Developing Embedded Graduate Profiles at Qualification Level:

Guidance document for Faculties

University of Auckland Graduate Profile Implementation 2017

06.03.2017

Table of Contents

List of Figures

List of Tables

List of Appendices

Section A: Background

This document supports faculties in the first step in the implementation of the University's new Graduate Profile. It is intended as a guidance rather than policy document and is designed to provide curriculum leaders and teams with advice and tools that can help them in developing an embedded graduate profile aligned with the institutional profile. A Glossary of Terms is provided in **Appendix 1** and words that are included in the glossary are hereafter italicised.

How is this document organised?

This document is arranged in four sections:

- **Section A**: Provides an overview of the University's *Graduate Profile*.

- **Section B:** Explains how the University *Graduate Profile* is contextualised for use in faculties through the development of sets of *capabilities*. This section provides illustrative examples of *capabilities* for a sample degree *qualification*.

- **Section C**: Outlines the number of ways that each set of *capabilities*, known collectively as an *embedded graduate profile*, can be used to support learning and teaching.

- **Section D**: Addresses issues of process and support. This section outlines responsibilities and timelines and suggests who should be involved and how the task might be approached. A number of alternatives for consultation, development and approval together with editable templates are provided.

Why do universities have graduate profiles?

A *graduate profile* plays an important role in communicating a university's strategic aspirations for its graduates and the value of an education from that institution. Equally, a *graduate profile* should engage academics (and, in turn, students) by creating a framework which can align with contextualised curriculum development, assist *curriculum mapping* processes, and achieve the best possible outcomes for learners. In other words, a *graduate profile* addresses both external and internal audiences.

What is the University of Auckland's Graduate Profile?

In November 2015, the University adopted a three-tier structure for its *graduate profile* to strengthen its communicative function and engage staff and students and external communities (see **Figure 1** at the end of this section). The three tiers are aspirations, themes and capabilities. They are described in turn below:

Aspirations capture the University's overarching strategic aspirations for all its students. We aim to give students the opportunity to become scholars, innovators, leaders and global citizens (**Table 1**).

We achieve this through offering students extra-curricular and *course*-based experiences to develop capability in six interrelated domains or themes (**Table 2**): Disciplinary Knowledge

and Practice, Critical Thinking, Solution Seeking, Communication and Engagement, Integrity and Independence and Social and Environment Responsibilities. Each degree delivered by the University will offer *courses* that address each theme but how this is done will vary from discipline to discipline. The way that each *qualification* interprets and delivers each theme is captured by a set of *qualification* specific *capabilities*, referred to hereafter as the qualification's *embedded graduate profile*.

Table 1: Aspirations for University of Auckland Graduates

The University of Auckland provides its students with a distinctive, comprehensive, campus-based learning environment with strong international connections. The University is ambitious for its graduates and anticipates that they will be instrumental in shaping the future of New Zealand, the Asia Pacific region and global communities. To this end, it seeks to develop in its graduates the attributes and *capabilities* they will need in order to have a positive and substantial impact on a complex and changing world. Although each individual will carve their own route and develop at the University according to their abilities and aspirations, all will have the opportunity to transform themselves as scholars, innovators, leaders and global citizens.

- **Scholars -** Graduates of the University have a broad knowledge base and disciplinary expertise. They are aware of contemporary research in their field of specialisation and able to conduct their own research and investigations. They are excited by ideas, discovery and learning and are conscientious in their endeavours to understand the complexities of the worlds they encounter at work and in society.

- **Innovators -** Graduates of the University are future and solution focussed. They are curious, critical and creative. They are capable of developing unique and sustainable solutions to real world problems.

- **Leaders -** Graduates of the University take personal responsibility and seek opportunities to work with others to advance thinking and achievement in all spheres of their lives. They are confident, inclusive, inspiring and influential.

- **Global Citizens -** Graduates of the University are citizens of Aotearoa / New Zealand and the world. They appreciate the role of the Treaty of Waitangi and are aware of global issues. They act with integrity and fluency across cultures and perspectives, are committed to the betterment of society, open in their thinking and appreciative of the riches that diversity and equity bring.

Table 2: Graduate Capability Themes

The following six themes represent the clusters of generic *capabilities* which the University seeks to foster in all graduates through the teaching and learning experiences of their *programmes*. The themes are common to all degrees but the way they are understood and brought to bear within disciplines vary. Some faculties might help students and staff understand the themes in their disciplinary context by producing additional information in the form of explanatory text or videos with staff or students. If this has been done you should find it on your Faculty web site.

1. Disciplinary Knowledge & Practice	Graduates of the University are expected to understand the thinking, research, theory and practice in their field of study and appreciate the role of their discipline in its contexts.
2. Critical Thinking	Graduates of the University are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.
3. Solution Seeking	Graduates of the University are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. They are expected to be able to consider historical, long-term and big picture perspectives, to systematically address complex problems and to be inventive in their solution seeking.
4. Communication & Engagement	Graduates of the University are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.
5. Independence & Integrity	Graduates of the University are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactivity and an ability to make principled decisions in academic and professional spheres.
6. Social & Environmental Responsibilities	Graduates of the University are expected to acknowledge Māori world views and the historic place of the Treaty of Waitangi. They are expected to be respectful of cultural and other forms of diversity and to embrace difference. Our graduates are expected to recognise a role for themselves in creating a sustainable future and be able to consider the social, cultural, environmental and economic consequences of national and international issues.

For information about how the revised University Graduate Profile was developed, please see the original proposal which can be accessed on the University's Learning and Teaching web site here. Examples showing how each educational theme may relate to the University's aspirations is provided in **Appendix 9.**

Capabilities

Capabilities are specific to a *qualification* and are expressed as concrete outcomes which can be assessed. The set of *capabilities* that are developed through a *qualification* constitute the *qualification's embedded graduate profile*. The remainder of this document focuses on *capabilities*: what they are (Section B), how they are used (Section C) and how they are developed and agreed (Section D).

Figure 1: **University of Auckland Graduate Profile: Framework**

Aspirations

Overarching strategic aspirations for UoA graduates

- **Outward-facing**: communicates our strategic graduate focus & scholarly values to society.
- Reflects the University Strategic Plan 2013-20.
- Achieved through study & students' participation as active members of the university community.
- Holistic, not necessarily quantifiable

Themes

Clusters of generic capabilities which we seek to foster in all graduates in our programmes

- **Both outwards & inwards-facing**: communicates graduate focus to both external audiences & UoA staff & students.
- Shaped by disciplinary knowledge & developed in academic programmes.
- Consistent headings across all embedded graduate profiles.

Capabilities

Knowledge, skills, abilities & values that comprise each of the themes

- **Curriculum and student-facing:** developed in teaching & assessment in students' formal courses of study.
- Reflects discipline, programme & study level (UG, graduate, RHD, etc) & written in the language of the discipline.
- At programme level can be evidenced.
- Provide **an embedded garduate profile** - a degree specific expression of the university's themes

Appendix 8 provides a simple hand-out that can be given to staff and students or shown as a PowerPoint presentation.

Section B: Introduction to capabilities and embedded graduate profiles

In the first instance, 'implementation' of the Graduate Profile will involve each named *qualification* developing an *embedded graduate profile*, that is, a discrete set of *capabilities* to address each of the six themes.

When is an embedded graduate profile required?

Each stand-alone, named *qualification* rather than every major/specialisation is to develop its own graduate profile. For example, the Bachelor of Science rather than the disciplines of Geography or Psychology (which can be taken as part of either the BA or BSc) will require an *embedded graduate profile*. The statements of *capabilities* need to be high level and applicable to all specialisations.

Eventually we will need to make it apparent to students how each *course* contributes to building the *capabilities* within the *embedded graduate profile*. At a later date, staff responsible for majors and specialisations may want to coordinate this activity and examine how within their discipline they understand and teach to the *capabilities* agreed by the faculty.

What will embedded graduate profiles look like?

Best practice and research suggest that a limited number of *capabilities* should be specified for an individual *qualification*. Too many *capabilities* create confusion and duplication. We suggest that at least one but no more than three *capabilities* are developed for each theme. It is important to minimise any overlap between *capabilities* and to ensure their direct relevance to one theme. This is not easy but is essential if the *embedded graduate profile* is to be useful in curriculum planning and *course* choice.

What will capabilities look like?

Where possible, *capabilities* should be expressed in the form of high-level l*earning outcomes* i.e. *expressions of what a graduate should be able to do* and *how well* and/or *in which contexts*. This aids the design of assessments to establish that the *capabilities* have been achieved.

Some example *capabilities* are in **Table 3** below. They are here as samples only. As described above, each *qualification* offered by the University will have its own set of *capabilities*. Templates for documenting your *embedded graduate profile* are in **Appendix 2(a-c)**. Samples of draft embedded graduate profiles for the Bachelor of Arts and for Postgraduate Health Sciences programmes that were developed in the pilot phase of this project are included in **Appendix 2d**

Table 3: Sample capabilities from a range of hypothetical degree programmes

Note that you need between 1 and 3 capabilities for each theme and each capability should be unique. Additional and overlapping capabilities are provided here for illustration only.

