

UNDA Guidance Note – July 2026

Use of Generative Artificial Intelligence (Gen AI) by Higher Degree by Research Students

Purpose and Scope of this Guidance

This Guidance Note provides information and guidance for Higher Degree by Research (HDR) students and their supervisors on the appropriate and responsible use of AI Agents, Generative Artificial Intelligence (Gen AI) or Agentic AI (AgenAI) in the conduct of HDR research. Its purpose is to support informed decision-making about when and how Gen AI tools may be used in a manner that is consistent with the University's obligations relating to research integrity, academic standards, privacy, ethics, and the achievement of required learning outcomes and graduate attributes. This Guidance applies to HDR research activities across all disciplines and is intended to complement, and be read in conjunction with, relevant legislation and University policies, procedures, and codes.

UNDA Objects and Artificial Intelligence

Within the Catholic intellectual tradition, the formation of the whole person—mind, body, and spirit—includes a moral obligation to nurture the capacity for imagination. Catholic education therefore carries a responsibility to actively cultivate this faculty as part of authentic human development. The increasing reliance on artificial intelligence is of particular concern where it displaces rather than supports this formation, particularly if students become passive receivers of generated ideas rather than active creators and critical thinkers. If overused or uncritically adopted, AI risks diminishing the habits of reflection, originality, and intellectual struggle that are essential to growth in wisdom and virtue. Accordingly, in the delivery of HDR education UNDA has a duty to safeguard and foster student imagination, ensuring that technology is used in ways that enhance, rather than undermine, the development of independent thought, creativity, and the moral agency of the student.

What are AI Agents?

They are specialised software tools design to independently perform single, multi-step tasks often in response to prompts or system events. AI Agents perceive information, reason over that information, and take action to achieve a defined goal. They operate autonomously within explicit boundaries set by their design and permissions. AI agents can use rules, machine learning, or natural language processing to interpret inputs and make decisions for the specific task they are responsible for, such as Granite or Llama.

What is Generative AI?

The term “Generative Artificial Intelligence” (more commonly known as “Gen AI”) refers to machine learning software where algorithms have the capability to generate text, data, images, computer code, sounds, music and other media based on parameters set by a user resulting in a newly created object. It does not refer to software which uses a discrete data set input by the user, and which facilitates statistical calculations (such as SPSS) or pattern identification (such as Nvivo). It also does not refer to word-processing software used for formatting and editing documents created by a user’s self-authored input.

There is substantial mixed messaging around the use of Gen AI. On one hand it is seen as an aid to productivity improvement (efficiency), freeing the individual from mundane and mechanical aspects of work. On the other hand, it is regarded as a tool to create new ideas and content which can substitute part of the role of researchers and accordingly is seen as an untrustworthy source of information and a danger to an individual’s development of knowledge and skills. E.g. ChatGPT, Copilot, etc.

What is Agentic AI?

Agentic AI (AgenAI) are systems that autonomously plan, reason, and coordinate multiple tools to act proactively in solving problems and to achieve broad goal with minimal human oversight. Unlike single AI agents that focus on one task at a time, AgenAI understands the overall objective, determines how to get there, and adapts its approach based on real-time context and outcomes. GenAI is reactive, AgenAI is proactive moving from task automation to outcome automation. E.g. ChatExom, MultiMedRes, etc.

Graduate Attributes and Learning Outcomes in HDR Programs

Achievement of Graduate Attributes¹

The use of AI Agents, Gen AI or AgenAI may facilitate misrepresentation of the knowledge and skill capabilities of a student thus masking the level of achievement of graduate attributes. The achievement of graduate attributes is the subject of two external regulatory sources. The first is the *Higher Education Standards Framework (Threshold Standards) 2021*. In particular, Higher Education Standard 1.4.5 relates to the learning outcomes of research training. It states:

On completion of research training, students have demonstrated specific and generic learning outcomes related to research, including:

- a. a detailed understanding of the specific topic of their research, within a broad understanding of the field of research*
- b. capacity to scope, design and conduct research projects independently*
- c. technical research skills and competence in the application of research methods, and*
- d. skills in analysis, critical evaluation and reporting of research, and in presentation, publication and dissemination of their research.*

In essence this Standard describes the minimum, generic graduate attributes that students in a higher degree by research is expected to develop during their candidature. The higher education provider is responsible for assuring that the students have achieved an appropriate level of competence in these (and any other specified) learning outcomes before conferring the relevant award.

