

**By the end of this workshop students
should be able to:**

1. Tell you what Graduate Attributes are
2. Explain why Graduate Attributes are important to employability
3. Have an understanding of Mindsets
4. Have an understanding of the PCs Graduate Attribute & Mindsets Framework
5. Engage with the Graduate Attributes Workbook and select activities for their self-study time

The background of the slide is a teal color with several red graduation caps and white scrolls with red ribbons scattered across it.

Overview Tutor's Checklist



Careers & Employability
Gairmeacha & Inbhuanaitheacht

Graduate Futures Workshop



Let Your Dreams Take Flight!



What we'll look at together

- What are Graduate Attributes?
- Why are Graduate Attributes important to employability?
- Our PCs Graduate Attribute & Mindsets Framework



What are Graduate Attributes?



- Attributes are abilities people have, and Graduate Attributes are the core abilities a higher education institute community agrees all its graduates should develop. They often describe **Who We Are, Where We're From** and **Who We Become**.
- Examples of graduate attributes include **critical thinking**, being **knowledgeable** or **emotionally intelligent**, and **teamwork skills**.



Why are Graduate Attributes Important?



Graduate Attributes are also the abilities employers deem necessary for workers and graduate success. They are important to graduate employability and quality assurance in higher education because:

1. They provide students with **better language** to market their skills and learning competitively
2. They enhance student **understanding and communication of transferability of skills** to workplace and job specification requirements
3. When students have the language of graduate attributes, they have an enhanced **ability to map learning outcomes** from modules and programmes to workplace and job specification requirements



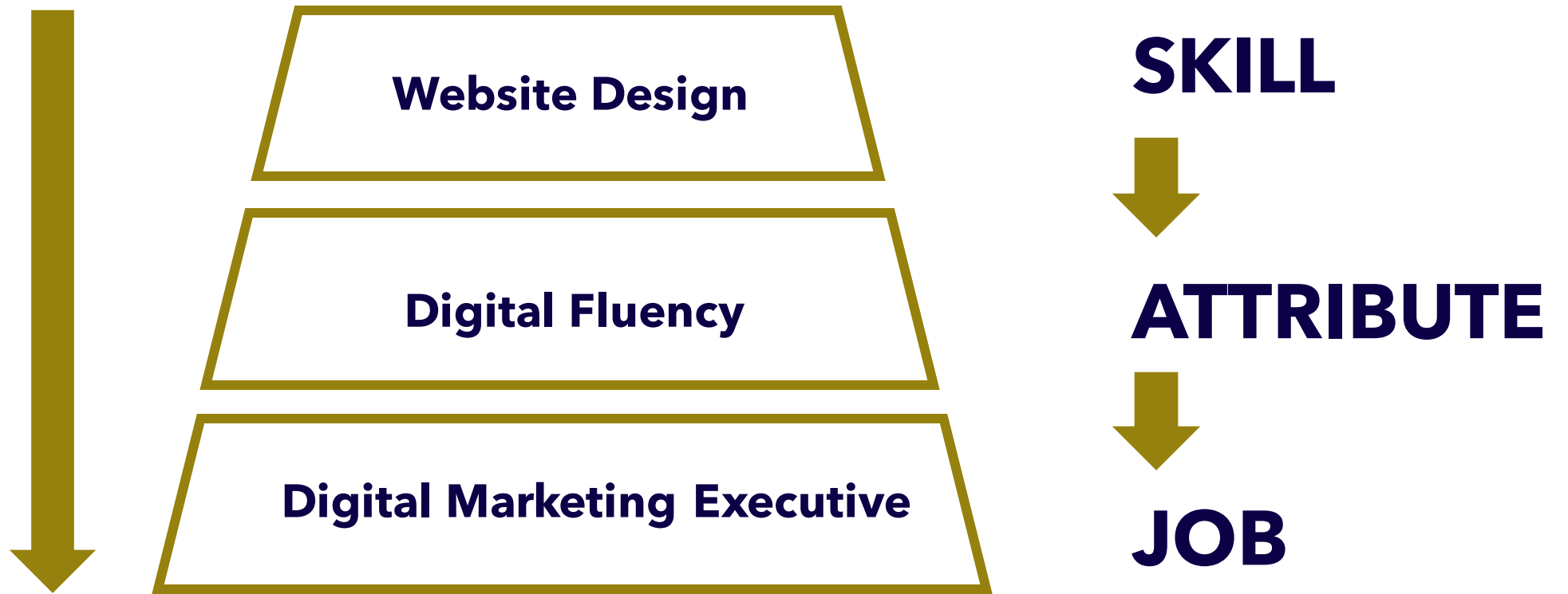
The difference between skills and attributes



