HDR Off-Campus Supervision Handbook

For use in supervising off-campus HDR Candidates

February 2019
ECU is committed to reconciliation and recognises and respects the significance of Aboriginal and Torres Strait Islander peoples’ communities, cultures and histories.

ECU acknowledges and respects the Aboriginal and Torres Strait Islander peoples, as the traditional custodians of the land.

ECU acknowledges and respects its continuing association with Nyoongar people, the traditional custodians of the land upon which its campuses stand.
Supervising Off-Campus Doctoral Candidates

This Supervisor Handbook contains information about rules, policies and guidelines, for Supervisory compliance, and best practice research education, when supervising off-campus HDR Candidates at ECU. The handbook has been developed to complement supervisor training workshops hosted by the Graduate Research School. The material in this handbook is also available online. We hope that this book and associated training provide you with the knowledge, resources and tools necessary to support you in providing supervision to off-campus HDR candidates at ECU.

Please note that material in this resource book is up-to-date as of November 2018. To ensure that you are looking at the most current version of any documents contained in this handbook, please visit the relevant websites:

Research student intranet: http://intranet.ecu.edu.au/research/for-research-students


Contact
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Graduate Research School
E: m.mohammedali@ecu.edu.au
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Compliance and Legislation

Australian Code for Responsible Conduct of Research 2018

The Australian Code for the Responsible Conduct of Research promotes responsible research practices and integrity in all aspects of research. The Code establishes a framework for the responsible conduct of research, and is supported by a number of guides that detail how to comply with the principles and responsibilities of the code. It outlines 8 principles of responsible research, responsibilities for institutions and for researchers.

The responsibilities outlined in the code apply to all researchers and associated staff engaged in research training. As such, the tenets of the code would also apply to any off-campus students and their supervisors.

The Principles of responsible research conduct are:

1. **Honesty** in the development, undertaking and reporting of research
2. **Rigour** in the development, undertaking and reporting of research
3. **Transparency** in declaring interests and reporting research methodology, data and findings
4. **Fairness** in the treatment of others
5. **Respect** for research participants, the wider community, animals and the environment
6. **Recognition** of the right of Aboriginal and Torres Strait Islander peoples to be engaged in research that affects or is of particular significance to them
7. **Accountability** for the development, undertaking and reporting of research
8. **Promotion** of responsible research practices

**Tertiary Education Quality and Standards Agency: Higher Education Standards Framework (Threshold Standards) 2015**

The Higher Education Standards Framework (referred to as the Framework) is a legislative instrument that applies to any and all Higher Education Providers (HEPs) registered and accredited by TEQSA. It comprises of:

- Part A: Standards for Higher Education
- Part B: Criteria for Higher Education Providers

The Standards “represent the minimum acceptable requirements for the provision of higher education in or from Australia by higher education providers registered under the TEQSA Act 2011” (TEQSA, 2015). The legislation covers the provision of services to all enrolled students.

**Section 4: Research and Research Training** focuses on the responsibilities and requirements of HEPs when dealing with HDR students. Of note is 4.2.2: *Students are admitted to research training only where the training can be provided in a supervisory and study environment of research activity or creative endeavor, inquiry and scholarship, and the supervision and resources required for their project are available.* In relation to off-campus PhD students, it would require students to be admitted only where appropriate support and resources are available and that admitting students otherwise would be in direct breach of the TEQSA act.

Other standards bring up considerations around accessibility of resources, equivalent opportunities and support for students regardless of mode of study (i.e. on- or off-campus), tracking progress, arrangements with external providers/third parties and encouraging safety online. Supervisors should familiarize themselves with the specific issues that off-campus students may face and how these may be addressed in context of the relevant standards. Some standards to note that are directly relevant to and need to be considered with off-campus enrolment and supervision are:

**Section 1: Student Participation and Attainment**

1.3 **Orientation and Progression**

1.3.4 Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.

1.3.6 Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.

**Section 2: Learning Environment**

2.1 **Facilities and Infrastructure**

2.1.1 Facilities, including facilities where external placement are undertaken, are fit for their educational and research purposes and accommodate the numbers and educational and research activities of the students and staff who use them.

2.1.3 The learning environment, whether physical, virtual or blended, and associated learning activities support academic interactions among students outside of formal teaching.

2.3 **Wellbeing and Safety**

2.3.2 Timely, accurate advice on access to personal support services is available, including for access to emergency services, health services, counseling, legal advice, advocacy and accommodation and welfare services.

2.3.4 A safe environment is promoted and fostered, including by advising students
and staff on actions they can take to enhance safety and security on campus and online.

Section 3: Teaching
3.3 Learning Resources and Educational Support
3.3.1 The learning resources, such as library collections and services, creative works, notes, laboratory facilities, studio sessions, simulations and software, that are specified or recommended for a course of study, relate directly to the learning outcomes, are up to date and, where supplied as part of a course of study, are accessible when needed by students.
3.3.3 Access to learning resources does not present unexpected barriers, costs or technology requirements for students, including for students with special needs and those who study off-campus.
3.3.4 Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.

Section 5: Institutional Quality Assurance
5.4 Delivery with Other Parties
5.4.2 When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the Higher Education Standards Framework that relate to the specific arrangement.

The complete document can be accessed at:

Australian Graduate Research Good Practice Principles
These articulate a set of standards considered to be essential for the delivery of graduate research programs. The Graduate Research Good Practice Principles have been developed and endorsed by the Australian Council of Graduate Research (ACGR) and contain high level statements about governance, policy and procedural standards that ACGR believe are necessary components of quality graduate research programs. These principles should apply to all candidates, supervisors and programs, regardless of the mode or location of delivery.

