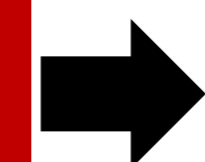
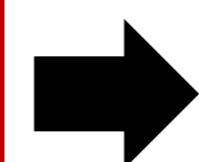


EMBEDDING GRADUATE ATTRIBUTES IN AN UNDERGRADUATE BUSINESS PROGRAM

MISSION: ... The University explicitly engages the social, ethical and religious dimensions of the questions it faces in teaching and research, and service. it is guided by a fundamental concern for justice and equity, and the dignity of all human beings.....



GRADUATE ATTRIBUTES:
 i) Intellectual
 ii) Professional
 iii) Values



BUSINESS CURRICULUM



SPECIALISED UNITS FOR EMBEDDING GRADUATE ATTRIBUTES (Sample units with examples of learning outcomes and assessments)

GRADUATE ATTRIBUTES EMBEDDED IN NON-SPECIALIST UNITS (Sample units with examples of learning outcomes and assessments)

REASONING AND COMMUNICATION (First Year Unit)	<ul style="list-style-type: none"> present a well-reasoned argument in writing and orally 	Short Argumentative Essay (scaffolded)	DATA ANALYSIS (First Year Unit)	<ul style="list-style-type: none"> use statistical techniques to critically analyse claims and hypotheses discuss the dangers of unethical use of statistics to distort or hide the truth 	Analysis of data using the computer Exams and Tests
PROFESSIONAL ETHICS (Second Year Unit)	<ul style="list-style-type: none"> apply ethical reasoning to issues, problems and dilemmas drawn from realistic cases. 	Lead a discussion on an ethical dilemma in Business	FINANCIAL PLANNING (Second Year Unit)	<ul style="list-style-type: none"> demonstrate knowledge of ethical and moral concerns within the financial planning industry and the effects thereon on personal financial planning 	Develop a financial plan and comment on any ethical or moral concerns
VOLUNTEER EXPERIENCE (Hurdle Requirement)	<ul style="list-style-type: none"> demonstrate an awareness of the responsibility of individuals to the wider community; 	Report includes self-reflection and consideration of social justice issues	PROFESSIONAL EXPERIENCE (Third Year Unit)	<ul style="list-style-type: none"> demonstrate an understanding of the importance of ACU National's graduate attributes in the workplace 	Reflection on whether/how ACU's GA's were relevant in work exp.

CHALLENGES:

- Graduate attributes that were aspirational
- Mapping assessment to learning outcomes
- Ensuring that the attributes were developed across the years

KEY QUESTIONS:

- How do we get both students and staff to value the development of graduate attributes?
- How do we evaluate graduate attributes from first to third year?