**Policy on Generic Attributes of Graduates of the University of Tasmania**

In most universities there is formal recognition of the generic outcomes expected of graduates, regardless of the specific disciplines or professional courses they have studied. This is a response to expectations that graduates operate in and contribute to society in ways which extend beyond the formal university qualification they have received. It is also a response to consistent calls by employers in all fields for graduates who have a range of skills and capabilities not directly related to the discipline or professional area in which they have studied.

The attached list is recommended as the Generic Attributes of Graduates from the University of Tasmania. It is important that the list acts as a core for all disciplines and professional areas. There is scope for disciplines and professional areas to add to the list any specific attributes or skills which are given particular emphasis in that discipline or professional area. It is also recognised that various disciplines and professional areas will emphasise some of the attributes more than others. The aim is for the list to be sufficiently generic to complement lists of skills which have already been adopted in some disciplines and professional areas.

While the attributes and descriptors will be a common core across all areas, the exemplars can be tailored to cover different emphases and interpretations.

The Generic Attributes of Graduates of the University of Tasmania will act as a common set of outcomes expected of all graduates of the University. As such, it will appear in University documentation and be used as a way of promoting the University’s overall offerings and approach to employers and students.

Once accepted, the policy on Generic Attributes of Graduates of the University of Tasmania will act as a guiding statement for course development. It will be necessary to ensure that all of the generic attributes are addressed in some way across all courses taught in the University and it will be one of the criteria to be met when new courses are approved and existing courses are reviewed. While Faculties/Schools will need to consider how the generic attributes are covered across an entire course, there will not be an expectation that every unit will address all attributes. For many courses offered within the University, it will be a case of articulating what already happens.

The University’s statement on generic attributes will provide transparency and accountability to students. It opens the possibility to introduce ways in which students can demonstrate to employers how they have developed these attributes. This could be achieved through strategies such as students compiling portfolios and/or by the University including statements on academic transcripts.

*Approved by Academic Senate*

*Meeting Number: 3/2001  Date: 15/06/2001*
## Generic Attributes of Graduates of the University of Tasmania

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<th>ATTRIBUTE</th>
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<th>EXEMPLARS</th>
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| Knowledge       | Graduates will have an in-depth knowledge in their chosen field of study and the ability to apply that knowledge in practice. They will be prepared for lifelong learning in pursuit of personal and professional development | ▪ Apply technical and information skills appropriate to their discipline or professional area;  
▪ Use a wide range of academic skills (research, analysis, synthesis etc);  
▪ Understand the limitation of, and have the capacity to evaluate, their current knowledge;  
▪ Develop a broad knowledge base and respect the contribution of other disciplines or professional areas;  
▪ Identify, evaluate and implement personal learning strategies;  
▪ Learn both independently and cooperatively;  
▪ Learn new skills and apply learning to new and unexpected situations;  
▪ Recognise opportunities.                                                                                                                     |
| Communication   | Graduates will be able to communicate effectively across a range of contexts                                                                                                                                   | ▪ Demonstrate oral, written, numerical and graphic communication;  
▪ Use the medium and form of communication appropriate for a given situation;  
▪ Present well-reasoned arguments, using technology as appropriate;  
▪ Access, organise and present information, particularly through technology-based activity;  
▪ Listen to and evaluate the views of others.                                                                                                     |
| Problem-solving | Graduates will be effective problem-solvers, capable of applying logical, critical and creative thinking to a range of problems. They will have developed competencies in information literacy | ▪ Identify critical issues in the discipline or professional area;  
▪ Conceptualise problems and formulate a range of solutions;  
▪ Work effectively with others;  
▪ Find, acquire, evaluate, manage and use relevant information in a range of media.                                                                                                                              |
| Global Perspective | Graduates will be able to demonstrate a global perspective and inter-cultural competence in their professional lives                                                                                       | ▪ Demonstrate an awareness of the local and global context of their discipline or professional area;  
▪ Function in a multicultural or global context.                                                                                                                                                                                                                       |
| Social Responsibility | Graduates will act ethically, with integrity and social responsibility                                                                                                                                   | ▪ Acknowledge the social and ethical implications of their actions;  
▪ Appreciate the impact of social change;  
▪ Be committed to access and equity principles in their discipline or professional area, and society in general;  
▪ Demonstrate responsibility to the local community, and society generally.                                                                                  |