Paper 2: Curriculum Framework (Iteration 4) June 2019

The sections of the current proposals relating to Iteration 4 of the Curriculum Framework are clarified in the table below.

Section 1	Why do we need a Curriculum Framework?
Section 2	What are the key features of Iteration 4?
Section 3	How did Iteration 3 differ from Iteration 2?
Section 4	How does Iteration 4 differ from Iteration 3?
Section 5	Key objectives of the Curriculum Framework
Section 6	Key principles of the Curriculum Framework
Section 7	Characteristics of the Curriculum Framework
Section 8	What has been retained and changed in Iteration 4 and why?
Section 9	A diagrammatic summary of the key elements of Iteration 3 of the Curriculum Framework
Section 10	Alignment with Vision 2025
Section 11	How have we arrived at Iteration 3?
Section 12	St Mary's Graduate Qualities
Section 13	Inclusion and inclusive practice
Section 14	Effective teaching practices and Fundamental Literacies
Section 15	Pre-arrival induction, post-arrival induction & transitions support
Section 16	Soft & Practical Skills
Section 17	St Mary's Graduate Attributes
Section 18	What will happen next?
Appendices	Appendix 1 Mapping Qualities to programmes (Examples from SHAS + EHSS) Appendix 2 Mapping Grid: Attributes, Qualities, Soft Skills & Practical Skills

SECTION 1: Why do we need a Curriculum Framework?

The development of a curriculum framework at St Mary's is a direct response to the need, highlighted in the Higher Education Review (HER) 2015, for the University to embrace an embedded, university-wide and systematic approach to enhancement of the student experience. Targeted interventions focused on just a few programmes will not address the need for "strategic and systematic improvement throughout the University".[1] A bold curriculum framework will also be crucial to developing our institutional and subject-level narrative around enhancement as we approach the next iteration of the Teaching Excellence Framework (TEF) in 2020/21. St Mary's has a realistic ambition to achieve a 'Gold' rating in the next TEF exercise, but this will be partly influenced by our strategic approach to enhancement.

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[1] Higher Education Review (HER) of St Mary's University, Twickenham March 2015. See: https://www.qaa.ac.uk/docs/qaa/reports/st-marys-university-twickenham-her-15.pdf?sfvrsn=d3f2f481_4

The Framework is underpinned by an emphatic emphasis on inclusive practices, in relation to programme design, module content, teaching and assessment. The focus on inclusivity is central to the role of the Framework in helping the University to address its commitments in recent Access & Participation Plans (e.g. that for 2019/20, and that being drafted for 2020-2024) in terms of improving access and outcomes for widening participation (WP) students, and closing our existing attainment gaps. We have committed to placing widening participation at the heart of everything we do and (as a key strand in our whole-institution, student lifecycle approach) to closing existing gaps (e.g. for BAME students) by 2022/23. But achieving this ambitious objective will require the kind of systematic and embedded approach to inclusive practice championed within our Curriculum Framework.

Iteration 4 of the Curriculum Framework is set out in detail in the pages that follow. In the interests of brevity, detailed explanations of key elements of the Framework which were included in Iteration 1 and 2 (and 3) have largely been omitted. The focus, instead, is on ensuring that the key features of Iteration 4 are set out as clearly as possible whilst avoiding the need for stakeholders to engage with dense explanatory text. Iteration 4 has emerged from a lengthy and extensive consultation process that has involved students, staff, alumni, employers and our external examiners. The details of this consultation process, are set out in **Paper 1**.

SECTION 2: What are the key features of Iteration 4?
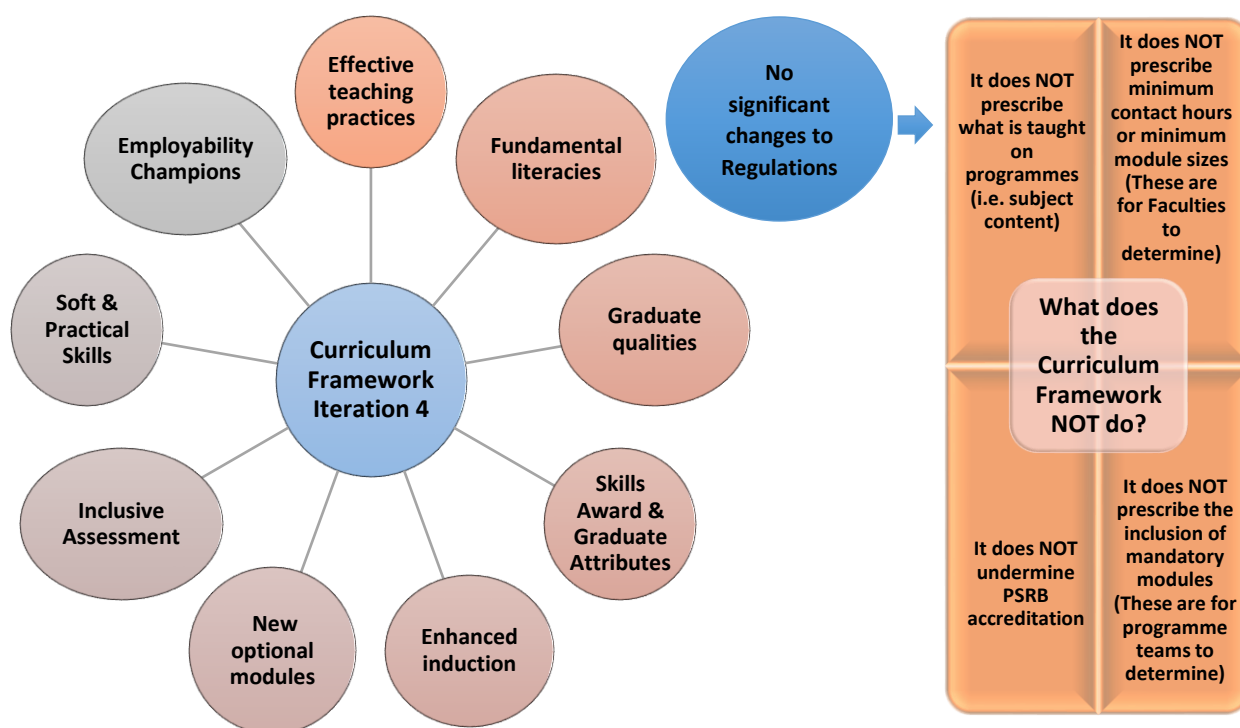
SECTION 3: How did Iteration 3 of the Framework differ from Iteration 2?
Consultations relating to Iteration included discussions with all categories of staff, our students, alumni and also employers. These helped to identify further revisions which would enhance the Framework. These are as follows:
1. Replacement of 'Powerful pedagogies' with 'Effective teaching practices'
2. Inclusion of a new set of St Mary's 'Graduate Qualities' (distinct from Graduate Attributes)
3. Clarification of what the Framework does NOT seek to do.
4. Enhanced information on the implementation process envisaged
5. Inclusion of cross-disciplinary optional module '*Towards an Encounter with the Sacred*'
6. Reduction from 6 to 4 week induction/orientation period, and enhanced clarity about how induction can be embedded within modules.
7. Detailed consideration of risk factors and how these will be mitigated

SECTION 4: How does Iteration 4 of the Framework differ from Iteration 3?

1. Reduction (in line with SMSU suggestion) of induction period to **3 weeks**.
2. Single '**Employability Champion'** role in departments replaces separate 'Study abroad' and 'Placement champions'.
3. Minor changes to '**Commercial Awareness'** section in Graduate Attributes to reflect recent discussion with EHSS staff.
4. New grid showing relationships of **Graduate Attributes, Graduate Qualities**, **Soft Skills & Practical Skills**. See **Appendix 2**.
5. Refinements to **Section 17** to clarify the implementation process.
6. Replacement of 'Residential for Commuter Students' with a '**Commuter Student Day'**, reflecting suggestion from the SMSU.
7. Clarification in Section 2 that the Framework will **not require** any significant changes to **existing regulations**.
8. Clarification that the Framework does **not require** significant changes to existing arrangements for **Internal Student Induction**, though would facilitate the closer integration of this programme with the main UG induction periods should this be the preferred option of International Office.
9. Enhanced alignment with **WP strategy** and closure of attainment gaps.
10. Example '**Curriculum Framework Mapping Document'** for use in the programme approval phase of the Framework.

SECTION 5: What are the objectives of the Curriculum Framework?

The intended objectives of the Curriculum Framework are to enhance:

1. Student learning.
2. Student retention, attainment, and progression.
3. Student satisfaction.
4. Student success/attainment
5. Student progression into employment.
6. Our students' future contribution to solving societal challenges.
7. Use of effective and inclusive teaching practices.
8. Student perceptions of value for money.
9. Our progress in narrowing or eliminating identified gaps in access, success and progression between traditional and WP student groups

SECTION 6: Key principles of the Curriculum Framework

The key principles that have informed the 4th Iteration of the Curriculum Framework are unchanged from Iteration 3 and 2. One that is worth re-stating is that the Curriculum Framework reflects the way in which students learn - that is, the different contexts in which students engage with the learning process in higher education. These contexts can be conceptualised as 'learning pathways'. The following illustration (see below) articulates these.
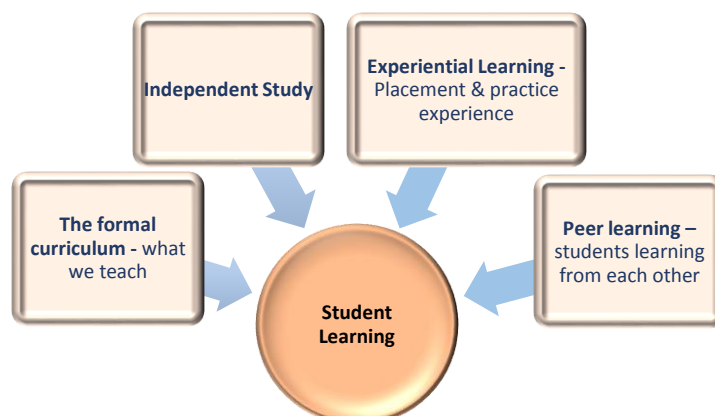
Illustration depicting the 4 key learning pathways in higher education

SECTION 7: Characteristics of the Curriculum Framework?

