
ASHOKA 

EXCHANGE 



Developing ‘Changemakers’: Embedding learning outcomes across the curriculum.

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Key Things to Note:

- **Principle:** Progression is king
- **Means:** Ownership by faculty is king
 - co-developed with faculty
 - tolerance for ambiguity
 - Lengthy gestation
- **Means:** Toolkit not a blueprint
 - Intended to be adapted to subject
 - Permanent state of draft
 - Lots of variety / optionality
- **Principle:** Celebrate mid-point achievement

Change:

Problem Solving, Opportunity Recognition and Creativity, Persuading, Influencing and Negotiating

On graduation (L6), our students are socially responsible problem solvers, who apply knowledge of their chosen field to identify, create, promote and manage opportunities for positive change.

Identify capacity to make change

Analyse impact you could have in making change and outline the ethical issues you face

Engage in social action and demonstrate a clear set of personal ethics and their effective implementation

Your task

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Have a look at the Learning Outcomes you have been provided with.

Identify where the outcomes you have been given are different from the equivalent Level 4 suggestions in COGS

How do you think the module team achieved the task of making the wording 'simpler', to lower the standard expected from Level 4 to Level 5?

You might want to consider

- the wording
- the nature, scale and complexity of the outcome
- what the students are being asked to do



The Challenge

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Your Subject Leader has identified that the skills covered in this module would be useful to progressively develop through other levels of programmes within your discipline. You have been tasked with the challenge of writing new modules – 1 per level – to scaffold students in developing these skills, and to do so **in relation to discipline content**.

You will need to:

- Tailor the wording of your outcomes to your particular subject discipline
- Select from the various wording options available to ensure that the outcomes achieve what you (as the module team) want to accomplish



Peer Review

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Compare and contrast each other's outcomes.

Can you:

- See progression between the levels?
- See an appropriate 'subject-flavour' in the wording used?

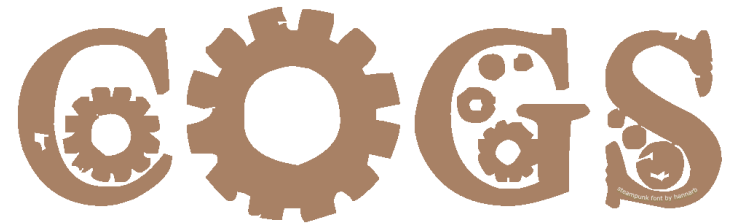


Questions and Answers

We will reflect on the learning from the COGS activity in the final plenary session

To access an online (electronic) copy of the COGS Toolkit, please visit:

www.northampton.ac.uk/ilt/current-projects/COGS



The UoN Context

- [Active Blended Learning](#) (ABL) at Northampton
- The [ChANGE Framework](#) (Changemaker Attributes at Northampton for Graduate Employability)
- The [COGS learning outcomes toolkit](#) (Changemaker Outcomes for Graduate Success)
- Over to You!!

Active Blended Learning

- 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**.

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



