



聖若瑟大學 丁丑
UNIVERSITY OF
SAINT JOSEPH

GRADUATE ATTRIBUTES

June 2019



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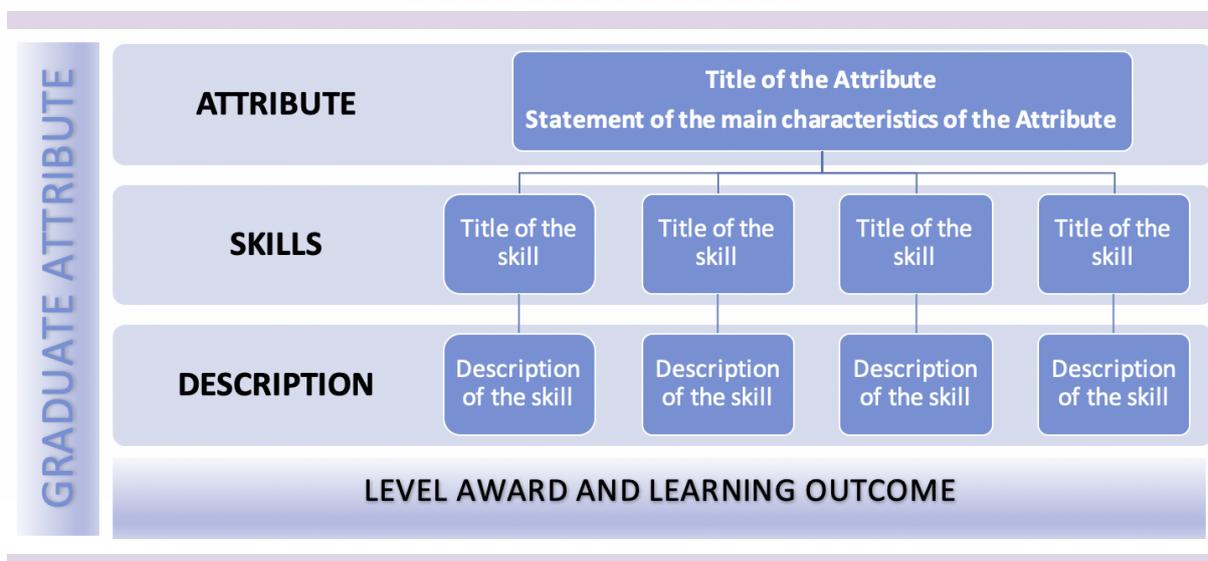
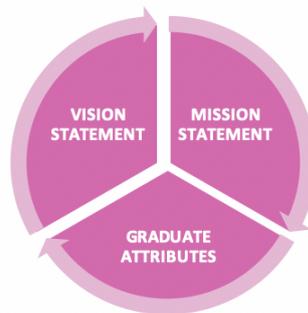




CONTENTS

1. Key Elements of Graduate Attributes.....	2
2. Introduction.....	2
3. What Are Graduate Attributes?.....	4
4. What Are Graduate Attributes for?.....	5
5. How Are Graduate Attributes Framed?.....	6
6. Developing Graduate Attributes at USJ.....	6
7. How to Use Graduate Attributes?.....	7
8. What Are the Six Graduate Attributes at USJ?.....	8
9. Graduate Attribute 1: Intellectual Rigour.....	9
10. Graduate Attribute 2: Personal Development.....	11
11. Graduate Attribute 3: Disciplinary Expertise.....	13
12. Graduate Attribute 4: Lifelong Learning.....	15
13. Graduate Attribute 5: Principles of Ethics and Service to Others.....	17
14. Graduate Attribute 6: Research & Human Literacy, and Understanding.....	19

1. Key Elements of Graduate Attributes



2. Introduction

Graduate Attributes have been prominent in higher education for more than two decades. They denote, in part, the ‘brand’ of the University’s graduates and their distinguishing features. In an era of Outcomes Based Education, they guide the development, direction and intended outcomes of programmes, students’ experiences at

University, programme design, so that there is an alignment between the Graduate Attributes and all the learning, development and experiences that students have whilst at the University, as part of life and as preparation for life beyond and after university. Graduate Attributes are both descriptive and prescriptive. To accomplish this requires Graduate

Attributes to cover a wide range of areas of university life and learning, both academic and non-academic, and this accords with USJ's mission to promote the all-round development of its students.

