

NWU POST-GRADUATE ATTRIBUTES

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The post-graduate student as...

1. SUBJECT EXPERT	2. RESEARCHER, SCHOLAR & LEARNER	3. PROFESSIONAL	4. RESPONSIBLE CITIZEN
Knowledgeable, highly educated individuals	Innovative problem-solvers and life-long learners	Highly skilled professionals that make an impact in the local, national, and global context	Well-rounded individuals that act as responsible members of society
COMPETENCIES FORMALLY ASSESSED		COMPETENCIES NOT FORMALLY ASSESSED	
Knowledge and knowledge domain competencies Subject content Subject-expert and specialist	Research competencies Scholarly and life-long learning competencies	Professional and work-based competencies Career advancement	Transferable skills Personal attributes and competencies

Please see figure 1.1 on the next page.

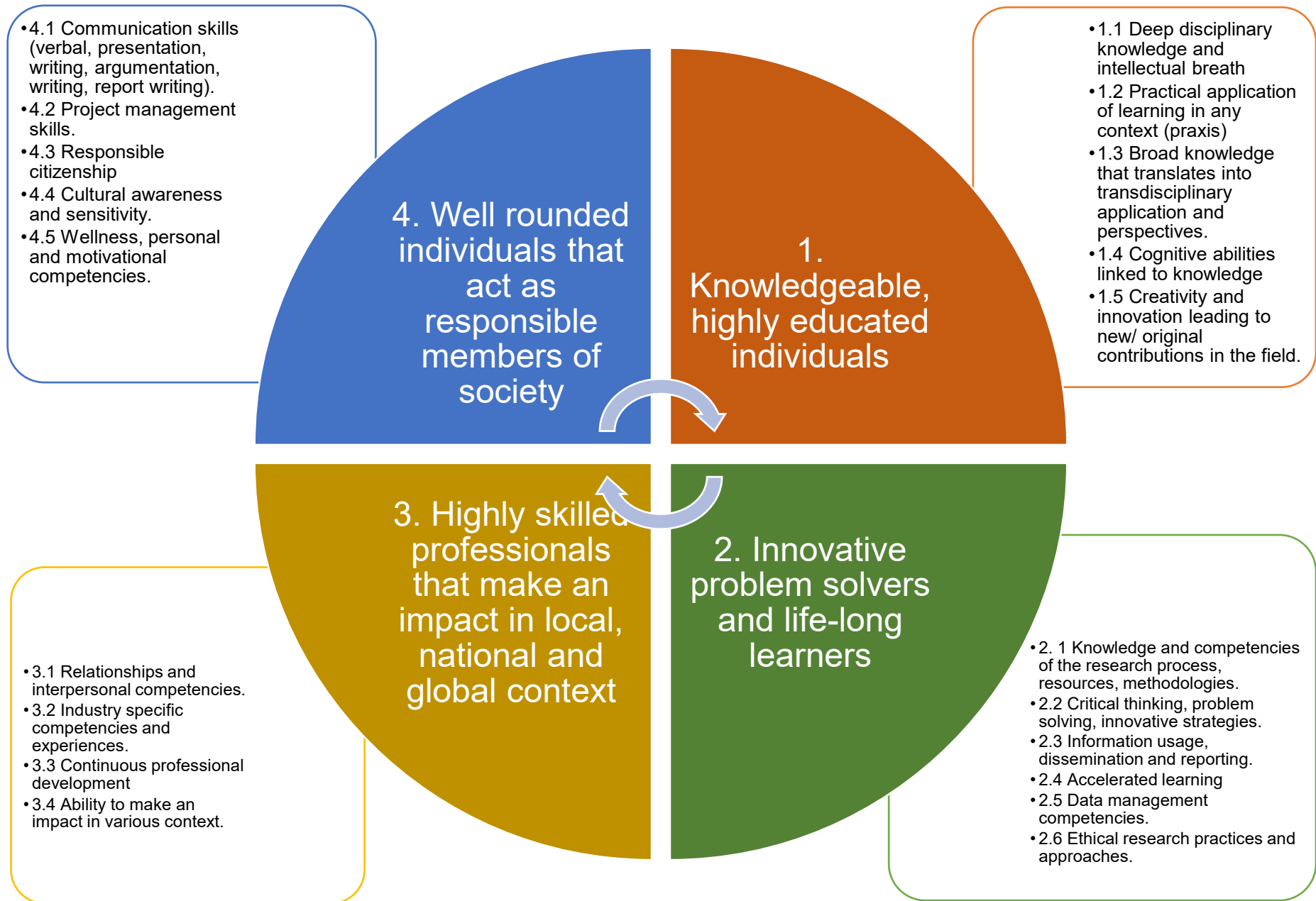


Figure 1.1 Breakdown of key post-graduate attributes

1. Knowledgeable, highly educated individuals

The student/candidate should be able to:	Characteristics descriptor	Competency required
<p>Define the core skills and concepts associated with the discipline Understand how knowledge is constructed and contested. Capacity to assimilate information at depth in a field of study, and to impart to others a clear understanding of it. Appreciation of the relevance and value of his or her original contribution to facts, theories and practices of the national and international knowledge community. To possess expert knowledge in an area of specialisation, a mastery of relevant research methods in the field of enquiry. Systematically acquires in-depth strategic understanding of a substantial body of knowledge which is at the forefront of their discipline internationally.</p> <ul style="list-style-type: none"> • Understands the boundaries of their primary discipline's knowledge base and knows when to access multi-disciplinary knowledge to enable an inter-disciplinary solution. • Applies academic/intellectual rigour to challenge the status quo and develops new and innovative ways of understanding. • Creates a significant, original contribution to knowledge through the production of a published thesis 	<p>1.1 Deep disciplinary knowledge and intellectual breath</p>	<p>In-depth subject/disciplinary knowledge. A deep knowledge base of the research area.</p>
	<p>1.2 Practical application of learning in an academic and professional context (praxis)</p>	<p>Theory of field translates into solutions and principled actions. Practically apply knowledge and competencies in various authentic contexts.</p>
