



**CREATIVE ARTS  
AND INDUSTRIES**

# Development of the Embedded Graduate Profile for qualifications offered at the Faculty of Creative Arts and Industries

Wednesday, 29 November 2017

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## EMBEDDED GRADUATE PROFILE IMPLEMENTATION

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The Faculty of Creative Arts and Industries has developed Embedded Graduate Profiles for a total of 32 qualifications, both at undergraduate and postgraduate level, including one inter-faculty qualification.

The sections below list all the qualifications for which an Embedded Graduate Profile has been developed, School by School, including the names of the people involved in leading the activity.

Qualifications highlighted in yellow will be submitted in due course.

### List of qualifications for the School of Architecture and Planning

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LEVEL	QUALIFICATION
Undergraduate	<i>Bachelors</i> Bachelor of Architectural Studies
Postgraduate	<i>Postgraduate Diplomas</i> Postgraduate Diploma in Architecture
	<i>Honours</i> Bachelor of Urban Planning (Honours)
	<i>Masters</i> Master of Architecture Master of Architecture (Professional) Master of Urban Planning Master of Urban Design Master of Urban Planning (Professional)  <i>Combined Masters</i> Master of Architecture (Professional) and Heritage Conservation Master of Architecture (Professional) and Urban Design Master of Architecture (Professional) and Urban Planning (Professional) Master of Urban Planning (Professional) and Heritage Conservation Master of Urban Planning (Professional) and Urban Design
Interfaculty	<i>Masters</i> Master of Heritage Conservation

#### Working Group:

- Bill McKay;
- Lee Beattie;
- Julia Gatley.

## List of qualifications for Dance Studies Programme

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LEVEL	QUALIFICATION
Undergraduate	<i>Bachelors</i> Bachelor of Dance Studies
Postgraduate	<i>Postgraduate Diplomas</i> Postgraduate Diploma in Dance Studies
	<i>Honours</i> Bachelor of Dance Studies (Honours)
	<i>Masters</i> Master of Community Dance Master of Dance Studies Master of Dance Movement Therapy – New CUAP submission

### Working group:

All Dance Studies Staff, led by Alys Longley and Ralph Buck.

## List of qualifications for Elam School of Fine Arts

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LEVEL	QUALIFICATION
Undergraduate	<i>Bachelors</i> Bachelor of Fine Arts
Postgraduate	<i>Postgraduate Diplomas</i> Postgraduate Diploma in Fine Arts
	<i>Honours</i> Bachelor of Fine Arts (Honours)
	<i>Masters</i> Master Of Fine Arts (120 Points) Master Of Fine Arts (240 Points)
	<i>Doctorates</i> Doctor of Fine Arts

### Working group:

- Jon Bywater;
- James Speers;
- Tara Winters;
- Simon Ingram.

## List of qualifications for the School of Music

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LEVEL	QUALIFICATION
Undergraduate	<i>Bachelors</i>

	Bachelor of Music
Postgraduate	<i>Graduate Diplomas</i> Graduate Diploma in Music
	<i>Postgraduate Diplomas</i> Postgraduate Diploma in Music
	<i>Honours</i> Bachelor of Music (Honours) Available subjects: - Classical Performance; - Jazz Performance; - Composition; - Musicology; - Studio Pedagogy; - Popular Music – Recently deleted
	<i>Masters</i> Master of Music
	<i>Doctorates</i> Doctor of Music Doctor of Musical Arts

#### Working Group:

- Leonie Holmes;
- Gregory Camp;
- David Lines.

## DEVELOPMENT AND APPROVAL PROCESS

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The implementation process and guideline from TLQC have been discussed during Faculty ATL Committee meetings occurred during semester one 2017 and during additional one-to-one sessions with Schools' representatives. Each School has identified a working party according to internal expertise on each qualification. The working party has also undertaken internal and external consultations with staff, students, recent graduates and external stakeholders and accreditation bodies (where relevant).

The implementation schedule was as follows:

STEP	DUE DATE	ACTION
1	March-June	▪ Meetings with School representatives to discuss implementation strategies and working parties.
2	23 <sup>rd</sup> August	▪ Advanced draft version of all GPs to be submitted and discussed during the Faculty ATL meeting.

3	Between 23 <sup>rd</sup> August and 25 <sup>th</sup> October	<ul style="list-style-type: none"> <li>▪ All GPs refined and consultations with senior students, recent graduates, staff members, Students Staff Consultative Committee, external stakeholders and accreditation bodies completed and embedded in the final document.</li> <li>▪ All GPs approved at School/Programme level.</li> </ul>
4	25 <sup>th</sup> October	<ul style="list-style-type: none"> <li>▪ Final version approved by Faculty ATL meeting.</li> </ul>
5	22 <sup>nd</sup> November	<ul style="list-style-type: none"> <li>▪ Final approval and sign off during the Faculty meeting.</li> </ul>
6	5 <sup>th</sup> December	<ul style="list-style-type: none"> <li>▪ Submission to University Teaching and Learning Quality Committee meeting.</li> </ul>

Dr Paola Boarin  
*Associate Dean (Teaching and Learning)*



THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF BACHELOR OF ARCHITECTURAL STUDIES	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1                      Demonstrate knowledge and understanding of the importance of creativity and the history, theory and practice of architecture, sufficient to apply them in a low level role in practice or to progress to a professional postgraduate architecture qualification.</p> <p>Capability DK.2                      Demonstrate an understanding at an adequate level, of architectural science and technology, environmental and cultural requirements, legal frameworks and project management relating to the creation of architecture and the built environment, as well as the contributions made by related professions.</p> <p>Capability DK.3                      Display an understanding of key issues around the built environment discipline in all its contexts: human, environmental, social, cultural, historical, contemporary, future, local, regional, and global.</p>	<p>Architecture is a specialist discipline in the area of the built environment. It is related to the creative arts in particular, as well as the sciences and technologies. As you proceed through the programme, you must understand the importance of creative investigation and solutions in the discipline. You must also acquire knowledge of architectural and built environment history, theory and practice. Each level of courses from 100 to 300 increases the levels of challenge, with more reliance on your own independent research, analysis and synthesis as you progress. At the end of the programme, you will be able to adequately operate in the discipline at a low level, however a post-graduate qualification is necessary to become a fully capable practicing architect.</p> <p>Architecture cannot physically be created without a knowledge of the technologies and procedures required in not just the physical realm, but the regulations and requirements societies create. In addition, architecture is rarely created by individuals; it is usually the result of collaboration with other architects and a range of specialists and builders. Each level of courses from 100 to 300 increases the levels of challenge, with more reliance on individual independent research, analysis and synthesis in order to increase student capability in these areas.</p> <p>Architecture is future-oriented, aimed at creating better environments. It is necessary to know and understand the history of previous approaches to the built environment, and to understand the context of architectural thought and practice. Of great importance are the wider requirements of the built environment beyond the immediate demands of a project brief. This involves issues such as (but not limited to) human aspirations and spirituality, indigeneity, national identity, environmental responsibility, sustainability, societal and cultural needs and so on. As the level of courses from 100 to 300 increase, students should actively seek out their own information and become more aware of these issues in their study and reflect them in their work.</p>

<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Demonstrate the ability to identify conditions and needs; establish premises; gather information; analyse issues; appraise possibilities and produce rational assessments and conclusions.</p> <p>Capability CT.2 Demonstrate the ability to apply critical thinking in architectural application: to generate concepts and synthesise them with practical requirements in both rational and creative manners in order to produce built environment outcomes; then reflect on and assess their validity.</p> <p>Capability CT.3 Display an understanding of the need and the ability to challenge existing knowledge; to explore multiple sources and different viewpoints; to critique modes of practice; to develop a range of processes and to construe both reasoned and creative arguments and interpretations in order to improve built environment outcomes.</p>	<p>University graduates need to be able to to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively. You will be assessed on approaching problems in an informed and systematic way but the degree of challenge increases with the level of courses from 100 to 300 with more reliance on the development of your own independent mode of operating that must combine the creative and critical. At the end of the programme, students will have developed critical thinking capabilities that can be applied in a variety of environments and situations beyond that of the architectural profession.</p> <p>Architecture requires that a large array of information is brought together and that through the processes of both reason and creativity, a solution is produced that satisfies the multitudinous ways in which the success of architecture can be critiqued. Students will find that as their courses progress from levels 100 to 300, the demands and degree of difficulty in producing a successful architectural outcome increase due to the expectation that more issues are addressed. There will not be a single correct solution to any architectural problem and as the course levels increase more self-critique and reflection is expected of students as well as the ability to operate independently. At the end of the programme, you will be able to adequately operate in the discipline at a low level, however a post-graduate qualification is necessary to become a fully capable practicing architect.</p> <p>Architecture is more than problem solving: there can be a variety of architectural solutions. In many situations it is often necessary to challenge conventional precepts and expectations. Architecture can be assessed from a wide variety of points of view, a reflection of the complexities of the discipline and the world. Students will develop a more sophisticated understanding and abilities as they progress through the levels of the degree.</p>
<p><b>Solution Seeking</b></p>	<p>Capability SS.1 Display the ability to apply research, theory, analysis and creativity in order to conceptualise and develop three-dimensional architectural form and space in relation to human and environmental needs.</p>	<p>Graduates of the University are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. Architecture requires the development of solution seeking abilities that meet disciplinary needs as well. This involves creative ability and the application of that to the development of</p>

	<p>Capability SS.2 Demonstrate the ability to incorporate materiality, structure, construction, building services and other sometimes complex aspects of architecture and the built environment such as human, social, cultural and environmental needs.</p> <p>Capability SS.3 Demonstrate the capacity to be inventive and generate new and original possibilities in relation to built environment issues.</p>	<p>forms in the built environment. These should take into account not just human demands and desires but be sensitive to the natural environment. As course levels increase from levels 100 to 300, students will be exposed to more complex problems and develop higher quality capabilities in this area, sufficient to operate adequately in the architectural discipline at a low level, however a post-graduate qualification is necessary to become a fully capable practicing architect.</p> <p>As students progress from level 100 through level 300 of the programme, courses increase the levels of challenge, with the need to deal with the more complex issues and requirements that are encountered in architectural theory and practice. Students will find that their understanding and abilities develop throughout the programme in order to increase their capability in these areas.</p> <p>Due to changing needs and sometimes unpredictable requirements, unfamiliar situations and complex problems, architecture graduates need to be able to anticipate and deal with emerging issues and be forward thinking in the search for solutions. The level, number and variety of challenges will increase as courses progress. Students in turn need to develop their capabilities so that by the end of the degree they demonstrate a sophistication in their inventiveness and generation of new possibilities appropriate to built environment issues.</p>
<p><b>Communication &amp; Engagement</b></p>	<p>Capability CE.1 Demonstrate a variety of skills and adequate ability (both individually and through collaboration) in communicating information and ideas in a range of media including the spoken and written, conscious of diverse audiences.</p> <p>Capability CE.2 Demonstrate adequate skills in communicating design intent and architectural form at all stages of the design process, through a range of architectural media, to various audiences.</p>	<p>Graduates of the University are expected to be able to receive and interpret information, express ideas and share knowledge with a variety of audiences in a range of media and formats. Architecture graduates need to develop skills individually and also working in groups and teams and with a variety of collaborators from laypeople to specialists. These capabilities will become progressively more developed as a student proceeds through the levels of the programme.</p> <p>Architecture graduates must develop specific expertise in communicating architectural ideas, forms and designs in a wide variety of ways and be able to tailor their communication in appropriate ways to different people or groups in society. As the level of courses increases from level 100 through level 300 students can expect to develop</p>

	<p>Capability CE.3 Display an ability to explore and develop new ways of engaging audiences and communicating architectural intent and form, as new media and technologies develop.</p>	<p>these capabilities independently to a point where they can operate at a low level in the discipline of architecture and other creative environments.</p> <p>As the world and the people in it change, and new issues arise, architecture graduates must develop the abilities to find new ways of engaging and communicating with people. Students are challenged, as courses progress, to do this, and will find that their capabilities develop in sophistication through the programme.</p>
<p><b>Independence &amp; Integrity</b></p>	<p>Capability II.1 Demonstrate self-directed research and learning and understand the need for ongoing life-long learning and personal and professional development.</p> <p>Capability II.2 Display the ability to reflect on one's own ideas, concepts, arguments and designs in a critical manner. Demonstrate the ability to respond to external critique in a rational and well-considered manner with personal integrity.</p> <p>Capability II.3 Demonstrate good judgement and ethical behaviour in research, communication, creativity and practice, as well as in dealings with colleagues and the public.</p>	<p>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. Students will find that both their need and ability to engage independently in self-directed research and learning will increase through the duration of the three-year programme.</p> <p>Architecture graduates need to not just promote their ideas and designs but to be self-critical in order to improve the quality of their work and the built environment outcomes. You also need to listen and respond to the views of others but maintain integrity in seeking the best design outcome for not just the client or profession but the public and the environment. Students will find that their sophistication in this area develops throughout the degree.</p> <p>Ethical behaviour in all areas of study, thought and work are important at the university and in the profession in order to safeguard intellectual endeavour and the rights of others, from colleagues to clients to the public, and in terms of our responsibilities to the environment and future. As courses develop from level 100 through level 300, students will be introduced to higher requirements of ethical practice and improve their capabilities in these areas, sufficient to operate in a professional environment on graduation. However a post-graduate qualification, involving a specific course in professional practice, is necessary to become a fully capable practicing architect.</p>

<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Display an understanding of the need to acknowledge and respond to diverse human needs and differing societal and cultural values and requirements, especially in relation to Te Tiriti o Waitangi.</p> <p>Capability SE.2 Demonstrate an appreciation of the inter-relationship between the built and natural environments and the ability to develop sustainable practices in shaping the future and supporting society.</p> <p>Capability SE.3 Display an understanding of the need for architecture to address not just contemporary demands, but future needs.</p>	<p>Graduates of the University are expected to acknowledge Māori world views 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 in society. As the programme levels increase from level 100 through level 300 the breadth and sophistication of understanding will develop.</p> <p>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. Through the course of the programme their level of capability in this area will develop in sophistication.</p> <p>Architecture is future-oriented; what we create shapes the built environment for generations. Architecture graduates need to give thought to and address future requirements in their work. The level, number and variety of challenges will increase as courses progress from level 100 through level 300 and student understanding and capability will develop to the point where they can operate at a low level in architectural or design practice.</p>
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**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

Staff of School of Architecture and Planning, School Staff Student Consultative Committee, a group of senior students and recent graduates, NZ Registered Architects Board, NZ Institute of Architects.

THEME	EMBEDDED GRADUATE PROFILE FOR POSTGRADUATE DIPLOMA IN ARCHITECTURE	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1 Demonstrate the practical application of research, analytical and creative skills and thinking in the development of knowledge in the area of architecture, the built environment or related disciplines.</p> <p>Capability DK.2 Demonstrate the ability to develop an independent point of view and argument in post-graduate level research.</p>	<p>This one-year qualification is an introduction to post-graduate study and provides a bridge for those wishing to continue into a research focused post-graduate degree in an area of architecture or urban design. In a combination of taught courses and research project it will prepare graduates for self-directed independent research at Masters level. It will develop the ability to rely on your own independent research, analysis and synthesis in the advancement of knowledge in the discipline and assist you in beginning to develop a nuanced knowledge and understanding of a particular issue or topic related to architectural theory, research, practice and/or the profession.</p> <p>Students are expected to develop the capability to actively pursue and develop their own position in relation to a topic or issue.</p>
<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Demonstrate the ability to critically engage in independent research and analysis that has the potential to advance knowledge about architecture and its practice.</p> <p>Capability CT.2 Demonstrate the ability to engage in research in relation to emerging issues. Display development of the ability to challenge existing knowledge; explore multiple sources and different viewpoints; critique modes of practice; develop a range of processes and to construe both reasoned and creative arguments and interpretations in order to understand or improve built environment issues or outcomes.</p>	<p>Post-graduates need to be able to contest knowledge and practice at a high level, critically consider ideas, texts and research and think reflectively and reflexively in a sophisticated way, demonstrating this capability in their work.</p> <p>In many situations it is often necessary to challenge conventional precepts and expectations. Architecture can be assessed from a wide variety of points of view, a reflection of the complexities of the discipline and the world. At this level, graduates are expected to show an emerging potential to deal with pertinent issues.</p>
<p><b>Solution Seeking</b></p>	<p>Capability SS.1 Display a developing ability to think in a creative and reasoned way and apply a range of knowledge and processes in order to conceptualise and develop a research question, argument and investigation in relation to the discipline of the built environment.</p>	<p>Graduates at post-graduate level are expected to be able to apply theory, analysis, research and creative skills to investigate an issue. Students will need to give expression to this ability in both their taught courses and their research report.</p>

	<p>Capability SS.2 Display personal interest, point of view and inventiveness in generating new and original possibilities in relation to the understanding of built environment issues.</p>	<p>It is important that post-graduates bring a new point of view or understanding to research in order to advance knowledge and understanding of architecture and related disciplines. This will be especially needed in the Research Report.</p>
<p><b>Communication &amp; Engagement</b></p>	<p>Capability CE.1 Demonstrate a developing ability, in relation to research and the communication of information and argument, to communicate in an appropriate way to relevant audiences.</p>	<p>Post-graduates are expected to be able to build on earlier study and develop the capability to receive and interpret information, express ideas and share knowledge in a sophisticated manner with a variety of audiences in a range of media and formats.</p>
<p><b>Independence &amp; Integrity</b></p>	<p>Capability II.1 Demonstrate the development of independent and self-directed research, analysis, design and professional improvement skills and understand the need for ongoing life-long learning and personal and professional development.</p> <p>Capability II.2 Demonstrate the development of nuanced appreciation and critical reflection on one's own ideas, concepts, arguments and designs. Demonstrate the ability to respond to external critique in a mature manner with personal integrity.</p> <p>Capability II.3 Demonstrate good judgement and ethical behaviour in research, communication, creativity and practice, as well as in dealings with colleagues and the public.</p>	<p>Post-graduates are expected to be able to learn and work autonomously and ethically at a high level. They are expected to be lifelong learners, to show resilience, proactivity and an ability to make principled decisions in academic and professional spheres.</p> <p>Post-graduates need to demonstrate advanced levels of reflection and self-critique in order to improve the quality of their work and the built environment outcomes. Students must listen and respond to the views of others but maintain integrity in seeking the best design outcome for not just the client or profession but the public and the environment.</p> <p>Ethical behaviour in all areas of study, thought and work are important at the university and in the profession in order to safeguard intellectual endeavour and the rights of others, from colleagues to clients to the public, and in terms of our responsibilities to the environment and future. At post-graduate level students need to demonstrate adherence to high levels of ethical practice.</p>
<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Demonstrate acknowledgement and response to diverse human needs and differing societal and cultural values and requirements, especially in relation to Te Tiriti o Waitangi.</p>	<p>Post-graduates are expected to acknowledge Māori world views and the historic place of the Treaty of Waitangi. They are expected to demonstrate respect for cultural and other forms of diversity and to embrace difference in society, developing a sophisticated and nuanced capability in this area.</p>

	<p>Capability SE.2          Display a developing understanding of the need for architecture to address not just contemporary demands, but pertinent issues from the past and future needs.</p>	<p>Post-graduates need to demonstrate a high-level understanding and addressing of the past and future requirements in their work, demonstrating this capability in their taught courses and especially the Research Report.</p>
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**List of stakeholders and students consulted for the completion of the embedded graduate profile:**

Consultation is currently progressing with staff of School of Architecture and Planning, School Teaching and Learning Committee, School Staff Student Consultative Committee, a group of senior students and recent graduates of the qualification.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF BACHELOR OF URBAN PLANNING (HONOURS)	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1                      Demonstrate knowledge and understanding of the importance of the history, theory, science, practice and design elements of urban planning discipline with the ability to apply them in the professional context as urban planner while providing the opportunity for further postgraduate study in the discipline.</p> <p>Capability DK.2                      Demonstrate an in-depth understanding of urban planning theory and practice with the ability to think critically within wider environmental, economic, social,-cultural discourses and legal frameworks, as well as demonstrate the project management skills required for urban planning practice.</p> <p>Capability DK.3                      Display an understanding of key issues around the built environment discipline in all its contexts: social, environmental, economic, cultural, historical, contemporary, future, local, regional, and global contexts.</p>	<p>Urban planning is a specialist and professional discipline where urban planners play a critical role in shaping and directing our future urban natural environments; economically, environmentally, socially and culturally for benefit of future generations. As you proceed through the programme you must understand the importance of creative investigation, critical thinking, decision-making and ability to developed policy, design and practical solutions within the discipline which seek to improve the quality society and our built and natural environment for all. You must also acquire an in-depth knowledge of urban planning history, theory, science, thought and practice. Each course increases the levels of challenge, with more reliance on your own independent research, analysis and synthesis as you move through the programme leading to a self-directed honours dissertation in your final year. At the end of the programme you will be able to operate in the discipline as a professional urban planner.</p> <p>Urban planners cannot physically create or seek to improve and/or address societal issues without an in-depth understanding, knowledge and skills gained from theory and practice and then having the ability to apply these within the appropriate governmental societal contexts. Each course increases the levels of challenge, with more reliance on your own independent research, analysis and synthesis in order to increase your capability in these areas.</p> <p>Urban planning is inherently future-oriented, aimed at creating better urban environment conditions for all members of society, grounded in the concepts of social justice and democracy. It is necessary to have an understanding of the history of previous approaches to the built and natural environment, and to understand the context of urban planning thought and practice. This involves issues such as (but not limited to) individual and community aspirations and cultural values, indigeneity, economic forces, national identity, environmental responsibility, sustainability and</p>

		urban resilience. As courses progress, students should actively seek out their own information and become more critically aware of these issues in their study and reflect them in their work, developing the appropriate knowledge and skills to address them.
<b>Critical Thinking</b>	<p>Capability CT.1 Demonstrate the ability to identify conditions and needs; establish premises; gather information; analyse issues; appraise possibilities and produce in-depth analysis, assessments and rational conclusions.</p> <p>Capability CT.2 Demonstrate the ability to apply critical thinking in urban planning application: to generate concepts and synthesise them with practical requirements in both rational and creative approach in order to deliver working and meaningful environment outcomes; then reflect on and assess their validity through an evaluation of the approaches used.</p> <p>Capability CT.3 Display an understanding of the need and the ability to critically challenge existing knowledge; to explore multiple sources and different viewpoints; to critique modes of practice; to develop a range of processes and to construe both reasoned and creative arguments and interpretations in order to improve built environment outcomes.</p>	<p>University graduates need to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.</p> <p>Urban planning requires the critical synthesise of a wider range of potentially competing issues which need to be brought together and analysed to create realistic and practical solutions. Students will find that as their courses progress, the demands and degree of difficulty in producing a successful urban planning outcome increase due to the expectation that more issues as well as issues of greater complexity are addressed.</p> <p>Urban planning is more than simplistic problem solving: there can be a variety and range of urban planning solutions available depending of the context. In many situations, it is often necessary to challenge conventional precepts and expectations. Urban planning can be assessed from a wide variety of points of view, a reflection of the complexities of the discipline and its corresponding resultant world view.</p>
<b>Solution Seeking</b>	<p>Capability SS.1 Display the ability to apply research, theory, analysis and creativity in order to conceptualise and develop three-dimensional urban planning form, space and policy in relation to individual, community and environmental needs.</p>	<p>Graduates of the University are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. Urban planning requires the development of solution seeking abilities that meet disciplinary needs as well. This involves creative ability and the application of that to the development of forms in the built and natural environments. These should take into account not just societal needs and desires but be sensitive to the natural environment to ensure urban sustainability.</p>

	<p>Capability SS.2 Demonstrate the ability to incorporate potential a wide range of completing individual, community based and environment concerns, to achieve a realistic and deliverable urban planning response.</p> <p>Capability SS.3 Demonstrate the capacity to be inventive and generate new and original possibilities in relation to built and natural environment issues.</p>	<p>Each course increases the levels of challenge, with the need to deal with the more complex issues and requirements that are encountered in urban planning theory, design, policy and practice, in order to increase your capability in these areas.</p> <p>Due to changing needs and sometimes unpredictable requirements, unfamiliar situations and complex problems, urban planning graduates need to be able to anticipate, critically analyse and deal with emerging issues and be forward thinking in the search for solutions. The level, number and variety of challenges will increase as courses progress.</p>
<b>Communication &amp; Engagement</b>	<p>Capability CE.1 Demonstrate a variety of skills and adequate ability (both individually and through collaboration) in communicating information and ideas in a range of media including the spoken and written, conscious of diverse audiences.</p> <p>Capability CE.2 Demonstrate adequate skills in communicating urban planning ideas through writing and design lead processes to various and complex wider of audiences.</p> <p>Capability CE.3 Display an ability to explore and develop new ways of engaging audiences and communicating urban planning connects, ideals and approaches, as new media and technologies develop.</p>	<p>Graduates of the University are expected to be able to receive and interpret information, express ideas and share knowledge with a variety of audiences in a range of media and formats. Urban planning graduates need to develop skills individually and also working in groups and teams and with a variety of collaborators from laypeople and community groups to specialists and decision making.</p> <p>Urban planning graduates must develop specific expertise in communicating urban planning ideas, policy approaches and methods; and designs in a wide variety of ways and be able to tailor their communication in appropriate ways to different people or community groups in society.</p> <p>As the world and the people in it change, and new issues arise, urban planning graduates must develop the abilities to find new ways of engaging and communicating with people. Students are challenged, as courses progress to develop these skills and how they can be applied in urban planning practice.</p>
<b>Independence &amp; Integrity</b>	<p>Capability II.1 Demonstrate self-directed research, critical thinking and learning and understand the need for ongoing life-long learning and personal and professional development.</p>	<p>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.</p>

