



THE UNIVERSITY OF  
NORTHAMPTON

INSTITUTE OF  
LEARNING & TEACHING  
IN HIGHER EDUCATION

# Reconceptualising and Embedding Graduate Attributes for Enhanced Employability

Ale Armellini @alejandrea

Rachel Maxwell @DrRachLTB

Elizabeth Palmer @ejpalmer1986

Transforming Lives



Inspiring Change

# Workshop Aims

By the end of this workshop you will have had an opportunity to:

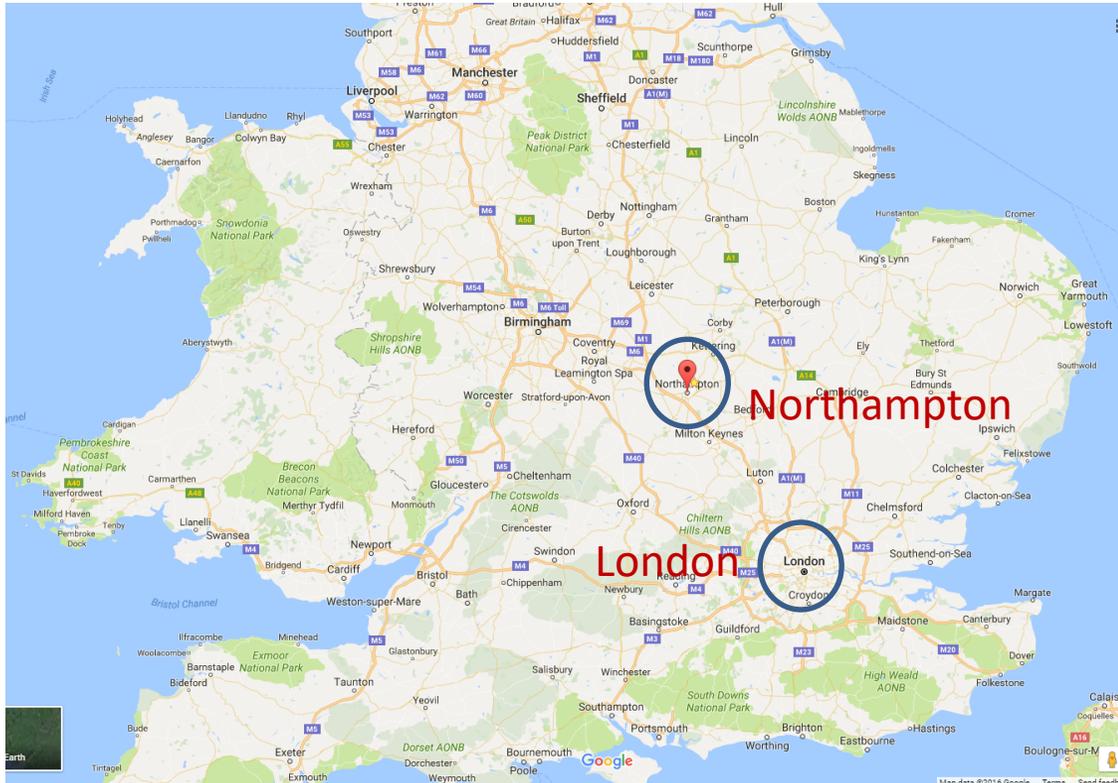
- Critique your institutional graduate attribute statement in relation to alternative models
- Capture key graduate attributes relevant to your own context in a visually appealing, transferable, reusable artefact, suitable for further consideration, adaptation and implementation at institutional level
- Align those attributes to key institutional values
- Receive feedback on your draft framework from colleagues
- Provide feedback for action on frameworks developed by colleagues at the workshop.

# Icebreaker

If you had to describe a graduate from your institution in 4 words, what 4 words would you pick?



# The University of Northampton



- 14,000 students
- Widening participation agenda
- Student profile
- New Campus - 2018
- 2013: AshokaU Changemaker Campus

