

# Student employability profiles

A guide for  
higher education practitioners

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**Graduate Prospects**





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## Introduction

The Higher Education Academy with the Council for Industry and Higher Education (CIHE) has produced this guide to promote and support the use of the Student Employability Profiles. We envisage that this guide will be of benefit to a wide range of staff within higher education including those closely concerned with:

- designing and delivering the curriculum
- supporting students' personal development planning activities
- providing career guidance and support to students and graduates
- communicating what disciplines can offer to prospective students
- undertaking employer liaison.

This guide provides an overview of the 53 discipline profiles that have been produced in consultation with the 24 Higher Education Academy Subject Centres and directs the reader to further material available on the Centres' websites. It is also designed to facilitate the use of the profiles within the higher education community by suggesting ways in which these resources can be used to:

- inform curriculum design
- support the delivery of employability skills development in undergraduate students
- enhance the understanding of prospective students and their parents as to the value of degree level study
- communicate more effectively with employers (especially non-cognate) in a shared language, the skills that students are likely to have developed with degrees in particular subjects.

The document is not designed to be prescriptive so a further aim of the publication is to act as a starting point and to inspire staff to consider how they can adapt the material for their own use. The way in which the profiles can be used is obviously determined by the user and not by the material itself. Case studies are used to illustrate 'real-life' use of the material and suggest different applications. The reader is also signposted to other relevant resources available from the Academy Subject Centres, the Academy York and other organisations.

## What are Student Employability Profiles?

The Higher Education Academy's Subject Centres have participated in the compilation of Student Employability Profiles working with the Academy York and CIHE. The project was completed in two stages with 23 profiles produced in 2004/5 and the remainder completed during 2005/6. Each profile identifies skills that can be developed through the study of a particular discipline based on subject benchmark statements developed by UK higher education academic communities and copyrighted by the Quality Assurance Agency for Higher Education (QAA). These skills have then been mapped against input from CIHE Employer membership regarding the employability skills, competencies and attributes which they valued when recruiting. While acknowledging that no list is definitive, these represent the key competencies that employers observed in individuals who can transform organisations and add value early in their careers and comprise:

- **Cognitive Skills/Brainpower:** The ability to identify, analyse and solve problems; work with information and handle a mass of diverse data, assess risk and draw conclusions. (Analysis, Attention to detail, Judgement)
- **Generic Competencies:** High-level and transferable key skills such as the ability to work with others in a team, communicate, persuade and have interpersonal sensitivity. (Image, Influencing, Interpersonal Sensitivity, Planning and organising, Questioning, Teamwork/ Working with others, Written Communication)
- **Personal Capabilities:** The ability and desire to learn for oneself and improve one's self-awareness and performance – lifelong learning philosophy, emotional intelligence and performance. To be a self starter and to finish the job (Achievement Orientation, Adaptability/Flexibility, Creativity, Decisiveness, Initiative, Leadership and tolerance of stress)
- **Technical Ability:** For example, having the knowledge and experience of working with relevant modern laboratory equipment. The ability to apply and exploit information technology (Technical Application, Technical Knowledge)
- **Business and / or Organisation Awareness:** Having an appreciation of how businesses operate through having had (preferably relevant) work experience. Appreciation of organisational culture, policies, and processes through organisational understanding and sensitivity. Ability to understand basic financial and commercial principles (Commercial Awareness, Financial Awareness, Organisation Understanding)
- **Practical Elements - Vocational Courses:** Critical evaluation of the outcomes of professional practice; reflect and review own practice; participate in and review quality control processes and risk management.

### Kubler and Forbes (2005)

Further information can be found in the report *Graduates Work* by Professor Lee Harvey (CIHE 2001).

All the Profiles have slightly different forms to meet the needs of individual Subject Centres. A list of all of the profiles which have been produced and links to the relevant Subject Centre websites can be viewed at [www.heacademy.ac.uk/Employability>>Student Employability Profiles](http://www.heacademy.ac.uk/Employability>>StudentEmployabilityProfiles).

The majority include:

### Discipline-specific information

- evidence from QAA benchmark statements of the work-related skills developable through study of a particular subject
- summary of knowledge taught
- skills mapped against competencies identified by the CIHE as ones that help transform organisations
- list of typical career paths/options related to degree discipline

### Generic material

- employers' criteria
- glossary of competencies in alphabetical order
- glossary of terms: descriptive criteria and indicators for employability competencies
- reflective questions based on the employability competencies designed to stimulate student evidencing of skill development and achievement
- further consideration and links

Copies of the generic material can be found between pages 140 and 153.

The project was originally conceived as a means of enhancing communication with graduate recruiters through highlighting the employability skills developed through the study of a range of disciplines. Other applications, however, for a well-researched and plain English articulation of the rich layers of skills and attributes derived from the benchmarks, soon became clear. Academy Subject Network staff saw the value of the material for supporting their academic colleagues in making work-related skills learning more explicit in course programme design and delivery. The Profiles can also be used to great effect in communicating the benefits of degree level study to prospective students and their families as well as to current undergraduates.

## Employability – some background

There are many definitions of what it is to be 'employable' and views on the processes that develop this attribute. Knight and Yorke (2004, reissued 2006) summarise five meanings of the term 'employability' which cover a spectrum including 'getting a graduate job' and a 'product of skilful career planning and interview technique'. A relevant definition of employability is:

'a set of achievements – skills, understandings and personal attributes - that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.'

**Yorke (2004, reissued 2006)**

The skills and other qualities that enhance an individual's employability are, in many cases, those that also facilitate learning and the application of subject knowledge. The ability to analyse data, to solve complex problems and to communicate outcomes effectively are commonly applied in both academic and employment processes. This relationship between learning and employability is made explicit in the Skills and Attributes Maps that most of the Subject Centres have developed as part of their Student Employability Profile. The Maps list the key behavioural indicators or criteria identified within the subject benchmark statements. These are then cross-referenced with the competencies outlined by the members of the CIHE Employers' Forum. An example of one of the Maps can be found on page 28 to give those unfamiliar with the Student Employability Profiles an insight into the structure of this resource. A Map has been developed, however, for the majority of the disciplines and reference should be made to these via the individual Subject Centre websites.

## Using the profiles

### Informing curriculum design

The close relationship between employability skills and attributes and those competencies needed to be an effective learner means that many curricula will already support development of these qualities through a range of activities, assessments and teaching practices. In recent years, however, more specific work has been undertaken at an institutional and departmental level to examine the relationship between the curriculum and employability. Course and curricula audits provide an opportunity to identify existing good practice and consider how gaps could be filled. They also provide an excellent springboard for discussion and set the agenda for further development.

'Curriculum auditing offers a way of testing how and where employability-related learning is incorporated and where there might be gaps. The development of module-based curricula has often drawn attention away from the programme as a whole, with the module often being the focal unit of analysis in validation/approval procedures.'

**Yorke and Knight (2004, reissued 2006)**

The Higher Education Academy is aware of a number of employability audits. Professor Ian Hughes, Higher Education Academy Bioscience Subject Centre and Debra MacFarlane-Dick, University of Glasgow, have produced two audit tools to assist with curriculum development. The University of Central England Careers Service also has webpages designed to offer advice to enable academics to map exactly where and how students develop employability. This material is available from the Enhancing Student Employability Co-ordination Team (ESECT) toolkit on the Academy website, [www.heacademy.ac.uk/Employability.htm](http://www.heacademy.ac.uk/Employability.htm) >>Tools and Resources>>Tools for Employability>>Mapping or Auditing Employability

The Student Employability Profile Skills and Attributes Maps can provide an additional tool as both part of a curriculum skill audit and then also in promoting the good practice identified through the process. One of the strengths of the Profiles is that they have articulated the learning experience in a language that can be readily understood by students. The benefits, in terms of skill development, accrued through a particular approach to assessment or module content could therefore be explained to students in an accessible form and made more explicit. Understanding the reasons behind why an assessment or activity is structured in a particular way can reassure the learner that there is a real value in undertaking a more novel or challenging type of assessment and it is not just innovation for its own sake. A curriculum audit using the Skills and Attributes Map may also identify areas where particular attributes and competencies are not strongly developed and course teams may need to consider ways of enhancing students' development in these areas.

## Reviewing employability skills

The Engineering Subject Centre used the Student Employability Profile as the basis for commissioning additional research into skills development in the undergraduate curriculum.

The Centre wanted to identify examples from a small group of graduates as to how they recognised and were able to articulate the skills within the Profile.

Some feedback was also obtained from academics on the teaching and learning strategies used to develop student skills.

These findings form the 'Supplement with Supporting Evidence from Engineering Graduates and Academics' which was published with the main Student Employability Profile, Higher Education Academy Engineering Subject Centre (2005).

The research provides a flavour of the type of work that could be developed from the Profiles.

## Supporting career development learning

'Career development learning is concerned with helping students acquire knowledge, concepts, skills and attitudes which will equip them to manage their careers, i.e. their lifelong progression in learning and work'

**Watts (2006)**

Watts (2006) discusses a number of conceptual models which have been developed to underpin this type of learning but common features include:

**Self-awareness** – the ability of individuals to reflect on, identify and articulate their skills, competencies, interests and motivations in relation to their career planning

**Opportunity awareness** – the exploration of the opportunities (employment, further study, voluntary work etc.) open to the individual

**Decision making** – the strength of synthesising information gained from self and opportunity awareness, clarifying priorities and formulating action plans

**Transition learning** – the identification and successful acquisition of employment or other opportunities.

These and other aspects of career development learning can be delivered to students in innovative and interactive ways that utilise a variety of teaching approaches. The Student Employability Profiles provide a rich source of material to support this delivery. The case studies and other examples which are contained in this guide illustrate some of the techniques through which Profiles could be used to encourage the reflection and the evidencing of student achievement which meet a range of learning outcomes.

'The aim of engaging students in personally applying career learning leads to an emphasis upon interactive teaching methods whilst including instructional approaches... Facilitative teaching styles that encourage and model an open and honest exploration of the career planning process are often particularly suited to the subject matter'

**Association of Graduate Careers Advisory Services (2005)**

Decisions on the most appropriate way forward may also be informed by considering a model of material usage that defines three separate approaches to using resources to facilitate learning:

### Mode one: Materials led

In this case resources are used in their original form: for example, the Skills and Attributes Map and Reflective Questions can be used for Personal Development Planning. Careers and academic staff can also use the questions when staging mock interview sessions.

### Mode two: Adaptation

The profiles themselves and accompanying material, however, could provide the basis for new learning resources. A copy of the subject discipline Skills and Attributes Map could be used as:

- a self-assessment grid. The generic employability competencies would need to be explained to, and discussed with the students. They could then be encouraged to consider the skills and competencies which they have developed through extra-curricular activities and employment and map these against the competencies in readiness for developing a CV or completing an application form
- the basis of a role analysis exercise – students could be asked to look at a number of jobs commonly entered by alumni. Through carrying out research using a number of resources e.g. occupational material produced by Graduate Prospects and professional associations students could identify the key competencies required and present these back to the main group
- to create person specifications. Students could be given a number of job adverts or job descriptions that represent areas of work which alumni commonly enter. They could be asked to write the person specification on which these posts are based. What are the key skills/competencies that could be required?
- as an interview checklist for discussion with either final-year students returning from work placement or alumni. The task is to find out more about their role and competencies used. The Student Employability Profile produced by the Higher Education Academy Economics Subject Centre (2005) includes a series of case studies in which alumni have talked about the skills and competencies that they developed through their degree.

## Supporting the validation process

A department submitting a new programme for university approval used the Student Profile to support, very strongly, their statements regarding the future employability of graduates from the proposed course.

By using the material, which linked the subject benchmark statement, in this case for Religious Studies, with the generic employability competencies, staff were able to elucidate the outcomes of the course in terms of employment related skills and abilities.

The opportunity to emphasise the work-related benefits of the discipline was of particular value given that the institution runs a large number of vocational courses and that the relationship between Religious Studies and employability was not immediately evident to staff outside the discipline.

Case study supplied by the Subject Centre for Philosophical and Religious Studies:  
<http://prs.heacademy.ac.uk/themes/employability>

'I have found the Student Employability Profiles to be a useful resource to support career development learning. I work with a range of Engineering students including those from Electronics and Electrical engineering. As not all of these students undertake work experience placements, it is very important that they are able to give examples, in job applications, of how they have developed work-related skills particularly through their final year project. I give students a copy of the discipline profile which provides a valuable insight into the range of competencies and abilities that employers are looking for. This is then followed up with information on building a CV and how students can articulate and give evidence of their skills. I also see a number of students for mock interviews and I use the Reflective Questions and the Profile to help students prepare for the graduate recruitment process.'

**Jackie Leyland, Careers Service,  
University of Liverpool**

The glossary of competencies (see page 139), which describes the criteria and indicators for the employability skills and abilities, could be adapted to create:

- a stimulus for discussion around the language of recruitment which could aid students' understanding of employers' requirements. After the tutor has worked through an example, students could be given several competencies and encouraged to consider a definition and the type of evidence which would demonstrate that an individual possesses this competence.
- a feedback form which students could use while observing peers undertaking assessment exercises.

#### Mode three: Design

The material acts as stimulus to the creation of an original resource. An example might be getting students to create their own Skills and Attributes Map/Profile and comparing it with the existing model. This could be done through a visualisation exercise. Visualisation is a technique by which a concept or set of ideas are portrayed using pictures not words. As an example, pictures of sun, sea, sandcastles and suitcases might portray a holiday. Students, working in groups, could be asked to represent, through a picture, the image of a 'skilled' graduate from their degree course. What are the skills and competencies that they would possess? No words are allowed to appear in the picture and success in the exercise does not depend on skill in drawing! In the plenary session, groups can explain their pictures and a composite list of skills can be created and compared to the Profile. Themes can be drawn out of the discussion such as What's different? What's missing? The exercise will not suit every learning style but some students may find it is easier to communicate ideas unconstrained by words.

The following, more detailed, examples demonstrate some of the other ways in which the Student Employability Profiles can be used to support career development learning.

## Student Employability Profiles for students

The Physical Sciences Subject Centre is writing a leaflet for students to help them identify and evidence the range of employment-related skills acquired through their degree study and outlined in the Student Employability Profile. Students will also be encouraged to think about ways in which they can develop other competencies and abilities outside of their course. Separate versions are to be produced for Physics and Chemistry. Departments will be contacted and encouraged to order copies to distribute to all Physical Science undergraduates. More details can be obtained from the Subject Centre website ([www.physsci.heacademy.ac.uk](http://www.physsci.heacademy.ac.uk)).

The Geography, Earth and Environmental Sciences Subject Centre has produced an Employability Profiles Resource Pack that includes some advice for students on how they can use the Profiles:

'Do you find it difficult when writing job applications to express what qualities you have to offer employers as a Geography/Earth Science/Environmental Science graduate?

When you attend job interviews are you prepared to answer the following questions: why should I employ a Geographer/Earth Scientist/Environmental Scientist? What can a graduate from your discipline offer that other graduates can't? What challenges and problems have you overcome and how?

The following profiles are designed to help you respond to these situations and sell yourself to a prospective employer. They will help you articulate your experience with examples that demonstrate your abilities. They have been written by subject experts and employers to emphasise the discipline-specific aspects of our subjects that employers value. Use them to help you sell what you have to offer to a prospective employer.

The profiles do not offer a definitive list of subject-related skills and knowledge. There will be additional skills and knowledge you possess from your course (and other experiences) that you should draw upon when making your job applications.'

#### Higher Education Academy Subject Centre for Geography, Earth and Environmental Sciences (GEES) (2005)

The Geography, Earth and Environmental Sciences Subject Centre Employability Profiles Resource Pack is available from [www.gees.ac.uk/projtheme/emp/empprofs.htm](http://www.gees.ac.uk/projtheme/emp/empprofs.htm)

Other Subject Centres including English, Psychology and Philosophical and Religious Studies have written a section of the Profile aimed at undergraduate students. These highlight the importance and application of the employability profiles and provide details that should help put the course and skills students might gain into perspective. For example:



'Geography undergraduates at The University of Northampton have the opportunity to undertake a module which links career and personal development planning with a work-based placement. As part of the module, students undergo an application process for a role as a 'learning facilitator'. The Student Employability Profile for Geography is really useful in helping the students to think about their application. In small groups, the students consider what skills they – as geographers – have acquired and developed through their studies. The class compare this list of skills to those outlined in the Employability Profile and review the extent to which they have identified and articulated these. This activity is followed by a short, reflective writing task, in which students outline evidence from their studies to demonstrate that they have these abilities, choosing one example of Knowledge, Thinking Skills and Practical Skills. The Employability Profile provides a useful starting point for discussion and helps students to reflect on the skills and abilities they, as geography graduates, have to offer potential employers.'

**Dr Faith Tucker, Lecturer in Human Geography, The University of Northampton**

"It is widely accepted that developing skills that can be used in a future career is important for undergraduates, whatever the discipline. Past graduates in English have made their mark in a whole range of careers, including the media and teaching as well as in many fields in public service and business. Having a good degree can make a real difference, particularly in the early years of working. But professional success also lies in being able to apply a range of skills fostered at university and beyond. English graduates are highly employable when they are able to combine the benefits of their academic study with skills both common to other subjects and also distinctive to English.

This employability profile is a way to help you as an English student to reflect on the skills you are gaining and to gather evidence of these skills being put into practice. Evidence can come from study but also from work experience and extra curricular activities. Your own profile can help in turn with writing up Progress Files or personal development planning, CV writing and job applications.

Career opportunities for English graduates are many and varied, often in roles that bear no obvious relation to the study of English. In these circumstances, it is a high priority to be able to demonstrate sound personal transferable skills of value to employers. Even for those who embark on careers with some relationship to English, perhaps in the media, communications and teaching, there are likely to be radical job changes from time to time in the future. So for all students, employability matters."

**Higher Education Academy English Subject Centre, 2005**

### Skills assessment card-sort

This exercise, based on parts of the Student Employability Profile, could be used in a session designed to encourage students to consider what they have to offer potential employers. The activity uses card sorts, a resource that requires students to organise a

number of cards into particular categories. It provides an ideal opportunity to 'externalise' decision-making processes in a flexible manner as students can 'try-out' different scenarios simply by rearranging the cards. The employability skills and competencies as identified by the QAA Subject Benchmark Statements could be listed on individual cards. Students are then asked to think about the evidence that they have to show that they have this skill and how they compare with their peers. The cards can then be placed under one of the header cards that range from 1 – significantly better than most through to 6 – No experience yet. When students have sorted through the cards and are happy with their allocation, they can record their decisions on a worksheet along with examples of the evidence, where appropriate, on which they have based their decisions. Encourage students to be specific when selecting evidence and to think, where possible, in terms of 'tasks'/activities. Students can then look at their own examples against the CIHE competencies and qualities so enabling the evidencing of skills to be interpreted in language helpful to employers. This exercise can form a starting point for CV development and other work on job acquisition.

Card-sorts can be developed to meet a wide range of learning outcomes. Staff who want to produce their own resources will find further information on producing and teaching with card-sorts in Butcher (2004) and Boyle and Jackson (2005). Electronic card-sorts to support career development learning have been produced by a number of organisations including the Bioscience ([www.bioscience.heacademy.ac.uk](http://www.bioscience.heacademy.ac.uk)) and Physical Sciences ([www.physsci.heacademy.ac.uk](http://www.physsci.heacademy.ac.uk)) Subject Centres.

### Preparation for work placement

The Profiles could be used in a variety of ways to support the learning from periods of curriculum-based (and other) work experience placements. Students could identify and prioritise the skills and competencies that they wish to develop during placement. This could be achieved through using a card-sort exercise in which students prioritise each card under the headings 'most important'(4) through to 'not relevant'(0) under which the cards are sorted. If the CIHE competencies were used, cards could be colour-coded: for example, all of the skills and abilities relating to Personal Capabilities could be reproduced on red card while Business and Organisation Awareness skills are reproduced on blue etc. Students could then be encouraged to consider the patterns that emerge. Are their objectives balanced across a range of skills and abilities or focussed in one area? The card-sort could then form the basis of an action plan or learning agreement for work placement and be incorporated into a learning diary/log and work placement assessment.

### Job acquisition

The Academy's Geography, Earth and Environmental Sciences Subject Centre encourages staff to use the Profiles when working on aspects of career development. Their Employability Resource Pack (2005) includes an outline, written by Dr Sharon Gedye, of two different applications of the material:

### CV development/job application practice

- Provide your students with the application details of two relevant but different jobs. You may want to choose one subject-related job and one general graduate job in order to act as a contrast
- Get your students to develop two CVs or write two job applications, targeted at the two different positions
- Along with the general advice you provide on writing a good CV/application, give each of your students a copy of the student profile in order to help them emphasise the distinctive qualities they bring to the position as a graduate of their discipline. Encourage them to exemplify the main qualities they choose to stress
- This activity will give students experience in CV/job application writing; it will highlight the importance of targeting CVs and applications (i.e. one size does not fit all); and it will get students to consider what distinctive qualities they can bring to a job as a graduate of Geography/Earth Science/Environmental Science.

### Interview technique

- Provide your students with the application details of a relevant job.
- Inform them that they are required to undertake a mock interview for this position
- In preparation for the interview (in addition to the other advice you give your students on interview technique), provide all students with a copy of the student profile information. Suggest they reflect on those aspects of their degree they think are most relevant to the job application
- You can further help your students prepare for interviews by getting them to think about a situation they were in, the task that needed doing, the action they took, the result or outcome achieved and what they learned from this. This will help them to become conversant with competency-based interviewing and help them to develop their story
- At the interview ask your student some of the following questions:
  - Why should I employ a Geographer/Earth Scientist/Environmental Scientist?
  - What can a graduate from your discipline offer me that other graduates cannot?
  - What challenges and problems have you overcome and how?
  - What are the main skills you can offer the (mock) position?
  - Give relevant examples of the actual activities you have undertaken that required the skills you highlight (try to encourage your student to highlight how different activities develop different aspects of the same skill e.g. project management requires a different emphasis on time management and organisational skills than would writing an essay)
- This activity will give students experience in preparing for and handling a job interview and it will get them to consider what distinctive qualities they can bring to a job as a graduate of Geography/Earth Science/Environmental Science.

The Geography, Earth and Environmental Sciences Subject Centre Employability Pack is available from [www.gees.ac.uk/projtheme/emp/empprofs.htm](http://www.gees.ac.uk/projtheme/emp/empprofs.htm)

### Material for students

#### The recruitment process

Angela Edkin and Liz McFarlin, Careers Advisers at Aston University, used material from the Glossary of Terms and Indicators in a booklet for students called 'Competencies Unravelling' (Aston Careers Service 2006). The publication is designed to help students understand more about the competencies that employers want.

The Reflective Questions, along with some other examples, were also used to give students an insight into how employers gather evidence of competencies in the recruitment process. The following extract on commercial awareness from 'Competencies Unravelling' demonstrates how students are helped to understand the nature of competence and the questions which they might be asked as part of a selection process:

'Commercial awareness. What does this mean? Understands the economics of the business. Understands the business benefits and commercial realities from both the organisation's and the customer's perspectives.

People who are good at this:

- demonstrate breadth of awareness of business knowledge (e.g. recognises issues in finance, sales, marketing)
- show consideration of such business implications as increased revenue/profit, decreased expenditure, increased productivity, improved company image and market share
- identify new business opportunities
- take commercial constraints into account
- are able to analyse financial trends (e.g. revenue, profit, productivity) and forecast accordingly
- show an awareness of commercial activity
- show an awareness of competitive products and services and market trends
- identify ways to reduce costs.

The alphabetical Glossary of Competencies Definitions, which is included in both the Guide for Employers, Kubler and Forbes (2005) and the Student Employability Profiles, has also been used as an effective handout for students providing a brief summary of the competencies which employers seek.

Examples of application/interview questions:

- Tell me about an occasion when you made a cost saving in the past. How did you choose where to make the savings? How much money do you think that you saved?
- What do you know about the competitors in this business?
- What differentiates us from our competitors?'

#### Competencies Unravelling (Aston University Careers Service, 2006)

### Supporting a Career Development module

Liz McFarlin is also working with the School of Pharmacy at Aston to adapt a Year One Career Management/Essential Skills module. The discipline Student Employability Profile is likely to feature in the indicative reading list for the module and is to provide material to support a range of activities including self-assessment.

It is hoped that the Profile will encourage students to reflect on the skills they have and to increase their understanding of the competencies required within the subject discipline.

#### Resources for staff and students

ESCalate, the Subject Centre for Education, has produced a number of new resources including an online module which may be used by students alone or by staff importing all, or some of it into their programmes. Produced in conjunction with the Physical Sciences Subject Centre, it may be accessed at <http://escalate.ac.uk/2793>

The other main resource using the Profiles, are two booklets which will be available in both paper and web based formats. One, specifically written for students, contains the Student Employability Profile for Education Studies students with an outline of how the Profile may be adapted to be useful for students on any education course.

The other booklet, for staff, provides an argument and context for the employability agenda in the Education discipline in higher and further education, based in part on data from a project by Drs Julie Anderson and Helena Mitchell. The findings from the project are presented alongside a summary of the most recent employability literature and additional resources from workshops, conferences and events run by both ESCalate and other subject centres. This resource is designed to be of use to both recently appointed lecturers and those new to the topic of employability. An important part of the material is the Student Employability Profile data prepared by Peter Forbes and Bianca Kubler for Education Studies students.

As with the employability module, the booklet is designed to be either read through or used piecemeal in conjunction with additional resources and data on the ESCalate website to provide support for those who have no or little experience of introducing employability into their teaching. It links closely with the booklet for students by the same authors.

## Personal development planning

Personal Development Planning (PDP) is “a structured process undertaken by individuals to reflect on their own learning, performance and/or achievement and to plan for their personal, educational and career development” (QAA 2000)

There is a close relationship between PDP and Career Development Learning. Effective engagement with the PDP process can provide students with both the evidence and the language to convey their achievements to employers. In addition, reflecting on development and identifying strengths (and weaknesses) can help the individual develop as a learner and understand how their learning relates to a wider context.

The Student Employability Profiles can provide a range of resources to help students engage with PDP. The Skills and Attributes Map could be used to encourage students to identify the skills that they are developing through degree level study and how these relate to those competencies which many employers value. The Reflective Questions can be used in conjunction with this material to help students evidence their achievements using a vocabulary appropriate to the recruitment process.

“Employers used to ask potential employees what they had done and, implicitly, what skills they had acquired. Now they ask what it is that students have learned from their experiences and, implicitly, how well equipped they are to learn and continue learning.”  
**Universities UK (2002) cited in Scottish Funding Councils for Further and Higher Education (2005)**

The Higher Education Academy has produced Guides for Busy Academics which focus on PDP and these are available from [www.heacademy.ac.uk/PDP.htm](http://www.heacademy.ac.uk/PDP.htm) >>**Guides for busy academics**. Titles include ‘PDP and Programme Specification’ and ‘Using PDP to help students gain employment’. Details of other support with PDP available through the Higher Education Academy and the Centre for Recording Achievement is outlined in the leaflet ‘Personal Development Planning’ available at [www.heacademy.ac.uk/leaflets.htm](http://www.heacademy.ac.uk/leaflets.htm)

At The University of Northampton, we are developing discipline-based resources, 'Supporting Success in your Subject' to promote the integration of both Personal Development Planning activities and employability skills within the curriculum. Currently paper and electronic versions on our VLE are being piloted by staff, who will be able to make direct links from course material and signpost to specific exercises or information.

These materials highlight extracts from both subject benchmark statements and the Student Employability Profiles to help staff and students identify those academic skills which are transferable to other contexts, and to encourage students to articulate their development more clearly; workshop materials have been designed to supplement these. The employability potential of a subject could usefully be summarised in course/module handbooks, and the competency templates could assist with expressing learning outcomes more clearly in an employability context.