	<p>Capability II.2 Display the ability to reflect on one's own ideas, concepts, arguments and designs in a critical manner. Demonstrate the ability to respond to external critique in a rational and well-considered manner with personal integrity.</p> <p>Capability II.3 Demonstrate critical judgement skills and ethical behaviour in research, communication, creativity and practice, as well as in dealings with colleagues, professional and the wider community.</p>	<p>Urban planning graduates need to not just promote their ideas but to be self-critical in order to improve the quality of their work and the built and natural environment outcomes. You also need to listen and respond to the views of others but maintain professional integrity in seeking the appropriate urban planning outcome for the benefit of society and the environment.</p> <p>Ethical behaviour in all areas of study, thought and work are important at the university and in the profession in order to safeguard intellectual endeavour and the rights of others, from colleagues to clients, community groups to the public, and in terms of our responsibilities to the environment and future generations. As courses develop, students will be introduced to, and required to show higher degrees of ethical practice.</p>
<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Display an understanding of the need to acknowledge and respond to diverse individual, community and environmental needs within a wider range of differing societal and cultural values, understanding and requirements, especially in relation to Te Tiriti o Waitangi.</p> <p>Capability SE.2 Demonstrate an appreciation of the knowledge inter-relationship between the built and natural environments and the ability to develop sustainable and resilience urban planning practices which will shape and direct the future of society and our built and natural environments.</p> <p>Capability SE.3 Display an understanding of the need for urban planning to address not just contemporary demands, but future needs.</p>	<p>Graduates of the University are expected to acknowledge Māori world views and how that applies to urban planning with an understanding critical place of the Treaty of Waitangi roles in New Zealand governance issues. They are expected to be respectful of cultural and other forms of diversity and to embrace difference in society and express that in urban planning practice.</p> <p>Graduates are expected to recognise a role for themselves in creating a sustainable and resilience urban futures considering the social, cultural, environmental and economic consequences of the decision making at the local, regional national and international level.</p> <p>Urban planning is inherently future-oriented; what shape and form; and for whom of our future built and natural environment for future generations. These are inherent changeless Urban planning graduates need to address in their work. The level, number and variety of challenges will increase as courses progress.</p>

### List of stakeholders and students consulted for the completion of the embedded Graduate Profile:

Staff of School of Architecture and Planning, School Staff Student Consultative Committee, a group of senior students and recent graduates, New Zealand Planning Institute, a number of leading urban planning professionals, new graduates of the programme, Honours year students.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF MASTER OF ARCHITECTURE	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1 Demonstrate the practical application of research, analytical and creative thinking in developing advanced knowledge in the area of architecture, the built environment or related disciplines.</p> <p>Capability DK.2 Demonstrate the sophisticated development of a personal point of view and argument in high-level research.</p>	<p>This one year post-graduate research degree requires reliance on your own independent research, analysis and synthesis in the advancement of knowledge in the discipline. Post-graduates will be expected to build on earlier knowledge and develop and demonstrate a sophisticated and nuanced knowledge and understanding of a particular issue or topic related to architectural theory, research, practice and/or the profession.</p> <p>In a sustained and self-directed year-long thesis, students should actively pursue and develop their own position in relation to a topic or issue, expressing this capability in the thesis.</p>
<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Demonstrate the high-level ability to critically engage in independent research and analysis that advances knowledge about architecture and its practice.</p> <p>Capability CT.2 Demonstrate research in relation to emerging issues. Display ability at an advanced level to challenge existing knowledge; explore multiple sources and different viewpoints; critique modes of practice; develop a range of processes and to construe both reasoned and creative arguments and interpretations in order to understand or improve built environment issues or outcomes.</p>	<p>Post-graduates need to be able to contest knowledge and practice at a high level, critically consider ideas, texts and research and think reflectively and reflexively in a sophisticated way, demonstrating this capability in their work.</p> <p>In many situations it is often necessary to challenge conventional precepts and expectations. Architecture can be assessed from a wide variety of points of view, a reflection of the complexities of the discipline and the world. At this level, graduates are expected to deal with pertinent issues in a manner that demonstrates nuanced understanding and mastery of an aspect of the discipline.</p>
<p><b>Solution Seeking</b></p>	<p>Capability SS.1 Display an advanced ability to think in a creative and reasoned way and apply a range of knowledge and processes in order to conceptualise and develop a research question, argument and investigation in relation to the discipline of the built environment.</p>	<p>Graduates at post-graduate level are expected to be able to apply theory, analysis, research and creative skills to investigate an issue, giving expression to this ability in their thesis work.</p>

	<p>Capability SS.2</p> <p>Display personal interest, point of view and inventiveness in generating new and original possibilities in relation to the understanding of built environment issues.</p>	<p>It is important that post-graduates bring a new point of view or understanding to research in order to advance knowledge and understanding of architecture and related disciplines.</p>
<p><b>Communication &amp; Engagement</b></p>	<p>Capability CE.1</p> <p>Demonstrate an advanced ability, in relation to research and the communication of information and argument, to communicate in an appropriate way to relevant audiences.</p>	<p>Post-graduates are expected to be able to build on earlier study and further develop to high level the capability to receive and interpret information, express ideas and share knowledge in a sophisticated manner with a variety of audiences in a range of media and formats.</p>
<p><b>Independence &amp; Integrity</b></p>	<p>Capability II.1</p> <p>Demonstrate high-level independent and self-directed research, analysis, design and professional development and understand the need for ongoing life-long learning and personal and professional development.</p> <p>Capability II.2</p> <p>Demonstrate sophisticated and critical reflection on one's own ideas, concepts, arguments and designs. Demonstrate the ability to respond to external critique in a mature and nuanced manner with personal integrity.</p> <p>Capability II.3</p> <p>Demonstrate good judgement and ethical behaviour in research, communication, creativity and practice, as well as in dealings with colleagues and the public.</p>	<p>Post-graduates are expected to be able to learn and work autonomously and ethically at a high level. They are expected to be lifelong learners, to show resilience, proactivity and an ability to make principled decisions in academic and professional spheres.</p> <p>Post-graduates need to demonstrate advanced levels of reflection and self-critique in order to improve the quality of their work and the built environment outcomes. Students must listen and respond to the views of others but maintain integrity in seeking the best design outcome for not just the client or profession but the public and the environment.</p> <p>Ethical behaviour in all areas of study, thought and work are important at the university and in the profession in order to safeguard intellectual endeavour and the rights of others, from colleagues to clients to the public, and in terms of our responsibilities to the environment and future. At post-graduate level students need to demonstrate adherence to high levels of ethical practice.</p>
<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1</p> <p>Demonstrate acknowledgement and response to diverse human needs and differing societal and cultural values and requirements, especially in relation to Te Tiriti o Waitangi.</p>	<p>Post-graduates are expected to acknowledge Māori world views and the historic place of the Treaty of Waitangi. They are expected to demonstrate respect for cultural and other forms of diversity and to embrace difference in society, developing a sophisticated and nuanced capability in this area.</p>

Capability SE.2

Display an advanced understanding of the need for architecture to address not just contemporary demands, but pertinent issues from the past and future needs.

Architecture post-graduates need to demonstrate a high-level understanding and addressing of the past and future requirements in their work, demonstrating this capability in their thesis work.

List of stakeholders and students consulted for the completion of the embedded Graduate Profile:

Staff of School of Architecture and Planning, School Staff Student Consultative Committee, a group of senior students and recent graduates, NZ Registered Architects Board, NZ Institute of Architects.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF MASTER OF ARCHITECTURE (PROFESSIONAL)	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1 Demonstrate advanced knowledge and practical application of creativity, history, theory and legal and professional requirements in architecture and the built environment, at a range of scales.</p> <p>Capability DK.2 Demonstrate an advanced level of ability in understanding and applying knowledge of architectural science and technology, environmental and cultural requirements, social precedents, urban design, legal frameworks and professional practice relating to the creation of architecture and the built environment, as well as the contributions made by related professions.</p> <p>Capability DK.3 Demonstrate the development of personal interests, abilities, attributes and specialisations, applying these independently and ethically in research, theory and practice.</p>	<p>At the end of this two-year programme students will have the qualification necessary to, after practical experience and architectural registration, operate in architectural practice or progress into a further post-graduate qualification. The first year of level 700 courses is taught and requires students to develop reliance on their own independent research, analysis and synthesis. The second year is a level 700 thesis of the student's own choice, supervised by a staff member. Over the duration of the degree students will develop this capability at a high level.</p> <p>Graduates will be expected to develop and demonstrate a sophisticated and nuanced knowledge and application of requirements and issues related to architectural theory, research, practice and the profession in both years of this programme, particularly the thesis</p> <p>In both taught courses (including choice of electives) and a sustained and self-directed year-long design thesis of the students own topic choice, students should actively pursue and develop their own positions in relation to issues, the discipline and related areas of theory and practice. The thesis will increase the level of challenge, with more reliance on your own independent research, analysis and synthesis developing this capability.</p>
<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Demonstrate the ability to critically engage in independent research and analysis that advances knowledge about architecture and its practice.</p>	<p>Post-graduate students need to be able to contest knowledge and practice at a high level, critically consider ideas, texts and research and think reflectively and reflexively in a sophisticated way. The first year of level 700 courses develops this capability, which is then demonstrated at a high level in the thesis.</p>

	<p>Capability CT.2 Demonstrate advanced ability to critically understand and assess project issues and requirements, generate concepts and synthesise them with practical requirements, resulting in high-level architectural outcomes with sophisticated argument, exposition and reflection.</p> <p>Capability CT.3 Demonstrate research and design in relation to emerging issues. Display ability at an advanced level to challenge existing knowledge; explore multiple sources and different viewpoints; critique modes of practice; develop a range of processes and to construe both reasoned and creative arguments and interpretations in order to improve built environment outcomes.</p>	<p>As the level 700 programme progresses, the demands and degree of difficulty in producing a successful architectural outcome increase due to the expectation that more issues are addressed. The design thesis is expected to advance and add to architectural knowledge.</p> <p>In many situations it is often necessary to challenge conventional precepts and expectations. Architecture can be assessed from a wide variety of points of view, a reflection of the complexities of the discipline and the world. At this 700 level, graduates are expected to deal with pertinent issues in a manner that demonstrates nuanced understanding and mastery of the discipline. The thesis allows opportunity for high-level exploration of personal interest and expression of this through a range of processes.</p>
<p><b>Solution Seeking</b></p>	<p>Capability SS.1 Display an advanced ability to think creatively and apply a range of knowledge and processes in order to conceptualise and develop sophisticated three-dimensional urban and architectural form and space in relation to human and environmental needs.</p> <p>Capability SS.2 Demonstrate an advanced ability to incorporate materiality, structure, construction, building services and other sometimes complex aspects of architecture and the built environment such as human, social, cultural and environmental needs.</p> <p>Capability SS.3 Display the development of personal interests, abilities and specialisations, in relation to other disciplines. Demonstrate an advanced ability to be inventive and generate new and original possibilities in relation to built environment issues.</p>	<p>Graduates at post-graduate level are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions at a high level with advanced solution seeking abilities that meet disciplinary needs as well. The level 700 courses allow the opportunity to develop this capability at a sophisticated level which is expressed in the thesis that culminates the degree.</p> <p>Each course increases the levels of challenge, with the need to deal with the more complex issues and requirements that are encountered in architectural theory and practice, in order to increase your capability in these areas. The thesis allows a range of issues and topics to be explored and resolved through an individual exposition and design.</p> <p>Due to changing needs and sometimes unpredictable requirements, unfamiliar situations and complex problems, architecture graduates need to be able to anticipate and deal with emerging issues and be forward thinking in the search for solutions. In an increasingly complex physical and social environment, students are expected to</p>

		develop personal interests and expertise in particular areas with an eye to possible future specialisation. The level, number and variety of challenges will increase as the level 700 courses progress, culminating in the thesis.
<b>Communication &amp; Engagement</b>	<p>Capability CE.1 Demonstrate advanced abilities, in relation to research and the communication of information and argument, through a range of media, to engage diverse audiences.</p> <p>Capability CE.2 Demonstrate advanced abilities in relation to design; communicating research, concept, theoretical argument, design intent and architectural and urban form at all stages of the design process, through a range of architectural media, to various audiences.</p> <p>Capability CE.3 Demonstrate advanced ability in the exploration and development of new ways of engaging audiences and communicating architectural intent and form, as new media and technologies develop.</p>	<p>Post-graduates are expected to be able to receive and interpret information, express ideas and share knowledge in a sophisticated manner with a variety of audiences in a range of media and formats. The degree allows the extension of this capability through level 700 taught courses and the thesis.</p> <p>Post-graduates must develop advanced expertise in communicating architectural ideas, forms and designs in a wide variety of ways and be able to tailor their communication in appropriate and nuanced ways to different people or groups in society. The taught courses allow high-level development in this area, which will be expressed at a sophisticated level in the thesis.</p> <p>As the world and the people in it change, and new issues arise, architecture graduates must develop the abilities to find new ways of engaging and communicating with people. Students are challenged, as courses progress, to do this. The thesis allows the final expression of this capability in the programme.</p>
<b>Independence &amp; Integrity</b>	<p>Capability II.1 Demonstrate high-level independent and self-directed research, analysis, design and professional development and understand the need for ongoing life-long learning and personal and professional development.</p> <p>Capability II.2 Demonstrate sophisticated and critical reflection on one's own ideas, concepts, arguments and designs. Demonstrate the ability to respond to external critique in a mature and nuanced manner with personal integrity.</p>	<p>Post-graduates are expected to be able to learn and work autonomously and ethically at a high level. They are expected to be lifelong learners, to show resilience, proactivity and an ability to make principled decisions in academic and professional spheres. This capability is built on at a high-level through the Level 700 courses and thesis.</p> <p>Post-graduates need to demonstrate advanced levels of reflection and self-critique in order to improve the quality of their work and the built environment outcomes. Students must listen and respond to the views of others but maintain integrity in seeking the best design outcome for not just the client or profession but the public and the environment. The programme allows the opportunity to develop this capability to a sophisticated level.</p>

	<p>Capability II.3 Demonstrate good judgement and ethical behaviour in research, communication, creativity and practice, as well as in dealings with colleagues and the public.</p>	<p>Ethical behaviour in all areas of study, thought and work are important at the university and in the profession in order to safeguard intellectual endeavour and the rights of others, from colleagues to clients to the public, and in terms of our responsibilities to the environment and future. This post-graduate level programme allows students to demonstrate adherence to high levels of ethical practice.</p>
<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Demonstrate acknowledgement and response to diverse human needs and differing societal and cultural values and requirements, especially in relation to Te Tiriti o Waitangi.</p> <p>Capability SE.2 Demonstrate advanced acknowledgement in research and design of the inter-relationship between the built and natural environments and the development of sustainable practices.</p> <p>Capability SE.3 Display an advanced understanding of the need for architecture to address not just contemporary demands, but pertinent issues and future needs.</p>	<p>Post-graduates are expected to acknowledge Māori world views and the historic place of the Treaty of Waitangi. They are expected to demonstrate respect for cultural and other forms of diversity and to embrace difference in society and how this may be expressed in the built environment. This programme allows students to develop and demonstrate this in a sophisticated and nuanced way.</p> <p>Through the level 700 courses and the thesis a high-level appreciation of the inter-relationship between the built and natural environments and the ability to develop sustainable practices in shaping the future and supporting society is developed at a high level. Post-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, and for this capability to be expressed in their work.</p> <p>Architecture is future-oriented; what we create shapes the built environment for generations. Architecture post-graduates need to demonstrate a high-level understanding and addressing of future requirements in their work. The level, number and variety of challenges will increase as courses progress, culminating in the year-long design thesis, deepening student understanding and development of this capability.</p>

**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

Staff of School of Architecture and Planning, School Staff Student Consultative Committee, a group of senior students and recent graduates, NZ Registered Architects Board, NZ Institute of Architects.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF MASTER OF URBAN PLANNING	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1 Demonstrate an in-depth understand of the theory or practical application of urban planning research, through analytical and creative thinking in developing advanced knowledge in the area of the urban planning discipline.</p> <p>Capability DK.2 Demonstrate the sophisticated development of a personal point of view and argument in high-level research.</p>	<p>This one year post-graduate research degree requires reliance on your own independent research, analysis and synthesis in the advancement of knowledge in the discipline. Post-graduates will be expected to develop and demonstrate via the application of appropriate scholarly methodology a sophisticated and nuanced knowledge and understanding of a particular issue or topic related to urban planning theory, research, practice and/or the profession.</p> <p>In a sustained and self-directed year-long thesis, students should actively pursue and develop their own position in relation to a topic or issue.</p>
<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Demonstrate the high-level ability to critically engage in independent research and analysis that advances knowledge about urban planning theory and practice.</p> <p>Capability CT.2 Demonstrate research in relation to emerging issues. Display ability at an advanced level to challenge existing knowledge; explore multiple sources and different viewpoints; critique different modes of thinking and practice; develop a range of processes and to construe both reasoned and creative arguments and interpretations in order to understand, reflect or improve quality of the built and natural environment outcomes.</p>	<p>Post-graduates need to be able to contest and critical analyse knowledge and practice at a high level, critically consider ideas, texts and research and think reflectively and reflexively in a critical way.</p> <p>In many situations, it is often necessary to challenge conventional precepts, expectations and practice. Urban planning can be assessed from a wide variety of points of view, a reflection of the complexities of the discipline and world views. At this level, graduates are expected to deal with pertinent issues in a manner that demonstrates nuanced and in-depth understanding and mastery of an aspect of the discipline.</p>
<p><b>Solution Seeking</b></p>	<p>Capability SS.1 Display an advanced ability to think in a creative and reasoned way and apply a range of knowledge and processes in order to conceptualise and develop a research question, argument and investigation in relation to the discipline of the built and natural environments.</p>	<p>Graduates at post-graduate level are expected to be able to apply theory, analysis, research and creative and critical skills to investigate an issue.</p>

	<p>Capability SS.2 Display personal interest, point of view and inventiveness in generating new and original possibilities in relation to the understanding of built and natural environment issues.</p>	<p>It is important that post-graduates bring a new point of view or understanding to research in order to advance knowledge and practice of our understanding of the urban planning discipline.</p>
<p><b>Communication &amp; Engagement</b></p>	<p>Capability CE.1 Demonstrate an advanced ability, in relation to research and the communication of information and argument, to communicate in an appropriate way to relevant audiences.</p>	<p>Post-graduates are expected to be able to receive and interpret information, express ideas and share knowledge in a sophisticated manner with a variety of audiences in a range of media and formats.</p>
<p><b>Independence &amp; Integrity</b></p>	<p>Capability II.1 Demonstrate high-level independent and self-directed research, analysis, design and professional development and understand the need for ongoing life-long learning and personal and professional development.</p> <p>Capability II.2 Demonstrate sophisticated and critical reflection on one's own ideas, concepts, arguments and designs. Demonstrate the ability to respond to external critique in a mature and nuanced manner with personal integrity.</p> <p>Capability II.3 Demonstrate good judgement and ethical behaviour in research, communication, creativity and practice, as well as in dealings with colleagues, profession and the community.</p>	<p>Post-graduates are expected to be able to learn and work autonomously and ethically at a high level. They are expected to be lifelong learners, to show resilience, proactivity and an ability to make principled decisions in academic and professional spheres.</p> <p>Post-graduates need to demonstrate advanced levels of reflection, self-critique and thought in order to improve the quality of their work and the built and natural environment outcomes.</p> <p>Ethical behaviour in all areas of study, thought and work are important at the university and in the profession in order to safeguard intellectual endeavour and the rights of others, from colleagues to clients to the public, and in terms of our responsibilities towards the future urban and natural environment. At post-graduate level students need to demonstrate adherence to higher levels of ethical practice.</p>
<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Demonstrate acknowledgement and response to diverse individual, community and environment needs and differing societal and cultural values and requirements, especially in relation to Te Tiriti o Waitangi.</p>	<p>Post-graduates of the University are expected to acknowledge Māori world views and how that applies to urban planning with an understanding critical place of the Treaty of Waitangi roles in New Zealand governance issues. They are expected to be respectful of cultural and other forms of diversity and to embrace difference in society and express that in the creation of a sustainable future via urban planning practice.</p>

	<p>Capability SE.2          Display an advanced understanding of the need for urban planning to address not just contemporary demands, but pertinent issues from past and for future cultural and environmental needs.</p>	<p>Urban planning post-graduates need to demonstrate a high-level understanding and addressing of the past and future requirements of diversity, cultural difference and the environment in their work.</p>
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**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

Staff of School of Architecture and Planning, School Staff Student Consultative Committee, a group of senior students and recent graduates, New Zealand Planning Institute, a number of leading urban planning professionals, Honours year students.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF MASTER OF URBAN DESIGN	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1                      Demonstrate in-depth knowledge and understanding of the importance of the history, theory, practice and design elements of urban design at the post graduate level drawing of your based discipline in the built environment. The one-year taught course, covers all the issues relevant for urban design practice, covering theory, thought and practice of urban design.</p> <p>Capability DK.2                      Demonstrate an in-depth understanding of urban design theory with the ability to think critically within the wider environmental, economic, social and cultural societal constructs, legal frameworks and demonstrate relevant leadership skills required for urban design practice to achieve the desire improvements for the public realm.</p> <p>Capability DK.3                      Display an understanding of key issues around urban design discipline in all its contexts: social, environmental, economic, cultural, historical, contemporary, future, local, and regional context and how these apply to the urban design practice.</p>	<p>Urban design is a specialist discipline where professional urban designers play a critical role in shaping our future urban environments dealing with the relationship between private and public space addressing economic, environmental, social and cultural issues with space. As you proceed through the programme you must develop an in-depth understand the importance of creative investigation, critical thinking, decision-making and ability to developed policy, design and practical solutions within the discipline. You must also acquire an in-depth knowledge of urban design theory, thought and practice. Each course within the one year programme increases the levels of challenge, with more reliance on your own independent research, analysis and synthesis as you move through the programme leading. At the end of the programme you will be able to operate in the discipline as a professional urban designer.</p> <p>Urban designers cannot physically create or seek to improve the quality of our built environment without an in-depth understanding, knowledge and skills gained from theory and practice, with the ability to apply these within the appropriate contexts. Each course increases the levels of challenge, with reliance on your own independent research, analysis and design synthesis to increase your capability in these areas.</p> <p>Urban design is inherently future-oriented, aimed at creating better built form outcomes and improving the quality of the public realm in all its forms. It is necessary to have an understand the history of previous approaches to the design of the built environment, and to understand this within the context of urban design thought and practice. This involves issues such as (but not limited to) individual and community aspirations and cultural values, indigeneity, economic forces, national identity, environmental responsibility, sustainability, urban resilience. As courses progress, students should be actively seeking out their own information and become more aware of these issues in their study and reflect them in their work, developing the appropriate knowledge and skills to address them.</p>

<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Demonstrate the ability to identify conditions and needs; establish premises; gather information; analyse issues; appraise possibilities and produce in-depth analysis, assessments and rational conclusions for their urban design responses.</p> <p>Capability CT.2 Demonstrate the ability to apply critical thinking in urban design: to generate concepts, designs and synthesise them with practical requirements in both rational and creative way to deliver working and meaningful urban design outcomes and solutions; then reflect on and assess their validity through an evaluation.</p> <p>Capability CT.3 Display an understanding of the need and the ability to challenge existing knowledge from their base discipline; to explore multiple sources and different viewpoints; to critique modes of urban design practice; to develop a range of design and written processes and to construe both reasoned and creative arguments and interpretations in order to improve quality of the built environment.</p>	<p>University graduates need to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.</p> <p>Urban design requires the synthesise of a wider range of potentially competing issues which need to be brought together and analysed to create realistic and practical solutions for the built environment. Students will find that as their courses progress, the demands and degree of difficulty in producing a successful urban design outcome increase due to the expectation that more issues are addressed.</p> <p>Urban design is more than problem solving: there can be a variety and range of urban design solutions available depending of the context, constraints and opportunities. In many situations, it is often necessary to challenge conventional precepts and expectations. Urban design must be assessed from a wide variety of points of view, a reflection of the complexities of the discipline and the world view.</p>
<p><b>Solution Seeking</b></p>	<p>Capability SS.1 Display the ability to apply research, theory, analysis and creativity in order to conceptualise and develop three-dimensional urban design form and space in relation to individual, community and environmental needs.</p> <p>Capability SS.2 Demonstrate the ability to incorporate potential a wide range of completing individual, community based and environment concerns, to achieve a realistic and deliverable urban design response</p>	<p>Graduates of the University are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. Urban design requires the development of solutions seeking abilities that meet disciplinary needs as well. This involves creative ability and design application for the development of the built environment. These should take into account not just societal needs and desires but be sensitive to the natural environment to ensure urban sustainability and resilience.</p> <p>Each course of challenges you with the need to deal with the more complex issues and requirements that are encountered in urban design theory, design and practice, in order to increase your capability in these areas.</p>

