SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

HIGHER DEGREES BY RESEARCH

2021 HANDBOOK

Research into major issues that impact on learning

Griffith Institute for Educational Research

TABLE OF CONTENTS

Dear HDR Candidates

Welcome to the School of Education and Professional Studies. We are delighted to have you as part of our research community and look forward to engaging with you throughout the course of your study.

Starting a new program of study is generally an exciting time. It is also a time where you may have lots of questions. The purpose of this handbook is to provide you with a general introduction to the higher degree research (HDR) and related programs offered in the School and to answer some of the most common questions that students ask. We hope that you will find this to be a useful resource.

There are many people and systems in place to support you through your study and these are mentioned throughout this handbook. We encourage you to become familiar with the various resources that exist to help you through your program of study, and to draw upon one of the richest resources available: fellow students undertaking the same journey.

The School will provide you with regular opportunities to communicate with other HDR candidates and academic staff and we encourage you to take these up whenever it is possible and appropriate for you to do so.
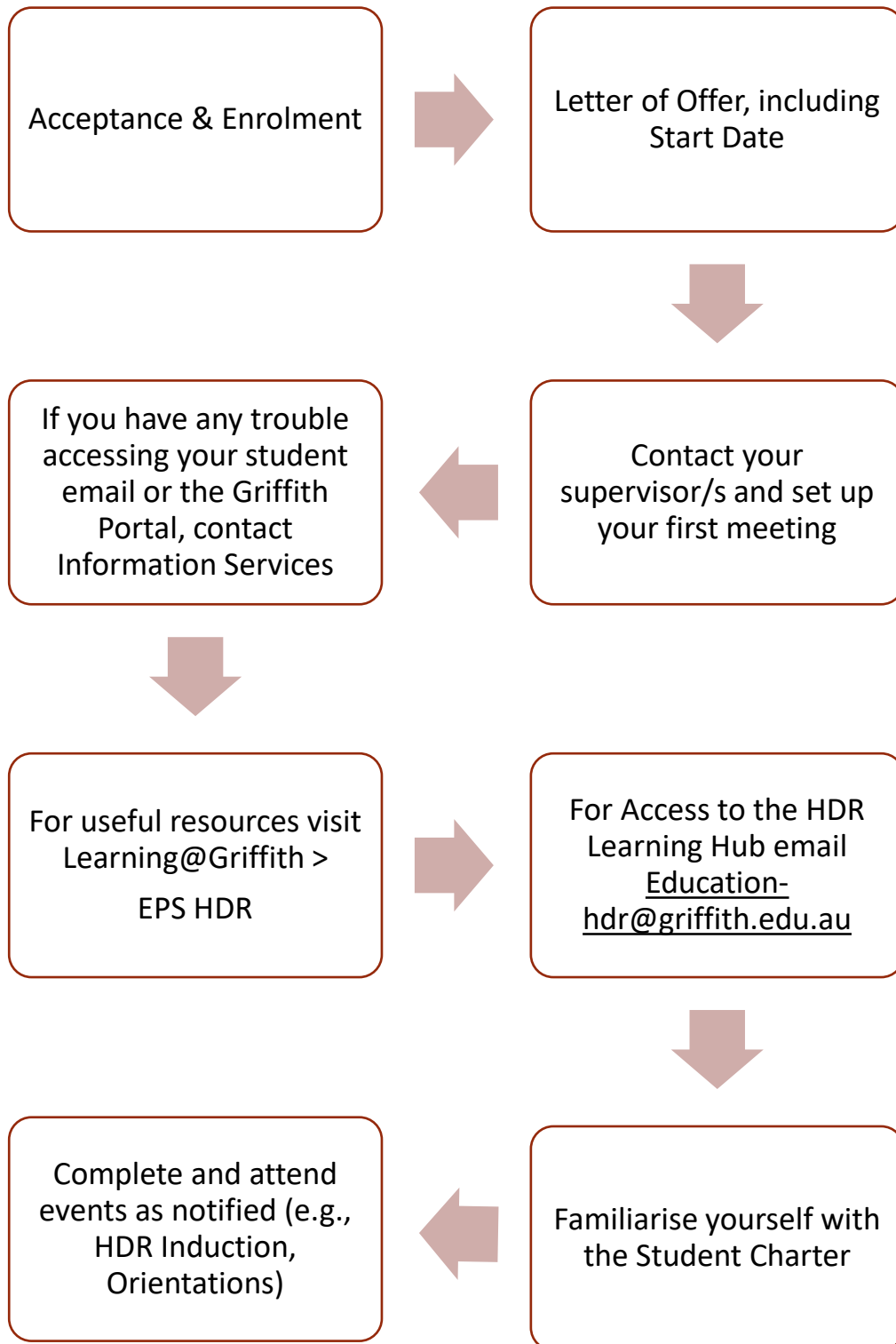
Once again, we welcome you to the School.