1. *Cross-disciplinary* – applies to all disciplines, but does not specify what should be taught in any discipline. Content remains within the control of programme teams.
2. *All-embracing* – curricular, co-curricular and extra-curricular are all embraced within the Framework.
3. *Accessible* - easily understood by students & staff.
4. *Research-informed* – the Framework is founded on extensive pedagogical research and good practice in the HE.
5. *Distinctive* – the Framework is progressive in its comprehensive approach.
6. *Flexible* – it does not require a 'one-size-fits all' approach. It allows for disciplinary differences in what is taught (content).
7. *PSRBs* - The Framework respects the primacy of the need to ensure compliance with professional standards.
8. *Inclusive* – it embraces effective teaching practices that are proven to support effective learning of all students.
9. *Integrative* – it embraces teaching and learning that might occur face-to-face, in 'blended learning' contexts and entirely online.
10. *Aligned with existing policies* – aligned with existing policies/strategies *e.g. our Student Retention Strategy* (already shared with OfS) and the draft *Employability Strategy*.
11. *Aligned with WP commitments set out in existing APP* – it is aligned with the objectives and targets contained in the existing Access & Participation Plan (APP) and will also be strongly aligned with that in development for 2020-2024.

SECTION 8: What has been retained and changed in Iteration 4 and why?

	Key element	Justification	Differences between Iteration 2 and Iteration 3
1	Enhanced use of pre-arrival period to develop sense of belonging prior to arrival.	Speedier integration of students into the community/cohort/discipline/degree. Improved student retention.	**Retained**. Programme teams will receive detailed guidance on how to facilitate this aspect of the Framework during 2019/20.
2	Extended 4 week Induction was proposed in Iteration 3, now reduced to 3 weeks	Speedier integration of students into the community/cohort/discipline/degree. Improved student retention. Improved student attainment. Closing attainment gap.	**Changed. Reduction to 3 weeks.** Feedback from staff suggests that a six week period was overly long, and that a shorter period would be preferable. Induction sessions can be embedded in modules, or not. Emphasis on normal module content/delivery increasing each week over the 4 week period, as shown by the table below:
3	Pre-Semester 'residential' for commuting students	Speedier integration of commuting students into the community.	**Changed.** Support for the idea of a residential intervention was mixed at best. Change (at suggestion of SMSU) to a 'Commuter Student Day'.

The embedded table within row 2:

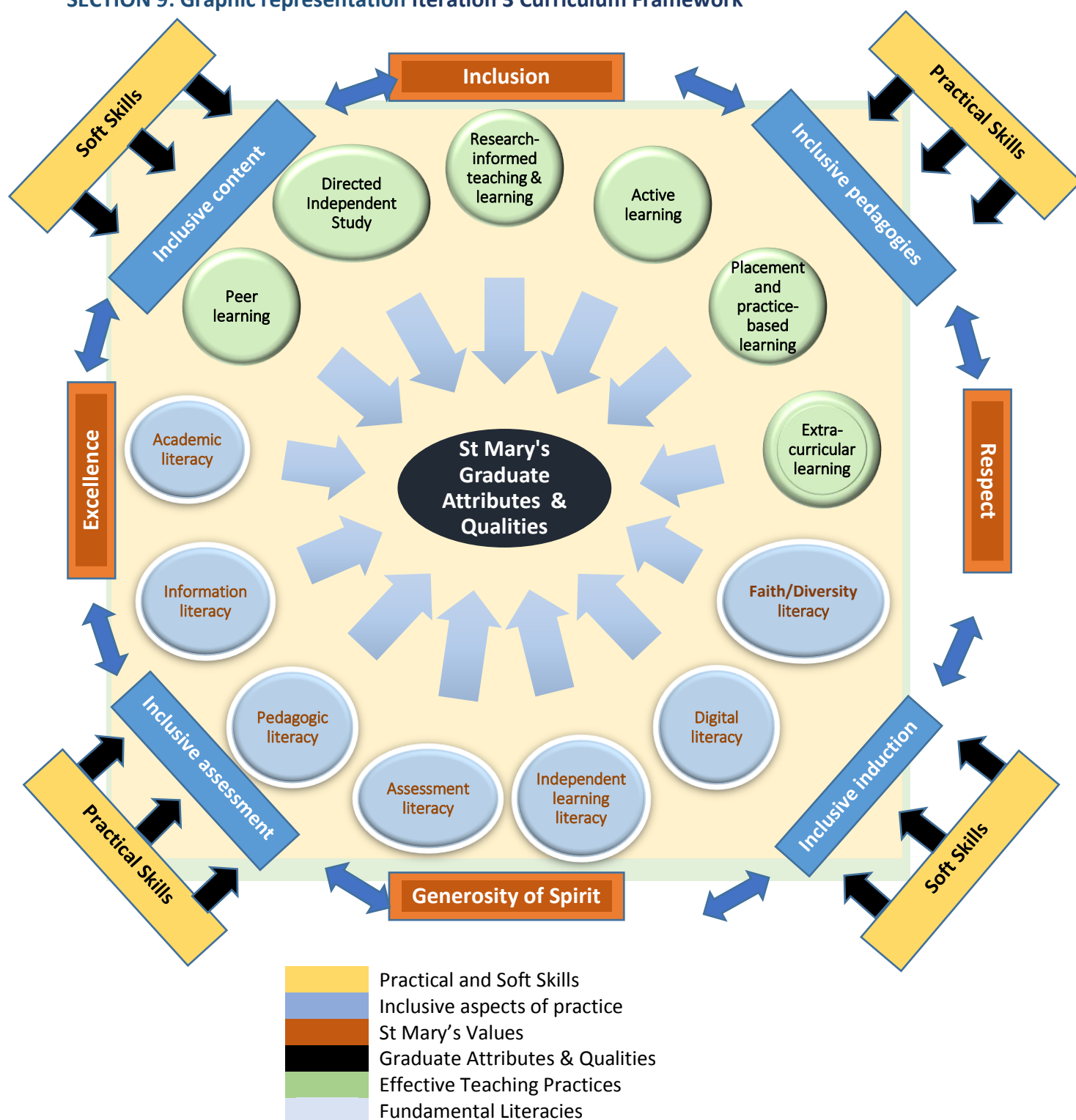| Welcome Week	Week 1	Week 2
Induction	Induction	Induction
Induction	Induction	Module delivery
Induction	Module delivery	Module delivery
Module delivery	Module delivery	Module delivery

			Emphasis placed on enhancement of wider pre-sessional and induction/transition activities for specific groups of non-traditional students.or students with additional needs.
4	All students to be offered opportunity to undertake ONE of the following: a. Placement b. Volunteering activity c. Study abroad (1 semester) d. Work-based Learning module (via team in WBL in Careers Services) e. Work-based Study module (based on paid or volunteering work)	Crucial to enabling students to develop WEF Top 10 Soft Skills & Practical Skills & Graduate Attributes. Improved DLHE performance.	**Retained.** This aspect of Iteration 2 was generally welcomed. Extension of these opportunities will be addressed via the *Employability Strategy*, which has developed in parallel with the Curriculum Framework.
5	Introduction of agreed set of St Mary's Graduate Attributes	Ensure students exit with a distinctive set of skills/capacities suited to the demands of 21st century workplace and society. Improved DLHE performance.	**Retained.** The Graduate Attributes have been generally welcomed and will be taken forward via the *Employability Strategy*. They will be closely linked to a new St Mary's Skills Award. Minor changes have been made to 'Commercial Awareness' section.
6	Introduction of Student Skills Award	Students can 'evidence' achievement of Graduate Attributes. Portable skills 'passport'. Improved DLHE performance.	**Retained.** The idea of a Skills Award has been generally welcomed and will be taken forward via the *Employability Strategy*.
7	Introduction of agreed set of 'Effective Teaching Practices': I. Active learning II. Peer learning III. Co- and extra-curricular learning IV. Research informed learning & teaching V. Placement and practice-based learning VI. Directed independent learning (DIL)	Crucial to promoting inclusive practice, improved engagement, learning, retention and attainment. Improved NSS. Closing attainment gap.	**Retained.** Whilst a small number of staff have articulated reservations re research basis for effective teaching practices, this aspect of Iteration 2 was generally welcomed. These approaches to teaching already feature prominently in many of our programmes.

8	Introduction of agreed set of 'Fundamental Literacies': I. Academic literacies II. Digital literacies III. Assessment literacies IV. Pedagogic literacy V. Information literacies VI. Independent learning literacies VII. Ethical & Faith Literacies	Crucial to ensuring that students maximise their achievement and attainment. Improved retention, and progression, closing attainment gaps.	**Retained.** This aspect of Iteration 2 was generally welcomed. These approaches to teaching already feature prominently in many of our programmes, and are supported via central services (e.g. Library)
9	Expansion and enhancement of support activities and initiatives for students who have failed assessments or whose academic progress requires improvement (eg reassessment surgeries, workshops and mentors)	Improved retention and progressions of students	**Retained.** Plans are already in place to grow numbers on interventions like 'Leap Forward to Level 4', and 'Are You Resit Ready'.
10	Enhanced emphasis on co- and extra-curricular learning opportunities	Enhanced personal and professional development. Education of the 'whole student' Addressing our 'Graduate Qualities' Improved DHLE performance.	**Retained.** Evidence in sector for impact of student involvement in Student Union-run clubs and societies, and volunteering suggests that this should be focus of our collective energies.
11	Changes to assessment regimes to enhance inclusivity: a. Removal of winter exams where possible. b. Reduction in number of summer exams where possible. c. Development of more inclusive assessment. d. Enhanced guidance re assessment briefs e. Enhanced use of e-assessment	Development of a more inclusive assessment environment; Improved NSS scores for 'assessment & feedback'. Closure of attainment gaps; Improved student retention and progression.	**Retained.** Reductions in exams will need to be viewed 'realistically' and pragmatically – in some programmes the retention of small number of exams at levels 5/6 may be necessary (e.g. to meet PSRB requirements or to ensure that students are prepared for professional exams that could follow hot on the heels of exiting the University). Programme teams should be free to make case for retaining exams where this is in the best interests of students.
12	Enhanced use of pedagogic e-tools, e.g. student response	Improved student engagement, and enhanced 'inclusivity'; Closure of	**Retained.** Vevox (a student 'polling solution) is being 'piloted' this academic year.

