

# **2002 Annual Report: The Quality of Research Higher Degree Supervision**

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

Associate Professor Carey Denholm (Chair and Dean of BGSR), Associate Professor Richard Coleman (Deputy Dean), Professor Andrew Glenn (PVC-R), Professor Frank Bullen (Deputy Chair of Academic Senate), Professor Jeff Summers, Dr Chris Carter, Dr Brian Yates, Ms. Joanna Richardson (Postgraduate Representative), Dr Kate Crowley, Associate Professor Sylvia Kirov and Dr Gail Reardon (Secretary)

## **Meetings held from 20.10.01 - 4.10.02**

Six meetings of the Board of Graduate Studies by Research were held on the following dates: 16/11/01; 15/02/02; 12/04/02; 31/05/02; 19/07/02; 13/09/02.

## **1.0 New initiatives during 2002 and/or completed items from 2001**

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.

- 1.1 Inclusion of generic knowledge and skills of research higher degree graduates in the 2002 Handbook;
- 1.2 A regular supervisors education and training program;
- 1.3 Continued implementation of the process of registration of supervisors;
- 1.4 Implementation of an extensive generic skills program for candidates to be offered on two occasions each year;
- 1.5 Implementation of the Dean's Commendation List for Outstanding Doctoral Theses and the establishment of up to five prestigious BGSR Scholarships;
- 1.6 Changes to the Ordinance of Student Complaints and Student Discipline as they apply to RHD candidates and the role of the BGSR;
- 1.7 Development of minimum standards for RHD candidates;
- 1.8 A review of induction sessions and induction booklets;
- 1.9 Changes in the scholarship advertising schedule and style of advertisements;
- 1.10 Policy paper on the needs of part-time candidates;
- 1.11 Improvements with communication and processes involving international candidature;
- 1.12 Pilot study within the School of Government for a new web-based Annual Review process.

## **2.0 Ongoing discussion and consultation**

It is anticipated that the following items will continue to be examined and appropriate plans and procedures developed during 2003 concerning the following:

- 2.1 Implementation and monitoring of the minimum standards for RHD candidates;
- 2.2 Implementation of a web-based preliminary plan;
- 2.3 Implementation of a web-based thesis submission survey to be completed by candidates at the point of submission of their thesis for examination;
- 2.4 Revised and expanded 2<sup>nd</sup> edition of "Six Steps to the Completion of a Research Higher Degree" to incorporate links to web forms and addressing the needs of part-time candidates;
- 2.5 Generic skills training in research methods and statistics;
- 2.6 Implementation of a new web-based Annual Review format and processes;
- 2.7 Continued discussion and planning for the need for a physical space in both Launceston and Hobart for RHD candidates.

### **3.0 Candidate and supervisor general information**

The current EFTSU load and candidate numbers of current research higher degree candidates by type of degree are presented in Tables 1 and 2. Table 1 indicates a load of 671.4 EFTSU. Of the 1068 candidates listed in Table 2, 53% of candidates are male and 51.6 % (546 candidates) are full time, which has increased from 47.7% or 473 candidates in 2001. International candidate numbers have increased from 75 in 2001 to 96 in 2002. At as September 10, 2002, 76 candidates had submitted their thesis for examination, and 80 candidates have already graduated in 2002, either through Council or at the August 2002 graduation ceremonies.

Table 3 presents a summary of withdrawals from 1991 – 2002; 47 candidates had withdrawn in 2002. The most common reason given for withdrawal was transferring to another institution (9 candidates or 19%). There is certainly a pattern emerging where candidates (may) move off scholarship, move from full-time to part-time, enter employment, seek a suspension and then, as a response to work-related pressures, withdraw from candidature. It is also particularly crucial for international candidates that their thesis is submitted for examination prior to returning to their home country as in some cases, incomplete theses have been taken with them or left within the School for the process of editing and assembly.

Table 4 presents information on candidates who were holding a scholarship at the time of withdrawal. From this data there appears to be only a slight difference between scholarship and non-scholarship holders who withdrew in 2001. There are however, some concerning trends in that several candidates withdrew after 3 EFT years on scholarship while 17 (81%) spent between 1 and 3 years of candidature prior to withdrawing. Of concern is that the overall time for withdrawal is increasing. That is, candidates are remaining longer (possibly on scholarship) at the University prior to withdrawal. It is therefore important for all supervisors to remain attentive to the progress and situation involving each candidate and to raise with them during supervision sessions their degree of satisfaction and intended timeline for submission of the thesis.

In 2001 a total number of 122 candidates completed (Table 5) with an average thesis submission time of 2.5yrs (Master) and 3.96yrs (Doctoral). A breakdown of examination results for candidates who completed their degrees in 2001 is presented in Table 6, revealing that approximately 93% of examiner's recommendations are either the A or B category. Table 7 provides a graphic display of completions and withdrawals over the period January 1995 to June 2001.

Presented in Table 8 are the publication listings by Faculty and School during the year 2001 which included the name of a current postgraduate research higher degree candidate. This table indicates that for the reporting year 2001, 25% of all publications within this year included the name and involved the work of a current postgraduate candidate. This level of activity appears to be quite stable as can be seen in the level of activity reported in past years: 2000 (25%) 1999 (26%), 1998 (26%), 1997 (25%). The wide variability across Schools in terms of involvement of candidates in publication should be noted.

