



THE RESEARCH SUPERVISORY PROGRAMME AT MASSEY UNIVERSITY

WELCOME



**From Professor Giselle Byrnes,
Assistant Vice-Chancellor
Research, Academic and Enterprise**

Thank you for your interest in the important role of supervision at Massey University. This booklet has been developed with new supervisors (either new to supervision or to Massey University) in mind, but may be useful to experienced supervisors seeking to refresh or re-familiarise themselves with University policies and processes.

The purpose of this booklet is to provide guidance in terms of the range of support, resources and training available at Massey University in regards to becoming a supervisor, examining a thesis, or becoming an examination convenor.

Massey University recognises the importance of providing high calibre training and resources, and this is evidenced in two of the university's key documents: The Road to 2025, & the Research Strategy 2017 – 2021.

The programme outlined in this booklet is mapped against the Vitae.ac.uk framework which aims to support researchers at every stage of their career. We hope that you find this a useful resource.

Massey University recognises the importance of providing high calibre research skills training to all its PhD candidates, and this is evidenced in two of the university's key documents; The Road to 2025, and the Research Strategy.

Our programme which is mapped against the Vitae.ac.uk framework aims to support students at every stage of their study, beginning with induction and continuing through major milestones, right up to thesis submission and examination.

We recommend you discuss your training and development needs with your supervisor/s, who will be able to advise you on which aspects are most useful and appropriate for your needs. Your supervisor will also be able to advise on appropriate development opportunities that are not part of this programme, but which may be available locally (College or Academic Unit level) and may assist you with the timely, successful completion of your study.

THE ROAD TO 2025

As the engine of the new New Zealand, Massey University is an innovative, bold and enabling organisation. Demonstrating these attributes requires us to develop a culture where ideas are valued and where our students are supported, challenged to succeed, and provided with opportunities to develop knowledge, skills, capabilities and experiences that prepare them for their future as global citizens. Underpinning this are two of the seven big goals for Massey University.

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THE RESEARCH SUPERVISORY PROGRAMME AT MASSEY UNIVERSITY

This programme is one of a number of programmes available to staff at Massey University designed to support academic and professional staff in growing their careers, this one is specifically aimed at those on the research career pathway. This is a resource for new supervisors at Massey University – either new to Supervision or new to Massey University; as well as for those who are currently supervising at Massey University but would like to exam and or convene examinations; the Masterclasses are also designed for all of those in this spectrum.

The programme content is also informed from Vitae.uk.ac which will be introduced further on page four, as well as FIRST (for Improving Research Supervision and Training) an online supervisory development resource with over 35 member universities within New Zealand and Australia.

As you look though the programme, we hope you will appreciate the broad range of opportunities now available for research and academic staff to invest in their own professional and career development while here at Massey University.

You are encouraged to take part in the programme and to encourage those who work with you to do the same. We hope that this initiative will help support and further the development of our Supervisors and the wider research community here at Massey University.



OVERVIEW OF THE PROGRAMME

The Core Research Supervisory Workshops are all aligned to policy; for example it is a requirement at Massey University to have completed Introduction to Research Supervision prior to commencing higher degree research (HRD) supervision.

The Masterclasses are short information or skill development session, for example if a new national reporting requirement, national or university policy or process put in place that impacts upon HRD

candidature and supervisors, these short sessions are designed to keep research supervisors up to date.

The Forums are designed to keep those with in Academic Units who are responsible for HRD administration informed with any changes and to gain feedback on the impact of changes.

PROGRAMME FRAMEWORK

From 2016 onward Researcher development within Massey University will be guided by the VITAE Researcher Development Framework (RDF). The RDF is structured around four domains (see Figure 1) encompassing the knowledge, intellectual abilities, techniques and professional standards to do research, as well as the personal qualities, knowledge and skills to work with others and ensure the wider impact of research. Within each of the domains are three sub-domains and associated descriptions, which describe different aspects of being a researcher.



Figure 1. The 4 domains of the VITAE development framework.

These domains constitute the Universities 'Researcher Development Statement' (RDS) which acts as the key reference statement for the development of post-graduate researchers' skills and attributes and researchers employed by the University.

BACKGROUND TO THE RDF

The RDF and its 4 guiding domains were created through interviews with researchers and empirical data leading to the identification of the characteristics of excellent researchers. Each of the domain descriptors is linked not only to what is required to do research effectively but to the different stages of individual researcher development from initial Higher Research Degree (HRD) enrolment, through to individual research projects and research supervision.

The RDF has been designed for a variety of stakeholders including:

- Researchers – to evaluate and plan their professional development
- Principal investigators and supervisors of researchers – in their role supporting the development of researchers.
- Researcher developers, trainers, human resource specialists, senior management and others – in planning and providing support to researchers.
- Policy makers, funders and other organisations – to inform and reinforce policy and strategy relating to researchers.
- Employers – to provide insight into the unique blend of researchers’ skills and to enable exploration of researchers’ potential benefits to the University.

ADVANTAGES OF THE RDF

The RDF is a guide to your development as a professional researcher and research supervisor enabling you to proactively articulate your research skills, identify your strengths and prioritise your development needs. You can use the RDF to develop your individual research skills and those of researchers you supervise optimising their and your performance.

