

# **2003 Annual Report**

## **Board of Graduate Studies by Research**

### *The Quality of Research Higher Degree Supervision*

The Board of Graduate Studies by Research is a Committee of Academic Senate and is required under Ordinance 70 to inform the Members of Academic Senate on Research Higher Degree matters. The context for this Annual Report is nested within the Research, Research Training Management Plan (2003-2005).

#### **1.0 Members of the Board of Graduate Studies by Research**

Associate Professor Carey Denholm (Chair and .8 Dean of BGSR; Appointed to 31.12.04)  
Associate Professor Richard Coleman (Deputy Dean; Elected to 31.12.04)  
Professor Andrew Glenn (Pro Vice-Chancellor Research)  
Professor Frank Bullen (Deputy Chair of Academic Senate)  
Ms. Joanna Richardson (Postgraduate Representative)  
Associate Professor Jonathon Holmes – Tasmanian School of Art (Elected to 31.12.04)  
Dr Dominic Geraghty – School of Human Life Sciences (Elected to 31.12.04)  
Dr Brian Yates – School of Chemistry (Elected to 31.12.03)  
Dr Kate Crowley – School of Government (Elected to 31.12.03)  
Associate Professor Sylvia Kirov – School of Medicine (Elected to 31.12.03)  
Ms. Sara Franz – Executive Officer, Research Higher Degrees (Secretary)

#### **2.0 Meetings held from 4.10.02 – 24.10.03**

Six meetings of the Board of Graduate Studies by Research were held on the following dates:  
22/11/02, \*21/2/03, \*11/4/03, \*30/5/03, 25/7/03, 12/9/03.

NB: The Deputy Dean of Graduate Studies by Research, Associate Professor Richard Coleman was appointed Acting Dean for the period 1/3/03 – 24/7/03 and served as Chair (\*) while Associate Professor Carey Denholm was on Long Service Leave.

#### **3.0 Initiatives during 2003 and/or completed items from 2002**

In addition to regular discussion about matters of candidature and supervision, Board members have made decisions about the following new initiatives and have followed up on a number of items from the previous year.

- 3.1 Continued development and expansion of generic skills workshops for candidates;
- 3.2 Individual management plans for candidates with prolonged candidature and/or candidates with minimal performance;
- 3.3 Continued implementation of the process of registration of supervisors;
- 3.4 Awarding of the Dean's Commendation List for Outstanding Doctoral Theses and five prestigious BGSR Scholarships;
- 3.5 Addressing implications to changes to the Ordinance of Student Complaints and Student Discipline as they apply to RHD candidates and the role of the BGSR;
- 3.6 Monitoring the policy on Minimum Standards for RHD candidates;
- 3.7 Implementation of new form for Preliminary Research Plans;
- 3.8 Implementation of the policy for candidates to present at a national and/or international conference during candidature;
- 3.9 Implementation of a new Annual Review of Candidature process and forms and, improved web-based access of personal information by candidates and supervisors;

- 3.10 Implementation of a scholarship for an Aboriginal and Torres Strait Islander, Critical Intervention Scholarships and an Equity Scholarship;
- 3.11 Development of strategies to increase the number of co-funded scholarships;
- 3.12 Approval of a new course proposal from the School of Visual and Performing Arts to offer the degree of Doctor of Philosophy;
- 3.13 Monitoring of the in-school inductions for RHD candidates and the provision of induction booklets and information;
- 3.14 Development of a revised and expanded 2<sup>nd</sup> edition of “Six Steps to the Completion of a Research Higher Degree which incorporates Web links addressing the needs of part-time candidates;
- 3.15 Continued improvement in the Web site and a gradual transfer of information from the Resource Book to the Web site;
- 3.16 Introduction of a generic unit called “Thesis Under Examination” to ensure candidates have continued access to facilities, services and insurance whilst undertaking corrections following examination and prior to submitting their final copies;
- 3.17 Assistance with and promotion of the “Ph.D. Speakers Bureau” conducted by TUPA and holding regular meetings with TUPA representatives.

#### **4.0 Candidate and supervisor general information**

The most recent EFTSU load and candidate numbers of research higher degree candidates by type of degree are presented in Tables 1 and 2. Table 1 indicates an RTS load of 519.69 and overall RHD load of 688.36. Of the 1084 candidates listed in Table 2, 51% of candidates are male and 49.6 % (538 candidates) are full time, 56 were on suspension, the average age is 36.7 years, (male range = 21-74 years; female range = 22-70 years). International candidate numbers have remained static at 93 (96 in the 2002 report). As of October 8<sup>th</sup> 2003, 88 candidates are currently under examination and 77 candidates have already graduated in 2003, either through Council or through the August 2003 graduation ceremonies.

Table 3 presents a summary of withdrawals from 1991 – 2003; 41 candidates had withdrawn in 2003. The most common reason given for withdrawal was for personal reasons (19.5%) or as a result of work pressure (17%). The largest number of candidates withdrawing (32%) did not record a reason or could not be contacted to indicate a reason. Several positive trends are evident: a reduced number of candidates transferred to other institutions, there has been a continual drop in the number of withdrawals (down 30 from the 2002 data) and, that no comments were recorded in 2002 which would suggest poor quality of supervision as a primary reason for withdrawal.

Table 4 presents information on candidates who have withdrawn and who held a scholarship during their candidature. The data shows a significant difference between the withdrawal rates of non-scholarship and scholarship holders in the first year of candidature. This difference is perhaps reflected by the high number of part-time enrolments in the group of non-scholarship holders and the difficulty faced in juggling work and study commitments. The number of candidates withdrawing after three years of candidature is still a concern, however as at October 6<sup>th</sup>, 2003 the number has halved from the two previous years. The data also shows that the percentage of scholarship holders who withdraw prior to completion of their scholarship, leaving scholarship funds available for re-offer has increased significantly from 67% in 2001 to 91% in 2003. Whilst there are still two months of 2003 to go, this trend supports the need for close monitoring of scholarship budgets.

In 2002 a total number of 131 candidates completed (final thesis submitted) (Table 5) with an average thesis submission time of 2.5yrs (Master) and 3.96yrs (Doctoral). A breakdown of final examination results for candidates who completed their degrees in 2002 is presented in Table 6, revealing that approximately 96% of examiner's recommendations are either the A or B category. Table 7 provides a graphic display of completions and withdrawal times over the period January 1995 to August 2003.

Presented in Table 8 are the publication listings by Faculty and School during the year 2002 which included the name of a current postgraduate research higher degree candidate. This table indicates that for the reporting year 2002, 23% of all publications at the University included the name and involved the work of a current postgraduate candidate. This level of activity is beginning to show some concerning signs in that the level of activity reported in the past 2 years has been at 25% or above. The wide variability across Schools should also be noted.

## **5.0 Annual candidate survey of supervision**

During August - September the annual survey took place with 120 responses having been received to date (11% of all continuing candidates). The summary of responses to questions about the quality of supervision and the research environment on a five point scale (with 1=strongly agree) and the annual comparison of responses are presented in Table 9. The response rate is very concerning however, given that this on-line survey occurred during the Annual Review period I will recommend to the Research Higher Degrees Unit that they conduct the 2004 survey in the mid-year period.