Steven Hodge

Deputy Head of School (Research)
School of Education and Professional Studies

The following flow-chart shows the preliminary steps of your candidature. It also gives an overview of the kinds of things that this HDR Candidate Handbook will cover.

```
┌─────────────────────┐        ┌─────────────────────┐
│                     │        │                     │
│ Acceptance &        │  ───▶  │ Letter of Offer,     │
│ Enrolment           │        │ including            │
│                     │        │ Start Date           │
└─────────────────────┘        └─────────────────────┘
                                          │
                                          ▼
┌─────────────────────┐        ┌─────────────────────┐
│ If you have any      │        │                     │
│ trouble accessing    │  ◀───  │ Contact your         │
│ your student email   │        │ supervisor/s and set │
│ or the Griffith      │        │ up your first        │
│ Portal, contact      │        │ meeting              │
│ Information Services  │        │                     │
└─────────────────────┘        └─────────────────────┘
          │
          ▼
┌─────────────────────┐        ┌─────────────────────┐
│ For useful           │        │ For Access to the    │
│ resources visit      │  ───▶  │ HDR Learning Hub     │
│ Learning@Griffith >  │        │ email Education-     │
│                      │        │ hdr@griffith.edu.au  │
│ EPS HDR              │        │                     │
└─────────────────────┘        └─────────────────────┘
                                          │
                                          ▼
┌─────────────────────┐        ┌─────────────────────┐
│ Complete and attend  │        │                     │
│ events as notified   │  ◀───  │ Familiarise yourself │
│ (e.g., HDR           │        │ with the Student     │
│ Induction,           │        │ Charter              │
│ Orientations)        │        │                     │
└─────────────────────┘        └─────────────────────┘
```

2.1 ADJUSTING TO LIFE AS A RESEARCH CANDIDATE

The relatively unstructured nature of research is very different from the study mode that you would have experienced as an undergraduate or postgraduate coursework student; there are fewer hard deadlines to meet and much longer periods of time between them. However, the deadlines (also referred to as "milestones") that you must meet are critical.

While individual HDR candidates will have different experiences of undertaking a higher degree by research, it is important to realise that some of the hurdles to completion will be emotional and these may be more difficult to conquer than the practical problems. During the course of your degree, you are likely to experience a range of emotions, many positive (i.e. intellectual stimulation, challenge, curiosity, understanding, the excitement of new discovery) and some negative (i.e. frustration, impatience, fear). On balance, most HDR candidates find research to be a rewarding experience, but for those times when you're feeling overawed by it all, the top five strategies to maximise success are to:

1. Seek the support of others; firstly your supervisors, and also draw on friends, family, other research candidates in your area, or a university counsellor. The more people that you can talk to the better.
2. Develop self-management techniques that work for you.
3. Learn and understand the research process and what to expect at each stage of your candidature.
4. Engage with the research culture of the university.
5. Have a life outside of research! Make time for yourself, your friends and family, and activities that you enjoy.

You need supervisor/s who understand your needs and are able to support and develop them. Don't be afraid to tell your supervisor if you are struggling; they were once research students and will remember the challenges of their own candidature.

2.2 GRIFFITH GRADUATE RESEARCH SCHOOL (GGRS) HDR ORIENTATION PROGRAM

To assist you in getting started, GGRS has put together a series of orientation activities designed to introduce you to our research culture, outline the requirements for your program of study, and provide valuable information on support services and responsible research practices.

