

Proposal for a Revised University of Auckland Graduate Profile

SUBMISSION TO SENATE, NOVEMBER 2015

1. Purpose

To present a proposal for a revised University of Auckland Graduate Profile (GP) for approval by Education Committee

2. Overview

The University of Auckland's GP was first introduced in 2003 and has not been revised since then. The Strategic Plan 2013–2020 and the Learning and Teaching Plan 2013–2016 include actions to ensure that the University has graduate profiles which clearly lay out the desired attributes of graduates and the value that students will obtain from their studies.

Objectives of the University Graduate Profile

Graduate profiles play an important role in positioning universities and their students in the international and domestic market. At the same time, an effective GP articulates at a high level the University's strategic aspirations for our graduates and communities. Equally, the GP should engage academics (and, in turn, students) by creating a structure which can align with contextualised curriculum development, assist curriculum mapping processes, and achieve the best possible outcomes for learners. In other words GPs have both important internal and external functions:

The internal functions of the GP are to:

- support greater understanding among students of the attributes likely to be developed during a University of Auckland education; raising awareness helps students to maximise the opportunities available to them during their programme of study and promote themselves to employers.
- support those responsible for developing courses by providing direction for curriculum and assessment design and teaching and learning.
- support those responsible for managing programmes to ensure that they align with the strategic goals and aspirations of the University and Faculty.
- guide the development of non-academic services so that they are well positioned to complement the curriculum in promoting the development of essential graduate skills.

The external functions of the GP are to:

- inform a prospective student's choice of University, programme of study and future opportunities.
- promote the value of our graduates to employers, industry and the community.

Background and Work-to-date

In 2014, the Deputy Vice-Chancellor (Academic) convened a working party to review the University's GP for undergraduate programmes (last approved by Senate in 2003). This project team considered ways in which the structure and content of the GP might be revised to a) support a whole-of-institution approach to graduate outcomes; and b) reflect the University's Strategic Plan aspirations and graduate focus.

In November 2014, Senate endorsed in principle to adopt a three-tiered structure for the GP (**Figure 1**) for all graduate profiles and to establish a further working party to develop content for Level 1 and Level 2 statements together with an implementation plan for supporting the adoption of a new University GP.

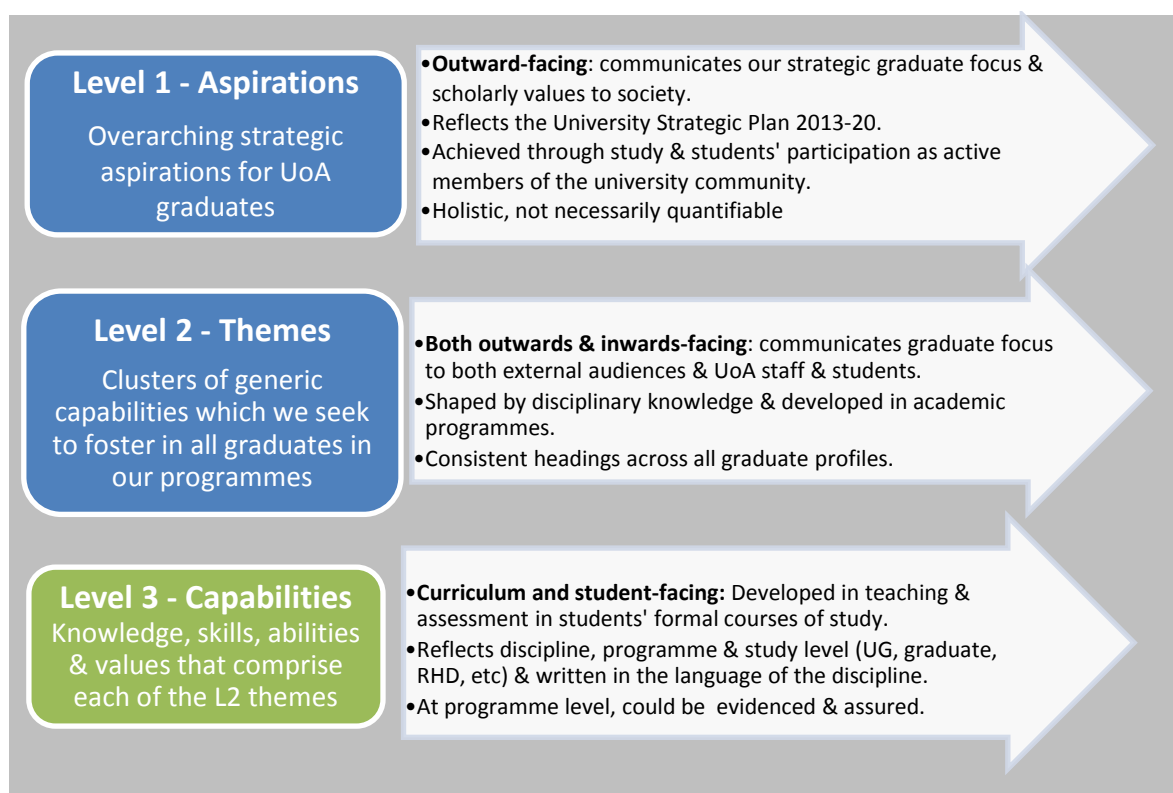
In 2015, a group of senior academic staff from across the Faculties convened and, building on the work of the 2014 working party, developed a full proposal for the GP which is now presented to TLQC below for endorsement.

