

# Course Design Procedure - Graduate Capabilities

## Section 1 - Key Information

<b>Policy Type and Approval Body</b>	Academic - Academic Board
<b>Accountable Executive - Policy</b>	Deputy Vice-Chancellor (Academic)
<b>Responsible Manager - Policy</b>	Director, Higher Education Standards Registration
<b>Review Date</b>	10 March 2026

## Section 2 - Purpose

(1) Graduate Capabilities (GCs) are interdisciplinary skills, knowledge and abilities that equip students to live and work in a rapidly changing and complex world. They are desirable and transferable attributes sought by employers.

(2) The GCs encapsulate for both students and the wider community the defining characteristics of a La Trobe graduate and describe a set of characteristics that are designed to be transferable beyond the disciplinary context in which they have been developed.

(3) The GCs provide a broad framework and are intended to be interpreted and defined more precisely in the context of each academic discipline or course.

(4) Through the GCs, students develop the essential prerequisite skills for Global Citizenship, Innovation and Entrepreneurship and Sustainability Thinking.

(5) The design of courses, learning activities and assessment tasks will ensure that graduates have achieved Course Intended Learning Outcomes (CILOs) that address the La Trobe GCs, in addition to the requirements of the relevant academic discipline or profession, and any professional accreditation requirements.

(6) GCs are explicitly and progressively developed through constructive alignment of Course Intended Learning Outcomes (CILOs), Subject Intended Learning Outcomes (SILOs) and associated assessments.

(7) Teaching, learning and assessment of the La Trobe GCs is assured through the course and subject approval, monitoring and review processes, and the monitoring of student learning experiences through student feedback mechanisms.

(8) This procedure defines the GCs and who is responsible for their development in courses and subjects.

## Section 3 - Scope

(9) Refer to the [Course Design Policy](#).

(10) This procedure does not apply to higher degrees by research or their coursework components which are managed

under the provisions of the [Graduate Research Course Management Policy](#).

## Section 4 - Key Decisions

Key Decisions	Role
not applicable	

## Section 5 - Policy Statement

(11) This Procedure forms part of the [Course Design Policy](#) suite which governs its application.

## Section 6 - Procedures

### Part A - Responsibilities for Embedding the Graduate Capabilities

(12) When developing a new course or reviewing an existing course, Course Coordinators should:

- a. Ensure the GCs are:
  - i. embedded in CILOs and subject SILOs; and
  - ii. progressively developed throughout the course;
- b. Undertake course mapping that demonstrates alignment between course CILOs and subject SILOs; and
- c. Undertake ongoing monitoring and responsibility for student achievement of the GCs in their course.

(13) When developing a new subject or reviewing an existing subject, Subject Coordinators will:

- a. Confer with the Course Coordinator to identify the GCs to be developed within the Subject;
- b. Ensure each of the GCs identified is addressed in the SILOs, explicitly assessed and included in the marking criteria for the assessment task;
- c. Ensure that the GCs are constructively aligned with CILOs, SILOs and assessment activities;
- d. Inform students explicitly about GCs embedded in the Subject:
  - i. at the commencement of the Subject;
  - ii. on the Subject site in the Learning Management System (LMS) and Subject Learning Guide; and
  - iii. in assessment tasks that assess the GCs.

### Part B - The La Trobe Graduate Capabilities

(14) Communicating and Influencing: The capacity to use personal presence, empathy, listening and questioning to engage others and effectively express information through presentation and written communication.

(15) Cultural Capability: Using knowledge of Aboriginal and Torres Strait Islander history, contexts and understandings to enrich discipline knowledge and capacity to work in culturally sensitive, appropriate and ethical ways.

(16) Critical Thinking and Evidence-Based Inquiry: The ability to reason, question, analyse, integrate and synthesise learning, knowledge and data from a range of sources to generate solutions, draw connections across fields of knowledge and support decision making.

(17) Creativity and Innovation: The ability to challenge norms and apply imagination and creativity to innovate and

solve multifaceted problems.

(18) Leadership and Teamwork: The ability to effectively lead, motivate and collaborate with others and work as part of a diverse team.

(19) Ethical and Social Responsibility: The ability to evaluate the ethical, social and/or environmental implications of making decisions in both professional and personal contexts.

## **Section 7 - Definitions**

(20) For the purpose of this Procedure:

- a. Course Intended Learning Outcomes (CILOs): Brief statements defining the knowledge, skills and dispositions that a student should have attained and can reliably demonstrate at the end of a course of study.
- b. Subject: A unit of study within a course.
- c. Subject Intended Learning Outcomes (SILOs): Brief statements defining the knowledge, skills and dispositions that a student should have attained and can reliably demonstrate at by the end of a subject.

## **Section 8 - Authority and Associated Information**

(21) This Policy is made under the [La Trobe University Act 2009](#).

## Status and Details

<b>Status</b>	Not Yet Approved
<b>Effective Date</b>	To Be Advised
<b>Review Date</b>	To Be Advised
<b>Approval Authority</b>	
<b>Approval Date</b>	To Be Advised
<b>Expiry Date</b>	Not Applicable
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