Graduate Attributes also play a role in accountability; USJ is accountable to its students who enrol in its programmes, ensuring that they are aware of what the University strives to provide and achieve for its graduates, what characterises the University, and what 'kind' of graduates exit from USJ, with what kind of outlook on life, people, learning and the community.

This document defines Graduate Attributes as they are commonly used, and sets out the purposes of having and using Graduate Attributes. Graduate Attributes do not have a single common format across universities; they vary considerably in how they are framed. This document indicates how they are framed at USJ and how the University developed its Graduate Attributes. In this document each Graduate Attribute at first denotes a main area of focus (in its title) and then defines and operationalises it.

The document also introduces how USJ uses its Graduate Attributes for programme review, evaluation, design, development and improvement, and what Faculties, Programmes and other units of the University should be addressing in using the University's Graduate Attributes.

The Graduate Attributes are set out in a common format here. Each Graduate Attribute is stated and an initial scoping definition is provided; the skills that are devel-

oped in the attribute are set out, together with a brief description of each area of skill in that attribute. Finally, the attribute is characterised in the column called 'description', for each award level and learning outcome. This ensures that USJ's Graduate Attributes focus on achievement, i.e. moving beyond statements of ability to outcomes.

Graduate Attributes vary across universities in terms of the level of detail in which they are written: in some universities they have high granularity, going into a high level of detail and specificity; in others they are of a much more general nature. USJ's Graduate Attributes strike a balance between too much and too little detail, to enable each academic and non-academic unit in the University to apply them as appropriate to their own work, activities and operations.

In a very few cases there is some apparent similarity in the titles of the skills included in the different Graduate Attributes. This is because some of the different facets of each Graduate Attribute sometimes necessarily overlap in order to do justice to the scope of the Graduate Attribute in question. However, in the 'description' column of each of these Graduate Attributes the differences manifest themselves clearly.

Given that the introduction of Graduate Attributes is recent at USJ, and given that the impact of Graduate Attributes on the work of the University, its Faculties, programmes and students is significant, the document sets out a time line for their further development, implementation and monitoring.

3. What are Graduate Attributes?

1. 'Graduate attributes are the qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes include, but go beyond, the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents for social good in an unknown future.' (Bowden, J., Hart, G., King, B., Trigwell, K., & Watts, O. (2000) *Generic Capabilities of ATN University Graduates*. Canberra: Australian Government Department of Education, Training and Youth Affairs)
2. 'Graduate attributes are the academic abilities, personal qualities and transferable skills which all students will have the opportunity to develop as part of their University of Glasgow experience.' (University of Glasgow:
<https://www.gla.ac.uk/myglasgow/students/attributes/>)
3. 'Graduate attributes are the qualities, skills and understandings that a student should develop as a consequence of the learning they engage with on their programme of study.' (Edinburgh Napier University:
https://staff.napier.ac.uk/services/student-futures/EnhancingtheCurriculum/graduate_attributes/Pages/WhatareGraduateAttributes.aspx)
4. 'Graduate attributes are the skills, personal qualities and understanding to be developed through your university experience that will prepare for life and work in the 21st century.' (Nicol, D. (2010) *The foundation for Graduate Attributes: developing self-regulation through self and peer assessment*. University of Strathclyde.
https://www.reap.ac.uk/reap/public/Papers/DN_The%20foundation%20for%20Graduate%20Attributes.pdf)
5. 'Graduate attributes are skills, knowledge, attitudes and values that are distinguished from the disciplinary expertise associated more traditionally with higher education, but which make a contribution to the profession. (Spronken-Smith, R., Bond, C., McLean, A., Frielick, S., Smith, N., Jenkins, M., & Marshall, S. (2015). *Evaluating engagement with graduate outcomes across higher education institutions in Aotearoa/New Zealand*. Higher Education Research & Development, 34, 1014–1030)