The second external regulatory source is the Australian Qualifications Framework (AQF). The AQF is a national policy, agreed by Commonwealth and State ministers with responsibility for education, on regulated qualifications in the Australian Tertiary Education sector. It specifies the hierarchy of post-secondary qualifications as well as a range of standards, including graduate attributes, which

¹ The Tertiary Education Quality and Standards Agency (TEQSA) defines the term “graduate attributes” as: *Generic learning outcomes that refer to transferable, non-discipline specific skills that a graduate may achieve through learning that have application in study, work and life contexts.*

are to be met at each level of qualification. The AQF graduate attributes specify the minimum knowledge, skills and application of knowledge and skills to be attained by a student for conferral of a qualification. The graduate attributes for a Masters by Research (Level 9 qualification) in the AQF and the graduate attributes for a Doctorate (Level 10 qualification) in the AQF are shown in Attachment A.

The UNDA responsibility for assuring that the requisite level of graduate attributes is attained in HDR programs is delegated to HDR supervisors through Cl. 4.1.4 of the UNDA *Policy: Higher Degree by Research Supervision* which states:

Supervisors play a critical role in the development of both research and transferable skills to equip HDR students with graduate attributes relevant to the breadth of employability opportunities.

and, more specifically, through Cl. 5.1.3 of the UNDA *Procedure: Higher Degree by Research Supervision* which states:

All supervisors must ensure that HDR students, demonstrate development of research and transferable skills with graduate attributes relevant to learning outcomes as stated in the applicable program requirements document.

The supervisory team also holds some responsibility through Cl. 3.14.1.4 of the UNDA *Procedure: Higher Degree by Research Candidature* which states:

The supervisory team will guide the HDR student in preparing their thesis, which will demonstrate the HDR student's achievement of the program learning outcomes relating to research.

The graduate attributes – and how a program satisfies those graduate attributes – forms part of internal program accreditation documentation and approval. Graduate attributes may also form part of any external professional accreditation arrangements as well as industry certification².

Graduate attributes are central to both the educational purpose of HDR programs and the maintenance of research integrity. The use of Generative Artificial Intelligence must therefore be approached in a manner that supports authentic learning and research practice, with students and supervisors jointly responsible for safeguarding integrity.

² Although this is much less likely for HDR programs.

Proper and Improper Use of AI Agents Gen AI and AgenAI

The recent academic literature indicates, unsurprisingly, that there are proper and improper uses to which Gen AI may be applied.

In relation to higher degree by research students the proper uses might include: facilitating (but not replacing) the development of soft skills; acting as a search engine; acting as a reviewer / editor of their own personal academic work; acting as a data source or analyst; acting as a research assistant or research aid; and acting as an administrative assistant. Proper uses may also be less effective than independent scholarly inquiry through established research methods and critical analysis undertaken by the students—and potentially rendered as improper - given the limitations and issues associated with Gen AI (as discussed in the next sections).

Improper use includes instances where such use breaches external regulatory provisions and / or internal policies, procedures and processes. This includes any circumstance where such use: facilitates breaches of academic and research integrity; breaches, or has the potential to breach, the privacy of users; or facilitates misrepresentation of the knowledge and skill capabilities of a student, thus masking the level of achievement of graduate attributes.

Risk-Based Categories of AI Agents, Gen AI, and AgenAI Use

The appropriateness of AI Agents, Gen AI and AgenAI use varies according to the nature, extent, and research risk of that use.

Any use of AI tools could be deemed improper, but for general guidance, uses of Gen AI may be broadly categorised as:

- *Low-risk use*, including activities such as Ai enabled search, grammar checking, language editing, formatting assistance, or code debugging, where Gen AI output does not generate substantive research content.
- *Medium-risk use*, including summarisation of literature, exploratory analysis, drafting of non-final text, or assistance with research planning.
- *High-risk use*, including generation, analysis, or interpretation of research data; development of research conclusions; or use that is integral to the research design, method, interpretation, or outcomes.

As the risk level increases, so too does the need for explicit documentation and oversight. High-risk use of Gen AI may trigger additional governance or ethics review.