THE RDF FOR SUPERVISORS

For research supervisors the RDF can enable you to:

- Manage your researchers effectively to achieve research excellence.
- Explore your researchers’ strengths and areas of development.
- Signpost in your researchers’ relevant development and career opportunities.
- Plan professional development for your research groups.
- Plan your own professional development in relation to research supervision.

THE RDF FOR RESEARCHERS

For individuals seeking to improve and develop their personal skills the RDF can be used to:

- Aid self-reflection and set development goals.
- Choose the most appropriate formal and informal development opportunities provided by the University.
- Consider how your skills and experiences will enhance your career prospects.
- Highlight, articulate and evidence the transferability of your skills.

In your capacity as a researcher or researcher supervisor you can use the RDF to:

- Select individual areas for development.
- Focus on short or long-term development needs.
- Prioritise development on those areas most relevant to you.
- As means of talking to others about your research strengths and weaknesses.

USING THE RDF TO IDENTIFY YOUR DEVELOPMENT NEEDS

Utilising the RDF effectively requires researchers to conduct a degree of self-evaluation, identifying their own strengths and weaknesses in regard to research. In doing so researchers should compare themselves against the skills, knowledge and attributes incorporated into the VITAE development framework.

These are divided between four key domains focused on different aspects of what makes an excellent researcher. Three sub-domains within each domain focus attention and specific skills, knowledge and attributes relevant to researchers. These in turn are linked to specific development activities provided by the University.

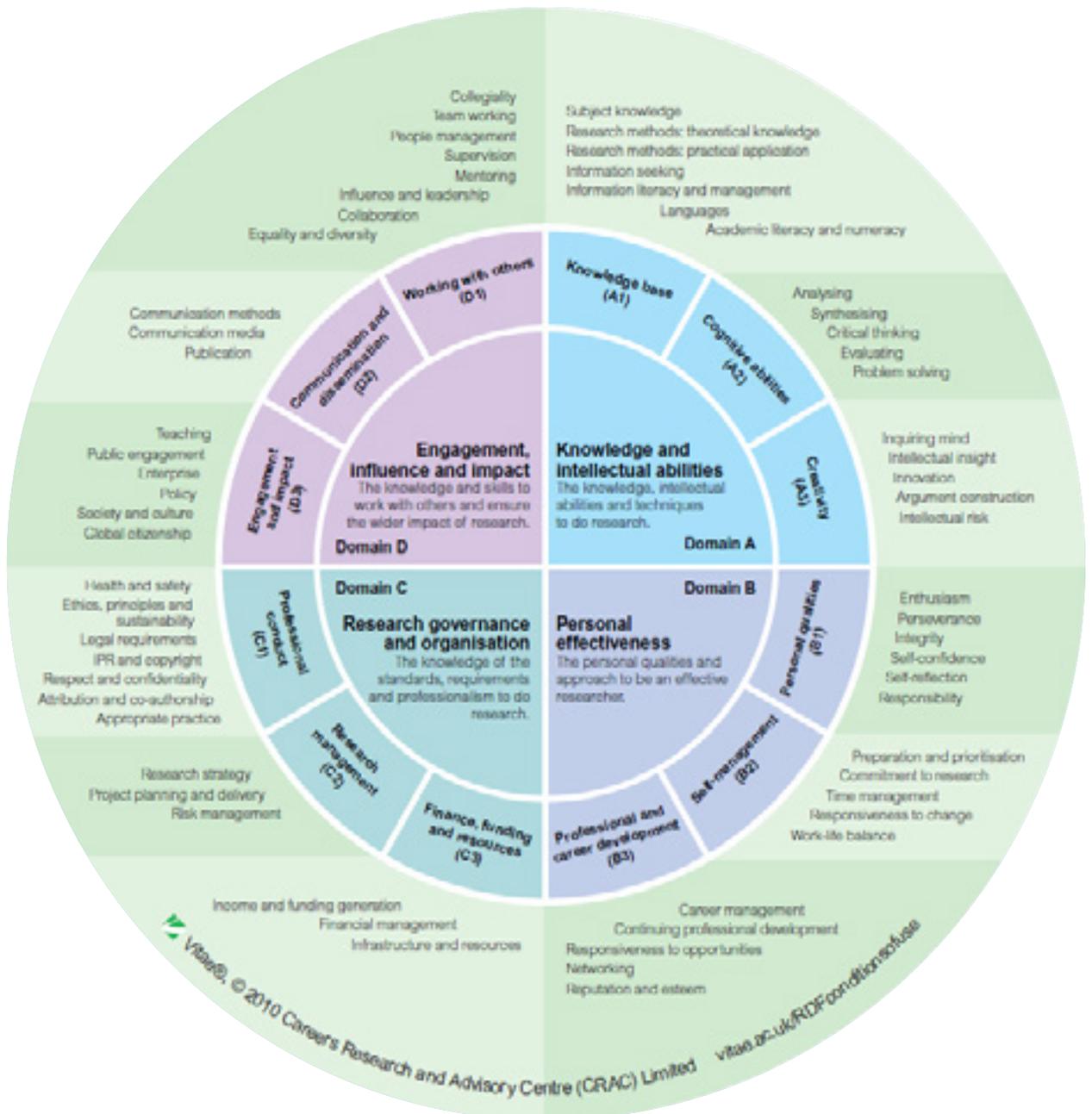
Within this programme booklet is a breakdown of the various development opportunities provided by the University and the domain and sub-domains those opportunities relate to. To select the appropriate development activity for their needs researchers need to identify their strengths and weaknesses relative to the RDF and then select the most appropriate development activity for their needs.