The set of reflective questions are particularly useful for adapting to PDP tasks, as preparation for tutorials, in assignment feedback or progress evaluation, and in designing career-management materials to support self-presentation/application skills. Crucial to student engagement with PDP and ownership of their self-development is an awareness of and confidence in the broad relevance of their subject, and the ability to make explicit connections with other learning experiences. The packs include sections on linking to work-based scenarios and exploring possible employment sectors, which also draw upon the SEPs, graduate case studies, and discipline-based practice from ESECT and the subject centres. It is hoped these will give credibility and relevance to personal, academic and career planning activities for both staff and students.

**Andrea Duncan, PDP Coordinator**  
**The Office of Learning and Teaching**  
**University of Northampton**

## Pre-entry students

The Profiles can be used in a number of ways to communicate the benefits of studying a particular degree. Excerpts from the Profiles can be used in prospectuses, other promotional material, and Open Day talks. Thomas and May (2005) refer to the value of widening participation activities relating to employability which are delivered as part of outreach work and induction.

"US research indicates that students have greater institutional and disciplinary commitment if they perceive their study to have a direct bearing on achieving their career aspirations (Berger and Braxton, 1998)"

**Thomas and May (2005)**

The Psychology and the Physical Sciences Subject Centres have produced a section of the Profiles for Psychology and Chemistry that are designed to help prospective students find out more about the benefits of studying the discipline. The material:

- introduces the concept of employability:

"Employability means developing a range of achievements, understandings and personal attributes that make it more likely you'll get a job and be successful in it. Employers value applicants with degrees because they can 'add value' to their organisation. People who spend time studying a science subject will be able to demonstrate an ability to solve problems, to ask questions, to concentrate, to show commitment – all this, and more, will make you of value to a business"

- outlines the attributes, skills and experiences which employers are seeking
- describes the discipline-specific employability skills and aptitudes
- refers to further sources of information on graduate employability.

For further details please refer to the Psychology Subject Centre ([www.psychology.heacademy.ac.uk](http://www.psychology.heacademy.ac.uk)) and Physical Sciences Subject Centre ([www.physsci.heacademy.ac.uk](http://www.physsci.heacademy.ac.uk)) websites

## Work with employers

A starting point for the development of the Student Employability Profiles was as a means of enhancing communication with graduate recruiters through highlighting the employability skills developed through the study of a range of disciplines.

A 'Guide for Employers' Kubler and Forbes (2006) commissioned by the CIHE and Graduate Prospects is a valuable resource for use with employers and covers 43 subject disciplines. The Guide introduces employers to the concept of the profiles and the CIHE Employability Competencies. It contains copies of the Discipline Profiles derived from the QAA Benchmark statements, outlining the work-related skills that can be developed through the study of a particular subject and giving an insight into how these skills can be applied in different areas of employment. Extracts from this guide could be included in promotional material designed to encourage employers to recruit graduates or offer work placements from particular disciplines. The majority of the Discipline Profiles from the 'Guide for Employers' are reproduced in this publication between pages 32 and 139.

'...the Student Employability Profiles are an important step forward in promoting better shared understanding of the content of different degree disciplines. As a graduate recruiter, I have already used the profiles to improve my knowledge of the skills sets and experiences that a graduate might expect to gain from various degrees, helping me to cast the net wider when looking for new graduate talent for our company.'

**Gary Argent, UK Graduate Recruitment Manager, LogicaCMG**

Dr Simon G Smith, Associate Director of the Subject Centre for Philosophical and Religious Studies, believes that the Profiles have had an effect on many employers' views on the value of a degree in Philosophy, Theology, and Religious Studies.

'The Student Employability Profiles have given employers a significant insight into the benefits of recruiting a student from our degree disciplines. Through highlighting the relationship between academic skills and knowledge and employability competencies, the profiles have contributed significantly to employers' understanding of the nature of these subjects and helped them consider how these graduates could contribute to their organisation'

The profiles may be of particular help developing links with those small and medium sized enterprises who may have had little contact with recent graduates or undergraduates:

'For employers that need new graduate recruits to perform effectively early in their careers, (particularly important for small to medium enterprises), this guide helps show the value a graduate can bring to an organisation straightaway.'

**Kubler and Forbes (2005)**

Higher education staff, particularly those working in careers services, might also find the Profiles to be of use if approached by employers for assistance with their recruitment processes. The Reflective Questions could be a helpful resource for employers who may be using competency-based interviews for the first time or even provide a useful checklist for higher education staff who are involved in recruitment.

'I have found the student profile project extremely useful to be able to really understand for the first time exactly what skills, qualities, attributes and employability competencies we could expect to see from the graduates we recruit according to their subject of study. To maximise the use of the profiles I have also rewritten my interviewing frameworks and questions to align to the profiles.'

**Linsey Perry, Head of Graduate Recruitment, Network Rail**

### Writing references

Many staff in higher education will be asked by employers to provide references on students and very detailed information on appropriate content is available from Human Resources departments within individual institutions. One of the key areas covered in these references will often be how closely the student's skills, abilities and other qualities match those required in the job. The CIHE employability competencies provide an excellent guide to the range of attributes that employers seek and the material uses a terminology with which employers will be familiar. Staff could refer to the Skills and Attributes Maps that indicate how these competencies are covered through degree level study and select examples of academic work to support statements in a reference.

### Subject-specific information for employers (recruiters and human resource developers)

Some of the Subject Centres, including English, Philosophical and Religious Studies, Physical Sciences and Psychology have produced a section of the Profile specifically designed for employers which highlights these skills and provides further information on the nature of the subject as an academic discipline. The material commonly features:

- an introduction to the Student Employability Profiles and their application to graduate recruitment:
- the CIHE employability competencies
- the discipline-specific employability skills and aptitudes plus further information on the nature of the subject as an academic discipline and possible career paths.

Please see the individual Subject Centre websites for the complete student employability profiles:

[www.english.heacademy.ac.uk](http://www.english.heacademy.ac.uk)  
<http://prs.heacademy.ac.uk/themes/employability>  
[www.physsci.heacademy.ac.uk](http://www.physsci.heacademy.ac.uk)  
[www.psychology.heacademy.ac.uk](http://www.psychology.heacademy.ac.uk)

## Further resources for employability

The Student Employability Profiles can meet the needs of a number of audiences. There is a very wide range of material available to support and promote employability which might be used alongside the Profiles or provide a starting point for staff who may wish to design and develop their own resources. The Academy Subject Centres have a section of their websites devoted to employability and many have produced materials for use by and with students. In addition, the list below highlights other sources that may be of interest. Please note that this is only a selection of websites, not an exhaustive list.

### Association of Graduate Careers Advisory Services (AGCAS)

AGCAS leads and supports collaboration between its members to deliver career education, information and guidance for students and graduates. It has created an Employability Portal for the benefit of HE careers and academic staff, institutional policy makers, employers of graduates and others who are working to enhance the employability of HE students and graduates. It includes annotated references to a wide variety of resources under a number of headings including curriculum-based initiatives; Progress files and PDP; career management skills; and work experience. The organisation also provides a number of priced publications.

[www.agcas.org.uk/](http://www.agcas.org.uk/)

AGCAS has close links with the Higher Education Academy. There is an AGCAS 'buddy' for many of the Subject Centres. These AGCAS members work closely with the Centres to help them enhance the employability of graduates. A list of 'buddies' is available at:

[www.agcas.org.uk/dynamic/organisations/LTSNList.php](http://www.agcas.org.uk/dynamic/organisations/LTSNList.php)

### Association of Graduate Recruiters

Priced publications and digest of press articles about graduate employment.

[www.agr.org.uk](http://www.agr.org.uk)

### Centres for Excellence in Teaching and Learning (CETLs)

74 Centres for Excellence in Teaching and Learning (CETLs) have been established to promote excellence across all subjects and aspects of teaching and learning in higher education. A number of the CETLs focus on career development learning and other aspects of employability. A full list of projects can be found on the Academy website at [www.heacademy.ac.uk/CETLs](http://www.heacademy.ac.uk/CETLs)

[www.heacademy.ac.uk/CETLs](http://www.heacademy.ac.uk/CETLs)>>CETLs list

### Council for Industry and Higher Education (CIHE)

CIHE aims to improve the dialogue and mutual understanding between business and higher education. Among its investigations are the enhancement of employability through the curriculum and other aspects of the higher education experience, and the Government's widening participation agenda.

[www.cihe-uk.org.uk](http://www.cihe-uk.org.uk)

### Centre for Recording Achievement

The CRA is a national network organisation which promotes and supports good practice and the sharing of experience in recording achievement and personal development planning within educational institutions, companies and professional bodies. Sections of the website focus specifically on higher education.

[www.recordingachievement.org.uk](http://www.recordingachievement.org.uk)

### The Higher Education Academy

The Academy has produced a wide range of material and also provides a gateway to other organisations working in the field of employability and Personal Development Planning.

Resources available include:

- context case materials which enable the academic curriculum to be developed in ways which enhance not only the students' knowledge and understanding of their subject but also their employability
- an online directory of employability resources
- a searchable database of employability publications and materials available throughout the sector, updated and maintained on a regular basis and annotated to help you choose
- tools for employability.

The Enhancing Student Employability Co-ordination Team (ESECT) have produced and made available tools and resources to support the enhancement of student employability in higher education. New resources, developed by Subject Centres and individual higher education institutions, which support the development of employability will be added to this site. These could range from card sorts and audits to surveys.

[www.heacademy.ac.uk/employability.htm](http://www.heacademy.ac.uk/employability.htm)

### Higher Education Careers Services Unit

HECSU is a charity whose commercial arm, Graduate Prospects, (see below) provides careers information and services to university careers advisory services, students, graduates, employers and others. The work of HECSU includes commissioning and distributing research around five themes: practitioner research; labour market information; careers guidance; international comparisons and career learning and development.

[www.hecsu.ac.uk](http://www.hecsu.ac.uk)

### Graduate Prospects

The UK's official careers website for higher education students provides a wealth of information on career paths, postgraduate courses and international opportunities.

[www.prospects.ac.uk](http://www.prospects.ac.uk)

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## Brief guide to the material

This Guide to the Student Employability Profiles for staff in Higher Education is designed to encourage those already familiar with the resources to think about ways in which the material could be used within their institutions. The Guide also serves to introduce the material to as wide a new audience as possible amongst academics, careers staff and those involved in work placements and employer liaison.

Two separate documents form the basis of the Student Employability Profile for most subject disciplines. These are the Skills and Attributes Map and the Discipline Profile .

### Skills and attributes map (page 28 to 31)

The Skills and Attributes Map seeks to capture key behavioural indicators or criteria identified within the subject benchmark statements. It cross-references these with the competencies identified by members of the Council for Industry and Higher Education (CIHE) Employers' Forum as being the attributes/qualities that are the key components they have observed in those individuals who can transform organisations and add value early in their careers.

An example of one of the Maps is included to give those unfamiliar with the Student Employability Profiles an insight into the structure of this resource. A Map has been developed, however, for the majority of the disciplines and reference should be made to these via the individual Subject Centre websites.

### The discipline profile (pages 32 to 139)

Each Profile identifies a set of work-related skills that can be developed from studying a particular subject and gives a description of the subject as an academic discipline and some commentary on the value of the skills in employment. A copy of a Discipline Profile for each subject is reproduced in this Guide. Please note, however, that some of the 12 Subject Centres involved in the first round, which finished in 2005, have produced more detailed versions of the Discipline Profiles that provide further information on the competencies and skills developed. This additional material can be viewed on the appropriate Subject Centre website.

#### Important

Subject Centres have, and are continuing to develop, a range of supporting material in addition to the resources outlined above. Readers planning to use the Student Employability Profiles are urged to check on the relevant Subject Centre website for the most comprehensive information and latest developments.

In order for material to be used and developed by the Subject Centres, it was important not to be prescriptive and acknowledge that some disciplines would choose to adapt the Profiles in a number of ways. There are therefore some slight differences in the structure and type of resources that Subject Centres chose to use.

### Generic material (pages 140 to 152)

A set of supporting material was made available to each Subject Centre and this consists of:

- employers' criteria
- glossary of competencies in alphabetical order
- glossary of terms; descriptive criteria and indicators for employability competencies
- reflective questions based on the employability competencies designed to stimulate student evidencing of skill development and achievement
- further consideration and links.



# Example skills and attributes map – Philosophy

Generic employability competencies						
Cognitive skills	Generic competencies	Personal capabilities	Technical ability	Business and/or organisation awareness	Practical and professional elements	
Subject benchmark indicators The ability to identify and solve problems, work with information and handle a mass of diverse data, assess risk and draw conclusions.	High level and transferable key skills such as the ability to work with others in a team, communicate, persuade and have interpersonal sensitivity.	The ability and desire to learn for oneself and improve ones self-awareness, emotional intelligence and performance. To be a self-starter (creativity, decisiveness, initiative) and to finish the job (flexibility, adaptability, tolerance to stress).	For example, having the knowledge and experience of working with relevant modern technology.	An appreciation of how businesses operate through having had (preferably relevant) work experience. Appreciation of organisational culture, policies and processes.	Critical evaluation of the outcomes of professional practice, reflect and review own practice participate in and review quality control processes and risk management.	
Articulate in identifying underlying issues in all kinds of debate.	Questioning, Listening, Interpersonal Sensitivity.	Tolerance for Stress, Adaptability/Flexibility.				
Precision of thought and expression in the analysis and formulation of complex and controversial problems.	Listening, Questioning.	Decisiveness, Tolerance for Stress.				
Sensitivity in interpretation of texts drawn from a variety of ages and/or traditions.	Written Communication, Interpersonal Sensitivity	Organisational Sensitivity, Achievement orientation.		Organisational Understanding.		
Clarity and rigour in the critical assessment of arguments presented in such texts.	Listening, Questioning.	Achievement orientation.			Professional Expertise.	
Ability to use and criticise specialised philosophical terminology.	Analysis, Judgement	Tolerance for Stress, Adaptability/Flexibility	Technical Ability, Technical Knowledge.		Professional Expertise.	
Ability to abstract, analyse and construct sound arguments and to identify logical fallacies.						
Ability to recognise methodological errors, rhetorical devices, unexamined conventional wisdom, unnoticed assumptions, vagueness and superficiality.	Attention to detail, Analysis, Judgement.	Decisiveness.				
Ability to move between generalisation and appropriately detailed discussion, inventing or discovering examples to support or challenge a position, and distinguishing relevant and irrelevant considerations.	Listening, Questioning.	Creativity, Initiative, Achievement orientation.				
Ability to consider unfamiliar ideas and ways of thinking, and to examine critically pre-suppositions and methods within the discipline itself.	Attention to detail, Analysis, Judgement.	Creativity, Initiative.				
Ability to conduct arguments about matters of the highest moment without recourse to insult or susceptibility to take offence.	Attention to detail, Analysis, Judgement.	Adaptability/Flexibility.			Professional Expertise, Image.	
Willingness to evaluate opposing arguments, to formulate and consider the best arguments for different views and to identify the weakest elements of the most persuasive view.	Interpersonal Sensitivity, Influencing, Questioning.	Achievement orientation, Initiative, Creativity, Decisiveness.				

Honesty in recognising the force of the conclusions warranted by a careful assessment of pertinent arguments.			Interpersonal Sensitivity, Influencing.	Achievement orientation, Tolerance for Stress, Initiative			Professional Expertise.
Ability to cross traditional subject boundaries, examining the limitations and virtues of other disciplines and practices, and recognising philosophical doctrines in unfamiliar places.	Attention to detail, Analysis, Judgement.			Adaptability/Flexibility, Creativity, Initiative.			
Ability to apply philosophical skills and techniques to issues arising outside the academy.			Written Communication, Interpersonal Sensitivity, Listening, Questioning.	Organisational Sensitivity, Achievement orientation	Organisational Understanding.		
Listen attentively to complex presentations	Attention to detail.		Listening.				
To read carefully a variety of technical and non-technical material.	Attention to detail, Analysis, Judgement, Planning and Organising.		Written Communication.				
Reflect clearly and critically on oral and written sources, and employing powers of imagination as well as analysis.	Attention to Detail, Analysis, Judgement.			Creativity.			
To remember relevant material and bring it to mind when the moment of its relevance arises.	Attention to detail, Judgement.			Decisiveness, Creativity.			
Marshal a complex body of information; and to construct cogent arguments in the evaluation of this material.	Attention to detail, Analysis, Judgement, Planning and Organising.		Interpersonal Sensitivity.	Organisational Sensitivity, Achievement orientation.			
Present, in both oral and written forms, a clear and well-structured assessment of relevant considerations.	Attention to detail, Analysis, Judgement, Planning and Organising.		Written Communication, Listening, Questioning.				
Develop skills in the following areas: information Technology - word processing, e-mail and WWW, information search and retrieval, using online computer resources to access bibliographic material.					Technical Knowledge, Technical Ability.		
Personal attributes that are important in the world of work that will strengthen the graduate's ability to engage in lifelong learning, and that will contribute to the wider community. These will include, the ability to motivate oneself; the ability to work autonomously; the general management of one's own work to time limits; a flexible and adaptable mind able to face new situations; ability to think creatively, self-critically and independently.			Interpersonal Sensitivity.	Lifelong learning, Achievement orientation, Initiative, Decisiveness, Tolerance for Stress, Adaptability/Flexibility, Creativity.			
Professional factors							
Employment							
Work experience							

## Accountancy

A graduate in Accountancy typically will:

- be able to critically evaluate arguments and evidence
- be able to analyse and draw reasoned conclusions concerning structured and unstructured problems from both given data and data that must be acquired.
- be able to locate, extract and analyse data from multiple sources
- self-manage their learning
- be numerate, including being able to manipulate financial and other numerical data and to appreciate statistical concepts
- be effective in ICT including using spreadsheets, word processing software and online databases
- be able to present quantitative and qualitative information, together with analysis, argument and commentary, in a form appropriate to the intended audience
- have effective interpersonal skills, including the ability to work in teams
- understand the contexts in which accounting operates including the legal and social environment, the accountancy profession, the business entity, the capital markets and the public sector
- understand the current technical language and practices of accounting (e.g. recognition, measurement and disclosure in financial statements, managerial accounting, auditing, taxation) in a specified field
- understand some of the alternative technical language and practices of accounting (e.g. alternative recognition rules and valuation bases, accounting rules followed in other socio-economic domains, alternative managerial accounting approaches to control and decision making)
- be skilled in recording and summarising transactions and other economic events, preparing financial statements, analysing the operations of business (e.g. decision analysis, performance measurement and management control), financial analysis and projections (e.g. analysis of financial ratios, discounted cash flow analysis, budgeting, financial risks).

is often used synonymously with 'accounting' whereas, in accounting and in economics, finance is restricted to the science or study of the management of funds. Some students will pursue a professional accountancy qualification on graduation. Others consider the subject to be a useful introduction to the worlds of business and finance. Some students study accounting predominantly as an intellectual pursuit.

Accountancy is concerned with the provision and analysis of information for a variety of decision-making, accountability, managerial, regulatory, and resource allocation purposes. It is practised, in part, within a professional service context. The study of accounting involves the consideration of conceptual and applied aspects, including at least some of the theoretical considerations underlying the subject.

Students are required to study how the design, operation and validation of accounting systems affects, and is affected by, individuals, organisations, markets and society. Such perspectives may include the behavioural, the economic, the political, and the sociological. In everyday speech, 'finance'

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.business.heacademy.ac.uk](http://www.business.heacademy.ac.uk).

This profile, produced in 2004, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences

A graduate in Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences typically will have the ability to:

- demonstrate knowledge of a wide range of subject-specific facts and principles as well as an awareness of the current limits of theory and applied knowledge
- understand the provisional nature of information and allow for competing and alternative explanations within their subject
- own aspects of the defining elements of the discipline through in-depth study or research
- use qualitative and quantitative information creatively and imaginatively to solve problems, suggest innovations and make decisions
- plan and conduct research or development, evaluate the outcomes and draw valid conclusions
- evaluate and interpret, in a balanced and critical manner, new information provided by others from a range of fields of study
- think holistically and laterally and appreciate inductive and deductive reasoning
- demonstrate awareness of relevant legal, moral, ethical, sustainability, environmental and social issues
- appreciate the need for professional codes of conduct.
- use effectively skills in numeracy, communication and ICT
- use effectively interpersonal and teamworking skills
- develop the skills for self-management and lifelong learning e.g. working independently, time management and organisation skills
- display the potential for competence, behaviour and attitudes required in a professional working life including initiative, leadership and team skills.

Study in this area is concerned with land-based industries, applied biology, rural studies and sciences, and consumer studies and sciences. All the degree programmes are application-orientated, broadly based and require study across a spectrum of disciplines from physics and chemistry through biology to the social sciences, economics and management sciences, and consumer behaviour.

Agriculture and horticulture apply fundamental physical, biological, economic and sociological principles to sustainable production in the countryside and consider the social and environmental impacts of such management systems. Other degree programmes may be concerned with the management of companion animals, working animals and animals kept for their athletic abilities or the recreational and sporting interests

of their owners. Agricultural Sciences are the fundamental sciences of plants, animals, micro organisms and global processes which underpin the use of the biosphere, including the production or management of animals, crops, forest and horticultural products and the management of productive resources for economic or social value.

Food Science and Technology is the understanding and application of a range of sciences to satisfy the needs of society for sustainable food security, quality and safety. Rural studies apply biological, economic and sociological principles to the sustainable management of the countryside. Forestry applies physical, biological, economic and sociological principles to tree and forest management.

Consumer Science and studies are interdisciplinary subjects which seek to understand the relationships between the consumer and the economic, technical, social and environmental forces which influence the development and consumption of goods and services.

The major areas of subject-related employment for graduates in Agriculture and related subjects are in farm management, research and advisory work, and sales and marketing of agricultural products and animal feed. Graduates in Food Sciences may become dietitians, food technologists, scientists, product developers, buyers, production and quality assurance managers and researchers, and managers of enterprises and businesses.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.bioscience.heacademy.ac.uk](http://www.bioscience.heacademy.ac.uk).

This profile, produced in 2006, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## Anthropology

Depending upon the proportion of social or biological anthropology within their degree programme, a graduate in Anthropology typically will have the ability to:

- understand how human beings are shaped by and interact with their social, cultural and physical environments, and appreciate their social, cultural and biological diversity
- engage with cultures, populations and groups different from their own while retaining their personal judgement
- read and interpret texts within their historical, social and theoretical contexts
- recognise the politics of language, indirect forms of communication, forms of power, theoretical statements and claims of authority, and analyse them
- apply their knowledge of anthropology to practical situations, personal and professional
- plan, undertake and present scholarly work showing an understanding of anthropological aims, methods and theoretical considerations
- interpret information on human biological diversity
- analyse and evaluate relevant qualitative and quantitative data
- design and implement a project using data on aspects of human biological diversity
- demonstrate an understanding of their subject of study, and exercise qualities of mind associated with intellectual reflection, evaluation and synthesis
- express ideas in writing, summarise arguments and distinguish between them
- make a structured argument, reference the works of others and assess historical evidence
- think independently and apply analytical, critical and synoptic skills
- apply learning and study skills and use statistical and computing techniques
- apply information retrieval skills to primary and secondary sources of information
- use skills in information technology and oral and written communication
- apply time planning and management skills
- engage in group work including constructive discussion.

Anthropology covers the biological and social study of humans as complex organisms with the capacity for language, thought, and culture. It is a subject that seeks to be holistic and comparative as well as critical and reflexive. Anthropology can be located in the humanities, social sciences and the life sciences, and has been described as the most scientific of the humanities and the most humanistic of the sciences. As in humanities subjects, anthropology may focus on the uniqueness of each group and their cultural products. As in science subjects, anthropologists have investigated the substantive processes and contexts that underlie human diversity, delineating these through principles, conditions and rules.

All anthropological investigation and theory is defined by its adherence to two broad principles; first, the great commonalities that all individuals and groups possess - in particular, genetic and other biological traits, sociality, language and a powerful symbolising capability, and second, the diversity and capacity for transformation that is the hallmark of human culture. Reflecting its multidisciplinary nature, the elements of an anthropology programme will depend on whether the degree is in social anthropology, biological anthropology, or a combination of the two. Some degree programmes have a specific focus on a sub area of the subject such as ethnomusicology, museum studies and material culture, development studies or medical anthropology.

Anthropologists enter a wide range of jobs, with the public sector being popular. Further study is necessary for many options. Some options include charity fund raiser, community development worker, human resources officer, information scientist, international organisations administrator, lecturer, librarian, museum officer, journalist, race relations worker, social researcher and social worker.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.c-sap.bham.ac.uk](http://www.c-sap.bham.ac.uk).

This profile, produced in 2006, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

# Archaeology

A graduate in Archaeology typically will have the ability to:

- understand the intellectual vitality of archaeology, its theoretical basis and its relationship to other disciplines
- appreciate the historical, social, cultural, and political context of archaeological interpretation
- apply scholarly, theoretical, and scientific principles and concepts to archaeological problems
- use diverse sources of evidence such as excavated, documentary, representational, observational, artefactual, environmental and scientific material
- appreciate the importance of recovering primary data through practical experience
- critically apply methodologies for quantifying, analysing, and interpreting primary data
- understand the concepts and application of scientific methods used in collecting, analysing and interpreting archaeological data
- interpret spatial data, integrating theoretical models, traces surviving in present-day landscapes, and excavation data
- practise fieldwork and laboratory techniques
- select and apply appropriate statistical and numerical techniques
- marshal and critically appraise other people's arguments
- produce logical and structured arguments supported by evidence
- communicate effectively both orally, visually and in writing to diverse audiences
- use IT, information retrieval and presentation skills effectively in a variety of graphical media
- execute research, working independently
- collaborate effectively in a team
- be sensitive to different cultures and deal with unfamiliar situations
- be able to critically evaluate one's own and others' opinions.

Archaeology can be defined as the study of the human past through material remains, including evidence in the current landscape, buried material and written sources. It provides a unique perspective on the human past, on what it is to be human. As the only subject that deals with the entire human past in all its temporal and spatial dimensions, it is fundamental to our understanding of how we evolved and how our societies came into being. Archaeology's chronological range is from the earliest hominids to the present day; its geographical scope is both regionally specific and worldwide; its scale of enquiry ranges from distributions and processes of change at the global scale, through to the actions of individuals.

All archaeology degrees are built on the foundation stones of the historical and social, ethical and professional, theoretical and scientific contexts. Throughout its history, archaeology has had a close association with a range of disciplines, initially mainly the humanities but in recent decades increasingly also a broad range of social sciences and sciences. Much teaching in archaeology is therefore multi or interdisciplinary. A key characteristic of archaeological data is time depth, and the ability to examine the effects of process within a tight chronological framework is vital for the study of contemporary concerns, such as human impact on ecosystems.

Permanent posts in archaeology have a low turnover and there are often good candidates with a broad range of experience waiting to apply for posts. The main jobs involving fieldwork are director of archaeological unit, project officer, site supervisor, excavator for an archaeological contractor, county archaeologist, archaeological field officer or inspector of ancient monuments. Other jobs, also of interest, include archaeological conservator, heritage manager, historic buildings inspector, conservation officer, lecturer, curator and museum education officer. The diverse range of skills acquired through an archaeology degree also facilitates graduates entering a diverse range of careers outside of the field.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.hca.heacademy.ac.uk](http://www.hca.heacademy.ac.uk).

This profile, produced in 2006, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## Architecture

A graduate in Architecture typically will have the ability to:

- work in an interdisciplinary environment and collaborate with others
- respond to a broad range of interests including social and ethical concerns
- communicate effectively using visual, graphic, written and verbal means
- work autonomously in a self-directed manner, thereby developing the practices of reflection and of lifelong learning
- work in teams
- manage time and work to deadlines
- use digital and electronic communication techniques
- analyse problems and use innovation, logical and lateral thinking in their solution
- be flexible and adaptable in approaching an issue, problem or opportunity.

