

Generic skills and attributes of graduates of University of Canberra coursework courses

(This statement complements “Generic Skills and Attributes of UC Graduates from Higher Degree by Research Programs” https://guard.canberra.edu.au/policy/policy.php?pol_id=3033)

As *Australia’s Capital University*, the University of Canberra offers professional education and applied research tailored to the distinctive needs of a capital city, with its international, national and local dimensions. Our programs meet the needs of contemporary governments, public services and the professions.

The University is committed to graduating creative professionals who are capable of developing innovative solutions to problems facing society.

Graduates will have acquired a body of professional and disciplinary knowledge, technical and information literacy skills, as well as a set of appropriate professional attitudes. The University also strives to develop in its students a range of generic skills and attributes to enable them to succeed in a wide range of different tasks and jobs and to contribute to the society they live in.

Generic skills development is supported by the themes we have adopted for UC courses: research-led education, work integrated learning, interdisciplinary study and international understanding, in a flexible learning environment.

The development of generic skills and attributes takes place in all courses in ways that reflect the different award levels and the character of particular disciplines and professional fields. Generic skills are part of the learning outcomes of University of Canberra courses which meet specifications for the relevant qualification in the Australian Qualifications Framework (AQF).

The skills and attributes will:

- (a) reflect the professional education focus of the University of Canberra;
- (b) be supported and understood by all staff and students of the University;
- (c) be fundamental to curriculum design, teaching methods and assessment;
- (d) be contextualised at the level of individual units and courses;
- (e) be specified and assessed as teaching and learning outcomes;
- (f) be capable of self-assessment by students;
- (g) be demonstrable through presentation of appropriate evidence by students; and
- (h) be regularly reviewed.

The University monitors students’ development of generic skills through assessment within units and student surveys during the course, surveys of graduates and feedback from employers and the community.

While the attributes are listed separately, it should be recognised that effective professional practice requires the ability to integrate knowledge and the different skills and attributes.

Generic skills and attributes

By the end of their course, graduates will have developed skills and attributes in:

1. Communication

The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries

2. Analysis and inquiry

The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way

3. Problem solving

The ability to apply problem-solving processes in novel situations; to identify and analyse problems then formulate and implement solutions

4. Working independently and with others

The ability to plan their own work, be self-directed, and use interpersonal skills and attitudes to work collaboratively

5. Professionalism and social responsibility

The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment

Personal attributes

Individuals entering our programs bring with them a diversity of attributes and experiences. As students of the University they will develop the qualities of critical thinking, curiosity and reflective practice. They will use foresight, initiative and leadership, and be open to alternative perspectives. As graduates, they will continue to learn and thrive in environments of complexity, ambiguity and change.