**A Guide to Embedding the Common Good Curriculum in the Taught Curriculum**

**This guide provides support for staff in embedding the Common Good in the *taught* curriculum on formal programmes. Information provided includes:**

* **Common Good Curriculum: Questions, Answers and Key Contacts**
* **Overview of GCU Core Values, Behaviours and Common Good Attributes**
* **Insert required for Programme Handbooks**
* **Documentation required for Programme Approval and Review**
* **Examples of completed Programme Approval and Review mapping template**

**What is the common good curriculum?**

As part of the implementation of Strategy 2020 and the Strategy for Learning, the University has developed a model which will support, recognise and embed the common good within the curriculum and the wider student experience as part of its core mission. The term ‘curriculum’ in this sense refers to the totality of the GCU student learning experience, both formally within the taught curriculum and informally through co- and extra-curricular activities. It represents a distinctive approach to learning and teaching, which develops graduates capable of tackling real-world issues and translating problem-solving ideas into action.

It represents a distinctive approach to learning and teaching, which develops graduates capable of tackling real-world issues and translating problem-solving ideas into action. The goal is to ensure that our students develop the attributes needed to make a positive difference in the communities they serve, in addition to acquiring the knowledge, skills and values associated with their particular professional or disciplinary areas. The Common Good Curriculum forms a key part of Strategy for Learning, supporting the achievement of its goal: <http://www.gcu.ac.uk/gaq/strategyforlearning2015-2020/>

**Supporting your students in achieving the Common Good attributes is therefore not a separate new activity.** A great deal of learning which is currently taking place in all Schools develops them already. This guide supports you in making them visible to students, staff and external audiences such as employers or professional bodies.

**COMMON GOOD CURRICULUM**

**What is the Common Good Curriculum?**

The ‘Common Good Curriculum’ supports the University’s mission for the Common Good and is underpinned by our Core Values of integrity, creativity, responsibility and confidence.

The Common Good Curriculum represents a distinct approach to learning and teaching that develops graduates capable of tackling real-world issues and putting problem-solving ideas into action. It touches on every aspect of the student learning experience, both formally within the taught curriculum and informally through co- and extra-curricular activities.

The aim of the Common Good Curriculum is to support our students to develop GCU’s Common Good Attributes: **active and global citizenship**, **an entrepreneurial mind set**, **responsible leadership** and **confidence**.

The Common Good Curriculum forms a key part of the GCU [Strategy for Learning](http://www.gcu.ac.uk/gaq/strategyforlearning2015-2020/), supporting the achievement of its goals. It supports the University’s goal of engaging our students in a learning experience which is challenging, active, collaborative and authentic.

The Common Good Curriculum is also linked to GCU’s accreditation by Ashoka U as a Changemaker Campus for our commitment to social innovation through teaching and research. [Find out more](http://ashokau.org/changemakercampus/)

**What is involved in embedding the Common Good Attributes within programmes?**

Embedding the Common Good Attributes within programmes involves three main areas:

1. Curriculum content and design: What we teach
2. Learning and teaching activities: How we teach
3. Assessment practices: How we measure

The process forms part of the programme approval/re-approval process within the GCU Quality Enhancement and Assurance framework. The outcomes of the process should be summarised, and made explicit to students, staff and external audiences through programme handbooks and other appropriate forms of communication. For more information see Section 2 of the [Quality Enhancement and Assurance Handbook](http://www.gcu.ac.uk/gaq/qualityenhancementandassurance/qualityenhancementandassurancehandbook/).

**What is the Common Good Curriculum mapping template and process?**

A Common Good Curriculum programme mapping template has been designed to support programme teams in developing or reviewing their programmes to highlight the ways in which development of the Common Good Attributes are embedded within programmes. It will also help to build on existing good practice and identify areas for enhancement.

The curriculum mapping process aims to identify and critically evaluate how students, through learning on the programme, are enabled to develop the Common Good Attributes and to build on learning from previous experiences, enhancing it progressively throughout their studies

The completed [Common Good Curriculum programme mapping template](http://www.gcu.ac.uk/gaq/qualityenhancementandassurance/qualityenhancementandassurancehandbook/) should be included in programme approval and review documentation.

**Do the ‘Common Good Attributes’ replace the ‘GCU 21st Century Graduate Attributes’?**

Yes. The Common Good Curriculum supports the development of four Common Good Attributes: active and global citizenship, an entrepreneurial mind-set, responsible leadership and confidence. These new attributes replace the previous GCU Graduate Attributes and are underpinned by the GCU core values of Integrity, Creativity, Responsibility and Confidence.

**How will students be supported to develop the Common Good Attributes?**

All GCU students will develop Common Good Attributes through the formal taught curriculum. In addition, the Common Good Curriculum will provide opportunities for students to enhance and develop these attributes further through engaging in co- and extra-curricular activities aligned to the Common Good, for example, social innovation, community engagement and volunteering. Examples of such opportunities include Enactus; Student mentoring and Student Leadership programmes. Some opportunities are tailored to students on particular programmes of study; others are open to all students across the University. These opportunities will be signposted to students through the [Common Good Opportunities web pages](http://www.gcu.ac.uk/theuniversity/commongood/commongoodopportunities/)

The [Common Good Opportunities web pages](http://www.gcu.ac.uk/theuniversity/commongood/commongoodopportunities/) provide examples of activities that GCU students can participate in, with details of how students can get involved. http://www.gcu.ac.uk/theuniversity/commongood/commongoodopportunities/

For up to date opportunities for part-time student employment on campus, please visit the [GCU Work Experience Hub](http://www.gcu.ac.uk/workexperience). http://www.gcu.ac.uk/careers/studentsgraduates/gettingworkexperience/theworkexperiencehub/

Information on all other work experience opportunities can be accessed through the [Careers Service](http://www.gcu.ac.uk/careers/studentsgraduates/graduatejobsandemployerevents/jobsevents).

<http://www.gcu.ac.uk/careers/studentsgraduates/graduatejobsandemployerevents/jobsevents/>

For more information, visit the [Common Good Curriculum webpages](http://www.gcu.ac.uk/theuniversity/commongood/commongoodcurriculum/).

**What support is available to help staff embed the Common Good Attributes within the curriculum?**

* School Common Good Curriculum Leads can advise and support staff in embedding the Common Good Attributes within the curriculum as well as sharing good practice in curricular and co- and extra-curricular opportunities aligned to the Common Good.
* As part of the next phase of development at an institutional level, examples of current practice across Schools, and different discipline areas are being identified in order to develop a Common Good Curriculum CPD resource for staff.
* A programme of activity is also underway, in partnership with the Students Association and wider student body, to develop student awareness and engagement in the Common Good Curriculum, including the development of the Common Good Award (see below).

**How can students be encouraged to develop Common Good Attributes outside the taught curriculum?**

There are plans to introduce a GCU Common Good Award to encourage and support students to develop Common Good attributes by engaging in co- and extra-curricular activities alongside their studies.

An award scheme provides a mechanism through which to promote, recognise and reward the informal learning gained by participating in activities linked to achievement of the Common Good Attributes.  The Common Good Award will be piloted in session 2017/18.  During the pilot stage, the Award will be open to all Year 3 students, including direct entry students in? Year 3, Year 4 and PG Taught students.  Following a successful pilot, the aim is to make the award accessible to every student, regardless of programme of study, level of study or point of access.

For more information about the Common Good Curriculum development, please contact:

**School CGC Leads:**

Alec Wersun, Glasgow School *for* Business and Society: [A.Wersun@gcu.ac.uk](mailto:A.Wersun@gcu.ac.uk)

Morag Ferguson, School of Engineering and Built Environment: [Morag.Ferguson@gcu.ac.uk](mailto:Morag.Ferguson@gcu.ac.uk)

Joanna Marshall, School of Engineering and Built Environment: [Joanna.Marshall@gcu.ac.uk](mailto:Joanna.Marshall@gcu.ac.uk)

Jacqueline McCallum, School of Health and Life Sciences: [Jacqueline.McCallum@gcu.ac.uk](mailto:Jacqueline.McCallum@gcu.ac.uk)

Fiona Moffat, School of Health and Life Sciences: [F.Moffat@gcu.ac.uk](mailto:F.Moffat@gcu.ac.uk)

Frances MacInnes, School of Health and Life Sciences: [F.MacInnes@gcu.ac.uk](mailto:F.MacInnes@gcu.ac.uk)

Ruth Cawthorne, GCU London: [Ruth.Cawthorne@gcu.ac.uk](mailto:Ruth.Cawthorne@gcu.ac.uk)

**Common Good Award Lead:**

Frank Brown, Work Experience Hub Manager: [F.Brown@gcu.ac.uk](mailto:F.Brown@gcu.ac.uk)

**Institutional Common Good Curriculum Lead:**

Ruth Whittaker, Academic Quality and Development: [R.G.Whittaker@gcu.ac.uk](mailto:R.G.Whittaker@gcu.ac.uk)

