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MEMORANDUM

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Aan/To: Dekane en Visedekane (L&O) /
Deans and Vice-Deans (L&T)

Van/From: Prof Arnold Schoonwinkel
Viserektor (Leer & Onderrig) / *Vice-Rector (Learning & Teaching)*

Insake/Re: Eienskappe van Graduandi / *Graduate Attributes*

Datum/Date: 27 Mei / *May 2013*

(Please scroll down for English)

'N GELEENTHEID VIR DEELNAME AAN 'N PROJEK OM EIENSKAPPE VAN GRADUANDI IN DIE KURRIKULUM IN TE SLUIT

Akademici vanuit alle fakulteite word uitgenooi om deel te neem aan 'n projek om eienskappe van graduandi in die kurrikulum in te sluit by die Universiteit van Stellenbosch. 'n Projekvoorstel met meer besonderhede is in die aanhangsel tot hierdie brief ingesluit. Hierdie projek ontstaan uit Strategiese Doelwit 2 in die konsep institusionele *Strategie vir Onderrig en Leer*: "Die verwesenliking van eienskappe van graduandi in die kurrikulum". Hierdie strategiese doelwit is 'n oproep vir alle eenhede verantwoordelik vir die intellektuele, emosionele en kulturele groei van studente om aan te dui hoe hulle die verwesenliking van die US se eienskappe van graduandi ondersteun. Die US se eienskappe van graduandi is gelys as:

- 'n Ondersoekende gees,
- 'n Betrokke burger,
- 'n Dinamiese, professionele persoon,
- 'n Afgeronde individu.

Vir elk van bogenoemde eienskappe van graduandi word beoog dat die US-aanbod soos volg sal reageer:

- 'n Kritiese dosent
- 'n Ondernemende kurrikulumontwerp
- Dinamiese onderrig
- 'n Verrykte kampservaring

Die bedoeling met Strategiese Doelwit 2 is dat alle programme en kursusse (in terme van uitkomste, inhoud, onderrig en assesseringsmetodes) oor die relevante aspekte van die eienskappe van graduandi, in kombinasie met eienskappe wat professionele rade en dies meer verwag, sal beskik. Hierdie projek bied die hulpbronne vir innoverende benaderings tot die insluiting van eienskappe van graduandi in die kurrikulum asook ondersteuning vir die professionele ontwikkeling van akademici in die strewe na hierdie doelwit.

Gedurende hierdie twee-jaar projek, wat strek vanaf 2013 tot 2014, sal die internasionaal erkende kenner van eienskappe van graduandi, Professor Simon Barrie, sy kundigheid by US kom deel. Die teikengehoor is Visedekane (Onderrig & Leer); dosente; en aanvanklik programsameroepers van ten minste een program per fakulteit.

Die projek het ten doel om:

- 'n algemene oriëntering tot en hulpbronne vir die ontwerp van verankerde benaderings tot eienskappe van graduandi te voorsien;
- algemene begrip vir die insluiting van eienskappe van graduandi in die kurrikulum te ontwikkel;
- programsameroepers te ondersteun in die insluiting van eienskappe van graduandi op die vlak van kurrikulum;
- akademiëci te ondersteun in die insluiting van eienskappe van graduandi op die vlak van klaskamerpraktik;
- geleenthede vir deelnemers daar te stel om praktikke te deel vir insluiting van eienskappe van graduandi.

Die opleiding vir 2013 neem die vorm van 'n vier-dag opleidingsprogram aan (drie halfdae en een voldag oor 'n ses-maande tydperk). Alhoewel deelnemers aangemoedig word om die volle opleidingsprogram by te woon, is dit nie verpligtend nie. Die opleidingsprogram sluit die ontwerp en implementering van eienskappe van graduandi in en beweeg van 'n breë konseptuele vlak na implementering op program- en klaskamervlak, met voortgesette ondersteuning in fakulteite. Daar word verwag dat tussen twee en ses fakulteite 'n program sal kies waarin eienskappe van graduandi meer volledig ingesluit sal word. Hierdie in-diepte hersiening van die programme sal in 2014 plaasvind, betyds vir jaarboek veranderinge in 2015 of 2016. Besprekings met fakulteite oor watter programme om te kies om die in-diepte ondersoek te loods, sal gedurende September en Oktober 2013 plaasvind. Die tydslyne vir die opleidingsprogramme is soos volg:

- Dag 1: ORIËNTERING, BEHOEFTE en BREEË ONTWERP (halfdag, 9-1, Dinsdag 30 Julie 2013)
- Dag 2: ONTWERP OP PROGRAM-/MODULEVLAK (voldag, 9-4, Woensdag 11 September 2013)
- Dag 3: ONTWERP OP KLASKAMERVLAK (halfdag, 9-1, Donderdag 31 Oktober 2013)
- Dag 4: VORDERING MET EN DEEL VAN ONTWERP OP PROGRAMVLAK (halfdag, 9-1, Vrydag 24 Januarie 2014)

Die doel met die opleiding is om konsensus te bou by die universiteit, asook die ontwikkeling van 'n stel riglyne en oorwegings vir die universiteit rondom die insluiting van eienskappe van graduandi. Hierdie riglyne word beskou as 'n medium vir die verryking van die kurrikulum en om dit meer toepaslik en betekenisvol te maak in die wêreld van werk. Dit sal ook belyne word met die US Onderrig- en Leerstrategie. Voortgaande ondersteuning binne fakulteite sal voorsien word gedurende die tydperke tussen die vier opleidingswerkswinkels. Hierdie ondersteuning sal fokus op die werklike implementering van hierdie riglyne op die program- en modulevlakke.

Hierdie professionele ontwikkelingsprogramme sal befonds word vanuit die Onderrig Ontwikkelingstoekenning. Deelnemers wat verdere finansiële ondersteuning benodig vir innovasie en navorsing ten opsigte van die insluiting van die eienskappe van graduandi in hul programme of modules, kan aansoek doen by FINLO vir aansienlik groter fondse. Enige span dosente van die Universiteit van Stellenbosch (insluitend personeel verantwoordelik vir die ondersteuning van onderrig en leer) mag aansoek doen. Voorleggings vir hierdie befondsing moet aan finlo@sun.ac.za teen 15 November 2013 ingedien word (gaan na <http://www.sun.ac.za/ctl/graduate.html> vir meer besonderhede).

Fakulteite word versoek om teen **28 Junie 2013** aan te dui indien hulle belangstel in die projek. Hulle moet ook teen hierdie datum die name van persone wat ten minste die eerste sessie op 30 Julie 2013 sal bywoon, aan Natasha Alberts nvdb@sun.ac.za by die Sentrum vir Onderrig & Leer (SOL) stuur. (Fakulteite mag tussen

2 en 6 persone na die eerste sessie stuur – byvoorbeeld ’n Visedekaan, een of meer programsameroepers en een of meer dosent.)

Enige vrae oor die projek kan gerig word aan Cecilia Jacobs by jacobsc@sun.ac.za

AN OPPORTUNITY TO PARTICIPATE IN A PROJECT TO EMBED GRADUATE ATTRIBUTES IN THE CURRICULUM

Academics across faculties are invited to participate in a project to embed graduate attributes in the curriculum at Stellenbosch University (a more detailed project proposal is in the addendum to this letter). This project arises from Strategic Objective 2 in the draft institutional *Strategy for Teaching and Learning*: “The realisation of graduate attributes in the curriculum”. This strategic objective calls for all units responsible for the intellectual, emotional and cultural growth of students to indicate how they support the realisation of the SU graduate attributes. The SU graduate attributes are listed as:

- An enquiring mind,
- An engaged citizen,
- A dynamic professional,
- A well-rounded individual.

For each of the above graduate attributes the SU offering is called on to respond in the following ways:

- A critical lecturer
- An engaging curriculum design
- A dynamic delivery
- An enriched campus experience

The intention of Strategic Objective 2 is for all programmes and courses to reflect (in terms of outcomes, content, delivery and assessment methods) the relevant aspects of the graduate attributes in combination with attributes specified by professional boards and the like. This project provides the resources for innovative approaches to the embedding of graduate attributes in the curriculum, and provides support for the professional development of academics in this endeavour.

This is a two-year project, from 2013 to 2014, which will draw on the expertise of internationally renowned expert in Graduate Attributes research, Professor Simon Barrie. The target audience is T&L deputy Deans; lecturers; and programme convenors from at least one programme per faculty initially.

The project aims to:

- Provide a general orientation to and resources for the design of embedded approaches to GAs;
- Develop common understandings for embedding GAs in the curriculum;
- Support programme convenors in embedding GAs at the curriculum level;
- Support academics in embedding GAs at the classroom practice level;
- Provide opportunities for participants to share practices of embedding GAs.