All eleven items concerning supervision reveal a slightly negative trend as compared to the results in 2002. The most significant changes occurred with the following questions:

- Demonstrates expertise in my research topic
- Effectively communicates his/her expertise
- Requires me to plan my work and meet deadlines
- Has directed me to resources useful for starting my project
- Encourages me in my research

Only five of 13 items concerning the research environment received a negative response. Some aspects have show some improvement since the 2002 survey:

- I have opportunities to develop my presentation skills
- I have adequate workspace within the School
- I am encouraged to present my work at school seminars
- I am offered some financial support to attend conferences

Overall, the 2.01 mean result for all questions (a strong but not excellent evaluation) indicates a slight negative trend as compared to the 2002 results. A concern remains that the lowest scores lay within the research environment section in the areas of funding arrangements and the usefulness of the annual reviews. Both areas have undergone significant attention in mid 2003 and it could be expected that candidate evaluation of these two areas would improve in 2004.

## **6.0 Scholarships**

There have been two research scholarship rounds for domestic candidates since the 2002 report: the major 2003 round (closed 31 October 2002) and a large mid-year round in June 2003. There was a slight decrease in the number of applications received for the major 2003 round; 233 applications were received resulting in a decrease of 6 (or 2.5%) on the previous round. A total of 66 applications were received for the 2003 mid-year round which is a marked decrease on the 2002 mid-year round (111 applications received), but more in line with previous applicant numbers for mid-year scholarship rounds. A special round for candidates in high costs areas was conducted. A total of 80 scholarships were accepted across these rounds: 37 APAs, 36 TPRS and 7 APA(I)s. In addition, the Board of Graduate Studies introduced prestigious BGSR scholarships which are to be awarded at the APA(I) rate to outstanding applicants. Five BGSR scholarships were offered in 2002.

## **7.0 Annual progress reviews of candidature**

With the submission of this report 170 annual progress reviews of candidature had been received; 105 have been approved by the Dean and 65 are being prepared by the Research Higher Degrees Unit. Of

those approved, 88 (83%) were assessed at level A, 13 (12%) at level B, one candidature was lapsed, 2 submitted their preliminary research plans in place of an annual review of progress and, one candidate was recorded as suspended. The period of review concludes on Friday October 10<sup>th</sup>, 2003 and it is anticipated that a large number of annual reviews will be received in the latter part of this week. All candidates assessed at level C or below have their progress examined individually by the Dean and/or may be requested, along with their supervisor, to meet with the Dean.

## **8.0 Registration of supervisors**

The University Council in September 2002 approved an amendment to Ordinance 70 (Graduate Studies by Research) to amend the electorate for the Board of Graduate Studies by Research to consist of registered supervisors. A total of 471 Research Higher Degree Supervisors were registered with the Board of whom 385 received Full Registration, 61 Provisional Registration and 25 were awaiting consideration of their nominations by the Registration Sub-Committee which will meet on October 31, 2003. Women accounted for 34% of registrations. Improvements to on-line supervision resources are planned for 2004 and only registered supervisors will have access to these resources.

## **9.0 Activities of the Dean**

### *9.1 Annual visits*

Commencing in September and ending in early October, the Annual Visits provided postgraduate students within the Faculty Arts, Commerce, Education and Law with an opportunity to engage in a discussion concerning RHD matters. Candidates were informed of meetings by each School and by support staff to the Dean. Issues most often raised by candidates were as follows: IT support and computers, the provision of space and resources for part-time candidates, the process of examination, the quality of supervision, the annual review process, intellectual property and, the policy on scholarship extensions. In most cases meetings with postgraduates were followed by a meeting with the Head of School. The purpose of this meeting is to relay feedback from sessions with candidates, and to discuss general issues about research higher degrees. Follow up individual meetings have been held with candidates on the basis of issues raised during the School visit. Open sessions were also held in Hobart and Launceston for both part and full time candidates with the emphasis on candidates who would not be receiving a visit from the Dean in 2003.

### *9.2 Attendance at Deans' conferences*

The Dean is a member of Tasmania/Victoria Deans of Graduate Studies which holds three monthly meetings at Victoria Universities on a rotational basis. Associate Professor Richard Coleman attended the March, 2003 meeting in Ballarat and the regular meeting of the Australian Council of Deans in Darwin in May, 2003. Associate Professor Carey Denholm will attend the combined Deans/PVCR meeting to be held in Canberra in November. These meetings provide an opportunity for discussion on matters affecting all Universities in relation to candidature, scholarships, examination procedures, professional doctorates, maintenance of standards and the implications of the new funding formula, completion rates and, the research training plans. The Dean is a member of the Executive of the Australian Council of Deans.

### *9.2 Advertised workshops and seminars*

#### *Candidates*

A total of 85 separate sessions in 2003 were attended by 815 candidates and were led by the individuals who volunteer to lead sessions:

#### Academic Staff

- Dr David Coady and Dr James Chase (Constructing a logical argument);
- Dr Claire Hiller (Designing your Thesis: Qualitative Research);
- Dr Frances Martin (Getting the most out of reading your journal article);

- Assoc Prof Carey Denholm (Managing employees and dealing with conflict and, The Oral Research Presentation);
- Dr Janet Patford (Qualitative data analysis);
- Dr Dominic Geraghty and Assoc Prof Richard Coleman (Time and Project Management);
- Prof Jamie Kirkpatrick (Pleasing examiners);

#### Administrative Personnel

- Mr Peter Tatham (Addressing a Selection Criteria and, Career Planning Strategies);
- Ms Phillipa Ormandy (Commercialisation of University Intellectual Property);
- Mr Ian Bollard, Mr Richard Dearden and Ms Kate Walpole (Current Contents and Web of Science);
- Mr David Waters, Mr Colin Clark and Ms Anna Birch (Effective/assertive communication);
- Ms Janet Counsell and Ms Kerry Van Den Berg (Explaining concepts in academic writing), (Summaries - a useful skill for the research higher degree writer);
- Ms Cherie Holmes, Mr Richard Dearden, Mr Roger Carter, Ms Susan Bell, Ms Sandy Von Allmen and Mr Ian Bollard (EndNote 6 & 7);
- Ms Kate Walpole and Ms Sandy Von Allmen (Keeping up to date and tracing research: Current Contents and Web of Science);
- Mr Ian Bollard (Advanced Research databases);
- Ms Janet Hallam, Mr Richard Dearden, Ms Heather Mitchell and Ms Kate Walpole (Overview, choosing a database, search strategies and electronic journals);
- Mr Marc Hood and Ms Alison Poot (Maintaining Motivation - seeing the distance through); Ms Anna Birch (Managing your relationship with your supervisor);
- Mr Marc Hood and Ms Alison Poot (Positive Presentations);
- Ms Sheila Allison (Preparing your thesis "A Professional Editor's perspective");
- Mr Marc Hood (Procrastination and writers block);
- Mr David Waters (Reading at the Research Higher Degree Level);
- Mr Colin Clark, Ms Alison Poot, Ms Serena King and Ms Ginelle Cardoz (Stress and stress management);
- Mr Neil Trivett (Thesis Writing);
- Mr David Waters (Thesis writing: The literature review and constructing the chapters), (Thesis writing: The role of the thesis writer);
- Ms Kate Walpole and Ms Sandy Von Allmen (Trace research with Web of Science and keep up to date with Current Contents).

