



Supporting your students in developing the graduate attributes that are relevant to the unit/program (USE item 3)

“Graduate attributes are the broad range of knowledge, skills and attitudes valued by employers in addition to degree specific knowledge and skills. Specifically, in the Faculty of Economics and Business our programs are designed to progressively support our students in developing and demonstrating skills, knowledge and attitudes relating to research and inquiry, information literacy, personal and intellectual autonomy, ethical, social and professional understanding and communication skills”

If your students highlight this as an area of concern in their Unit of Study Evaluation you might try the following:

- Providing opportunities for your students to demonstrate these attributes in progressively more complex, unfamiliar and “open ended, professionally relevant” situations/assessments. (**Graduate attributes are developed in stages within a disciplinary field**) Students also need to be required to demonstrate achievement/attainment of these attributes
- **Talk with colleagues** teaching into the program to share approaches and to understand which attributes they are seeking to develop and if/how they are developing/assessing these (formally this process is called curriculum mapping). Each degree has its own set of program learning goals and specific program learning outcomes to which a given unit should be able to map (with the exclusion of electives)
- Provide **professionally relevant contexts for students to develop and be assessed on relevant generic attributes** for example, requiring students to write marketing reports, a ministerial brief or a project team report
- Develop criteria in a way that **performance on the task would be evaluated in professional contexts** (perhaps asking professionals for their input here). Job advertisements and statements by professionals or recruitment managers are a great way to show students that merely knowing technical content is insufficient to succeed as a professional once they graduate
- Using detailed assessment criteria for individual assignments is an important part of establishing the **incremental attainment of specific graduate attributes**
- **Link the assessment criteria to graduate attributes** using the online feedback and assessment tool ReView
- **Model the thinking approach of the discipline...** for example, “If I had to solve a problem like this, I would first...”
- For resources on **building information literacy**, see the [Library’s resources](#) and the [Faculty Librarian](#).
For tips on encouraging the progressive development and demonstration of students information literacy skills see the [papers written in collaboration with the Professional and Organisational Development Network in Higher Education \(POD\)](#) UNSW also have a great resource on [developing students’ information literacy skills](#).
- Griffith University has a number of useful toolkits on [developing specific graduate attributes](#).