A list of working party members in 2014 and 2015, and a link to the 2014 submissions to TLQC and Senate are in **Attachment 1**.

3. Proposed Structure for the University Graduate Profile

A three-level structure proposed for the University GP to strengthen its communicative function and engage internal and external stakeholders was endorsed in principle by Senate in late 2014. This structure and the content proposed for levels 1 and 2 are explained in more detail in **Figure 1** and sections 4 – 6 below.

Figure 1: Proposed Structure for the University GP (approved by Senate in November 2014)



4. LEVEL 1 (Aspirations)

The overall intent of Level 1 aspirations is to communicate the University's intended graduate attributes to external audiences. The working party sought aspirations that are:

- understandable – in lay terms;
- reflective of the University's identity and ambitions;
- appealing to employers;
- appealing and relevant to students and staff;
- applicable across faculties and disciplines;
- simple yet powerful;
- able to unify the University's various Graduate Profiles with some memorable and bold themes. (The University currently has one undergraduate GP and three Postgraduate GPs.)

An overview of the process for developing Level 1 Aspirations, which included consultation within each faculty, is provided in **Attachment 2**.

Proposed Aspirations

The proposed aspirations for level 1 of the Graduate Profile are presented in **Table 1** below.

Table 1: Proposed Level 1 Aspirations

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, 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.

5. LEVEL 2 (Themes)

The overall intent of Level 2 themes is to provide common categories or headings under which Faculties and academic programmes will develop specific capabilities. The working party sought themes that:

- Collectively contribute to the development of Level 1 aspirations;
- Express universal concepts applicable across faculties and disciplines;
- Are generic enough to incorporate graduate competencies required by professional accrediting bodies (often specific to a particular domain);
- Are distinctive enough to provide a framework so Level 3 capabilities can be assigned consistently to one theme.

An overview of the process for developing Level 2 themes is provided in **Attachment 3**.

Proposed Themes

The six themes proposed to represent the clusters of generic capabilities which the University seeks to foster in all graduates through the teaching and learning experiences of their programmes are presented in **Table 2** below:

Table 2: Proposed Level 2 Themes

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 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.

6. LEVEL 3 (Capabilities)

Level 3 capabilities are specific to a discipline and are expressed as concrete outcomes which can be assessed and assured. They are similar in the level of detail to the existing graduate profiles.

It was important in developing the new GP that the good work embedded in the existing GPs is not lost. The proposed approach enables existing GPs to be adapted to the new format. The process of change should be one of necessary updating and some fine tuning. Examples of Level 3 capabilities from an existing undergraduate programme profile which relate to each theme are included in **Attachment 4**.

The working party agreed that the development of capabilities is a continuum; a brief description of what some of the capabilities might look like at introductory and advanced levels of a programme is included in **Attachment 6**.

7. Visual Representation of the Graduate Profile

It is proposed that a graphic image be designed for the revised University of Auckland Graduate Profile to optimise its communicative function. A graphic would be a useful tool for:

- Promoting the University's programmes to prospective domestic and international students;
- Promoting the value of our graduates to employers, industry and the community;
- Communicating the dimensions of our GP which are difficult to express in words – for example the interrelationships between concepts, the holistic nature of a student's University experience and the distinctive culture of our institution.

The following are proposed criteria for a design brief:

- The graphic would capture the following 'intangibles': a) the layering and permeability of graduate attributes and their temporal development; b) the importance of co-curricular activities to graduate outcomes; and c) the University's distinctiveness (in terms of culture and geography).
- The graphic would be compatible with the University's visual identity and branding.
- The design could become a website graphic which shows dynamically the 3-tiered structure of the profile.

Some early attempts to visualize the University GP are provided in **Attachment 5**.

8. Acknowledging the Treaty of Waitangi

The working party noted close alignment between the concepts underpinning Levels 1 and 2 and values that are integral to Māori well-being – for example the notion of being 'connected', 'inclusive' and 'respectful'. The working party proposes that the University invite the Rūnanga to produce a Māori translation of key concepts in Levels 1 and 2 of the Graduate Profile as an expression of its commitment to the Treaty and biculturalism more generally.

9. Indicative Implementation Plan

To implement the revised Graduate Profile, it is proposed that, over a period of 18 months, all University of Auckland programmes develop a single set of Level 3 statements under each of the Level 2 themes. It may also be desirable for each Faculty to develop Level 3 statements in order to provide cohesion at a local level.

In Semester 1 of 2016, the working group will reconvene and draw together a detailed implementation plan for approval at the first TLQC meeting of the year. It is proposed that the Graduate Profile, the implementation strategies and process and the development of Level 3 statements be piloted in a professional and non-professional programme in Semester 1, 2016 in order to help to refine the process and identify the resources required for this work. It would also generate some exemplars and useful tools to assist staff.

