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**Developing Graduate Employability And Resilience – Validation Narrative Document Guidance**

**July 2022**

**Validation/Revalidation**

As part of the validation/revalidation process the University’s Graduate Attributes Framework is to be embedded within the programme as appropriate, for example depending on accreditation requirements of a PSRB. The approach taken may differ from programme to programme, such as:

1. The Graduate Attributes Modules are included.
2. A single Graduate Attribute module is adopted at each level and competencies from the framework are embedded throughout the programme of study.
3. The Graduate Attributes Framework is embedded within subject specific modules.

It is essential during the validation/revalidation process to be clear how the competencies in the framework are mapped to the programme of study. Table One shows the mapping of the graduate attributes to the University modules, each of the modules has been evaluated and where the competency is achieved is shown. Summaries of the Graduate Attributes modules are included in Appendix One to illustrate the aims and learning outcomes of each. Where new validations elect to no longer offer these specific modules it will be necessary to demonstrate where in the programme to be validated, the range of competencies found in the Graduate Attributes Framework are achieved.

Table Two is a template to enable a mapping to take place for the programme modules where the graduate attributes modules are not included in the structure. This mapping is not a requirement of the validation documentation but will enable programme development teams to assess the structure of the proposed programme to ensure the competencies of the Graduate Attribute Framework are fully embedded.

In mapping to the Framework there is not a requirement for all the competencies to be included, however it is hugely beneficial to our students if they are. It is essential however, that each attribute (employability, digital and lifelong learning) is developed using a broad array of competencies that go beyond the scope of basic transferable skills developed earlier in their studies, either at University or beforehand (eg. Writing a report, using a table of contents, note-taking, simple presentation skills, etc). Through the support of the Graduate Attributes Framework, teams should seek to offer progressive and forward-thinking programmes that include, for example, creative problem solving, emotional intelligence, harnessing social media, wellbeing and strategies to develop resilience.

**Table One: Mapping of Graduate Attributes Modules to the Framework Competencies**

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| **Attribute** | **Employability** | **Digital Skills** | **Learning For Life** |
| **Competence** | Communication | Leadership | Collaboration | Creativity | Enterprising | Problem solving | Negotiating | Adaptability | Emotional Intelligence | Awareness | Project Management | Resourceful | Digital transformation 4.0 | On-line unified communication | Troubleshooting and problem solving | Algorithms and system design | Artificial Intelligence | Virtual & Augmented Reality | Data analysis and visualisation | Mobile/App expertise | Cyber security, governance & Ethics | Smart technologies | Social Media harnessing | Research and information gathering | Personal development/Planning | Reflection & Self-reflection | Challenge | Well-being & Resilience | Critical Thinking | Rights and responsibilities | Ethics and values | Diversity | Sustainability | Time Management | Socio-political systems | Cultural and linguistic expression |
| **Level** | **Credits** | **Module Number** | **Module Name** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4 | 20 credits |   | Learning in the Digital Era | Y |   |   | Y |   | Y |   |   |   | Y | Y |   | Y | Y | Y | Y |   |   |   | Y | Y | Y |   |   |   | Y |   | Y |   | Y | Y | Y | Y | Y | Y | Y |
| 4 | 20 credits |   | Contemporary Challenges: Making a Difference |   |   |   |   |   |   | Y |   | Y |   |   |   | Y | Y |   |   |   |   | Y |   |   |   | Y |   |   | Y |   | Y |   | Y | Y | Y | Y | Y | Y | Y |
| 5 | 20 credits |   | Changemaker: Creativity and Value Creation |   | Y |   | Y | Y | Y |   |   |   |   |   | Y |   | Y | Y | Y | Y | Y | Y | Y |   |   |   | Y |   | Y | Y |   | Y |   | Y | Y | Y | Y | Y | Y |
| 5 | 20 credits |   | Changemaker: Building your Personal Brand for Sustainable Employment  |   |   | Y |   |   |   |   |   | Y | Y | Y |   |   |   |   |   |   |   |   |   | Y |   | Y | Y | Y | Y | Y | Y | Y |   | Y | Y | Y | Y | Y | Y |
| 6 | 40 credits |   | Independent Project | Y |   |   |   |   | Y |   | Y |   |   | Y | Y | Y |   | Y |   |   |   | Y |   | Y |   | Y | Y | Y | Y | Y | Y | Y |   | Y |   |   | Y |   |   |