The training for 2013 will take the form of a four-day training programme (three half-days and one full day over a six-month period). While participants are encouraged to attend the full training programme, this is not compulsory. The training programme covers the design and implementation of graduate attributes and moves from a broad conceptual level, to programme and classroom level implementation, with on-going

support in faculties. It is anticipated that between two and six faculties will select a programme in which to embed graduate attributes in the curriculum more fully. This in-depth revision of the programmes will take place in 2014, in time for yearbook changes in 2015 or 2016. Discussions with faculties about which programmes to choose to pilot the in-depth review, will occur in September and October 2013. The timelines for the training programme is as follows:

- Day 1: ORIENTATION, NEEDS and BROAD DESIGN (half day, 9-1, Tuesday 30 July 2013)
- Day 2: PROGRAMME/MODULE LEVEL DESIGN (full day, 9-4, Wednesday 11 September 2013)
- Day 3: CLASSROOM LEVEL DESIGN (half day, 9-1, Thursday 31 October 2013)
- Day 4: PROGRESS ON AND SHARING OF PROGRAMME LEVEL DESIGN (half day, 9-1, Friday 24 January 2014)

The idea behind the training is consensus-building at the university and the development of a set of guidelines and considerations for the university around the embedding of graduate attributes. These guidelines are seen as a vehicle for enriching the curriculum and making it more relevant and meaningful in the world, and will be aligned to the SU Teaching and Learning strategy. On-going support, within faculties, will be provided in the periods between the four training workshops. This support will be focussed on the actual implementation of these guidelines at the programme and module levels.

This professional development programme will be resourced from the Teaching Development Grant. Participants, who require financial support for further innovation and research in the area of embedding the graduate attributes in their programmes or modules, can apply to FIRLT for significantly larger funds. Any team of Stellenbosch University lecturers (including staff responsible for supporting teaching and learning) may apply. Proposals for this funding should be submitted to finlo@sun.ac.za by 15 November 2013 (go to <http://www.sun.ac.za/ctl/graduate.html> for more details).

Faculties are requested to send their *expressions of interest* in this project and *names of people* to attend at least the first session on 30 July 2013, to Natasha Alberts nvdb@sun.ac.za at the Centre for Teaching & Learning (CTL) by **28 June 2013**. (Faculties may send between 2 and 6 people to the first session - e.g. a deputy Dean, one or more programme conveners and one or more lecturers.)

Any questions about this project can be directed to Cecilia Jacobs at jacobsc@sun.ac.za

THE EMBEDDING OF GRADUATE ATTRIBUTES IN THE MAINSTREAM CURRICULUM

1. BACKGROUND

This project has as its purpose the embedding of graduate attributes in the mainstream curriculum. The topic of graduate attributes has been on the university agenda for some time now and forms part of a broader institutional initiative to revisit the *Profile of the SU graduate* after its compilation in 2000. In 2010 a university research project was undertaken which focused on the graduate attributes important to Stellenbosch University. This research project (Van Schalkwyk, Muller & Herman, 2011) considered Stellenbosch University policy statements in relation to graduate attributes. The project also looked at how these graduate attributes were experienced by students in the undergraduate curriculum. One of the findings from this research was that there was limited engagement with and understanding of what it meant embed graduate attributes in the curriculum.

Graduate attributes were also the focus of a presentation to the Cape Higher Education Consortium (of which SU is a part) in March 2011, by Prof Simon Barrie of the University of Sydney (2011), a scholar currently leading debates in the area of graduate attributes internationally. This encounter with Barrie's (2004, 2006, 2009) work stimulated discussions on the topic of graduate attributes during the 2011 Summer Institutional Planning Forum of Stellenbosch University. As a result of the Planning Forum debates, the Vice Rector (Teaching) at the time requested faculties to discuss the notion of graduate attributes in terms of the generic characteristics of Stellenbosch graduates, as well as the faculty-specific characteristics of Stellenbosch graduates. Faculties were also requested to discuss examples of good practice in terms of the development of graduate attributes. This resulted in the revision of the University Teaching and Learning Policy in order to incorporate the new sets of graduate attributes. The draft strategy for Teaching and Learning, which has been discussed across various sectors of the university, lists the attributes of a Stellenbosch University graduate as:

An enquiring mind

- Lifelong learner
- Critical and creative thinker
- Exercises responsibility for learning and using knowledge

An engaged citizen

- Leader and collaborator
- Social entrepreneur
- Effective in a diverse environment

A dynamic professional

- Problem solver
- Uses sustainable and effective technology
- Innovative

A well-rounded individual

- Exposed to cultural, intellectual and sporting life
- Takes responsibility for own development
- Takes informed and considered decisions.

