

**Presentation to  
AQA Support for Quality Conference  
September 2018**

**UNIVERSITY OF AUCKLAND**

**GRADUATE  
PROFILES and  
GRADUATE  
OUTCOMES**





# What did we plan to do?

- University of Auckland Cycle 4 Audit Enhancement Initiative, 2014

*The University will review the 2003 undergraduate Graduate Profile.*

*Projects that will feed into this review include:*

*the **review and aggregation of programme-level graduate profiles** across the University, including the extent to which **curriculum mapping** has been undertaken*

*the further development of **analytical tools to support curriculum mapping and evaluation of institutional effectiveness in enabling students to achieve graduate attributes***

# The importance of graduate profiles

**COMMUNICATE** a university's strategic aspirations for its graduates and the value of an education from that institution.

**CREATE** a framework which can align with contextualised curriculum development, and assist curriculum mapping processes,

**ACHIEVE** the best possible outcomes for learners.



# Revising the GP

- A University Working Party was tasked to consider how the existing GP might be revised to:

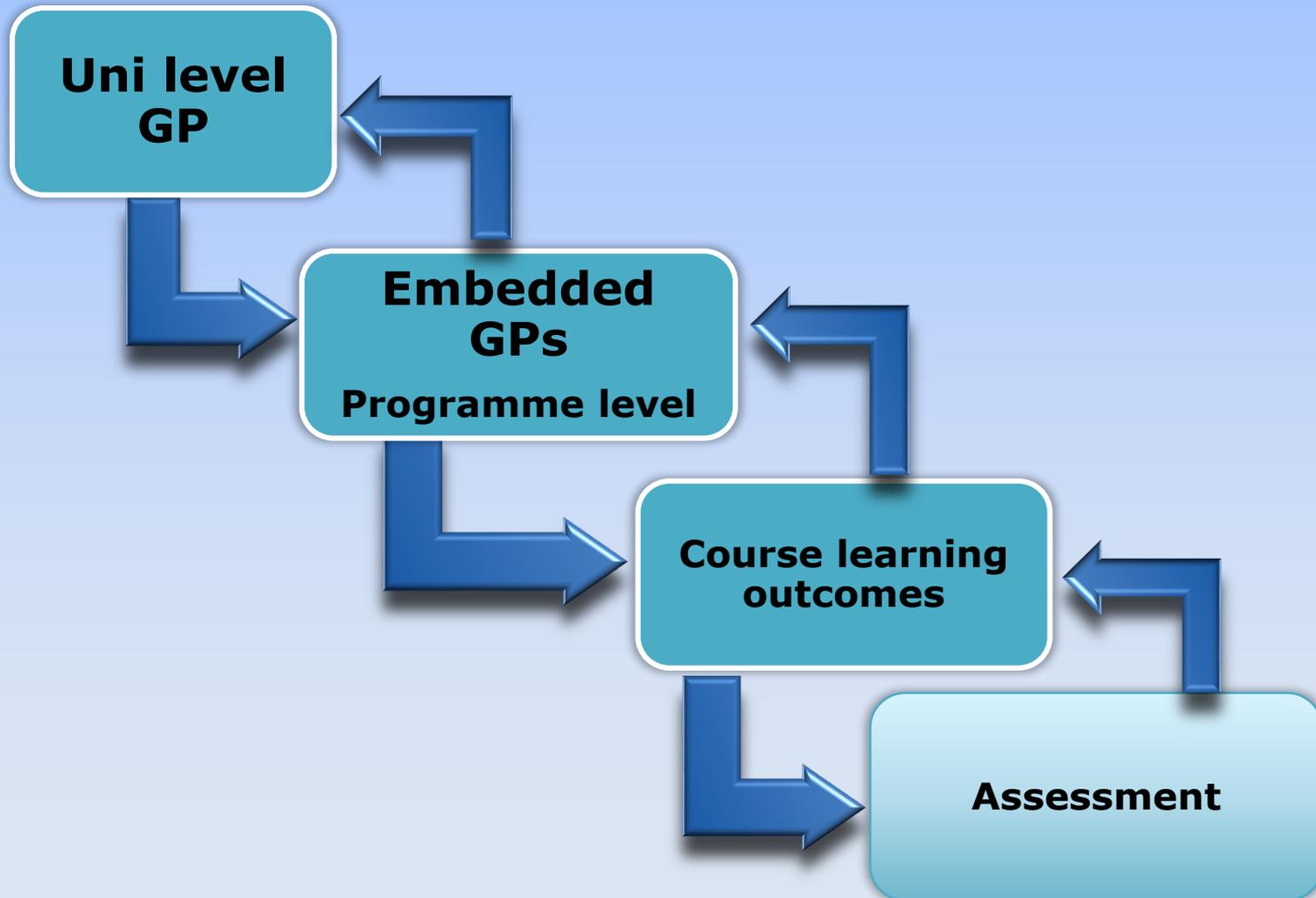
**support a whole-of institution approach to graduate outcomes;**

**AND**

**reflect the University's Strategic Plan aspirations and graduate focus**

- In November 2014, Senate endorsed in principle a three-tiered structure for the GP.
- Through 2015 another Working Party developed content for the top two levels of the GP and a full proposal and implementation plan which was endorsed by Senate in November 2015.