The discipline of Architecture draws on knowledge and skills from the sciences, humanities, and fine and applied arts. It addresses the accommodation of all human activity in all places under all conditions, understanding our place within differing physical, historical, cultural, social, political and virtual environments. Architecture proposes, forms, and transforms our built environment and does so through engaging with the spaces, buildings, cities and landscapes in which we live. Design is the core activity of architectural study. The contested nature of design provokes debate, encourages diversity and advances the subject.

Students come from numerous backgrounds, bringing the very diversity of disciplines and modes of inquiry that an architecture course instils. Architectural education is part of the construction industry and has an important influence on how this industry changes and develops. The knowledge, understanding and skills developed during the study of architecture are broad, holistic and of value in themselves. Most undergraduates aim ultimately for professional accreditation or a related career.

Other employability related skills that can be developed include the ability to:

- conceptualise, investigate and develop the design of three-dimensional objects and spaces
- create architectural designs that integrate social, aesthetic and technical requirements
- conceive architectural designs on a specific site in the context of urban planning
- research, formulate and respond to programmes or briefs appropriate to specific contexts and circumstances
- form considered judgements about the spatial, aesthetic, technical and social qualities of a design within the scope and scale of a wider environment

- reflect upon and then relate ideas to a design and to the work of others
- produce designs that demonstrate the integrative relationship of structure, building materials and constructional elements and the relationship between climate, service systems and energy supply
- exercise informed and reflective judgement in the development of sustainable design
- use a range of visual, written and verbal techniques to communicate architectural designs and ideas
- select and use design using design-based software and multimedia applications
- listen and engage in informed dialogue.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.cebe.heacademy.ac.uk](http://www.cebe.heacademy.ac.uk).

This profile, produced in 2004, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## Area Studies

A graduate in Area Studies typically will have the ability to:

- understand similarities and differences between areas, thus fostering cross-cultural and international perspectives
- critically engage with the area through disciplines such as anthropology, archaeology, art history, cultural studies, economics, film and media studies, geography, history, languages other than English, literature, philosophy, politics and sociology
- integrate a diverse range of appropriate materials such as literary and historical texts, oral interviews, sound recordings, visual screenings and internet sites
- command techniques and methodologies such as bibliographical, library and internet research skills, proficiency in reading and analysis, adeptness in visual analysis, appreciation of theoretical models and alertness to interpretations of issues and events
- read and use materials incisively and with sensitivity
- resolve problems and communicate ideas with clarity, coherence and persuasiveness
- synthesise information, adopt critical appraisals and develop reasoned argument
- critically reflect upon the scope and limitations of what has been understood.
- work with independence demonstrated in self-direction, self-management and intellectual initiative both in learning and studying and in time management
- write clearly with professional referencing, tables, diagrams, graphics and illustrations, where appropriate
- present materials orally in a clear and effective manner, using audio-visual aids where appropriate and answering questions from an audience
- listen effectively and work creatively and flexibly with others
- write and think under pressure and meet deadlines
- use ICT resources
- show proficiency in a language other than English where appropriate to a specific degree programme.

Area Studies degree programmes involve study of single countries or groups of countries. The term covers national areas under titles such as American or Australian Studies, or multinational regions under titles such as African, Caribbean, European, Latin American and Pacific Studies.

The principal objective of Area Studies programmes is to study the area itself, using appropriate disciplinary or interdisciplinary approaches to understand the aspects of the area on which they wish to concentrate. The empirical content of Area Studies programmes varies widely. Degree programmes in Area Studies can be multidisciplinary and interdisciplinary.

Any discipline in the social sciences, humanities or arts may be included as a major or minor channel of knowledge in an Area Studies degree programme. Programmes tend to be organised around a combination of arts and/or humanities disciplines and formations, or around a combination of social sciences and/or humanities such as politics and economics or politics and history. There is wide diversity and the boundaries between these broad types are porous. Different spheres of area studies have evolved with different traditions. For example, many programmes in American Studies combine the study of literature with history and politics. Area Studies programmes may work with, across, or challenge, traditional disciplinary boundaries.

Graduates in Area Studies can be found in arts and the media, including radio, television, film, museums, and theatre; in publishing and journalism, including writing for newspapers and magazines, production, editorial, and management; in business, law and financial services, including management and marketing in small and large concerns; in administration and civil service, including international, diplomatic, national and local government work, and employment in non-governmental organisations; and in teaching.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.llas.ac.uk/index.aspx](http://www.llas.ac.uk/index.aspx).

This profile, produced in 2006, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).



## Art and Design

In addition to capabilities specific to the particular discipline studied, a graduate in Art and Design typically will have developed the transferable skills and abilities to:

- apply their learning in different contextual frameworks
- generate ideas, concepts, proposals, solutions or arguments independently and collaboratively in response to set briefs and self-initiated activity
- use convergent and divergent thinking in observing, investigating, enquiring, visualising and making and develop ideas through to material outcomes
- manage the interaction between intention, process, outcome, context and dissemination
- apply resourcefulness and entrepreneurial skills to their own practice or that of others
- employ materials, media, techniques, methods, technologies and tools with skill and imagination while observing good working practices
- study independently, set goals, manage their own workloads and meet deadlines
- anticipate and accommodate change, and handle ambiguity, uncertainty, and unfamiliarity
- analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation.
- identify personal strengths and needs
- interact effectively with others through collaboration, collective endeavour and negotiation
- articulate ideas and information comprehensibly in visual, oral and written forms
- present ideas and work to audiences in a range of situations
- source, navigate, select, retrieve, evaluate, manipulate and manage information
- select and employ communication and information technologies.

Art and Design is concerned with conceiving, producing, promoting and disseminating the material outcomes which constitute our visual culture. These encompass artefacts for intellectual and aesthetic contemplation to functional products, systems and services.

Processes from conception to dissemination are combined with creative skills, imagination, vision, and, at the highest levels of achievement, innovation. One group of disciplines, known as craft, applied arts, decorative arts or designer/makers, includes ceramics, glass, jewellery, metalwork, furniture and textiles. Another group includes photography, film, media production, illustration and animation.

Undergraduate education facilitates the acquisition of knowledge and understanding, the development of necessary personal attributes and mastery of essential skills to prepare students for continuing personal development and professional practice. Some disciplines do not require the student to develop knowledge and skills in producing creative outcomes. These include restoration and conservation; arts, museum and gallery management and administration;

curation; design management; and publishing. Many degree programmes attach importance to understanding the historical development of their discipline. Others include in their curriculum business, marketing, modern languages and other professional contextualising subjects.

Artists and designers tend to be independent, creative thinkers and it is common to be self-employed and/or to be in occupations involving project work and short-term contracts with both small and large organisations, working in product or industrial design, communications or digital and multimedia disciplines. Graduates often cross disciplines, for example from fine art to graphic design. They may work part-time as a practitioner while simultaneously fulfilling management and academic roles.

Graduates are well placed to be effective in all sectors of a knowledge-based society through their capacity for creativity through learning. They are typically found in the media, marketing, public relations, arts administration or arts education. Specific roles include advertising art director, arts administrator, art therapist, exhibition designer, fashion clothing designer, graphic designer, curator, teacher, textile designer, visual merchandiser.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.brighton.ac.uk/adm-hea](http://www.brighton.ac.uk/adm-hea).

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## Biomedical Science

A graduate in Biomedical Science typically will have the ability to:

- demonstrate knowledge of human anatomy and physiology, biochemistry, molecular genetics, immunology and microbiology
- demonstrate an understanding of cellular pathology, clinical biochemistry, clinical immunology, haematology, immunohaematology and transfusion science, medical microbiology and the biology of disease
- understand the factors and processes which contribute to human health and disease.
- apply their knowledge to analyse, interpret and critically evaluate biomedical data.
- demonstrate laboratory skills and knowledge of planning and designing experiments
- execute independent research centred on data generation
- demonstrate critical analysis and application of results obtained
- take account of and act in accordance with health and safety policies, good laboratory practice, ethical considerations and risk and Control of Substances Hazardous to Health assessments and recognise the importance of quality control and quality assurance
- design research protocols and use statistical techniques to enable valid analysis and interpretations of experimental results
- use effectively transferable skills in communication, IT, numeracy and data analysis, teamworking, critical thinking, setting tasks, problem solving and self-management.

Biomedical Science is concerned with understanding the causes, diagnosis and treatment of disease. It requires the integration of a wide range of subjects to understand the biology of disease; predominantly anatomy, physiology, biochemistry, genetics, immunology, microbiology, pharmacology and molecular biology. More specific knowledge of disease processes comes from studying specialised biology viz. cellular pathology, clinical biochemistry, clinical immunology, haematology, transfusion science and medical microbiology.

Most of the component subjects of Biomedical Science are at the forefront of modern science and therefore attract leading-edge research activity. Biomedical Science is a rapidly evolving subject and highly relevant to investigating and understanding current controversies, concerns and dilemmas of modern life; such as the use of genetically engineered products in healthcare and major health problems of international importance such as food safety, Creutzfeld-Jacob's disease, malaria, human immunodeficiency virus infection, drug resistance of bacteria and cell cloning. Biomedical Science plays a pivotal and essential role in healthcare.

Graduates must understand how diseases develop and how they affect the normal function of the human body.

They will be aware of new methods for diagnosis, treatment and prevention of disease and their relevance in research or diagnostics. The complex multidisciplinary nature of Biomedical Science requires a sound, research-led scientific education. Students integrate the knowledge base of key disciplines to further their understanding of research, diagnosis and management of a clinical disorder. Students will understand the role of epidemiology in identifying risk and protective factors associated with disease development and the latest major advances in the scientific understanding of human health and disease. The education of a biomedical science student should involve a study of pharmacology and toxicology and methods for the treatment and management of diseases.

Graduates in Biomedical Science are employable in a wide range of areas in the public and private sectors due to their education at the boundary between biological science in its broadest sense and medical science. Major employment areas include research in university, government, NHS or charity-funded laboratories; research and development for the pharmaceutical, diagnostics, medical devices and laboratory instrumentation industries; sales and marketing related to healthcare products; and teaching.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.bioscience.heacademy.ac.uk](http://www.bioscience.heacademy.ac.uk).

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## Biosciences

A graduate in Biosciences typically will have the ability to:

- demonstrate a wide knowledge of essential facts, major concepts, principles and theories associated with the chosen discipline
- analyse critically and assess information and data, and their setting within a theoretical framework
- deploy appropriate practical and presentational techniques and methodologies including data analysis and the use of statistics to communicate results
- engage with current developments in the biosciences and their applications, and the philosophical and ethical issues involved
- exercise intellectual skills including applying subject knowledge and understanding to address familiar and unfamiliar problems and appreciating the need for ethical standards and professional codes of conduct
- apply practical skills including designing, planning, conducting and reporting on investigations through individual or group projects, paying due attention to risk assessment, relevant health and safety regulations, and procedures for obtaining informed consent
- apply numeracy, communications and information technology skills efficiently.
- use effective interpersonal and teamworking skills including demonstrating an appreciation of the interdisciplinary nature of science and of the validity of different points of view
- self-manage and pursue professional development and think independently, set tasks and solve problems.

The biosciences may be described as the study of life at all levels of complexity from molecules to populations. Whilst life-forms are built from relatively few types of atoms, these are assembled into ever more complex levels of organisation in molecules, cells, tissues and organs, organisms, communities and ecosystems.

The biosciences are a family of methods and disciplines grouped around the investigation of life processes and the inter-relationships of living organisms. This may involve studies at a variety of levels from molecules to populations. All students should have at least some appreciation of all of these levels.

The biosciences are divided into many specialisms. In addition to wide ranging degrees such as biology, biological sciences and life sciences, there are sub-disciplines within this area that focus on particular groups of organisms (e.g. entomology).

Other degrees emphasise specific technologies, interactions or systems (e.g. animal behaviour, biochemistry, biotechnology), or the environments that living organisms inhabit (e.g. ecology, environmental biology, marine biology): some are sub-disciplines directed towards particular applications (e.g. forensics, brewing and distilling). The biosciences include areas (e.g. genetics and molecular biology) in which rapid change and development are evident and where new knowledge and technologies are swiftly spread through the subject. This means that there is an increasing requirement to prepare graduates carefully for continuing their self-education and development after graduation to maintain their knowledge and understanding of rapidly changing areas.

Bioscience graduates are employed in a range of posts which may, or may not, be related to the discipline they studied. They include accountancy and other related financial professions, forensic scientist, higher education lecturer, immunologist, scientist, industrial research scientist, process development, research scientist (medical), toxicologist and commercial, industrial and public sector management.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.bioscience.heacademy.ac.uk](http://www.bioscience.heacademy.ac.uk).

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## Building and Surveying

A graduate in Building and Surveying typically will have the ability to:

- analyse by critically evaluating arguments and evidence
- manipulate data from multiple sources
- problem-solve and draw on evidence and so exercise judgement
- use IT, statistical and quantitative resources
- present quantitative and qualitative information appropriately
- self manage their learning
- work effectively in a team
- communicate including through the use of IT
- research and acquire knowledge using appropriate methods
- encourage leadership, effective group dynamics and self development
- summarise legal and other documents
- evaluate all relevant aspects of management and other specialisms taking account of regulations, the needs of society and ethical correctness.

Building and surveying provides and analyses information relating to urban, rural and marine resources and improvements including buildings and infrastructure. Degree programmes are multi-disciplinary with a substantive area of specialist or technical knowledge associated with specified learning outcomes, which may include a broad preparation for initial employment.

Undergraduates study a diversity of subjects and learn how to integrate the knowledge acquired to identify and solve problems. They learn how to implement solutions relating to the ownership, investment in, and the use, development, management, maintenance and improvement of land, buildings or estates/portfolios of land and buildings in the context of identifiable physical, urban, rural or maritime parameters.

Degree programmes tend to be identified with a specific specialist area such as building, building design, building surveying, services engineering, construction management, land/property management (including property/real estate finance, investment and portfolio management), hydrography and land surveying, environment and minerals, planning and development, quantity surveying and construction economics, residential or commercial property, rural practice, marine resource management, project management, recreation/leisure management, and facilities management.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.cebe.heacademy.ac.uk](http://www.cebe.heacademy.ac.uk).

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## Business and Management

A graduate in Business and Management typically will:

- be able to demonstrate understanding of organisations, the external environment in which they operate, how they are managed and the future needs of organisations
- have skills in critical thinking analysis and synthesis, including being able to identify assumptions, evaluate statements, detect false logic, identify implicit values, define terms adequately and generalise appropriately
- be effective at problem-solving and decision-making, using appropriate quantitative and qualitative skills and also be able to create, evaluate and assess options, together with being able to apply ideas and knowledge to a range of situations
- be effective in communication, using ICT and a range of media widely used in business, for example, business reports
- have numeracy and quantitative skills including modelling and data analysis, interpretation and extrapolation
- self-manage their time, behaviour, motivation, initiative and enterprise.
- have an appetite for reflective, adaptive and collaborative learning.
- be self-aware, sensitive and open to the diversity of people, cultures, business and management issues
- have leadership, team building, influencing and project management skills
- be effective at listening, negotiating and persuasion
- be able to research business and management issues
- be able to address issues at European and international levels.

General business and management degree programmes focus on the study of organisations, their management and the changing external environment in which they operate, preparation for and development of a career in business and management and enhancement of lifelong learning skills and personal development to contribute to society at large.

These degree programmes provide broad, analytical and integrated study of business and management. It is expected that graduates can demonstrate knowledge and understanding of markets, customers, finance, people, operations, information systems, ICT and business policy and strategy as well as contemporary and pervasive issues such as innovation, e-commerce, enterprise, knowledge management, sustainability, globalisation and business ethics.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.business.heacademy.ac.uk](http://www.business.heacademy.ac.uk).

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## Chemistry

A graduate in Chemistry typically will have the ability to:

- demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to Chemistry
- apply such knowledge and understanding to the solution of qualitative and quantitative problems of a familiar and unfamiliar nature
- recognise and analyse novel problems and plan strategies for their solution
- evaluate, interpret and synthesise chemical information and data
- recognise and implement good measurement science and practice
- present scientific material and arguments clearly and correctly, in writing and orally, to a range of audiences
- apply computational and data-processing skills relating to chemistry
- handle chemical materials safely, taking into account their physical and chemical properties, including any specific hazards associated with their use
- conduct standard laboratory procedures involved in synthetic and analytical work, in relation to both inorganic and organic systems
- monitor and systematically record, chemical properties, events or changes
- plan, design and execute practical investigations, from the problem-recognition stage through to the evaluation and appraisal of results and findings; this to include the ability to select appropriate techniques and procedures
- operate standard chemical instrumentation such as that used for structural investigations and separation
- interpret data derived from laboratory observations and measurements
- conduct risk assessments concerning the use of chemical substances and laboratory procedures

- apply problem-solving skills relating to qualitative and quantitative information, extending to evaluations based on limited information
- apply numeracy and computational skills, including error analysis, order-of-magnitude estimations, correct use of units and modes of data presentation
- apply information-retrieval skills including through on-line computer searches
- apply IT skills such as word-processing and spreadsheet use, data-logging and storage, internet communication
- exercise written and oral communication skills plus interpersonal skills and engage in team-working
- apply time-management and organisational skills
- apply study skills needed for continuing professional development.

Undergraduate courses can cover chemical terminology, chemical reaction, chemical analysis, the different states of matter, quantum mechanics, thermodynamics, the kinetics of chemical change, structural investigations, the properties of elements and their compounds, organic chemistry, the relation between bulk properties and atoms and molecules, including macromolecules.

Typical aims are to instil a sense of enthusiasm for Chemistry and an appreciation of its application in different contexts, to give students a foundation in chemical knowledge and practical skills, and to develop in students a range of transferable skills of value in a wide range of employment.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.physsci.heacademy.ac.uk/home/index.aspx](http://www.physsci.heacademy.ac.uk/home/index.aspx).

This profile, produced in 2004, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## Classics and Ancient History

A graduate in Classics or Ancient History typically will have the ability to:

- understand another culture and a complementary range of subjects such as language, literature, linguistics, philosophy, history, art and archaeology
- command techniques and methodologies such as bibliographical and library research skills, a range of skills in reading and textual analysis, the varieties of historical method, the visual skills characteristic of art criticism, use of statistics, philosophical argument and analysis, analytical grasp of language, and skills in translation from and/or into Greek and/or Latin
- understand a range of viewpoints and critical approaches
- exercise reflection and critical judgment
- gather, memorise, organise and deploy information
- extract key elements from data and identify and solve associated problems
- engage in analytical, evaluative and lateral thinking and to marshal argument
- present material orally and in writing
- work with others, work under pressure and meet deadlines
- apply modern foreign language skills and basic IT skills
- demonstrate autonomy manifested in self-direction, self-discipline and intellectual initiative.

The subject area of Classics and Ancient History (including also Byzantine Studies and Modern Greek) embraces two distinct, though by no means unrelated, components, which gives it a chronological span of at least four millennia. Classics is a conventional designation for the culture of Greco-Roman antiquity, extending from the arrival of Greek-speakers in mainland Greece around the beginning of the second millennium BC to the end of the Western Roman Empire in the fifth century AD. Byzantine Studies is concerned with the civilisation of late antique and mediaeval Byzantium/Constantinople between its refounding by Constantine in AD 324 and its conquest by the Turks in AD 1453, while Modern Greek designates study the Greek-speaking world (including the Greek diaspora) from the late mediaeval period.

Classics usually designates a degree programme in which students are required to show proficiency in both ancient Greek and the Latin languages and may make Greek and Latin literature their main focus. Latin and Greek signify degree programmes of the same general kind as Classics but confined to the language, literature and civilisation of ancient Rome and ancient Greece respectively. Programmes in Classical Studies offer students a broad understanding of the culture of Greco-Roman antiquity as a whole, in all its different aspects and their interrelations.

Programmes in Ancient History are typically concerned with the political, military, economic, social and cultural history of the Greco-Roman world. Programmes in Byzantine Studies pay special attention to literature, theology or culture, or to history, archaeology or art history of the Byzantine period, while those in Modern Greek require proficiency in the modern Greek language and take as their main concern the language, literature, thought and history of the Greek-speaking world since the later middle ages.

There is creative interaction with other disciplines and fields including anthropology, archaeology, art history, drama, English, history, history of science, Jewish and Near Eastern studies, linguistics, modern languages besides Modern Greek, philosophy and religious studies.

The subject has a particularly important contribution to make in a multicultural society and it has done much to shape our conceptions of what an educational system should be.

Many Classics graduates regard the skills they can offer and their interests and motivations as more important than their degree subject. Most Classics graduates enter careers that seek graduates of any discipline. Examples include applications developer, archivist, accountant, Civil Service fast stream, Diplomatic Service, commissioning editor, curator, teacher, solicitor and technical author.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.hca.heacademy.ac.uk](http://www.hca.heacademy.ac.uk).

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## Communication, Media, Film and Cultural Studies

In addition to capabilities specific to the particular discipline studied in this widely diverse group of subjects, a graduate in Art and Design typically will have developed the transferable skills and abilities to:

- understand how identities are constructed and contested through engagements with culture
- evaluate their own work in a reflexive manner with reference to academic and/or professional issues, debates and conventions
- understand communication systems, modes of representations and systems of meaning in the ordering of societies
- be aware of the economic forces which frame the media, cultural and creative industries, and the role of such industries in contemporary political and cultural life
- understand the role of cultural practices and cultural institutions in society
- understand how people engage with cultural texts and practices
- initiate, develop and realise distinctive and creative work in writing or aural, visual, audio-visual, sound or other electronic media
- work flexibly, creatively and independently with self-discipline, self-direction and reflexivity
- use ideas and information to argue cogently in written, oral or in other forms
- retrieve and generate information and evaluate sources in carrying out research
- organise and manage supervised, self-directed projects
- communicate effectively in interpersonal settings, in writing and in a variety of media
- work productively in a group or team, showing abilities to listen, contribute and learn
- deliver work to a given brief and deadline, referencing sources and ideas and using a problem-solving approach
- apply entrepreneurial skills with audiences, clients, consumers, markets and sources
- use IT skills including web-based technology or multimedia and develop specific proficiencies in media technologies.

Communication, Media, Film and Cultural Studies focus on cultural and communicative activities that shape everyday social and psychological life as well as senses of identity, the organisation of economic and political activity, the construction of public culture, the creation of new expressive forms and the basis for a range of professional practices.

Degree programmes aim to produce graduates with an informed, critical and creative approach to understanding media, culture and communications in society and to their own forms of media, communicative and expressive practice. Sources of conceptualisation and practice are aesthetics, art history and art criticism, history, law, literary and textual

analysis, philosophy, theatre and performance studies, anthropology, economics, geography, linguistics, political science, psychology (including psychoanalysis), sociology, design, business, computing, advanced technology and creative practice in the cultural, media and communications industries.

Competition for employment is fierce and graduates are faced with complex career paths. It is common to be self-employed and/or to be in occupations involving a mixture of short-term contracts, employment, further study, part-time and freelance work rather than a predictable career progression.

Long-term options for those who are determined and who have the necessary capability include advertising account executive, advertising art director, copywriter, broadcast presenter, broadcasting journalist, exhibitions officer, film/video editor, information manager, magazine journalist, market researcher, medical illustrator, multi media specialist, newspaper journalist, photographer, programme researcher, teacher, television camera operator, television producer, television production assistant, writer.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.brighton.ac.uk/adm-hea](http://www.brighton.ac.uk/adm-hea).

This profile, produced in 2006, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

# Computing

A graduate in Computing typically will have the ability to:

- demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to Computing and computer applications
- use such understanding in modelling and designing computer based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs
- use criteria and specifications appropriate to specific problems, and plan solutions
- analyse the extent to which a computer-based system meets defined requirements
- deploy appropriate theory, practices and tools to specify, design, implement and evaluate computer-based systems
- present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity
- recognise the professional, moral and ethical issues involved in exploiting computer technology and be guided by appropriate professional, ethical and legal practices
- work as a development team member, recognising the different roles within a team and different ways of organising teams
- operate computing equipment, taking account of its logical and physical properties
- deploy information retrieval skills (including using browsers, search engines and catalogues)
- exercise numeracy skills and use effectively general IT facilities
- manage personal development including using time management and organisational skills.

Computing is concerned with the understanding, design and exploitation of computation and computer technology. It blends theories (including those derived from other disciplines such as mathematics, engineering, psychology, graphical design or well-founded experimental insight) with the solution of immediate practical problems; it combines the ethos of the scholar with that of the professional; it underpins the development of both small scale and large scale systems that support organisational goals; it helps individuals in their everyday lives; it is ubiquitous and applied to a range of applications, and yet important components are invisible to the naked eye.

Computing is a highly diverse subject with aspects that overlap with areas of interest to a number of adjacent subjects. Examples are engineering, especially parts of electrical and electronic engineering; physics, with concern for multimedia and device-level development of computing

components; mathematics (logic and theoretical models of computation); business (information services); philosophy and psychology (human computer interaction and aspects of artificial intelligence); physiology (neural networks); linguistics; and art and design (web and multimedia).

Some students are attracted to Computing by the depth and intellectual richness of the theory, others by the possibility of engineering large and complex systems. Many study Computing for vocational reasons or because it gives them the opportunity to use a creative and dynamic technology. Computing promotes innovation and creativity assisted by rapid technological change. It requires a disciplined approach to problem solving with an expectation of high quality. It approaches design and development through selection from a wide range of alternative possibilities justified by carefully crafted arguments based on insight. It controls complexity first through abstraction and simplification, and then by the integration of components. It is a product of human ingenuity, and provides major intellectual challenges yet this limits neither the scope of Computing nor the complexity of the application domains addressed.

Graduates in Computing are found in technical fields such as computer operations, computer systems sales and service, programming, systems analysis, software engineering and technical authorship as well as professions that require a combination of computing and other capabilities.

## Computing

The following list of topics is indicative of the scope of Computing. It is not intended to define curricula or syllabi; it is merely provided as a set of knowledge areas within Computing.

## Architecture

The CPU/memory/IO model, representation of data and programs in memory, fetch-execute cycle, registers, stacks, data-paths, special IO-support hardware, support for protection and virtual memory, instruction sets, implementation constraints and trade-offs, historical, current and future trends. Peripheral devices. Cache memory and memory hierarchies. High performance and parallel architectures: pipeline processors, array processors and single instruction multiple data (SIMD) architectures, shared-memory multiple instruction multiple data (MIMD) machines, message-passing MIMD machines.

## Artificial intelligence

This is a discipline with two strands. The scientific strand attempts to understand the requirements for and mechanisms enabling intelligence of various kinds in humans, other animals and information processing machines and robots. The engineering strand attempts to apply such knowledge in designing useful new kinds of machines and helping us to deal more effectively with natural intelligence, e.g. in education and therapy. Knowledge elicitation and representation. Uncertainty. Cognitive modelling. Reasoning. Deduction and theorem proving. Search. Machine learning. Agent technology. Planning. Vision systems, robotics. Speech and language technology.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.ics.heacademy.ac.uk](http://www.ics.heacademy.ac.uk).

This profile, produced in 2006, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).



### Comparative programming languages

The variety of languages and the motivation for this variety. Design criteria for languages. Desirable properties of languages and their implementations. Different programming paradigms: imperative, object-oriented, functional, logic, visual. Concurrency, parallelism and distributed computing. Strengths, weaknesses of different language features including types and data modelling, control structures, structuring concepts, abstraction mechanisms, parameterisation, exception handling, separate compilation, generics. Declarations, naming conventions, storage allocation strategies; parameter passing mechanisms.

