

# The Graduate Attributes Project

## **Academic, Alumni and Employer Consultation Report**

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# The Graduate Attributes Project

## Executive Summary

Queen Mary, University of London is in the process of developing a statement of graduate attributes as a vehicle for enhancing the student experience. The statement makes explicit through a hierarchically organised series of descriptor statements the behaviours, values, attributes, skills and knowledge that could be expected of a Queen Mary graduate. The University is currently consulting widely on the statement and this report presents the outcomes of the consultation event held with employer representatives, alumni and senior members of academic staff on 14<sup>th</sup> May 2009.

The questions addressed during the consultation and the outcomes identified were:

1. Do academics, employers and alumni share broadly similar views regarding the relative importance of developing knowledge, skills and attributes, either for entry to work or during undergraduate study?

*The development of transferable skills and personal attributes was emphasised by all stakeholder groups. For employers and academics these were approximately equally weighted, whereas for alumni transferable skills were considered more than twice as important.*

2. How relevant are the graduate attributes to the most challenging work based tasks identified by employers and alumni and the most challenging curriculum based tasks identified by academic staff?

*The three stakeholder groups identified a total of 103 work-based or curriculum-based tasks and a total of 417 connections were made between these and the 34 descriptors present in the 7 attribute themes of the graduate attributes statement. In fact 33 of the 34 descriptors were associated with at least one work based or curriculum based task, with the majority of descriptors linked individually to considerably more tasks. This confirms that overall the graduate attributes identified in the Queen Mary statement are relevant to current employer and academic contexts for undergraduate student development.*

3. What are the strengths and weaknesses of the statement of graduate attributes?

*The statement was generally positively received by all participants, with a majority indicating the statement to provide a full and wide-ranging framework. Particular strengths included the development of a second language capability and the emphasis on cultural diversity. Several suggestions were made as to additional attributes for possible inclusion as well as different versions of the statement developed for the different intended audiences: academic staff, students and employers.*

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## Background

The Graduate Attributes project is an important Queen Mary learning and teaching initiative, led by Professor Morag Shiach the Vice-Principal for Teaching and Learning. Progress with this project can be tracked on the Graduate Attributes Project page located at: <http://www.esd.qmul.ac.uk/sande/projGA/index.html>.

The distinctiveness of Queen Mary as a learning community derives from a complex interplay of factors, most notably: staff and their vision for learning, a commitment to high quality research, a multicultural context and diverse student body, and a rich range of formal and informal learning opportunities.

This distinctiveness has recently been captured in an institutional Queen Mary 'graduate attributes' framework (QMGAF). The QMGAF makes explicit through a hierarchically organised series of descriptor statements the behaviours, values, attributes, skills and knowledge expected of a Queen Mary graduate. There are currently 3 institutional and 4 disciplinary attributes in the draft statement (Appendix 1). Queen Mary is committed to the development and embedding of an institutional statement of graduate attributes in this form. Such an approach can act as a stimulus for curriculum enhancement and development of teaching innovation as evidenced by the outcomes of the Queen Mary Leadership Foundation for Higher Education project 'Managing Teaching Performance'<sup>1</sup>.

A small representative working group produced the draft statement, which forms the basis for an extended consultation across the College.

## Consultation Purpose

This report details the results of the consultation held with recent Queen Mary alumni, employer representatives and senior academics on Thursday 14<sup>th</sup> May 2009. The event was aimed at assessing the relevance of the proposed attributes to curriculum tasks identified by academic staff and work-based tasks identified by recent Queen Mary alumni and selected employers.

## Participants and Session Format

Twelve employer representatives, fifteen recent alumni and six senior academics (representing the main university academic sectors) participated in the consultation. The list of participants is included as Appendix 5.

Participants were assigned to one of six groups such that there was a mix of employers and alumni, with each group facilitated by a senior academic. All participants were provided with a workbook to record their thoughts on each of three tasks designed to meet the consultation purpose. A complete description of outcomes for each task can be found in appendices 2-4.

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<sup>1</sup> Shiach M, Ketteridge S, Williamson M, Ward L (2008) Managing Teaching Performance 36p. Queen Mary University of London and the Leadership Foundation  
URL <http://www.lfhe.ac.uk/supportteam/lffellowship/2006/mshiachrep.pdf/> (accessed 13.01.09)

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## Task 1: Identifying Key Knowledge, Skills and Attributes

The objective of this task was to determine if academics, employers and alumni shared broadly similar views regarding the relative importance of developing knowledge, skills and attributes, either for entry to work or during undergraduate study.

Thus:

- the alumni and employers were asked to identify the key knowledge, skills or attributes they thought were most influential in successfully passing the selection process for a graduate job;
- the academic staff were asked to identify the key knowledge, skills or attributes they would most like to strengthen in their students.

The attributes or skills could include:

- subject knowledge (for example the key concepts, theories and methods of a discipline);
- skills specific to a discipline (for example specific analytical or technical skills – programming skills, mathematical modelling, analysis of legal texts, ability to present a patient history);
- transferable skills (for example communication, team working, information technology, problem solving, numeracy);
- personal and professional attributes (for example, capacity to influence and lead, intellectual integrity and ethical action, respect and tolerance of others opinions).

Each stakeholder group was asked to reflect on their experiences using the following prompts:

<b>Stakeholder</b>	<b>Prompt</b>
<b>Employers</b>	Working independently, we would like you to explore the transition from Queen Mary to the workplace. Think about 3-5 personal attributes or skills which helped graduates in your organisation pass the selection process.
<b>Alumni</b>	Working independently, we would like you to explore the transition from Queen Mary to the workplace. Think about the 3-5 personal attributes or skills which helped you successfully secure your first role.
<b>Academic</b>	Working independently, we would like you to think about 3-5 personal attributes or skills you would most like to strengthen in your students.

After identifying a list of attributes and skills, participants were asked to briefly discuss the range of attributes and skills selected. Groups were then asked to share the key points of their discussions with the wider consultation group. The full allocation of knowledge, skills and attributes to each attribute theme for each stakeholder group is available in Appendix 2.

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A summary of the results from each stakeholder group is shown in the following table. Given the unequal numbers in each stakeholder group, only the relative patterns can be compared.

**Table 1: Knowledge, skills and attributes themes selected by each stakeholder group**

Attribute/Skills theme	Number of attributes or skills identified by:		
	Employers (12)	Alumni (15)	Academics (6)
Transferable skills	30	37	12
Personal attributes	28	17	11
Subject knowledge	1	7	5
Work-related experience	1	6	2
Skills specific to discipline	1	4	1
Career management	0	1	0
Other	0	1	0

Clearly evident is the importance attached to the development of transferable skills and personal attributes by all stakeholder groups. For employers and academics these are approximately equally weighted, whereas for alumni transferable skills are considered more than twice as important. This perhaps reflects the individual experiences of alumni using their skills at work, compared to the 'aggregate' view offered by employers and academics as a result of their interacting with a large number of employees and students. Subject knowledge was also identified as important by alumni and academics, and not surprisingly received a higher relative weighting from academic staff. The alumni offered the widest range of attributes/skills.

## Task 2: Connecting curriculum and work-based tasks to the graduate attributes statement

The objective of this task was to assess the relevance of the Queen Mary graduate attributes to specific curriculum and work-based tasks. Initially, each stakeholder group was asked to reflect on their own experiences using the following specific prompts.

Stakeholder	Prompt
<b>Employers</b>	Working independently, we would like you to reflect on your organisation's key expectations of graduates. Think about the 3-4 most challenging work-based tasks your organisation's graduates face – for example, giving a presentation, writing a collaborative document, managing a project.
<b>Alumni</b>	Working independently, we would like you to reflect on your graduate work experience. Think about the 3-4 most challenging work-based tasks you face – for example, giving a presentation, writing a collaborative document, managing a project.
<b>Academic</b>	Working independently, we would like you to consider the 3-4 most challenging curriculum- based tasks your students undertake.