All commencing HDR candidates are required to complete the GGRS HDR Orientation Program within the first six months of candidature.

2.3 GRIFFITH INSTITUTE FOR EDUCATIONAL RESEARCH (GIER)

HDR candidates enrolled in the School of Education and Professional Studies will also become members of the Griffith Institute for Educational Research (GIER).

GIER is a University Level Research Institute with an interdisciplinary membership. Our researchers come from diverse backgrounds and explore a wide range of educational contexts and challenges. We are proud to be home to internationally recognised scholars who generate new understandings relating to the key disciplinary challenges in areas such as literacy, numeracy, science, the Arts, health & wellbeing, and, the diverse areas associated with the sociology of education. We have outstanding scholars working in fields relating to First Nations education, Gender, Inclusive Education and Autism and we offer leadership in relation to all aspects of curriculum, pedagogy and assessment, in face to face, blended, online and virtual environments.

Regardless of their disciplinary background, thematic focus, or site of enquiry, researchers within GIER are united by a commitment to the pursuit of educational and social justice. Educational research is at its most valuable—its most impactful—when we enable the kinds of learning (and unlearning) that benefits *all the members* of our diverse society. GIER understands that learning takes place in all kinds of settings, and at all stages of life, and our researchers are consistently recognised for the innovations they develop in regard to school based, work based, community, professional and lifelong learning.

Our institute works in partnership with the School of Education and Professional Studies to provide HDR candidates with access to a range of research development and networking opportunities. You will be invited to participate in workshops, seminars and informal gatherings, and to collaborate with other HDR researchers. We also collaborate with EPS to ensure any students who are able to work on campus have access to desks, computers and associated resources. You will not be alone in your journey!

Your supervisor will also connect you to other activities organised by GIER and ensure that you have access to information about events and opportunities that arise during your candidature.

If you have specific questions you'd like to ask, please email our administrative assistant, Jo-Anne Sackrewski: j.sakrzewski@griffith.edu.au

We look forward to welcoming you into the GIER/EPS research community and wish you all the best with your study.

Leonie Rowan
Director: Griffith Institute for Educational Research

3.0 CODE OF CONDUCT AND EXPECTATIONS

3.1 ETHICAL CLEARANCE

You should discuss with your supervisor/s early in your candidature whether your project will require ethical clearance. Almost all research projects involving the participation of humans require ethical clearance. This is the case even if your research is conducted overseas, or even if you have permission of the participants to take part. You must still apply for ethical clearance. You may need to apply to more than one agency, and it is vital to allow yourself enough time to obtain the necessary clearances.

Information relating to University policy and procedures can be located under Ethics, Integrity and Compliance from the Office for Research. For advice, contact EPS Research Ethics Advisers: Dr Sue Whatman (s.whatman@griffith.edu.au) (Gold Coast), Dr Ben Williams (benjamin.williams@griffith.edu.au) (Mt Gravatt) or Research Services (research-ethics@griffith.edu.au).

3.2 COPYRIGHT AND REFERENCING

Adherence to referencing and bibliographical requirements is an expectation of advanced research. Failure to reference or acknowledge the work of another is plagiarism and will incur charges of academic misconduct. In the School, APA 7 referencing is used, and, as well as demonstrating ethical research patterns, your thesis must be presented correctly in this style. For referencing help, visit Referencing.

3.3 LIBRARY

Fionnuala (Fin) Boyce is the Arts Education & Law Discipline Librarian and is based at MG. She and other researcher services librarians offer support in essential matters including literature searching and management, literature reviews including systematic-style reviews, scholarly publishing, and sharing your research through researcher profiles and academic social media. They can also refer you to experts in survey training, e-research and data management. To seek advice or book a consultation with Fin or another research support librarian, please complete the Get specialist advice form.

The library also has a range of online resources to help with your research. For an introduction, visit Research and Publishing.

3.4 RESEARCH-RELATED SOFTWARE

The University now offers a range of free software programs to Griffith students. For information on how to download these visit Available Software.