- Skills and attributes, or in our case graduate skills and graduate attributes, are both labels we use to describe ABILITIES relevant to the workplace.
- However, **skills are more specific** abilities than attributes. They tend to describe a level of expertise for a particular task.
- **Attributes are more general** abilities than skills, they describe a characteristic ascribed to someone, a characteristic drawn on to carry out a skilled task successfully in a given context. Attributes can describe a set of skills, but importantly they provide words to describe a skill's transferability. Let's look at an example together next.



Example of a Skill + Graduate Attribute = Job



PCs Graduate Attributes – DkIT's Framework



Our framework denotes four graduate attributes of precedence, the **P + 3Cs**.
We call these **capstone graduate attributes**:

- **P** – *Practical*
- **C** – *Communicative*
- **C** – *Collaborative*
- **C** – *Confident*

**Consensus on Quality:
Research with 400 DkIT People**
Students, Graduates, Staff and
Employers...



PCs Graduate Attributes



PRACTICAL

Any Ideas?



COMMUNICATIVE

Any Ideas?



CONFIDENT

Any Ideas?



COLLABORATIVE

Any Ideas?



PCs Graduate Attributes



PRACTICAL

- ✓ Technically Skilled
- ✓ Knowledgeable
- ✓ Practical Workers
- ✓ Work Ready
- ✓ Enterprising
- ✓ Data Fluent



CONFIDENT

- ✓ Professionally Confident
- ✓ Flexible & Adaptive
- ✓ Critical Thinkers
- ✓ Problem Solvers
- ✓ Lifelong Learners
- ✓ Resilient

COMMUNICATIVE

- ✓ Communicators
- ✓ Public Engagers
- ✓ Creative
- ✓ Digitally Fluent
- ✓ Emotionally Intelligent
- ✓ Self-Promoters



COLLABORATIVE

- ✓ Team workers
- ✓ Innovative Partners
- ✓ Leaders
- ✓ Networkers
- ✓ Socially Enterprising
- ✓ Operationally Savvy





Where might you develop attributes?

Any Ideas? ...





Where might you develop attributes?

VOLUNTEERING

PART-TIME WORK

GROUP PROJECT WORK

SPORTS

AGENCY WORK

ASSESSMENTS

RECREATION

COMMITTEE MEMBERSHIPS

WORK PLACEMENT

CERTIFICATES

STUDENT UNION ACTIVITIES

DEGREE PROGRAMMES

FUND RAISING

FAMILY CARING

ROMANTIC RELATIONSHIPS

CHARITY WORK

FRIENDSHIPS

POLITICAL CAMPAIGNS



Why are Mindsets important?



1. Today's job markets require fast-moving, innovative, and often transformative working mindsets
2. Encouraging mindset development to discover and engage with employment possibilities throughout one's life is essential
3. Mindsets are important because they are the vehicle through which students are developing their graduate attributes and prospective graduate employability.



What are our DKIT Graduate Mindsets and why are they important?



Our Graduate Mindsets:

Positive Attitude - Adaptability - Resilience mindsets (P-A-R) ensure our graduates are on **P-A-R** with the best and brightest any competitor can offer.