	<p>Capability SS.3 Demonstrate the capacity to be inventive and generate new and original possibilities in relation to built environment issues.</p>	<p>Due to changing needs and sometimes unpredictable requirements, unfamiliar situations and complex problems, urban design graduates need to be able to anticipate, critical analyse and deal with emerging issues and be forward thinking in the search for solutions. The level, number and variety of challenges will increase as courses progress.</p>
<p><b>Communication &amp; Engagement</b></p>	<p>Capability CE.1 Demonstrate a variety of skills and adequate ability (both individually and through collaboration) in communicating information and ideas in a range of media including the graphical, spoken and written, conscious of diverse audiences.</p> <p>Capability CE.2 Demonstrate adequate skills in communicating urban design ideas through writing and design lead processes to various and complex wider of audiences.</p> <p>Capability CE.3 Display an ability to explore and develop new ways of engaging audiences and communicating urban design connects, ideals and approaches, as new media and technologies develop.</p>	<p>Graduates of the University are expected to be able to receive and interpret information, express ideas and share knowledge with a variety of audiences in a range of media and formats. Urban design graduates need to develop skills individually, and working in groups and teams, with a variety of collaborators from laypeople and community groups, to specialists and decision makers.</p> <p>Urban design graduates must develop specific expertise in communicating urban design ideas, policy approaches and methods; and designs in a wide variety of ways and be able to tailor their communication in appropriate ways to different people or community groups in society.</p> <p>As the world and the people in it change, and new issues arise, urban design graduates must develop the abilities to find new ways of engaging and communicating with people, both in the written and graphical worlds. Students are challenged, as courses progress to develop these skills and how they can be applied in urban design practice.</p>
<p><b>Independence &amp; Integrity</b></p>	<p>Capability II.1 Demonstrate self-directed research, critical thinking and learning and understand the need for ongoing life-long learning and personal and professional development.</p> <p>Capability II.2 Display the ability to reflect on one's own ideas, concepts, arguments and designs in a critical manner. Demonstrate the ability to respond to external critique in a rational and well-considered manner with personal integrity.</p>	<p>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.</p> <p>Urban design graduates need to not just promote their ideas but to be self-critical in order to improve the quality of their work and the built environment outcomes. You also need to listen and respond to the views of others but maintain professional integrity in seeking the appropriate urban design response, which will achieve an outcome for the benefit of society and the built environment.</p>

	<p>Capability II.3 Demonstrate critical judgement skills and ethical behaviour in research, communication, creativity and practice, as well as in dealings with colleagues, professional and the wider community.</p>	<p>Ethical behaviour in all areas of study, thought and work are important at the university and in the profession in order to safeguard intellectual endeavour and the rights of others, from colleagues to clients, community groups to the public, and in terms of our responsibilities to the environment and future generations. Through the courses students will be introduced to, and required to show higher degrees of ethical practice.</p>
<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Display an understanding of the need to acknowledge and respond to diverse individual, community and environmental needs within a wider range of differing societal and cultural values, understanding and requirements, especially in relation to Te Tiriti o Waitangi.</p> <p>Capability SE.2 Demonstrate an appreciation of the knowledge inter-relationship between the built and natural environments, and issues related to sustainable and resilience development, able to better shape and direct the future of places and spaces, and the interface between the public and private realm.</p> <p>Capability SE.3 Display an understanding of the need for urban design to address not just contemporary demands, but future needs of society.</p>	<p><b>Graduates of the University are expected to acknowledge Māori world views and how that urban design responds to the Treaty of Waitangi roles in New Zealand. They are expected to be respectful of cultural and other forms of diversity, and to embrace difference and how this may be expressed in urban design.</b></p> <p>Graduates are expected to recognise a role for themselves in creating a sustainable and resilience urban futures considering the social, cultural, environmental and economic consequences of the decision making at the local, regional national and international levels.</p> <p>Urban design is future-oriented, and what shapes the built environment for future generations. These are inherent challenges urban design graduates need to address. The level, number and variety of challenges will increase as courses progress.</p>

**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

Staff of School of Architecture and Planning, School Staff Student Consultative Committee, leading urban planning professionals, new graduates and urban design students.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF MASTER OF URBAN PLANNING (PROFESSIONAL)	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1                      Demonstrate in-depth knowledge and understanding of the importance of the history, theory, science, practice and design elements of urban planning at a postgraduate level and then apply them to professional context as urban planner and provide the opportunity for doctoral study in the discipline.</p> <p>Capability DK.2                      Demonstrate an in-depth understanding of urban planning theory and practice with the ability to think critically within the wider environmental, economic, social-cultural discourses and legal frameworks, as well as demonstrate the project management skills required for urban planning practice.</p> <p>Capability DK.3                      Display an understanding of key issues around the built environment discipline in all its contexts: social, environmental, economic, cultural, historical, contemporary, future, local, regional, and global context.</p>	<p>Urban planning is a specialist discipline where professional urban planners play a critical role in shaping our future urban and natural environments; economically, environmentally, socially and culturally. As you proceed through the programme you must develop an in-depth understand the importance of creative investigation, critical thinking, decision-making and ability to developed policy, design and practical solutions within the discipline which seek to improve the quality for all of society. You must also acquire an in-depth knowledge of urban planning history, theory, science, thought and practice. Each course increases the levels of challenge, with more reliance on your own independent research, analysis and synthesis as you move through the programme leading to a self-directed dissertation. At the end of the programme you will be able to operate in the discipline as a professional urban planner.</p> <p>Urban planners cannot physically create or seek to improve and address societal issues without an in-depth understanding, knowledge and skills gained from theory and practice and then having the ability to apply these within the appropriate governance societal context. Each course increases the levels of challenge, with more reliance on your own independent research, analysis and synthesis in order to increase your capability in these areas.</p> <p>Urban planning is inherently future-oriented, aimed at creating better urban environment condition for all members of society, grounded in the concepts of social justice and democracy. It is necessary to have an understanding of the history of previous approaches to the built and natural environment, and to understand the context of urban planning thought and practice. This involves issues such as (but not limited to) individual and community aspirations and cultural values, indigeneity, economic forces, national identity, environmental responsibility, sustainability and urban resilience. As courses progress, students should actively seek out their own</p>

		information and become more critically aware of these issues in their study and reflect them in their work, developing the appropriate knowledge and skills to address them.
<b>Critical Thinking</b>	<p>Capability CT.1 Demonstrate the ability to identify conditions and needs; establish premises; gather information; analyse issues; appraise possibilities and produce in-depth analysis, assessments and rational conclusions.</p> <p>Capability CT.2 Demonstrate the ability to apply critical thinking in urban planning application: to generate concepts and synthesise them with practical requirements in both rational and creative approach in order to deliver working and meaningful environment outcomes; then reflect on and assess their validity through an evaluation of the approaches used.</p> <p>Capability CT.3 Display an understanding of the need and the ability to critically challenge existing knowledge; to explore multiple sources and different viewpoints; to critique modes of practice; to develop a range of processes and to construe both reasoned and creative arguments and interpretations in order to improve built environment outcomes.</p>	<p>University graduates need to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.</p> <p>Urban planning requires the critical synthesise of a wider range of potentially completing issues which need to be brought together and analysed to create realistic and practical solutions. Students will find that as their courses progress, the demands and degree of difficulty in producing a successful urban planning outcome increase due to the expectation that more issues as well as issues of greater complexity are addressed.</p> <p>Urban planning is more than simplistic problem solving: there can be a variety and range of urban planning solutions available depending of the context. In many situations, it is often necessary to challenge conventional precepts and expectations. Urban planning can be assessed from a wide variety of points of view, a reflection of the complexities of the discipline and its corresponding resultant world view.</p>
<b>Solution Seeking</b>	<p>Capability SS.1 Display the ability to apply research, theory, analysis and creativity in order to conceptualise and develop three-dimensional urban planning form, space and policy in relation to individual, community and environmental needs.</p> <p>Capability SS.2 Demonstrate the ability to incorporate potential a wide range of completing individual, community based and environment concerns, to achieve a realistic and deliverable urban planning response</p>	<p>Graduates of the University are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. Urban planning requires the development of solution seeking abilities that meet disciplinary needs as well. This involves creative ability and the application of that to the development of forms in the built and natural environments. These should take into account not just societal needs and desires but be sensitive to the natural environment to ensure urban sustainability.</p> <p>Each course increases the levels of challenge, with the need to deal with the more complex issues and requirements that are encountered in urban planning theory, design, policy and practice, in order to increase your capability in these areas.</p>

	<p>Capability SS.3 Demonstrate the capacity to be inventive and generate new and original possibilities in relation to built and natural environment issues.</p>	<p>Due to changing needs and sometimes unpredictable requirements, unfamiliar situations and complex problems, urban planning graduates need to be able to anticipate, critical analyses and deal with emerging issues and be forward thinking in the search for solutions. The level, number and variety of challenges will increase as courses progress.</p>
<p><b>Communication &amp; Engagement</b></p>	<p>Capability CE.1 Demonstrate a variety of skills and adequate ability (both individually and through collaboration) in communicating information and ideas in a range of media including the spoken and written, conscious of diverse audiences.</p> <p>Capability CE.2 Demonstrate adequate skills in communicating urban planning ideas through writing and design lead processes to various and complex wider of audiences.</p> <p>Capability CE.3 Display an ability to explore and develop new ways of engaging audiences and communicating urban planning connects, ideals and approaches, as new media and technologies develop.</p>	<p>Graduates of the University are expected to be able to receive and interpret information, express ideas and share knowledge with a variety of audiences in a range of media and formats. Urban planning graduates need to develop skills individually and also working in groups and teams and with a variety of collaborators from laypeople and community groups to specialists and decision making.</p> <p>Urban planning graduates must develop specific expertise in communicating urban planning ideas, policy approaches and methods; and designs in a wide variety of ways and be able to tailor their communication in appropriate ways to different people or community groups in society.</p> <p>As the world and the people in it change, and new issues arise, urban planning graduates must develop the abilities to find new ways of engaging and communicating with people. Students are challenged, as courses progress to develop these skills and how they can be applied in urban planning practice.</p>
<p><b>Independence &amp; Integrity</b></p>	<p>Capability II.1 Demonstrate self-directed research, critical thinking and learning and understand the need for ongoing life-long learning and personal and professional development.</p> <p>Capability II.2 Display the ability to reflect on one's own ideas, concepts, arguments and designs in a critical manner. Demonstrate the ability to respond to external critique in a rational and well-considered manner with personal integrity.</p>	<p>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.</p> <p>Urban planning graduates need to not just promote their ideas but to be self-critical in order to improve the quality of their work and the built and natural environment outcomes. You also need to listen and respond to the views of others but maintain professional integrity in seeking the appropriate urban planning outcome for the benefit of society and the environment.</p>

	<p>Capability II.3 Demonstrate critical judgement skills and ethical behaviour in research, communication, creativity and practice, as well as in dealings with colleagues, professional and the wider community.</p>	<p>Ethical behaviour in all areas of study, thought and work are important at the university and in the profession in order to safeguard intellectual endeavour and the rights of others, from colleagues to clients, community groups to the public, and in terms of our responsibilities to the environment and future generations. As courses develop, students will be introduced to, and required to show higher degrees of ethical practice.</p>
<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Display an understanding of the need to acknowledge and respond to diverse individual, community and environmental needs within a wider range of differing societal and cultural values, understanding and requirements, especially in relation to Te Tiriti o Waitangi.</p> <p>Capability SE.2 Demonstrate an appreciation of the knowledge inter-relationship between the built and natural environments and the ability to develop sustainable and resilience urban planning practices which will shape and direct the future of society and our built and natural environments.</p> <p>Capability SE.3 Display an understanding of the need for urban planning to address not just contemporary demands, but future needs.</p>	<p>Graduates of the University are expected to acknowledge Māori world views and how that applies to urban planning with an understanding critical place of the Treaty of Waitangi roles in New Zealand governance issues. They are expected to be respectful of cultural and other forms of diversity and to embrace difference in society and express that in urban planning practice.</p> <p>Graduates are expected to recognise a role for themselves in creating a sustainable and resilience urban futures considering the social, cultural, environmental and economic consequences of the decision making at the local, regional national and international level.</p> <p>Urban planning is inherently future-oriented; what shape and form; and for whom of our future built and natural environment for future generations. These are inherent changeless Urban planning graduates need to address in their work. The level, number and variety of challenges will increase as courses progress.</p>

**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

Staff of School of Architecture and Planning, School Staff Student Consultative Committee, a group of senior students and recent graduates, New Zealand Planning Institute, a number of leading urban planning professionals, Honours year students.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF MASTER OF ARCHITECTURE (PROFESSIONAL) AND HERITAGE CONSERVATION	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1                      Demonstrate advanced knowledge and practical application of creativity, history, theory and legal and professional requirements in architecture and the built environment, at a range of scales, as well as advanced knowledge and skills in heritage conservation theory and practice.</p> <p>Capability DK.2                      Demonstrate an advanced level of ability in understanding and applying knowledge of architectural science and technology, environmental and cultural requirements, social precedents, urban design, legal frameworks and professional practice relating to the creation of architecture and the built environment. Understand the contributions made by related professions, especially appreciation of current issues and debates in the field of heritage conservation.</p> <p>Capability DK.3                      Demonstrate the development of personal interests, abilities, attributes and specialisations, applying these independently and ethically in research, theory and practice; especially an understanding and appreciation of the historical, philosophical and statutory frameworks, methodologies and characteristics of heritage conservation.</p>	<p>At the end of this two and a half year programme students will have the qualification necessary to, after practical experience and architectural registration, operate in architectural practice with a specialisation in heritage conservation or progress into a further post-graduate qualification. The first year and a half of level 700 courses is taught and requires students to develop reliance on their own independent research, analysis and synthesis. In the taught courses related to heritage conservation you will acquire essential heritage conservation knowledge and skills. Some electives provide opportunity for application of that knowledge, while others broaden your degree by allowing you to pursue personal interests. The final year is a thesis of the student's own choice, supervised by a staff member. During this research you can extend the knowledge and skills gained in your taught courses, by applying them to particular research topics within the field of heritage conservation.</p> <p>Graduates will be expected to develop and demonstrate a sophisticated and nuanced knowledge and application of requirements and issues related to architectural theory, research, practice and the profession in the years of this programme, particularly the thesis. In your heritage conservation taught courses staff will introduce you to current issues and debates, and then you will have the opportunity to pursue particular topics in greater detail in your assignment work. During your research, you will respond to current issues and debates in the field of heritage conservation in the framing and development of your topics and projects.</p> <p>In both taught courses (including choice of electives) and a sustained and self-directed year-long design thesis of the students own topic choice, students should actively pursue and develop their own positions in relation to issues, the discipline and related areas of theory and practice. The thesis will increase the level of challenge, with more reliance on your own independent research, analysis and synthesis developing this</p>

		<p>capability. In your heritage conservation taught courses staff will introduce you to the historical, philosophical and statutory frameworks, methodologies and characteristics of heritage conservation, and then you will have the opportunity to pursue these themes in greater detail in your assignment work. During your research, you will respond to the historical, philosophical and statutory frameworks, methodologies and characteristics of heritage conservation in the framing and development of your topics and projects.</p>
<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Demonstrate the ability to think and practice critically, conceptually and reflectively and engage in independent research and analysis that advances knowledge about architecture and its practice.</p> <p>Capability CT.2 Demonstrate advanced ability to critically understand and assess project issues and requirements, generate concepts and synthesise them with practical requirements, resulting in high level architectural outcomes with sophisticated argument, exposition and reflection. Also demonstrate ability to identify the conflicting demands impacting upon the future use and development of heritage resources.</p> <p>Capability CT.3 Demonstrate research and design in relation to emerging issues. Display ability at an advanced level to challenge existing knowledge; explore multiple sources and different viewpoints; critique modes of practice; develop a range of processes and to construe</p>	<p>Post-graduate students need to be able to contest knowledge and practice at a high level, critically consider ideas, texts and research and think reflectively and reflexively in a sophisticated way. The first year of level 700 courses develops this capability which is then demonstrated at a high level in the thesis. In your heritage conservation taught courses, you will be expected to reflect on and articulate the ways in which heritage conservation theory guides and influences professional viewpoints and actions. During your research, you can both apply and critically assess the utility of heritage conservation theory, and will be conscious of the extent to which it influences your own viewpoints and actions.</p> <p>As the level 700 programme progresses, the demands and degree of difficulty in producing a successful architectural outcome increase due to the expectation that more issues are addressed. The design thesis is expected to advance and add to architectural knowledge. In your heritage conservation taught courses you will reflect on the aspirations that different interest groups have for our limited heritage resources. They include those who work in public heritage agencies, heritage advisors, conservators, iwi, owners, investors and developers. During your research you will need to take a position in relation to your topic/s and project/s, and this will probably mean aligning yourself with the thinking of one particular body or interest group working in the heritage industry.</p> <p>In many situations it is often necessary to challenge conventional precepts and expectations. Architecture can be assessed from a wide variety of points of view, a reflection of the complexities of the discipline and the world. At this 700 level, graduates are expected to deal with pertinent issues in a manner that demonstrates nuanced</p>

	<p>both reasoned and creative arguments and interpretations in order to improve built environment outcomes.</p>	<p>understanding and mastery of the discipline. The thesis allows opportunity for high-level exploration of personal interest and expression of this through a range of processes.</p>
<p><b>Solution Seeking</b></p>	<p>Capability SS.1          Display an advanced ability to think creatively and apply a range of knowledge and processes in order to conceptualise and develop sophisticated three-dimensional urban and architectural form and space in relation to human and environmental needs. Demonstrate an ability to respond to and prioritise the conflicting demands impacting upon the future use and development of particular heritage resources.</p> <p>Capability SS.2          Demonstrate an advanced ability to incorporate materiality, structure, construction, building services and other other sometimes complex aspects of architecture and the built environment such as human, social, cultural and environmental needs. These especially include the identification of options for the future use and development of heritage resources with consideration of both heritage conservation best practice and real-world or pragmatic issues.</p> <p>Capability SS.3          Display the development of personal interests, abilities and specialisations, in relation to other disciplines. Demonstrate an advanced ability to be inventive and generate new and original possibilities in relation to built environment issues.</p>	<p>Graduates at post-graduate level are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions at a high level with advanced solution seeking abilities that meet disciplinary needs as well. The level 700 courses allow the opportunity to develop this capability at a sophisticated level which is expressed in the thesis that culminates the degree. In your heritage conservation taught courses, as you learn about heritage conservation theory and practice, you will also learn that decision making within the heritage industry is usually subjective and complicated rather than straightforward or easy. During your research, you can give consideration to the views of a range of interest groups, and will be expected to be able to defend your position, with reference to conservation theory.</p> <p>Each course increases the levels of challenge, with the need to deal with the more complex issues and requirements that are encountered in architectural theory and practice, in order to increase your capability in these areas. The thesis allows a range of issues and topics to be explored and resolved through an individual exposition and design. In your heritage conservation taught courses, you will learn processes for assessing heritage value, and how such heritage assessments are used in practice. During your research, your project/s may require you to make your own decisions and recommendations for the future use and/or development of heritage resources, following or questioning established processes.</p> <p>Due to changing needs and sometimes unpredictable requirements, unfamiliar situations and complex problems, architecture graduates need to be able to anticipate and deal with emerging issues and be forward thinking in the search for solutions. In an increasingly complex physical and social environment, students are expected to develop personal interests and expertise in particular areas with an eye to possible future specialisation. The level, number and variety of challenges will increase as the level 700 courses progress, culminating in the thesis.</p>

**Communication  
& Engagement**

Capability CE.1

Demonstrate advanced abilities, in relation to research and the communication of information and argument, through a range of media, to engage diverse audiences, and especially the ability to access, identify, organise and communicate research and recommendations effectively in media relevant to heritage conservation.

Capability CE.2

Demonstrate advanced abilities in relation to design; communicating research, concept, theoretical argument, design intent and architectural and urban form at all stages of the design process, through a range of architectural media, to various audiences. Also develop and show the ability to make appropriate use of advanced information, communication and production technologies within the heritage conservation industry.

Capability CE.3

Demonstrate advanced ability in the exploration and development of new ways of engaging audiences and communicating architectural intent and form, as new media and technologies develop as well as willingness to engage in constructive public discourse and to accept social and civic responsibilities.

Post-graduates are expected to be able to receive and interpret information, express ideas and share knowledge in a sophisticated manner with a variety of audiences in a range of media and formats. The degree allows the extension of this capability through level 700 taught courses and the thesis. In your heritage conservation taught courses, you will produce assignments in a range of different formats, reflecting models and techniques used in practice. During your research, your assignments or reports will get larger and more complex, so you will learn to organise your data and to structure your writing in sections. You will need to be conscious of who your audience is and to shape your writing accordingly.

Post-graduates must develop advanced expertise in communicating architectural ideas, forms and designs in a wide variety of ways and be able to tailor their communication in appropriate and nuanced ways to different people or groups in society. The taught courses allow high-level development in this area which will be expressed at a sophisticated level in the thesis. In your heritage conservation taught courses, you will select appropriate technologies and techniques to communicate with interested communities or individuals. During your research, you will demonstrate that you can sustain a complex argument and communicate it to your selected audience/readership.

As the world and the people in it change, and new issues arise, architecture graduates must develop the abilities to find new ways of engaging and communicating with people. Students are challenged, as courses progress, to do this. The thesis allows the final expression of this capability in the programme. In your heritage conservation taught courses, you will become increasingly aware of the public discourse around heritage, that it is a subject matter of public and community interest, often playing out in the media and public meetings. In presenting your assignment work verbally in seminars, you will develop your confidence and skill in public speaking. During your research you will demonstrate awareness of public opinion and the social/civic responsibility of the heritage professional.

## Independence & Integrity

### Capability II.1

Demonstrate high-level independent and self-directed research, analysis, design and professional development and understand the need for ongoing life-long learning and personal and professional development and especially, within the heritage industry, integrity and respect for truth and ethical practices

### Capability II.2

Demonstrate the ability to work independently and sophisticated and critical reflection on one's own ideas, concepts, arguments and designs, as well as the ability to respond to external critique in a mature and nuanced manner with personal integrity. Understand that heritage conservation is a multi-disciplinary industry requiring teamwork.

### Capability II.3

Demonstrate self-discipline, the ability to plan and achieve personal and professional goals, good judgement and ethical behaviour in research, communication, creativity and practice, as well as in dealings with colleagues and the public.

Post-graduates are expected to be able to learn and work autonomously and ethically at a high level. They are expected to be lifelong learners, to show resilience, proactivity and an ability to make principled decisions in academic and professional spheres. This capability is built on at a high level through the Level 700 courses and thesis. In your heritage conservation taught courses, you will be expected to apply scholarly conventions in the presentation of your work and to demonstrate respect for the clients and services from which you draw. During your research, you will be expected to apply ethical principles consistently, including in the gathering and analysis of data, your writing and the dissemination of research findings.

Post-graduates need to demonstrate advanced levels of reflection and self-critique in order to improve the quality of their work and the built environment outcomes. Students must listen and respond to the views of others but maintain integrity in seeking the best design outcome for not just the client or profession but the public and the environment. The programme allows the opportunity to develop this capability to a sophisticated level. In your heritage conservation taught courses, while most of your assignments will be prepared individually, you will be conscious of the multiple disciplines involved in the heritage industry and the collaborative nature of much heritage practice. During your research, as the reports you write get more complex, you will develop your confidence in working independently while also valuing the work of those around you.

Ethical behaviour in all areas of study, thought and work are important at the university and in the profession in order to safeguard intellectual endeavour and the rights of others, from colleagues to clients to the public, and in terms of our responsibilities to the environment and future. This post-graduate level programme allows students to demonstrate adherence to high levels of ethical practice. In your heritage conservation taught courses, you will take responsibility for setting your own timelines, in order to meet the deadlines imposed upon you and thus to attain your personal and professional goals. During your research, as the reports you write get more complex, your own personal timelines become even more important, in order that you are able to meet your deadlines and attain your personal and professional goals.

**Social &  
Environmental  
Responsibilities**

Capability SE.1

Demonstrate acknowledgement and response to diverse human needs and differing societal and cultural values and requirements, especially in relation to Te Tiriti o Waitangi. Demonstrate awareness of the international and global dimensions of the heritage conservation industry, including environmental sustainability and the alignment between heritage conservation and designing for a sustainable future.

Capability SE.2

Demonstrate advanced acknowledgement in research and design of the inter-relationship between the built and natural environments and the development of sustainable practices. Show appreciation of cultural diversity and respect for the heritage of other individuals and groups within society.

Capability SE.3

Display an advanced understanding of the need for architecture to address not just contemporary demands, but pertinent issues and future needs, as well as awareness of Aotearoa New Zealand's distinctive bi-cultural and multi-cultural history, culture and identity and a commitment to inclusiveness in the recognition and conservation of cultural heritage value.

Post-graduates are expected to acknowledge Māori world views and the historic place of the Treaty of Waitangi. They are expected to demonstrate respect for cultural and other forms of diversity and to embrace difference in society and how this may be expressed in the built environment. This programme allows students to develop and demonstrate this in a sophisticated and nuanced way. In your heritage conservation taught courses, you will learn about both national and international heritage practice, and the alignment between heritage conservation and designing for a sustainable future. During your research, you can present your research in a manner that demonstrates your understanding of the long-term consequences of heritage proposals and their environmental sustainability.

Through the level 700 courses and the thesis a high-level appreciation of the inter-relationship between the built and natural environments and the ability to develop sustainable practices in shaping the future and supporting society is developed at a high level. Post-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, and for this capability to be expressed in their work. In your heritage conservation taught courses, you will be expected to display awareness and appreciation of cultural differences in your understanding of, and approach to, heritage matters. During your research you can present your research in a manner that demonstrates awareness of cultural difference, inclusiveness and sensitivity to cultural issues.

Architecture is future-oriented; what we create shapes the built environment for generations. Architecture post-graduates need to demonstrate a high-level understanding and addressing of future requirements in their work. The level, number and variety of challenges will increase as courses progress, culminating in the year-long design thesis, deepening student understanding and development of this capability. In your heritage conservation taught courses, you will learn about the particular provisions for the recognition and retention of Māori cultural heritage, including alignment with the Treaty of Waitangi. During your research, you may choose to pursue research on Māori cultural heritage and its conservation.