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Having identified a number of tasks the participants were asked to match their employer expectations, graduate work-based experiences or curriculum-based tasks to specific relevant graduate attribute descriptors. Thus a task could be listed against more than one attribute. Once this was completed, the groups were asked to discuss and identify the task which had:

- a) the most associations with the statement descriptors;
- b) the fewest number of associations with the statement descriptors.

Each group then shared a summary of their discussions with the wider consultation audience. The complete list of tasks with attribute descriptors is in Appendix 3.

The three stakeholder groups identified a total of 103 work-based or curriculum-based tasks and a total of 417 connections were made between these and the 34 descriptors present in the 7 attribute themes of the graduate attributes statement.

In order to remove the effect of differing numbers of descriptors in each attribute theme the data are presented in terms of the average number of tasks allocated to each descriptor. Also the unequal numbers in each stakeholder group prevents direct comparisons based on totals. A simple visual assessment of the average number of tasks per attribute descriptor (Figure 1) suggests 4 groupings in terms of relative importance.

- Communication
- Information Expertise, Research and Scholarship, Critical Engagement With Knowledge
- Rounded Intellectual Development, Learning for a Changing World
- International Expertise

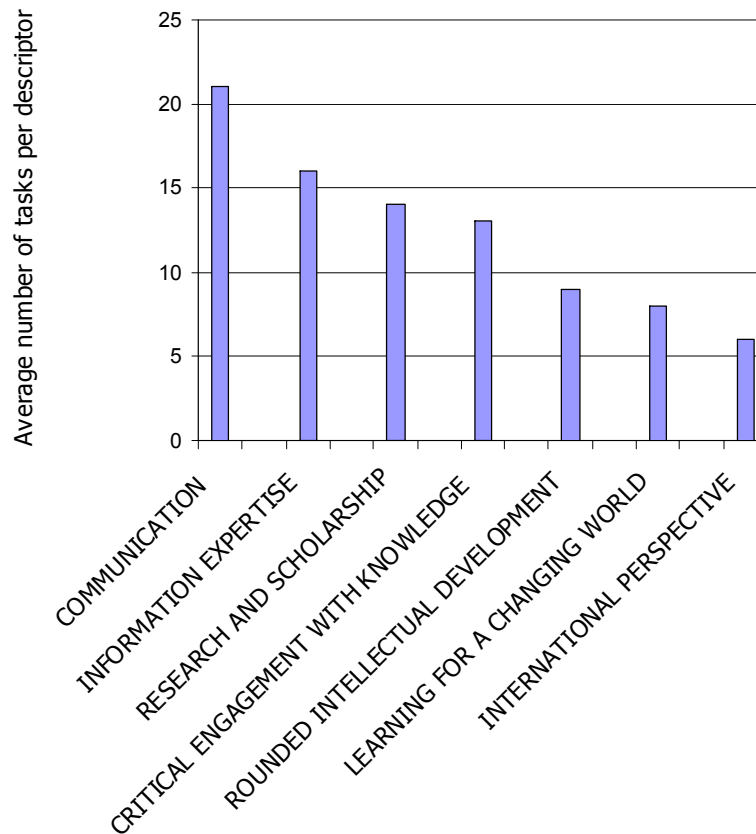
Communication had the highest average number of tasks per descriptor and also the largest total number of tasks associated with the individual attributes (Table 3). This results mainly from the very high relative weighting given to communication by the employers and academics compared to alumni.

In addition to the high ranking of Communication, Employers also identified Research & Scholarship (39 tasks), Information Expertise (30) and Rounded Intellectual Development (24) as the attributes they most associated with challenging work-based tasks undertaken by graduates in their organisations.

Alumni made the highest number of connections between challenging-work based tasks and the attribute theme of Research & Scholarship (30 tasks), followed by Communication (29), Information Expertise and A Critical Engagement with Knowledge (20), and Rounded Intellectual Development (17).

Academics associated the highest number of challenging curriculum-based tasks with the attribute theme of Rounded Intellectual Development (29), followed by Communication (27), Learning for a Changing World (18) and Research and Scholarship (16).

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**Figure 1 Average number of employer expectations, graduate work-based experiences or curriculum-based tasks per graduate attribute theme**

**Table 3: Total number of connections made with graduate attributes themes**

Attribute Theme	Employers	Alumni	Academics
Communication	48	29	27
Information Expertise	30	20	12
Research and Scholarship	39	30	16
Critical Engagement with Knowledge	12	20	7
Rounded Intellectual Development	24	17	29
Learning for a Changing World	15	6	18
International Perspective	14	0	4
Totals	182	122	113



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**Table 4: Number of tasks allocated to each graduate attributes descriptor**

Attribute Theme	Descriptor	Tasks Allocated	Employers	Alumni	Academics
COMMUNICATION	2.1	26	11	8	7
	2.2	25	12	11	2
	2.3	23	11	3	9
	2.4	16	9	2	5
	2.5	14	5	5	4
Totals	5	104	48	29	27
Average task per descriptor		21			
INFORMATION EXPERTISE	3.1	14	5	5	4
	3.2	14	7	4	3
	3.3	18	6	8	4
	3.4	16	12	3	1
Totals	4	62	30	20	12
Average task per descriptor		16			
RESEARCH AND SCHOLARSHIP	6.1	10	1	9	0
	6.2	22	13	3	6
	6.3	17	9	7	1
	6.4	8	5	2	1
	6.5	21	9	6	6
	6.6	7	2	3	2
Totals	6	85	39	30	16
Average task per descriptor		14			
CRITICAL ENGAGEMENT WITH KNOWLEDGE	1.1	15	5	9	1
	1.2	14	3	8	3
	1.3	10	4	3	3
Totals	3	39	12	20	7
Average task per descriptor		13			
ROUNDED INTELLECTUAL DEVELOPMENT	7.1	10	1	5	4
	7.2	9	3	1	5
	7.3	11	5	2	4
	7.4	8	4	1	3
	7.5	8	3	1	4
	7.6	4	0	2	2
	7.7	6	2	2	2
	7.8	14	6	3	5
Totals	8	70	24	17	29
Average task per descriptor		9			
LEARNING FOR A CHANGING WORLD	5.1	8	1	3	4
	5.2	9	3	1	5
	5.3	17	10	1	6
	5.4	0	0	0	0
	5.5	5	1	1	3
Totals	5	39	15	6	18
Average task per descriptor		8			
INTERNATIONAL PERSPECTIVE	4.1	5	4	0	1
	4.2	10	8	0	2
	4.3	3	2	0	1
Totals	3	18	14	0	4
Average task per descriptor		6			

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Table 4 shows the number of tasks allocated by each stakeholder group to each of the individual attribute descriptors. Inspection of the table suggests that overall the graduate attributes identified in the Queen Mary statement are relevant to current employer and academic contexts for undergraduate student development, given that 33 of the 34 descriptors are associated with at least one work based or curriculum based task. The one descriptor that had no associations was 5.4 Learning for a Changing World: Recognise the impact of the human on the natural world. Also of note was the lack of association of any of the International Perspective descriptors to work-based tasks undertaken by the alumni, and similarly for the academics no association was made with 6.1 Research and Scholarship: Comprehend the principles, practices and boundaries of their discipline or field of study.

## **Task 3: Strengths and Weaknesses of the Queen Mary Graduate Attributes Statement**

In the final task, each group was asked to consider the strengths and weaknesses of the Queen Mary Graduate Attributes Statement, in particular the content, structure and language of description, in a discussion facilitated by the senior academic. The individual responses of each group are available in Appendix 4.

Participants viewed the statement as wide-ranging and comprehensive; the emphasis on both communication and technology was particularly welcomed, and the value of developing a second language capability was generally viewed positively, although some suggested it was not essential for all graduates. Cultural diversity was perceived by all to be one of the strengths of the statement. A number of comments supported the inclusion of social responsibility in the statement.

Critiques of the statement themes and descriptors identified the following omissions from the statement: time management, working under pressure, prioritising workload, coping with criticism, listening skills and conflict resolution. A greater emphasis upon both team working skills and social development in the statement was also supported.

The majority of participants recommended revising the language of the statement to produce a more succinct, accessible and user-friendly document. It was suggested that different versions of the statement be made available for different audiences. Other suggestions made included developing subject-specific statements, linking explicitly to work experience opportunities, and producing a statement identifying different levels of attribute achievement.