#### Off Campus Presenters and Visiting Professors

- Ms Leone Scrivener, University of the Third Age (How's your writing style?")
- Professor Richard Cassidy, University of Saskatchewan, Canada (Moving beyond disciplinary excellence in science)
- Julia Edwards, NDA Computing (Word, Excel and Powerpoint)

#### *8.4 Supervisors*

The annual Postgraduate Coordinator's day in November, 2002 attracted 34 Postgraduate Coordinators and topics covered included: the Research Training Plan, needs of part-time candidates, minimum standards for infrastructure, group case studies, the annual review process and the quality of school inductions. Induction sessions for new academic staff were conducted by the Dean each Semester in Hobart and Launceston and one in Burnie. The Acting Dean held meetings with postgraduate coordinators and Heads of School concerning the introduction of the new annual review process. A focus group meeting has been held with Postgraduate Coordinators by Dr. Richard Dearden (Science Reference Librarian) to discuss the library search skills of candidates and supervisors.

All registered supervisors now have access to the fIRST (for Improving Research Supervision and Training) Website and are able to undertake supervisory related training at their own convenience. Supervisors now have access to their own candidate's RHD record and, all Head of School annually

receive a list of all academic staff in their School who have attended supervision training sessions organised by the Board.

## 10.0 Dean's activities

### 10.1 Weekly and Monthly

The weekly responsibilities involve (1) approval of each annual review of candidature, (2) approval of each preliminary plan, (3) approval of suspensions and extensions of candidature, (4) upgrade and downgrade from Masters to Doctoral, (5) approval of applications, (6) final recommendations to the PVCr on scholarships, (7) scholarship extension, (8) recommendation of examiners and approval of HOS recommendation on the RHD award, (9) individual meetings with candidates and, with both candidates and their supervisors, (10) a weekly meeting with the PVCr, (11) bi-weekly monitoring of RHD load and, (12) consultations with Heads of School and Postgraduate Coordinators concerning candidature matters.

The monthly responsibilities include (1) monitoring of national issues in relation to RHD matters, (2) preparation of information, development and implementation of policies and as a result of meetings of the BGSr and Research College, (3) planning generic skills workshops and supervisor education and training and, (4) development of candidature/scholarship advertising.

### 10.2 Other duties and responsibilities

The Dean convened the following meetings:

- Two sessions for current honours students were held in Hobart and Launceston to discuss candidature and applications for scholarships and orientation sessions for new research higher degree candidates in Hobart, Burnie and Launceston.
- The BGSr Graduate Awards Sub-Committee (the Dean as Chair, Associate Professor Jonathon Holmes, Dr. Brian Yates, Dr. Dominic Geraghty – representing the BGSr; Dr. Jenna Mead – representing registered supervisors, Professor Peter Carroll – representing Faculty Deans, Ms. Vanessa Folvig, Scholarships Officer) met on two occasions to determine the rankings for the end of year scholarship recommendations for the:
  - Australian Postgraduate Award
  - Tasmanian Postgraduate Research Scholarship
  - Five BGSr RHD Scholarship top-ups
  - International Postgraduate Research Scholarship
  - Thomas Crawford Scholarship.
- The BGSr Appeals Sub-Committee (Associate Professor Richard Coleman – Chair, Dr Kate Crowley, Dr Dominic Geraghty and Joanna Richardson) met on two occasions to consider written appeals in relation to decisions of the Dean.
- The BGSr Registration Sub-Committee (the Dean as Chair, Professor Jamie Kirkpatrick, Dr. Frances Martin, Dr. Dominic Geraghty, Dr. Brian Yates, Ms. Sara Franz) met on two occasions to consider nominations to the registry of research higher degree supervisors and the procedures for registration.
- The BGSr Dean's Commendation Awards Sub-Committee was approved in 2003 for implementation in 2004. The 2004 membership will be confirmed at the first meeting of the BGSr in 2004. Commendations for 2003 were approved under the former process.,
- Mentor Program – Ten 2<sup>nd</sup> and 3<sup>rd</sup> year candidates participated in the postgraduate mentor training lead by Student Services and over 16 first year candidates submitted an application to be mentored by one of the 10 trained mentors for RHD candidates.
- The Dean and Acting Dean attended School induction sessions in the Schools of Government, History and Classics, Asian Languages and Studies and the Art School for new research higher degree candidates.
- The Dean and Acting Dean attended all Research College Board Meetings and represented the BGSr at five of the six meetings of Academic Senate.
- The Dean is a member of the Steering Committee for the JASON (National Scholarships Data-Base) project, which meets prior to DDOGS meetings on a twice yearly basis.

- The Dean attended training sessions by the NSW Ombudsman on Grievances, and the Management of Grievances by the Anti-Discrimination Commission.
- The Dean is the University Representative on the Board of the Veterans' Children Education Scheme, Department of Veteran's Affairs.

### 10.3 Publications

The following publications were completed:

- The booklet, Six Stages to the Completion of a Research Higher Degree (2<sup>nd</sup> edition) has been revised and expanded and provided for all incoming candidates and all supervisors. The complete text has been posted on the Web.
- The annual publication on Postgraduate Research Activity which includes details of any publication (or thesis completion) involving a postgraduate candidate was completed. Heads of School received their individual information, Deans of Faculties received a copy of all information within their faculty and the Pro-Vice Chancellor and Vice Chancellor have received a bound copy of all research activity.
- The Dean, assisted by the Executive Officer, RHD, supervised production and contents of the 2003 RHD Resource Book.

## 11.0 Proposed Activities of the Board of Graduate Studies by Research in 2004

The following activities will continue throughout 2004 and will be brought to the Board for regular discussion:

- 11.1 Monitoring of feedback on the policy on minimum standards for RHD candidates;
- 11.2 Monitoring of feedback on the policy on conference support for RHD candidates;
- 11.3 Analysis of the results of the web-based thesis submission survey completed by candidates at the point of submission of their thesis for examination which commenced in late 2002;
- 11.4 Attention to generic skills training in research methods and statistics support for candidates in the social sciences;
- 11.5 Improvements in the new web-based Annual Review format and processes;
- 11.6 Analysis of return on investment for scholarship funding;
- 11.7 Implementing the process of registration for the next three year cycle;
- 11.8 Promotion of co-supervision arrangements for RHD candidates;
- 11.9 Monitoring that formal inductions are provided for all new candidates and by the Board and an evaluation of the effectiveness of inductions to be undertaken in late 2003;
- 11.10 Discussion and analysis of data in conjunction with the Research College concerning RHD capacity for future growth;
- 11.11 Continual improvement of web-based delivery of supervision training materials and access of all supervisors to the fIRST program.
- 11.12 Development in 2003 of system specifications to allow on-line application for candidature and scholarship in 2004; on-line application to change conditions of candidature, on-line preliminary plan and annual review processes;
- 11.13 Monitoring of the generic skills workshops for both candidates and supervisors with Web-based support materials;
- 11.14 Monitoring of the process of supervisor re-registration;
- 11.15 Improved processes involving international candidates and, the design of a single admissions/scholarship application form;
- 11.16 Development of a mechanism to increase industry co-funded scholarships;
- 11.17 As a result of the numbers of new processes in place and the opportunity for candidates to communicate with the Dean through other avenues and, the very small numbers of candidates who attend annual School arranged meetings, it is proposed for 2004 that the annual school visits be stopped and in place, a representative group of postgraduates be formed who meet with the Dean on a regular basis for discussion and information sharing;

- 11.18 Increased attention to completion rates and times and intervention with candidate indicating possible withdrawal;
- 11.19 Attention to issues of maintaining and increasing RHD load in relation to supervision capacity and available infrastructure;
- 11.20 Increase in the number of presentations through the TUPA “Ph.D. Speakers Bureau” throughout the State;
- 11.21 Access via the Web for Postgraduate Coordinators to School Postgraduate data.