USING THE RDF TO SELECT A PROGRAMME: AN EXAMPLE

Jane Smith is a PhD candidate that has been at Massey University for 3 months. Post the induction session her literature review is well underway and the thesis question and methodology is forming. Recognising her lack of experience Jane compares her existing knowledge, skills and experience against the RDFs four domains. She identifies Domain C “professional conduct” as an area that she needs to develop further in before undertaking the qualitative research that she has planned. The most applicable and imperative of these training needs is around “Ethics, principals and sustainability”. Working through the opportunities provided by Massey University she identifies the ‘Human ethics’ workshop as fulfilling her requirements and enrolls.

THE VITAE RESEARCHER DEVELOPMENT DOMAINS

To keep track of your own development as a researcher and in research related activities the VITAE RDF sets out the skills and abilities that are associated with effective researchers. These skills and abilities are organised into four domains: knowledge and intellectual abilities; personal effectiveness; research governance and organisation; and engagement, influence and impact. Individual researchers can use the framework to assess their own skill level in each domain and identify areas where further training or development would be beneficial.



DOMAIN A

KNOWLEDGE AND INTELLECTUAL ABILITIES

This domain relates to the knowledge and intellectual abilities needed to be able to carry out excellent research. It consists of three sub-domains: knowledge base (A1), cognitive abilities (A2) and creativity (A3)

A1 – KNOWLEDGE BASE

This sub-domain addresses researchers knowledge of:

- Their area of research, the advances within it and its relationship to other research areas.
- The methods and experimental techniques appropriate for research design.
- Sources of information, bibliographic software and other information technologies.

It also focuses on knowledge specific behaviours such as:

- Making original contributions to knowledge.
- Identifying, applying and developing methods and experimental techniques appropriate for research projects.
- Conducting effective and comprehensive information searches.
- Recording, managing and handling information/ data using appropriate bibliographic software and information technologies.

A2 – COGNITIVE ABILITIES

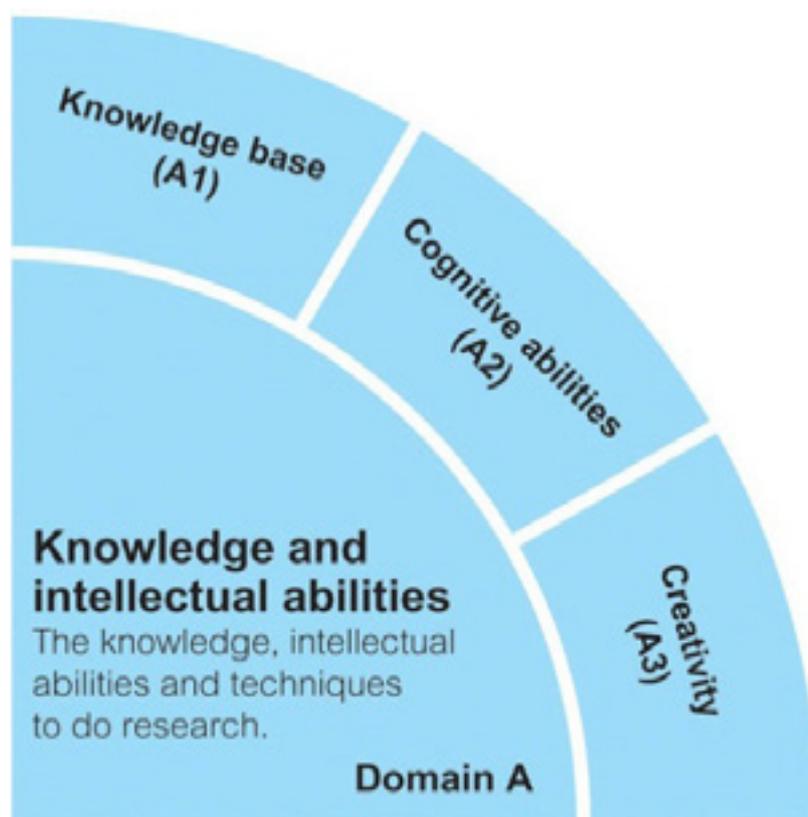
This sub domain addresses the following behaviours and attitudes:

- Analysing and evaluating findings using appropriate methods.
- Thinking originally, independently and critically, developing theoretical concepts.
- Critically synthesising information from diverse sources,
- Evaluating progress, impact and outcomes of research.
- Recognising and validating problems, formulating and applying solutions to a range of research problems.
- Willingness to give and receive constructive criticism.

A3 – CREATIVITY

This sub-domain encompasses the following behaviours and attitudes:

- Developing new ways of working.
- Identifying new trends, creating new opportunities.
- Developing convincing and persuasive arguments to defend research.
- Taking intellectual risks, challenging the status quo.
- Taking a creative, imaginative and inquiring approach to research.
- Being open to new sources of ideas.



