

## Hallmarks of a UoP Graduate Course Checklist - Exemplar

### **Indicative anonymised worked example to show an approach to completion of the checklist**

This checklist enables course teams to communicate how the Hallmarks of a UoP Graduate have been embedded across a course's curriculum and assists in completing the Hallmarks Map

Please ensure the following areas are covered for each of the Hallmarks of a UoP Graduate:

1. How the course content and delivery supports students' awareness, and valuing, of the Hallmarks.
2. How the course content and delivery enable the Hallmarks.
3. How the Hallmarks are progressively developed over the duration of the course.
4. How the integration of the Hallmarks within the course have been considered in the context of the student cohort (i.e., part & full time; campus based & distance learning; home, EU & international etc.)
5. How the course assessment facilitates the demonstration of the Hallmarks.

Using the reflective prompts, provide your evidence for each Hallmark via a series of brief bullet point statements in the relevant box.

Example of evidence may be specific reference to learning outcomes/assessment/taught activities and/or explanatory text about how Hallmarks are featured and progressively developed throughout the course.

<p style="text-align: center;"><b>Hallmarks of a UoP Graduate</b> (&amp; Reflective Prompts)</p>	<p style="text-align: center;"><b>Evidence</b> (Please indicate [via a series of bullet points] where and how the hallmarks are embedded)</p>
<p><b>1. Have a critical and reflective knowledge and understanding of their subject, with both the ability and readiness to question its principles, practices and boundaries.</b></p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>• <i>How will students develop critically reflective practice?</i></li> <li>• <i>At what point are students given the opportunity to examine and critique the boundaries of the subject knowledge/practice?</i></li> <li>• <i>What opportunities will there be for students to relate their subject knowledge to a wider disciplinary context?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Modules Xxxxxx xxxxxxxx and xxxxxx Level 5; Xxxxxx xxxxxxxxxxxx Level 5; Xxxxxx Xxxxxxxx Xxxxxxxx Xxxxxxxx Level 6</li> <li>• Learning outcomes supporting:</li> <li>• analysis and design of systems</li> <li>• innovative application of designed concepts</li> <li>• varied use of principles learned to explore broader contexts</li> </ul>
<p><b>2. Think independently, analytically and creatively, and engage imaginatively with new areas of investigation within and across discipline boundaries.</b></p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>• <i>What opportunities are afforded to students to select and follow independent lines of investigation within their subject?</i></li> <li>• <i>How and when do students demonstrate their independent, analytical and creative thinking skills?</i></li> <li>• <i>What opportunities are there for students to gain a cross-disciplinary understanding of their subject?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Xxxxxx Xxxxxxxx and Xxxxxxxx Level 4; Xxxxxx Xxxxx Xxxxxx Xxxxxxxx Level 5</li> <li>• Learning outcomes supporting:</li> <li>• Comparative analysis of possible solutions</li> <li>• Incorporation of different disciplinary elements to extend creative applications</li> <li>• Group work to investigate problems</li> </ul>

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<p><b>3. Be able to synthesise new and existing knowledge to generate ideas and develop creative solutions of benefit to the economy and society.</b></p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>• <i>How does the course enable students to develop creative solutions to likely problems/scenarios?</i></li> <li>• <i>How does the course provide an environment that encourages students to generate new ideas and solutions to employment related issues/challenges/problems?</i></li> <li>• <i>How do students demonstrate their ability to develop creative solutions to benefit society?</i></li> <li>• <i>How are inclusive learning outcomes, practices, skills and/or attributes appropriate for diverse societies, cultures and individuals being developed?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Module Xxxxxx Xxxxxxx Xxxxxxxx xx xxx Xxxxxxxx Level 4</li> <li>• Learning outcomes and learning and teaching supporting:</li> <li>• Problem solving methods for ‘real world’ contexts</li> <li>• Exploring practices for sustainable developments in global contexts</li> <li>• Evaluating various employment environments to support efficiency</li> <li>• Managing and evaluating decision-making</li> </ul>
<p><b>4. Be intellectually curious, embrace challenges and seize opportunities for development.</b></p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>• <i>How does the curriculum develop intellectual curiosity in students?</i></li> <li>• <i>How does the course enable students to identify opportunities to develop and challenge themselves?</i></li> <li>• <i>How does the course enable students to be aware of, and embrace, challenges that they will face in variety of learning and employment environments (including global opportunities and challenges)?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Modules set up to provide core underpinning knowledge and opportunities to apply learning to more complex and challenging scenarios. E.g.</li> <li>• Modules Xxxxxx and Xxxxxx Levels 5 and 6</li> <li>• Learning outcomes supporting:</li> <li>• Applying learned principles to different dynamics</li> <li>• Developing solutions to practical problems in a variety of contexts</li> <li>• Identifying multiple and possibly conflicting requirements in professional environments</li> </ul>

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<p><b>5. Be able to locate, access and critically engage with information, using current and emerging digital technologies.</b></p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>• <i>Which technologies are students given access to?</i></li> <li>• <i>How are students encouraged to be digital pioneers through their studies?</i></li> <li>• <i>What opportunities are students given to develop digital citizenship (voting, expressing opinion, persuading, volunteering, citizen journalism etc.) and how might they be encouraged to use technology to facilitate participation in local, national and global cultures?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Modules Xxxxxx Xxxxxxx Xxxxxxxx Level 5 and Xxxxxx Xxxxxxxxx Xxxxxxxx Xxxxxxx Level 6</li> <li>• Learning outcomes supporting:</li> <li>• Acquiring knowledge of structure of software programs and their development</li> <li>• Ability to use and evaluate computer simulation</li> <li>• Assessment opportunities supporting:</li> <li>• Continuous assessment by way of digitally produced reports and commentaries for different audiences</li> <li>• Portfolio of assignments requiring different modes of communication in the context of differing global market contexts</li> </ul>
<p><b>6. Be informed citizens, with a sense of responsibility allied to a commitment to ethical practice and social justice issues, such as equality, respect and sustainability.</b></p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>• <i>How does the course include topics on ethical issues in globalization such as social justice, equity, human rights and related social, economic and environmental issues (in relation to your discipline)?</i></li> <li>• <i>Are students asked to consider the issues faced by a wide variety of social, economic, political, religious, ethical and cultural perspectives?</i></li> <li>• <i>How does the course enable students to understand their contribution to society in terms of equality, respect and sustainability?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Module Xxxxxx Level 5</li> <li>• Learning outcomes supporting:</li> <li>• Identifying ethical issues in project design and management in different commercial and global contexts</li> <li>• Evaluating enterprising solutions from different socio-economic and cultural perspectives</li> </ul>