	systems and Lecture Capture.	attainment gaps; Improved NSS scores for 'teaching on my course'.	Lecture Capture project is already well-advanced.
13	Adoption of agreed set of institutional 'Soft Skills' (based on WEF Top 10 Skills) and an agreed Top 10 'Practical' (or 'hard') Skills.	Crucial to ensuring that students exit with the skills they will need to flourish; Aligned with St Mary's Graduate Attributes; Improved DHLE performance.	**Retained.** WEF Skills are based on extensive research. However, WEF list is viewed as a 'minimum' not a 'maximum'. Programme teams should be free to emphasise OTHER skills in their programmes. Strongly supported by external examiners.
14	Creation of academic '*Employability Champions'* in departments. This is a key feature of the draft Employability Strategy.	Focus of effective 'leadership' of employability across programmes, in each department.	**Retained.** The proposed creation of academic champions in departments in Iteration 2/3 was generally welcomed. In Iteration 4 these proposals have been streamlined into a single Champion for Employability, which will subsume that for 'Study Abroad' & 'Internships/Placements'.
15	Module on *Enterprise and Entrepreneurship* becomes a generic level 5/6 module that can be taken as an 'option' by any student	Crucial to enabling students to develop entrepreneurial capacities, experience of developing business plans etc. Improved capacity of students to develop their own employment.	**Retained.** The deletion of this module as a mandatory module, and change to status as an 'option' at level 5/6 was welcomed in Iteration 2. Detailed planning required during 2020/21. Unless prevented by PSRB constraints, this module should be integrated into all programmes as an optional elective.
16	*21st Century Societal and Global Challenges* is re-conceptualised as an 'optional' module at level 5/6 that can be taken by any student	Breaks down disciplinary 'silos' – brings students together from different disciplines. Provides opportunities for staff to engage across traditional boundaries (a Vision 2025 objective).	**Retained.** The deletion of this module as a mandatory module, and change to status as an 'option' at level 5/6 was welcomed in Iteration 2. Detailed planning required during 2020/21. Unless prevented by PSRB constraints, this module should be integrated into all programmes as an optional elective.
17	*Towards an encounter with the sacred: an interdisciplinary module* A new 'optional' module at level 5/6 that can be taken by any student.	Provides an innovative module for students that reflects the Catholic identity of St Mary's and that provides new opportunities for students from any discipline to engage with faith(s).	**Retained.** The inclusion of this optional module was a new feature in Iteration 3 and has been welcomed. A team is already in place to develop a full module outline, and it is likely to be possible to 'pilot' the module in 2019/20. Unless prevented by PSRB constraints, this module should be integrated into all programmes as an optional elective.
18	St Mary's Graduate Qualities	Sit alongside and complement the Graduate Attributes. The qualities address the need to align the Framework with the ethos of St Mary's.	**Retained.** The qualities were a new feature in Iteration 3, and have been generally strongly welcomed. Minor change only: 'Moral Courage', shortened to 'Courage'. Qualities have been more closely integrated with Graduate Attributes in Iteration 4.
19	Mapping of Attributes, Qualities & Soft/Practical Skills	One of the observations from consultations relating to Iteration 3 was that there needed to be clearer	**Change.** A mapping grid has been provided in Iteration 4. See Appendix 2.

		integration of Attributes, Qualities & Skills to aid the 'mapping' of these within programmes	

SECTION 9: Graphic representation Iteration 3 Curriculum Framework

Legend:
- Practical and Soft Skills
- Inclusive aspects of practice
- St Mary's Values
- Graduate Attributes & Qualities
- Effective Teaching Practices
- Fundamental Literacies

SECTION 10: Alignment with Vision 2025

This Iteration of the curriculum Framework seeks to establish a structural framework that will enable programmes to address the priorities set out in *Vision 2025*.

"Our vision for the future is focused on people and place with the aim of creating a positive learning environment centred on our campus community in Strawberry Hill. We want to create the best possible conditions for our students and staff to develop

into independent problem solvers and ethical leaders, enthusiastic about knowledge and learning, and able to get things done. Academic rigour is central to all our programmes. We intend to build on those strengths to provide wide reaching opportunities for students to grow and make a positive impact on the world".[2]

A strong bedrock of inclusive practice will create the kind of positive learning environment alluded to in the statement above, whilst the similarly robust emphasis on Effective teaching practices, fundamental literacies and a comprehensive set of universal 'graduate attributes' and 'graduate qualities' will ensure that our graduates exit with the knowledge, skills and personal qualities to function as problem-solvers, positive agents of change, and ethical leaders. The Framework is intended to provide a structural context in which we can also address some of the other objectives set out in *Vision 2025*, including those set out in the table below.

Vision 2025 Objective	Ways in which objective is addressed within the Framework
All our students will be motivated to fulfil their potential, think critically and become global citizens who engage with the world around them.	Focus on inclusive practices in programme design, module content, teaching, induction, and assessment & feedback will ensure all students have full opportunity to achieve their potential. Graduate Attributes address the cognitive capacities and skills needed to be effective, ethical leaders and change agents, whilst Graduate Qualities will inform the values they bring to their lives and work with others.
We will enhance our already strong record for our graduates swiftly entering into rewarding careers.	The Framework places a strong emphasis on the development of inter-personal skills (e.g. the WEF Top 20), practical skills required by employers and the personal 'qualities' we value as a university. The Graduate Attributes are those which are valued by employers.
Enhance our students' learning and personal development to help them achieve the best results	Focus on inclusive practices in programme design, module content, teaching, induction, and assessment & feedback will ensure all students are supported to achieve the best results. Provision of opportunities for placements, internships and study abroad, guidance from personal tutors, teaching approaches in programmes, and support central services will ensure that students have wide ranging opportunities to address their personal and professional development (e.g. Graduate Attributes), and the development of the St Mary's 'Graduate Qualities'.
Provide a globally relevant course portfolio that equips students to be knowledgeable, critical and ambitious for themselves and for society	Focus on inclusive practices in programme design and module content, teaching by a diverse staff body from varied cultural backgrounds, and opportunities for outward mobility and inter-disciplinary programmes will ensure that programmes are globally relevant. Culture of high expectations promoted at programme level, and rewarded/recognised via student Skills Award.
Offer vigorous student engagement through excellent teaching and personal support with learning opportunities that are stimulating,	Framework is built on a robust foundation of inclusive practice and teaching excellence through the application of 'Effective teaching practices' and a focus on the development of a comprehensive suite of 'Fundamental

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[2] St Mary's University, Vision 2025. See: https://www.stmarys.ac.uk/about/vision-2025/docs/2016-nov-vision-2025.pdf

stretching and prepare them for fulfilling careers.	literacies'. The Graduate Qualities focus on the personal qualities students will exit with that will enhance their ability to make a positive impact on those around them. Aligned with the new *Employability Strategy*.
Multiply opportunities for volunteering and service	The Framework includes proposals to extend volunteering opportunities and peer mentoring as a means of addressing the core value of 'Generosity of Spirit'. Students will have the opportunity to gain credit on a Work-based/Volunteering module that enables them reflect critically on unpaid volunteering or paid work in the community. Aligned with the new *Employability Strategy*.
Encouraging all staff to work across boundaries to develop insights that support real life problem solving.	The concept of the '21st Century Societal and Global Challenges' module is retained, but as an 'optional' (not mandatory) element that programme teams can develop/deliver collaboratively across departmental boundaries. Students can explore solutions to global issues collaboratively. Increased emphasis on graduate attributes, work-based learning (placements/internships etc.) and WEF Top 20 skills will ensure enhanced problem-solving capacities.
Expand our national and international reach including through the development of new partnerships with overseas universities	The Framework proposes an increased emphasis on and provision of outward mobility opportunities, including study abroad. It also promotes the continued growth of inward mobility (i.e. students studying at St Mary's from overseas universities). Study abroad will be a key element of the proposed 'Employability Champion' role in departments.
Offering students the option to study a module in entrepreneurship and develop a business proposal.	The Framework embraces existing work-based learning modules.
Ensure that our core curriculum provides a common entitlement to key skills and knowledge strands related to employability, personal development and global mindedness	The Framework embraces a common set of 'Fundamental literacies', and also a series of 'Soft skills' (e.g. WEF Top 20) and 'Practical skills' to ensure that students will exit the University with the skillset and knowledge required to progress successfully into well-paid graduate roles, or further study. Inclusive programme/module content, and delivery by an increasingly diverse staff body, mapping of programmes to new graduate attributes, and introduction of a new student skills award will ensure that personal development and global mindedness are robustly addressed. Aligned with the new *Employability Strategy*.
Support the alignment of teaching, scholarship, enterprise and professional activity	The Framework embraces and promotes research-informed teaching and learning as a means of enhancing the alignment between staff research/scholarship and the student experience. Aligned with the new *Employability Strategy*.
Actively encouraging students from all backgrounds to study at St Mary's, particularly those with no family history of attending university.	The Framework is founded on a bedrock of inclusive practice in relation to programme design, module content, teaching and assessment. This will ensure that all students have equal opportunities to achieve their potential.
Support internationalisation	The Framework embraces and promotes the increased provision of study abroad opportunities, inward mobility

	and inclusive programme content which is founded on the internationalising examples/case studies within modules (e.g. ensuring that they have a global perspective, and are not solely UK/Euro-centric in their scope).
Using technology innovatively to intensify teaching and learning	The Framework embraces and promotes the increased focus on blended learning and the integration of technology within the delivery of programmes – e.g. enhanced use of MyModules, audience response systems, e-assessment, (e.g. Poll Everywhere, Mentimeter, VeVox), and Lecture Capture.
Accelerate academic feedback, reinforce its quality and intensify personal support for students, to maximise their engagement and achievement	The Framework embraces and promotes the use of inclusive assessment and feedback practices aimed at maximising the value and impact of assessment, and also removing inappropriate barriers to student success (including winter exams).
Contribute to reputational advancement, increase external esteem and improve our standing in league tables	The proposals set out in the 2nd Iteration of the Framework – especially the emphasis on inclusive practices and Effective teaching practices will drive enhanced outcomes (attainment) for students and enhanced student satisfaction, and improved student retention and progression. All of these metrics will feed into improved League Table performance and improved institutional and subject-level TEF metrics.
Provide a framework for estates and information technology infrastructure developments.	The Framework will be supported via an improved student information system (SITS), a new Student/Personal Tutor Dashboard, and the provision of enhanced teaching technologies (e.g. Lecture capture, Vevox).
Offering learning opportunities that are challenging, stimulating and stretching, and that prepare our students for fulfilling graduate opportunities	The Framework proposes a set of Effective teaching practices and literacies that will maximise student learning, retention, progression and attainment, but also embraces a set of 'Soft skills' (inter-personal skills) and 'Practical skills', and 'Graduate attributes' that all programme will need to address explicitly in future. This will ensure that our graduates exist with a distinctive skillset and core values that enable them to progress successfully into well-paid graduate roles and careers, or to be successful entrepreneurs.

SECTION 11: How have we arrived at Iteration 3?

The 1st iteration of the Curriculum Framework was published in October 2018. This set out a range of proposals in the form of a 'package of ideas'. Following this, a series of 'town hall' meetings were convened with academic staff in the Faculties and the Institute of Education, with students and with staff from Professional/Academic Services. Three key concerns were raised by students and staff with regard to the 1st iteration. The first related to the need for flexibility that enabled and accommodated disciplinary differences. The second related to the perceived rigidity of the Framework which some students and staff felt contained too much emphasis on 'generic' elements and did not sufficiently allow for disciplinary-specific content. The third was a concern about possible impacts on PSRB accreditation. These were comprehensively addressed in Iteration 2.