DOMAIN B

PERSONAL EFFECTIVENESS

This domain contains the personal qualities, career and self-management skills required to take ownership for and engage in professional development.

B1 – PERSONAL QUALITIES

This domain encompasses the following attitudes:

- Approach research with enthusiasm, passion and confidence.
- Is resilient and perseveres in the face of obstacles.
- Is self-reflective, seeks ways to improve performance and strives for research excellence.
- Is pro-active, independent, self-reliant and takes responsibility for self and others.
- Shows integrity

B2 – SELF-MANAGEMENT

This sub-domain encompasses the following behaviours and attitudes:

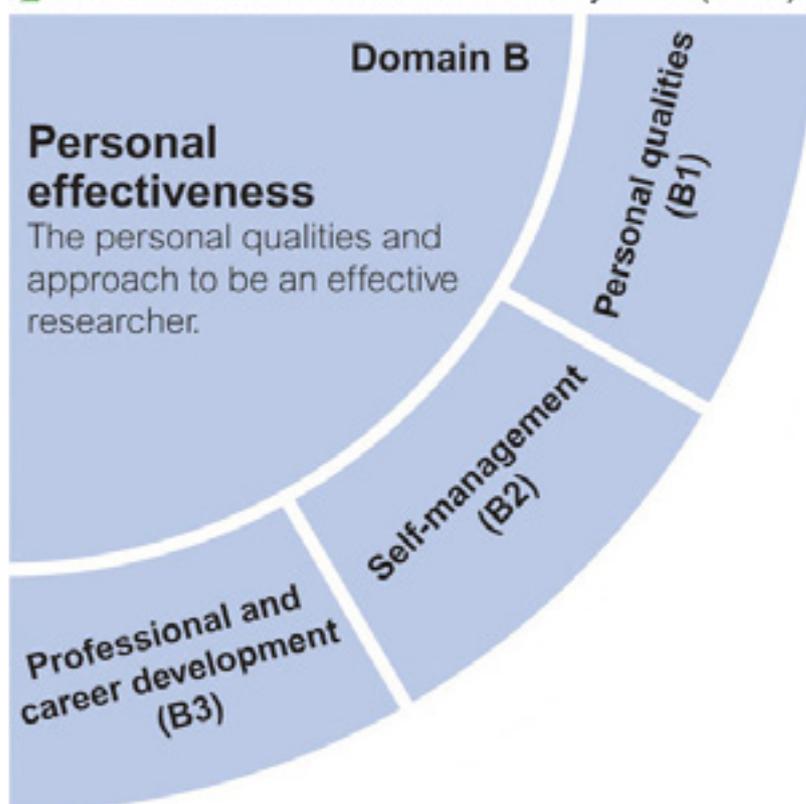
- Anticipation and response to directions and trends in research.
- Plans, priorities and conducts research in proactive way.
- Delivers research projects and results on time and effectively.
- Develops awareness of, and helps to achieve, work-life balance for self and colleagues.
- Has a strategic approach to research.
- Has focus, commitment and ambition.
- Is flexible and responsive to change.

B3 – PROFESSIONAL AND CAREER DEVELOPMENT

This sub-domain focuses on researchers knowledge of career and employment opportunities inside and outside academia and the following behaviours:

- Taking ownership of and managing professional development.
- Showing commitment to continuing professional development and enhancing employability.
- Maintaining and developing relevant skills and experience in preparation for a wide range of opportunities within and outside of academia.
- Actively networks for professional and career purposes and seeks to enhance research reputation and esteem.

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DOMAIN C

RESEARCH GOVERNANCE AND ORGANISATION

This domain relates to the knowledge of the standards, requirements and professional conduct that are needed for the effective management of research.

C1 – PROFESSIONAL CONDUCT

This sub-domain focuses on researchers' knowledge of:

- Health and safety issues, confidentiality and the ethical requirements.
- Legal requirements and regulations.
- The principles of intellectual property rights and copyright issues.
- Organisational and professional requirements and environmental impact of research.
- The concept of corporate and social responsibility

It also covers the following behaviours and attitudes:

- Respect, acknowledge and attributes the contribution of others.
- Seeks to protect where appropriate, the intellectual assets arising from research and to maximise the wider value of research findings.
- Acts with professional integrity in all aspects of research governance.
- Uses institutional resources responsibly and appropriately.
- Seeks ways of working in a sustainable manner.
- Respects, upholds and meets professional standards and requirements.

C2 – RESEARCH MANAGEMENT

This sub-domain includes researchers' knowledge and behaviour in regard to:

- The contribution of research to the health of disciplines and institutional missions.
- Knowledge and application of appropriate project management tools and techniques.
- Setting of goals and plans and management of resources to deliver results.
- Effectively assessing and managing risk.
- Evaluating the effectiveness of research projects.

C3 – FINANCE, FUNDING AND RESOURCES

This sub-domain focuses on researchers' knowledge and behaviour in regard to:

- The requirement for research income generation and financial management.
- Mechanisms for funding, the range of funding sources and the processes for making applications.
- Local administrative systems, reporting procedures and infrastructure processes.
- Responsibly managing finances, resources and infrastructures related to research.



DOMAIN D

ENGAGEMENT, INFLUENCE AND IMPACT

This domain relates to the knowledge, understanding and skills needed to engage with, influence and impact on the academic, social, cultural, economic and broader context.