## **Summary**

The purpose of the consultation event was to assess the relevance of the proposed Queen Mary attributes to curriculum tasks identified by academic staff and work-based tasks identified by recent Queen Mary alumni and selected employers.

The event demonstrated that employers, alumni and academics share broadly similar views of the relative importance of developing transferable skills and personal attributes in students. When focused on specific and challenging work-based and curriculum-based

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tasks it was evident that the majority of the graduate attributes had direct relevance to those tasks identified.

For all stakeholder groups involved in the consultation the development of transferable skills and personal attributes were considered much more important than subject knowledge and subject-related skills in terms of their relevance to either work-based or curriculum-based tasks.

Finally the statement was generally positively received by all participants, with a majority indicating the statement to provide a full and wide-ranging framework. In particular the development of a second language capability was generally supported and the emphasis on cultural diversity was perceived to be one of the statement's great strengths. It was clear also that additional work was required to make the statement more accessible to the different intended audiences: academic staff, students and employers.

Written and verbal feedback from the participating academics, alumni and employer representatives indicate strong overall support for the development and implementation of the Queen Mary Graduate Attributes statement.

'it's a great initiative and hope it will be taken forward and implemented'

'it was a privilege to be involved'

'I'm sure the end product will prove to be very valuable - I look forward to hearing more!')

## **Acknowledgements**

We are grateful to Emily Huns, Head of Careers, Susan Nettle, Head of Alumni Relations, Anila Memon, Alumni Relations, and Shelly Donaghy, Membership Services Manager, Students Union, for their help in recruiting the participants for the consultation event. We would also like to thank Anna Lautenschlager, Directorate Marketing and Communications Manager for her advice and guidance in developing the workshop format.

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Dr Graham Thomas

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## Appendix 1 Queen Mary Draft Statement of Graduate Attributes

### Disciplinary Attributes

#### Institutional Attributes

##### A Critical Engagement with Knowledge

Queen Mary graduates will:

- demonstrate rigour, confidence and autonomy in the acquisition and deployment of knowledge
- be capable of generating, interrogating, synthesising and critically evaluating disciplinary understandings
- be able to transfer and adapt their knowledge and understandings to the wider community

##### International Perspective

Queen Mary graduates will:

- be prepared to embrace actively their social, professional and civic responsibilities
- be capable of, and committed to, working effectively within diverse communities
- be able to operate in more than one language

##### Learning for a Changing World

Queen Mary graduates will:

- apply a range of learning approaches as appropriate
- be committed to individual and collaborative learning that is responsive and appropriate to their evolving needs and contexts
- have capacities to lead and influence
- recognise the impact of the human on the natural world
- be open to the application of new technologies to familiar and emerging contexts

Please forward any comments to Dr  
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**FOR INTERNAL CONSULTATION**

**Rounded Intellectual Development** – *Queen Mary graduates will be self-aware, responsible and independent learners. They will:*

- have a commitment to continued, flexible and self-directed learning appropriate to their current and future needs
- develop a set of transferable skills applicable to the management of their career goals, productive employment, continuing education and constructive community action
- be able to undertake realistic self-appraisal and demonstrate initiative and resilience in meeting challenges
- be curious, adaptive and open to change
- develop judgment and wisdom
- be socially responsible, and committed to a global perspective
- actively seek to develop their own learning and actions
- demonstrate respect for and tolerance of the opinions of others and be inclusive in their actions

**Communication** – *Queen Mary graduates will communicate effectively and fluently with a range of audiences, demonstrating advanced written, verbal and other communication skills as appropriate. They will:*

- possess a high standard of oral and written communication skills in English
- be able to communicate ideas, concepts and judgments clearly and concisely to a range of audiences
- understand the strengths and limitations of various forms of communication and the ability to deploy an appropriate form for a given audience, task and cultural context
- appreciate the essential contribution of effective communication to successful teamwork and collaborative activities in settings of social, professional and cultural diversity
- be competent users of appropriate communication technologies

**Research and Scholarship** – *Queen Mary graduates will be able to further their understanding of new contexts through the application of research and scholarship. They will:*

- comprehend the principles, practices and boundaries of their discipline or field of study
- be able to apply analytical and cognitive skills to identify, investigate and solve unfamiliar problems
- be able to produce and present evidenced judgments
- have a strong sense of intellectual integrity and ethical action
- be able to work both autonomously and collaboratively
- be able to acquire substantial new bodies of information in a changing world

**Information expertise** – *Queen Mary graduates will be able to deploy information constructively and critically to support specific needs. They will:*

- be able to identify information needs appropriate to different situations
- use appropriate technologies to locate, access and interpret information effectively from a variety of sources
- be able to evaluate critically the sources, values, validity and currency of information
- be able to deploy information for evidence-based decision-making, advocacy and creative/critical thinking

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## Appendix 2: Responses to Task 1

Codes applied to each statement: T = Transferable Skills, SK = Subject Knowledge, SSD = Skills Specific to Discipline, PA = Personal Attributes, CM = Career Management, WRE = Work-Related Experiences, O = Other

### Alumni

- Transferable skills – communication, team working (T)
- Subject knowledge (SK)
- Ability to present (T)
- Ability to position an argument (T)
- Confidence (sales role) (PA)
- Able to demonstrate examples of difficult work related situations (WRE)
- Ability to demonstrate hard work through examples (WRE)
- Outside subject knowledge – not academic material but recent cases in the news and legislation that had just been passed or was before Parliament (SK)
- Ability to analyse information put to me (T)
- Communication skills – talking to different professionals and clients from various backgrounds (T)
- Voluntary experience outside of university demonstrated by actual commitment to the area of law I was interested in as opposed to paying lip service (WRE)
- Knowledge of actual work field of interest (SK)
- Teamwork/leadership – core skills (T)
- Good communicative skills (T)
- Extra curricular activity outside of university (WRE)
- Good with psychometric testing (CM)
- Communication skills (T)
- Awareness/sensitivity to different people & situations (PA)
- Team working (T)
- Problem solving (T)
- Dealing with difficult people (T)
- Communication skills (T)
- Thinking & analytical skills (PA,T)
- Nepotism (O)
- Organisational skills (T)
- Confidence/people skills (T)
- Pastoral role – caring & understanding (PA)
- Relationships – pupil/teacher (T)
- Subject knowledge – basic level – making it accessible for others and interesting (SK)
- Communication skills & ensuring understanding – transfer information (T)
- Behaviour management – dealing with difficult people (T)
- Organisation (T)
- Teamworking (T)
- Organisation focused on goals (T)
- Communication skills essential (T)
- Positive attitude (PA)

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- Vast experience in volunteering whilst being a student at QM (WRE)
- Leadership skills, organisational skills, communication skills – transferable (T)
- Able to influence others to volunteer – personal attribute (PA)
- Volunteer management knowledge – skills specific (SSD)
- Communication skills (T)
- Commercial awareness (T)
- Time management (T)
- Client facing skills (T)
- Technical skills (SSD)
- Motivation (PA)
- Adaptation to ever-changing environment (PA)
- Working under pressure/long hours (T)
- Team work (T)
- Communication skills (T)
- Being able to apply learning to real world situations, as well as learning environment (WRE)
- Being able to understand and work to business models and processes (SK, T)
- People-orientated skills (T)
- Having confidence that your learning will be appropriate to the area of work that you are aiming to achieve (PA)
- Understanding of your own abilities and needs to integrate you into an environment that will be beneficial to yourself and employer (PA)
- Leadership (PA)
- Communication (T)
- Work ethic (PA)
- Knowledge (how business functions, of role) (SK)
- Ability to think independently (PA)
- Specific analytical skills (analysis of legal texts, policy research skills) (SSD)
- Working on projects, reports, presentations as part of a group (T)
- Capacity to lead, work as part of a group, work independently (PA, T)
- Respect for equality and diversity, environmental and ethical actions, listening to others (PA)
- Presentation skills (T)
- Creative writing (SSD)
- Team working (managing) (T)
- Communication – to all levels (T)
- General knowledge of university courses (SK)
- Confidence to express myself (PA)

