

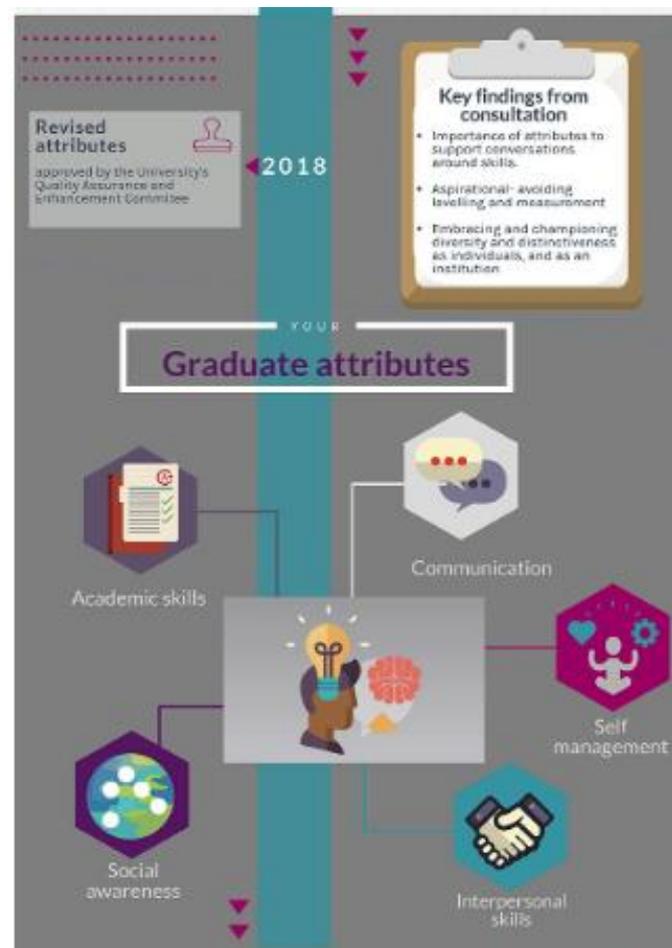
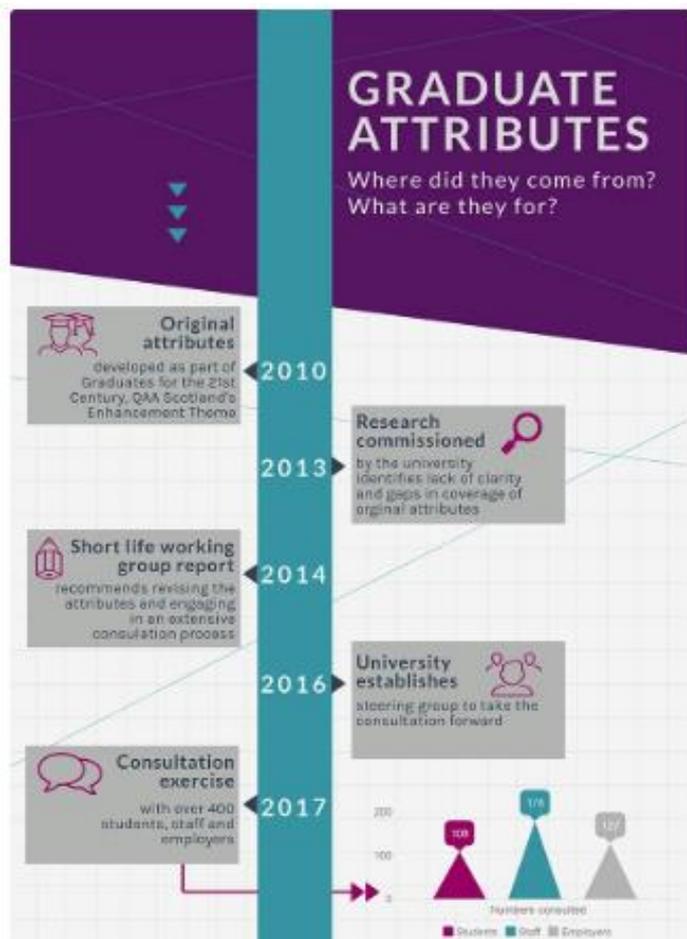


