

Creating Employability-focussed Learning Outcomes to Develop Graduate Students' Attributes

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OEB 2019 - Learning Café, SKL141

The University of Northampton ChANGE Framework (Changemaker Attributes at Northampton for Graduate Employability)

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



Activity 1: Identify Key Employability Skills for Entry into the Graduate Labour Market

What is the most important transferable skill that new graduates should be able to evidence upon entry to the labour market that is not knowledge or subject related? Be prepared to justify your answer.

Activity 2: Critique and Rewrite Learning Outcomes

- a) What do you think of the following 'learning outcomes' (the text in bold in the grey boxes at the top of the three tables)?
- b) How would you rewrite them to scaffold and support students to develop the necessary skills that they need at the different years of a traditional 3-year undergraduate degree? Use the COGS Learning Outcomes toolkit to help.

Evaluate the ideas of others COGS Part 1, page 7	
1st year (Level 4)	e.g. With detailed guidance, students will be able to draw conclusions about the contribution of their peers in relation to the subject area.
2nd year (Level 5)	With guidance, students will be able to...
3rd year (Level 6)	With limited guidance, students will be able to...
c) Having written a generic Learning Outcome, think about how you would re-word it to ensure disciplinary alignment.	
Empty space for student response	

Manage a research project.

COGS Part 2, section 2 (Self-Direction), pages 23-24

1 st year (Level 4)	With detailed guidance, students will be able to ...
2 nd year (Level 5)	e.g. With guidance, students will be able to design, develop and deliver a project plan, ensuring it meets identified goals and deadlines.
3 rd year (Level 6)	With limited guidance, students will be able to ...
c) Having written a generic Learning Outcome, think about how you would re-word it to ensure disciplinary alignment.	

Explore the key aspects of a problem or issue.

COGS Part 2, section 3 (Change), pages 25-26, 28 and 29

1 st year (Level 4)	With detailed guidance, students will be able to ...
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2 nd year (Level 5)	With guidance, students will be able to ...
3 rd year (Level 6)	e.g. With limited guidance, students will be able to reach evidence-based decisions in the context of a real-world issue and justify the chosen solution.
c) Having written a generic Learning Outcome, think about how you would re-word it to ensure disciplinary alignment.	

Activity 3: Action Plan

How will you embed (improve the embedding of) transferable skills into your own learning and teaching / across your institution?

Activity	Lead Person	Support from	Deadline