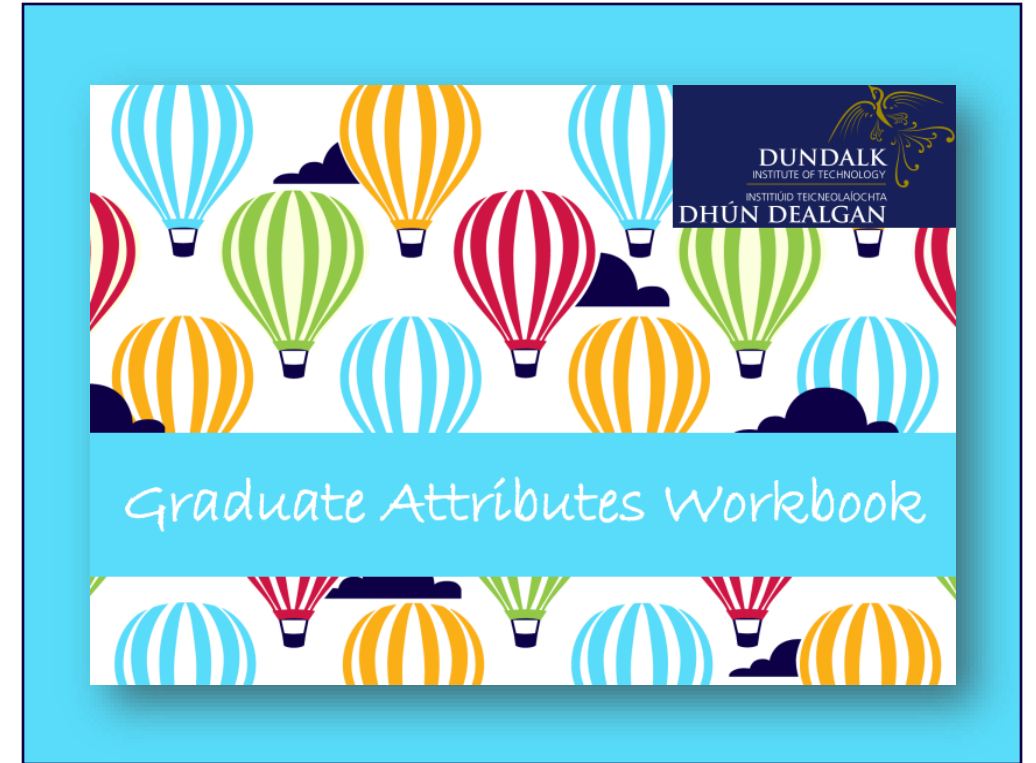


DkIT Mindsets



P – Positive Attitude, **A** – Adaptability, and **R** – Resilience

Graduate Attributes Workbook



Skills Mapping to Graduate Attributes



Employability Skills are **the transferable skills needed by an individual to make them 'employable'**. Along with good or technical understanding and subject knowledge *hard skills*, employers often outline *soft skills* that they want from an employee, for example, communication and teamwork skills.

The PCs Framework outlines skills using **the language of attributes** employers expect of all graduates to develop via their specific programme skills, knowledge and competencies. Let's look to an example of a mapping next.



**PERSONALITY TRAITS
(INNATE OR LEARNED)**

MINDSET

GRADUATE ATTRIBUTES
(...CONFIDENT CAPSTONE...)

SKILLS

Example From Our Framework

RESILIENCE

PROBLEM SOLVING

CODING IN HTML



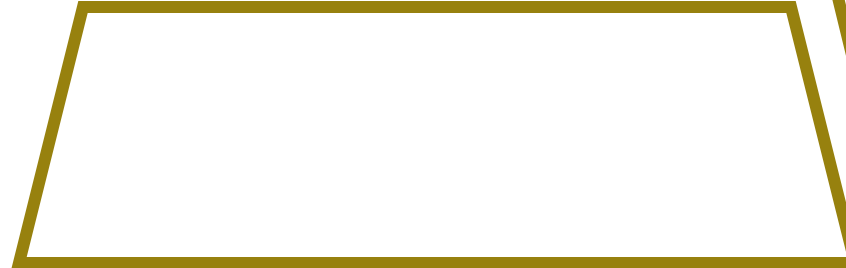
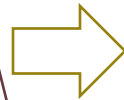
**PERSONALITY TRAITS
(INNATE OR LEARNED)**