**OVERVIEW OF GCU CORE VALUES, BEHAVIOURS AND COMMON GOOD ATTRIBUTES**

The GCU Common Good Attributes define the knowledge, skills and attitudes we are seeking to develop in our students and graduates, which are aligned to the GCU core values and demonstrated through the associated core behaviours. All GCU students will develop the Common Good Attributes through their taught curriculum. The Common Good Curriculum will also provide opportunities for all GCU students to enhance and develop these attributes further through engaging in co and extracurricular activities aligned to the Common Good- for example, social innovation [[1]](#footnote-1), community engagement, volunteering

|  |  |  |
| --- | --- | --- |
| **GCU core values** | **Common Good attributes** | **GCU Behaviours** |
| Integrity | **Active and global citizenship**  *What does this mean?*  Acting honestly, fairly and ethically in:   * Recognising and actively seeking to address global social trends and challenges * Viewing the world from the perspective of different cultures * Participating in the community at a local, national and global level * Taking account of and valuing diversity * Exploring social problems and taking action to build a more just and sustainable society * Addressing inequality and disadvantage | * Treating others with dignity and respect * Looking for ways to make a positive difference * Reflecting honestly on my work practices and behaviours * Taking personal responsibility for my actions and behaviours |
| Creativity | **Entrepreneurial mind-set**  *What does this mean?*   * Being curious and prepared to take calculated risks * Identifying opportunities for change * Creating solutions , and putting these into practice, in response to identified real-world problems * Thinking creatively, critically and divergently, drawing on a range of ideas and unexpected connections * Dealing with complexity and uncertainty * Actively seeking a diversity of experiences and concepts from different cultural contexts | * Looking for ways to be innovative * Flexible and open to change * Looking for opportunities to work with, learning from sharing with others * Being prepared to look outside my own environment to find solutions to problems * Open to positive feedback on the way I do things * Regularly looking to improve the way we do things |
| Responsibility | **Responsible leadership**  *What does this mean?*   * Exercising:   + Empathy   + Resilience   + Professionalism * Inspiring and influencing the thinking, attitudes and behaviour of others * Working collaboratively towards a common vision and common goal * Building communities through the development of trust * Developing solutions that are ethical, visionary, realistic and sustainable * Actively demonstrating a personal commitment to equality and diversity | * Taking personal responsibility for my work * Admitting to mistakes and learning from experience * Helping others to develop their skills and confidence * Raising awareness of poor practice or behaviour when I see it |
| Confidence | **Confidence**  *What does this mean?*   * Acting assertively and reasonably * Challenging yourself and continually learning from experience * Respecting your own and others’ rights and needs * Becoming a ‘changemaker’, making a positive difference * Being able to understand, respect and engage with a diverse range of audiences and stakeholders | * Generous with my knowledge and expertise * Treating mistakes as an opportunity to learn and develop * Believing that I can make a difference by what I do * Willing to step outside my comfort zone to learn or achieve something new |

**INSERT REQUIRED FOR PROGRAMME HANDBOOK**

**What is the Common Good Curriculum?**

The Common Good Curriculum aims to ensure that, as a GCU student, you have the opportunity develop the attributes needed to make a positive difference in the communities you serve, in addition to acquiring the knowledge, skills and values associated with your particular professional or disciplinary area.

We want to enable you to seek out opportunities, and develop and implement projects that address societal challenges whether on a local, national or global scale.

It represents a distinctive approach to learning and teaching, which develops graduates capable of tackling real-world issues and translating problem-solving ideas into action.

The Common Good Curriculum will support you to achieve the GCU Common Good Attributes which are underpinned by GCU’s core values: Integrity, Creativity, Responsibility and Confidence.

* Active and Global Citizenship – e.g. recognising and actively seeking to address global social challenges; participating in the community at a local, national or global level
* Entrepreneurial mind-set – e.g. identifying opportunities for change; creating solutions, and putting these into practice in response to identified real world problems
* Responsible Leadership – e.g. developing solutions that are ethical, visionary, realistic and sustainable; exercising empathy, resilience and professionalism
* Confidence – e.g. challenging yourself and continually learning from experience; believing you can make a positive difference by what you do

<http://www.gcu.ac.uk/theuniversity/commongood/commongoodcurriculum/>

You will have the opportunity to develop these attributes not just through *what* we teach but also *how* we teach: through a learning experience which is active, collaborative, challenging and authentic.

* You will have opportunities to develop these attributes further by participating in co and extra-curricular activities aligned to our Common Good mission. Some opportunities are tailored to students on particular programmes of study; others are open to all students across the University

<http://www.gcu.ac.uk/theuniversity/commongood/commongoodopportunities/>

Examples of where and how the common good attributes are developed within this programme include:

*Insert examples ( What is taught /how it is taught/how it is assessed)*

|  |
| --- |
|  |

**PROGRAMME APPROVAL AND REVIEW INFORMATION AND DOCUMENTATION**

Approval and review of a programme now requires that programme are explicitly mapped against the Strategy for Learning Design Principles and the Curriculum Design Attributes. These can be usefully integrated ad illustrated in diagram 1:

To support the completion of the Programme Approval and Review documentation, Programme Teams should use the table below, which links the **Common Good Attributes** (the graduate) with the Curriculum **Design Principles** (the curriculum) and **GCU Values and Behaviours** (GCU community)

|  |  |  |
| --- | --- | --- |
| **Common Good Attribute** (the graduate) | **SFL Design Principle** (the curriculum) | **GCU Values and Behaviours**  (GCU community) |
| **Active and global citizenship**  *What will our students do?*  Acting honestly, fairly and ethically in:   * Recognising and actively seeking to address global social trends and challenges * Viewing the world from the perspective of different cultures * Participating in the community at a local, national and global level * Taking account of and valuing diversity * Exploring social problems and taking action to build a more just and sustainable society * Addressing inequality and disadvantage | **Global Learning**  **How do we design our curriculum?**   * Internationalisation embedded within the curriculum , including 'internationalisation at home' learning and teaching activities, transnational education, opportunities for international study and exchange for all students * Developing global citizenship and employability through global perspectives and cross-cultural capability in order to perform professionally and socially in a multi- cultural environment   **Real World Problem Solving**   * An emphasis on simulated and work-related learning which is active, authentic and interdisciplinary; direct engagement with employers and the community; researching and addressing live issues through critical analysis, research and innovation * Opportunities for students to engage in social innovation * Developing business awareness and understanding of, and preparation for, graduate careers * Developing the capacity to manage successfully the real-world demands of 21st Century employment, including workload and inter-relational challenges. | **Integrity**  **Creativity**  **Responsibility**  **Confidence** |
| **Entrepreneurial mind-set**  *What does this mean?*   * Being curious and prepared to take calculated risks * Identifying opportunities for change * Creating solutions , and putting these into practice, in response to identified real-world problems * Thinking creatively, critically and divergently, drawing on a range of ideas and unexpected connections * Dealing with complexity and uncertainty * Actively seeking a diversity of experiences and concepts from different cultural contexts | **Divergent Thinking**   * Developing the capacity to think divergently to address complex global problems through the generation of creative solutions ; drawing on a range of ideas from different disciplines and fields and unexpected connections * Opportunities to explore open ended problems and encourage students to develop their own solutions in creative way, challenging assumptions and being able to take risks * Opportunities within and alongside the curriculum to engage in social innovation as part of the University’s Common Good mission * Use of social and collaborative learning approaches and collaborative web-based technologies   **Entrepreneurship**   * Equipping all students with the ability to develop an entrepreneurial mind-set to their studies, their career planning and graduate employment or venture creation. * Developing the capacity to act as 'Changemakers' in organisations and society, who can drive innovation, creativity and sustainable change in the economy and society as a whole. * Capacity to create and implement ideas and solutions that are ethical, visionary and realistic to engage widespread support in local, national and international communities, making a positive difference. * Opportunities for students to engage in social innovation, through core and /or co-curricular activities such as volunteering, internships and authentic projects either employer or community based. | **Integrity**  **Creativity**  **Responsibility**  **Confidence** |
| **Responsible leadership**  *What does this mean?*   * Exercising:   + Empathy   + Resilience   + Professionalism * Inspiring and influencing the thinking, attitudes and behaviour of others * Working collaboratively towards a common vision and common goal * Building communities through the development of trust * Developing solutions that are ethical, visionary, realistic and sustainable * Actively demonstrating a personal commitment to equality and diversity | **Responsible Leadership and Professionalism**   * Leadership underpinned by professional ethics and a commitment to sustainable and responsible change * Development of entrepreneurship , enterprise and employability to explicitly address principles of responsible leadership * Development of an understanding and engagement with equality and diversity within the context of responsible leadership * Opportunities to develop responsible leadership skills through co- curricular activities such as volunteering , internships, community projects, mentoring * Reflective opportunities for students to develop as reflective practitioners * Sustainability within the curriculum, raising awareness of the environment , civic responsibility and health and well being * Professionalism demonstrated by expert and specialised knowledge and a high standard of professional ethics, behaviours and work activities * Professional accreditation of programmes where possible | **Integrity**  **Creativity**  **Responsibility**  **Confidence** |
| **Confidence**  *What does this mean?*   * Acting assertively and reasonably * Challenging yourself and continually learning from experience * Respecting your own and others’ rights and needs * Becoming a ‘changemaker’, making a positive difference * Being able to understand, respect and engage with a diverse range of audiences and stakeholders | **Engaged Learning**   * A commitment to student engagement and developing a sense of belonging to maximise learning and realise potential * Providing a degree of choice in relation to pedagogy, curriculum and learning environments through the use of technology/digital learning where appropriate * Learning opportunities which are project-based, interdisciplinary, group based, work-based, co designed, personalised * Working with students as partners in shaping and enhancing the student experience   **Flexible, Inclusive, Accessible Learning**   * Flexibility into and through programmes with wider opportunities for articulation, advanced standing, Recognition of Prior Learning (RPL), Work-based Learning (WBL), distance, part-time and online learning at UG and PG levels * Creation of space in the curriculum for opportunities for personal and professional development through learning outside discipline area, language development, employer and community led projects and placements, including social entrepreneurship * Ensuring learning is underpinned by values of equity and fairness, taking account of and valuing diversity and students’ differences within mainstream curriculum, pedagogy and assessment   **Broad and Deep Learning**   * Opportunities for multi- and inter-disciplinary or inter professional learning ; electives outside discipline area; co-curricular/informal learning recognised as part of programme * Learning which is interactive, collaborative and challenging ; projects addressing ‘real world ‘ issues ; balanced assessment and greater formative feedback; reflective learning; self and peer assessment * Learning about resilience and wellbeing, developing the capacity to balance the competing demands of student life successfully. |  |