### List of stakeholders and students consulted for the completion of the embedded graduate profile:

Consultation is progressing with staff of School of Architecture and Planning; School Teaching and Learning Committee; School Staff Student Consultative Committee; a group of senior students; Robin Byron, Conservation Architect, Heritage New Zealand; Noel Reardon, Heritage Manager, Auckland Council; Paul Mahoney, Manager Historic Resources, DoC; and Sarah Hilary, Auckland Art Gallery.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF MASTER OF ARCHITECTURE (PROFESSIONAL) AND URBAN DESIGN	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1                      Demonstrate in-depth knowledge and understanding of the importance of the history, theory, practice and design elements of architecture and urban design in the built environment.</p> <p>Capability DK.2                      Demonstrate an in-depth understanding of the application of architectural and urban design theory and science with the ability to think critically within the wider environmental, economic, social and cultural societal constructs, legal frameworks and management techniques relating to the creation of architecture and the built environment, as well as the contributions made by related professions.</p> <p>Capability DK.3                      Demonstrate the development of personal interests, abilities, attributes and specialisations, applying these independently and ethically in research, theory and practice.</p>	<p>Architects and urban designers operate in specialist disciplines and play a critical role in shaping our future urban and natural environments; economically, environmentally, socially and culturally. Each course within this two and a half year level 700 programme increases the levels of challenge, with more reliance on students own independent research, analysis and synthesis as they move through the degree, culminating in a year long thesis of the student's own choice, supervised by a staff member. At the end of the programme students will have the qualification necessary to operate in the discipline as a professional urban designer or, after practical experience and architectural registration, operate in architectural practice. Students will also be able to progress to further post-graduate study at PhD level.</p> <p>Architects and urban designers cannot physically create or seek to improve and address societal issues without an in-depth understanding, knowledge and skills gained from theory and practice and then having the ability to apply these within the appropriate contexts. Each course increases the levels of challenge, with more reliance on your own independent research, analysis and synthesis in order to increase your capability in these areas. Graduates will be expected to demonstrate a sophisticated and nuanced knowledge and application of requirements and issues related to urban design and architectural theory, research, practice and the professions.</p> <p>In both taught courses and a sustained and self-directed year-long design thesis of the students own topic choice, students should actively pursue and develop their own positions in relation to issues, the discipline and related areas of theory and practice. The thesis will increase the level of challenge, with more reliance on student's own independent research, analysis and synthesis developing this capability.</p>

<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Demonstrate the ability to critically engage in independent research and analysis that identifies conditions and needs; establishes premises; gathers information; analyses issues; appraises possibilities and produces in-depth analysis, assessments and rational conclusions for architectural and urban design responses.</p> <p>Capability CT.2 Demonstrate the ability to apply critical thinking in architecture and urban design: to generate concepts, designs and synthesise them with practical requirements in both rational and creative way to deliver working and meaningful urban design outcomes and solutions; then reflect on and assess their validity through an evaluation with sophisticated argument and exposition.</p> <p>Capability CT.3 Display an understanding of the need and the ability to challenge existing knowledge from the base discipline; to explore multiple sources and different viewpoints; to critique modes of architectural and urban design practice; to develop a range of design and written processes and to construe both reasoned and creative arguments and interpretations in order to improve quality of the built environment.</p>	<p>Post-graduate students need to be able to contest knowledge and practice at a high level, critically consider ideas, texts and research and think reflectively and reflexively in a sophisticated way. The first two years of level 700 courses develop this capability, which is then demonstrated at a high level in the thesis.</p> <p>Architecture and urban design require the synthesise of a wide range of potentially competing issues which need to be brought together and analysed to create realistic and practical solutions for the built environment. Students will find that as their level 700 programme progresses, the demands and degree of difficulty in producing a successful design outcome increase due to the expectation that more issues are addressed. The design thesis is expected to advance and add to built environment knowledge.</p> <p>Architecture and urban design are more than simplistic problem solving; in many situations it is often necessary to challenge conventional precepts and expectations. Architecture and urban design can be assessed from a wide variety of points of view, a reflection of the complexities of the disciplines and the world. At this 700 level, graduates are expected to deal with pertinent issues in a manner that demonstrates nuanced understanding of the disciplines. The thesis allows opportunity for high-level exploration of personal interest and expression of this through a range of processes.</p>
<p><b>Solution Seeking</b></p>	<p>Capability SS.1 Display an advanced ability to think creatively and apply research, theory, analysis and creativity in order to conceptualise and develop three-dimensional architectural and urban design form and space in relation to individual, community and environmental needs.</p>	<p>Students at post-graduate level are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions at a high level with advanced solution seeking abilities that meet disciplinary needs as well. These should take into account not just societal needs and desires but be sensitive to the natural environment to ensure urban sustainability. The level 700 courses allow the opportunity to develop this capability at a sophisticated level, which is expressed in the thesis that culminates the degree.</p>

	<p>Capability SS.2 Demonstrate an advanced ability to incorporate a wide range of competing individual, community based and environment concerns, materiality, structure, construction, building services and other sometimes complex requirements, to achieve a realistic and deliverable architectural or urban design response.</p> <p>Capability SS.3 Display the development of personal interests, abilities and specialisations, in relation to other disciplines. Demonstrate an advanced ability to be inventive and generate new and original possibilities in relation to built and natural environment issues.</p>	<p>Each course increases the levels of challenge, with the need to deal with the more complex issues and requirements that are encountered in design theory, policy and practice, in order to increase your capability in these areas. The thesis allows a range of issues and topics to be explored and resolved through an individual exposition and design.</p> <p>Due to changing needs and sometimes unpredictable requirements, unfamiliar situations and complex problems, architecture and urban design graduates need to be able to anticipate and deal with emerging issues and be forward thinking in the search for solutions. In an increasingly complex physical and social environment, students are expected to develop personal interests and expertise in particular areas with an eye to possible future specialisation. The level, number and variety of challenges will increase as the level 700 courses progress, culminating in the thesis.</p>
<p><b>Communication &amp; Engagement</b></p>	<p>Capability CE.1 Demonstrate a variety of skills and adequate ability (both individually and through collaboration) in communicating information and ideas in a range of media including the graphical, spoken and written, conscious of diverse audiences.</p> <p>Capability CE.2 Demonstrate advanced abilities in relation to design and writing; communicating research, concept, theoretical argument, design intent and architectural and urban form at all stages of the design process, through a range of media, to various audiences.</p>	<p>Post-graduates are expected to be able to receive and interpret information, express ideas and share knowledge in a sophisticated manner with a variety of audiences in a range of media and formats. Architecture and urban design graduates need to develop skills individually and also working in groups and teams and with a variety of collaborators from laypeople and community groups to specialists and decision makers. The degree allows the extension of this capability through level 700 taught courses and the thesis.</p> <p>Post-graduates must develop advanced expertise in communicating planning and architectural ideas, forms and designs in a wide variety of ways and be able to tailor their communication in appropriate and nuanced ways to different people or groups in society. The taught courses allow high-level development in this area which will be expressed at a sophisticated level in the thesis.</p>

	<p>Capability CE.3 Demonstrate advanced ability in the exploration and development of new ways of engaging audiences and communicating architectural intent and form, as new media and technologies develop.</p>	<p>As the world and the people in it change, and new issues arise, architecture and urban design graduates must develop the abilities to find new ways of engaging and communicating with people. Students are challenged, as courses progress, to do this. The thesis allows the final expression of this capability in the programme.</p>
<p><b>Independence &amp; Integrity</b></p>	<p>Capability II.1 Demonstrate high-level independent and self-directed research, analysis, design and professional development and understand the need for ongoing life-long learning and personal and professional development.</p> <p>Capability II.2 Demonstrate sophisticated and critical reflection on one's own ideas, concepts, arguments and designs. Demonstrate the ability to respond to external critique in a mature and nuanced manner with personal integrity.</p> <p>Capability II.3 Demonstrate good judgement and ethical behaviour in research, communication, creativity and practice, as well as in dealings with colleagues and the wider community.</p>	<p>Post-graduates are expected to be able to learn and work autonomously and ethically at a high level. They are expected to be lifelong learners, to show resilience, proactivity and an ability to make principled decisions in academic and professional spheres. This capability is built on at a high-level through the Level 700 courses and thesis.</p> <p>Post-graduates need to demonstrate advanced levels of reflection and self-critique in order to improve the quality of their work and the built environment outcomes. Students must listen and respond to the views of others but maintain integrity in seeking the best design outcome for not just the client or profession but the public and the environment. The programme allows the opportunity to develop this capability to a sophisticated level.</p> <p>Ethical behaviour in all areas of study, thought and work are important at the university and in the profession in order to safeguard intellectual endeavour and the rights of others, from colleagues to clients to the public, and in terms of our responsibilities to the environment and future. Through the courses students will be introduced to, and required to show higher degrees of ethical practice, especially as courses increase the complexity of challenges.</p>
<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Display an understanding of the need to acknowledge and respond to diverse individual, community and environmental needs within a wider range of differing societal and cultural values, understanding and requirements, especially in relation to Te Tiriti o Waitangi.</p>	<p>Post-graduates are expected to acknowledge Māori world views and the historic place of the Treaty of Waitangi. They are expected to demonstrate respect for cultural and other forms of diversity and to embrace difference in society and how this may be expressed in the built environment. This programme allows students to develop and demonstrate this in a sophisticated and nuanced way.</p>

	<p>Capability SE.2 Demonstrate an appreciation and knowledge of the inter-relationship between the built and natural environments and the ability to develop sustainable and resilient architectural and urban design practices which will shape and direct the future of society and our built and natural environments.</p> <p>Capability SE.3 Display an advanced understanding of the need for architecture to address not just contemporary demands, but pertinent issues and future needs.</p>	<p>Through the level 700 courses and the thesis, a high-level appreciation of the inter-relationship between the built and natural environments and the ability to develop sustainable practices in shaping the future and supporting society is developed at a high level. Post-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, and for this capability to be expressed in their work.</p> <p>Architecture and urban design are future-oriented; what we create shapes the built environment for generations. Architecture and urban design post-graduates need to demonstrate a high-level understanding and addressing of future requirements in their work. The level, number and variety of challenges will increase as courses progress, culminating in the year-long design thesis, deepening student understanding and development of this capability.</p>
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**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

Staff of School of Architecture and Planning, School Staff Student Consultative Committee, a group of senior students and recent graduates, NZ Registered Architects Board, NZ Institute of Architects, leading urban planning professionals, new graduates and urban design students.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF MASTER OF ARCHITECTURE (PROFESSIONAL) AND URBAN PLANNING (PROFESSIONAL)	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1                      Demonstrate advanced knowledge and practical application of creativity, history, theory and legal and professional requirements in architecture, urban planning and the built environment, at a range of scales.</p> <p>Capability DK.2                      Demonstrate an advanced level of ability in understanding and applying knowledge of architectural science and technology, environmental and cultural requirements, social precedents, urban planning theory and practice, legal frameworks, professional practice and project management relating to the creation of architecture and the built environment, as well as the contributions made by related professions.</p> <p>Capability DK.3                      Demonstrate the development of personal interests, abilities, attributes and specialisations, applying these independently and ethically in research, theory and practice.</p>	<p>Architects and urban planners operate in specialist disciplines and play a critical role in shaping our future urban and natural environments; economically, environmentally, socially and culturally. At the end of this three-year programme students will have the qualification necessary to, after practical experience and architectural registration, operate in architectural or urban design practice or progress into a further post-graduate qualification. The first two years of level 700 courses are taught and require students to develop reliance on their own independent research, analysis and synthesis. As you proceed through the programme you must develop in-depth understanding as each course increases the level of challenge. The third year is a level 700 thesis of the student's own choice, supervised by a staff member. Over the duration of the degree students will develop this capability at a high level.</p> <p>Architects and urban planners cannot physically create or seek to improve and address societal issues without an in-depth understanding, knowledge and skills gained from theory and practice and then having the ability to apply these within the appropriate contexts. Each course increases the levels of challenge, with more reliance on your own independent research, analysis and synthesis in order to increase your capability in these areas. Graduates will be expected to demonstrate a sophisticated and nuanced knowledge and application of requirements and issues related to urban design and architectural theory, research, practice and the professions.</p> <p>In both taught courses (including choice of electives) and a sustained and self-directed year-long design thesis of the students own topic choice, students should actively pursue and develop their own positions in relation to issues, the discipline and related areas of theory and practice. The thesis will increase the level of challenge, with more reliance on student's own independent research, analysis and synthesis developing this capability.</p>

<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Demonstrate the ability to critically engage in independent research and analysis that advances knowledge about architecture, urban planning and their practice.</p> <p>Capability CT.2 Demonstrate advanced ability to critically understand and assess environmental and project issues and requirements, generate concepts and synthesise them with practical requirements, resulting in high level built and natural environment outcomes with sophisticated argument, exposition and reflection.</p> <p>Capability CT.3 Demonstrate research and design in relation to emerging issues. Display ability at an advanced level to challenge existing knowledge; explore multiple sources and different viewpoints; critique modes of practice; develop a range of processes and to construe both reasoned and creative arguments and interpretations in order to improve built environment outcomes.</p>	<p>Post-graduate students need to be able to contest knowledge and practice at a high level, critically consider ideas, texts and research and think reflectively and reflexively in a sophisticated way. The first two years of level 700 courses develop this capability which is then demonstrated at a high level in the thesis.</p> <p>As the level 700 programme progresses, the demands and degree of difficulty in producing a successful built and natural environment outcomes increase due to the expectation that more issues are addressed. The design thesis is expected to advance and add to built environment knowledge.</p> <p>Architecture and urban planning are more than simplistic problem solving; in many situations it is often necessary to challenge conventional precepts and expectations. Architecture and urban planning can be assessed from a wide variety of points of view, a reflection of the complexities of the disciplines and the world. At this 700 level, graduates are expected to deal with pertinent issues in a manner that demonstrates nuanced understanding and mastery of the discipline. The thesis allows opportunity for high-level exploration of personal interest and expression of this through a range of processes, especially the thesis.</p>
<p><b>Solution Seeking</b></p>	<p>Capability SS.1 Display an advanced ability to think creatively and apply a range of knowledge and processes in order to conceptualise and develop sophisticated three-dimensional urban and architectural form and space in relation to human and environmental needs.</p> <p>Capability SS.2 Demonstrate an advanced ability to incorporate a wide range of competing individual, community based and environment concerns, materiality, structure, construction, building services and other sometimes complex requirements.</p>	<p>Students at post-graduate level are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions at a high level with advanced solution seeking abilities that meet disciplinary needs as well. These should take into account not just societal needs and desires but be sensitive to the natural environment to ensure urban sustainability. The level 700 courses allow the opportunity to develop this capability at a sophisticated level which is expressed in the thesis that culminates the degree.</p> <p>Each course increases the levels of challenge, with the need to deal with the more complex issues and requirements that are encountered in architectural and planning theory, policy and practice, in order to increase your capability in these areas. The</p>

	<p>Capability SS.3 Display the development of personal interests, abilities and specialisations, in relation to other disciplines. Demonstrate an advanced ability to be inventive and generate new and original possibilities in relation to built and natural environment issues.</p>	<p>thesis allows a range of issues and topics to be explored and resolved through an individual exposition and design.</p> <p>Due to changing needs and sometimes unpredictable requirements, unfamiliar situations and complex problems, architecture and urban planning graduates need to be able to anticipate and deal with emerging issues and be forward thinking in the search for solutions. In an increasingly complex physical and social environment, students are expected to develop personal interests and expertise in particular areas with an eye to possible future specialisation. The level, number and variety of challenges will increase as the level 700 courses progress, culminating in the thesis.</p>
<p><b>Communication &amp; Engagement</b></p>	<p>Capability CE.1 Demonstrate advanced abilities (both individually and through collaboration) in relation to research and the communication of information and argument, through a range of media, to engage diverse audiences.</p> <p>Capability CE.2 Demonstrate advanced abilities in relation to design and policy making; communicating research, concept, theoretical argument, design intent and architectural and urban form at all stages of the design process, through a range of media, to various audiences.</p> <p>Capability CE.3 Demonstrate advanced ability in the exploration and development of new ways of engaging audiences and communicating architectural intent and form, as new media and technologies develop.</p>	<p>Post-graduates are expected to be able to receive and interpret information, express ideas and share knowledge in a sophisticated manner with a variety of audiences in a range of media and formats. Architecture and urban planning graduates need to develop skills individually and also working in groups and teams and with a variety of collaborators from laypeople and community groups to specialists and decision makers. The degree allows the extension of this capability through level 700 taught courses and the thesis.</p> <p>Post-graduates must develop advanced expertise in communicating planning and architectural ideas, forms and designs in a wide variety of ways and be able to tailor their communication in appropriate and nuanced ways to different people or groups in society. The taught courses allow high-level development in this area which will be expressed at a sophisticated level in the thesis.</p> <p>As the world and the people in it change, and new issues arise, architecture and urban planning graduates must develop the abilities to find new ways of engaging and communicating with people. Students are challenged, as courses progress, to do this. The thesis allows the final expression of this capability in the programme.</p>

<p><b>Independence &amp; Integrity</b></p>	<p>Capability II.1 Demonstrate high-level independent and self-directed research, analysis, design and professional development and understand the need for ongoing life-long learning and personal and professional development.</p> <p>Capability II.2 Demonstrate sophisticated and critical reflection on one's own ideas, concepts, arguments and designs. Demonstrate the ability to respond to external critique in a mature and nuanced manner with personal integrity.</p> <p>Capability II.3 Demonstrate good judgement and ethical behaviour in research, communication, creativity and practice, as well as in dealings with colleagues and the public.</p>	<p>Post-graduates are expected to be able to learn and work autonomously and ethically at a high level. They are expected to be lifelong learners, to show resilience, proactivity and an ability to make principled decisions in academic and professional spheres. This capability is built on at a high-level through the Level 700 courses and thesis.</p> <p>Postgraduates need to demonstrate advanced levels of reflection and self-critique in order to improve the quality of their work and the built environment outcomes. Students must listen and respond to the views of others but maintain integrity in seeking the best design outcome for not just the client or profession but the public and the environment. The programme allows the opportunity to develop this capability to a sophisticated level.</p> <p>Ethical behaviour in all areas of study, thought and work are important at the university and in the profession in order to safeguard intellectual endeavour and the rights of others, from colleagues to clients to the public, and in terms of our responsibilities to the environment and future. This post-graduate level programme allows students to demonstrate adherence to high levels of ethical practice as courses increase the complexity of challenges.</p>
<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Display an understanding of the need to acknowledge and respond to diverse individual, community and environmental needs within a wider range of differing societal and cultural values, understanding and requirements, especially in relation to Te Tiriti o Waitangi.</p> <p>Capability SE.2 Demonstrate an appreciation and knowledge of the inter-relationship between the built and natural environments and the ability to develop sustainable and resilient architectural and urban planning practices which will shape and direct the future of society and our built and natural environments.</p>	<p>Post-graduates are expected to acknowledge Māori world views and the historic place of the Treaty of Waitangi. They are expected to demonstrate respect for cultural and other forms of diversity and to embrace difference in society. This programmes allows students to develop and demonstrate this in a sophisticated and nuanced way.</p> <p>Through the level 700 courses and the thesis a high-level appreciation of the inter-relationship between the built and natural environments and the ability to develop sustainable practices in shaping the future and supporting society is developed at a high level. Post-graduates are expected to recognise a role for themselves in creating a sustainable future and be able to consider the social, cultural, environmental and</p>

	<p>Capability SE.3          Display an advanced understanding of the need for architecture to address not just contemporary demands, but pertinent issues and future needs.</p>	<p>economic consequences of national and international issues, and for this capability to be expressed in their work.</p> <p>Architecture and urban planning are future-oriented; what we create shapes the built environment for generations. Architecture and urban planning post-graduates need to demonstrate a high-level understanding and addressing of future requirements in their work. The level, number and variety of challenges will increase as courses progress, culminating in the year-long design thesis, deepening student understanding and development of this capability.</p>
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**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

Staff of School of Architecture and Planning, School Staff Student Consultative Committee, a group of senior students and recent graduates, NZ Registered Architects Board, NZ Institute of Architects, New Zealand Planning Institute, a number of leading urban planning professionals, new graduates of the programme, Honours year students.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF MASTER OF URBAN PLANNING (PROFESSIONAL) AND HERITAGE CONSERVATION	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1                      Demonstrate in-depth knowledge and understanding of the importance of the history, theory, science, practice and design elements of urban planning at a post graduate level and then apply them to professional context as urban planner and provide the opportunity for doctoral study in the discipline. Also demonstrate advanced knowledge and skills in heritage conservation theory and practice.</p> <p>Capability DK.2                      Demonstrate an in-depth understanding of urban planning theory and practice with the ability to think critically within the wider environmental, economic, social-cultural discourses and legal frameworks, as well as demonstrate the project management skills required for urban planning practice. Also develop and show an understanding and appreciation of current issues and debates in the field of heritage conservation.</p>	<p>Urban planning is a specialist discipline where professional urban planners play a critical role in shaping our future urban and natural environments; economically, environmentally, socially and culturally. As you proceed through the programme you must develop an in-depth understand the importance of creative investigation, critical thinking, decision-making and ability to developed policy, design and practical solutions within the discipline which seek to improve the quality for all of society. You must also acquire an in-depth knowledge of urban planning history, theory, science, thought and practice. Each course increases the levels of challenge, with more reliance on your own independent research, analysis and synthesis as you move through the programme leading to a self-directed dissertation. At the end of the programme you will be able to operate in the discipline as a professional urban planner. In your taught heritage conservation courses, you will acquire essential heritage conservation knowledge and skills in core courses. Some electives provide opportunity for application of that knowledge, while others broaden your degree by allowing you to pursue personal interests. During your research you will extend the knowledge and skills gained in your taught courses, by applying them to particular research topics within the field of heritage conservation.</p> <p>Urban planners cannot physically create or seek to improve and address societal issues without an in-depth understanding, knowledge and skills gained from theory and practice and then having the ability to apply these within the appropriate governance societal context. Each course increases the levels of challenge, with more reliance on your own independent research, analysis and synthesis in order to increase your capability in these areas. In your heritage conservation taught courses, staff will introduce you to current issues and debates, and then you will have the opportunity to pursue particular topics in greater detail in your assignment work. During your</p>

	<p>Capability DK.3</p> <p>Display an understanding of key issues around the built environment discipline in all its contexts: social, environmental, economic, cultural, historical, contemporary, future, local, regional, and global context. Demonstrate an understanding and appreciation of the historical, philosophical and statutory frameworks, methodologies and characteristics of heritage conservation.</p>	<p>research, you will respond to current issues and debates in the field of heritage conservation in the framing and development of your topics and projects.</p> <p>Urban planning is inherently future-oriented, aimed at creating better urban environment condition for all members of society, grounded in the concepts of social justice and democracy. It is necessary to have an understanding of the history of previous approaches to the built and natural environment, and to understand the context of urban planning thought and practice. This involves issues such as (but not limited to) individual and community aspirations and cultural values, indigeneity, economic forces, national identity, environmental responsibility, sustainability and urban resilience. As courses progress, students should actively seek out their own information and become more critically aware of these issues in their study and reflect them in their work, developing the appropriate knowledge and skills to address them. In your heritage conservation taught courses, staff will introduce you to the historical, philosophical and statutory frameworks, methodologies and characteristics of heritage conservation, and then you will have the opportunity to pursue these themes in greater detail in your assignment work. During your research, you will respond to the historical, philosophical and statutory frameworks, methodologies and characteristics of heritage conservation in the framing and development of your topics and projects.</p>
<p><b>Critical Thinking</b></p>	<p>Capability CT.1</p> <p>Demonstrate the ability to identify conditions and needs; establish premises; gather information; analyse issues; appraise possibilities and produce in-depth analysis, assessments and rational conclusions and the ability to think and practice critically, conceptually and reflectively.</p> <p>Capability CT.2</p> <p>Demonstrate the ability to apply critical thinking in urban planning application: to generate concepts and synthesise them with practical requirements in both rational and creative approach in order to deliver working and meaningful environment outcomes; then reflect on and assess their validity through an evaluation of the</p>	<p>University graduates need to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively. In your heritage conservation taught courses, you will be expected to reflect on and articulate the ways in which heritage conservation theory guides and influences professional viewpoints and actions. During your research, you will both apply and critically assess the utility of heritage conservation theory, and will be conscious of the extent to which it influences your own viewpoints and actions.</p> <p>Urban planning requires the critical synthesise of a wider range of potentially completing issues which need to be brought together and analysed to create realistic and practical solutions. Students will find that as their courses progress, the demands and degree of difficulty in producing a successful urban planning outcome increase</p>

	<p>approaches used. Display an ability to identify the conflicting demands impacting upon the future use and development of heritage resources.</p> <p>Capability CT.3 Display an understanding of the need and the ability to critically challenge existing knowledge; to explore multiple sources and different viewpoints; to critique modes of practice; to develop a range of processes and to construe both reasoned and creative arguments and interpretations in order to improve built environment outcomes.</p>	<p>due to the expectation that more issues as well as issues of greater complexity are addressed. In your heritage conservation taught courses, you will reflect on the aspirations that different interest groups have for our limited heritage resources. They include those who work in public heritage agencies, heritage advisors, conservators, iwi, owners, investors and developers. During your research, you will need to take a position in relation to your topic/s and project/s, and this will probably mean aligning yourself with the thinking of one particular body or interest group working in the heritage industry.</p> <p>Urban planning is more than simplistic problem solving: there can be a variety and range of urban planning solutions available depending of the context. In many situations, it is often necessary to challenge conventional precepts and expectations. Urban planning can be assessed from a wide variety of points of view, a reflection of the complexities of the discipline and its corresponding resultant world view.</p>
<p><b>Solution Seeking</b></p>	<p>Capability SS.1 Display the ability to apply research, theory, analysis and creativity in order to conceptualise and develop three-dimensional urban planning form, space and policy in relation to individual, community and environmental needs. Demonstrate the ability to respond to and prioritise the conflicting demands impacting upon the future use and development of particular heritage resources.</p> <p>Capability SS.2 Demonstrate the ability to incorporate potentially a wide range of completing individual, community based and environment concerns, to achieve a realistic and deliverable urban planning response. Display the ability to identify options for the future use and development of heritage resources with consideration of both heritage conservation best practice and real-world or pragmatic issues.</p>	<p>Graduates of the University are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. Urban planning requires the development of solution seeking abilities that meet disciplinary needs as well. This involves creative ability and the application of that to the development of forms in the built and natural environments. These should take into account not just societal needs and desires but be sensitive to the natural environment to ensure urban sustainability. Learning about heritage conservation theory and practice, you will also learn that decision making within the heritage industry is usually subjective and complicated rather than straightforward or easy. During your research, you will give consideration to the views of a range of interest groups, and will be expected to be able to defend your position, with reference to conservation theory.</p> <p>Each course increases the levels of challenge, with the need to deal with the more complex issues and requirements that are encountered in urban planning theory, design, policy and practice, in order to increase your capability in these areas. In your heritage conservation taught courses, you will learn processes for assessing heritage value, and how such heritage assessments are used in practice. During your research,</p>