**Our Mission**  
Transforming Lives + Inspiring Change

---

**Our Purpose**  
To inspire people to be all  
that they can be.

**Our Belief**  
We believe change is the most powerful  
force for good in the world.

---

**How**  
Super-Supportive  
On your side & inclusive.  
Encouraging & caring.

**Future-Focused**  
Forward thinking & visionary.  
Innovative & ambitious.

**Positive Impact**  
Can-do attitude & social impact.  
Purposeful research.

---

**Our Personality**  
Welcoming

**Bold**

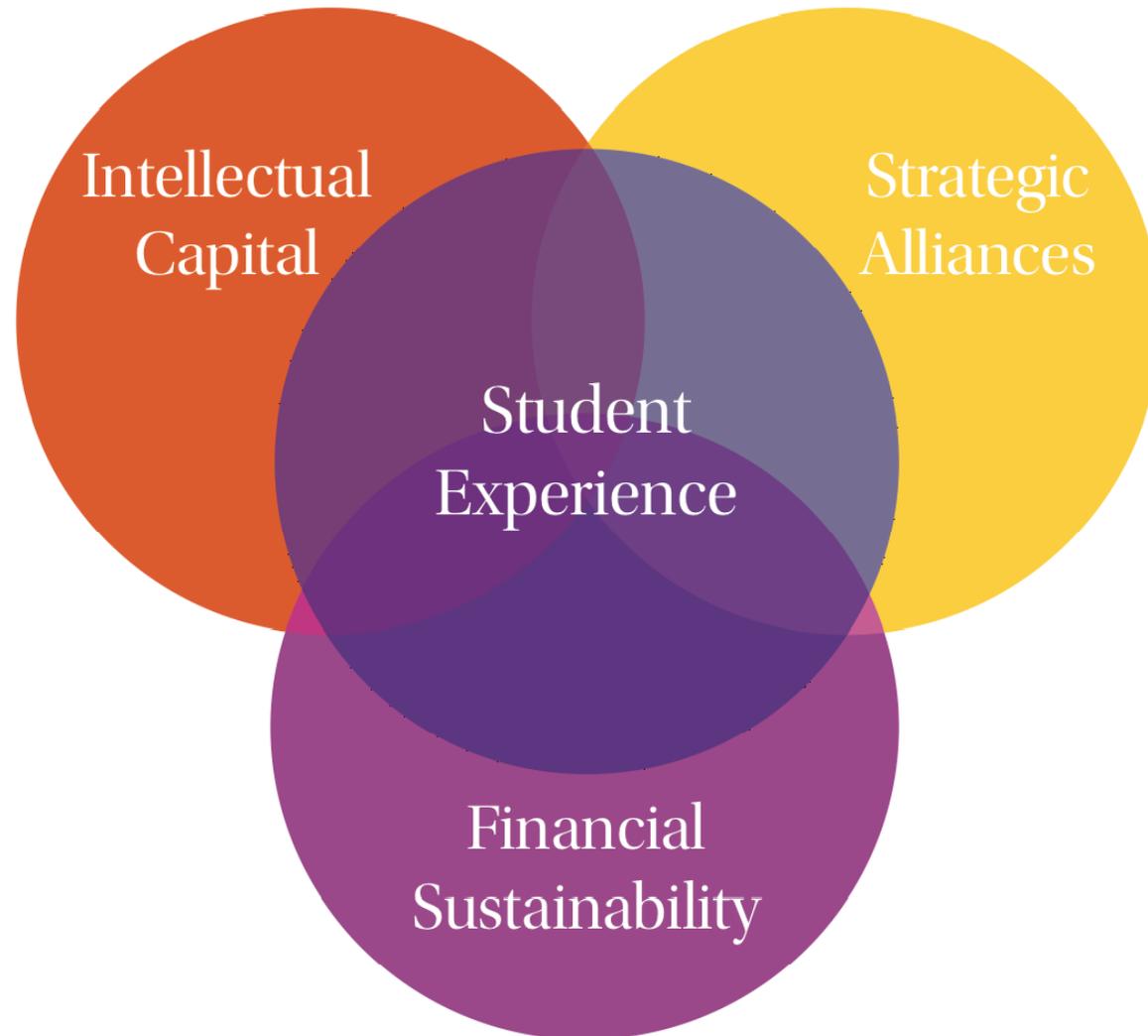
**Positive**

---

**What**  
A university designed for the 21st century



# Transforming lives, inspiring change



#OEB16



## 1 These challenges

- More market driven and customer centric
- Fees won't increase leading to real term £ reductions
- Demand will become increasingly unpredictable
- Removing cap will increase competition
- High fixed costs
- International competition
- Future of work
- Winners and losers

Assumptions

## 2 ....mean we need to...

- Create a unique Learning and Teaching model
- Get smarter using technology and data
- Become more adaptable, flexible and resilient
- Diversify and grow revenue streams
- Collaborate to compete
- Invest wisely

Strategic Response

## 3 ...so we can

- Fulfil our Mission
- Be impactful
- Transform to a digital world
- Thrive

Outcomes



Inspiring Change

# The new campus: Waterside

- 24/7 learning commons
- Effective and flexible use of space
- Smaller footprint than the combination of both current campuses
- In the centre of the town
- Personalisation: no lecture theatres
- No staff offices
- Active blended learning as the new normal

# Active blended learning as the new normal

The programme is taught through student-centred activities that support the development of subject knowledge and understanding, independent learning and digital fluency. Our face-to-face teaching is facilitated in a practical and collaborative manner, clearly linked to learning activity outside the classroom. Opportunities are provided for students to develop autonomy, Changemaker attributes and employability skills.