### Compilers and syntax-directed tools

Aims in compiler construction. Variation in possible users. Features of languages. Phases of development. Lexical analysis. Types of grammars and parsing techniques, parse trees and abstract syntax trees. Symbol tables. Type checking. Semantic analysis. Run-time storage organisation. Code generation. Code optimisation. Illustration of other syntax-directed tools.

### Computer-based systems

Definition of computer-based systems. Different kinds of systems: to include embedded systems, real-time systems, distributed systems, client-server systems. Safety-critical and other high-integrity systems: risk analysis and assessment. Systems approach. Modelling. Needs, goals and objectives; requirements definitions; functional analysis and derivation of non-functional requirements; specification development; evaluation of trade-offs and alternatives leading to formulation of system architecture; allocation of responsibilities leading to sub-system design and interface definitions. Co-design issues. Problem of integration, configuration management, quality assurance, operations and maintenance. Performance measures.

### Computer communications

Digital communication: standards, media, signalling, reliability, error handling and performance. Device management, input/output considerations. Communications management. Communications software.

### Computer networks

Networks: topologies, protocols and standards. Different communication media and data, and related requirements. Reference model, switching, access, security, compression, encryption, mobile operation, quality of service, performance, management, interconnection and architectural models, routing, congestion, firewalls, proxy servers. Network operating system design. Future trends: emerging technologies and applications.

### Computer hardware engineering

Specification, design (using electronic computer aided design (ECAD) and Hardware Description Languages), simulation, verification, construction and testing of the hardware of computer systems using appropriate technologies for logic, memory, storage and communication (with users and other machines). Understanding future technology trends and the requirements placed by software systems on computer hardware.

### Computer vision and image processing

The design of computer algorithms and hardware to model the structure and properties of visual data. Modelling techniques & algorithms: human vision system based, engineering perspective-based. The extraction and application of information from these models. Image processing: pattern recognition, the manipulation of the image signal to include image analysis: the extraction of semantic data, animation manipulation images.

### Concurrency and parallelism

Nature of concurrency, problems. Examples, including input/output. Concurrent processes, inter-process communication. Low level synchronisation primitives. Language primitives for shared memory. Concurrency at operating system, language level. Atomic actions. Resource allocation and deadlock. Concurrency control and recovery. Classification of parallel machines. Algorithms and algorithm design in the context of parallelism. Complexity and performance metrics associated with algorithms in the context of concurrent systems.

### Databases

The concept of a database and database management. Database development. Illustrations. Entity-relationship model. Database design: logical design and the relational model, physical design. Normalisation; different normal forms. Client-server model. SQL and database servers. Database access and client applications. Object-oriented systems, multimedia database systems, distributed database systems. Spatial databases and geographic positioning systems. Database administration. Data mining, data warehousing.

### Data structures and algorithms

Data types, structures and abstract data types. Efficiency measures (average and worst case), rates of growth, asymptotic behaviour. Algorithmic paradigms (including enumeration, divide-and-conquer, greedy, dynamic programming, tree search, probabilistic). Algorithm design and analysis with correctness proofs. Data processing algorithms (sorting, searching, hash tables etc.); data mining. Numerical algorithms and analysis; statistical algorithms and simulation. Graph theory and graph theoretic algorithms (shortest paths, spanning trees, etc.). Symbolic computation. Other application areas, e.g. sequencing, scheduling and assignment. Parallel and distributed algorithms, implementation issues and efficiency measures.

### Developing technologies

For example, quantum computing, bio-informatics, evolutionary computing, medical computing.

### Distributed computer systems

Characteristics of distributed systems, client-server model, inter-process communication, remote procedure calls, distributed operating systems, naming and protection, file service design, shared data and transactions, concurrency and control, time co-ordination and time-stamping, replication, fault handling and recovery, distributed system security. Computer supported collaborative work. Mobile computing.

### Document processing

Word processing systems, design and development. Related tools: editors, spelling checkers, grammar checkers. Mixed systems including tables, diagrams, pictures. Presentation systems. Electronic publishing, digital typography. Mark-up languages. Multimedia presentation. Contents and index generation. Copyright and other legal issues.

### e-Commerce

Nature of e-commerce. Distributed transactions, security and privacy. Particular problems. Major components in such a system. Hard and soft e-commerce. Business-to-business and business-to-customer technologies. Digital signatures and authentication issues. Legal and ethical issues.

### Graphics and sound

Human perception of images, display and image-capture technology, storage formats and algorithms for the manipulation of 2D and 3D representation, transformations on images, geometric modelling, animation, rendering with realistic lighting and texture effects. Human perception of sound, frequency vs. time domain representations, sound compression, synthesis, sound analysis. 2D and 3D modelling, animation, virtual reality, multimedia. Scientific and information visualisation. Computational geometry. Object modelling.

### Human-computer interaction (HCI)

User interface engineering: user-centred design and evaluation methodologies, architectures, input/output modes (including multi-modal) and devices, development environments, interface managers, construction skills; HCI guidelines, principles and standards; interaction styles, metaphors and conceptual models. User models: human psychology and actions, ergonomics, human information processing. Human-computer applications: including virtual and connected environments (inc. mobile), games, visualisation, multimedia, affective computing, systems for users with special needs. Usability engineering and evaluation.

### Information retrieval

Information and its management. Text, graphics, speech, sound and other kinds of content. Methods of retrieval for different content. Methods based on logic, and probability theory, situation theory, computational logistics. Experiments. Web-based considerations. Interactive considerations including feedback issues. Case-based reasoning, hypertext, visualisation.

### Information system

Theoretical underpinnings. Data, information and knowledge management. Information in organisational decision-making. Integration of information systems with organisational strategy and development. Information systems design. Development, implementation and maintenance of information systems. Information and communications technologies (ICT). Management of information systems and services. Organisational and social effects of ICT based information systems. Economic benefits of ICT-based information systems. Personal information systems.

### Intelligent Information Systems Technologies

Theory, design and development of database systems, database applications, data warehouses, data mining principles, decision support system development including intelligence density (quality, models, constraints, organisational factors), decision trees, genetic algorithms, neural networks, fuzzy logic, case-based reasoning, information presentation.

### Middleware

Examples of objects, and object libraries. Characteristics of well-designed and high quality objects. Design guidelines. Methods of ensuring quality. Building new classes in accord with the guidelines. Design patterns. Design languages. Tool support. Mechanisms for interconnection of classes and modules. Integration as a concept and as a vehicle for system enhancement. Mechanisms for achieving integration. Interconnection languages: scripting languages. Building systems in this environment, including distributed systems. Verification and validation of such systems. Applications.

### Multimedia

Multimedia seen as the capabilities of modern computer technology to employ multiple-media communication forms (including data, text, graphics, still and video images and sound) integrated into single applications. Distinguished from other forms of multiple-media by the fact that the computer reduces all information into a digital form that can be reproduced, manipulated, stored and transmitted electronically. Consideration of the representation, storage and transmission issues for different digital forms, and the subsequent transformation of these forms. Operations. Design and development issues. User interface and presentational matters. Tools support.

### Natural language computing

Advanced computing techniques to enhance the capabilities of systems providing text and speech Communication. Language generation, language models, parsing and understanding, machine translation. Advanced models of interpersonal and human-computer dialogue; advanced methods for language processing by providing robust, accurate and efficient treatment of language in a range of applications and of user-situations. Speech recognition and synthesis. Text analysis.

### Operating systems

Role, functions of operating systems. Characteristics, capabilities of single-user systems, multi-user systems. Illustrations. Process concept. Architecture of an operating system: influences of networks, multi-media, security. Resource management. Basic services - memory management, interrupt handling, process scheduling. Concurrency mechanisms. Scheduling. System processes - spooler, network interface; utilities. Security and protection issues including access control, virus protection. Shell programming. Relationship to window systems.

### Professionalism

Ethics: consideration of the individual, organisational and societal context in which computing systems are planned, developed and used; deployment of technical knowledge and skills with a concern for the public good. Law: awareness of relevant law and processes of law e.g. data protection, computer misuse, copyright, intellectual property rights, basic company and contract law. Systems: development and operational costs; safety/mission criticality; consequences and liability issues of failure; risk analysis; security; recovery. Professional Bodies: structure, function, restriction of title, licence to practise, codes of ethics/conduct/practice.

### Programming fundamentals

The nature of programming. Use of some well-designed and appropriate programming language. The idea of syntax and semantics, and related ideas. Problem analysis, program design, coding including interface considerations. Simple programs and simple algorithms. Abstraction mechanisms, parameter passing. Simple quality considerations, including strategies for testing and debugging. Use of libraries. Different kinds of documentation serving different purposes.

### Security and privacy

Security and privacy: the problems. Illustrations of how problems arise. Physical and logical security. Machine access. Protection mechanisms. Encryption and decryption building blocks. Virtual private networks. Legal issues. Firewalls and internet security. Monitoring of traffic and computer use. Digital signatures. e-commerce, e-banking and related applications.

### Simulation and modelling

Uses of modelling and simulation. Benefits and drawbacks. Model classification, systems theory. Continuous and discrete simulation. Applications. Simulation languages. Model building. Model validation. Experimental design, hypothesis formulation and testing. Empirical methods. Different approaches and different types of simulation.

### Software engineering

Development paradigms; requirements elicitation / specification; analysis and design (including architectural design and design patterns); system models; programming paradigms; prototyping and evolution; testing; verification and validation; assessment and evaluation; software reuse; software measurement and metrics; operation and maintenance; project management; quality assurance and management; configuration management; formal description techniques; software dependability; tools (including computer-aided software engineering (CASE)) and environments; software process models; implementation; documentation.

### Systems analysis and design

Systems theory. Systems within an organisation. Different kinds of systems serving different purposes. Systems in support of an enterprise which is potentially complex and may have to adapt. Typical computer systems lifecycles. Systems requirements and specification. Feasibility concerns. System design: strengths and weaknesses of relevant methodologies and techniques. People and interface issues. Compliance with legal and ethical standards. Development, implementation and maintenance. Quality considerations.

### Theoretical computing

Models of computation, computability, automata theory, formal language theory, analysis of algorithms, computational complexity, mathematical aspects of programming language definition, logic and semantics of programming languages, foundations of programming, theorem proving, software specification, data types and data structures, theory of databases and knowledge-based systems, models of concurrency, statistical models of system performance, formal methods of system development. The subject also includes the development of the mathematical techniques used in the list above.

### Web-based computing

The specification, design, implementation & operation of web-based technologies and services: currently wired and wireless internet protocol (IP) protocol-based technologies, mark-up languages, HCI, branding and brand loyalty. Mobile computing. Enterprise systems: intranets and extranets: access, control, security, authentication, encryption, intellectual property rights (IPR), costing, pricing, charging and funding. Server selection, installations, configuration and administration. Logs and traffic analysis. Searching and search engines. IPR and copyright. Impact of networked economy at regional, national and international levels.

## Dance, Drama and Performance

In addition to many capabilities specific to the subject studied, a graduate typically will have developed the transferable skills and abilities to:

- apply performance and production skills to communicate with an audience
- apply group processes in the creation of original work
- communicate in writing, orally and through performance
- exercise critical, analytical and physical skills and conduct research
- apply creative and imaginative skills through the realisation of practical research projects
- think reflectively and independently, and concentrate and focus for extended periods
- develop ideas and construct arguments and present them in appropriate ways
- handle creative, personal and interpersonal issues and negotiate and pursue goals with others
- manage personal workloads and meet deadlines under pressure with flexibility, imagination, self-motivation and organisation
- produce written work with appropriate scholarly conventions
- apply information retrieval skills involving gathering, sifting and organising material
- use IT skills such as word processing, electronic mail, and accessing electronic data

Dance, Drama and Performance comprises the study of dance, drama, theatre, performance and their production, within which each has its own intellectual and practical performance traditions, bodies of knowledge, skills and concepts. These activities may be combined with video, film, TV, radio and multi-disciplinary performance and also with work which integrates a variety of modes of performance and creation, including other media and new technology, and interdisciplinary and inter-media performance. Study is further informed by concepts and methods drawn from disciplines such as anthropology, art and design, cultural studies, ethnography, history, literature, media studies, music, philosophy, politics, social policy and sociology.

It is the particular interaction between the investigative, critical, analytical and expressive skills which especially characterise graduates. They should be able to demonstrate understanding and/or ability in a range of the following: histories, forms and traditions of performance; historical and contemporary contexts of production, circulation and reception of performance; key practitioners and practices, and/or theorists, which may include writers, actors, composers, critics, dancers, directors, choreographers, designers, and producers; processes by which performance is created, realised, and managed; text, movement, aural and visual environment, the performer; and significant sources and critical awareness of the research methods used.

Work in the creative industries can be unpredictable and insecure, and there is unlikely to be a linear career structure. After graduation, it is very common to be self-employed with multiple primary and secondary occupations involving project work and short-term contracts, and success is often dependent on actively maintaining networks and favouring opportunities for learning and reputation building.

Determination, wide ranging experience, proven skills and good contacts may open up careers for dance and drama graduates that include: acting; arts administration and management; choreography; community arts; dance performance; dance and drama therapy; lecturing, teaching and training; media, film and television production; technical production and stage management. Employers include arts and cultural organisations, local government, education, film and television companies, leisure, industry and the National Health Service.

A graduate's transferable skills, notably in performance, presentation, and interpersonal communication, can have high value in other activities, and numbers of graduates have careers in retail, finance, social work, travel and tourism, marketing and the voluntary sector.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.palatine.ac.uk](http://www.palatine.ac.uk).

This profile, produced in 2006, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## Dentistry

After obtaining a Bachelors' degree in Dentistry (BDS or BChD) most dental students will remain in practice and some may choose to gain further qualifications recognised by the General Dental Council (GDC). Some will go on to train to become consultants in the hospital setting in dental specialities of orthodontics, child dental health, dental public health and restorative dentistry, with a few becoming doubly qualified as medics and going on to become maxillofacial surgeons. Small numbers may also train in the mono-specialties such as endodontics, periodontics and prosthetics to become specialists in practice or hospital settings. A small percentage may look towards other careers and, in addition to many professional and clinical capabilities specific to Dentistry, they will develop transferable skills so as to be able to:

- exercise initiative and personal responsibility
- communicate effectively in both scientific and professional contexts
- use IT for communication, data collection and analysis and for self-directed learning
- analyse and resolve problems, and deal with uncertainty
- manage time, set priorities and work to prescribed time limits
- make decisions based on sound ethical, moral and scientific principles
- acquire, analyse, process and communicate information in a professional manner to solve problems and to guide decision-making
- communicate effectively with peers, other professionals and the public in general
- apply interpersonal skills appropriate for working within a multi-skilled team
- understand the importance of clinical audit, peer review and continuing professional education and development
- know the broad principles of scientific research and evaluation of evidence that are necessary for an evidence-based approach
- learn and apply a very substantial body of scientific and practical knowledge.

Dentistry is a professional clinical discipline concerned with prevention, detection, management and treatment of oral and dental diseases and maintenance of oral and dental health, in individuals and in society. It is based on sound scientific and technical principles with the clinical aspects of dentistry underpinned by knowledge and understanding of the biological and clinical medical sciences. Graduates from dental schools are required to demonstrate a thorough understanding of the importance of ethical practice and professionalism, high levels of ability in communication skills and competence in the clinical and technical aspects of dentistry.

There are 13 dental schools in the UK providing undergraduate dental education under guidance from the

GDC, which regulates the practice of dentistry through Acts of Parliament. Most practical clinical training of students takes place in the dental hospitals associated with these schools. Some clinical education and training is undertaken in community dental clinics and other primary or secondary care settings. Other components of the degree programme take place in the wider university setting, covering the biological and life sciences as well as medical, surgical and related subjects. The clinical components of the latter are taught within primary care facilities and acute NHS Trusts.

The primary dental degree represents the first stage in an educational continuum, which should last throughout a dentist's practising life. As well as vocational or general professional training, the dentist may further choose to undertake a period of specialist training. It is in this context that the undergraduate phase of dental education should be placed.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.medev.ac.uk](http://www.medev.ac.uk).

This profile, produced in 2006, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

# Earth Science

## Earth Science and employment

Earth Science graduates have a strong track record in gaining employment both within related industries and across a number of different professions and organisations. This is due to the wide range of skills they have developed in the study of the subject through hands-on learning activities such as fieldwork, laboratory work and team-based projects. Working in the natural environment provides opportunities and constraints on project work that are different, unexpected and more challenging than those found in classroom-based activities.

The skills and qualities developed through studying Earth Science are highly transferable into a variety of roles and different working environments, and form the basis of the real contributions highly motivated and able employees can make to an organisation. In particular, the abilities to think through issues, analyse situations and problems and come up with creative solutions, and to work with others in sometimes difficult and tight timeframes, and in unfamiliar environments, are common skills to Earth scientists. As a result, they have a highly desirable suite of skills which are of a premium to all types of organisations.

## What is Earth Science?

Earth Science is the study of past and present processes operating in the solid Earth, its waters and the atmosphere. It includes the scientific study of physical, chemical and biological processes, the history of the Earth over geological timescales, and the structure and composition of the Earth and other planets. Earth scientists develop their knowledge through accurate observation and recording in the field, and fieldwork and other forms

of hands-on learning are key features of higher education degree programmes.

## Knowledge, skills and competencies

Like all graduates, Earth scientists should possess the following skills and qualities: communication, organisation, critical thinking, research skills, critical analysis, presentation, ability to work under pressure, self-management, interpersonal skills, confidence and a willingness to learn.

More specifically, a typical Earth scientist can offer advanced knowledge and skills in many or all of the following:

### Knowledge

- Natural hazards/disasters (e.g. volcanoes, earthquakes and tsunami), resources (e.g. water, minerals, fuels), mining, waste disposal etc, and the issues regarding the exploitation and conservation of these natural resources; this knowledge leads to an understanding of the natural environment at small, medium and large-scales, irrespective of political boundaries.

### Thinking skills

- Ability to think in an integrated and holistic way and to work with and appreciate complexity and change.
- Capability to think flexibly between different spatial representations (2D – 3D; maps to cross sections) and time-scales (milliseconds to millions of years).
- Decision making – often on the basis of limited information.

### Practical skills

- By routinely working in teams on laboratory, desk and research, earth scientists are versed in project management including planning, execution and evaluation; this involves skills such as time-management, risk-assessment, problem solving and analysis.
- Earth Scientists generate and work with numerical, textual and graphical data. They therefore have well-developed numeracy, graphicacy and image processing skills (including mapping) and they are accustomed to manipulating and presenting these various data using a range of ICT formats.
- The field-based 'real-world' nature of Earth Science research requires earth scientists to be flexible and adaptable – they must have the confidence and initiative to be able to deal with the unexpected.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.gees.ac.uk](http://www.gees.ac.uk).

This profile, produced in 2005, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## Economics

A graduate in Economics typically will have the ability to:

- abstract and simplify in order to identify and model the essence of a problem
- analyse and reason – both deductively and inductively
- marshal evidence and to assimilate, structure, and analyse qualitative and quantitative data
- communicate concisely results to a wide audience, including those with no training in Economics
- think critically about the limits of one's analysis in a broader socio-economic context
- draw economic policy inferences and to recognise the potential constraints in their implementation
- apply literary and information-processing skills, as well as interpersonal skills.

Economics is the study of the factors that influence income, wealth and well-being. From this, economics seeks to inform the design and implementation of economic policy. Its aim is to analyse and understand the allocation, distribution and utilisation of scarce resources. Study of Economics requires an understanding of how resources are used and how households and businesses behave and interact. The analysis deals with output, employment, income, trade and finance and also with innovation, technical progress, economic growth and business cycles.

Economics engages with other subjects such as psychology, politics, sociology, anthropology, geography, history and law. It uses mathematics and statistics and is engaging increasingly with biology, environmental science and medicine. It is one of the central disciplines underpinning the study of business and management and related areas.

A single honours degree in Economics normally comprises a coherent core of economic principles that cover issues of decision and choice, the production and exchange of goods, the interdependency of markets, and economic welfare. Also included are issues such as employment, national income, the balance of payments and the distribution of income, inflation, growth and business cycles, money and finance. Skills particularly valued in studying Economics include abstraction, analysis, deduction and induction, quantification and design, framing, opportunity cost, incentives, equilibrium, disequilibrium and stability, strategic thinking, expectations and surprises, and the relevance of marginal considerations. An economist also has numeracy and presentation skills.

Economics provides significant employment opportunities in a variety of careers in addition to working as a professional economist.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.economicnetwork.ac.uk](http://www.economicnetwork.ac.uk) and also <http://whystudyeconomics.ac.uk>.

This profile, produced in 2004, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## Education Studies

A graduate in Education Studies typically will have the ability to:

- understand theoretical knowledge and research evidence about the processes of learning, including some of the key paradigms and their impact on educational practices
- understand aspects of cultural and linguistic differences and societies, politics and education policies, economics, geographical and historical features of societies and contexts, and moral, religious and philosophical underpinnings and their effects on learning
- understand their own and other education systems, and the underpinning value systems
- understand the complex interactions between education and its contexts, and relationships with other disciplines and professions
- analyse complex situations concerning human learning and development in particular contexts, including their own learning
- accommodate new ideas concerning globalisation on education systems and issues such as social justice, sustainable development, peace education, social inclusion and the knowledge economy
- provide well-argued conclusions relating to these main global issues
- reflect on their individual value systems, development and practices
- question concepts and theories encountered in their studies
- communicate and present oral and written arguments
- use Information and Communication Technology
- interpret and present relevant numerical information
- work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team
- improve their own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage learning, and to reflect on their own learning.

Education Studies is concerned with understanding how people develop and learn throughout their lives. It facilitates a study of the nature of knowledge, and a critical engagement with a variety of perspectives, and ways of knowing and understanding, drawn from a range of appropriate disciplines. There is diversity in Education Studies degree courses but all involve the intellectually rigorous study of educational processes, systems and approaches, and the cultural, societal, political and historical contexts within which they are embedded.

Graduates in Education Studies will be able to participate effectively in a number of constantly changing discourses around values and personal and social engagement, and how these relate to communities and societies.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to <http://escalate.ac.uk>.

This profile, produced in 2006, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

Education Studies provides an academic foundation for practitioners in formal and informal contexts and phases of education, and provides a framework for understanding aspects of human development. These contexts and phases encompass a diverse range of people including community workers, education administrators, health workers, human resource managers, those who care for and educate children of all ages, librarians and information management professionals and other professional educators.

The majority of education graduates enter teaching, whether directly after their degree or following a few years' experience in other jobs. Jobs providing support for children, young people and adults are also popular options. Examples include advice worker, careers adviser, counsellor, education administrator, lecturer, learning mentor, social worker, training and development manager and youth worker.

## Engineering

The study of Engineering is concerned with developing, providing and maintaining infrastructure, products, processes and services for society. Engineering addresses the complete life cycle of a product, process or service, from conception, through design and manufacture, to decommissioning and disposal, within the constraints imposed by the commercial, legal, social, cultural and environmental considerations. Engineering relies on three core elements, namely scientific principles, mathematics and 'realisation'. This creativity and innovation to develop economically viable and ethically sound sustainable solutions is an essential and distinguishing characteristic of engineering, shared by the many diverse, established and emerging disciplines within engineering.

In order to operate effectively, Engineering graduates need to possess the following characteristics. They will be rational and pragmatic, interested in the practical steps necessary for a concept to become reality. They will want to solve problems and have strategies for being creative, innovative and overcoming difficulties by employing their knowledge in a flexible manner. They will be numerate and highly computer-literate, and capable of attention to detail. They will be cost- and value-conscious and aware of the social, cultural, environmental and wider professional responsibilities they should display. They will appreciate the international dimension to engineering, commerce and communication. When faced with an ethical issue, they will be able to formulate and operate within appropriate codes of conduct. They will be professional in their outlook, capable of team working, effective communicators, and able to exercise responsibility.

Some of the outcomes Engineering graduates will be able to demonstrate are:

- knowledge, skills and understanding of scientific and mathematical principles and methodologies underpinning an engineering degree and the ability to integrate these to achieve the solution to real problems
- understanding of engineering principles and the ability to apply them to analyse key engineering processes
- understanding of, and ability to, apply a systems approach to engineering problems. Design is the creation and development of an economically viable product, process or system involving significant technical and intellectual challenges and graduates need the ability to:
  - Investigate and define a problem and identify constraints, including environmental and sustainability limitations, health and safety and risk assessment issues
  - understand customer and user needs and the importance of considerations such as aesthetics

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.engsc.ac.uk](http://www.engsc.ac.uk).

This profile, produced in 2006, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).



- identify and manage cost drivers
- use creativity to establish innovative solutions
- ensure fitness for purpose for all aspects of the problem including production, operation, maintenance and disposal
- manage the design process and evaluate outcomes.
- appreciation of the social, environmental, ethical, economic and commercial considerations affecting the exercise of their engineering judgement, including:
  - knowledge and understanding of the commercial and economic context of engineering processes
  - knowledge of management techniques to achieve engineering objectives within an economic, social and environmental context
  - understanding of the requirement for engineering activities to promote sustainable development
  - awareness of the framework of relevant legal requirements governing engineering activities, including personnel, health, safety, and risk (including environmental risk) issues
  - understanding of the need for a high level of professional and ethical conduct in engineering.
- practical application of engineering skills, combining theory and experience, and using other relevant knowledge and skills, including:
  - workshop and laboratory skills
  - understanding contexts in which engineering knowledge can be applied (eg operations and management, technology development, etc)
  - understanding use of technical literature and other information sources
  - awareness of the nature of intellectual property and contractual issues
  - understanding appropriate codes of practice and industry standards
  - awareness of quality issues
  - ability to work with technical uncertainty.
- general transferable skills of value in a wide range of situations, including problem solving, communication, and working with others, as well as the effective use of general IT facilities and information retrieval skills. They also include planning, self-learning and improving performance, as the foundation for lifelong learning/CPD.

The UK Standards for Professional Engineering Competence (UK-SPEC) requirements offer a framework for the design and development of all engineering degree programmes. These requirements form the learning outcomes of a bachelor's degree with honours, and provide a basis for employment, research or for further study to Master's level. The full range of outcomes an engineering graduate would be expected to have can be found at [www.engc.org.uk/UKSPEC/default.aspx](http://www.engc.org.uk/UKSPEC/default.aspx). On the satisfactory completion of one of the many different types of engineering programmes, graduates will look to begin a professional career in some aspect of engineering or technology. However, not all engineering graduates will take this route as the skills and attributes they have developed also make them attractive to many different types of employer within industry, finance, consultancy, and the public services.

## English

A graduate in English typically will have the ability to:

- use advanced literacy skills to communicate effectively in an appropriate style
- apply sustained written and oral arguments coherently and persuasively
- analyse and critically examine diverse forms of verbal and textual communication
- adapt the critical methods of the discipline to a variety of working environments
- gather, sift, interpret and organise substantial quantities of diverse information in structured ways
- organise their time and workload as developed through the planning and delivery of written assignments, presentations and project work
- exercise independent thought and judgement
- comprehend and develop intricate concepts in an open-ended way that involves an understanding of aims and consequences
- work with others through the presentation of ideas and information and the collective negotiation of solutions
- understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives
- handle information and argument in a critical and self-reflective manner
- use IT effectively to retrieve, evaluate and present information.

English is a versatile academic discipline characterised by the rigorous and critical study of literature and language. It is concerned with the production, reception and interpretation of written texts, both literary and non-literary; and with the nature, history and potential of the English language. The study of English develops a flexible and responsive openness of mind, conceptual sophistication in argument, and the ability to engage in dialogue with past and present cultures and values. Methods of critical reading taught on English courses take account of the form, structure and rhetoric of texts, their social provenance, the cultures of which they are a part and in which they intervene, and their treatment of ideas and material shared with other subject areas.