Each of these graduate attributes is described in the following ways in the Teaching and Learning strategy document:

An enquiring mind:

A graduate who can be described as having an “enquiring mind” is curious, a lifelong learner who thinks critically and creatively, and someone who uses systematic methods of enquiry to formulate decisions. An enquiring mind is open to new as well as diverse ideas, is willing to learn from the received wisdom of the past, as well as to invent new ways of knowing and doing. This involves taking the best from international and dominant ways of knowing, and in addition from indigenous, local, lay and underrepresented knowledge sources. It involves seeing the interconnectedness of different knowledge sources and knowledge systems, and being able to process ideas and information in multi-disciplinary teams. An enquiring mind exercises discernment with regard to knowledge sources, knowledge claims and the values of knowledge. He or she considers the responsibility and accountability that accompany knowing and learning, and the respect for research-oriented approaches to problem solving.

An engaged citizen:

An engaged citizen is one who is able to exercise leadership, and one who understands how to contribute as a member of a team and community, thus to collaborate and be of service. An engaged citizen cares for him or herself and exercises care for others in increasingly widening concentric circles. This implies, for example, care in the family setting, the workplace or the classroom, at a municipal or regional level, at the national, continental as well as international level. Citizenship implies an awareness of a relationship between commitment to the local and national polity, on the one hand, and an awareness of the dangers of various forms of exclusivity, on the other. A Stellenbosch University graduate should have had the opportunity to engage critically in community interaction in the region, and to have considered potential solutions to the crises of sustainability and climate change. A SU graduate will be aware of the value of interaction on a global level, and be open to influences from international settings. An engaged citizen has been exposed to the idea that transformation of society involves transformation of the self.

A dynamic professional:

A SU graduate should have benefitted from the opportunity to learn to apply and communicate knowledge in various community, business, professional and personal settings. These forms of communication are oral, written, digital and multi-modal. A dynamic professional benefits from opportunities to grow and prosper and uses knowledge gained at university and beyond to solve problems in the workplace, home and community. A dynamic professional is innovative, takes initiative and is aware of the power of entrepreneurship. A dynamic professional has learnt the importance of ethical behaviour and what this means in practice. At the same time, a dynamic professional is effective, and harnesses own talent as well as the capacity of others. The dynamic professional uses sustainable and effective technology. Finally, a dynamic professional has the flexibility to make career choices and decisions in relation to the changing nature of the world of work.

A well-rounded individual:

The value of a SU curriculum (including the co-curriculum) should be evident in its cultivation of the humanity of the graduate. It should offer opportunities for the student to grow along social and individual dimensions, and along intellectual, as well as affective dimensions. The curriculum would provide individuals with the opportunity to grapple with issues of efficiency and mastery, as well as with values as guiding principles. It should provide the graduate with a sense of the importance of aesthetic, cultural, spiritual and traditionally scientific modes, with the value of physical as well as intellectual wellbeing and sporting life. A well-rounded individual would have had the opportunity to become a potential source of wisdom for him or herself, as well as to those with whom he or she interacts, and thus to take informed decisions. A well-rounded individual uses his or her education to enrich life in its broadest sense.

The draft strategy for Teaching and Learning also stimulated debates around approaches to the embedding of SU graduate attributes in the curriculum and the implications for teaching. This debate was introduced to the SU community, by the Rector, in his opening address at the annual SoTL (Scholarship of Teaching and Learning) conference in 2012. He had the following to say in relation to the graduate attributes: “But we cannot only look at attributes of students without looking at the attributes of lecturers. If we want a student with an inquiring mind, we need lecturers with a critical pedagogy. If we want an engaged citizen, we need lecturers with a progressive pedagogy. If we want students who become dynamic professions, we need lecturers with an innovative pedagogy. And if we want students who are well-rounded individuals, we need lecturers with a self-renewing pedagogy” (Botman, 2012). These sentiments have been incorporated into the draft strategy for Teaching and Learning by including the implications of graduate attributes for the teaching and learning arrangements of the University, as outlined below:

A critical and scholarly lecturer:

- *Engages in various forms of scholarship*
- *Is reflective and open to new ideas*

In order for SU to provide maximum opportunities for students to engage in a research infused and enquiry based learning experience, as is appropriate at a research-focused university, it requires lecturers as role model, leader, expert, partner and facilitator. They are critical scholars, enquiring into their own disciplines and into the scholarship of teaching and learning. They are reflective and open to critique about their practice. They enjoy conditions in which they may flourish, and share their curiosity with their students.