3.5 HEALTH AND SAFETY

The University stipulates that students are expected to:

- comply with University health and safety policies and procedures;
- conduct their activities in a manner that prevents personal injury or injury to others and damage to property;
- cooperate with and actively participate in the University's safety management system; and
- report any incident, unsafe conditions or acts that come to their attention.

For further information, visit Health, Safety and Wellbeing.

3.6 STUDENT MISCONDUCT

Expectations for the conduct of students at Griffith University are outlined in several key documents. It is important to be aware of, and abide by appropriate codes of conduct . Students enrolled at Griffith are expected to be familiar with, and to abide by, all relevant protocols outlined in *structure and governance*, including the *Student Charter.*

3.7 SAFE CAMPUSES

Griffith University recognises that all students and staff have a right to feel welcome, safe and supported in an environment free from harassment, bullying, discrimination and assault. For more information on how to seek support visit *Safe Campuses*.

4.0 HIGHER DEGREE RESEARCH PROGRAMS

The School offers four HDR programs, outlined in Table 1.

Table 1: Overview of EPS HDR Programs

Details of HDR programs offered by the School	Program Code	Semester Intake
Doctor of Philosophy	6001	4 Research intakes per year
Doctor of Education	6022	Trimester 1 and 2
Master of Education & Professional Studies Research	5608	Trimester 1 and 2
Master of Philosophy	5001	4 intakes per year

5.0 KEY CONTACTS

The first thing you will need to learn is who to ask about particular kinds of issues. Below are listed some of the key contacts who will assist you.

Supervisors

Your supervisors are an excellent first point of contact, and your principal supervisor will guide you throughout the program. You should contact them for general advice and direction. It is important to establish a regular schedule of meetings with your supervisors (either face-to-face, via Teams, Zoom, etc. or email). See further information in *7.0 Managing the Supervisory Relationship*.

HDR Coordinator

The role of the HDR Coordinator correlates directly with the role of HDR Convenor. It is seen primarily as an education and training mentoring role for HDR candidates and supervisors. The HDR Coordinator has a leadership role to play in assuring the quality of research education and training and assisting HDR candidates and supervisors to meet the requirements relating to HDR candidates' admission, progression and completion.


Associate Professor Jeanne Allen
HDR Coordinator

HDR Convenors

It is the responsibility of the HDR Convenor to:

- advise candidates and supervisors of the resources, facilities and other support available from the School / GIER
- ensure candidates are provided with procedures for seeking assistance with any issues of concern, including resolution of conflict that may arise with supervisors;
- encourage candidates to participate in the research culture of the University by providing opportunities for candidates to present their work and network with academic staff and other candidates;

- assist candidates and supervisors with administrative procedures associated with candidature requirements (progress reports, confirmation, early candidature milestone and thesis and candidature review) and candidature variations (change of supervision, leave of absence, transfer between elements, withdrawal);
- oversee the candidature confirmation process, including chairing the confirmation seminar and facilitating the confirmation process; and
- assist candidates with the procedures for preparation and submission of thesis.
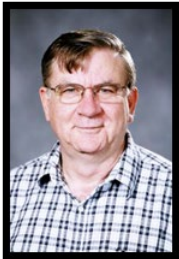
Associate Professor Raymond Brown
PhD and MPhil Program HDR Convenor

Dr Sue Whatman
EdD and MEPS Program Director/HDR Convenor

Program Directors

Program Directors play a key leadership role in ensuring that programs of study are coherent in design, planning, management, and delivery. They provide support for teaching teams; encourage the development and maintenance of relevant quality teaching resources; encourage evaluation approaches, including peer review of teaching; and regularly review and evaluate program performance. There is no Program Director in the School for the PhD or MPhil. Both programs are directed by GGRS.

Griffith Graduate Research School (GGRS)

GGRS provides advice about offers of enrolment, variations to enrolment; variations to candidature status (full time-part time), changes to supervision and scholarships, among many other things. If you have any questions visit *GGRS*.

HDR Administrative Support Officer

The role of the HDR administrative Support Officer is to provide program support to directors and direct candidates to available resources and support. Contact
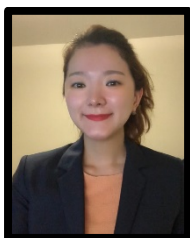
Hyo jung Cho (Cho)

HDR Candidate Representatives

The role of the School's HDR representatives is to communicate HDR related matters between the HDR candidates and the School Committee, being involved in HDR activities and serve as an ambassador to commencing candidates.

