

BSC Oral Health Sciences Graduate Attributes Portfolio

Tutor Guide

Introduction

Following research completed on the student's perceptions of the development and assessment of their graduate attributes, the following recommendations were made:

- Investigate ways in which tutors can make their methods for developing graduate attributes more visible to students.
- Explore alternative options for assessing attainment of graduate attributes.

Following team discussions, it was decided a method was required to encourage the students to reflect on their development more frequently as opposed to the current single event at the end of each semester. It was also felt that students should be supported to recognise their own development rather than simply being instructed by tutors. Taking into consideration the students request to consider graduate attributes holistically rather than on a module by module basis, the Graduate Attributes Portfolio has been developed.

The aim of this portfolio is to encourage students reflect on their development at regular intervals and provide evidence of how they are working to achieve them. It will be reviewed at timetabled PAT meetings (twice in a semester) to give the opportunity for staff to ensure students are recognising the value all modules play in the development of the key life skills.

The Portfolio

The portfolio will be hosted on Mahara. A copy of the template the students will use can be found here - <https://mahara.uhi.ac.uk/view/view.php?t=5YI8KOEZC1j2LoUhXgRT> Students have been given written and video instruction on how to complete this and make it available for staff to view.

It has 5 sections which relate to the 5 graduate attribute categories laid out by UHI:

- Academic Skills
- Communication
- Self-Management
- Interpersonal Skills
- Social Awareness

In each of these sections there is an area for students to comment throughout their time as a student. These areas are set up using the 'journal function'. They can post multiple times throughout the year. Each post will be date and time stamped. They can upload files to their posts if they have evidence they wish to include.

Students Responsibilities

- Follow the written and video instructions on how to create and add to their portfolio page.
- Create a copy of the Graduate Attributes Portfolio page on Mahara within the first 2 weeks of their first year.
- Share the page with their PAT as soon as it is created.
- They will keep the same portfolio page throughout their entire 3 years as a student.
- Identify learning events or activities which have enhanced the development of their graduate attributes.
- Add to the portfolio whenever they feel they have had a significant learning event or become aware of a particular development.
- Evidence their posts by discussing, or uploading a document relating to, a specific event.
- This portfolio is designed for regular editing, not a rush to fill in the boxes immediately before a PAT meeting.
- Discuss their posts with their PAT and identify areas where they need assistance.

How to access a Student's Portfolio

1. Log in to Mahara
2. Type the student's full name into the search bar at the centre top of the page and press search
3. Select the correct student from the list provided to open their profile
4. Click on their Graduate Attributes Portfolio in the portfolio area of their profile.

Students will share their portfolios with their PAT from the start of the time on their course. If you do not see their portfolio on their profile page, they have not shared it with you. You should ask them to do this immediately. As they are a form of assessment, they will not be public and therefore not available to all staff. If you and a student for whom you are not a PAT wish to discuss their portfolio, you can ask them to temporarily share it with you.

The Role of the PAT

- Review the portfolio at each PAT meeting.
- Review comments added to the portfolio in the time period since the last meeting.
- Ensure students are considering all the modules on which they are currently enrolled in their development.
- Discuss the comments with the students in the PAT meeting – students can add to their portfolios during the meeting or you may ask them to work on it further and set another review date in the near future.
- If a student is finding it challenging to link any particular module to the graduate attributes, inform the module leader by email.

- Complete the PAT GA sign off document for each student at the end of their PAT meeting. This can be found on Sharepoint – Tutors use > Graduate attributes.

PAT GA Sign Off Document

The Graduate Attributes Portfolio will replace the current assessment. Therefore, we require to document that the student is satisfactorily completing the task. This is the role of the Sign off document. This must be completed at the end of each PAT meeting. It can be found on Sharepoint – Tutors use > Graduate attributes.

This spread sheet contains an area for each PAT meeting for each student. Once the PAT is happy the student has referred appropriately to each module in the posts, the PAT should enter their initials and the date in the appropriate box. If you do not feel the student has satisfactory done this, you should write 'ML Informed' in the box to signify that you have alerted the module leader to the situation.

If you have asked the student to go away and work on the portfolio further, leave the box blank until you have reviewed it again. This review date must be prior to their next PAT meeting.

The Role of Teaching Staff

It is very important that students are able to identify their own development however, module leaders and teaching staff can play an important role in encouraging this. This is a new process for students so simple reminders at the end of teaching sessions will be helpful.

The research found that students like to discuss graduate attributes as a group. To reflect this, module leaders should include a discussion on graduate attributes relevant to their modules in the module introduction session. This should involve giving the students the opportunity to look at the 5 UHI graduate attribute themes and discuss how they anticipate the module will assist in their development. This does not require to be face to face. Any format that allows the students to hear and respond to the thoughts of their class is fine. The module leader can decide what method of delivery suits them best.

A session has been timetabled in week 13/14 for each year group to meet and discuss how all their learning over the semester has assisted in their development. These will be facilitated by the year leads. Again, the format for this delivery is up to the tutor leading the session.

Feedback

This portfolio will run as a pilot over the 2020/2021 academic year. I would appreciate any feedback from you over this time period. Please feel free to email me at any point with your comments. We can review the system as a team in 2021.

Thank you very much for your support with this new initiative.

Lizzie Hall