Theme	Sample Capabilities
Disciplinary Knowledge & Practice	Display specialist knowledge and a global perspective in the discipline. Apply theoretical concepts in the discipline to industry practices. Engage in strategic decision making by incorporating research findings into usable frameworks that will inform future practice.
Critical Thinking	Locate and critically analyse, appraise, interpret and evaluate information from multiple sources and perspectives to draw reasoned conclusions. Research, appraise, analyse, and synthesise information and ideas from multiple sources and diverse perspectives. Construct reasoned arguments and interpretations using valid evidence to justify claims and conclusions.
Solution Seeking	Formulate ideas and conduct investigations with a view to generating novel solutions, outcomes, products or creations. Analyse problems and systematically apply robust research and analysis techniques. Identify, investigate, and analyse questions and problems attuned to significance, complexity, contexts, conflicts, and challenges. Research, imagine, and create multiple answers and solutions, explore interconnections, assess and justify relative merits and results. Hypothesise solutions and systematically investigate their validity.
Communication & Engagement	Communicate and exchange information and ideas clearly, coherently, and effectively with diverse audiences in a variety of forms and languages, such as written, verbal, visual, and digital. Use a range of technologies and techniques to share and develop complex ideas and arguments in a variety of formal and informal settings. Effectively engage, communicate, negotiate, influence and collaborate with individuals and groups to accomplish tasks. Act responsibly and ethically when sharing and interpreting information.

Theme	Sample Capabilities
	Act responsibly to effectively execute individual, team, leadership and task responsibilities.
Independence & Integrity	Able to apply reasoning, sensitivity and personal and professional ethics to interpret situations and defend a position. Able to identify and engage in life-long learning. Able to work autonomously and reflectively taking responsibility for personal and professional learning, wellbeing and growth.
Social & Environmental Responsibilities	Demonstrate an awareness of the responsibilities of global citizens and seek to support social cohesion. Demonstrate an awareness of the need for sustainable practices and their role in shaping the future. Demonstrate a commitment to a sustainable future in the discipline by identifying, adopting and advocating sustainable practices.

In order to give students a clear sense of the scope of each capability each capability needs to be accompanied by a short (150 words maximum) explanatory text **addressed to a student**. The text should be written in accessible language and explain:

How learning will progress as students work through their degree. Try to capture the way you expect students to work with increased autonomy on increasingly challenging tasks and produce work of greater sophistication as they progress through their degree (see the sample statement in **Table 4** below). You might like to refer to the Bloom and SOLO taxonomies (**Appendix 3**) and the NZQF *qualification* descriptors (**Appendix 4**). As you do so, remember that in some disciplines students will be working at all levels from the beginning of their degrees, albeit on tasks of limited scope.

Table 4: Example of a progression statement for a capability

Theme: Solution Seeking

Sample capability:
"Able to analyse problems and systematically apply robust research and analysis techniques"

Sample progression statement:
"In your 100 level courses you will be developing your understanding of problem solving techniques. As you move on to 200 level courses the problems you are given will become more complicated and you may have to conduct your own research to solve them. You will be assessed for approaching problems in an informed and systematic way. There will not be a single 'right' answer to many of the problems you will be set. When you take 300 level courses we will be expecting you to identify, scope and address problems independently.

You will need to cope with high levels of ambiguity to consider multiple perspectives and techniques in your solution seeking.

When do we need to develop embedded graduate profiles?

Faculties will be developing their *embedded graduate profiles* in 2017, starting with undergraduate *qualifications*.

Section C: How graduate profiles support teaching & learning

By adopting the three-tier framework in **Figure 1** the University aims to provide coherence to its *qualifications* whilst affording each discipline the freedom to express the priorities and approaches of their specialisms. By applying this framework to curriculum development and co-curricular *programmes* we can ensure that all our students have the opportunities to develop as scholars, innovators, leaders and global citizens and that each teacher of each *course* is able to assist in preparing them for their futures.

It is expected that each of themes can contribute to each of the aspirations (See **Appendix 9** for an illustration) . Each *course* a student takes is likely to build several *capabilities* and address one or more of the themes and so provides opportunities for achieving aspirations. There are a number of ways that an *embedded graduate profile* can support lecturers and students in teaching and learning. Some of these benefits are listed below:

Increasing students' awareness of the capabilities they are developing and their relevance to their futures

There is ample evidence that students are often unaware of what they are learning and why. There is also evidence that explicit explanations are helpful in fostering engagement. Having an *embedded graduate profile* that is referred to in *course* outlines and in class can make learning relevant and help students build an understanding of where they are in their learning, life and employability journey.

Supporting student advisors and supporting students in managing their own development

Not all *courses* will be relevant to every capability; most will teach or offer opportunities to practice several and some *courses* will be highly focused, offering opportunities for substantial development in just one theme. All students need the opportunity to develop all themes and responsibility for this is shared by staff who provide opportunities in their *courses* and by students who select their *courses* wisely. By making explicit how each *course* relates to the *embedded graduate profile*, staff will assist students understand the value of their *course* and how it relates to employability and the discipline. This helps students to make informed choices and build a balanced suite of *capabilities* that will equip them for their futures.

Supporting staff who are developing courses and assessments

An *embedded graduate profile* provides individual academics with a framework for developing their teaching and assessments. By developing *course learning outcomes* that link a *course* to *qualification capabilities* staff can be confident that their teaching and assessments will be relevant and *capabilities* will be developed meaningfully within the discipline specialism. By thinking at the planning stage about how concepts will be taught, staff can integrate the
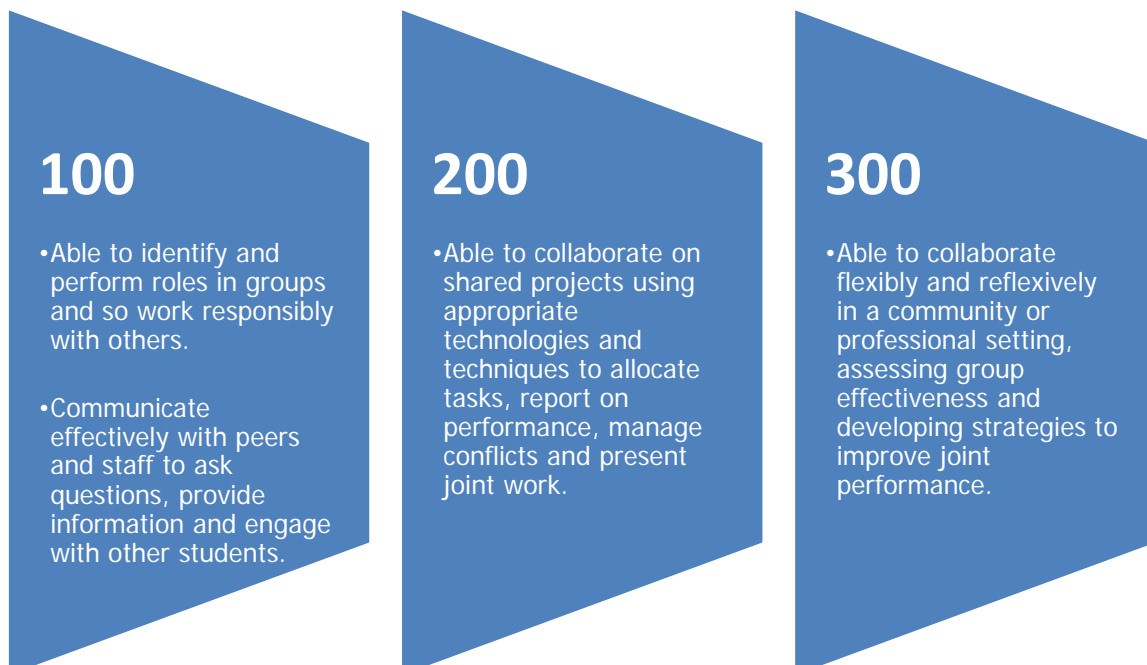
capabilities into a coherent and discipline specific educational experience. Through careful planning they will also be able to devise authentic tasks which assess a number of *capabilities* within a single assessment task.

Ensuring that there is provision for progression through the course of a degree

The *embedded graduate profile* reflects graduate *capabilities* that need to be developed over the *course* of a degree. Our descriptors include an account of how they will be addressed as they progress from novices in a discipline to graduates. Students will lay down the foundations for each capability in their 100 level *courses*. They will develop sophistication and independence through their 200 and 300 level *courses* until they can show they are preforming at the level required of a graduate.

By taking each capability in turn it is possible for *qualification* teams to check that the promise in the capability descriptor is realised and progression is provided for through the *courses* offered in a degree. For example, collaborative skills might be introduced, taught, practiced and assessed through *courses* with learning outcome such as those as shown in **Figure 2** below.

Figure 2: **Illustration of progression of collaborative skills through sample course learning outcomes**

100
- Able to identify and perform roles in groups and so work responsibly with others.

- Communicate effectively with peers and staff to ask questions, provide information and engage with other students.

200
- Able to collaborate on shared projects using appropriate technologies and techniques to allocate tasks, report on performance, manage conflicts and present joint work.

300
- Able to collaborate flexibly and reflexively in a community or professional setting, assessing group effectiveness and developing strategies to improve joint performance.

Taking a whole qualification approach to teaching and assessment

Having an *embedded graduate profile* gives lecturers teaching on a *qualification* a shared vocabulary and purpose. It makes it easier for them to collaborate in developing and providing the different *course* elements that make up the whole *qualification*.