Implementation Levers

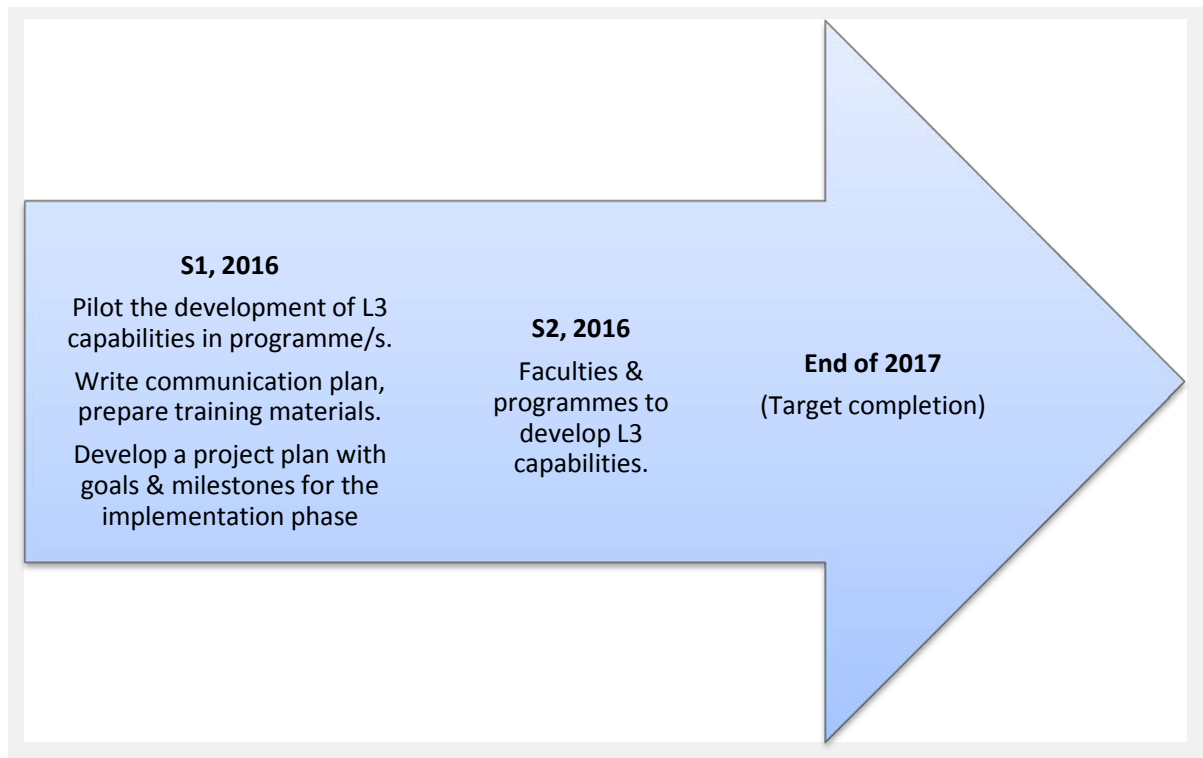
If the University is to realize the potential of the new Graduate Profile then it must be widely disseminated and valued, integrated within our performance and our learning and teaching management systems. It is proposed that the University adopt the levers in **Table 3** to support staff to engage with, introduce and embed Level 3 capabilities in curricula:

Table 3: Proposed Implementation Levels

Enablers	Institutional Levels - UoA
External – forces to which the University are required to respond	<ul style="list-style-type: none"> ▪ Accreditation ▪ Academic Audit
Structural and Procedural – those that facilitate or engage staff to become aware of or work towards change in practice in regard to graduate outcomes.	<ul style="list-style-type: none"> ▪ Inclusion of GP development by Deans and Heads of Schools/Disciplinary Areas in annual plans and reports ▪ A focus on graduate attributes in programme and course reviews and in the University Course Outline template ▪ Use of <i>Academic Performance Reviews</i> and the <i>University Teaching Excellence Awards</i> to recognise teachers who have excelled in embedding graduate attributes in curricula ▪ An expectation that reference to developing the Graduate Profile is made in teaching portfolios and applications for promotion and continuation ▪ A prescribed review cycle for the GP to maintain its currency ▪ Course outlines to include a description of the relevance of the course to the GP ▪ Develop for credit options for co-curricular activities that develop graduate attributes ▪ Staff student consultative committees to consider the relevance of courses to the GP ▪ The General Education Board to ensure new courses provide opportunities to develop graduate attributes
Developmental – those that assist staff to introduce and develop graduate outcomes and embed them in curricula	<ul style="list-style-type: none"> ▪ The inclusion of enabling beliefs about the role of graduate profiles in teaching and learning guidance documents ▪ Champions within each Faculty to support the adoption of the GP ▪ Learning and Teaching Committees to support deans and report to TLQC ▪ Workshops within faculties that familiarise staff with the GP and the part they can play in dissemination, role modelling and teaching ▪ Workshops and guidance on how each theme and level 3 statements can be developed ▪ Training in ways of teaching that develop the graduate attributes ▪ Support and training for professional and academic staff in mapping curricula and assuring learning ▪ Targeted learning enhancement grants, teaching awards and CLear fellowships
Achievement – those that are concerned with how students are assisted to achieve the GP	<ul style="list-style-type: none"> ▪ Workshops for students run by SLS and/or CDES to raise awareness ▪ Robust assessments that are relevant to the capabilities and themes ▪ Experiences and opportunities that involve authentic activities that facilitate transformative learning ▪ Teaching, feedback and assessments that help students recognize their capabilities (e.g. e-portfolios)
Awareness raising – Consistent and persistent communication that informs and influences	<ul style="list-style-type: none"> ▪ High-level support, e.g. VC introduction of new GP to each Faculty ▪ Exposure of one L1 theme in each VC’s update ▪ GP is widely disseminated to external and internal audiences e.g. graphic printed in the Graduation Ceremony Booklet; partnership, marketing and international offices to include the GP in their materials ▪ Deans’ address at faculty and departmental meetings ▪ CLear events and faculty teaching and learning events focus on