<p>Able to link the discipline to local, national and global issues to seek positive and sustainable solutions Commitment to intellectual openness and curiosity, and the awareness of the limits of current knowledge and of the links amongst disciplines</p>	<p>1.3 Broad knowledge that translates into transdisciplinary application and perspectives.</p>	<p>Identification of gaps in literature, practices, and shortages in the discipline field and link to other disciplines where applicable.</p>

<p>Highly developed appreciation of global perspectives in the chosen discipline(s) and the nature of global citizenship</p> <p>To work effectively in interdisciplinary settings to develop a broader perspective, innovative vision and the capacity to work effectively within national and international research and innovation systems.</p> <p>Understands the potential impact of their research, particularly the contribution their research makes to the economy, society, environment or culture.</p> <ul style="list-style-type: none"> • Seeks opportunities to create two-way knowledge exchange, sharing skills, technology, methods and expertise, with relevant audiences in Australia and internationally. <p>Understands IP and copyright as they apply to their research and is aware of the importance of appropriate research dissemination.</p> <ul style="list-style-type: none"> • Ability to explore potential for international dissemination and application of their research, both within and outside of universities. 		
	<p>1.4 Cognitive abilities linked to knowledge processes</p>	<p>Academic literacy Cognitive flexibility Analysis, evaluation, and synthesis competencies. Critical thinking Organisation and presentation competencies.</p>
<p>Always looking for opportunities to continue to learn, reflect and apply new knowledge and skills in a positive sustainable way, with both a local and world perspective.</p> <p>Able to find new ways to address problems sustainably, answer questions or express meaning.</p> <p>To be innovative and creative in response to novel problems, and to be willing to take risks.</p>	<p>1.5 Creativity and innovation leading to new/ original contributions in the field.</p>	<p>An original contribution to the field. Outputs/artifacts contribute to the body of knowledge in the field.</p>

2. Innovative problem-solvers and life-long learners

The student/candidate should be able to:	Characteristics descriptor	Competency required
	<p>2.1 Knowledge and competencies of the research process, resources, and methodologies.</p>	<p>Knowledge and expertise of processes, techniques, and methods related to discipline/field/research.</p>