## **Employers**

- Communication skills (T)
- Enthusiasm/drive (PA)
- Commercial awareness (T)
- Confidence/leadership (PA)
- Organisational skills (T)
- Good team player (PA)
- Integrity (PA)

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- Learning & Development – individual recognise and can illustrate how they have contributed to their learning & development (PA)
- Communicating with impact (T)
- Team working (group exercises in the selection process) (T)
- Creative thinking (ability to challenge concepts and 'think outside the box.'  
Looking at the bigger picture. (PA)
- Relationship building (PA/T)
- Motivation – desire to work in the sector (PA)
- Flexibility – ability to adapt (PA)
- Resilience – dealing with change/disappointment (PA)
- Communication skills – written, verbal (T)
- Team player – leader or follower? (T)
- Business aware – commercial skills (T)
- Enthusiasm for the role, company or scheme – this would be demonstrated by research into the company prior to an interview (PA)
- Ability to articulate own achievements, skills and development areas. Humble to accept feedback. (PA)
- Commercial awareness of the industry of interest. (T)
- Team working ethic – person to person interface (PA)
- Understanding of day to day motivation e.g. in a field based role you have to be as motivated on a wet January day as you would be on a bright Summer day (PA)
- Excellent communication skills (verbal & written) (T)
- Knowledge sharing – ability to engage with others (PA)
- Good & relevant work experience – can they demonstrate leadership capabilities from previous experience (WRE)
- Creative thinking (PA)
- Team working – can they demonstrate this (e.g. sports captain) (T)
- Respect for Race & Diversity (PA)
- Personal responsibility (PA)
- Problem solving (T)
- Communication skills (T)
- Team working (T)
- Customer & community focus (T)
- Resilience (PA)
- Communication – written, verbal, presentation skills, summarising key points (T)
- Collaboration – team working, people skills, some leadership (T, PA)
- Innovation – new ideas, applying theory into practice, 'blue sky' thinking, think out of the box, challenging ideas (PA)
- Resilience (PA)
- Problem solving (T)
- Personal responsibility (PA)
- Team work (T)
- Effective communication (T)
- Diversity (PA)
- Customer focus (T)

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- Communication skills (ability to speak to wide a range of audiences, students and banks (T)
- Team work (T)
- Organisation skills (T)
- Excel skills (T)
- Commercial awareness (T)
- Discipline skills – programming ability (SSD)
- Transferable skills – a) problem solving – hugely important; b) computer literacy – a pre-requisite (T)
- Personal/professional attributes – a) integrity (intellectual or otherwise); b) ethical outlook; c) curiosity (PA)
- Capacity to influence and lead not always required – good programmers are often not leaders (PA)
- Commercial awareness – business acumen, knowledge of work function, practically applying knowledge to business (T)
- Communication (T)
- Self awareness, self confidence, motivation (PA)
- Willingness to learn (PA)

## Academic

- The ability to express complex ideas effectively and concisely (T)
- Capacity to analyse new situations and to understand them in a broader historical or cultural context (SSD, T)
- Close reading and subtle interpretation – a discipline specific skill (SSD)
- Confidence to defend their own point of view/analysis (PA)
- Professionalism (PA)
- Communication skills with knowledge and understanding of the diversity of the population, and grow through that experience offered here at QMUL (T, PA)
- Use evidence that is before and apply to workplace and delivery of Health Service and maintaining health (SK, SSD)
- Self-confidence (PA)
- To be proactive rather than passive (PA)
- Thoughtful about relationship between a) student experience and work; b) disciplinary experience and work (WRE/SSD)
- Critical faculties including the awareness that power matters (PA)
- Openness to difference (PA)
- Creative problem solving (T)
- Confidence (PA)
- Communication skills (T)
- Subject knowledge (SK)
- Team working (T)
- Time management skills, through ability to meet deadlines of heavy workload (T)
- Competence in approaching technical problems (SSD)
- Ability to manage complex projects through planning & insight (T)
- Capacity to influence and lead appropriately (PA)
- Development of fully professional communication skills (T)



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- Ethical behaviour (PA)
- Tolerance and understanding (PA)
- Team working (T)
- Communication skills (T)
- Intellectual rigour and willingness to challenge what they hear and read (PA)

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## Appendix 3

### **1.1 – A critical engagement with knowledge - *demonstrate rigour, confidence and autonomy in the acquisition and deployment of knowledge* – 15 tasks identified**

- Dealing with fatal/serious accidents - (closest but not adequate for task) (E)
- Awareness that knowledge is ALWAYS socially constructed and so requires critique (goes beyond what is in 1.1) (Academic)
- Unexpectedly attend an interlocutory court hearing in place of a partner who has been delayed (newly appointed trainee in law firm) (E)
- To identify a research question, conduct the research necessary to answer it and write up the outcomes as a dissertation (Academic)
- To present to a group the key ideas within a complex theoretical essay or literary text (Academic)
- Communicating with impact – e.g. working with a range of stakeholders at different levels (E)
- Individual project (Academic)
- Team project (Academic)
- Group course work (Academic)
- To undertake individual research project with written dissertation at end (Academic)
- Building a component of a website from a scope (E)
- Presenting topics outside of immediate comfort zone of learning (E)
- Sustained research and writing about a topic to a high level of theoretical and synthetic knowledge (Academic)
- Group work (in Drama) (Academic)
- Teaching work placement (A)

### **1.2 – A critical engagement with knowledge – *be capable of generating, interrogating, synthesising and critically evaluating disciplinary understandings* – 14 tasks identified**

- Unexpectedly attend an interlocutory court hearing in place of a partner who has been delayed (newly appointed trainee in law firm) (E)
- To identify a research question, conduct the research necessary to answer it and write up the outcomes as a dissertation (Academic)
- To work at a high level in 6-8 different areas of academic inquiry in any given year (Academic)
- To present to a group the key ideas within a complex theoretical essay or literary text (Academic)
- Communicating with impact – e.g. working with a range of stakeholders at different levels (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Individual project (Academic)
- To undertake individual research project with written dissertation at end (Academic)
- Presenting topics outside of immediate comfort zone of learning (A)
- Applying learning to subjects not fully or partially embraced by formal learning (A)
- Sustained research and writing about a topic to a high level of theoretical and synthetic knowledge (Academic)
- Read large quantities of assigned and non-assigned work and talk about it sensibly (Academic)
- Group work (in Drama) (Academic)
- Teaching work placement (A)

# The Graduate Attributes Project

## **1.3 – A critical engagement with knowledge – *be able to transfer and adapt their knowledge and understandings to the wider community* – 10 tasks identified**

- Talking to young people (A)
- Awareness that knowledge is ALWAYS socially constructed and so requires critique (goes beyond what is in 1.3) (Academic)
- Unexpectedly attend an interlocutory court hearing in place of a partner who has been delayed (newly appointed trainee in law firm) (E)
- Prepare a case involving 10 witnesses for hearing and leading team with 2 paralegal staff (3 year qualified solicitor) (E)
- To present to a group the key ideas within a complex theoretical essay or literary text (Academic)
- Communicating with impact – e.g. working with a range of stakeholders at different levels (E)
- Deliver presentations to employees/managers outside of your work area (E)
- Impact of individual's input to work areas and what they do to fit into the bigger picture of a company or group of people (A)
- Group work (in Drama) (Academic)
- Teaching work placement (A)

## **2.1 – Communication – *possess a high standard of oral and written communication skills in English* – 26 tasks identified**