An engaging curriculum design:

- *Brings the outside world into the classroom*
- *Is current and self-renewing*

The curriculum engages with broader social and environmental issues and the world of work. It leads students via assessment that encourages deep learning, to take responsibility for their academic progress. It provides opportunities for authentic and research-based learning as well as service learning. While not neglecting the received wisdom of the past, the curriculum is current, self-renewing and applicable for the envisioned future.

A dynamic delivery:

- *Is innovative and flexible*
- *Provides exposure to a wide variety of media*

The delivery format encourages active learning via: innovative and flexible learning materials; opportunities for collaborative and independent learning; and exposure to a wide variety of media. Students enjoy the opportunity to interrogate and to acquire knowledge and communication modes utilised in the world of research, work and community life in the lecture space, and virtual equivalents.

An enriched campus experience:

- *Encourages learning from diverse perspectives*
- *Provides and encourages a variety of learning contexts.*

The campus should be sufficiently diverse that students learn from peers, academics and administrative and support services staff from a variety of perspectives and social backgrounds. They enjoy opportunities to develop intellectually, emotionally and culturally across an array of curricular and co-curricular offerings within real and virtual learning contexts.

2. RATIONALE

This project arises from Strategic Objective 2 in the draft institutional *Strategy for Teaching and Learning*: “The realisation of graduate attributes in the curriculum”. This strategic objective calls for: “All units responsible for the intellectual, emotional and cultural growth of students” to “indicate how they support the realisation of the SU graduate attributes”. The intention of Strategic Objective 2 is for all programmes and courses to reflect (in terms of content, delivery and assessment methods) the relevant aspects of the graduate attributes in combination with attributes specified by professional boards and the like. This project provides the resources for innovative approaches to the embedding of graduate attributes in the curriculum, and provides support for the professional development of academics in this endeavour.

The year 2012 saw an attempt to embed the university graduate attributes in the curriculum in the form of a Signature Learning Experience (SLE). After a range of broad consultative meetings in 2011, with academics and support staff, the planned SLE was placed in the co-curriculum since it was thought to be too complex to integrate into the formal curriculum in a short space of time. However, future prospects to embed the graduate attributes into the formal curriculum were considered. The SLE pilot project was evaluated in the second half of 2012 and a number of recommendations were made on the basis of the findings from this study. The findings from the report on the evaluation of the pilot Signature Learning Experience (SLE) programme at Stellenbosch University (Jacobs & Strydom, 2012) point to the need to invest the necessary time and to create the kinds of spaces required for in-depth dialogue and widespread engagement across the institution about the notion of embedding graduate attributes. The report emphasises that this process should not be rushed, as it takes time to develop common understandings and plan implementation strategies that carry the support of a university community. Although the SLE programme was conceptualised as a curriculum for all students, its reach was seriously hampered by its *supplementary* nature (Barrie, 2007). A shift to what Barrie refers to as a more *integrated* approach, would require an exploration of the synergies between the formal and the co-curriculum at SU.

The findings from the report also suggest that the process of developing common understandings did not take its course at SU. The result was therefore a stand-alone, add-on initiative underpinned by ‘*Complement Conceptions*’ (Barrie, 2007) that did not take root in the culture and fundamental ethos of the institution. This led to *additive* approaches rather than more *transformative* approaches to the embedding of graduate attributes. One of the recommendations from this report was that there needed to be broader engagement at the university on the subject of embedding graduate attributes, in relation to the process of curriculum renewal. In addition, the Committee for Learning and Teaching (CLT/KLO) identified a need for the training of programme convenors in relation to this process of curriculum renewal. The project outlined in this proposal is a response to these imperatives.

