

Changemaker Attributes at Northampton for Graduate Employability (ChANGE)

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Being a Changemaker Campus

- **Social innovation** – new ways that work
(Mulgan et al, 2007)
- **Positive social change** in response to an identified need or problem
- **UN accredited** as a Changemaker Campus by AshokaU – network of global social innovators in February 2012

So what?

AshokaU Unifying Principles for Changemaking

1. Believe in a responsibility to make positive changes in society
2. Have the power and resources to make a difference (tangible and intangible)
3. Take initiative to bring about innovative change, local and systemic
4. Work with others to maximise impact, working in groups and networks
5. Know and live authentically according to one's values
6. Practise empathy by engaging in another person's world without judgement

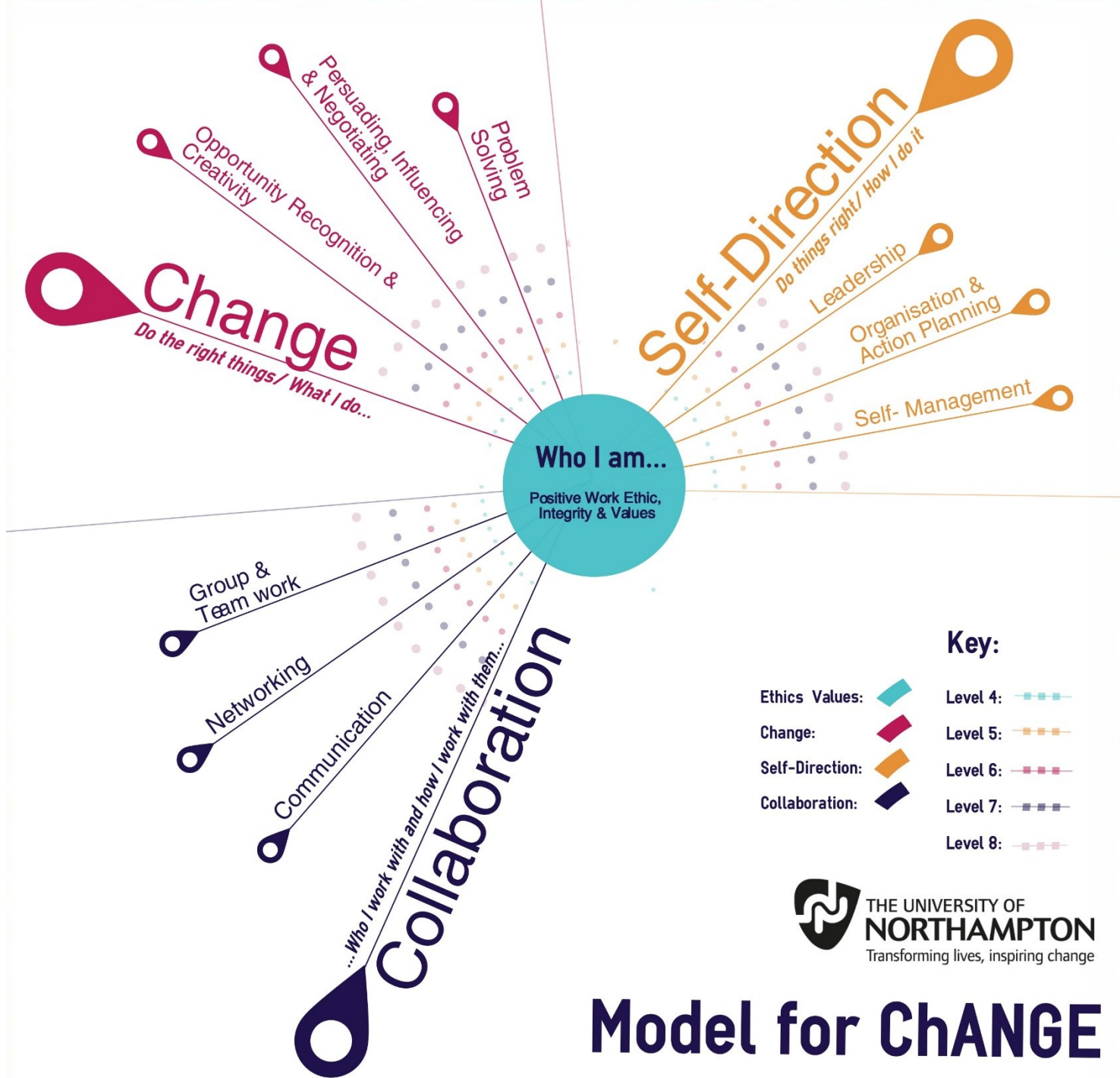
Changemaker Attributes

- Self-confidence
- Perseverance
- Internal locus of control
- Self-awareness
- Action orientation
- Innovation and creativity
- Critical thinking
- Empathy
- Reflective
- Communication
- Emotional and social intelligence
- Problem-solving
- Leader
- Values driven

Link to Employability

- Opportunity Recognition
- **Problem-solving**, analysis and investigation
- Persuading, influencing and negotiation

- **Leadership**
- Self-management
- Organisation and Action Planning
- **Communication**
- Teamwork
- Networking
- Positive Work Ethic



THE UNIVERSITY OF
NORTHAMPTON
Transforming lives, inspiring change

Model for CHANGE

g Change

Draft Graduate Attributes 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.

Expectation that you can apply them in both digital and non-digital contexts

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.**
- **Leadership:** Students are responsible and accountable decision makers, who apply strategies to inspire others and secure commitment to effect sustainable change.