D1 – WORKING WITH OTHERS

This sub-domain incorporates the following behaviours and attitudes:

- Collegiality & team working.
- Building relationships in academic and commercial contexts.
- Supervising, mentoring and developing the potential of less experienced researchers and colleagues.
- Leading, motivating, influencing and persuading through listening and convincing discussion.
- Build and sustaining collaborative relationships and working pro-actively.
- Recognising the potential for working in sustained partnerships with a range of stakeholders.
- Respecting individual difference and diversity.

D2 – COMMUNICATION AND DISSEMINATION

This sub-domain incorporates researchers' knowledge of:

- Appropriate communication and dissemination mechanisms for different audiences
- The importance of engaging in the processes of publication and dissemination of research results and impacts

It also addresses the following behaviours:

- Communicates effectively in both written and oral modes with a range of audiences formally and informally through a variety of different techniques and media.
- Actively engages in publication and dissemination of research results and impacts

D3 – ENGAGEMENT AND IMPACT

This sub-domain incorporates the researchers' knowledge of:

- Global, organisational, cultural, economic and environmental contexts and the wider impact of research.
- The social and ethical implications of research and public attitudes to these issues.
- The range of mechanisms to support knowledge transfer and maximise the impact of research.



HOW TO SELECT, BOOK AND CANCEL YOUR DEVELOPMENT ACTIVITIES

HOW TO SELECT YOUR DEVELOPMENT ACTIVITIES

The activities (workshops, seminars etc) listed in this programme are available for all academic and research staff and HRD candidates at Massey University; although some events are only available to and suitable for a particular audience. For each event, the target audience is indicated and the content described.

Please read this information carefully and consider if you are likely to benefit from attending the event before booking a place. If you are unsure or would like more information please contact:

E m.d.murrie@massey.ac.nz | P 83852

HOW TO REGISTER FOR ACTIVITIES

Places can be limited on some activities, as are the number of programme offerings. If there is additional demand then additional offerings may be considered.

REGISTER ON-LINE AT:

Development Calendar - Massey University

This is a new programme at Massey University, if there are additional workshops that you would like to be included or have a suggested change please feel free to contact:

Marise Murrie
(m.d.murrie@massey.ac.nz).

	A			B			C			D		
	Knowledge base (1)	Cognitive abilities (2)	Creativity (3)	Professional and Career development (1)	Self-Management (2)	Personal qualities (3)	Professional Conduct (1)	Research management (2)	Finance, funding & resources (3)	Working with others (1)	Communication a& Dissemination (2)	Engagement & impact (3)
Introduction to Research Supervision at Massey University	X			X				X		X		X
Examiners workshop: Examining a Higher Research Degree			X	X								X
Convenors Workshop: Chairing an HRD Oral Exam			X		X			X			X	
Convenors Forum		X		X			X			X		
HRD Coordinator Forum	X					X					X	
Administrators Forum	X					X					X	
Supporting HRD candidates to the examination		X			X			X			X	
Introduction to the Massey University HRD Skills development programme		X										X
Preparing HRD candidates for confirmation								X				X
Using technology to support your HRD candidate journey: My Portfolio session			X					X			X	
Researcher integrity and the ethic processes				X					X	X		
Selecting quality candidates			X					X		X		
Students with unusual behaviour: Identifying and managing students at risk			X								X	

DEVELOPMENT WORKSHOPS

REGISTER ON-LINE AT: [DEVELOPMENT CALENDAR - MASSEY UNIVERSITY](#)

INTRODUCTION TO RESEARCH SUPERVISION AT MASSEY UNIVERSITY

Duration **Full Day, VLT Rooms**

This workshop is for academic staff who hold an HRD and who are therefore eligible to supervise HRD candidates. Massey University regulation states that prior to commencing as a first supervisor you must first attend a Supervisors Workshop.

Overview

The workshop is for those new to the University and/or new to HRD supervision, or those who may need a refresher. It covers Massey University processes and policies, and covers:

Academic and administrative matters relating to the candidacy from admission through to completion including 6 month reporting the confirmation event and examination;

- Guiding students on thesis writing
- What makes a good supervisor; role and expectations
- Introduction to the support available to HRD candidates and supervisors;
- Academic and administrative guidance.

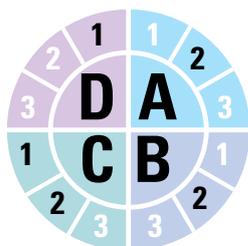
Experienced supervisors also join for Q & A session to share best practice and pass on advice.

Outcomes

Upon completion of this workshop participants should:

- Be confident and able to conduct successful and productive supervision sessions;
- Be aware of the resources and systems available at Massey University to assist a candidate in the resolution of problem/s related to their research and general progress;
- Be aware of all role and responsibility of both themselves and the candidate regarding policies and processes within a candidature (including reporting, admission, confirmation, examination arrangements, complaints procedure etc.);
- Have a working knowledge of University staff/roles, committees and other forums, and their involvement and responsibilities in relation to HRD candidates.