**Associate Professor Carey Denholm  
Dean**

**Associate Professor Richard Coleman  
Deputy Dean**

TABLE ONE

Research Higher Degree Load Report by Fee and Cost Type

Faculty	School	HL	RIS			MESH Load		Fee Related			Deductive			MPPS		All Bases Load	All PhD Load	All R-D Load	
			Comm	Cont	Total	Comm	Total	Comm	Cont	Total	Comm	Cont	Total	Comm	Cont				
Arts	Aboriginal Studies	L	0	0	0	1	1	0	0.5	0.5	0	0	0	0	0	1	0.5	1.5	
		H	0	0	0	1	1	0	0.5	0.5	0	0	0	0	0	1	0.5	1.5	
		Total	0	0	0	2	2	0	1	1	0	0	0	0	0	2	1	3	
	Art - Hobart	L	5.2	21.34	26.55	2.44	2.44	1	3.83	4.83	1.8	1.8	0.5	0.5	1	20.74	18.53	38.73	
		H	5.2	21.34	26.55	2.44	2.44	1	3.83	4.83	1.8	1.8	0.5	0.5	1	20.74	18.53	38.73	
		Total	10.4	42.68	53.1	4.88	4.88	2	7.66	9.66	3.6	3.6	1	1	2	41.48	37.06	77.46	
	Asian Languages & Studies	L	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		H	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	English, Asian & Euro Lang	L	1.55	6.56	8.11	1.32	1.32	0.51	2.39	2.9	0	0	0	0	0	7.21	11.83	18.84	
		H	1.55	6.56	8.11	1.32	1.32	0.51	2.39	2.9	0	0	0	0	0	7.21	11.83	18.84	
		Total	3.1	13.12	16.22	2.64	2.64	1.02	4.78	5.8	0	0	0	0	0	14.42	23.66	37.68	
	Government	L	0	0	0	0	0	0	0	0	0	0	0.25	0.25	0.5	0	0.5	0.5	
		H	0	0	0	0	0	0	0	0	0	0	0.25	0.25	0.5	0	0.5	0.5	
		Total	0	0	0	0	0	0	0	0	0	0	0.5	0.5	1	0	1	1	
History & Classics	L	0.25	17.36	17.61	5.53	5.53	2.57	0.5	1.07	0	0	0	0	0	0.96	14.31	24.43		
	H	0.25	17.36	17.61	5.53	5.53	2.57	0.5	1.07	0	0	0	0	0.96	14.31	24.43			
	Total	0.5	34.72	35.22	11.06	11.06	5.14	1.0	2.14	0	0	0	0	1.92	28.62	48.86			
Music, Conservatorium of	L	0.75	3.76	4.51	0	0	0.68	0	0.68	0	0	0.29	1	1.29	1.05	4.83	5.88		
	H	0.75	3.76	4.51	0	0	0.68	0	0.68	0	0	0.29	1	1.29	1.05	4.83	5.88		
	Total	1.5	7.52	9.02	0	0	1.36	0	1.36	0	0	0.58	2	2.58	2.1	9.66	11.76		
Philosophy	L	0	0.5	0.5	0	0	0	0	0	0	0	0	0	0	0	0.5	0.5		
	H	0	0.5	0.5	0	0	0	0	0	0	0	0	0	0	0	0.5	0.5		
	Total	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1		
School of Visual & Performing	L	4.24	22.43	26.67	1.33	1.33	0.5	1.52	2.05	0	0	0	0	0	4.75	24.11	28.58		
	H	4.24	22.43	26.67	1.33	1.33	0.5	1.52	2.05	0	0	0	0	0	4.75	24.11	28.58		
	Total	8.48	44.86	53.34	2.66	2.66	1	3.04	4.1	0	0	0	0	0	9.5	48.22	57.16		
Sociology & Social Work	L	1	4.59	5.59	0	0	0.78	2.23	3.01	0.67	0.67	0.5	0.5	1	7.54	8	15.54		
	H	1	4.59	5.59	0	0	0.78	2.23	3.01	0.67	0.67	0.5	0.5	1	7.54	8	15.54		
	Total	2	9.18	11.18	0	0	1.56	4.46	6.02	1.34	1.34	1	1	2	15.08	16	31.08		
Total	L	2.57	11.55	13.72	1.88	1.88	1.36	4.07	5.43	0.67	0.67	0.5	0.5	1	3.88	18.67	22.56		
	H	2.57	11.55	13.72	1.88	1.88	1.36	4.07	5.43	0.67	0.67	0.5	0.5	1	3.88	18.67	22.56		
	Total	5.14	23.1	27.44	3.76	3.76	2.72	8.14	10.86	1.34	1.34	1	1	2	7.76	37.34	45.12		
Commerce	Accounting and Finance	L	11.55	36.65	48.2	18.51	18.51	5.83	20.63	26.32	2.47	2.47	2.79	1	5.79	55.15	114.75	175.9	
		H	11.55	36.65	48.2	18.51	18.51	5.83	20.63	26.32	2.47	2.47	2.79	1	5.79	55.15	114.75	175.9	
		Total	23.1	73.3	96.4	37.02	37.02	11.66	41.26	52.64	4.94	4.94	5.58	2	11.58	110.3	229.8		
	Economics	L	0	0.74	0.74	0	0	0	1.5	1.5	0	0	0	0	0	2.24	1.71	3.95	
		H	0	0.74	0.74	0	0	0	1.5	1.5	0	0	0	0	0	2.24	1.71	3.95	
		Total	0	1.48	1.48	0	0	0	3	3	0	0	0	0	0	4.48	3.42	7.9	
	Information Systems	L	0.5	1	1.5	0	0	0	0.06	0.06	2.5	2.5	0.5	0.5	3.5	2.5	2.09	2.58	
		H	0.5	1	1.5	0	0	0	0.06	0.06	2.5	2.5	0.5	0.5	3.5	2.5	2.09	2.58	
		Total	1	2	3	0	0	0	0.12	0.12	5	5	1	1	7	5	4.18	5.16	
	Management	L	1.96	9.44	11.4	0	0	3.4	1	4.4	0.25	0.25	2.5	2	7.15	15.32	17.47		
		H	1.96	9.44	11.4	0	0	3.4	1	4.4	0.25	0.25	2.5	2	7.15	15.32	17.47		
		Total	3.92	18.88	22.8	0	0	6.8	2	8.8	0.5	0.5	5	4	14.3	30.64	34.94		
	Total	L	2.98	12.71	15.6	0	0	4.7	3.34	4.03	0.75	0.75	1.5	1.5	3.49	3.96	27.84	28.75	
		H	2.98	12.71	15.6	0	0	4.7	3.34	4.03	0.75	0.75	1.5	1.5	3.49	3.96	27.84	28.75	
		Total	5.96	25.42	31.2	0	0	9.4	6.68	8.06	1.5	1.5	3	3	6.98	7.92	56.68		
Education	Education	L	0	0.18	0.18	0.06	0.06	0	0	0	0	0	0	0	0	0	0.21	0.21	
		H	0	0.18	0.18	0.06	0.06	0	0	0	0	0	0	0	0	0	0	0.21	0.21
		Total	0	0.36	0.36	0.12	0.12	0	0	0	0	0	0	0	0	0	0	0.42	0.42
	Total	L	1.18	34.96	36.14	4.2	4.2	1.94	5.48	7.12	0	0	0.5	4.8	5.8	4.52	48.22	52.86	
		H	1.18	34.96	36.14	4.2	4.2	1.94	5.48	7.12	0	0	0.5	4.8	5.8	4.52	48.22	52.86	
		Total	2.36	69.92	72.28	8.4	8.4	3.88	10.96	14.24	0	0	1	9.6	11.6	9.04	96.44	105.72	
	Health Science	Vocals Centre	L	1.38	0.21	1.59	0	0	0	0	0	1	1	0	0	2	1.5	6.09	6.39
			H	1.38	0.21	1.59	0	0	0	0	0	1	1	0	0	2	1.5	6.09	6.39
			Total	2.76	0.42	3.18	0	0	0	0	0	2	2	0	0	4	3	12.18	12.78
		Nursing	L	0	0.26	0.26	0	0	0	0	0	0	0	0	0	0	0	0.26	0.26
			H	0	0.26	0.26	0	0	0	0	0	0	0	0	0	0	0	0.26	0.26
			Total	0	0.52	0.52	0	0	0	0	0	0	0	0	0	0	0	0.52	0.52
		Pharmacy	L	0.25	3.6	3.75	0	0	0	0	0	0	0	0	0	0	1	2.75	3.75
			H	0.25	3.6	3.75	0	0	0	0	0	0	0	0	0	0	1	2.75	3.75
			Total	0.5	7.2	7.5	0	0	0	0	0	0	0	0	0	0	2	5.5	7.5
Rural Health		L	0.25	2.96	3.21	0	0	0	0	0	0	0	0	0	0	0	0.31	2.61	
		H	0.25	2.96	3.21	0	0	0	0	0	0	0	0	0	0	0	0.31	2.61	
		Total	0.5	5.92	6.42	0	0	0	0	0	0	0	0	0	0	0	0.62	5.22	
School of Human Life Sciences		L	0	7.15	7.15	0.08	0.08	0	0	0	0	0	0	0	0	0.02	7.17	7.2	
		H	0	7.15	7.15	0.08	0.08	0	0	0	0	0	0	0	0	0.02	7.17	7.2	
		Total	0	14.3	14.3	0.16	0.16	0	0	0	0	0	0	0	0	0.04	14.34	14.4	
School of Medicine	L	4.1	18.58	22.68	0	0	1.1	1.75	2.85	2.68	2.68	0	3.5	2.5	2.8	35.32	20.15		
	H	4.1	18.58	22.68	0	0	1.1	1.75	2.85	2.68	2.68	0	3.5	2.5	2.8	35.32	20.15		
	Total	8.2	37.16	45.36	0	0	2.2	3.5	5.7	5.36	5.36	0	7	5	5.6	70.64	40.3		
Total	L	3	1.75	1.75	0	0	0.51	0.8	1.11	0	0	0	0	0	0	2.65	2.65		
	H	3	1.75	1.75	0	0	0.51	0.8	1.11	0	0	0	0	0	0	2.65	2.65		
	Total	6	3.5	3.5	0	0	1.02	1.6	2.22	0	0	0	0	0	0	5.3	5.3		
Law	Law	L	2.25	7.72	7.97	0	0	0	1.83	1.83	0.27	0.27	0	0	0	1.27	8.62	9.89	
		H	2.25	7.72	7.97	0	0	0	1.83	1.83	0.27	0.27	0	0	0	1.27	8.62	9.89	
		Total	4.5	15.44	15.94	0													

