







UNDERGRADUATE TAXONOMY OF ASSESSMENT DOMAINS – Graduate Attribute mapping of activity examples

This document links the graduate attributes to each new domain on our revised Taxonomy. For each graduate attribute (global outlook, enterprise and digital literacy) examples of activities and approaches to module content have been listed.




These should be considered i) as part of the course design process, ii) against the proposed module content and activities iii) when course teams generate their summative and formative assessment strategy.

Domain	 Global Outlook	 Enterprise	 Digital Literacy
Technical Capabilities	Communications technologies; use and inclusivity issues regarding use of social media & other digital platforms/devices.	Using project planning software/ risk analysis tools/ administrative tools.	Identifying digital tools and technologies for their needs. Effective use of digital resources, tools and services for research, communication and collaboration.
Organisation and planning	Scheduling across time zones, within restrictions of religious/cultural events/requirements - and other restrictions of relevance to inclusivity across wider diversity.	Project planning, business planning, timeline planning, management of deadlines for all assignment and research projects.	Online collaboration tools, digital resource sharing, online document management. Mobile (remote) access to calendars, emails and files including modules in the VLE. Using digital tools to manage references.
Communication	Inclusive and appropriate use of (English) language, images and other media for diverse audiences. Respect for others during all interactions.	Meetings with students, staff, employers, interviews, presentations to different audiences throughout the course. Being flexible in your communication approach to different audiences.	Use of digital communication tools such as email, instant messaging, social media, presentation software, video chats, web meetings. Demonstrating awareness of identity and reputation management in online environments.




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Domain	 Global Outlook	 Enterprise	 Digital Literacy
Group /Inter-personal	Cross-cultural capabilities inclusivity, personal/professional responsibilities in diverse groups. Cultural self-awareness, self-efficacy and responsibility in diverse cultural contexts/with culturally diverse peoples; mindfulness, capacity to respond to change & uncertainty/ambiguity when working with others.	Planning ideas in groups/collaborative project work, encouraging others to work as a team in a responsible way to an agreed objective/idea. Using flexible and adaptable approaches to communicate with individuals in a project group to optimise contribution to projects/new ideas planning/ valuing people's input.	Group and team management using tools to share documents effectively, plan and schedule activities. Tools for effective communication within groups, online discussion forums, online groups, websites etc.
Information/Data collection	Importance of a socio-cultural perspective, context, and ethics in data collection & in data interpretation.	Consideration of the detail of different types of appropriate information particularly in relation to the sector /market and the wider global context and financial matters in order to make informed ethical decisions about the direction of action.	Using online forms and surveys, to collate and present data. Using ethical methods and transparent approaches in the storage of information. Finding, accessing, manipulating and evaluating information from a variety of online sources. Using video stores, podcasts, databases e-journals, e-books and web sources to facilitate and inform the gathering of information.
Theory and principles	Critique of theory and principles with recognition of contrasting ontologies (the nature of being/existing) & epistemologies (the study of knowledge and beliefs).	Consideration of the best theoretical approach to use for projects/tasks. What approach will give the richest and most accurate data? What theories underpin the thinking for the project/idea? What principles inform reasoned action?	Using theoretical underpinning to inform technology choices in context. Use of e-research methods for applying theory to research areas.

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Analysis and Interpretation	Bringing/recognising/critiquing diverse perspectives in analysis.	Exploring in detail the different approaches to interpreting and solving simple or complex issues in a project/ a classroom activity or as part of an identified real world case study.	<p>Using electronic data sets and tools for gathering data to allow for effective analysis and reporting of findings.</p> <p>Using video stores, podcasts, databases and web sources to support the analysis and interpretation of findings.</p>
Application	Appropriate application of skills, knowledge, theoretical models (etc.) in diverse contexts/for diverse peoples.	<p>Use personal judgement and skills and the skills of self and colleagues to best effect in the workplace/community, in work teams and in a range of different contexts</p> <p>Appropriate application of skills, knowledge and theory in different contexts (e.g. the workplace, placement/ internship or as part of module projects)</p>	<p>Applying technical skills in context.</p> <p>Using appropriate tools for the task in hand and identifying the impact of the these tools through a process of reflection and judgement.</p> <p>Demonstrating an awareness of the issues around content discovery, authority, reliability, provenance, licence restrictions, adaption and re purposing of sources.</p>
Reflection	Reflection on own norms, moral values and behaviours and their impacts on others; effective judgment and mindfulness (reflection-in-action) during intercultural interactions.	Consider how an event/project or an action was implemented and make reasoned judgements/reflect on how and why it might change in the future.	Using e-portfolio systems (or equivalent) as part of the reflective cycle in order to best capture experiences, reflect upon them, and share them with others.

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Synthesis and Evaluation	Bringing together a range of perspectives, applications, etc. based upon data sources from diverse contexts; evaluating impacts on diverse peoples/places.	Bring together different information, ideas and theories to inform and/or evaluate actions or come up with an innovative idea for an intervention or product/output.	Use technology to gather information with integrity and ethically; organise the information and present it with clear evidence of synthesis and evaluation.
Creativity	Creativity which recognises/responds to global/socio-cultural contexts in which it is to be applied; creative thinking informed by sustainability objectives/needs.	Generating new ideas for interventions/approaches and different and original ways of problem solving and exploring alternatives.	Use technology for the development of creative content across a range of digital media. Identifying the best digital tools for the creative activity and maximise the use of the tool to meet the creative brief.