Engaging with the Graduate Research Study Plan

The Graduate Research Study Plan (GRSP) is a structured agreement between you and your supervisor that supports your development as a researcher. It articulates the resources, knowledge and skills you'll need to produce your research output, as well as the capabilities you'll use to develop your career. It's a place to **set development goals** and **track your accomplishments**.

The GRSP is an opportunity to **take ownership of your unique research journey**, from beginning to end. By identifying development goals and specific steps to achieve those goals, you'll ensure that you are making the most out of your HDR study and progressing toward a meaningful conclusion.

The [HDR Capability Framework](#) can guide your approach to your GRSP. Its five interlocking components highlight the capabilities required to develop research-based knowledge and skills that are necessary to producing a variety of research outputs and relevant to a diverse range of careers.

Completing an initial GRSP

Your research journey is unique, so your GRSP will be too. Here are some steps to help you complete an initial GRSP:

1. **Self-assess** your existing skills

   a. A tool like TRACK can help you do an initial self-assessment based on an existing CV or resume (learn more about TRACK and how to use it [here](#))

2. **Evaluate** what skills, knowledge, or networks your specific research project will require

3. **Reflect** on where you would like to be professionally once you've completed your HDR study

4. **Consult** with your supervisor and agree on some initial development goals

5. **Submit** the online form through ResearchMaster

6. **Revisit** your GRSP every 6–12 months to ensure it still reflects your current goals, aspirations, and accomplishments

What might a GRSP include?

See the sample GRSP below for some suggestions about what might be appropriate goals and development activities for different stages of candidature. But remember that this is just a starting point: yours can be adapted to reflect more specific needs and goals.

Example UTS Graduate Research Study Plan (GRSP) May 2022

STAGE 1		
CAPABILITY (OUTCOME)	**WHAT MIGHT A STUDENT BE EXPECTED TO BE ABLE TO DO AT THIS STAGE? (OUTPUT)**	**WHAT ACTIVITIES MIGHT A STUDENT USE TO DEVELOP THESE SKILLS? (INPUT)**
Research Knowledge and Skills Disciplinary knowledge capabilities: the development of research questions, and competency in research methods.	• Conduct literature reviews • Develop research questions • Demonstrate an understanding of research methods used in the discipline • Demonstrate an ability to design a research project using methods that are appropriate to the project and discipline	• *Become familiar with UTS offerings for researcher development* • *Develop skills in literature searching, information retrieval, and information management e.g., through participation in workshops run by library staff, GRS, supervisor or self-directed learning* • *Apply literature searching and information retrieval skills e.g. through sourcing and collecting appropriate and relevant self-determined material from self-selected sources* • *Demonstrate capacity to use bibliographic management software, e.g. EndNote, Zotero, RefWorks, etc, to create, maintain, and use a bibliography relevant to the research project* • *Explore a range of key theories and concepts and make decisions about their relevance to the doctoral study* • *Demonstrate capacity to map the field of scholarship e.g., through the use of concept mapping or other graphical representation, development of a literature review, or similar* • *Participate in discussions with members of the supervisory panel/team to explore dimensions of the research problem in its wider scholarly context* • *Demonstrate capacity for critical appraisal of relevant materials in various forums (i.e. to establish research practices that take into account different points of view, including acknowelgement of personal worldviews, bias and assumptions) e.g., through discussions with supervisory panel and/or peers, scholarly presentations, etc* • *Adopt and justify suitable theoretical/conceptual frame, and seek alignment across theoretical frame and methodology* • *Develop skills and expertise in relevant technical specialties* • *Develop skills and expertise in relevant research methodologies* • *Develop skills and expertise in relevant data collection techniques* • *If applicable: Develop skills in creative practice research (non-traditional research outputs)* • *Attend workshop on preparing for Stage 1 assessment*
Research Communication Researchers need to be able to communicate their research and its implications to a diversity of audiences, using a range of media, from the thesis and journal articles for academics and scholars, to presentations, broadcasts, videos and social media aimed at audiences in the community, including journalists and funders.	• Use the language of the discipline/s in oral presentations to expert audiences • Communicate impact to lay-audiences • Write research proposal	• *Develop skills in academic writing and argumentation through attendance at workshops, self-directed learning, mentoring by supervisory panel/team or others, engagement in writing group, etc.* • *Develop skills in presentation through attendance at workshops, mentoring or through practice and feedback* • *Prepare a paper for presentation at a local research student, disciplinary or industry conference or relevant event* • *Attend 3MinuteThesis presentations* • *Read UTS Authorship Procedures and discuss with supervisory panel*