Academic and Research Integrity risks in the Use of Gen AI Tools

There are significant, and serious, potential academic and research integrity issues associated with the use of AI tools. HDR supervisors³ have obligations to maintain research integrity and to identify and address breaches of research integrity, including under the *National Code for the Responsible Conduct of Research 2018* where supervisors are expected to:

R15 Provide guidance and mentorship on responsible research conduct to other researchers or research trainees under their supervision and, where appropriate, monitor their conduct.

UNDA policies and procedures also make provisions on research integrity and the obligations of HDR supervisors, including under the *UNDA Code of Conduct: Research*:

6.3 Research Supervisors have responsibility for:

6.3.1 Guiding and mentoring HDR students in all matters of sound research practice;...

6.3.3 Ensuring that HDR students under their supervision meet research compliance obligations, including this Code of Conduct;

and the *UNDA Procedure: Higher Degree by Research Supervision*:

5.1. All supervisors must:

5.1.1. provide relevant knowledge and research expertise for the HDR student's project to assist with progress, thesis examination preparation and review, and timely completion,

5.1.2. ensure that HDR student research and research training are conducted in accordance with the Code of Conduct: Research and all other relevant University regulations, policies and procedures

³ A reference to “supervisors” in this Guidance Note may be taken as a reference to all members of the supervisory team.

The most common types of research integrity breaches to be encountered in HDR supervision are: fabrication; falsification; plagiarism; and contract cheating. Each of these is discussed in further detail (below). Hallucinations, Erroneous Citations, and Privacy and Security Breaches are additional integrity problems that may arise from AI use and Supervisors and students should be aware of these. Privacy Breaches are covered in the next section.

Fabrication

AI tools have the capability to both fabricate and misattribute⁴ sources in order to support their output. It can produce data - and the results of analysis of those data – which are completely made up by the AI tool. Their analyses can suggest causal connections or correlations which do not exist. The fabricated data may, alternately, indicate that there are no relationships between concepts where, in reality, some exist. Fabrication, particularly of research data, is well-recognised as research fraud and is a clear breach of research integrity.

Cl. 4.5.2.8 of the UNDA *Policy: Academic Integrity* states:

Breaches of academic integrity may include...falsification, fabrication, deception or intentional misrepresentation of information, data, research methods or results

Falsification

Like all database-driven software, Gen AI tools rely on input. However, there may be incorrect or inaccurate information inherent in Gen AI inputs – ordinarily, there is no transparency of sources or quality control placed on the inputs. AI tools are not able to discriminate between data that is supported by evidence and data which is not. The term ‘garbage in, garbage out’ is well-known in describing this situation. Falsification of research data is also well-recognised as research fraud and is a clear breach of research integrity. Students and staff are encouraged to use the library discovery service as a key resource for research to help users to find and evaluate legitimate sources.

As noted above, Cl. 4.5.2.8 of the UNDA *Policy: Academic Integrity* applies.

⁴ The term ‘fabricate’ refers to where statements, views or findings, as well as the cited source, are completely made up. The term ‘misattribute’ refers to instances where the sources exist, but they do not contain the statements, views or findings linked to them.

Plagiarism

Plagiarism, in broad terms, is either intentionally or unintentionally copying or paraphrasing work, which is not your own, and submitting it with no acknowledgement of the original source. There is a lack of transparency of sources in Gen AI output⁵ which makes accurate identification and acknowledgement of original sources difficult and generally requires additional work to verify.

Cl. 4.5.2.1 of the UNDA *Policy: Academic Integrity* states:

Breaches of academic integrity may include...plagiarism – representing as one’s own original work (without appropriate acknowledgement) the ideas, interpretations, words or creative works of another; this includes works in print and electronic media, published and unpublished documents, designs, music, sounds, images, photographs, computer codes and ideas gained through working in a group; use of paraphrasing tools or other software services to disguise or avoid plagiarism

For clarity, the term “*paraphrasing tools or other software services*” encompasses Gen AI tools.

Self-plagiarism or ‘text recycling’ is to reuse one’s own work without proper citation, and this is also a breach of transparency and deceit about the originality of the work put forward.

Contract Cheating

Contract cheating is where an individual enters into a third party arrangement to receive material, which can be submitted as one’s own, in satisfaction of all or part of their assessable academic work. Some higher education providers limit their definition of contract cheating to require both a commercial arrangement and the input of another person or persons.

Cl. 4.5.2.4 of the UNDA *Policy: Academic Integrity* states:

⁵ Even where sources are provided, they may not be accurate.