Iteration 2 was subject to extensive consultations with students, staff, alumni and employers during February, March, and April 2019. The amendments made to Iteration 2 were generally welcomed and this version was felt to have addressed most of the concerns raised by stakeholders with regard to Iteration 1. Further details of the consultations relating to Iteration 2 are contained in the

accompanying larger document 'Summary of Consultations on Iteration 1 and 2 of the Curriculum Framework' which is available on StaffNet. Some staff felt that Iteration 2 failed to fully reflect the ethos of St Mary's, and this led to the development in May 2019 of a new set of St Mary's 'Graduate Qualities' (see next section) in Iteration 3 which sit alongside the 'Graduate Attributes' outlined in Section 16. The proposed 'Qualities' were developed in discussion with a range of frontline academic staff. Iteration 4 (June 2019) draws on all the feedback received on previous iterations.

SECTION 12: St Mary's 'Graduate Qualities'

It is recognised that a Curriculum Framework needs to do more than support effective learning and to give St Mary's a competitive advantage. It also needs to reflect the ethos of St Mary's and support an environment in which our students can develop a 'spirit of enquiry' in which knowledge, insights and skills are not acquired simply for instrumentalist purposes, but as a means of developing a love of learning for its own sake, and as a means of achieving what John Henry Newman described as a "state or condition of mind". For Newman, the ideal university was a community of thinkers, engaging in intellectual pursuits not for any external or practical purpose, but as an end in itself.

> *"But education is a higher word; it implies an action upon our mental nature, and the formation of a character; it is something individual and permanent, and is commonly spoken of in connexion with religion and virtue. When, then, we speak of the communication of Knowledge as being Education, we thereby really imply that that Knowledge is a state or condition of mind… that there is a Knowledge, which is desirable, though nothing come of it, as being of itself a treasure, and a sufficient remuneration of years of labour."[3]*

Iteration 3 of the Curriculum Framework embraces 'Effective teaching practices' that help to develop the kind of 'state or condition of mind' that Newman emphasised, but also those that have been shown via research into higher education to promote deep learning. It also (like the previous iteration) embraces a set of 'Literacies' that equip students to learn (and demonstrate their learning) effectively.

It embraces, in short, the concept of a 'liberal', rounded education which addresses the whole person. It is also recognised that a University is about more than equipping students for a future life in employment or a particular career (i.e. what Newman described as 'a place to fit men of the world for the world'). It is also about providing opportunities for students to develop what Newman described as a 'habit of mind' which is lifelong and life-enriching.[4] Studying at University is not just about intellectual endeavour and development, or the development of employment-related graduate skills or attributes – though these are of course important. A central message of Newman's *Idea of a University*, is that **the 'soul' of a University can be measured in the mark it leaves on its students**, and that universities can develop students in ways that go beyond the limits of academic ability. In other words, they can influence or 'shape' the character and values of students through inclusive ideals and practices. If, as Newman argued, the soul of a University can be seen in the mark it leaves on its students, it is important that we share, as a community, a common understanding of the 'mark' St Mary's should have on its students – in terms of the "qualities" we wish our students to acquire and demonstrate after leaving us.

Consultations suggested that the Framework needed to be more explicit about the ethos of St Mary's – in particular the way in which the values of the University inform the nature of the student experience, and its focus on educating the 'whole person'. It was suggested that the existing focus on 'skills' was overly narrow and did not necessarily reflect how students' experiences during their time with us, and how this nurtures the development of a set of distinctive 'qualities' that they take with them into their future lives. Qualities are rather more 'human' and 'personal' to the individual

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[3] John Henry Newman, ***The Idea of a University*** (1852) Part 1, Discourse 1: Introductory. See: http://www.newmanreader.org/works/idea/discourse1.html
[4] John Henry Newman, ***The Idea of a University*** (1852) Part 1, Discourse 6: Knowledge viewed in relation to learning. See: http://www.newmanreader.org/works/idea/discourse6.html

and might be described as an attitude or a characteristic that, determines the nature and behaviour of a student. This 4th Iteration of the Curriculum Framework therefore proposes the following six St Mary's 'Qualities':

1. **Empathy:** ability to understand the thoughts, feelings and circumstances of others and draw on this to maintain humane relationships with those around them. Treating others as they would expect to be treated
2. **Courage:** doing what is right, not what is easy; questioning professional or social orthodoxies and exploring new ways of doing things; being resolute and resilient in the face of opposition.
3. **Generosity:** being free in their encouragement and empowerment of others, collegial, willing to give something back to society.
4. **Curiosity:** to want to understand more, better. Being reflective and willing to learn from their own experiences, and those of others, and engaging with lifelong learning both for its own sake, and as a means of maintaining professionalism.
5. **Humility:** ability to understand their own achievements, qualities and talents in a proper perspective, recognising (at the same time) their limitations, and opportunities to learn from others.
6. **Inclusivity:** ability to embrace diversity and champion tolerance; exercise intercultural competence; maintain a global perspective.

Identifying a set of graduate qualities is just the first stage. It is also important to ensure that we can clarify how and where students might have opportunities to develop them, either within their programmes, or in their co-curricular or extra-curricular activities. It is open to debate whether the kind of 'graduate qualities' proposed herein should be formally assessed or not. It could be argued that it is the University's responsibility simply to provide the opportunities for, and the environment within which, students can develop them and build them, in readiness for their transition into employment or some other post-study activity/context. But it could also be argued that if the University believes that its six 'Graduate Qualities' should reflect or embody its unique approach to developing the 'whole person', and that all of our students will be able to embody these qualities, that students should be expected to be able to demonstrate them via some kind of formative or summative assessment. Examples of the kinds of assessment that we already utilise at St Mary's, which could evidence these qualities, are included in the table below.

Quality	What kinds of learning opportunities might help students to develop this quality?	Demonstrate via assessment?
Empathy	Engaging in group projects where students have to develop insights into each other's feelings, Peer assessments where students give constructive feedback to each other, Peer mentoring where mentor utilise insights.	Group project; Role play; Peer feedback; Group presentations; Performances; Practical exercises.
Courage	Taking responsibility for their own learning; Student representation role(s); Project leadership; Leadership of a club/society; Taking ethical decisions in professional contexts.	Group project – e.g. where leadership is required; Evidencing difficult decisions in professional contexts (e.g. whilst in placement).
Generosity	Engaging in volunteering; Peer mentoring – sharing their experience with others; Peer feedback – sharing their learning with other students; Ambassadorial work.	Group project – sharing of learning; Group presentation; working collegially.
Curiosity	Utilising independent study time effectively; Employing reflective learning approaches; Going beyond 'what is expected' to maximise learning.	Group project; Essay; Report; Dissertation; Portfolio; Exam.
Humility	Peer mentoring; Willingness to act upon constructive/critical feedback; Self-insight into their own	Reflective exercises – student evaluates own

	limitations and strengths; Embracing opportunities to learn from others (including other students).	strengths + areas for development.
Inclusivity	Working positively with students from diverse backgrounds; Demonstrating cultural sensitivity in their work and their practice.	Group assessments in diverse groups. Addressing cultural diversity, or maintaining a culturally inclusive and/or global perspective on issues.

Table showing how the 'Qualities' could be embedded in learning activities and assessed.

Following discussion with staff around Iteration 3, it is proposed in Iteration 4 that students should be able to evidence the qualities and integrate this evidence into their submissions to the proposed new Skills Award, but it should not be a requirement to formally 'assess' these 'Qualities'. The emphasis is on creating an environment where students can develop them (e.g. through curricular and co-curricular, and also extra-curricular activities), and also evidence them (Skills Award) but formal summative assessment of them is a step too far, and would place additional onerous demands on programme teams.

The table above is deliberately 'generic'. It is important, however, that academic programme teams are able to think about these and how they might be embedded in their own programmes, or how the proposed six 'graduate qualities' are already being addressed in unique and often creative ways within existing programmes.

The Dean therefore asked a small number of academic frontline staff (experienced Programme Directors) in each of the two Faculties to exemplify how the qualities might 'translate' in relation to their own programmes. The Dean would like to express his sincere thanks to Jade Salim in SHAS, and Carole Murphy and Neena Samota in EHSS for their assistance in providing examples of how the qualities 'translate' into their own programmes and their unique approach to learning and teaching. The 'mapping' of the qualities to their respective programme areas is provided in **Appendix 1**.

These examples illustrate a critical point: namely, that we ALREADY provide a wide range of opportunities within programmes that enable students to develop the 'qualities' proposed. These qualities are ALREADY therefore, embedded in our teaching approach, in the learning opportunities we facilitate both inside and outside of our programmes. Other programmes will doubtless have their own unique approach, and that is to be expected and welcomed. There is no 'single method', but instead, a diversity of approaches that reflects the diversity of our programmes and the teaching teams that deliver them. This diversity should be celebrated and embraced. Each programme team may wish, however, to articulate their own approach so it is clear to students (and others) how the 'Qualities' are embraced within their programmes.

SECTION 13: Inclusion and inclusive practice
A detailed account of how the Framework embraces the concept of 'inclusion' and inclusive practice was provided in Iteration 2. Please refer to this document if necessary. The Framework is designed to ensure that our approach to the delivery of programmes and the learning of our students is aligned with the increasingly diverse nature and composition of our student body. In line with OfS expectations and those of the Director for Fair Access the Framework addresses 'access', 'success' and 'progression'. By championing the use of 'Effective teaching practices' the Framework will promote the development of a 'more level playing field' that ensures that all of our students have equal opportunities to engage effectively and to succeed in achieving their potential, therefore narrowing the gaps at each stage of the student lifecycle for specific target student groups. The Framework is also strongly aligned with the concept of the 'Mindful University' (Seldon & Martin) which provides a welcoming and supportive environment for new students (especially those from disadvantaged or non-traditional backgrounds) that enables them to flourish and develop personally, and succeed in their studies. It also embraces approaches that are recommended in

recent sector research[5] to enable the success of commuter students (now 42% of our student body). Inclusive approaches to programme design, module content, assessment and feedback were set out in great detail in Iteration 2 & 3, and these principles are carried forward into Iteration 4.

Failure to embrace inclusive approaches across the University will almost certainly undermine our success in addressing the commitments and objectives set out in our existing Access & Participation Plan (APP), and the APP currently being drafted for the next 5 years (2020-2024), which will need to be submitted to the OfS in late June 2019.