# Graduate Attribute Statement

**The University of Northampton is committed to developing knowledgeable graduates, who are socially responsible, digitally proficient and highly employable global citizens - the Changemakers of the future.**

# Task 1: What are your graduate attributes?



What are your institution's values (goal / mission) in terms of graduate attributes?

*Write each value on a separate post-it note.*



# Task 2: 21<sup>st</sup> Century Skills



List all the 21st century key skills your institution should be trying to foster

*Write each skill on a separate post-it note, using a different colour to the previous task*



# Task 3: Refine and Group

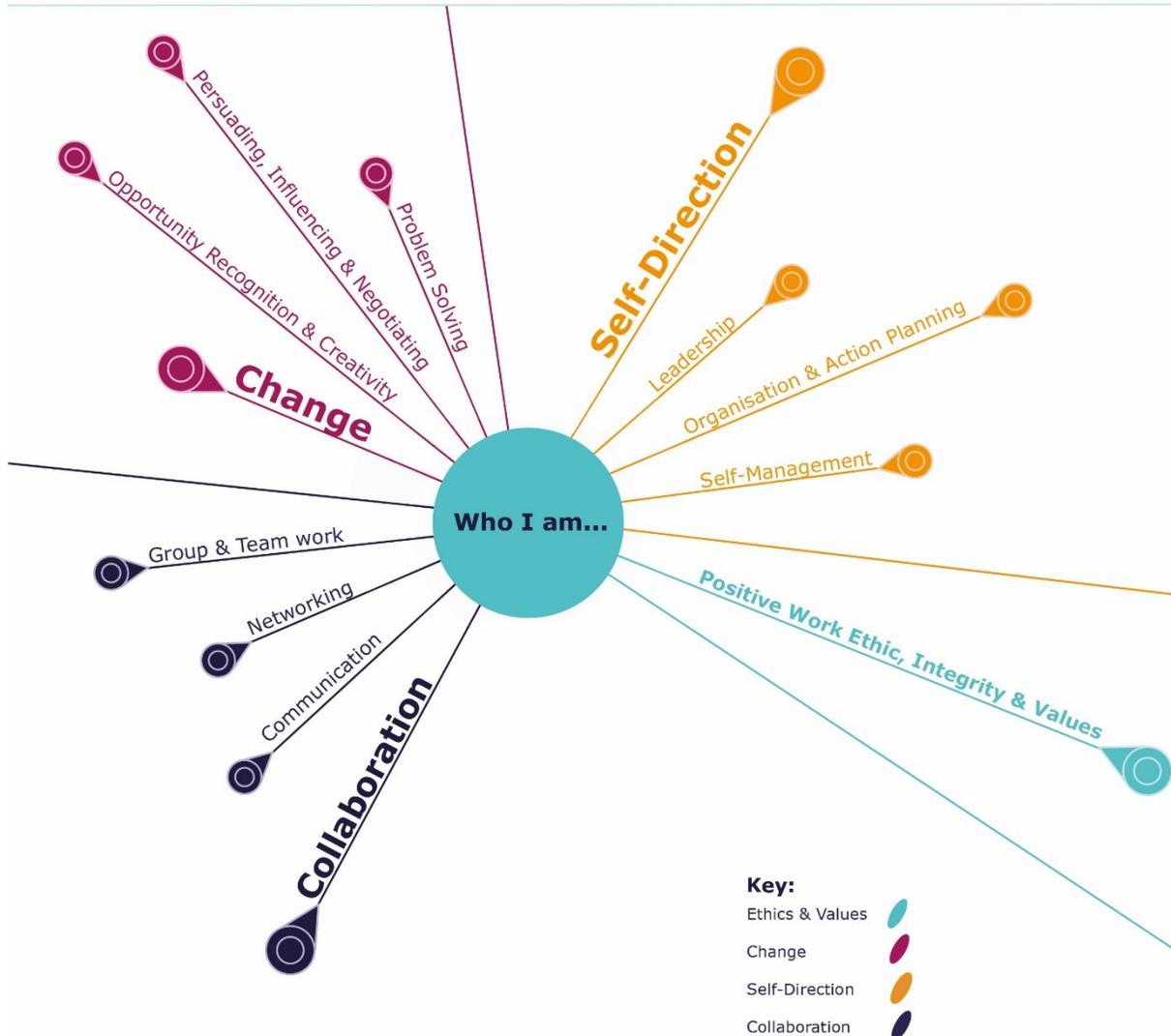


Using critical friends on your table - refine your list of skills and group them - taking into consideration the top level values from Task 1.

