine the review forms and two unsatisfactory marks may result in termination of the degree. See more details at: https://www.gs.unsw.edu.au/policy/documents/aprprocedurecw.pdf

What Happens in a Review?
Annual Progress Reviews (APRs) are milestones because after each review you should be one step closer towards completing your degree. It is also a time for us to see how you are doing and to offer specific help where it is required. It is your one-on-one time with the review panel.

Preparation for the APR

Students will receive the link to their online Annual Progress Review form from the GRS which will enable them to log in and complete the form. Students need to upload all relevant documentation at least 2 weeks prior to the date of review to demonstrate their progress. Students are also asked to set clear goals and provide a timeframe according to which these goals can be assessed at the next review. If there were any circumstances that hindered the progress (such as illness, difficulty or delay in accessing materials, etc.), these circumstances should be documented and any relevant proofs to be uploaded to the review area as attachments. This is, then, sent to their supervisor for their comments in preparation for the actual face-to-face review. Any work that may be due before the review should be sent to your supervisor two weeks beforehand.

Checklist for what to upload for the APR
- Completed chapter drafts
- Thesis proposal
- Bibliography/ List of references
- Medical certificates (if applicable)
- Evidence of seminar attendance (1st year students only, see Seminar Requirements for HDR students below)
- Evidence of seminar presentation (see Seminar Requirements for HDR students below)

The APR meeting
Reviews typically run for 30-45 minutes in a face-to-face format. In exceptional circumstances reviews may be conducted via Skype. The Postgraduate Research Coordinator chairs the review session. At the beginning, the panel talks to the student about the progress so far. At one point students are asked to step out of the room during which time the panel discusses the student’s progress and makes a recommendation. Then, the student re-enters and the supervisor and co-supervisor are
asked to step out of the room so that the student has the opportunity to discuss his or her candidacy in a confidential space with the Postgraduate Research Coordinator and Discipline Coordinator. The Chair finalises the review in the online APR form and rates the progress as satisfactory, marginal or unsatisfactory. The outcome then becomes available to the candidate.

**Your Thesis Proposal**

There are two options for thesis proposal requirements at the end of one year equivalent full-time enrolment (1 FTE). Students, in conjunction with their supervisors, must choose one or the other option by the end of their first semester of enrolment in order to properly prepare for the thesis progress review. Students should also fill in the Student-Supervisor Expectation form *(See Appendix 1)* at the beginning of their candidature. See Appendix. This form is designed to help students and their supervisors to reach a common ground in terms of role expectations.

**OPTION 1**

The thesis proposal should contain:

1. Aims and scope of your research project;
2. Significance and originality of your research (which includes a critical literature review);
3. Your research approach and method (this should have the theoretical and conceptual ideas that have guided your thinking, and should also include your archival sources, primary sources, field work etc.);
4. Chapter plan;
5. Timetable for future work;
6. Word length for the thesis proposal should be 7,000 words.

**OPTION 2**

The thesis proposal should contain:

1. Brief statement of the aims and scope of your research project;
2. Thesis outline of about 3-4 pages comprising a half page thesis synopsis plus a chapter outline and a basic bibliography;
3. Brief statement of the significance and originality of your research;
4. 7,000-10,000 word thesis chapter draft (the thesis outline should show how the thesis chapter draft submitted fits in with the rest of the thesis);
5. Timetable for future work.

You will find more information about annual reviews on this website: [https://research.unsw.edu.au/annual-progress-reviews](https://research.unsw.edu.au/annual-progress-reviews)

**Confirmation**

At the Confirmation APR, the expert reader will assess your proposal using the criteria in the Reader’s Report below:

**Criteria and ratings for Evidence of progress**

1= weak evidence of progress
2= below average progress, somewhat below expectation and/or behind timeline
3= average progress, meeting basic expectations/timelines
4= very good progress, strong evidence of progress, somewhat ahead of scheduled timeline;
5= excellent progress, exceeding expectations and/or set timelines

The following are to be ascertained relative to stage of candidature:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated understanding and application of research principles and methods appropriate to the field</td>
<td></td>
</tr>
<tr>
<td>Ability to critically evaluate existing theoretical knowledge, ideas and practice within the relevant field to generate original knowledge.</td>
<td></td>
</tr>
<tr>
<td>Ability to design (and implement) an original and viable* investigation that addresses a significant problem</td>
<td></td>
</tr>
<tr>
<td>Ability to communicate in a style appropriate to the discipline</td>
<td></td>
</tr>
</tbody>
</table>

* Viability assessed in relation to 4 years FTE for length of candidature (or 2 years FTE in the case of a follow-up review for a Masters candidate)

**Constructive feedback and recommendations:**

*Please provide specific constructive and critical feedback regarding the above criteria*

**Research Training**

Being a PhD candidate at UNSW means a focus on independent research – however, we are committed to supporting you through this journey.