By taking a whole *qualification* approach staff can ensure that everything that needs to be taught is taught (and assessed) and that nothing is left out or unnecessarily duplicated. This is called *curriculum mapping* and can be achieved at different levels of granularity. **Appendix 6** provides a sample and very simple mapping across four final year *courses* to check that opportunities to demonstrate achievement of a capability relating to communication have been achieved.

Course, discipline and programme review

It is important that we assure our learning, that is, we need to have systems in place so we can monitor our *programmes* and ensure that we are developing capabilities as we claim. Having a *graduate profile* is the first step in developing a system to assure our learning.

University review procedures include reference to the way graduate attributes are developed. It is likely that this element of reviews will become of increasing importance in the future. Faculties, *programmes* and disciplines will need to be able to demonstrate how they: provide opportunities for students to develop and how they assess performance within each capability.

Having a *graduate profile* with common and embedded elements will support staff in the review process, ensuring they are working with explicit and shared understandings. The University will be able to support staff in adopting systematic approaches to review and will be able to gain a view of its *qualifications* across disparate disciplines using the common currency of the University *Graduate Profile*.

Supporting synergistic student experiences across qualifications

Our students study a wide range of topics and many take *courses* or even degrees from different faculties. Having common aspirations and themes for all degrees and expressing discipline based capabilities helps students see how they can meaningfully combine *courses* from a range of disciplines.

Through a *graduate profile* a university can build common understandings across a scholarly community of themes and the nature and standard of performance they imply. Some universities have developed rubrics for each of their themes which academics can adapt for their own use and which helps enhance equivalence and synergy across *qualifications*.

Section D: Suggested process for developing an embedded graduate profile for your qualification

This section provides guidance and suggestions for developing and agreeing the set of *capabilities* for your *qualification*.

We have been asked to develop an embedded graduate profile for our qualification. Where do we start?

You will need to find out how the implementation process is being scheduled and managed in your faculty to make sure you comply with your faculty's requirements.

- Your Dean will have examined the list of undergraduate and postgraduate *qualifications* for your faculty and drawn up a **schedule** for producing and agreeing *embedded graduate profiles*. Embedded profiles will be developed for undergraduate *qualifications* first. The University's aim is to have an embedded graduate profile for each named qualification on faculty websites by the end of 2017.

- Your Dean will have decided on a process for **communicating and consulting** with students and staff (see section below on consultation). You will probably need to brief colleagues at department and faculty meetings about the work you do on your qualification. You might need to form a *graduate profile* advisory group so there is a formal mechanism for everyone to have their say.

- Your Dean or a nominee will also have decided on a process for **getting advice** and for having your draft embedded profile **approved** by faculty. You will probably need to submit your draft embedded graduate profile to your Board of Studies or to an Associate Dean who will review all profiles and may make recommendations.

- Once your profile is approved it needs to be submitted to the University's Teaching and Learning Quality Committee via your faculty representative and it will go on your faculty web site. Submitting your profile to TLQC will also provide examples to assist other faculties in their work.

Note: If you are unclear about any aspects of this process you should seek clarification from your Dean's office.

You will also need to identify the **members of your working party.** There will be one working party for each undergraduate *qualification* in your faculty. At post graduate level one working party may develop embedded profiles for several qualifications. The group will meet about three times to produce a draft *embedded graduate profile.*

We suggest that you keep the group **small** and consider involving the following people in your working party:

- Someone who is very familiar with *graduate profiles* and their rationale (Early on this might need to be your Associate Dean Academic, your faculty representative on the University *Graduate Profile* group (see **Appendix 7** for list of members) or someone who took part in an early pilot. Later on, a number of people in your faculty will have the experience needed.

- The *course* directors of capstone or final year core *courses*
- Specialists and enthusiasts in learning and teaching
- Student advisors and/or students
- Representation from the majors involved.

Keeping the working group quite small (4-5) but charging them with responsibilities for liaising with their constituents is a good idea.

What should the working party do?

A 5-step process is outlined below. You should review this process, adapt it and get your meetings in people's diaries as soon as possible. The process described below involves a briefing meeting, a workshop and a review meeting. You will be unlikely to finalise an embedded profile in less than three meetings and the meetings should not be too far apart.

Step 1 - Familiarise yourselves with graduate profile work

- The first step is to make sure the people in your working party are familiar with the purpose of graduate profiles and with the University of Auckland graduate profile.

  Everyone in the group will need a copy of this guide. You may also arrange a facilitated session just to make sure there is a common understanding of the task ahead.

> **Testing this guide**
>
> The university graduate profile group piloted this guide in three faculties. They found that the guide worked very well provided people set aside time to read it and become familiar with the vocabulary. Staff said they gained a lot from reading the guide even if they had worked with graduate profiles before.

Step 2 – Consultation

- Consulting with students: You may want to host a meeting with senior students or recent graduates and ask for their perceptions of what is and what should be developed through your *qualification*. Try to access a range of students not just the very successful ones. Examples of student feedback is below:

Examples of feedback from a sample of graduates reflecting on their university experiences

"Need more opportunities and tools to acquire competencies associated with the

social and environmental responsibilities theme."

"I feel lucky having done a conjoint in that I got most – but some from one programme and some from the other. Some people would miss out! "

- Consulting with staff: Your colleagues, particularly those who teach on the programme, will want to feel they have been heard. They are likely to have strong feeling and valuable ideas. Make sure you capture their thoughts about how your programme prepares students for their futures and how the themes are addressed. As a minimum, we suggest that the working party host a meeting with teaching staff that includes representation across levels, majors and modes to capture their perceptions of what is and what should be developed through your *qualification*. Remember to keep your colleagues in the loop and consult with them again when you have a draft for them to consider.

- Consulting with employers and careers staff: There is a readily available literature on the skills our students need for life and careers and on the attributes employers seek (see **Appendix 5**). You may want to host a meeting with external advisors or future employers of your graduates to capture their perceptions of what is and what should be developed through your *qualifications*. Our careers service staff are a valuable source of information too.

Step 3 - A half-day workshop for the working party

- We suggest that you book a half-day facilitated workshop for the members of your working party.

- You will need to pre-circulate notes from any consultations with staff, students and external advisors. If possible, provide members of the working party with access to final year *course* outlines particularly for core *courses*, final year projects and work experience.

- During this session you should work through these agenda items:

1) Develop a shared understanding of each of the themes.

2) Briefing on the *qualification*, its structure and options, the outcomes of any reviews, future plans and student destinations. Note any relevance to UoA aspirations and the themes.

3) Capture the way your *qualification* does and should address each theme – include information from consultations and the group's knowledge of activities, outcomes and assessments that are delivered in your *qualification*. You will end up with six very messy lists.

4) Drawing on your lists attempt to summarise the *capabilities* to be developed under each theme on the form of *learning outcomes*. You should have at least one and no more than 3 *capabilities* for each theme. (See **Appendix 2** for a template)

5) Thanks, questions and close.

Your chair, facilitator or scribe will need to capture the thinking of the group and provide the working party with a summary and a provisional list of *capabilities* that will constitute your e*mbedded graduate profile*.

Step 4 - Review *capabilities* and write descriptors

- The working party will need to reconvene to assess the provisional list of *capabilities* and write the progression statements (See **Appendix 2** for a template). They need to check that the *embedded graduate profile*:

    - Fully captures the *capabilities* developed through your *qualification*
    - Through the *capabilities*, addresses each theme on the way the University promises and to the extent that you and your students believe is desirable and achievable. There may be some compromise here. We need to be responsive but also can only promise what we can deliver.
    - Provides opportunities for students to develop as scholars, innovators leaders and global citizens.
    - Provides a description that addressed your students and describes the progression achieved through the course of the programme.
    - Is in accessible and motivating language that prospective students, parents and employers can understand.

This process will need to be carefully managed.

Step 5 – Approvals

You may need to feedback to your advisory board or faculty before formally seeking approval of your embedded graduate profile from your Board of Study, Faculty or Dean. Each faculty will have its own process for this. **Appendix 10** provides a checklist for Boards of studies and other reviewers to use.

Once approved all *embedded graduate profiles* need to be submitted to the University Teaching and Learning Quality Committee **(Please use template 2c)** for noting and to provide examples to assist other Faculties. Embedded graduate profiles should be made available on your faculty website, ideally, by the end of 2017.

We already have a graduate profile and do not want to change it. What should the working party do?

If you already have a graduate profile, this should be a straightforward exercise. However, members of the working party will still need to produce an embedded profile in the format described in this guide.

Everyone in your group will need to be familiar with the guide so they understand exactly what the University of Auckland profile is and how their programme's embedded graduate profile should be expressed.

Once they have read the guide, your working party will probably find it quite easy to allocate most of the statements in your existing *graduate profile* to one of the themes. (See **Appendix 2** for a template). Some of your existing statements may need rewording or separating into two items so they do not overlap multiple themes.

When you have nested each of the statements from your existing *graduate profile* under one of the six themes you may end up with a long list. If so, it is a good idea to draft a summarising list of *capabilities* to aid communication with staff and students. We suggest that you agree at least one but no more than 3 *capabilities* for each theme. Each capability should be accompanied by a descriptor that tells students how they will develop this capability through the *course* of their degree (refer to Section B, for an example and **Appendix 2** for a template).