- *it might be that these form headings*
- *it might mean these need to appear under different skills*

# The UN ChANGE Model

Do the right things, in the right way, with the right people, for the right reasons.



## Change:

Opportunity Recognition and Creativity  
 Persuading, influencing and negotiating  
 Problem-solving

## Self-Direction:

Leadership  
 Organisation and Action-Planning  
 Self-Management

## Collaboration:

Group and Team Work  
 Networking  
 Communication

## Positive Work Ethic, Integrity and Values

Transforming Lives

Inspiring Change

# Task 4: Mapping



Map your groupings against our model.

- *How do they compare or contrast?*
- *What does this tell us?*



# Coffee break



See you back  
here at 11:45!

Transforming Lives

Inspiring Change

# Headline Statements (1)

**Self Direction:** On graduation, our students use evidence, analysis and critical reflection to achieve and encourage others to generate positive, values-driven impact for themselves and their communities.

**Collaboration Headline Statement:** On graduation, our students learn and create effectively and collaboratively through meaningful professional connections with others, in physical and digital contexts.

# Headline Statements (2)

**Change:** On graduation, our students are socially responsible problem solvers, who apply knowledge of their chosen field to identify, create, promote and manage opportunities for positive change.

**Positive Work Ethic, Integrity and Values:** The actions and behaviours of our graduates are driven by an awareness of personal and professional values motivating them to achieve positive social impact.

# Task 5: Now your turn!



Draft own samples of headline statements for one or two of the headlines you have created



<http://tinyurl.com/oeb-change>

# Task 6: Visual representation



Using the resources provided, think about how you would visually represent your model based on

- Your institutional mission/vision
- Your existing graduate attributes
- 21<sup>st</sup> century employability skills

# Task 7: Share, discuss, critique, feedback



# What next for ChANGE @ Northampton?

- COGS learning outcomes toolkit developed  
(Changemaker Outcomes for Graduate Success)

	Level 4	Level 5	Level 6
PREFIX ...	With <b>comprehensive</b> guidance students will be able to:	With guidance students will be able to:	With <b>limited</b> guidance students will be able to:
Awareness and use of skills for collaborative working	<p><b>demonstrate an awareness and understanding</b> of a range of skills and capabilities</p> <p><b>necessary to work in different collaborative contexts</b></p>	<p><b>consider and apply different approaches, skills and/or abilities</b></p> <p><b>necessary for working effectively in changing collaborative contexts,</b></p> <p><b>demonstrate an understanding</b> of the <b>benefits and difficulties</b> of collaborative working</p> <p>and <b>select</b> a workable solution from a <b>range of suggested strategies</b></p>	<p><b>apply, analyse and evaluate different approaches</b></p> <p><b>necessary for working effectively in changing collaborative contexts,</b></p> <p>be able to <b>reflect upon difficulties</b> arising from collaborative working</p> <p>and <b>successfully identify and implement</b> a workable solution using an <b>identified / adapted strategy</b></p>
Collaborative working	<p>demonstrate an ability to <b>negotiate</b> ways of working <b>within groups / teams,</b></p> <p>and to <b>value, appreciate and experiment with different roles and approaches to problem-solving,</b></p>	<p><b>create successful professional relationships (groups or teams)</b></p> <p>and <b>engage</b> through the provision of <b>meaningful contributions</b></p>	<p><b>create successful professional relationships (groups or teams)</b></p> <p>and <b>actively/constructively</b> engage through the provision of <b>meaningful contributions</b></p>

# What next for ChANGE @ Northampton?

- Staff development workshops to support the use of COGS
- Updating of quality processes and paperwork to 'tell the story' of Changemaker in the Curriculum
- Implementation over the next 6 years in line with our Periodic Subject Review calendar

# Thank you for participating



Institute of Learning and Teaching  
at Northampton

[www.northampton.ac.uk/ilt](http://www.northampton.ac.uk/ilt)

@ILTatUN

Rachel Maxwell: @DrRachLTB

Ale Armellini: @alejandrea

Elizabeth Palmer: @ejpalmer1986

#OEB16

Transforming Lives

Inspiring Change

