**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)

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| --- | --- | --- |
| **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**

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| **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 |  |  |  |