- Talking to young people (A)
- Meet a client who has a difficult/sensitive case and obtain a witness statement (newly appointed trainee in law firm) (E)
- Unexpectedly attend an interlocutory court hearing in place of a partner who has been delayed (newly appointed trainee in law firm) (E)
- Be part of a presentation team led by 2 partners, pitching for a tender contract (3 year qualified solicitor) (E)
- Lead a negotiation on a company acquisition acting for the buyer of the company (3 year qualified solicitor) (E)
- To identify a research question, conduct the research necessary to answer it and write up the outcomes as a dissertation (Academic)
- To work at a high level in 6-8 different areas of academic inquiry in any given year (Academic)
- To present to a group the key ideas within a complex theoretical essay or literary text (Academic)
- Presenting to senior stakeholders of existing/prospective customers (A)
- Communicating with impact – e.g. working with a range of stakeholders at different levels (E)
- Gaining the trust of an unhappy client (E)
- Working in a mixed ability team to meet a challenging deadline (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Individual project (Academic)
- Team project (Academic)
- Group course work (Academic)
- Managing confrontation (A)
- To undertake individual research project with written dissertation at end (Academic)
- Responding to a support call from a client (E)
- Taking part in a client meeting to discuss technical aspects of a project (E)

# The Graduate Attributes Project

- Managing groups and individuals in an effective leadership manner to reach goals both personal and for their team (A)
- Presentation to an audience of up to 200 promoting SEO (E)
- Budgets – numeracy (A)
- Presentation skills – difficult audiences (A)
- Group work (in Drama) (Academic)
- Teaching work placement (A)

## **2.2 – Communication – *be able to communicate ideas, concepts and judgements clearly and concisely to a range of audiences* – 25 tasks identified**

- Saying no to people who (sometimes aggressively) react badly to it (E)
- Presenting subject(s) to stakeholders (internal or external) (E)
- Talking to young people (A)
- To participate in a meeting where others may have more experience and knowledge (A)
- Unexpectedly attend an interlocutory court hearing in place of a partner who has been delayed (newly appointed trainee in law firm) (E)
- Be part of a presentation team led by 2 partners, pitching for a tender contract (3 year qualified solicitor) (E)
- Lead a negotiation on a company acquisition acting for the buyer of the company (3 year qualified solicitor) (E)
- To present to a group the key ideas within a complex theoretical essay or literary text (Academic)
- Formulating research to be presented – questions that arose such as how to present it to senior colleagues (A)
- Presenting to senior stakeholders of existing/prospective customers (A)
- To be able to transform academic knowledge into basic day to day client level communication (A)
- Letter writing to a client (A)
- Communicating with impact – e.g. working with a range of stakeholders at different levels (E)
- Gaining the trust of an unhappy client (E)
- Working in a mixed ability team to meet a challenging deadline (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Deliver presentations to employees/managers outside of your work area (E)
- Managing confrontation (A)
- Taking part in a client meeting to discuss technical aspects of a project (E)
- Managing groups and individuals in an effective leadership manner to reach goals both personal and for their team (A)
- Presentation to an audience of up to 200 promoting SEO (E)
- Difficult audiences – having to influence some people/students to volunteer when not really interested (A)
- Presentation skills – difficult audiences (A)
- Group work (in Drama) (Academic)
- Teaching work placement (A)

## **2.3 – Communication - *understand the strengths and limitations of various forms of communication and the ability to deploy an appropriate form for a given audience, task and cultural context* – 23 tasks identified**

- Telling somebody their relative has died (E)
- To discuss issues and help someone in a foreign language over the phone (A)
- Meet a client who has a difficult/sensitive case and obtain a witness statement (newly appointed trainee in law firm) (E)

# The Graduate Attributes Project

- Unexpectedly attend an interlocutory court hearing in place of a partner who has been delayed (newly appointed trainee in law firm) (E)
- Be part of a presentation team led by 2 partners, pitching for a tender contract (3 year qualified solicitor) (E)
- Lead a negotiation on a company acquisition acting for the buyer of the company (3 year qualified solicitor) (E)
- To work at a high level in 6-8 different areas of academic inquiry in any given year (Academic)
- To present to a group the key ideas within a complex theoretical essay or literary text (Academic)
- Presenting to senior stakeholders of existing/prospective customers (A)
- To be able to transform academic knowledge into basic day to day client level communication (A)
- Letter writing to a client (A)
- Communicating with impact – e.g. working with a range of stakeholders at different levels (E)
- Working in a mixed ability team to meet a challenging deadline (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Influence peers and/or more senior personnel to accept your proposal (E)
- Managing confrontation (A)
- Taking part in a client meeting to discuss technical aspects of a project (E)
- Managing groups and individuals in an effective leadership manner to reach goals both personal and for their team (A)
- Presentation to an audience of up to 200 promoting SEO (E)
- Difficult audiences – having to influence some people/students to volunteer when not really interested (A)
- Presentation skills – difficult audiences (A)
- Group work (in Drama) (Academic)
- Teaching work placement (A)

## **2.4 – Communication – *appreciate the essential contribution of effective communication to successful teamwork and collaborative activities in settings of social, professional and cultural diversity* – 16 tasks identified**

- prepare a case involving 10 witnesses for hearing and leading team with 2 paralegal staff (3 year qualified solicitor) (E)
- Be part of a presentation team led by 2 partners, pitching for a tender contract (3 year qualified solicitor) (E)
- Lead a negotiation on a company acquisition acting for the buyer of the company (3 year qualified solicitor) (E)
- Needing to involve various internal departments to obtain a sale (A)
- Communicating with impact – e.g. working with a range of stakeholders at different levels (E)
- Working in a mixed ability team to meet a challenging deadline (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Identify people in the business who could help/support you in finding information (E)
- Building client relationship (E)
- Managing confrontation (A)
- Working with people from different cultures and maintaining balance in relationships (A)
- Managing groups and individuals in an effective leadership manner to reach goals both personal and for their team (A)
- Presentation to an audience of up to 200 promoting SEO (E)
- Group work (in Drama) (Academic)

# The Graduate Attributes Project

- Team working – requirement driven and dependent on self motivation to get patients in and treatment done (Academic)
- Teaching work placement (A)

## **2.5 – Communication – *be competent users of appropriate communication technologies* – 14 tasks identified**

- Be part of a presentation team led by 2 partners, pitching for a tender contract (3 year qualified solicitor) (E)
- Lead a negotiation on a company acquisition acting for the buyer of the company (3 year qualified solicitor) (E)
- To present to a group the key ideas within a complex theoretical essay or literary text (Academic)
- Presenting to senior stakeholders of existing/prospective customers (A)
- Communicating with impact – e.g. working with a range of stakeholders at different levels (E)
- Working in a mixed ability team to meet a challenging deadline (E)
- Individual project (Academic)
- Team project (Academic)
- Group course work (Academic)
- Managing confrontation (A)
- Responding to a support call from a client (E)
- Managing groups and individuals in an effective leadership manner to reach goals both personal and for their team (A)
- Group work (in Drama) (Academic)
- Teaching work placement (A)

## **3.1 – Information expertise – *be able to identify information needs appropriate to different situations* – 14 tasks identified**

- prepare a case involving 10 witnesses for hearing and leading team with 2 paralegal staff (3 year qualified solicitor) (E)
- To work at a high level in 6-8 different areas of academic inquiry in any given year (Academic)
- To present to a group the key ideas within a complex theoretical essay or literary text (Academic)
- Formulating research to be presented – questions that arose such as how to present it to senior colleagues (A)
- Writing detailed proposal documents that require specific information (A)
- Communicating with impact – e.g. working with a range of stakeholders at different levels (E)
- Working in a mixed ability team to meet a challenging deadline (E)
- Individual project (Academic)
- Group course work (Academic)
- Presenting topics outside of immediate comfort zone of learning (E)
- Presentation to an audience of up to 200 promoting SEO (E)
- Writing effectively for target audiences – boundaries of communication (A)
- Sustained research and writing about a topic to a high level of theoretical and synthetic knowledge (Academic)
- Teaching work placement (A)

# The Graduate Attributes Project

## **3.2 – Information expertise – *use appropriate technologies to locate, access and interpret information effectively from a variety of sources* – 14 tasks identified**