### **4.0 Annual candidate survey of supervision**

During August - September the annual survey took place with 249 responses having been received to date (24.9% of all continuing candidates). The summary of responses to questions about the quality of supervision and the research environment by Faculty and the annual comparison of responses are presented in Table 9. Twenty three of the 24 items show improvement from the 2001 survey. Comparing the 2001 mean response, an overall positive mean response in 2002 (0.08) is revealed.

Although indicating a positive trend, of particular note are the 10/13 scores in the area of Research Environment that have been scored at “2” indicating a strong but not excellent evaluation. Responses to questions dealing with Supervision indicate a far more positive trend compared with

the 2001 survey. High satisfaction continues to be recorded with the following areas of supervision:

- Requires me to think independently
- Promotes opportunities for self direction
- Demonstrates expertise in my research topic
- Effectively communicates his/her expertise
- Provides constructive criticism

Improvements are noticeable in all questions, except for a decline in the level of satisfaction regarding workspace provided within the School

## **5.0 Scholarships**

There have been two research scholarship rounds for domestic candidates since the 2001 report: the major 2002 round (closed 31 October 2001) and a large mid-year round in June 2002. There was a slight increase in the number of applications received for the major 2002 round; 236 applications were received resulting in an increase of 10 (or 4.5%) on the previous round. There was a marked increase in the number of applications for the 2002 mid-year round; 111 applications received compared to 56 in the previous round. A total of 101 scholarships were accepted across these rounds: 43 APAs, 52 TPRS and 6 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. Three BGSR scholarships were offered in 2002.

## **6.0 Annual progress reviews of candidature**

With the submission of this report 471 annual progress reviews of candidature had been received with a preliminary indication that 294 (62%) candidates were assessed at level A, 119 (25%) at level B, 32 at level C and to date, one at level D. Another 20 were received for candidates currently on suspension, and hence without an assigned level. 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 Sub-Committee of the Board on Candidature.

## **7.0 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. As at 13 September 2002 over 430 Supervisors had become registered. Registered Supervisors will receive regular information bulletins concerning research activities, policies and initiatives as well as increased opportunities to participate in professional development workshops focused on supervision practice.

## **8.0 Activities of the Dean**

### **8.1 Annual visits**

Commencing in August and ending in mid-September, the Annual Visits provided postgraduate students within the Faculty of Science and Engineering and Health Science with an opportunity to attend a forum for the discussion of matters related to their candidature and more general issues affecting postgraduates. Meetings with postgraduates were followed by a meeting with the Head of School. The purpose of this meeting was to review each candidate under their responsibility, relay feedback from sessions with candidates, and to discuss general issues about research higher degrees. 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, specialist library needs, the process of examination, completion times and institutional policies and, the policy on scholarship extensions. Follow up individual meetings have been held with candidates on the basis of issues raised during the School visit.

## **8.2 Attendance at Deans' conferences**

Two national meetings of Deans and Directors of Graduate Studies (DDOGS) were attended where the focus of discussion related to matters of candidature, scholarships, trends in examination, professional doctorates, maintenance of standards and the implications of the new funding formula, completion rates and, the research training plans. The Dean is also a member of the Tas-Vic DDOGS group and attended one meeting in Melbourne.

## **8.3 Advertised workshops and seminars**

### *Candidates*

A total of 45 separate sessions in Semester 1 were attended by 500 candidates and were led by academics and administrative personnel: Dr Dominic Geraghty, Dr Chris Carter, Dr Sue Jones and Associate Professor Richard Coleman (Time and Project Management); Mr. Peter Tatham (Career and Career Planning); Mr Richard Dearden, Ms Alison Johnston, Ms Janet Hallam, Mr Ian Bollard, Ms Kate Walpole, Ms Nina Prasalova, Mr Roger Carter, Ms Sandy Von Allmen, Ms Susan Bell (End Note, Overview of Database searching, Current Contents and Web of Science); Mr David Waters and Ms Christine Jessup (Reading Strategies; The role of the thesis writer; The literature review and constructing the chapters; Editing and writing habits); Professor Andrew Glenn (The process of research: Ways of thinking from beginning to the end); Ms Serena King, Mr Marc Hood and Mr Colin Clark (Stress and stress management); Dr David Coady (Arguments); Associate Professor Carey Denholm (The oral seminar); Dr Christopher Newell (Win-Win Research: Fostering Ethical thinking and practice).

### *Supervisors*

A total of 18 separate seminars were attended by 213 supervisors and were led by academic and administrative personnel: Ms. Phillipa Ormandy (When the supervisor needs to raise questions of authorship, intellectual property and ethical behaviours); Dr Frances Martin and Dr Mark Hovenden (When the supervisor needs to assist the candidate to remain focussed and motivated on the research and/or thesis writing); Dr Linda Burrows (When the supervisor becomes aware of personal issues affecting the candidate's research and needs to discuss these with the candidate); Mr Peter Tatham (When the candidate is searching for a future career direction); Dr Kelvin Michael and Assoc Prof Jonathon Holmes (When the supervisor needs to provide appraisal and feedback of the candidate's work following a research presentation); Assoc Prof Carey Denholm (When the Supervisor needs an update on internal changes to research higher degree policies and procedures).