Breaches of academic integrity may include...contract cheating – submission of work for assessment that has been completed by a third party; this includes ... work that has been produced or modified using software including generative artificial intelligence (unless expressly allowed)

Cl. 3.4.2 of the UNDA *Procedure: Academic Integrity* states:

Staff involved in teaching, student supervision, training and assessment are expected to:

3.4.2.2 be aware of the signs of contract cheating and monitor student assessment work for their occurrence

3.4.2.5 act on suspected breaches when they are detected.

Privacy, Research Data Management and Ethics Considerations

Breaching Privacy

A student using AI tools to store and / or analyse personal data relating to participants as part of a research project may breach privacy laws and research ethics – particularly in the absence of specific and informed consent of the individuals whose data are employed. Personal information could pass to the AI supplier, without any undertakings regarding the security of storage or use of that information, by being entered into the Gen AI product tool.

Cl. 2.4 of the UNDA *Policy: Privacy* notes that the University is required to comply with relevant privacy laws, including the Australian Privacy Principles contained in the *Privacy Act 1988 (Cth)* and binds students to that compliance at Cl. 3.1. Storage and / or analysis of data using a Gen AI product would likely be a breach of Australian Privacy Principle 6.1, which states:

If an APP entity holds personal information about an individual that was collected for a particular purpose (the primary purpose), the entity must not use or disclose the information for another purpose

and Australian Privacy Principle 8.1:

Before an APP entity discloses personal information about an individual to a person (the overseas recipient):

a. who is not in Australia or an external Territory; and

b. who is not the entity or the individual;

the entity must take such steps as are reasonable in the circumstances to ensure that the overseas recipient does not breach the Australian Privacy Principles (other than Australian Privacy Principle 1) in relation to the information.

There is also the potential for inappropriate disclosure of proprietary information to the AI supplier. For example, in cases where a candidate is focusing on existing or innovative products, processes or technologies, the use of AI (e.g. as a research assistant, writer or editor) would likely require the algorithm to be exposed to detailed – and potentially proprietary – information on those products, processes or technologies. As a result, and in addition to potentially breaching privacy provisions, there is the potential for such circumstances to impact on an organisation's intellectual property rights and proprietary secrets.

HDR students are also required to comply with Cl. 5.3.4 of the UNDA *Policy: Research Data Management*:

Researchers, where appropriate, must prepare and maintain a Research Data Management Plan (RDMP) for all research projects ensuring: ...legal, ethical, data sovereignty, protective security and commercial constraints relating to research data are considered prior to data collection and adhered to throughout the research data lifecycle.

Under this provision, use of Gen AI to store and / or analyse data must be disclosed and the issues raised above must be addressed.

Research Data, Confidentiality and Intellectual Property

HDR students must not upload, input or disclose research data, confidential information, proprietary material, or intellectual property to AI tools unless such use is explicitly authorised and consistent with:

- approved Research Data Management Plans;
- contractual, commercial or confidentiality obligations; and
- intellectual property and commercialisation requirements.

Use of Gen AI must not compromise the University's rights, the rights of external partners, or the protection of commercially sensitive information. Supervisors and students must adhere to the *Policy: Intellectual Property*⁶.

⁶ https://www.notredame.edu.au/_data/assets/pdf_file/0006/2013/POLICY-Intellectual-Property.pdf

Copyright and Use of Third-Party Material

HDR students must not upload or input third-party copyrighted material, unpublished works, or materials authored by others into AI tools unless they have the lawful permission to do so.

Use of Gen AI must comply with applicable copyright law and must not involve unauthorised reproduction, adaptation, or distribution of protected works. The Library provides online guides to copyright and will respond to specific requests for advice about the use of IP via copyright@nd.edu.au. Publishers are very clear that uploading their IP to AI tools without explicit permission breaches licence agreements (e.g for 'text mining') so all supervisors and students should be aware of this.

Gen AI Tools and Research Ethics Approval

Use of Artificial Intelligence in HDR research does not, of itself, require ethics approval. At UNDA, ethics approval is needed before research starts if it involves people, their data, or any risk to privacy, consent, or wellbeing as outlined in the University's *Policy for Ethics approval for research involving human participants*.⁷

If use of AI forms part of human research and introduces, or has the potential to introduce, risks to participants, consent, privacy, or data governance ethics approval will be required.

