

Institution	Universal Higher Education (UHE)
Policy name	Graduate Attributes Policy
Policy Governance	Academic Board

1. Introduction

Graduate attributes describe the knowledge and skills students will attain as a result of completing the course. UHE's graduate attributes are focussed on undergraduate student attainment. Graduate attributes are used at UHE in curriculum design and review, mapping assessments with learning outcomes, and alignment of course learning outcomes with Australian Qualifications Framework (AQF) level 7 requirements. Where relevant UHE will also ensure that graduate attributes also align with the requirements of professional bodies.

2. Policy principles

UHE is committed to developing graduates who can contribute effectively as citizens, leaders in the wider community, and competent professionals within their chosen discipline. Employers of UHE graduates need to be confident that graduates will demonstrate employment-related skills as well as disciplinary expertise and be capable of dealing effectively with new situations. Graduates, in turn, need to be confident in their understanding and articulation of their capability development, and their preparedness for a challenging and dynamic future.

UHE is therefore committed to the following principles for graduate attributes:

- Each graduate from an undergraduate degree is expected to have developed graduate attributes of a kind and level appropriate to their award
- Graduates from an undergraduate degree will demonstrate the graduate attributes listed in (4) below

3. Policy outcomes

This policy is intended to:

- articulate the graduate attributes which should be common to UHE undergraduates,
- provide a framework for graduate attributes at UHE
- provide academics with guidance on the implementation of graduate attributes within courses.

4. Graduate attributes

Every UHE undergraduate course aims to develop graduates who can demonstrate:

- a. **knowledge and skills pertinent to a particular discipline or professional area** encompassing:
 - coherent theoretical and practical knowledge in at least one discipline area at the level of entry to a profession
 - technological skills appropriate to the discipline.
- b. **critical, creative and analytical thinking, and effective problem-solving** including:
 - the ability to critique current paradigms and contribute to intellectual inquiry
 - the capacity to exhibit creative as well as analytical ways of thinking about questions in at least one discipline
 - the ability to identify, define and solve problems in at least one discipline area.

- c. **effective communication in a variety of contexts and modes**
including:
 - effective written and oral communication in cross-cultural contexts.
- d. **the capacity for life-long learning**
including:
 - searching and critically evaluating information from a variety of sources using effective strategies and appropriate technologies.
- e. **the ability to work independently and collaboratively**
including:
 - managing time and prioritising activities to achieve goals
 - demonstrating the capacity for self-assessment of learning needs and achievements
 - being a cooperative and productive team member or leader.
- f. **social and ethical responsibility and an understanding of indigenous and international perspectives**
encompassing:
 - active contribution to intellectual, social and cultural activities
 - understanding and appreciation of indigenous perspectives
 - recognition and appreciation of gender, culture and customs in personal and community relations
 - valuing and promoting truth, accuracy, honesty, accountability and the code of practice relevant to the discipline or professional area.
- g. **characteristics of self-reliance and leadership**
including:
 - the ability to take the initiative, to embrace innovation, and to manage change productively.

5. Implementation and monitoring

UHE recognises that graduate attributes are ideally articulated and assessed within a discipline context. Appropriate course design, in the context of discipline knowledge, provides the foundation for the development of graduate attributes at UHE as part of the learning outcomes of UHE courses. At an operational level the Chief Academic Officer is responsible to ensure that UHE graduate attributes are mapped with course learning outcomes. He/she is also responsible to ensure that subject learning outcomes align with individual assessments. The academic board ensures that UHE graduate attributes align with AQF and other external requirements.

UHE course review and student and employer feedback processes will assess the extent to which graduates attributes are embedded into the curriculum and student attainment of attributes.