The complete document can be accessed at:
The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018) is to “set nationally consistent standards and procedures for registered providers and for persons who deliver education services on behalf of registered providers”. It supports the Education Services for Overseas Students (ESOS) Act 2000 and the administration of the ESOS framework.

While the National Code and other associated components of the ESOS Framework define overseas students as those who hold a valid student visa (as defined in the ESOS Act), some components of the National Code are still relevant to off-campus students (who would not normally fall under this definition) and should be considered by supervisors.

**Standard 2: Recruitment of an overseas student**

2.1 Prior to accepting an overseas student or intending overseas student for enrolment in a course, the registered provider must make comprehensive, current and plain English information available to the overseas student or intending overseas student on:

- 2.1.2 the CRICOS course code, course content, modes of study for the course including compulsory online and/or work-based training, placements, other community-based learning and collaborative research training arrangements, and assessment methods
- 2.1.5 campus location and facilities, equipment and learning resources available to students
- 2.1.7 indicative tuition and non-tuition fees, including advice on the potential for changes to fees over the duration of a course, and the registered provider’s cancellation and refund policies

**Standard 6: Overseas student support services**

6.3 The registered provider must offer reasonable support to overseas students to enable them to achieve expected learning outcomes regardless of the overseas student’s place of study or the mode of study of the course, at no additional cost to the overseas student.

6.4 The registered provider must facilitate access to learning support services consistent with the requirements of the course, mode of study and the learning needs of overseas student cohorts, including having an implementing documented processes for supporting and maintaining contact with overseas students undertaking online or distance units of study.

The complete document can be accessed at:

HDR Programs
Doctoral Programs at ECU

A research doctoral degree involves making an original contribution to knowledge through the successful completion of a research project. The project will involve identifying a topic, conducting research and presenting the outcomes as a thesis, or a creative project with an exegesis. Edith Cowan University offers 4-year doctoral degrees, with flexible study options to support the development of active, engaged researchers. This includes the Integrated PhD, which offers a structured foundation year of research preparation for candidates who do not have prior research experience.

<table>
<thead>
<tr>
<th>Standard PhD (4 years)</th>
<th>Integrated PhD (1+3 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>About:</strong></td>
<td>A research doctorate which culminates in the submission and oral defence of a thesis or a creative work plus an exegesis.</td>
</tr>
<tr>
<td></td>
<td>Includes a structured foundation year of research preparation, including:</td>
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<tr>
<td></td>
<td>• Writing and Research Skills for Researchers</td>
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<td></td>
<td>• Research Methods</td>
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<td></td>
<td>• Communicating and Promoting Research</td>
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<td></td>
<td>• Research Project 1</td>
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<td></td>
<td>• Research Project 2</td>
</tr>
<tr>
<td><strong>Duration:</strong></td>
<td>Up to 4 years Full-time (or the equivalent part-time)</td>
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<tr>
<td></td>
<td>Up to 4 years: 1 year foundation program + 3 year thesis development Full-time (or the equivalent part-time)</td>
</tr>
<tr>
<td><strong>Who should apply:</strong></td>
<td>Candidates with a research background</td>
</tr>
<tr>
<td></td>
<td>High-achieving candidates from a coursework background, as well as those who would prefer a structured PhD program</td>
</tr>
<tr>
<td><strong>Minimum entry requirements:</strong></td>
<td>Bachelor degree + Honours (Upper second-class or higher), or; Masters degree with equivalent of six months full-time research</td>
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<tr>
<td></td>
<td>Bachelor degree + Honours, or; Masters degree with equivalent of less than six months full-time research, in a relevant field</td>
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</table>
Options for Doctoral Study

Doctoral candidates at ECU also have the opportunity to carry out research in collaboration with industry partners, collaborate with other institutions, or continue their research with an offshore supervisor. These options are available for candidates following either the 4-year, or 1+3 year model of study

| Industry PhD | A research doctorate linking with a partner from an industry, community or government body to provide real-world solutions to an identified problem. The candidate would ideally be based partially with the industry partner and would receive support through shared supervision and resources. |
| Joint PhD | A research doctorate between ECU and a partner university. Candidates must spend a minimum of one year at each institution. |
| Onshore/Offshore PhD | A research doctorate for international academic staff without a PhD looking to upskill their qualifications. This program works through a blended model of study with flexible delivery, including face-to-face instruction at ECU and continuing supervision from the candidate’s home university. |
| Off-campus PhD | A research doctorate carried out in off-campus mode. Candidates will receive supervision and support remotely. |

Pathways to Doctoral Study at ECU

There are multiple pathways to a research qualification. The diagram below represents the most common pathways, but other options are available.

Bachelor Degree (3 years) → Honours (1st/Upper 2nd class) (1 year) → Doctor of Philosophy (4 years)

Bachelor Degree (3 years) → Master by Research (1-2 years) → Doctor of Philosophy (Integrated) (1+3 years)

Bachelor Degree (3 years) → Master by Coursework (1-2 years) → Doctor of Philosophy (4 years)
Off-Campus PhD Program

Edith Cowan University allows candidates the opportunity to undertake a PhD in off-campus mode. This option provides candidates who may otherwise not have had the opportunity to access doctoral studies with more flexibility to complete a PhD.