SECTION 14: Effective teaching practices & Fundamental literacies

Effective teaching practices

Research into HE pedagogies like that by Evans et al[6], suggests that the kinds of 'teaching strategies' most like to have the greatest impact on student learning are those which reflect constructivist principles – i.e. in which students construct their own meanings and learn by doing. High impact pedagogies or 'Effective teaching practices' as they are sometimes termed, have been the subject of several studies, the largest and most recent of which was authored by Evans, Muijs and Tomlinson and published by the HEA in 2016.[7] Effective teaching practices are difficult to define, but research suggests that they share some common characteristics. In particular they require students to:

- Spend considerable time and effort on purposeful tasks;
- Interact with faculty and peers about substantive matters;
- Experience diversity through contact with people who are different from themselves;
- See how what they are learning works in different settings,
- Receive frequent feedback about their performance.
- Synthesize and apply the knowledge they have acquired, partly by understanding the sensitivities relating to 'context'
- Self-monitor their own learning and progress;

They are also accessible to all students and inclusive in their nature, regardless of whether the learning is done face to face or online or both. The Effective teaching practices proposed collectively drive a set of desirable student behaviours and study habits, which in turn maximise student attainment, success and progression. A detailed analysis of the research on 'Effective teaching practices' was included in Iteration 2 of the Framework. Please refer to this document as necessary.

PEDAGOGY	STUDENTS	STAFF
Active Learning	Students are engaged in active learning in both classroom (physical) and online (virtual) learning environments. The emphasis is on students understanding the benefits associated with being actively engaged as participants in their own learning, and engaging energetically with the opportunities to do so.	Staff employ teaching and learning strategies and approaches that engage students as 'active participants' both in classroom, lab, and online settings. The emphasis is on staff ensuring that, wherever appropriate, students have opportunities to engage with activity-based study – i.e. 'learning by doing'.
Research-Informed	Students are exposed to the research of their module tutors at St Mary's	Staff draw on their own research to inform their teaching, engage students in

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[5] HEPI Report No.114, *Homeward Bound: Defining, understanding and aiding 'commuter students'.*p.6. *S*ee: https://www.hepi.ac.uk/2018/12/13/homeward-bound-defining-understanding-aiding-commuter-students/

[6]Evans et al, (2015) ***Engaged student learning: high-impact strategies to enhance student achievement,*** Higher Education Academy, See: https://www.heacademy.ac.uk/knowledge-hub/engaged-student-learning-high-impact-strategies-enhance-student-achievement

[7] Evans et al, (2015) ***Engaged student learning: high-impact strategies to enhance student achievement,*** Higher Education Academy, See: https://www.heacademy.ac.uk/knowledge-hub/engaged-student-learning-high-impact-strategies-enhance-student-achievement

Learning & Teaching (RILT)	and other examples of research, engage with our staff and with each other in a dialogue about research, and participate in and undertake research-related activities and assignments. Encompasses research-led, research-tutored, research-oriented and research-based learning. Students transition from knowledge acquisition to knowledge creation.	a dialogue about research, integrate examples of research into the delivery of modules and provide students with opportunities to undertake research-related activities and assignments. Encompasses research-led, research-tutored, research-oriented and research-based approaches.
Peer Learning	Students learn from and with each other, both in group-work activities in class or practice, via group-based assessment and via 'buddying' systems, and more formal peer-mentoring contexts.	Staff provide opportunities for students to engage in peer-to-peer dialogue, discussion and debate, and thereby encouraging high levels of peer learning. This strand encompasses buddying systems, peer-assisted learning and other student mentoring schemes and approaches.
Directed Independent Study	Students are provided with a framework which enables them to maximise the value of the time they spend outside of class to develop their learning and their capacities as autonomous learners. Students learn how to self-manage and prioritise their independent learning in order to achieve their potential	Staff provide a framework and guidance that enables their students to engage with learning priorities and resources effectively between class sessions.
Placement and Practice-based Learning	Students engage with opportunities to apply their learning and their skills in practical contexts and work-based placement and/or clinical settings. Practice settings might be physical or virtual, and may vary considerably in timing and duration.	Staff create and support opportunities for students to apply their learning and their skills in practical contexts and work-based placement and/or clinical settings. Practice settings might be physical or virtual, and may vary considerably in timing and duration.
Co- & Extra-Curricular Learning	Students engage with opportunities provided by St Mary's to develop their learning and skills outside of the formal curriculum, e.g. via participation in student societies, sports (via SMSU), university-community projects, volunteering schemes, mentoring, paid part-time work (e.g. ambassadors).	St Mary's provides opportunities and support for students to develop their learning and skills outside of the formal curriculum, e.g. via participation in student societies (via SMSU), sports, community projects, volunteering schemes, online mentoring, paid part-time work.

Fundamental Literacies

Literacies are at the heart of learning in higher education. They are important for both staff and students. It is proposed that the Literacies that inform the St Mary's Dynamic Curriculum include the following examples (see table below). These apply equally, but in different ways, to staff and students. A detailed analysis of the research on student literacies was included in Iteration 2 of the Framework. Please refer to this document as necessary.

LITERACY	STUDENTS	STAFF
Digital Literacies	The capacity of our students at St Mary's to maximise their learning and performance by engaging effectively	The capacity of our staff to employ digital learning environments (e.g. My Modules), digital learning resources and

	with digital learning environments (e.g. My Modules) and other digital learning resources, and by locating, critically evaluating and integrating digital tools, data resources and digital sources into their studies.	digital learning and teaching tools (e.g. Poll Everywhere) to encourage active learning in their modules and high levels of student engagement.
Independent Learning Literacies	The capacity of our students to develop both the attitudes and skills of the independent, autonomous learner. This process should begin in the 1st year of study, with the emphasis on a growing independence and autonomy during the programme of study, culminating in students completing work in the 3rd year that requires high levels of independent learning literacy.	The capacity of our staff at St Mary's to employ pedagogical strategies that encourage, empower and provide opportunities for students to develop and apply their skills as independent learners.
Information Literacies	The capacity of our students not just to locate information quickly and effectively but also to critically evaluate information, and integrate it effectively within their studies. Students know when and why they need information, where to find it, how to evaluate, use and communicate it in an ethical manner.	The capacity of our staff at St Mary's not just to locate information quickly and effectively but also to deploy it effectively and integrate it efficiently into their teaching and into student learning resources.
Academic Literacies	The capacity of our students to develop and apply the critical reading, academic writing skills and referencing skills required to meet the demands of study and assessment in higher education. Also, the ability of students to demonstrate disciplinary and professional knowledge and skills, and an understanding what it means to think and behave as a member of that disciplinary and/or professional community of practice.	The ability of our staff to 'model' good practice in the application of academic literacies for the benefit of their students – e.g. via their own published outputs, handouts, learning materials provided in hard copy of via My Modules.
Assessment Literacies	The capacity of our students to engage in a dialogue relating to the rationale and purpose of assessment, and to understand the criteria on which they are assessed, and to understand and relate their own performance in relation to the descriptors set out in St Mary's marking scales. Also, the capacity of students to access and act on the feedback they have been provided with so as to enhance their understanding and subsequent academic or practice-based performance.	The capacity of our staff at St Mary's to build constructive alignments between module outcomes and assessment, to design relevant and authentic assessments that have clear marking criteria and that drive high levels of student engagement. Also, an ability to ensure fair and consistent marking, and to provide high quality feedback at the right time to maximise student performance.
Pedagogic Literacies	The capacity of our students to understand why they are being taught	The capacity of our staff at St Mary's to build effective alignments between

	in particular ways, and to develop insights into pedagogic practices, pedagogical research (where appropriate) and principles, as well gaining insights into their own learning strategies and preferred learning styles.	module outcomes and the pedagogies they employ to support students to achieve and demonstrate mastery of them. This also entails ensuring that out staff are able to draw on and integrate into their teaching and pedagogical approach, both best practice in the sector and examples of pedagogic research relating to teaching in higher education.
Ethical and Faith Literacies	The capacity of our students to apply ethical principles in decision-making and in research. Their capacity to understand the value and implications of working in diverse settings/contexts with people of different faiths.	The capacity of our staff to embed and model ethical practices in the delivery of taught programmes and to embrace approaches that highlight the principles of faith literacy.

SECTION 15: Pre-arrival induction, post-arrival induction & transitions support

There is no single right way to induct students into HE study, but research into effective induction suggests that the following, when combined and utilised in an integrated (joined-up) manner, are likely to have a positive impact on the success of your students in transitioning successfully into their studies, irrespective of their backgrounds.

- Duration of academic induction activities - academic induction activities are spread across more than a single week of the first semester.
- Timeliness – induction activities are aligned with the student's study activities. For example, plagiarism and collusion (good academic practice) is explored a couple of weeks prior to the submission deadline for their first substantive assignment.
- Students are familiarised with key regulations and processes – e.g. attendance policy, extenuating circumstances policy, good academic practice, but not all in the first week.
- Activities are included that promote social integration - successful social integration tends to promote good academic integration, and enhanced retention.
- Early diagnostic assessments are used to establish whether students need any additional support - setting an assessment task within 1-3 weeks of arrival, or even pre-arrival, introduces students to assessment and highlights any support needs.
- Cross-cohort activities are integrated - different cohorts of student come together from different years/levels. This helps to build a sense of community and belonging.
- Programme teaching approaches are explained and justified - this develops students' pedagogical literacy. Induction is used to explain to students why they will be taught in particular ways.
- Student have opportunities to engage in buddying or mentoring - these promote rapid integration, improved engagement and support peer-learning.
- Retention-focussed pedagogies are 'modelled' during the induction period – e.g. active, collaborative, participative, peer and experiential learning underpin induction activities.
- Staff work in partnership with established students to build student-led induction activities – these are often very effective in engaging new students.
- Technology is employed to engage students early on – e.g. Twitter, Facebook, VLE, student polling software etc. helps to engage students from pre-arrival onwards.

The concept of pre-arrival induction and an extended post-arrival induction period was generally welcomed within Iteration 2. However, some staff and students harboured concerns. Firstly, it was felt that staff would benefit from learning more about how pre-arrival induction is managed on courses where this is already effectively addressed. Secondly, some felt that staff would need to be able to access enhanced staff development and training opportunities in order to integrate this into their programmes. Some staff felt that a 6 week post-arrival induction was too long. Concerns were also expressed about the need to engage students in module content early-on in the first semester,

and a 6 week induction period could undermine this. In Iteration 3 the post-arrival induction period was reduced to 4 weeks, and in Iteration 4 (at suggestion of the SMSU) it is **reduced to 3 weeks**. Further clarification on how pre and post-arrival induction might work is provided below.
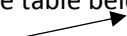
Pre-arrival induction/orientation
Like the previous version, Iteration 3 of the Curriculum Framework proposes increased use of pre-arrival induction and orientation for new students. Experience elsewhere in the sector indicates that students adjust more effectively and more quickly to their studies when they have had opportunities to engage with university staff, with students, and their programme prior to arrival. It is proposed, therefore, that existing examples of good practice in this area at St Mary's and elsewhere are used to inform a more consistent approach to this aspect of induction in the future, as part of the Curriculum Framework.