TABLE TWO

## Research Higher Degree Heads Report

Faculty	School	Domestic						All Domestic Students	Overseas						All Overseas Students	All RHD Students
		Masters			PhD				Masters			PhD				
		FT	PT	Total	FT	PT	Total		FT	PT	Total	FT	PT	Total		
<b>Arts</b>	Aboriginal Studies	1	0	1	1	0	1	2	0	0	0	0	0	0	0	2
	Art - Hobart	12	18	30	14	12	26	56	1	0	1	0	0	0	1	57
	Asian Languages & Studies	0	3	3	3	4	7	10	0	0	0	3	0	3	3	13
	English, Journ & Euro Lang	5	8	13	11	7	18	31	0	0	0	0	0	0	0	31
	Government	1	4	5	11	9	20	25	0	0	0	2	0	2	2	27
	History & Classics	3	15	18	6	23	29	47	0	0	0	0	0	0	0	47
	Music, Conservatorium of	1	1	2	3	3	6	8	0	0	0	2	0	2	2	10
	Philosophy	3	5	8	21	14	35	43	1	0	1	1	0	1	2	45
	School of Visual & Performing	6	4	10	5	1	6	16	1	0	1	0	0	0	1	17
	Sociology & Social Work	0	11	11	14	15	29	40	1	0	1	0	0	0	1	41
	Total	32	69	101	89	88	177	278	4	0	4	8	0	8	12	290
<b>Commerce</b>	Accounting and Finance	0	1	1	0	3	3	4	0	0	0	0	0	0	0	4
	Economics	0	1	1	1	3	4	5	0	0	0	1	0	1	1	6
	Information Systems	0	1	1	10	10	20	21	0	0	0	2	1	3	3	24
	Management	0	0	0	5	9	14	14	0	0	0	2	1	3	3	17
	Total	0	3	3	16	25	41	44	0	0	0	5	2	7	7	51
<b>Education</b>	Education	0	10	10	28	54	82	92	0	0	0	6	1	7	7	99
	Total	0	10	10	28	54	82	92	0	0	0	6	1	7	7	99
<b>Health Science</b>	Epidemiology(Menzies Centre)	1	1	2	6	2	8	10	0	0	0	2	0	2	2	12
	Nursing	0	0	0	4	3	7	7	0	0	0	0	0	0	0	7
	Pharmacy	0	2	2	3	0	3	5	0	0	0	0	0	0	0	5
	Rural Health	1	2	3	1	2	3	6	0	0	0	0	0	0	0	6
	School of Human Life Sciences	0	2	2	5	4	9	11	0	0	0	1	0	1	1	12
	School of Medicine	0	7	7	24	14	38	45	0	0	0	4	0	4	4	49
	Total	2	14	16	43	25	68	84	0	0	0	7	0	7	7	91
<b>Law</b>	Law	1	1	2	2	16	18	20	0	0	0	0	0	0	0	20
	Total	1	1	2	2	16	18	20	0	0	0	0	0	0	0	20
<b>Science,</b>	Agricultural Science	2	3	5	39	32	71	76	0	0	0	7	0	7	7	83
<b>Engineering &amp; Technology</b>	Aquaculture	0	2	2	22	9	31	33	0	0	0	10	1	11	11	44
	Architecture & Urban Design	1	2	3	1	2	3	6	0	0	0	1	0	1	1	7
	C O D E S	1	4	5	14	12	26	31	1	1	2	8	0	8	10	41
	Chemistry	1	0	1	10	10	20	21	0	1	1	0	1	1	2	23
	Computing	0	1	1	6	6	12	13	1	0	1	0	0	0	1	14
	Earth Sciences	0	2	2	6	1	7	9	0	0	0	0	0	0	0	9
	Geography & Environmental Stud	2	4	6	31	29	60	66	1	0	1	2	0	2	3	69
	Mathematics and Physics	0	7	7	34	27	61	68	0	1	1	4	0	4	5	73
	Plant Science	0	4	4	17	13	30	34	0	0	0	4	0	4	4	38
	Psychology	1	1	2	14	24	38	40	0	0	0	1	0	1	1	41
	School of Engineering	2	7	9	10	11	21	30	2	0	2	6	0	6	8	38
	School of Zoology	1	7	8	26	12	38	46	2	0	2	4	1	5	7	53
	Total	11	44	55	230	188	418	473	7	3	10	47	3	50	60	533
<b>Total</b>		<b>46</b>	<b>141</b>	<b>187</b>	<b>408</b>	<b>396</b>	<b>804</b>	<b>991</b>	<b>11</b>	<b>3</b>	<b>14</b>	<b>73</b>	<b>6</b>	<b>79</b>	<b>93</b>	<b>1084</b>