Students study the inter-relationships between literary texts and they may also consider the relationships between literature, other media and other forms of artistic production. The study of the English language embraces diverse modes of communication, oral, written and mixed, and their distinctive levels of phonology, grammar, lexis, semantics and pragmatics. English is often shared with other subjects as part of combined or joint honours programmes and students are increasingly taking modules in creative writing. Graduates in English possess skills in written and spoken communication, working independently and thinking critically. All English graduates are expected to be aware of the production and determination of meaning by historical, social, political, stylistic, ethnic, gender, geographical and other contexts.

This profile, produced in 2004, was based on the QAA Benchmark. The Benchmark has since been revised slightly and a draft version can be found at: [www.qaa.ac.uk/academicinfrastructure/benchmark/statements/drafts/englishdraft06.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/drafts/englishdraft06.asp)

# Environmental Science

## Environmental Science and Employment

Environmental Science graduates have a long track record in gaining employment across a number of different professions and organisations, including environment-based industries. This is due to the wide range of skills they have developed in the study of the subject through hands-on learning activities such as fieldwork, laboratory work and team-based projects. Working in the natural environment provides opportunities and constraints on project work that are different, unexpected and more challenging than those found in classroom-based activities. The skills and qualities developed through studying Environmental Science are highly transferable into a variety of roles and different working environments, and form the basis of the real contributions highly motivated and able employees can make to an organisation. In particular, the abilities to think through issues, analyse situations and problems and come up with creative solutions, and to work with others in sometimes difficult and tight timeframes, and unfamiliar environments, are familiar skills to Environmental Scientists. As a result, they have a highly desirable suite of skills which are of a premium to all types of organisations.

## What is Environmental Science?

Environmental Science is the study of present and past processes in the surface and near-surface Earth, its waters and atmosphere. It includes physical, chemical, biological and human processes, the history of the Earth during the period of human occupancy, and the monitoring and management of natural and human-induced environmental changes. Environmental scientists develop their knowledge through accurate observation and recording in the field, and fieldwork and other forms of hands-on learning are key features of higher education degree programmes.

## Knowledge, skills and competencies

Like all graduates, Environmental scientists should possess the following skills and qualities: communication, organisation, critical thinking, research skills, critical analysis, presentation, ability to work under pressure, self-management, interpersonal skills, confidence and a willingness to learn.

More specifically, a typical Environmental scientist can offer advanced knowledge and skills in many or all of the following:

### Knowledge

- Monitoring and management of natural and human-induced environmental changes such as surface and groundwater, human, agricultural and industrial waste, natural and semi-natural environments, environmental impact assessment and environmental legislation.
- An interdisciplinary approach to the awareness of environmental problems that combines breadth and depth of understanding.
- Global awareness and an understanding of earth systems, sustainability and conservation.

### Thinking skills

- Ability to think and make decisions in an integrated and holistic way and to work with and appreciate complexity and change.
- Competence in developing arguments from many points of view including scientific, philosophical and ethical perspectives.

### Practical skills

- By routinely working in teams on laboratory, desk and field-based research, environmental scientists are versed in project management including planning, execution and evaluation; this involves skills such as time-management, risk-assessment, problem solving and analysis.
- Environmental Science requires the generation and use of a diversity of data types (text, numbers and images). They therefore have well-developed literacy, numeracy and graphicacy skills and they are accustomed to manipulating and presenting these various data using a range of ICT formats.
- The complex 'real-world' nature of Environmental Science research requires environmental scientists to be flexible and adaptable – they must have the confidence and initiative to be able to deal with the unexpected.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.gees.ac.uk](http://www.gees.ac.uk).

This profile, produced in 2005, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

# Geography

## Geography and employment

Geography graduates have a long track record in gaining employment across a number of different professions and organisations. This is due to the wide range of skills they have developed in the study of the subject through hands-on learning activities such as fieldwork, laboratory work and team-based projects. Working in the natural environment provides opportunities and constraints on project work that are different, unexpected and more challenging than those found in classroom-based activities. The skills and qualities developed through studying Geography are highly transferable into a variety of roles and different working environments, and form the basis of the real contributions highly motivated and able employees can make to an organisation. In particular, the abilities to think through issues, analyse situations and problems and come up with creative solutions, and to work with others in sometimes difficult and tight timeframes, and in unfamiliar environments, are common skills to geographers. As a result, they have a highly desirable suite of skills which are of a premium to all types of organisations.

## What is Geography?

Geography is an integrated study of the complex reciprocal relationships between human societies and the physical components and processes of the Earth. It studies interrelationships and significant regional patterns, recognising the differences and links between cultures, political systems, economies, landscapes and environments across the world. Geographers develop their knowledge through fieldwork and other forms of hands-on learning. This helps to promote curiosity about the social and physical environments, discerning observation and an understanding of scale.

## Knowledge, skills and competencies

Like all graduates, geographers should possess the following skills and qualities: communication, organisation, critical thinking, research skills, critical analysis, presentation, ability to work under pressure, self-management, interpersonal skills, confidence and a willingness to learn.

More specifically, a typical geographer can offer advanced knowledge and skills in many or all of the following:

### Knowledge

- Cultural, political, economic and environmental issues incorporating local, regional and international perspectives.
- Moral and ethical issues arising from an understanding of diversity in people and places.
- Issues of globalisation, environmental sustainability, multiculturalism and citizenship.

### Thinking skills

- Expertise in integrating, analysing and synthesising information from a range of sources, gained by working with complex environments and issues.

### Practical skills

- By routinely working in teams on laboratory, desk and field-based research, geographers are versed in project management including planning, execution and evaluation; this involves skills such as time-management, risk-assessment, problem solving and analysis.
- Geography requires the generation and use of a diversity of data types (text, numbers, images and maps). They therefore have well-developed literacy, numeracy and graphicacy skills and are accustomed to manipulating and presenting these various data using a range of ICT formats, including geographical information systems (GIS).
- The complex 'real-world' nature of geographical research requires geographers to be flexible and adaptable – they must have the confidence and initiative to be able to deal with the unexpected.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.gees.ac.uk](http://www.gees.ac.uk).

This profile, produced in 2005, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## Health Studies

A graduate in Health Studies typically will have the ability to:

- communicate with others in a clear and articulate manner, using word or number, through written work using appropriate academic conventions
- present ideas and arguments verbally in formal presentations and seminars, and conduct informal discussions in a variety of environments
- work with others in the preparation and presentation of group work, and take responsibility for an agreed area of a shared activity
- negotiate informally with peers and formally with members of organisations
- identify and propose solutions to problems, both in relation to the substantive area of health studies and to other educational and social issues
- work independently and identify ongoing personal skill-development needs
- recognise equal opportunities issues and identify appropriate action
- use IT to store, retrieve and produce material for health studies coursework, drawing on skills in word processing, databases and spreadsheets
- gather and analyse information from a wide variety of sources using appropriate manual and electronic systems
- reflect on and review progress in their own studies, and seek assistance or guidance as appropriate in order to enhance their own personal development.

The study of health is concerned with all aspects of human experiences in health and illness. Health studies as a discipline examines those factors that either increase or decrease human wellbeing. It takes a multi and interdisciplinary approach in the critical examination of health and illness in its wider contexts of local, national, and international issues and compares the experiences of different nations, cultures, or groups. It is a research-based subject that constantly seeks to add to current knowledge.

Students of the subject will concern themselves with the exploration of health as a human experience mediated by individual, societal and global contexts, a reflexive and critical evaluation of factors affecting health and its representations and an ability to engage actively in the discourses surrounding the concept of health and its representations.

Subject-specific skills that can be gained by studying Health Studies are the ability to:

- compare a range of health contexts, including individual and institutional, national and international
- analyse health issues and information drawn from a wide range of disciplines
- synthesise coherent arguments from a range of contesting theories

- draw upon the personal and lived experience of health and illness through the skill of reflection and to make links between individual experience of health and health issues and the wider structural elements relevant to health
- articulate theoretical arguments within a variety of health studies contexts
- draw on research and research methodologies to locate, review and evaluate research findings relevant to health and health issues, across a range of disciplines.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.health.heacademy.ac.uk](http://www.health.heacademy.ac.uk).

This profile, produced in 2004, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## Health Visiting

A graduate in Health Visiting typically will have the ability to:

- exercise numeracy and ICT skills
- gather information from a wide range of sources including electronic data
- systematically analyse and evaluate information collected and exercise professional judgement with confidence
- communicate effectively with the client or patient, their relatives and carers and the group/community/population, about their health and social care needs
- use assessment techniques and make provisional identification of health and physical, psychological, social and cultural needs and problems
- recognise the contribution of their assessment within health care through effective communication with other members of the health and social care team
- maintain the standards and requirements of professional and statutory regulatory bodies and adhere to relevant codes of conduct
- understand the legal and ethical responsibilities of professional practice
- maintain the principles and practice of patient/client confidentiality
- practise in accordance with legislation applicable to health care professionals
- exercise a professional duty of care to patients, clients and carers
- recognise the duty to maintain fitness for practice and the need for continuing professional development and learning
- contribute to the development and dissemination of evidence-based practice within professional contexts
- uphold the principles and practice of clinical governance.

Health Visiting is a specialist discipline within community nursing practice. It has a significant focus on public health and shares areas of practice and health care goals with colleagues in primary care and other professions. The search for health needs is regarded as the primary function of the profession. Through work with individuals, families, groups and communities, health visitors seek to promote health and well-being and prevent illness. Whilst there is an emphasis within health visiting practice on child and family health, work with populations and communities to address issues of health and social inequalities and social exclusion represents an increasing focus on public health.

The health visiting service is dynamic and health-focused and able to respond flexibly to a range of service and community needs. Health visiting is underpinned by four principles that guide and direct professional practice. These are the search for health needs, the stimulation of an awareness of health

needs, the influence on policies affecting health and the facilitation of health-enhancing activities. Degree programmes have an equal balance of theory and practice and graduates must meet professional registration requirements. Learning involves the study of subject specific knowledge, the acquisition of skills and values, the critical application of research knowledge from health and social sciences, and reflection and evaluation in health visiting practice. Students are prepared for multi-professional and multi-agency working.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.health.heacademy.ac.uk](http://www.health.heacademy.ac.uk).

This profile, produced in 2004, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## History

A graduate in History typically will have the ability to:

- demonstrate command of a substantial body of historical knowledge
- understand how people have existed, acted and thought in the context of the past
- read and use texts and other source materials critically and empathetically
- appreciate the complexity and diversity of situations, events and past mentalities
- recognise there are ways of testing statements and that there are rules of evidence which require integrity and maturity
- reflect critically on the nature and theoretical underpinnings of the discipline
- marshal an argument, be self-disciplined and independent intellectually
- express themselves orally and in writing with coherence, clarity and fluency
- gather, organise and deploy evidence, data and information
- analyse and solve problems
- use effectively ICT, information retrieval and presentation skills
- exercise self-discipline, self-direction and initiative
- work with others and have respect for others' reasoned views
- work collaboratively and participate effectively in group discussions
- show empathy and imaginative insight.

History is the aggregate and the continuum of events occurring in succession, leading from the past to the present and even into the future. It is the discipline that records and interprets past events involving human beings and their attempts to organise life materially and conceptually, individually and collectively. History comprises many varieties, each with its distinctive focus and theoretical orientation (for instance, economic, social, political, cultural, environmental history, the history of women, and gender).

The object of studying History is to widen students' experience and develop qualities of perception and judgement. The study of History provides a sense of the past, an awareness of the development of differing values, systems and societies and the inculcation of critical yet tolerant personal attitudes. History involves the cultural shock of encountering and sensing the past's otherness and of learning to understand unfamiliar structures, cultures and belief systems. These forms of understanding also shed important light on the influence that the past has on the present. History's reciprocal relationship with other disciplines can have an important influence on the experience of the student of the subject.

Many historians use the concepts, theories and methodologies of the social sciences, most obviously but by no means exclusively within courses in economic and social history. Where history is taught within the context of the social sciences, students need to devote considerable time to acquiring knowledge of one or more social sciences. In general, students of all types of history – cultural and political as well as economic and social – should have an awareness of relevant and appropriate concepts and theories.

Reading, discussion and writing, and engagement, exploration and discovery are essential. Students need to understand the problems inherent in the historical record, be able to cope with a range of viewpoints, to have an appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material, and a feeling for the limitations of knowledge and the dangers of simplistic explanations.

History graduates are extremely employable as they develop those characteristics many employers seek, and a History degree provides openings to a wide range of careers in business, the church, civil service, diplomatic services, teaching, public relations, politics, literature and arts, law, information technology and so forth. Many historians attain the top jobs in their chosen careers.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.hca.heacademy.ac.uk](http://www.hca.heacademy.ac.uk).

This profile, produced in 2006, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## History of Art, Architecture and Design

Depending on the focus of their degree programme, a graduate in History of Art, Architecture and Design typically will have the ability to:

- understand aspects of the culture of more than one geographical region and/or chronological period
- understand the processes through which artefacts are designed and constructed
- observe artefacts closely and systematically, informed by appropriate knowledge of materials, techniques and cultural contexts
- record and describe artefacts with clarity and precision, using ordinary and specialist language as appropriate to the topic and the intended audience
- use appropriate methodologies for locating, assessing and interpreting primary sources
- produce logical and structured narratives and arguments supported by relevant evidence
- discriminate between alternative arguments and approaches
- apply knowledge and experience so as to make appropriate decisions in complex and incompletely charted contexts
- retrieve and organise information and carry out research with limited guidance
- communicate information, arguments and ideas cogently and effectively as appropriate to particular audiences, and in written, spoken or other form using visual aids and IT resources
- listen effectively and participate constructively in discussion
- deploy visual material in conjunction with written, oral and other forms of communication, such as illustrated essays and seminars, slide, moving image or multimedia presentations
- be open and receptive to new things and ideas
- undertake and complete familiar and unfamiliar set tasks
- work constructively and productively in groups
- work to briefs and deadlines, including managing concurrent projects
- take responsibility for one's own work
- reflect on one's own learning, and to make constructive use of feedback.

History of Art, Architecture and Design is concerned with the production, circulation and reception of meanings and values in history. Students may consider artefacts broadly as things which have been made, things which have been designed, things which carry meaning and value, and as things the understanding of which is enriched by contextual study.

The subject area shares history's critical concerns with evaluating archival, literary and other forms of evidence. It develops competence in identifying, evaluating and deploying visual evidence in historical arguments and narratives. It is concerned with the cultural and personal conditions which shape the production, use and valuing of artefacts in the societies for which they were made, and also with the ways

in which such artefacts have been subsequently interpreted and treated. This leads to the study, for example, of patronage, of collecting, of the everyday use of designed objects, of the evolution of the built environment as well as to the study of critical, theoretical and art-historical writing on art, architecture and design.

History of Art, Architecture and Design is also concerned with the way that artefacts form part of wider signifying systems such as in their connections with literature or religion, with medical, scientific, economic, social or philosophical discourses, or with other shared beliefs or behaviours. Degree programmes are characterised by the training which they offer in close, informed and rigorous looking at artefacts and in other forms of sensory attention to objects or performances. This training inculcates competencies which are often called visual literacy.

In common with other graduates in Art, Design and Media, graduates are faced with complex career paths involving a mixture of short-term contracts, employment, further study, part-time and freelance work rather than a predictable career progression. At the same time, the subject is desirable for a career as academic librarian, arts administrator, fine arts auctioneer/valuer, editorial assistant, lecturer, curator, picture researcher, teacher and tour manager.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.brighton.ac.uk/adm-hea](http://www.brighton.ac.uk/adm-hea).

This profile, produced in 2006, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

# Hospitality

Degree courses in Hospitality focus strongly on developing critical and analytical problem-solving and general/transferable attributes to prepare students for employment in the business world of the hospitality industry. A graduate in Hospitality typically will have the ability to:

## Knowledge

- exhibit the development of knowledge in their particular subject area
- appreciate and apply the need for a multi-disciplinary and inter-disciplinary approach to study, drawing from service, research and professional contexts
- understand the subject through academic and professional reflective practice
- apply relevant theories, concepts and knowledge in an industry context
- demonstrate knowledge of corporate social responsibility issues.

## Intellectual skills

- research and assess subject specific facts, theories, paradigms, principles and concepts
- critically assess, analyse and evaluate evidence and interpret data, text and trends using appropriately acquired information
- develop the ability to identify, analyse and develop a range of solutions to routine and non-routine problems and evaluate these solutions within the context of the problem
- identify and solve problems through the use of innovative techniques and approaches
- develop critical thinking skills that enable appropriate responses to industry challenges
- respond to moral, ethical, environmental and safety issues which directly pertain to the subject domain including relevant legislation and professional codes of conduct

## Subject-specific skills

- understand the operation and management of a range of physical, financial, human and technical resources
- apply theory to the solution of complex problems within the core areas of hospitality
- analyse and evaluate food, beverage and/or accommodation service systems, their implementation and operation
- understand and apply the theories and concepts underpinning consumer behaviour within the hospitality context and develop appropriate responses to this
- analyse the quality of the service encounter and its impact on the consumer and the service provider
- identify and respond appropriately to the diversity of stakeholders in the hospitality industry such as customers, employees, organisations and government and external agencies
- apply, within the hospitality context, appropriate theories

and concepts from the generic management areas of operations management, finance and management accounting, human resources and organisational behaviour, services marketing, information systems and technology

- display an insight into the structure of the hospitality industry and the contribution that it makes to the global economy
- evaluate the factors that influence the development of organisations operating within the hospitality industry
- review and analyse the political, technological, social, environmental and economic factors which affect the supply of and demand for hospitality.

## Transferable skills

- exercise communication and presentation skills
- make a sustained argument with clear structure and presentation
- interact effectively with individuals and groups, organise a team effectively and treat others' values, beliefs and opinions with respect
- evaluate and reflect on the effectiveness of team and one's performance or contribution, including leadership of a group
- demonstrate learning from work experience, including in some cases an industrial placement
- organise work and learn independently, plan and be responsive to change
- make independent judgements and analyse own performance in relation to personal and career development
- apply numerical tools and techniques for handling figures and statistics using numeracy and ICT skills
- take responsibility for own learning and continuing professional development by developing the knowledge and understanding of how to learn, recognising the importance of personal development planning, the ability to demonstrate skills developed, and to present evidence
- be reflective and self-critical and perceive self in relation to others
- plan, design, execute and communicate a piece of independent work using appropriate media.

The special nature of the hospitality industry has led to the development of higher education provision for students wishing to pursue careers in hospitality management. The diverse richness of hospitality degrees means that while some are rooted in social science perspectives, others are highly pragmatic and focus on vocational elements. This is distinct in its content and delivery from generic business studies programmes as it provides students with an appreciation of the range and complexity of applied management in the hospitality context.

A degree in Hospitality offers graduates a high-quality professional and academic education that equips them with a range of intellectual, business and vocational skills that are required for a career in hospitality and which also have great relevance in many other sectors.

The QAA Subject Benchmark Statement upon which the Student Employability Profiles for Hospitality, Leisure, Sport and Tourism will be based is under review. The Employability Profile for Tourism and updated versions of those for Hospitality, Leisure and Sport will be available on [www.hlst.heacademy.ac.uk](http://www.hlst.heacademy.ac.uk) towards the end of 2007.



The QAA benchmarking group made use of the UCAS directory in identifying those course titles that properly fall within the remit of the group. The current scope of the group is degrees with the following titles:

Hospitality Studies; Hotel Management; Hotel and Restaurant Management; Catering Management; Hotel, Catering and Institutional Management; Hotel, Restaurant and Bar Management; Hospitality Business; Hospitality Business Management; European Hospitality Management; International Hospitality Management; International Hotel and Catering Management; Institutional Management; Catering Technology; Culinary Arts; Licensed Retail Management; Events and Conferencing Management; Hotel and Hospitality Management and Cruise and Gaming Courses.

Where the subject programme title contains the word 'Management' then students should be able to demonstrate vocationally relevant managerial skills and knowledge. Where a programme title contains the word 'Studies' then students should be able to critique the contributions of relevant academic disciplines and to display an integrated knowledge of the subject domain. The subject community has active links with professional bodies and associations and practical engagement with employers ensuring the area is at the forefront of industry relevance. A graduate in Hospitality will have an understanding of the concepts underpinning the consumer experience and a concern for enriching the life experiences of people, both as consumers, participants and providers.

## Information Management and Librarianship

A graduate in Information Management and Librarianship typically will have the ability to:

- understand how the discipline interacts with its technological, social, political, professional and economic environments and understand the professions embraced by the discipline
- understand the flow of information within and across communities, and of methods of managing organisational knowledge
- be aware of local, regional, national and international information policies, organisations and issues, and of professional, legal and ethical concerns
- identify, analyse and evaluate the information needs of different groups and make informed decisions to satisfy them
- know legal and regulatory issues and statutory requirements such that information can be managed appropriately within the statutory and regulatory framework
- identify and use relevant information sources in an appropriate range of media and formats
- select and acquire materials appropriate to the needs of users and make informed decisions about what should be retained and what can be safely discarded
- understand different ways of providing access to materials via resource-sharing, shared acquisition programmes, document delivery and Web access, and make balanced decisions from the range of alternatives available
- preserve information and materials to ensure their future availability
- understand the demands of proprietary information and the responsibility for its creation, authentication and security
- undertake independent research and evaluate the work carried out by others
- communicate and negotiate in a clear, systematic and concise way for a range of different purposes and audiences in the language of study
- write fluently and effectively and interact effectively and impartially with others
- use ICT effectively as applicable to a wide range of professional tasks
- understand and apply, subject to having had experience of work and professional practice, the basic principles of the planning and management of services, including interpersonal skills, performance indicators, budgeting, purchasing, marketing of services, quality and liability issues and staff management and training.

Information Management and Librarianship encompasses the study of information, from its generation to its exploitation, so as to enable the recording, accumulation, storage, organisation, retrieval and transmission of information, ideas and works of imagination.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.ics.heacademy.ac.uk](http://www.ics.heacademy.ac.uk).

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Historically identified with the organisation of recorded knowledge, articulated through librarianship, computing, information science, archives administration and records management, the subject area has expanded to cover the theory and practice of librarianship and information management in a broad range of environments. A process of continuous evolution has brought the discipline into proximity with other cognate subject areas such as knowledge management, publishing and communications.

Students following the wide range of degree programmes available undertake courses that develop skills relating to identifying, creating, acquiring, organising, retrieving, preserving and disseminating information. This spectrum is reflected in a variety of degrees some of which are cross-departmental. Professional and vocational relevance is an important aspect as is compliance with relevant professional bodies for those programmes seeking professional accreditation. Degree programmes are supplemented by in-service job-specific training.

Graduates are equipped for professional posts in information management, library or record office management and cognate fields. Continuing Professional Development is expected throughout their careers through reflective practice. Employers in this sector cover a diverse community of practice and their needs and the professional profile they require are widely varied.

## Languages and Related Subjects

A graduate in Languages and Related Subjects, according to the specific focus of the degree programme, typically will have the ability to:

- read, write, listen to and speak in a foreign language to levels of ability appropriate to the target language and to the learning outcomes of the degree programme
- use effectively reference materials such as grammars and dictionaries and to learn other languages with relative ease
- apply analytical, critical and specialist skills drawn from other areas of study such as literatures, cultures, linguistic contexts, history, politics, geography, social or economic structures, often related to business, legal, creative, technological or scientific contexts
- appreciate the internal diversity and cross-cultural connectedness of cultures and show curiosity and openness towards other cultures
- reflect and judge critically in the light of evidence and argument
- organise and present ideas in a framework of a structured and reasoned argument
- be self-reliant, adaptable and flexible
- deploy skills in ICT, in note taking and summarising, library research, mediation, analysis and problem solving
- write and think under pressure and meet deadlines
- communicate and work creatively and flexibly with others.

The study of a foreign language covers an enormous range of linguistic and intellectual activity.

Fundamental is the recognition that languages are at one and the same time a medium of understanding, expression and communication, an object of study in their own right, a gateway to related thematic studies, and a means of access to other societies and cultures.

The subject range is extremely diverse and includes modern as well as non-modern languages.

The majority of students follow programmes either in more than one language, or in a language in combination with another discipline.

The range of related thematic studies is likewise extremely diverse. Study may focus on the cultures and the literatures, both historical and contemporary, of the societies of the language concerned. It may draw upon linguistics to deepen understanding of the language, or history, philosophy, politics, geography, sociology and economics, to enhance understanding of the fabric and context of the societies of the language. Languages are also increasingly taught in other

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multi- and cross-disciplinary combinations, such as languages with business or accountancy with law, with art and design, with computer science, with engineering, and with the natural sciences. Such diversity and flexibility permits Languages and Related Studies to see itself as both multidisciplinary and interdisciplinary, as well as intercultural and applied in nature.

The subject also includes languages where a classical component may be taught: typically classical Arabic and Chinese, as well as languages indigenous to the UK but which are studied as foreign languages, such as Welsh (as a second language) and Gaelic.

Graduates will have developed a wide range of skills which are of great value in a wide range of careers. A period of residence abroad is often crucial in developing and enhancing many of these skills. In addition to occupations where language is central, such as translation, interpreter and secondary school teaching, graduates can be found in a wide range of occupations including chartered accountancy, the Diplomatic Service, distribution and logistics management, English teaching as a foreign language, event organisation, marketing executive and market research, recruitment, and the law.

## Law

A graduate with an Honours Bachelor's degree in Law will have the ability to:

- demonstrate an understanding of the principal features of the legal system(s) studied
- apply knowledge to a situation of limited complexity so as to provide arguable conclusions for concrete actual or hypothetical problems
- identify accurately issues that require researching
- identify and retrieve up-to-date legal information, using paper and electronic sources
- use relevant primary and secondary legal sources
- recognise and rank items and issues in terms of relevance and importance
- bring together information and materials from a variety of different sources
- synthesise doctrinal and policy issues in relation to a topic
- judge critically the merits of particular arguments
- present and make a reasoned choice between alternative solutions
- act independently in planning and undertaking tasks
- research independently in areas of law not previously studied starting from standard legal information sources
- reflect on own learning and proactively seek and make use of feedback
- use English (or, where appropriate, Welsh) proficiently in relation to legal matters
- present knowledge or an argument in a way that is comprehensible to others and which is directed at their concerns
- read and discuss legal materials, which are written in technical and complex language
- use, present and evaluate information provided in numerical or statistical form
- produce word-processed essays and text and to present such work in an appropriate form
- use the World Wide Web and email
- work in groups as a participant who contributes effectively to the group's task.

University education in law in this context covers the study of any legal system for which an English, Scottish, Northern Irish or Welsh university awards its degrees, even if it is not in the law of that jurisdiction. A law school typically will provide a broad and integrated range of academic legal education. Some higher education institutions also offer professional legal education courses, such as the Legal Practice Course or the Bar Vocational Course.

Within undergraduate law programmes, learning approaches can relate to legal practice, including mooting, clinical programmes and client interviewing. Other educational approaches include personal development planning, reflective practice, peer and self-assessment, oral assessment and problem-based learning. Portfolios and personal development

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planning encourage students to become reflective and critical about their learning and to provide evidence of skills development, thus preparing them for the ethos of continuing professional development. Law is taught both as an academic subject and as a precursor to gaining a professional qualification, though the study of seven 'foundation subjects' is necessary to achieve a degree that pre-qualifies for a professional career as a solicitor or barrister. These seven foundation subjects are Constitutional Law, Criminal Law, Law of Tort, Law of Contract, Land Law, Law of Trusts (Equity), and the Law of the European Union. Students are expected to develop legal research skills as well as skill in comprehension, analysis and presentation.

