

Title: Graduate attributes- how shall we know them?

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Critically engage with 'graduate attributes' as they relate particularly to research teaching linkages
- Debate the issues around assessing the discipline specific and generic aspects of graduate attributes
- Examine the potential impact of the role we can play as developers in embedding graduate attributes in curriculum design

Session Outline

Key issues to be addressed are:

What are 'graduate attributes'? - the question is specifically related to graduate attributes as they are linked to the concept of research teaching linkages. Graduate attributes are considered in the context of some of the work of Healey (2005) and will be explored in a brief account of an institutional response to a national initiative in the QAA Scotland Enhancement Theme of 2007 'Research teaching Linkages: enhancing graduate attributes' where an essentially pragmatic approach was taken within an institution to embed a national initiative.

Graduate attributes has become the term which is associated with a number of desirable characteristics which result from higher education. Should they be assessed? Could they be assessed? Would that make a difference to their development in our students? Hughes and Barrie's (2010) work will be considered in the context of our role as developers. Disciplinary and generic issues will be explored along with pragmatic considerations in the ever changing HE environment.

Session Activities and Approximate Timings

Background and contextualising -5mins

Individual activity round the conception of graduate attributes -5mins

Collaborative activity using the individual activity as a starter -10mins

Contextualising assessment issues -5mins

Small group discussion around prompt questions of could we and should we be assessing -
2x5mins
Disciplinary and generic issues 5mins
Plenary discussion/ quickfire ideas exchange.

References

Healey, M., (2005). Linking research and teaching exploring disciplinary spaces and the role of inquiry-based learning. In Barnett, R., (ed.) Reshaping the university: new relationships between research, scholarship and teaching. Maidenhead: McGraw-Hill/Open University Press, pp.30–42

Hughes, C. And Barrie, S. (2010). Influences on the assessment of graduate attributes in higher education. *Assessment and Evaluation in Higher education*, 35:3, 325-334.