About the Off-Campus PhD
• The Off-Campus PhD program allows for PhD candidates to enrol for a doctorate while not requiring them to be present on campus
• Enrolment is negotiated with the supervisor and approved by the School and GRS, through the Off-Campus Doctor of Philosophy Agreement
• Candidates would be able to access a range of support services and resources online that would enable them to successfully carry out their research
• Candidates would communicate with supervisory team and consultants via online applications, and would have access to an online community with a cohort of other HDR candidates
• Proposal presentation/oral examinations would be carried out via videoconference

Eligibility
• Doctoral candidates who plan to enrol in either a standard PhD or an Integrated PhD at ECU are eligible for the off-campus PhD program.
• Standard eligibility requirements apply.
• Candidates should also ensure they will have access to appropriate infrastructure (internet connection, applications like Microsoft Teams) in order to download the required materials and communicate with their supervisor team.
• Enrolment is subject to suitability of project and availability of supervision.

Benefits to Candidates
• Ability to carry out research away from the campus is an ideal option if candidates are remote and are unable to be on campus
• Enables candidates to work on a PhD alongside existing work/family/other commitments
• Access to a comprehensive suite of support services, including research training, aimed to provide a positive PhD experience
• Access to an online community of peers undertaking research in a similar way

Benefits to Supervisors and Institutions
• Strengthen research collaborations and networks by opening up access to a wider cohort of PhD candidates
• Increased capability to supervise complex research, and access to facilities that may only be available at certain institutions
• Greater ability to recruit high quality PhD candidates who would not otherwise have the opportunity to engage in research

For more information, visit www.ecu.edu.au/degrees/research or contact the Graduate Research School (grs@ecu.edu.au).

Off-Campus PhD Programs available at ECU

Standard PhD (L61)
• Currently open to all schools as a mode of enrolment EXCEPT School of Engineering

Integrated PhD (J42)
• Currently open to all schools as a mode of enrolment EXCEPT School of Engineering
• Units undertaken in the research foundation year of the Integrated PhD will be offered online
• Assessment will be via online Learning Management System
• Students will communicate with their supervisor and build their research skills through a specific project
Fees and Scholarships

Fees
When enrolled in a PhD in off-campus mode, students will be subject to the standard fee requirements and conditions as they would be in on-campus mode:
- Domestic students (Australian citizens and permanent residents, or New Zealand citizens), would be eligible for a place under the Research Training Program
- International students would be required to pay tuition fees at the same level as on-campus international students

Fee calculator: https://apps.ecu.edu.au/fees-calculator/

Scholarships
Currently off-campus students are not eligible for the ECU Higher Degree by Research Scholarship (ECUHDRS). However, some students may be able to access other scholarships as long as there is no condition that requires the student to be on-campus.

Students enrolled in an Industry PhD project will have access to any scholarship attached to the project. Students enrolled in an Industry PhD may, by nature of their project, be required to enroll in off-campus mode for part or all of their study.

Some off-campus students may also be able to apply for scholarships through their home country government funding bodies e.g. through the China Scholarship Council. The conditions attached to these scholarships may vary and should be considered on a case-by-case basis.
Governance

This section of the handbook covers the specific governance documents that relate to off-campus supervision. These documents are meant to complement the existing rules, policies and guidelines that are associated with the supervision and support of HDR students at ECU.

Please note that the current documents are in draft form and awaiting final approval from Academic Board, and will be made available online once they have been finalized and approved by all relevant parties.
1. INTENT

This policy outlines the requirements for enrolling a Higher Degree by Research candidate in an off-campus or external mode. Off-campus HDR candidates are not required to be physically present at an ECU campus. They will undertake their HDR studies in their preferred location, in Australia or overseas, and maintain communication with their supervisors via electronic means.

2. ORGANISATIONAL SCOPE

The policy applies to all external candidates undertaking a higher degree by research, and University staff engaged in the provision or support of HDR supervision.

3. DEFINITIONS

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
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<tbody>
<tr>
<td>GRS</td>
<td>Graduate Research School</td>
</tr>
<tr>
<td>Higher Degree by Research (HDR) candidate</td>
<td>A person who is enrolled in a Master by Research or Doctoral course.</td>
</tr>
<tr>
<td>Off-campus or external enrolment</td>
<td>A mode of study that does not require the candidate to be physically present at an ECU campus, and may be located within Australia or overseas.</td>
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</tbody>
</table>

4. POLICY CONTENT

4.1 Candidate selection, admission and enrolment

4.1.1 For all applications for off-campus enrolment, the principal supervisor and relevant Associate Dean (Research) must be convinced that the prospective applicant has the
personal maturity and research experience to pursue independent, sustained and structured research off-campus.

4.1.2 Any approval for off-campus enrolment must be supported by a Candidate Agreement that shows how any program requirements will be met. The Candidate Agreement template is available on the Graduate Research School website.

4.1.3 Final approval of any case for off-campus enrolment will be made by the relevant Executive Dean (or nominee) and the Dean, Graduate Research School.

4.1.4 Off-campus enrolment is permitted for higher degree by research candidates, except where an international candidate is in Australia and holds a student visa. International candidates who are in Australia with a student visa must reside within close proximity to an ECU campus.

4.1.5 International candidates based overseas are also permitted to enrol on a part-time basis, as the requirement for full-time study under Australian visa conditions does not apply.

4.1.6 Existing on-campus candidates may apply to transfer to an off-campus mode, if approved by their supervisory panel, relevant Associate Dean (Research), and the Dean, Graduate Research School. On approval candidates must forfeit their student visa, give up access to any desk or laboratory space they occupy at an ECU campus and return to their home country.