As part of Programme Approval and Review documentation Programme Teams should use the mapping template below to highlight the ways in which the development of the Common Good Attributes are embedded within the programme.

**Mapping the Common Good Attributes within the programme**

|  |  |  |  |
| --- | --- | --- | --- |
| **Common Good Attributes** | **Curriculum content and design (*what we teach*)** | **Learning and teaching activities (*how* we teach)** | **Authentic assessment practices (how we measure)** |
| **Active and Global Citizenship:**  Acting honestly, fairly and ethically in:   * Recognising and actively seeking to address global social trends and challenges * Viewing the world from the perspective of different cultures * Participating in the community at a local, national and global level * Taking account of and valuing diversity * Exploring social problems and taking action to build a more just and sustainable society * Addressing inequality and disadvantage | ***Please provide specific examples at each level of the programme*** | ***Please provide specific examples at each level of the programme*** | ***Please provide specific examples at each level of the programme*** |
| **Entrepreneurial mind-set**   * Being curious and prepared to take calculated risks * Identifying opportunities for change * Creating solutions , and putting these into practice, in response to identified real-world problems * Thinking creatively, critically and divergently, drawing on a range of ideas and unexpected connections * Dealing with complexity and uncertainty * Actively seeking a diversity of experiences and concepts from different cultural contexts |  |  |  |
| **Responsible leadership**:   * Exercising:   + Empathy   + Resilience   + Professionalism * Inspiring and influencing the thinking, attitudes and behaviour of others * Working collaboratively towards a common vision and common goal * Building communities through the development of trust * Developing solutions that are ethical, visionary, realistic and sustainable * Actively demonstrating a personal commitment to equality and diversity |  |  |  |
| **Confidence :**   * Acting assertively and reasonably * Challenging yourself and continually learning from experience * Respecting your own and others’ rights and needs * Becoming a ‘changemaker’, making a positive difference * Being able to understand, respect and engage with a diverse range of audiences and stakeholders |  |  |  |

**EXAMPLES OF COMPLETED MAPPING TEMPLATES FOR PROGRAMME APPROVAL AND REVIEW**

**Mapping the Common Good Attributes within the programme**

**Example 1: BSc Hons Physiotherapy**

|  |  |  |  |
| --- | --- | --- | --- |
| **Common Good Attributes** | **Curriculum content and design (*what we teach*)** | **Learning and teaching activities (*how* we teach)** | **Authentic assessment practices (how we measure)** |
| **Active and Global Citizenship:**  Acting honestly, fairly and ethically in:   * Recognising and actively seeking to address global social trends and challenges * Viewing the world from the perspective of different cultures * Participating in the community at a local, national and global level * Taking account of and valuing diversity * Exploring social problems and taking action to build a more just and sustainable society * Addressing inequality and disadvantage | ***Please provide specific examples at each level of the programme***  The BSc Hons Physiotherapy programme philosophy aims to produce graduates who respond positively to professional, political and social change and who are motivated to undertake professional development to meet these challenges. The programme philosophy also embraces that the knowledge and skills acquired within modules be applied across all ages, are sensitive to the cultural and social needs of service users, and include an understanding of the role of the physiotherapist in health improvement by working at all levels of prevention from primary through to tertiary care.  Students have to adhere to the HCPC standards of conduct performance and ethics and the Chartered Society of Physiotherapy Learning Development Principles.  Within level 1 the global profiles of indicators of health (World Health Organisation) criteria are included in the module ‘Health Perspectives in Physiotherapy Practice’ (HPPP).  Within level 2 the modules across this level include learning outcomes that relate to equality and diversity.  Within level 3 students undertake an elective placement which can be in with organisations such as ‘Work the World’. Some students each year choose to undertake their elective in a third world country allowing them to share their skills with other cultures and societies and help address inequality of healthcare.  Within level 4 of the programme students undertake three practice education modules within which they are exposed to people from multiple cultural, economic and social backgrounds. | ***Please provide specific examples at each level of the programme***  Across Level 1-3: Case studies are used within learning and teaching activities embedding various social, cultural and economic backgrounds.  Level 2: Within this level students undertake visits to meet with people experiencing healthcare in different situations e.g. respiratory, cardiac and neurological rehabilitation. Students therefore have to meet with people from different cultural, social and economic backgrounds.  Level 3: A learning and teaching activity within the module ‘Lifestyle, Activity, Fitness and Health’ includes mapping children’s activity across various countries across the world.  Level 4: Within level 4 some honours project topics review international trends and evidence in health. | ***Please provide specific examples at each level of the programme***  Level 1: Human Movement: Anatomy and Examination coursework  Level 2: Cardio respiratory Practice coursework  Level 3: Teams in Interprofessional Practice – assessment case study includes issues on equality and diversity.  Level 4: Coursework for Practice education placement 5 |
| **Entrepreneurial mind-set**   * Being curious and prepared to take calculated risks * Identifying opportunities for change * Creating solutions , and putting these into practice, in response to identified real-world problems * Thinking creatively, critically and divergently, drawing on a range of ideas and unexpected connections * Dealing with complexity and uncertainty * Actively seeking a diversity of experiences and concepts from different cultural contexts | Level 1: Within the level 1 module HPPP students have to identify opportunities for change. This relates to health.  Level 2: Students start their practice education modules at the end of level 2 of the programme. While on practice placement students have to clinically reason and problem solve with real world service users and carers experiencing health issues.  Levels 3 and 4: while undertaking practice education placements students have to be responsive to the health needs of the people within their care. This means drawing on a range of skills across different levels of the programme and thinking creatively to formulate a health care treatment plan individualised to the person in their care. This may be in a variety of health care contexts with both service users and carers. | Level 3: Within the module Lifestyle Activity, Fitness and Health (LAFH) students are encouraged as part of the teaching strategy to go into the community looking for physical activity opportunities. This has resulted in some students volunteering within these locations. | Level 3 LAFH: Students are formatively assessed on their community physical activity opportunities (see left) by means of a Wiki.  Level 4 Learning in Teams/OPPP Students develop a proposal for an opportunity for change/development in healthcare practice.  Throughout levels 3 and 4 students have to critically engage with literature across all modules. All of this critique has to be applied in a person centred manner leading the students to deal with complexity and uncertainty. |
| **Responsible leadership**:   * Exercising:   + Empathy   + Resilience   + Professionalism * Inspiring and influencing the thinking, attitudes and behaviour of others * Working collaboratively towards a common vision and common goal * Building communities through the development of trust * Developing solutions that are ethical, visionary, realistic and sustainable * Actively demonstrating a personal commitment to equality and diversity | Across all four levels of the BSc Hons Physiotherapy programme students have to undertake one Interprofessional Learning module at each level. This framework specifically works on the attributes of teamwork and working within a team to achieve a common goal.  Within practice education modules (levels 2-4) students have to develop healthcare solutions to meet the individual needs of the service users/carers they are working with. Students may be working with groups of individuals | The case studies used as part of the teaching and learning strategies within modules reflect ‘real world problems’.  Within the level 3 module ‘Enhancing Physiotherapy Practice’ (EPP) students are taught empathy/ listening skills relating to CBT (Cognitive Behavioural Therapy). This is to provide them with the listening skills required to work collaboratively, inspiring and changing the behaviour of others.  Within the BSc Hons Physiotherapy programme students are encouraged in levels 3 and 4 to act as peer tutors within the level 2 classes. Peer tutors volunteer for this activity and work alongside the module tutor within practical classes. They therefore help influence the level 2 students.  Some students within level 2 of the programme act as PASS (Peer Assisted Student Support) tutors to level 1 students. This is voluntary.  Out with the university many of our students volunteer to help out with different sports organisations including football clubs, rugby clubs, riding for the disabled and disabled swimming. | Group work is a common learning and teaching assessment used across modules. Within one level 3 module the assessment for the module is a group presentation. To undertake this assessment students have to work collaboratively with others to achieve a common goal.  All viva assessments within modules contain an item that assesses the student’s professionalism. |
| **Confidence :**   * Acting assertively and reasonably * Challenging yourself and continually learning from experience * Respecting your own and others’ rights and needs * Becoming a ‘changemaker’, making a positive difference * Being able to understand, respect and engage with a diverse range of audiences and stakeholders | The interprofessional framework at GCU aims to encourage confidence in team working.  Throughout all of the practice education modules across levels 2-4 of the programme students are challenged to work in a diverse range of healthcare areas with a diverse range of service users and carers. Throughout all practice education modules students have to respect and engage with service users and carers.  The level 3 module Enhancing Physiotherapy Practice provides students with learning in relation to advanced communication skills. | Throughout the programme learning and teaching strategies are adopted to encourage students to take responsibility and to act assertively. Within level 1 of the programme students are presented with learning task and self -directed work that is presented back to the group. Groups are given feedback on their learning.  The clinical simulation unit is used to provide an authentic environment for case studies within modules. Currently sessions are held in the unit for both the Cardiopulmonary Practice and Neurorehabilitation modules. Throughout these sessions students have to use communication suitable for the practice environment.  As part of the programme students are required to practice on each other as a way of improving their physiotherapy skills. Students are asked to gain consent for practice and to respect each other’s rights and needs during this practice. | Students are assessed on all of their practice education modules and provided with feedback on their performance.  Students also undertake a reflective task as part of their practice education modules allowing them to reflect on their learning and to continually learn from experience. This is to prepare students for the HCPC requirement where they have to maintain a CPD portfolio to provide evidence of their learning. This is for their continuing registration as a health care professional. |