With relevant qualifications and experience, employment options for graduates include barrister (advocate in Scotland), solicitor, and legal executive. Most qualified lawyers specialise to some extent and this can cover human rights, matrimonial, property, corporate, environmental or sports law. High street solicitors' practices offer wide caseloads from criminal and family to probate and business law. Corporate law firms provide diverse opportunities in all aspects of company and commercial law. Other opportunities include local government, the Government legal service, the Crown Prosecution Service, public sector legal departments, the Courts services and in-house legal departments in companies. Training contracts with solicitors' firms or pupillages with barristers' chambers need to be secured early during academic study. Many larger firms recruit two years in advance of the training contract commencing.

Approximately 50 percent of law graduates go on to train, but not necessarily to qualify, as solicitors or barristers. Others choose careers in journalism, the police, the armed forces, politics, academia, industry, banking, management and the civil service.

## Leisure

Leisure degree programmes combine an understanding of leisure with principles of management. Some focus particularly on business or organisational management and others with management in the title are more concerned with the management of leisure resources through concepts of planning and policy. Leisure programmes that have studies or science in the title will focus more on a range of academic disciplines that have informed the development of the subject as a field of study, the philosophical basis of scientific paradigms and competence in the scientific methods of enquiry.

A graduate in Leisure typically will have the ability to:

### Knowledge

- understand the development of knowledge in their particular subject
- understand the need for a multi-disciplinary and inter-disciplinary approach to study, drawing from service, research and professional contexts
- understand the subject through academic and professional reflective practice
- demonstrate knowledge of major theoretical, methodological and professional themes in contemporary leisure studies
- demonstrate awareness of key directions and trends in leisure behaviour and leisure provision
- display the professional knowledge, skills and values appropriate for the needs of a rapidly changing leisure sector
- display knowledge of the historical, philosophical, economic, political, sociological and psychological dimensions of leisure.

### Intellectual skills

- acquire, select, interpret, analyse and evaluate information appropriate to their study
- research and assess subject specific paradigms, theories, concepts, principles and facts
- critically assess and evaluate evidence and interpret data and text
- apply knowledge to solve familiar and unfamiliar problems
- develop a reasoned argument and challenge assumptions
- explain the social, economic, political and legislative factors that influence strategic decisions regarding leisure provision
- understand the structure, composition and management of the leisure industries
- take responsibility for own learning and continuing professional development and reflect critically on what is required to work in leisure.

The QAA Subject Benchmark Statement upon which the Student Employability Profiles for Hospitality, Leisure, Sport and Tourism will be based is under review. The Employability Profile for Tourism and updated versions of those for Hospitality, Leisure and Sport will be available on [www.hlst.heacademy.ac.uk/](http://www.hlst.heacademy.ac.uk/) towards the end of 2007.

### Subject-specific skills (these may vary depending on whether students are studying leisure management or studies)

- critique the contributions of a range of academic disciplines that have informed the development of the subject as a field of study
- demonstrate an appropriate degree of progression within specialist fields
- display an integrated knowledge of the scope and breadth of the subject domain
- construct the leisure experience in a range of managerial contexts comprising products, services and opportunities
- synthesise the concepts, activities, functions and meanings of leisure with personal and professional actions
- differentiate the various patterns of leisure consumption and use
- respond to moral, ethical, environmental and safety issues which directly pertain to the subject domain including relevant legislation and professional codes of conduct
- display entrepreneurship, business and people management skills required in the management of a leisure organisation
- understand and apply Quality Service Management concepts
- apply operational management skills and techniques
- understand the legal environment for the leisure industry
- programme leisure activities and facilities and run special events.

### Transferable skills

- undertake fieldwork with regard to safety and risk assessment (to subject specific category)
- exercise communication and presentation skills, numeracy and ICT skills
- work in teams and contribute effectively to group work
- plan and manage their own learning
- apply motivation and aptitude for intellectual enquiry, critical assessment, creative innovation and a commitment to lifelong learning
- work both independently and collaboratively
- apply customer service and customer satisfaction concepts and best practice to subject studied.

Degree courses in Leisure include: Leisure Studies; Events Management; Facilities Management; International Leisure Management; Countryside Leisure Management; Maritime Leisure Management; Leisure Administration; Leisure Marketing; Adventurous Activities; Leisure Economics; Outdoor Activities; Recreation Studies; Recreation Management; Outdoor Recreation; Entertainment Management; Licensed Entertainment.

Leisure degrees aim to address the practical skills, technical knowledge, planning, operational and environmental considerations which professionals working in leisure and the outdoor sector require to be effective. Many courses incorporate, for example, Environmental Studies, Coaching Analysis, Physiology, Research Methods and the Leadership of Outdoor Activities. The creation and development of knowledge in these subjects is typically achieved both inductively through the development of theory and deductively through an engagement with practice. All programmes are multi-disciplinary with most having an applied and inter-disciplinary focus. There are active links with professional

bodies and associations and with employers. The depth of knowledge, proficiency of skills and the balance of specific knowledge and skills required from a graduate may differ from one particular programme to another.

Programmes where the title contains the word 'Management' enables students to demonstrate vocationally relevant managerial skills and knowledge and be able to apply these including the operational and strategic management of financial, physical resources and people. Programmes where the title contains the word 'Science' enables students to demonstrate an understanding of the philosophical basis of scientific paradigms, demonstrate evidence of competence in the scientific methods of enquiry, interpretation and analysis of relevant data and appropriate technologies. Programmes where the title contains the word 'Studies' enables students to critique the contributions of a range of academic disciplines that have informed the development of the subject as a field of study. Students will also demonstrate an appropriate degree of progression within specialist fields and display an integrated knowledge of the scope and breadth of the subject domain.

The leisure sector is a dynamic and diverse sector and offers a range of careers for graduates. It is extremely heterogeneous, and in some ways it is better thought of as an area of economic activity than a discrete set of occupations (Keep and Mayhew 1999). The commercial leisure industry is generally divided into three sectors; leisure accommodation, leisure catering and leisure activities (The Leisure Industry Report, 2003). Many companies in the industry recruit graduates and some specifically target graduates and have well developed graduate recruitment schemes.

Leisure graduates have many skills and competencies such as communication and organisation as well as the confidence and versatility that will make them attractive to employers both inside and outside the Leisure sector.

## Linguistics

A graduate in Linguistics, depending on aptitude, the particular course of study and the teaching methods experienced, typically will have the ability to:

- appreciate complete analytical systems, rigorous classifications of specific aspects of human behaviour, theoretical frameworks and research methods for planning projects, finding new data and drawing conclusions.
- have an appreciable control of theory and practice in other areas of study including the role of language in society, its cognitive nature, the way it is acquired, the way it changes and the way it forms part of the gamut of communications
- assess contrasting theories and explanations, including those of other disciplines, think hard about difficult issues and be confident in trying to understand new systems
- abstract and synthesise information and develop problem-solving strategies
- manage an argument and think and judge independently
- critically judge and evaluate evidence, especially in relation to the use of language in social, professional and other occupational contexts, translation and interpretation
- acquire complex information from a variety of sources including libraries, the internet and peer discussion, and think creatively about and build complex systems
- write essays and research reports using the appropriate register and style
- apply skills in advanced literacy, numeracy and ICT
- consider the ethical issues involved in data collection and data storage
- communicate effectively and fluently in speech and writing
- understand the dynamics of communication
- work independently, demonstrating initiative, self-organisation and time-management
- be tolerant, open and interested when working with others to achieve common goals
- manage their individual learning self-critically and be self-aware.

Linguistics is concerned with language in all its forms, spoken, written and signed. A key insight of linguistics is that language and linguistic behaviour are highly structured and the nature of these structures can be elucidated by systematic study using theoretical and empirical methods.

Linguists concern themselves with many different facets of language from the physical properties of the sound waves in utterances to the intentions of speakers towards others in conversations, and the social contexts in which conversations are embedded. Sub-branches of linguistics are concerned with how languages are structured, what they have in common, the range of and limits to the differences among them, how they are acquired and used and how they change.

Since language enters into almost every area of human activity, the application of linguistic analysis can be extremely broad. A sample includes teaching and learning particular languages, language issues in new technologies, the development of writing systems, dictionaries, and standardised technical formats for languages, translation between languages, language issues in globalising multilingual and multicultural societies; linguistic difficulties such as aphasia, hearing or speech disorders, communication between peoples with different sociological, cultural and ethnic backgrounds, the revitalisation of endangered languages and the use and abuse of language in legal contexts.

The use of language involves cognitive, social and interactional skills and competences and so the intellectual tools applied come from a wide range of disciplines. There is a range of formal, sociological and psychological perspectives on language, as well as viewpoints from practical concerns such as language teaching. Because of this, much of linguistics is interdisciplinary in both the issues it addresses and the methodologies brought to bear.

Linguistics graduates gain a broad range of skills applicable in a variety of occupations. These include broadcasting journalist, Civil Service administrator, teacher of English as a foreign language or second language, interpreter, translator, lexicographer, publishing copy editor, proof reader, speech and language therapist and recruitment consultant.

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## Materials

A graduate in Materials Science typically will:

- have acquired a good knowledge of basic principles of materials, supported by the necessary background science
- have a good understanding of the interaction between composition, processing, microstructure and properties, leading to appropriate application of materials
- have acquired some key practical skills and competence
- are able to communicate effectively, both orally and in writing
- have the ability to design and execute an individual project
- have an awareness of the importance of materials to industry and society
- have an awareness of sustainability and environmental issues
- have acquired the relevant mathematical and computational skills
- have problem-solving skills
- be able to exercise original thought.

The study of Materials Science develops a basic understanding of the part played by selection of materials and choice of manufacturing process in meeting an engineering specification. The study of materials engineering must have its foundations in materials science. Materials are central to the economic wellbeing of the country. This is reflected by rapid developments in new areas of materials such as smart materials, soft solids, nano technology, sensors and biometrics. Materials scientists or engineers help to develop the materials required for new products, find better lower-cost manufacturing routes and enhance the performance of existing materials. They consider the environmental impact and sustainability of their products. They discover how to optimise the selection of materials and create sophisticated databases from which properties and service behaviour can be predicted.

Materials engineers need a foundation of engineering science, mathematics and other sciences in order to understand manufacturing, processing and fabrication methods and to predict the service performance of materials e.g. strength of materials and mechanics of solids, principles of manufacture including computer-aided engineering. Graduates in Materials are also likely to be able to design with materials based on customer requirements and to have practical experience of a range of techniques and materials including computer modelling and project work.

Materials scientists or engineers may work in the manufacturing, processing or user industries, in research, in production, management or in sales. They may be concerned with mass-produced artefacts such as cars, tableware, or building materials, or specialist products such as those needed for micro-electronics, sports equipment, replacement body parts, energy generation or aerospace.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.materials.ac.uk](http://www.materials.ac.uk).

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## Mathematics, Statistics and Operational Research

A graduate in Mathematics, Statistics or OR, depending on their chosen focus of study, typically will have the ability to:

- demonstrate knowledge of key mathematical concepts and topics
- abstract the essentials of problems and formulate them mathematically and in symbolic form so as to facilitate their analysis and solution
- present mathematical arguments and the conclusions from them with accuracy and clarity
- have skills relating to rigorous argument and solving problems in general, and a facility to deal with abstraction including the logical development of formal theories
- have skills relating to formulating physical theories in mathematical terms, solving the resulting equations analytically or numerically, and giving physical interpretations
- focus on statistics that will have skills relating to the design and conduct of experimental and observational studies and the analysis of data resulting from them
- have skills relating to formulating complex problems of optimisation and interpreting the solutions in the original contexts of the problems
- have the ability to learn independently using a variety of media
- work with patience and persistence, pursuing problem solutions to their conclusion
- have good general skills of time management and organisation
- be adaptable, in particular displaying readiness to address new problems from new areas
- transfer knowledge to assess problems logically and to approach them analytically
- have highly developed numeracy and ICT skills
- have communication skills such as the ability to write coherently and clearly
- apply concepts and principles in loosely-defined contexts, showing effective judgement in selecting and applying tools and techniques
- demonstrate appropriate transferable skills and the ability to work with relatively little guidance or support.

Mathematics is rooted in the systematic development of methods to solve practical problems in areas such as surveying, mechanical construction and commerce. Such methods have a wide range of application. Thus generalisation and abstraction became important features and mathematics became a science involving strict logical deduction with conclusions that follow with certainty and confidence from clear starting points. Mathematics is fundamental to almost all situations that require an analytical model-building approach.

Statistics encompasses the science of collecting, analysing and interpreting data and has become much concerned with the design processes for observational and experimental studies.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.mathstore.ac.uk](http://www.mathstore.ac.uk).

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Statistics uses probability theory as part of the process of making inferences from limited data to underlying structures - looking for the patterns.

Operational research (OR) is concerned with complex optimisation procedures with significant mathematical underpinnings and non-mathematical but academically rigorous problem-structuring methods. It has applications throughout industry, business and commerce, in government, the health and social services, and in the armed forces. Model building is crucial. Some institutions use titles other than OR for degree programmes in this area. One such title is management science.

Graduates can be found throughout industry, business and commerce, the public and private sectors, with large employers and in small organisations. Employers value the intellectual ability and rigour and reasoning skills that mathematics, statistics and operational research students can acquire, their familiarity with numerical and symbolic thinking, and the analytic approach to problem-solving which is their hallmark.

## Medicine

Graduates who obtain a primary medical qualification i.e. Bachelor of Medicine (BM) or Bachelor of Surgery (BS) then undertake postgraduate training for their chosen careers within the medical profession. About 1% of applicants may choose to work in other fields.

In addition to many professional and clinical capabilities specific to Medicine, a graduate typically will have developed the transferable skills and abilities to:

- retrieve, manage, and manipulate information by all means including electronically
- present information clearly in written, electronic and oral forms, and communicate ideas and arguments effectively
- be familiar with basic communication and information technology relevant to their duties
- manage effectively time and resources and set priorities
- study topics in depth and demonstrate insight into research and scientific method
- adopt the principles of reflective practice and lifelong learning
- deal with uncertainty and work within a changing environment
- remain non-judgemental, teach, act as a mentor and work effectively within a team
- adopt an empathic and holistic approach to patients and the problems they present
- mediate and negotiate with patients, carers and colleagues
- demonstrate proficiency in clinical reasoning so as to define and prioritise problems, interpret and prioritise information, and exercise professional judgement
- learn and apply a very substantial body of scientific and practical knowledge.

Medicine is concerned with maintaining and promoting good health and the origin, diagnosis, treatment and prevention of disease and injury, and the impact of illness and disability on patients, their families and on populations. This includes understanding normal human structure and function at all stages of development, understanding the abnormalities of structure and function that occur in the common diseases, and recognising how illness affects both physical and psychological function and the patient's interaction with the environment and society.

Medical education imparts the knowledge and skills required for the prevention, diagnosis and assessment of common and important diseases in a variety of settings, and patient management with respect to control, cure, rehabilitation and support, and palliative care. Students must understand how diseases affect both the individual and the population, and how the environment interacts with disease and impairment to produce disability and handicap. They must understand the principles of disease prevention and be able to undertake health promotion.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.medev.ac.uk](http://www.medev.ac.uk).

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Medical degree courses seek to impart appropriate professional and personal attitudes and behaviour, including critical evaluation, curiosity and lifelong learning skills as well as the ethical and legal framework of medical practice. The purposes are to provide an education in the basic and clinical sciences and to prepare graduates for professional practice. Undergraduate degrees in medicine produce graduates able to undertake the pre-registration house officer year. Graduates must be prepared to take part in continuing education and professional development throughout their working lives.

## Midwifery

A graduate in Midwifery typically will have the ability to:

- act on own initiative including initiating the action of other professionals and know when to refer
- recognise own learning needs and independently advance learning and understanding
- reflect on and modify behaviour in the light of experience and act where necessary
- apply effective skills in team-building, group activities and organisation of others, liaising and negotiating across organisational and professional boundaries and differences of identity or language
- handle interpersonal and intrapersonal conflict constructively and be aware of effective strategies for coping with personal stress
- understand and manage changing situations and respond flexibly
- challenge unacceptable practices responsibly based on the critical review and dissemination of research and audit findings
- justify practice in the light of risk management frameworks and clinical governance
- exercise judgement and responsibility based on available evidence to work with women in achieving the best possible birth outcomes
- apply IT, numeracy, verbal and written communication skills
- apply the principles of health promotion and education to midwifery practice.

Midwives work with women and their families to assess their needs and to determine and provide programmes of care and support prior to conception and throughout the antenatal, intranatal and postnatal periods. They focus on providing holistic care which respects individual needs, choices and cultures in a variety of contexts. Legislation enables midwives to carry out their role autonomously, while expecting them to work in partnership with others and across professional boundaries when this is in the best interests of women and their families. Midwives work in and across a wide range of settings, from women's homes to acute hospitals. They also make a significant contribution to the wider public health agenda.

Midwifery is an applied academic subject, underpinned by the human biological sciences and the social sciences, in particular psychology and sociology. Its mastery requires proficiency in a range of cognitive, affective and psychomotor skills. It is the integration of these underpinning elements which establishes the basis for midwives to provide care which is woman centred and focused on the premise that childbirth is normally a natural, physiological and important event in women's lives. The

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midwife's role also centres on the woman in the family context. The care of the family during childbearing is central to the definition of the discipline.

The pre-registration midwifery programmes of education and training are built around university and practice-based learning. These two elements enable students to develop autonomy and confidence and to emerge as competent practitioners with the capacity to work effectively in women's homes, hospitals, community clinics or other settings as part of a broadly based health and social care team.

## Music

In addition to many capabilities specific to Music and depending on the character of the individual degree programme, a graduate in Music typically will have the ability to:

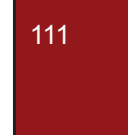
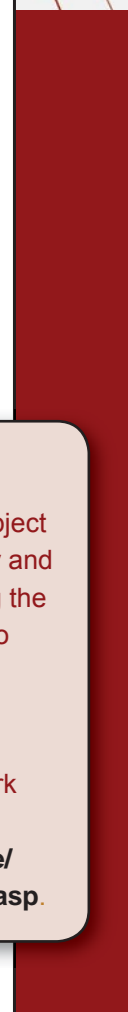
- employ reasoning and logic to analyse data and formulate arguments and hypotheses
- express, interpret and discuss such analyses, arguments and hypotheses
- apply research skills, exercise judgement and conceptualise and apply concepts
- apply presentation skills including an awareness of audience characteristics
- use problem-solving and IT skills including online information sources
- use language skills including, as appropriate, the study of one or more foreign languages
- work as a team member, respond to partnership and leadership, and lead others
- react spontaneously, manage risk and cope with the unexpected
- be aware of professional protocols and the arts world cultural policy, funding mechanisms, professional arts structures and institutions, and arts within the community
- be self motivated and respond positively to self criticism and to the criticism of others
- understand one's own learning style and work regimes and work independently
- be reliable and manage time and deploy prioritising and managing skills
- be aware of spiritual and emotional dimensions
- be financially and business aware and exercise entrepreneurship
- have flexibility of thought and action and be open to new, personal or alternative thinking
- have curiosity and the desire to explore and carry a creative project through to delivery.

Music study requires engagement with the creative and expressive aspects of music, its experience aurally and its significance for people at different periods and in different cultural contexts. Central to Music study are repertoires, their creation, performance, and transmission, and historical, cultural, scientific and technical issues that inform knowledge about them. Composition, performance and reception are fundamental focuses for study. The performance, analysis and critique of a particular repertoire may be complemented by studies such as music technology, music therapy or music pedagogy. Students develop musicianship that becomes second nature and the ability to understand and theorise their art.

Degree programmes often focus on specific repertoires from Western and/or non-Western traditions such as art music, popular music, jazz, vernacular music and religious music. Aural, analytical and practical skills are fundamental but other disciplines are often drawn on including history, cultural theory, literature, iconography, palaeography, anthropology, ethnography and the physical, social and technological sciences. There are an increasing number of degree programmes that focus on the technology of music and sound production and recording.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.lancs.ac.uk/palatine](http://www.lancs.ac.uk/palatine).

This profile, produced in 2006, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).



Work after graduation can be unpredictable and insecure, and there is unlikely to be a linear career structure. It is very common to be self employed with multiple primary and secondary occupations involving project work and short term contracts. Graduates can be found working on both a freelance and contract basis, and success is often dependent on actively maintaining networks and favouring opportunities for learning and reputation building.

A graduate's transferable skills, notably in performance, can have high value in other activities.

Career options related specifically to music include (alphabetically) arts administration and management; community arts work; copyright administration in composition and recordings; education and training; librarianship; live performance of music; management, representation and promotion; music for computer games; music publishing; music therapy; production, retailing and distribution of music instruments; production, distribution and retailing of sound recordings; song writing and composition.

Employers include arts, cultural and media organisations, schools and colleges, the National Health Service, law firms, orchestras, the armed forces, IT and commercial organisations.

## Nursing

A graduate in Nursing typically will have the ability to:

- apply creative solutions to health care situations
- confidently present information orally, in writing and through the use of technology, to provide coherent and logical arguments in the support of decision-making
- engage in, and disengage from therapeutic relationships through the creative use of theories and skills, demonstrating ethical discernment and clinical judgement
- use practical skills and knowledge with confidence and creativity
- critically analyse and interpret data for care delivery and management
- manage oneself, one's practice and that of others in accordance with the Code of Professional Conduct, and critically evaluate own abilities and limitations
- select and apply knowledge and skills to complex and unexpected situations
- implement strategies to promote and evaluate partnership working
- anticipate potential stressful situations and participate in minimising risk
- demonstrate sound clinical judgement in a range of situations and critically evaluate the effectiveness of clinical judgement in a range of professional care contexts
- participate in quality assurance and risk management strategies to create and maintain a safe environment.

Nursing is an applied vocational and academic discipline practised in a variety of complex situations. Nursing focuses on promoting health and helping individuals, families and groups to meet their health care needs. The work involves assisting people whose autonomy is impaired and who may present a range of disabilities or health-related problems. Nurses work with patients, clients, families and communities in primary care, acute and critical care, rehabilitation and tertiary care settings.

Nurses practise within a social, political and economic context. Through their Code of Professional Conduct, nurses embrace the concepts of inclusion, equal opportunities, individual rights and empowerment of patients and client groups. Professional and patient/client autonomy is a key feature.

The knowledge, understanding and associated skills that underpin the education and training of nurses covers nursing, natural and life sciences, social, health and behavioural sciences, ethics, law and the humanities, the management of self and others' reflective practice and the application of all of these to nursing care of clients and client groups.

Pre-registration nursing education consists of a common foundation programme and four branch programmes to prepare nurses to work in either adult nursing, children's nursing, learning disabilities nursing or mental health nursing.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.health.heacademy.ac.uk](http://www.health.heacademy.ac.uk).

This profile, produced in 2004, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## Optometry

A degree in Optometry focuses on basic sciences, optometric studies and clinical practice. In addition to the General Optical Council's list of clinical competencies, a graduate in Optometry typically will have developed the transferable skills and abilities to:

- understand and apply scientific principles and methods
- demonstrate a high degree of accuracy
- develop good organisational and administrative skills
- pay attention to detail
- demonstrate manual dexterity
- do repetitive tasks
- display strong interpersonal and communication skills
- command knowledge of scientific principles relevant to area of study
- review the evidence base for interventions and have sufficient statistical knowledge to evaluate critically research findings
- apply flexibility in addressing problems of an unfamiliar nature
- communicate effectively with peers and colleagues
- understand the application of IT to practise management
- maintain clear, accurate and appropriate records
- exercise written and oral communication skills and the ability to relate to the wider society
- use numeracy skills to evaluate data generated through audit and research
- evaluate critically relevant literature
- use problem-solving skills relating to qualitative and quantitative information
- apply sufficient learning skills to sustain lifelong learning and continuing professional development
- learn and apply a very substantial body of scientific and practical knowledge.

Optometrists are primary health care specialists trained to examine the eyes for defects in sight, ocular diseases and problems relating to general health. Optometrists are responsible for detection, diagnosis and management of ocular disease and the rehabilitation of conditions of the visual system. They are also trained to fit and supply optical appliances such as spectacles, contact lenses and low vision aids. The profession is regulated by the General Optical Council. The registered optometrist examines the visual system to establish its state of health and to provide, if necessary, an optical correction to optimise visual performance.

All optometrists follow a similar undergraduate degree programme followed by a pre-registration year working under

the supervision of an experienced optometrist. This period of postgraduate training is controlled and examined by the College of Optometrists.

Graduates should possess knowledge and understanding of the fundamental scientific principles relevant to the practice of optometry in the context of primary eye care. In particular, they should be able to apply these principles to human biology, ocular and visual biology, visual perception and psychology and optics. They will be aware of the normal development of the visual system and of the disruptive effects on development of congenital and infantile abnormalities. They will be able to apply their knowledge of basic science and their undergraduate clinical experience to the investigation, prevention, diagnosis and management of visual disorders. They will be able to examine patients safely and competently under the personal supervision of an experienced optometrist.

Most optometrists are independent primary care general optometric practitioners though some practise part-time or full-time in hospital eye departments and others are active in research and teaching.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.health.heacademy.ac.uk](http://www.health.heacademy.ac.uk).

This profile, produced in 2006, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## Pharmacy

A graduate in Pharmacy typically will have:

- mastery of a substantial body of knowledge, with practical and manipulative skills
- the ability to apply scientific and technical rigour to the use of medicines
- evidence-based decision-making skills and problem solving skills
- independent learning skills, forming the basis for lifelong learning
- a multidisciplinary and integrative approach to solving health care problems.
- an ethical attitude, characterised by assuming personal and professional responsibility for the proper discharge of their role in society
- a thorough understanding of law and ethics relating to pharmacy
- development of a high level of interpersonal skills, which are analytical, critically aware, evaluative, interpretative, empathic and reflective
- numeracy and computational skills, including error analysis, order-of-magnitude estimations, correct use of units and modes of data presentation
- time management and work organisational skills.

Pharmacy combines the pharmaceutical sciences with related aspects of health care. It is a professional discipline, concerned with the provision of evidence based advice to patients and the public on general health matters. Pharmacists are scientists in the health care community, bringing together physical, biological, clinical, social and behavioural sciences in relation to medicines and their usage. The practice of pharmacy can comprise managing medicines at a strategic and individual patient level, the management of repeat dispensing systems, supplementary prescribing, monitoring the effects of medicines, and specialisations such as independent prescribing, diagnostic testing. In the pharmaceutical industry, pharmacists' roles include formulating new products, planning and optimisation of drug development strategies, advising on regulatory issues, marketing, and the management of scale-up and large scale production of medicines.

Pharmacy degrees are designed to produce graduates who think clearly and systematically but there is also a strong vocational element which prepares them for their pre-registration training. Education takes a minimum five years; four years at university and a year of practical training. Graduates have a strong academic science base, are competent pharmaceutical scientists and are well prepared for a health care role.

Currently, the majority of pharmacy graduates practise in community pharmacies or NHS hospitals, although a growing number work in general medical practitioner practices, NHS primary care organisations and strategic health authorities. Pharmacists also work in the pharmaceutical industry and universities. Small numbers work in other sectors, applying their knowledge of medicines to many issues.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.health.heacademy.ac.uk](http://www.health.heacademy.ac.uk).

This profile, produced in 2004, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## Philosophy

A graduate in Philosophy typically will have:

- the ability to analyse problems in a multi dimensional way
- the ability to think creatively, self critically and independently
- self-motivation
- the ability to work autonomously
- time and priority management skills
- a flexible mind adaptable to managing change.

Philosophy seeks to understand and question ideas concerning reality, value and experience. Concepts such as existence, reason and truth, occur in every sphere of human enquiry. Philosophy is open-ended, constantly questioning and refreshing itself, the very essence of learning and knowledge.

