Graduate Profile Outcomes
Levels 1 - 6

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Introduction

• Why Me?

• Why GPOs?
Context: Level 1 - 6 Qualifications

• TRoQ, Requirement for Graduate Profile Outcome (GPO)
• What then is a graduate?
  • a person who has received a degree or diploma on completing a course of study, as in a university, college, or school.
• What is a GPO?
  
  Statement of outcomes
  
  Expression of beliefs on the purpose of education

What do our GPOs say about our beliefs and direction/aspirations for L1 – L6 vocational education?
Graduate!
Graduate Profile Outcomes

• **Reading**
  I use picture clues when I am reading

• **Writing**
  I can read my writing to others

• **Core values**
  I can persevere with a task
  I can follow instructions
  I can look after my belongings and respect property
  I can work and play well with others
A GPO for the Future?
Western Electric is crossing a telephone with a TV set.

Someday you'll be a star!
Authorities Predict Gals Will 'Rise' to New Heights by 2000

To Average 6 Feet Plus
“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn”

Alvin Toffler
Karl Popper

“The future is open. It is not predetermined and thus cannot be predicted – except by accident. The possibilities that lie in the future are infinite.

When I say 'It is our duty to remain optimists’, this includes not only the openness of the future but also that which all of us contribute to it by everything we do: we are all responsible for what the future holds in store.”
Brief pause to recap

• Graduates / GPOs at all levels
• GPOs may reflect a range of categories of outcomes / values, attributes, skills.....
• While a GPO is a set of statements, it is intended as an integrated expression of capability
• When you write a GPO you are making a statement about the purpose of education
NZQA

• The graduate profile focuses on a graduate’s **skills** (the minimum level of what they can do), **knowledge** (what they must know) and **attributes** (what they are capable of being, e.g. working under supervision, working independently).

• And ....

The graduate profile provides the foundations for the development of the qualification specification and the conditions relating to specific outcomes.
What is the purpose of education? What do we align our GPOs with and what do we align our programmes with?

• Employment
• Social Change
• Transmission of Values
• Capability to change
• Knowledge and Skills
• Contribution to family and community
What is the purpose of Vocational Education?

• The purpose of vocational education is to provide the opportunity of learning specific skills and capabilities relevant to a trade/workplace/career.

• To teach the skills needed to learn continuously so those specific skills and capabilities are constantly updated/relevant/creative and not redundant.

• To credential against industry requirements.

• And ... to engage the student with the issues of ethics/social commitments and responsibilities of their workplaces and communities so they may choose how to live their lives.

(Helen’s version)
The Study

- Part A
- analysed the GPOs from qualifications listed as an outcome of 55 topic reviews completed to July 2016. The approach taken was built from qualitative research and created groupings of statements both from a semantic analysis and from an analysis focused on implied value
- 706 Qualifications
- 4248 GPO statements
The Study

• Part B (2017)

• 84 Qualifications
• 509 GPO statements
The Study: Categories Part A

- Compliance
- Application of Skills
- Employment Skills
- Knowledge, theory
- Ethics
- Evaluation of information
- Research/currency
- Professional skills
- Te Tiriti o Waitangi
- Technical Skills

- Sustainability
- Creativity
- Leadership
- Communication
- Collaboration
- Diversity
- Problem solving
- Independence
- Plan
- Design
- Monitor
## The Numbers Part A

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New Zealand Certificate in Automotive Diesel Fuel Technology (Level 4)

Monitor the workplace and respond to issues as required to maintain a safe and effective workplace.
Diagnose and repair diesel engine fuel delivery systems and components.
Diagnose and repair air intake systems and components.
Diagnose and repair emission control systems and components.
Diagnose and repair engine management systems and components.
New Zealand Certificate in Conservation (Operations) (Level 4)

Graduates of this qualification will be able to:
- Use a range of technological systems and techniques to support conservation purposes.
- Apply conservation information management procedures to meet legislative and organisational requirements while carrying out operational conservation work.
- Assess and maintain conservation infrastructure to contribute to the sustainable stewardship of the environment.
- Carry out activities safely in a conservation setting while maintaining personal and public safety.
- Assess and apply ecological, heritage and recreational principles to activities undertaken in wider conservation settings.
- Communicate appropriately with stakeholders in a professional manner while carrying out operational conservation work.
- Operate in a manner consistent with the Treaty of Waitangi, including respect for local iwi or hapu tikanga and kawa, while carrying out conservation work.
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<td>Communication</td>
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Part B

• Self Manage on–going learning
• Maintain professional standards

• New Zealand Certificate in Electronics Technology (Level 2)

• Apply elementary principles of mathematics, computing, physics, chemistry, and technology; related to electronics technology products and systems.
  - Apply elementary electrical direct current principles to design and build electronic systems.
  - Apply literacy, numeracy, digital, financial, and health and safety skills relevant to the electronics technology industry.
Why?

• Guide programme development
• Inform and provide direction for students
• Carry out the educator’s duty to prepare students for real, positive and productive participation in the workforce and society.
Future Work

• How do we ensure the GPO is comprehensive / relevant?

• How do we know the GPO is met? (Consistency reviews?)

• Is a GPO enough to ensure work ready/future capable graduates? (Is this the best mechanism?)

Findings in brief (Interviews with IT graduates)

• Most useful in preparation for work?
Work placement and project work (integrated practice of the GPO)
• Greatest challenges in work?
  Working with people: age differences, gender domination, managing expectations, lack of recognition, lack of support, insufficient induction, mentoring, professional relationships and professional development

And ..... Ability to work with people from different cultures.
Information doesn’t change the world.
If you want to make a change, eliminate any ability to change your mind.