3. THEORETICAL UNDERPINNINGS

This project draws on the work of Simon Barrie. He offers a conceptual framework for the teaching and learning of generic graduate attributes (Barrie, 2007). Barrie’s conceptual framework arises

from a phenomenographic investigation into academics' conceptions of graduate attributes. What he found was that academics held 'disparate understandings of the nature of generic attributes and their place amongst the outcomes of a university education' (Barrie, 2007: 439). He described this disparity as four increasingly complex categories of how graduate attributes are understood by academics: Precursor Conception; Complement Conception; Translation Conception; and Enabling Conception.

The *Precursor Conception* sees graduate attributes as necessary basic precursor skills but considers them to be irrelevant to higher education, as they are regarded as a prerequisite for entry into the university; while the *Complement Conception* sees graduate attributes as general functional abilities and personal skills that complement the discipline-specific learning outcomes of a university education. Barrie views these two conceptions (precursor and complement) as 'additive' and describes the *additive* approach as one which sees graduate attributes as providing a generic foundation to which the disciplinary knowledge of a university education can be added.

The *Translation Conception* sees graduate attributes as the abilities that let students translate and make use of or apply disciplinary knowledge in the world; while the *Enabling Conception* sees graduate attributes as enabling abilities that infuse university learning and knowledge. Barrie views these two conceptions (translation and enabling) as 'transformative' and describes the *transformative* approach as one which sees graduate attributes as having the potential to transform university learning and knowledge and 'support the creation of new knowledge and transform the individual' (Barrie, 2007: 440).

Arising from the categories of how graduate attributes were understood by academics, Barrie also developed a set of categories representing academics' increasingly complex understandings of how students acquire generic graduate attributes: Remedial; Associated; Teaching Content; Teaching Process; Engagement; and Participatory. The *Remedial* view sees the development of generic attributes as the responsibility of educational experiences prior to higher education studies and the teaching of these generic attributes is considered *remedial* and for those students who have not yet developed these skills; while the *Associated* view sees the development of generic attributes as part of the university's teaching role. However this teaching is done through the provision of an additional separate curriculum in association with the formal university curriculum. The difference between this view and the *remedial* view is that the additional separate curriculum is not seen as remedial but as a curriculum for all students.

These two categories, *Remedial* and *Associated*, fall into the 'Supplementary' type. This means that the process of developing graduate attributes is supplementary to mainstream university teaching and learning. The other four categories fall into the 'Integrated' type because they are considered to be an integral part of the formal curriculum, rather than being supplementary to it. These categories are:

Teaching Content: This view sees the development of generic attributes as part of the taught content of formal university courses, rather than an additional curriculum. Generic attributes are included as an integral part of the *teaching content* of the discipline.

Teaching Process: This view sees the development of generic attributes as something to be achieved through the *teaching process* of formal university courses.

Engagement: This view sees the development of generic attributes not as a part of the content (what is taught) or the process (the way it is taught) of teaching, but rather as the way the student *engages* with learning in formal university courses.

Participatory: This view sees the development of generic attributes as the way the student *participates* in the broader learning experiences of university life.

The project outlined in this proposal aligns with Barrie's *transformative* approach (graduate attributes as having the potential to transform university learning and knowledge) and draws on Barrie's 'Integrated' type, which sees the process of developing graduate attributes as an integral part of the formal curriculum, as well as mainstream university teaching, learning and assessment.

4. PURPOSES OF THE PROJECT

This has been conceptualised as a two-year project, from 2013 to 2014, which will draw on the expertise of internationally renowned expert in Graduate Attributes research, Professor Simon Barrie. The purpose of the project is the development of programme convenors, lecturers and T&L deputy Deans in the area of embedding graduate attributes (GAs) in the mainstream curriculum. The target audience is T&L deputy Deans; lecturers; and programme convenors from at least one programme per faculty initially. The Deans, Deputy Deans Teaching and Learning, the Teaching Development Grant task team and the Committee for Learning and Teaching (CLT/KLO) will assist in identifying the potential participants. The project aims to:

- Provide a general orientation to and resources for the design of embedded approaches to GAs;
- Develop common understandings for embedding GAs in the curriculum;
- Support programme convenors in embedding GAs at the curriculum level;
- Support academics in embedding GAs at the classroom practice level;
- Provide opportunities for participants to share practices of embedding GAs.