A degree in vocational subjects like Business, Finance, Law, Marketing or Media Studies provides immediate skills and practical tools for gaining entry into the employment market, whereas Philosophy focuses on providing the ideal environment in which to develop the fundamental and essential attributes on which these skills depend. Philosophy teaches the student how to analyse and communicate ideas in a clear, rational and well thought out way. Students of Philosophy learn to develop and defend an opinion, they learn how to learn and how to think. With such in-depth grounding, Philosophy graduates are likely to develop into well rounded, mature, thoughtful and articulate employees.

Studying formal logic helps students acquire skills in symbol manipulation, formal systems and abstract thinking and it also influences the wider skills of analysis and a detailed understanding of argument structure. These skills are of immediate value in computer and information management careers and in all contexts where precision, clarity and high level abstract planning and analysis are required.

Philosophy students will develop general skills like the ability to think logically, analyse critically, communicate articulately and accurately, both orally and in writing. These are the skills that employers indicate are so important for middle management and leadership roles. The skills of vision, creativity and analytical power being developed through the study of Philosophy will have a premium.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to <http://prs.heacademy.ac.uk/themes/employability>.

This profile, produced in 2004, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## Physics

A graduate in Physics typically will have the ability to:

- demonstrate knowledge and understanding of fundamental physical laws and principles and apply these principles to diverse areas of physics
- solve problems in physics by identifying the appropriate principles, using science techniques such as special and limiting cases and order-of-magnitude estimates
- solve problems by making assumptions and approximations explicit
- identify relevant principles and laws of physics when dealing with problems
- plan, carry out, analyse and report the results of an experiment or investigation
- analyse data and evaluate the level of uncertainty in results
- use mathematics to describe the physical world
- understand mathematical modelling and of the role of approximation
- develop the confidence to try different approaches in tackling challenging problems
- develop skills of independent investigation
- communicate well, listen carefully, read demanding texts, and present complex information clearly and concisely
- pay attention to detail and manipulate precise and intricate ideas, construct logical arguments and use technical language correctly
- develop computing and IT skills in a variety of ways, including using appropriate programming languages and packages
- work independently, using initiative, planning and organising to meet deadlines, and interact constructively with other people
- manipulate numerically and present and interpret information graphically
- produce clear and accurate scientific reports
- manage own learning
- use laboratory apparatus and techniques soundly
- analyse critically the results of an experiment or investigation and draw valid conclusions
  - evaluate the level of uncertainty in experiment results and compare these results with expected outcomes, and evaluate the significance of the results.

Physics is concerned with the observation, understanding and prediction of natural phenomena and the behaviour of man-made systems. It deals with profound questions about the universe and important practical, environmental and technological issues. It involves mathematics and theory, experiment and observations, computing, technology, materials and information theory. Ideas and techniques from physics drive developments in chemistry, computing, engineering, materials science, mathematics, medicine and the life sciences, meteorology and statistics.

Physics is both theoretical and practical. The fundamentals, which all undergraduate students cover to some extent, include electromagnetism, quantum and classical mechanics, statistical physics and thermodynamics, wave phenomena and the properties of matter. Students also study the application of the fundamental principles to particular areas which may include atomic physics, nuclear and particle physics, condensed matter physics, materials, plasmas and fluids. Physics graduates are numerate, articulate and eminently employable in a wide range of jobs.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.physsci.heacademy.ac.uk](http://www.physsci.heacademy.ac.uk).

This profile, produced in 2004, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## Planning

A graduate in Planning typically will have the ability to:

- solve problems creatively and collect, analyse, evaluate and synthesise planning data
- apply practical design skills
- influence through negotiation, facilitation and networking
- exercise organisational sensitivity in multi-professional working environments
- present arguments using a variety of formats
- use IT, statistics, numeracy and literacy skills
- take responsibility enthusiastically for their own learning
- manage and produce work to time
- work individually and in groups
- exercise initiative and independence within a range of personal values.

Planning contributes to delivering and safeguarding environmental sustainability, social equity, cultural diversity and economic prosperity, all aspirations that civilised societies hold dear. It generates creative proposals for change by means of negotiation and advocacy within a complex web of competing interests. Positive action is the heart of planning and operates within environmental, social, economic, legal and governance constraints.

Academically, planning is the study of the way societies plan, design, manage and regulate change in the built and natural environment. It therefore includes the study of why and how societies intervene, shape, organise and change natural and built environments so as to secure an agreed range of social, economic and environmental objectives.

The core of the discipline is the study of the rationale for planning and how it is practised. This involves understanding the processes of spatial change in the built and natural environments and also understanding the arguments for intervening in these processes. It requires an understanding of the land, property and development markets, including economic, financial and legal aspects. It also requires an understanding of design and the development of sustainable built and natural environments.

Other skills relating to employability that can be learned include the ability to:

- identify and formulate planning problems and to write clear aims and objectives
- translate theory and knowledge into practical planning policies and actions, including formulating and articulating strategies, plans and designs

- collect, analyse, evaluate and synthesise planning data
- research in planning
- monitor and evaluate planning interventions and outcomes
- demonstrate an awareness of professional working practices and values
- formulate and propose elementary policies, strategies and courses of actions
- define and analyse planning problems and arguments effectively and appropriately
- demonstrate understanding of the treatment and exposition of subject matter, making connections between the different areas of the planning curriculum.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.cebe.heacademy.ac.uk](http://www.cebe.heacademy.ac.uk).

This profile, produced in 2004, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## Politics and International Relations

Depending upon the balance of particular topics studied, a graduate in Politics and International Relations typically will have the ability to:

- understand the nature and significance of politics as a human activity
- apply concepts, theories and methods to analysing political ideas, institutions and practices
- demonstrate knowledge and understanding of different political systems, the nature and distribution of power in them; the social, economic, historical and cultural contexts within which they operate, and the relationships between them
- evaluate different interpretations of political issues and events
- understand the nature and significance of politics as a global activity
- demonstrate an understanding of the origins and evolution of international politics
- gather, organise and deploy evidence, data and information from secondary and primary sources
- identify, investigate, analyse, formulate and advocate solutions to problems
- construct reasoned argument, synthesize information and exercise critical judgement
- reflect on their own learning and seek and make use of constructive feedback.
- manage their own learning self-critically
- communicate effectively and fluently in speech and writing
- use communication and information technology to retrieve and present information, including statistical or numerical information
- work independently, demonstrating initiative, self-organization and time-management
- collaborate with others to achieve common goals.

Politics is concerned with developing a knowledge and understanding of government and society. The interaction of people, ideas and institutions provides the focus to understand how values are allocated and resources distributed at many levels, from the local through to the sectoral, national, regional and global. Thus analyses of who gets what, when, how, why and where are central, and pertain to related questions of power, justice, order, conflict, legitimacy, accountability, obligation, sovereignty and decision-making.

International Relations' focus is the regional and global arenas. Traditionally preoccupied with anarchy, conflicts and cooperation between states, International Relations is increasingly concerned with engagement between states, intergovernmental organisations and non-state actors such as transnational corporations and transnational civil society groups. As with Politics, the study of International Relations

encompasses philosophical, theoretical, institutional and issue-based concerns relating to governance, but at the regional and global levels.

The scope of Politics and International Relations is broad, the boundaries often being contested. Departments may be called Departments of Government, Politics, Political Science, International Politics, International Relations, International Studies, or some combination of these. Different names may reflect different nuances adopted in degree programmes or the extent to which both aspects of the discipline are taught in conjunction with one another. Politics and International Relations reach out to other disciplines such as anthropology, cultural studies, economics, sociology, geography, history, law or literature.

Graduates in Politics and International Relations are found in a wide range of jobs, with the public sector being popular. Some options include careers in the Civil Service including the Diplomatic Service, charity officer, education administrator, environmental education officer, event organiser, government research officer, lecturer, journalist, lobbyist, market researcher, media analyst, party political agent or research officer and voluntary work organiser. They also work in banking, European Commission administration, international organisations administration, public relations, sales promotion and social research.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.c-sap.bham.ac.uk](http://www.c-sap.bham.ac.uk).

This profile, produced in 2006, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).



## Psychology

A graduate in Psychology typically has:

- research skills including the ability to apply multiple perspectives to psychological issues involving a range of research methods, theories, evidence and applications
- analysis skills including identifying and evaluating general patterns in behaviour, psychological functioning and experience, generating and exploring hypotheses and research questions, undertaking empirical studies, data analysis skills using quantitative and qualitative methods, using psychological tools, laboratory equipment and psychometric instruments, and applying evidence-based reasoning
- communication skills including developing a cogent argument supported by relevant evidence and being sensitive to the needs and expectations of an audience
- IT and data handling skills, with familiarity with understanding, analysing, and presenting complex data sets
- effective team-working skills, through research projects and other curricular activities
- problem-solving and reasoning skills
- interpersonal skills, including being sensitive to the importance of enhancing cooperation to maximise the effectiveness of individual skills as shown in group work and team building
- life-long learning skills.

Psychology is an empirical science which aims to understand how and why people act in the ways they do and to apply that knowledge in a wide variety of settings. The discipline spans studies ranging from the observations of basic neural mechanisms to analyses of complex human relationships. The antecedents of modern-day psychology can be found in both biology and philosophy, but its methods of enquiry have developed not only from these disciplines but also from other natural, social and mathematical sciences. Psychology is a broad subject area but, whatever the particular topic of study and wherever the origins of

its methods, it attempts to analyse and explain behaviour in a systematic, reproducible way. There is often a virtuous circle between theory and empirical data, the results of which may find their expression in applications to educational, health, industrial/commercial and other situations.

In addition to subject skills and knowledge, psychology graduates also develop skills in communication, numeracy, teamwork, critical thinking, computing, independent learning and research as well as many others, all of which are highly valued by employers. Because of the wide range of generic skills and the rigour with which they are taught, training in psychology is widely accepted as providing an excellent preparation for a number of careers. Psychology students are found in teaching, industry, social services, the media, information technology, computing, marketing and government agencies.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.psychology.heacademy.ac.uk](http://www.psychology.heacademy.ac.uk).

This profile, produced in 2004, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## Religious Studies

A graduate in Religious Studies typically has:

- empathy and imaginative insight
- self-discipline and self-direction
- independence of mind and initiative and a belief in life-long learning
- teamwork skills including attending to others and having respect for others' views
- ability to gather, evaluate and synthesise different types of information
- analytical ability and the capacity to formulate questions and solve problems
- IT and presentation skills
- writing skills, including accurate referencing and clarity of expression
- ability to attend closely to the meaning of written documents.

The subject's vitality and richness reflects its significance in a world coming to terms with cultural and religious diversity. Beliefs, values and institutions, whether religious or not, are contested. Religious Studies in higher education values cultures, texts, arts and practices of societies within and beyond Europe, interacts with social sciences and contemporary cultural, literary and gender studies, engages with the plurality of religions and compares cross-cultural topics such as beliefs and practices.

Degree courses vary in approach but aim to promote understanding by, for example:

- stimulating curiosity about religious cultures across the globe, both past and present
- study of the sacred texts, history, practices and thought of religious traditions
- creating opportunities to consider the artistic, ethical, social, political and cultural characteristics of religions
- exploring links between religion on the one hand and literature, culture and the arts on the other
- opening up awareness of plurality within societies
- fostering empathetic engagement with familiar and unfamiliar viewpoints
- promoting self critical awareness of presuppositions and encouraging constructive and critical exposition of arguments
- inviting dialogue between different traditions
- encouraging intelligent use of a variety of theories and methods of study
- providing opportunities for critical involvement in changing the way things are e.g. liberationist or feminist approaches
- language studies, fieldwork, social surveys and the visual and performing arts.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to <http://prs.heacademy.ac.uk/themes/employability>.

This profile, produced in 2004, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

Religious Studies students are well equipped to enter into many occupations including careers in education, research, law, journalism and the media, social and pastoral care, counselling, mediation and negotiation roles, government, prison services, project management, training and facilitation roles, charity work, personnel and accountancy.

## Social Policy and Social Work

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### Social Policy

The QAA Subject Benchmark Statement upon which the Student Employability Profile for Social Policy will be based is under review. Please refer to the website for up to date information: [www.swap.ac.uk](http://www.swap.ac.uk).

### Social Work

Separate QAA Subject Benchmark Statements for England, Scotland, Wales and Northern Ireland are being developed for Social Work. Please refer to the website for up to date information: [www.swap.ac.uk](http://www.swap.ac.uk).

## Sociology

A graduate in Sociology typically will have the ability to:

- formulate and investigate sociologically informed questions
- use major theoretical perspectives and concepts and their application to social life
- analyse, assess and communicate empirical sociological information
- identify and comment on different research strategies and methods
- conduct sociological research in a preliminary way
- undertake and present scholarly work
- understand the ethical implications of sociological enquiry
- recognise the relevance of sociological knowledge to social, public and civic policy
- judge and evaluate evidence
- appreciate the complexity and diversity of social situations
- assess the merits of competing theories and explanations
- gather, retrieve and synthesise information
- make reasoned arguments and interpret evidence and texts
- reflect on their own accumulation of knowledge
- apply learning and study skills
- communicate in writing and orally in a variety of contexts and modes
- use statistical and other quantitative techniques and information retrieval skills in relation to primary and secondary sources of information
- apply information technology skills
- use skills of time planning and management and deploy group work skills.

Sociology is concerned with developing a knowledge and understanding of the social world. Its focus is on the relations that connect individuals, groups and institutions. It seeks to understand how societies, institutions and practices of all kinds came into being, how they are currently organised and how they might change in the future. When it looks at the characteristics, understandings and practices of individuals themselves, it does so from the standpoint of their relations with others. Sociology is a core Social Science discipline that feeds many other areas of study concerned with the human world but maintains a distinctive concern for the social dimensions of human interaction. An understanding of the distinctively social features of human life is largely a product of the 19th and 20th centuries but Sociology is not restricted to the study of modern societies. A sociological perspective, once attained, is fruitfully employed in historical and comparative studies of changing forms of human life.

Sociology is both theoretical and evidence based. As a theoretical discipline, its concerns relate to other Social Sciences and also to philosophy and political theory as well as to practical ethics and to social, public and civic policy. There are numerous, legitimate sources of theoretical diversity. As an evidence based discipline, Sociology insists on the scrutiny and evidenced reassessment of everyday understandings of the social world. Its distinctive ways of knowing and understanding are rooted in sociological perspectives and insights. Sociology graduates should understand the distinctively social standpoint of Sociology and the explanatory value of social analysis. This necessarily includes familiarity with the analysis of a variety of forms of human interaction, from micro to macro, their interconnections, and their dynamics.

Sociology graduates are found in a wide range of occupations. Many are attracted to careers that centre on the challenges and demands that members of a society face. This leads to jobs in social services, education, criminal justice, welfare services, government, counselling, charities and the voluntary sector. They include charity fundraiser, community development worker, counsellor, lecturer, housing officer, teacher, probation officer, social researcher, social worker and welfare rights adviser.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.c-sap.heacademy.ac.uk](http://www.c-sap.heacademy.ac.uk).

This profile, produced in 2006, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp).

## Sport

Sport degree programmes are very diverse and come from different philosophical foundations and backgrounds. They have largely emerged from Physical Education Departments, Science Faculties or Leisure and Recreation Departments. Hence a graduate in sport might have knowledge that is predominantly science-based from a sport and exercise science degree, arts-based from a Sports Studies degree, or management-based from a Sports Development degree. They will all share a concern for enriching the life experiences of people through sport and exercise, both as consumers, participants and providers.

In the past, Sports Science degrees were very general (Sports Science, Sports Studies, Human Movement Studies). More recently, the curriculum has been developed to include elements covering exercise and health. Furthermore, there are now numerous highly specialised courses at both undergraduate and postgraduate level in areas such as Water Sports Science, Equine Sports Science and Sport Psychology. Medical students are now able to complete an Intercalated Sport and Exercise Science degree. Since 2000, the focus of Sport and Exercise Sciences degrees has begun to shift from sports performance towards exercise and health in line with recent government initiatives to create a healthy lifestyle.

Where the subject programme title contains the word 'Management' then students should be able to demonstrate vocationally relevant managerial skills and knowledge. Where a programme title contains the word 'Science' students should be able to understand the philosophical basis of scientific paradigms and be competent in scientific methods. Where a programme title contains the word 'Studies' then students should be able to critique the contributions of relevant academic disciplines and to display an integrated knowledge of the subject domain. The creation and development of knowledge in these subjects is typically achieved both inductively through the development of theory and deductively through an engagement with practice. All programmes are multi-disciplinary with most having an applied and inter-disciplinary focus. There are active links with professional bodies and associations and with employers.

The QAA benchmarking group made use of the UCAS directory in identifying those course titles, which properly fall within the remit of the group. The full range of degree titles can be found in the UCAS directory, but an example of degree titles is:

Sports Science; Sport and Exercise Sciences; Sports Studies; Sports Management; Sports Development; Sports Coaching; Football Science; Sport and the Media; Sport Education; Sports Injury/Therapy; Sports Performance Analysis; Sports Technology; Sports Tourism Management; Coaching Studies; Sports Economics; Exercise Science; Exercise Studies; Exercise Therapy; Fitness Science;

Fitness Studies; Health and Fitness Management; Exercise Physiology; Movement Studies; Movement Science; Sports Psychology; Physical Education.

Depending on the focus of the degree studied, a graduate in Sport typically will have the ability to:

### Knowledge

- understand the development of knowledge in human responses to sport and exercise
- understand the performance of sport and its enhancement, monitoring and analysis
- understand the need for a multi-disciplinary and inter-disciplinary approach to study, drawing from service, research and professional contexts
- make effective use of knowledge and understanding of the disciplines underpinning human structure and function
- understand the historical, social, political, economic and cultural diffusion, distribution and impact of sport
- understand the coaching process and factors which influence the coaching process
- understand the study of the policy, planning, management and delivery of sporting opportunities.

### Intellectual skills

- research and assess subject specific facts, theories, paradigms, principles and concepts
- analyse, critically assess and evaluate evidence and interpret data and text, applying problem solving skills
- develop reasoned argument and challenge assumptions.
- take responsibility for own learning and continuing professional development.
- understand the subject through academic and professional reflective practice
- plan, design and execute practical activities using appropriate techniques and procedures
- in some cases, undertake fieldwork with regard to safety and risk assessment
- plan, design, execute and communicate a sustained piece of independent intellectual work
- respond to moral, ethical, environmental and safety issues which directly pertain to the subject domain including relevant legislation and professional codes of conduct.

### Subject-specific skills

- display a critical insight into the organisations and structures responsible for sport, and the political ramifications arising from these
- understand and apply the theories, concepts and principles of practice from the generic management areas of operations, finance, human resources, economics and marketing to sports facilities and events
- employ strategic planning and development planning skills in analysing, understanding and addressing the development needs and intentions of sport organisations and communities
- employ social, economic and political theory to explain the development and differentiation of sport throughout society
- demonstrate a critical appreciation of sport development and facilitation principles in at least one vocational context

The QAA Subject Benchmark Statement upon which the Student Employability Profiles for Hospitality, Leisure, Sport and Tourism will be based is under review. The Employability Profile for Tourism and updated versions of those for Hospitality, Leisure and Sport will be available on [www.hlst.heacademy.ac.uk](http://www.hlst.heacademy.ac.uk) towards the end of 2007.

- appraise and evaluate the effects of sport and exercise intervention on the participant
- demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation
- provide a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups, including special populations such as the elderly, disabled and children
- monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport
- exhibit the skills required to monitor and evaluate sports performance in laboratories and/or field settings
- display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance.

### Transferable skills

- demonstrate competence in interactive and group skills
- work within an ethos of teamwork and interdependence
- know how to learn, adapt to changing circumstances, self-appraise and reflect on practice
- plan and manage own development and learning
- apply techniques of safety and risk assessment
- exercise communication and presentation skills, numeracy and ICT skills
- apply motivation and aptitude for intellectual enquiry, critical assessment, creative innovation and a commitment to lifelong learning
- work both independently and collaboratively
- apply customer service and customer satisfaction concepts and best practice to subject studied
- demonstrate appropriate and effective coaching skills where studied
- demonstrate learning from work experience.

Graduates from any of the subjects covered are likely to be reflective and reflexive thinkers, capable of independent judgement, initiative and empowered decision-making. They can work within an ethos of teamwork and interdependence, and are able to offer specific vocational skills and also know how to learn and adapt to changing circumstances and to manage their own development. They are likely to be well prepared for the wide range of professional and vocationally orientated careers in this still growing and maturing sector.

## Tourism

The QAA Subject Benchmark Statement upon which the Student Employability Profiles for Hospitality, Leisure, Sport and Tourism will be based is under review. The Employability Profile for Tourism and updated versions of those for Hospitality, Leisure and Sport will be available on [www.hlst.heacademy.ac.uk/](http://www.hlst.heacademy.ac.uk/) towards the end of 2007.

## Veterinary Science

In addition to professional and clinical capabilities as regulated by the Royal College of Veterinary Surgeons, a graduate in Veterinary Science typically will have the transferable skills and abilities to:

- work as a multi-disciplinary team member in delivering services to clients and employers
- communicate effectively with the public, professional colleagues and appropriate authorities
- respond appropriately to the influence of economic and emotional pressures
- foster and maintain a good professional relationship with clients and colleagues, developing mutual trust and respecting their professional views and confidentiality
- act responsibly in the community, particularly in relation to ethical principles
- be competent in IT, including word processing, data handling and information retrieval
- produce reports in a form satisfactory and understandable to the intended audience
- recognise their own limitations: recognise when to seek assistance and understand the protocols for dealing with second opinions
- apply basic financial and accounting practices and record keeping
- understand and practise the obligation for continuing professional development
- learn and apply a very substantial body of scientific and practical knowledge

Veterinary science is the study, diagnosis, treatment and prevention of disease in animals as individuals and in groups. There is a key role for members of the profession as guardians of human health in the context of disease transmission from animal or animal products to man.

The veterinary workplace has changed in the last century with an increasing emphasis on companion animals kept for pleasure and greater veterinary involvement in production animals, public health and food hygiene. The role of the profession continues to grow in protecting the health and welfare of diverse species groups such as laboratory animals, zoological collections, wildlife and the contribution to conservation of endangered species. The comparative approach of veterinary science supports basic scientists and contributes to the understanding of human disease.

The need for all veterinary degrees to meet the requirements of the Royal College of Veterinary Surgeons leads to a broad agreement about course content. Veterinarians have a wide range of knowledge, understanding and skills enabling clinical disciplines to be learnt within the context of a firm foundation in basic science. Most students are attracted by the unique combination of science, art, practical skills, human-animal and interpersonal interaction.

Graduates are employed mostly in general practice. These are most commonly small animal, equine, farm animal or mixed practices. Veterinary surgeons in general practice undertake all aspects of medical care from primary consultations, diagnostic procedures, including diagnostic imaging and laboratory techniques, medicine and surgery. Further study can be undertaken to attain specialist qualifications in a wide range of disciplines (eg diagnostic imaging, ophthalmology etc.) enabling employment in second opinion referral centres or specialist practices.

Graduates can also choose a career in research and/or teaching, usually after postgraduate training. Veterinary scientists are employed in natural science laboratories, in veterinary and medical schools, in medical research institutes and in those institutions that deal expressly with animal health and disease. Opportunities exist in government services or related agency services as well as in overseas universities, in pharmaceutical companies, with pet food manufacturers or other commercial organisations and supra-governmental organisations such as the United Nations Food and Agricultural Organisation of the United Nations.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.medev.ac.uk](http://www.medev.ac.uk).

This profile, produced in 2006, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp)

## Welsh

A graduate in Welsh/Gymraeg typically will have the ability to:

- use Welsh to discuss complex topics in a polished fashion, both orally and in writing
- assemble and convey information about literary texts and to treat them critically
- respond appropriately to the use of language and imagination in literature.
- consider literature in its historical, social and intellectual context
- understand material produced in another language or other languages and reproduce it in Welsh in a way that is consistent with the characteristics of the language
- use skills appropriate to the discipline, such as producing bibliographies and referring to sources in a consistent and standard fashion
- think for themselves and to respond critically, analysing and summarising the arguments and opinions of others
- work independently and in a detailed and thorough way
- gather information in an orderly and purposeful fashion from various sources, evaluate it critically and present it in a coherent, meaningful way
- understand and develop complex concepts and treat them critically and analytically
- work as part of a team
- demonstrate organisational skills in handling set tasks including time management
- use information technology skills.

Welsh is a broad and varied academic discipline involving creating, presenting and interpreting written and oral texts, as well as the nature and history of the language and the opportunities which are open to it in today's world. Studying Welsh fosters a flexible and open-minded attitude and the ability to evaluate different concepts and to present them using appropriate spoken and written language; it enables students to discuss and interpret the cultures and values of the past as well as contemporary developments in the modern world.

Welsh is open to the influences of the contemporary international world of which Wales is a part. The attitudes of Welsh speakers are similar to those of the inhabitants of the western world in general and ways of writing literature and of communicating in Welsh are more diverse now than they have ever been. The language faces significant changes that place a particular responsibility on those concerned with the subject to safeguard its basis and attributes as it develops and as the range of opportunities and new ways of using Welsh present themselves.

The heart of the subject is the Welsh language, its nature, history and current position, and Welsh literature in all periods. Literary studies may include drama, film, folklore and creative writing. Welsh is characterised by its long

history and the strength of its literary tradition since the early Middle Ages. Some degree schemes offer the opportunity for detailed study of particular periods, or types of literature, or aspects of language.

A degree in Welsh can include studying one or more of the other Celtic languages and their literatures, works in other languages and similar multilingual situations. Other academic disciplines can be involved including literary theory, linguistics, modern languages, English, classical studies, history, politics and sociology. Some students combine Welsh with these subjects, and many opportunities exist for interdisciplinary and comparative studies.

With the growing demand for a knowledge of Welsh in many fields, particularly in education, the media, local government and the public sector, the degree is a valuable qualification for posts requiring bilingual personnel and Welsh graduates enter a variety of careers. Following the Welsh Language Act (1993), the call for bilingual administrators in local government, health service, police authorities and commerce in general has increased considerably. A number of graduates are employed in the Welsh National Assembly in various capacities.

To check the growing range of resources produced by the Subject Centre to support employability and the use of this profile (including the Skills and Attributes map), go to [www.llas.ac.uk/index.aspx](http://www.llas.ac.uk/index.aspx).

This profile, produced in 2006, is based on the QAA benchmark to be found at [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp)

## Gymraeg

Yn nodweddiadol bydd gan berson sydd wedi graddio yn y Gymraeg y gallu i:

- Ddefnyddio'r Gymraeg i drafod pynciau cymhleth mewn ffordd gywrain, ar lafar ac yn ysgrifenedig
- Casglu a chyfleu gwybodaeth am destunau llenyddol a'u trafod yn feirniadol
- Ymateb yn briodol i'r defnydd o iaith a dychymyg mewn llenyddiaeth
- Ystyried llenyddiaeth yn ei chyd-destun hanesyddol, cymdeithasol a deallusol.
- Deall deunydd a gynhyrchir mewn iaith arall neu ieithoedd eraill a'i atgynhyrchu yn y Gymraeg mewn modd sy'n gyson â nodweddion yr iaith
- Defnyddio sgiliau sy'n briodol i'r ddisgyblaeth, fel cynhyrchu llyfryddiaeth a chyfeirio at ffynonellau mewn dull cyson a safonol
- Meddwl drostynt eu hunain ac ymateb yn feirniadol, gan ddadansoddi a chrynhoi safbwyntiau a barn eraill
- Gweithio'n annibynnol mewn modd manwl a thrylwyr
- Casglu gwybodaeth mewn ffordd drefnus a phwrpasol o amryw ffynhonnell, ei gwerthuso'n feirniadol a'i chyflwyno mewn ffordd ddealladwy ac ystyrlon
- Deall a datblygu cysyniadau cymhleth a'u trin yn feirniadol ac yn ddadansoddol.
- Gweithio fel rhan o dîm
- Dangos sgiliau trefniadaethol wrth drafod tasgau a osodwyd, gan gynnwys rheoli amser
- Defnyddio sgiliau technegol gwybodaeth.