**Mapping the Common Good Attributes within the programme**

**Example 2: MSc Nursing: Advanced Professional Practice**

|  |  |  |  |
| --- | --- | --- | --- |
| **Common Good Attributes** | **Curriculum content and design (*what we teach*)** | **Learning and teaching activities (*how* we teach)** | **Authentic assessment practices (how we measure)** |
| **Active and Global Citizenship:**  Acting honestly, fairly and ethically in:   * Recognising and actively seeking to address global social trends and challenges * Viewing the world from the perspective of different cultures * Participating in the community at a local, national and global level * Taking account of and valuing diversity * Exploring social problems and taking action to build a more just and sustainable society * Addressing inequality and disadvantage | ***Please provide specific examples at each level of the programme***  The MSc Nursing: Advancing Professional Practice aims to develop the capability of post-qualified nurses to meet the current and future political, clinical and organisational challenges associated with delivering safe and effective advancing practice. The programme’s intention is to provide high quality educational experiences to enable first level post-qualified nurses to acquire the requisite knowledge, skills and professional attributes associated with advancing professional nursing practice. The programme recognises that advancing nursing practice is a continuous process, predicated on developing and expanding nursing knowledge and skills to underpin decision-making and problem-solving in challenging and complex healthcare situations. Therefore, this programme has been developed to be professionally relevant and academically challenging in order to meet the contemporary and evolving demands of care delivery.  **Programme Philosophy**  Nationally and internationally, Governments and other key organisations, have acknowledged that the delivery of contemporary healthcare systems will continue to evolve, requiring the contribution and involvement of a highly educated workforce. Crucially, this includes post-qualified nurses who will be expected to act as critical thinkers and problem solvers and as clinical leaders / managers / educators, who advance their own and others’ professional practice in the context of continually changing care delivery and multi-disciplinary working. Students undertaking this programme will actively engage in innovative learning processes which develop personal and professional attributes enabling them to lead developments in practice that focus on improving health outcomes across care boundaries and in a range of dynamic situations. Our vision for the MSc Nursing: Advancing Professional Practice programme is that our graduates will be globally aware; politically astute; and strategically engaged, in order to ensure the continued advancement of professional practice at local, national and international levels.  The educational aims of the MSc Nursing: Advancing Professional Practice programme draw on our leading position as one of the largest nursing departments in Scotland, a globally networked World Health Organisation Collaborating Centre for Nursing Education, Research and Practice Development and our renowned expertise in Applied Health Research | ***Please provide specific examples at each level of the programme***  Throughout the programme we teach using ‘real world’ scenarios based on our own clinical knowledge and through scenarios which have been co-created with users/carers or are based on public narratives from users/carers.  We use multiple methods to encourage students to apply teaching in the context of their own practice/clinical area or to compare and contrast to their own country of residence. We encourage them to challenge their current practice, biases, and to individually and collectively discuss current clinical practice and healthcare policy to find solutions to issues and challenges in their area of practice.  Methods include, flipped classroom, lecture, problem based learning, interactive activities (in-class and online), workshops, in-lab clinical simulation, virtual simulation via 3D Virtual worlds, online activities via GCU Learn. Discussion forums (synchronous) or in-class | ***Please provide specific examples at each level of the programme***  The programme uses multiple formative and summative assessments such as case study, MCQ, Objective clinical examinations, clinical evaluations, clinical competencies, triangulated assessments (academic, clinician, patient) change management initiatives, work based learning to improve knowledge and tackle challenging clinical scenarios. All assessments are reflective and applied to their local area or with the aim of change at a national or global level. |
| **Entrepreneurial mind-set**   * Being curious and prepared to take calculated risks * Identifying opportunities for change * Creating solutions , and putting these into practice, in response to identified real-world problems * Thinking creatively, critically and divergently, drawing on a range of ideas and unexpected connections * Dealing with complexity and uncertainty * Actively seeking a diversity of experiences and concepts from different cultural contexts | We encourage our students to follow the motto ‘replace fear of the unknown with curiosity’ (anon) challenging their current thinking and practice with the aim to improving the way in which they understand and deliver healthcare.  Through formative work they are encouraged to be brave and innovative in their creation of solutions to current local healthcare practice, policy, research or to ‘wicked’ global healthcare issues. Recognising that success and complex solution are often preceded by failure. Therefore failure is discussed in the context of iterative learning and reflection.  Students are professional from multiple clinical, managerial or educational backgrounds that work part time and bring a wealth of knowledge and skills that can be distributed through the class. This allows understanding and experiences to be challenged and reframing of ideas and learning solutions from others where the collective intelligence of the group allows pooling of knowledge with a common goal. Creating knowledge communities. This includes the lecturer working with and for the students. | Lecturers are enthusiastic experts in their subjects and actively research their area in a local and global context.  All teaching and learning is based on ‘real world’ problems using a combination of narrative, challenging scenarios or problem based group scenarios.  Where appropriate external experts are included as part of the teaching team to enhance the expertise offered by lecturing staff. | Formative discussion and presentations, continuous reflective portfolio, case study based on real scenarios, Objective structured clinical examinations based on real diagnostic and practice based elements of healthcare. |
| **Responsible leadership**:   * Exercising:   + Empathy   + Resilience   + Professionalism * Inspiring and influencing the thinking, attitudes and behaviour of others * Working collaboratively towards a common vision and common goal * Building communities through the development of trust * Developing solutions that are ethical, visionary, realistic and sustainable * Actively demonstrating a personal commitment to equality and diversity | The programme aims to respect the wealth of knowledge and skills brought by students who are often professionals in their field. Each student is respected for the different experiences they bring and these are maximised to ensure these collective experiences are respected and shared to better understand the context each person works in and how each area influences and impacts on other areas of health and healthcare policy. This fosters respect for others expertise and increases understanding of other area of healthcare. We encourage self-awareness of strengths and weaknesses to enable revaluation of current practice in a complex clinical environment where solutions may be out with their control. Therefore, students are encouraged to build resilience in face of a continual complex healthcare environment.  The programme leader is in contact with all students and staff and the philosophy of social capital – building trust, reciprocal sharing of knowledge, skills and resources within and between the individual classes of the programme. | Lecturers are friendly and foster a sense of belonging by encouraging students to engage with the university systems and resources. This can be challenging when students are part time with competing demands on their time. However, building trust between and with students allows lecturers to enhance their experiences and to understand the complexities of life as a part time student. Full time students are mentored by peers, individual lecturers and the PL.  Multiple methods are used to engage students taking into consideration any adjustments that need to be made to allow students to fully engage and benefit from the teaching and learning offered. | Again assessments aim to challenge students’ current practice or new skills and knowledge.  This is achieved by using ‘real world’ scenarios and work based assessments as individuals or in groups. |
| **Confidence :**   * Acting assertively and reasonably * Challenging yourself and continually learning from experience * Respecting your own and others’ rights and needs * Becoming a ‘changemaker’, making a positive difference * Being able to understand, respect and engage with a diverse range of audiences and stakeholders | The programme aims to create confident nurses who are willing and enabled to be confident leaders. Challenging multiple hierarchical healthcare systems to improve the quality of care for people who are using the healthcare system.  We encourage students to think differently about their area of practice by building networks within and outwith there normal professional networks –connecting with multiple user/carer, third sector and influential organisations to try to influence change at a local, national level. This included presenting their work at local, national conferences. | The lecturers on the programme are experts in their field and act as role models to the students. Lecturers are active researchers, have a PhD or MSc are fellows of the Higher Education academy and registered nurses.  Lecturers actively engage with research, and multiple governmental and global organisations are visible in social media connecting with students and influential organisations. Lectures publish and present at national and international conferences and apply their research to teaching.  Students are encouraged to be leaders in their fields. | Assessments again encourage service evaluation, evaluation of current practice, change in practice, increasing of knowledge and skills to enhance practice or influence change.  All assessments are based on real world scenarios.  International students are encouraged to use their new knowledge and skills to make changes to and apply knowledge in the context of their local healthcare systems. |