4. What are Graduate Attributes for?

Graduate attributes are intended to describe and prescribe ‘what it means to be a graduate of a higher education institution – [. . .] in terms of skills and abilities, but also in terms of attitudes and approaches – how you approach learning and knowledge, your own development, and the world around you’ and which are ‘not simply taught but developed through meaningful experiences and the processes of learning and reflection’; ‘they are unique to every student [S]tudents will have their own starting points, progress and experiences in these areas while at the University which will shape them as individuals’ (University of Edinburgh, 2017).

Graduate Attributes take USJ’s mission, vision, Strategic Development Plan and indicate how these impact on students’ development and outcomes through their University life and work. They address the broader purposes and characteristics of university education, as encapsulated in USJ’s mission and vision statements. They indicate the qualities, knowledge, competences and capabilities for which students are encouraged to take responsibility during their lives and studies at USJ. This accords with the intention of USJ to have graduates that bear the positive hallmarks of a USJ education. Graduate Attributes at USJ address the niche position of this young university, with its emphasis on the all-round-development of its graduates and its commitment to humanitarian development.

Graduate Attributes also have an affinity with Outcomes Based Education (OBE), in which programmes are designed to describe

and achieve prescribed outcomes, taking account of individual needs and differences. As part of OBE, they have a backwash effect on Faculty aims and objectives, and on programme design, contents and intended learning outcomes, so that there is alignment of Graduate Attributes with each Faculty and with each programme’s aims, contents, pedagogy and assessment, all leading to the achievement of the intended learning outcomes. In this sense, Graduate Attributes are prescriptive, not only descriptive. However, they also transcend individual programmes, to encompass life and a wide range of experiences at USJ and how these impact on the formation of USJ students. They should be used for programme development, evaluation and review, to ascertain how and where they are being addressed in students’ academic studies.

Graduate Attributes should also be used to develop, review, guide and provide for students’ all-round development in their wider lives and experiences whilst at the University, i.e. to ensure that the University provides opportunities for student development in these non-academic, personal, emotional, social and all-round development.

5. How are Graduate Attributes framed?

As is to be expected, universities frame their Graduate Attributes differently. However, it is possible to see many common features, e.g. they include skills, competences, person-related matters, social development, attitudes and motivation, ethical development and responsibility, in short, all-round development of students as rounded members of their societies.

In framing the statements at different levels of award in the University ('Award Level' and 'Learning Outcomes' in the documentation), it was recognised that there might be overlap in some statements, i.e. the same statements might apply at different levels of award at the overall University level, and that it would be for Faculties and programmes to differentiate these more finely where necessary.

6. Developing Graduate Attributes at USJ

In developing USJ's Graduate Attributes, the University examined examples from leading universities across the world, as a familiarisation exercise in terms of scope, derivation, content and framing. Then it took the USJ mission, vision and Strategic Development Plan, and drafted Graduate Attributes to address these. Then it decided how to frame these, and arrived at six main areas of attributes, each of which was characterised by key skills and descriptions. In order to address progression and differentiation, it then arranged these in terms of the levels of the awards given by the different programmes at USJ, from Pre-University through to doctorate.

These statements were drafted and then circulated for discussion, feedback and

further development until the final framework was completed. As part of this, decisions were taken on: (a) which elements and foci of Graduate Attributes should be set out at University level and which at Faculty and programme levels; (b) how to strike a balance between too little and too much detail and prescription, to ensure that there was room for students' uniqueness to be celebrated and developed, and for differences in Faculties and programmes to be addressed; (c) how these could be applied to each level of award (e.g. undergraduate, Master's etc.); and (d) how these fitted into quality assurance, programme and the University's review, development and accreditation.

