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Developing Competencies Through the I-Explore Portfolio

A StudentShapers Project

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Developing Competencies Through I-Explore

Aims

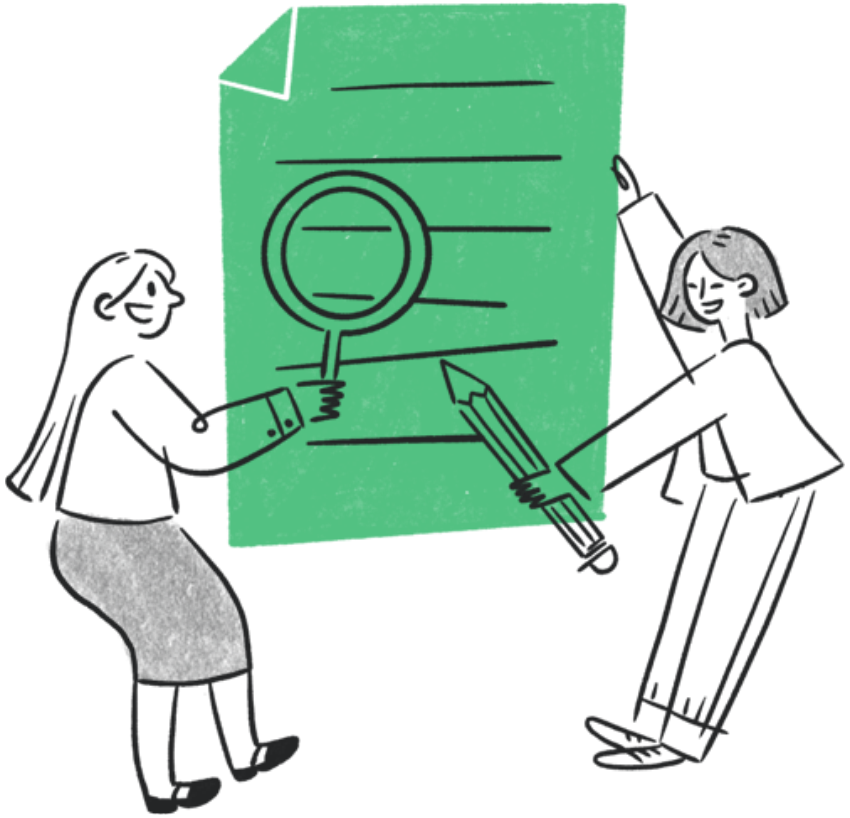
Conduct a contextualised study of I-Explore

Evaluate which competencies are developed well

And how they are best developed

Research Design

Interpretative



- Literature Review
- Analysis of Programme & Module Specs
- Focus Groups
    a. Students
    b. Staff

Competency Definition

Holistic and Integrated

An integrated combination of knowledge, skills, and attitudes enacted in context

(adapted from Wiek *et al.* 2011)

Key Competency Domains

Focus of ILOs in UG Programme Specification from 16 Departments

Eight Competency Domains
Discipline Specific
Digital & Data
Analysis
Innovation, Creativity & Entrepreneurship
Self-Leadership
Communication
Collaboration & Leadership
Sustainability

Key Competency Domains

Focus of ILOs in UG Programme Specification from 16 Departments

Eight Competency Domains	Overall
Discipline Specific	27%
Digital & Data	24%
Analysis	14%
Innovation, Creativity & Entrepreneurship	14%
Self-Leadership	13%
Communication	8%
Collaboration & Leadership	6%
Sustainability	5%

Constituent Competencies

Identified in ILOs in UG Programme Specifications from 16 Departments

Discipline Specific Knowledge	70
Discipline Specific Methods / Use of Tools	53
Technology	43
Numeracy	40
Real-World Applications	35
Problem Solving	28
Data Analysis	24
Critical Thinking	21
Professional Values	21
Discipline Specific Skills	20
Teamwork	19
Written Communication	16
Oral Communication	15
Social Context	14
Generating New Ideas	13
Self-awareness and Well-Being	13
Adpatability	13
Ethics	13

Unspecified Communication Skills	11
Unspecified Analysis	10
Leadership	8
Interdisciplinary Thinking	8
Sustainable Development / Environmental	8
Visual	7
Systems Thinking	7
Intercultural Awareness	6
Risk Taking	5
Intercultural Engagement	4
Empathy	3
AI Literacy and Applied Use*	3
Mentorship	2
Resilience	2

Which competencies do UG students develop well (on core degree)?

Student and Staff Perspectives

Problem Solving
Independent Learning
Intellectual Discipline

Analysis & Quantitative Approaches
Independent Learning





Focus Group Findings



Which competencies do UG students develop well (on core degree)?

Student and Staff Perspectives

Problem Solving
Independent Learning
Intellectual Discipline

Analysis & Quantitative
Approaches
Independent Learning





Focus Group Findings



Which competencies could be developed better?

Student and Staff Perspectives

Leadership
Creativity
Real-world application
Reflection

Decision-making in uncertainty
Audience-adapted communication
Inter/Intrapersonal Skills





Focus Group Findings



Which competencies could be developed better?

Student and Staff Perspectives

Leadership
Creativity
Real-world application
Reflection

Decision-making in uncertainty
Audience-adapted communication
Inter/Intrapersonal Skills





Focus Group Findings



Which competencies do you develop through I-Explore?

Student and Staff Perspectives

Communication & Critical Argumentation
Interdisciplinary Engagement
Broader Personal, Social & Global Awareness



Broader Social & Global Awareness
Intercultural Engagement
Alternative modes of learning
Reflection on whole person





Focus Group Findings

Which competencies do you develop through I-Explore?

Student and Staff Perspectives

Communication & Critical Argumentation
Interdisciplinary Engagement
Broader Personal, Social & Global Awareness



Broader Social & Global Awareness
Intercultural Engagement
Alternative modes of learning
Reflection on whole person





Focus Group Findings

Key Themes

The role of Assessment in Learning

Engagement with Feedback (students)
Feedback Literacy (staff)
Summative Assessment Dominance (staff)

Staff and Students



Focus Group Themes

Key Themes

The need to be explicit

Clear outline of competencies in course descriptions, learning activities, assessment and feedback

Staff and Students



Focus Group Themes

Conclusions

Future Recommendations

Real-world examples that integrate competencies development into learning experiences

Develop processes that recognise the individual student, and the specific context of their learning (and wider) experience



Focus Group Themes

Conclusions

Future Recommendations

Real-world examples that integrate competencies development into learning experiences

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Focus Group Themes