

ACADEMIC BOARD – MEETING 6/03 (24 JULY 2003)

Attributes of the Melbourne Higher-Education Advanced Diploma graduate

Defining the objectives of a Higher-Education Advanced Diploma undergraduate education

The University of Melbourne is a research-intensive university that attaches the very highest priority to undergraduate education and seeks to stimulate, nurture and develop graduates of the finest international calibre.

The University seeks to pursue this educational mission by attracting outstanding higher-education advanced diploma students, nationally and internationally, and providing them with:

- formal teaching programs of the highest international quality;
- a supportive learning environment where students can develop to their fullest potential ;
- world-class teaching and learning facilities; and
- a stimulating learning experience providing a foundation for further studies.

The University expects its higher-education advanced diploma graduates to be educated and well-informed, able to contribute effectively to their workplace and communities wherever in the world they choose to live and work. It expects Melbourne higher-education advanced diploma graduates to have the following qualities and skills:

1. profound respect for truth and intellectual integrity, and for the ethics of scholarship;
2. well-developed communication and problem-solving skills;
3. capacity for independent thought, rational inquiry and self-directed learning;
4. creativity, through applying technical knowledge and skills, learning new techniques and supporting organisational change;
5. extensive technical abilities relevant to a particular vocational discipline, and informed respect for its underlying principles, values and ethics
6. ability and self-confidence to apply complex concepts to the discipline;
7. application of communications technologies and modalities, and receptiveness to the expanding opportunities of the "information revolution";
8. perception of local, national and international issues appropriate to the discipline, based on a respect for social and cultural diversity and values;
9. leadership capacity, including a willingness to engage in constructive public discourse, to accept social and civic responsibilities and to speak out against prejudice, injustice and the abuse of power;
10. confidence to participate effectively in collaborative learning as a team-member, while respecting individual differences;
11. ability to plan work, manage projects and use time effectively;
12. ability to advise and support management and professionals, and to guide, lead and manage operational and field staff, informed by the principles of Environmental Health and Safety, Occupational Health and Safety, and Equal Employment Opportunity, and relevant legislation