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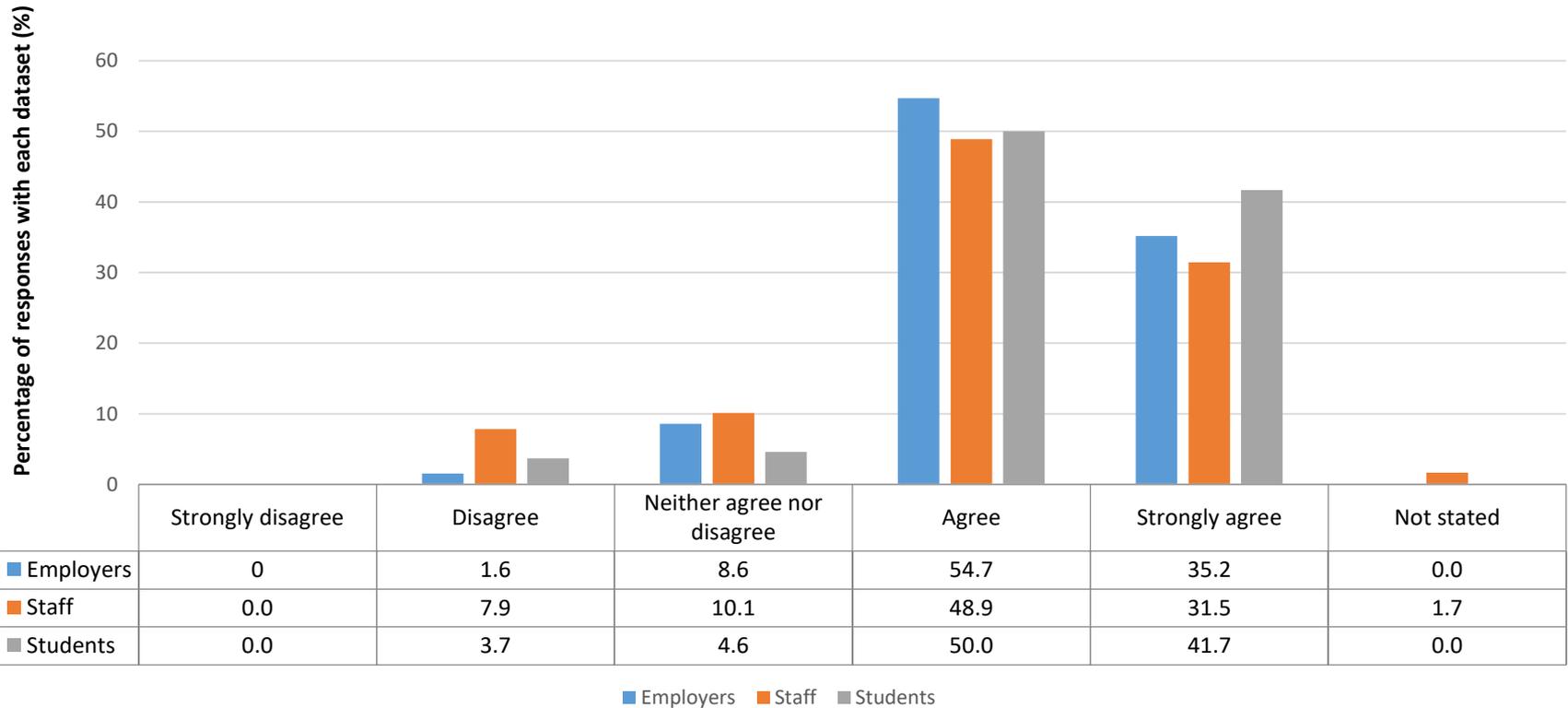
Using the graduate attributes to enhance learning and teaching