The Student Induction & Transitions Enhancement Board (SITEB) will coordinate the collation of examples of best practice at St Mary's and elsewhere and will share these to inform planning of pre-arrival induction activities and approaches for 2020/21. CTESS will also support academic teams to embed best practice in their approach to these activities. Programme teams should be free to determine which activities/approaches are likely to be most effective in supporting students on their specific programmes.

Post-arrival student induction
Like the previous version, Iteration 4 of the Curriculum Framework proposes a shift to an extended induction and orientation for new students. It is proposed that post-arrival induction is spread over a **3 week period**. This is a key change from Iteration 2 in which a six week induction period was originally proposed, and Iteration 3 which proposed a 4 week induction. It is <u>not</u> the intention that 'induction' and normal module delivery activities are mutually exclusive – instead, both can be delivered in parallel. Induction activities are normally most effective when 'scheduled' – i.e. embedded within module timetables. The emphasis on normal module content/delivery increasing each week over the 3 week period, as shown by the table below.

Welcome Week	Week 1	Week 2
Induction	Induction	Induction
Induction	Induction	Module delivery
Induction	Module delivery	Module delivery
Module delivery	Module delivery	Module delivery

Programme teams should be free to determine how best to combine induction and module content within the general principle of a shifting balance between the two over a **3 week** period. The Student Induction & Transitions Enhancement Board (SITEB) will coordinate the collation of examples of best practice and will share these to inform planning of pre-arrival induction activities and approaches for 2020/21. CTESS will also support academic teams to embed best practice in their approach to these activities.

University student transitions
Transitions are varied in their nature and often complex in terms of the demands and challenges that they present to students. Iteration 2 of the Curriculum Framework included a detailed analysis of the different kinds of transitions students experience during their time at university. Please refer to this document as necessary. The Student Induction & Transitions Enhancement Board (SITEB) will coordinate the collation of examples of best practice and will share these to inform planning of transitions support activities and approaches for 2020/21. CTESS will also support academic teams to embed best practice in their approach to these activities. Programme teams should be free to determine how best to address transitions support on their programmes, but will have access to a 'toolkit' of proven practices to inform their planning.

SECTION 16: Soft and Practical Skills

It is important that all students exist with the skills they will need to flourish in what the World Economic Forum describe as the 'Fourth Industrial Revolution' and to be effective agents of change in our society. A very detailed explanation of 'Soft Skills' and 'Practical Skills' was provided in Iteration 2. In the interests of brevity, please refer to this document as necessary.

Soft Skills

Like the previous version of the Framework, Iteration 3 of the Curriculum Framework proposes a set of soft skills (inter-personal skills) which our students should develop. We are now in the midst of what the World Economic Forum (WEF) has described as the 'Fourth Industrial Revolution' - a major shift in the nature of industry and commerce and the public sector that will require Universities to think hard about the kind of skills their programmes promote, develop and assess. The Skills that the WEF has highlighted as essential for graduates to prosper and be effective, are set out in the table below. These set out 'minimum' rather than maximum expectations. Programme teams should be free to include the development of additional soft skills that are pertinent to their programmes and those subject benchmarks that apply to their disciplines.

	WEF Top 10 Soft Skills	How these could be developed and assessed within programmes
1	Complex problem-solving	Problem-based learning; Enquiry-based learning; Project work; Dissertations; Group-work Problem-based assignments
2	Critical thinking	Essays; Professional simulations; Reflective logs; Fieldwork; Laboratory reports; Data analysis; Debates; Online assessments; Blogs/Vlogs
3	Creativity	Performances; Creative role play; Blogs/Vlogs; Newspaper article assignment; Group and individual presentations; Portfolios; Data visualisation exercises; Podcasts
4	People management	Group-work in class; Group presentations and performances; Group projects; Placements; Internships; Group portfolios
5	Coordinating with others	Group-work in class; Group presentations and performances; Group projects; Placements; Internships; Managing a student society or subject newsletter; ambassador roles; Peer mentoring; Real-time research tasks with other students in the Library
6	Emotional intelligence	Group-work in class; Group presentations and performances; Group projects; Placements; Internships; Managing a student society or subject newsletter; ambassador roles; Peer mentoring
7	Judgment and decision-making	Dissertations; Projects; Peer assessment; Peer instruction; Peer Mentoring; Developing business plans/treatment plans and clinical interventions
8	Service orientation	Placements; Internships; Volunteering; Developing or refining 'Wikis' (e.g. improving Wikipedia webpages)
9	Negotiation	Dissertations; Projects; Tailored assignments that reflect students' prior experiences; Debates
10	Cognitive flexibility	Essays; Debates; In class discussions; Dissertations; Projects; Literature reviews;

The WEF Top 10 Soft (Inter-personal and Cognitive) Skills for 2020 and Beyond
Source: Gray, A., (Jan 2016) World Economic Forum, ***The 10 Skills You Need to Thrive in the Fourth Industrial Revolution***. See: https://www.weforum.org/agenda/2016/01/the-10-skills-you-need-to-thrive-in-the-fourth-industrial-revolution/

Practical skills

Practical skills focus on skills which are of a more practical, or technical nature, as opposed to the 'soft' or 'interpersonal' skills referred to above. In reality, the boundaries between the two are not 'fixed'.

	Practical skills	How these could be developed and assessed within programmes
1	Time management & self-management	Setting clear deadlines for assessments, getting students to plot a timeline or develop a Gantt Chart to monitor progress towards completion of a project/dissertation, requiring students to develop SMART goals.
2	Academic writing	Essays, projects, short concise blogs, mock magazine articles etc.
3	Referencing/citation	Citation exercises, developing bibliographies, scrutinising ways in which other authors employ academic citation conventions, exploring academic journal citation 'in-house styles' etc.
4	Mentoring/coaching	Peer mentoring and ambassadorial roles, coaching exercises and assessments.
5	Project management	Requiring students to engage with project management theories, concepts and practices. Getting students to design their own projects utilising project management tools employed in varied sectors/settings/professions.
6	Professional use of social media	Student vlogs and blogs, social media engagement exercises (e.g. contributing to an online debate via Twitter).
7	Research skills	Projects, essays, dissertations. Engagement with research methods modules and assignments embedded within these.
8	Critical reflection	Requiring students to reflect critically on their own learning as an aspect of formal or formative assessment(s) – e.g. reflections on metacognition (learning about how they learn). Reflective assignments etc.
9	Entrepreneurialism	Engagement with 'Enterprise and Entrepreneurship' optional module, undertaking internships, and developing business proposals.
10	Presentational skills	Student individual and group presentations. Use of illustrations and visual media (video, vlogs, images etc.) in more visually-focused assessments (e.g. presentations and posters).

SECTION 17: St Mary's Graduate Attributes

The University requires a set of clear and easily understood 'Graduate Attributes' if it is to ensure that the design, content, teaching approach, and assessment of all programmes is geared towards a common set of 'learning outcomes' or 'outputs'. These are now already in place in many other Universities. These should take into the consideration the 'Employer Priorities' identified previously by Schneider[8] and the WEF Top 10 Graduate Skills for 2020. They must also reflect the values of St Mary's and ensure that they promote the development of graduates who can be active agents of positive change, addressing and helping to solve some of the big challenges and issues our planet and global society faces in the 21st century. The Graduate Attributes proposed in Iteration 3 remain unchanged from those proposed in the previous iteration. Some staff expressed the view in Iteration 2 that these 'Attributes' were too business focused. However, if one examines each in turn it is difficult to imagine a subject/profession where they would not apply: for example, a student entering a career as a teacher, museum curator, lawyer, magazine editor, manager, coach, or indeed as an academic would need to be able to apply these attributes in order to be effective in their professional role or organisation(s). However, the list of attributes presented here is a minimum not a maximum. Programme teams should be free to address others that are pertinent to their specific subjects and the QAA subject benchmarks that apply to them. The intention is that the graduate attributes set out below will inform the design of the 'St Mary's Skills Award' which is being championed via the draft *Employability Strategy*. Those below have remained largely unchanged

since Iteration1. Iteration 4 includes minor amendments to the section on 'Commercial Awareness', which reflects recent discussions with EHSS Programme Directors.

COMMUNICATION	TEAM WORKING AND LEADERSHIP	SELF MANAGEMENT AND PROFESSIONALISM
- Effective speaking and presentations, appropriate for specific audiences and contexts - Writing coherently and persuasively, appropriate for specific audiences and contexts - Seeking clarification when unclear - Sensitivity to others - Assertiveness and negotiation - Tactfulness and diplomacy - Showing the confidence to network effectively and for specific purposes - Using social media effectively	- Co-operating and collaborating with others - Working to shared aims - Taking other viewpoints - Empathising with other people's position - Giving constructive feedback to a team - Contributing to discussions - Taking the lead when required - Showing initiative - Motivating team members - Delegating and assigning responsibility	- Taking responsibilities and ownership of action - Considering implications of actions - Flexibility and adaptability Showing resilience - Setting priorities and juggling competing demands - Setting goals and meeting deadlines - Improvement of performance through reflective learning - Understanding work cultures and practices, including being 'professional'
PROBLEM SOLVING	DIGITAL LITERACY AND IT	APPLIED NUMERACY AND TECHNICAL PROFICIENCY
- Identifying problems and their causes - Analysing facts and circumstances - Breaking down an issue into component parts - Considering new angles - Overcoming set-backs - Creativity in generating solutions	- Using a range of digital technologies, software, and web platforms for academic and professional career development purposes - Using appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes. - Using office software and systems - Using spreadsheets and other databases - Developing websites, platforms or systems	- Performing routine calculations, e.g. making estimates, calculating percentages, applying formulae - Using skilled techniques for academic and professional/career development purposes - Using statistical or modelling software - Analysing and interpreting data
CAREER MANAGEMENT	COMMERCIAL AWARENESS/SERVICE ORIENTATION	INNOVATION AND ENTERPRISE
- Reflecting on and articulating qualities, strengths and skills - Researching and evaluating career options - Networking, developing personal contacts and speaking to employers	- Appreciation of the needs and priorities of social and economic actors and communities - Sector insight, understanding of how to build 'value' within an organisation	- Taking an idea through to its practical application - Showing the confidence to introduce and establish something new - Looking for innovative solutions to problems

• Researching sectors, employers and opportunities for job and career paths • Creating strong CVs, applications and online profiles for the purposes of securing employment • Performing well in selection tests and at interview	• Being able to identify opportunities enhance an organisation's effectiveness. • Understanding of the link between academic subjects and their wider importance (social, economic and cultural) • Understanding and prioritising the needs of others (including customers) • Applying learning from 'real world' situations to improve outcomes • Effective engagement with the public or customers using a range of channels and media	• Understanding what is required to launch a business or venture • Applying an enterprising mind-set to situation • Taking risks with a new idea or direction
INCLUSIVENESS AND INTERCULTURAL PROFICIENCY		
• Understanding your place within local and global communities • Awareness of one's own cultural beliefs, norms and attitudes, and those of others • Awareness of the need to manage shared and finite resources • An ability to improve the lives of others and lobby for positive change • Mixing with peers from different cultures • Understanding equality and diversity • Appreciation of the benefits of living in another culture		

SECTION 18: What will happen next?