Once your draft is complete you should assess the reworked profile to check that it:

- Fully captures the *capabilities* developed through your *qualification*
- Provides opportunities for students to develop as scholars, innovators leaders and global citizens.
- Addresses each theme in the way the university and your faculty promises and to the extent that you and your students believe is desirable and achievable
- Provides a description of the progression and relevance of each capability
- Is in accessible language that all different parties can understand.

You will then need to seek approval from your respective Board of Study, Faculty and Dean. (**Appendix 10** provides a checklist for reviewers and approvers.) Each faculty will have its own approval process. All *embedded graduate profiles* also need to be submitted to the University Teaching and Learning Quality Committee for noting and made available on your faculty web site by the end of 2017.

Our accrediting body already provides us with a list of graduate attributes. What should the working party do?

Even if you have been provided with sets of attributes, you will still need a working party to produce an embedded profile in the format described in this guide.

Sets of attributes provided or required by external agencies may not fully capture the character of your education, the opportunities offered to your students and the standards you

expect them to reach. All *qualifications*, whether accredited or not, are issued by the University of Auckland. It is important therefore to check that your *capabilities* provide students with the opportunity to develop as scholars, innovators, leaders and global citizens and that *courses* address the six themes and in the way described by the University and your Faculty.

All the members of your working party will need to read this guide very carefully so they understand exactly what the University of Auckland profile is and how their programme's embedded graduate profile should be expressed.

We suggest that you begin with the statements your accrediting body has approved. You should be able to allocate each of the statements from your accrediting body to one of the themes.

We suggest that you agree at least one but no more than 3 *capabilities* for each theme (See **Appendix 2** for a template) which summarise the requirements of the accrediting body and capture any additional aspects of your *qualification* that are important. Remember *capabilities* are expressed at a high level of abstraction and so should not contradict the detailed specifications you receive from accrediting bodies nor should they require you to amend any compliance systems you have established.

Each capability should be accompanied by a descriptor that tells students how they will develop this capability through the *course* of their degree. You may also use this descriptor to solidify the links between your capability and the attributes your accrediting body(ies) seek.

You are now ready to seek approval from your Faculty, Board of Study and Dean.

We think we know what we are doing but we would like to check a few things out. Can we get any help?

If you would like to discuss the process or obtain feedback on a draft please contact the Chair of the University *Graduate Profile* Working Party or your faculty representative (refer to **Appendix 6**). Do not hesitate to set up a meeting if you would like to talk your ideas through and to benefit from their expertise to reduce the time and effort involved.

This guide seems to be about undergraduate qualifications. We are working on a postgraduate qualification. What do we do?

In the main your process and options will be exactly the same as those described above with the following minor variations:

Faculties are being asked to produce *embedded graduate profiles* for undergraduate *qualifications* before they turn to postgraduate. You should have available your faculty's

embedded graduate profile for undergraduate *qualifications* which feed in to your *programme*. This will provide you with a foundation.

Using the template provided in **Appendix 2,** make sure you clearly express the level you expect your graduates to attain. **Appendix 4** provides NZQA descriptors for postgraduate *qualifications*.

You will probably be able to be more specific when you are developing postgraduate *capabilities* as opposed to undergraduate *capabilities*, particularly when it comes to expressing *capabilities* relating to the theme discipline knowledge and practice.

Some faculties have a large number of postgraduate qualifications. Each qualification will need an embedded graduate profile, however, each profile is unlikely to be completely unique. That is, although the subject matter may be different, capabilities may be developed to the same level and in the same way across several programmes. You might find it helpful if a single working party develops embedded graduate profiles for a number of postgraduate qualifications. This approach is appropriate if students attend common courses, or if faculties have generic postgraduate qualifications – e.g. postgraduate diplomas with a range of specializations.

Some faculties have postgraduate qualifications that are primarily exit qualifications. These are for students who enrol at the university for a higher degree but for a number of reasons may need to 'exit' with a lesser qualification. Your Dean may advise that you do not need to create an embedded graduate profile for exit qualifications.

Appendix 1: Glossary of Terms

Graduate Profile
A set of statements that describe the attributes (expressed variously as knowledge, skills, characteristics, capabilities, dispositions, values or attitudes) a graduate of an institution will have had the opportunity to develop during their time at university. At the University of Auckland the Graduate Profile has three tiers: aspirations, themes and capabilities. The first two tiers are common to all qualifications and the last is specific to, or embedded within, a qualification.

Aspirations
High level characteristics that the university aspires to develop in its students. All students should have the opportunity to develop these attributes during their time at university through their courses and through their wider university experience. Not all students will display these characteristics while at university.

Themes
Categories of capabilities that all programmes will address through their courses.

Capabilities
The specific knowledge, skills, attitudes or dispositions that a successful student would be expected to display by the time they complete their qualification. Akin to programme level learning outcomes.

Embedded Graduate Profile
The set of specific capabilities the holder of a named qualification should have developed by the time of their graduation. In the University of Auckland the Embedded Graduate Profile is expressed as a set of capabilities under six themes or headings.

Qualification
A certificate, diploma or degree awarded by the university.

Programme
A prescribed set of one or more courses or other work which on satisfactory completion leads to the award of a University of Auckland certificate, diploma or degree.

Course
The basic component of all academic programmes. A course is normally taught and assessed over one semester. A double-semester course is taught over the consecutive semesters of the same academic year.

Learning Outcomes
Statements that set out what a student is expected to be able to do by the end of the course. They indicate what student assessment will measure.

Curriculum Mapping
A process of mapping learning across courses to ensure programmes provide a coherent experience and opportunities for students to develop and display the capabilities identified in the embedded graduate profile.

Appendix 2. Templates to support the development of an Embedded Graduate Profile

There are three parts to Appendix 2:

- **Appendix 2a** supports the crafting of the themed list of capabilities. These are the capabilities your graduates will have when they have completed your qualification.

- **Appendix 2b** is for making notes on why the capability is relevant to your students' futures and how it is developed through learning, teaching and assessment as students progress through your programme. You will need these notes for crafting the progression statements that appear in Appendix 2c.

- **Appendix 2c** captures the completed capabilities and progression statements. **This is the material that needs to be agreed by your faculty and provided to TLQC.**

Appendix 2a: Template to support the development of capabilities

Theme	Embedded graduate profile for the Degree of XYZ: *Read the guidance and refer to examples in Section B Table 3 and to Appendix 3 and 4 before you start!*	
Disciplinary Knowledge & Practice Graduates of the University are expected to understand the thinking, research, theory and practice in their field of study and appreciate the role of their discipline in its contexts.	**Capability DK.1** Capability DK.2 Capability DK.3	
Critical Thinking Graduates of the University are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.	**Capability CT.1** CapabilityCT.2 Capability CT.3	
Solution Seeking Graduates of the University are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. They are expected to be able to consider historical, long-term and big picture perspectives, to systematically address complex problems and to be inventive in their solution seeking.	**Capability SS.1** Capability SS.2 Capability SS.3	
Communication & Engagement Graduates of the University are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.	**Capability CE.1** Capability CE.2 Capability CE.3	

Independence & Integrity Graduates of the University are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactivity and an ability to make principled decisions in academic and professional spheres.	Capability II.1 Capability II.2 Capability II.3	
Social & Environmental Responsibilities Graduates of the University are expected to acknowledge Māori world views and the historic place of the Treaty of Waitangi. They are expected to be respectful of cultural and other forms of diversity and to embrace difference. Our graduates are expected to recognise a role for themselves in creating a sustainable future and be able to consider the social, cultural, environmental and economic consequences of national and international issues.	Capability SE.1 Capability SE.2 Capability SE.3	

Appendix 2(b): Template to support the development of progression statements

Having agreed on your capabilities which describe a student at the point of graduation, make notes that explain to students how each capability is developed through the programme and why each capability is important if they are to realise the university's aspirations for their future lives and careers. You can use these notes to craft your progression statements. *(See example in Section B Table 4.)*

Capability	Progression - As you progress through your programme you will learn and be assessed in this way:		
	UG-100 OR **PG- Level 8**	**UG-200 OR** **PG- Level 9**	**UG-300 OR** **PG – Level 10**
Capability DK.1			
Capability DK.2			
Add rows – one for each capability			

Note. If you find you are repeating yourself when you describe progressions, it may be that you have too many or overlapping capabilities. It might be worth checking whether you can reduce or clarify your list of capabilities.

Appendix 2c: Template for recording programme capabilities & progression statements*

Theme	Embedded graduate profile for the Degree of XYZ:	Progression Statement *Refer to example in Section B Table 4 and your notes (template in Appendix 2b) to craft your progression statements*
Disciplinary Knowledge & Practice	Capability DK.1 Capability DK.2 Capability DK.3	**(100 - 150 words for each capability)**
Critical Thinking	Capability CT.1 CapabilityCT.2 Capability CT.3	**(100 - 150 words for each capability)**
Solution Seeking	Capability SS.1 Capability SS.2 Capability SS.3	**(100 - 150 words for each capability)**
Communication & Engagement	Capability CE.1 Capability CE.2 Capability CE.3	**(100 - 150 words for each capability)**
Independence & Integrity	Capability II.1 Capability II.2 Capability II.3	**(100 - 150 words for each capability)**
Social & Environmental Responsibilities	Capability SE.1 Capability SE.2 Capability SE.3	**(100 - 150 words for each capability)**

This is the page that should be completed for approval in your faculty and submitted to TLQC.