Relevant Vitae RDF Domains A2, B2, C1, C2, D1



EXAMINERS WORKSHOP - EXAMINING A HIGHER RESEARCH DEGREE

Duration **1.5 hours, VLT Rooms**

The workshop is for those new to the University and/or looking to become an examiner. Experienced examiners should regard this as an opportunity to update on current requirements.

Overview

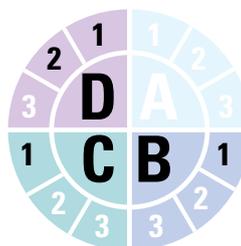
As a supervisor, academic staff members will be called upon to act as internal examiners, and will also be requested by external organisations to be an external examiner. This workshop covers the administrative process for examinations, guidance on how to examine a thesis, and explores what the expectations are of an examiner.

Outcomes

Upon completion of this workshop participants should be able to:

- Apply the University's examination process and procedures appropriately
- Clarify the responsibilities of internal and external examiners
- Articulate what constitutes a "good" thesis; learning outcomes and assessment criteria
- Conduct an oral examination
- Deal with post examination issues.

Relevant Vitae RDF Domains B1, C1, D1, D2



CONVENORS WORKSHOP: CHAIRING AN HRD ORAL EXAM

Duration **3 hours, SST 3.23**

Audience

For new examination convenors (Chairs); Staff nominated by Heads of Departments. This workshop is for academics who are interested in making this contribution to Massey University. They will first have been nominated by Heads of Departments and meet the criteria for convening a doctoral exam.

Overview

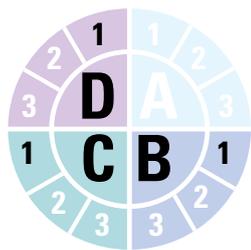
The role of an Oral Exam Convenor (Chair) is significant in the final step of the examination of a Doctoral candidate. The Convenor needs to be an experienced academic and first supervisor and able to manage the parties and processes involved in the oral examination. Attendance at this event is a requirement in order to be added to the Convenors' Register which is maintained by the Graduate Research School.

Outcomes

Upon completion of this workshop participants should be able to;

- Approach chairing an oral examination with confidence;
- Ensure that the University's regulations and policies are fully observed;
- Ensure a fair experience for the candidate.

Relevant Vitae RDF Domains B1, C1, D1



ADVANCED CONVENOR TRAINING

Duration **1.5 hours, VLT Rooms**

Audience

Examination convenors.

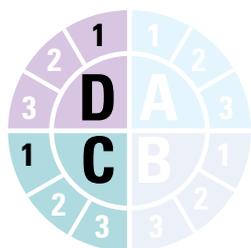
Overview

This session is for those convenors who are already convening exams but would like some extra tips and tools to enable them to deal with more complex exams.

Outcomes

- Opportunity to discuss complex exams and how to deal with them;
- Greater understanding of examination issues;
- Have a mentor to discuss issues with.

Relevant Vitae RDF Domains C1, D1



HRD COORDINATOR FORUM

Duration **1.5 hours, VLT Rooms**

Audience

Staff within academic units who are responsible for the coordination and oversight of HRD candidates

Overview

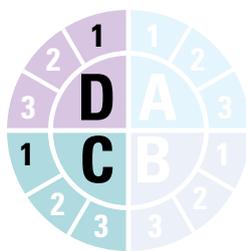
This meeting is an opportunity for those responsible for overseeing HRD Coordination within academic units to come together a look at proposed changes that impact on the doctoral community. There is an opportunity for attendees to participate in the selection of agenda items to ensure that the community can use this as an opportunity to table any concerns or propose new systems and/or changes.

Outcomes

Completion of this workshop will give participants the opportunity to:

- Be updated on GRS/DRC matters
- Have concerns aired and for potential solutions to be identified
- Meet, network and share with peers

Relevant Vitae RDF Domains C1, D1



HRD ADMINISTRATORS FORUM

Duration **1.5 hours, VLT Rooms**

By invitation only

Audience

Administrators within academic units responsible for administration and support aspects of HRD candidates

Overview

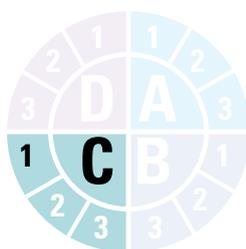
This meeting is an opportunity for those responsible for overseeing HRD Candidate administration within academic units to come together a look at proposed changes that impact on the doctoral community. There is an opportunity for attendees to participate in the selection of agenda items to ensure that the community can use this as an opportunity to table any concerns or propose new systems and/or changes, and to share any best practices.

Outcomes

Participation in this workshop will give you the opportunity to:

- Be updated on GRS/DRC matters
- Have concerns aired and for potential solutions to be identified
- Meet, network and share with peers

Relevant Vitae RDF Domains C1



MASTER CLASSES

REGISTER ON-LINE AT: [DEVELOPMENT CALENDAR - MASSEY UNIVERSITY](#)

SUPPORTING HRD CANDIDATES TO THE EXAMINATION

Duration **1.5 hours, VLT Rooms**

Audience

All HRD supervisors

Overview

A brief presentation at the outset will provide the academic and administrative guidance on preparing students for examination. Then a panel of experienced supervisors will share experiences and advice on best practices that you might want to adopt.