Heather Manning (Mt Gravatt rep)
h.manning@griffith.edu.au

Alexandra Laird (Gold Coast rep)
alexandra.laird@griffithuni.edu.au

Other Support Available

IT Service Centre

Find out about the IT services provided by visiting the *IT Service Centre*. For help with computing and IT related issues, contact the help desk on (07) 373 55555.

Forms and Administrative Resources

All HDR student forms relating to your candidature, progress report, scholarships, thesis, etc. can be located In *My Griffith>My Research>My Candidate Centre.* Self-help resources and guides can be located in *current research candidates*.

HDR Learning Hub

HDR candidates can enquire about research space on both the Mt Gravatt and Gold Coast campuses. Email Education-hdr@griffith.edu.au. See *9.1 HDR Learning Hub* for details.

Find and Follow Us Online

Facebook: Griffith University, GIER, EPS, GUPSA
Twitter: Griffith University, Griffith University VC, GIER, GGRS
Blog: GIER

6.0 CANDIDATURE AND MILESTONES

6.1 DURATION OF CANDIDATURE

The *duration of candidature* applicable for each program determines the minimum and maximum dates for submitting the thesis. These dates are calculated from the date of commencement and are provided to candidates when they first enrol. They are updated each year with the annual progress report, and when a change in candidature status affects the dates. These dates are also available via *My Griffith> My Research*. The expected completion period is two to four years for full-time doctoral candidature and three to eight years for part-time doctoral candidature. The expected completion period for the Master of Education and Professional Studies Research is one year for full-time candidates and two years for part-time.

In exceptional circumstances where progress has been delayed by factors beyond the control of the candidate, an *extension of candidature* may be granted through consultation with the supervisor and HDR convenor by completing an online form via *My Griffith>My Research>My Candidate Centre.*

6.2 ENROLMENT

All initial offers of program enrolments are handled by GGRS. Once enrolled in an HDR program, it is the student's responsibility to ensure that they are enrolled in the correct courses for both the EdD and MEPS programs, as reflected in their current load (full-time or part-time). PhD enrolment is managed by GGRS.

6.3 CHANGE OF ATTENDANCE STATUS

To ensure you meet the requirements of your enrolment, it is necessary to keep your *attendance status* current. If you change your load between part-time and full-time, you will need to complete an on-line change to attendance status via *My Griffith>My Research>My Candidate Centre.* The requirements of your candidature can be located on the *HDR Policy*.

6.4 PUBLISHING DURING CANDIDATURE

It is a requirement to *publish* during the course of your candidature. If your Griffith affiliation is clearly indicated in the output (e.g. by-line) you **do not** need to complete and send an Authorship Statement. Where there are co-authors, the candidate should be a principal author. The published output must be peer reviewed and may be a journal article, conference publication, book or book chapter, original creative work, performance or exhibition. It is expected that the output meets the Excellence in Research for Australia (ERA) definition of research: 'The creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings'. They must also have been published or made publicly available and be peer reviewed as per ERA requirements.

6.5 EMPLOYMENT DURING CANDIDATURE

Griffith has high standards for HDR candidates, and all the HDR programs require a significant investment of time and work. This means that whatever work you undertake is in addition to the time you dedicate to your studies, and not in place of it. The University is particularly strict with scholarship holders who are only allowed to undertake limited amounts of paid *employment.* The following limits must be adhered to:

Table 2: Paid Employment Limits

Enrolment	Limits to Paid Employment
Full-time students (with no scholarship)	No more than 15 hours per week during normal working hours (i.e., 9:00am-5:00pm Monday to Friday)
Scholarship holders	No more than 9 hours per week during normal working hours (i.e., 9:00am-5:00pm Monday to Friday)

6.6 REVIEW OF PROGRESS

HDR candidates are required to report on their *progress* once per candidature year through the completion of either *Early Candidature Milestone*, *Confirmation of Candidature*, *Progress Reports*, *Thesis and Candidature Review Milestone*. This review process will help to monitor your progress, but also enable you to articulate what your studies have revealed. It is important to remember that these review processes will occur periodically, and to plan your candidature accordingly.

