

3. FCE GRADUATE OUTCOMES AND SKILLS PROFILES

The Faculty of Commerce and Economics has endorsed a statement on Graduate Outcomes and Skills Profiles. This statement is established at a general level so that it applies to graduates from all Programs offered by the Faculty. The statement serves as a common point of reference in developing more focused statements applying to particular undergraduate or postgraduate Programs, to disciplinary sequences offered within Programs, to multidisciplinary stages within Programs (eg; first year), and to particular courses offered within Programs, disciplinary sequences or multi-disciplinary stages.

By referencing the overarching statement at all these points, it is expected that *learning processes* will be instituted in courses that *cumulatively* realise the *learning outcomes* established for Programs offered by the Faculty and for its graduates.

It remains to adapt the overarching statement of Graduate Outcomes and Skills Profiles to the critical learning interfaces within the Faculty's Programs.

The FCE Graduate Outcomes and Skills Profiles are shown below:

3.1 GRADUATE OUTCOMES

Graduates of the Faculty of Commerce and Economics:

- ACQUIRE AND USE UP-TO-DATE BODIES OF KNOWLEDGE, while
 - Stepping back from them in critical assessment,
 - Employing a variety of intellectual approaches and processes, and
 - Adapting them to the inevitable uncertainties, surprises and areas of ignorance that will be faced in life.
- CONTRIBUTE TO THE WELL-BEING OF SOCIETY, through
 - Responsible and imaginative involvements,
 - Ethical and professional conduct, and
 - Skilled and flexible practice in diverse organisational, social and cultural contexts.
- CONFIDENTLY CONTINUE TO LEARN, through
 - Openness to ideas and experiences,
 - Involvement in diverse relationships and interactions, and
 - Heightened understanding of themselves and their own potential.
- USE A GLOBAL OUTLOOK, through
 - Awareness and appreciation of similarities and differences across borders,
 - Coupled with a sensitive and respectful approach to local cultures and traditions, and
 - Seeing the world as the context for their future career development.

3.2 SKILLS PROFILES

In realising these outcomes graduates of the Faculty will be able to deploy the following categories of skill:

- **COMMUNICATION.** Communicate, competently and confidently, in
 - discourses related to research, policy, ethical and social issues,
 - various forms of interpersonal relationships and situation,
 - expressing personal values and viewpoints.
- **INFORMATION LITERACY.** Use information effectively, by
 - finding, accessing and marshalling it,
 - evaluating its quality and relevance, and
 - managing its deployment appropriately and responsibly.
- **NUMERACY:** Use statistical/quantitative methods appropriately, in
 - interpreting and digesting data, and
 - conducting applied research.
- **COMPUTER LITERACY.** Use computer technologies and information systems, in
 - acquiring and storing information,
 - supporting and communicating applied research outcomes, and
 - supporting various modes of presentation.
- **APPLIED RESEARCH.** Frame, conduct, document and defend applied research relevant to disciplinary, professional, or organisational issues.
- **ARGUMENT AND REASONING.** Analyse, evaluate and construct arguments employing different modes of reasoning and different types of evidence.
- **PROBLEM STRUCTURING AND RESOLUTION.** Find, structure, and move to resolve typical organisational or professional problems, in situations of varying salience, ambiguity and complexity.
- **SITUATIONAL EXPLORATION.** Critically and sensitively decipher situations, in terms of their factual, value, political, historical, and cultural dimensions.
- **VALUE ORIENTATIONS.** Comprehend and negotiate the value frameworks and positions involved in changing situations and resolving problems.
- **DISCIPLINARY AND MULTI-DISCIPLINARY PERSPECTIVES.** Bring disciplinary and multi-disciplinary perspectives to bear, in elucidating situations and projecting possible outcomes.
- **GLOBAL AND CULTURAL PERSPECTIVES.** Use frameworks of thought that permit the appreciation of similarities and differences in national, cultural, and international approaches to human and societal concerns.
- **PERSONAL Demeanour.** Use ethical, critical, inquisitive, balanced, and open-minded approaches in personal and professional involvements and contexts.

- SELF MANAGEMENT. Exercise autonomy, initiative, self-organisation and self-control in meeting challenges and continuing to learn.
- COLLABORATIVE BEHAVIOUR. Exercise empathy, respect for others, and team-work in pursuing outcomes and negotiating diverse social processes and situations.