TABLE THREE

## Reasons for Withdrawal/Lapse/Termination from Research Higher Degree Candidature from 1.1.1991 - 6.10.2003

Reason for Withdrawal/Lapse/Termination	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	Totals
Reason not recorded	4	13	9	35	2	1	2	2		1	8	6	6	89
Could not be contacted					16	8	5	2	6	9	9	9	7	71
Financial	2		3	4	9	4	5	2	4	1	4	4	2	44
Insufficient time	1	1			1	5	4	1	1	1	2	2	1	20
Lost/change of interest				3	2	1	2	1	5	3	4	3	4	28
Moved overseas									2	1				3
Moved out of Tasmania					2		1	3	3	2	4	1	2	18
No reason given	10	2	9	4	7	9	11	11	6	3	4	3		79
No supervisor available	2	1	1						2	2	1	2		11
Other	5	4	1	8	9	5	4	2	9	2	3	7		59
Personal	1	1	2	5	10	13	12	9	37	24	10	15	8	147
Problems with Research Project									1	3			1	4
Supervisor left		1		1			1	1	2					6
Transferred to another course at UTas							1	1	3	6	2		1	14
Transferred to another institution	2	1	4	6	6	8	7	7	11	9	7	11	2	81
Transferred to another school at UTas							1	1		1				3
Work pressure	2	3	6	4	7	9	9	18	14	12	16	12	7	119
<b>Totals</b>	<b>29</b>	<b>27</b>	<b>35</b>	<b>70</b>	<b>71</b>	<b>63</b>	<b>65</b>	<b>61</b>	<b>106</b>	<b>80</b>	<b>74</b>	<b>75</b>	<b>41*</b>	<b>796</b>

\* Total to 6.10.2003

**TABLE FOUR**

**The number of Research Higher Degree Candidates who have Withdrawn/Lapsed/Terminated by Scholarship by number of Equivalent Full Time Years 1.1.1995-6.10.2003**

Year	Number of Withdrawals/Lapses/Terminations (W/L/T)	EFT < One Year of Candidature				EFT > One Year		EFT > Three years		Number of W/L/T for whom balance of unused \$ could have been used to partially fund another scholarship	% of all W/L/T on scholarship	
		Number of non-scholarship W/L/T	% of all W/L/T	Number of W/L/T on scholarship	% of all W/L/T	Number of W/L/T on scholarship	% of all W/L/T on scholarship	Number of W/L/T on scholarship	% of all W/L/T on scholarship			
2003	41 (to 6 Oct 03) Scholarships = 11 Non-scholarships = 30	17	41%	1	2.4%	7	63.6%	3	27.3%	10	91%	
2002	75 Scholarships = 19 Non-Scholarships = 56	24	32%	5	6.7%	7	36.8%	7	36.8%	13	68%	
2001	74 Scholarships = 21 Non-scholarships = 53	24	32%	4	5.4%	10	47.6%	7	33.3%	14	67%	
2000		79	26	33%	25	32%	13	52%	6	24%	4	25%
1999		105	37	35%	28	27%	26	93%	12	43%	2	7%
1998		62	21	34%	26	40%	21	81%	12	46%	1	4%
1997		66	29	44%	14	21%	11	78%	4	29%	1	7%
1996		64	13	20%	15	23%	11	73%	2	13%	1	7%
1995		70	19	27%	5	7%	2	40%	2	40%	2	40%

**TABLE FIVE** 2002 Research Higher Degree Completions and the average thesis submission time

<b>Masters</b>	<b>School</b>	<b>School Name</b>	<b>Number</b>	<b>Average Years</b>
	BEA	Economics	1	1.38
	BLA	Law	1	5.73
	BSA	Information Systems	1	2.76
	CHA	Medicine(Physiology)	1	2.61
	ESA	Secondary and Post-Compulsory Education	1	1.97
	FFA	School of Art - Launceston	1	1.80
	FSA	Art - Hobart	6	2.40
	HEA	English,Journalism & European Languages	3	1.99
	HGA	Sociology & Social Work	1	2.14
	HTA	History & Classics	1	2.89
	KDA	Architecture & Urban Design	1	3.19
	KEB	C O D E S	1	4.84
	KGE	Geography & Environmental Studies	2	3.11
	KKA	Engineering (Civil & Mechanical)	3	1.18
	KLA	Agricultural Science	2	2.73
	KPA	Plant Science	1	2.07
	KSA	Mathematics & Physics (IASOS)	1	2.24
	KZA	Zoology	2	2.95
	<b>Total All Masters</b>		<b>30</b>	<b>2.50</b>
<b>PhD's</b>	<b>School</b>	<b>School Name</b>	<b>Number</b>	<b>Average Years</b>
	BLA	Law	1	3.67
	BMA	Management	2	3.56
	CBA	Medicine (Biochemistry)	4	3.62
	CHA	Medicine(Physiology)	3	3.91
	CJA	Medicine (Pathology)	1	4.35
	CLA	Medicine (General Practice)	1	3.57
	EPA	Early Childhood and Primary Education	1	4.10
	ESA	Secondary and Post-Compulsory Education	1	4.92
	FCA	Conservatorium of Music	2	2.59
	FSA	Art - Hobart	3	3.84
	HEA	English,Journalism & European Languages	2	3.33
	HEG	EJEL - German	1	3.58
	HGA	Sociology & Social Work	1	4.04
	HMC	Asian Languages & Studies-Chinese	1	4.65
	HMJ	Asian Languages & Studies -Japanese	1	4.47
	HPA	Philosophy	3	3.36
	HTA	History & Classics	4	3.49
	KEA	Earth Sciences	1	4.67
	KEB	C O D E S	7	4.31
	KGA	Geography & Environmental Studies	3	4.21
	KGE	Geography & Environmental Studies	4	4.46
	KGS	Surveying	2	4.09
	KHA	Psychology	6	4.38
	KLA	Agricultural Science	3	2.69
	KMA	Mathematics & Physics (Mathematics)	1	3.25
	KNA	Engineering (Electrical)	3	3.30
	KPA	Plant Science	3	4.36
	KQA	Aquaculture	11	3.97
	KRA	Chemistry	3	4.30
	KSA	Mathematics & Physics (IASOS)	7	4.22
	KXA	Computing	2	4.51
	KYA	Mathematics & Physics (Physics)	1	4.53
	KZA	Zoology	12	4.02
	<b>Total All PhD's</b>		<b>101</b>	<b>3.96</b>

