EVIDENCE FOR THE ACHIEVEMENT OF THE GRADUATE PROFILE
BEST PRACTICE GUIDELINES

The essential question underlying the Graduating Year Review (GYR) process is whether your programme is doing what you intended it to do: is it producing the kind of graduate you hoped for? That's a hard question to answer, especially in the first Annual Programme Reviews (APRs). This document gives you some ideas for how you might answer it.

The [University of Otago Teaching and Learning Plan](#) includes a Graduate Profile. It describes the kind of graduate we are all, collectively, seeking to produce, and it includes a number of Graduate Attributes. By aligning learning outcomes and assessment tasks in well-crafted paper pathways towards a whole qualification, your programme will contribute to all of those attributes. Your programme may also have its own particular Attributes. The important thing is to be assured that your programme is producing the Graduate Profile that was promised. To be assured of that, and to assure others of that in the GYR process, you will need evidence.

That evidence comes from your programme and from your graduates (or their employers, or their next-destination programme educators). Evidence from multiple sources like this improves confidence that graduates are meeting the Graduate Profile.

Demonstrating achievement of Graduate Attributes also helps to improve your programme as it goes along. Take the opportunity to reflect on and discuss what you are finding. That should inform recommendations for improvement to your programme. Be aware that some Graduate Attributes are not easily demonstrated or measured – that's normal – but do actively and intentionally gather all the evidence you can. Here's where you might find it.

1. PROGRAMME EVIDENCE:

Earlier documentation
The original Form 1 will have identified the aims, objectives, Graduate Attributes, structure, coherence and delivery of your programme, as well as including input from industry, potential employers of graduates, or professional associations, to remind you what they are seeking from it. You might also have reports and meeting minutes where information or data is interpreted, analysed and discussed, resulting in changes to the programme. This could include Annual Programme Reports; moderation plans, processes and reports; minutes from moderation meetings or markers' meetings; and minutes from Board of Study meetings. This type of active oversight will generate evidence.

Current reflection
Do the Graduate Attributes adequately reflect the aims, objectives and level of the programme? Do they describe the knowledge, skills and attributes expected of a graduate? Are they aspirational or achievable? Do you need to modify them? (If a modification is required, the modified Graduate Attributes will also require approval by your Divisional Board and notification to BUGS/BoGS.)

Curriculum map
Consider the papers that comprise the programme. Identify where the Graduate Attributes are introduced, developed and assessed. It's not that every paper will deliver on all the Attributes, but are all the Attributes cumulatively developed across the whole programme? If you haven't done so already, draw up a curriculum map – a matrix that shows that the learning outcomes and assessment tasks are aligned to the Graduate Attributes. Academic developers at HEDC are available to help you with this (and with collecting evidence in general).

Student assessment examples
Provide examples of assessments that demonstrate students' achievement of Graduate Attributes (e.g. a final-year capstone assessment; practical, work placement; experiential learning reflecting 'real-world' experience). Remember that pass rates, grades, etc. are not evidence in themselves of achievement of Graduate Attributes.

Internal and external moderation
Develop moderation plans and reports that reflect robust programme quality processes. Internal and external moderation reports provide confidence that successful students have achieved the Graduate Attributes. Reports should include the outcome of moderation and document any changes to the papers/programme as a result.

2. GRADUATE EVIDENCE:

Graduate destination data
Collect graduate destination data for every cohort of graduates. Be as detailed as you can. Where they are employed and what is their role? Where are they in further study and what they are studying? Implement a strategy to keep track of your graduates.

Employer feedback
Gather feedback from employers or industry associations aligned to the Graduate Attributes (e.g. surveys, interviews, emails, etc.) Implement an employer engagement strategy.

Educator feedback
If graduates have gone on to further study, gather feedback from next destination programme educators aligned to the Graduate Attributes. Depending on the programme and context there may be other stakeholders able to provide evidence that graduates have achieved the Graduate Attributes.

Graduate feedback
Gather feedback from graduates aligned to the Graduate Attributes through surveys, interviews, focus groups, emails, phone calls, etc. The University of Otago Graduate Opinion Survey will be an essential source of evidence.