Enablers	Institutional Levers - UoA
	graduate profile and mapping curricula <ul style="list-style-type: none"> ▪ Promote co-curricular and employment-related experiences as vehicles for developing graduate attributes ▪ An interactive version of the GP is made widely available on the University website
<p><i>Adapted from Spronken-Smith, Rachel, et al. "Toolkit to assist lecturers to engage with graduate outcomes." Wellington: Ako Aotearoa (2013): https://akooteaoroa.ac.nz/download/ng/file/group-5324/lecturers-toolkit-for-engaging-with-graduate-outcomes.pdf</i></p>	

Proposed Implementation Timeline



10. Proposed Review Process

To ensure the University Graduate Profile remains current and aligned with the University, it is proposed that it be reviewed periodically. Aligning the review process with the reworking of the University’s Strategic Plan would seem appropriate. Following the adoption of a new University Strategic Plan in 2021, the Working Party recommends that the University Teaching and Learning Quality Group establish a sub-committee to review alignment between the new Strategic Plan and the GP and to ensure that it reflects any other relevant changes in the wider environment that may have occurred. A plan for communicating changes and updating documents would also be required.

11. Recommendations to Senate

- 11.1. *That the proposed University Graduate Profile (Attachment 6) be approved;***
- 11.2. *That the design brief for a graphic for the GP be approved;***
- 11.3. *That the implementation plan and timeline be approved (and led by the Graduate Profile Working Party with supplements to the membership as required);***
- 11.4. *That the University invite the Rūnanga to produce a Māori translation of the revised GP;***
- 11.5. *That the DVC (Academic) initiate a review of the University Graduate Profile following finalisation of a new University Strategic Plan;***

Attachment 1: Working Party Membership & Previous Reports

Working Party 2015

- Associate Professor Mark Barrow (Faculty of Medical and Health Sciences)
- Professor Linda Bryder (Faculty of Arts)
- Professor Peter Devonshire (Faculty of Law)
- Associate Professor Rachel Fewster (Faculty of Science)
- Professor Susan Geertshuis (Chair)
- Adjunct Professor Robert Kirkpatrick (Faculty of Engineering)
- Professor Darl Kolb (Faculty of Business and Economics)
- Associate Professor David Lines (NICAI)
- Dr Kevin Morris (Learning and Teaching Director)
- Professor Lorraine Stefani (Faculty of Education)
- Bridget Cameron (Office of the DVC Academic)

Working Party 2014

- Chris Berry (Director International Office)
- Dr Ian Brailsford (Student Learning Services)
- Catherine Dunphy (Faculty of Engineering)
- Dr Daniel Exeter (Faculty of Medical and Health Sciences)
- Professor Susan Geertshuis (Chair)
- Margaret Goldstone (Faculty of Science)
- Dr Annette Keogh (Student Learning Services)
- Associate Professor Jennifer Lees-Marshment (Faculty of Arts)
- Dr Kevin Morris (Director Learning and Teaching)
- Brendan Mosely (Director Campus Life)
- Hester Mountifield (Library and Learning Services)
- Sean Sturm (CLear)
- Bridget Cameron (Office of the DVC Academic)

Previous Reports

- **2014 Graduate Profile Review Working Party – Report to TLQC**
<https://www.staff.auckland.ac.nz/assets/staff/teaching-and-students/teaching-and-learning/documents/Item%204.1%20-%20Graduate%20Profile%20Review%20Final%20Report.pdf>
- **Proposal for a revised structure for the University's Graduate Profile – Submission to Senate (November 2014)** – [available upon request from the Office of the DVC\(Academic\)](#)

Attachment 2: Content Development Process for Level 1 (Aspirations)

The working party's thinking about content for Level 1 was informed by the following:

- A literature review on the origins and focus of graduate attributes in Higher Education and perspectives on their function. (This research was documented in the 2014 report.)
- A benchmarking analysis surfaced the common aspirations that other research-led universities have for graduates. 'Critical and creative scholarship' and 'global citizenship' were among the dispositions that appear most frequently in graduate profiles of Group of Eight and other benchmark universities.
- Members reviewed high-level University documents (including the University of Auckland Strategic Plan 2013-2020 and Profile 2015-2016) and drafted L1 aspirations. The intention of this exercise was to identify descriptors that encapsulate what is distinctive about the University of Auckland's academic culture and student learning experience. Rather than slavishly replicate other universities' graduate profiles, the intention (and challenge) was to devise a profile that reflects our uniqueness as an institution.
- Consultation with Catherine Stephens from Career Development and Employment Services helped the group to understand the personal and professional attributes employers look for in graduates beyond the universal skills with which we are all familiar (interpersonal, communication, critical thinking, technical and teamwork skills, etc). Self-awareness, self-governance and the ability to create connections between learning and the world of work are some capabilities increasingly recognised by employers as valuable in the workplace and predictors of a graduate's effectiveness in professional roles.
- Consultation with Helen Whiteside from Marketing and Communications assisted the group to understand the language currently used to promote the University to different audiences including prospective international and domestic students. This session reinforced for the group that the revision of the GP is far more than a marketing exercise; a large focus of this project is to develop a collective view of the universal attributes that all students have an opportunity to acquire in the course of their study (regardless of their discipline) and as a result of their engagement in campus life. The language and approach we adopt needs to be strongly internally focussed if we are to achieve this vision.
- The working party reflected on two dimensions missing from our existing Graduate Profile (identified in 2014). The first of these is the University's commitment to the Treaty of Waitangi. The group considered whether this dimension could be captured in Level 1 in a way that is culturally appropriate and allows for interpretation by different faculties and programmes. The working party agreed that the preferred option was to develop descriptors such as 'connected', 'inclusive' and 'respectful' which reflect key Māori values. The second dimension missing from our current GP are attributes related to 'impact' and 'contribution' – qualities that help graduates to become influential in their chosen field or professional setting.
- The working party developed the following evaluation criteria against which it assessed draft aspirations:
 - Understandable – in layman's terms
 - Reflective of UoA identity and ambitions
 - Appealing to employers
 - Appealing and relevant to staff and students
 - Inspiring.
- Consultation with Faculties via VCDD and TLQC on Level 1. The working group received 9 group submissions which yielded constructive feedback. Comments and suggestions have been considered in the refinement of content.

Attachment 3: Content Development Process for Level 2 (Themes)

The working party's thinking about content for Level 2 was informed by the following:

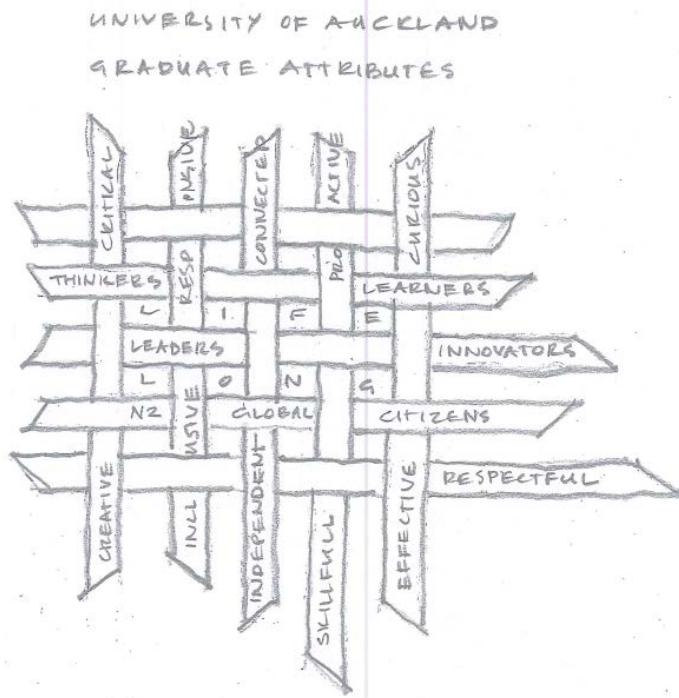
- A literature review and benchmarking analysis¹ which identified that generic attributes, apart from knowledge outcomes, cluster in seven broad areas:
 - Written and oral communication
 - Critical and analytical thinking
 - Problem-solving
 - Information literacy, often associated with technology
 - Learning and working independently
 - Learning and working collaboratively
 - Ethical and inclusive engagement with communities, cultures and nations.
- An issue debated in the Level 2 analysis was how distinctive should the University strive to be at this level. The predominating view was that Level 2 themes need to be universal concepts that can speak to every degree. The group accepted that there would inevitably be a degree of consistency between Level 2 themes and generic attributes found in other universities' graduate profiles. The group agreed that distinctiveness is important but that it can be best expressed at Level 3 within the context of a discipline.
- Working party members drafted an initial set of Level 2 headings and grouped attributes from existing programmes under the draft headings in order to test their relevance. The intent of this exercise was to develop a framework that a) accommodates existing profiles and b) enables staff to develop and allocate Level 3 capabilities consistently to one theme. The exercise also generated many examples of Level 3 statements (see **Attachment 4**).

