

Graduate Profile Framework 2019

A graduate profile describes the kind of outcomes students can expect to achieve by the end of each course of study at UTS. Principally, a graduate profile reflects the contribution that specific courses make to the students' attributes.

The graduate profile framework is an important component of monitoring, reviewing and improving course quality. As such each course at UTS is required to describe the intended capabilities of its graduates in a course profile statement during course accreditation or reaccreditation. The graduate profile statement consists of four main parts:

1. Statement of graduate attributes
2. Statement of course intended learning outcomes
3. Statement of where course intended learning outcomes are introduced, developed and assessed to assure that the graduate attributes are achieved.
4. Statement about how the course intended learning outcomes achieve the AQF standard
5. Statement about any other intended outcomes of the course for graduates, such as eligibility to apply for professional registrations, where relevant.

Statement of graduate attributes

UTS expects its graduates to be adaptable so that they are capable of living and working in new and changing contexts. To achieve this goal students need to develop capabilities in three broad domains: professional, personal and intellectual. Graduate attribute statements describe the characteristics or qualities of the graduate that exist independently of their application. The UTS graduate attributes statements are developed by the Teaching and Learning Committee of Academic Board and are informed by the UTS Model of Learning, and learning futures and statements such as the university strategic plan and values. The UTS graduate attributes are as follows:

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 practice in a **contemporary** global context;
- is committed to **ethical engagement through** the actions and responsibilities required **of individuals in global societies**.

Faculties may wish to (but are not required to) describe the distinctive attributes of graduates from their faculty. The statement of faculty graduate attributes defines additional graduate attributes that contextualise the UTS attributes based on common disciplinary or professional contexts.

The graduate attributes for a course describe the disciplinary and broader capabilities that all students are intended to develop by the end of their course of study. These may be the UTS or Faculty attributes, or a version of these that is contextualised for that particular course, and the course must be designed to enable

students to achieve these attributes. It is acknowledged that students may develop their attributes further through recognised co- and extra-curricular activities that complement the course intended learning outcomes.

Statement of Course Intended Learning Outcomes (CILOs)

Course Intended Learning Outcomes are explicit statements, written from the student's perspective, of what the student is expected to achieve by the end of the course and the level of this achievement. The Course Intended Learning Outcomes describe the specific contribution the course makes to the UTS and faculty graduate attributes. Since they are course-level outcomes it is expected that CILOs will be developed collaboratively with coordinators of subjects in the course, and include consultation with industry, accrediting bodies, appropriate the professional associations, past and current students etc.

The Courses Accreditation Committee (CAC) is responsible for ensuring the CILOs are distinctive to the course and appropriate to the nominated AQF level. To assist in writing CILO statements the CAC has produced a [Guidance Note on how to write course intended learning outcomes](#).

Indigenous Graduate Attributes and/or Course Intended Learning Outcomes

All UTS courses are expected to adopt Course Intended Learning Outcomes that contribute to the development of an Indigenous Graduate Attribute (IGA). The Indigenous Graduate Attribute develops students' capacities to apply knowledge of Indigenous Australians to professional situations, have effective relationships with Indigenous Australians and engaging with diverse worldviews. It is expected that a course will build knowledge and skills progressively with an interplay between the Indigenous knowledges and the discipline area and some experiential learning opportunities in the student's final year of study to demonstrate that they can put their professional capabilities into practice.

Development and Achievement of Graduate Attributes

Students' graduate attributes are achieved through learning activities and assessment that are aligned with subject learning outcomes and CILOs. An important principle is that each learning outcome will be progressively developed throughout a course until the student reaches the graduate level standard. By outlining how where in the curriculum the course intended learning outcomes are introduced, developed and assessed the comparative table can be useful in the planning stages to identify where there is unnecessary overlap in learning outcomes, or where an attribute may have been overlooked or underdeveloped. An example of a comparative table for course intended learning outcomes may be as follows:

	Course No. Cxxxxx Course Name:								
UTS Graduate	CILO	Subject No. Name	Subject No. Name	Subject No. Name	Subject No. Name	Subject No. Name	Subject No. Name	Subject No. Name	Subject No. Name
Intellectually grounded	CILO 1.1	Introduce			Develop	Assess			
	CILO 2.1		Introduce				Develop		Assess
Global professional	CILO 3.1	Introduce						Assess	
	CILO 3.2			Introduce	Develop				
Ethical commitment	CILO 4.1				Introduce				Assess
	CILO 5.1			Introduce	Develop				

Justification of AQF level

Higher Education Standards Framework requires that the expected learning outcomes for each course of study be specified and consistent with the level of qualification awarded. These learning outcomes are expected to be a combination of discipline-related and generic outcomes. The justification of AQF level describes how the course aligns to the standard descriptors of the relevant AQF level and how on completion of a course students will have demonstrated the learning outcomes specified for the course, whether assessed at subject or course level.

Reviewing and improving the Graduate Profile

UTS coursework courses are accredited for a period of five years. After this period courses undergo a comprehensive review to ensure that courses are appropriately designed to achieve the desired educational aims and learning outcomes. That review includes the intended learning outcomes, the methods for assessing those outcomes, and the extent of students' achievement of the course's intended learning outcomes. This requires demonstrating a commitment to continuous improvement of the graduate profile through engaging in the annual Course Performance Report cycle, and undertaking a range of student, graduate and stakeholder surveys to track and improve the quality of the student experience of the course. Part of part of this quality improvement approach involves benchmarking the course performance and practices against other organisations and reviewing the changing needs of students to identify any risks to the quality of the course before reaccreditation. Sources that may inform the benchmarking the graduate profile include:

- Accreditation agency criteria
- Graduate surveys
- Published literature on emerging trends

RESOURCES

[Award Course Approval Policy](#)

[UTS Graduate Attributes](#)

[AQF Handbook](#)

[Indigenous Education and Employment Policy](#)

[Indigenous Education Strategy 2015–2018](#)