MINDSET

GRADUATE ATTRIBUTES

SKILLS

Let's work on an example together



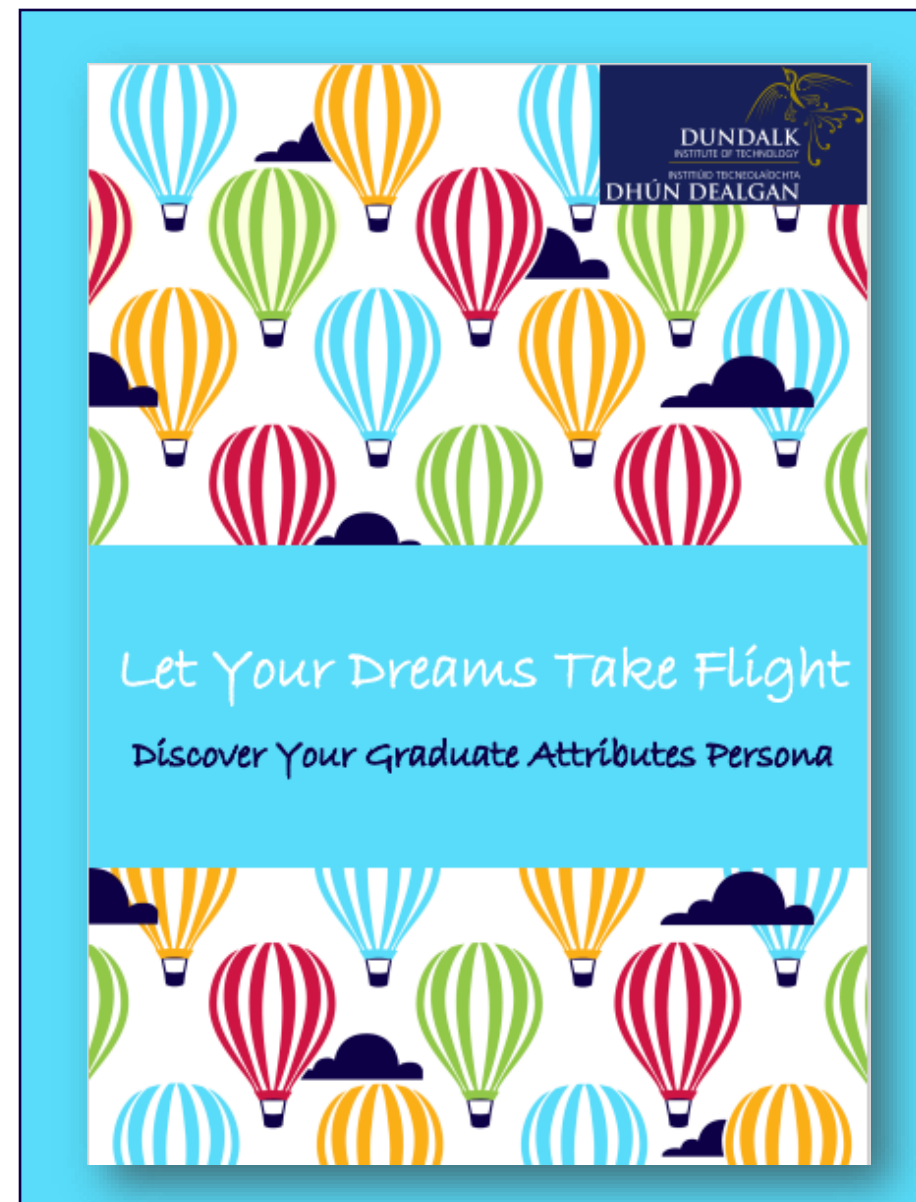
Employability & Attributes

MY TOP 3 TASKS (e.g., Assessments, Duties, Placements, Work)	TOOLS USED	SKILLS	ATTRIBUTES
EXAMPLE Results Section Write-Up for a Group Project	<ul style="list-style-type: none"> Excel Spreadsheet Microsoft Word 	⇒ Numeracy ⇒ Report Writing	<ul style="list-style-type: none"> Data Fluent (Practical) Communicator (Communicative)
1 _____			
2 _____			
3 _____			



