

Graduate Attributes Map – A Guide for Colleagues

What is the purpose of the Graduate Attributes Map?

The Graduate Attributes Map is a resource to support students with understanding where and how the Graduate Attributes are developed within their programme. This guide document is designed to support programme teams (UG and PGT) to consider where the Birmingham Graduate Attributes feature within the curriculum, in order to make this information visible for students (such as through sharing the Graduate Attributes Map). Through this process you might also consider other ideas for further integration of the Graduate Attributes.

Students will likely develop these attributes and skills through a range of experiences including those within the curriculum, co-curricular and extracurricular activities. It is unlikely that every attribute will feature in programmes and activities to an equal degree. We will be encouraging students to consider their wider university experience.

Why is this activity beneficial for me / our students?

Our Birmingham Graduate Attributes are contemporary and meaningful behaviours, values and skills identified in the student experience at Birmingham. They have been developed through a rigorous process involving staff, students, employers, sector research and literature review. We believe that identification and development of these attributes will help students whilst studying, and in their future lives after graduation.

Research undertaken in 2019-20 and 2020-21 by Careers Network shows that University of Birmingham students find it easier to recognise the 'transferable skills' developed through extra-curricular activities than in their degrees. We aim to help students recognise the wider skills that they are developing, as well as becoming subject specialists, and to better articulate the wider value of their degree.

How to complete the Graduate Attributes Map

- Consider the themes and content of your course and modules and how they relate to the Birmingham Graduate Attributes, listed in the table.
- Include examples that are referenced in learning outcomes, module descriptions, activities, assessments, and/or other course materials.
- It is recommended that you use compulsory and/or core modules, from all years of study, to provide two or three examples of where and how each attribute is developed. However, as noted above, it is unlikely that every attribute will be evident on every programme to an equal degree, and some may be entirely developed through co-curricular or extra-curricular activities.
- Explain how the activities and assessments that students have/will engage in have helped them to develop the attributes. This will give students tangible examples which will help students to deepen their understanding of the skills and attributes they are developing and talk about this with potential employers.

What happens next?

Students have told us that they would like to see skills highlighted at the start of modules (e.g. learning outcomes, first lecture, course materials) and to provide them with opportunities for reflection within modules. Therefore, following completion of the document, we recommend the following:

- You might want to make the Graduate Attributes Map document available alongside other programme materials for students to access or take information from it to use within course materials.
- Review programme learning outcomes and consider whether the attributes are evident within them.
- Review the ideas for further development on pages 2-5 of this document and consider further integration in your modules.
- Access supporting materials for staff provided by HEFi and Careers Network, such as examples of learning outcomes, assessment rubrics, reflection tools, and module paperwork within the Future Skills Academic Toolkit from the Careers Network.
- Students will be encouraged to consider and reflect on opportunities outside of their programme to further develop attributes and to reflect on their experiences. They may also wish to discuss this with their Personal Academic Tutor.

Ideas for Further Development

Academic Excellence: Graduates with outstanding specific and cross-disciplinary skills, knowledge and expertise that they can apply in practice.		
Attribute & Definition	Examples of Skills or Behaviours	Ideas for further development
<p>Subject specialists</p> <p>Experts in discipline-specific theories, knowledge, research methods skills and enquiry-informed practices</p>	<ul style="list-style-type: none"> • <i>Develops knowledge in a specified area throughout the degree,</i> • <i>develops an in-depth understanding of what it is to be a practitioner in this discipline including awareness of how an industry, sector or organisation operates.</i> 	<ul style="list-style-type: none"> • <i>Activity to reflect on what it is to be a practitioner in the discipline.</i>
<p>Intellectually curious and confident</p> <p>Nurtured by engagement in cutting edge academic disciplines</p>	<ul style="list-style-type: none"> • <i>Displays an inquisitive approach and digs beneath the surface,</i> • <i>takes initiative and is self-directed, takes responsibility for own work,</i> • <i>uses effective written and oral communication,</i> • <i>is self-motivated.</i> 	<ul style="list-style-type: none"> • <i>Students are made aware of the value of being part of a research-intensive institution.</i> • <i>Engaging in cutting-edge disciplines.</i>
<p>Independent critical thinkers</p> <p>Challenging, discerning, analytical and autonomous thinkers</p>	<ul style="list-style-type: none"> • <i>Thinks critically to reach solutions,</i> • <i>carries out analysis and sources information,</i> • <i>retrieves and evaluates primary and secondary information,</i> • <i>handles and analyses data,</i> • <i>uses mathematical reasoning and numerical skills,</i> • <i>compiles reports and statistics,</i> • <i>writes and edits confidently,</i> • <i>has forecasting and/or budgeting skills,</i> • <i>uses intuition.</i> 	<ul style="list-style-type: none"> • <i>Critically evaluate contending perspectives on topics within a discipline.</i> • <i>Develop analytical skills through evaluating materials and presenting information in seminar discussions and written work.</i>
<p>Cross-disciplinary expertise</p> <p>Open-minded and having a depth and breadth of knowledge about concepts, ideas, theories and methods beyond a specialist subject</p>	<ul style="list-style-type: none"> • <i>Is able to recognise and communicate the value of their own discipline and other related disciplines,</i> • <i>can solve complex problems from multiple perspectives,</i> • <i>cope with ambiguity and uncertainty.</i> 	<ul style="list-style-type: none"> • <i>Activity to create explicit focus on what it is to be a practitioner in students' own disciplines (including opportunities to encounter work with other disciplines), to develop an understanding of the links between students own and related disciplines.</i>