¹ A particularly influential report was Beverley Oliver's 2011 "Good practice report: Assuring graduate outcomes" - see <http://www.olt.gov.au/resource-assuring-graduate-outcomes-curtin-2011>

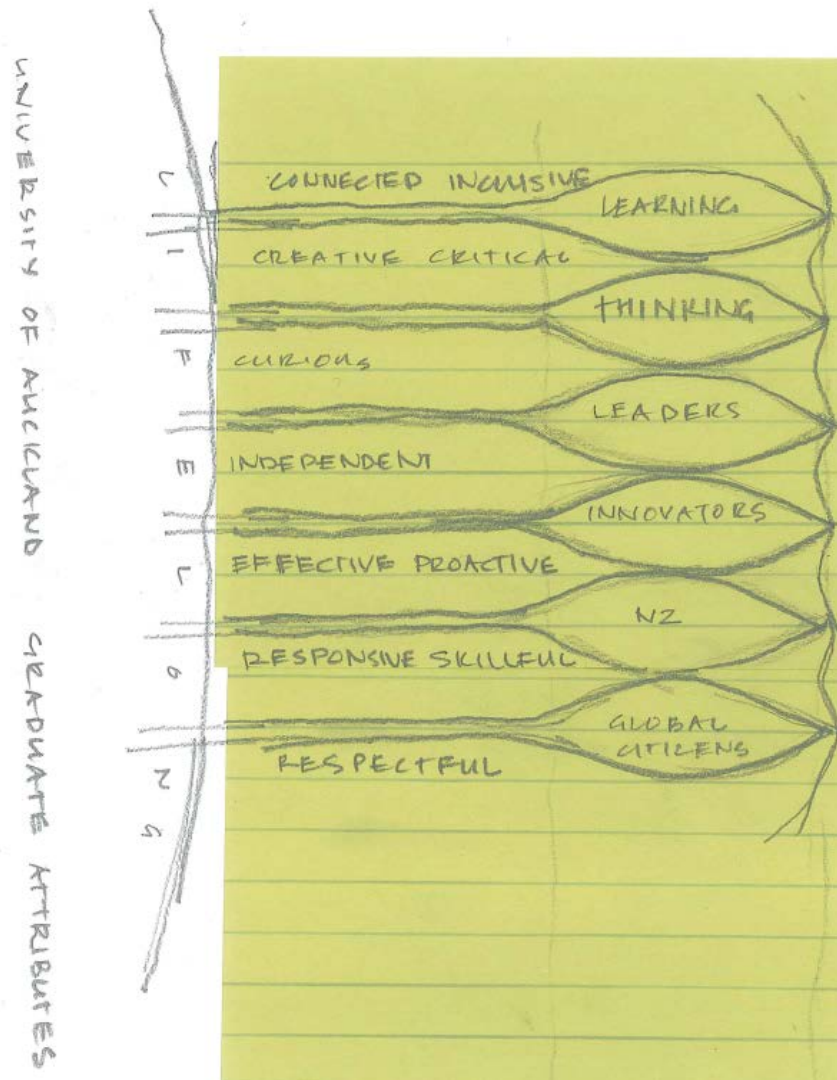
Attachment 4: Level 3 (Capabilities) – Sample Statements

L2 Theme	Examples of L3 Capabilities
1. Disciplinary Knowledge & Practice	<ul style="list-style-type: none"> - A systematic and coherent understanding of a body of relevant disciplinary knowledge - Fluency in the critical terminology of an Engineering discipline - Engineering specialist knowledge that provides theoretical frameworks and bodies of knowledge for the accepted practice areas in the engineering discipline - An understanding of the wider trends and developments that have shaped their fields of study.
2. Critical Thinking	<ul style="list-style-type: none"> - A capacity to look at problems from multiple perspectives - An ability to judge the pertinence, accuracy and validity of information - An ability to assess the relative merits of conflicting arguments.
3. Solution Seeking	<ul style="list-style-type: none"> - An ability to analyse a problem methodically, and identify potential solutions - Ability to access information through competent use of a variety of sources, including electronic archives and databases.
4. Communication & Engagement	<ul style="list-style-type: none"> - An ability to communicate complex ideas to diverse audiences with clarity and persuasiveness - An ability to work collaboratively on set tasks and have insight into the motivations and needs of others - An ability to communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
5. Independence & Integrity	<ul style="list-style-type: none"> - An ability to acknowledge the work of others, and follow the scholarly conventions of their discipline - An ability to act ethically, honestly, and responsibly - An ability to recognise intolerance and dehumanisation and a preparedness to defend the worth of individuals.
6. Social & Environmental Responsibilities	<ul style="list-style-type: none"> - A readiness to exercise responsibilities as a citizen, whether locally, nationally, or globally, and to act as a critic and conscience of society - Flexibility and intellectual openness - An appreciation of cultural values - Comprehension of the role of engineering in society and identified issues in engineering practice in the discipline: ethics and the professional responsibility of an engineer to public safety; the impacts of engineering activity: economic, social, cultural, environmental and sustainability. - Respect for the physical environment, cultural heritage, and communities of Aotearoa/New Zealand.