Appendix 2d: Sample embedded graduate profiles

BA Embedded Graduate Profile

DRAFT — 8 December 2016

Theme 1: Disciplinary Knowledge & Practice
1. Able to display knowledge and understanding of essential content and significance of their chosen fields of study.
2. Able to apply knowledge and understanding through engaged disciplinary practice.
3. Able to define, contextualize and address questions or problems through multi- and/or interdisciplinary enquiry.

Theme 2: Critical Thinking
1. Able to identify and evaluate the premises, conditions and contexts of knowledge claims.
2. Able to conceive and formulate questions based on synthesising information and ideas from multiple sources and diverse perspectives.
3. Able to construct reasoned, reflexive arguments and interpretations using valid evidence to justify claims and conclusions.

Theme 3: Solution Seeking
1. Able to define problems with regard to their significance, ethical implications, and real-world challenges, using skills in the analysis of social and cultural data.
2. Research, imagine, and aim to create transformative solutions to defined problems.

Theme 4: Communication & Engagement
1. Able to communicate effectively in academic English and other academic and vernacular languages, according to background and specialization.
2. Express information and ideas clearly, coherently, and persuasively in a variety of forms to diverse audiences.
3. Interact and collaborate with individuals and groups to accomplish tasks, demonstrate the capacity for teamwork, and achieve constructive outcomes.

Theme 5: Independence & Integrity
1. Able to demonstrate academic integrity and to engage in independent, ethical decision-making and action.
2. Capable of intellectual flexibility, self-assessment and self-directed learning for the benefit of career management as well as future personal and professional progress.

Theme 6: Social & Environmental Responsibilities
1. Understand the historical, social, political, economic and cultural significance of tangata whenua and recognize the ongoing significance of Te Tiriti o Waitangi to contemporary New Zealand.
2. Recognize the cultural, linguistic, and historical diversity and global connectedness of New Zealand as a Pacific nation.
3. Able to exercise rights and fulfil responsibilities as informed, ethical, and engaged citizens contributing to sustainable social, economic, and natural environments.

Embedded Graduate Profile – Postgraduate Health Sciences qualifications

- **Postgraduate Certificate in Health Sciences**
- **Postgraduate Diploma in Health Sciences**
- **Master of Health Sciences**

DRAFT 29 November 2016

Disciplinary Knowledge & Practice	• Demonstrate a sophisticated understanding of the theoretical approaches underpinning the study and practices associated with health and healthcare, and the systems and settings in which these are enacted. • Demonstrate the capacity to apply theoretical and practical understandings required to undertake advanced roles in clinical care or healthcare systems and settings.
Critical Thinking	• Draw on disciplinary knowledge from a range of theoretical approaches to reflect on and critique one's social, cultural and professional views and actions recognising implications for professional practice. • Synthesize understanding from a range of theoretical traditions in order to situate and contest current practices and understandings at play in health care systems and settings.
Solution Seeking	• Identify and analyse issues, needs and evidence in health and healthcare systems and settings in order to formulate evidence-based decisions leading to health improvement. • Demonstrate the ability to collaborate across groups, accounting for differences in discursive environments.
Communication & Engagement	• Translate complex theoretical ideas and research findings in order to realise health benefits with people in diverse communities. • Communicate effectively with diverse audiences in order to collaborate on the improvement of health and wellbeing.
Independence & Integrity	• Reflect on practice, identifying areas for personal, professional and/or service, system or setting improvement. • Make principled and professional and academic decisions that demonstrate a respect for professional ethics and scholarly endeavour.
Social & Environmental Responsibilities	• Assess health interventions, practices and systems in terms of their responsiveness to Māori and capacity to eliminate health inequities. • Promote sustainable changes to healthcare systems and delivery that improves their effectiveness in meeting the health needs of diverse communities.

Progression statements

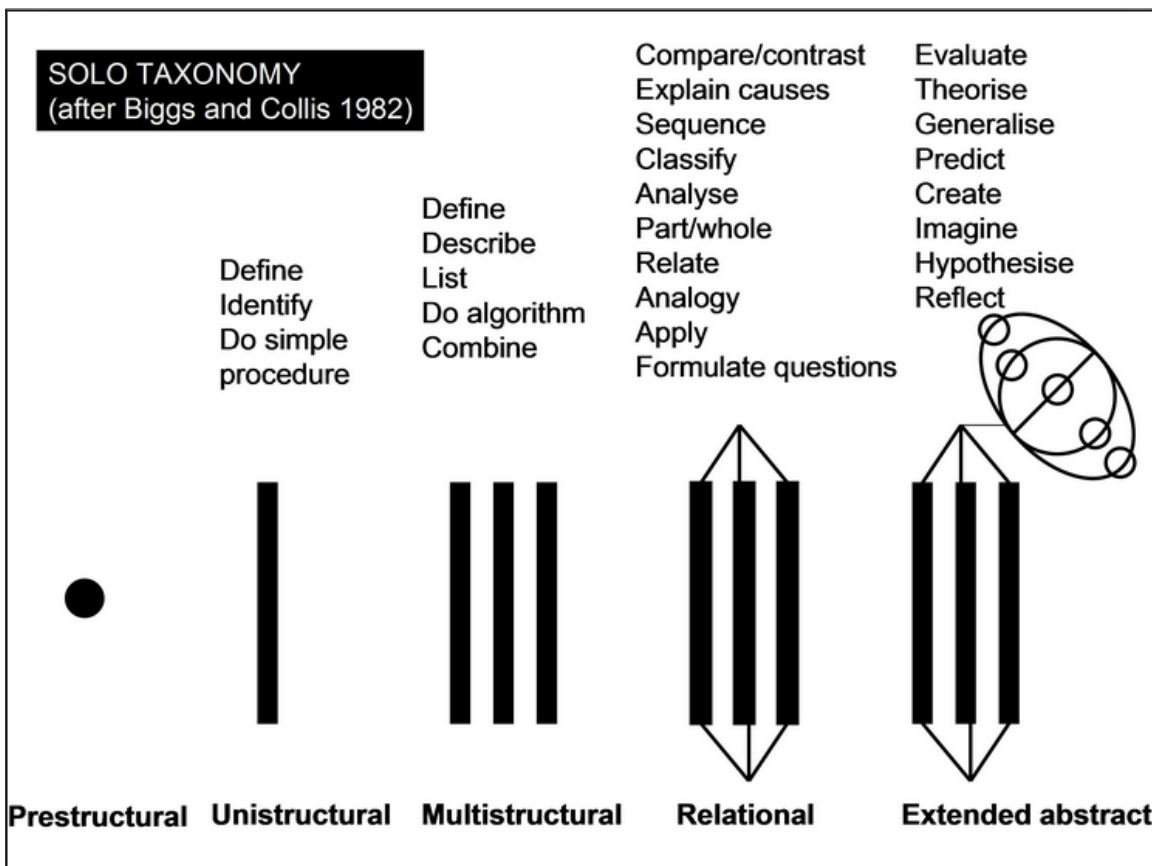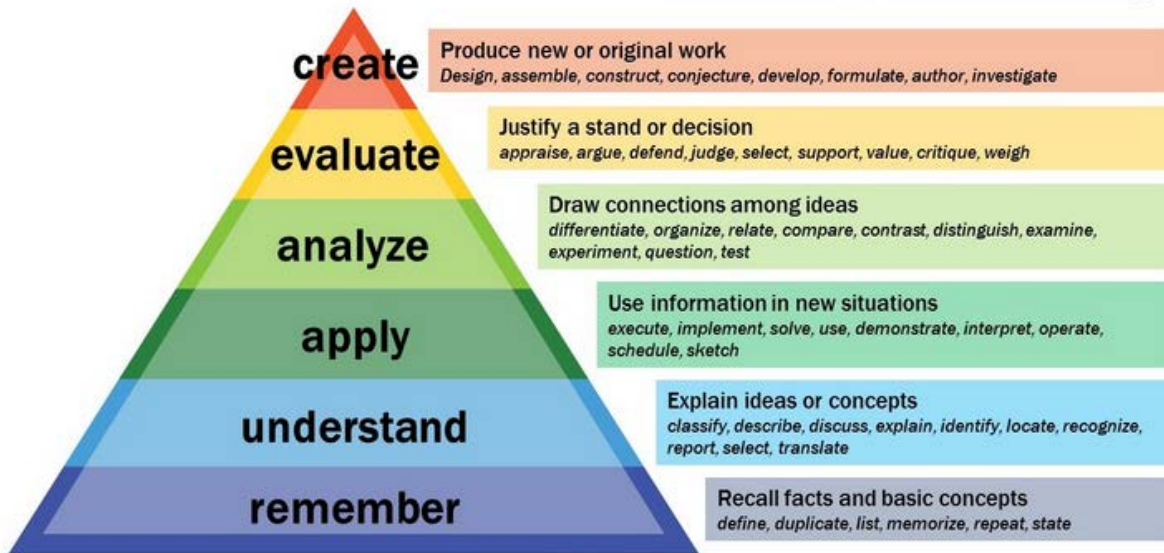|	Capability	In your taught courses (NZQA L 8):	During your research (NZQA L 9):
1.0	**Disciplinary knowledge & practice**		
1.1	*Demonstrate a sophisticated understanding of the theoretical approaches underpinning the study and practices associated with health and healthcare, and the systems and settings in which these are enacted.*	You will synthesise existing theoretical knowledge in order to integrate it with your own understandings of the practice or disciplinary contexts.	You will evaluate theoretical approaches in order to demonstrate a critical understanding of conceptual challenges associated with healthcare environment and practices.
1.2	*Demonstrate the capacity to apply theoretical and practical understandings required to undertake advanced roles in clinical care or healthcare systems and settings.*	You will be expected to critique your own practice or professional viewpoints by drawing on a sophisticated understanding of concepts and theories.	You will critique practices, settings or paradigms and demonstrate that you can articulate the implications relevant to health care scholarship.
2.0	**Critical thinking**		
2.1	*Draw on disciplinary knowledge from a range of theoretical approaches to reflect on and critique one's social, cultural and professional views and actions recognising implications for professional practice.*	You will be expected to reflect on, and articulate, the ways in which different perspectives and theoretical approaches inform and challenge your personal and professional viewpoints and actions.	You will interrogate your personal and professional viewpoints and actions using the sustained application of an appropriate theoretical approach or paradigm.
2.2	*Synthesize understanding from a range of theoretical traditions in order to situate and contest current practices and understandings at play in health care systems and settings.*	You will reflect on the ways in which different theoretical traditions inform current practices and understandings on health care.	You will develop and sustain a coherent written argument in order to describe issues, to identify gaps or propose changes to advance practice..
3.0	**Solution seeking**		
3.1	*Identify and analyse issues, needs and evidence in health and healthcare systems and settings in order to formulate evidence-based decisions leading to health improvement.*	You will be expected to formulate possible solutions to a given challenge, while also accounting for the complexity of the environment.	You will identify an issue, need or gap with a view to proposing novel and viable solutions to address it by following a well-documented evidence-based enquiry.
3.2	*Demonstrate the ability to collaborate across groups, accounting for differences in discursive environments.*	You will be asked to contrast the discursive bases that are associated with the provision of healthcare in order to	You will apply knowledge of the discursive bases at play in health care and healthcare systems in order to test the viability of solutions you