7. How to use Graduate Attributes?

These Graduate Attributes should be used for review, evaluation, development of, and improvements to:

(a) the provision, design, contents, pedagogy, assessment, implementation, review, evaluation and outcomes of students' academic programmes of study at USJ;

(b) provision for, implementation of, and outcomes of students' non-academic experiences, guidance, support, development and lives at USJ;

(c) provision for, implementation of, and outcomes of the administrative and service support for students at USJ.

They are framed here at the University level. Each Faculty¹ should take these and see how they are applied, addressed and documented in:

(a) their overall Faculty; and (b) each programme their Faculty. Each non-academic unit should take these and see how they are applied, addressed and documented in their unit.

The outline timescale for working with Graduate Attributes are:

Step One: Final agreement on trial Graduate Attributes: by July 2019.

Step Two: Apply the Graduate Attributes to identify where programmes, practices and provision need further development, i.e. review and planning for improvement: Academic year 2019-20.

Step three: Implement and monitor the Graduate Attributes, informing all parties involved, with documentation provided: Academic year 2020-21.

¹ 'Faculty' here is used as a shorthand for academic unit: Faculty, School, Institute.



8. What are the six Graduate Attributes at USJ?

The six Graduate Attributes at USJ are:

Graduate Attribute 1:

Intellectual Rigour: Excellence in all scholars, having clarity in thinking when faced with new knowledge and arguments, and higher order thinking.

Graduate Attribute 2:

Personal Development: Broad knowledge, understanding, respect, commitment and practice about moral, religious, ethical and social values at the personal, social and professional levels.

Graduate Attribute 3:

Disciplinary Expertise: In-depth knowledge and skills in the chosen discipline and able to complete tasks and create new concepts through systematic and rigorous investigation.

Graduate Attribute 4:

Lifelong Learning: Engages in autonomous self-learning to enhance knowledge and skills to match self-sustainability, active

service to society and change by effectively creating new thoughts through the process of research and inquiry.

Graduate Attribute 5:

Principles of Ethics and Service to Others: Commitment to engage in community service to affect social and environmental change in local and global communities by taking up roles and responsibilities to society and nature. Being a socially responsible and caring member of, and for, the community, with global awareness and participation. Being a service advocate.

Graduate Attribute 6:

Research & Human Literacy, and Understanding: Uses ICT skills effectively to obtain information resources relevant to an information need to create new knowledge and understanding through the process of research and enquiry. Enhances human capabilities in using technologies, literacies and humanities to research, and explains ideas from digital devices. Reads, interprets and questions texts, using higher order thinking.

9. Attribute One: Intellectual Rigour

ATTRIBUTE	SKILLS	DESCRIPTION
<p>1. INTELLECTUAL RIGOUR</p> <p>Excellence in all scholars, having clarity in thinking when faced with new knowledge and arguments, and higher order thinking.</p>	<p>Critical thinking</p>	<p>Analyses information objectively and makes a reasoned judgment, through evaluation and discrimination of sources (data, facts, observable phenomenon, and research findings) in order to draw conclusions, make a decision or solve a problem.</p>
	<p>Creative thinking</p>	<p>Perceives the world in new ways without cognitive bias, to find hidden patterns, to make connections between seemingly unrelated phenomena, to find multiple and multidimensional answers for the same question and to generate original ideas that have value.</p>
	<p>Problem-solving</p>	<p>Solves problems through the process of defining the problem, generating alternatives, evaluating and selecting alternatives, implementing and testing solutions in an effective and timely manner without any impediments. Approach this process in an iterative way, repeating as many times as necessary to converge to an optimal solution.</p>
	<p>Judgement</p>	<p>Evaluates sources, data, facts, observable phenomenon and research findings to reach an effective decision, sensible conclusions, or making critical distinctions in matters that affect action through assessment, comparison, and/or deliberation. Uses higher order thinking and has learnt how to learn.</p>