**Mapping the Common Good Attributes within the programme**

**Example 3: BSc(Hons)/Environmental Civil Engineering**

|  |  |  |  |
| --- | --- | --- | --- |
| **Common Good Attributes** | **Curriculum content and design (*what we teach*)** | **Learning and teaching activities (*how* we teach)** | **Authentic assessment practices (how we measure)** |
| **Active and Global Citizenship:**  Acting honestly, fairly and ethically in:   * Recognising and actively seeking to address global social trends and challenges * Viewing the world from the perspective of different cultures * Participating in the community at a local, national and global level * Taking account of and valuing diversity * Exploring social problems and taking action to build a more just and sustainable society * Addressing inequality and disadvantage | ***Please provide specific examples at each level of the programme***  A wide range of modules at each level address these attributes (please see programme specification following this table), most notably Professional Orientation & Practice   * Sustainable development issues associated with Civil Engineering Materials, Components and practices and methods for mitigating impacts * Professional, ethical and contractual responsibilities as well as the legal framework associated with civil engineering in a variety of environments | ***Please provide specific examples at each level of the programme***  (List in each section crosses all four Common Good Attributes rather than the section they sit within)  ***Level 1***  Foundation for study of the discipline, establishment of “ground rules”. An outline knowledge of the scope and main areas of the discipline; an understanding of the main theories, principles and concepts  **Example in the professional orientation and practice module:** students develop a professional and ethical approach to civil engineering challenges | ***Please provide specific examples at each level of the programme***  Where ever possible, the projects address real world issues and are assessed using the most appropriate method depending on the project. |
| **Entrepreneurial mind-set**   * Being curious and prepared to take calculated risks * Identifying opportunities for change * Creating solutions , and putting these into practice, in response to identified real-world problems * Thinking creatively, critically and divergently, drawing on a range of ideas and unexpected connections * Dealing with complexity and uncertainty * Actively seeking a diversity of experiences and concepts from different cultural contexts | A wide range of modules at each level address these attributes (please see programme specification following this table)   * Construction, management, business and operational practices and responsibilities * Application of scientific principles in the modelling and analysis of engineering systems, processes and products within the framework of sustainable development * Creation of solutions through synthesis of ideas from a wide range of sources within a multidisciplinary environment. | ***Level 2***  Engagement with the core areas of the discipline in preparation for professional placement. Developing knowledge and understanding of the scope and main areas of the discipline and its interaction with related areas/disciplines; familiarity and understanding of the essential theories, concepts and awareness of major issues within the discipline. Students take participate in site visits to key developments such as the Whitelee Windfarm, the White Cart Flood Prevention Scheme and the new Forth Crossing.  **Example in module Construction Contracts 2:** Recognition of the moral and ethical dimensions of investigations and the need for professional codes of conduct | Where ever possible, the projects address real world issues and are assessed using the most appropriate method depending on the project. |
| **Responsible leadership**:   * Exercising:   + Empathy   + Resilience   + Professionalism * Inspiring and influencing the thinking, attitudes and behaviour of others * Working collaboratively towards a common vision and common goal * Building communities through the development of trust * Developing solutions that are ethical, visionary, realistic and sustainable * Actively demonstrating a personal commitment to equality and diversity | A wide range of modules at each level address these attributes (please see programme specification following this table)   |  | | --- | | * enable students to develop good judgement and innovative thinking processes by the development and application of logical analysis, evaluation and synthesis techniques and to introduce students to research methods and a learning experience which promotes and encourages a culture of lifelong learning throughout their career |  * Project management and ability to operate in commerce/industry in a range of environmental situations * Our students are also introduced to practicing civil and structural engineers as visiting lectures to ensure their learning and assessment is relevant to industry standards. | ***Level 3***  Focusing on the key specialist areas of the discipline. Developing a broad and comparative knowledge of the general scope of the different areas and applications, and interactions with related areas/disciplines. Critical understanding of the essential theories, principles and concepts of the discipline, and the ways in which these are developed.  **Example within the**  **Managed Project Learning module**  – students develop skills and knowledge in Contractual and interpersonal relationships within a project team and industry environments | Where ever possible, the projects address real world issues and are assessed using the most appropriate method depending on the project. |
| **Confidence :**   * Acting assertively and reasonably * Challenging yourself and continually learning from experience * Respecting your own and others’ rights and needs * Becoming a ‘changemaker’, making a positive difference * Being able to understand, respect and engage with a diverse range of audiences and stakeholders | A wide range of modules at each level address these attributes (please see programme specification following this table)   |  | | --- | | * enable students to develop intellectual strengths and creative powers which are flexible and adaptable to the rapidly changing demands of industry and society * Ability to apply solutions to problems through the application of engineering knowledge and understanding within a sustainable development context | | ***Level 4***  Further extend knowledge of the specialist areas of the discipline. A systematic, extensive and comparative knowledge and understanding of the discipline, and its links to related areas/disciplines. A critical understanding of the established theories, principles and concepts of a number of advanced and emerging issues at the forefront of the discipline.  **Example Dissertation Project**: Students propose a real live Environmental Civil Engineering issue and investigate from start to finish in the form of a written report that also includes proposed solutions, which can be supported and defended from the product of research findings, or recommendations for further research | Where ever possible, the projects address real world issues and are assessed using the most appropriate method depending on the project. |