The three remaining seminars for 2002 are: 'When, as part of a research team, the candidate is no longer acting as a team player'; 'When the candidate-supervisor relationship breaks down'; 'When you need to re-vitalise your School's induction program and annual review meetings'

## **8.4 Other meetings and responsibilities**

The Dean convened the following meetings:

- Three sessions for current honours students were held in Hobart and Launceston to discuss candidature and applications for scholarships.
- Orientation sessions for new research higher degree candidates were offered on two occasions in Hobart and Launceston and were well attended.
- The BGSR Graduate Awards Sub-Committee (the Dean, Associate Professor Sylvia Kirov, Associate Professor Andrew McMinn, Dr. Kate Crowley, Dr. Frances Martin, Ms. Kylie Kapeller) met on five occasions to determine the rankings for the mid-year APA, TPRS, IPRS and the Thomas Crawford Scholarship.
- The BGSR Registration Sub-Committee (the Dean, Professor Jamie Kirkpatrick, Dr. Brian Yates, Associate Professor Sylvia Kirov, Dr. Francis Martin, Dr Gail Reardon) met on two occasions to consider nominations to the registry of research higher degree supervisors and the procedures for registration.

- Joint meetings with staff at the International Office, RHD Unit to improve processes with international recruitment, admission, enrolment and candidature records;
- Three meetings of the Board of Graduate Studies by Research Appeals Committee (Associate Professor Richard Coleman, Deputy Dean and Chair, Dr. Kate Crowley, Dr. Brian Yates, Ms. Joanna Richardson (TUPA representative)).

The Dean is also 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 represented the BGSR at five of the six meetings of Academic Senate.

### **8.5 Publications**

The following activities in relation to publications have been completed or are in the final stages of preparation:

- The booklet, Six Stages to the Completion of a Research Higher Degree will be revised and expanded and ready for candidates in 2003.
- The annual publication on Postgraduate Research Activity which includes details about any publication (or thesis completion) involving a postgraduate candidate was completed. Heads of School receive their individual information, Deans of Faculties receive a copy of all information within their faculty and the Pro-Vice Chancellor and Vice Chancellor receive a bound copy of all research activity.
- The Dean, assisted by the Executive Officer, RHD, supervised production and contents of the 2002 Annual RHD Handbook.

### **9.0 Recommendations for 2003**

The following issues will require careful emphasis and some attention by Members of the Board during 2003:

- Continued development of the generic skills workshops for both candidates and supervisors with summaries to appear on the Web;
- The examination processes involving the first professional doctorate candidates;
- Decisions concerning the management of prolonged candidature;
- Monitoring of supervisor registration;
- Implementation of equity scholarships and one dedicated scholarship for an Aboriginal and Torres Strait Islander;
- Improved processes involving international candidates and, a the design of a single admissions/scholarship application form;
- Development of a mechanism to foster an increase in the number of industry co-funded scholarships;

**Associate Professor Carey Denholm  
Dean of Graduate Studies by Research  
Presented to Academic Senate, October 18th, 2002**

Table 1 - RHD Load 23 September 2002

		RTS			HECS Liabile		Fee Waived			Overtime		FFPOS			All Masters	All PhD	All RHD
		Comm	Cont	Total	Cont	Total	Comm	Cont	Total	Cont	Total	Comm	Cont	Total	Load	Load	Load
Arts	Aboriginal Studies	0.5	0	0.5	1	1	0	0	0	0	0	0	0	0	1	0.5	1.5
	Art - Hobart	3.9	22.6	26.5	4	4	0	0	0	1.1	1.1	0	1	1	15.6	17	32.6
	Asian Languages & Studies	0.5	2.8	3.3	0.7	0.7	0	0	0	0	0	1.5	3	4.5	2	6.5	8.5
	English & Euro Languages & Lit	5.1	9.4	14.5	3	3	0	0	0	0	0	0	1	1	9	9.5	18.5
	Government	0.9	8	8.8	5	5	0	0	0	0	0	0	0	0	2.5	11.4	13.8
	History & Classics	4.3	19.1	23.4	6	6	0	0	0	0	0	0	0	0	10.9	18.5	29.4
	Music, Conservatorium of	0.4	2.8	3.2	0	0	0	0	0	0	0	0	1	1	1.7	2.5	4.2
	Philosophy	4.3	14.4	18.6	2.4	2.4	0	0	0	0	0	0	0.5	0.5	2.9	18.6	21.5
	School of Visual & Performing	1.3	6	7.3	0	0	0	0	0	0	0	0	0	0	5.8	1.5	7.3
	Sociology & Social Work	3	10.2	13.2	4.4	4.4	0	0	0	0.2	0.2	1	0.5	1.5	6	13.3	19.3
	Total	24.2	95	119.3	26.5	26.5	0	0	0	1.3	1.3	2.5	7	9.5	57.4	99.2	156.6
Commerce	Accounting and Finance	0.4	2	2.4	0	0	0	0	0	0	0	0	0	0	1.2	1.3	2.4
	Economics	0	2.4	2.4	0	0	0	0	0	0	0	0.5	2.5	3	0.9	4.5	5.4
	Information Systems	1.2	9.6	10.8	0	0	0	0	0	0.5	0.5	1	0	1	0	12.3	12.3
	Management	1.4	5.5	6.9	0	0	0	0	0	0	0	0.7	0.6	1.4	0.2	8.1	8.3
		Total	3	19.5	22.6	0	0	0	0	0	0.5	0.5	2.2	3.1	5.4	2.2	26.2
Education	Education	7.4	34.8	42.2	3.8	3.8	0.6	0	0.6	0	0	1.3	3.6	4.9	6.1	45.4	51.5
		Total	7.4	34.8	42.2	3.8	3.8	0.6	0	0.6	0	1.3	3.6	4.9	6.1	45.4	51.5
Health Science	Nursing	0.8	3.5	4.3	0	0	0	0	0	0	0	0	0	0	0.8	3.5	4.3
	Pharmacy	0	3	3	0	0	0	0	0	0	0	0	0	0	1	2	3
	School of Human Life Sciences	0.9	4.7	5.6	0.1	0.1	0	0	0	0	0	0.5	0	0.5	0.4	5.8	6.2
	School of Medicine	4.1	24.5	28.6	1.7	1.7	0	0	0	0	0	1	4.5	5.5	7.3	28.5	35.8
		Total	5.8	35.7	41.5	1.8	1.8	0	0	0	0	1.5	4.5	6	9.6	39.8	49.3
Law	Law	2.2	10.2	12.4	0	0	0	0	0	0	0	0	0	0	3.8	8.6	12.4
		Total	2.2	10.2	12.4	0	0	0	0	0	0	0	0	0	3.8	8.6	12.4
Science & Engineering	Agricultural Science	6.6	46.8	53.3	1.5	1.5	0	1	1	0.4	0.4	1	4	5	8.7	52.6	61.2
	Aquaculture	2.8	24.5	27.4	0	0	0	0	0	0.2	0.2	1	7	8	1	34.6	35.6
	Architecture & Urban Design	0.2	2.6	2.8	0	0	0	0	0	0	0	0	0.8	0.8	2.1	1.4	3.6
	Chemistry	1.4	19.1	20.5	0	0	0	0	0	0	0	0	2	2	2	20.5	22.5
	Computing	1.5	4.2	5.7	0	0	0	0	0	0	0	0.5	0.5	1	1.5	5.2	6.7
	Earth Sciences	3.7	24.9	28.6	0	0	0	0	0	0.6	0.6	3	4.5	7.5	4.2	32.5	36.7
	Geography & Environmental Stud	5.2	32.7	37.9	4.2	4.2	0	0	0	0	0	1.5	3.5	5	6	41.2	47.2
	Mathematics and Physics	4.5	40.9	45.5	0	0	0	0	0	0	0	0	2	2	4.4	43.1	47.5
	Plant Science	1.1	26	27.1	0	0	0	0	0	0	0	1	2	3	3.7	26.4	30.1
	Psychology	1.8	15.3	17.1	4.5	4.5	0	0	0	0.4	0.4	0	1.5	1.5	1.1	22.5	23.5
	School of Engineering	2.4	13.2	15.6	0	0	0	0	0	1.5	1.5	2.5	4	6.5	6.8	16.8	23.6
	School of Zoology	6.1	22.3	28.4	0	0	0	0	0	0	0	1	5.5	6.5	8.5	26.4	34.9
	Total	37.3	272.6	310	10.2	10.2	0	1	1	3.2	3.2	11.5	37.3	48.8	50	323.1	373.1
University	Total	79.9	467.9	547.9	42.4	42.4	0.6	1	1.6	5	5	19	55.5	74.5	129.1	542.3	671.4