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.**
- **Persuading, Influencing and Negotiating:** Students articulate ideas and concepts confidently and knowledgeably to a variety of audiences, demonstrating perseverance to reach consensus and obtain commitment to a shared vision

Collaboration

- **On graduation, our students learn and create effectively and collaboratively through meaningful professional connections with others, in physical and digital contexts.**
- **Teamwork:** Students establish and maintain effective teams; valuing others, meeting challenges and actively reflecting upon the experience.

Positive Work Ethic, Integrity & 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.**

1. Critique, adapt, enhance ...

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.

- **Take this statement and provide a critique, an adaptation and an enhancement**
- **<http://tinyurl.com/change-uvu>**

2. ChANGE @ UVU

Consider the framework and then the example statements

How would you adapt / critique or enhance the framework and the statements for use in your context?

3. ChANGE @ UVU

Consider the framework and then the example statements

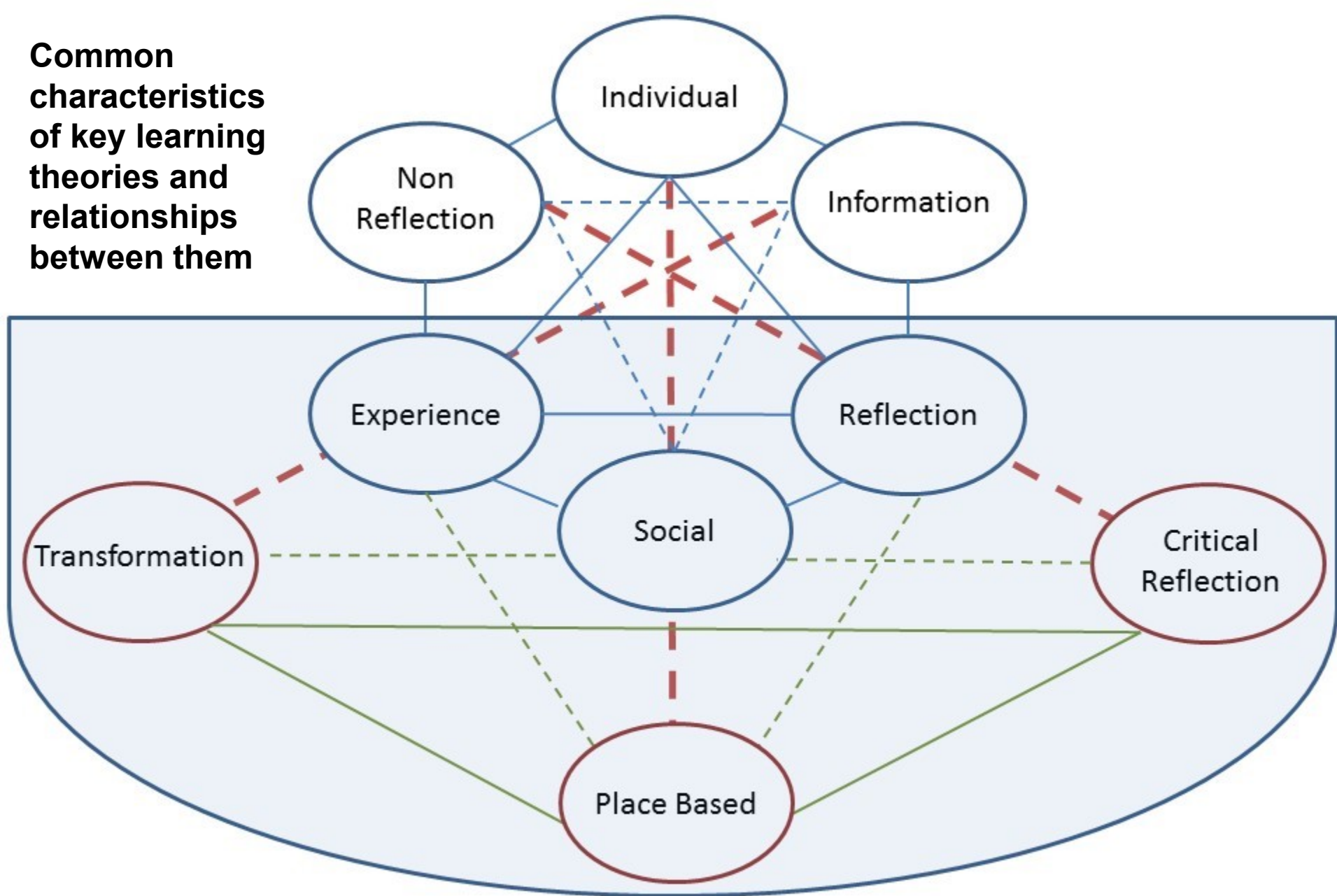
Pick another statement heading – how would you write the underpinning narrative in your context (for graduates)?

4. Draft your own Learning Outcome

Working from your newly created headline statement, have a go at one of the following:

1. Either use the existing Learning Outcomes toolkit to revise your own Learning Outcomes in the light of this framework; OR
2. Have a go at developing your own section of the toolkit for one of the blank skills

Common characteristics of key learning theories and relationships between them



Zone of pedagogical praxis for social innovation education

(adapted with permission from Conole et al., 2004)

5. Learning Activities & Assessments

Using the 'Zone of Pedagogical Praxis', think of one of your learning activities and/or assessments.

1. Where would you situate it currently in the zone diagram?
2. How could you move it further into the zone?
3. What changes would you make?
4. How would you assess this?