Ann Tilbury,
Learning and Teaching Academy



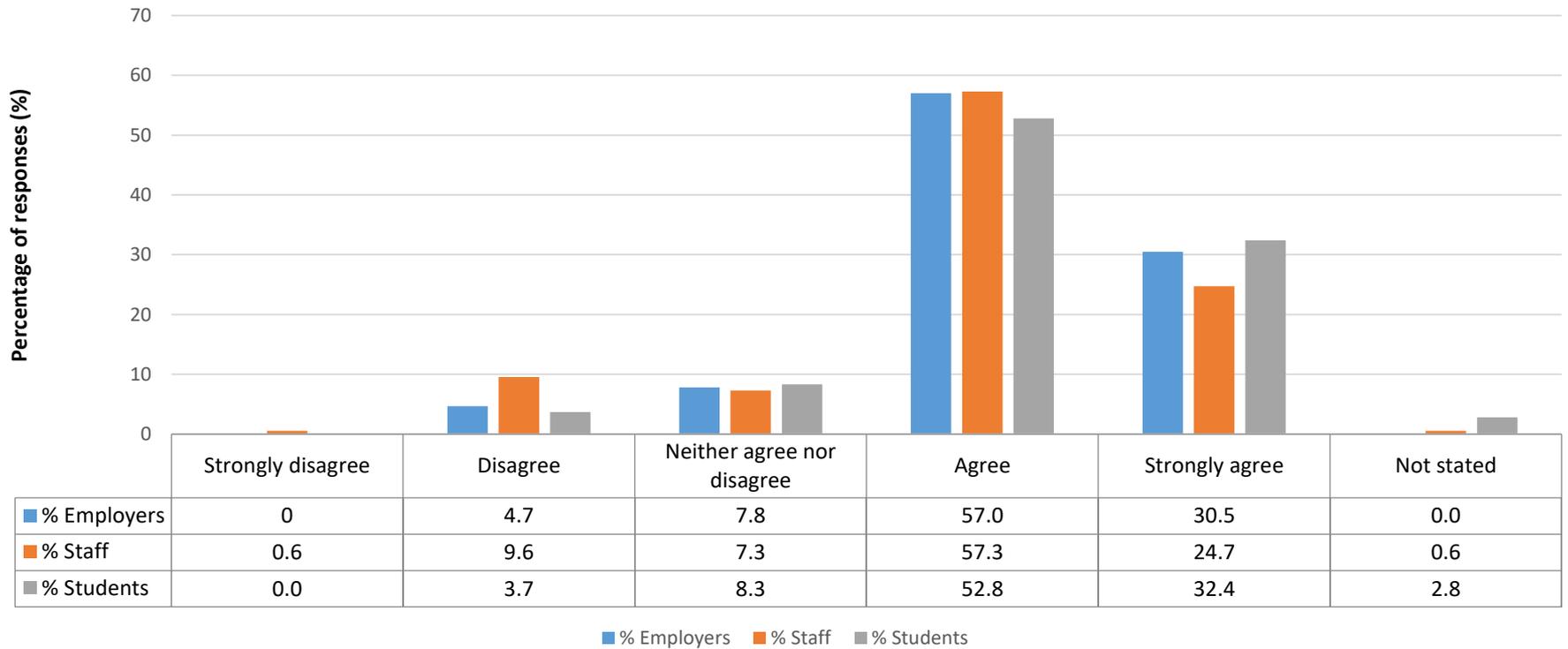


Comparison of responses across the three datasets on the top level attributes





Comparison of responses across the three datasets on the terminology of the top level attributes





Qualitative analysis: key themes:

- Importance of the initiative
- Aspirational nature
- Challenge of levelling and measuring
- Accommodating diversity
- Distinctiveness as individuals and as an institution
- Some suggestions for refinements

The final five!



•Gathering graduate attribute stories:

- Ewan MacDonald
- Bethan Davies

Your graduate attribute stories

We are gathering together examples from colleagues who are working creatively with the Graduate Attributes. You can share your own examples here by emailing the LTA.



Project RED: Gamekeeping and Wildlife Management

Gamekeeping & Wildlife Management students work with disabled war veterans to develop a range of graduate attributes including communication skills, interpersonal skills and social awareness. Contact David Olds, North Highland College for more information about this project



The reflective activity cards were used during a residential to explore what the attributes mean for Psychology students. Adding fresh air and exercise created a lively discussion on the ways in which the attributes were reflected in the curriculum and the world of work.



The graduate attributes align closely with the eligibility criteria for **Scottish Innovative Student Award (SISA)** from Scottish Institute of Enterprise (SIE). The university now has 4 modules accredited under these criteria. Contact **Alana MacPherson** for more information.



Bethan Davies, Orkney College UHI graduate, reflecting on graduate attributes

Bethan Davies, a graduate in Business Management now working at Gregor Howitt Wealth Management reflects on her changing aspirations during her studies, the skills she developed whilst studying and how these relate to the university graduate attributes.