Table 2 – RHD Heads 23 September 2002

		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			
Arts	Aboriginal Studies	1	0	1	1	0	1	2	0	0	0	0	0	0	0	0	2
	Art - Hobart	14	11	25	11	15	26	51	0	0	0	1	0	1	1	1	52
	Asian Languages & Studies	0	2	2	3	3	6	8	1	0	1	4	0	4	5	13	
	English & Euro Languages & Lit	6	8	14	9	9	18	32	1	0	1	0	0	0	1	33	
	Government	0	5	5	9	6	15	20	0	0	0	0	0	0	0	20	
	History & Classics	7	12	19	9	25	34	53	0	0	0	0	0	0	0	53	
	Music, Conservatorium of	1	2	3	1	2	3	6	0	0	0	1	0	1	1	7	
	Philosophy	1	6	7	16	12	28	35	0	0	0	0	1	1	1	36	
	School of Visual & Performing	5	2	7	3	1	4	11	0	0	0	0	0	0	0	11	
	Sociology & Social Work	0	13	13	10	12	22	35	1	0	1	0	1	1	2	37	
Total	35	61	96	72	85	157	253	3	0	3	6	2	8	11	264		
Commerce	Accounting and Finance	0	3	3	0	6	6	9	0	0	0	0	0	0	0	9	
	Economics	0	1	1	1	3	4	5	0	1	1	3	0	3	4	9	
	Information Systems	0	0	0	7	11	18	18	0	0	0	1	1	2	2	20	
	Management	0	1	1	4	10	14	15	0	0	0	3	0	3	3	18	
	Total	0	5	5	12	30	42	47	0	1	1	7	1	8	9	56	
Education	Education	1	13	14	26	51	77	91	0	1	1	5	2	7	8	99	
	Total	1	13	14	26	51	77	91	0	1	1	5	2	7	8	99	
Health Science	Nursing	1	0	1	5	3	8	9	0	0	0	0	0	0	0	9	
	Pharmacy	0	2	2	2	0	2	4	0	0	0	0	0	0	0	4	
	School of Human Life Sciences	0	1	1	4	5	9	10	0	0	0	1	0	1	1	11	
	School of Medicine	3	7	10	19	25	44	54	1	0	1	5	0	5	6	60	
	Total	4	10	14	30	33	63	77	1	0	1	6	0	6	7	84	
Law	Law	4	1	5	6	10	16	21	0	0	0	0	0	0	0	21	
	Total	4	1	5	6	10	16	21	0	0	0	0	0	0	0	21	
Science & Engineering	Agricultural Science	7	8	15	43	18	61	76	0	0	0	6	0	6	6	82	
	Aquaculture	1	1	2	22	15	37	39	0	0	0	8	1	9	9	48	
	Architecture & Urban Design	1	3	4	1	2	3	7	0	0	0	1	0	1	1	8	
	Chemistry	1	0	1	19	3	22	23	1	0	1	1	0	1	2	25	
	Computing	1	0	1	4	4	8	9	1	0	1	0	0	0	1	10	
	Earth Sciences	1	6	7	22	11	33	40	1	1	2	6	3	9	11	51	
	Geography & Environmental Stud	2	6	8	31	32	63	71	2	1	3	2	1	3	6	77	
	Mathematics and Physics	0	10	10	40	17	57	67	0	0	0	2	0	2	2	69	
	Plant Science	1	4	5	20	14	34	39	1	0	1	2	2	4	5	44	
	Psychology	1	2	3	13	21	34	37	0	0	0	1	1	2	2	39	
	School of Engineering	1	9	10	10	7	17	27	2	1	3	5	0	5	8	35	
	School of Zoology	4	10	14	23	11	34	48	2	0	2	6	0	6	8	56	
Total	21	59	80	248	155	403	483	10	3	13	40	8	48	61	544		
TOTAL		65	149	214	394	364	758	972	14	5	19	64	13	77	96	1068	