	<p>Capability SS.3 Demonstrate the capacity to be inventive and generate new and original possibilities in relation to built and natural environment issues.</p>	<p>your project/s may require you to make your own decisions and recommendations for the future use and/or development of heritage resources, following or questioning established processes.</p> <p>Due to changing needs and sometimes unpredictable requirements, unfamiliar situations and complex problems, urban planning graduates need to be able to anticipate, critical analyses and deal with emerging issues and be forward thinking in the search for solutions. The level, number and variety of challenges will increase as courses progress.</p>
<p><b>Communication &amp; Engagement</b></p>	<p>Capability CE.1 Demonstrate a variety of skills and adequate ability (both individually and through collaboration) in communicating information and ideas in a range of media including the spoken and written, conscious of diverse audiences. Display ability to access, identify, organise and communicate research and recommendations effectively in media relevant to heritage conservation.</p> <p>Capability CE.2 Demonstrate adequate skills in communicating urban planning ideas through writing and design lead processes to various and complex wider of audiences. Show ability to make appropriate use of advanced information, communication and production technologies within the heritage conservation industry.</p> <p>Capability CE.3 Display an ability to explore and develop new ways of engaging audiences and communicating urban planning connects, ideals and approaches, as new media and</p>	<p>Graduates of the University are expected to be able to receive and interpret information, express ideas and share knowledge with a variety of audiences in a range of media and formats. Urban planning graduates need to develop skills individually and also working in groups and teams and with a variety of collaborators from laypeople and community groups to specialists and decision making. In your heritage conservation taught courses, you will produce assignments in a range of different formats, reflecting models and techniques used in practice. During your research, your assignments or reports will get larger and more complex, so you will learn to organise your data and to structure your writing in sections. You will need to be conscious of who your audience is and to shape your writing accordingly.</p> <p>Urban planning graduates must develop specific expertise in communicating urban planning ideas, policy approaches and methods; and designs in a wide variety of ways and be able to tailor their communication in appropriate ways to different people or community groups in society. In your heritage conservation taught courses, you will select appropriate technologies and techniques to communicate with interested communities or individuals. During your research, you will demonstrate that you can sustain a complex argument and communicate it to your selected audience/readership.</p> <p>As the world and the people in it change, and new issues arise, urban planning graduates must develop the abilities to find new ways of engaging and communicating with people. Students are challenged, as courses progress to develop these skills and</p>

	<p>technologies develop. Show willingness to engage in constructive public discourse and to accept social and civic responsibilities.</p>	<p>how they can be applied in urban planning practice. In your heritage conservation taught courses, you will become increasingly aware of the public discourse around heritage, that it is a subject matter of public and community interest, often playing out in the media and public meetings. In presenting your assignment work verbally in seminars, you will develop your confidence and skill in public speaking. During your research, you will demonstrate awareness of public opinion and the social/civic responsibility of the heritage professional.</p>
<p><b>Independence &amp; Integrity</b></p>	<p>Capability II.1 Demonstrate self-directed research, critical thinking and learning and understand the need for ongoing life-long learning and personal and professional development, as well as personal and professional integrity and respect for truth and ethical practices within the heritage industry.</p> <p>Capability II.2 Display the ability to reflect on one's own ideas, concepts, arguments and designs in a critical manner. Demonstrate the ability to respond to external critique in a rational and well-considered manner with personal integrity. Show ability to work independently, but with knowledge that heritage conservation is a multi-disciplinary industry requiring teamwork.</p> <p>Capability II.3 Demonstrate critical judgement skills and ethical behaviour in research, communication, creativity and practice, as well as in dealings with colleagues, professional and the wider community. Show self-discipline and an ability to plan and achieve personal and professional goals.</p>	<p>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. In your heritage conservation taught courses, you will be expected to apply scholarly conventions in the presentation of your work and to demonstrate respect for the clients and services from which you draw. During your research, you will be expected to apply ethical principles consistently, including in the gathering and analysis of data, your writing and the dissemination of research findings.</p> <p>Urban planning graduates need to not just promote their ideas but to be self-critical in order to improve the quality of their work and the built and natural environment outcomes. You also need to listen and respond to the views of others but maintain professional integrity in seeking the appropriate urban planning outcome for the benefit of society and the environment. In your heritage conservation taught courses, while most of your assignments will be prepared individually, you will be conscious of the multiple disciplines involved in the heritage industry and the collaborative nature of much heritage practice. During your research, as the reports you write get more complex, you will develop your confidence in working independently while also valuing the work of those around you.</p> <p>Ethical behaviour in all areas of study, thought and work are important at the university and in the profession in order to safeguard intellectual endeavour and the rights of others, from colleagues to clients, community groups to the public, and in terms of our responsibilities to the environment and future generations. As courses develop,</p>

		<p>students will be introduced to, and required to show higher degrees of ethical practice. In your heritage conservation taught courses, you will take responsibility for setting your own timelines, in order to meet the deadlines imposed upon you and thus to attain your personal and professional goals. During your research, as the reports you write get more complex, your own personal timelines become even more important, in order that you are able to meet your deadlines and attain your personal and professional goals.</p>
<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Display an understanding of the need to acknowledge and respond to diverse individual, community and environmental needs within a wider range of differing societal and cultural values, understanding and requirements, especially in relation to Te Tiriti o Waitangi. Display awareness of the international and global dimensions of the heritage conservation industry, including environmental sustainability and the alignment between heritage conservation and designing for a sustainable future.</p> <p>Capability SE.2 Demonstrate an appreciation of the knowledge inter-relationship between the built and natural environments and the ability to develop sustainable and resilience urban planning practices which will shape and direct the future of society and our built and natural environments. Display appreciation of cultural diversity and respect for the heritage of other individuals and groups within society.</p> <p>Capability SE.3 Display an understanding of the need for urban planning to address not just contemporary demands, but future needs. Demonstrate awareness of Aotearoa New Zealand's distinctive bi-cultural and multi-cultural history, culture and identity and a</p>	<p>Graduates of the University are expected to acknowledge Māori world views and how that applies to urban planning with an understanding critical place of the Treaty of Waitangi roles in New Zealand governance issues. They are expected to be respectful of cultural and other forms of diversity and to embrace difference in society and express that in urban planning practice. In your heritage conservation taught courses, you will learn about both national and international heritage practice, and the alignment between heritage conservation and designing for a sustainable future. During your research, you will present your research in a manner that demonstrates your understanding of the long-term consequences of heritage proposals and their environmental sustainability.</p> <p>Graduates are expected to recognise a role for themselves in creating a sustainable and resilience urban futures considering the social, cultural, environmental and economic consequences of the decision making at the local, regional national and international level. In your heritage conservation taught courses, you will be expected to display awareness and appreciation of cultural differences in your understanding of, and approach to, heritage matters. During your research, you will present your research in a manner that demonstrates awareness of cultural difference, inclusiveness and sensitivity to cultural issues.</p> <p>Urban planning is inherently future-oriented; what shape and form; and for whom of our future built and natural environment for future generations. These are inherent changeless issues urban planning graduates need to address in their work. The level, number and variety of challenges will increase as courses progress. In your heritage</p>

commitment to inclusiveness in the recognition and conservation of cultural heritage value.

conservation taught courses, you will learn about the particular provisions for the recognition and retention of Māori cultural heritage, including alignment with the Treaty of Waitangi. During your research, you may choose to pursue research on Māori cultural heritage and its conservation.

**List of stakeholders and students consulted for the completion of the embedded graduate profile:**

Consultation is progressing with staff of School of Architecture and Planning; School Teaching and Learning Committee; School Staff Student Consultative Committee; a group of senior students; Robin Byron, Conservation Architect, Heritage New Zealand; Noel Reardon, Heritage Manager, Auckland Council; Paul Mahoney, Manager Historic Resources, DoC; and Sarah Hilary, Auckland Art Gallery.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF MASTER OF URBAN PLANNING (PROFESSIONAL) AND URBAN DESIGN	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1                      Demonstrate in-depth knowledge and understanding of the importance of the history, theory, science, practice and design elements of urban design and planning at a post graduate level and then apply them to professional context as urban designer and planner and provide the opportunity for doctoral study in the discipline.</p> <p>Capability DK.2                      Demonstrate an in-depth understanding of urban planning and design theory and practice with the ability to think critically within the wider environmental, economic, social-cultural discourses and legal frameworks, as well as demonstrate the project management skills required for urban planning and design practice.</p> <p>Capability DK.3                      Display an understanding of key issues around the built environment discipline in all its contexts: social, environmental, economic, cultural, historical, contemporary, future, local, regional, and global context.</p>	<p>Urban planning and design are specialist disciplines where the professions play a critical role in shaping our future urban and natural environments; economically, environmentally, socially and culturally. As you proceed through the programme you must develop an in-depth understanding of the importance of creative investigation, critical thinking, decision-making and ability to developed policy, design and practical solutions within the disciplines which seek to improve the quality for all of society. You must also acquire an in-depth knowledge of urban planning and design history, theory, science, thought and practice. Each course within the two and a half year level 700 programme increases the levels of challenge, with more reliance on your own independent research, analysis and synthesis as you move through the degree, leading to a self-directed dissertation. At the end of the programme you will be able to operate in the discipline as a professional urban planner or designer, or progress to further post-graduate study at PhD level.</p> <p>Urban planners and designers cannot physically create or seek to improve and address societal issues without an in-depth understanding, knowledge and skills gained from theory and practice and then having the ability to apply these within the appropriate governance societal context. Each course increases the levels of challenge, with more reliance on your own independent research, analysis and synthesis in order to increase your capability in these areas.</p> <p>Urban planning and design are inherently future-oriented, aimed at creating better urban environment conditions for all members of society, grounded in the concepts of social justice and democracy. It is necessary to have an understanding of the history of previous approaches to the built and natural environment, and to understand the context of urban planning and design thought and practice. This involves issues such as (but not limited to) individual and community aspirations and cultural values,</p>

		indigeneity, economic forces, national identity, environmental responsibility, sustainability and urban resilience. As courses progress, students should actively seek out their own information and become more critically aware of these issues in their study and reflect them in their work, developing the appropriate knowledge and skills to address them. The final dissertation requires this capability as it is not a taught course but is self-directed with staff supervision.
<b>Critical Thinking</b>	<p>Capability CT.1 Demonstrate the ability to identify conditions and needs; establish premises; gather information; analyse issues; appraise possibilities and produce in-depth analysis, assessments and rational conclusions.</p> <p>Capability CT.2 Demonstrate the ability to apply critical thinking in urban planning and design application: to generate concepts and synthesise them with practical requirements in both rational and creative approach in order to deliver working and meaningful environment outcomes; then reflect on and assess their validity through an evaluation of the approaches used.</p> <p>Capability CT.3 Display an understanding of the need and the ability to critically challenge existing knowledge; to explore multiple sources and different viewpoints; to critique modes of practice; to develop a range of processes and to construe both reasoned and creative arguments and interpretations in order to improve built environment outcomes.</p>	<p>University graduates need to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively. The first two years of level 700 courses develop this capability which is then demonstrated at a high level in the dissertation.</p> <p>Urban planning and design requires the critical synthesise of a wider range of potentially completing issues which need to be brought together and analysed to create realistic and practical solutions. Students will find that as their courses progress, the demands and degree of difficulty in producing a successful urban planning or design outcome increase due to the expectation that more issues as well as issues of greater complexity are addressed.</p> <p>Urban planning and design are more than simplistic problem solving; there can be a variety and range of built environment solutions available depending of the context. In many situations, it is often necessary to challenge conventional precepts and expectations. Urban planning and design can be assessed from a wide variety of points of view, a reflection of the complexities of the discipline and its corresponding resultant world view. At this 700 level, graduates are expected to deal with pertinent issues in a manner that demonstrates nuanced understanding of the disciplines. The dissertation allows opportunity for high-level exploration of personal interest.</p>
<b>Solution Seeking</b>	<p>Capability SS.1 Display the ability to apply research, theory, analysis and creativity in order to conceptualise and develop three-dimensional urban form, space and policy in relation to individual, community and environmental needs.</p>	<p>Graduates of the University are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. Urban planning and design require the development of solution seeking abilities that meet disciplinary needs as well. This involves creative ability and the application of that to the</p>

	<p>Capability SS.2 Demonstrate the ability to incorporate potentially a wide range of completing individual, community based and environment concerns, to achieve a realistic and deliverable urban planning and design response</p> <p>Capability SS.3 Demonstrate the capacity to be inventive and generate new and original possibilities in relation to built and natural environment issues.</p>	<p>development of forms in the built and natural environments. These should take into account not just societal needs and desires but be sensitive to the natural environment to ensure urban sustainability. The challenge of the level 700 courses increase through the two and a half year programme, culminating in the dissertation, so as to develop this capability to a high level.</p> <p>Each course increases the levels of challenge, with the need to deal with the more complex issues and requirements that are encountered in urban planning and design theory, policy and practice, in order to increase your capability in these areas.</p> <p>Due to changing needs and sometimes unpredictable requirements, unfamiliar situations and complex problems, urban planning graduates need to be able to anticipate, critical analyses and deal with emerging issues and be forward thinking in the search for solutions. The level, number and variety of challenges will increase as courses progress.</p>
<p><b>Communication &amp; Engagement</b></p>	<p>Capability CE.1 Demonstrate a variety of skills and adequate ability (both individually and through collaboration) in communicating information and ideas in a range of media including the spoken and written, conscious of diverse audiences.</p> <p>Capability CE.2 Demonstrate very good skills in communicating urban planning and design ideas through writing and design lead processes to various and complex wider of audiences.</p>	<p>Graduates of the University are expected to be able to receive and interpret information, express ideas and share knowledge with a variety of audiences in a range of media and formats. Urban planning and design graduates need to develop skills individually and also working in groups and teams and with a variety of collaborators from laypeople and community groups to specialists and decision making. The degree allows the extension of this capability through level 700 taught courses and the dissertation.</p> <p>Urban planning and design graduates must develop specific expertise in communicating built environment ideas, policy approaches and methods; and designs in a wide variety of ways and be able to tailor their communication in appropriate ways to different people or community groups in society. The level 700 taught courses allow high-level development in this area.</p>

	<p>Capability CE.3 Display an ability to explore and develop new ways of engaging audiences and communicating urban planning and design concepts, ideals and approaches, as new media and technologies develop.</p>	<p>As the world and the people in it change, and new issues arise, urban planning and design graduates must develop the abilities to find new ways of engaging and communicating with people. Students are challenged, as courses progress to develop these skills and how they can be applied in practice. The dissertation allows the final expression of this capability in the programme.</p>
<p><b>Independence &amp; Integrity</b></p>	<p>Capability II.1 Demonstrate self-directed research, critical thinking and learning and understand the need for ongoing life-long learning and personal and professional development.</p> <p>Capability II.2 Display the ability to reflect on one's own ideas, concepts, arguments and designs in a critical manner. Demonstrate the ability to respond to external critique in a rational and well-considered manner with personal integrity.</p> <p>Capability II.3 Demonstrate critical judgement skills and ethical behaviour in research, communication, creativity and practice, as well as in dealings with colleagues, professional and the wider community.</p>	<p>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. This capability is built on at a high-level through the level 700 courses and dissertation.</p> <p>Urban planning and design graduates need to not just promote their ideas but to be self-critical in order to improve the quality of their work and the built and natural environment outcomes. They also need to listen and respond to the views of others but maintain professional integrity in seeking the appropriate urban planning outcome for the benefit of society and the environment. The programme allows the opportunity to develop this capability to a high level.</p> <p>Ethical behaviour in all areas of study, thought and work are important at the university and in the profession in order to safeguard intellectual endeavour and the rights of others, from colleagues to clients, community groups to the public, and in terms of our responsibilities to the environment and future generations. As courses develop, students will be introduced to, and required to show higher degrees of ethical practice, especially as courses increase the complexity of challenges.</p>
<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Display an understanding of the need to acknowledge and respond to diverse individual, community and environmental needs within a wider range of differing societal and cultural values, understanding and requirements, especially in relation to Te Tiriti o Waitangi.</p>	<p>Graduates of the University are expected to acknowledge Māori world views and how that applies to urban planning with an understanding critical place of the Treaty of Waitangi roles in New Zealand governance issues. They are expected to be respectful of cultural and other forms of diversity and to embrace difference in society and express that in urban planning practice. This programme allows students to develop and demonstrate this in a nuanced way.</p>

	<p>Capability SE.2 Demonstrate an appreciation of the knowledge inter-relationship between the built and natural environments and the ability to develop sustainable and resilience urban planning and design practices which will shape and direct the future of society and our built and natural environments.</p> <p>Capability SE.3 Display an understanding of the need for urban planning and design to address not just contemporary demands, but future needs.</p>	<p>Graduates are expected to recognise a role for themselves in creating sustainable and resilient urban futures considering the social, cultural, environmental and economic consequences of the decision making at the local, regional national and international level.</p> <p>Urban planning and design are inherently future-oriented; what shape and form; and for whom of our future built and natural environment for future generations. These are inherent changeless urban planning and design graduates need to address in their work. The level, number and variety of challenges will increase as courses progress, deepening student understanding and development of this capability.</p>
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**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

New Zealand Planning Institute, a number of leading urban planning professionals, new graduates of the programme, Honours year students, Faculty Student Staff Consultative Committee.

DANCE STUDIES PROGRAMME

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THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF BACHELOR OF DANCE STUDIES	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1 Have advanced portfolio of skills, including practical, conceptual and theoretical abilities relevant to dance- related careers.</p> <p>Capability DK.2 Have an appreciation of personal experiences, current issues and intercultural debates in dance studies.</p> <p>Capability DK.3 Have an understanding of the historical and philosophical bases, methodologies and characteristics of contemporary and cultural practices in dance.</p>	<p>In your 100 level course you will define, recall, describe and translate a range of dance specific skills, attitudes and abilities. You will create small solo works and present these within the studio context. At the 200 level the skills and theoretical requirements will become more demanding. You will be able to use new skills and understandings in new situations, being confident to use and interpret movement and ideas. You will develop group choreographies and perform other works. Moving into 300 level you will be focusing on analysing, evaluating and creating in through and about dance and movement at an advanced level. You will be able to justify artistic decisions and design work for public presentation.</p> <p>At 100 level you will value personal experience and values as you engage with people on issues and debates. As you move to a 200 level you use research and experimentation to demonstrate understanding of practice and theory. 300 level typically requires you to investigate issues and construct or develop creative solutions that allow for diverse perspectives.</p> <p>In your 100 level courses you will define, describe and locate historical, philosophical and contemporary dance practice. You will understand your own perspective and as you move into 200 level you will recognise multiple perspectives and practices. Increasingly you will become more critical being able to select, defend differentiate theories and practices. At 300 level you will be able to investigate a topic creating and implementing a planned research course of action be that's embodied or written.</p>
<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Have critical, conceptual and reflective creative practice and thinking in, through and about dance.</p>	<p>In your 100 level course you will be developing awareness of critical contexts. In your 200 level course you will develop their knowledge in experiential contexts, and issues will be explored in greater detail and complexity. In your 300 level courses you will be expected to work with independence and to develop the skills of initiating, practicing and</p>

	<p>Capability CT.2 Recognise and analyse when information is needed with a capacity to locate, evaluate and use this information effectively.</p> <p>Capability CT.3 Engage both personal experience and reflective pedagogy to develop understandings of dance practice and arts education.</p>	<p>reflecting on dance projects through choreographic education, community based, critical performative domains.</p> <p>In your 100 level course you will understand that asking questions and being curious is necessary to identify and discuss ideas, texts and research. You will value movement as a means for stating and explaining the thinking. At 200 level you are increasingly able to contest knowledge and practices. Examining, critiquing, designing questions and solutions becomes everyday as you investigate dance and text at 300 level.</p> <p>Listing, defining, describing, locating, selecting ideas, information and movement practice is core to critical thinking at the 100 level. As you move into 200 level courses you are able to interpret, compare and examine information effectively. 300 level courses see you critically examining and distilling information. Recognising diverse forms for thinking and sharing information.</p>
<p><b>Solution Seeking</b></p>	<p>Capability SS.1 Formulate questions and solutions, justifying your process and findings with creativity and originality.</p> <p>Capability SS.2 Respond dynamically to collaborative, team-based tasks to develop appropriate creative-solutions.</p>	<p>At 100 level you will formulate both questions and solutions to important personal, social and creative provocations in dance. Studies with an awareness of general contexts you will be able to articulate your decision-making process. At 200 level you will critically engage with the complexity of specific dance contexts, developing your awareness of key issues as well as practices to problem solve challenges to find resolutions. At 300 level you will develop personal research projects and choreographic, develop idiosyncratic responses to the challenges proposed in your research and draw on relevant creative and critical literature to support your methods of solution making.</p> <p>Collaboration will be an expectation in your dance assessment from first through to third year, as you develop team-based methods of problem-solving, intellectual inquiry and project design. In first year your lecturer will vet research tasks and questions. In second year you will collaborate with peers to respond to pre-set academic issues. In third year groups will support each other to locate innovative research topics, methods, design, documentation and reflection.</p>

	<p>Capability SS.3 Identify real world issues and formulate appropriate responses and solutions in, through and about dance studies.</p>	<p>In first year, you will develop awareness of real-world issues and the diverse ways in which dance is connected to these, drawing on diverse experiences of you, yourself and your peers. In second year your lecturer will lead dance workshops in a diverse range of communities such as schools, galleries, festivals, hospitals, aged-care facilities and national parks. In third year you will develop confidence in independently bringing your dance knowledge to diverse communities, addressing community and environmental needs, issues and aspirations.</p>
<p><b>Communication &amp; Engagement</b></p>	<p>Capability CE.1 Demonstrates an ability to access, identify, organize and communicate ideas effectively in a variety of mediums relevant to Dance Studies.</p> <p>Capability CE.2 Make appropriate use of advanced information and communication technologies within the study of dance.</p> <p>Capability CE.3 Demonstrate an ability to be leaders in their local and/or dance communities and a willingness to engage in constructive public discourse and to accept social and civic responsibilities.</p>	<p>In your 100 level courses you will develop your ability to communicate in a wide range of media, including dance, performance, essays, seminars, teaching and filmmaking. You will be expected to access both academic and creative material organise ideas to reflect your knowledge. At 200 level you will work with increased sophistication in accessing and communicating complex ideas, collaborating with your peers to engage other and disseminate information in through and about dance. At 300 level you will be writing, choreography, performing, making films and presenting seminars with confidence and technical possibilities at your disposal.</p> <p>Communication and engagement with peers, community members and lecturers is essential throughout your degree. Your 100 level courses will focus on identifying and selecting appropriate means, technologies and software in sharing ideas and knowledge. Demonstrating confidence in communicating and engaging with diverse communities is a core component of 200 level courses. As you complete 300 level you will be confident in your communication and be critically engaged with the role of technology in sharing knowledge.</p> <p>Identifying your style and strengths as a leader and team worker is a large part of 100 level courses. You demonstrate capability for taking on public issues and engaging with wider communities of interest at 200 level. Developing personal interests in investigating and designing dance projects that engage with social and civic concerns is a core part of 300 level coursework.</p>

<p><b>Independence &amp; Integrity</b></p>	<p>Capability II.1 Demonstrate intellectual integrity, inclusivity, respect for truth and ethical practices within all dance studies research.</p> <p>Capability II.2 Foster a love and enjoyment of ideas, discovery and learning, that embraces creative risk taking.</p> <p>Capability II.3 Develop an ability to work independently and in collaboration with others.</p> <p>Capability II.4 Demonstrate self-discipline and an ability to plan and achieve personal and professional goals including career advancement and identifying appropriate opportunities within the field of dance.</p>	<p>At 100 level you will develop a clear understanding of university expectations in regards to intellectual integrity, inclusivity and ethics. In second year, students will develop confidence in integrating academic and pedagogical ethics in all environments. By year three, students will be actively designing creative, pedagogical and scholarly projects that reflect deep knowledge of the demands of ethics, inclusion and protecting the well-being of others.</p> <p>At 100 level your love for dancing, and curiosity about your own and others motivation and learning is valued. Your independence and creativity is recognized and you develop personal resilience and ethical standards as you take more risks. Operationality, autonomous and creative thinking and research is key to 200 level courses. Operationality, autonomous and creative thinking and research is refined at 300 level courses, such that your integrity is respected along with your ethical and creative risk taking.</p> <p>At 100 level you will develop both independent and collaborative choreographic and project-based assignments with your peers. At 200 level these will develop in complexity. You will engage with community, school and theatrical spaces. Projects will require more complex planning and logistical awareness, with strong support from lecturers. At 300 level you will take responsibility for substantial artistic community-based and teaching dance projects.</p> <p>Throughout your degree, organization, time management, self-discipline and planning is integral in dance work. In first year you will learn to plan for assessments and rehearsals. In second year you will learn planning skills for organizing group rehearsals, film-projects and research projects with increasingly demanding logistics and considerations. In third year you will develop practices of short and long-term goal-setting for professional environments in a range of dance contexts.</p>

<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Demonstrate an awareness of international and global dimensions of intellectual, political, aesthetic and economic activities, and distinctive qualities of Aotearoa/New Zealand as they pertain to Dance Studies.</p> <p>Capability SE.2 – Have respect for the values of other individuals and groups and an appreciation of human and cultural diversity.</p> <p>Capability SE.3 Have an awareness of the distinctive multi-cultural identity of Aotearoa and the ways in which dance is woven into this in histories, techniques and innovations.</p>	<p>In 100 level courses students will develop awareness of key terms and meanings pertaining to political, aesthetic, economic and intellectual dimensions of dance from a global perspective. At 200 level, awareness of key issues will be applied to research in local communities and national contexts. At 300 level students will focus, be open and apply knowledge in key critical areas of dance students through independent research projects.</p> <p>In first year you will work closely with peers to appreciate the cultural diversity and diverse values of your cohort in relation to key critical research in inclusion, politics, environmental and social justice. In second year courses you will travel beyond the university to develop respect for and appreciation of the different experiences of others as part of the fabric of community. In third year you will develop your leadership capability in your ability to factor social and ecological diversity into understandings of the potential of dance. You will lead individual and group projects with sensitivity for the values of others and the ecological footprint of your work.</p> <p>In first year you will develop awareness of the multi-cultural identities of your peers and their backgrounds in relation to diverse cultural histories, techniques and innovations. You will consider the obligations of dance practitioners in relation to the Treaty of Waitangi and develop choreography formed through Maori and Pasifika world views in second-year. In third year you will deepen your choreographic, cultural and political knowledge of dance grounded in the world views and cultural histories of Aotearoa New Zealand.</p>
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**List of stakeholders and students consulted for the completion of the embedded graduate profile:**

STUDENTS: Consultation with students from a range of disciplines.

