

<b>UoA Graduate Profile Themes</b> All programmes within the University must address six educational themes. They are shown below.	<b>UABS Graduate Capabilities</b> Each of our qualifications has its own set of capabilities. They are akin to programme level learning outcomes and are specific to one theme. The ones below are for the BCOM. Others can be found at <a href="https://goo.gl/aN5TrR">https://goo.gl/aN5TrR</a> .	<b>Step 1</b> Which themes and capabilities are relevant to your course? Don't try to do everything - do a few things well.	<b>Step 2</b> What SPECIFIC <b>dimensions, levels and scope</b> of these capabilities do you address? There are 9 holistic rubrics to help you with this step – see <a href="https://goo.gl/aN5TrR">https://goo.gl/aN5TrR</a> . Rubric titles are listed below.	<b>Step 3</b> Craft your course learning outcomes (LOs).  See overleaf for a guide on writing LOs.
<b>Disciplinary Knowledge and Practice</b> 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.	BCOM - Graduates will be able to demonstrate and apply a breadth of knowledge across disciplines, as well as specialist knowledge within one or more of them, while recognising the relevancy of this knowledge within a global context.		<b>Disciplinary Knowledge and Practice</b>	By the end of the course it is expected that students will be able to:
<b>Critical Thinking</b> 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.	BCOM - Graduates will be able to analyse and critique theory and practice to develop well-reasoned arguments.		<b>Critical Thinking</b>	By the end of the course it is expected that students will be able to:
<b>Solution Seeking</b> 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	BCOM - Graduates will be able to identify and frame problems using analytical skills to create and evaluate innovative solutions.		<b>Solution Seeking</b>	By the end of the course it is expected that students will be able to:
			<b>Numerical Reasoning</b>	By the end of the course it is expected that students will be able to:
<b>Communication and Engagement</b> 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.	BCOM - Graduates will be able to collaborate and communicate effectively in diverse business contexts using multiple formats.		<b>Written Communication</b>	By the end of the course it is expected that students will be able to:
			<b>Oral Communication</b>	By the end of the course it is expected that students will be able to:
			<b>Engagement (collaboration and team work)</b>	By the end of the course it is expected that students will be able to:
<b>Independence and Integrity</b> 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.	BCOM - Graduates will be able to respond professionally and ethically, demonstrating a capacity for independent thought and learning.		<b>Independence</b>	By the end of the course it is expected that students will be able to:
			<b>Integrity</b>	By the end of the course it is expected that students will be able to:
<b>Social and Environmental Responsibilities</b> 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.	BCOM - Graduates will recognise the significance of the principles underpinning the Treaty of Waitangi and consider their obligations in relation to sustainability, whilst displaying constructive approaches to diversity.		<b>Social and Environmental Responsibilities</b>	By the end of the course it is expected that students will be able to:

It may help to think about the Graduate Capabilities in this way:

**How would I like students to think in my course?**

i.e. to think critically, creatively; to be ethically aware; to solve problems.

**How would I like students to communicate in my course?**

i.e. to produce written artefacts appropriate for the profession; to present to different audiences.

**How would I like students to perform tasks in my course?**

i.e. to learn through inquiry; through research; through teamwork.

## Writing learning outcomes that address the Graduate Profile

Learning outcomes are expressed in terms of **what a student should be able to** do following the completion of a course. Learning outcomes should describe assessable abilities. A simple way to test a learning outcome is to ask, "How can students demonstrate this?" and "How can I measure this?"

In addition, learning outcomes should **provide for the progressive development of capabilities** so that by the end of their final year students are able to demonstrate all aspects of the embedded graduate profile. **Detailed** learning outcomes are written in the form of:

By the end of the course it is expected that students will be able to: *do something (e.g. describe)* / in */this context and scope (e.g. a theory of job satisfaction)* / as they apply to */ this constraint*.

To help you write specific learning outcomes, Innovative Learning and Teaching have developed holistic rubrics that define each graduate profile capability in detail. The rubrics include indicators and written standards at three different levels of learning. These can be found at <https://goo.gl/aN5TrR>

Bloom's taxonomy is also a useful way to think about what you are getting students to do across three domains (knowledge, skills and attitudes). This table gives you a few verbs associated with different levels.

... related to knowledge	... related to skills	... related to attitudes and values
Knowledge (name, recall)	Observe (identify, observe)	Receiving (describe, recognise)
Comprehension (define, summarise)	Model (follow, reproduce)	Responding (comply, discuss)
Application (demonstrate, solve)	Recognise standards (check, differentiate)	Valuing (accept, choose)
Analysis (differentiate, infer)	Correct (improve, customise)	Organising (adjust, practise)
Synthesis (develop, synthesise)	Apply (design, produce)	Characterising (defend, validate)
Evaluation (defend, critique)	Coach (instruct, demonstrate)	

If learning outcomes are to be assessable and measureable, the following terms are **best avoided**:

<del>Understand</del>	<del>Demonstrate understanding of</del>
<del>Be aware of</del>	<del>Be conscious of</del>
<del>Comprehend</del>	<del>Learn</del>
<del>Perceive</del>	<del>Know</del>
<del>Value</del>	<del>Accept</del>
<del>Be familiar with</del>	<del>Have knowledge of</del>

It helps to think about the processes or functions that you want students to be able to do by the end of the course. If students develop an information system, as an example, this might involve:

- Evaluating a pre-existing system (Critical Thinking)
- Interviewing clients to identify needs (Communication – oral)
- Designing and developing system refinements (Solution Seeking)

Here's another example of LOs that are mapped to graduate capabilities:

By the end of the course it is expected that students will be able to:	Links to Graduate Profile Capabilities:
1. Describe the roles of financial institutions and their influence on the national and global economy.	Disciplinary Knowledge and Practice
2. Assess financial risks for various stakeholder groups and prepare a written risk-minimisation report.	Critical Thinking and Solution Seeking
3. Recommend ways in which the sustainability and social responsibility of financial institutions could be enhanced.	Social and Environmental Responsibility

### Final Checks

- Should any of your learning outcomes be combined? Best practice says most courses should have 5 to 7 learning outcomes for a course.
- Are your learning outcomes written for a student audience? They should be able to understand what you say before they do your course.
- Is each learning outcome assessable? Your students need to have the opportunity to demonstrate that they have achieved your learning outcomes.
- Are your learning outcomes specific? That is, do they define the aspects, level, and context of your teaching? Each course contributes to building graduate capabilities - it needs to be clear exactly what students will gain from your course.