

## Statement of Attributes of successful Doctoral students

The following categories describe target “graduate attributes” for successful candidates of Doctoral programs, noting that the relative emphasis of each descriptor may differ, depending upon the type of program undertaken and the particular discipline area. The Statement fits within the UTS Graduate Profile Framework [http://www.uts.edu.au/work/coursedevelopment/pdfs/graduate\\_profile.pdf](http://www.uts.edu.au/work/coursedevelopment/pdfs/graduate_profile.pdf)

### Intellectual Attributes

creativity	<p>the candidate will demonstrate originality and/or novelty in many of the following:</p> <ul style="list-style-type: none"> <li>• formulating and addressing a research problem in a novel way</li> <li>• development and application of new methods or novel applications of existing techniques for investigation</li> <li>• development of new knowledge and/or theoretical insights which extend the “current” boundaries of understanding</li> <li>• development of fundamental and new insights into a realm of professional practice</li> <li>• critical review and analysis of previous research and existing knowledge which proposes new perspectives and/or new ways of encapsulating recent developments in a field of knowledge</li> <li>• integration of existing understandings of theory and/or practice to produce new insights to problems in context</li> <li>• opening up new areas for future research</li> </ul>
knowledge and understanding	<p>The candidate will provide evidence of the following:</p> <ul style="list-style-type: none"> <li>• developed significant depth of knowledge in a complex area and/or breadth of knowledge of an inter-disciplinary nature</li> <li>• the understanding developed embraces and extends the current limits of relevant knowledge and practice</li> <li>• the understandings developed include latest developments in relevant theory, methodologies and strategies in the specific and related fields of study, with a clearly articulated contextualisation of the study within its wider environment</li> </ul>
analysis	<p>The candidate will demonstrate:</p> <ul style="list-style-type: none"> <li>• ability to undertake objective, critical analysis of existing knowledge and practice, observed phenomena and/or problems using appropriate tools and/or theoretical perspectives</li> </ul>

synthesis and evaluation	<p>The candidate will demonstrate ability to:</p> <ul style="list-style-type: none"> <li>• synthesise information/ideas/theoretical perspectives</li> <li>• create responses to problems that review, expand and/or redefine existing knowledge, and/or</li> <li>• propose areas for improvement in practice or research that will further explore these and related fundamental issues</li> <li>• be able to articulate the significance and impact of the research undertaken</li> </ul>
application and reflection	<p>The candidate will undertake:</p> <ul style="list-style-type: none"> <li>• extensive, critical reflection upon major aspects of current knowledge, theories or practices and demonstrate capacity to reflect on the implications of their own research findings, including their validity and their potential for contributing to new knowledge, application and practice</li> </ul>

### **Professional Research and Research Management attributes**

leadership and management	<ul style="list-style-type: none"> <li>• ability to negotiate resource requirements and manage constraints and/or problems in a program of self directed learning</li> <li>• ability to recognise and draw on the professional skills of others</li> </ul>
communication and presentation	<ul style="list-style-type: none"> <li>• can engage in full professional and academic communication with others in their field of practice and/or workplace</li> <li>• preparation and delivery of significant publications in “peer reviewed” forums which permit critical reflection and discussion and add to the knowledge base</li> <li>• preparation and delivery of significant publications in other fora relevant to the work eg newspapers, community fora, professional practice journals, etc</li> </ul>
research capability, information and data collection	<ul style="list-style-type: none"> <li>• ability to devise and design novel methods and strategies for quantifying/measuring or observing phenomena with a clear and critical perspective on the levels of reliability/validity achieve</li> </ul>
problem solving	<ul style="list-style-type: none"> <li>• ability to isolate, assess and resolve problems of all degrees of predicability in both autonomous and team contexts</li> <li>• ability to tackle problems in creative an novel ways</li> </ul>
knowledge of research policy and practice	<ul style="list-style-type: none"> <li>• knowledge of intellectual property and commercialisation issues and processes, risk management, and ethics requirements for research</li> <li>• knowledge of external policy environment for R&amp;D</li> </ul>
contextual understandings	<ul style="list-style-type: none"> <li>• recognition that operation within complex, unpredictable, specialised work contexts requires innovative scholarship, which will explore and expand the current limits of knowledge and interdisciplinary approaches and understanding</li> </ul>

ethical	<ul style="list-style-type: none"> <li>• awareness of and sensitivity to, ethical dilemmas likely to arise in research, application of knowledge and professional practice; coupled with an ability to respond to such situations by formulating solutions in dialogue with peers, clients and community groups</li> </ul>
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### **Personal attributes**

planning and organisation	<ul style="list-style-type: none"> <li>• ability to define objectives and plan and undertake work which meet these objectives</li> <li>• ability to set and meet deadlines with a high level of autonomy and efficient, managed use of resources</li> </ul>
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responsibility	<ul style="list-style-type: none"> <li>• ability to act autonomously within the bounds of professional practice with a high level of responsibility for self and others, with a mature understanding of responsibility to the broader community</li> </ul>
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group and interpersonal	<ul style="list-style-type: none"> <li>• able to clearly delineate, negotiate and participate in team/group processes to agreed parameters and limit of responsibility and accountability</li> </ul>
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self appraisal	<ul style="list-style-type: none"> <li>• embraces “life long learning” and regularly reflects upon the practices and “paradigm constructs” used by self and others – as a means for personal growth and improvement</li> </ul>
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