6.7 EARLY CANDIDATURE MILESTONE

All doctoral candidates are required to complete an *Early Candidature Milestone (ECM)*. This occurs after six months of full-time-equivalent (FTE) candidature. Any extension must be approved by the Dean (Research), and is limited to a maximum of 6 months (for doctoral candidature).

The purpose of the milestone is to assess the viability of the candidate's research project and to identify any resources and education and training requirements needed for timely HDR completion. The process occurs at an early stage of candidature to help the candidate to consolidate the scope and focus of their project, address any impediments to progress, and facilitate the pathway to confirmation.

The candidate is to prepare an ECM Outcome Report for discussion at a meeting with their HDR supervisors. The requirements for ECM are detailed in *Requirements for candidature*. Guidelines and outcome report are located via Learning@Griffith > AEL Community HDR Students and Supervisor Information.

6.8 PROGRESS REPORT

HDR candidates are required to report on their *progress* by completing and submitting an application via *My Griffith>My Research>My Candidate Centre*. This process allows the University to formally monitor the candidate's progress and any concerns which have been raised.

6.9 CONFIRMATION OF CANDIDATURE AND SUPERVISION ARRANGEMENTS

All HDR candidates are admitted to candidature on a provisional basis, subject to successful completion of their Confirmation of Candidature. This occurs after 12 months of full-time-equivalent (FTE) candidature for research doctorates such as the PhD, and after 6 months of FTE candidature for research masters degrees. Any extension must be approved by the Dean (Research), and is limited to a maximum of 6 months FTE.

Table 3: Time frames for Confirmation of Candidature

Program	Full Time	Part Time
Doctor of Philosophy (PhD)	12 months	18 months
Doctor of Education (EdD)	18 months	24 months
Master of Education and Professional Studies Research (MEPS)	6 months	12 months
Master of Philosophy (MPhil)	6 months	12 months

Your supervisor will be able to assist you in organising the confirmation seminar, as well as preparing you in advance. Resources for confirmation seminars can be located at *Learning@Griffith > EDN HDR.* A date and time will need to be negotiated with yourself, your supervisor and the Independent Assessor.   A confirmation flyer template is to be completed by the candidate and submitted by email two weeks prior to the confirmation date to EPSRpsresearch@griffith.edu.au .

Confirmation is a process by which you move from a provisional candidate to a confirmed one. Once confirmed, students have access to their *research allowance*, which assists in research costs. Candidates are required to complete the HDR research allowance budget prior to their confirmation. A template can be located at *Learning@Griffith > EDN HDR*

6.10 THESIS AND CANDIDATURE REVIEW MILESTONE

Candidates enrolled from 1 January 2017 and who have not yet completed their confirmation, will be required to complete the *Thesis and Candidature Review Milestone*.

7.0 MANAGING THE SUPERVISORY RELATIONSHIP

7.1 ESTABLISHING A PROFESSIONAL RELATIONSHIP

A positive candidate/supervisor relationship is crucial to your research. There are several things you should think about in the early stages of candidature:

- Establish clear expectations: what does your supervisor expect from you, and what do you expect from your supervisor? To facilitate this discussion, students and supervisors are encouraged to complete the *Expectations in Supervision Questionnaire*. This will help to ensure that you have a shared understanding of how the supervision process will work.
- Establish a clear set of expectations about meetings. Regular scheduled meetings (whether they are face-to-face or via an online modality) play a valuable role in keeping research on track. Ideally, you should aim to be in contact with at least one of your supervisors each fortnight.
- Establish a clear understanding of the way co-supervision will work. Different members of a supervision team may play different roles at different times. Discuss this regularly.
- Establish a clear understanding of what happens before each meeting. For example, if you are seeking feedback on written material, be sure to get it to your supervisor/s by an agreed time before your meeting. This will give them adequate time to respond.

