

UTS GRADUATE PROFILE FRAMEWORK

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Terminology

Attribute: A characteristic or quality which exists independent of its application

Capability: The integration and application of knowledge, skills, and personal qualities used appropriately and effectively, not only in familiar and highly specialised contexts, but also in new and changing circumstances. Capability is a forward-looking notion that focuses on the ability to learn from and adapt to a diverse and changing society. It can be seen as the contextualised application of attributes.

What is a UTS Graduate Profile

Each course (or suite of courses) at UTS will have a graduate profile that describes the intended capability of a graduate from the course. The graduate profile includes the graduate attributes that students will develop as outcomes of their learning in the course. It may also include overarching statements about the professional roles or contexts for which successful graduates will be prepared. The graduate profile will reflect the principle that a range of attributes are important to successful graduates, to enable them to live and work in changing contexts.

Rather than adopting a set of profession-independent graduate attributes, the UTS approach to graduate profiles acknowledges that the vision, purpose and the UTS model of learning already imply some overarching attributes. Description of specific attributes within this overarching framework needs to occur within the context of specific professions – hence the adoption of course-specific graduate profiles. The course-level focus acknowledges that personal and intellectual attributes are best developed in the context of a particular profession or discipline.

The Statement of UTS Graduate Attributes approved in 2000 defined three overarching attributes of UTS graduates and three specific attribute domains: learning to learn, professional and personal. A review of this statement and its use was conducted in 2004-2005, taking into account the findings of a project which investigated the common attributes of successful graduates from a range of courses across UTS (Vescio, 2005). The current version has been updated to reflect the UTS strategic plan, 2009-2018, including the UTS model of learning.

Graduate attributes

A graduate of UTS:

- is equipped for ongoing learning and inquiry in the pursuit of personal development and excellence in professional practice
- operates effectively with the capabilities that underpin professional practice in a global context
- is committed to the actions and responsibilities required of a professional and a global citizen.

A graduate profile for each course needs to address these overarching attributes within three broad domains: personal, professional and intellectual, acknowledging that these attributes

are interrelated in the overall capability of a course graduate. Table 1 provides examples of more specific attributes within these domains.

The example specific attributes include those which are implied in the UTS model and identified as those of successful graduates. Personal attributes relate to and will be developed through all aspects of the UTS model. They include attributes necessary for international and intercultural engagement and the self-management attributes necessary for lifelong learning. Professional attributes relate to those necessary to engage in and continue to develop professional practice in a global context. Intellectual attributes are also developed through all aspects of the UTS model, in particular through research-inspired and integrated learning that develops the capacity to inquire into, critique, extend and change practice.

Table 1: Broad attribute domains with examples of more specific attributes

Personal	Professional	Intellectual
<ul style="list-style-type: none"> • Managing own work • Working with others • Cross cultural understanding and communication skills • Initiative • Capacity for community engagement • Autonomy as a learner 	<ul style="list-style-type: none"> • Capacity to apply disciplinary, professional and technical knowledge in varying practice contexts • Understanding of how knowledge is generated in the profession and relevant disciplines • Understanding the contexts of professional work • Ethical understanding 	<ul style="list-style-type: none"> • Critical and independent thinking and capacity for judgement • Capacity for informed inquiry, creativity and innovation • Spoken and written communication • Technological literacies • Information literacies

The specific attributes for any particular course, and the way in which they are described and contextualised, will vary according to the professions or disciplines addressed by the course, and the location and cultural contexts in which the course is offered. The UTS English language policy, which applies across all courses, makes explicit the expectation that all ‘UTS students should have the necessary knowledge and skills to successfully engage with their studies and, as graduates, successfully participate in their professional work environments’ (English language policy, 2010). In order to develop appropriate graduate attributes in students, courses need to enable students’ development of academic language skills that enable them to succeed in their studies.

What informs the Graduate Profile for a Course?

The Graduate Profile for a course or suite of courses will be informed by:

1. the UTS Vision, Purpose and Values, and the UTS teaching and learning statement of values;
2. the UTS model of learning;
3. evidence of relevance to the current and future professional and disciplinary fields addressed by the course.

1. The UTS Vision, Purpose and Values

The UTS Vision, Purpose and Values are stated in full in the Strategic Plan 2009-2018. This section highlights aspects that imply attributes that we expect of UTS graduates and to related curriculum design and teaching and learning practices.

Our vision

Our vision for 2018 is to be a world-leading university of technology.

Our purpose

Our purpose is to advance knowledge and learning to progress the professions, industry and communities of the world. In learning and teaching we will achieve our purpose by being internationally renowned for practice-oriented and research-integrated learning that develops highly valued graduates, and enabling a university experience that is intellectually vibrant and socially engaging. We will have a reputation for graduates who are highly employable and effective in the global workplace, for leadership in internationalising student experiences and for integrating research and teaching.