4.2 Fees and funding

4.2.1 Domestic candidates who qualify for a Research Training Program (RTP) place will not be required to pay tuition fees.

4.2.2 International off-campus HDR candidates will be required to pay the appropriate tuition fee.

4.3 Supervision and Resources

4.3.1 This policy should be read in conjunction with the Postgraduate Research Training PL266 [ac101] policy and the Supervision of Students Undertaking Higher Degrees by Research (HDR) PL218 [ac085] policy.

4.3.2 Supervisors who wish to supervise off-campus HDR candidates will be required to undertake a professional development session on supervising off-campus candidates.

4.3.3 Off-campus candidates are entitled to an equivalent level of support provided by the School for on-campus candidates. Off-campus candidates are generally not entitled to a work space and any physical resources that are provided on-campus.

4.3.4 Off-campus candidates are eligible for research support that can be delivered remotely. This includes email access, access to library services, online research training offered by the GRS and support from peer mentors.

4.3.5 Off-campus candidates and their supervisors will maintain regular contact via electronic means such as phone, email, Skype and video conferencing. Candidate visits to an
ECU campus are welcomed but not compulsory. Ideally the principal supervisor should arrange to meet the candidate in person at least once during candidature, either at an ECU campus, elsewhere in Australia, in the candidate’s home country or at a conference.

4.4 Candidature Management

4.4.1 The candidate and the supervisors will meet regularly (as determined by the Supervisor/Candidate Agreement), to carefully monitor the performance of the candidate relative to the candidature consumed, the work agreement and the standard required for the award. In addition, the progress of candidates in an off-campus mode will also be monitored on a regular basis by the Graduate Research School.

4.4.2 External HDR candidates based in Australia or overseas, must obtain ethics approval from the appropriate ethics committee.

4.4.3 All off-campus HDRs may use video-conferencing (or other communication technologies approved by the relevant Executive Dean (or nominee) and the Dean, Graduate Research School) when presenting at their research proposal seminar. Candidates who are able to attend an ECU campus may present their research proposal in-person.

4.4.4 International candidates may be required to spend some time in Australia in order to meet their home country’s regulatory requirements governing degrees awarded by foreign universities.

5. ACCOUNTABILITIES AND RESPONSIBILITIES

In relation to this policy, the following positions are responsible for the following

Policy Owner
The Policy Owner, Deputy Vice-Chancellor (Research), has overall responsibility for the content of this policy and its operation in ECU.

Staff/Candidates
Higher degree by research candidates and ECU staff engaged in the provision or support of HDR supervision are required to comply with the content of this policy and to seek guidance in the event of uncertainty as to its application.

All members of the University community are expected to comply with University Policy.

6. RELATED DOCUMENTS:

6.1 The policy is supported by the following Guidelines:
- Appendix 1 - Guidelines for the supervision of off-campus HDR candidates
- Appendix 2 – Off-Campus Agreement (Prior to Admission)
- Procedure 9 – Off-campus Enrolment

6.2 Other documents which are relevant to the operation of this policy are as follows:
- ECU policy ac101 Postgraduate Research Training
- ECU policy ac085 Supervision of Students Undertaking Higher Degrees by Research (HDR)
7. CONTACT INFORMATION

For queries relating to this document please contact:

<table>
<thead>
<tr>
<th>Policy Owner</th>
<th>Deputy Vice-Chancellor (Research)</th>
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</thead>
<tbody>
<tr>
<td>All Enquiries Contact:</td>
<td>Dean, Graduate Research School</td>
</tr>
<tr>
<td>Telephone:</td>
<td>08 6304 3906</td>
</tr>
<tr>
<td>Email address:</td>
<td><a href="mailto:j.luca@ecu.edu.au">j.luca@ecu.edu.au</a></td>
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8. APPROVAL HISTORY

<table>
<thead>
<tr>
<th>Policy Approved by:</th>
<th>Vice-Chancellor</th>
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<tbody>
<tr>
<td>Date Policy First Approved:</td>
<td>8 September 2018</td>
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<tr>
<td>Date last modified:</td>
<td>September 2018</td>
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<tr>
<td>Revision History:</td>
<td></td>
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<tr>
<td>Next Revision Due:</td>
<td>September 2021</td>
</tr>
<tr>
<td>TRIM File Reference</td>
<td>SUB/89947</td>
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Appendix 1 – Guidelines for the supervision of off-campus HDR Candidates

ROLE OF SUPERVISORS

- Attend a professional development session on supervising off-campus candidates.
- Prior to enrolment, supervisors should discuss what their respective roles will be and communicate that in writing to the candidate.
- There should be clear expectations about written work including which supervisor(s) will respond and the timelines for response.
- There should be a clear timetable for meetings as outlined in the Supervisor/Candidate Agreement, or as requested by the candidate if needed. Skype or videoconferencing should be used for meetings with external candidates.
- Email is a useful means of communicating with candidates; however, this needs to be very carefully managed when providing candidates with criticisms or dealing with difficult situations. In these circumstances, Skype or videoconferencing should be used.
- When giving feedback on a candidate’s work, it is good practice to flag comments on the written work and then follow up with discussion via Skype, videoconferencing or telephone.
- Response times to emails from candidates are very important. If a query is not able to be responded to immediately, then a reply indicating the timeline for a response is good practice.
- All supervisors should copy each other when emailing the candidate, and the candidate should include all supervisors in their communications.
- Supervisors may need to provide a tailored induction for external candidates and include mention of the support provided by the candidate’s School and the Graduate Research School.
- Supervisors should ensure that their candidates are able to present their work at appropriate forums.
- Ideally the principal supervisor should arrange to meet the candidate in person at least once a year, either at an ECU campus, elsewhere in Australia, in the candidate’s home country or at a conference.