Remember that all staff and students at Griffith are required to adhere to the *Supervision Code of Practice* and other policies. Courteous, respectful communication from students and supervisors is essential to a supervisory relationship.

7.2 CHANGES TO SUPERVISION

Candidates and/or supervisors may apply to change supervision arrangements. This is most common where a candidate's research focus changes and they identify a supervisor with expertise in their changed topic.

As a matter of courtesy, candidates and the proposed new supervisors are asked to discuss their intentions with the current supervisors. There may be times when a candidate is reluctant to discuss potential supervision changes with their current supervisors. In this case the student should raise the matter with the HDR Convenor.

Changes to supervision are recommended by the HDR Coordinator and approved by the Dean (Research). Requests for a change of supervision will always be carefully considered and it is common for those involved to request up-to-date information about the candidate's progress either from progress reports, milestone materials, confirmation documents, or other information as requested. Generally, both the candidate and the supervisors will be consulted before any change is made.

A candidate will be consulted where there is a need to put new supervision arrangements in place (for example, a supervisor retiring from the University). If you need advice on supervision it is recommended that you consult with the HDR Convenor. The on-line form is located via *MyGriffith > My research > Candidate Centre*.

7.3 RESOLVING PROBLEMS

The University's expectation is that problems will be resolved on an informal basis without resorting to formal procedures. Students who consider that they have a problem with any aspect of their candidature should first discuss the matter with their supervisors and attempt to reach a solution within the supervisory team. If it is not possible to reach a solution within the supervisory team, you can make an appointment to see the HDR Convenor or HDR Coordinator. If your problem remains unresolved, you may wish to contact an AEL HDR

Advocate who will listen, provide information, offer options, seek explanations, make referrals, and provide informal advice regarding rights and responsibilities involving HDR candidature from a neutral perspective.

8.0 FINANCIAL ASSISTANCE

8.1 SCHOLARSHIPS

There are a range of HDR scholarships on offer throughout the year. These include the provision of a living allowance and assistance for HDR candidates who are at the writing up stage of their candidature or have submitted their thesis and wish to write up their research and submit for a publication. Information on available scholarships can be found via *Higher degree by research scholarships*.

8.2 HDR INTERNSHIPS

Internships provide an opportunity for candidates to undertake paid research assistance work as a member of a research team. Each internship provides the recipient with opportunities to work with an academic staff member (often their supervisor) on some aspect of a research grant. Internships are available on a competitive basis and involve approximately 30 hours of work in a given time period. For information on this initiative, please email EPSResearch@@griffith.edu.au.

8.3 HDR FINANCIAL ASSISTANCE

As a Griffith HDR candidate you are entitled to a *research allowance* in order to offset the expenses associated with undertaking research. The allowance entitlement is subject to your commencement date and is made available after confirmation.

Table 4: HDR Research Allowance

Program	Research Allowance
6001 Doctor of Philosophy	$4,500
6022 Doctor of Education	$4,500
5608 Master of Professional Studies and Research	$2,000
5001 Master of Philosophy	$2,000

The support funds can be used for research expenses such as:

- Reasonable photocopying
- Data analysis and other specialised software packages
- Reasonable fieldwork expenses appropriate to the program of research
- Access to specialised equipment/infrastructure
- Assistance with research-related travel
- Costs associated with conference attendance
- Thesis proof reading

A detailed breakdown of expenditure (e.g. items/activities and anticipated costs) must be provided at confirmation before funds are released. The research allowance template can be downloaded via *Learning@Griffith >* EDN HDR

9.0 FACILITIES AND SUPPORT

9.1 HDR LEARNING HUB

Consistent with university policies, the School seeks to provide **full-time** HDR candidates with:

- Access to a desk in a suitably configured space in a secure shared area
- A standard lockable cabinet;
- Access to networked computing facilities: computers provided at no cost to students
- After-hours access to facilities—subject to security and health and safety considerations.
- Reasonable telephone and photocopying expenses. The School reserves the right to limit access to phone and photocopying if reasonable limits are exceeded.

Every effort is also made to provide **part-time** candidates with access to a hot desk for the time that they are on campus. Email EPSResearch@griffith.edu.au to arrange access to the Hub facilities.