Our values

To guide our performance and our interactions with each other, with students, our partners and the wider community, we have articulated our values for the first time. Our values in action are:

- Discover and share new knowledge and new ways to lead through our teaching, research, intellectual debate and use of technology
- Engage and collaborate with each other, our students, alumni, partners, professions and communities, locally and internationally
- Empower each other and our students to grow, contribute, challenge and make a difference
- Deliver on our obligations to each other, our students, our partners and communities while maintaining high standards and ethical behaviour
- Sustain our local and global environment, organisational health and our ability to create a positive, viable future

(UTS Strategic plan 2009-2018)

UTS Teaching and learning statement of values

The Teaching and learning statement of values is a more specific statement of the UTS values in the context of teaching and learning:

‘UTS aims to produce graduates with an appreciation of the practical, social and ethical dimensions of their chosen professions and with the skills and knowledge to operate effectively in culturally diverse workplaces within changing international and social contexts.

To achieve this, UTS has developed an educational model built on a broad and holistic concept of learning. It productively combines the intellectual rigour of disciplinary knowledge and the outcomes of scholarly research with professional and personal skills, ideas and approaches developed through engagement with professional practice and the community.

UTS supports and enhances teaching and learning through a flexible and dynamic approach which is expressed through stimulating teaching, the effective use of technology and an information rich environment.

In addition to the more traditional curriculum practices, many UTS students experience a range of opportunities to engage in learning in the community, workplace and professional organisations. This enables the development of graduate skills and attributes of relevance and value to their chosen professions and to Australian society.

UTS demonstrates its commitment to improving quality teaching and learning through recognition and reward for good teaching practice, academic staff development initiatives and other improvement initiatives informed by regular student feedback surveys and an annual review of course performance.

(Revised by Teaching and Learning Committee 05/7 (1.11.05) and as amended by Academic Board on 16 November 2005.)

2. UTS model of learning

The UTS Model of Learning is a practice-oriented, internationally-focused and research integrated approach that develops highly valued graduates who can operate in global contexts for the 21st century. It has three distinctive interrelated features that are integrated through the curriculum and extended through students' extra-curricular experiences:

- An integrated exposure to professional practice through dynamic and multifaceted modes of practice-oriented education
- Professional practice situated in a global workplace, with international mobility and international and cultural engagement as centre piece
- Learning which is research inspired and integrated, providing academic rigour with cutting edge technology to equip graduates for life-long learning

(UTS Strategic plan 2009-2018)

3. Evidence of relevance to the current and future professions and disciplines of the course

In addition to the vision, purpose and values of UTS and the Faculty which is offering the course, course graduate profiles will be informed by evidence that they are oriented to the needs of current and future graduates. Examples of forms of evidence which may be used in the development and review of graduate profiles include, but are not limited to:

- Accreditation requirements of professional bodies
- Current research and scholarship in the profession or discipline
- Alignment of course graduate profiles with Faculty or university areas of research activity and strength
- Studies of successful graduates
- Surveys or other information from employers
- Information from course advisory committees and industry groups
- National and international benchmarking

Implementation of the Graduate Profile Framework

Each course will, over time develop a profession-specific (or course-specific, where appropriate) graduate profile. The profile will be described in relation to the educational aims as part of the course accreditation/reaccreditation process. It will inform the design of the overall curriculum, including the relationships of subjects to the course, teaching and learning processes and assessment patterns. It will also inform course evaluation processes undertaken for the purposes of regular course monitoring and reaccreditation.

References and relevant supporting documents

UTS Strategic Plan

<http://www.uts.edu.au/about/executive/projects/pdfs/strategicplan2009.pdf>

UTS English Language Policy

<http://www.gsu.uts.edu.au/policies/english-language.html>

ATN Project on Graduate Capabilities

<http://www.clt.uts.edu.au/ATN.grad.cap.project.index.html>

Information Literacy at UTS

<http://www.lib.uts.edu.au/staff/discover-your-library/information-literacy-at-uts>

Vescio, J. (2005) UTS Successful Graduates Project: An investigation of successful graduates in the early stages of their careers across a wide range of professions. UTS: Planning and Quality Unit.

Examples of university specific statements:

USyd: <http://www.itl.usyd.edu.au/GraduateAttributes/>

UoW: <http://www.uow.edu.au/student/qualities/index.html>

UniMelb: <http://www.unimelb.edu.au/student/attributes.html>

QUT: http://www.mopp.qut.edu.au/C/C_04_03.jsp

Curtin: http://otl.curtin.edu.au/teaching_learning/attributes.cfm

RMIT University: <http://www.rmit.edu.au/browse;ID=r3znlq8ztlv>

UniSA: <http://www.unisanet.unisa.edu.au/gradquals/>