



## Graduate attributes and curriculum redesign

This exemplar is relevant to Digital Student challenge:

***Take a strategic, whole-institution approach to developing the student digital experience***

Oxford Brookes University has for a long time offered [intensive workshops for course teams](#) undertaking the process of curriculum design/redesign. In 2011/12, the University specified a new set of graduate attributes which included for the first time [Digital and Information Literacy](#), defined as '*functional access, skills and practices necessary to become a confident, agile adopter of a range of technologies for personal, academic and professional use*'. To help staff make sense of this new graduate outcome, in 2013 the Oxford Centre for Staff and Learning Development collected a range of [discipline-specific exemplars](#). These exemplars are now used to support the course design process and are openly available for other institutions to reference and use.

The University was also an early adopter of [student digital champions](#) or 'e-pioneers' as part of an overall focus on enhancing the student experience through partnership. e-pioneers have worked with professional staff to update institutional systems and with teaching staff to produce a wide range of digital learning materials. They are accredited via the Institute of Leadership and Management. Initially the e-pioneers were part of a Jisc-funded project, and Brookes has continued to attract external support for projects that involve students as collaborators. In fact this is one of the lessons it has learned from its focus on [student engagement](#). Another is that students are valuable collaborators in the curriculum design process.

### How does this meet the challenge?

- A focus on the curriculum design means that the digital agenda is embedded where it makes the most difference to the student learning experience.
- Digital and information literacy have been realised in the curriculum by having a simple definition and framework alongside a set of examples from different subject areas.
- Students are fully engaged as collaborators rather than being canvassed for their 'satisfaction' with developments and services offered.
- e-pioneers work because they are carefully recruited, properly rewarded, and progressively developed – see relevant [policies](#).
- A succession of projects have been successful in attracting external funding but have been driven by a consistent vision (student engagement).

### Find out more

- [Digital and Information Literacy wiki](#)
- [Digital pioneers project](#)

**Contact:** Richard Francis <rafrancis@brookes.ac.uk>