

UTS Academic Standards: Develop Higher Degree Research Graduates

This document details the academic standards UTS has set for the development and delivery of UTS higher degree research courses.

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	Standards takes effect	16/03/2011
	Standards due for review (up to five years)	03/2016
	Standards amendment approved	15/10/2014
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Approved by	Academic Board Meeting 11/1, 16 March 2011 Resolution AB11/21	
	Latest amendment: Council, COU/14-5/106 (see change history for details)	
Implementation Officer	Provost	
Relevant to	All staff and/or all students	
Related documents	UTS Academic Standards Framework UTS Academic Standards: Develop Coursework Graduates UTS Academic Standard: Research	
Legislation		
File number	UR11/206	
Superseded documents	None	

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1. Confirm research strategic focus and capacity

Determine the strategic focus of the research programs to be developed and confirm the capacity available to enable them. This includes all activities required to create the environment/framework where the research will be conducted and the delivery of a research plan.

UTS ACADEMIC STANDARD	
<ul style="list-style-type: none">• UTS research courses are consistent with UTS's Purpose and contribute to the achievement of UTS's Vision.• UTS research courses contribute to the objectives of the UTS research strategy.• UTS works with the needs of industry and the professions in the development of research courses.• UTS research courses enable students to develop attributes from the intellectual, personal and professional research and research management domains.• UTS research courses meet the requirements of the Australian Qualifications Framework.	
Key Inputs	<ul style="list-style-type: none">• UTS Purpose and Vision• UTS academic profile• UTS research profile• Research and Research Training Committee integrated research planning• Statement of attributes of successful Doctoral candidates• Researcher Capability Development Framework• UTS Framework for Doctoral¹ Education• Australian Qualifications Framework• UTS staff discipline, supervisory and research methodologies knowledge and skills• UTS research capacity• Participation of industry and the professions
Key Processes	<ul style="list-style-type: none">• UTS planning• Course accreditation/review
Outputs / Outcomes	<ul style="list-style-type: none">• Research courses• All UTS research courses meet the requirements of the Australian Qualifications Framework• Industry/professions satisfaction
Key Performance Indicators	<ul style="list-style-type: none">• Student demand for research courses

¹ Includes Master of Research

2. Recruit and induct research students

Management of national and international research student engagement and induction to the research. In some cases this may also include the negotiation with researchers.

UTS ACADEMIC STANDARD	
<ul style="list-style-type: none">• UTS provides sufficient, accurate information to allow potential research students to make informed education choices.• UTS accepts students who demonstrate the capacity to be successful in their study.• Potential research students are accepted by UTS only if an appropriate UTS supervisor is available.	
Key Inputs	<ul style="list-style-type: none">• Students' qualifications and prior learning• Admissions, section 5, Student Rules, Policy and Standards• Advice to staff and students about respective roles and responsibilities
Key Processes	<ul style="list-style-type: none">• Marketing• Admission• Enrolment• Induction
Outputs / Outcomes	<ul style="list-style-type: none">• Admitted students
Key Performance Indicators	<ul style="list-style-type: none">• Enrolled research students• Retention• Student offers to acceptance rates

3. Supervise and develop students

Oversee students' activities in their candidature including supervision of the progress of the research project and the development of the student as a researcher.

UTS ACADEMIC STANDARD	
<ul style="list-style-type: none">• UTS research students each have a plan that reflects the student's academic and professional experiences and goals.• UTS students' learning is complemented by academic and personal support and development programs.• UTS students maintain a high level of academic integrity.• UTS staff develop, and maintain, the necessary disciplinary, supervisory and research methodologies expertise to effectively deliver UTS research courses.• UTS provides resources, learning spaces, technologies and other facilities to support students' learning.	

Key Inputs	<ul style="list-style-type: none"> • Staff discipline, supervisory and research methodologies knowledge and skills • UTS academic and personal support and development programs for students • UTS facilities and resources • Staff recruitment and induction • Supervisor development
Key Processes	<ul style="list-style-type: none"> • Development of Doctoral² Study Plan • Supervision of Doctoral Study Plan • Student progression through three formal stages
Outputs / Outcomes	<ul style="list-style-type: none"> • Students' Doctoral Study Plans • Students' published/commercialised research outputs • Student satisfaction • Supervisor satisfaction
Key Performance Indicators	<ul style="list-style-type: none"> • Student retention • Student satisfaction • Student misconduct

² Includes Master of Research

4. Examine research

Manage the process of final examination.

UTS ACADEMIC STANDARD	
<ul style="list-style-type: none"> • Examination at UTS is fair and equitable, and students are provided with avenues to provide feedback and resolve questions and issues. • UTS selects high quality examiners. 	
Key Inputs	<ul style="list-style-type: none"> • Thesis (which may include a product and/or artefact) • UTS Rules and policies for research examination
Key Processes	<ul style="list-style-type: none"> • Examination
Outputs / Outcomes	<ul style="list-style-type: none"> • Student success
Key Performance Indicators	<ul style="list-style-type: none"> • Student success • Student satisfaction • Timely completion

5. Academic standards governance

UTS ACADEMIC STANDARD	
<ul style="list-style-type: none"> The quality of UTS academic standards is assured by UTS academic governance processes. 	
Key Inputs	<ul style="list-style-type: none"> UTS Purpose and Vision Council Academic Board (and committees) Research and Research Training Committee Graduate Research School Board (and committees) Stakeholder feedback Student participation in governance
Key Processes	<ul style="list-style-type: none"> Course accreditation UTS planning Feedback surveys Review and improvement cycles
Outputs / Outcomes	<ul style="list-style-type: none"> Quality assurance Management of risk Compliance
Key Performance Indicators	<ul style="list-style-type: none"> Compliance with internal course accreditation processes Compliance with internal processes for stakeholder feedback and student participation

6. Version control and change history

Effective date	Version	Approved by, resolution no. (date)	Amendment
16/03/2011	1	Academic Board Meeting 11/1, 16 March 2011 Resolution AB11/21 (16/03/2011)	
01/01/2013	1.1	Council, COU/12-2/30.1 (18/04/2012); Academic Board, AB12/70.3	Changed the following reference: <ul style="list-style-type: none"> University Graduate School Board to Graduate Research School Board in accordance with approved nomenclature changes.
11/02/2015	1.2	Director, Governance Support Unit (GSU) (11/12/2014)	Changes (approved under Delegation 3.17) to implement 2014 Senior Executive restructure.

Effective date	Version	Approved by, resolution no. (date)	Amendment
11/08/2016	1.3	Council, COU/14-5/106 (15/10/2014)	Consequential changes to align with changes to the Student Rules.