That’s why from S1, 2015, UNSW Arts & Social Sciences have introduced a comprehensive research training program that is available on-line and face-to-face for all Higher Degree Research (HDR) students. This program replaces any optional coursework offered in previous years.

The program, administered by the Faculty Research Office, is based on a review of existing provision for and data on HDR students in the faculty, and research into research training nationally and internationally.

The program supports the work of our Schools and Centres and is designed to:

- support a vibrant research culture
- ensure HDR students feel supported throughout their candidature
- create graduates who are prepared for the first stage of their career as a researcher, and who identify as scholars

Specifically, the research training program aims to provide research education in professional skills and academic skills to
• support first year students to successfully be confirmed as PhD candidates
• support all HDR students through the early stages of candidature
• provide opportunities to guide students towards successful publication of ongoing thesis and post-thesis work

There are four elements to the program:

**Compulsory confirmation requirements for PhD**

For PhD candidates commencing from S1, 2015 onwards, confirmation will require the successful completion of three compulsory Epigeum courses prior to confirmation including:

- Working with your supervisor
- Research methods in literature review
- Project management in the research contest

**Online provision through Epigeum ‘Research Skills Master Programme’**

Students can choose from a variety of online Epigeum research training courses which are administered through Moodle (the University’s online learning management system). The program is designed to support students through the early stages of candidature. However, all Higher Degree Research (HDR) students may access these courses at any time.

A certificate of completion is generated for each course, allowing students to build a portfolio of skills.

Our online courses are divided into three focus areas (in addition to PhD confirmation) based on the skills that you will attain:

- Methodologies and methods
- Communicating your research
- Fieldwork and ethics

**Face to face provision through focus area workshops**

Face-to-face workshops are designed to complement the online courses in our research training program. Workshops are divided into three broad categories, in line with the online Epigeum courses. A series of four 2 hour workshops will be dedicated to each focus area. Workshops are delivered by expert staff from across the Faculty and provide an opportunity for students to network and collaborate with fellow PhD candidates.

Candidates must complete the online courses prior to attending the complementary workshops

**Publishing through ‘Publish in 12 weeks’ courses**

Our research training program can guide students towards successful publication of ongoing thesis and post-thesis work. Current students may access the Publish in 12 weeks program at any time during their candidature.

The program will be available in each semester (commencing in Semester 2, 2015) and delivered by Schools within UNSW Arts & Social Sciences.

Complete details about the research training program can be found on the Faculty’s website: [https://www.arts.unsw.edu.au/current-students/research-students/research-training/](https://www.arts.unsw.edu.au/current-students/research-students/research-training/)
Seminar Requirements for HDR students (Mandatory)

Seminar Attendance Requirement

While all HDR students are strongly encouraged to attend seminars and research forums during their entire candidature, first-year students are required to collect evidence of their seminar attendance.

As a guide, PhD candidates are expected to have attended 8 seminars in total and Masters by Research candidates 5 seminars in total by the time they progress to confirmation of candidature.

Attendance at seminars, conferences, symposia within UNSW and outside UNSW is equally accepted. Students should liaise with their supervisors to select the most relevant events for their academic progress.

What evidence is required?

Students are responsible for collecting evidence (title, date, location and event organiser/presenter’s signature) by using the template attached (See Appendix 2) and upload this evidence to their Annual Progress Review Form at the time of confirmation.

Seminar Presentation Requirement

As our HDR learning outcomes include the ability to disseminate research outcomes to the wider researcher community, it is compulsory for all HDR students to present their research in a discipline-relevant seminar series or postgraduate conference/symposium event (at least one during their candidature). Presentations within UNSW and outside UNSW are equally accepted. Students should liaise with their supervisors as to which events would contribute to their career development to the best effect.

When to present?