Approval of the Framework
1. Academic Development Committee (ADC) at its meeting on 22 May 2019
2. Academic Board at its meeting on 5 June 2019

Implementation of the Framework
The implementation of the final iteration of the Framework is at Level 4 in 2020-21. The process of aligning the Framework to onsite, taught undergraduate provision will be achieved through a mapping process, using a combination of grid mappings and narrative (**See Appendix 3**). It is anticipated that this mapping will become part of the Programme Handbook (which replaces the Validation Document in the new approvals process, and is a fixed element of all provision) and for existing programmes, the mapping is appended to the existing Programme Specification document. The proposed mapping approach will be designed to enable programme teams to engage thoroughly with the principles of the Framework, rather than undertake an onerous and lengthy process, which consultation meetings among academic staff have revealed as undesirable.

- **Foundation Year:** The Foundation Year programme team will be asked to emphasise how the programme prepares students to develop skills and attributes.
- **Postgraduate programmes**: Will be mapped to a revised version of the Curriculum Framework and implemented at a later date.
- **Collaborative provision**: Franchise and flying-faculty programmes could be mapped to the Framework, but this is likely to be more challenging for validation of part-franchise, where different institutional contexts are important for teaching. Undergraduate collaborative provision will be mapped to the Curriculum Framework and implemented the following year (2021-22) to allow for review of implementation, reporting and discussion via ADC.

The proposal is to enable programmes to demonstrate alignment through mapping the components of the Framework in the following ways:

Graduate Attributes & Qualities: A grid mapping graduate outcomes to **core** programme modules, with an accompanying narrative that enables programme teams to articulate how they have interpreted and applied the St Mary's graduate outcomes *and qualities* to their own disciplinary context which embeds flagging of soft and practical skills. Mapping to the core modules guarantees that all graduates will have achieved these outcomes, whilst the accompanying narrative provides programme teams with flexibility to explore these further in terms of disciplinary nuances. The contribution of optional modules will be included in the associated narrative.

Effective teaching practices / Literacies: A mapping grid of the teaching practices and literacies against all modules 'owned' by the programme, with a brief accompanying narrative to expand on key features or aspects of programme design (e.g. embedded extra-curricular activities) that demonstrate the use of the effective teaching practices. The emphasis for both the mapping of teaching practices and literacies will be the succinct identification of their use, exemplified through module content, assessments, teaching practices and other aspects of programme delivery and design.

Practical and Soft Skills: The development of practical and soft skills is deeply interwoven with the development of graduate outcomes, and literacies, and the use of effective teaching practices. Separately mapping these could be duplicative and limit creative approaches to embedding them. It is proposed that throughout the narrative in the previous two sections, programme teams will be asked to flag where these skills are embedded through a simple code: e.g. the fifth practical skill (project management) would be flagged using 'S5' in the text. This approach is both systematic, provides for effective scrutiny, and is efficient to use.

The mapping document would prompt programme teams to make programme and / or module modifications if appropriate (e.g. if a particular pedagogy was not effectively embedded). These would be considered under a special arrangement for modifications, as they are likely to be required outside of the University process. Since modifications are likely to require changes that do not alter timetabling requirements (e.g. change in assessment, change in module / programme learning outcomes), this should not have an adverse effect on timetabling for 2020-21.

To receive formal approval CTESS are proposing that the Framework Mapping Documents from a cognate range of programmes would be considered by a panel of St Mary's colleagues. This is likely to take place during the second half of the 2020-21 academic year, providing time for a programme of Academic Development Framework and CPD to be run to enable academic and professional services colleagues engage with the Framework and the implementation process. Plans are being developed to flag ADF events in line with aspects of the Framework to support this.

The Panels would be chaired by a senior academic and overseen by the Dean of Learning and Teaching or nominated representative). Members of the panel would be from other Departments and Faculties. Mapping Documents would be a) approved without revisions; b) programme team to revise according to the Panel's recommendation; c) programme team to revise with detailed support from CTESS. A report on the implementation process would be prepared for ADC and Academic Board to conclude the implementation of the Framework.

[Appendices follow]

Mapping the proposed 'Graduate Qualities' to specific programmes: Examples from EHSS and SHAS

Mapping the Graduate Qualities to programmes: EHSS Example (Carole Murphy and Neena Samota)

Qualities	Activities/opportunities we provide to support the development of them
Empathy: ability to understand the thoughts, feelings and circumstances of others and draw on this to maintain humane relationships with those around them. Treating others as they would expect to be treated	This is achieved through relational interactions between tutor and student in the first instance, based on mutual respect and empathy. Alongside this, through regular curricular content and guest speakers from diverse organisations, students are introduced to concepts of understanding and empathising with others. Examples from both the UG and PG level regarding the achievement of relational interactions through curricular content discussions: • Based on the content delivered by two guest speakers on race, migration and the work of the voluntary sector our MA students demonstrated greater empathy when reflecting on the migration crisis affecting Europe (in class discussions as well as in their essays). The great diversity in the student body allowed them to share and evaluate the socio-political responses within their own countries to sensitive issues such as discrimination based on race and gender. Students maintained that they enriched respect and empathy for individuals facing adverse circumstances. • Our UG students studied and discussed the issue of hate crime as part of the Stephen Lawrence anniversary events in March/April this year. Discussing the problem of hate crime in class, two students shared their experiences and the discussion that followed demonstrated their ability to grasp the need to maintain just and humane relationships with others around them.
Moral courage: doing what is right, not what is easy; questioning professional or social orthodoxies and exploring new ways of doing things; being resolute and resilient in the face of opposition.	A core concept here is to encourage students to ask questions; to inculcate the 'sociological imagination' in the pursuit of challenging taken-for-granted orthodoxies, in order to bring about social change. Through, for example, debates and other group activities, to provide a platform though which students can take risks safely and develop confidence to speak to their truth. Examples: • Our MA students demonstrated moral courage in choosing to create a Christmas hamper for a charitable cause for which all products were ethically sourced. Instead of buying gifts for each other they chose to spend their limited resources on a worthy cause. • The UG students, in their first year, took on the debating challenge in class every week in a confident and resilient manner. They created ground rules for speaking with respect to each other. While in their first year and first semester students did not know each other very well but it was impressive to witness their ability to challenge each other respectfully. • During classroom group presentations, second year students conducted themselves gracefully by referring to the good points made by a peer or complimenting each other on the quality of research a different team had worked hard to produce etc. Despite being in a competitive situation they showed unflinching moral courage to ask questions and hopefully learn how to take risks safely and develop confidence.

Generosity: being free in their encouragement and empowerment of others, collegial, and willing to give something back to society.	Encouraging participation in the community either through work placements or volunteer work provides opportunities for students to experience positive rewards from giving back to society. Through group presentations and debating teams, students develop skills in mutual respect whilst being able to express differences of beliefs and opinions. Examples: • A final year student willing to give up her own time and offer to take a junior student (from her home country) to the crown court to do her assignment. The student was not familiar with her new environment and therefore she was extremely grateful for the generosity of her fellow student. • Students involved in the Criminology and Sociology society planned and achieved a cake sale to raise funds for the Rhino Revolution. They were inspired by a talk they received, as part of a final year module. The fund raiser not only raised awareness amongst students/staff on campus but also raised more than a £100 for the named charity. • One second year and one third year student recently worked together to produce a short film on homelessness. Both were inspired and motivated to do something after hearing about the work of a local charity. • A very good event organised by our MA students to guide our final year students about future careers and the power of networking. • Several examples of positive interactions between our MA students and undergraduate students; discussing curriculum content, sharing life experiences and behaving in a collegial manner.
Curiosity: to want to understand more, better. Being reflective and willing to learn from their own experiences, and those of others, and engaging with lifelong learning both for its own sake, and as a means of maintaining professionalism.	The curriculum encourages understanding and reflection about how personal experiences impact on personal perspectives, and the importance of learning from historical, cultural, political and social precedents. Exposing students to new experiences either through the curriculum, field trips and/or guest speakers from across the voluntary and statutory sectors, alongside opportunities for reflective assignments, develops understanding of the role of learning for professional development. Example: • This is also evidenced by the student desire to learn about complex social problems some of which are challenging and sensitive to discuss. Earlier this year when the case of Shamima Begum surfaced in the news, students at all levels in our programme were exposed to a discussion from very different perspectives. These included gender, legal context, human rights and the social problems of Islamophobia and terrorism. In one class, students role-played the case in groups and presented a very engaging discussion of sensitive issues in a professional manner. The learning and understanding of key issues was of course mediated by the teaching team. This is one example that exhibits both curiosity and ability/willingness to reflect on difficult themes.
Humility: ability to understand their own achievements, qualities and talents in a proper perspective, recognising (at the same time) their limitations, and	The process of engaging in HE study enables students to recognise their progress over an extended period, both through receiving on-going feedback from tutors and peers, and through reflective opportunities within modules. One-to-one tutorials with a supportive tutor based on trust and mutual respect is where limitations can be recognised and discussed, and goals set for development and change. Example: • The teaching team have witnessed on numerous occasions and have been impressed by the humility of some of our MA students. Despite bringing prior knowledge and experience from the field their eagerness to learn from their peers and

opportunities to learn from others.	lecturers has been impressive. Ability to recognise their limitations and willingness to improve sets a good example for undergraduate students.
Inclusivity: ability to embrace diversity and champion tolerance; exercise intercultural competence and maintain a global perspective.	The curriculum is founded on developing understanding of broad, global developments including current debates and perspectives. Underpinned by awareness of global inequalities between north and south, racial, gender, sexual, religious and other tensions are explored and discussed to encourage understanding, and embrace diversity. Example: In the second semester this year it was very encouraging to see some of our students (mixed groups) attend lectures and talks organised at university or faculty level. I saw some of our students at a talk on race and the national curriculum as well as on social media and the power of algorithms. The questions they posed the speakers as well as their ability to recognise power inequalities and later discuss it intelligently amongst themselves was impressive.

