

The Core Curriculum focuses on the intersection of the two spheres of the University Graduate Attributes. *The challenge is for you* to work intentionally on all the Graduate Attributes—both in this unit and in all the units of your chosen course, so that you can start determining the range and effectiveness of capabilities you will offer employers as a graduate, and the community as a citizen.



Why put energy into acquiring Graduate Attributes?

All Australian Universities have graduate attributes/capabilities in their courses, and employers are often more interested in you having attained these attributes than a specific technical skill. As a graduate, you will not have all the professional skills or the degree of capability that an employer demands – these will often have to be developed on the job. However, employers DO expect their new employees to be capable in organisation and self-management, critical thinking and analysis, to have effective communication skills, and to be able to collaborate and work in teams (yes, students often find teamwork difficult, but it is actually an essential skill in the workplace!). These attributes also underpin your capacity to develop further any of the professional skills in your chosen field.

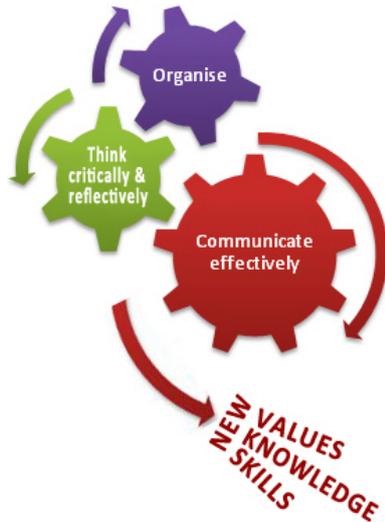
Don't believe it? See:

1. **Range of Australian Universities on desired graduate attributes:**
<http://www.gradskills.anu.edu.au/desired-graduate-attributes>
2. **Report by the Australian Industry Group and Deloitte** on their [National CEO Survey: Skilling business in tough times](#), Sydney, 2009. You can download the PDF but see p31, which includes “the most important factors when recruiting graduates” [Note ‘employability skills’ are interchangeable with graduate attributes.]:
Employers consider employability skills (33.1%) and a positive attitude (32.6%) to be the most important factors when they are recruiting graduates.
3. The **University of Sydney**, along with other universities, also stresses the intersecting sphere:
These are the qualities described by the University’s statement of Graduate attributes and are some of the outcomes of a University of Sydney education that allow our graduates to excel in the world of work and contribute as leaders and agents of social good in our society.
<http://www.itl.usyd.edu.au/graduateAttributes/>

ACU Mission - core questions for you to consider

- What does it mean to be ethical in the workforce, both in Australia and globally?
- What will an appreciation of the sacred in life and a commitment to serving the common good look like in the workplace and in the community?
- How does an individual develop the capacity to act in these contexts?

Graduate Attributes and Generic Skills



As you work through the modules, you will see the **Learning Outcomes** and the **Graduate Attributes** specified. Within the Graduate Attributes, there are a number of generic skills. The Core Curriculum will give you the opportunity to:

- identify the Graduate Attributes and academic skills in which you are weak;
- consciously start developing these;
- save your best examples for your portfolio and update regularly as you progress through your discipline studies.

What are the ACU Graduate Attributes?

Australian Catholic University courses enable graduates to be:

ethically informed and able to:

1. demonstrate respect for the dignity of each individual and for human diversity
2. recognise their responsibility to the common good, the environment and society
3. apply ethical perspectives in informed decision making

knowledgeable and able to:

4. think critically and reflectively
5. demonstrate values, knowledge, skills and attitudes appropriate to the discipline and/or profession
6. solve problems in a variety of settings taking local and international perspectives into account

skilful and able to:

7. work both autonomously and collaboratively
8. locate, organise, analyse, synthesise and evaluate information
9. demonstrate effective communication in oral and written English language and visual media
10. utilise information and communication and other relevant technologies effectively

NOTE: The underlined Graduate Attributes are the ones addressed in UNCC100 Our World: Community and Vulnerability.



Information Literacy and self-management skills

- Understand the task/question to identify the extent of the information required.
- Identify existing knowledge and knowledge gaps.
- Plan the tasks required to complete an assignment within a timeframe.
- Locate information efficiently using Internet, library databases and catalogues.
- Manage citations as you gather resources/references.
- Evaluate information and its sources: how reputable?



Critical Literacy and Reflection skills

- Analyse questions or problem/issue.
- Formulate your own questions as a tool to analyse texts whether printed or via media [songs, novels, conversations, essays, movies...].
- Comprehend the overall perspectives of each author within the conventions or norms of society [or a subgroup] to identify its purpose and underlying messages.
- Research literature on the area to understand where an author's argument fits.
- Understand and synthesise the ideas/arguments of a number of authors on a topic before locating and forming your own response.
- Identify limitations or weaknesses of the argument in researched work.
- Use concept mapping to identify the players and concepts in complex situations.
- Apply knowledge to new contexts.
- Reflect on your own arguments for coherence and identify the weaknesses or limitations.



Communication Skills

- Construct simple and complex sentences that are grammatically correct and convey your meaning accurately and fluidly. Do not rely on computer grammatical corrections: they are often incorrect.
- Link ideas from one paragraph to another for coherence of meaning.
- Pull your arguments together to make a final statement that reflects your perspective.
- Use spell check - but check 'computer corrections' as they are sometimes not what you expect.
- **Register:** the appropriate choice of language for a given context and audience (a continuum from formal to casual; from common vocabulary to technical or sub-group specific).
- Outline your perspective and defend it in a process of constructive criticism [written or oral].
- Present a coherent argument with confidence while seeking and being open to feedback.
- Structure your ideas according to the genre of your discipline's task (Report, essay, journal, documentary video, marketing video, business case, etc).
- Capacity to attribute ideas to their author/creator regardless of medium: text, visual or sound.
- Present the information in an appropriate style for your discipline, correctly acknowledging and citing sources.