STAFF: All full-time staff and Graduate teaching staff (PG, PhD candidates)

ALUMNI: Consultation with four Dance Studies alumni

THEME	EMBEDDED GRADUATE PROFILE FOR THE POSTGRADUATE DIPLOMA IN DANCE STUDIES	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1 Have advanced portfolio of skills, including practical, conceptual and theoretical abilities relevant to dance-related careers.</p> <p>Capability DK.2 Have an awareness of personal experiences, current issues and intercultural debates in dance studies.</p> <p>Capability DK.3 Have an extensive understanding of the historical and philosophical bases, methodologies and characteristics of contemporary and cultural practices in dance scholarship.</p>	<p>Beginning with a focus on choreographic practice and research methodology the programme supports you to identify your interests and find relevant practices to further inform them. Through the programme you will enhance your ability to analyse, contextualize and evaluate dance in light of key practices drawn from dance making, writing, teaching, theory and community practice.</p> <p>Over the course of this year you will develop your ability to draw relationships from personal experience to critical discourse, to appreciate issues from multiple perspectives and contextualize these within key debates.</p> <p>Over the year you will discuss relationships between embodied and scholarly modes of critical practice with increasing complexity and sophistication.</p>
<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Have critical, conceptual and reflective creative practice and research thinking in, through and about dance.</p> <p>Capability CT.2 Demonstrates autonomous, original, intellectual and embodied openness and curiosity.</p> <p>Capability CT.3 Recognise and analyse when information is needed with an advanced capacity to locate, evaluate and use this information effectively.</p>	<p>Over the course of this year of study you will develop increased sophistication in situating dance practices in relation to current work in your field of dance and in relation to theories and methods.</p> <p>Over the course of study you will extend understanding and appreciation of current issues and debates in the field of dance studies.</p> <p>This programme supports you to develop independent research through your chosen research methodology, to develop awareness of how to lead a research project from initiation to articulation.</p>

<p><b>Solution Seeking</b></p>	<p>Capability SS.1 Formulate questions and solutions, justifying your process and findings with creativity and originality.</p> <p>Capability SS.2 Respond confidently to collaborative, team-based tasks to develop appropriate and innovative solutions.</p> <p>Capability SS.3 Analyse information toward decision making with the ability to apply solutions in practice through aesthetic and critical choices in real world situations.</p>	<p>Over this year you will develop skills in creating research proposals, designing and contextualizing your practice and articulating your practice through writing, dance making and multi-media practices.</p> <p>With your cohort, you will develop insight into appropriate problem-solving methods.</p> <p>You will work through the lenses of artistic practice, research practice and pedagogical practice to develop independent and collaborate choice making methods.</p>
<p><b>Communication &amp; Engagement</b></p>	<p>Capability CE.1 Demonstrates an ability to access, identify, organize and communicate ideas effectively in suitable formats and to a range of audiences within the discipline and to the wider community.</p> <p>Capability CE.2 Independently make appropriate use of advanced information and communication technologies within the study of dance.</p> <p>Capability CE.3 Demonstrate an ability to be leaders in their local and/or dance communities and a willingness to engage in constructive public discourse and to accept social and civic responsibilities.</p>	<p>On entering your Post Graduate Diploma year you will be supported to develop communication and engagement skills through artistic, research and pedagogical settings.</p> <p>By the end of the year your communication skills will have developed in many modes including writing, choreography and digital media.</p> <p>You will be mentored in creative leadership, and have many opportunities to develop skills with communication technologies</p>
<p><b>Independence &amp; Integrity</b></p>	<p>Capability II.1 Demonstrate intellectual openness, curiosity, integrity, inclusivity, respect for truth and ethical practices within all dance studies research.</p>	<p>You will be supported in creative and intellectual risk-taking, and in working with integrity and respect for dancers, collaborators and academic practices, resolving challenges with an awareness of best practice. By the end of the year you will have developed a range of collaborative and independent projects, extending your ability to plan and achieve goals in your chosen field.</p>

	<p>Capability II.2 Demonstrate self-discipline and an ability to plan and achieve personal and professional goals including career advancement and identifying appropriate opportunities in the field of dance.</p> <p>Capability II.3 Demonstrate personal and professional integrity and an awareness of the culturally-sensitive requirements of ethical behavior.</p>	<p>Over your year in the Post Graduate Diploma Dance Studies you will develop your ability to work independently and to develop research autonomously.</p> <p>You will develop awareness of ethical and critical issues and apply these in different dance contexts to extend ability to develop professional practice in diverse fields.</p>
<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Demonstrate an awareness of international and global dimensions of intellectual, political, aesthetic and economic activities, and distinctive qualities of Aotearoa/New Zealand as they pertain to Dance Studies.</p> <p>Capability SE.2 Have respect for the values of other individuals and groups and an appreciation of human and cultural diversity, in particular in regard to the Treaty of Waitangi and the distinctive multi-cultural identity of Aotearoa, in terms of the ways in which dance is woven into this in histories, techniques and innovations.</p> <p>Capability SE.3 Have an awareness of the implications and potential of their research in terms of intellectual property and commercialization.</p>	<p>In the first half of the year you will be supported by class work to realise the capacity of your dance practice as a means to respond to social concerns and responsibilities, to challenge convention, to celebrate diversity, and to affect the way people experience the world. In the second half of the year you will apply this to an independent project.</p> <p>Throughout the year you will reflect on cultural, political, global, historical and ecological contexts for creative, critical and community-based practices. You will situate key issues professional, community-based and environmental sustainability in relation to your research focus.</p> <p>Over the course of the year you will become increasingly aware of relationships between your practice and its potential for others, nationally and internationally.</p>

**List of stakeholders and students consulted for the completion of the embedded graduate profile:**

STUDENTS: Consultation with students from a range of disciplines.

STAFF: Dance Studies Academic Committee and Dance Studies Graduate Teaching staff (PG/PhD candidates).

ALUMNI: Consultation with four Dance Studies alumni.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF BACHELOR OF DANCE STUDIES (HONOURS)	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1 Have a mastery of skills, including practical, conceptual, theoretical abilities relevant to dance-related careers, with a high-level understanding and appreciation of current issues and debates in the field of dance studies.</p> <p>Capability DK.2 Be attuned to personal experiences, current issues and intercultural debates in dance studies.</p> <p>Capability DK.3 Be conversant with the historical and philosophical bases, methodologies and characteristics of contemporary and cultural practices in dance scholarship.</p>	<p>Beginning with a focus on choreographic practice and research methodology the programme supports you to identify your interests and find relevant practices to further inform them. Through the programme you will enhance your ability to analyse, contextualize and evaluate dance in light of key practices drawn from dance making, writing, teaching, theory and community practice.</p> <p>Over the course of this year you will develop your ability to draw relationships from personal experience to critical discourse, to appreciate issues from multiple perspectives and contextualize these within key debates.</p> <p>Over the year you will discuss relationships between embodied and scholarly modes of critical practice with increasing complexity and sophistication.</p>
<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Have critical, conceptual and reflective creative practice and independently conduct original research thinking in, through and about dance.</p> <p>Capability CT.2 Demonstrates autonomous, original, intellectual and embodied openness and curiosity.</p> <p>Capability CT.3 Recognise and analyse gaps in scholarship with an advanced capacity to initiative, evaluate, synthesise and apply original research as part of one's own scholarship.</p>	<p>Over the course of this year of study you will develop increased sophistication in situating dance practices in relation to current work in your field of dance and in relation to theories and methods.</p> <p>Over the course of study you will extend understanding and appreciation of current issues and debates in the field of dance studies.</p> <p>This programme supports you to develop independent research through your chosen research methodology, to develop awareness of how to lead a research project from initiation to articulation.</p>

<p><b>Solution Seeking</b></p>	<p>Capability SS.1 Formulate questions and solutions, justifying your process and findings with creativity and originality.</p> <p>Capability SS.2 Respond confidently to collaborative, team-based tasks to develop appropriate and innovative solutions.</p> <p>Capability SS.3 Analyse information toward decision making with the ability to apply solutions in practice through aesthetic and critical choices in real world situations.</p>	<p>Over this year you will develop skills in creating research proposals, designing and contextualizing your practice and articulating your practice through writing, dance making and multi-media practices.</p> <p>With your cohort, you will develop insight into appropriate problem-solving methods.</p> <p>You will work through the lenses of artistic practice, research practice and pedagogical practice to develop independent and collaborate choice making methods.</p>
<p><b>Communication &amp; Engagement</b></p>	<p>Capability CE.1 Demonstrates an ability to access, identify, organize and communicate ideas effectively in suitable formats and to a range of audiences within the discipline and to the wider community.</p> <p>Capability CE.2 Independently make appropriate use of advanced information and creative technologies within the study of dance.</p> <p>Capability CE.3 Demonstrate an ability to be leaders in their local and/or dance communities and a willingness to engage in constructive public discourse and to accept social and civic responsibilities.</p>	<p>On entering your Post Graduate Diploma year you will be supported to develop communication and engagement skills through artistic, research and pedagogical settings.</p> <p>By the end of the year your communication skills will have developed in many modes including writing, choreography and digital media.</p> <p>You will be mentored in creative leadership, and have many opportunities to develop skills with communication technologies</p>
<p><b>Independence &amp; Integrity</b></p>	<p>Capability II.1 Demonstrate intellectual openness, curiosity, integrity, inclusivity, respect for truth and ethical practices within all dance studies research.</p>	<p>You will be supported in creative and intellectual risk-taking, and in working with integrity and respect for dancers, collaborators and academic practices, resolving challenges with an awareness of best practice. By the end of the year you will have developed a range of collaborative and independent projects, extending your ability to plan and achieve goals in your chosen field.</p>

	<p>Capability II.2 Demonstrate self-discipline and an ability to plan and achieve personal and professional goals including career advancement and identifying appropriate opportunities in the field of dance.</p> <p>Capability II.3 Demonstrate personal and professional integrity and an awareness of the culturally-sensitive requirements of ethical behavior.</p>	<p>Over your year in the Post Graduate Diploma Dance Studies you will develop your ability to work independently and to develop research autonomously.</p> <p>You will develop awareness of ethical and critical issues and apply these in different dance contexts to extend ability to develop professional practice in diverse fields.</p>
<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Demonstrate an awareness of international and global dimensions of intellectual, political, aesthetic and economic activities, and distinctive qualities of Aotearoa/New Zealand as they pertain to Dance Studies.</p> <p>Capability SE.2 Have respect for the values of other individuals and groups and an appreciation of human and cultural diversity, in particular in regard to the Treaty of Waitangi and the distinctive multi-cultural identity of Aotearoa, in terms of the ways in which dance is woven into this in histories, techniques and innovations.</p> <p>Capability SE.3 Have an awareness of the implications and potential of their research in terms of intellectual property and commercialization.</p>	<p>In the first half of the year you will be supported by class work to realise the capacity of your dance practice as a means to respond to social concerns and responsibilities, to challenge convention, to celebrate diversity, and to affect the way people experience the world. In the second half of the year you will apply this to an independent project.</p> <p>Throughout the year you will reflect on global, historical and ecological contexts for creative, critical and community-based practices. You will situate key issues professional, community-based and environmental sustainability in relation to your research focus.</p> <p>Over the course of the year you will become increasingly aware of relationships between your practice and its potential for others, nationally and internationally.</p>

**List of stakeholders and students consulted for the completion of the embedded graduate profile:**

STUDENTS: Consultation with students from a range of disciplines.

STAFF: Dance Studies Academic Committee and Dance Studies Graduate Teaching staff (PG/PhD candidates).

ALUMNI: Consultation with four Dance Studies alumni.

THEME	EMBEDDED GRADUATE PROFILE FOR THE MASTER OF DANCE STUDIES EMBEDDED GRADUATE PROFILE FOR THE MASTER OF COMMUNITY DANCE	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1 Have a mastery of skills, including practical, conceptual, theoretical abilities relevant to dance-related careers.</p> <p>Capability DK.2 Have a high-level understanding and appreciation of current issues and debates in the field of dance studies.</p> <p>Capability DK.3 Understand the relevance and value of their contribution to local and global dance communities' knowledge of theory and mastery of practice.</p>	<p>Through an independent programme of research you will enhance your ability to analyse, contextualize and evaluate dance in light of key research practices.</p> <p>Over the course of this year you will develop your ability to draw relationships from personal experience to critical discourse, to appreciate issues from multiple perspectives and contextualize these within key debates.</p> <p>This programme of supervision and peer feedback supports you to develop independent research through your chosen research methodology, to develop awareness of how to lead a research project from initiation to articulation.</p>
<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Have critical, conceptual and reflective creative practice and independently conduct original research thinking in, through and about dance.</p> <p>Capability CT.2 Demonstrates autonomous, original, intellectual and embodied openness, curiosity and innovation.</p> <p>Capability CT.3 Recognise and analyse gaps in scholarship with an advanced capacity to apply original research as part of one's own scholarship.</p>	<p>Over the course of this year of study you will develop your ability in situating dance practices and methods in relation to current work in your field of dance.</p> <p>Over the course of study you will extend understanding and appreciation of current issues and debates in the field of dance studies.</p> <p>Working both independently and in collaboration with your cohort of students and lecturers you will develop confidence and sophistication in synthesising creative and critical practices.</p>

<p><b>Solution Seeking</b></p>	<p>Capability SS.1 An ability to initiate, design, conduct, sustain, report and perform research.</p> <p>Capability SS.2 Analyse information toward decision making and creative problem-solving with the ability to apply solutions in practice.</p> <p>Capability SS.3 Demonstrate willingness to seek continuous improvement in research skills and quality of research.</p>	<p>Over this year you will develop your independent research skills in a specific research area of your choice, - creating a research proposal, designing and contextualizing your practice and articulating your practice through practices relevant to you.</p> <p>Over the year you will increase your confidence and insight into developing appropriate problem-solving methods.</p> <p>You will work through the lenses of artistic practice, research practice and pedagogical practice to develop independent and collaborate choice making methods.</p>
<p><b>Communication &amp; Engagement</b></p>	<p>Capability CE.1 Demonstrates an ability to access, identify, organize and communicate ideas effectively in a range of media and to a range of audiences within the discipline and to the wider community.</p> <p>Capability CE.2 Independently make appropriate use of advanced and up-to-date scholarship and technologies.</p> <p>Capability CE.3 Demonstrate an ability to be leaders in their local and/or dance communities and a willingness to engage in constructive public discourse and to accept social and civic responsibilities.</p>	<p>On entering your Master's Study you will be mentored in developing an independent research project through this extending your skills in creative leadership with many opportunities to develop skills with communication technologies.</p> <p>By the end of the year your communication skills will have developed in many modes including writing, choreography and digital media.</p> <p>You will be mentored in creative leadership, and have many opportunities to develop skills with communication technologies</p>
<p><b>Independence &amp; Integrity</b></p>	<p>Capability II.1 Demonstrate intellectual openness, curiosity, integrity, inclusivity, respect for truth and ethical practices within all dance studies research.</p> <p>Capability II.2 Demonstrate self-discipline and an ability to plan and achieve personal and professional goals including career advancement and identifying appropriate opportunities in the field of dance.</p>	<p>Over your Master's Degree in Dance Studies you will develop your ability to work independently and to develop research autonomously. You will develop awareness of ethical and critical issues and apply these in different dance contexts.</p> <p>You will be supported in creative and intellectual risk-taking, and in working with integrity and respect for dancers, collaborators and academic practices, resolving challenges with an awareness of best practice. By the end of the year you will have</p>

	<p>Capability II.3 Demonstrate personal and professional integrity and an awareness of the culturally-sensitive requirements of ethical behaviour.</p>	<p>developed an in-depth research project, extending your ability to plan and achieve goals in your chosen field.</p> <p>You will develop awareness of ethical and critical issues and apply these in different dance contexts to extend ability to develop professional practice in diverse fields.</p>
<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Demonstrate an awareness of international and global dimensions of intellectual, political, aesthetic and economic activities, and distinctive qualities of Aotearoa/New Zealand as they pertain to Dance Studies.</p> <p>Capability SE.2 Have respect for the values of other individuals and groups and an appreciation of human and cultural diversity, in particular in regard to the Treaty of Waitangi and the distinctive multi-cultural identity of Aotearoa, in terms of the ways in which dance is woven into this in histories, techniques and innovations.</p> <p>Capability SE.3 Have an awareness of the implications and potential of their research in terms of intellectual property and commercialization.</p>	<p>An in-depth dance research practice is a means to respond to social concerns and responsibilities, to challenge convention, to celebrate diversity, and to affect the way people experience the world, through iterative work over an extended period.</p> <p>Throughout the year you will reflect on global, historical and ecological contexts for creative, critical and community-based practices relevant to your project. You will situate key issues of professional, community-based and environmental sustainability in relation to your research focus.</p> <p>Over the course of the year you will become increasingly aware of relationships between your practice and its potential for others, nationally and internationally.</p>

**List of stakeholders and students consulted for the completion of the embedded graduate profile:**

STUDENTS: Consultation with students from a range of disciplines.

STAFF: Dance Studies Academic Committee and Dance Studies Graduate Teaching staff (PG/PhD candidates).

ALUMNI: Consultation with four Dance Studies alumni.

THEME	EMBEDDED GRADUATE PROFILE FOR THE MASTER OF DANCE MOVEMENT THERAPY	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1 Have a professional level of practical, clinical and theoretical skills in dance movement therapy.</p> <p>Capability DK.2 Have high-level understanding and appreciation of current issues and debates in the field of dance movement therapy.</p> <p>Capability DK.3 Understand the relevance and value of their contribution to local and global dance communities' knowledge of dance movement therapy.</p>	<p>Through a programme of classes and independent research you will enhance your ability to analyse, contextualize and practice dance therapy in light of key clinical, community and research practices.</p> <p>This programme of taught classes, supervision and peer feedback supports you to develop independent practice in general and specialist areas, developing awareness of how to lead practical and research projects from initiation to articulation.</p> <p>Over the year you will discuss relationships between embodied and scholarly, local and global modes of critical practice with increasing complexity and sophistication.</p>
<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Demonstrates autonomous, original, intellectual and embodied openness, curiosity and innovation.</p> <p>Capability CT.2 A capacity to locate, contextualize, critically evaluate, synthesise and use information effectively.</p> <p>Capability CT.3 Recognise and analyse gaps in scholarship and practice with an advanced capacity to apply original research as part of one's own clinical training.</p>	<p>Working in collaboration with your cohort of students and lecturers you will develop confidence and sophistication in synthesising clinical and community practices.</p> <p>Over the course of your study you will develop your ability in situating practices and methods in relation to current work in the field of Dance Movement Therapy.</p> <p>This programme of taught classes, supervision and peer collaboration supports you to develop independent research through your chosen research methodology, to develop awareness of how to lead a research project from initiation to articulation.</p>
<p><b>Solution Seeking</b></p>	<p>Capability SS.1 An ability to initiate, design, conduct, sustain, report and perform research.</p>	<p>Over this year you will develop professional and independent research skills in Dance Movement Therapy. In the first year through taught courses that specialize in responding to the needs of clients, and in the second year through working with specific</p>

	<p>Capability SS.2 Identify appropriate means of practice responsive to the needs of diverse individuals and communities.</p> <p>Capability SS.3 Demonstrate willingness to seek continuous improvement in practice.</p>	<p>communities in creating a research proposal, designing and contextualizing your practice and articulating research issues.</p> <p>With your cohort, you will develop insight into appropriate problem-solving methods.</p> <p>You will work through the lenses of artistic practice, research practice and pedagogical practice to develop independent and collaborate choice making methods.</p>
<b>Communication &amp; Engagement</b>	<p>Capability CE.1 Demonstrates an ability to access, identify, organize and communicate ideas effectively in a range of media and to a range of audiences within the discipline and to the wider community.</p> <p>Capability CE.2 Independently make appropriate use of advanced and up-to-date treatment methods, community facilitation, scholarship and technologies.</p> <p>Capability CE.3 Demonstrate an ability to be leaders in their local and/or dance communities and a willingness to engage in constructive public discourse and to accept social and civic responsibilities.</p>	<p>On entering your Master's study you will be mentored in leadership and communication through therapeutic practice. In the second year you will extend this knowledge into developing an independent research project- developing skills with communication technologies.</p> <p>By the end of the year your communication skills will have developed in many modes including movement analysis, writing, dance, counselling and digital media.</p> <p>By the end of the Master's degree your communication skills will have developed in many modes including working with specific communities, creative leadership and writing.</p>
<b>Independence &amp; Integrity</b>	<p>Capability II.1 Demonstrate intellectual openness, curiosity, integrity, inclusivity, respect for truth and ethical practices within all dance studies research.</p> <p>Capability II.2 Demonstrate self-discipline and an ability to plan and achieve personal and professional goals including career advancement and identifying appropriate opportunities in the field of dance.</p>	<p>Over your Master's in Dance Movement Therapy you will develop your ability to work collaboratively and independently and to develop research autonomously.</p> <p>By the end of the degree you will have developed an in-depth research project, extending your ability to plan and achieve goals in your chosen field.</p>

	<p>Capability II.3 Demonstrate personal and professional integrity and an awareness of the culturally-sensitive requirements of ethical behavior.</p>	<p>You will develop awareness of ethical and critical issues and apply these in specific therapeutic contexts. You will be supported in creative and intellectual risk-taking, and in working with integrity and respect for clients, communities and academic practices, resolving challenges with an awareness of best practice.</p>
<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Demonstrate an awareness of international and global dimensions of intellectual, political, aesthetic and economic activities, and distinctive qualities of Aotearoa/New Zealand as they pertain to Dance Studies.</p> <p>Capability SE.2 Have respect for the values of other individuals and groups and an appreciation of human and cultural diversity, in particular in regard to the Treaty of Waitangi and the distinctive multi-cultural identity of Aotearoa, in terms of the ways in which dance is woven into this in histories, techniques and innovations.</p> <p>Capability SE.3 Have an awareness of the implications and potential of their research in terms of intellectual property and commercialization.</p>	<p>Your degree in Dance Movement Therapy includes addressing social concerns and responsibilities, challenging convention, celebrating diversity, and contributing to communities in the area of health, wellbeing and creativity.</p> <p>Over two years of study you will reflect on political, cultural, historical and ecological contexts for therapeutic, creative, critical and community-based practices. You will situate key issues of professional, community-based and environmental sustainability in relation to your research focus.</p> <p>Over the course of the year you will become increasingly aware of relationships between your practice and its potential for others, nationally and internationally.</p>

**List of stakeholders and students consulted for the completion of the embedded graduate profile:**

STUDENTS: Consultation with students from a range of disciplines.

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ALUMNI: Consultation with four Dance Studies alumni.



THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF BACHELOR OF FINE ARTS	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1 Demonstrate the ability to sustain a practice in contemporary art using an individual portfolio of practical, technical and intellectual skills</p> <p>Capability DK.2 Demonstrate the ability to self-manage an open-ended project, generating, refining and realising contemporary art concepts</p> <p>Capability DK.3 Understand the significance of your creative work through a knowledge of contemporary and historical art practice, theory and ways of thinking relevant to its interpretation</p>	<p>You will begin to form your own practice in studio 1 courses through broad experimentation with a range of ways of thinking and making, including the opportunity to engage with tikanga Māori as it relates to the production of art. You will continue to acquire and develop skills to generate, refine, present and respond to art works through the rest of the degree, with progressive opportunity to specialise your practical, technical and intellectual skills as you work towards finding an emergent individual artistic voice.</p> <p>You will work in an increasingly independent way, self-managing projects that become more open-ended in scope as you progress through the degree. Studio 1 and 2 courses will provide defined starting points for your generation of art concepts while studio 3 will assist you in owning your own position as an artist and the significance of where and when you are practising, as you are offered the freedom to self-generate your work leading into the capstone projects of studio 4.</p> <p>Throughout the degree, you will develop your ability to apply a knowledge of contemporary and historical practice and theory to take responsibility for the significance of your creative work. Studio 1 courses introduce you to contemporary art and its key contexts. Studio 2 critical studies focuses on contemporary art's historical lineages, as they are relevant to practice. In studio discussion, critiques and in the classroom and coursework, you will build up an archive of contemporary and historical practices and rehearse the ways of thinking that are useful to an artist in understanding art and its interpretation.</p>
<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Demonstrate an ability to work critically with materials, processes and ideas within a creative practice</p>	<p>You will develop basic skills to engage with a variety of concepts and critical frameworks useful to studio practice in studio 1 and 2 courses, with an introduction to some of the themes, ideas, and aspects of tikanga Māori relevant to the understanding of contemporary art practice. Studio 3 courses place special emphasis on the</p>

	<p>Capability CT.2 Demonstrate openness, curiosity and self-awareness</p> <p>Capability CT.3 Demonstrate an understanding of issues of audience and reception</p>	<p>significance of place and whakapapa to your emerging individual practice. The key teaching and learning context of the studio critique takes up these considerations to rehearse an increasingly rigorous and sustained reflective and questioning approach to the materials, processes and ideas you will work with.</p> <p>This capability is developed throughout the degree by the succession of studio projects and coursework elements that offer increasing scope for you to explore art concepts and ideas from numerous disciplines and knowledge traditions in an open, critical, interdisciplinary way. Again, the studio critique is key in providing a formalised, collaborative context for you to benefit from others' perspectives and knowledge, supportive of both freedom to explore widely and of taking responsibility for your work through highlighting an external view of your work.</p> <p>The studio critique, alongside tutorial discussion and studio culture generally develops your capability to consider issues of audience and reception in your work. Beginning in studio 1 and continuing through all studio courses, experiences of critical analysis and dialogue of works produced support you to advance your understanding of the context in which art is created and received, and how relationships between artists and audiences are shaped.</p>
<p><b>Solution Seeking</b></p>	<p>Capability SS.1 Demonstrate individual creativity and an ability to work independently, as well as in collaboration with others</p> <p>Capability SS.2 Demonstrate reflective approaches to creative practice and its interpretation</p>	<p>Studio courses at year 1 and 2 support you through a variety of directed projects across a broad range of media traditions to explore the generation and understanding of concept-driven art and material effects, including work in relation to Māori contexts and content. Studio 3 and 4 courses offer an interdisciplinary environment in which students work on increasingly independent, self-directed projects in which your individual creativity is supported to gain more prominence. Throughout the degree, the studio environment requires you to work in collaboration with your peers.</p> <p>Studio 1 and 2 develop basic skills for reflecting on things made or encountered to further understanding and modify actions. In studio 3 and 4 you will engage more independently in reflective work as a way to question personal beliefs, assumptions,</p>

		theories and values which give shape, form and purpose to what you aspire to do within your own practice.
<b>Communication &amp; Engagement</b>	<p>Capability CE.1 Demonstrate an awareness of global cultural, political, social and economic issues and those distinctive to Aotearoa New Zealand</p> <p>Capability CE.2 Demonstrate an ability to process and communicate ideas effectively in any of a variety of media appropriate to contemporary art</p> <p>Capability CE.3 Demonstrate an ability to make appropriate use of information and communication technologies</p>	<p>At all studio levels, students are encouraged to consider the social, political, and cultural contexts within which they work, both locally and globally, and their potential as creative practitioners to contribute to social change. Early in the degree, this is facilitated through studio projects that engage with aspects of tikanga Maori to explore an understanding of the significance of place as a basic idea for concept driven art production. Studio 3 and 4 see the further development of conceptual skills that enable artists to arrive at their own particular interpretation and response to social, political, cultural and aesthetic ideologies.</p> <p>Your ability to communicate ideas effectively is central to the degree. You will explore a range of media appropriate to contemporary art and specialise your media interests through the degree. You will also develop your ability to process and communicate linguistic ideas through discussion in studio, and through the three critical studies papers that focus on the role of theory and history for art practice.</p> <p>Your work on contemporary and historical art practices, as reference points for your own emergent artistic voice and for the interpretation of it and your peers' work, as well as your work on theory for practice, will introduce you to information and communication technologies as a means for accessing the diverse range of knowledge traditions that may be of relevance to a practitioner.</p>
<b>Independence &amp; Integrity</b>	<p>Capability II.1 Demonstrate personal and professional integrity, respect for the values of other individuals and groups and an appreciation of human and cultural diversity</p>	<p>Courses at studio 1 and 2 introduce you to questions and issues relevant to working in the creative industries in Aotearoa New Zealand today. Students develop a more nuanced understanding of relevant issues in relation to their own developing practice at higher studio levels. Throughout the degree, there is an emphasis on how to respond in appropriate ways to the complexity of contemporary cultural and social worlds, and how to collaborate respectfully with others.</p>

	<p>Capability II.2 Demonstrate a love of materials, processes and ideas</p> <p>Capability II.3 Demonstrate self-discipline and an ability to plan and achieve personal and professional goals</p>	<p>As you are supported to discover, understand and trust your own motivations as an artist, the degree will foster a love of materials processes and ideas. As the degree progresses, individual student development is encouraged in order to help you to find the passion that will sustain your practice through and beyond your studies.</p> <p>Your self-discipline and ability to plan and achieve goals will be developed by the gradual increase in the open-endedness of your studio projects from studio 1 to studio 4, by which time the capstone projects will demonstrate these abilities through the realisation of two semester-long individual projects.</p>
<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Demonstrate an awareness of the responsibilities of global citizens and a willingness to engage in constructive public discourse</p> <p>Capability SE.2 Demonstrate a commitment to a sustainable future in the discipline by identifying, adopting and advocating sustainable practices</p>	<p>Courses at studio 1 and 2 assist you to develop the intellectual skills to enter into culture respectfully and intelligently, to recognise cultural diversity in approaches to knowledge and research, and to understand and value difference. At studio 3 and 4 students manage independent ways of realising the capacity of their creative practice as a means to respond to social concerns and responsibilities, to challenge convention, to celebrate diversity, and to affect the way people experience the world.</p> <p>Your awareness of the global and historical context for creative practice will give you an appreciation of the importance of sustainable practices to the future of the discipline.</p>

**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

Elam Student Staff Consultative Committee. Elam Academic Committee. Elam Academic Staff. Artspace, Auckland.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF POSTGRADUATE DIPLOMA IN FINE ARTS	PROGRESSION STATEMENT
<b>Disciplinary Knowledge &amp; Practice</b>	<p>Capability DK.1 Demonstrate an individual portfolio of practical, technical and intellectual skills relevant to the field of contemporary art</p> <p>Capability DK.2 Demonstrate the ability to discover creative questions and develop relevant practice-based methods for pursuing them</p> <p>Capability DK.3 Analyse and evaluate contemporary art concepts and perspectives in order to see how one develops a position in the field of practice</p>	<p>You enter this programme with an interest in developing your individual portfolio of practical, technical and intellectual skills as an artist. They are extended through studio discussion, supervisory contact and formal critique, alongside reflective, self-directed work.</p> <p>As a consequence of working in this discursive studio environment you will inform yourself in ways that develop your ability to discover creative questions and to find methods effective for pursuing them.</p> <p>Beginning with a research proposal, the programme supports you to identify your interests and find relevant practices and ideas with which to further inform them. Through the programme you will enhance your ability to analyse and evaluate contemporary art concepts, seeing your practice in relation to others'.</p>
<b>Critical Thinking</b>	<p>Capability CT.1 Demonstrate an ability to find ideas and critical perspectives to begin testing their creative potential</p> <p>Capability CT.2 Demonstrate the ability to compare, contrast and distinguish between ideas and develop knowledge of the field</p> <p>Capability CT.3 Demonstrate communicative skill with an audience by understanding the role of artistic intentionality and viewer's share in shaping a work</p>	<p>You enter this programme with an interest in working in an experimental way with materials, processes and ideas. Through higher-level discussion in supervision and critiques, together with the process of producing an extended Research Essay you will develop your critical awareness of them.</p> <p>Both through the production of work and the writing of a Research Essay, you will be assisted in developing your ability to compare, contrast and distinguish between ideas, and to formulate a position to support your work. In pursuing and writing up a theoretical inquiry, you will gain insight into the role of reading and thinking in your practice.</p> <p>Studio critiques, tutorial discussion and studio culture will advance your capability to consider issues of audience and reception in your work, your understanding of the</p>

		context in which art is created and received, and how relationships between artists and audiences are shaped.
<b>Solution Seeking</b>	<p>Capability SS.1 Employ one's critical vantage point to argue for, plan and realise creative outcomes</p> <p>Capability SS.2 Contribute something of interest to the field of contemporary art through invention or refinement</p> <p>Capability SS.3 Demonstrate capacity to work in collaborative and independent settings.</p>	<p>As a consequence of working in a discursive studio environment and through the processes of supervisory contact and formal critique, you will argue for, plan and realise creative outcomes.</p> <p>The programme will support you to balance practical experimentation with conceptual research in order to create work that has value within the field of contemporary art.</p> <p>Working with a cohort, you will experience the negotiation of critical vantage points in a collaborative setting.</p>
<b>Communication &amp; Engagement</b>	<p>Capability CE.1 Demonstrate capacity to appraise cultural, political, social and economic issues</p> <p>Capability CE.2 Become aware of differing means to communicate ideas effectively and show skill in their expression</p> <p>Capability CE.3 Demonstrate independence and skill in use of information and communication technologies</p>	<p>As a consequence of working in a discursive studio environment, you will develop an ability to appraise cultural, political, social and economic issues and apply this in studio critiques and general discussion</p> <p>Candidates will become skilled in the presentation of their work to an audience, evaluating the appropriateness and skill of formal and/or contextual effects relative to intention.</p> <p>As a consequence of completing a Research Essay, candidates will have developed their research and communication skills to present information about artistic practice through relevant media. Skill in the use of communication technologies will enable the candidate to communicate their artistic research and migrate it across media to produce new outcomes.</p>
<b>Independence &amp; Integrity</b>	<p>Capability II.1 Demonstrate intellectual honesty, integrity and engage in open discussion</p>	<p>The programme will encourage you to explore your own character, culture and tradition and to link this to the development of your creative practice. How to respond in appropriate ways to the complexity of contemporary cultural and social worlds, and collaborate respectfully with others, is central to this capability.</p>

	<p>Capability II.2 Demonstrate a love of investigative learning and creativity</p> <p>Capability II.3 Demonstrate self-discipline and clarity of purpose to plan and execute work to a good standard</p>	<p>As you are supported to question and deepen your understanding of your own motivations as an artist, the programme will foster your love of materials processes and ideas.</p> <p>You will take an independent approach to finding and generating meaning in the world while being challenged to become open in your thinking, to engage intelligently and creatively with relevant issues and debates.</p>
<b>Social &amp; Environmental Responsibilities</b>	<p>Capability SE.1 Demonstrate an awareness of the responsibilities of global citizens and a willingness to engage in constructive public discourse</p> <p>Capability SE.2 Demonstrate a commitment to a sustainable future in the discipline by identifying, adopting and advocating sustainable practices</p>	<p>In your research project and its development, you will be supported by supervision and group work to manage independent ways of realising the capacity of your creative practice as a means to respond to social concerns and responsibilities, to challenge convention, to celebrate diversity, and to affect the way people experience the world.</p> <p>Your awareness of the global and historical context for creative practice will give you an appreciation of the importance of sustainable practices to the future of the discipline.</p>

**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

Elam Student Staff Consultative Committee. Elam Academic Committee. Elam Academic Staff.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF BACHELOR OF FINE ARTS (HONOURS)	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1 Demonstrate an individual portfolio of practical, technical and intellectual skills relevant to the field of contemporary art</p> <p>Capability DK.2 Demonstrate the ability to discover creative questions and develop relevant practice-based methods for pursuing them</p> <p>Capability DK.3 Analyse and evaluate contemporary art concepts and perspectives in order to see how one develops a position in the field of practice</p>	<p>You enter this programme with an interest in developing your individual portfolio of practical, technical and intellectual skills as an artist. They are extended through studio discussion, supervisory contact and formal critique, alongside reflective, self-directed work.</p> <p>As a consequence of working in this discursive studio environment, you will inform yourself in ways that develop your ability to discover creative questions and to find methods effective for pursuing them.</p> <p>Beginning with a research proposal, the programme supports you to identify your interests and find relevant practices and ideas with which to further inform them. Through the programme, you will enhance your ability to analyse and evaluate contemporary art concepts, seeing your practice in relation to others'.</p>
<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Demonstrate an ability to find ideas and critical perspectives to begin testing their creative potential</p> <p>Capability CT.2 Demonstrate the ability to compare, contrast and distinguish between ideas and develop knowledge of the field</p> <p>Capability CT.3 Demonstrate communicative skill with an audience by understanding the role of artistic intentionality and viewer's share in shaping a work</p>	<p>You enter this programme with an interest in working in an experimental way with materials, processes and ideas. Through higher-level discussion in supervision and critiques, together with the process of producing an extended Research Essay you will develop your critical awareness of them.</p> <p>Both through the production of work and the writing of a Research Essay, you will be assisted in developing your ability to compare, contrast and distinguish between ideas, and to formulate a position to support your work. In pursuing and writing up a theoretical inquiry you will gain insight into the role of reading and thinking in your practice.</p> <p>Studio critiques, tutorial discussion and studio culture will advance your capability to consider issues of audience and reception in your work, your understanding of the</p>

		context in which art is created and received, and how relationships between artists and audiences are shaped.
<b>Solution Seeking</b>	<p>Capability SS.1 Employ one's critical vantage point to argue for, plan and realise creative outcomes</p> <p>Capability SS.2 Contribute something of interest to the field of contemporary art through invention or refinement</p> <p>Capability SS.3 Demonstrate capacity to work in collaborative and independent settings.</p>	<p>As a consequence of working in a discursive studio environment and through the processes of supervisory contact and formal critique you will argue for, plan and realise creative outcomes.</p> <p>The programme will support you to balance practical experimentation with conceptual research in order to create work that has value within the field of contemporary art.</p> <p>Working with a cohort you will experience the negotiation of critical vantage points in a collaborative setting.</p>
<b>Communication &amp; Engagement</b>	<p>Capability CE.1 Demonstrate capacity to appraise cultural, political, social and economic issues</p> <p>Capability CE.2 Become aware of differing means to communicate ideas effectively and show skill in their expression</p> <p>Capability CE.3 Demonstrate independence and skill in use of information and communication technologies</p>	<p>As a consequence of working in a discursive studio environment, you will develop an ability to appraise cultural, political, social and economic issues and apply this in studio critiques and general discussion.</p> <p>Candidates will become skilled in the presentation of their work to an audience, evaluating the appropriateness and skill of formal and/or contextual effects relative to intention.</p> <p>As a consequence of completing a Research Essay, candidates will have developed their research and communication skills to present information about artistic practice through relevant media. Skill in the use of communication technologies will enable the candidate to communicate their artistic research and migrate it across media to produce new outcomes.</p>
<b>Independence &amp; Integrity</b>	<p>Capability II.1 Demonstrate intellectual honesty, integrity and engage in open discussion</p>	<p>The programme will encourage you to explore your own character, culture and tradition and to link this to the development of your creative practice. How to respond in appropriate ways to the complexity of contemporary cultural and social worlds, and collaborate respectfully with others, is central to this capability</p>

	<p>Capability II.2 Demonstrate a love of investigative learning and creativity</p> <p>Capability II.3 Demonstrate self-discipline and clarity of purpose to plan and execute work to a good standard</p>	<p>As you are supported to question and deepen your understanding of your own motivations as an artist, the programme will foster your love of materials processes and ideas.</p> <p>You will take an independent approach to finding and generating meaning in the world while being challenged to become open in your thinking, to engage intelligently and creatively with relevant issues and debates</p>
<b>Social &amp; Environmental Responsibilities</b>	<p>Capability SE.1 Demonstrate an awareness of the responsibilities of global citizens and a willingness to engage in constructive public discourse</p> <p>Capability SE.2 Demonstrate a commitment to a sustainable future in the discipline by identifying, adopting and advocating sustainable practices</p>	<p>In your research project and its development, you will be supported by supervision and group work to manage independent ways of realising the capacity of your creative practice as a means to respond to social concerns and responsibilities, to challenge convention, to celebrate diversity, and to affect the way people experience the world.</p> <p>Your awareness of the global and historical context for creative practice will give you an appreciation of the importance of sustainable practices to the future of the discipline.</p>

**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

Elam Student Staff Consultative Committee. Elam Academic Committee. Elam Academic Staff.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF MASTER OF FINE ARTS (120 POINTS)	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1 Demonstrate an advanced individual portfolio of practical, technical and intellectual skills relevant to the field of contemporary art</p> <p>Capability DK.2 Demonstrate the ability to formulate creative questions and develop relevant practice-based methods for pursuing them</p> <p>Capability DK.3 Analyse and evaluate contemporary art concepts and perspectives in order to develop a position in relation to a field of practice</p>	<p>You enter this programme with an art practice – an individual portfolio of practical, technical and intellectual skills – mastery of which is advanced through the critical pressure applied by studio discussion, supervisory contact and formal critique, alongside reflective, self-directed work.</p> <p>As a consequence of working in this discursive studio environment, you will inform yourself in ways that develop your ability to formulate creative questions and to find methods effective for pursuing them.</p> <p>Beginning with a research proposal, the programme supports you to identify the field within which your project sits. You will enhance your ability to analyse and evaluate contemporary art concepts and to locate your practice in relation to others', assisting you to make an original contribution to contemporary art at a national or regional level.</p>
<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Demonstrate an ability to sequence and classify ideas and critical perspectives to test their creative potential</p> <p>Capability CT.2 Demonstrate the ability to compare, contrast and distinguish between ideas and formulate a critical position</p>	<p>You enter this programme with an existing ability to work critically with materials, processes and ideas within a creative practice. Higher level critical discussion within supervision and critiques and the process of producing an extended Research Essay will allow you to develop and demonstrate advanced criticality about your methods, sequencing and classifying ideas and critical perspectives to test their creative potential.</p> <p>Both through the production of work and the writing of a Research Essay you will be assisted in developing your ability to compare, contrast and distinguish between ideas, and to formulate a critical position for your work. In pursuing and writing up a theoretical inquiry you will gain insight into the role of reading and thinking within your practice.</p>

	<p>Capability CT.3 Demonstrate effective communication with an audience by understanding the limits of artistic intentionality and an awareness of viewer's role in shaping a work</p>	<p>Studio critiques, alongside tutorial discussion and studio culture generally will advance your capability to consider issues of audience and reception in your work, your understanding of the context in which art is created and received, and how relationships between artists and audiences are shaped.</p>
<b>Solution Seeking</b>	<p>Capability SS.1 Employ one's critical vantage point to argue for, plan and realise refined creative outcomes</p> <p>Capability SS.2 Contribute something of value to the field of contemporary art through invention or refinement</p> <p>Capability SS.3 Demonstrate capacity to work in collaborative and independent settings.</p>	<p>As a consequence of working in a discursive studio environment and through the processes of supervisory contact and formal critique, you will argue for, plan and realise creative outcomes.</p> <p>The programme will support you to balance practical experimentation with conceptual research in order to make a contribution to the field of contemporary art at a national or regional level.</p> <p>Working with a cohort you will experience the negotiation of critical vantage points in a collaborative setting.</p>
<b>Communication &amp; Engagement</b>	<p>Capability CE.1 Demonstrate capacity to appraise cultural, political, social and economic issues and argue and take a position</p> <p>Capability CE.2 Establish the best means to communicate ideas effectively and show mastery of expression</p> <p>Capability CE.3 Demonstrate independence and mastery in use of information and communication technologies</p>	<p>As a consequence of working in a discursive studio environment, you will enhance your ability to appraise cultural, political, social and economic issues and argue and take a position in offering productive and effective responses to the work of others.</p> <p>Candidates will become skilled in the presentation of their work to an audience, evaluating the appropriateness and refinement of formal and/or contextual effects relative to intention.</p> <p>As a consequence of completing an extended Research Essay, candidates will have developed their writing skills to the extent that they can then independently represent their artistic practise through relevant forms of media. Mastery of relevant communication technologies will enable the candidate to communicate their artistic research and also migrate their research across a range of media to produce new outcomes.</p>

<p><b>Independence &amp; Integrity</b></p>	<p>Capability II.1 Demonstrate intellectual honesty and integrity and an ability to contest issues and ideas</p> <p>Capability II.2 Demonstrate a love of investigative learning and creativity</p> <p>Capability II.3 Demonstrate self-discipline and clarity of purpose to plan and execute work to a high standard</p>	<p>The programme will encourage you to explore your own position, culture and traditions and to link this to the development of your creative practice. There is an emphasis on how to respond in appropriate ways to the complexity of contemporary cultural and social worlds, and how to collaborate respectfully with others.</p> <p>As you are supported to question and deepen your understanding of your own motivations as an artist, the programme will foster a love of materials processes and ideas.</p> <p>You will take a self-disciplined approach to finding and generating meaning in the world. At this level, you are challenged to become increasingly expansive in your thinking and to engage critically and creatively with relevant issues and debates in your particular area of interest.</p>
<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Demonstrate an awareness of the responsibilities of global citizens and a willingness to engage in constructive public discourse</p> <p>Capability SE.2 Demonstrate a commitment to a sustainable future in the discipline by identifying, adopting and advocating sustainable practices</p>	<p>In your research project and its development, you will be supported by supervision and group work to manage independent ways of realising the capacity of your creative practice as a means to respond to social concerns and responsibilities, to challenge convention, to celebrate diversity, and to affect the way people experience the world.</p> <p>Your awareness of the global and historical context for creative practice will give you an appreciation of the importance of sustainable practices to the future of the discipline.</p>

**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

Elam Student Staff Consultative Committee. Elam Academic Committee. Elam Academic Staff.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF MASTER OF FINE ARTS (240 POINTS)	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1 Demonstrate an advanced individual portfolio of practical, technical and intellectual skills relevant to the field of contemporary art</p> <p>Capability DK.2 Demonstrate the ability to formulate creative questions and develop relevant practice-based methods for pursuing them</p> <p>Capability DK.3 Analyse and evaluate contemporary art concepts and perspectives in order to develop a position in relation to a field of practice</p>	<p>You enter this programme with an interest in developing your individual portfolio of practical, technical and intellectual skills as an artist. Over two years, the critical pressure applied these skills by studio discussion, supervisory contact and formal critique, alongside reflective, self-directed work leads to mastery of them.</p> <p>As a consequence of working in this discursive studio environment, you will inform yourself in ways that develop your ability to formulate creative questions and to find methods effective for pursuing them.</p> <p>Beginning with a research proposal at each year level, the programme supports you to identify and refine your sense of the field within which your project sits. You will enhance your ability to analyse and evaluate contemporary art concepts and to locate your practice in relation to others', assisting you to make an original contribution to contemporary art at a national or regional level.</p>
<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Demonstrate an ability to sequence and classify ideas and critical perspectives to test their creative potential</p> <p>Capability CT.2 Demonstrate the ability to compare, contrast and distinguish between ideas and formulate a critical position</p>	<p>You enter this programme with an existing ability to work critically with materials, processes and ideas within a creative practice. Higher level critical discussion within supervision and critiques and the process of producing an extended Research Essay at each year level will allow you to develop and demonstrate advanced criticality about your methods, sequencing and classifying ideas and critical perspectives to test their creative potential.</p> <p>Both through the production of work and the writing of a Research Essay in each year of the programme you will be assisted in developing your ability to compare, contrast and distinguish between ideas, and to formulate a critical position for your work. In pursuing and writing up a theoretical inquiry you will gain insight into the role of reading and thinking within your practice.</p>

	<p>Capability CT.3 Demonstrate effective communication with an audience by understanding the limits of artistic intentionality and an awareness of viewer's role in shaping a work</p>	<p>Studio critiques, alongside tutorial discussion and studio culture generally will advance your capability to consider issues of audience and reception in your work, your understanding of the context in which art is created and received, and how relationships between artists and audiences are shaped.</p>
<b>Solution Seeking</b>	<p>Capability SS.1 Employ one's critical vantage point to argue for, plan and realise refined creative outcomes</p> <p>Capability SS.2 Contribute something of value to the field of contemporary art through invention or refinement</p> <p>Capability SS.3 Demonstrate capacity to work in collaborative and independent settings</p>	<p>As a consequence of working in a discursive studio environment and through the processes of supervisory contact and formal critique you will argue for, plan and realise creative outcomes.</p> <p>The programme will support you to balance practical experimentation with conceptual research in order to make a contribution to the field of contemporary art at a national or regional level.</p> <p>Working with a cohort you will experience the negotiation of critical vantage points in a collaborative setting.</p>
<b>Communication &amp; Engagement</b>	<p>Capability CE.1 Demonstrate capacity to appraise cultural, political, social and economic issues and argue and take a position</p> <p>Capability CE.2 Establish the best means to communicate ideas effectively and show mastery of expression</p> <p>Capability CE.3 Demonstrate independence and mastery in use of information and communication technologies</p>	<p>As a consequence of working in a discursive studio environment, you will enhance your ability to appraise cultural, political, social and economic issues and argue and take a position in offering productive and effective responses to the work of others.</p> <p>Candidates will become skilled in the presentation of their work to an audience, evaluating the appropriateness and refinement of formal and/or contextual effects relative to intention.</p> <p>As a consequence of completing an extended Research Essay at each year level candidates will have developed their writing skills to the extent that they can then independently represent their artistic practise through relevant forms of media. Mastery of relevant communication technologies will enable the candidate to communicate their artistic research and also migrate their research across a range of media to produce new outcomes.</p>