Mapping the 'Graduate Qualities' to programmes: SHAS Example (Jade Salim)

Quality	Module	Examples
Empathy: ability to understand the thoughts, feelings and circumstances of others and draw on this to maintain humane relationships with those around them. Treating others as they would expect to be treated	SPS4021(Introduction to Sport Psych) SPS4032 (Sport, culture and society) SPS4052 (Sport performance) SPS4000 (Research Methods) SPS4041 (Basic biomechanics) SPS4011 (introduction to physiology) SPS5011 (Exercise physiology) SPS5041(Sport biomechanics) SPS6021 (Applied sport psych) SPS6001(Research project) SPS6082(Contemporary Issues in sport) WPL (Work placed learning)	• Group work for presentations • Practicing interviewing one another • Students working in the labs together, and being participants for each other's studies • Practicing being in a focus group together • Presenting seminars to one another • Working in a team to come up with a business idea, presenting it as a dragon's den idea.
Moral courage: doing what is right, not what is easy; questioning professional or social	WPL (Work placed learning) SPS4052 (Sport performance) SPS6042 (Applied Biomechanics) SPS6011 (Applied Physiology)	• Working in a team to come up with a business idea, presenting it as a dragon's den idea. Having to make individual decisions which may or may not be best for the team • Picking a topic to choose to do a project on and working as a group to present this or write an essay on it

orthodoxies and exploring new ways of doing things; being resolute and resilient in the face of opposition.	SPS6082(Contemporary Issues in sport)	• Debates within class on contemporary topics within sport that are not always agreed on within society (e.g., gender, race, social class)
Generosity: being free in their encouragement and empowerment of others, collegial, and willing to give something back to society.	WPL (Work placed learning) SPS6021 (Applied sport psych)	• Doing a placement within the local community (e.g., school, sports club, community club) • Helping athletes to build awareness of psychological strengths/weaknesses which would normally cost a lot for a professional to do
Curiosity: to want to understand more, better. Being reflective and willing to learn from their own experiences, and those of others, and engaging with lifelong learning both for its own sake, and as a means of maintaining professionalism.	SPS5011 (Exercise physiology) SPS5041(Sport biomechanics) SPS5021 (Social Psychology) SPS5032 (Sport, Power and Deviance) SPS6021 (Applied sport psych) SPS6001(Research project) SPS6082(Contemporary Issues in sport) SPS6043 (Experimental biomechanics) SPS6042 (Applied Biomechanics) SPS6011 (Applied Physiology) SPS6081 (Professional observation) WPL (Work placed learning)	• Freedom to choose which dissertation topic they want to do – making a choice based on previous modules and future thinking for their career • Freedom to choose their topic of coursework/assessment type – students have to be reflective to have an understanding of the best assessment for them (e.g., presentation or essay) • Choosing whether to do the BASES accredited route or not – making informed choices for the future • Reflecting on previous assessments to then using those to inform the next assessment such as learning from experimental biomechanics to informal applied biomechanics. Reflecting on the sport psychology coursework to help with the exam (linked) • WPL – have to reflect on each week of placement, what they have leant and how it will inform their next session • Reflecting on what they have observed and applying this to theory
Humility: ability to understand their own achievements, qualities and talents in a proper perspective, recognising (at the same time) their limitations, and opportunities to learn from others.	SPS4021(Introduction to Sport Psych) SPS4032 (Sport, culture and society) SPS4052 (Sport performance) SPS4000 (Research Methods) SPS4041 (Basic biomechanics) SPS4011 (introduction to physiology) SPS5011 (Exercise physiology) SPS5041(Sport biomechanics)	• Peer marking to see what they have learnt and/or need to learn • Reviewing their work from multiple choice questions throughout the semester to test their knowledge and see their progress • Students practice presentations as a mock – they feedback to one another to see how they have done and acknowledge strengths/weaknesses and opportunities

	SPS6021 (Applied sport psych) SPS6001(Research project) SPS6082(Contemporary Issues in sport) WPL (Work placed learning)	
Inclusivity: ability to embrace diversity and champion tolerance; exercise intercultural competence and maintain a global perspective.	WPL (Work placed learning) SPS4052 (Sport performance) SPS6042 (Applied Biomechanics) SPS6011 (Applied Physiology) SPS6082(Contemporary Issues in sport)	• Working in a team to come up with a business idea, presenting it as a dragon's den idea. Having to make individual decisions which may or may not be best for the team • Picking a topic to choose to do a project on and working as a group to present this or write an essay on it • Debates within class on contemporary topics within sport that are not always agreed on within society

Appendix 2
Integration of Graduate Attributes, Graduate Qualities, Soft Skills and Practical Skills

Graduate Attributes	Graduate Qualities	Soft Skills	Practical Skills
COMMUNICATION • Effective speaking and presentations • Writing coherently and persuasively • Seeking clarification when unclear • Sensitivity to others • Assertiveness/negotiation • Tactfulness and diplomacy • Networking effectively • Using social media	**Empathy** **Humility** **Courage**	• Creativity • People management • Coordinating with others • Emotional intelligence • Negotiation	• Academic writing • Referencing/citation • Professional use of social media • Presentational skills
TEAM WORKING AND LEADERSHIP • Leading others • Collaborating/empathising with others • Giving feedback • Contributing to discussions • Showing initiative • Motivating team members • Delegating effectively	**Empathy** **Generosity** **Humility** **Courage**	• Complex problem-solving • Critical thinking • Creativity • People management • Coordinating with others • Emotional intelligence • Judgment and decision-making • Negotiation	• Mentoring/coaching • Project management • Critical reflection
SELF MANAGEMENT AND PROFESSIONALISM • Taking ownership of action • Considering implications • Flexibility/adaptability • Showing resilience • Setting priorities/juggling competing demands • Professional/personal reflection • Understanding work cultures	**Courage** **Humility**	• Critical thinking • Creativity • Emotional intelligence • Service orientation	• Time management & self-management • Critical reflection
PROBLEM SOLVING • Identifying creative solutions • Analysing facts and circumstances • Breaking down an issue into component parts • Overcoming set-backs	**Curiosity** **Courage**	• Complex problem-solving • Critical thinking • Creativity • People management • Judgment and decision-making • Negotiation	• Project management • Research skills • Entrepreneurialism
DIGITAL LITERACY	**Curiosity**	• Complex problem-solving	• Professional use of social media

• Using a range of digital technologies • Using office software and systems • Using spreadsheets and other databases • Developing websites, platforms or systems		• Cognitive flexibility	• Research skills • Presentational skills
APPLIED NUMERACY & TECHNICAL PROFICIENCY • Performing routine calculations • Analysing data • Use of key software	**Curiosity**	• Complex problem-solving • Creativity • Cognitive flexibility	• Research skills • Presentational skills
CAREER MANAGEMENT • Reflecting on strengths and areas for development • Researching career options • Networking • Researching employers + opportunities • Creating CVs, applications and online profiles. • Performing well in selection tests/interviews	**Humility** **Empathy**	• Critical thinking • Emotional intelligence • Judgment and decision-making	• Professional use of social media • Research skills • Critical reflection
COMMERCIAL AWARENESS/SERVICE ORIENTATION • Sector insights • Enhance an organisation's effectiveness. • Understanding academic subjects and their wider applications • Prioritising the needs of others • Applying learning from 'real world' situations • Effective engagement with the public or customers	**Generosity** **Empathy**	• Critical thinking • Creativity • People management • Coordinating with others • Emotional intelligence • Service orientation	• Project management • Professional use of social media • Critical reflection • Entrepreneurialism
INNOVATION AND ENTERPRISE • Taking an idea through to its practical application • Establishing something new • Providing innovative solutions • Understanding how to launch a business or venture • Enterprising mind-set • Taking calculated risks	**Courage** **Curiosity**	• Complex problem-solving • Critical thinking • Creativity • Judgment and decision-making • Cognitive flexibility	• Project management • Critical reflection • Entrepreneurialism
INCLUSIVENESS AND INTERCULTURAL PROFICIENCY • Understanding local and global communities • Awareness of one's own cultural beliefs/norms and those of others • Lobbying for positive change • Mixing with people from different cultures • Understanding equality and diversity • Appreciation of the benefits of living in another culture	**Curiosity** **Inclusivity**	• People management • Coordinating with others • Emotional intelligence • Negotiation	• Professional use of social media • Research skills • Critical reflection

Appendix 3

St Mary's Curriculum Framework Mapping Document (Draft)

Programme(s):   Programme Director:

1. Graduate Attributes	XXX4001	XXX4002	XXX4003	XXX5002	XXX5005	XXX5007	XXX6000	XXX6001
Communication	X				X		X	X
Team working and Leadership	X	X	X		X	X		
Self-Management and Professionalism			X			X		
Problem Solving				X		X		
Digital Literacy & IT		X	X	X				X
Applied Numeracy and Technical Proficiency	X				X			
Career Management			X				X	
Commercial Awareness & Service Orientation		X		X				X
Innovation and Enterprise	X			X			X	X
Inclusiveness and Intercultural Proficiency				X	X			X
Graduate Attributes and Qualities Narrative:								
This section should flag the embedding of soft and practical skills in the text using the flags given in the guidance…								

Effective Teaching Practices and Literacies

	XXX4001	XXX4002	XXX4003	XXX5002	XXX5005	XXX5007	XXX6000	XXX6001
2. Effective Teaching Practices:								
Active Learning	X				X		X	X
Research Informed Learning and Teaching	X	X	X		X	X		
Peer learning			X			X		
Directed Independent Study				X		X		
Placement and Practice Based Learning		X	X	X				X
Co- and Extra-Curricular Learning	X				X			
3. Literacies:								
Digital		X		X				X
Independent Learning	X			X			X	X
Information				X	X			X
Academic	X	X	X		X	X		
Assessment			X			X		
Pedagogic				X		X		

Ethical & Faith		X	X	X				X

Effective Teaching Practices and Literacies Narrative:
This section should flag the embedding of soft and practical skills in the text using the flags given in the guidance…

4. Modifications (if necessary) proposed by Programme Team to align with Curriculum Framework:

Aspect of Programme	Suggested modification and rationale

5. Panel Decision

Approved	X	Approved requiring modification or further clarification	X	Not approved in current form, Panel to meet again	X

Comments / Recommendations from the Panel:

6. Signed (Chair of Panel):   **Date:**