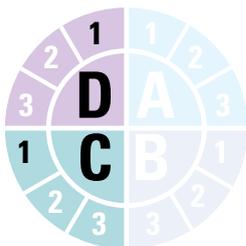
Outcomes

Upon completion of this master class you will be able to:

- Know the responsibilities of each of the stakeholders in the examination process;
- Be confident in implementing the University's policies;
- Be ready to prepare your candidates to approach the examination with confidence;
- Be prepared to support your candidates post-examination, (i.e. emendations).

Relevant Vitae RDF domains

C1, D1



INTRODUCTION TO THE MASSEY UNIVERSITY HRD SKILLS DEVELOPMENT PROGRAMME

Duration **1 hour, VLT Rooms**

Audience

All staff that have responsibility for HRD candidates, this includes HoUs, Research Centre Directors, Post Graduate Coordinators, Post Graduate administrators and supervisors.

Overview

Massey University has developed an HRD Skills programme, pulling together some existing excellent programme offerings and new programme offerings; designed to help support HDR candidates to succeed and be prepared for the next steps after completion.

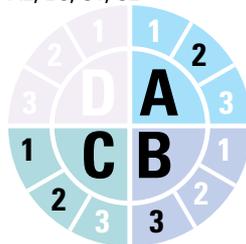
Outcomes

Upon completion of this Master Class participants will be:

- Aware of support systems and resources available to support/guide your candidates to timely completion;
- Have knowledge of Vitae UK Researcher Development Framework and how to assist/guide candidates in identify training needs, and action planning.

Relevant Vitae RDF domains

A2, B3, C1, C2



PREPARING HRD CANDIDATES FOR CONFIRMATION

Duration **1.5 hours, VLT Rooms**

Audience

All HRD supervisors.

Overview

At confirmation Massey University candidates are assessed on their ability to defend the research for their doctorate. The confirmation due-date is 12 months after the provisional registration start-date for full-time PhD students, and 18 months after start-date for part-time PhD students. This session is to give supervisors advice/suggestions on how best to prepare the student and what the options are for those students who are not of the required standard. There will also be input on what are the administrative requirements and expectations from the DRC.

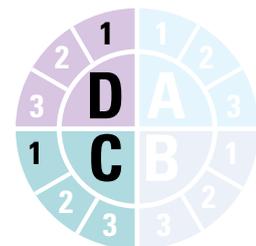
Outcomes

By the end of the session you will

- Be ready to prepare your candidates to approach the confirmation event with confidence;
- Know the responsibilities of each of the stakeholders in the confirmation process;
- Have different plans that will work for preparing different candidates for confirmation;
- Be confident in implementing the University's policies;
- Be prepared to support your candidates post-examination, (i.e. emendations).

Relevant Vitae RDF domains

C1, D1



USING TECHNOLOGY TO SUPPORT YOUR HRD CANDIDATE JOURNEY: MY PORTFOLIO SESSION

Duration **1 hour, VLT Rooms**

Audience

All HRD supervisors.

Overview

My Portfolio provides a personal learning environment, a repository to store, record and showcase evidence of achievement, manage development plans, set goals, and create online learning communities.

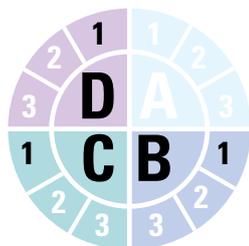
Associate Professor Mandia Mentis from the Institute of Education uses My Portfolio extensively in the Inclusive Education programme. This session will introduce to this powerful, easy and effective tool and how your HRD candidates can use it to keep track of your resources and documents throughout their candidature in a system that will remove the need to for having large documents sent, instead you will be invited to view and review the documents in the candidates My Portfolio space. Some of the additional benefits of My Portfolio is that it is more than a cloud based document sharing tool, and it is completely free.

It can be used to:

- Create portfolio projects as part of your course delivery;
- Help your students prepare and thrive in the digital age;
- Comment on and assess your students' achievements;
- Create your own portfolio, for your courses and for your career; and
- Explore how portfolios and personal development planning can deliver learning outcomes

Relevant Vitae RDF domains

B1, C1, D1



RESEARCHER INTEGRITY AND ETHIC PROCESSES

Duration **1 hour, VLT Rooms**
Presenter **Assoc Prof Brian Finch**

Audience

All HRD supervisors.

Overview

Higher Research Degree (HRD) candidates are often unfamiliar with the principals, of Research Integrity, and the policies and processes which govern research ethics at Massey University. Their HRD candidature may be the first experience that they have with these Principals and procedures and they will be reliant upon the supervisory team to guide them through these processes. This session, facilitated by Associate Professor Brian Finch Chair of the Massey University Ethics Committee, will introduce the principals of Research Integrity. Massey University currently has a Research Integrity policy under consideration. The session will then look at the potential impact a Research Integrity policy may have upon the role of a higher research degree (HRD) supervisor and candidate. The ethics processes at Massey University are undergoing changes, moving towards an online system. The second half of this session will introduce these processes, outlining the roles and responsibilities of the supervisor in guiding and informing HRD candidates through these processes.

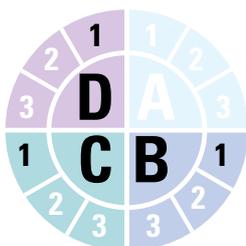
Outcomes

By the end of the session you will:

- Be confident in implementing Massey University's proposed RI and current ethic policies;
- Be aware of how to best guide HRD candidates to ensure that they observe the Research Integrity principals
- Be aware of how to best guide HRD candidates to ensure that they observe the Ethics policies and procedures.