	Capability	In your taught courses (NZQA L 8):	During your research (NZQA L 9):
		consider how best to work across professional and disciplinary boundaries in a manner that will improve health services or outcomes for individuals and communities	propose to address healthcare issues and improve outcomes for individuals and communities.
4.0	**Communication & Engagement**		
4.1	*Translate complex theoretical ideas and research findings in order to realise health benefits with people in diverse communities.*	You will apply appropriate communication or disciplinary models/frameworks to collaborate with individuals and diverse groups.	Using appropriate forms within a thesis, dissertation or research portfolio you will communicate your research findings to an academic audience.
4.2	*Communicate effectively with diverse audiences in order to collaborate on the improvement of health and wellbeing.*	You will select appropriate technologies and techniques to communicate with diverse communities or individuals, (e.g. policymakers, managers, patients or clients and whanau) and engage people in order to share your findings, evidence and solutions.	You will show that you can sustain a complex argument and communicate it to an academic audience.
5.0	**Independence & integrity**		
5.1	*Reflect on practice, identifying areas for personal, professional and/or service, system or setting improvement.*	You will apply theoretical/practical frameworks in order to reflect on or audit your own practice or viewpoints, with the intention of effecting personal change or development.	You will identify and apply appropriate frameworks and use them to critique and/or recommend changes that are intended to improve health service(s) or professional practice(s).
5.2	*Make principled and professional and academic decisions that demonstrate a respect for professional ethics and scholarly endeavour.*	You will be expected to consistently apply scholarly conventions to the presentation of your academic work and demonstrate respect for those clients and services whose contexts you draw on in your coursework.	You will be expected to apply ethical principles throughout your research process including to the gathering and analysis of data and dissemination of research findings, as are appropriate to a member of a scholarly community.
6.0	**Social & environmental responsibilities**		
6.1	*Assess health interventions, practices and systems in terms of their responsiveness to Māori and capacity to eliminate health inequities.*	You will consider past and current health interventions, practices and systems in order to expose their impact on the health of Māori and to consider their alignment with	You will consider the extent to which your research may be applied to the improvement of health outcomes of Māori and/or the elimination of health inequities.

	Capability	In your taught courses (NZQA L 8):	During your research (NZQA L 9):
		the Treaty of Waitangi. You will be expected to identify the underpinning causes of health inequities and evaluate interventions designed for their elimination.	
6.2	*Promote sustainable changes to healthcare systems and delivery that improves their effectiveness in meeting (that meets better) the health needs of diverse communities.*	You will be expected to identify and debate issues which affect the sustainability of health services and systems, and examine their quality, economic viability, social, environmental and cultural effects.	You will present your research in a manner which demonstrates your understanding of the long-term consequences of proposals and their impact on sustainability.

Appendix 3: Taxonomies (Bloom, 1956) & (Biggs & Collins, 1982)

Bloom's Taxonomy

Level	Description	Verbs
create	Produce new or original work	Design, assemble, construct, conjecture, develop, formulate, author, investigate
evaluate	Justify a stand or decision	appraise, argue, defend, judge, select, support, value, critique, weigh
analyze	Draw connections among ideas	differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test
apply	Use information in new situations	execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch
understand	Explain ideas or concepts	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate
remember	Recall facts and basic concepts	define, duplicate, list, memorize, repeat, state

SOLO TAXONOMY
(after Biggs and Collis 1982)

Prestructural	Unistructural	Multistructural	Relational	Extended abstract
	Define	Define	Compare/contrast	Evaluate
	Identify	Describe	Explain causes	Theorise
	Do simple	List	Sequence	Generalise
	procedure	Do algorithm	Classify	Predict
		Combine	Analyse	Create
			Part/whole	Imagine
			Relate	Hypothesise
			Analogy	Reflect
			Apply	
			Formulate questions	

Appendix 4: NZQF Qualification Descriptors (Undergraduate & Postgraduate)

Dimension	Bachelors Grad Cert & Dip	Bachelor Honours PG Cert & Dip	Masters	Doctoral
	Level 7	Level 8	Level 9	Level 10
Knowledge	Specialised technical or theoretical knowledge with depth in one or more fields of work or study	Advanced technical and/or theoretical knowledge in a discipline or practice, involving a critical understanding of the underpinning key principles	Highly specialised knowledge, some of which is at the forefront of knowledge, and a critical awareness of issues in a field of study or practice	Knowledge at the most advanced frontier of a field of study or professional practice
Skills	Analyse, generate solutions to unfamiliar and sometimes complex problems Select, adapt and apply a range of processes relevant to the field of work or study	Analyse, generate solutions to complex and sometimes unpredictable problems Evaluate and apply a range of processes relevant to the field of work or study	Develop and apply new skills and techniques to existing or emerging problems Mastery of the field of study or practice to an advanced level	Critical reflection on existing knowledge or practice and the creation of new knowledge
Application (of knowledge and skills)	Advanced generic skills and/or specialist knowledge and skills in a professional context or field of study	Developing identification with a profession and/ or discipline through application of advanced generic skills and/or specialist knowledge and skills Some responsibility for integrity of profession or discipline	Independent application of highly specialised knowledge and skills within a discipline or professional practice Some responsibility for leadership within the profession or discipline	Sustained commitment to the professional integrity and to the development of new ideas or practices at the forefront of discipline or professional practice

Appendix 5: List of skills employers seek & future global needs

The personal and professional attributes employers tend to look for in graduates (other than universal skills – interpersonal, communication, critical thinking, technical, teamwork and leadership):

- Self-management
- Self-awareness
- Career literacy (ability to manage their life, work and learning)
- Confidence
- Connectivity
- Life-long learning
- Ability to articulate their distinctive strengths
- Ability to move beyond their comfort zone
- Intelligence
- Initiative & flexibility
- Work experience
- Understanding the dynamics of people you have to work with (a large dimension of team work that is often overlooked)
- Digital literacies (not just Facebook!)

We asked more than 350 graduate employers from a range of industries about the most important selection criteria they use when recruiting graduates. Employers were presented with a list of ten common skills and personal attributes and were asked to select their top three (in addition to relevant qualifications, of course!).

The most common quality nominated by employers was interpersonal/communication skills, with nearly 75 per cent of employers rating this as one of their most important selection criteria. Drive, commitment and industry knowledge was the next most frequently identified quality, nominated by nearly half of employers. The third most frequently nominated skill? Analytical/problem solving ability.