ROLE OF THE CANDIDATE

- The candidate needs to establish clear timelines with their supervisor(s) as to when they will visit ECU, when they plan to attend conferences and when they plan to have holidays.
- There will be circumstances where the candidate will need to be proactive in arranging a Skype, videoconference or telephone meeting to discuss concerns they have.
- It is good practice to send an email to all supervisors summarising the outcomes of each supervisory meeting.
Appendix 2 – Off-Campus Agreement (Prior to Admission)

OFF-CAMPUS DOCTOR OF PHILOSOPHY AGREEMENT

If approved by the enrolling School and the Graduate Research School, some candidates may enrol in a Doctor of Philosophy program at Edith Cowan University in an off-campus (e.g. online, external, remote) mode. Approval for off-campus enrolment is not automatic. Prospective candidates and the enrolling School must show that due consideration has been given to meeting the program requirements and supporting the candidate.

This Agreement must be completed prior to a candidate’s enrolment in off-campus mode with ECU.

Off-campus enrolment is not permitted for international students residing in Australia and holding a student visa.

Off-campus enrolment is not open to applicants in the Schools of Engineering or Science.

SECTION 1: APPLICANT

Applicants intending to study off-campus are expected to have a clear idea of their intended project, to be self-motivated and independent, and be pro-active in seeking support and developing connections with the School and with wider research community.

Off-campus students are generally not entitled to a work space and any physical resources that are provided on-campus, but otherwise may expect an equivalent level of support and services. Please refer to the policy on Postgraduate Research Training.

Applicants intending to undertake research at another facility must ensure they meet the requirements of that facility. Written endorsement from a position of authority must be provided with this application to demonstrate that the research is supported and endorsed.

<table>
<thead>
<tr>
<th>1. Applicant details</th>
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<tbody>
<tr>
<td>Candidate name:</td>
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<tr>
<td>Email address:</td>
</tr>
<tr>
<td>Country of Citizenship:</td>
</tr>
<tr>
<td>ECU student number (If known):</td>
</tr>
<tr>
<td>Applying for:</td>
</tr>
<tr>
<td>a) Doctor of Philosophy (L61)</td>
</tr>
<tr>
<td>b) Doctor of Philosophy Integrated (J42)</td>
</tr>
<tr>
<td>If you are not studying in Australia, will government regulatory body recognise a doctoral degree awarded by foreign universities in online/off-campus mode?</td>
</tr>
<tr>
<td>Summary of your skills and research experience that supports independent, sustained and structured research off-campus:</td>
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<tr>
<th>2. Proposed project details</th>
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<tbody>
<tr>
<td>Summary of proposed research project:</td>
</tr>
<tr>
<td>Do you need any specialist equipment or infrastructure to undertake the proposed</td>
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research? If yes:
   a) what equipment/infrastructure?
   b) how/where will this be accessed? (e.g. commercial or government research station, laboratory, hospital, another university)
   c) what is your relationship to the facility?
   d) What support and facilities can you expect to be provided?
   e) Will you have a supervisor at the external research location? If yes, please provide name and job title.

If you are accessing a facility to conduct your research, please attached written confirmation that this will be supported by the facility

☐ Not applicable
☐ Written confirmation attached

3. Other

Do you plan to attend an ECU campus during the program and if yes, how often and for how long?

Please describe the computing, software and internet access you have to support online study/research?

How do you propose to maintain contact with your ECU supervisors? (e.g. Skype, ZOOM, email)

Any further comments to support application for off-campus enrolment?

SECTION 2: ENROLLING SCHOOL

When enrolling an applicant off-campus, Schools must be certain that they can provide equivalent support services and research experiences to the applicant, and that the proposed project is suitable to be conducted off-campus. Meeting or exceeding TEQSA requirements for research training and transnational education is imperative.

The principal supervisor and relevant Associate Dean (Research) must be convinced that the prospective applicant has the personal maturity and research experience to pursue independent, sustained and structured research off-campus.

4. School Support

Proposed Supervisors:

Have all supervisors completed the PD “Off-campus Supervision”?

Has a member of the supervisor panel interviewed the applicant
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<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>by video or phone conference?</td>
<td></td>
</tr>
<tr>
<td>How does the supervisor panel intend to maintain contact with the applicant? How regular will contact with the applicant be?</td>
<td></td>
</tr>
<tr>
<td>Is the School satisfied the applicant has the equipment, IT and infrastructure to maintain contact and to complete the proposed project?</td>
<td></td>
</tr>
<tr>
<td>Are there any planned visits by members of the supervisor panel to the applicant?</td>
<td></td>
</tr>
<tr>
<td>Does the School intend to provide additional resources to those described in the Postgraduate Research Training Policy (e.g. SPSS, laptop, additional conference and/or travel funds)</td>
<td></td>
</tr>
<tr>
<td>How will the School support the applicant to complete the confirmation of candidature and oral examination milestones?</td>
<td></td>
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<tr>
<td>How will the School support the development of research networks and provide a research rich environment?</td>
<td></td>
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<tr>
<td>Are there any perceived risks to running the proposed project off-campus? If so, what mitigation strategies will be put in place?</td>
<td></td>
</tr>
<tr>
<td>Any further comments to support application for off-campus enrolment?</td>
<td></td>
</tr>
</tbody>
</table>

4. **Funding arrangements**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the candidate currently receiving or applying for any PhD scholarship?</td>
<td></td>
<td></td>
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<tr>
<td>Will the applicant be a fee-paying student?</td>
<td></td>
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</table>
PART 3: AGREEMENT (DECLARATIONS AND ENDORSEMENT)

I certify that the details provided are to the best of my knowledge true and correct. Falsification of records or details may be construed as academic or non-academic misconduct and is subject to the right of the University to terminate my enrolment or impose other sanctions in accordance with the University Rules.