Seminar presentation requirement can be fulfilled at any stage during the candidature, but prior to the “Intent to Submit Thesis” notification. The PGRC may not support a thesis submission if the seminar presentation has not been fulfilled.

What evidence is required?

Evidence of seminar presentation needs to be uploaded onto the relevant upcoming Annual Progress Review form. Acceptable evidence of presentation is a copy of the abstract, the relevant conference program where the candidate’s name is listed and/or an email confirmation from the event organiser that the paper was presented. This policy applies to all HDR students starting their candidature in January 2015 or later.

Examinations

Examination reports are first sent to the GRS and then to the PGRC who will forward these reports to the supervisors as well as the student, provided the confidentiality requirements are met such as the examiners’ identity is only revealed if they agreed.

Appendix 3 is a guide for summarising the changes/responses to the examiners. You do not have to list the minor editing changes, just make an overall statement that the editing/typo changes have been made. Please list all changes which concern the content.

Where the change is only a suggestion (optional) you need to consult your supervisor whether you should make that change or not. Please send the summary of changes to the PGRC and your supervisor.
Appendix I: Supervisor-student expectation sheet

Read each pair of statements below and then estimate your position on each. For example with statement 1 if you believe very strongly that it is the supervisor's responsibility to select a good topic you would put a ring round '1'. If you think that both the supervisor and student should equally be involved you put a ring round '3' and if you think it is definitely the student's responsibility to select a topic, put a ring round '5' (Adapted by Margaret Kiley & Kate Cadman from work by J Moses, Centre for Learning & Teaching, University of Technology, Sydney)

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<tbody>
<tr>
<td>1. It is the supervisor's responsibility to select a research topic</td>
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<td>4</td>
<td>The student is responsible for selecting her/his own topic</td>
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<td>2. It is the supervisor who decides which theoretical framework or methodology is most appropriate</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>Students should decide which theoretical framework or methodology they wish to use</td>
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<td>3. The supervisor should develop an appropriate program and timetable of research and study for the student</td>
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<td>2</td>
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<td>4</td>
<td>The supervisor should leave the development of the program of study to the student</td>
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<td>4. The supervisor is responsible for ensuring that the student is introduced to the appropriate services and facilities of the department and University</td>
<td>1</td>
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<td>3</td>
<td>4</td>
<td>It is the student's responsibility to ensure that she/he has located and accessed all relevant services and facilities for research</td>
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<td>5. Supervisors should only accept students when they have specific knowledge of the student's chosen topic</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>Supervisors should feel free to accept students, even if they do not have specific knowledge of the student's topic</td>
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<td>6. A warm, supportive relationship between supervisor and student is important for successful candidature</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>A personal, supportive relationship is infeasible because it may obstruct objectivity for both student and supervisor during candidature</td>
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<td>7. The supervisor should insist on regular meetings with the student</td>
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<td>2</td>
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<td>The student should decide when she/he wants to meet with the supervisor</td>
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<td>8. The supervisor should check regularly that the student is working consistently and on task</td>
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<td>The student should work independently and not have to account for how and where time is spent</td>
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<td>9. The supervisor is responsible for providing emotional support &amp; encouragement to the student</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>Personal counselling and support are not the responsibility of the supervisor - students should look elsewhere</td>
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<td>10. The supervisor should insist on seeing all drafts of work to ensure that the student is on the right track</td>
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<td>4</td>
<td>Students should submit drafts of work only when they want constructive criticism from the supervisor</td>
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<td>11. The supervisor should assist in the writing of the thesis if necessary</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>The writing of the thesis should only ever be the student's own work</td>
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<td>12. The supervisor is responsible for decisions regarding the standard of the thesis</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>The student is responsible for decisions concerning the standard of the thesis</td>
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### Appendix 2: HDR Seminar Attendance Form (HAL)

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<td>Organiser/presenter signature:</td>
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<td>Organiser/presenter signature</td>
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Appendix 3: Response to examiners’ comments

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<th>Examiner</th>
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<th>Student's Response</th>
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Contacts:

SCHOOL LEVEL

Dr Joanne Faulkner, Postgraduate Research Coordinator  
Email: j.faulkner@unsw.edu.au  
Joanne is the first point of contact for queries, problems and all other aspects of HDR life not covered by the Faculty or GRS.

Dr Mira Kim, Deputy Postgraduate Research Coordinator (Deputy 1)  
Email: mira.kim@unsw.edu.au  
Mira chairs your Annual Review Panel, and can be contacted for queries regarding reviews.