Relevant Vitae RDF domains

B1, C1, D1



SELECTING QUALITY CANDIDATES

Duration **1.5 Hours**

Audience

All HRD supervisors.

Highly recommended for HoUs and PG coordinators and Admission teams i.e. subject leaders

Overview

Taking on a PhD candidate is a big commitment for a supervisor, the academic unit and the University; and being accepted by the right supervisor is vital to the chances of the candidate's success. In this session the admissions and registration process will be explained and there will be a discussion on selecting good candidates and what to look for. Following these tips may help to (1) minimise the risk of selecting someone who is unlikely to succeed in their doctoral studies and (2) ensure that the candidates are getting the most out of the experience.

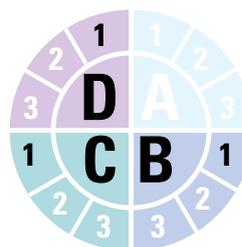
Outcomes

By the end of the session you will:

- Have a potential plan developed on what you will look for in a candidate academically;
- Know the responsibilities of each of the stakeholders in the process;
- Understand the administrative process involved in accepting a candidate;
- Have some ideas about how to deal with enquiries from potential students.

Relevant Vitae RDF domains

B1, C1, D1



THESIS WRITING – TEACHING THE GENRE



Duration **1.5 hours**

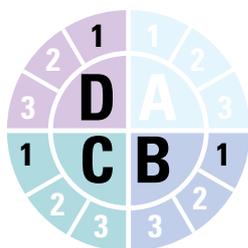
Audience

All HRD supervisors

Overview

This workshop is designed to encourage supervisors to discuss the structure of a typical thesis within their discipline. Once this is understood this session will look at what some of the common writing issues are for HRD candidates. HRD candidates often engage in trial-and-error strategies in drafting sections of their theses; to be expected, most have never done this before.. But this is time-consuming for both the candidate and supervisor and can be minimised if the candidates clearly understand their goals as writers within each section. Written language is at the heart of researching. Not only is it the means of communicating the researcher's contribution to knowledge, it also helps the researcher clarify and discover what their contribution actually is.

Relevant Vitae RDF domains B1, C1, D1



STUDENTS WITH UNUSUAL BEHAVIOUR: IDENTIFYING AND MANAGING STUDENTS AT RISK

Duration **3 Hours**

Presenter **Mark Rainier**

Audience

All HRD supervisors

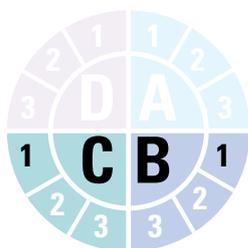
Overview

Academic and general staff are well placed to notice when things are going wrong for students, but are frequently unsure if they need to be concerned. This seminar will explore questions of “when to worry”, as well as strategies which staff can utilise to support students about whom they are concerned in any way. It will also outline campus services to assist both the staff member and the student.

On completion of this seminar you will gain:

- An understanding of the continuum of “risk” and ways of determining the level of risk faced by a student
- Appropriate ways of providing support directly to students about whom staff are concerned, and when referral to a professional service is required
- An understanding of the various student support services on each campus and how to access them
- Effective ways of encouraging students to use these services

Relevant Vitae RDF domains B1, C1



PROFILES

All PhD candidates are given automatic access to a Massey University PhD Profile Page in their letter of offer, they are given a period to notify the Graduate Research School if they would like to ‘opt’ out. The pages are designed to help the candidates start to build their profile as a researcher, and their work. The Student profile pages have the following sections:

- Thesis title
- Research description
- Personal description
- Supervisors

In this last section, once the candidates profile page has been approved by yourself and then goes to the Web Team for a final check, and goes “live” the names in the Supervisors list will hyperlink back to any Massey University staff profile pages. And alternatively the candidates name, start date and thesis title will appear in the Postgraduate student section of the supervisory teams staff profile pages. On the Graduate School website there are suggestions and guidelines to assist candidates on completing their profiles along with an example, and some exemplars.

SOFTWARE PACKAGES

Free resources available to Massey University students:

NVivo – <https://www.massey.ac.nz/massey/staffroom/national-sharedservices/information-technology-services/help/training-resources-for-staff/nvivo-additional-resources.cfm>

Training guides available:

<http://www.qsrinternational.com/>

SPSS – <http://www.massey.ac.nz/massey/staffroom/national-shared-services/information-technology-services/software-at-home/software-at-home-forstudents/spss-at-home-for-postgrads.cfm>

MiniTab – <http://www.massey.ac.nz/massey/staffroom/national-sharedservices/information-technology-services/software-at-home/software-at-home-for-students/minitab-at-home-for-students.cfm>

SAS - <http://www.massey.ac.nz/massey/staffroom/national-shared-services/information-technology-services/software-at-home/software-at-home-forstudents/sas-at-home-for-students.cfm>

EndNote – <http://www.massey.ac.nz/massey/staffroom/national-sharedservices/information-technology-services/software-at-home/software-at-home-for-students/endnote-at-home-for-students.cfm>



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