# Creating a framework



# University-level GP

## Level 1 - aspirations

### Level 1 Graduate Profile

**Over-arching**  
strategic  
aspirations for all  
graduates



# University-level GP Level 2: Themes

## **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.

# Level 2: Themes

## **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.

# Developing capabilities and progression statements

Each degree programme has begun to develop an embedded graduate profile (Level 3 capabilities) under each of the level 2 themes.

...capabilities from a range of hypothetical degree p...

...you need between 1 and 3 capabilities for each theme and each capability should...  
...and overlapping capabilities are provided here for illustration only.

Theme	Sample Capabilities
<b>Disciplinary Knowledge &amp; Practice</b>	<p>Display specialist knowledge and a global perspective in the discipline.</p> <p>Apply theoretical concepts in the discipline to industry practices.</p> <p>Engage in strategic decision making by incorporating research findings into usable frameworks that will inform future practice.</p>
<b>Critical Thinking</b>	<p>Locate and critically analyse, appraise, interpret and evaluate information from multiple sources and perspectives to draw reasoned conclusions.</p> <p>Research, appraise, analyse, and synthesise information and ideas from multiple sources and diverse perspectives.</p> <p>Construct reasoned arguments and interpretations using valid evidence to justify claims and conclusions.</p>
<b>Problem Seeking</b>	<p>Formulate ideas and conduct investigations with a view to generating novel solutions, outcomes, products or creative processes.</p> <p>Analyse problems and systematically apply relevant analysis techniques.</p>





# Progress to date...

Most large degree programmes and postgraduate programmes on-track to have embedded graduate profiles by the end of 2017

Includes Bachelor of Arts, Bachelor of Science, Bachelor of Commerce...etc

# How are we getting it done?

- Staff working groups and seminars
- UG and PG student focus groups
- Consultation with employers and professional bodies
- In some cases in tandem with programme restructure and designing of new degree pathways
- Audit of assessment practices
- Utilising curriculum mapping / visualisation software

# Challenges

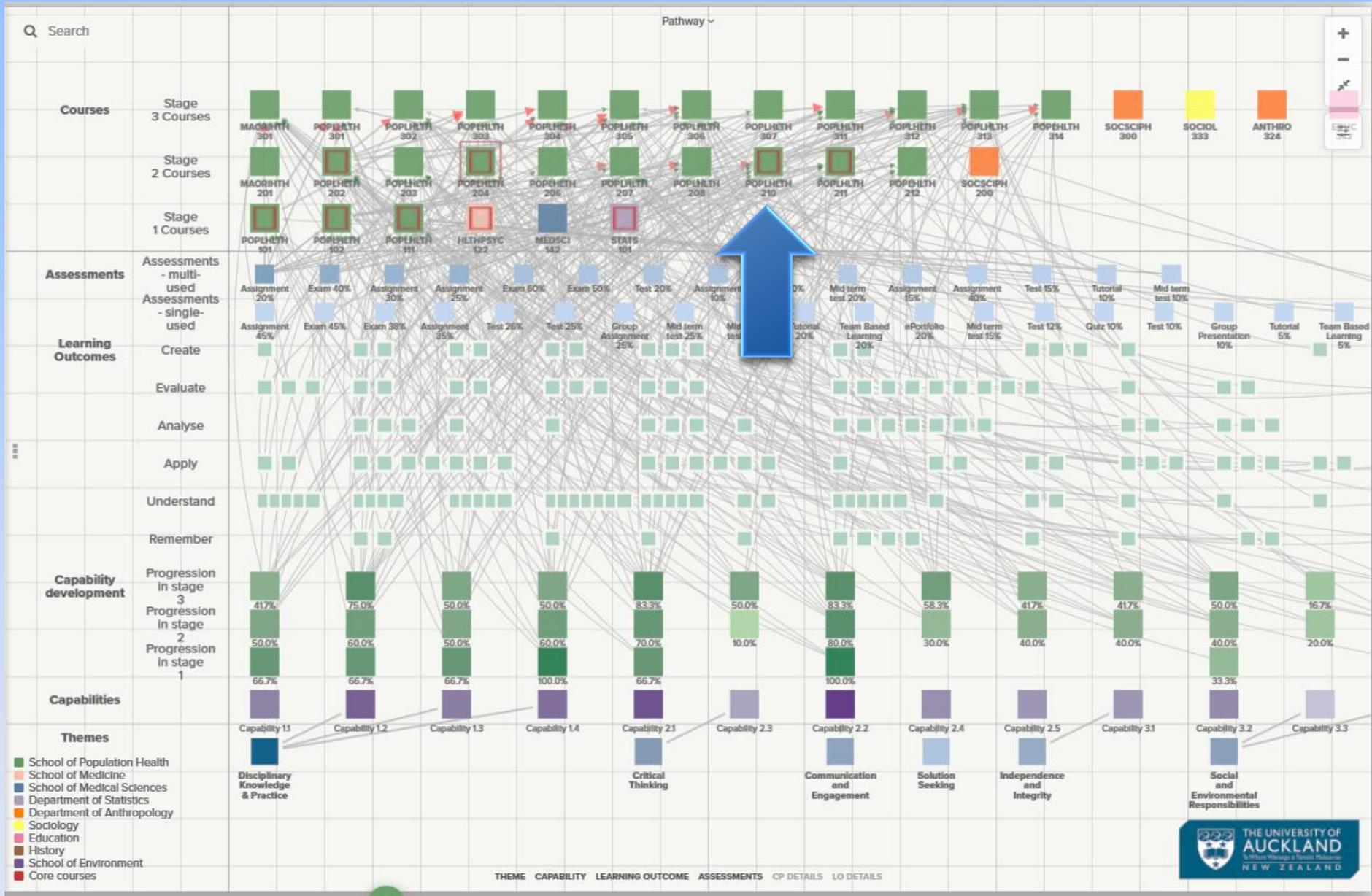
- Engaging everybody in the process
- Resources – staff time and leveraging expertise
- Leading change in teaching delivery and assessment design
- Accommodating / integrating professional body requirements
- Accessible language
- Mapping learning outcomes through different degree structures
- Embedding GPs and communication