SIGNED by APPLICANT:

Name (BLOCK LETTERS) .................................................................
Signature ..................................................................................
Date .......................................................................................  

PRINCIPAL SUPERVISOR:

Name (BLOCK LETTERS) .................................................................
Signature ..................................................................................
Date .......................................................................................  

ASSOCIATE DEAN (RESEARCH):
School will support off-campus enrolment

Name (BLOCK LETTERS) .................................................................
Signature ..................................................................................
Date .......................................................................................  

GRADUATE RESEARCH SCHOOL:
Approved/Declined Comments:

Name (BLOCK LETTERS) .................................................................
Signature ..................................................................................
Date .......................................................................................
Procedure 9: Off-campus Enrolment

1. OVERVIEW

Application for enrolment in off-campus mode is considered on a case-by-case basis as not all projects are suited to online study, and not all disciplines offer this enrolment mode.

Applicants wishing to enrol in off-campus mode will be required to provide additional information to support their application. Applicants intending to study off-campus are expected to have a clear idea of their intended project, to be self-motivated and independent, and be pro-active in seeking support and developing connections with the School and with wider research community.

Applicants intending to undertake research at another facility must ensure they meet the requirements of that facility. Written endorsement from a position of authority must be provided with this application to demonstrate that the research is supported and endorsed.

Before approving off-campus enrolment, the Dean of School (or nominee) must ensure that due consideration has been given to meeting the program requirements and how the applicant will be supported. This includes maintaining contact, project needs, external supervision, and the digital literacy of both supervisors and applicant.

Enrolment in off-campus mode must be supported by an Off-campus Doctor of Philosophy Agreement endorsed by the applicant, supervisor, School and final approval is granted by the Graduate Research School.

Once enrolled in off-campus mode, doctoral candidates may expect an equivalent level of support as on-campus doctoral candidates. The program requirements and milestones will apply to all doctoral candidates, regardless of enrolment mode.

2. ROLE OF SUPERVISORS

- Prior to enrolment, supervisors should discuss what their respective roles will be and communicate that in writing to the candidate.
- There should be clear expectations about written work including which supervisor(s) will respond and the timelines for response.
- There should be a clear timetable for meetings as outlined in the the Supervisor/Candidate Agreement, or as requested by the candidate if needed. Skype or videoconferencing should be used for meetings with external candidates.
- Email is a useful means of communicating with candidates; however, this needs to be very carefully managed when providing candidates with criticisms or dealing with difficult situations. In these circumstances, Skype or videoconferencing should be used.
- When giving feedback on a candidate’s work, it is good practice to flag comments on the written work and then follow up with discussion via Skype, videoconferencing or telephone.
- Response times to emails from candidates are very important. If a query is not able to be responded to immediately, then a reply indicating the timeline for a response is good practice.
- All supervisors should copy each other when emailing the candidate, and the candidate should include all supervisors in their communications.
- Supervisors may need to provide a tailored induction for external candidates and include mention of the support provided by the candidate’s School and the Graduate Research School.
- Supervisors should ensure that their candidates are able to present their work at appropriate forums.
- Ideally the principal supervisor should arrange to meet the candidate in person at least once a year, either at an ECU campus, elsewhere in Australia, in the candidate’s home country or at a conference.
3. ROLE OF CANDIDATES

- The candidate needs to establish clear timelines with their supervisor(s) as to when they will visit ECU, when they plan to attend conferences and when they plan to have holidays.

- There will be circumstances where the candidate will need to be proactive in arranging a Skype, videoconference or telephone meeting to discuss concerns they have.

- It is good practice to send an email to all supervisors summarising the outcomes of each supervisory meeting.
ECU offers a range of support services and resources to HDR students and supervisors. These services are offered by various centres within ECU, as well as through the schools. For off-campus students, knowing how what services are available to them and how to access those services is crucial, as they do not have the option of accessing some of these services face-to-face if they run into any issues. Supervisors should note how these services may be best utilized in order to provide the best possible experience for the off-campus HDR student.

Most service centres can be contacted via email or by phone. This is similar to the access that an on-campus student might have to this services. Where indicated, an off-campus student may have the option of a virtual meeting or videoconferencing.

Provision of these services is a key component of the standards outlined by the TEQSA Higher Education Standards Framework. There has been an effort to provide the same level of support for off-campus students as for on-campus students. Some services may not always be able to be mapped directly through use of technology etc so where possible an equivalent service has been identified.