- To research, plan and solve a project which at first sight appears challenging (A)
- Conduct a piece of legal research on a specific topic for a partner which is required in 24 hours (newly appointed trainee in law firm) (E)
- prepare a case involving 10 witnesses for hearing and leading team with 2 paralegal staff (3 year qualified solicitor) (E)
- To identify a research question, conduct the research necessary to answer it and write up the outcomes as a dissertation (Academic)
- To work at a high level in 6-8 different areas of academic inquiry in any given year (Academic)
- Formulating research to be presented – questions that arose such as how to present it to senior colleagues (A)
- Communicating with impact – e.g. working with a range of stakeholders at different levels (E)
- To undertake individual research project with written dissertation at end (Academic)
- Responding to a support call from a client (E)
- Presenting topics outside of immediate comfort zone of learning (E)
- Presentation to an audience of up to 200 promoting SEO (E)
- Organising the logistics of assessment centres for at least 100 students each day, and liaising with partner firms (E)
- Sustained research and writing about a topic to a high level of theoretical and synthetic knowledge (Academic)
- Teaching work placement (A)

## **3.3 – Information expertise – *be able to evaluate critically the sources, values, validity and currency of information* – 18 tasks identified**

- To research, plan and solve a project which at first sight appears challenging (A)
- Conduct a piece of legal research on a specific topic for a partner which is required in 24 hours (newly appointed trainee in law firm) (E)
- prepare a case involving 10 witnesses for hearing and leading team with 2 paralegal staff (3 year qualified solicitor) (E)
- To identify a research question, conduct the research necessary to answer it and write up the outcomes as a dissertation (Academic)
- To work at a high level in 6-8 different areas of academic inquiry in any given year (Academic)
- To present to a group the key ideas within a complex theoretical essay or literary text (Academic)
- Keeping abreast of the changes in law and policy that affects clients cases (A)
- Formulating research to be presented – questions that arose such as how to present it to senior colleagues (A)
- Communicating with impact – e.g. working with a range of stakeholders at different levels (E)
- Gaining the trust of an unhappy client (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Individual project (Academic)
- Group course work (Academic)
- To undertake individual research project with written dissertation at end (Academic)
- Presenting topics outside of immediate comfort zone of learning (E)
- Sustained research and writing about a topic to a high level of theoretical and synthetic knowledge (Academic)

# The Graduate Attributes Project

- Evidence based dentistry – understanding the need to use that evidence, most able to problem-solve a situation but treatments needing evidence can be more difficult (Academic)
- Teaching work placement (A)

## **3.4 – Information expertise – *be able to deploy information for evidence-based decision-making, advocacy and creative/critical thinking* – 16 tasks identified**

- Report writing (E)
- To research, plan and solve a project which at first sight appears challenging (A)
- Conduct a piece of legal research on a specific topic for a partner which is required in 24 hours (newly appointed trainee in law firm) (E)
- prepare a case involving 10 witnesses for hearing and leading team with 2 paralegal staff (3 year qualified solicitor) (E)
- Formulating research to be presented – questions that arose such as how to present it to senior colleagues (A)
- Communicating with impact – e.g. working with a range of stakeholders at different levels (E)
- Gaining the trust of an unhappy client (E)
- Working in a mixed ability team to meet a challenging deadline (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Influence peers and/or more senior personnel to accept your proposal (E)
- Responding to a support call from a client (E)
- Presenting topics outside of immediate comfort zone of learning (E)
- Presentation to an audience of up to 200 promoting SEO (E)
- Organising the logistics of assessment centres for at least 100 students each day, and liaising with partner firms (E)
- Evidence based dentistry – understanding the need to use that evidence, most able to problem-solve a situation but treatments needing evidence can be more difficult (Academic)
- Teaching work placement (A)

## **4.1 – International perspective – *be prepared to embrace actively their social, professional and civic responsibilities* – 5 tasks identified**

- Communicating with impact – e.g. working with a range of stakeholders at different levels (E)
- Working in a mixed ability team to meet a challenging deadline (E)
- Presentation to an audience of up to 200 promoting SEO (E)
- Organising the logistics of assessment centres for at least 100 students each day, and liaising with partner firms (E)
- Teaching work placement (A)

## **4.2 – International perspective – *be capable of, and committed to, working effectively within diverse communities* – 10 tasks identified**

- Communicating with impact – e.g. working with a range of stakeholders at different levels (E)
- Gaining the trust of an unhappy client (E)
- Working in a mixed ability team to meet a challenging deadline (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Deliver presentations to employees/managers outside of your work area (E)
- Building client relationship (E)
- Working with people from different cultures and maintaining balance in relationships (A)



# The Graduate Attributes Project

- Presentation to an audience of up to 200 promoting SEO (E)
- Organising the logistics of assessment centres for at least 100 students each day, and liaising with partner firms (E)
- Teaching work placement (A)

## **4.3 – International perspective – *be able to operate in more than one language* – 3 tasks identified**

- To discuss issues and help someone in a foreign language over the phone (A)
- Presentation to an audience of up to 200 promoting SEO (E)
- Organising the logistics of assessment centres for at least 100 students each day, and liaising with partner firms (E)

## **5.1 – Learning for a changing world – *apply a range of learning approaches as appropriate* – 8 tasks identified**

- Talking to young people (A)
- To work at a high level in 6-8 different areas of academic inquiry in any given year (Academic)
- Organisational skills – dealing with office administration whilst conducting work activities (A)
- Receiving or giving constructive feedback to aid learning and development (E)
- Individual project (Academic)
- Applying learning to subjects not fully or partially embraced by formal learning (A)
- Lifelong learning – to manage changing world realise that even in Dentistry this is important – CPD requirement of healthcare practice (Academic)
- Teaching work placement (A)

## **5.2 – Learning for a changing world – *be committed to individual and collaborative learning that is responsive and appropriate to their evolving needs and contexts* – 9 tasks identified**

- Keeping abreast of the changes in law and policy that affects clients cases (A)
- Keeping up-to-date with market information and communicating this to customers (A)
- Working in a mixed ability team to meet a challenging deadline (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Understanding office politics (E)
- Group design project – to work collaboratively on a project taking up to 50% of their final year with very little structure imposed and to generate a major report collaboratively written (Academic)
- Applying learning to subjects not fully or partially embraced by formal learning (A)
- Delegating – relying on others (A)
- Teaching work placement (A)

## **5.3 – Learning for a changing world – *have capacities to lead and influence* – 16 tasks identified**

- Project management (E)
- To participate in a meeting where others may have more experience and knowledge (A)
- prepare a case involving 10 witnesses for hearing and leading team with 2 paralegal staff (3 year qualified solicitor) (E)
- Lead a negotiation on a company acquisition acting for the buyer of the company (3 year qualified solicitor) (E)
- To present to a group the key ideas within a complex theoretical essay or literary text (Academic)

# The Graduate Attributes Project

- Communicating with impact – e.g. working with a range of stakeholders at different levels (E)
- Gaining the trust of an unhappy client (E)
- Working in a mixed ability team to meet a challenging deadline (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Influence peers and/or more senior personnel to accept your proposal (E)
- Deliver presentations to employees/managers outside of your work area (E)
- Applying learning to subjects not fully or partially embraced by formal learning (A)
- Presentation to an audience of up to 200 promoting SEO (E)
- Difficult audiences – having to influence some people/students to volunteer when not really interested (A)
- Delegating – relying on others (A)
- Managing people (A)
- Teaching work placement (A)

## **5.4 – Learning for a changing world – *recognise the impact of the human on the natural world* – 0 tasks identified**

## **5.5 Learning for a changing world – *be open to the application of new technologies to familiar and emerging contexts* – 5 tasks identified**

- Keeping up-to-date with market information and communicating this to customers (A)
- Understanding office politics (E)
- Individual project (Academic)
- Applying learning to subjects not fully or partially embraced by formal learning (A)
- Teaching work placement (A)

## **6.1 – Research and Scholarship – *comprehend the principles, practices and boundaries of their discipline or field of study* - 10 tasks identified**

- Thinking around individual modules and developing a coherent and challenging geographical... (Academic)
- To identify a research question, conduct the research necessary to answer it and write up the outcomes as a dissertation (Academic)
- To work at a high level in 6-8 different areas of academic inquiry in any given year (Academic)
- To present to a group the key ideas within a complex theoretical essay or literary text (Academic)
- Individual project (Academic)
- Team project (Academic)
- To undertake individual research project with written dissertation at end (Academic)
- Building a component of a website from a scope (E)
- Sustained research and writing about a topic to a high level of theoretical and synthetic knowledge (Academic)
- Teaching work placement (A)