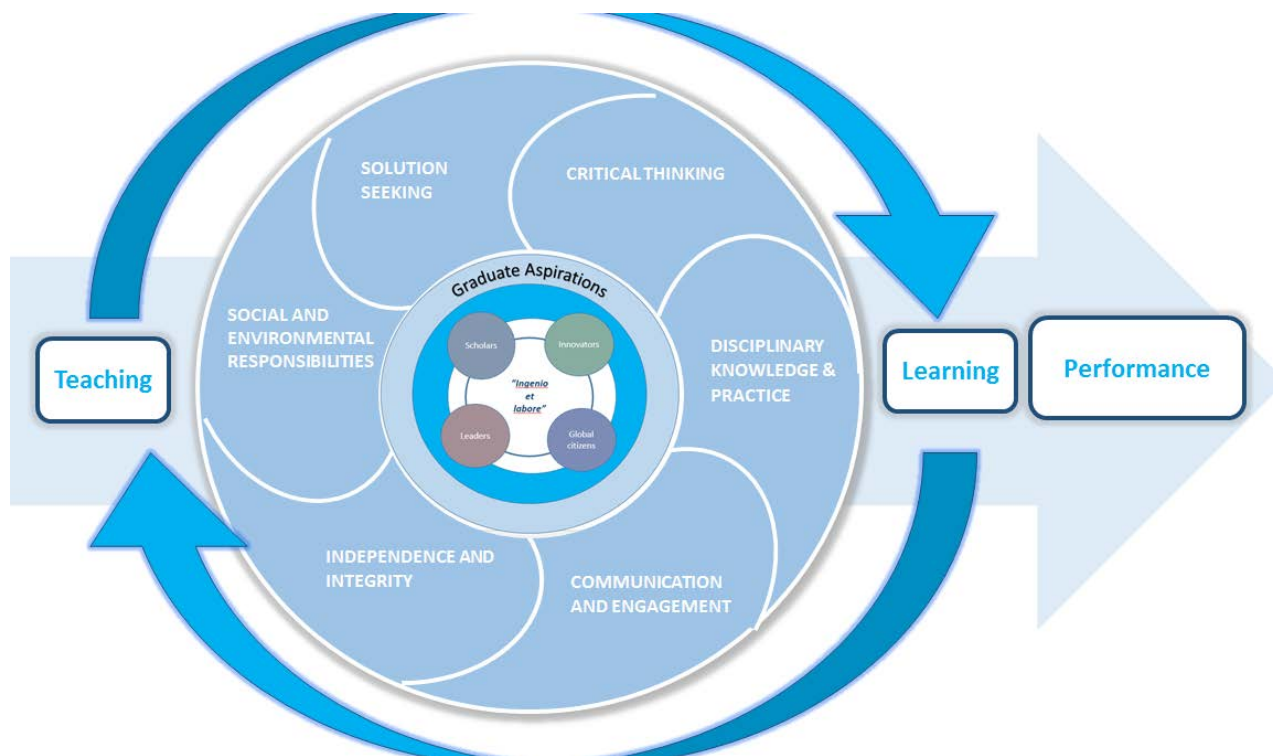
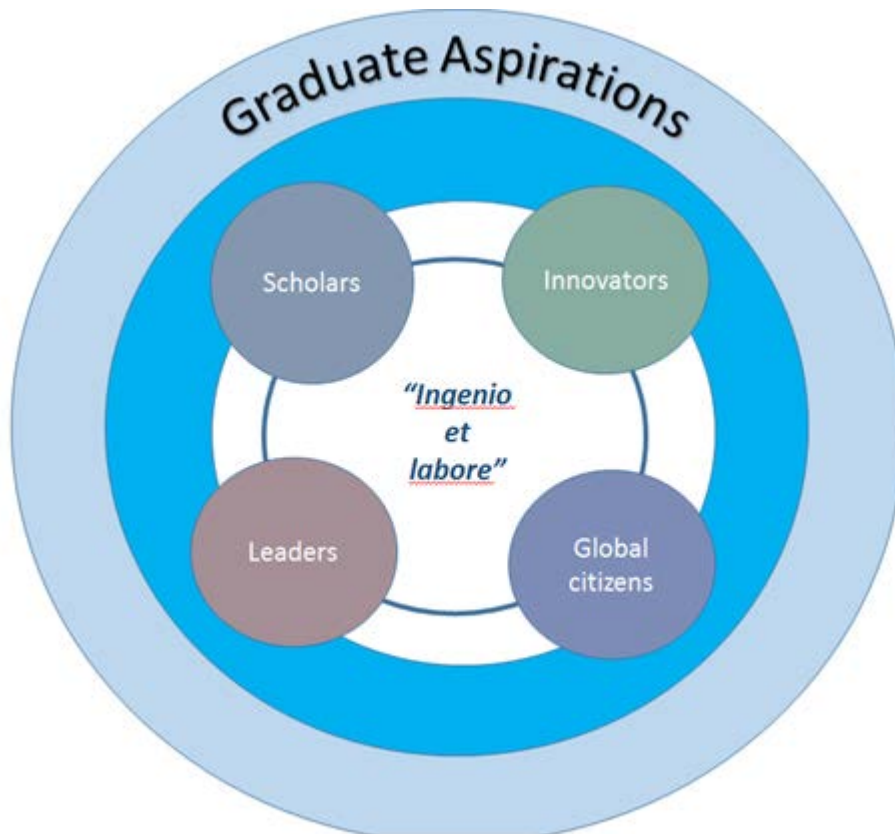
Attachment 5: Visual Options for the Graduate Profile



Figures 1 - 2: Designs by Professor Diane Brand, Dean of NICAI based on an early version of the Level 1 Aspiration



Figures 3 - 4: Designs by Professor Susan Geertshuis, Graduate Profile Working Party Chair (adapted from the visuals used for the University's Leadership Framework)



Attachment 6: Proposed Revised University of Auckland Graduate Profile (Aggregated View)

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, 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.