<p>Able to evaluate and draw conclusions from information, to find sustainable solutions to complex problems and make decisions. Highly developed ability to analyse issues logically, to challenge conventional assumptions, to consider different options and viewpoints, make informed decisions and act with flexibility, adaptability and creativity. To display high-level capabilities in critical thinking and problem-solving and a commitment to lifelong learning and discovery. Utilises comprehensive knowledge of relevant theoretical frameworks and research methods to apply the appropriate framework to new, abstract and complex research problems.</p> <ul style="list-style-type: none"> • Collects, synthesises and evaluates complex data, followed by insightful and critical analysis of results. • Articulates, understands and questions ideas, assumptions, evidence and information to develop independent and critical thinking • Applies high level research and critical thinking skills to formulate unique hypotheses, alternative arguments and novel approaches 	<p>2.2 Critical thinking, problem-solving, and use of innovative strategies.</p>	<p>Problem identification, analysis, and solving competencies. Critical, higher-order thinking and open-mindedness. Innovative thinking.</p>
<p>Highly developed ability to apply specific skills in acquiring, organising, analysing, evaluating and presenting information, in particular recognising the increasing prominence of digital-based activity</p>	<p>2.3 Information usage, dissemination, and reporting.</p>	<p>Ability to collect information, and process information to construct sound arguments, claims, and discourses. Knowledge of the key information and content in the field to critique and contribute to the body of knowledge in the field/discipline. Awareness of plagiarism types, strategies to overcome, and knowledge to prevent plagiarism in own practices.</p>
<p>Commitment to the fundamental importance of the acquisition and development of knowledge and understanding. Commitment to the on-going acquisition of new knowledge and new skills, and a highly developed ability to apply these to an ever- changing environment Highly developed ability to initiate, design, conduct and report independent and original research, a willingness to seek continuous improvement in research skills and quality of</p>	<p>2.4 Accelerated learning competencies.</p>	<p>Engaged in scholarship in the field/discipline. Management of own learning. Self-directed learning strategies. Reflection and autonomy. Learning beyond the borders of the learning environment. Work independently.</p>

<p>research, and an awareness of the application of knowledge Able to reflect and see the deeper meaning or significance; the “bigger picture” or patterns emerging. Highly developed ability for self-directed activity and working independently. capability to contribute to scholarship and knowledge discovery. To display high-level capabilities in disseminating research, and build an understanding of one's own research in a broader context by participating in engagement with end-users of research. Continuously reflects on practice, experience and own strengths and weaknesses to further develop the professional and personal self.</p> <ul style="list-style-type: none"> • Operates strategically in an independent and self-directed manner, identifying milestones, prioritising, planning, setting and meeting deadlines. • Maintains motivation and demonstrates perseverance when significant setbacks and obstacles arise, seeking support and advice when needed. • Curious, willing to learn and keeps an open mind, adapting to change by acquiring knowledge and identifying opportunities. 		
	2.5 Data management competencies.	Data collection, management, and reporting competencies.
<p>Knowledge of ethics and ethical standards and a highly developed ability to apply these with a sense of responsibility within the workplace and community Respects the standards, policies and practices of Flinders University and the Australian Code for the Responsible Conduct of Research.</p> <ul style="list-style-type: none"> • Demonstrates research integrity and ethics in the collection, processing and dissemination of data and information. • Develops an awareness of their professional and personal ethics, seeking to reconcile differences. 	2.6 Ethical research practices and approaches.	Ethical competencies Plagiarism prevention practices. Integrity and accuracy.

<ul style="list-style-type: none"> • Actively contributes to a culture of respect and ethical behaviour, including respectful interactions with a wide variety of research stakeholders. 		
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3. Highly skilled professionals that make an impact in the local, national and global context		
The student/candidate should be able to:	Characteristics descriptor	Competency required
<p>Able to work productively with others, no matter their culture, perspective or background, and complete joint projects.</p> <p>Ability to work effectively as both a team leader and a team member.</p> <p>Demonstrates leadership within the discipline and within a workplace.</p> <p>Able to lead and support others by inspiring them with a clear vision and motivating them to achieve goals.</p> <p>Establishes and builds relationships with a diverse range of people, including across discipline and international boundaries.</p> <ul style="list-style-type: none"> • Works effectively with supervisors, building a professional relationship through awareness of each other's priorities, goals, work and communication styles. • Works collaboratively to identify different perspectives and interests, resolve conflicts and create optimal solutions. • Develops and maintains cooperative, global networks with a diverse range of people and stakeholders through a variety of methods. 	<p>3.1 Relationships and interpersonal competencies.</p>	<p>Principled leaders and leadership readiness.</p> <p>Teamwork and participation in a team-based setting.</p> <p>Collaboration skills.</p> <p>Negotiation skills.</p> <p>Financial and resource management.</p> <p>Building professional relationships with colleagues, superiors, supervisory team, and team members.</p>
<p>To work effectively in interdisciplinary settings to develop a broader perspective, innovative vision and the capacity to work effectively within national and international research and innovation systems.</p>	<p>3.2 Industry-specific competencies and experiences.</p>	<p>Ability to network and establish connections (engage, make an impact, influence).</p> <p>Develop a reputable professional profile.</p> <p>Commercialisation.</p>
	<p>3.3 Continuous professional development.</p>	<p>Ability to keep in touch with industry/disciplinary trends and tendencies.</p> <p>Upskill on competencies.</p> <p>Develop and grow new skills and competencies.</p> <p>Willingness to keep learning and develop plans not to stagnate.</p> <p>To exercise integrity, confidence and resilience.</p>