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Research Governance and Research Management Researchers have a responsibility to act with integrity, engage in ethical research practices, and understand the policies that govern the management of research projects and programs.	• Explain the principles of research integrity and relevant governing policies or legislation • Develop a data management plan relevant to research proposal • Develop a project plan within the limitations of available resources • Demonstrate the ability to balance and prioritise competing interests in managing one's time	• *Complete Research Integrity module* • *Complete Consent Matters module and any further Respect.Now.Always. training required* • *Be familiar with National Code of Conduct on the Responsible Conduct of Research and discuss with supervisory panel* • *Be familiar with UTS Policy on Responsible Conduct of Research and discuss roles and responsibilities with supervisory panel* • *Discuss requirements of Human Research Ethics approval application processes, Animal Care and Ethics approval processes, or Biosafety approval processes with supervisory panel as appropriate and examine relevant application forms* • *Undertake Environmental Health Safety training and certification, as appropriate* • *Read the UTS Intellectual Property Policy, discuss with supervisory panel and take steps appropriate to the specific circumstances* • *Discuss requirements for licences, permits or permissions and make applications as appropriate* • *Develop skills in project management* • *Develop skills in time management, through attendance at workshop, self-directed learning package or other activity* • *Attend workshop/training on ethical and responsible research* • *Attend workshop/training on developing a data management plan*
Impact and Engagement Researchers learn to look beyond themselves and their own project, as they create and develop relationships within scholarly and professional networks. Through these networks, they can engage with real world problems and with the impact and changes their research can make, directly and indirectly.	• Manage the relationship with supervisors • Manage relationships with other internal and external stakeholders (e.g. research group, other researchers, research managers, industry partners) • Appreciate the broader perspective of research and its impact in society	• *Attend workshop/training on managing the relationship with your supervisor* • *Attend workshop/training on speaking to a wider audience* • *Participate in discussions with supervisors and colleagues about expectations of what it means to actively contribute to a research community* • *Attend and actively participate in local research group activities as appropriate, such as meetings, writing groups, reading/review groups, social events, etc* • *Participate in discussions with supervisors and colleagues about expectations of what it means to actively contribute to wider research impact* • *Attend scholarly and/or professional seminars and conferences*

Career Development
 	
Acknowledges that research education leads to a wide range of careers, drawing on the specialist knowledge and skills developed in the higher degree programs, and that planning for a career after graduation will involve learning how to present those skills to optimise career potential.
	• Plan interactions with broader research, industry, and professional communities
	• Reflect on post-HDR professional goals
		• *Become familiar with the UTS offerings for professional development*
		• *Plan interactions with the broader research community through some or all of the following activities:*
		   o *Create ORCID identity*
		   o *Establish an online professional profile (for example, Google Scholar, LinkedIn, and/or your UTS researcher profile)*
		   o *Set up a Portfolium account*
		   o *Use an online tool to develop a skills profile*
		   o *Enrol in Career development modules in Canvas*
		   o *Consider an internship/placement and/or industry mentoring*