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<ul style="list-style-type: none"> <li>• <i>How is the diversity of the academic community being utilised as a key learning resource? (e.g. are students/staff from diverse backgrounds encouraged to share and reflect on their own knowledge and experience within the subject area)</i></li> </ul>	
<p style="text-align: center;"><b>7. Be effective team players, able to provide leadership and to support the success of others.</b></p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>• <i>How does the course enable students to understand and demonstrate the critical components of being an effective team player?</i></li> <li>• <i>How does the course enable students to understand and demonstrate effective leadership skills?</i></li> <li>• <i>How does the course encourage students to support one another?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Modules Xxxxxx Level 4 and Xxxxxx Level 5</li> <li>• Learning and Teaching Strategies, Assessments and Learning Outcomes supporting:</li> <li>• Group/team based project development and outcomes</li> <li>• Peer Review</li> <li>• Developing skills for working, communicating, presenting in professional group working environments</li> </ul>
<p style="text-align: center;"><b>8. Be able to communicate clearly and effectively, in a range of forms and to different audiences.</b></p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>• <i>How does the course build a student's ability to communicate in a variety of ways (e.g. written &amp; oral)?</i></li> <li>• <i>How are students given the opportunity to participate in digital networks for learning and research?</i></li> <li>• <i>How does the course enable students to demonstrate their ability to communicate clearly and effectively in a range of ways (e.g. written &amp; orally) and to different audiences relevant to a career in their subject area?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Modules Xxxxxx Level 4 and Xxxxxx Level 5 and Xxxxxx Level 6</li> <li>• Learning outcome support:</li> <li>• Variety of ways to present and communicate, orally, visually, in various forms of writing</li> <li>• Assessment supports different forms of presentation and includes presenting to work-related public audiences</li> </ul>

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<p><b>9. Have an enterprising spirit, bringing innovation and productivity to the groups and communities to which they belong.</b></p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>• <i>Where are enterprise and innovation skills addressed in the curriculum?</i></li> <li>• <i>How does the course help students to understand the key enterprise and innovation skills necessary for a career in their subject area?</i></li> <li>• <i>How does the course enable students to demonstrate enterprising and innovative skills/behaviors to groups and communities relevant to their subject area?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities within the curriculum for students to engage in ‘live projects’ and longer term placements</li> <li>• Modules xxxxxx and xxxxxx levels 5 and 6 in Learning Outcomes, Learning and Teaching and Assessment provide for and expect group and individual contributions to innovative problem solving and real-world awareness</li> <li>• Students self-assess and evaluate ‘as if’ in ‘real work environment’ contexts</li> </ul>
<p><b>10. Be able to work in a range of environments, responding positively to new situations by being aware, flexible, adaptable and realistic in their expectations.</b></p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>• <i>How does the course enable students to work within a varied set of environments that will serve them well in future employment?</i></li> <li>• <i>How does the course ensure that students are aware of the range of possible environments in which they might work in addition to demonstrating their capabilities in such environments?</i></li> <li>• <i>How are opportunities given to compare knowledge/ professional practice across cultures?</i></li> <li>• <i>How are students returning from study or work abroad encouraged to use that experience in the classroom?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Course provides for year- long work placement which is well supported by the a Placement Office;</li> <li>• Opportunity for placement to carry accreditation(s)</li> <li>• Modules xxxxxx Level 4 and xxxxxx Level 5 are designed in content, learning outcomes, learning and teaching and assessment to examine and evaluate different employment related environments and how their knowledge is applicable to them</li> <li>• Students own experiential understanding and knowledge acquired in their distinct situations (which may include returning from placement) is harnessed in comparative evaluations of different professional environments</li> <li>• Strong culture of opportunities for extra- curricular activity related to different environments</li> </ul>

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<p style="text-align: center;"><b>11. Be proactive in recognising and addressing personal development needs, and able to make informed career decisions.</b></p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>• <i>How does the course enable students to recognise and understand their personal development needs in the context of possible future career avenues?</i></li> <li>• <i>How do students demonstrate a capacity to proactively identify and address their personal development needs? At what point is this evidenced within the course?</i></li> <li>• <i>How are students encouraged to internalise the skills and Hallmarks they have obtained?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Modules Xxxxxx and Xxxxxx and Xxxxxxx Levels, 4, 5 and 6 respectively:</li> <li>• Provide opportunities for evaluation of personal skill-sets and motivations</li> <li>• These can be extended and ‘tested’ through individual project opportunities in ‘live contexts’</li> <li>• Personal Tutoring and Personal development planning, particularly in the context of professional accreditation underpins informed career -decision making and awareness of career avenues</li> <li>• Ongoing culture of industry-visiting lectures</li> <li>• Opportunities for public display of student projects</li> <li>• ‘Internalising of hallmarks part of Personal Tutoring;</li> <li>• Distinct Hallmarks foregrounded in modules, as above</li> </ul>