Act in an honest, ethical and consistent manner based on a strong sense of self and personal values. Consider the impact of your actions on others and the environment	3.4 Ability to make an impact in professional and industry contexts to address future career skills.	Entrepreneurship Mentoring, coaching, and supervision. Management/leadership skills.
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4. Well-rounded individuals that act as responsible members of society		
The student/candidate should be able to:	Characteristics descriptor	Competency required
<p>identify key questions, research and pursue rigorous evidence-based arguments</p> <p>Able to openly and honestly communicate and listen in a way that creates mutual understanding with others from diverse cultures, perspectives and backgrounds.</p> <p>Highly developed ability to communicate information, arguments and analyses effectively, both orally and in writing.</p> <p>To have excellent oral and written communication skills relevant to specialist and general audiences.</p> <p>To evaluate and utilise contemporary digital tools, resources and technologies.</p> <p>Communicates and explains complex ideas to diverse audiences, including both specialist and non-specialist, through a range of methods.</p> <ul style="list-style-type: none"> • Determines the channel, method or mode of information dissemination in relation to the aims of communication, audience and type of information. • Participates in positive critical dialogue, presenting ideas clearly and logically, actively reflecting on others' arguments and contributing to the information presented. • Writes coherently and convincingly, constructing an academically rigorous argument to communicate an evidenced body of research. 	4.1 Communication skills (oral, written, presentation, argumentation, report writing, non-verbal).	<p>Verbal communication skills (good communication skills, presentation skills, and positive body language).</p> <p>Ability to read and interpret, write, design, and structure arguments, reports, and artifacts for the world of work and in academic writing practices.</p> <p>Digital and media literacy.</p> <p>Language and linguistic literacy</p>
<p>Able to prioritise and, manage commitments to maintain a sense of focus and deliver projects on time.</p> <p>Resilient when confronted with challenges and able to adapt positively to and accept change</p>	4.2 Project management skills .	<p>Time management.</p> <p>Ability to plan, design, manage, and prioritise projects and adhere to due dates to complete projects.</p> <p>The ability to identify and manage risk and problems in projects.</p> <p>Adaptability</p>

<p>through a continued willingness to learn and develop. To plan, manage and deliver research projects effectively.</p> <ul style="list-style-type: none"> • Plans and implements complex, multiphase projects including stakeholder and resource management. • Maintaining awareness of potential challenges and risks, adapting and re-aligning research to ensure strategic outcomes are achieved. • Aligns research project to institutional governance and strategic direction of the college and university. • Understands that no one solution is perfect and can reconcile research imperatives with competing outcomes, reconsidering decisions when needed. 		
<p>Understanding of the principles that govern natural systems, the effects of human activity on these systems, and the cultures and economies that interact with those systems. To be professionally and socially responsible and make a positive contribution to society, and to recognise and promote the implications of own research in a broader societal context.</p>	<p>4.3 Responsible citizenship.</p>	<p>Engaged and responsible citizens Environmental conscious and sustainable development practices. Industry and disciplinary responsiveness. Think global, act local – "glocal" concept. Global citizenship.</p>
<p>Proactively seek the diverse thoughts, feelings and perspectives of others' and taking these into account we're in the business of creating intellectually curious and socially conscious minds Knowledge and appreciation of biculturalism; knowledge and appreciation of multiculturalism; and an ability to apply such knowledge in a culturally appropriate manner. To display high levels of cultural competence and embody best practice with regard to cultural competence in research.</p>	<p>4.4 Cultural awareness and sensitivity.</p>	<p>Cultural sensitivity and literacy Ethics of care Equality and diversity awareness. Africa at the center of engagement and development.</p>
<p>Ready to get started and act on opportunities, built on a foundation of courage, self-belief, reflection and independent thought</p>	<p>4.5 Wellness and personal competencies.</p>	<p>Wellness practices to ensure physical, mental, and psychological wellness. Stress tolerance and coping strategies. Work-life-study balance. Internal (intrinsic) motivation and will to succeed. Emotional intelligence and self-awareness</p>

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