Attribute One: Intellectual Rigour

AWARD LEVEL AND LEARNING OUTCOME					
Diploma	Associate Diploma	Bachelor degree	PGD degree	Master degree	Doctoral degree
Exercises critical/creative thinking and judgment to interpret and sometimes solve problems in prescribed situations.	Exercises critical/creative thinking and judgment to interpret and sometimes solve problems with some intellectual independence.	Exercises critical/creative thinking and judgment in identifying and solving problems with intellectual independence.	Exercises knowledge of research principles and methods applicable to the field of work or learning.	Exercises knowledge to think critically, strategically and creatively including an ability to identify and articulate complex legal issues, apply reasoning and research to generate appropriate theoretical and practical responses, and, demonstrate sophisticated cognitive and creative skills in approaching complex legal issues and generating appropriate responses. Has scholarly expertise in a defined area.	Exercises knowledge to think critically, strategically and creatively including an ability to identify and articulate complex legal issues, apply reasoning and research to generate appropriate theoretical and practical responses, and, demonstrate sophisticated cognitive and creative skills in approaching complex legal issues and generating appropriate responses. Generates original and significant ideas and thinking.

10. Attribute Two: Personal Development

ATTRIBUTE	SKILLS	DESCRIPTION
<p>2. PERSONAL DEVELOPMENT</p> <p>Broad knowledge, understanding, respect, commitment and practice about moral, religious, ethical and social values at the personal, social and professional levels.</p>	<p>Sustainability</p>	<p>Has acquired and sustains a balanced approach to ecological responsibility, social equity, and economic activity not only of contemporary populations but also the wellbeing and enhanced opportunities of future generations.</p>
	<p>Social justice principles</p>	<p>Maintains and develops the highest honour, dignity, well-being, self-worth, integrity standards to contribute to the advancement of an equitable and just society by consistently anticipating ethical conflicts and acting in accordance with moral values.</p>
	<p>Professional ethical practice</p>	<p>Has developed and embodies the characteristics of responsibility, and acts with integrity, honesty, respect, competence and fairness in the professional and personal life.</p>
	<p>Academic integrity</p>	<p>Abides by rules and principles applied in personal and professional practices, as moral norms and ethical standards through honesty, behaviour, and work.</p>
	<p>Moral attitudes</p>	<p>Has acquired a set of beliefs and values relating to what is right and wrong which guide intentions, attitudes and behaviour towards self, other people, society and others, and the environment; and has developed the disposition to act in accordance with such beliefs and values.</p>

Attribute Two: Personal Development

AWARD LEVEL AND LEARNING OUTCOME					
Diploma	Associate Diploma	Bachelor degree	PGD degree	Master degree	Doctoral degree
Demonstrates knowledge of the use of ethical framework(s) in scholarly, social or professional situations	Demonstrates well developed knowledge of the use of ethical framework(s) in scholarly, social or professional situations	Demonstrates judgment and use of ethical framework(s) in scholarly, social and professional situations	Demonstrates highly developed judgment and use of ethical framework(s) in scholarly, research, social and professional situations	Demonstrates highly developed judgment to value and promote honesty, integrity, accountability, public service and ethical standards including an understanding of approaches to ethical decision making, the rules of professional responsibility, an ability to reflect upon and respond to ethical challenges in practice, and a developing ability to engage in the profession and to exercise professional judgment.	Demonstrates an advanced and integrated capacity to value and promote honesty, integrity, accountability, public service and ethical standards including an understanding of approaches to ethical decision making, the rules of professional responsibility, an ability to reflect upon and respond to ethical challenges in practice, and a developing ability to engage in the profession and to exercise professional judgment.

