

# Tailoring graduate attributes to meet the needs of international students in a pathway program

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Within the Australian Higher Education (HE) system, there are expectations that universities will articulate the outcomes of their educational programs through the formulation of Graduate Attributes (GAs). These attributes serve as a listing of the skills, knowledge, and/or abilities of undergraduate students who have graduated and who have ideally acquired a transferable ‘skill-set’ that goes *beyond* those needed in their area of study and into the more general context of life and work. Increasingly, through collaborative partnerships, however, public universities and private colleges are establishing pre-university pathways with the promise of direct student entry into second-year degree programs. One such provider is the Eynesbury Institute of Business and Technology (EIBT), which serves as the setting for this study that explored the way ‘values’ can be added to the study experience of those in Australian first-year pathway institutions. This research asked the question of whether such programs require their ‘own’ set of attributes to capture a sense of the skills, knowledge, and/or abilities students have acquired over the course of their foundational studies. More specifically, this paper is focused on an ‘Orientation Week’ activity in which small groups of new international students were asked to discuss EIBT’s *four* ‘Core Learning Values’ (CLVs) and then collaborate, devise, and present a potential ‘fifth’ value captured in a single word. Although the wide-ranging collection of student values have not been officially embraced, this exercise proved to be a deeply insightful one, delivering an array of terms that equal in merit to those that already exist.

## Key Words

Core Learning Values (CLVs), Graduate Attributes (GAs), pre-university pathway institution