

Health Education and Training Institute Higher Education Graduate Attributes Policy

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Summary	This policy describes the broad academic and intellectual attributes that a Health Education and Training Institute Higher Education graduate should derive from their study.
Keywords	Graduate attributes, personal attributes, inter-professional practice, collaborative practice, learning, learning environment
Authoring Portfolio	Mental Health
Contact	Director
Consultation	as per Document History
Applies to	Higher Education
Distribution	Higher Education
Related documents	Health Education and Training Institute Higher Education Teaching and Learning Plan 2015 - 2018
Review date	December 2018
Risk Assessment	As per Attachment 1 to this document.

Document History

Version	Issued	Status	Author	Reason for Change
v0.1	23 November 2015	Draft		Graduate Attributes Statement converted to Graduate Attributes Policy. Consultation – no changes
v0.2	20 January 2016	Draft		Incorporating feedback from the Policy Review Workshop 20 January 2016 (ref: relevant documents)
v0.3	25 January 2016	Draft	Geoff Murphy	Post review amendment
v0.4	28 January 2016	Draft	Mark Wilbourn	Incorporating feedback from the Policy Review Workshop 28 January 2016
v0.5	15 February 2016	Draft	Rod McKay	Incorporating feedback from the Academic Board 15 February 2016 – clause 1d
v1.0	24 February 2016	Final	Mark Wilbourn	As approved by Health Education and Training Institute Higher Education Governing Council
v1.1	7 July 2016	Draft	Paul van Hauen	Revised terminology “work-integrated learning”.
v2.0	31 August 2016	Final	Paul van Hauen	As approved by Health Education and Training Institute Higher Education Governing Council

Issued under the authority of the Health Education and Training Institute Higher Education Governing Council

Health Education and Training Institute Higher Education Graduate Attributes Policy

Policy Statement

The National Higher Education Standards require all providers of higher education to ensure that students who complete a course of study have attained key graduate attributes, and these attributes are reflected in Health Education and Training Institute Higher Education's curricula and its Teaching and Learning Plan 2015-2018.

Aims and Objectives

1. Health Education and Training Institute Higher Education Graduate Attributes are based on a number of guiding principles:
 - a. A graduate from a Health Education and Training Institute Higher Education postgraduate program will have the attributes required to work and continue developing in an inter-professional healthcare environment;
 - b. Graduate attributes are fundamental personal attributes that are developed through the process of learning and the learning environment. Learning outcomes of courses will be specific to the focus of the course, as applied within the appropriate Australian Qualifications Framework (AQF) level attainment guidelines. However, learning outcomes of courses must include outcomes relevant to assisting graduates to attain these attributes;
 - c. Health Education and Training Institute Higher Education Graduate Attributes emphasise attributes which can be taught and assessed, so that their ongoing development can be measured and documented.
 - d. Health Education and Training Institute Higher Education Graduate Attributes may be demonstrated through application within identified course / unit competencies or through application against other relevant frameworks of selected professional bodies.

Overview

The Graduate Attributes

2. Graduates from Health Education and Training Institute Higher Education will have enhanced cognitive, technical, creative, and communication skills, and will display an increased capacity for:
 - a. Applying the values, knowledge and skills of their own profession to provide and develop Person Centred Care with individuals and their carers within their communities of choice;
 - b. Fostering ongoing collaborative inter-professional practice through an understanding of the values, roles, responsibilities and competence of other health professions and the diverse communities served through their practice;
 - c. Being an ethical reflective practitioner with sound decision making abilities through the clear, critical and creative thinking; and a deep understanding of the principles and practices of self-awareness;
 - d. Being inclusive and future focussed through ongoing, innovative applied to practice and life-long learning;
 - e. Utilising research evidence, principles and methods to improve health outcomes for all.
3. In addition, a graduate from a Health Education and Training Institute Higher Education Mental Health postgraduate program will have the capabilities to support the recovery journeys of people with mental illness: maximising hope, optimism, strength, resilience, self-determination, self-management and advocacy of each person in their community of choice.

Related Documents

- Health Education and Training Institute Higher Education Teaching and Learning Plan 2015 - 2018

Acknowledgement:

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IMPLEMENTATION CHECKLIST – COMPLIANCE SELF ASSESSMENT

Assessed by:	Date of Assessment:		
IMPLEMENTATION REQUIREMENTS	Not commenced	Partial compliance	Full compliance
1.			
	Notes:		
2.			
	Notes: Relevant Director		
3.			
	Notes: TRIM reference number -		
4.			
	Notes:		
5.			
6.			
	Notes:		

Attachment 1

RISK ASSESSMENT

<Document Title>

1.	Policy/Process being assessed	Notes
	Document Number	
	Publication date	
	Scheduled review date	
	Date of this risk assessment	
	Name & position of assessing officer	
2.	Summary of policy purpose (from PD Cover Page)	
3.	Agency (HETI) key roles & responsibilities as per PD	
4.	Risk Assessment	
4.1	<u>Identification of risks</u> – what might happen & how?	
	1.	
	2.	
4.2	<u>Analysis of risks</u> – combined estimate of the consequence & likelihood of the risk, using NSW Health Risk Matrix (attached)	
	<ul style="list-style-type: none"> • Consequence: • Likelihood: • Risk rating : 	
4.3	<u>Evaluation of risks</u> – comparison of the level of risk as determined against a predetermined criteria to determine whether a level of risk is acceptable or needs to be treated. Risk level assessed after implementing treatment: <ul style="list-style-type: none"> • Consequence: • Likelihood: • Risk rating : Evaluation –	

Risk Assessment Approval

Name & position of approving T2 Officer:	
Date:	