

# Graduate Attributes Policy

## Section 1 - Purpose

(1) Charles Sturt University (the University) has developed the following graduate statement as the outcomes it seeks from its graduates.

## Section 2 - Glossary

(2) Nil.

## Section 3 - Policy

### Charles Sturt University Graduate Attributes

(3) The University aims to produce graduates who:

- a. are well-educated in the knowledge, capabilities, practices, attitudes, ethics and dispositions of their discipline or profession;
- b. are capable communicators with effective problem-solving, analytical and critical thinking skills and can work well both independently and with others;
- c. value diversity and the 'common good' and work constructively, respectfully and effectively with local and global communities and workplaces;
- d. engage meaningfully with the culture, experiences, histories and contemporary issues of Indigenous Australian communities;
- e. practice ethically and sustainably in ways that demonstrate "yindyamarra winhanga-nha" - translated from the Wiradjuri language as "the wisdom of respectfully knowing how to live well in a world worth living in";
- f. are digitally literate citizens, able to harness technologies for professional practice and participate independently in online learning communities; and
- g. critically appraise and continue to develop personal and professional capabilities.

(4) Opportunities to develop these outcomes will be provided throughout your studies at the University in line with our commitment to students.

(5) For postgraduate professional entry courses of more than one year full time equivalent (FTE) duration, the graduate attributes are incorporated within the course, in standard course reviews and/or professional accreditation.

### Charles Sturt University's Commitment to Students

(6) Through its educational programs, the University commits to ensuring that all its students have:

- a. a supported transition to the first year of study;
- b. opportunities to develop skills in communication, problem-solving and analytical thinking;

- c. access to international experiences;
- d. opportunities to engage meaningfully with the culture, experiences, histories and contemporary issues of Indigenous communities;
- e. education based in practice;
- f. opportunities to gain a firm understanding of ethics;
- g. understandings of financial, social and environmental sustainability; and
- h. opportunities to develop online proficiency.

## Section 4 - Procedures

(7) When reviewing Australian Qualifications Framework (AQF) Level 7 and Professional Entry courses of one or more years' duration, it is mandatory that Faculties provide approval only if the course demonstrates alignment with the Graduate Learning Outcomes.

- a. NOTE: For Indigenous Cultural Competence, prior approval must be obtained from the Indigenous Board of Studies before Faculty approval. Refer to the [Indigenous Australian Content in Courses Policy](#).
- b. NOTE: For Academic Literacy and Numeracy, refer to the [English Language, Literacy and Numeracy Policy](#).

(8) Exemption for particular courses may be sought through application to the Curriculum, Learning and Teaching Committee (CLTC) of the Academic Senate. Automatic exemptions will apply to courses offered to international students off shore. Exemptions for onshore international students taught by partners may be approved on a case by case basis by the CLTC.

## Section 5 - Guidelines

(9) This Policy specifies the characteristics of the University graduates. These are in line with the criteria of the Australian Qualifications Framework (AQF).

(10) The chief method of ensuring that graduates meet AQF standards and the University Graduate Attributes is to design the University's courses to align with the standards. A set of common learning outcomes has been written to assist course teams with alignment between standards, course and subject outcomes, and assessment. These are called the University Graduate Learning Outcomes.

## Status and Details

<b>Status</b>	Historic
<b>Effective Date</b>	16th March 2018
<b>Review Date</b>	16th March 2023
<b>Approval Authority</b>	Academic Senate
<b>Approval Date</b>	16th March 2018
<b>Expiry Date</b>	10th June 2018
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