Students should be made aware before enrolling that they will need to fulfill some basic requirements in order to access the services. As many of the support services and resources are meant to be accessed online, the student would at least require an appropriate internet connection to fulfill their basic communication needs. Some disciplines may also require access to specialized physical facilities, and the student and supervisor would need to assess if those facilities are available to the student wherever they may be located. These would be discussed on a case-by-case basis.
Graduate Research School Support

GRS Website - www.ecu.edu.au/centres/graduate-research-school

Research Student Intranet - intranet.ecu.edu.au/research/for-research-students

The GRS Websites have links to the policies and forms found in this guide. Additionally, it provides up to date information about upcoming HDR events, training, scholarship information, awards, and social events.

GRIP – Graduate Research Induction Program –
http://intranet.ecu.edu.au/research/for-research-students/grip

- Online induction program to greatly assist students embark on their research journey.
- Provides practical, important information and support services
- In addition to face-to-face orientation sessions
- Runs in BlackBoard and is open to all Higher Degree by Research Students
- Mandatory for all HR students
- Will contain all resources, contacts, rules, etc needed from commencement to confirmation of candidature

Seven Online Induction Modules:
- Starting your research degree
- Getting organised
- Working with your supervisor
- Searching the literature
- Writing a literature review
- Preparing for confirmation
- Meeting Ethical Standards

SOAR – Support, Opportunities, Advice, Resources Centre
intranet.ecu.edu.au/research/for-research-students/soar-centre

Services include: Peer-to-peer support, ECU information and services referral, and support for career development. SOAR Ambassadors offer assistance with skills ranging from I.T., project management, research methodology, literature reviews, ESL, SPSS, NVivo8, Endnote, etc. Available five days a week by appointment through the website. Ambassadors can aid off-campus students via video-conferencing sessions and email requests.

Email: soar@ecu.edu.au

Higher Degree by Research Training
intranet.ecu.edu.au/research/for-research-students/research-training-and-resources/research-training-workshops

A program of workshops that focus on training and building HDR research skills is offered each semester for research students. Examples include workshops covering methods of research, software use, cross-cultural research and integration, presenting and promoting HDR research, and performing research in research training.
Workshop materials are available online via BlackBoard for all HDR students. Courses for the Integrated PhD will have online versions of the units for off-campus students.

There are also self-paced modules available online, focusing on Research Ethics and Integrity, and on Statistics. These would be accessed through BlackBoard. Software training is available via Lynda.com (student would need to sign in with their institutional login details).

**Coordinators Research Support**

The Coordinators for Research Support are based in the Graduate Research School and apart from the supervisory team, provide much of the interfacing between off-campus students and university services. They are the main point of contact for inquiries from students and provide the following services:

- Coordinators will take off-campus students through an ‘on-boarding’ process when they first begin, via videoconferencing or by phone, to welcome them to ECU and to take them through the administrative and non-academic information they will need to start off with their research degree. The coordinators will also check in with off-campus students during the research degree and will serve as a contact for any inquiries.
- Coordinators will liaise with the supervisor and help the student keep on track, as well as advise on the relevant documentation for a given stage or task e.g. what is needed for Confirmation of Candidature.
- They are allocated on a school basis and are available via email, videoconference and phone.

Contacts:

Email: GRSstudentsupport@ecu.edu.au

<table>
<thead>
<tr>
<th>Coordinator</th>
<th>Telephone:</th>
<th>Schools</th>
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<tbody>
<tr>
<td>Bev Lurie</td>
<td>(61 8) 6304 5237</td>
<td>Business &amp; Law Education Nursing &amp; Midwifery WAAPA</td>
</tr>
<tr>
<td>Heather Williams</td>
<td>(61 8) 9370 6496</td>
<td>Arts &amp; Humanities Engineering</td>
</tr>
<tr>
<td>Joseph Sim</td>
<td>(61 8) 6304 3460</td>
<td>Medical &amp; Health Sciences Science</td>
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</tbody>
</table>
**Student Services Centre**

The Student Services Centre handles the administration side of dealing with all students, including HDR students. The main areas that HDR supervisors need to be aware of in regards to their students are:

**General inquiries:** Messages from potential HDR students who might contact supervisors should be directed to [futurestudy@ecu.edu.au](mailto:futurestudy@ecu.edu.au). This includes inquiry about courses and requirements for admission.

**Admissions:** This area focuses on the specifics of admission of HDR students. Any inquiries about incoming HDR students, including questions about applications in process, start dates and offer letters, should be directed to [hdr.enquiries@ecu.edu.au](mailto:hdr.enquiries@ecu.edu.au)

**Scholarships:** Questions about specific scholarships available, scholarship rounds, opening and closing dates and how funds will be received. Contact [scholarships@ecu.edu.au](mailto:scholarships@ecu.edu.au)

**Assessments:** Inquiries about progress reports, thesis submission and examiners reports, candidature issues e.g. length of candidature available, and changes to supervisors on Callista, would go through this area. Email [researchassessments@ecu.edu.au](mailto:researchassessments@ecu.edu.au)
Support from Other Centres

Library Services
www.ecu.edu.au/centres/library-services/off-campus-students

Off-campus students will be able to access most of the library connection online, through the Library Services website. This includes e-books, journals, reports etc.

Where the student requires a hard-copy of a book or other document, they can request document delivery if they are located in Western Australia, but over 50km away from the nearest ECU campus.

The student may also be able to contact a subject librarian for help on locating discipline-specific resources.