**TABLE SIX****Summary of Examination results by Faculty for candidates who completed in 2002**

Faculty	A		B		C		D	
	Masters	PhD	Masters	Phd	Masters	PhD	Masters	PhD
Arts	4	8	8	11				
Commerce	1			2	1			
Education			1	2				
Health Science		1	1	8				
Law				1			1	
Science and Engineering	3	8	10	57		3		
<b>Total</b>	<b>8</b>	<b>17</b>	<b>20</b>	<b>81</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>0</b>

Key to Recommendations:

A = be awarded

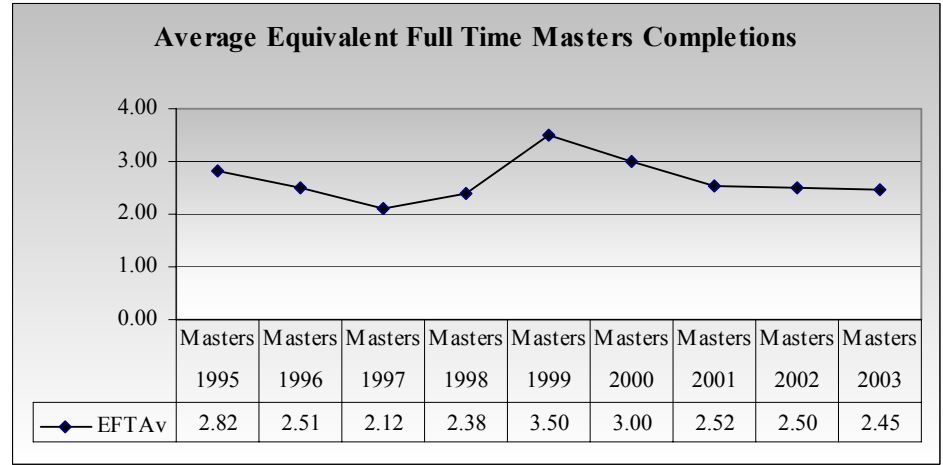
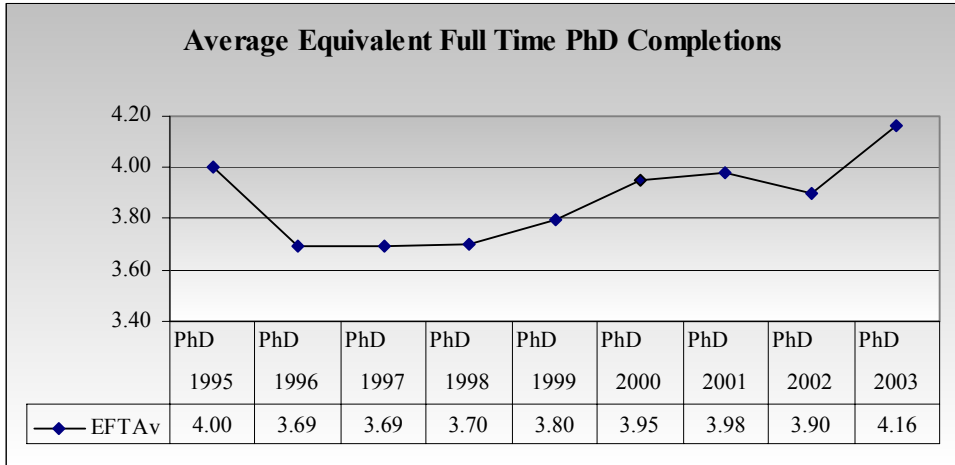
B = be awarded provided passages and textual errors are revised or corrected to the satisfaction of the HoS

C = be not yet awarded but candidate is permitted to revise the thesis for re-examination

D = not be awarded but the appropriate degree of Master be awarded

**TABLE SEVEN**

**Average Full-Time Equivalent (EFT Av) Completions for PhD's and Masters 1995-2003**



**Average Full-Time Equivalent (EFT Av) Withdrawals for PhD's and Masters 1995-2003**

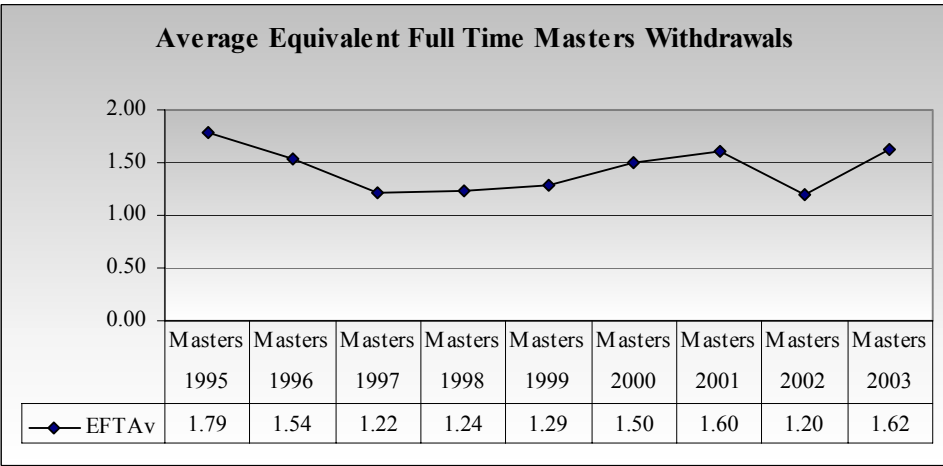
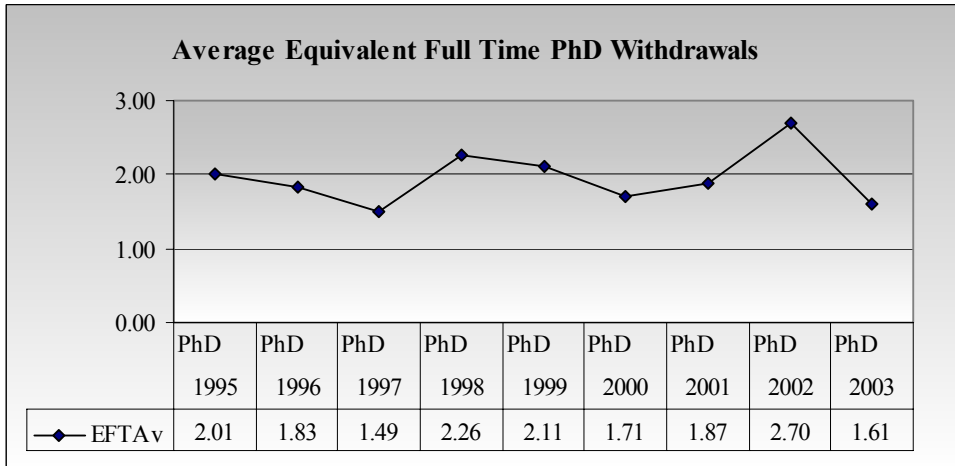


