Theory of Change: Curriculum for Change: Skills Mapping

Inputs

Activities and resources required

- Development group to co-create approaches and oversee implementation
- Market insights to ensure market led approach and understand need
- Partnership working with Student's Guild and Student's Union to support collaboration and co-creation with students
- Communications support to socialise Exeter skills framework
- Educator Development and support to develop resources, templates, training and guidance for staff.
- Research and Development
- Programme/Project management to ensure successful delivery.

Outputs

Key deliverables

- Develop aligned skills portfolio tool.
- Defined Exeter skills framework.
- Programmes and modules are mapped to the Exeter skills framework.
- A digital skills portfolio is embedded into all UG programmes with option for credit.

Outcomes

Early – midterm results

- All undergraduate curricula is mapped across a variety of dimensions in a way that is meaningful for students and employers.
- Every student has the opportunity to audit and track their skills and mindset development.
- Every student has access to a longitudinal skills portfolio from which they can evidence skills development.
- Students have equity in access to extra-curricular opportunities for credit.

Impact

Long term results

- The University is able to demonstrate undergraduate programmes and modules are clearly aligned with the skills and mindsets that are important to employers.
- Students experience is improved as they report greater autonomy over their learning journey with the ability to choose curricula that have been mapped to priority areas.
- Students feel confident in their ability to articulate and evidence their skills development improving their graduate outcomes.

Assumptions (related to individuals who take up the activity)

- Students want the option of auditing, tracking and sharing their skills development alongside the support to articulate this when talking to prospective employers or PG admissions.

Assumptions (related to early changes in attitude or behaviour by activity)

Assumptions (related to benefits and possible unintended consequences)

- Supporting students to map, assess and articulate their skills will have a positive impact on outcomes and help to close awarding gaps.