

Paper Title

Queen Mary Statement of Graduate Attributes

Outcome Requested

Academic Board is asked to **endorse** the revised final draft of the Graduate Attributes Statement.

Executive Summary

This paper provides an update on current progress towards development and implementation of a Queen Mary Graduate Attributes Framework.

The paper presents the final draft version of the statement of graduate attributes and describes the consultation process undertaken. The consultation process has directly incorporated 332 individuals representing the views of academic and support staff, students (both current and recent alumni) and employers.

Regulatory/statutory reference points and links to College strategy

Learning Teaching and Assessment Strategy

Reporting/consideration route for the paper

N/A

Timing

N/A

Author

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Educational and Staff Development

Senior management/Lay sponsor (if applicable)

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Queen Mary Statement of Graduate Attributes

Institutional Context

- [1] Queen Mary is committed to the development of a statement of graduate attributes that makes explicit the 'behaviours, values, attributes, skills and knowledge' expected of a Queen Mary graduate.
- [2] The main purpose of such a statement is to provide an important point of reference for curriculum development and enhancement and to promote innovative teaching practice and assessment. The statement also provides an important, coherent and integrating framework to support conversations with students about their individual academic and personal development. Carefully presented the statement provides for external stakeholders (e.g. parents, employers, government agencies) a more clearly articulated sense of graduate outcomes consistent with the Queen Mary student experience.
- [3] An initial draft statement was produced as the outcome of three workshops undertaken (Dec 08 and Jan 09) by a representative working party (chaired by Professor E Davenport) with academic representation at sector level of the Employability Committee. The Employability Committee is chaired by the Vice-Principal for Teaching and Learning and reports to the Learning and Teaching Assessment Committee.
- [4] This paper outlines the consultation process and identifies the key feedback received. Included with this paper are the final draft of the statement (Appendix 1) and a document showing the evolution from the first draft (Appendix 2).

Consultation Process

- [5] A College wide consultation process has been ongoing. As detailed below this has incorporated a range of committees, all Faculty Boards, Academic Board as well as consultation events held with current and past students. A Graduate Attributes web page has been established and advertised through the e-Bulletin.

Consultation Event	Date	Members or Participants
Academic Board	16.06.09	53
Queen Mary Service Departments	05.06.09	13
Employers, Queen Mary Alumni and Senior Academics Consultation event	14.05.09	32
Graduate Attributes Project Web Page and e-Bulletin notifications	28.05.09	Open Access to all College Staff and Students

LTAC Working Group on Student Writing	18.03.09	12
Queen Mary Students Consultation event	17.03.09	34
Faculty Board – Natural Sciences	04.03.09	17
Faculty Board – Law and Social Sciences	03.03.09	41
Faculty Board - SMD	05.03.09	25
Faculty Board - Engineering & Mathematical Sciences	11.03.09	24
Faculty Board - Arts	11.03.09	40
Learning, Teaching and Assessment Committee	10.02.09	17
Student Affairs Committee	09.02.09	20

- [6] The working party reconvened in September to consider the feedback from the consultations and revise the initial statement. A systematic review suggested the feedback related mainly to either the content or the purpose of the statement. The main themes that emerged are detailed below.

Content	clarity of descriptors; second language; writing; attribute ranking; strengths; omissions; revisions.
Purpose	distinctiveness of statement; distinction between institutional/disciplinary attributes; relationship between graduate attributes and existing frameworks; curriculum enhancement; degrees of gradueness; attainment of attributes; measurement/assessment of standards; international students; aspiration of the statement; moral/social formation of Queen Mary graduates

- [7] The revised draft statement (appendix 1) has incorporated a range of the feedback received. In particular the statement is more concise and succinct in language. The statement retains an important emphasis on the value of a second language capability as well as emphasising writing and numeracy. The institutional / disciplinary separation has been removed and replaced by 'vision' and 'realisation'.

[8] A number of the other key themes are more logically addressed as part of the implementation phase of the project.

[9] The revised draft statement has now been presented to all the consultation groups.

Next Steps

[10] The statement forms a key strand of the revised Learning, Teaching and Assessment Strategy. As such it will be implemented alongside the new LTA strategy. A project to implement the statement has been developed and will start in January 2010. A project steering group will oversee progress and will report to the Employability Committee.

Dr Graham Thomas and Dr Caroline Walker
Educational and Staff Development

20th November 2009

Appendix 1: Revised final draft

THE QUEEN MARY STATEMENT OF GRADUATE ATTRIBUTES

The distinctive learning environment provided by Queen Mary reflects its position as a leading research-intensive institution in London that draws its students from a culturally diverse set of communities, and that prepares its students for the complexities of the twenty-first century.

We are committed to producing graduates with the knowledge and ability to take full advantage of the range of distinctive attributes they possess as a result of their experiences at Queen Mary.

Our statement of graduate attributes captures this distinctive environment, using seven attribute themes grouped into the categories of Vision and Realisation. The three Vision attributes embody the core attributes at the heart of the College's framework for teaching and learning across the institution as a whole, while the four Realisation attributes express ways in which this framework will be instantiated at disciplinary and departmental level. All seven attributes, taken together, reflect the most significant elements of the learning experience achievable through study and engagement in the wider Queen Mary student experience. As such the statement provides an important reference point for curriculum development and enhancement.

In developing the statement, consultations have been carried out with Queen Mary students, academic and non-academic staff, recent alumni and selected employers.