STAGE 1 AGREEMENT	SIGNATURES	DATE

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STAGE 2		
CAPABILITY (OUTCOME)	**WHAT MIGHT A STUDENT BE EXPECTED TO BE ABLE TO DO AT THIS STAGE? (OUTPUT)**	**WHAT ACTIVITIES MIGHT A STUDENT USE TO DEVELOP THESE SKILLS? (INPUT)**
Research Knowledge and Skills Disciplinary knowledge capabilities: the development of research questions, and competency in research methods	• Implement and defend choice of methods and proposed parameters of research (e.g. to an ethics committee) • Undertake preliminary analysis of collected data • Critically reflect on emerging findings • Modify/adapt research questions, projects and methods to meet expected ethical or integrity standards, or in response to emerging findings • Demonstrate progress of research project	• *Refresh familiarity with UTS researcher development and training opportunities* • *Extend capacity to use bibliographic management software* • *Adapt and apply relevant theoretical frames and methodologies* • *Develop skills in relevant data collection techniques* • *Collect data* • *Develop skills in data analysis and in particular in the use of appropriate software, e.g. SPSS, NVivo, R* • *Develop skills in statistical analysis as appropriate* • *Review draft explanation of methodology to ensure that it is complete and transparent* • *Complete draft methodology chapter* • *Complete draft chapter(s) on findings*
Research Communication Researchers need to be able to communicate their research and its implications to a diversity of audiences, using a range of media, from the thesis and journal articles for academics and scholars, to presentations, broadcasts, videos and social media aimed at audiences in the community, including journalists and funders.	• Demonstrate emerging expertise using the language of the discipline or field across a number of spoken and written genres for different audiences • Rigorously distinguish between their work and others in the field, based on experience, expertise and literature	• *Enhance skills in academic writing and argumentation through attendance at workshops, self-directed learning, mentoring by supervisory panel/team or others, engagement in writing group, etc.* • *Act as co-author or author of conference or journal paper/s* • *Prepare a paper for submission to a peer-reviewed journal* • *Present work in scholarly and/or professional seminars, conferences, events or exhibitions* • *Deliver presentations to different audiences (colleagues, specialist conferences, broad conferences, public forums, etc), seek feedback and reflect on experience to improve practice* • *Enhance skills in presentation, e.g. through attendance at workshop, mentoring or practice and feedback* • *Candidate explores new multimedia tools to design and deliver presentations* • *Complete specialist modules in research communication, for example in use of social media or broadcast media* • *Participate in 3MT and/or Visalise your Thesis competition*
Research Governance and Research Management Researchers have a responsibility to act with integrity, engage in ethical research practices, and understand the policies that govern the management of research projects and programs.	• Demonstrate an understanding of the principles in the ethical conduct of research • Implement a project plan within known constraints and modify the plan as new constraints emerge from the context of the research (e.g. ethics committee stipulations, changes in the field, rights and obligations of the researcher and research team, standards of research practice) • Modify and update data management plan in response to emerging data requirements • Revise graduate research study plan where necessary	• *Discuss ethical implications of study with supervisory panel* • *If appropriate, complete application for Human Research Ethics approval, Animal Care and Ethics approval or Biosafety approval and make modifications as reqjuired* • *Include substance of discussion and ethics approval processes in draft of thesis and other reports of research study* • *Modify and update data management plan in response to emerging data requirements* • *Review UTS Authorship Procedures and UTS Intellectual Property Policy*
Impact and Engagement	• Articulate the potential impact of one's work in the broader context of society and community	• *Revisit expectations discussion with supervisory panel* • *Help to organize and maintain local research group activities as appropriate, such as HDR seminars, writing groups, reading/review groups, etc*

GRADUATE RESEARCH STUDY PLAN (GRSP) 2022 • UTS Graduate Research Education Framework (GREF)

Researchers learn to look beyond themselves and their own project, as they create and develop relationships within scholarly and professional networks. Through these networks, they can engage with real world problems and with the impact and changes their research can make, directly and indirectly.	• Demonstrate the development of research contacts/potential collaborations beyond the local research group and/or UTS • Demonstrate the leadership and teamwork skills required to work in industry	• *Attend scholarly and/or professional seminars, conferences, events or exhibitions. These could include events at the local, national or international level, within UTS or outside of UTS.* • *Develop scholarly and/or professional networks beyond local research group e.g. through peer review groups with students from other universities, exchange programs, internships, etc* • *Play an active role in the critique of papers or research outputs in production, e.g. through the peer review process* • *Help to maintain local research infrastructure e.g., by assisting with local maintenance roles of equipment, knowledge bases, etc; or taking on student representative roles on committees at local/Faculty/UTS/external level* • *Develop social responsibility through engagement with the community, eg. through UTS Shopfront project, assisting community groups, mentoring younger people or taking part in community events* • *Use structured tools to map relationships with potential external stakeholders*
Career Development Acknowledges that research education leads to a wide range of careers, drawing on the specialist knowledge and skills developed in the higher degree programs, and that planning for a career after graduation will involve learning how to present those skills to optimise career potential	• Demonstrate interactions with broader research, industry, and professional communities • Reflect on post-HDR professional goals • Undertake additional professional responsibilities	• *Refresh familiarity with UTS offerings for professional development* • *Update online professional profile(s)* • *Revise cv/resume with support from UTS Careers* • *Continue with career development modules in Canvas* • *Participate in an internship/placement and/or industry mentoring program* • *Identify one or more preferred areas of work, including professional opportunities in those areas and career skills required* • *Participate/engage in external professional networks, associations, or events* • *Play leadership role by becoming HDR representative on committee at Faculty/ UTS/ external level*
STAGE 2 AGREEMENT	SIGNATURES	DATE