**Mapping the Common Good Attributes within the programme**

**Example 4: BEng(Hons)/MEng in Electrical and Electronic Engineering**

|  |  |  |  |
| --- | --- | --- | --- |
| **Common Good Attributes** | **Curriculum content and design (*what we teach*)** | **Learning and teaching activities (*how* we teach)** | **Authentic assessment practices (how we measure)** |
| **Active and Global Citizenship:**  Acting honestly, fairly and ethically in:   * Recognising and actively seeking to address global social trends and challenges * Viewing the world from the perspective of different cultures * Participating in the community at a local, national and global level * Taking account of and valuing diversity * Exploring social problems and taking action to build a more just and sustainable society * Addressing inequality and disadvantage | ***Please provide specific examples at each level of the programme***  These attributes map to a range of codes in the UK Spec including D1, D5, S3, S5 and P5.  A number of modules at each level address these attributes (please refer to the accompanying matrix) but most notably Integrated Engineering Studies which is taught in levels 1 to 3 and the Honours project module in Level 4.  The syllabus includes: Issues relevant to commercial engineering projects ie. employment ethics, Intellectual Property sustainability and environmental impact, etc. | ***Please provide specific examples at each level of the programme***  Students cooperate with other engineering students, from their own discipline and/or from other engineering areas to develop an engineering solution to a real open-ended problem relevant to the student's programme of study. An optional international collaboration element can be introduced where appropriate. | ***Please provide specific examples at each level of the programme***  Where ever possible, the projects address real world issues and are assessed using the most appropriate method for the project. |
| **Entrepreneurial mind-set**   * Being curious and prepared to take calculated risks * Identifying opportunities for change * Creating solutions , and putting these into practice, in response to identified real-world problems * Thinking creatively, critically and divergently, drawing on a range of ideas and unexpected connections * Dealing with complexity and uncertainty * Actively seeking a diversity of experiences and concepts from different cultural contexts | These attributes are inherent in all Engineering programmes and map to a wide range of codes in the UK Spec including for example: US1, US2, B6, D2, D3, D4, D2m, E1, E3, E4 and S2m.  A wide range of modules at each level address these attributes. For example: the syllabus for Integrated Engineering Studies includes : Idea generation and evaluation: key stages of design thinking including observation, insight development and ideation, market characterisation; financial evaluation; technical evaluation; practicality of a concept from the viewpoint of functionality, manufacturability and cost; risk evaluation, writing business cases | Students cooperate with other engineering students, from their own discipline and/or from other engineering areas to develop an engineering solution to a real open-ended problem relevant to the student's programme of study. An optional international collaboration element can be introduced where appropriate. | Where ever possible, the projects address real world issues and are assessed using the most appropriate method for the project. |
| **Responsible leadership**:   * Exercising:   + Empathy   + Resilience   + Professionalism * Inspiring and influencing the thinking, attitudes and behaviour of others * Working collaboratively towards a common vision and common goal * Building communities through the development of trust * Developing solutions that are ethical, visionary, realistic and sustainable * Actively demonstrating a personal commitment to equality and diversity | These attributes map to a range of codes in the UK Spec including C4, D1, D5, S2, S3 and S5 and D6 in employability assets.  A wide range of modules at each level address these attributes. For example: the syllabus for Integrated Engineering Studies includes : Effective team-working skills: identifying own and team-mates strengths and skills; psychology of teams; team working and dynamics; team participation and negotiation skills, e.g. dealing with pressure and conflict. | Students cooperate with other engineering students, from their own discipline and/or from other engineering areas to develop an engineering solution to a real open-ended problem relevant to the student's programme of study. An optional international collaboration element can be introduced where appropriate. | Where ever possible, the projects address real world issues and are assessed using the most appropriate method depending on the project. |
| **Confidence :**   * Acting assertively and reasonably * Challenging yourself and continually learning from experience * Respecting your own and others’ rights and needs * Becoming a ‘changemaker’, making a positive difference * Being able to understand, respect and engage with a diverse range of audiences and stakeholders | These attributes map to a range of codes including P4 and E3m in the UK Spec and D8, D9, D16, and D17 in employability assets.  For example: the syllabus for Integrated Engineering Studies includes : reflect on attributes which have impacted on the team-work and consider these at a level suited to graduate careers or application for post-graduate study; reflect on their skills and confidence and consider their impact. | Students cooperate with other engineering students, from their own discipline and/or from other engineering areas to develop an engineering solution to a real open-ended problem relevant to the student's programme of study. An optional international collaboration element can be introduced where appropriate. | Where ever possible, the projects address real world issues and are assessed using the most appropriate method depending on the project. |

**Mapping the Common Good Attributes within the programme**

**Example 5: MSc Social Business and Microfinance**

Glasgow School *for* Business and Society

|  |  |  |  |
| --- | --- | --- | --- |
| **Common Good Attributes** | **Curriculum content and design (*what we teach*)** | **Learning and teaching activities (*how* we teach)** | **Authentic assessment practices (how we measure)** |
| **Active and Global Citizenship:**  Acting honestly, fairly and ethically in:   * Recognising and actively seeking to address global social trends and challenges * Viewing the world from the perspective of different cultures * Participating in the community at a local, national and global level * Taking account of and valuing diversity * Exploring social problems and taking action to build a more just and sustainable society * Addressing inequality and disadvantage | ***Please provide specific examples at each level of the programme***  The MSc Social Business and Microfinance programme is explicitly designed to deal with and explore the diversity of social enterprise models throughout the world, and also different models of microfinance practices. We explicitly focus upon drives, such as the global political economy, globalization, institutional and cultural context, in order to explain differences at country level. For example, we have lectures on social enterprise in Italy, Microfinance in Mexico, and how (and in what context) Yunus developed his ideas in Bangladesh, and the conditions that have encouraged (or prevented) the ideas of Yunus to flourish. | ***Please provide specific examples at each level of the programme***  In Social Business and the Social Economy, we focus principally upon UK case studies of social enterprise, and challenge students to consider their own context in light of what they have learned. In this way, students gain a greater understanding of the political, institutional and cultural drivers which influence the patterns of development in their own countries. They are also challenged to reflect upon their own traditions, and the extent to which the idea of social enterprise has travelled to their country, and how local traditions may have influenced how social enterprise and social economy activity is understood and performed. | ***Please provide specific examples at each level of the programme***  In Social Enterprise and the Social Economy, the students are assessed on their ability to prepare and deliver a presentation on a social enterprise in their own country, using the framework of Yunus’s Social Business Principles to organise their presentation. We capitalise upon the international nature of the programme (we draw students from many countries) and this allows the students to gain additional insights into how social enterprise is understood and enacted in other countries throughout the world, and also the extent to which an idea that originated in Bangladesh (Yunus Social Business) can be adapted to suit, and the context in which this was developed. |
| **Entrepreneurial mind-set**   * Being curious and prepared to take calculated risks * Identifying opportunities for change * Creating solutions , and putting these into practice, in response to identified real-world problems * Thinking creatively, critically and divergently, drawing on a range of ideas and unexpected connections * Dealing with complexity and uncertainty * Actively seeking a diversity of experiences and concepts from different cultural contexts | The programme deliberately takes a critical approach to solving social problems, unpacking particular ‘wicked’ problems (such as poverty, or health inequalities) and critically assesses the extent to which ‘solutions’ such as social enterprises are able to address the *symptoms* of problems, and/or the extent to which they are able to address, or ignore, the ‘upstream’ causes of problems. In Global Social Entrepreneurship we critically assess the role of the so-called ‘heroic’ entrepreneur figure, including from the perspective of gender studies. | In Global Social Entrepreneurship, Microfinance: Theory and Practice and also Social Business and the Social Economy, we examine the extent to which the types of social problems that social enterprises and microfinance initiatives seek to address are often the result of structural inequities, and so we attempt to unpack the forces at the political level that reinforce or perpetuate these problems. As a matter of course, we explain that there are no ‘easy solutions’, the nature of these types of problems is that they are inevitably highly complex, and there are no ‘easy answers’. Again, we draw largely on international examples from several different continents. | In Social Business and the Social Economy, the students are assessed on their ability to critically engage with the literature. All of the seminar discussions are based around scientific papers, including our own work. They are also encouraged to look beyond the rhetoric to explore the context in which claims are made, and to focus not only upon successful case studies, which can be uncritical and full of overblown rhetoric, but also to learn from failure (which is a key criticism of much of the social enterprise literature). In their assignment they are asked to grapple with complex questions with no easy answers, such as ***“Social enterprise is a market-based solution to problems caused by the market.” Discuss.*** |
| **Responsible leadership**:   * Exercising:   + Empathy   + Resilience   + Professionalism * Inspiring and influencing the thinking, attitudes and behaviour of others * Working collaboratively towards a common vision and common goal * Building communities through the development of trust * Developing solutions that are ethical, visionary, realistic and sustainable * Actively demonstrating a personal commitment to equality and diversity | The students all come from diverse backgrounds: it is one of the key strengths of the programme. We encourage them to work in groups and to support each other. The diverse nature of the programme means that people come to the programme from a whole range of different disciplines (including, for example, lawyers and accountants) who is attracted to the programme, and the fact that much of the programme is influenced by social scientists who work in areas such as poverty and inequalities, means that the thinking and attitudes of those who do not necessarily have a background in such disciplines and/or a personal commitment to equality and diversity can be challenged. | We explicitly provide a space for certain cultural behaviours (for example, certain attitudes towards women) to be able to be confronted and challenged, by making them explicit in discussion during class. We actively demonstrate a personal commitment to equality and diversity by teaching topics specifically on these issues in Microfinance: Theory and Practice, Personal and Professional Development and Global Social Entrepreneurship. | In Microfinance: Theory and Practice, the students prepare and work on a group presentation. This coursework incorporates an element of peer assessment to ensure that the mark allocated to each student is commensurate with the participation to the groups' work. As a result, they are encouraged to work collaboratively towards a common goal, build trust (rather than competition) with each other and focus upon developing ethical and realistic solutions to social problems. |
| **Confidence :**   * Acting assertively and reasonably * Challenging yourself and continually learning from experience * Respecting your own and others’ rights and needs * Becoming a ‘changemaker’, making a positive difference * Being able to understand, respect and engage with a diverse range of audiences and stakeholders | In terms of co-curricular activities: a group of our students reached the regional finals of the Hult Challenge, which tasks students with coming up with solutions to some of the world’s most pressing problems, such as early childhood education in slum areas. They cited their ability to critically assess the complexity of such problems as something they felt confident with, and which gave them the ability to make a difference in the world, only finally losing to Oxford University. | While this is always a danger that by examining and exploring the systemic nature of problems, this may lead students to feel cynical and powerless to effect change. In actual fact, the opposite has proven to be true, and all of the graduates have been inspired to seek and secure interesting positions dealing with addressing social problems, or have stayed in academia to specifically study these sorts of issues in greater detail | All students are expected to engage with their topics in a critical fashion. In fact they are positively encouraged to challenge what they are being taught, and what they read by way of scientific literature. They are expected to present their work and debate in an engaging and lively manner, which respects others’ point of view, but also to give and accept feedback and constructive criticism in a respectful way, from both their lecturers and from their peers. They are encouraged to take part in co-curricular activities, particularly those aimed at making a positive difference to society. |

