

Scenario 1: Including and engaging candidates

As REC you have introduced a local one-day Research Induction that covers formal requirements, workshop support and roles and responsibilities of students and supervisor. The cohort of HDR students consists of a mixture of international students, part-time and working full-time and most with family responsibilities. Feedback from both full-time and part-time students was very positive. However, you have recently received some complaints by HDR students that surfaced during the mid-year review of progress. Several students complained that they never got to meet peers, discuss research plans or share information with other students. Many students, particularly the part-time and international students, felt isolated. You are fairly certain that the Dean will be keen to support you in trying to resolve the problems.

Further resources available from www.first.edu.au

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Questions for consideration

1. Who is responsible for helping students feel included?
2. What might your role be in fostering inclusion?
3. What sorts of academic and social activities might be appropriate for building peer support for:
 - a) Part-time students
 - b) International students
 - c) Bringing together local and international students?
4. How will you know if the strategies you introduced are meeting the students' needs?

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