Mae'r Gymraeg yn ddisgyblaeth academaidd eang ac amrywiol o ofnion sy'n golygu creu, cyflwyno a dehongli testunau ysgrifenedig ac ar lafar, ynghyd â natur a hanes yr iaith a'r cyfleoedd sy'n agored iddi yn y byd sydd ohoni. Mae astudio'r Gymraeg yn meithrin agwedd meddwl-agored a hyblyg a'r gallu i werthuso gwahanol gysyniadau a'u cyflwyno gan ddefnyddio iaith lafar ac ysgrifenedig briodol; mae'n galluogi myfyrwyr i drafod a dehongli diwylliannau a gwerthoedd y gorffennol, ynghyd â datblygiadau cyfoes yn y byd modern.

Mae'r Gymraeg yn agored i ddylanwadau byd rhyngwladol cyfoes y mae Cymru'n rhan ohono. Mae agwedd y rhai sy'n siarad Cymraeg yn debyg i rai trigolion y byd gorllewinol yn gyffredinol ac mae'r dulliau o ysgrifennu llenyddiaeth ac o gyfathrebu yn y Gymraeg yn fwy amrywiol yn awr nag y buont erioed. Mae'r iaith yn wynebu newidiadau sylweddol sy'n gosod cyfrifoldeb penodol ar y rhai hynny sy'n ymwneud â'r pwnc i ddiogelu ei sail a'i phriodoleddau wrth iddi ddatblygu ac wrth i'r ystod o gyfleoedd a'r dulliau newydd o ddefnyddio'r Gymraeg gyflwyno eu hunain.

Calon y pwnc yw'r Gymraeg, ei natur, ei hanes a'i sefyllfa bresennol, a llenyddiaeth Gymraeg ym mhob cyfnod. Gall astudiaethau llenyddol gynnwys drama, ffilm, chwedlau ac ysgrifennu creadigol. Nodweddir y Gymraeg gan ei hanes maith a chryfder ei thraddodiad llenyddol ers y Canol Oesoedd. Mae rhai cyrsiau gradd yn cynnig y cyfle i astudio cyfnodau penodol, neu fathau o lenyddiaeth, neu agweddau ar iaith yn fanwl.

Gall gradd yn y Gymraeg gynnwys astudio un neu fwy o'r ieithoedd Celtaidd eraill a'u llenyddiaeth, gwaith mewn ieithoedd eraill a sefyllfaoedd amlieithog tebyg. Gellir cynnwys disgyblaethau academaidd eraill gan gynnwys theori llenyddiaeth, ieithyddiaeth, ieithoedd modern, Saesneg, astudiaethau clasurol, hanes, gwleidyddiaeth a chymdeithaseg. Mae rhai myfyrwr yn cyfuno'r Gymraeg gyda'r pynciau hyn, ac mae yna nifer o gyfleoedd ar gael ar gyfer astudiaethau rhyngddisgyblaethol a chymharol.

Gyda chynnydd yn y galw am wybodaeth o'r Gymraeg mewn nifer o feysydd, yn enwedig addysg, y cyfryngau, llywodraeth leol a'r sector cyhoeddus, mae'r radd yn gymhwyster gwerthfawr ar gyfer swyddi sy'n gofyn am bersonél dwyieithog ac mae graddedigion yn y Gymraeg yn dilyn amrywiaeth o yrfaedd. Yn dilyn y Ddeddf Iaith (1993), cynyddodd y galw yn fawr am weinyddwyr dwyieithog mewn llywodraeth leol, y gwasanaeth iechyd, awdurdodau heddlu a masnach yn gyffredin. Cyflogir nifer o raddedigion yng Nghynulliad Cenedlaethol Cymru mewn amryw o swyddi.

Gellir dod o hyd i ddeunydd ychwanegol gan gynnwys y map Sgiliau a Phriodoleddau ar gyfer y ddisgyblaeth yn [www.llas.ac.uk/index.aspx](http://www.llas.ac.uk/index.aspx) Gan fod Canolfannau Pwnc wedi, ac yn parhau i ddatblygu amrywiaeth o adnoddau i gefnogi'r defnydd o'r Proffiliau a chyflogadwyedd, mae'n bwysig gwirio gwefan y Ganolfan am y wybodaeth fwyaf cynhwysfawr a'r datblygiadau diweddaraf.

Seiliwyd y Proffil Disgyblaeth (2006) hwn ar faincnod yr Asiantaeth Sicrhau Ansawdd yn [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp)



## Employers' criteria

Employers have identified the attributes they seek in the graduates they recruit. The qualities or attributes used here have been identified and categorised by employer members of the Policy Forum of the Council for Industry and Higher Education. They are the key components they have observed in those individuals who can transform organisations and add value early in their careers ( see the report Graduates Work by Professor Lee Harvey, CIHE 2001) and comprise:

- **Cognitive skills/brainpower:** The ability to identify and solve problems; work with information and handle a mass of diverse data, assess risk and draw conclusions.
- **Generic competencies:** High-level and transferable key skills such as the ability to work with others in a team, communicate, persuade and have interpersonal sensitivity.
- **Personal capabilities:** The ability and desire to learn for oneself and improve one's self awareness and performance. To be a self starter (creativity, decisiveness, initiative) and to finish the job (flexibility, adaptability, tolerance to stress).
- **Technical ability:** For example, having the knowledge and experience of working with relevant modern laboratory equipment.
- **Business and/or organisation awareness:** An appreciation of how businesses operate through having had (preferably relevant) work experience.
- **Practical elements – vocational courses:** Critical evaluation of the outcomes of professional practice; reflect and review own practice; participate in and review quality control processes and risk management.

An individual student may identify examples of their own skills development during the course of study and may map these against the list of attributes and qualities typically desired by employers, so enabling the student to translate their learning experiences into language helpful to employers.

## Glossary of competencies

**Achievement orientation** – Maintains and inspires a results-driven approach, focuses on results and critical performance indicators.

**Adaptability/flexibility** – Maintains effectiveness in a changing environment.

**Analysis** – Relates and compares data from different sources, identifying issues, securing relevant information and identifying relationships.

**Attention to detail** – Accomplishes tasks through a concern for all areas involved, no matter how small.

**Commercial awareness** – Understands the economics of the business. Understands the business benefits and commercial realities from both the organisation's and the customer's perspectives.

**Creativity** – Generates and/or recognises how best practice and imaginative ideas can be applied to different situations.

**Decisiveness** – Makes decisions and takes action.

**Financial awareness** – Understands basic financial terminology used in organisations and is able to construct and maintain simple financial records.

**Image** – Presents a strong, professional, positive image to others at all times. This image is consistent with all people (colleagues, management and peers, customers etc.).

**Influencing** – Influences others by expressing self effectively in a group and in one to one situations.

**Initiative** – Identifies opportunities and is pro-active in putting forward ideas and potential solutions.

**Interpersonal sensitivity** – Recognises and respects different perspectives and appreciates the benefits of being open to the ideas and views of others.

**Judgement** – Determines the most appropriate course of action and draws conclusions that are based on logical assumptions that reflect factual information.

**Leadership** – Takes responsibility for the directions and actions of a team.

**Life-long learning and development** – Develops the skills and competencies of self, peers and colleagues through learning and development activities related to current and future roles.

**Listening** – Shows by a range of verbal and non-verbal signals that the information being received is understood.

**Organisation understanding** – Understands the organisation's work environment, internal politics, business objectives and strategy.

**Organisational sensitivity** – Is sensitive to the effect of his or her actions on other parts of the organisation and adopts a mature, direct and up front style in dealing with conflict.

**Personal development** – Maintains an up to date personal development plan and takes action to ensure personal development takes place.

**Planning and organising** – Establishes a course of action for self and/or others to accomplish a specific goal. Plans proper assignments of personnel and appropriate allocation of resources.

**Process operation** – Begins, controls and concludes a complete process or procedure.

**Professional expertise** – Keeps up to date with developments in own areas of professional specialisation. Applies a breadth and/or depth of professional knowledge.

**Questioning** – Uses an appropriate approach to questioning in order to gain information from which to draw conclusions and/or assist in the making of decisions.

**Teamwork/working with others** – Builds and develops appropriate relationships with academic staff, peers, colleagues, customers and suppliers at all levels within an organisation.

**Technical application** – Has experience of using modern technology.

**Technical knowledge** – Develops and maintains a knowledge of key trends in technology.

**Tolerance for stress** – Maintains performance under pressure and/or opposition.

**Written communication** – Expresses ideas effectively and conveys information appropriately and accurately.

## Reflective questions

Raising self-awareness is a prerequisite to building up lifelong learning capabilities. Many courses have key points during study when students are tasked with reflecting on and evidencing their achievements. The results can be fed into the writing of CVs and Progress Files. The following questions may be used by students, guided by tutors or lecturers, to help with reflection and evidencing. Students should also be encouraged to consider any work experience and or voluntary and extracurricular activities.

Students may use these questions in conjunction with the template when reflecting on skill development and undertaking personal development planning (PDP). The list is not exhaustive; it is designed to stimulate the student to reflect on the skills that they are practicing, to raise self-awareness and the ability to articulate these skills. Using this approach will also help students become familiar with competency based interviewing and assessment.

### Achievement orientation

Maintains and inspires a results-driven approach, focuses on results and critical performance indicators.

- Recall an important goal that you were set in the past. What strategies did you use to achieve it? What was successful?
- How do you meet tight deadlines?
- Thinking about a difficult task you were required to undertake, what extra effort did you exert to achieve the goals set and accomplish a task?
- Thinking about a time when you did not achieve a goal or meet a deadline, what did you do? What was the outcome?
- Can you recall a time when you were particularly effective on prioritising tasks and completing a project on schedule? How did you approach this and what was the outcome? What did you learn?
- Describe a project or idea that was implemented primarily because of your efforts. What was your role? What was the outcome?
- There are times when we work without close supervision or support to get the job done. Think about a time when you found yourself in such a situation. What did you do? What was the outcome?

### Adaptability/flexibility

Maintains effectiveness in a changing environment.

- Consider a time when you had to adopt a new approach or style to accomplish a task. How did you manage the transition?
- Think about a situation in which you had to adjust to a colleague's working style in order to complete a project or reach your objectives. What did you do?
- What do you do when priorities change quickly? Thinking about an example of when this

happened, what did you do? What was the outcome?

- Consider an example of an important goal that you set yourself in the past. Thinking about your success in reaching it, how did you approach it?
- Reflect on a situation in which you had to adjust to changes over which you had no control. How did you handle it?
- What tends to work with one person does not necessarily work with another. Think about a time when you had to be flexible in your style of relating to others. How did you vary your communication style with a particular individual? What was the result?

### Analysis

Relates and compares data from different sources, identifying issues, securing relevant information and identifying relationships.

- When you have to analyse information and make a recommendation, what kind of thought process do you go through? What is your reasoning behind your decision?
- How do you ensure you have captured the key information from written or verbal information presented to you?
- What are your considerations when presenting a solution to a work issue?
- When presented with a problem, how do you go about finding a resolution?
- How do you deal with data from a variety of sources, to identify the key information?
- How would you identify appropriate data sources to inform your decisions?
- When presented with several points of view what do you do to ensure you reach the most appropriate conclusion?
- How do you distinguish between different types of information provided to inform your conclusions?

### Attention to detail

Accomplishes tasks through a concern for all areas involved, no matter how small.

- How do you deal with minor considerations as part of a bigger task?
- What level of feedback do you request from others on ideas or suggestion you have for a project?
- What checks do you put in place to ensure written work is correct?
- How do you ensure the facts that you have are correct and complete?
- When undertaking a specific project or task, how do you ensure details are not overlooked?

### Commercial awareness

Understands the economics of the business. Understands the business benefits and commercial realities from all stakeholder perspectives (customer, supplier, employer, employee, shareholder etc.).

- Consider a commercial activity you have been involved in, either paid work, voluntary work, participating in fundraising and so on. Think about the issues you have come across and how these might influence the wider activity. Do you look at this from one perspective, e.g. monetary, or do you take other elements into account such as marketing

and selling and how these influence each other?

- When considering economic issues, do you consider business implications such as increased revenue/profit, decreased expenditure, increased productivity, and improved company image and market share?
- Have you ever identified a business opportunity? How did you go about it? What did you consider?
- How would you go about developing a business plan for e.g. getting a job? Do you consider the commercial constraints that might be applied when looking at salary?
- Do you analyse financial trends (e.g. income, spend, surplus, deficit) and forecast accordingly when setting your personal budget?

### Creativity

Generates and/or recognises how best practice and imaginative ideas can be applied to different situations.

- Think about a problem that you have solved in a unique or unusual way. What was the outcome? Were you satisfied with it?
- When presented with a variety of different scenarios, what is your preferred course of action?
- How do you approach a conventional task?
- How do you attempt to break deadlock situations?
- We sometimes fail to consider new ideas because they seem untried and/or untested. Describe a time when you found yourself in a situation similar to this. What happened?
- What do you do to encourage self / others to think laterally and to generate ideas?
- How do you present an idea that you know may be considered unusual to your family / friends/lecturers/manager?
- Think about the most significant or creative presentation which you have had to complete. How did you approach it? What was the result?

### Decisiveness

Makes decisions and takes action.

- When making a controversial decision how do you deal with criticism?
- How do you feel about making work commitments on behalf of other people?
- What do you do when something needs to be done but no one is there to give you guidance?
- How do you go about getting agreement to a new idea?
- How do you make a decision based on incomplete information?
- Whose needs are most important in the decision making process? How do you decide?

### Financial awareness

Understands basic financial terminology used in organisations and is able to construct and maintain simple financial records.

- How do you plan the costs of a project or activity?
- What financial aspects do you consider when setting up a project/activity? How do you

measure that you are on target?

- How do you know what financial expectations/demands might be made in the life cycle of a project/activity?
- How might you control over or under spending on a project/activity?
- How do you go about managing your personal finances?

### Image

Presents a strong, professional, positive image to others at all times. This image is consistent with all people (colleagues, management and peers, customers etc.).

- How do you present yourself when meeting people for the first time? What do you pay special attention to?
- How do you introduce yourself in social gatherings or new and different situations?
- What do you do to ensure people listen to your ideas?
- What do you reflect on at the end of the working day? Do you spend more time on what went well and why, or do you analyse the problems that occurred?
- How would the people you work with/your friends, describe you?
- How do you know when your boss and / or friends value your contribution?

### Influencing

Influences others by expressing self effectively in a group and in one to one situations.

- Describe a time when you were able to convince a sceptical or resistant person to purchase a product or use your skills?
- Think about a specific instance in which you were able to encourage others to take a chance with a new idea or project. What did you do?
- Describe a situation in which you were able to positively influence the actions of others in a desired direction. How did you approach it? What happened?
- Consider a time when you used your leadership ability to gain support for what initially had strong opposition. What was the outcome?

### Initiative

Identifies opportunities and is pro-active in putting forward ideas and potential solutions.

- What was the best idea that you came up with in your studies? How did you apply it? What was the result?
- Think about the last time that you undertook a project that demanded a lot of initiative. How did you approach it? What was the outcome?
- Recall a time when you had to use your verbal communication skills in order to get a point across that was important to you. How did you plan for this? What was the result?

### Interpersonal sensitivity

Recognises and respects different perspectives and appreciates the benefits of being open to the ideas and views of others.

- It is sometimes difficult to form an amicable relationship with new people. Think about an

example of how you have coped with such a situation. What did you do?

- Give a specific example of a time when you had to address an angry colleague. What was the problem? What was the outcome? How would you assess your role in diffusing the situation?
- Think of an example when you initiated a change in a process or operations in response to feedback. What happened?
- It is very important to build good relationships at work. Consider a time when you built a successful relationship with a difficult person. What did you do? What was the outcome?
- Being successful in a task/activity often depends upon having good relationships with others. Think about a time that you were able to accomplish a task because you had such a relationship with another person. How did this impact your work?
- Consider a time when you built rapport quickly with someone under difficult conditions. What did you do? What was the outcome?
- Consider the key ingredients in developing and maintaining successful formal/business relationships? Think about how you made these work for you. What was the situation? What outcomes did you achieve?

### Judgement

Determines the most appropriate course of action and draws conclusions that are based on logical assumptions that reflect factual information.

- What approach do you use to provide a rational solution to a problem?
- How selective are you in the use of relevant, available information?
- When supporting your point of view, what are your key considerations?
- How do you react to complex information when trying to reach a conclusion?
- What information do you take into account before coming to a conclusion?
- What do you do if your course of action is not accepted?
- How do you react to having more than one solution provided to solve an issue?
- What do you do when other people put forward ideas to help solve problems?

### Leadership

Takes responsibility for the directions and actions of a team.

- When working on a team project have you ever had an experience where there was strong disagreement among team members? What did you do?
- Describe your leadership style and give an example of a situation when you successfully led a group.
- Tell about a time that you had to work on a team that did not get along. What happened? What role did you take? What was the result?
- Tell about a time when you were able to build team spirit in a time of low morale.
- Tell about a time when you were able to gain commitment from others to really work as a team.
- How have you recognised and rewarded a team player in the past? What was the situation? What did you do?

### Lifelong learning and development

Develops the skills and competencies of self, peers and colleagues through learning and development activities related to current and future roles.

- What have you done outside of formal study to develop your skills?
- Have you created a specific development plan? How did you identify your needs? What were the components of the development plan? What was the outcome?
- There are times when people need extra help. Think about an example of when you were able to provide that support to a person with whom you worked / studied. What did you do? What was the result?
- Think about a time when you had to accept change and make the necessary adjustments to move forward. What were the change / transition skills that you used?
- It is important to maintain a positive attitude at work when you have other things on your mind. Thinking about a situation when you were able to do that, what was the outcome?
- Keeping others informed of your progress / actions helps them feel comfortable. What do you do to keep your lecturer/supervisor advised of the status on projects?
- Think about a time when you took responsibility for an error and were held personally accountable. How did you feel? What did you do?
- When you have been made aware of, or have discovered for yourself, a problem in your work performance, what was your course of action? How did you resolve the situation? What did you learn?
- What have you done to further your own professional development outside of your formal studies?

### Listening

Shows by a range of verbal and non-verbal signals that the information being received is understood.

- How do you ensure people know that you have taken account of their views?
- Think about a time when your active listening skills really paid off for you. What was the situation? What did you achieve?
- What have you done to improve your listening skills?
- Thinking about a situation when you had to present complex information, how did you ensure that the other person understood?
- Think about a recent successful experience in making a speech or presentation. How did you prepare? What obstacles did you face? How did you handle them?
- Consider a time when you were particularly effective in a talk you gave. What was different in making it effective?

### Organisation understanding

Understands the organisation's work environment, internal politics, business objectives and strategy.

- Describe how you are able to contribute to an organisation's / a job's goals. What are the goals/mission?
- How do you keep your knowledge up to date with the ongoing changes in the industry

you are considering working in?

- Consider a politically complex work situation in which you worked. What did you do?
- How do you ensure you are familiar with the relevant internal processes of an organisation?

### Organisational sensitivity

Is sensitive to the effect of his or her actions on other parts of the organisation and adopts a mature, direct and up front style in dealing with conflict.

- Consider a time when you made an intentional effort to get to know someone from another culture. What did you do? What was the outcome?
- What have you done to further your knowledge/understanding about diversity? How have you demonstrated your learning?
- Consider how your values and beliefs impacted your relationships with others. How do you know?
- What measures have you taken to make someone feel comfortable in an environment that was obviously uncomfortable with his or her presence?
- Think about a time when you had to adapt to a wide variety of people by accepting/ understanding their perspective. What was the outcome? What did you learn?
- Consider a situation when you successfully adapted to a culturally different environment. What did you do?
- Think about a specific example of how you have helped create an environment where differences are valued, encouraged and supported. What did you do?
- Think about a time when you were particularly perceptive regarding a person's or group's feelings and needs. What did you do? What feedback did you get / seek?
- How have you reacted to conversations between others that were clearly offensive to non-participants? What did you do?
- Think about a time that you evaluated your own beliefs or opinions around issues of difference. What did you do?

### Personal development

Maintains an up to date personal development plan and takes action to ensure personal development takes place.

- How do you record your achievements?
- How do you decide whether a task has gone well or not and what you would do differently next time?
- What activities do you undertake to develop your skills?
- How do you find opportunities to develop your skills and competencies?
- How often do you update your learning log?
- What do you do to gain feedback on your performance?

### Planning and organising

Establishes a course of action for self and/or others to accomplish a specific goal. Plans proper assignments of personnel and appropriate allocation of resources.

- How do you typically plan your day to manage your time effectively?
- How do you differentiate and prioritise short and long term needs?
- How do you plan for a meeting to ensure the required outcomes are met?
- What processes do you put in place before starting a project?
- What do you do to manage and monitor an assignment or project to a successful conclusion?
- How do you ensure deadlines you are given are met? How do you know?
- What processes do you use to achieve tasks and assignments within the required timescale?
- What action do you take to meet changing work priorities that affect others as well as yourself?
- How do you keep track of work schedules and deadlines?

### Process operation

Begins, controls and concludes a complete process or procedure.

- What do you do to ensure you are familiar with relevant company processes or procedures?
- How do you ensure that you are implementing these in the correct way?
- Why is it important to operate processes and procedures effectively? What might be the impact of not doing this?

### Professional expertise

Keeps up to date with developments in own areas of professional specialisation. Applies a breadth and/or depth of professional knowledge.

- What do you do to ensure you are up to date in your area(s) of speciality? How do you ensure that any new information is applied effectively into your work?
- Effectively presents professional information to others.
- When planning, designing and implementing solutions, how do you make best use of your professional knowledge?
- How do you share professional expertise with others?
- What opportunities do you create to demonstrate knowledge of the latest methodologies and processes in your specialist area?
- Are you, or are you planning to be, part of a professional network?
- Do you actively seek new people to become part of your professional network?
- Discuss a time when your integrity was challenged. How did you handle it?
- Think about a specific time when you had to handle a tough problem that challenged fairness or ethical issues. What did you do? What was the outcome?
- Think of examples of how you have acted with integrity in your job/work relationships.
- Describe a time when you were asked to keep information confidential. What did you learn about yourself?
- Trust requires personal accountability. Consider a time when you chose to trust someone? What was the outcome?

### Questioning

Uses an appropriate approach to questioning in order to gain information from which to draw conclusions and/or assist in the making of decisions.

- Because people have different preferences, what works with one person does not necessarily work with another. Consider a situation where you had to be flexible in your style of relating to others in order to achieve your goals. How did you vary your communication style with a particular individual? What happened?
- Think of a situation when you had to use your verbal communication skills in order to gain information that was important to you. How did you approach this? What was the outcome?
- Reflect on a situation when you had to present complex information. How did you ensure that the other person understood?

### Teamwork/working with others

Builds and develops appropriate relationships with academic staff, peers, colleagues, customers and suppliers at all levels within an organisation.

- Think about an example of how you worked effectively with people to accomplish an important result. What did you do? What was the result?
- Consider a situation when you have been successful at empowering a group of people in accomplishing a task. What did you do? Why did it work well?
- Describe a situation in which you had to arrive at a compromise or help others to compromise. What was your role? What steps did you take? What was the end result?
- Think of your best example of working co-operatively as a team member to accomplish an important goal. What was the goal or objective? To what extent did you interact with others on this project?
- Think about the most difficult challenge you have faced in trying to work co-operatively with someone who did not share the same ideas? What was your role in achieving the work objective? What was the long term impact on your ability to get things done while working with this person?
- Gaining the attention of others can be difficult. Think of a specific example when you had to do that in order to achieve a team goal. What did you do?
- Think about a work experience where you had to work closely with others. How did it go? How did you overcome any difficulties?
- Think about a team project. What did you do to contribute toward creating a teamwork environment?

### Technical application

Has experience of using modern technology.

- How do you identify your skills in using modern technology?
- What do you do to ensure you have access to the latest technologies in your field?
- How do you keep your information technology skills up to date?

### Technical knowledge

Develops and maintains a knowledge of key trends in technology.

- What do you do to ensure you understand how organisations work and how technology supports this?
- How do you ensure you are able to demonstrate a good knowledge of the industries relevant to the degree subject you are studying?
- How do you think technological knowledge can support the planning, designing, or implementation of solutions?
- How do you keep up to date with what is happening within your technological field over and above what is required for the degree programme?
- How do you demonstrate your knowledge of technological advances and the impact of these on working practices and organisational strategies?

### Tolerance for stress

Maintains performance under pressure and/or opposition.

- Describe a time when you were able to effectively communicate a difficult or unpleasant idea to a superior. What did you do? What was the outcome?
- What do you do when priorities change quickly? Think of a situation when this happened. How did you react?
- Think about a time when you were particularly effective in prioritising tasks and completing a project under tight time constraints. What did you do?
- Thinking about a time when you achieved a great deal in a short amount of time, how did you feel? What was the outcome?

### Written communication

Expresses ideas effectively and conveys information appropriately and accurately.

- We often need to document what work we have done in writing. Think of an example of how you have done that in the past. What was the outcome?
- Consider a time in which you had to use your written skills in order to get an important point across. How did you approach this? What was the result?
- Think about the most significant written document/report/presentation which you had to complete. What was difficult? What was easy? How did you feel about the result? What would you have done differently?

## Further considerations and links

### The Bologna Declaration: Tuning Project.

In the summer of 2000, a group of universities took up the Bologna challenge collectively and designed a pilot project called "Tuning educational structures in Europe". The Tuning project addresses several of the Bologna action lines and notably the adoption of a system of easily readable and comparable degrees, the adoption of a system based on two cycles and the establishment of a system of credits. More specifically, the project aims at identifying points of reference for generic and subject-specific competencies of first and second cycle graduates in a series of subject areas: Business Administration, Education Sciences, Geology, History, Mathematics, Physics and Chemistry. Competencies describe learning outcomes: what a learner knows or is able to demonstrate after the completion of a learning process. This concerns both subject-specific competencies and generic competencies like communication skills and leadership.

The Higher Education Academy  
[www.heacademy.ac.uk](http://www.heacademy.ac.uk)

The Council for Industry and Higher Education  
[www.cihe-uk.com](http://www.cihe-uk.com)

Skills for Business  
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The Council for Industry and Higher Education's mission is to advance all kinds of learning and research through the fostering of mutual understanding, co-operation and support between higher education and business.

The Council leads in developing an agreed agenda on the higher level learning issues that affect our global competitiveness, social cohesion and individual development; commissioning research so that policy can be better based on evidence; debating our agenda and research with Government and its agencies, and working with them and other organisations to effect change.

The CIHE is a Council of leading people from a wide range of businesses, universities and colleges. The CIHE employer membership provided valuable input regarding competencies, skills and attributes they valued when recruiting.

This guide has drawn significantly on the Quality Assurance Agency for Higher Education's (QAA) subject benchmark statements for honours degree subjects. We would like to express our appreciation for permission by QAA to use these materials. QAA works with groups of academics and, where appropriate, practitioners and representatives of relevant professional, statutory and/or regulatory bodies to write the benchmark statements. The statements describe the attributes, skills and capabilities of honours graduates and the general academic standards required for the award of a degree. We have used the skills and attributes identified in these benchmark statements to make sure that the student employability profiles reflect the standard of skills and attributes that students should acquire through their studies. Members of the Higher Education Academy Subject Networks have adopted the subject benchmark statements.

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