**Table 3**  
**Reasons for Withdrawal/Lapse/Termination from RHD candidature**  
**1.1.1991 – 10.9.2002**

<b>Reason for Withdrawal/Lapse/Termination</b>	<b>1991</b>	<b>1992</b>	<b>1993</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>Totals</b>
Reason not recorded	4	13	9	35	2	1	2	2		1	8	6	<b>83</b>
Could not be contacted					16	8	5	2	6	9	9	9	<b>64</b>
Financial	2		3	4	9	4	5	2	4	1	4	4	<b>42</b>
Insufficient time	1	1			1	5	4	1	1	1	2	2	<b>19</b>
Lost/change of interest				3	2	1	2	1	5	3	4	3	<b>24</b>
Moved overseas									2	1			<b>3</b>
Moved out of Tasmania					2		1	3	3	2	4	1	<b>16</b>
No reason given	10	2	9	4	7	9	11	11	6	3	4	3	<b>79</b>
No supervisor available	2	1	1						2	2	1	2	<b>11</b>
Other	5	4	1	8	9	5	4	2	9	2	3	7	<b>59</b>
Personal	1	1	2	5	10	13	12	9	37	24	10	15	<b>139</b>
Problems with Research Project									1	3			<b>4</b>
Supervisor left		1		1			1	1	2				<b>6</b>
Transferred to another course at UTas							1	1	3	6	2		<b>13</b>
Transferred to another institution	2	1	4	6	6	8	7	7	11	9	7	11	<b>79</b>
Transferred to another school at UTas							1	1		1			<b>3</b>
Work pressure	2	3	6	4	7	9	9	18	14	12	16	12	<b>112</b>
<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>756</b>

\* Total to 6.10.03

Table 4

The number of RHD Candidates who have Withdraw/Lapsed/Terminated  
 By Scholarship by number of Equivalent Full Time Years  
 1.1.95 – 26.9.02

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		
2002	56 (to 26.9.02) Scholarships = 15 Non-Scholarships = 41	20	36%	4	7%	11	73%	5	33%		
2001	72	23	32%	21	29%	17	81%	7	33%		
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 5 – RHD Completions 2001**

Faculty	School/Discipline	Degree	
		Masters	PhD
<b>Arts</b>	Art - Hobart		4
	English, Journalism & European Languages	1	1
	Government	1	4
	History & Classics	2	
	History & Classics (Classics)	1	
	Music, Conservatorium of	1	
	Philosophy	1	1
	School of Art - Launceston	1	
	School of Visual & Performing Arts	2	
	Sociology & Social Work		5
	<b>Total</b>	<b>10</b>	<b>15</b>
<b>Commerce</b>	Accounting and Finance		3
	Economics		1
	Management		3
	<b>Total</b>		<b>7</b>
<b>Education</b>	Early Childhood and Primary Education		2
	Secondary and Post-Compulsory Education	1	3
	<b>Total</b>	<b>1</b>	<b>5</b>
<b>Health Science</b>	Medicine (Pathology)		6
	Pharmacy		1
	School of Human Life Sciences	1	
	<b>Total</b>	<b>1</b>	<b>7</b>
<b>Law</b>	Law		1
	<b>Total</b>		<b>1</b>
<b>Science &amp; Engineering</b>	Agricultural Science	4	10
	Aquaculture		8
	Architecture & Urban Design	1	
	Chemistry		3
	Computing	1	
	Earth Sciences		1
	Earth Science (C O D E S)	1	8
	Engineering (Civil & Mechanical)	6	4
	Engineering (Electrical)		2
	Geography & Environmental Studies	1	7
	Mathematics & Physics (IASOS)		6
	Mathematics & Physics (Mathematics)	1	
	Mathematics & Physics (Physics)		1
	Plant Science		3
	Psychology		3
	Zoology		4
	<b>Total</b>	<b>15</b>	<b>60</b>
	<b>Grand Total</b>	<b>27</b>	<b>95</b>
	<b>2001 Total Completions: 122</b>		