**Mapping the Common Good Attributes within the programme**

**Example 6: BA Business Programme Set (BABPS)**

Glasgow School *for* Business and Society

|  |  |  |  |
| --- | --- | --- | --- |
| **Common Good Attributes** | **Curriculum content and design (*what we teach*)** | **Learning and teaching activities (*how* we teach)** | **Authentic assessment practices (how we measure)** |
| **Active and Global Citizenship:**  Acting honestly, fairly and ethically in:   1. Recognising and actively seeking to address global social trends and challenges 2. Viewing the world from the perspective of different cultures 3. Participating in the community at a local, national and global level 4. Taking account of and valuing diversity 5. Exploring social problems and taking action to build a more just and sustainable society 6. Addressing inequality and disadvantage | *Please provide specific examples at each level of the programme*  Examples of GSBS approach on these two programmes, at each level  Level One: EEE1 - Workplace, Culture and Behaviour (a,c,e)  Students are introduced to behaviours and issues associated with the contemporary, local and global workplace: the changing nature of work and how people function as part of an organisational workforce; the many ways that people can work and contribute to society; issues and challenges surrounding diversity, work mobility and patterns of employment; and the notion of transferring skills from one job to another or from one enterprise project to another. The idea of how study and intellectual development brings creativity to the workplace and how enterprising behaviour can enhance an individual’s broader capabilities is also explored. Students study a range of workplace cultures and examine individual, group and organisational behaviour in various work contexts. | ***Please provide specific examples at each level of the programme***  Learning and teaching involves lectures, student led seminars and tutorials. A key feature of learning and teaching strategy is that it is activity-based. Students are required to study ‘people at work’ as part of their directed seminar activity, providing fieldwork for an ethnography study that is part of assessment. Guest speakers provide insights of current real world challenges and practices. Case studies, journal articles and conference papers are used as a basis for discussion and debate on employability. Web 2.0 and mobile technologies are encouraged as methods for students to record ‘situations’ and practice in the workplace. | ***Please provide specific examples at each level of the programme***  1. An individual portfolio that requires students to report on their own engagement in the seminars, encourages students to reflect, be open to positive feedback, look for opportunities to work with, learn from and share with others, and improve awareness of poor practice or behaviour.  2. A separate Ethnographic Study requires students to write an individual observation piece on a selected workplace, how the culture manifests itself, and how people behave in certain circumstances. |
| **Entrepreneurial mind-set**   1. Being curious and prepared to take calculated risks 2. Identifying opportunities for change 3. Creating solutions , and putting these into practice, in response to identified real-world problems 4. Thinking creatively, critically and divergently, drawing on a range of ideas and unexpected connections 5. Dealing with complexity and uncertainty 6. Actively seeking a diversity of experiences and concepts from different cultural contexts | Examples of GSBS approach on these two programmes, at each level  Level One: EEE1 - Workplace, Culture and Behaviour (a,c,e)  Students are introduced to behaviours and issues associated with the contemporary, local and global workplace: the changing nature of work and how people function as part of an organisational workforce; the many ways that people can work and contribute to society; issues and challenges surrounding diversity, work mobility and patterns of employment; and the notion of transferring skills from one job to another or from one enterprise project to another. The idea of how study and intellectual development brings creativity to the workplace and how enterprising behaviour can enhance an individual’s broader capabilities is also explored. Students study a range of workplace cultures and examine individual, group and organisational behaviour in various work contexts.  Level: EEE2 – Society, Employability and Business (a,b,c,d,)  The module provides students with a multi-dimensional understanding of creativity, innovation and enterprise. Students are exposed to thinking about novel solutions and structures to tackle social problems (e.g. unemployment, homelessness, poverty) by means of what is called “social innovation”. The syllabus provides students with opportunities to develop problem-solving skills, and undertake action that can improve the lot of self and others.  Level: EEE3 – Enterprise Value Challenge (a,b,c,d,e)  The economic nature of entrepreneurship is undertaken in social contexts and so on this module we impart to students an understanding of how entrepreneurial activity can create both economic *and* social value. Entrepreneurship is invariably framed within a context, and harnesses the characteristics and features of economic activity that carries risk, and bears profit and/or loss, during the venture creation process. The activity of entrepreneurship is undertaken in business environments that are dynamic, require leadership, communication, collaborative working and creative problem solving. Fundamental to the entrepreneurial process is opportunity recognition requiring a mix of skill, knowledge, social capital. | Learning and teaching involves lectures, student led seminars and tutorials. A key feature of learning and teaching strategy is that it is activity-based. Students are required to study ‘people at work’ as part of their directed seminar activity, providing fieldwork for an ethnography study that is part of assessment. Guest speakers provide insights of current real world challenges and practices. Case studies, journal articles and conference papers are used as a basis for discussion and debate on employability. Web 2.0 and mobile technologies are encouraged as methods for students to record ‘situations’ and practice in the workplace.  Standard lectures and seminars are complemented by guest lectures, case study analysis, off-campus site visits, as well as an international online student exchange event that give students opportunities to develop communication skills by facilitating a dialogue between students, academics and business partners.  Through a mixture of lectures, student-led seminars, and Web 2.0 and mobile technologies, this module offers students the opportunity to experience the entrepreneurial process, business planning and resource management in a managed project. The module develops knowledge and skills for leadership, opportunity identification and recognition. Students are required to apply ‘athletic’ thinking as they analyse different types of data as well as practice ethical decision-making and judgement. | 1. An individual portfolio that requires students to report on their own engagement in the seminars, encourages students to reflect, be open to positive feedback, look for opportunities to work with, learn from and share with others, and improve awareness of poor practice or behaviour.  2. A separate Ethnographic Study requires students to write an individual observation piece on a selected workplace, how the culture manifests itself, and how people behave in certain circumstances.  Authentic assessment comes in the form of a ‘live’ project in the form of a community social innovation project. Students are required to identify a need within a local (or global) community organisation and design an appropriate intervention over the life of the module, starting implementation where possible. Projects take place in the 'field' environment and activity are recorded by means of a digital portfolio, using images, as a record of activity.  Learning is assessed by means of a live (experiential) business-venturing project called “The Value Challenge”. Students are required to design and implement a trading/venturing project during the course of the module, surplus proceeds from which go to designated charities. In 2016, the main beneficiaries of students’ work were Spina Bifida, Yorkhill Children’s Hospital and Cancer Care UK. During the assignment, students are required to develop social capital with external communities and bring value to all involved. |
| **Responsible leadership**:   1. Exercising:    1. Empathy    2. Resilience    3. Professionalism 2. Inspiring and influencing the thinking, attitudes and behaviour of others 3. Working collaboratively towards a common vision and common goal 4. Building communities through the development of trust 5. Developing solutions that are ethical, visionary, realistic and sustainable 6. Actively demonstrating a personal commitment to equality and diversity | Examples of GSBS approach on these two programmes, at each level  Level Three: Ethical Trade and International Market Entry (b, c,d,e)  The syllabus is informed by the requirements of professional bodies such as the Institute of Export, and Chartered Institute of Marketing that require knowledge and skills to work in the field of international market development. Content includes an introduction to ethics and ethical trade; the regulation of business across national boundaries; corporate social responsibility; human rights in the supply chain; methods of international market entry and development.  Level Four: Sustainability, Corporate Responsibility (CR) and Ethics in International Business (a,b,c,e)  The module uses a range of concepts, theories and frameworks to inform discussion, analysis and decision-making in an international context: for example, the United Nations Sustainable Development Goals (SDGs); Freeman's (1984) “stakeholder engagement”; Mackey and Sisodia's (2013) “conscious capitalism”; Josephson's (1999) “principled decision-making”; and Gentille's (2010) “Giving voice to values”. Students are asked to use these and other 'lenses' when faced with a range of challenges and dilemmas that managers of international firms may encounter when doing business across national boundaries. | Lectures are used to communicate key concepts, theories, tools and techniques that underpin students' ability to answer examination questions and to carry out a small-scale, group-based international market entry project. Directed and independent reading and research, seminar and team-based discussions, combined with individual and group-based e-learning activities are designed both to deepen understanding of lecture materials and to provide students with  necessary support to develop skills in applying a range of analytical and decision-making tools to a practical, international market-entry related problem.  In lectures and student-led seminars, the module makes extensive use of examples from stance that ethics is not an abstraction, but a practical aid to innovation and problem solving in all contexts, and particularly in the context of international business and management, where managers and leaders of international organisations are faced with high levels of complexity and a wide range of managerial dilemmas. Emphasis is placed on how ethical perspectives can inform managerial and corporate approaches to competitive advantage, sustainability and responsibility. | In addition to a traditional examination, the module requires students to carry out market research for a Scottish small or medium-sized enterprise (SME) wishing to develop its business in international markets. Students are required to identify and provide solutions to any ethical issues associated with expansion overseas.  Assessment is both individual and group-based, thereby giving students the opportunity to use and develop inter-personal skills, take responsibility for their learning, and be generous with their knowledge and expertise in a team environment. The group assignment is authentic as it requires students to participate in a global social innovation initiative called “Aim2Flourish” (see <http://aim2flourish.com>) that requires students to identify and understand business innovations that have positive social impact and contribute to achievement of the United Nations Sustainable Development Goals (SDGs).  The individual assignment is also ‘live’ and requires students to critically evaluate the reported social impact and benefit of corporate intrapreneurship and innovation. |
| **Confidence :**   1. Acting assertively and reasonably 2. Challenging yourself and continually learning from experience 3. Respecting your own and others’ rights and needs 4. Becoming a ‘changemaker’, making a positive difference 5. Being able to understand, respect and engage with a diverse range of audiences and stakeholders | Examples of GSBS approach on these two programmes, at each level  Level: EEE3 – Enterprise Value Challenge (a,b,c,d,e)  The economic nature of entrepreneurship is undertaken in social contexts and so on this module we impart to students an understanding of how entrepreneurial activity can create both economic *and* social value. Entrepreneurship is invariably framed within a context, and harnesses the characteristics and features of economic activity that carries risk, and bears profit and/or loss, during the venture creation process. The activity of entrepreneurship is undertaken in business environments that are dynamic, require leadership, communication, collaborative working and creative problem solving. Fundamental to the entrepreneurial process is opportunity recognition requiring a mix of skill, knowledge, social capital.  Level Three: International Student Exchange (a,b,c,e)  Students undertake a Trimester or full-year of study abroad in one of almost 40 GSBS partner universities, taking subjects deemed equivalent to those on their degree programme in Scotland. In addition to formal learning in the host institution, students are challenged to learn and cope with living and studying in a country with a different language, culture and customs.  Level Three: Business Placement (a,b,c,d,e,)  The syllabus in this case is very much contingent on the context of the workplace, and the position of employment (e.g. HR, Marketing, Operations, etc..), with greater emphasis on learning by the student, as opposed to formal teaching. Irrespective of the position taken, students are put in a position to practice good time management, development of interpersonal and communication skills, and given opportunities to use initiative and make a positive difference. | Through a mixture of lectures, student-led seminars, and Web 2.0 and mobile technologies, this module offers students the opportunity to experience the entrepreneurial process, business planning and resource management in a managed project. The module develops knowledge and skills for leadership, opportunity identification and recognition. Students are required to apply ‘athletic’ thinking as they analyse different types of data as well as practice ethical decision-making and judgement.  Learning is experiential, because in addition to following a local programme of study, students have to adapt to their new environment, personally, academically, and socially.  The Business Placement works on the basis of a 48-week, full-time employment contract with an employer in the UK or overseas (majority in the UK) – and therefore uses on-the-job, experiential learning. This exposes students to the demands of the contemporary workplace, offering opportunities to make a positive difference to the employer organization and those working in it. | Learning is assessed by means of a live (experiential) business-venturing project called “The Value Challenge”. Students are required to design and implement a trading/venturing project during the course of the module, surplus proceeds from which go to designated charities. In 2016, the main beneficiaries of students’ work were Spina Bifida, Yorkhill Children’s Hospital and Cancer Care UK. During the assignment, students are required to develop social capital with external communities and bring value to all involved.  Assessment is governed by the assessment regulations in the host country. In addition to this, students studying abroad write a short reflective essay on their time spent abroad.  Performance on the module is assessed in three ways. Firstly by three placement supervisor visits to the student’s place of work, and discussions with both the student and the student’s immediate workplace supervisor. Secondly, by a student blog designed to capture learning from start to finish of the work placement. Thirdly, by employer assessment and a final reflective report written by the student, using notes from the blog and from assignments undertaken during the placement. |