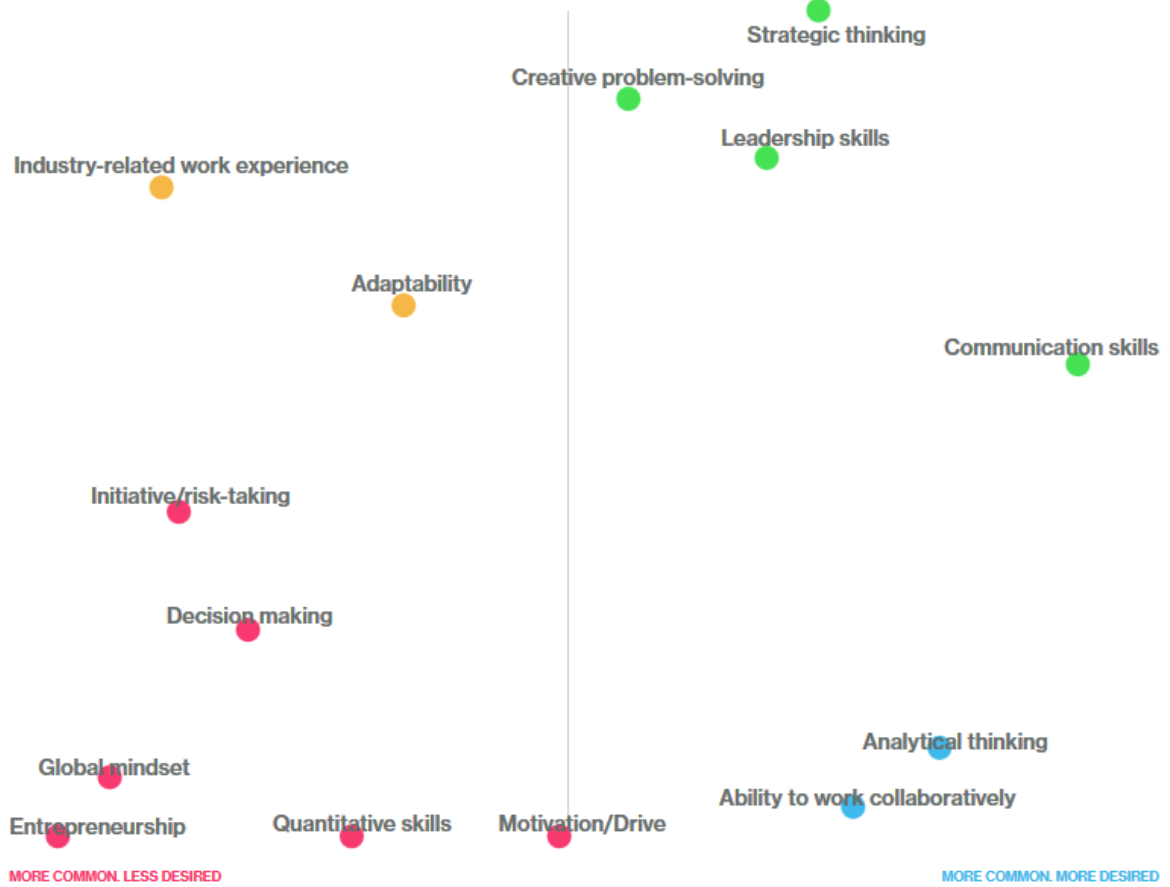*(Ref: GCA's 2010 Graduate Outlook Survey of graduate employers in Australasia)*

The skills gap

That's the overall picture. But the qualities employers want change from industry to industry. Use the drop-down menu to explore the skills gap in different parts of the job market.

Pick an industry: [All ▲▼]

LESS COMMON, LESS DESIRED   LESS COMMON, MORE DESIRED

Strategic thinking

Creative problem-solving

Leadership skills

Industry-related work experience

Adaptability

Communication skills

Initiative/risk-taking

Decision making

Analytical thinking

Global mindset

Ability to work collaboratively

Entrepreneurship   Quantitative skills   Motivation/Drive

MORE COMMON, LESS DESIRED   MORE COMMON, MORE DESIRED

Reference: The Bloomberg Recruiter Report 2015: Job skills companies want but can't get
(http://www.bloomberg.com/graphics/2015-job-skills-report/)

Appendix 6: Checking that the communication capability is fully captured in the teaching and assessment of 4 final year courses (EXEMPLAR ONLY)
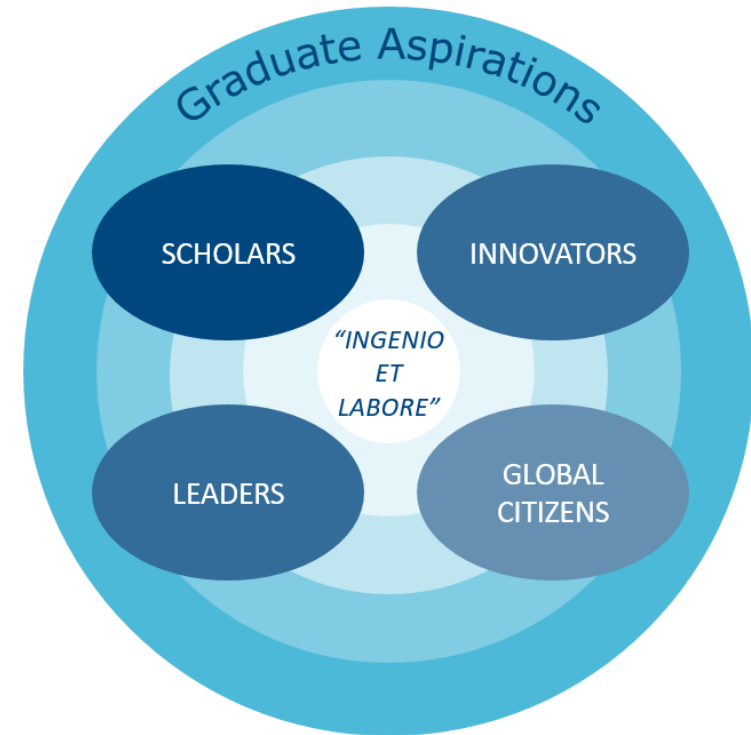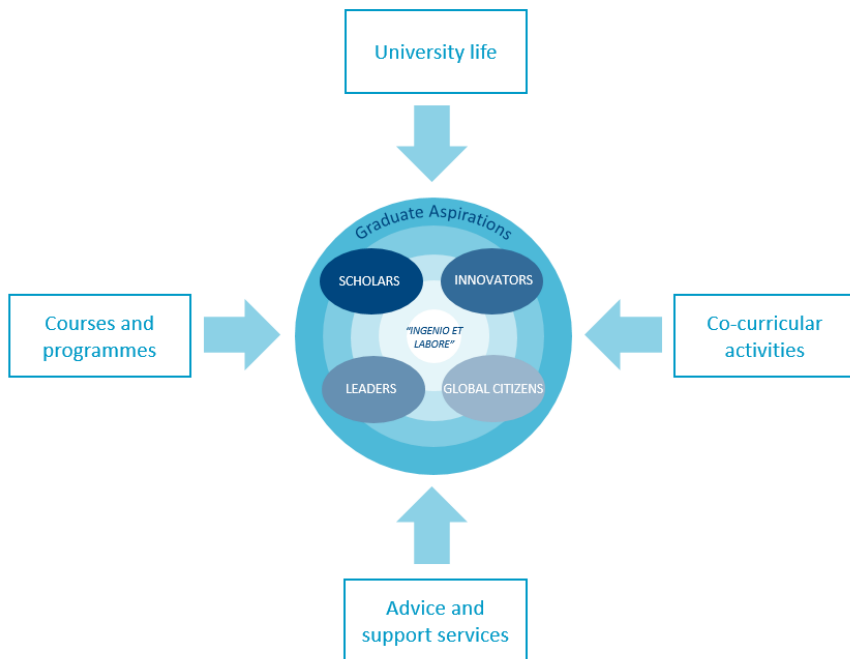
	Theme – Communication and engagement Capability - Use a range of technologies and techniques to share and develop complex ideas and arguments in a variety of formal and informal settings.			
	Course 1: *Theory in action – a problem-based learning course* Group based problem solving. Draws on all sub disciplines facilitates integration of knowledge. New group and a new problem every two weeks. (Need to teach and reflect on strategies for rapidly forming groups and performing well.)	**Course 2:** *Global issues and a sustainable world* Group based work addressing a wicked problem. Provide opportunities creative solution seeking, for persuasive communication, use of social media and other channels.	**Course 3:** *Preparing for independent action research or WIL* Students Identify a project and a 'client', conduct background research and plan a project.	**Course 4:** *Independent project* Research and analysis – bring all the academic and WIL skills together. Possibly working with communities or industry.
Course details				
Sample learning outcomes	Negotiate from an assigned position to identify a solution Present succinct and well-argued solutions verbally and without using visual aids or technologies	Collaboratively, plan, justify and execute a communication strategy utilising a range of channels or media	Communicate flexibility, professionally and proactively to seek a 'client' and agree a project Prepare a briefing sheet and summary project plan suitable for a non-technical audience	Write a substantial scholarly and well-structured report based on an independent piece of research. Write a press release that is engaging and captures the importance of the project
Assessment via	Peer review, individual presentation	Communication strategy, reflections and artefacts	Annotated portfolio, briefing and plan	Report and press release

Appendix 7: University Graduate Profile Working Group membership

- Professor Susan Geertshuis, (Chair)

- Professor Linda Bryder, Faculty of Arts

- Professor Darl Kolb, Faculty of Business & Economics

- Professor Lorraine Stefani, Faculty of Education & Social Work

- Adjunct Professor Robert Kirkpatrick, Faculty of Engineering

- Professor Peter Devonshire, Faculty of Law

- Associate Professor Mark Barrow, Faculty of Medical & Health Sciences

- Associate Professor David Lines, NICAI

- Associate Professor Rachel Fewster, Faculty of Science

- Dr Kevin Morris, Director of Learning & Teaching

Although each individual will carve their own route and develop at the University according to their abilities and ambitions, all students will have the opportunity to transform themselves as Scholars, Innovators, Leaders and Global Citizens. These opportunities are embedded within courses and programmes, and within students' wider experiences at university.