<p><b>Independence &amp; Integrity</b></p>	<p>Capability II.1 Demonstrate intellectual honesty and integrity and an ability to contest issues and ideas</p> <p>Capability II.2 Demonstrate a love of investigative learning and creativity</p> <p>Capability II.3 Demonstrate self-discipline and clarity of purpose to plan and execute work to a high standard</p>	<p>The programme will encourage you to explore your own position, culture and traditions and to link this to the development of your creative practice. There is an emphasis on how to respond in appropriate ways to the complexity of contemporary cultural and social worlds, and how to collaborate respectfully with others.</p> <p>As you are supported to question and deepen your understanding of your own motivations as an artist, the programme will foster a love of materials processes and ideas.</p> <p>You will take a self-disciplined approach to finding and generating meaning in the world. At this level, you are challenged to become increasingly expansive in your thinking and to engage critically and creatively with relevant issues and debates in your particular area of interest.</p>
<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Demonstrate an awareness of the responsibilities of global citizens and a willingness to engage in constructive public discourse</p> <p>Capability SE.2 Demonstrate a commitment to a sustainable future in the discipline by identifying, adopting and advocating sustainable practices</p>	<p>In your research project and its development you will be supported by supervision and group work to manage independent ways of realising the capacity of your creative practice as a means to respond to social concerns and responsibilities, to challenge convention, to celebrate diversity, and to affect the way people experience the world.</p> <p>Your awareness of the global and historical context for creative practice will give you an appreciation of the importance of sustainable practices to the future of the discipline.</p>

**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

Elam Student Staff Consultative Committee. Elam Academic Committee. Elam Academic Staff.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF DOCTOR OF FINE ARTS	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1 Demonstrate advanced research skills relevant to the chosen field of contemporary art</p> <p>Capability DK.2 Demonstrate advanced ability to pursue a specific research topic and develop relevant practice-based and written methods for realising this</p> <p>Capability DK.3 Demonstrate advanced abilities to analyse and evaluate contemporary art concepts and perspectives in order to contribute to a field of practice</p>	<p>You enter this degree already having demonstrated mastery within a chosen field of practice. In your provisional year, you will display and apply high level, specialist artistic knowledge, to develop a coherent programme for advanced research and accompanying written work to follow.</p> <p>As an independent researcher, you will demonstrate exemplary self-management of your project, including time management and working with supervisors to achieve your goals. This will be maintained over the time of the degree.</p> <p>At doctoral level, you will demonstrate relevant artistic skills at a high professional level, meeting internationally recognised standards for such work. You will develop and complete an accompanying thesis demonstrating knowledge of the artistic practices and literature relevant to the works presented in the practical component and an ability to articulate critical and analytical judgement of those literatures and practices.</p>
<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Demonstrate an advanced ability to sequence and classify ideas and critical perspectives to realise their creative potential</p> <p>Capability CT.2 Demonstrate an advanced ability to formulate a critical position and undertake the work to critically analyse the literatures that inform that position</p> <p>Capability CT.3 Demonstrate advanced communication with an audience by understanding and working effectively with the viewer's role in shaping a work</p>	<p>At doctoral level, you will demonstrate highest-level critical skills to analyse, discuss and formulate through making the appropriate, personal viewpoints relevant to your topic. You will have an advanced awareness of international tendencies in your field in order to make a contribution to that field.</p> <p>Both in the provisional year and after, you will discover and explore creative possibilities and critical and scholarly arguments and examples sourced from diverse material, developing skills in reflecting upon a wide range of areas of artistic endeavour as relevant to your research topic. Your written thesis will augment and enhance your practical work and, in combination, they will make a contribution to the field of fine arts.</p> <p>Your fine arts practice will demonstrate increasingly developed approaches to present your work for maximum impact.</p>

<b>Solution Seeking</b>	<p>Capability SS.1 Employ one's critical vantage point to argue for, plan and realise advanced creative outcomes</p> <p>Capability SS.2 Contribute to your field within contemporary art</p> <p>Capability SS.3 Demonstrate capacity as an advanced independent researcher</p>	<p>You will demonstrate the skills required to realise advanced level creative outcomes with regard to your artistic practice and will formulate advanced strategies to realise these, particularly in your provisional year.</p> <p>As a consequence of working closely with supervisors, in each year of the degree you will plan and realise a coherent programme of both creative and written outcomes that reflect a high level awareness of your field.</p> <p>Over the course of the degree, candidates will come to balance the effectiveness of practical experimentation in combination with conceptual research, with the result that they make a contribution to their field within contemporary art that meets international standards for such work.</p>
<b>Communication &amp; Engagement</b>	<p>Capability CE.1 Demonstrate advanced capacity to appraise cultural, political, social and economic issues of relevance to your research project</p> <p>Capability CE.2 Establish the best means to communicate ideas effectively and demonstrate consistent, in-depth mastery of expression</p> <p>Capability CE.3 Demonstrate high-level independence and mastery in use of information and communication technologies</p>	<p>During your degree, you will become an articulate and informed member of the wider art community. You will be able to collaborate with professional colleagues to communicate your vision, and to present your research at a high professional level.</p> <p>In your provisional year, you will give a seminar that shares your developing knowledge. Over the degree, you will engage and collaborate with others in an effective, advanced creative and constructive manner.</p> <p>Over the course of the degree, you will develop your use of information and communications to a level that prepares you to function as an independent researcher.</p>
<b>Independence &amp; Integrity</b>	<p>Capability II.1 Demonstrate intellectual honesty and integrity and an ability to develop as well as contest issues and ideas</p> <p>Capability II.2 Demonstrate a passion for investigative learning and creativity</p>	<p>Doctoral candidates are at all times expected to consider ethical dimensions beyond procedural permissions into nuanced positions in relation to social and cultural matters. During the provisional year, ethics applications may be necessary.</p> <p>The depth and rigour of your high-level programme of research will serve to strengthen and develop your mastery of creative learning.</p>

	<p>Capability II.3 Demonstrate self-discipline and clarity of purpose to plan and execute advanced work of international standard</p>	<p>In conjunction with supervisory input, your plan for high-level research will result in advanced work of an international standard.</p>
<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Demonstrate an ability to lead their communities, and engage in constructive public discourse and to accept social and civic responsibilities</p> <p>Capability SE.2 Demonstrate an advanced awareness of the responsibilities of global citizens and seek to support social cohesion</p> <p>Capability SE.3 Demonstrate a high level of commitment to a sustainable future in the discipline by identifying, adopting and advocating sustainable practices</p>	<p>During their degree, candidates will increasingly initiate and lead conversations within their creative field. They will demonstrate a high level of awareness of the responsibilities of global citizens through understanding and appreciating the diverse social and cultural functions of fine arts within Aotearoa/New Zealand, including Treaty of Waitangi issues.</p> <p>Doctoral candidates will develop independent ways of realising the capacity of their creative practice to respond to social concerns and responsibilities, to challenge convention, to celebrate diversity, and to change the way people experience the world. They will demonstrate professionalism in all aspects of their work and develop disciplined habits that result in successful, ethical outcomes.</p> <p>Doctoral candidates will be encouraged to develop sustainable practices that contribute to personal, collective and wider wellbeing at all times.</p>

**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

Elam Student Staff Consultative Committee. Elam Postgraduate Committee. Elam Academic Staff.



THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF BACHELOR OF MUSIC	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK. Display and apply specialist musical knowledge in a range of intellectual and creative practice contexts, and in a range of musical styles and genres.</p>	<p>As you progress through your music studies you will develop musicianship through a combination of practical, technical, technological, aural, creative, and aesthetic skills, theoretical knowledge and literacy, musical analysis, and critical listening. At stage 1 level you will identify and describe the basic materials of music, and begin to develop as a creative musician. At stage 2 level you will deepen your understanding of the music you are performing, composing, analysing, writing about and reviewing. By stage 3 you will continue to establish technical competence in these areas, in order to communicate the meaning of the music in a historically informed, nuanced and musical manner. You will combine intuitive ideas with theoretical rigour. These skills can be used in the many activities in which music graduates engage, including performing, teaching, composing, arts criticism, arts administration and management, broadcasting, technology, recording, and sound and media work.</p>
<p><b>Critical Thinking</b></p>	<p>Capability CT. Discover and explore reasoned arguments and creative possibilities sourced from diverse material, developing skills in personal reflection on a wide range of areas of musical endeavour.</p>	<p>At stage 1 level you will begin to consider the role of music in society, identifying the ways the global musical landscape and the music industry may adapt according to societal changes. At stage 2 you will also reflect on these trends with regard to your own development as a musician. At stage 3 level your understanding of these topics will be further informed by a solid theoretical base and a wide range of sources, enabling you to develop the critical skills to analyse, discuss and formulate personal viewpoints on a range of musical topics. You will approach the wider subject of music with a sense of curiosity and exploration.</p>
<p><b>Solution Seeking</b></p>	<p>Capability SS. Conceptualise and realise multiple musical possibilities, with a view to generating creative solutions in a range of situations.</p>	<p>You will develop the skills to envisage varied, imaginative and creative outcomes with regard to your musical practice, and will formulate strategies to overcome the inherent challenges. At stage 1 level you will be introduced to the steps required to make reasoned musical decisions across the various disciplines. At stage 2 level you will work with more independence to develop solutions to a number of required creative outcomes, which may involve anything from scholarly enquiry to event planning and</p>

		management, music industry knowledge, rehearsal and/or research techniques. At stage 3 level you will also be able to apply a greater level of practical and aesthetic judgment to the outcomes listed above, and translate them into entrepreneurial skills.
<b>Communication &amp; Engagement</b>	Capability CE. Develop and present informed viewpoints or interpretations of music, share knowledge, and engage and collaborate with others creatively and constructively.	All musical activities are inherently collaborative, and working with colleagues to communicate the essence of the music, a musical perspective or a pedagogical outcome is important. At stage 1 level you will begin to reflect on the meaning of audience engagement and collaborative practice with regard to a variety of musical activities. By stage 2 you will be able to effectively share your musical knowledge with diverse audiences in a range of situations. At stage 3 level you will reflect upon the processes of musical collaboration and engagement and be able to articulate why this is important in musical disciplines.
<b>Independence &amp; Integrity</b>	Capability II. Take responsibility for personal and professional musical development and independent study, and demonstrate integrity in musical practice.	At stage 1 you will learn how to demonstrate professionalism in all aspects of your work and develop disciplined habits that result in successful, ethical outcomes. At stage 2 you will be aware of the best practice with regard to musical situations. You will develop strategies to interact respectfully with colleagues. At stage 3 you will also serve as a model to other students and the wider musical community. You will understand the importance of this knowledge for lifelong musical learning.
<b>Social &amp; Environmental Responsibilities</b>	Capability SE. Demonstrate an awareness of the responsibilities of global citizens and seek to support social cohesion through understanding and appreciating the diverse social and cultural functions of music within Aotearoa/New Zealand.	At stage 1 you will become aware of the cultural diversity reflected in the many musical traditions present in Aotearoa/New Zealand and the importance of the Treaty of Waitangi. At stage 2 you will further explore issues of cultural identity, and develop an understanding of the unique mixture of influences present in this country. In addition, at stage 3 you will be in a position to advocate for both New Zealand and international musics within the community and abroad.

**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

STUDENTS: Consultation with students from a range of disciplines.

STAFF: Programme Co-ordinators from composition, musicology, jazz, popular music, classical performance; Directors of Teaching and Learning and Postgraduate Studies; full Music staff meeting.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF GRADUATE DIPLOMA IN MUSIC	PROGRESSION STATEMENT
<b>Disciplinary Knowledge &amp; Practice</b>	Capability DK. Display and apply specialist musical knowledge in a range of intellectual and creative practice contexts, and in a range of musical styles and genres.	Having established technical competence, you will learn to communicate the meaning of music in a historically informed, nuanced and musical manner. You will combine intuitive ideas with theoretical rigour, equipping you for study at postgraduate level and beyond. These skills can be used in the many activities in which music graduates engage, including performing, teaching, composing, arts criticism, arts administration and management, broadcasting, technology, recording, and sound and media work.
<b>Critical Thinking</b>	Capability CT. Discover and explore reasoned arguments and creative possibilities sourced from diverse material, developing skills in personal reflection on a wide range of areas of musical endeavour.	Your understanding of the role of music in society will be informed by a solid theoretical base and a wide range of sources. You will continue to develop the critical skills to analyse, discuss and formulate personal viewpoints on a range of musical topics, and reflect on these with regard to your own continuing development as a musician. You will approach the wider subject of music with a sense of curiosity and exploration.
<b>Solution Seeking</b>	Capability SS. Conceptualise and realise multiple musical possibilities, with a view to generating creative solutions in a range of situations.	You will begin to develop the skills to envisage and critically judge varied imaginative and creative outcomes with regard to your musical practice, and will formulate strategies to overcome the inherent challenges, and to apply practical and aesthetic judgment and entrepreneurial skills to the outcomes.
<b>Communication &amp; Engagement</b>	Capability CE. Develop and present informed viewpoints or interpretations of music, share knowledge, and engage and collaborate with others creatively and constructively.	All musical activities are inherently collaborative, and working with colleagues to communicate the essence of the music, a musical perspective or a pedagogical outcome is important. You will develop your ability to reflect upon the processes of musical collaboration and engagement and be able to articulate why this is important in musical disciplines.
<b>Independence &amp; Integrity</b>	Capability II. Take responsibility for personal and professional musical development and independent study, and demonstrate integrity in musical practice.	You will demonstrate professionalism in all aspects of your work and develop disciplined habits that result in successful, ethical outcomes, serving as a model to

		other students and the wider musical community. You will understand the importance of this knowledge for lifelong musical learning.
<b>Social &amp; Environmental Responsibilities</b>	<p>Capability SE.</p> <p>Demonstrate an awareness of the responsibilities of global citizens and seek to support social cohesion through understanding and appreciating the diverse social and cultural functions of music within Aotearoa/New Zealand.</p>	<p>You will demonstrate sensitivity to the cultural diversity reflected in the many musical traditions present in Aotearoa/New Zealand and will be aware of the importance of the Treaty of Waitangi. You will be in a position to advocate for both New Zealand and international musics within the community and abroad.</p>

**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

STUDENTS: Consultation with students from a range of disciplines.

STAFF: Programme Co-ordinators from composition, musicology, jazz, popular music, classical performance; Directors of Teaching and Learning and Postgraduate Studies; full Music staff meeting.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF BACHELOR OF MUSIC (HONOURS) EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF POSTGRADUATE DIPLOMA IN MUSIC	PROGRESSION STATEMENT
<b>Disciplinary Knowledge &amp; Practice</b>	Capability DK. Display and apply specialist musical knowledge in a range of intellectual and creative practice contexts, and in a range of musical styles and genres.	Having established technical competence, you will be able to communicate the meaning of music in a historically informed, nuanced and musical manner. You will address these ideas with theoretical rigour. These skills can be used in the many activities in which music graduates engage, including performing, teaching, composing, arts criticism, arts administration and management, broadcasting, technology, recording, and sound and media work.
<b>Critical Thinking</b>	Capability CT. Discover and explore reasoned arguments and creative possibilities sourced from diverse material, developing skills in personal reflection on a wide range of areas of musical endeavour.	Your understanding of the role of music in society will be informed by a solid theoretical base and a wide range of sources. You will continue to develop the critical skills to analyse, discuss and formulate personal viewpoints on a range of musical topics and reflect on these with regard to your own development as a musician. You will approach the wider subject of music with a sense of curiosity and exploration.
<b>Solution Seeking</b>	Capability SS. Conceptualise and realise multiple musical possibilities, with a view to generating creative solutions in a range of situations.	You will continue to develop the skills to envisage and critically judge varied imaginative and creative outcomes with regard to your musical practice, and will formulate strategies to overcome the inherent challenges, learning to apply practical and aesthetic judgment and entrepreneurial skills to the outcomes.
<b>Communication &amp; Engagement</b>	Capability CE. Develop and present informed viewpoints or interpretations of music, share knowledge, and engage and collaborate with others creatively and constructively.	All musical activities are inherently collaborative, and working with colleagues to communicate the essence of the music, a musical perspective or a pedagogical outcome is important. You will reflect upon the processes of musical collaboration and engagement and be able to articulate why this is important in musical disciplines.

<b>Independence &amp; Integrity</b>	<p>Capability II. Take responsibility for personal and professional musical development and independent study, and demonstrate integrity in musical practice.</p>	<p>You will demonstrate professionalism in all aspects of your work and develop disciplined habits that result in successful, ethical outcomes, serving as a model to other students and the wider musical community. You will understand the importance of this knowledge for lifelong musical learning.</p>
<b>Social &amp; Environmental Responsibilities</b>	<p>Capability SE. Demonstrate an awareness of the responsibilities of global citizens and seek to support social cohesion through understanding and appreciating the diverse social and cultural functions of music within Aotearoa/New Zealand.</p>	<p>You will demonstrate sensitivity to the cultural diversity reflected in the many musical traditions present in Aotearoa/New Zealand and will be aware of the importance of the Treaty of Waitangi. You will be an advocate for both New Zealand and international musics within the community and abroad.</p>

**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

STUDENTS: Consultation with students from a range of disciplines.

STAFF: Programme Co-ordinators from composition, musicology, jazz, popular music, classical performance; Directors of Teaching and Learning and Postgraduate Studies; full Music staff meeting.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF MASTER OF MUSIC	PROGRESSION STATEMENT
<b>Disciplinary Knowledge &amp; Practice</b>	<p>Capability DK.                      Display and apply specialist musical knowledge in a range of intellectual and creative practice contexts, and in a range of musical styles and genres.</p>	<p>At masters level you will be able to communicate the meaning of music in a historically informed, nuanced and musical manner, addressing these ideas with theoretical rigour. You will integrate your own practice into the discipline. These skills can be used in the many activities in which music graduates engage, including performing, teaching, composing, arts criticism, arts administration and management, broadcasting, technology, recording, and sound and media work.</p>
<b>Critical Thinking</b>	<p>Capability CT.                      Discover and explore reasoned arguments and creative possibilities sourced from diverse material, developing skills in personal reflection on a wide range of areas of musical endeavour.</p>	<p>Your understanding of the role of music in society will be informed by a solid theoretical base and a wide range of sources. You will critically analyse, discuss and formulate personal viewpoints on a range of musical topics, developing and sustaining a coherent written argument. You will approach the wider subject of music with a sense of curiosity and exploration.</p>
<b>Solution Seeking</b>	<p>Capability SS.                      Conceptualise and realise multiple musical possibilities, with a view to generating creative solutions in a range of situations.</p>	<p>You will identify an issue, need, or gap in knowledge with a view to proposing insights and contributing to the field. You will envisage and critically judge varied imaginative and creative outcomes with regard to your musical practice, and will formulate strategies to overcome the inherent challenges.</p>
<b>Communication &amp; Engagement</b>	<p>Capability CE.                      Develop and present informed viewpoints or interpretations of music, share knowledge, and engage and collaborate with others creatively and constructively.</p>	<p>You will reflect upon and model the processes of musical collaboration and engagement and be able to articulate why this is important in musical disciplines. Your will articulate your work in such a way that it makes a positive contribution to the field.</p>
<b>Independence &amp; Integrity</b>	<p>Capability II.                      Take responsibility for personal and professional musical development and independent study, and demonstrate integrity in musical practice.</p>	<p>You will demonstrate professionalism in all aspects of your work and model disciplined habits that result in successful, ethical outcomes. You will understand the importance of this knowledge for lifelong musical learning.</p>

<b>Social &amp; Environmental Responsibilities</b>	Capability SE. Demonstrate an awareness of the responsibilities of global citizens and seek to support social cohesion through understanding and appreciating the diverse social and cultural functions of music within Aotearoa/New Zealand.	You will demonstrate sensitivity to the cultural diversity reflected in the many musical traditions present in Aotearoa/New Zealand and will be aware of the importance of the Treaty of Waitangi. You will be an advocate for New Zealand music within the community and abroad.
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**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

STUDENTS: Consultation with students from a range of disciplines.

STAFF: Programme Co-ordinators from composition, musicology, jazz, popular music, classical performance; Directors of Teaching and Learning and Postgraduate Studies; full Music staff meeting.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF DOCTOR OF MUSIC	PROGRESSION STATEMENT
<b>Disciplinary Knowledge &amp; Practice</b>	Capability DK. Display and apply specialist musical knowledge in a coherent programme of advanced composition and accompanying written work.	At Doctoral level you will demonstrate compositional skills at the highest professional level, meeting internationally recognised standards for such work. You will complete a thesis demonstrating knowledge of the artistic practices and literature relevant to the works contained in the composition component and an ability to articulate critical and analytical judgement relating to them.
<b>Critical Thinking</b>	Capability CT. Discover and explore creative possibilities and critical and scholarly arguments sourced from diverse material, developing skills in personal reflection on a wide range of areas of musical endeavour.	At Doctoral level you will demonstrate highest-level critical skills to analyse, discuss and formulate personal viewpoints relevant to your topic and be aware of international trends in the discipline. You will develop scholarly and aesthetic positions on the merits and value of these trends in all areas of your creative endeavour.
<b>Solution Seeking</b>	Capability SS. Conceptualise and realise multiple musical possibilities, with a view to generating creative solutions in a range of situations.	At Doctoral level you will demonstrate the skills required to realise high-level creative outcomes with regard to your compositional practice, and will formulate advanced strategies to realise these. You will be aware of international creative practice in your area and be able to situate your own work with regard to cultural and environmental contexts, performance interpretation, aesthetics and audience perspectives.
<b>Communication &amp; Engagement</b>	Capability CE. Develop and present informed viewpoints or interpretations of music, share knowledge, and engage and collaborate with others creatively and constructively.	At Doctoral level you will be an articulate and informed member of the wider musical community. You will be able to collaborate with professional colleagues to communicate a musical vision, and to present your research at a professional level.
<b>Independence &amp; Integrity</b>	Capability II. Take responsibility for personal and professional musical development and independent study, and demonstrate integrity in musical practice.	At Doctoral level you will demonstrate professionalism in all aspects of your work and have developed disciplined habits that result in successful, ethical outcomes. You will model these professional behaviours and artistic standards in recorded publications, recital and rehearsal processes.

<b>Social &amp; Environmental Responsibilities</b>	Capability SE. Demonstrate an awareness of the responsibilities of global citizens and seek to support social cohesion through understanding and appreciating the diverse social and cultural functions of music within Aotearoa/New Zealand.	At Doctoral level you will demonstrate sensitivity to the cultural diversity reflected in the many musical traditions present in Aotearoa/New Zealand and will be aware of the importance of the Treaty of Waitangi. You will be an active advocate for new music within musical communities both in New Zealand and abroad.
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**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

STUDENTS: Consultation with students from a range of disciplines.

STAFF: Programme Co-ordinators from composition, musicology, jazz, popular music, classical performance; Directors of Teaching and Learning and Post-graduate Studies; full Music staff meeting.

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF DOCTOR OF MUSICAL ARTS	PROGRESSION STATEMENT
<b>Disciplinary Knowledge &amp; Practice</b>	<p>Capability DK.</p> <p>Display and apply specialist musical knowledge in a coherent programme of advanced musical practice and accompanying written work.</p>	<p>At Doctoral level, you will demonstrate practical and creative musical skills at the highest professional level, meeting internationally recognised standards for such work. You will complete a thesis demonstrating knowledge of the artistic practices and literature relevant to the works presented in the practical component and an ability to articulate critical and analytical judgement relating to them.</p>
<b>Critical Thinking</b>	<p>Capability CT.</p> <p>Discover and explore creative possibilities and critical and scholarly arguments sourced from diverse material, developing skills in personal reflection on a wide range of areas of musical endeavour.</p>	<p>At Doctoral level, you will demonstrate highest-level critical skills to analyse, discuss and formulate personal viewpoints relevant to your topic and be aware of international trends in the discipline. You will develop scholarly and aesthetic positions on the merits and value of these trends in all areas of your creative endeavour.</p>
<b>Solution Seeking</b>	<p>Capability SS.</p> <p>Conceptualise and realise multiple musical possibilities, with a view to generating creative solutions in a range of situations.</p>	<p>At Doctoral level, you will demonstrate the skills required to realise high-level creative outcomes with regard to your musical practice, and will formulate advanced strategies to realise these. You will be aware of international creative practice in your area and be able to situate your own work with regard to cultural and environmental contexts, performance interpretation, aesthetics and audience perspectives.</p>
<b>Communication &amp; Engagement</b>	<p>Capability CE.</p> <p>Develop and present informed viewpoints or interpretations of music, share knowledge, and engage and collaborate with others creatively and constructively.</p>	<p>At Doctoral level, you will be an articulate and informed member of the wider musical community. You will be able to collaborate with professional colleagues to communicate a musical vision, and to present your research at a professional level.</p>
<b>Independence &amp; Integrity</b>	<p>Capability II.</p> <p>Take responsibility for personal and professional musical development and independent study, and demonstrate integrity in musical practice.</p>	<p>At Doctoral level, you will demonstrate professionalism in all aspects of your work and have developed disciplined habits that result in successful, ethical outcomes. You will model these professional behaviours and artistic standards in recital and rehearsal processes.</p>

<b>Social &amp; Environmental Responsibilities</b>	Capability SE. Demonstrate an awareness of the responsibilities of global citizens and seek to support social cohesion through understanding and appreciating the diverse social and cultural functions of music within Aotearoa/New Zealand.	At doctoral level, you will demonstrate sensitivity to the cultural diversity reflected in the many musical traditions present in Aotearoa/New Zealand and will be aware of the importance of the Treaty of Waitangi. You will be an active advocate for music within musical communities both in New Zealand and abroad.
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**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

STUDENTS: Consultation with students from a range of disciplines.

STAFF: Programme Co-ordinators from composition, musicology, jazz, popular music, classical performance; Directors of Teaching and Learning and Postgraduate Studies; full Music staff meeting.

