GRADUATE ATTRIBUTES: PRACTICES & PERSPECTIVES

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1. Two exploratory studies at programme level
2. Conclusions
3. Recommendations
“Graduate attributes are the qualities, skills and understandings a university community agrees its students should develop during their time with the institution and consequently shape the contribution they are able to make to their profession and society (...) They are qualities that also prepare graduates as agents of social good in an unknown future.”

(Bowden, Hart, King, Trigwell and Watts, 2000)
Exploratory study 1 – BA International Business and Languages, 2014

**BA (Hons) International Business & Languages**

- Year 4 students, lecturers and employers engaged together in identifying and prioritising programme graduate attributes
- Tool: Diamond 9
- Mapping
Identify set of key graduate attributes for BA International Business and Languages

Understanding meaning participants give to their selected attributes

Identify misalignment between key graduate attributes and curriculum through a mapping exercise

Exploratory study objectives
Diamond 9 is a useful tool to start process of discussion, negotiation and understanding of each other’s viewpoint, particularly when representatives of each group engage in activity at the same time and place.
<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>EMPLOYERS</th>
<th>LECTURERS</th>
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<tbody>
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<tr>
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<td>Engaged -</td>
<td>Expert in chosen discipline -</td>
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<td>Problem solvers</td>
<td>Motivated self- starters</td>
<td>Disciplinary knowledge</td>
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<td>Actively involved with external communities</td>
<td>Global citizens</td>
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<td>Effective -</td>
<td>Effective -</td>
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<tr>
<td>Excellent communicators</td>
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<td>Third row</td>
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<tr>
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<td>Engaged -</td>
<td>Enterprising -</td>
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<td>Creative</td>
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<td>Effective -</td>
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<td>Ethical</td>
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<tr>
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<td>Leaders</td>
<td>Critical thinkers</td>
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<td>Fourth row</td>
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<tr>
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<td>Enterprising -</td>
<td>Enquiry based -</td>
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<tr>
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<td>Well organized</td>
<td>Digitally literate</td>
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<td>Information literate</td>
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<td>Fifth row</td>
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<tr>
<td>Enterprising -</td>
<td>Effective -</td>
<td>Expert in chosen discipline -</td>
</tr>
<tr>
<td>Entrepreneurs</td>
<td>Resilient</td>
<td>Experiential learners</td>
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</tbody>
</table>
IDENTIFYING MISALIGNMENTS

MAPPING THE CURRICULUM

At programme documentation level

• With programme aims, objectives and learning outcomes

At module level

• As per experience of a year 4 student

At discipline level

• Business versus languages
Graduate attributes in business and languages, as per one student’s perception of one language
Exploratory study 2, BA Tourism Mgmt, BA Languages & Tourism. 2016

- BA (Hons) Languages & International Tourism
- BA Tourism Management

- Focus on final year students’ perspective returning from placement
- Role of placement in developing graduate attributes
- Progressive adaptation
- N.B. Graduate attributes not yet integrated in either programme
Evaluate students’ awareness of graduate attributes

Evaluate importance of placement in delivering programme related graduate attributes

Reveal issues of curriculum design for development of programme related graduate attributes in a progressive manner, both prior to and during placement

Exploratory study objectives
Students well able to make explicit connections between their learning and graduate attributes despite them not yet being explicitly embedded in their programme.
Where did the learning take place?

- Workbased learning environment (60%)
- Both learning environments (31%)
- College based learning environment (9%)
Embedding graduate attributes in curriculum design, in a progressive manner when relevant

- Consultation and mapping to underpin programme review
- Explicit articulation of graduate attributes in programme documentation
- Ongoing communication between staff and students
## Departmental Involvement

- Department: key enabling factor (e.g. through School or Programmatic review)

## Programmatic Level

- Programme aims
- Modules
- Learning outcomes

## Key Stakeholders

- Students
- Lecturers
- Employers
• Select most relevant institutional graduate attributes for programme or module under consideration
• Involve all key stakeholders (lecturers, students, employers)
• Map graduate attributes into curriculum and consider progressive adaptation
• Secure departmental involvement for the embedding of graduate attributes at programmatic level