THE UNIVERSITY OF
AUCKLAND
Te Whare Wananga o Tāmaki Makaurau
NEW ZEALAND

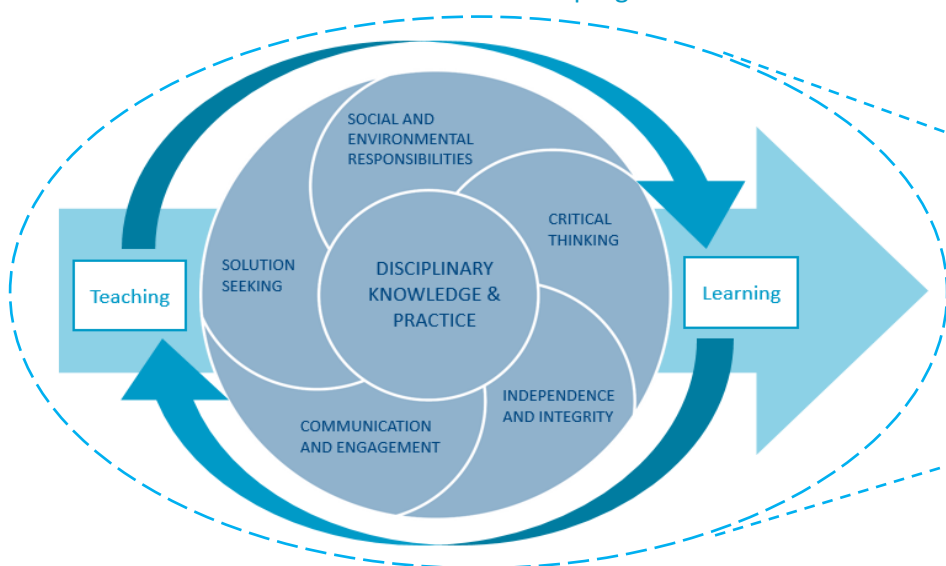UNIVERSITY
GRADUATE PROFILE | HANDOUT

To find out more:
https://www.auckland.ac.nz/en/about/learning-and-teaching/strategies-goals-and-plans/graduate-profiles.html

The University is ambitious for its graduates and anticipates that they will be instrumental in shaping the future of New Zealand, the Asia Pacific region and global communities. To this end, it seeks to develop in its graduates the attributes and capabilities they will need in order to have a positive and substantial impact on a complex and changing world.

Courses and Programmes

The University believes that Scholars, Innovators, Leaders and Global Citizens need advanced capabilities in six particular educational areas or themes. All degrees across all disciplines will address these six themes but in ways that are appropriate to the discipline of study. Beginning in 2017, each degree will develop an **embedded graduate profile** so students, employers and staff can see how each theme is addressed and the specific capabilities graduates can expect to develop.

Themes within courses and programmes

Disciplinary Knowledge & Practice

Graduates of the University are expected to understand the thinking, research, theory and practice in their field of study and appreciate the role of their discipline in its contexts.

Critical Thinking

Graduates of the University are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.

Solution Seeking

Graduates of the University are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. They are expected to be able to consider historical, long-term and big picture perspectives, to systematically address complex problems and to be inventive in their solution seeking.

Communication & Engagement

Graduates of the University are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.
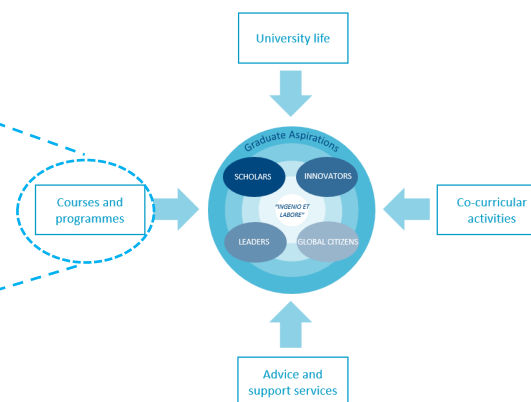
Independence & Integrity

Graduates of the University are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactivity and an ability to make principled decisions in academic and professional spheres.

Social & Environmental Responsibilities

Graduates of the University are expected to acknowledge Māori worldviews and the historic place of the Treaty of Waitangi. They are expected to be respectful of cultural and other forms of diversity and to embrace difference. Our graduates are expected to recognise a role for themselves in creating a sustainable future and be able to consider the social, cultural, environmental and economic consequences of national and international issues.

Appendix 9: Relating the themes to the aspirations

	Scholars	Innovators	Leaders	Global citizens
1. Disciplinary Knowledge & Practice Graduates of the University are expected to understand the thinking, research, theory and practice in their field of study and appreciate the role of their discipline in its contexts.	Possess an advanced knowledge of theory, evidence, epistemology, methodologies and practice.	Regard knowledge and know-how as evolving. Build ideas and theories	Are aware of current and most influential approaches and their scope	Utilise international research and global perspectives.
2. Critical Thinking Graduates of the University are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.	Build and critiques arguments. Locate, evaluate and use authoritative work. Use thinking tools and techniques. Manage information well.	Question and integrate knowledge. Able to draw inference and discover possibilities	Identify important issues. As for scholar and innovator. Think on their feet. Consider multiple perspectives and long term consequences.	Adopt or at least appreciate multiple perspectives, values and logics.
3. Solution Seeking Graduates of the University are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. They are expected to be able to consider long-term and big picture perspectives, to systematically address complex problems and to be inventive in their solution seeking.	Research and provide a solution. Move beyond critical thinking to research and application; use of valid and reliable resources	Analyse and solve problems and get results. Flexible and creative approach to problem solving. Use diverse resources.	Identify priority problems. Frame issues for others. Plan, lead and facilitate. Set standards, Review. Celebrate and recognise.	Tackle diverse or 'wicked' problems and global issues
4. Communication & Engagement Graduates of the University are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.	Consult, listen, disseminate. Explain complicated ideas in ways people can understand. Write in a scholarly fashion.	Explore ideas, listen and relate to diverse people, open to contradictions. Communicate and collaborate with experts and others from different disciplines.	Mange meetings and discussions. Speak persuasively to multiple audiences. Listen and accommodate. Form rapport and build trust.	Communicate and collaborate with people from different parts of the world who have different beliefs and values. Display cross cultural intelligence.

5. Independence & Integrity Graduates of the University are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactivity and an ability to make principled decisions in academic and professional spheres.	Exhibit academic integrity. Work independently to advance understanding. Are lifelong learners committed to ethical and evidence based decision-making.	Resilient in the face of failure, fall forwards. Active experimenter. Explorer. Applied personal values and ethics to choice of sphere and processes for innovation.	Resilient and responsive. Ethical leadership. Proactive. Guided by professional standards and personal principles.	Conscious of own heritage and cultural perspectives and values. Open to other perspectives as equally valid.
6. Social & Environmental Responsibilities Graduates of the University are expected to acknowledge Māori world views and the historic place of the Treaty of Waitangi. They are expected to be respectful of cultural and other forms of diversity and to embrace difference. Our graduates are expected to recognise a role for themselves in creating a sustainable future and be able to consider the social, cultural, environmental and economic consequences of national and international issues.	Recognise Maori and indigenous peoples' perspective on and approaches to knowledge and research. Appreciate the role of research and scholarship in creating an equitable and sustainable future.	Recognise a role for themselves in creating a sustainable future. Consider the social, cultural, environmental and economic consequences of national and international innovation challenges.	Embrace leadership in its widest sense, role modelling inclusivity, and as having at its core social, cultural and environmental obligations. Willing to defend the rights of others.	Respect cultural and other forms of diversity. Understand and value difference. Are globally aware and committed.

Appendix 10: Checklist for Reviewers and Boards of Study

	Format	
1.	Template 2c from the guidance document is used and the degree qualification is identified.	
2.	A set of 1 to 3 capabilities is written for each of the six themes.	
3.	Each capability is accompanied with a description of its progressive development which is addressed to the student.	
	Style and content	
1.	Capabilities are written in accessible and motivating language that all different parties can understand (e.g., prospective and current students, teaching staff, management, and external stakeholders).	
2.	Capabilities are stated as broad learning outcomes* with a high level of abstraction, so that embedded graduate profile fully captures the capabilities developed through the qualification and applies to all specialisations within the qualification.	
3	Each capability is directly relevant to only one theme and is different to all the other capabilities.	
4	The embedded graduate profile will meet the expectations of stakeholders	
5	Each of the capabilities is achievable and could be assessed within the programme.	

5	The progression statement for each capability tells students how they will develop the capability through the course of their degree.	
	The Embedded Graduate profile as a whole	
1	Aligns well with the University Graduate profile and provides students with opportunities to develop as **Scholars, Innovators, Leaders and Global citizens.**	
2	Provides and accurate and comprehensive overview the capabilities the programme aims to develop in its students	
3	Meets the requirements of all relevant accrediting bodies	

* A learning outcome is a learning statement that starts with an action verb capturing a demonstrable performance expected from graduates.