



Queen Margaret University

EDINBURGH

Generic graduate attributes for undergraduate programmes

Undergraduate programmes at QMU will aim to foster graduates who have, in addition to the knowledge and skills required for their discipline, social and personal attributes to equip them for life.

QMU aspires to develop graduates who:

- have academic, professional and personal skills for career management and personal development;
- undertake and use research: understanding the nature and boundaries of knowledge creation; applying skills of enquiry, critical analysis, synthesis and creative thinking to investigate problems; systematically collecting and evaluating evidence; and proposing solutions;
- conduct themselves professionally and ethically, respecting the diversity of others;
- have the capacity to help build a socially just and sustainable society, striving for high levels of social, ethical, cultural and environmental conduct;
- are mindful of their role as global citizens, contributing positively to society at local, national or international levels;
- demonstrate high level skills of information literacy and communication to create and share knowledge;
- promote the principles of multi-/inter-disciplinarity;
- are confident, responsible, autonomous and critically reflective lifelong learners.

Implementation

The ways in which individual programmes incorporate the attributes will differ, as will the level of emphasis given to each.

The attributes are overarching aims and are not intended to be measurable. While the University hopes its graduates will meet the above description it would be impossible to offer guarantees. All the University can do is design programmes which make it possible for graduates to attain these qualities.

Current programmes already cover most if of not all of the attributes. In some cases programme teams may identify a gap. Teams are strongly encouraged to consider how they can respond to this. At validation, teams will be expected to show how their programme aligns with the attributes.

Sample learning outcomes

The EPC working group on graduate attributes identified a number of areas that would be expected to feature in the learning outcomes for an honours degree. These are listed below for consideration.

Knowledge and understanding

- A broad and integrated understanding of the key features, concepts and terminology of the subject
- Knowledgeable about principles, values, standards and boundaries of discipline and ability to question these
- A critical understanding of current developments in the subject, in the UK and abroad
- A critical and reflective understanding of the relationship between theory and practice
- An understanding of how knowledge is created and developed
- Intellectual autonomy

Skills

- Ability to define and critically analyse problems and propose solutions
- Ability to adapt to new situations
- Creative thinking
- Ability to work autonomously at a professional level
- Ability to execute research under guidance
- Ability to synthesise information and forms of reasoning and sustain detailed argument over time
- IT literacy, numeracy, written and oral communication skills

Attitudes

- A positive attitude to lifelong learning
- Willingness to reflect on own actions and behaviour
- Willingness to take responsibility for own actions as a professional
- A constructively critical interest in new ideas
- Respect for the diversity of others
- Flexibility to work with a wide range of people from within and out with own discipline
- Willingness to critically reflect upon moral and ethical dilemmas that they and others may face and develop ways of managing conflict and challenging poor practice.
- Awareness of wider issues and the long-term needs of local, national and global societies
- Commitment to principles of sustainability

Information literacy

- Retrieve and evaluate information efficiently
- Use relevant information in problem solving and critical thinking

- Effectively use contemporary media and technology to access and manage information
- Knowledgeable about issues associated with use of information

Programme specific examples

Individual programmes would need to place the learning outcomes in their own context. For instance, a drama programme might address **interprofessional** working with the following outcome:

- Demonstrate practical appreciation of the inter-related skills required to stage a play and knowledge of staging and improvisation techniques;

A healthcare programme might say:

- Work across professional boundaries in the pursuit of optimal patient care

A business programme might address **internationalisation** and **sustainability** as follows:

- Demonstrate knowledge and understanding of the international nature of contemporary business management and the importance of globalisation and sustainability in today's organisations.

A media programme might say:

- Demonstrate knowledge and understanding of the different modes of global, international, national and local cultural experience and their interaction in particular instances.
- Demonstrate knowledge and understanding of the possibilities and constraints involved in production processes, and the environmental, economic and social impacts of different processes.

A business programme might address **research skills** as follows:

- Select, summarise, and synthesise evidence in order to analyse business management from both disciplinary and multi-disciplinary perspectives.
- Critically interpret data and text from a range of academic and empirical sources.
- Identify business and management problems and apply appropriate methods and methodologies to offer solutions.

A healthcare programme might say:

- Make judgements on the effectiveness of research approaches for enhancing care delivery
- Synthesise clinical evidence in order to solve problems relating to the organisation and management of patient care