Local and Global Leaders: Graduates with the skills and human qualities to be confident trailblazers for positive change.		
Attribute & Definition	Examples of Behaviours	Ideas for further development
<p>Creative</p> <p>Able to think imaginatively and purposefully, to recognise opportunities and to come up with original ideas</p>	<ul style="list-style-type: none"> • <i>Generates ideas,</i> • <i>solves problems creatively,</i> • <i>has fluent and/or original ideas,</i> • <i>recognises, plans and pursues ideas or opportunities,</i> • <i>understands problems from different perspectives.</i> 	<ul style="list-style-type: none"> • <i>External engagement activity: students creating solutions to live project briefs provided by external organisations (or theoretical example).</i>
<p>Intercultural</p> <p>Able to work collaboratively, and communicate complex ideas to and with different and diverse audiences</p>	<ul style="list-style-type: none"> • <i>Presents a global mind-set or perspective,</i> • <i>contributes positively to teams,</i> • <i>displays cultural awareness and sensitivity,</i> • <i>builds working relationships and actively listens,</i> • <i>can translate languages,</i> • <i>relates well to others,</i> • <i>Able to network, speak publicly and present,</i> • <i>responds well to concerns.</i> 	<ul style="list-style-type: none"> • <i>Activities involving group work help students to work collaboratively and develop cultural awareness and sensitivity.</i>
<p>Inclusive</p> <p>Actively listen to and consider different views, lead with humility and empathy, and remove barriers for people who are different from themselves</p>	<ul style="list-style-type: none"> • <i>Works in, or leads, teams in an inclusive way,</i> • <i>relates well to others, responds to concerns and motivates others,</i> • <i>Builds relationships and actively listens,</i> • <i>Builds teams and mobilises others,</i> • <i>assists others and handles the feelings of others.</i> 	<ul style="list-style-type: none"> • <i>Activities involving group work to support the ability to listen actively and consider other views.</i>
<p>Resilient</p> <p>Agile, respond positively to change and uncertainty, act consistently with their values, and support the well-being of themselves and others</p>	<ul style="list-style-type: none"> • <i>Copes with ambiguity and set-backs,</i> • <i>manages uncertainty, change and risk,</i> • <i>responds and adapts positively to change,</i> • <i>displays a flexible approach with others,</i> • <i>Follows through, prioritises tasks, multi-tasks,</i> • <i>Resolves conflict, influences and negotiates.</i> 	<ul style="list-style-type: none"> • <i>Long-term projects (individual or group) and/or dissertations or extended essays require flexibility and resilience.</i> • <i>Placements and work-based learning.</i>

