

Student-Supervisor Skills Audit and Assessment Tool for QUT Higher Degree by Research Students

What is this for?

This Skills Audit should be completed and supplied as a supporting document with your application. It will then be discussed with your Supervisor and/or Faculty advisor at the beginning of your candidature so that you can identify your current strengths and skills gaps and then map them to course learning objectives and your own training/career goals in order to plan your coursework requirements. This form encompasses skills based on the AQF learning objectives required to complete your Higher Degree by Research, skills which will be relevant to a career in an academic research setting and broader skills sets which are relevant to many other career paths and important to employers of research graduates. It is significant to acknowledge when planning your training needs that the majority of HDR graduates today go on to careers and employment outside of academia.

It is important to note that this audit should be discussed with your Supervisor at the beginning of candidature and be kept as a living document throughout your candidature. It will assist in identifying what coursework or training should be undertaken as part of your degree (both discipline specific training AND training which is relevant to you during your HDR journey and beyond.)

How do we use it?

To use this tool you are asked to nominate a level you currently believe you have achieved for each skill at the beginning of candidature (1 being the lowest and corresponding to little or no knowledge and 5 being the highest and meaning that you need no further development to complete your degree). You may have existing skills from previous professional roles or research activities which you believe are relevant to the competencies in the table, however it is important that you discuss these with your supervisor who can help you contextualise these to the research requirements of your degree and allow you both to decide how relevant this experience is:

Skill level 5: Exceptional or prolonged experience, exceeding the standard of a graduate research student.

Skill level 4: Experience at the level expected of a graduate research student

Skill level 3: Some skills or experience, further development of these skills would facilitate your research or career objectives

Skill levels 1-2: Significant limitations or no experience, requires further development to assist you in undertaking research or meeting goals

Once you have identified your needs you should work with your supervisor and faculty to identify from the course training resources what units or modules are available to you to assist in improving this skill level as part of your candidature and consult PhD or MPhil Connect in Blackboard to assist you in selection.

N/A – If you and your supervisor agree that this skill is not relevant to your course learning objectives or career goals, you may wish to mark it as not applicable

See below for an example in *blue italics* of how the tool can be populated.

	Skills/Attributes/ Competencies	Examples of Skills Experience or Training Evidence	My Current Level					Evidence of how I have achieved this level OR Identify coursework, practices or training available to help me improve my skill level
			1 Low	2	3	4	5 High	
e.g.	<p>Oral Communication (Use of speech to inform, persuade, summarise; adapting to a range of audiences)</p> <p>Leadership (Experience in taking responsibility to lead, motivate and gain commitment of others. Can make decisions. Can assist in making a team work, providing vision, forging teams, making decisions, and persuading, influencing others to meet objectives)</p>	<p>Participation in group discussions, seminars and small group discussions, interviews, conference presentations, group presentations and project seminars & dissertations. Negotiations. <i>Final Seminar</i></p> <p>Leading a team or project. Leading a professional or student group. Engaging with others in a project, leading a committee. Task/project that requires working in a group with others, and negotiating roles. Management experience <i>eGSA Leadership and Communication online module</i></p>			3			<p><i>I have participated in group discussions, group seminars and student discussions, and I have done a couple of oral presentations. I plan to undertake RSC provided Milestone training and ALLS workshops that help with seminar & conference presentations.</i></p> <p>2</p> <p><i>I lead/chaired a student group during my undergraduate degree. I would like further training in leadership to improved my employability so I will undertake the e-Grad School Leadership and Communication module during my degree</i></p>
1	<p>Oral Communication (The ability to calmly and clearly inform, persuade, summarise information one on one or to a group; the ability to adapt complicated content and delivery to suit an audience)</p>	<p>Participation in group discussions, seminars and small group discussions, interviews, conference presentations, group presentations and project seminars & dissertations. Negotiations. ALLS workshops, <i>3MT and Final Seminar</i></p>						
2	<p>Written Communication (The ability to express ideas effectively and convey information appropriately and accurately in scholarly written documents or to a lay audience; the ability to integrate literature, describe methods and present findings in a fluent manner)</p>	<p>Designing a poster, or presentation. Writing a report, research-based dissertation, thesis writing or milestone document. Writing a project or research proposal, writing an academic paper or scholarly review. ALLS Improve My Writing Workshops, <i>Faculty Writing Circles</i></p>						

	Skills/Attributes/ Competencies	Examples of Skills Experience or Training Evidence	My Current Level 1 2 3 4 5 Low High	Evidence of how I have achieved this level OR Identify coursework, practices or training available to help me improve my skill level
3	Research Integrity, Ethics and Data Management (The skills and knowledge to apply key principles and frameworks of research governance, code of conduct, research integrity, ethics to research and to appropriate develop and use data analysis and management processes).	Apply for ethics approval at the appropriate time, manage and conduct research responsibly and ethically, correctly apply authorship and research dissemination principles, manage IP developed in research, develop, analyse, report and store data appropriately. Research Integrity Online (RIO) Module AIRS unit		
4	Research Methodologies (Skills and knowledge to apply the appropriate research methodologies, data collection and analysis methods to research, the ability to collect and analyse data and interpret findings)	Active knowledge of statistical analysis and tools, quantitative and qualitative methodologies, nVIVO, Indigenous methodologies. <i>Indigenous Methodologies Module, Faculty Specific Methodology Units</i>		
5	Theoretical Application (The ability to research and develop a body of knowledge and apply this in research practices or other professional contexts)	Literature or other reviews, development of a research proposal, involvement in grant applications. <i>Stage 2 or Research Proposal Milestone Advanced Content Units</i>		
6	Critical & Creative Thinking (The skills to identify, assess and evaluate evidence by examining its validity, and relevance;	Problem solving exercise/ task/project. Development of an empirical research project. Literature review, research proposals.		