Dr Katrina Gulliver, Deputy Postgraduate Research Coordinator (Deputy 2)  
Research Culture and Seminars – Katrina is the contact for ideas on how to engage in research activities in our School. Also seminars and other activities run by other research networks and opportunities for publishing work at UNSW and externally.  
Email: k.gulliver@unsw.edu.au

Professor Vanessa Lemm, Head of School  
Vanessa, as Head of School follows research students’ progress and is happy to talk to you about aspects of your candidature.  
Email: v.lemm@unsw.edu.au

Sally Pearson, Administrative Assistant  
Email: sally.pearson@unsw.edu.au

Sally handles HDR enrolments (unless they are for leave or variation of enrolment which are submitted online), and the administration side of the School. She also arranges the date and place of your review. Please read all email correspondence that she sends to you, and ensure that you have set up your UNSW student email as this is the email that will be recorded on the School distribution list for sending information to you.

FACULTY LEVEL

Dr Kalervo Gulson, Director of Postgraduate Research  
Faculty of Arts and Social Sciences  
Email: k.gulson@unsw.edu.au  
Kal approves all applications for the program and chairs the Higher Degree Committee that oversees all student progress reports, examinations. Kal also chairs the committees that provide funding for postgraduates for conferences and research.
Amy Stansfield, Faculty Research Support Manager HDR, Faculty of Arts and Social Sciences
Email: a.stansfield@unsw.edu.au

Amy looks after the administrative side of the Faculty support for Postgraduates, including applications for study space.

GRADUATE RESEARCH SCHOOL

Claire McCarthy
Email: c.mcarthy@unsw.edu.au

Claire looks after the administrative side from the perspective of the Graduate Research School. She works closely with Aniko and is the person from the GRS specially assigned to the Faculty of Arts and Social Sciences for our Postgraduates.

Useful links

Graduate Research School: https://research.unsw.edu.au/units/graduate-research-school
- This is where you will find all the information about the HDR programs and the relevant policies.

Research Ethics and Compliance Support: https://research.unsw.edu.au/about-recs
- This is where you will find information about the ethics clearance process required if you collect empirical data involving humans (e.g. interviews, surveys, etc.).

Library Research Consultations: http://library.unsw.edu.au/servicesfor/academic/rescon.html
- This is where you can book a private consultation about your research methods through the Library support.

Research Gateway: https://research.unsw.edu.au/
- This is useful to search for a researcher in a specific area.

The research students do have a Facebook page which they can join on the link below: https://www.facebook.com/groups/unswfasspostgraduatesstudents/

The Postgraduate Student Committee also has a Facebook page: https://www.facebook.com/UNSWFASSPostgradCommittee

Also, the link to the Arc website for the Postgraduate Council may be useful too http://www.arc.unsw.edu.au/advice--representation/postgraduate-council
Support for students

Faculty Support

https://www.arts.unsw.edu.au/current-students/research-students/funding

1. The Faculty offers a space (in the Library or in Morven Brown) and a computer. You will need to apply for this space, please see link below.
   https://www.arts.unsw.edu.au/current-students/research-students/support/study-spaces

2. Conferences: Students may apply for funding from the Faculty to attend conferences if they are presenting a paper. Only students who have passed the thesis proposal requirements are eligible. Check the website and due dates for applications. You will also need a letter of support from your supervisor.

3. Research Funding: Students may also apply for funding for fieldwork or to go to archives essential for their research. Check the website for due dates for these applications. You will also need a letter of support from your supervisor.

4. Faculty research groups and networks:

School Support

1. Specific workshops, for instance on how to prepare for the Annual Review and for Confirmation of Candidature are run by the School during the year and you will receive information about them.

2. Postgraduate presentations/conferences for first year students presenting their thesis proposals.

3. School funds may be available for expenses specifically related to your research, such as conference travel, thesis binding and printing etc. This funding is limited to $525 per student for the duration of your candidature.

   Applications should be submitted to the Postgraduate Research Co-ordinator, accompanied by approval from your supervisor. Any expenses approved must be on the basis of satisfactory progress reviews.

GRS Support

Read the newsletters the GRS sends to you via email. They offer completion scholarships, seminars and workshops. Scholarship students receive some funding for thesis binding etc.