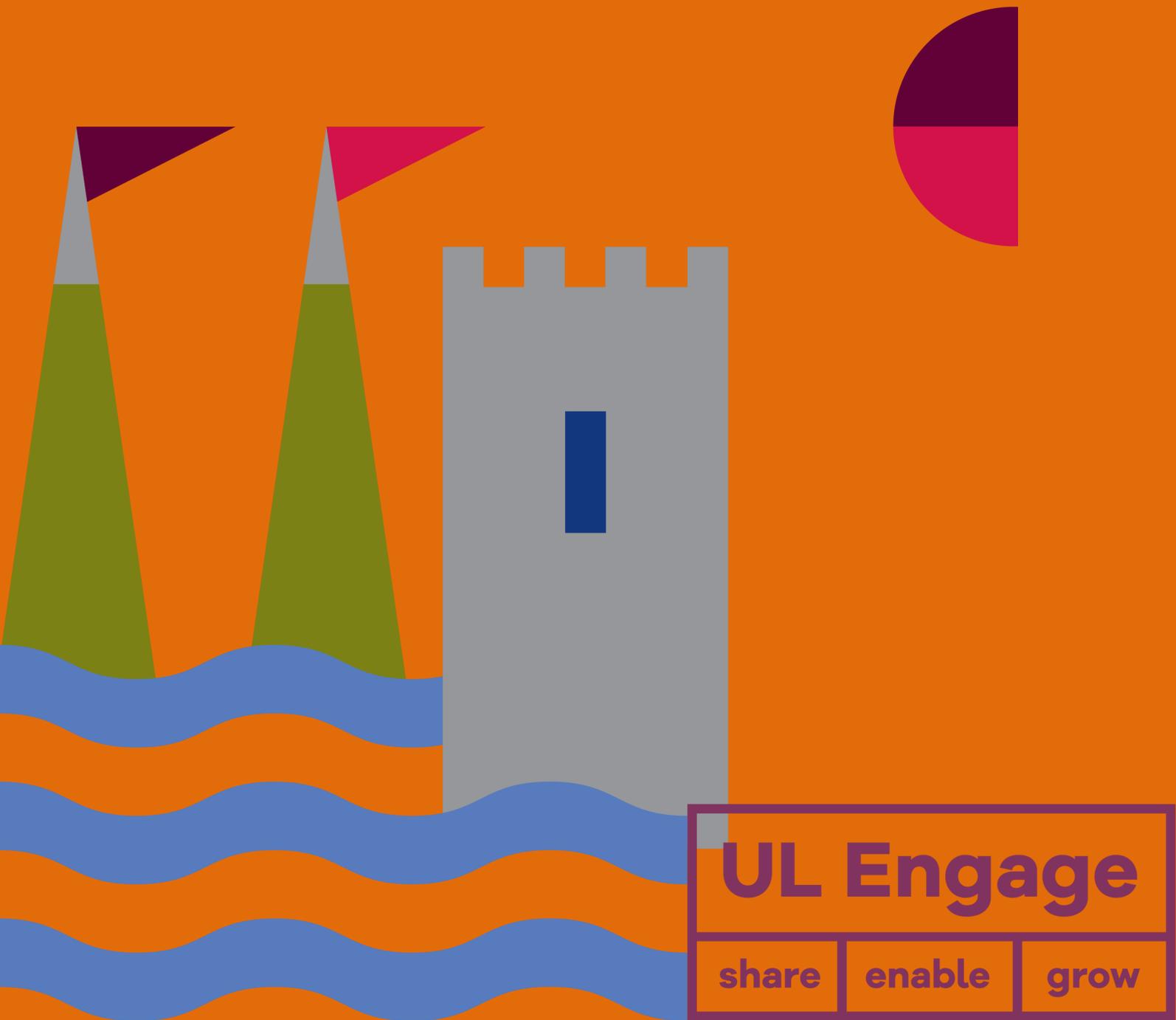




UNIVERSITY of LIMERICK

OLLSCOIL LUIMNIGH



UL Engage

share

enable

grow

Graduate Attribute Development
Student Self-Assessment

Dear Student,

Graduate attributes are the set of core outcomes that a tertiary education community agrees its graduates will develop during their studies. They encapsulate for both students and the wider community the defining characteristics of a student's university degree program(s), and describe a set of characteristics that are designed to be transferable beyond the particular disciplinary context in which they have been developed. These attributes include teamwork skills, being able to think both critically and independently, being able to critically appraise one's work and the work of others, and an appreciation of the need and value of critical reflection in one's academic, personal, and professional life and apply previous disciplinary knowledge to new contexts. While Graduate Attributes are fostered in the context of the curriculum, they are also developed within the total university experience as they encourage students to reflect on the broader purpose of their university education. "Graduate attributes are the qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes include, but go beyond, the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents for social good in an unknown future." Bowden, J. et. al. (2000).

