

Graduate Attributes Policy

Section 1 - Preamble

(1) This suite of Graduate Attributes enacts CDU's vision to be Australia's most connected university through courageously making a difference in the Northern Territory, Australia and beyond. Through connections and relationships, CDU students can realise the benefits of learning, undertaking research and working together to grow our communities.

Section 2 - Purpose

(2) Based upon an analysis of future social and workforce requirements partnered with the University's values, Graduate Attributes inform curriculum design, delivery and assessment, extra-curricular activities, and students' critical self-reflection of their learning journey.

Section 3 - Scope

(3) The Graduate Attributes will apply to students enrolled in Higher Education and Vocational Education and Training (VET) courses at AQF Level 5 and above, inclusive of coursework and research. Graduate Attributes are aligned with, and should be fulfilled by, attainment of the course learning outcomes or competency requirements.

(4) Graduate Attributes do not replace professional attributes but are distinct in themselves. Professional attributes associated with professional bodies will be adhered to and aligned in the curriculum.

(5) Graduate attributes are fully realised within the entirety of degree programs and VET qualifications AQF Level 5 to 9.

Section 4 - Policy

Graduate attributes

(6) The following Graduate Attributes assume that they are manifest in both a physical and digital form, that they are steeped in deep discipline specific knowledge that follow globally acknowledged sustainability practices.

(7) Our students will be:

- a. information literate;
- b. imaginative and enduring innovators;
- c. culturally responsive in their engagement with First Nations communities and issues;
- d. impactful and Influential leaders;
- e. ethically and socially just; and
- f. creative and courageous communicators.

Evidencing graduate attributes

(8) As the above Graduate Attributes are manifest in both a physical and digital form, the evidence required to fulfill these will also be in both areas, such that students can apply their professional knowledge and skills in the workplace. In some cases, these may both (physical and digital) be fulfilled through the same activity or set of activities. For example:

Information literate

(9) Students are information literate when they can:

- a. find, analyse, and critically evaluate arguments and use evidence from a full range of sources;
- b. apply interdisciplinary knowledge to solve real world problems;
- c. apply professional knowledge and skills in a workplace related to the discipline; and
- d. demonstrate a knowledge of research methodologies appropriate to their disciplines and use these as a tool to make evidence-based decisions.

Imaginative and enduring innovators

(10) Students are imaginative and enduring Innovators when they can:

- a. discover learning opportunities when seeking to find new solutions to old problems;
- b. demonstrate thought leadership through the synthesis of emerging disciplinary trends and technology; and
- c. generate creative works and perspectives across new and emerging fields.

Culturally responsive in their engagement with First Nations communities and issues

(11) Students are culturally responsive when they can:

- a. privilege First Nations standpoints when working with First Nations communities;
- b. engage in issues associated with First Nations communities;
- c. engage with new forms of First Nations knowledge sharing; and
- d. demonstrate a respect for the values and knowledge of First Nations peoples through academic rigour within the discipline.

Impactful and influential leaders

(12) Students are impactful and influential Leaders when they can:

- a. manage and plan their careers independently and see pathways beyond the traditional;
- b. seek and apply global knowledge and perspectives into their industry;
- c. establish a professional characteristics that courageously illustrates authentic (leadership) to unify graduates personal and professional selves; and
- d. interact transparently in culturally and/or linguistically diverse contexts to better affect meaningful sustainable, and appropriate change.

Ethically and socially just

(13) Students are ethically and socially just when they can:

- a. sustain the principles of academic integrity into their professional capacity;
- b. consistently apply the principles of digital equity; and

- c. promote and advocate for social and civic responsibilities, human rights, and sustainability associated with their industry.

Creative and courageous communicators

(14) Students are creative and courageous communicators when they can:

- a. creatively communicate with others with courage, curiosity, and discernment; and
- b. employ sophisticated electronic and creative media use in workplace communications and collaborations.

(15) Further examples on how Units and Courses may align their learning outcomes to these Graduate Attributes will be provided on CDU support sites managed by Learning Futures.

(16) Information will also be provided as to how these may be supported in both the physical and digital form.

Section 5 - Non-Compliance

(17) Non-compliance with Governance Documents is considered a breach of the [Code of Conduct – Staff](#) or the [Code of Conduct – Students](#), as applicable, and is treated seriously by the University. Reports of concerns about non-compliance will be managed in accordance with the applicable disciplinary procedures outlined in the [Charles Darwin University and Union Enterprise Agreement 2025](#) and the [Code of Conduct – Students](#).

(18) Complaints may be raised in accordance with the [Code of Conduct – Staff](#) and [Code of Conduct - Students](#).

(19) All staff members have an individual responsibility to raise any suspicion, allegation or report of fraud or corruption in accordance with the [Fraud and Corruption Control Policy](#) and [Whistleblower Reporting \(Improper Conduct\) Procedure](#).

Status and Details

Status	Current
Effective Date	21st April 2022
Review Date	18th April 2025
Approval Authority	Academic Board
Approval Date	21st April 2022
Expiry Date	Not Applicable
Responsible Executive	Lisa Papatraianou Deputy Provost
Implementation Officer	Laura Fairbrother Associate Director Curriculum Assessment and Teaching Development
Enquiries Contact	Laura Fairbrother Associate Director Curriculum Assessment and Teaching Development <hr/> Teaching and Learning Connect

Glossary Terms and Definitions

"First Nations people" - Means a person who is an Australian Aboriginal and/or Torres Strait Islander person, who identifies as an Australian Aboriginal and/or Torres Strait Islander person, and who is accepted as an Australian Aboriginal and/or Torres Strait Islander person in the community where they live or have lived.