11. Attribute Three: Disciplinary Expertise

ATTRIBUTE	SKILLS		DESCRIPTION
<p>3. DISCIPLINARY EXPERTISE</p> <p>In-depth knowledge and skills in the chosen discipline and able to complete tasks and create new concepts through systematic and rigorous investigation.</p>	<p>Academic literacy</p>	<p>Has acquired disciplinary and professional knowledge and skills, understanding the epistemology and 'landscape' of the discipline; communicates complex ideas and applies the knowledge in the work context.</p>	
	<p>Effective communication</p>	<p>Conveys information by speaking, writing, body language or behaviour and/or expresses ideas, feelings and thoughts effectively and efficiently to someone else and listens, understands, and takes action on what other people say.</p>	
	<p>Intercultural communication</p>	<p>Communicates across, within, between and across cultures and social groups responsibly, effectively, sensitively, respectfully and positively. Understands different cultural norms and values and uses such understanding in effective communication.</p>	
	<p>Cross-disciplinary and multi-disciplinary perspectives</p>	<p>Draws on and combines cross-disciplinary and multi-disciplinary perspectives, where appropriate, in identifying and addressing issues, generating and solving problems.</p>	
	<p>Multilingualism</p>	<p>Employs two or more languages and language processing in interaction in various domains and communities of practice and draws on all linguistic resources, using one or more languages in the same discourse, or even in the same utterance.</p>	
	<p>Cultural expression</p>	<p>Expresses own ideas, experiences and emotions with empathy, has developed a clear understanding of, and respect for, how ideas and meaning are communicated and creatively expressed in different cultures and through different media forms and of the need to preserve it, together with the importance of aesthetic factors in daily life.</p>	
	<p>Entrepreneurial spirit</p>	<p>Has acquired the skills of self-discipline, integrity, persistence, clear sense of direction, decisive and action oriented necessary for an entrepreneur to venture into an enterprise. Adopts an entrepreneurial stance to practice-based learning and performance.</p>	
	<p>Information expertise</p>	<p>Recognises when and why information is needed, where to find it, how to evaluate, manage and apply it, synthesise, use and communicate it ethically and legally.</p>	

Attribute Three: Disciplinary Expertise

AWARD LEVEL AND LEARNING OUTCOME					
Diploma	Associate Diploma	Bachelor degree	PGD degree	Master degree	Doctoral degree
Demonstrates a basic theoretical and technical knowledge within a defined disciplinary or professional context and appropriate communication skills including highly appropriate use of the English language.	Demonstrates a broad theoretical and technical knowledge within a defined disciplinary or professional context and appropriate communication skills including highly appropriate use of the English language.	Demonstrates a broad, coherent, theoretical and technical knowledge with depth in one or more disciplines or areas of practice and appropriate communication skills including highly appropriate use of the English language.	Demonstrates an advanced, integrated understanding of a complex body of knowledge in one or more disciplines or areas of practice and appropriate communication skills including highly appropriate use of the English language.	Demonstrates an advanced, integrated understanding of a complex body of knowledge in one or more disciplines or areas of practice and appropriate communication skills including highly appropriate use of the English language.	Demonstrates an advanced and integrated understanding of the discipline cultural and international contexts, the principles and values of ethical practice, and effective and appropriate communication skills including highly effective use of the English language.

12. Attribute Four: Lifelong Learning

ATTRIBUTE	SKILLS	DESCRIPTION
<p>4. LIFELONG LEARNING</p> <p>Engages in autonomous self-learning to enhance knowledge and skills to match self-sustainability, active service to society and change by effectively creating new thoughts through the process of research and inquiry.</p>	<p>Self-managed learning</p>	<p>Takes active, personal responsibility and commitment to sustain ongoing personal and career-related learning to adapt learning approaches to suit different tasks.</p>
	<p>Critical self-awareness</p>	<p>Understands how one learns; assesses the work of oneself and others, and identifies one's strengths and weaknesses.</p>
	<p>Open-minded</p>	<p>Changes existing beliefs and integrates new information according to the strength of evidence that supports them.</p>
	<p>Curiosity</p>	<p>Explores and seeks new experiences and possibilities to gain knowledge to adapt and be more effective in the constantly changing environment.</p>
	<p>Global citizen</p>	<p>Has the necessary knowledge, skills and values to understand the wider world and consider issues from a global perspective to engage and work with others in the realisation of common goals.</p>