Ethics approval must be obtained prior to commencing the relevant research activity where AI is used in circumstances that:

- involve interaction with human participants (including surveys, interviews, focus groups, observation, or co-design activities);
- involve the collection, use, storage, analysis, or interpretation of data derived from identifiable or potentially identifiable individuals;
- involve disclosure of participant data, personal information, or sensitive information to an external AI system;
- extend beyond the scope of existing participant consent, including where AI-enabled analysis or overseas data processing was not originally contemplated;
- materially alter an approved research methodology, including the way data are analysed, interpreted, or generated using automated or algorithmic tools; or

⁷ <https://www.notredame.edu.au/research/ethics-and-integrity/human-research-ethics/policies-and-guidelines>

- increase the level of risk to participants, including risks relating to wellbeing, privacy, confidentiality, data security, or misuse of research outputs.

Where AI is introduced after ethics approval has been granted, and its use constitutes a material change to the approved protocol or risk profile, an ethics amendment or new application is required before such use may commence.

By contrast, ethics approval is not normally required where AI is used solely for activities such as language editing, grammar checking, coding support, or literature summarisation, provided that no participant data or personal information is disclosed and the use does not affect the approved research methodology or participant risk.

Where there is uncertainty as to whether the proposed use of AI requires ethics approval, HDR students and supervisors are expected to seek advice from the Research Ethics Office prior to commencing the activity.

Disclosure and Authorised Use of AI Agents, Gen AI and AgenAI at UNDA

Acknowledging Gen AI tools Use

Any use, or proposed use, of AI should be clearly acknowledged and stated in the student's:

- research proposal
- oral presentation
- application for ethics approval, if appropriate
- data management plan
- any academic publications or associated outputs, and
- thesis for examination

Disclosure of Use of Artificial Intelligence at UNDA

Where use of Generative Artificial Intelligence (Gen AI) is authorised, HDR students must clearly and transparently disclose such use in any submitted written work, including theses, reports, publications, or other research outputs.

At a minimum, the disclosure must:

- identify the AI tool(s) used (e.g. name and version, where known);
- describe the purpose for which the tool was used (e.g. language editing, code debugging, summarisation);
- describe the extent of human input, oversight and verification applied to any AI-assisted output; and
- confirm that no confidential, proprietary or personal data were disclosed to the Gen AI tool unless explicitly authorised.

Disclosure of AI tool use does not relieve the HDR student of responsibility for the accuracy, originality, integrity, or authorship of their work.

Disclosure Mechanisms

Disclosure of the use of Artificial Intelligence must occur through the existing candidature milestones and documentation requirements set out in the *Procedure: Higher Degree by Research Candidature*⁸, including as part of confirmation of candidature, progress reviews, and thesis submission processes.

Confirmation of Candidature

All HDR students will be required to disclose any proposed use of AI tools in their Confirmation of Candidature submission or confirm that they are not intending to use Gen AI tool at all, but will seek appropriate approval from their Supervisor and follow subsequent disclosure arrangements if this position changes.

Annual Review

Students who originally disclosed the proposed use of AI tools in their Confirmation of Candidature will be required to provide information in their annual review to confirm the disclosure is still current and that no additional information needs to be provided. Students who have not originally disclosed the proposed use of AI tools but have decided, with the approval of their supervisor, to include them, will need to disclose their proposed use in their next annual review.

Thesis Pre-submission check

⁸ [PROCEDURE-Higher-Degree-by-Research-Candidature.pdf](#)

Checks will be undertaken to ensure that AI tools acknowledgement is included if the student has an approval in place, and that it matches their approval. Checks will also be undertaken to ascertain if there has been any unauthorised and non-disclosed use of Gen AI tools.

Authorisation and Oversight of AI Tool Use

Authorisation of AI tool use is a supervisory responsibility in the first instance. Supervisors must assess whether proposed use of AI tool is consistent with:

- applicable legislation;
- University policies and procedures;
- research integrity obligations; and
- the HDR student's attainment of required learning outcomes and graduate attributes.
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Supervisors must first approve the use of the proposed Gen AI before it is disclosed and if supportive, they must assist the student in completing appropriate disclosures as noted above. The use of AI tools by HDR students may be authorised where such use:

- does not breach Australian laws, including copyright and privacy laws;
- does not conflict with the University's objects, policies and responsibilities;
- does not impair a student's ability to meet the applicable learning outcomes;
- does not impair a student's ability to develop the appropriate graduate attributes to the requisite level; or
- is integral to the research topic or the research methodology.

