UNIVERSAL GRADUATE ATTRIBUTES

THE 7i MODEL

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WHAT ARE GRADUATE ATTRIBUTES?

KNOWLEDGE

PERSONAL ATTRIBUTES

VALUES AND ATTITUDES

SKILLS
THE CONTEXT OF HIGHER EDUCATION IN THE UK

There are 4 key events that influenced the graduate attributes agenda in the UK.
KEY EVENT

END OF THE BINARY SYSTEM

Dearing (1997)

Increasing overlap between universities and polytechnics.

The Further and Higher Education Act granted university status to 35 polytechnics and to other institutions.

This marked the end of the binary system.
Apart from the key skills of communication, numeracy and capability in communications and information technology, those in work increasingly need to be able to be flexible and adaptable, to work in teams, and to manage their own development and career.

Dearing (1997, p. 75)
KEY EVENT

GAs INTRODUCED IN ENGLAND

By the Higher Education Funding Council for England.
KEY EVENT

GAs INTRODUCED IN SCOTLAND

By the Scottish Funding Council: The Scottish Quality Enhancement Framework.
**CURRENT SITUATION**

Most universities have graduate attributes.

Most used implementation strategy: Curriculum Mapping.

A skills-gap is still frequently reported (Arslan, 2018).

Progress has been ‘slow’ and ‘patchy’ (de la Harpe, 2012).

**WHY IS PROGRESS SLOW?**

- **STAFF’S VIEW OF GRADUATE ATTRIBUTES MATTERS**
  (Barrie, 2006)

- **UNIVERSITIES SHOULD OFFER STAFF MORE TRAINING**
  (Green et al., 2009)

- **CULTURAL DEVELOPMENT WITHIN INSTITUTIONS IS NEEDED**
  (Green et al., 2009)
WE DON’T HAVE A STANDARD FOR GAs
WE DON’T HAVE A STANDARD FOR GAs

META-SKILLS Model
STUDY 1
OUR AIM
DEVELOPING A MODEL OF GRADUATE ATTRIBUTES
STUDY 1 METHOD

OUR DATASET

27 LISTS OF GRADUATE ATTRIBUTES FROM ACROSS THE UK
LISTS OF GRADUATE ATTRIBUTES FROM ACROSS THE UK

OUR DATASET

STUDY 1 METHOD

27
STUDY 1 METHOD

CONTENT ANALYSIS

IMMERSION IN THE DATA
PRELIMINARY CODE LIST
“An openness to, and an interest in, life-long learning through directed and self-directed study.”

“Be equipped and motivated to continue learning and professional development throughout their careers.”

Life-long learning
CONTENT ANALYSIS

STUDY 1 METHOD

IMMERSION IN THE DATA

PRELIMINARY CODE LIST

SEMANTIC CODING

UPDATE & REVIEW CODES

FORM CATEGORIES
S T U D Y  1  M E T H O D

CONTENT ANALYSIS

IMMERSION IN THE DATA
PRELIMINARY CODE LIST
SEMANTIC CODING
UPDATE & REVIEW CODES
FORM CATEGORIES
REVIEW CATEGORIES
RESULTS

Number of universities mentioning
24/27

Number of total mentions
138

Interacting and working with others.
Having a strong moral compass, an awareness and respect for diversity, and displaying a willingness to get involved for the good of the community at local, national and international levels.
STUDY 1
RESULTS

Number of universities mentioning 27/27
Number of total mentions 203

Knowing, managing, and acquiring information.
**RESULTS**

Number of universities mentioning: **24/27**

Number of total mentions: **93**

Solving problems and putting plans and decisions into effect.
Number of universities mentioning

24/27

Number of total mentions

135

Knowing oneself, appreciating one’s own value, and being able to adapt and change.
STUDY 1
RESULTS

Number of universities mentioning
25/27
Number of total mentions
71

INGENUITY

Creativity
Enterprising
Innovation
Creating knowledge

Being original, creating something new, or improving an existing idea, product or process in a new way.
Number of universities mentioning
24/27

Number of total mentions
68

Performing, thinking, and acting independently.
THE 7i MODEL

Inter-rater agreement $\kappa = .81$
THE 7i MODEL

VALIDATE & REFINE

THE MODEL

Inter-rater agreement
\( \kappa = .81 \)
STUDY 2
CATEGORIZATION SURVEY

QUICK OVERVIEW OF THE TASK

REFINE AND VALIDATE THE CATEGORIZATION.
Independent thinking

Being able to make their own minds and question existing ideas, rather than just adopting others’ thoughts or ideas.
CATEGORISATION SURVEY

SURVEYS.GRADUATEATTRIBUTES.UK
S T U D Y  2
CATEGORISATION SURVEY

SURVEYS.GRADUATEATTRIBUTES.UK
S T U D Y  2

CATEGORISATION SURVEY

THE DATA WE OBTAINED

e.g. Frequency data for ‘DECISION MAKING’

The data we obtained, e.g. frequency data for ‘DECISION MAKING’. The bar chart represents the frequency of different categories:

- Interaction: 1
- Integrity: 5
- Implementation: 154
- Introspection: 11
- Independence: 33
- Ingenuity: 6
- Information: 14
- Unsure: 0

The categories are as follows:

- Interaction
- Integrity
- Implementation
- Introspection
- Independence
- Ingenuity
- Information
- Unsure
INTERACTION: “Involves taking other people into consideration and having their opinions taken into account.”

INTEGRITY: “Understanding what type of decision is being made is critical and this comes from personal integrity.”

INTROSPECTION: “A person can develop decision-making skills but their competence may relate to their personality.”

INDEPENDENCE: “Having a clear decision making ability involves the ability to be sure of yourself and your judgement.”

INGENUITY: “Their ability to process (…) different sides of an argument in order to make a decision may take some ingenuity.”

INFORMATION: “To be able to make decisions you need to have all the information.”

THE DATA WE OBTAINED: e.g. Qualitative data for ‘DECISION MAKING’
OUR SAMPLE & RESULTS SO FAR...
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224 RESPONSES

~70% AGREEMENT
OUR SAMPLE & RESULTS SO FAR...

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SURVEY STUDY

OUR SAMPLE & RESULTS SO FAR...

224 RESPONSES

~70% AGREEMENT
SURVEY STUDY

OUR SAMPLE & RESULTS SO FAR...

- 224 RESPONSES
- ~70% AGREEMENT
- 9 ATTRIBUTES <50%

Word Cloud:
- Integrity
- Implementation
- Interaction
- Information
- Ingenuity
- Introspection
- Independence
- Sustainability
- Reasoning
- Life-long learning
- Critical thinking
- Open-minded
- Professionalism
- Adaptability
- Ambition
OUR SAMPLE & RESULTS SO FAR...

SURVEY STUDY

- Enthusiasm
- Sustainability
- Open-minded
- Professionalism
- Life-long learning

224 RESPONSES
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SURVEY STUDY

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OUR SAMPLE & RESULTS SO FAR...

SURVEY STUDY

- Enthusiasm
- Sustainability
- Life-long learning
- Open-minded
- Professionalism
- Introspection
- Independence
- Information
- Attributes <50%

224 RESPONSES
~70% AGREEMENT
S U R V E Y  S T U D Y

O U R  S A M P L E &  R E S U L T S
S O  F A R…

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S U R V E Y S T U D Y

OUR SAMPLE & RESULTS SO FAR...

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NEXT STEPS

SEMANTICS SURVEY
AIM: Validating and refining the names and descriptions of the GAs and categories.

BEHAVIOURAL MARKERS STUDY
AIM: To identify a set of behavioural markers for attributes that can only be measured through observation.
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