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STAGE 3		
CAPABILITY (OUTCOME)	**WHAT MIGHT A STUDENT BE EXPECTED TO BE ABLE TO DO AT THIS STAGE? (OUTPUT)**	**WHAT ACTIVITIES MIGHT A STUDENT USE TO DEVELOP THESE SKILLS? (INPUT)**
Research Knowledge and Skills Disciplinary knowledge capabilities: the development of research questions, and competency in research methods	• Conduct sophisticated analyses • Synthesise findings and develop a coherent story from the results • Make critical contributions to improving local, institutional, scholarly and/or professional research communities • Produce the knowledge and artefacts of the scholarly community • Demonstrate near completion of thesis	• *Refresh familiarity with UTS researcher development and training opportunities* • *Generate substantial research outcomes such that ideas, methodologies, practices, interpretations, models are implemented and/or cited by others* • *Provide constructive feedback on local and institutional research group processes and activities* • *Produce a discussion of the contribution of the study* • *Understand the requirements for thesis submission and examination through attendance at GRS or faculty workshop or through review of material on website*
Research Communication Researchers need to be able to communicate their research and its implications to a diversity of audiences, using a range of media, from the thesis and journal articles for academics and scholars, to presentations, broadcasts, videos and social media aimed at audiences in the community, including journalists and funders.	• Successfully argue the nature and impact of their contribution to the field, based on experience, expertise and literature • Contribute to and/or change the direction of the conversation within the discipline/field/profession through publicly available communication of new knowledge/insights	• *Demonstrate high order skills in academic writing and argumentation through the preparation and successful critical review of papers, thesis, exegesis, or other published works* • *Submission of papers to disciplinary peer-reviewed journals of international standing.* • *Submission of creative practice research / non-traditional research outputs to respected venues and/or sites where it will generate social impact* • *Present work in scholarly and/or professional seminars, conferences, events or exhibitions* • *Present a clear argument for the contribution the study has made* • *Make podcast/video/social media presentation* • *Address a relevant community group on potential research outcomes* • *Participate in 3MT and/or Visalise your Thesis competition*
Research Governance and Research Management Researchers have a responsibility to act with integrity, engage in ethical research practices, and understand the policies that govern the management of research projects and programs.	• Demonstrate that research has been conducted to the highest standard of transparency and ethical behaviour • Publish data to standards expected of discipline/project	• *Finalise data management requirements* • *Publish data, if appropriate* • *Demonstrate in research reports that all methodologies and processes are transparent and in accordance with best practice in the field/discipline* • *Report to HREC, ACEC or Biosafety Comittee on progress in study* • *Review UTS Authorship Procedures and UTS Intellectual Property Policy*
Impact and Engagement Researchers learn to look beyond themselves and their own project, as they create and develop relationships within scholarly and professional networks. Through these networks, they can engage with real world problems and with the impact and changes their	• Demonstrate the potential impact of one's work in the broader context of society and community • Establish strong relationships with key people and create links in order to, for example, plan future research projects and take up opportunities for the development/implementation of the research outcomes	• *Attend scholarly and/or professional seminars, conferences, events or exhibitions* • *Develop and implement activities that engage other students and staff* • *Play an active role in the critique of papers in production or engage in peer review process* • *Participate in radio interviews on the research study* • *Write a brief report on the study for your participants, sponsors or collaborators* • *Share research contributions and implications with appropriate groups in the community, in consultation with supervisory panel* • *Use social media to extend the reach of your findings and conclusions, in consultation with your supervisory panel*

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research can make, directly and indirectly.		
Career Development Acknowledges that research education leads to a wide range of careers, drawing on the specialist knowledge and skills developed in the higher degree programs, and that planning for a career after graduation will involve learning how to present those skills to optimise career potential	• Plan next steps in research career • Prepare for post-HDR professional goals • Undertake additional professional responsibilities	• *Refresh familiarity with UTS offerings for professional development* • *Continue planning for your future career, for example by undertaking further modules e.g. in public policy or global sustainability* • *Update online professional profile(s)* • *Revise cv/resume with support from UTS Careers* • *Use an online tool to develop a skills profile* • *Identify job opportunities requiring your knowledge and skillset* • *Discuss career paths with members of the broader research, industry or professional community* • *Participate in practice interviews and seek feedback on written application materials*
STAGE 3 AGREEMENT	SIGNATURES	DATE