

## Health Education and Training Institute Higher Education Graduate Attributes Policy

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<b>Superseded Version</b>	Graduate Attributes Policy v1.0
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<b>TRIM Document Classification</b>	Governance
<b>Framework Part</b>	Part 1 – Course Design Standards
<b>Approval date</b>	03 February 2020
<b>Publication date</b>	18 February 2020
<b>Summary</b>	This policy describes the broad academic and intellectual attributes that a Health Education and Training Institute Higher Education graduate should derive from their study.
<b>Keywords</b>	Graduate attributes, personal attributes, inter-professional practice, collaborative practice, learning, learning environment
<b>Authoring Portfolio</b>	Mental Health
<b>Contact</b>	Director
<b>Consultation</b>	as per Document History
<b>Distribution</b>	Higher Education
<b>Applies to</b>	Higher Education
<b>Related documents</b>	Health Education and Training Institute Higher Education Teaching and Learning Plan 2015 - 2018
<b>Review date</b>	February 2023
<b>Risk Assessment</b>	As per Attachment 1 to this document.

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

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# 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 (HETI) Higher Education Graduate Attributes are based on a number of guiding principles:
  - a. A graduate from a HETI 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. HETI Higher Education Graduate Attributes emphasise attributes which can be taught and assessed, so that their ongoing development can be measured and documented.
  - d. HETI 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 HETI 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 HETI 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

- HETI Higher Education Teaching and Learning Plan 2015 - 2018

#### Acknowledgement:

Health Education and Training Institute Higher Education gratefully acknowledges the permission granted by Western Sydney University (WSU) for the use of its policy template and policy content in the development of this publication.

## 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 HETI Higher Education Governing Council
v2.0	31 August 2016	Final	Paul van Hauen	As approved by HETI Higher Education Governing Council
v1.0	22 August 2018	Final	Valerie Rhodes	Updated logos, template and new TRIM Reference
v1.1	03 February 2020	Noted	Susan Grimes	Organisational changes; new policy title, new position title, and responsibilities. Noted by the T&L Committee.
v1.1	18 February 2020	Final	-	Published

## 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
	Graduate Attributes Policy v1.0	
	Document Number	
	Publication date	
	Scheduled review date	December 2018
	Date of this risk assessment	
	Name & position of assessing officer	
2.	Summary of policy purpose (from PD Cover Page)	
	This policy describes the broad academic and intellectual attributes that a HETI Higher Education graduate should derive from their study.	
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"> <li>• Consequence:</li> <li>• Likelihood:</li> <li>• Risk rating :</li> </ul>	
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"> <li>• Consequence:</li> <li>• Likelihood:</li> <li>• Risk rating :</li> </ul> <b>Evaluation –</b>	

### Risk Assessment Approval

<b>Name &amp; position of approving T2 Officer:</b>	
<b>Date:</b>	