**Table 5.1**

<b>School</b>	<b>School Name</b>	<b>Number</b>	<b>Average Years</b>
<b>Masters</b>			
CXA	School of Human Life Sciences	1	1.43
ESA	Secondary and Post-Compulsory Education	1	2.31
FFA	School of Art - Launceston	1	2.04
HEA	English, Journalism & European Languages	1	2.33
HPA	Philosophy	1	1.90
HSA	Government	1	1.57
HTA	History & Classics	2	2.60
HTC	History & Classics-Classics	1	3.23
HVA	Music, Conservatorium of	1	3.58
HXA	School of Visual & Performing Arts	2	1.99
KDA	Architecture & Urban Design	1	1.85
KEB	C O D E S	1	3.59
KGE	Geography & Environmental Studies	1	2.08
KKA	Engineering (Civil & Mechanical)	6	2.52
KLA	Agricultural Science	4	3.03
KMA	Mathematics & Physics (Mathematics)	1	2.68
KXA	Computing	1	2.53
	All Masters	27	2.50
<b>PhDs</b>			
ACA	C & ME	1	4.73
BEA	Economics	1	5.22
BFA	Accounting and Finance	3	3.54
BLA	Law	1	4.16
BMA	Management	3	2.92
CJA	Medicine (Pathology)	6	3.69
CSA	Pharmacy	1	3.00
ECA	Early Childhood and Primary Education	1	4.17
EEA	Secondary and Post-Compulsory Education	1	4.75
EPA	Early Childhood and Primary Education	1	2.49
ESA	Secondary and Post-Compulsory Education	2	4.63
FSA	Art - Hobart	4	3.09
HEA	English, Journalism & European Languages	1	4.90
HGA	Sociology & Social Work	5	4.66
HPA	Philosophy	1	4.15
HSA	Government	4	3.64
KEA	Earth Sciences	1	3.90
KEB	C O D E S	8	4.24
KGA	Geography & Environmental Studies	3	4.57
KGE	Geography & Environmental Studies	4	3.99
KHA	Psychology	3	5.15
KKA	Engineering (Civil & Mechanical)	3	3.10
KLA	Agricultural Science	10	4.05
KNA	Engineering (Electrical)	2	3.03
KPA	Plant Science	3	2.91
KQA	Aquaculture	8	4.20
KRA	Chemistry	3	3.24
KSA	Mathematics & Physics (IASOS)	6	4.49
KYA	Mathematics & Physics (Physics)	1	3.64
KZA	Zoology	4	4.17
	All PhDs	95	3.96

**Table 6**

**Summary of Examiners' Recommendations by Faculty for candidates who completed in 2001**

<b>Examiners' recommendations</b>						
<b>Faculty</b>	<b>A</b>		<b>B</b>		<b>C</b>	
	<b>Masters</b>	<b>PhD</b>	<b>Masters</b>	<b>Phd</b>	<b>Masters</b>	<b>PhD</b>
Arts	2	8	7	5		2
Commerce		2		4		2
Education	1			5		
Health Science		1	1	6		
Science & Engineering	2	6	13	51	1	3
<b>Total</b>	<b>5</b>	<b>17</b>	<b>21</b>	<b>71</b>	<b>1</b>	<b>7</b>

Key to Recommendations:

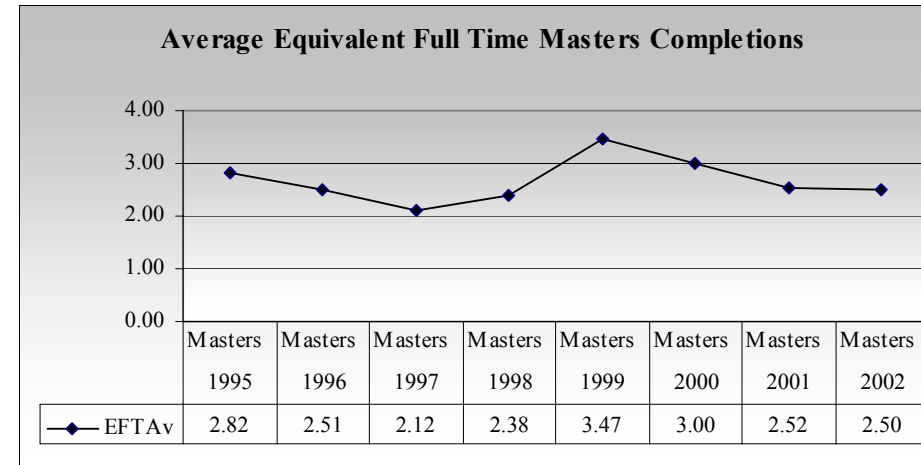
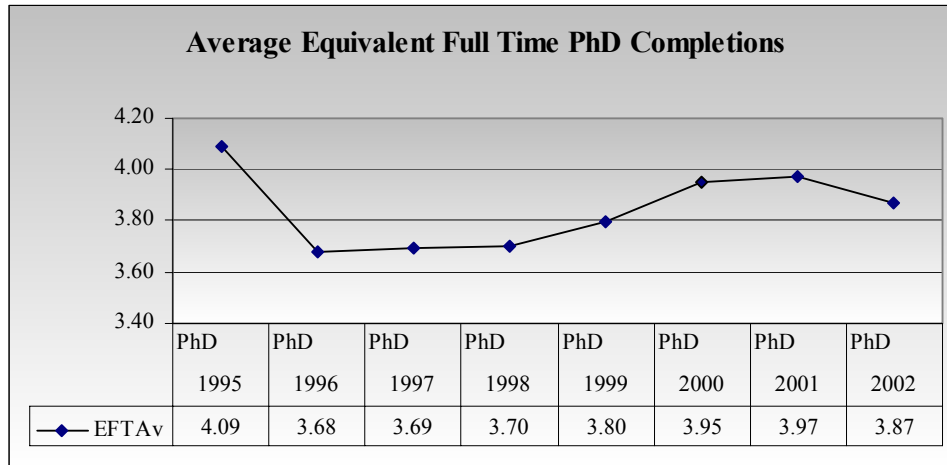
A = be awarded

