

Mapping Brookes Graduate Attributes

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How to use these resources

These resources were designed to:

- facilitate a programme team discussion of how Brookes graduate attributes are supported and developed in your existing provision
- enable a common programme team view about how to interpret the Brookes graduate attributes in the context of your course
- develop a coherent narrative about developing graduate attributes suitable for communication to students and periodic review/revalidation events

Method

Meet as a programme team and work through the suggested activities together. Your team should involve at least all the module leaders. Allow 2 to 2 ½ hours.

It will be helpful to invite an OCSLD educational developer to facilitate for you. They are familiar with the process and can help you to record key actions and decisions.

If you prefer you can follow the process suggested below, facilitated by a member of your team or your relevant faculty Programme Lead.

Suggested activities

Time (approx)	Activity	Resources	Outputs
30 min	Discussion of the Graduate Attributes: One person to lead the group through the definitions and discussion to clarify interpretations in this course	Appendix: Brookes Graduate Attributes PowerPoint: Graduate Attributes Roadshow: a chance to find out more [in RADAR Teaching Collection; log in as Brookes user]	Group agrees they know how to interpret the five GAs in the context of this course
60 min	Mapping provision (Taught, practiced, assessed?) in each module of the programme Break into groups of 3 or 4 Appoint a recorder for Table 1	Graduate attributes mapping table 1 Graduate attributes mapping table 2	Completed tables 1 and 2

	<p>and another recorder for Table 2</p> <p>Starting with Year 1, for each module the group knows well, use Table 1 to record <i>whether</i> each GA is taught, practiced or assessed. Simultaneously, use Table 2 to record <i>how</i> these claims are exemplified (e.g. “Global citizenship assessed in reflective essay through commentary on cross cultural issues in patient care”)</p> <p>Use the notes section of Table 1 to record gaps, ‘tweaks’ that could/should be made to existing provision, suggestions for subsequent major changes</p> <p>Notes:</p> <p>1. This process becomes quicker as the team reaches a collective view about what constitutes taught, practiced and assessed for each GA.</p> <p>2. Facilitator/subject coordinator to compile group tables into single outputs at a later time</p>		
20-30 minutes	<p>Organise existing programme learning outcomes under the five graduate attributes headings</p> <p>For each of your existing programme LOs, allocate the letter (a, b, c, d or e according to the graduate attribute list in the Appendix) of best fit. If other GAs also apply, list their letters as well.</p> <p>Transfer your programme LOs into table 3 under their ‘best fit’ headings. Consider the distribution across the five headings. Is it satisfactory? Do LOs need to be revised now, or at some point in the future? Where appropriate, add annotations cross-referencing LOs that are relevant but recorded under a different heading.</p>	Graduate attributes mapping table 3	Completed Table 3

Completion (see detailed APQO guidance at http://www.brookes.ac.uk/asa/apqu/graduate_attributes.html)

1. No changes required to learning outcomes: Transfer your existing Programme Specification to the new template and forward to Faculty AESC by 30 April 2012
2. Small changes to wording of programme learning outcomes required as a result of the mapping exercise: Amend your existing Programme Specification in the new template and forward with explanatory documentation to Faculty AESC by 30 April 2012
3. Major changes required: follow APQO programme design and approval process.

Graduate attributes mapping table 2

Graduate attribute tasks, activities and assessments

For each attribute list the tasks, activities and assessments that contribute to students' development of the attribute. Use a single row for a module. Each module may list several items.

Graduate attribute	Module	Tasks, activities, assessments
Academic literacy		

Notes:

Research literacy		

Notes:

Critical self-awareness and personal literacy		

Notes:

Digital and information literacy		

Notes:

Global citizenship		

Notes:

Notes/recommendations

Graduate attributes mapping table 3

Programme level learning outcomes by Graduate Attribute

Consider your findings from completing Tables 1 & 2. Transfer each of your programme's existing Learning Outcomes to the Graduate Attribute heading of best fit. Where a LO is clearly relevant to two or more Graduate Attributes, write it down under the heading most relevant and add a short note cross-referencing it under the other relevant heading(s).

Graduate attributes	Learning outcomes
Academic literacy	
Research literacy	
Critical self-awareness and personal literacy	
Digital and information literacy	
Global citizenship	

Notes (e.g. changes to LOs for next major changes application):

Brookes Graduate Attributes*

Every undergraduate programme will include the development of the following five core graduate attributes:

a) Academic literacy

Disciplinary and professional knowledge and skills, understanding the epistemology and 'landscape' of the discipline, and what it means to think and behave as a member of that disciplinary and/or professional community of practice.

b) Research literacy

Ability to be a critical consumer of research, and also, where possible, to design and undertake at least a small-scale research project in the discipline, using appropriate methodology.

c) Critical self-awareness and personal literacy

Understanding how one learns, the ability to assess the work of oneself and others, and to identify one's strengths and weaknesses. The ability to organise oneself and perform as an autonomous, effective and independent learner. The ability to relate to other people and function collaboratively in diverse groups, including the development of appropriate interpersonal skills, emotional intelligence and adaptive expertise.

d) Digital and information literacy

The functional access, skills and practices necessary to become a confident, agile adopter of a range of technologies for personal, academic and professional use. To be able to use appropriate technology to search for high-quality information; critically to evaluate and engage with the information obtained; reflect on and record learning, and professional and personal development; and engage productively in relevant online communities.

e) Global citizenship

Knowledge and skills, showing cross-cultural awareness, and valuing human diversity. The ability to work effectively, and responsibly, in a global context. Knowledge of global perspectives on how disciplinary knowledge is represented and understood within other cultures; cross-cultural capability beginning with an awareness of our own culture and perspectives and the development of the confidence to question one's own values and those of others responsibly and ethically; and responsible citizenship, actively engaging with issues of equity and social justice, sustainability and the reduction of prejudice, stereotyping and discrimination.

Strategy for enhancing the student experience 2010 – 2015 at
<http://www.brookes.ac.uk/about/strategy/about>

Brookes Postgraduate Attributes

Every postgraduate programme or element of, should include the development of a range of the following five core postgraduate graduate attributes as appropriate to the discipline:

a) Academic literacy

Advanced disciplinary and professional knowledge and skills moving beyond the emerging professional to becoming an expert member of the relevant community. This should include the ability to engage in current critical debates within the discipline and the ability to communicate complex ideas to both expert and non-expert audiences, even in the absence of a complete set of data.

b) Research literacy

The ability to design and undertake a research project in the discipline, use appropriate methodology and solve complex problems in novel situations. Awareness of current research within the discipline, and the ability to critically evaluate it.

c) Critical self-awareness and personal literacy

Demonstrate commitment to continuous self-improvement. To include the ability to lead and organise self and others; take personal responsibility in unpredictable and complex situations; make sound and appropriate decisions; to inspire and interact with others in diverse environments.

d) Digital and information literacy

The functional access, skills and practices necessary to become a confident, agile adopter of a range of technologies for personal, academic and professional use. To be able to use appropriate technology to search for high-quality information; critically to evaluate and engage with the information obtained; reflect on and record learning, and professional and personal development; and engage productively in relevant online communities.

e) Global citizenship

Knowledge and skills, showing cross-cultural awareness, and valuing human diversity. The ability to work effectively, and responsibly, in a global context. Knowledge of global perspectives on how disciplinary knowledge is represented and understood within other cultures; cross-cultural capability beginning with an awareness of our own culture and perspectives and the development of the confidence to question one's own values and those of others responsibly and ethically; and responsible citizenship, actively engaging with issues of equity and social justice, sustainability and the reduction of prejudice, stereotyping and discrimination.