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			1 Low	2	3	4 High	5	
	develop questions from ongoing reflection and revision of evidence base; use novel responses/approaches to challenges and research, evaluate arguments, identify problems and apply novel solutions to them.)	Critical discourse with colleagues & journal clubs; Innovative ideas and approaches that lead to new methods, outcomes, knowledge or works Critical and Creative Thinking e-Grad School online Module						
7	ICT Literacy (Show understanding of and ability to use a range of computer based programmes, technologies and applications in managing problems, projects and other professional contexts)	Use of programmes to interrogate data for a presentation/project. Using web-based teaching materials. Use of online data sharing or digital tools <i>High Performance Computing and Research Support Classes, AIRS unit</i>						
8	Career Management and Planning (Has an active awareness of career paths and requirements, regularly seeks ongoing professional development in skills and tools to assist in career progression, monitors skills and competencies and keeps records of achievements and activities up to date)	Develop a Career Portfolio. Knowledge of career paths and requirements, industry placements, teaching, professional experience, professional development or accreditation; Networking Developing Your Career e-Grad School Online Module , <i>Mentoring Programs</i>						

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9	<p>Teamwork and Working with Others (Can work effectively in a group to achieve objectives/goals Can actively build relations outside comfort zone, can give and receive feedback, can collaborate with others from other disciplines and professional backgrounds, high level skills in listening to other ideas and responding effectively)</p>	<p>Management of/participation in a team. Group seminar, lab project, field work, group project. Meeting regularly with Supervisor, setting agreed tasks. Committee participation. Involvement in a transdisciplinary or outcome-driven project Online Module in Transdisciplinarity; Peer-peer Engagement in MPhil/PhD online Connect Sites</p>		
10	<p>Leadership (Experience in taking responsibility to lead, motivate and gain commitment of others. Can make decisions. Can assist in making a team work, providing vision, forging teams, making decisions, and persuading, influencing others to meet objectives)</p>	<p>Leading a team or project. Leading a professional or student group. Engaging with others in a project, leading a committee. Task/project that requires working in a group with others, and negotiating roles. Management experience. Leadership and Communication e-Grad School Online Module</p>		
11	<p>Project & Time Management (Defines/scopes project and manages tasks effectively, sets goals, meets objectives and deadlines and manages workload. Takes initiative.</p>	<p>Scoping and managing a project and budget. Understanding project management tools and principles. Meeting long deadlines for independent study, research, milestones. Balancing tasks and time frames in project</p>		

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	Demonstrates self-awareness. Shows ability in decision making and completing tasks/projects on time)	work. Grant applications and execution. Project Management e-Grad School Online Module		
12	Transdisciplinarity and Professional Skills (Shows ability to understand, communicate and collaborate with people across disciplines and backgrounds. Demonstrates a broader understanding of research impact on end-users and the community. Demonstrates the application of professional or transferrable skills in new contexts.)	Industry or other external placement. Collaboration with other disciplines or role in outcome focused research. Participation in transdisciplinary project Work with different socio-economic, and professional groups. Presentation to an international or non-academic audience. Study/experience of another organisation and methodologies. Understanding/experience in professional protocols and policies. Online Module in Transdisciplinarity		
13	Commercialisation skills/ Entrepreneurial attitudes (Understands and applies principles of IP management to research. Identifies opportunities and seeks advice on developing commercialisable research outcomes and engaging in partnerships. Shows to research management processes, strategic thinking, risk- assessment, and awareness of legal and other requirements in the research setting.	Identifying a research outcome with commercialisation potential. Participating in developing or presenting a pitch. Carrying out a consultancy or partnership project. Inventorship. Developing an innovative product or service to proof-of-concept stage. Starting and running a business or social enterprise. Engaging with end users. Research Commercialisation or Entrepreneurship e-Grad School Online Modules		

	Skills/Attributes/ Competencies	Examples of Skills Experience or Training Evidence	My Current Level 1 2 3 4 5 Low High	Evidence of how I have achieved this level OR Identify coursework, practices or training available to help me improve my skill level
	Can apply creativity and idea generation towards innovative outcomes)			
14	Adaptability/ Flexibility (Maintains effectiveness in a changing environment. Shows evidence of ability to transfer skills and develop skills in response to needs)	Resetting targets in the light of unexpected results. Demonstration of use of transferrable skills. <i>Industry Work Placement/Experiential Learning</i> (with online module)		
15	Managing own development (Awareness of strengths and weaknesses, setting goals, seeking and responding to feedback. Ability to recognise and develop skills through various activities. Ability to make professional contacts, form relationships with other researchers and develop a professional network)	Writing a reflective self-assessment. Assessing own skills development through project work. SWOT Analysis Myers Briggs scoring; Attending networking events. Developing Your Career e-Grad School Online Module		
16	Teaching Skills (Experience in developing or delivering courses, seminars, teaching resources, units. Awareness of pedagogical approaches, teaching practices, teaching modes and technologies)	Teaching in units, laboratories, seminars. Involvement in development of materials, assessments, content, feedback tools. Teaching Advantage Program, HEA Fellowships, Graduate Certificate in Academic Practice		

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17	Specialisation/Discipline or Specific Skills (add here any <i>significant</i> skills not covered above)			
18	(Insert others as needed)			
19				

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Once completed this form should be used to identify training needs during candidature. Please use the [e-HDR Blackboard site](#) information and your course site (MPhil or PhD connect) and speak with your Faculty advisors/supervisors to assist you in this task. This tool should be used as a living document to be revisited as you progress through your candidature and so you can re-evaluate your skills, record your training and identify new training goals/needs.