The University of Limerick's graduate attributes document (see references) represents UL's collective commitment to creating and sustaining an outstanding and distinctive learning environment for all our students. It articulates the range of educational priorities that we focus on: educating people for their professional and personal lives, ensuring that our students take responsibility for themselves and learn to be responsible citizens in their communities. During this placement, you will be encouraged and supported to develop your graduate attributes and skills. This tool will help you to assess how well your attributes are developed and identify aspects you would like to focus on throughout the UL Practicum and going forward.

Regards,



Bernie Quillinan
CIVIC ENGAGEMENT CHAMPION
Bernie.quillinan@ul.ie
Tel: 00 353 61 213523



HOW TO USE THIS TOOL

Throughout your community placement, you are encouraged to self-assess the extent of your skills base in order to identify those particular areas related to graduate attributes that you wish to develop on your UL Practicum placement. This activity will be an integrated strand of the practicum module design. Your self-assessment and development activity will be strongly linked to the workshops and feedback sessions incorporated into the practicum module.

Section A

Please read the graduate attributes and associated skill descriptors listed in the columns on the left side of the page.

Section B

Once you have read and thought carefully about section A, identify attributes/skills you would like to focus on during your practicum placement. At this point, you will have commenced your community placement and you will be encouraged to highlight opportunities which you feel will help you focus on developing graduate attributes you have selected. Please focus on what might be achievable in terms of what skills/attributes you have selected for further development and the opportunities you will use to support your development. With regard to the attributes you have identified, reflection prompts on the right columns in section A may help you understand more about what these.

Section C

On completion of your practicum placement; indicate how you think each attribute/skill (selected in the beginning of your placement) has developed. Please take some time reflect on your progress with regard to graduate attribute development. In particular, give some thought to areas where you feel you made progress, the challenges you encountered and how you are going to address these going forward.

SECTION A

Attribute: KNOWLEDGEABLE	
Skill Descriptor	Prompts for Reflection
I have developed capacity for critical thinking within my discipline	<p><i>What knowledge do you have which will help you on this project/activity?</i></p> <p><i>How have your experiences helped you to develop or change your understanding of what you are doing in your community placement?</i></p> <p><i>How confident and comfortable do you feel about your learning through this project/activity and what helps you to develop confidence?</i></p>
I have demonstrated capacity to bring my discipline knowledge to bear on real world problems and challenges	
I have confidence in applying my disciplinary knowledge to practice	

Attribute: PROACTIVE	
Skill Descriptor	Prompts for Reflection
I have a commitment to active, lifelong development of my own skills and learning	<p><i>How are you going to develop your approach to learning going forward?</i></p> <p><i>What would you like to do on this activity/project?</i></p> <p><i>What knowledge will you draw on to drive improvement and lead positive change?</i></p>
I have the ability to use knowledge to drive improvements and lead positive change	

Attribute: CREATIVE	
Skill Descriptor	Prompts for Reflection
I have a drive to discover, create and to innovate	<p><i>Have you any ideas about ways to approach things differently?</i></p> <p><i>What would be the advantages/disadvantages of these approaches?</i></p>
I have a capacity to see new possibilities and opportunities, and to act on them	

Attribute: RESPONSIBLE

Skill Descriptor	Prompts for Reflection
I am adopting a responsible, civically aware and engaged approach to my actions and decisions at work and in society	<i>How would you describe the problem/need you are working on?</i>
I have the ability to describe a problem/need and identify relevant resources required to address the problem/need	<i>What do you need to consider before approaching your actions in a civically aware way?</i> <i>What skills/resources do you have to address it?</i> <i>What difference do you think your contribution will make during this placement?</i>

Attribute: COLLABORATIVE

Skill Descriptor	Prompts for Reflection
I am committed to collaboration or to achieving collaboration among others	<i>How do you find working with others on this activity/project?</i>
I have a capacity for working with others from different backgrounds/cultures/professions in order to maximise the contribution of my own discipline	<i>What do you think are the opportunities of working with others from different backgrounds/cultures/professions?</i> <i>What have you learnt from this?</i> <i>What are your strengths and areas for improvement in this area?</i> <i>What do you think others may have learnt from you?</i>

Attribute: DEVELOPING TECHNICAL SKILLS

Skill Descriptor	Prompts for Reflection
I know the potential and limits of a technology or method, as well as its best application	<i>Have you identified knowledge or any skills that you need to improve on?</i>
I am continually upgrading skills and keeping abreast of new technologies or methods	<i>If so, how are you going to do this?</i> <i>What are your strengths and areas for improvement in this area?</i>

