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| **Appendix 3k****Graduate Framework Mapping Grid - *INSERT PROGRAMME TITLE*** |
| **Attribute** The examples in brackets below are intended to be indicative, not exhaustive. | **Where is this developed?**Give example of how and where in the programme students are supported in achieving this attribute?Identify your approach to this across the (normally) three years of the programme. | **Where and how is evidence of this attribute assessed?**Include module and task. |
| **Strong communicators**(includes both written and verbal communication and demonstrating an appreciation of the need for active listening and the appropriate sourcing of information) |  |  |
| **Effective team players**(includes one or more of interpersonal skills including negotiation and collaboration) |  |  |
| **Digitally literate**(maintaining currency in the selection and use of IT, confident use of social media and other digital platforms to foster communication)  |  |  |
| **Ethically informed** (includes one or more of appreciation of citizenship, social responsibility; sustainability) |  |  |
| **Culturally competent**(includes one or more of internationalisation, self and social awareness, knowledge, emotional empathy and respect) |  |  |
| **Resourceful**(Includes one or more of complex problem solving and critical thinking, research and enquiry, development of autonomy, time management, analysis and evaluation, ability to respond well to change) |  |  |
| **Creative**(capable of generating new ideas, cognitive flexibility, synthesis and/or entrepreneurship and initiative) |  |  |
| **Numerate**(showing the ability to work with numbers, such as data gathering, analysis, presentation and interpretation according to the needs of their discipline) |  |  |

* Colleagues are asked to identify the degree to which they believe the attribute is clearly developed and delivered within their programme, and allocate a score, 1-5, as indicated:
	+ 1 – there is no consideration of this particular attribute within the current curriculum
	+ 2 – the attribute is acknowledged as being beneficial but it is not directly assessed within the current curriculum
	+ 3 - the attribute is considered core to the success of graduates, students understand what it is, it is assessed,
	+ 4 - the attribute is considered core to the success of graduates, students understand what it is, it is assessed, it is clear to students how they can develop and demonstrate this attribute but no taught curriculum time is put to the development of this attribute.
	+ 5 – the attribute is considered core to the success of graduates, students understand what it is, it is assessed, supporting students in developing this attribute is part of the curriculum

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| **Curricular Practice** In each category, colleagues are asked to respond considering both face to face and online curriculum activity. | **Where in the programme is this demonstrated?****How does it inform the learning and teaching strategy of the programme?** | **Self Evaluation**(1-5)\*\* | **If evaluation suggests this could be strengthened, please give examples of how you intend to achieve this. Please detail any changes to programme/modules you intend to make to address this.** Needs Development Needs Development |
| **Inclusion** (Inclusion is taken to mean the inclusion of all students, including those who feel distant from HE)For example, curriculum delivery is cognisant of inclusive practices and demonstrates cultural awareness – ie,the needs of disabled students, aspects of internationalisation |  |  |  |
| **Active Learning**Range of pedagogic practices allows for problem based learning, inquiry based learning, co-design and co-delivery.  |  |  |  |
| **Work-based/Practice learning**Programme includes opportunities for work based or practice based learning:Students are encouraged and supported in these.There is appreciation of barriers to work placement uptake, with a variety of practice opportunities provided in response. |  |  |  |
| **Programme assessment overview**How can assessment tasks be personalised?Can students choose between two types of assessments? Do you have alternative assessment in case as student has extenuating circumstances or fails?Assessment deadlines have been considered for student workload across the programme as well as the module.What assessment tasks allow creativity? |  |  |  |

\*\* Colleagues are asked to identify the degree to which they believe their curriculum includes these pedagogic practices and allocate a score, 1-5, as indicated:

* + 1 – there is no consideration of this particular practice within the current curriculum.
	+ 2 – the practice is acknowledged as being beneficial – but it is left to the particular interest of individual academics as to whether and how it is applied.
	+ 3 – the practice is widely used, but driven through the interest of individual academics within the subject rather than coordinated at programme level.
	+ 4 – the practice can be seen across the programme but there is no programme-level strategy for its application.
	+ 5 – a programme level approach is taken to the application of the practice, resulting in a well-designed suite of modules that scaffold student engagement. Programme data is regularly reviewed to support enhancement of these themes.