9.2 LIBRARY, IT, EMAIL, AND COMPUTER ACCESS

As discussed in *3.3 Library and Learning Services,* the library offers workshops and specialised research help. To read about the library services in more depth, go to the *Library* webpage.

All new candidates will have an email account automatically created for them. Please note that all Griffith University course information and staff correspondence is done via this email account; however, you can elect to have your Griffith emails redirected to a personal email account via the Griffith Portal.

A range of HDR resources and support can be located in our one-stop shop for both our HDR candidates and supervisors. Visit Learning@Griffith > 'EPS HDR'. As a candidate of the School, you will have automatic enrolment. In L@G, select Organisation and type in the Organisation Search box 'EPS HDR'. If you experience difficulties with access, email: EPSResearch@griffith.edu.au. Blackboard Collaborate Ultra has also been established in this organisation to conduct a range of sessions. Here you will find scheduled confirmation presentations and EPS HDR activities organised through the School.

9.3 FACILITIES FOR OFF-CAMPUS AND PART-TIME STUDENTS

All Griffith students can access computing facilities, student printing, and photocopying through the library. Students located in other states can arrange for borrowing privileges at other university libraries.

The Library also provides specialist support for *off-campus and rural placement students*. Topics include how to borrow, training and workshops, copyright, how to request assistance, how to order materials, and much more.

9.4 HDR SUPPORT PROGRAMS

RED (Researcher Education and Development) certainly still support research staff and candidates with a wide variety of workshops and seminars. These can be found on the RED webpage and are also notified via the RED newsletter which is distributed every Monday to those people who subscribe to it. An email to RED@griffith.edu.au will get you on the list.

https://www.griffith.edu.au/research/research-services/researcher-education-development/workshop-calendar

9.5 COMMITTEE REPRESENTATIVES

Research students are a valued part of the School community. You have the opportunity to be represented on key school committees such as the School Committee and the Research and Higher Degrees Committee. A call for nominations will be circulated when vacancies arise.

9.6 WORKSHOPS AND TRAINING

There are a wide range of training and support opportunities offered across the University.

- GGRS provides a range of *workshops* covering a variety of topics that will assist HDR candidates.
- Library *workshops* are designed to provide support at all stages of the research lifecycle.
- *EnglishHELP* provides English language support to HDR candidates from a non-English speaking background through consultations involving one-on-one support on improving your academic English.
- *Researcher Education & Development (RED)* conducts researcher development programs and activities throughout the year which are available to HDR candidates.
- Griffith University Postgraduate Students Association *(GUPSA)* provides editing support, events writing retreats and weekend writing sessions.

9.7 SUPPORT SERVICES

For more personal support and information on careers and Employment, Chaplaincy, Counselling, Health, Student Equity and Disabilities, and Welfare and Student Liaison, go to the *Student Services*.

10.0 NEARING COMPLETION

10.1 SUBMISSION AND EXAMINATION

A run-down of the formal process can be found on the *Steps to submit a thesis*.

Please be aware that the *Intention to Submit* on-line form, signed by the candidate, principal supervisor, and Dean (Research), must be lodged at least two months before the thesis can be submitted. Your supervisor or HDR convenor will be able to help you with this process.

11.0 FINAL THOUGHTS

There are many elements that go into the making of a successful research project: organisation, curiosity, commitment, and dedication are characteristic of successful students. A healthy work/life balance is also vital. If you are working 80 hours a week, you are working too much! Remember to take time to enjoy your research trajectory and to take good care of yourself along the way. One of the ways to do this is to become connected with people in similar positions. Sharing your thoughts, hopes, questions or concerns with fellow students can be very helpful. People who have already been where we are seeking to go usually have very helpful insights to share.

The School provides many different ways to help students become connected to each other: these will range from opportunities for face-to-face meetings, discussions, conferences, workshops and regular drop-in forums through to engagement via electronic newsletters and online resources. You are encouraged to connect in whatever ways are most beneficial for you. Please forward any ideas you have about other forms of networking that would suit your circumstances.

Finally, the School is genuinely proud of the work undertaken by our research students and is honoured to have you as part of the HDR Education and Professional Studies community.