**Assessing the UTAS Graduate Statement**

This resource may assist unit designers to assess the skills and themes reflected in the graduate statement[[1]](#footnote-1).   
The table outlines how each of the skills and themes may be assessed via the development of intended learning outcomes[[2]](#footnote-2) and/or the use of various assessment methods[[3]](#footnote-3).

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| skills and themes | Key Elements | Sample Assessment Methods | Component of Intended Learning Outcome | | | Example Intended Learning Outcomes |
|  |  |  | *Active Verb* | *Focus* | *Condition* |  |
| Ethics | * moral reasoning * justice * codes of conduct | * moral dilemma * position paper * ethical design * research methodology * ethical critique of policy proposal * application of moral theories to specific cases * reflection | unlikely | yes | yes | Discuss / the jus ad bellum and jus in bello principals of just war theory in **moral philosophy** / through applying these principals to actual and hypothetical cases  Articulate / rationally defendable judgements / through **applying normative ethical theories** in a range of contexts  Define / the state of being human / **from a cultural, ethical** and technological standpoint |
| Entrepreneurship and creativity | * creativity * planning * financial literacy * managing uncertainty and risk * collaboration * critique | * visual diary * newspaper * campaign * pitch * exhibition * design/drawing/plan * performance * poster * presentation * portfolio * business plan * mock negotiation | yes | yes | yes | **Design** / power converters and energy storage systems / for renewable energy applications, including solar, wind, and hybrid systems  Apply / **design thinking, idea generation and problem solving** / to address an issue or project you are passionate about  Propose / **an interdisciplinary design solution that can contribute to a resolution** / for a complex marine management issue |
| Sustainability | * social transformation * global interconnections * local diversity * citizenship and leadership * critical enquiry | * public communication * critique * infographic * modelling (theoretical) * field notes/report * case study * blog * pitch * exhibition | unlikely | yes | yes | Nominate and critique / **metrics for judging value chain sustainability** / for fermented food and drink products within their local context  Analyse / how key concepts such as safety, resilience, interact at multiple levels / to support social responsibility and **sustainability**  Explain / how physical and biological forces and processes have influenced the development of human societies and cultures / **across the world over the last 10,000 years** |
| Wellbeing | * clinical * psychological * individual * community * populations of people | * oral reflection * public communication * interview * journal * practicum/clinical | unlikely | yes | yes | Explain / the **concept of community and associated processes of community-based change** /on a national and global stage  Compare and contrast / natural disaster scenarios / in relation to their **economic, ecological and societal impacts** |
| Literacy | * communication * interacting with others * negotiating * creating new knowledge * working in diverse cultural contexts * application of new communication tools | * discussion * letter * video * learning statement * oral reflection * public communication * translation * abstract * annotated bibliography * blog * critique * debate | yes | yes | yes | **Debate /** the role of the sciences in society / and the nature of the science-policy interface  Identify / **cultural contexts and biases /** that could influence the way that humans interpret what they observe  Explain / how multiple themes and ideas converge / **linking a culture with its histories, art and values** |
| Numeracy | * numerical, spatial graphical, statistical and algebraic domains * problem solving * application of mathematical concepts in solving real world problems * interpreting graphs * analysis of quantitative data * interpreting maps, scales and distance in geography | * infographic * flowchart * timeline * business plan * market research * modelling (theoretical) | yes | yes | yes | **Analyse and map** /the structure of reasoning / in both academic and everyday contexts  Apply / **drawing and computer graphics methods to represent the natural world** / through the multidisciplinary lenses of art and science  Develop and apply / a **systematic auditing process** /to assess your own resilience to a simulated emergency  Evaluate / many different types of reasoning / including **deductive, inductive, and statistical reasoning** |
| Experiential Learning | * real world problems * guided inquiry * simulations * experiments * authentic situations * internship and placements * multiple answers or solutions | * scenario analysis * practical * mock negotiation * case study * lab experiment * research plan * demonstration * field notes/report * interview * journal * minutes * peer review * practicum/clinical * simulation | Unlikely | Yes | Yes | Apply / **a range of approaches for working with diverse communities** / in tackling issues and facilitating change  Develop and present / **an action plan for a community change initiative** / which is coherent, realistic and deliverable  Perform / stability analysis on power systems / **under normal and fault conditions**  Identify / the factors that support individual resilience in emergencies / through **critically reflecting on your own preparedness for such an emergency** |

1. A collection of essays explaining each of the themes and skills can be accessed on page 5 of [Design Elements for Bachelor’s Degrees](https://secure.utas.edu.au/curriculum-renewal-secure/documents/degrees-of-difference-design-elements-for-bachelor-degrees.pdf) [↑](#footnote-ref-1)
2. Many of the sample intended learning outcomes are sourced or adapted from a variety of UTAS [breadth units](http://www.utas.edu.au/students/lead-achieve/breadth-units/offerings) [↑](#footnote-ref-2)
3. For definitions of most assessment methods contained within the table, please see p.99 from: <https://www.itl.usyd.edu.au/projects/aaglo/pdf/SP10-1879_FINAL%20sydney%20barrie%20final%20report%20part%201.pdf> [↑](#footnote-ref-3)