The project will be managed by the Centre for Teaching and Learning (CTL) and facilitators will be drawn from the CTL, academic departments at SU, the Quality and Service Learning divisions at SU, as well as external experts. The training for 2013 will take the form of a four-day training programme (three half-days and one full day over a six-month period). While participants are encouraged to attend the full training programme, this is not compulsory. The training programme covers the design and implementation of graduate attributes and moves from a broad conceptual level, to programme and classroom level implementation, with on-going support in faculties. It is anticipated that between two and six faculties will select a programme in which to embed graduate attributes in the curriculum more fully. This in-depth revision of the programmes will take place in 2014, in line with yearbook changes in 2015 or 2016. Discussions with faculties about which programmes to choose to pilot the in-depth review, will occur in September and October 2013. The timelines for the training programme is as follows:

Day 1: ORIENTATION, NEEDS and BROAD DESIGN (half day, 9-1 Tuesday 30 July 2013)

- General orientation to graduate attributes and design at a broad level;
- Different models for embedding graduate attributes across different types of programmes (professional programmes such as Law, Engineering and Health Sciences; and more flexible programmes such as Arts, BSc, BComm);

- SU needs analysis for embedding graduate attributes at curriculum and classroom levels.

Day 2: PROGRAMME/MODULE LEVEL DESIGN (full day, 9-4, Wednesday 11 September 2013)

- Designing at the programme or module level
- Simulated activities
- Sharing of current practices

Day 3: CLASSROOM LEVEL DESIGN (half day, 9-1, Thursday 31 October 2013)

- Designing at the classroom level
- Simulated activities
- Sharing of current practices

Day 4: SHARING OF PRACTICES (half day, 9-1, Friday 24 January 2014)

- Progress on programme level design process for selected faculty programmes
- Reflections on pilot in-depth review processes of selected programmes
- Sharing of in-depth review processes across selected faculty programmes

The idea behind the training is consensus-building at the university and the development of a set of guidelines and considerations for the university around the embedding of graduate attributes.

These guidelines are seen as a vehicle for enriching the curriculum and making it more relevant and meaningful in the world, and will be aligned to the SU Teaching and Learning strategy. On-going support, within faculties, will be provided in the periods between the four training workshops. This support will be focussed on the actual implementation of these guidelines at the programme and module levels.

5. OPERATIONAL PLAN

	TIMELINES	ACTIVITIES	PARTICIPANTS
2013	30 July	Training – Day 1	T&L deputy Deans; lecturers; programme convenors from at least one programme per faculty; CTL; Simon Barrie
	31 July - 10 Sept.	Detailed planning of training days 2-4 based on SU needs analysis from training day 1	CTL staff, SU academics, Quality and Service Learning divisions at SU, external experts
	11 September	Training – Day 2	T&L deputy Deans; lecturers; programme convenors; CTL; external experts
	12 Sept. - 29 Oct.	Two to six faculties select a programme to pilot in-depth curriculum review and renewal	Programme convenors and lecturers participating in the pilot
	31 October	Training – Day 3	T&L deputy Deans; lecturers; programme convenors; CTL

	1 Nov. – 20 Dec.	Ongoing in-faculty support of curriculum review and renewal	Programme convenors and lecturers participating in the pilot; CTL
2014	6 Jan. – 23 Jan.	Ongoing in-faculty support of curriculum review and renewal	Programme convenors and lecturers participating in the pilot; CTL
	24 January	Training – Day 4	Programme convenors and lecturers participating in the pilot; CTL
	January	Changes to yearbook shared among participants in the pilot	Programme convenors and lecturers participating in the pilot
	February - March	Finalise programme documents for 2015 implementation	Programme convenors and lecturers participating in the pilot; institutional planning – Andre Muller
	April	Programme and module adaptations submitted to PAC	Programme convenors and lecturers participating in the pilot; institutional planning – Andre Muller
	May	Sharing of practice at SoTL conference - GAs stream	Programme convenors and lecturers participating in the pilot; CTL
	March – Dec.	Continued in-depth revision of pilot programmes	Programme convenors and lecturers participating in the pilot; CTL
2015	Jan. – Dec.	Limited implementation in line with yearbook changes	Programme convenors and lecturers participating in the pilot
2016	Jan. – Dec.	Further implementation	Programmes beyond the pilot

6. FUNDING

The project will be funded from the Teaching Development Grant (R150 000 – honoraria, venue, catering, a book/resource per participant, travel and accommodation for external experts). The group size being planned for is 40, with approximately 30 participants and 10 facilitators. The provisional venue for the training is STIAS. Additional funding from the Teaching Development Grant will be routed to FIRLT (FINLO), for one research-related project per faculty, arising from the training (R450 000).

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