## **6.2 – Research and Scholarship – *be able to apply analytical and cognitive skills to identify, investigate and solve unfamiliar problems* – 22 tasks identified**

- Problem analysis (E)
- To research, plan and solve a project which at first sight appears challenging (A)
- Lead a negotiation on a company acquisition acting for the buyer of the company (3 year qualified solicitor) (E)

# The Graduate Attributes Project

- Prepare a case involving 10 witnesses for hearing and leading team with 2 paralegal staff (3 year qualified solicitor) (E)
- To identify a research question, conduct the research necessary to answer it and write up the outcomes as a dissertation (Academic)
- To work at a high level in 6-8 different areas of academic inquiry in any given year (Academic)
- Keeping abreast of the changes in law and policy that affects clients cases (A)
- Formulating research to be presented – questions that arose such as how to present it to senior colleagues (A)
- Communicating with impact – e.g. working with a range of stakeholders at different levels (E)
- Gaining the trust of an unhappy client (E)
- Working in a mixed ability team to meet a challenging deadline (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Influence peers and/or more senior personnel to accept your proposal (E)
- Problem solving (E)
- Proactively designing the way forward in challenging situations (A)
- Responding to a support call from a client (E)
- Building a component of a website from a scope (E)
- Taking part in a client meeting to discuss technical aspects of a project (E)
- Presenting topics outside of immediate comfort zone of learning (E)
- Managing people (A)
- Sustained research and writing about a topic to a high level of theoretical and synthetic knowledge (Academic)
- Teaching work placement (A)

## **6.3 – Research and Scholarship – *be able to produce and present evidenced judgements* – 17 tasks identified**

- Conduct a piece of legal research on a specific topic for a partner which is required in 24 hours (newly appointed trainee in law firm) (E)
- To identify a research question, conduct the research necessary to answer it and write up the outcomes as a dissertation (Academic)
- To work at a high level in 6-8 different areas of academic inquiry in any given year (Academic)
- Communicating with impact – e.g. working with a range of stakeholders at different levels (E)
- Working in a mixed ability team to meet a challenging deadline (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Influence peers and/or more senior personnel to accept your proposal (E)
- Read and summarise key data from a report (E)
- Individual project (Academic)
- Team project (Academic)
- Group course work (Academic)
- Building a component of a website from a scope (E)
- Taking part in a client meeting to discuss technical aspects of a project (E)
- Organising the logistics of assessment centres for at least 100 students each day, and liaising with partner firms (E)
- Sustained research and writing about a topic to a high level of theoretical and synthetic knowledge (Academic)
- Evidence based dentistry – understanding the need to use that evidence, most able to problem-solve a situation but treatments needing evidence can be more difficult (Academic)
- Teaching work placement (A)

# The Graduate Attributes Project

## **6.4 – Research and Scholarship – *have a strong sense of intellectual integrity and ethical action* – 8 tasks identified**

- Awareness that truth/reality is socially constructed and so requires critique (Academic)
- Meet a client who has a difficult/sensitive case and obtain a witness statement (newly appointed trainee in law firm) (E)
- To identify a research question, conduct the research necessary to answer it and write up the outcomes as a dissertation (Academic)
- Communicating with impact – e.g. working with a range of stakeholders at different levels (E)
- Gaining the trust of an unhappy client (E)
- Working in a mixed ability team to meet a challenging deadline (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Teaching work placement (A)

## **6.5 – Research and Scholarship – *be able to work both autonomously and collaboratively* – 21 tasks identified**

- To research, plan and solve a project which at first sight appears challenging (A)
- Conduct a piece of legal research on a specific topic for a partner which is required in 24 hours (newly appointed trainee in law firm) (E)
- Meet a client who has a difficult/sensitive case and obtain a witness statement (newly appointed trainee in law firm) (E)
- prepare a case involving 10 witnesses for hearing and leading team with 2 paralegal staff (3 year qualified solicitor) (E)
- Be part of a presentation team led by 2 partners, pitching for a tender contract (3 year qualified solicitor) (E)
- To work at a high level in 6-8 different areas of academic inquiry in any given year (Academic)
- Formulating research to be presented – questions that arose such as how to present it to senior colleagues (A)
- Working in a mixed ability team to meet a challenging deadline (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Identify people in the business who could help/support you in finding information (E)
- Individual project (Academic)
- Team project (Academic)
- Group course work (Academic)
- Working with people from different cultures and maintaining balance in relationships (A)
- Group design project – to work collaboratively on a project taking up to 50% of their final year with very little structure imposed and to generate a major report collaboratively written (Academic)
- Responding to a support call from a client (E)
- Managing groups and individuals in an effective leadership manner to reach goals both personal and for their team (A)
- Organising the logistics of assessment centres for at least 100 students each day, and liaising with partner firms (E)
- Pressure/multitasking (A)
- Evidence based dentistry – understanding the need to use that evidence, most able to problem-solve a situation but treatments needing evidence can be more difficult (Academic)
- Teaching work placement (A)

# The Graduate Attributes Project

## **6.6 – Research and Scholarship – *be able to acquire substantial new bodies of information in a changing world* – 7 tasks identified**

- To identify a research question, conduct the research necessary to answer it and write up the outcomes as a dissertation (Academic)
- To work at a high level in 6-8 different areas of academic inquiry in any given year (Academic)
- Keeping abreast of the changes in law and policy that affects clients cases (A)
- Understanding office politics (E)
- Building a component of a website from a scope (E)
- Lifelong learning – to manage changing world realise that even in Dentistry this is important – CPD requirement of healthcare practice (Academic)
- Teaching work placement (A)

## **7.1 Rounded Intellectual Development – *have a commitment to continued, flexible and self-directed learning appropriate to their current and future needs* – 10 tasks identified**

- Asking for right work! (A)
- Keeping abreast of the changes in law and policy that affects clients cases (A)
- Receiving or giving constructive feedback to aid learning and development (E)
- Individual project (Academic)
- Team project (Academic)
- Group course work (Academic)
- Proactively designing the way forward in challenging situations (A)
- To undertake individual research project with written dissertation at end (Academic)
- Group work (in Drama) (Academic)
- Teaching work placement (A)

## **7.2 – Rounded Intellectual Development – *develop a set of transferable skills applicable to the management of their career goals, productive employment, continuing education and constructive community action* – 9 tasks identified**

- Organisational skills – dealing with office administration whilst conducting work activities (A)
- Working in a mixed ability team to meet a challenging deadline (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Proactively designing the way forward in challenging situations (A)
- Presenting topics outside of immediate comfort zone of learning (E)
- Applying learning to subjects not fully or partially embraced by formal learning (A)
- Prioritising tasks over others to detriment of other work (A)
- Group work (in Drama) (Academic)
- Teaching work placement (A)

## **7.3 – Rounded Intellectual Development – *be able to undertake realistic self-appraisal and demonstrate initiative and resilience in meeting challenges* – 11 tasks identified**

- Gaining the trust of an unhappy client (E)
- Working in a mixed ability team to meet a challenging deadline (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Influence peers and/or more senior personnel to accept your proposal (E)

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- Group design project – to work collaboratively on a project taking up to 50% of their final year with very little structure imposed and to generate a major report collaboratively written (Academic)
- Impact of individual's input to work areas and what they do to fit into the bigger picture of a company or group of people (A)
- Organising the logistics of assessment centres for at least 100 students each day, and liaising with partner firms (E)
- Time management – having lots to do but not enough time to do it – not really included on statement (A)
- Assertiveness – dealing with difficult situations (A)
- Group work (in Drama) (Academic)
- Teaching work placement (A)

## **7.4 – Rounded Intellectual Development – *be curious, adaptive and open to change* – 8 tasks identified**

- Gaining the trust of an unhappy client (E)
- Working in a mixed ability team to meet a challenging deadline (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Identify people in the business who could help/support you in finding information (E)
- Working with people from different cultures and maintaining balance in relationships (A)
- Prioritising tasks over others to detriment of other work (A)
- Group work (in Drama) (Academic)
- Teaching work placement (A)