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

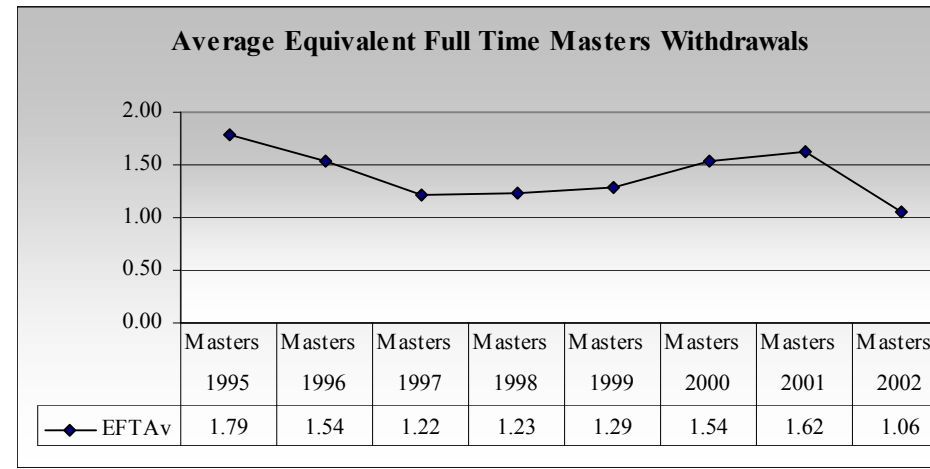
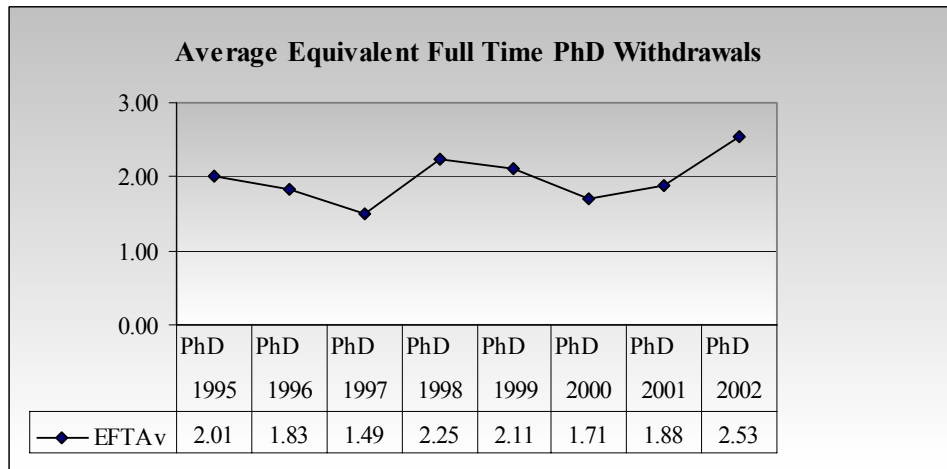
C = be not yet awarded but candidate is permitted to revise the thesis for re-examination