**Table Two: Mapping of Programme Modules to the Framework Competencies Template**

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| --- | --- | --- | --- |
| **Attribute** | **Employability** | **Digital Skills** | **Learning For Life** |
| **Competence** | Communication | Leadership | Collaboration | Creativity | Enterprising | Problem solving | Negotiating | Adaptability | Emotional Intelligence | Awareness | Project Management | Resourceful | Digital transformation 4.0 | On-line unified communication | Troubleshooting and problem solving | Algorithms and system design | Artificial Intelligence | Virtual & Augmented Reality | Data analysis and visualisation | Mobile/App expertise | Cyber security, governance & Ethics | Smart technologies | Social Media harnessing | Research and information gathering | Personal development/Planning | Reflection & Self-reflection | Challenge | Well-being & Resilience | Critical Thinking | Rights and responsibilities | Ethics and values | Diversity | Sustainability | Time Management | Socio-political systems | Cultural and linguistic expression |
| **Level** | **Credits** | **Module Number** | **Module Name** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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**Appendix One - Module Summaries**

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| **Title** | **Learning in the Digital Era** |
| **Level** | **4** |
| **Credits** | **20** |
| **AIM(S)** | * To develop student’s skills for independent study and life-long learning, which will form the foundations for successful completion of their degree programme and support future employment opportunities.
 |
| **LEARNING OUTCOMES**Upon the successful completion of this module, the student should be able to: | * Demonstrate the foundational skills required to be a resilient and healthy independent learner.
* Practise the principles of learning agility
* Use suitable technology to support and enhance their learning experience within the discipline area
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| **Title** | **Contemporary Challenges: Making a Difference** |
| **Level** | **4** |
| **Credits** | **20** |
| **AIM(S)** | * To develop student’s awareness and appreciation of contemporary challenges relevant to the discipline facing individuals, organisations, communities and society, from a local, national and global perspective.
* To develop creative problem-solvers through the application of knowledge to real-world problems.
 |
| **LEARNING OUTCOMES**Upon the successful completion of this module, the student should be able to: | * Identify and evaluate historical and contemporary issues and their impact on today's global society.
* Apply appropriate collaborative working practices to manage conflict and support effective decision making.
* Implement Design Thinking techniques to investigate problems in order to generate and evaluate solutions.
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| **Title** | **Changemakers: Creativity and Value Creation** |
| **Level** | **5** |
| **Credits** | **20** |
| **AIM(S)** | * To develop the concepts and practice of creativity and value creation for the development of innovative, aspiring and progressive solutions.
 |
| **LEARNING OUTCOMES**Upon the successful completion of this module, the student should be able to: | * Demonstrate knowledge and critical understanding of innovation, creativity and enterprising mindset, recognising the values and the contribution creativity makes to the common good.
* Conceive, articulate and apply creative thinking within a work-based or academic context to develop novel solutions and/or value creation.
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| **Title** | **Changemakers: Building your Personal Brand for Sustainable Employment**  |
| **Level** | **5** |
| **Credits** | **20** |
| **AIM(S)** | * To build the skills and competencies necessary for career resilience and professional development for the future work context.
 |
| **LEARNING OUTCOMES**Upon the successful completion of this module, the student should be able to: | * Evaluate personal employability skills and their congruence with the skills required for professional practice in a real or simulated environment.
* Build a personal brand and promote a professional identity for a specific opportunity.
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| **Title** | **Independent Project** |
| **Level** | **6** |
| **Credits** | **40** |
| **AIM(S)** | * To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project.
 |
| **LEARNING OUTCOMES**Upon the successful completion of this module, the student should be able to: | * Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
* Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
* Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
* Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.
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