Resources

Zooming in on graduate attributes

Resources

The graduate attributes are designed to support reflection, dialogue and personal development aspirations and planning. You are encouraged to work with them in ways that are meaningful to you. We have designed some resources to help you explore the graduate attributes and share your experiences.



Zooming in infographic

Download the [Zooming-in infographic \(Word\)](#) or [Zooming-in infographic \(pdf\)](#) document to use in a range of reflective activities. It can be used as a structure for self-reflection or as the basis of a group activity both in a face to face or online learning environment.



Reflective activity cards

Sets of graduate attribute activity cards can be obtained from the Learning and Teaching Academy. Each set of cards contains a description of the cards; suggestions on how to use the cards and a card for each of the five attributes. The reverse side of each of the cards provides suggested prompt questions to explore how the graduate attribute can be used to support reflection, dialogue and personal development planning. To request sets of the cards contact lta@uhi.ac.uk.



Focus piece template

The Focus piece template has been designed as a simple format to write up a focus piece on your use of the graduate attributes. The diversity in the application of the graduate attributes will be highlighted through the sharing of examples from across the university. The template can be downloaded as a [Word](#) or [pdf](#) document. Please complete the template and email to allow us to share your *graduate attribute stories*.

LTA blog
LTA on Twitter
LTA infographic



Downloads

Graduate attributes infographic:
[Word](#) | [pdf](#)

Graduate attributes activity
cards set: [pdf](#)

Zooming in on Graduate
Attributes: [Word](#) | [pdf](#)

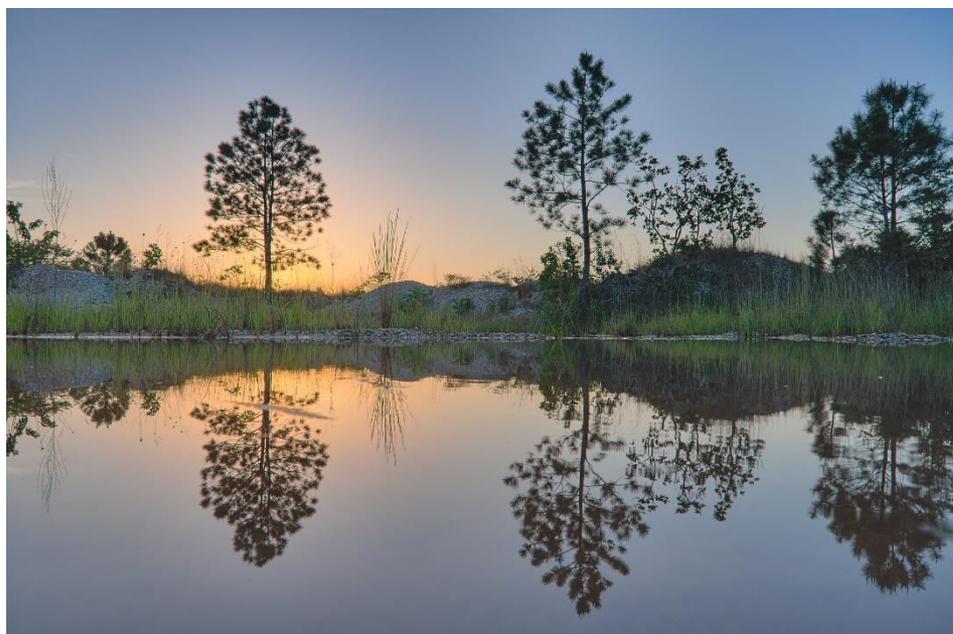
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Opportunities within your own practice?



[Reflection of trees in water, Pixabay CCO](#)



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Gathering examples of current practice



Communication

- 
- Digital literacy
 - Written communication
 - Verbal communication
 - Listening
 - Presenting
 - Public speaking



Give one example of your good practice in relation to this value

Think of one small change you can make to further embed this value into your practice



What might you do in terms of longer term development to embed this value?





Learning and teaching enhancement strategy values

Final reflections and next steps

- Activity cards
- Padlet link
- Share engagement on the [LTA GA webpage](#)



[Reflection of trees in water, Pixabay CCO](#)