Attribute: COMMUNICATION

Skill Descriptor	Prompts for Reflection
I am able to explain technical information to lay audiences	
I can speak and write clearly to diverse, lay and professional audiences	<p><i>Do you think that you are able to get your ideas across to others effectively?</i></p> <p><i>Do you listen to others?</i></p>
I understand and use verbal and non-verbal cues, actively listen and empathize with other audiences	<p><i>How have your learning experiences helped you to develop or change your understanding of the role of communication and collaboration?</i></p>
I am able to be in a mentor-mentee relationship with those of varying degrees of knowledge and experience	<p><i>Have you requested/received constructive feedback from others?</i></p> <p><i>Have you given constructive feedback to others?</i></p>
I am able to communicate effectively across disciplines and across audiences, both academic and non-academic	<p><i>If so, what did you learn from this?</i></p> <p><i>What are your strengths and areas /skills for improvement as a communicator?</i></p>
I give and receive constructive feedback	<p><i>Have you encountered disagreements/conflict?</i></p>
I am able to negotiate and resolve conflicts	<p><i>If so, how have you managed them?</i></p>

Attribute: LEADERSHIP

Skill Descriptor	Prompts for Reflection
I am able to adapt to new challenges and changes with resourcefulness	
I am inclusive of diverse people and multiple realities	<i>Have you been able to adapt to challenges/ changes to progress the activity you are responsible for?</i>
I have the ability to network with and understand the multiple missions and expectations of my collaborative group	<i>What have you learnt about yourself in this regard?</i>
I am able to prioritize work responsibilities and organize my schedule, and to set boundaries and tackle the most important tasks during those times	<p><i>Are you able to motivate others?</i></p> <p><i>Have you experienced challenges adjusting to learning and working in your current environment (community placement)?</i></p> <p><i>If so, how have you addressed them?</i></p>
I communicate frequently with my supervisor(s) regarding expectations, job responsibilities, priorities and personal responsibilities	<p><i>What are your strengths and areas for improvement as a leader?</i></p> <p><i>Are you able to manage your time effectively to meet deadlines?</i></p>
I am resilient and flexible to the challenges that will arise in my professional and personal life	<p><i>How do you prioritize your work?</i></p> <p><i>Are there things you could do better to achieve a balanced work, personal and family life?</i></p> <p><i>What are your strengths and areas for improvement in this area?</i></p>

IDENTIFIED ATTRIBUTES AND SKILLS FOR DEVELOPMENT

SECTION B

IDENTIFIED ATTRIBUTES AND SKILLS FOR DEVELOPMENT

Once you have read SECTION A, please complete the template below. You can choose to concentrate on skills which relate to a number of attributes or focus on one attribute or skill.

With regard to each attribute listed, on a scale of 0 - 10 indicate how developed each skill is for you and list the opportunities/activities through which these skills may be further developed in your practicum placement.

<i>Identify skills/ attributes you would like to focus on during your Practicum Placement</i>	Not Developed 0 ————— 10 Well Developed	<i>List the opportunities/ activities through which these attributes/skills can be developed in your practicum placement</i>
	0 ————— 10	
	0 ————— 10	
	0 ————— 10	

END OF MODULE REFLECTION

SECTION C

On completion of your practicum placement, on a scale of 0 - 10 indicate how you think each attribute/skill (selected in the beginning of your placement) is developed.

<i>With regard to attributes/skills identified in Section B1, indicate how developed you think they are on completion of your practicum placement.</i>	Not Developed 0 ————— 10 Well Developed
	0 ————— 10
	0 ————— 10
	0 ————— 10

REFLECTION

Reflect on your progress with regard to graduate attribute development. In particular, give some thought to areas where you feel you made progress?

Are there graduate attribute/skills that you feel you need to concentrate on developing going forward?

REFERENCES

Barrie, S. C. (2007). A conceptual framework for the teaching and learning of graduate attributes? Stud High Educ, 32(4), 439–458.

Barrie, S. C. (2006). Understanding what we mean by the generic attributes of graduates. High Education, 51, 215–241.

Barrie, S. C. (2004) A research-based approach to generic graduate attributes policy, Higher Education Research & Development, 23:3, 261-275

Bowden, J., Hart, G., King, B., Trigwell, K., & Watts, O. (2000) Generic capabilities of ATN university graduates, Canberra: Australian Government Department of Education, Training and Youth Affairs

Our Graduate Attributes, University of Limerick

www.enhancementthemes.ac.uk/docs/publications/the-foundation-for-graduate-attributes-developing-self-regulation-through-self-and-peer-assessment.pdf

YOUR FEEDBACK COUNTS

Have you found this tool helpful?

If so, in what way?

Are there changes you would make to it?

Any other comments



www.ul.ie/engage E-mail: tracey.gleeson@ul.ie
Telephone: +353 61 202096