TABLE EIGHT

Research Output 2002

ARTS	TOTAL		PHD/MASTERS		PERCENTAGE	
	ITEMS	WEIGHTED	ITEMS	WEIGHTED	ITEMS	WEIGHTED
Art (Hobart)	42	42.00	14	14.00	33	33
Asian Languages and Studies	14	13.50	2	2.00	14	14
Conservatorium of Music	4	4.00	1	1.00	25	25
English, Journalism and European Languages	38	37.50	1	1.00	2	2
Government	44	40.00	2	2.00	4	5
History and Classics	48	46.50	6	7.00	12	15
Philosophy	32	30.17				
Riawunna	20	20.00				
Sociology and Social Work	43	35.67	6	4.83	13	13
Visual and Performing Arts	52	52.00	8	8.00	15	15
<b>Sub Total</b>	<b>337</b>	<b>321.33</b>	<b>40</b>	<b>39.83</b>	<b>11</b>	<b>12</b>
<b>COMMERCE</b>						
Accounting and Finance	3	3.00				
Economics	14	13.17	1	0.50	7	3
Information Systems	22	20.00	16	10.83	72	54
Management	28	23.33	2	0.53	7	2
<b>Sub Total</b>	<b>67</b>	<b>59.50</b>	<b>19</b>	<b>11.87</b>	<b>28</b>	<b>19</b>
<b>EDUCATION</b>						
Centre for Research and Learning in Regional Aust	27	24.42	4	3.50	14	14
Education	82	68.68	1	2.00	1	2
<b>Sub Total</b>	<b>109</b>	<b>93.10</b>	<b>5</b>	<b>5.50</b>	<b>4</b>	<b>5</b>
<b>HEALTH SCIENCE</b>						
Anatomy and Physiology	29	14.73	22	6.08	75	41
Biochemistry	16	19.74	14	9.67	87	48
General Practice	12	7.67				
Human Life Science	33	19.09	13	4.36	39	22
Medicine (Discipline)	53	24.64	1	1.12	1	4
Menzies Centre	35	25.56	9	1.95	25	7
Nursing	11	11.12		2.12		19
Paediatrics and Child Health	3	2.17				
Pathology	4	8.83	2	2.40	50	27
Pharmacy	15	9.60	6	2.62	40	27
Psychiatry	14	11.25		0.44		3
Rural Health	16	13.68				
Surgery	5	3.27	1	0.67	20	20
<b>Sub Total</b>	<b>246</b>	<b>171.32</b>	<b>68</b>	<b>31.43</b>	<b>27</b>	<b>18</b>
<b>LAW</b>						
Law	73	71.32		1.00		1
<b>Sub Total</b>	<b>73</b>	<b>71.32</b>		<b>1.00</b>		<b>1</b>
<b>SCIENCE, ENGINEERING AND TECHNOLOGY</b>						
Agricultural Science	174	63.56	50	15.57	28	24
Architecture	41	40.33		0.71		1
Central Science Laboratory	4	5.28				
Centre for Food Safety and Quality		8.00		0.33		4
Centre for Ore Deposit Research - CODES SRC	27	16.57	10	3.31	37	19
Chemistry	47	29.90	18	7.88	38	26
Computing	23	14.20				
CRC-Antarctic and Southern Ocean Environm	11	9.79				
CRC-Sustainable Production Forestry		7.62		3.83		50
Earth Sciences	9	6.10	1	0.95	11	15
Engineering	50	42.52	19	9.25	38	21
Geography and Environmental Studies	94	78.84	30	26.30	31	33
IASOS	27	15.92	15	5.99	55	37
Mathematics	38	29.55	1	0.50	2	1
Physics	17	8.51	3	1.53	17	18
Plant Science	37	29.61	10	6.83	27	23
Psychology	61	54.56	24	28.10	39	51
TAFI - Aquaculture	56	49.75	36	17.87	64	35
TAFI - Fish Health Unit		3.25				
TAFI - Marine Research Laboratory	94	74.08	18	7.82	19	10
TAFI - Zoology		1.17				
Tasmanian Institute of Agricultural Research		61.08		4.28		7
Zoology	68	46.95	42	23.93	61	50
<b>Sub Total</b>	<b>878</b>	<b>697.14</b>	<b>277</b>	<b>164.98</b>	<b>31</b>	<b>23</b>
<b>TOTAL</b>	<b>1710</b>	<b>1413.71</b>	<b>409</b>	<b>254.61</b>	<b>23</b>	<b>18</b>



TABLE NINE

## Comparison of Surveys (Evaluation of Quality of Supervision and the Research Environment)

Supervision and Research Environment	Sep 01	Sep 02	Sep 03	Sep 01	Sep 02
	mean	mean	mean	to	to
	answer	answer	answer	Sep 02	Sep 03
<b>Section 2 (Supervision)</b>					
has directed me to resources useful for starting my project	1.97	1.83	1.97	0.14	-0.14
demonstrates expertise in my research topic	1.89	1.75	1.96	0.14	-0.21
effectively communicates his/her expertise	1.89	1.78	1.94	0.10	-0.16
encourages me in my research	1.64	1.58	1.72	0.06	-0.14
requires me to think independently	1.47	1.40	1.45	0.07	-0.06
is available for discussion when needed	1.95	1.84	1.96	0.11	-0.11
gives competent advice on research methodology when asked	1.89	1.82	1.93	0.07	-0.11
requires me to plan my work and meet deadlines	2.12	2.06	2.21	0.06	-0.15
provides timely feedback on written work	2.10	2.00	2.04	0.10	-0.04
provides constructive criticism	1.84	1.81	1.85	0.03	-0.03
promotes opportunities for self direction	1.70	1.69	1.79	0.01	-0.09
<b>Section 3 (Research Environment)</b>					
I have been given an adequate introduction to the School and its facilities	2.17	2.14	2.05	0.03	0.08
I have been advised about School supervision practices	2.44	2.29	2.36	0.15	-0.06
I have adequate workspace within the School	1.98	2.02	1.81	-0.05	0.21
I have adequate access to the facilities I need for my research	2.11	2.05	1.92	0.05	0.13
I am aware of the standards expected for my degree	2.08	2.03	2.08	0.05	-0.05
I have opportunities to develop my presentation skills	1.95	1.91	1.66	0.04	0.26
I am encouraged to present my work at school seminars	1.98	1.90	1.73	0.08	0.17
I am encouraged to write papers or regular research reports	1.96	1.92	1.98	0.04	-0.07
I am assisted in presenting my work at major conferences	2.42	2.25	2.42	0.17	-0.16
I am offered some financial support to attend conferences	2.47	2.34	2.19	0.13	0.15
I consider that I am part of the School	2.18	2.04	1.94	0.14	0.10
The funding arrangements for my research have been explained to me	2.61	2.52	2.63	0.08	-0.10
The annual review meeting has assisted the progress of my research	2.84	2.71	2.71	0.13	0.00
<b>mean over all questions</b>	<b>2.06</b>	<b>1.98</b>	<b>2.01</b>	<b>0.08</b>	<b>-0.03</b>
<b>total responses</b>	<b>241</b>	<b>245</b>	<b>120</b>		