**Table 7**  
**University of Tasmania – Research Higher Degrees**

**Average Full-Time Equivalent (EFT Av) Completions for PhD's and Masters 1995-2002**



**Average Full-Time Equivalent (EFT Av) Withdrawals for PhD's and Masters 1995-2002**



Based on data extracted 14/8/2002

Table 8 - Research Output 2001

	Total		PhD/Masters		Percentage	
	Items	Weighted	Items	Weighted	Items	Weighted
<b>ARTS</b>						
Art (Hobart)	78	78.00	40	39.50	51	50
Asian Languages and Studies	34	33.50	13	12.00	38	35
Conservatorium of Music	3	3.00				
English, Journalism and European Languages	47	47.00	4	4.00	8	8
Government	48	42.25	7	6.00	14	14
History and Classics	68	64.83	7	7.00	10	10
Philosophy	27	24.67				
Riawunna	13	13.17				
Sociology and Social Work	76	65.33	6	2.00	7	3
Visual and Performing Arts	62	62.00	17	17.00	27	27
<b>Sub Total</b>	<b>456</b>	<b>433.75</b>	<b>94</b>	<b>87.50</b>	<b>20</b>	<b>20</b>
<b>COMMERCE</b>						
Accounting and Finance	5	4.50	1	0.50	20	11
Centre for Regional Economic Analysis	10	7.58				
Economics	16	13.17	2	1.00	12	7
Information Systems	13	12.75	1	0.50	7	3
Law		3.50				
Management	21	21.57	4	3.17	19	14
<b>Sub Total</b>	<b>65</b>	<b>63.07</b>	<b>8</b>	<b>5.17</b>	<b>12</b>	<b>8</b>
<b>EDUCATION</b>						
<i>Centre for Research and Learning in Regional Australia</i>		22.00	18.75	4.00		18
Education	81	68.02	2	3.17	2	4
<b>Sub Total</b>	<b>103</b>	<b>86.77</b>	<b>6</b>	<b>3.17</b>	<b>5</b>	<b>3</b>
<b>HEALTH SCIENCE</b>						
<i>Anatomy and Physiology</i>	14	12.79	7	3.20	50	25
<i>Biochemistry</i>	20	15.76	13	4.88	65	30
<i>General Practice</i>	5	3.17				
Human Life Science	30	17.21	9	2.38	30	13
<i>Medicine (Discipline)</i>	60	27.30	4	0.75	6	2
Menzies Centre	22	13.36	1	0.25	4	1
Nursing	10	8.20				
<i>Paediatrics and Child Health</i>	4	2.50				
<i>Pathology</i>	30	27.97	15	4.65	50	16
Pharmacy	10	10.20	3	0.79	30	7
<i>Psychiatry</i>	11	10.75	1	0.25	9	2
Rural Health	18	15.75				
<i>Surgery</i>	17	12.52	2	0.67	11	5
<b>Sub Total</b>	<b>251</b>	<b>177.47</b>	<b>55</b>	<b>17.82</b>	<b>21</b>	<b>10</b>
<b>INSTITUTIONAL AND OTHER</b>						
Other University Areas		0.33				
Vice-Chancellor's Division		0.50				
<b>Sub Total</b>		<b>0.83</b>				
<b>LAW</b>						
Law	74	69.40	1	1.00	1	1
<b>Sub Total</b>	<b>74</b>	<b>69.40</b>	<b>1</b>	<b>1.00</b>	<b>1</b>	<b>1</b>
<b>SCIENCE AND ENGINEERING</b>						
Agricultural Science	155	72.96	63	22.05	40	30
<i>Tasmanian Institute of Agricultural Research</i>	2	61.04		8.03		13
Architecture	24	18.67	2	1.00	8	5
Central Science Laboratory	7	4.19				
Chemistry	81	59.85	37	11.98	45	20
Computing	23	20.45	1	0.50	4	2
CRC-Antarctic and Southern Ocean Environment	11	12.87	3		27	
CRC-Sustainable Production Forestry		6.51		0.78		12
Earth Sciences	8	9.62		0.25		2
<i>Centre for Ore Deposit Research - CODES SRC</i>	45	21.18	11	2.25	24	10
Engineering	43	31.88	16	7.33	37	23
Geography and Environmental Studies	71	66.57	17	8.45	23	12
Mathematics and Physics						
<i>IASOS</i>	25	14.09	13	4.89	52	34
<i>Mathematics</i>	40	30.52	1	0.33	2	1
<i>Physics</i>	23	9.96	8	2.99	34	29
Plant Science	44	32.34	10	3.27	22	10
Psychology	52	45.87	33	21.53	63	46
Tasmanian Aquaculture Fisheries Institute						
<i>Aquaculture</i>	55	44.75	32	13.10	58	29
<i>Fish Health Unit</i>		2.33				
<i>Marine Research Laboratory</i>	59	49.98	6	1.50	10	3
<i>Zoology - TAFI Activity</i>		1.38		1.00		72
Zoology	55	34.64	36	14.58	65	42
<b>Sub Total</b>	<b>823</b>	<b>651.62</b>	<b>289</b>	<b>125.82</b>	<b>35</b>	<b>19</b>
<b>TOTAL</b>	<b>1772</b>	<b>1482.91</b>	<b>453</b>	<b>240.47</b>	<b>25</b>	<b>16</b>

**Table 9**  
**Comparison of Surveys**  
**(Evaluation of Quality of Supervision and the Research Environment)**

	Sep 00 mean answer	Sep 01 mean answer	Sep 02 mean answer	Sep 00 to Sep 01	Sep 01 to Sep 02
<b>Section 2 (Supervision)</b>					
has directed me to resources useful for starting my project	1.88	1.97	1.83	-0.09	0.14
demonstrates expertise in my research topic	1.85	1.89	1.75	-0.04	0.14
effectively communicates his/her expertise	1.82	1.89	1.78	-0.06	0.10
encourages me in my research	1.65	1.64	1.58	0.01	0.06
requires me to think independently	1.45	1.47	1.40	-0.02	0.07
is available for discussion when needed	1.86	1.95	1.84	-0.10	0.11
gives competent advice on research methodology when asked	1.80	1.89	1.82	-0.09	0.07
requires me to plan my work and meet deadlines	2.04	2.12	2.06	-0.09	0.06
provides timely feedback on written work	1.95	2.10	2.00	-0.15	0.10
provides constructive criticism	1.76	1.84	1.81	-0.09	0.03
promotes opportunities for self direction	1.62	1.70	1.69	-0.09	0.01
<b>Section 3 (Research Environment)</b>					
I have been given an adequate introduction to the School and its facilities	2.27	2.17	2.14	0.10	0.03
I have been advised about School supervision practices	2.36	2.44	2.29	-0.08	0.15
I have adequate workspace within the School	2.02	1.98	2.02	0.05	-0.05
I have adequate access to the facilities I need for my research	2.09	2.11	2.05	-0.02	0.05
I am aware of the standards expected for my degree	2.08	2.08	2.03	0.00	0.05
I have opportunities to develop my presentation skills	1.94	1.95	1.91	-0.01	0.04
I am encouraged to present my work at school seminars	1.98	1.98	1.90	0.00	0.08
I am encouraged to write papers or regular research reports	2.04	1.96	1.92	0.08	0.04
I am assisted in presenting my work at major conferences	2.47	2.42	2.25	0.04	0.17
I am offered some financial support to attend conferences	2.50	2.47	2.34	0.03	0.13
I consider that I am part of the School	2.09	2.18	2.04	-0.09	0.14
The funding arrangements for my research have been explained to me	2.61	2.61	2.52	0.00	0.08
The annual review meeting has assisted the progress of my research	2.67	2.84	2.71	-0.16	0.13
<b>mean over all questions</b>	2.02	2.06	1.98	-0.04	0.08
<b>total responses</b>	280	241	245		

Responses ranged from 1 (strongly agree) to 5 (strongly disagree). A positive difference indicates an improvement.