**Mapping the Common Good attributes at modular level**

**Examples of GSBS Approach and the ‘triple E’ modules**

**Level One: EEE1 - Workplace, Culture and Behaviour**

**Curriculum Design - What we teach**

Students are introduced to behaviours and issues associated with the contemporary, local and global workplace: the changing nature of work and how people function as part of an organisational workforce; the many ways that people can work and contribute to society; issues and challenges surrounding diversity, work mobility and patterns of employment; and the notion of transferring skills from one job to another or from one enterprise project to another.

The idea of how study and intellectual development brings creativity to the workplace and how enterprising behaviour can enhance an individual’s broader capabilities is also explored. Students study a range of workplace cultures and examine individual, group and organisational behaviour in various work contexts.

**Learning & Teaching - How we teach it**

Learning and teaching involves lectures, student led seminars and tutorials. A key feature of learning and teaching strategy is that it is activity-based. Students are required to study ‘people at work’ as part of their directed seminar activity, providing fieldwork for an ethnography study that is part of assessment.

Guest speakers provide insights of current real world challenges and practices. Case studies, journal articles and conference papers are used as a basis for discussion and debate on employability. Web 2.0 and mobile technologies are encouraged as methods for students to record ‘situations’ and practice in the workplace. A Masterclass Event involves reputable entrepreneurs and social entrepreneurs presenting lectures to students on their entrepreneurial and learning journeys and the skills and qualities deemed necessary to compete and be successful in the graduate labour market.

**Authentic Assessment - How we measure**

1. An individual portfolio that requires students to report on their own engagement in the seminars encourages students to reflect, be open to positive feedback, look for opportunities to work with, learn from and share with others, and improve awareness of poor practice or behaviour.

2. A separate Ethnographic Study requires students to write an individual observation piece on a selected workplace, how the culture manifests itself, and how people behave in certain circumstances.

3. A group poster presentation which allows student to research and project graduate career aspirations in-line with their specific programme orientations to increase employability awareness, initiate planning and begin honing of professional and personal identity.

**Level 2: EEE2 – Society, Employability and Business**

**Curriculum Design - What we teach**

The module provides students with a multi-dimensional understanding of creativity, innovation, social innovation and enterprise. Students are exposed to thinking about novel solutions and structures to tackle social problems (e.g. unemployment, homelessness, poverty) by means of social innovation and social entrepreneurship.

The syllabus provides students with opportunities to develop opportunity recognition, analytical and problem-solving skills, and undertake action that can improve the lot of self and others.

**Learning & Teaching - How we teach it**

Standard lectures and seminars are complemented by guest lectures, case study analysis, and off-campus site visits. Partnership arrangements with charities and social enterprises are developed so that students can identify project opportunities and develop their social capital. This develops communication and negotiation skills by facilitating a dialogue between students, academics and business partners.

**Authentic Assessment - How we measure**

Authentic assessment comes in the form of a ‘live’ project in the form of a community social innovation project. Students are required to identify a need within a local (or global) community or organisation and design an appropriate intervention.

This activity is group based and peer assessed, building student participation and “buy-in” to both the assessment and the social mission of the organisation they wish to support. The assessment involves learning journey analysis, team performance measurement and personal reflection on leadership, conflict management and ethical behaviours

Projects take place in the 'field' environment and activity are recorded by means of a digital portfolio (wiki) using images, as a record of activity.

**Level 3: EEE3 – Enterprise Value Challenge**

**Curriculum Design - What we teach**

The economic nature of entrepreneurship is undertaken in social contexts and so on this module we impart to students an understanding of how entrepreneurial activity can create both economic and social value. Entrepreneurship is invariably framed within a context, and harnesses the characteristics and features of economic activity that carries risk, and bears profit and/or loss, during the venture creation process.

The activity of entrepreneurship is undertaken in business environments that are dynamic; require leadership, communication, collaborative working and creative problem solving. Fundamental to the entrepreneurial process is opportunity recognition requiring a mix of skill, knowledge, social capital.

**Learning & Teaching - How we teach it**

Through a mixture of lectures, student-led seminars, and Web 2.0 and mobile technologies, this module offers students the opportunity to experience the entrepreneurial process, business planning and resource management in one of the following;

1. A management project
2. A consultancy project
3. A trading Project
4. An international trading project.

The module develops knowledge and skills for leadership, opportunity identification and recognition. Students are required to apply ‘athletic’ thinking as they analyse different types of data as well as practice ethical decision-making and judgement.

**Authentic Assessment - How we measure**

Learning is assessed by means of a live (experiential) business-venturing project called “The Value Challenge”. Students are required to design and implement a trading/venturing project during the course of the module.

In 2016, the main beneficiaries of students’ work were Spina Bifida, Yorkhill Children’s Hospital and Cancer Care UK. During the assignment, students are required to develop social capital with external communities and bring value to all involved.

1. Social innovation at GCU is defined as follows: ‘Social innovation involves new strategies, ideas and organisations that meet social needs of all kinds. It flourishes when people from different backgrounds and experiences come together to produce new ideas and initiatives’ [↑](#footnote-ref-1)