# Curriculum mapping

- In development at the UoA; the objective is to have a family of tools to support different kinds of curriculum analysis
- Will support programme coherence and alignment of learning outcomes, assessment and level three competencies and themes
- Challenges:
  - meeting a variety of curriculum mapping 'needs' across the University
  - Consistency of information 'inputs'
  - Intersection with web information

# Curriculum mapping (2)

- Developing course and programme visualisations using 'Kumu', a cloud-based data visualisation service 
- Will be used by the teams renewing the BA and BSc
- Shows course linkages, assessment information, learning outcomes and level 3 competencies and themes in visual form



Interactive map of programme – lots of information...

# Drill down to one course in the programme

Search

Pathway ▾

Click to get course information



POPLHLTH 210

POPLHLTH 102

POPLHLTH 312

POPLHLTH 313

POPLHLTH 314

POPLHLTH 210

Assignment 25%

Exam 60%

Assignment 10%

Mid term test 20%

Assessment

Tutorial 5%

Mapped to learning outcomes

Mapped to capability and progression

50.0%

60.0%

50.0%

60.0%

70.0%

Mapped to capability and progression

40.0%

40.0%

Capability 1.1

Capability 1.2

Capability 1.3

Capability 1.4

Capability 2.1

Mapped to capability and progression

Capability 2.5

Capability 3.2

- School of Population Health
- School of Medicine
- School of Medical Sciences
- Department of Statistics
- Department of Anthropology
- Sociology
- Education
- History
- School of Environment
- Core courses

Click to description of capabilities



# POPLHLTH210

## CLASS

Investigates the way in which social determinants lead to particular distributions of health in populations. Draws on a social epidemiological approach to explore ways in which inequalities in health in New Zealand (based on factors such as age, ethnicity and socio-economic status) are created, then maintained or eliminated. The place of the Treaty of Waitangi with respect to health is considered.

<b>NAME</b>	Equity & Inequality in NZ Health
<b>CORE OR SELECTIVE</b>	Core
<b>SCHOOL</b>	School of Population Health
<b>PRE-REQS</b>	Prerequisite: POPLHLTH 102
<b>LEARNING OUTCOMES</b>	<p>Working in the health sector requires professionals to have an in-depth understanding of health equity and inequalities. By the end of this course, we want students to:</p> <ul style="list-style-type: none"><li>• Understand what 'equity in health' and 'inequalities in health' mean;</li><li>• Understand how inequities and inequalities are created and maintained;</li><li>• Understand how inequities and inequalities can be reduced;</li><li>• Understand our role, as health care workers, in addressing health inequities;</li><li>• Be able to describe and apply theoretical concepts and models to understand and explain health inequities within national and international</li></ul>

## Course information



# Success?

Some indicators...

- Demonstrable alignment of teaching activities and assessment with course learning outcomes and embedded graduate profiles
  - Feedback from employers
  - Graduate Destination Survey

# Graduate Destination Survey

- UoA-developed internal GDS
- Census survey in November for recent graduates
- Survey will be administered every two years
- Collects information on graduates' experience at University, including skills development and graduate attributes

# Related work

- Assessment Working Group and renewed policy framework
- Further development of curriculum mapping tools
- Employer Engagement Strategy
- Learning and Library Services AI course and Academic Writing resource

# Questions...

