**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 contextsDefine / 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 systemsApply / **design thinking, idea generation and problem solving** / to address an issue or project you are passionate aboutPropose / **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 contextAnalyse / 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 stageCompare 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 interfaceIdentify / **cultural contexts and biases /** that could influence the way that humans interpret what they observeExplain / 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 contextsApply / **drawing and computer graphics methods to represent the natural world** / through the multidisciplinary lenses of art and scienceDevelop and apply / a **systematic auditing process** /to assess your own resilience to a simulated emergencyEvaluate / 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 changeDevelop and present / **an action plan for a community change initiative** / which is coherent, realistic and deliverablePerform / 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)