Ethical and Active Citizens: Graduates with the character and values to make a meaningful and sustainable contribution in local, national and global contexts.		
Attribute & Definition	Examples of Behaviours	Ideas for further development
<p>Socially responsible</p> <p>Civic minded and emotionally intelligent, with a desire to help others and the wider community to flourish</p>	<ul style="list-style-type: none"> • <i>Shows concern towards the welfare of the community,</i> • <i>is public spirited and proactive,</i> • <i>displays emotional intelligence,</i> • <i>uses personal judgement and decision-making skills,</i> • <i>behaves in a responsible & ethical manner.</i> 	<ul style="list-style-type: none"> • <i>Module content or activities to promote responsible and ethical decision-making and judgments.</i> • <i>External engagement to incorporate working with charities, social enterprises, and civic society.</i>
<p>Practical wisdom</p> <p>Can respond constructively to ethical challenges; able to identify and enact the best options at the most appropriate time at work and in aspects of wider life</p>	<ul style="list-style-type: none"> • <i>Displays sound judgement,</i> • <i>Behaves in a thoughtful or considered way,</i> • <i>deliberates to reach autonomous ethical decisions, leading to responsible and action,</i> • <i>has the ability to learn from previous experience – both successes and failures.</i> 	<ul style="list-style-type: none"> • <i>Reflection on previous experiences and opportunities to apply learning from these reflections (see below).</i> • <i>Teaching content or activities to include and highlight responses to ethical challenges.</i> • <i>Placements and work-based learning.</i>
<p>Reflective</p> <p>Committed to evaluating personal ethical thoughts and civic actions</p>	<ul style="list-style-type: none"> • <i>Engages in self-reflection, displays integrity and emotional intelligence,</i> • <i>uses judgement and evaluation to make decisions,</i> • <i>behaves in a responsible & ethical manner,</i> • <i>is engaged in personal career management to steer personal and professional development.</i> 	<ul style="list-style-type: none"> • <i>Reflection on transition to university, reflection on growth as an independent learner, reflection on personal and professional skills development, evaluation of how module or programme relates to future career options.</i> • <i>Self-reflective journals, e-portfolios, reflective competency-based interviews.</i>
Future-Minded: Informed graduates who can adapt in order to navigate, thrive and lead in the information/digital age of the 4th Industrial Revolution.		
Attribute & Definition	Examples of Behaviours	Ideas for further development
<p>Digitally literate</p> <p>With the skills and knowledge of finding, using, managing, critically evaluating, designing and developing digital resources and/or technologies, as appropriate</p>	<ul style="list-style-type: none"> • <i>Uses personal judgment when using digital resources,</i> • <i>understands social media, creating websites and digital magazines,</i> • <i>is able to do technical writing, coding and programming,</i> • <i>is familiar with online safety and data protection,</i> • <i>is familiar with software such as MS Word, Excel, PowerPoint and Outlook.</i> 	<ul style="list-style-type: none"> • <i>Creating and repurposing online content and/or creating digital resources.</i> • <i>Handling, organising and storing information with proper regard for intellectual property, licensing, copyright and data protection.</i> • <i>Coding.</i> • <i>Working with a range of software (MS and others).</i> • <i>Learning to be in control of personal online presence.</i> • <i>Analysing new information critically, assimilating it into existing knowledge, and communicating this to others.</i>

		<ul style="list-style-type: none"> • <i>Critical analysis of the trustworthiness, relevance, and reliability of online information.</i> • <i>Using appropriate quality criteria to filter results from search outputs.</i> • <i>Working with large data sets to analyse and interpret meaning and inform decisions.</i>
<p>Sustainability-engaged</p> <p>Adopt values and behaviours that demonstrate an understanding of and commitment to the global principles of sustainable development</p>	<ul style="list-style-type: none"> • <i>Engages with systems thinking (seeing relationships between different things) and futures thinking (considering future scenarios),</i> • <i>deals with uncertainty,</i> • <i>understands the consequences of actions,</i> • <i>applies different problem-solving frameworks to complex sustainable development problems,</i> • <i>understand own values and their impact,</i> • <i>develops viable, inclusive and equitable solutions.</i> 	<ul style="list-style-type: none"> • <i>Project work or seminar discussion which challenges students to consider and present the real-world impact of developments within the given field.</i> • <i>Mentoring arrangement between different cohorts to pass on knowledge and reflect on the two-way benefits.</i> • <i>Case studies which draw on local community as examples to consider the impact of technological / social / environmental change.</i> • <i>An activity which involves integrated problem-solving: for example, students working on a problem that requires a multi-disciplinary approach.</i>
<p>Lifelong learner</p> <p>Take responsibility for ongoing personal learning; monitor progress; evaluate personal growth</p>	<ul style="list-style-type: none"> • <i>Is proactive about their learning to steer personal and professional development,</i> • <i>is resourceful in identifying opportunities for learning and personal growth,</i> • <i>displays curiosity and wants to learn,</i> • <i>has a resilient approach,</i> • <i>displays flexibility in approach to learning and adapting to different situations.</i> 	<ul style="list-style-type: none"> • <i>Activity to reflect on growth as an independent learner and apply learning from this.</i> • <i>Seminar discussion to focus on what it is to be a practitioner in students' own disciplines.</i>
<p>Entrepreneurial</p> <p>Proactive, flexible, ability to generate and realise ideas, and benefit others by adding value (social, cultural, environmental, technological, operational, economical)</p>	<ul style="list-style-type: none"> • <i>Solves problems creatively,</i> • <i>takes calculated risks and learns from failure,</i> • <i>shows resourcefulness and uses intuition,</i> • <i>develops personal networks,</i> • <i>co-ordinates and collaborates to work with others,</i> • <i>Prioritises and multi-tasks,</i> • <i>is organised and sets SMART objectives,</i> • <i>Manages projects, sets attainable goals, meets deadlines, manages time and monitors and measure performance,</i> • <i>works towards adding value and benefiting others e.g. through social, cultural,</i> 	<ul style="list-style-type: none"> • <i>External engagement activity: students creating solutions to live project briefs provided by external organisations (or theoretical example).</i> • <i>Long-term projects (individual or group) require resourcefulness, iteration, and collaboration</i> • <i>'Freelance' or 'start-up' placements.</i>

	<i>environmental, technological, operational, economical and reflection related outcomes.</i>	
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