**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**

**GRADUATE ATTRIBUTES EMBEDDED IN NON-SPECIALIST UNITS**

(Sample units with examples of learning outcomes and assessments)

| REASONING AND COMMUNICATION (First Year Unit) | • present a well-reasoned argument in writing and orally |
| DATA ANALYSIS (First Year Unit) | • use statistical techniques to critically analyse claims and hypotheses  
 • discuss the dangers of unethical use of statistics to distort or hide the truth |
| PROFESSIONAL ETHICS (Second Year Unit) | • apply ethical reasoning to issues, problems and dilemmas drawn from realistic cases.  
 • demonstrate an understanding of the importance of ACU National’s graduate attributes in the workplace |
| VOLUNTEER EXPERIENCE (Hurdle Requirement) | • lead a discussion on an ethical dilemma in Business  
 • report includes self-reflection and consideration of social justice issues  
 • 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  
 • reflection on whether/how ACU’s GA’s were relevant in work exp. |
| DATA ANALYSIS (First Year Unit) | • use statistical techniques to critically analyse claims and hypotheses  
 • discuss the dangers of unethical use of statistics to distort or hide the truth |
| FINANCIAL PLANNING (Second Year Unit) | • demonstrate an understanding of the importance of ACU National’s graduate attributes in the workplace |

**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?

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