VISION

Engage critically with knowledge

Queen Mary is committed to developing graduates who:

- acquire and apply knowledge in a rigorous way
- connect information and ideas within their field of study
- use writing for learning and reflection
- adapt their understanding to new and unfamiliar settings

Have a global perspective

Queen Mary is committed to developing graduates who:

- accept the responsibilities that come from taking a global perspective
- recognise the value of operating in more than one language
- work effectively in diverse communities
- engage with the professional world

Learn continuously in a changing world

Queen Mary is committed to developing graduates who:

- acquire new learning in a range of ways, both individually and collaboratively
- possess the skills to influence, negotiate and lead
- respond appropriately to criticism
- use numbers confidently and competently

REALISATION

Rounded Intellectual Development

While at Queen Mary, we expect our students to develop:

- good judgement
- curiosity and openness to change
- initiative and resilience in meeting challenges
- respect for the opinions of others and a readiness to act inclusively
- the ability to reflect upon and assess their own progress
- transferable key skills to help them with their career goals and their continuing education

As a result, Queen Mary graduates will be self-aware and responsible learners

Clarity of Communication

While at Queen Mary, we expect our students to:

- develop effective spoken and written English
- explain and argue clearly and concisely
- apply different forms of communication in various social, professional and cultural settings
- use communication technologies competently

As a result, Queen Mary graduates will communicate effectively with a range of audiences

Research Capacity

While at Queen Mary, we expect our students to:

- grasp the principles and practices of their field of study
- produce analyses which are grounded in evidence
- apply their analytical skills to investigate unfamiliar problems
- work individually and in collaboration with others
- develop a strong sense of intellectual integrity
- acquire substantial bodies of new knowledge

As a result, Queen Mary graduates will be able to extend their understanding through academic enquiry

Information Expertise

While at Queen Mary, we expect our students to:

- identify information needs appropriate to different situations
- use technologies to access and interpret information effectively
- critically evaluate the reliability of different sources of information
- use information for evidence-based decision-making and creative thinking

As a result, Queen Mary graduates will be able to use information constructively and critically

**Appendix 2:
Evolution of the Queen Mary Graduate Attributes Statement**

Vision

Revised version:

Engage critically with knowledge

Queen Mary is committed to developing graduates who:

- acquire and apply knowledge in a rigorous way
- connect information and ideas within their field of study
- use writing for learning and reflection
- adapt their understanding to new and unfamiliar settings

Intermediate version (following Working Party meeting):

Engage critically with knowledge

Queen Mary graduates will be able to:

- demonstrate rigour, confidence and autonomy in the acquisition and application of knowledge
- generate, synthesise and question disciplinary understandings
- use writing for learning and reflection
- adapt their knowledge to the wider community

Draft version (used in Consultation process):

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

Revised version:

Have a global perspective

Queen Mary is committed to developing graduates who:

- accept the responsibilities that come from taking a global perspective
- recognise the value of operating in more than one language
- work effectively in diverse communities
- engage with the professional world

Intermediate version:

Have a global perspective

Queen Mary graduates will be able to:

- embrace actively their social, professional and civic responsibilities
- be capable of, and committed to, working effectively within diverse communities
- recognise the value of operating in more than one language

Draft version:

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

Revised version:

Learn continuously in a changing world

Queen Mary is committed to developing graduates who:

- acquire new learning in a range of ways, both individually and collaboratively
- possess the skills to influence, negotiate and lead
- respond appropriately to criticism
- use numbers confidently and competently

Intermediate version:

Learn continuously in a changing world

Queen Mary graduates will be able to:

- apply a range of learning approaches
- be committed to individual and collaborative learning
- have capacities to influence, negotiate and lead
- be confident and competent in the use of numbers
- be open to the application of new technologies
- engage with the professional world
- succeed under pressure
- accept criticism professionally and proceed appropriately

Draft version:

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

Realisation

Revised version:

Rounded Intellectual Development – *Queen Mary graduates will be self-aware and responsible learners. We expect them to:*

- be curious and open to change
- show initiative and resilience in meeting challenges
- cultivate good judgement
- respect the opinions of others and act inclusively
- reflect upon and assess their own progress
- develop transferable key skills to help them with their career goals and their continuing education

Intermediate version:

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

- 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
- 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

Draft version:

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

Revised version:

Clarity of Communication – *Queen Mary graduates will communicate effectively with a range of audiences. We expect them to:*

- demonstrate a high level of spoken and written English
- explain concepts clearly and concisely
- apply different forms of communication in various social, professional and cultural settings
- use communication technologies competently

Intermediate version:

Clarity of Communication – **Queen Mary graduates will communicate effectively and fluently with a range of audiences. They will be able to:**

- possess a high standard of oral and written communication skills in English
- communicate ideas, concepts and judgments clearly and concisely
- 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

Draft version:

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

Revised version:

Research Capacity – *Queen Mary graduates will be able to extend their understanding through academic enquiry. We expect them to:*

- grasp the principles and practices of their field of study
- produce analyses which are grounded in evidence
- apply their analytical skills to investigate unfamiliar problems
- work individually and in collaboration with others
- develop a strong sense of intellectual integrity
- acquire substantial bodies of new knowledge

Intermediate:

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

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

Draft version:

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

Revised version:

Information Expertise – *Queen Mary graduates will be able to use information constructively and critically. We expect them to:*

- identify information needs appropriate to different situations
- use technologies to access and interpret information effectively
- critically evaluate the reliability of different sources of information
- use information for evidence-based decision-making and creative thinking

Intermediate version:

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
- evaluate critically the sources, values, validity and currency of information
- deploy information for evidence-based decision-making, advocacy and creative/critical thinking

Draft version:

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