

Developing and supporting the curriculum

University of Aberdeen Graduate Attributes Evaluation

1	Your higher education institution: University of Aberdeen
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3	Key words: Graduate Attributes Evaluation Curriculum Longitudinal Study
4	Overview: The Graduate Attributes Evaluation aims to: <ul style="list-style-type: none">• Evaluate Graduate Attribute awareness and attribute development through a longitudinal study of AY 2010/2011 level one entrants as they progress to graduation• Evaluate curriculum design for development of graduate attributes across programmes• Identify and disseminate effective practice from around the University
5	Background/context: The process of Curriculum Reform at the University of Aberdeen has resulted in curriculum design which explicitly considers opportunities for students to develop a set of nineteen defined

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6	<p>Activities/example of practice (you might also like to include an account of activity to date):</p> <ul style="list-style-type: none"> • Analysis of Graduate Attributes statements from a sample of new course proposal forms • Evaluation Questionnaire to level one students AY2010/11 • Level 1 Student Focus groups AY2010/11 • Evaluation Questionnaire to all undergraduate students AY2011/12 • Levels 1 & 2 Focus Groups AY2011/12 • Levels 3 & 4 Focus Groups AY2011/12
7	<p>Key points including challenges:</p> <ul style="list-style-type: none"> • New course proposals demonstrate wide variation in planned opportunities for students to develop graduate attributes • A significant proportion of students at all levels haven't heard of the Aberdeen Graduate Attributes • The curriculum is an important vehicle for student awareness of Graduate Attributes • Students rate themselves highly against the Aberdeen Graduate Attributes, but struggle to provide evidence in support • Students feel that graduate attributes in the areas of Critical Thinking and Communication are the most important for them to further develop • Students feel that the graduate attributes in the area of Active Citizenship are the least important to further develop
8	<p>Where to next:</p> <ul style="list-style-type: none"> • This is the second year of a four year study which aims to follow a cohort of students as they progress to graduation. Similar questionnaires and focus group will be conducted over the next two years. • The evaluation will explore academic staff awareness and experience of graduate attributes in the curriculum • Opportunities for students to develop graduate attributes within the curriculum will be mapped and compared across degree programmes
9	<p>Additional information:</p> <p>http://www.abdn.ac.uk/graduateattributes http://www.abdn.ac.uk/cref/</p>

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This template is intended to provide an outline for setting out case studies/examples of DSC-related work carried out by institutional teams during 2011-12.

Each institutional team is asked to produce at least three examples of DSC related work from 2011-12. At least one of these should be accompanied by a short multimedia component such as a podcast (file type: MP3) or videofile (file types: Windows Media file or Flash Video file).

PLEASE DO NOT GO BEYOND 2 PAGES