Attribute Four: Lifelong Learning

AWARD LEVEL AND LEARNING OUTCOME					
Diploma	Associate Diploma	Bachelor degree	PGD degree	Master degree	Doctoral degree
Reflects on and assesses own learning capabilities and performance within defined parameters.	Reflects on and assesses own learning capabilities and performance.	Reflect on, assesses and regulates own learning capabilities and performance with personal autonomy.	Reflects on, assesses and regulates own learning and research capabilities and performance with personal autonomy and accountability.	Reflects a high level of autonomy, accountability and professionalism, the ability to implement appropriate self-management and lifelong learning strategies including initiating self-directed work and learning, judgment and responsibility, self-assessment of skills, personal wellbeing and appropriate use of feedback, and a capacity to adapt to and embrace change.	Reflects a high level of autonomy, accountability and professionalism, the ability to implement appropriate self-management and lifelong learning strategies including initiating self-directed work and learning, judgment and responsibility, self-assessment of skills, personal wellbeing and appropriate use of feedback, and a capacity to adapt to and embrace change.

13. Attribute Five: Principles of Ethics and Service to Others

ATTRIBUTE	SKILLS	DESCRIPTION
<p>5. PRINCIPLES OF ETHICS AND SERVICE TO OTHERS</p> <p>Commitment to engage in community service to affect social and environmental change in local and global communities by taking up roles and responsibilities to society and nature. Being a socially responsible and caring member of, and for, the community, with global awareness and participation. Being a service advocate.</p>	<p>Global sensitivity</p>	<p>Has a positive attitude towards other cultures and provides value to different societies by using knowledge acquired across and in different cultural contexts.</p>
	<p>Society responsiveness</p>	<p>Has developed knowledge, attitude, skills, attitudes and actions aiming to contribute fully to the community and the world community through teamwork, communication engagement and reflection.</p>
	<p>Moral and ethical practice</p>	<p>Demonstrates respect, empathy and compassion, participates in, and advocates, social justice, equity, respect for life, gender sensitivity, sustainability and environmental stewardship.</p>
	<p>Culturally reflective</p>	<p>Demonstrates awareness and tolerance of diverse perspectives, cultures and values and the confidence to question own perspectives and those of others.</p>
	<p>Leadership consciousness</p>	<p>Leads through persuasion, motivation, self-awareness and serving people. Leads with, through and for people. Achieves outcomes through ethical and effective leadership.</p>

Attribute Five: Principles of Ethics and Service to Others

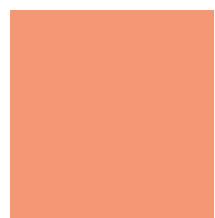
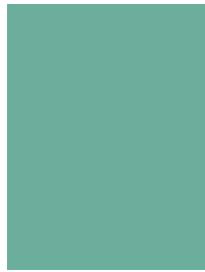
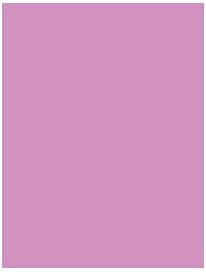
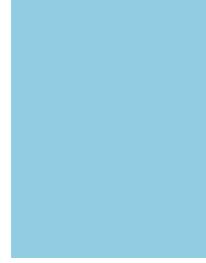
AWARD LEVEL AND LEARNING OUTCOME					
Diploma	Associate Diploma	Bachelor degree	PGD degree	Master degree	Doctoral degree
Demonstrates knowledge of the local and global context and diversity perspectives; cultures and values, reflects on issues of equity, sustainability and social justice and actively engages with both local and global communities.	Demonstrates knowledge of the local and global context and diversity perspectives, cultures and values; reflects on issues of equity, sustainability and social justice and actively engages with both local and global communities.	Demonstrates knowledge of the local and global context and diversity perspectives, cultures and values; reflects on issues of equity, sustainability and social justice and actively engages with both local and global communities.	Demonstrates knowledge and critical awareness of the local and global context and diversity perspectives, cultures and values, and exercises knowledge and skills to improve both local and global communities through active engagement and leading in issues of equity, sustainability and social justice.	Demonstrates knowledge and critical awareness of the local and global context and diversity perspectives, cultures and values, and exercises knowledge and skills to improve both local and global communities through active engagement and leading in issues of equity, sustainability and social justice.	Demonstrates knowledge and critical awareness of the local and global context and diversity perspectives, cultures and values, and exercises knowledge and skills to improve both local and global communities through active engagement and leading in issues of equity, sustainability and social justice.