Email: library@ecu.edu.au
Tel: (61) 8 6304 5525

Ethics Support (Office of Research & Innovation)
The Ethics support team is available by phone or email to respond to any queries regarding the ethics process and applications.
Email: research.ethics@ecu.edu.au

HDR Communication Advisers (Centre for Learning & Teaching)
HDR Communication Advisers are available by request via email. Requests will be assigned to the appropriate adviser based on the student’s school and discipline.
Contact: Kylie Stevenson (Team Leader)
Email: k.stevenson@ecu.edu.au

IT Services
http://intranet.ecu.edu.au/staff/centres/information-technology-services/support-and-advice

IT services offer helpdesk support as well as access to software for staff and students. You may need to contact IT to request access to specific resources and software for an off-campus student.

Email: itservicedesk@ecu.edu.au
Tel (61) 6304 6000
Communicating using Microsoft Teams

Supervisors will need to establish communication and feedback processes with all of their off-campus students, particularly as they are not able to meet face-to-face. One of the applications available for this is Microsoft Teams. MS Teams is a communication and collaboration platform for Microsoft Office 365 that allows integration of several apps that are useful for the research journey.

Logging into MS Teams:
Teams can be accessed via desktop application (which can be downloaded via self-service from the IT Service Kiosk) or through a web interface: http://teams.microsoft.com.

Access to teams is through Office365, using an institutional login.

Setting up a ‘Team’:
Supervisors are advised to set up a ‘Team’ for each of their off-campus students, allowing all the information for that student, as well as any associated materials, to be contained within the one application.

Make sure you are within the ‘Teams’ tab on the left side of the screen.

At the bottom of the left pane, click on ‘Join or create team’.

In the pane that opens, click on ‘Create Team’ and choose the kind of team you will need to build (for this purpose you can choose ‘anyone’ as this will give you enough flexibility with your student.

Fill in the details of your team. If you are supervising multiple students, it may be easiest to create a team that uses the student’s name and ID so that it is clear what the focus of that
particular team is. You will also be able to add other supervisors and the student to the team.

Once you have set up the team, it will appear in the left pane with the name you gave it (in this case, the name of the student) and will be accessible whenever you log into MS Teams in the future.

**Using Teams and associated applications:**

You can use Teams as a virtual environment for supervision, by using the appropriate applications with it. A basic supervision team could use the following features:

- Chat function – for quick conversation between different members of the team, visible to all other members
- Files – to share documents
- Planner – list project milestones and tasks
- Website link – link out to relevant resources e.g. the library website
- Meetings – set up a virtual meeting, including a screen sharing and videoconference option

When you first access a team, the default screen shown is the chat conversations, so you can see what has been discussed previously in the team.

Adding functionality to your team – using apps:
To add an app to the team interface, you would need to click on the ‘+’ icon along the top edge. This will add a tab, and to determine the functionality of that tab you will need to choose from a list of apps.

Setting up a virtual meeting:
On the left hand menu, click on the ‘Meetings’ tab. It will open up a view of your current calendar. At the bottom of the left pane, click on ‘Schedule a meeting’

Fill in the details for the meeting as you would normally. On the right side of the screen, it will allow you to pick a channel to meet in – choose the channel associated with the relevant student you would like to meet virtually with in order to invite everyone in the team, or invite others as required.
The details of the meeting will appear in your calendar, and on the main chat page of the channel.

When it is time for the meeting, anyone who has the invite can click on the meeting notification and will be given the option to Join online, which will open up a videoconference.
Good Practice in Off-Campus Supervision

While off-campus doctoral programs offer students who would not have otherwise had access a PhD an opportunity to undertake research, it also poses some specific challenges due to the nature of the degree. Supervisors of off-campus HDR students will find that they need to pay particular attention to their practice and how they engage with their students when they do not have the option to meet them face-to-face (or a limited window in which they may do so).

This section of the handbook presents information and tools that will help supervisors develop good practice in off-campus supervision.

Resources

**Articles:**

**Abstract**
Online students face numerous challenges in successfully completing doctoral programmes. The aim of this article is to explore the best practices that can be employed by faculty to support students in achieving this. It also seeks to categorize and identify the best practices emerging from literature into themes. An exploratory research method was used involving a two-stage process, which had both broad and specific levels. Literature on online learning and doctoral education from the past 22 years (1993–2015) was reviewed. Eleven major journal databases were searched to identify articles for this review. In addition, a list of key journals that published studies on online doctoral pedagogies was also used to source relevant literature. This article reported five major themes that have emerged from the literature review, including the provision of timely and good-quality feedback, providing continuous support and promoting peer-to-peer facilitation, the pairing of new and experienced faculties, providing supportive mentoring to students and developing sensitivity to cultural issues, that could influence successful online doctoral study. This research is unique because there has not been any systematic review of literature that explores faculty best practices within a unified framework in an online doctoral programme context. A comprehensive understanding of existing literature can help establish important areas with regard to supporting the study of online doctoral students. Conclusion and directions of future research are also presented.


**Abstract**
Online doctoral education offers students the flexibility to attend to course work when personal or work commitments conflict with learning. Students who do not have the ability
to commute to classes have the opportunity to continue their education online through
distance learning. However, a perceived drawback of online learning is how the doctoral
degree is inadequate preparation for academia. This paper reviews the literature on best
practices for asynchronous online learning and the factors that students should consider
when choosing to enroll in an online program. The authors’ personal journey, beginning at
their decision to enroll in an online doctoral education program, to factors that contributed
positively to their online experience is discussed.

**Proceedings:**
*Online and off-campus PhDs – An emerging paradigm?*

**Tools:**
Supervision of Higher Degree by Research Students: Supervisor Resource Book.