If the proposed use of AI tools fails on any of these issues, its use should not be authorised. Authorisation would be conditional upon the use of AI tools being fully described and disclosed as part of any written work produced.

Where proposed use of AI tools is novel, extensive, high-risk, the relevant Postgraduate Research Coordinator must also confirm authorisation. The Postgraduate Research Coordinator may seek additional advice on the suitability of the AI use.

Use of AI tools is not permitted unless and until the appropriate supervisory authorisation has been obtained and documented through the disclosure mechanisms noted above.

Should Research Services identify any concerns with the disclosure of AI tools in any of the above processes, the matter should be taken up and clarified with the supervisory team. The authorisation may be revoked by the Pro Vice Chancellor Research.

Implications for Thesis Preparation and Examination

Where AI has been used in the conduct of research or in the preparation, drafting, or editing of a thesis document, this does not alter expectations regarding originality, authorship, intellectual independence, or scholarly contribution.

HDR theses must remain the student's own work and must demonstrate achievement of the learning outcomes and graduate attributes of the award.

Declared use of AI may be taken into account by examiners where relevant to assessment of the thesis but does not diminish the student's responsibility for the quality and integrity of the work submitted for examination.

Training and Awareness

HDR students and supervisors are expected to complete any University-approved training relating to research integrity and the responsible use of AI, where such training is made available.

Supervisors are expected to maintain awareness of emerging risks and good practice in the use of Gen AI in research, and to provide appropriate guidance to HDR students under their supervision.

ATTACHMENT A: AQF GRADUATE ATTRIBUTES

Table 1: Graduate Attributes for AQF Level 9 (Masters by Research)

	Graduate Attributes
Summary	Qualifies individuals who apply an advanced body of knowledge in a range of contexts for research and scholarship and as a pathway for further learning
Knowledge	Graduates of a Masters Degree (Research) will have: • a body of knowledge that includes the understanding of recent developments in one or more disciplines • advanced knowledge of research principles and methods applicable to the field of work or learning
Skills	Graduates of a Masters Degree (Research) will have: • cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and its application • cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice • cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level • cognitive and technical skills to design, use and evaluate research and research methods • communication and technical skills to present a coherent and sustained argument and to disseminate research results to specialist and non-specialist audiences • technical and communication skills to design, evaluate, implement, analyse, theorise and disseminate research that makes a contribution to knowledge
Application of Knowledge and Skills	Graduates of a Masters Degree (Research) will demonstrate the application of knowledge and skills: • with creativity and initiative to new situations and/or for further learning • with high level personal autonomy and accountability • to plan and execute a substantial piece of research

Source: Drawn from the Australian Qualifications Framework, 2nd Ed (2013).

Table 2: Graduate Attributes for AQF Level 10 (Doctorate)

	Graduate Attributes
Summary	Qualifies individuals who apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation, scholarship or professional practice

Knowledge	Graduates of a Doctoral Degree will have: • a substantial body of knowledge at the frontier of a field of work or learning, including knowledge that constitutes an original contribution • substantial knowledge of research principles and methods applicable to the field of work or learning
Skills	Graduates of a Doctoral Degree will have: • cognitive skills to demonstrate expert understanding of theoretical knowledge and to reflect critically on that theory and practice • cognitive skills and use of intellectual independence to think critically, evaluate existing knowledge and ideas, undertake systematic investigation and reflect on theory and practice to generate original knowledge • expert technical and creative skills applicable to the field of work or learning • communication skills to explain and critique theoretical propositions, methodologies and conclusions • communication skills to present cogently a complex investigation of originality or original research for external examination against international standards and to communicate results to peers and the community • expert skills to design, implement, analyse, theorise and communicate research that makes a significant and original contribution to knowledge and/or professional practice
Application of Knowledge and Skills	Graduates of a Doctoral Degree will demonstrate the application of knowledge and skills: • with intellectual independence and skills • with initiative and creativity in new situations and/or for further learning • with full responsibility and accountability for personal outputs • to plan and execute original research • with the ongoing capacity to generate new knowledge, including in the context of professional practice

Source: Drawn from the Australian Qualifications Framework, 2nd Ed (2013).