Graduate Capabilities - Themes

The six clusters of generic capabilities which the University seeks to foster in all graduates through the teaching and learning experiences of their programmes are:

1. Disciplinary Knowledge & Practice

Descriptor	This theme includes the ability to -	At an introductory level...	At an advanced level...
<i>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.</i>	<ul style="list-style-type: none"> ▪ Understand a body of relevant disciplinary knowledge ▪ Operate fluently in the terminology, analytic methods and practices of their discipline 	Students may be exposed to knowledge that is factual and descriptive. Through the course of a degree scholarship will become increasingly detailed, deep,	In some courses scholarship may be expected to extend beyond disciplinary boundaries. At the most advanced levels students are expected to make a scholarly

Descriptor	This theme includes the ability to -	At an introductory level...	At an advanced level...
	<ul style="list-style-type: none"> Understand the wider trends and developments that have shaped their field of study 	analytical, complex and integrated.	contribution to their discipline.

2. Critical Thinking

Descriptor	This theme includes the ability to -	At an introductory level...	At an advanced level...
<i>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.</i>	<ul style="list-style-type: none"> Evaluate problems from multiple perspectives Access information and judge its pertinence 	Students are expected to engage in critical thinking within familiar contexts and narrow domains, using prescribed resources and approaches.	Students are expected to engage with diverse and highly complex issues, selecting and defining their own approach or stance.

3. Solution Seeking

Descriptor	This theme includes the ability to -	At an introductory level...	At an advanced level...
<i>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.</i>	<ul style="list-style-type: none"> Think imaginatively and innovatively Frame problems; analyse, seek and select solutions; plan and implement strategies Use a range of techniques, technologies and tools to identify, capture and manage existing and emerging knowledge Consider long-term and big picture perspectives including, where applicable, sustainability and social, economic and environmental impact 	Students are expected to apply routinised techniques, attempting to solve problems using small data sets or pre-prepared materials.	Students are expected to show an increased ability to manage complexity. This may involve identifying and addressing research and/or real world issues that provide an opportunity to demonstrate innovation and the ability to deal with authentic, complex and diffuse issues.

4. Communication & Engagement

Descriptor	This theme includes the ability to -	At an introductory level...	At an advanced level...
<i>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.</i>	<ul style="list-style-type: none"> Participate actively in teams and professional networks Communicate effectively using technologies and media Adapt an artistic, design-based or discursive style to audience and purpose Express ideas effectively in writing, speech, design, image and sound Chart and present data 	<p>Students are expected to produce coherent and structured documents and give short presentations using formal English or Te Reo Māori.</p> <p>They are expected to contribute appropriately in collaborative group settings.</p>	Students at advanced levels of study are expected to engage with others to address complex and diffuse issues. They are expected to communicate in a scholarly and professional manner using a range of technologies, styles and media, as appropriate to the discipline.

	<ul style="list-style-type: none"> Listen, give and receive instructions and feedback, question, persuade and negotiate 		
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5. Independence & Integrity

Descriptor	This theme includes the ability to -	At an introductory level...	At an advanced level...
<p><i>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.</i></p>	<ul style="list-style-type: none"> Participate in lifelong learning in and beyond their discipline Exhibit resilience, independence and personal autonomy Demonstrate leadership, personal characteristics and attitudes that are consistent with ethical behaviour Understand academic integrity and professional ethics within a disciplinary context Learn independently and proactively 	<p>Students are expected to independently seek and reference resources appropriately. They are also expected to work independently if given clear instructions, resources and timeframes.</p>	<p>Students are expected to identify ethical implications of complex decisions, adopting a principle-based stance and applying a scholarly approach to defending a position. They are expected to set their own agenda and to self-manage over extended periods and tasks. They may be expected to show leadership of collaborative endeavours.</p>

6. Social & Environmental Responsibilities

Descriptor	-This theme includes the ability to -	At an introductory level...	At an advanced level...
<p><i>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 sensitive to cultural 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.</i></p>	<ul style="list-style-type: none"> Consider the wider implications of local and global issues Adopt sustainability principles and practices Demonstrate awareness of sustainability implications of world events Acknowledge Māori world views Exercise cultural competence and appreciate diversity Participate in community based projects 	<p>Students are expected to be aware of the university's and their discipline's stance on sustainability. Students are expected to show tolerance of others and a respect for difference. Students are aware of the Treaty and its implications for residents of New Zealand</p>	<p>Students are expected to work effectively and appropriately across cultures. They are expected to be informed, embracing, reflective, open minded and respectful of others. Students are expected to apply sustainable practices in their work, discipline and profession. Students are expected to embody the principles of the Treaty.</p>