<https://graduatefuturestoolkit.wordpress.com/>

Graduate Personas Workbook





My PCs Mastery

Total Score: ____

Master 31-40

Expert 21-30

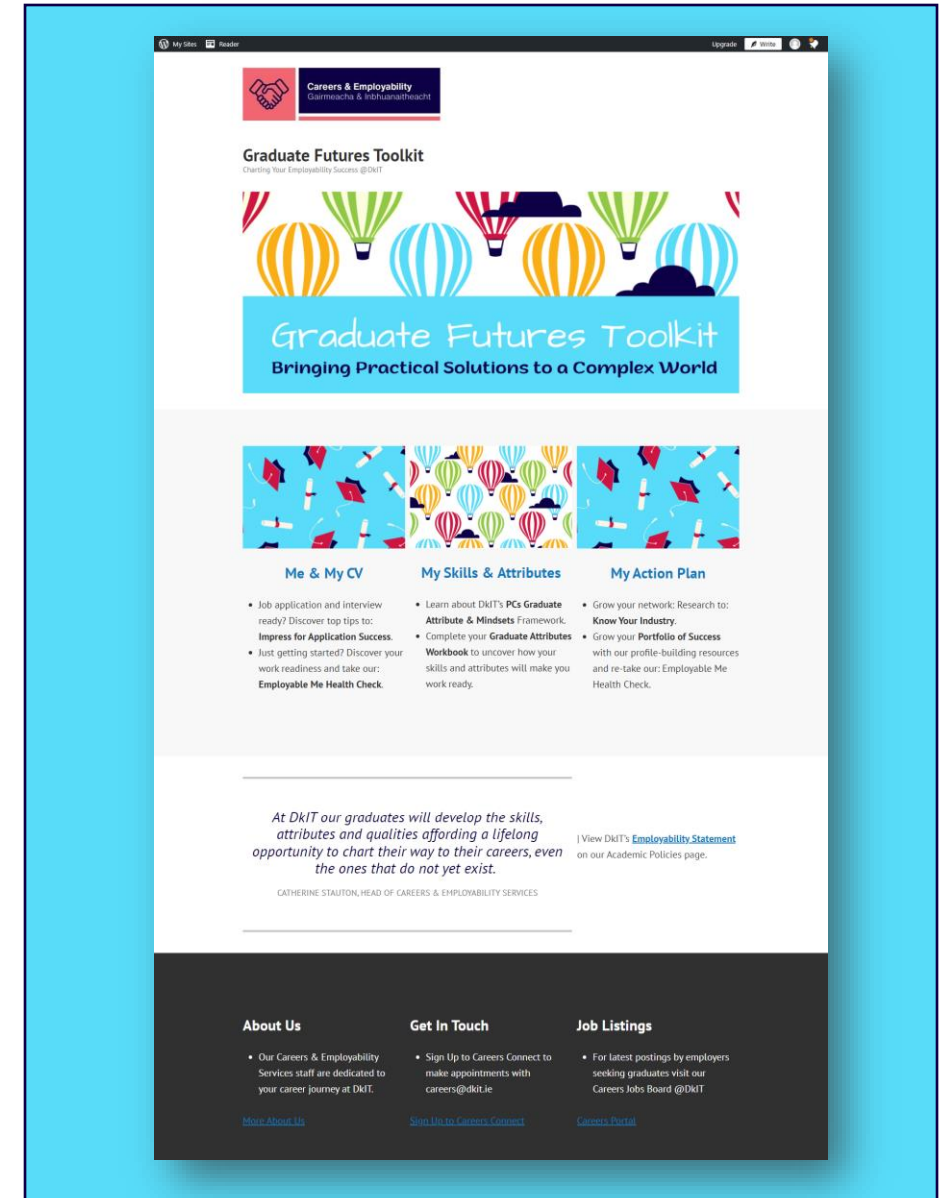
Strong Club Player 11-20

Novice 0-10



Graduate Futures Toolkit

<https://graduatefuturestoolkit.wordpress.com/>



References

- Barrie, S. (2007). A conceptual framework for teaching and learning of generic graduate attributes. *Studies in Higher Education*, 32(4), 439-458.
- Barrie, S., Hughes, C., & Smith, C. (2009). National Graduate Attributes Project (National GAP): Embedding Graduate Attributes in the Curriculum. Australian Learning & Teaching Council. Sydney: Australia. Retrieved March 10, 2021 from https://ltr.edu.au/resources/GI7-633%20Sydney%20Barrie%20Graduate%20Attributes%20report%202009_0.pdf
- Dacre Pool, L. and Sewell, P. (2007) The key to employability: developing a practical model for graduate employability. *Education and Training*, 49 (4) 277–89.
- O'Farrell, L. (2019). Understanding and Enabling Student Success in Irish Higher Education. National Forum for the Enhancement of Teaching and Learning in Higher Education. Dublin 2: Ireland.
- Staunton, C., Cowley-Cunningham, M., Hodgers, J. (2021). Developing a Graduate Attribute Framework for Higher Education. *Sociology of Education eJournal*, vol. 4, Issue 74, July, 2021.

Acknowledgements

- + We acknowledge and thank our Careers Advisor Anthony Murray (DkIT) and Researcher Dr Michelle Cowley-Cunningham RSS Fellow (DkIT) for developing the activities and design plan for this workbook.
- + We acknowledge the University of Limerick's Graduate Attribute Self Assessment drawn on for the development of this workbook. See: www.enhancementthemes.ac.uk/docs/publications/the-foundation-for-graduate-attributes-developing-self-regulation-through-self-and-peer-assessment.pdf
- + We acknowledge Brene Brown's 'The Gifts of Imperfection Hub' drawn on for the development of our Comfort Zone page.
- + We thank the *National Forum for the Enhancement of Teaching & Learning in Higher Education* for funding the development of the PCs Graduate Attributes & Mindsets Framework.
- + Thank you also to the Regional Development Centre DkIT for funding the production of this workbook.