14. Attribute Six: Research & Human Literacy, and Understanding

ATTRIBUTE	SKILLS	DESCRIPTION
<p data-bbox="727 1431 807 1975">6. RESEARCH & HUMAN LITERACY, AND UNDERSTANDING</p> <p data-bbox="847 1487 1142 1918">Uses ICT skills effectively to obtain information resources relevant to an information need, in order to create new knowledge and understanding through the process of research and enquiry. Enhances human capabilities in using technologies, literacies and humanities to research, and explains ideas from digital devices. Reads, interprets and questions texts, using higher order thinking.</p>	<p data-bbox="512 1056 536 1329">Digital and sensory literacy</p>	<p data-bbox="432 267 624 988">Has acquired and applied competencies required for full participation in a knowledge society, including knowledge, skills, and behaviours, using a range of digital media and devices, creating, understanding and interpreting knowledge resorting to all sensory modalities, including, visual, sonic and tangible/tactile formats.</p>
	<p data-bbox="695 1068 719 1317">Information researching</p>	<p data-bbox="663 267 751 988">Has the skills and practices necessary to become a confident, agile adopter of a range of contemporary technologies to access and manage information for personal or professional use.</p>
	<p data-bbox="815 1034 871 1351">Understanding and improving society</p>	<p data-bbox="791 267 871 988">Understands the economic, legal, social and cultural issues in the use of information as a tool to promote and campaign to improve the quality of human life and to engage productively in relevant online communities.</p>
	<p data-bbox="967 1102 991 1295">Academic practice</p>	<p data-bbox="943 353 1031 988">Uses digital resources and learning materials to study and learn effectively in independent, formal and informal technology-rich environments to achieve goals.</p>
	<p data-bbox="1110 1102 1134 1295">Ethical scholarship</p>	<p data-bbox="1070 267 1182 988">Participates in academic and professional practices that depend on digital systems, while demonstrating awareness of issues regarding content discovery, authority, reliability, provenance, license restrictions, adaption and purposes of sources.</p>
	<p data-bbox="1238 1090 1262 1306">Research awareness</p>	<p data-bbox="1222 297 1278 988">Has clear awareness of current research within the discipline, and the ability to critically evaluate it.</p>
	<p data-bbox="1334 1102 1358 1295">Scientific research</p>	<p data-bbox="1318 331 1374 988">Designs and undertakes research projects in the discipline for the advancement of knowledge.</p>
	<p data-bbox="1414 1102 1437 1295">Academic research</p>	<p data-bbox="1414 285 1437 988">Seeks truth and new knowledge, which enhances social development.</p>

Attribute Six: Research & Human Literacy, and Understanding

AWARD LEVEL AND LEARNING OUTCOME					
Diploma	Associate Diploma	Bachelor degree	PGD degree	Master degree	Doctoral degree
Well-developed knowledge, skills and practices in ICT and appropriate cognitive and practical skills necessary to identify, research, evaluate and synthesise relevant information.	Well-developed knowledge, skills and practices in ICT and appropriate cognitive and practical skills necessary to identify, research, evaluate and synthesise relevant information.	Well-developed knowledge, skills and practices in ICT and appropriate cognitive and practical skills necessary to identify, research, evaluate and synthesise relevant information.	Well-developed cognitive and practical skills in ICT necessary to identify, research, evaluate and synthesise relevant factual, issues; demonstrates intellectual and practical skills necessary to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions.	Well-developed cognitive and practical skills in ICT necessary to identify, research, evaluate and synthesise relevant factual, issues; demonstrates intellectual and practical skills necessary to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions.	Well-developed cognitive and practical skills in ICT necessary to identify, research, evaluate and synthesise relevant factual, issues; demonstrates intellectual and practical skills necessary to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions.





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