## **7.5 – Rounded Intellectual Development – *develop judgement and wisdom* – 8 tasks identified**

- Gaining the trust of an unhappy client (E)
- Working in a mixed ability team to meet a challenging deadline (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Managing confrontation (A)
- Managing groups and individuals in an effective leadership manner to reach goals both personal and for their team (A)
- Prioritising tasks over others to detriment of other work (A)
- Group work (in Drama) (Academic)
- Teaching work placement (A)

## **7.6 – Rounded Intellectual Development – *be socially responsible, and committed to a global perspective* – 4 tasks identified**

- Awareness that truth/reality is socially constructed and so requires critique (Academic) (7.6 to an extent)
- Impact of individual's input to work areas and what they do to fit into the bigger picture of a company or group of people (A)
- Group work (in Drama) (Academic)
- Teaching work placement (A)

## **7.7 – Rounded Intellectual Development – *actively seek to develop their own learning and actions* – 6 tasks identified**

- Working in a mixed ability team to meet a challenging deadline (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Group design project – to work collaboratively on a project taking up to 50% of their final year with very little structure imposed and to generate a major report collaboratively written (Academic)

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- Applying learning to subjects not fully or partially embraced by formal learning (A)
- Group work (in Drama) (Academic)
- Teaching work placement (A)

## **7.8 – Rounded Intellectual Development – *demonstrate respect for and tolerance of the opinions of others and be inclusive in their actions* – 14 tasks identified**

- Awareness that truth/reality is socially constructed and so requires critique (Academic) (7.8 to an extent)
- prepare a case involving 10 witnesses for hearing and leading team with 2 paralegal staff (3 year qualified solicitor) (E)
- Communicating with impact – e.g. working with a range of stakeholders at different levels (E)
- Gaining the trust of an unhappy client (E)
- Working in a mixed ability team to meet a challenging deadline (E)
- Receiving or giving constructive feedback to aid learning and development (E)
- Influence peers and/or more senior personnel to accept your proposal (E)
- Managing confrontation (A)
- Working with people from different cultures and maintaining balance in relationships (A)
- Group design project – to work collaboratively on a project taking up to 50% of their final year with very little structure imposed and to generate a major report collaboratively written (Academic)
- Time management – having lots to do but not enough time to do it – not really included on statement (A)
- Managing people (A)
- Group work (in Drama) (Academic)
- Teaching work placement (A)

# The Graduate Attributes Project

## Appendix 4: Strengths and weaknesses of the QM Graduate Attributes Statement

### Group 1:

- Communication is key
- Technology is very important
- Capacity to operate in more than 1 language generally seen to be a strength
- Cultural diversity seen by all to be a strength
- Need to discuss this sort of document with adviser, as part of PDP – too hard to use if just given document
- Not enough emphasis on team working – it is rather buried at the moment
- Need more about dealing with pressure, time management, prioritisation
- Too many words – develop the headings, consider language used

### Group 2:

- Comprehensive
- Can link to competencies and behaviours expected
- Sense degree experience can be enriched – confidence boost
- Needs to be developed further – needs positioning
- Needs to be put everywhere
- Will need different versions of statement for different audiences e.g. a) prospective students; b) current students; c) employers

### Group 3:

- Needs an overview of what this does to help
- Needs to be more user friendly
- Be aware of level of ability to comprehend document
- Link to work experience
- Coping with criticism
- Less is more
- Lots of apparent overlap between different attributes
- Too long – needs more direct/straightforward/clear language
- Language too abstract – flowery
- No mention of listening
- Too academic in tone/orientation
- Assumption that graduates will get graduate jobs or go onto a graduate scheme
- Degrees help IN jobs but not necessarily to GET a job
- Awareness of skills acquired
- Dealing with pressure
- Dealing with criticism
- Less is more – too many facts
- Language to be clear and straightforward on statement
- Communication – should include listening
- How will the statements be evidenced?
- Levels of statement – e.g. can do, can do well, can do excellently



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- Criticism – constructive criticism
- Self-assessment/evaluation – needs to be expanded
- Statement needs to be condensed and language made easier
- Listening skills to be included
- More accessible for students to achieve
- Needs to be subject specific
- Inaccessible for university undergraduates

## Group 4:

- Communication is a strength
- Flavour of personal development – ongoing learning
- Critical thinking
- Time management/priority/quality of delivery format/context
- Needs to be clear and concise
- Conflict resolution not explicitly mentioned
- Is the skill worth money? Would employers pay more for 2<sup>nd</sup> language skills
- Invest in Careers team – workshops for all compulsory
- Time management & statistics – both need inclusion
- Volunteering improves CV

## Group 5:

- Very important – 6.2 – *be able to apply analytical and cognitive skills to identify, investigate and solve unfamiliar problems* – problem-solving very generic and critical skills
- 6.5 – *be able to work both autonomously and collaboratively* – and 2.4 – *appreciate the essential contribution of effective communication to successful teamwork and collaborative activities in settings of social, professional and cultural diversity* – team working is very important as a graduate – needs to be separated from independent study
- Missing from statement
  1. Prioritisation of tasks in a bigger context
  2. Being able to see the bigger picture
  3. Being aware of magnitude of task and therefore able to deliver
  4. Ability to work outside comfort/subject area zone
  5. Excellence in depth of field and something else
- 5.3 – *have capacities to lead and influence* – replace with ‘understanding of leadership and role of influencing’
- 4.3 – *be able to operate in more than one language* – not useful statement – possibly desirable but not essential for all – basic level is useless – for it to be of any value needs to be at business level
- 1.2 – *be capable of generating, interrogating, synthesising and critically evaluating disciplinary understandings* – very dry, not comprehensible, needs to be rewritten – ‘to be capable of critically evaluating what you have learnt at University’
- Remove 5.4 – *recognise the impact of the human on the natural world* – poor way of expressing it – covered by 6.4

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- Learning how to prioritise, not just for self but also for working environment/operations – effect on processes, company, customers etc
- Balance of being well rounded to apply learning to other areas and a focus on the key topics of your degree

## **Group 6:**

- Good on individual abilities
- Broad
- Give every student another language
- Social responsibility
- Uniqueness – too generic
- Needs to be punchier and more condensed
- Needs to avoid repetition
- Language is not student friendly – or very employer friendly
- Nothing about stuff outside the classroom
- Social development
- Have a shorter statement – longer version for academics
- Too boring
- Too daunting
- Too broad/generic
- Couldn't be used for marketing purposes
- Long winded
- Extra curricular accreditation?
- No mention of time management
- No mention of coping with criticism
- No mention of listening skills
- No mention of conflict resolution

# The Graduate Attributes Project

## Appendix 5: List of Participants

### **Academic Staff:**

Professor Morag Shiach, Vice-Principal (Teaching & Learning)  
Professor Liz Davenport, Institute of Dentistry  
Professor Roger Lee, Department of Geography  
Professor Peter McOwan, Department of Computer Science  
Professor Julia Shelton, School of Engineering and Materials Science  
Professor Evelyn Welch, Dean of Arts, Department of English

### **Alumni:**

Mazdak Alizadeh  
Vicky Butterworth  
Gun Erusta  
Carrie Gardiner  
Sarah Gifford  
Jo Holloway  
Mary Kofokasumu  
Robert Markham  
Sian Marshall  
Steve Piper  
Laura Purl  
Antonios Theocharopoulos  
Fiona Timba  
Robert Turpie  
Aslom Ullah

### **Employer representatives:**

Gary Argent, Association of Graduate Recruiters  
Dave Bebb, Metropolitan Police  
Shareena Butt, Civil Service Fast Stream  
Sue Gogarty, BT  
Christine Hayman, Coca Cola  
Rosemary Rollason, Field Fisher Waterhouse LLP  
Brian Sinclair, Cap Gemini  
Ed Stone, Squiz UK  
Carmen Wan, SEO  
Nikki White, BSkyB  
Ian Wright, Metropolitan Police