

**Sheffield Hallam University Graduate  
Attributes in Practice**

## Sheffield Hallam University Graduate Attributes

Generic Graduate Attributes have been described as the qualities and skills a university community agrees its students should desirably develop during their time with an institution.

They go beyond the specialist disciplinary expertise or technical knowledge and include skills, behaviours and values that can make positive contributions to business and society. Graduate attributes highlight the transformational capacity higher education study has on individuals and articulates the distinctiveness of being a graduate in an explicit and positive way.

Eight attributes have been identified which encapsulate what a graduate will be able to demonstrate upon successful completion of an undergraduate degree at Sheffield Hallam University.

Attributes and the associated disciplinary knowledge, skills and abilities are achieved within the context of the student learning experience in its widest sense including: extra-curricular activity; the development of student identity and belonging; employability; and lifelong learning. The abilities and skills that define each of the attributes are not prescribed allowing flexibility for interpretation by different subject disciplines. The specificity is achieved at course level where abilities and skills under each of the attributes are defined.

In order to ensure that Graduate Attributes are implemented, used suitably and serve the purpose of enhancing student experience across academic and professional services, the University recognises that shared understanding of Graduate Attributes is crucial. For that reason, the University invited staff and other stakeholders to comment on their awareness, perceptions and understanding of current Graduate Attributes, especially in their area of expertise.

As part of the consultation process the following case studies have been completed to demonstrate examples of how subject areas, that have been part of the review, are systematically implementing and delivering Sheffield Hallam Graduate Attributes in the curriculum.

The Graduate Attributes consultation process is subdivided into three parts:

- **Literature research**

Literature research is carried out to identify practises of Graduate Attributes in different HE contexts. Specific focus is put on Scottish and Australian Higher Education provision where Graduate Attributes have been successfully integrated.

- **Consultation with stakeholders**

All stakeholders - academic staff, students, professional staff, technical staff, alumni, employers, professional body representatives, students' union representatives - are invited to take part in the consultation process. Several focus groups were run to provide a platform for discussion. Additional insights were collected by collaborating with partners across university and students' union.

- **Development of recommendations**

The findings from both Literature research and Consultation processes are brought together to produce a set of recommendations for Sheffield Hallam University and publications for wider community.

We are always looking for people interested in taking part in the review. If you would like to develop a case study with us or provide some information regarding the Graduate Attributes at Sheffield Hallam University, please contact **Charmaine Myers** ([C.Myers@shu.ac.uk](mailto:C.Myers@shu.ac.uk)).

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# Sheffield Hallam University Graduate Attributes

## 1. Knowledge Application

Sheffield Hallam graduates demonstrate high levels of disciplinary, subject or professional knowledge. They are able to understand and apply theoretical concepts to professional and societal contexts. They are capable of understanding and interpreting their research findings with reference to specific published scholarship.

## 2. Motivation and Engagement

Sheffield Hallam graduates are self-motivated and will readily engage with learning, and personal and professional development opportunities. They have drive, ambition, and a clear sense of purpose which will enable them to stand out in their chosen career and continuously develop their employability and leadership skills. They are committed to and capable of critical reflection of their own and others' practice, and will use this as a basis for making continuous improvements.

## 3. Social Responsibility

Sheffield Hallam graduates are socially responsible and behave ethically in social and professional environments. They have the ability to operate openly, sensitively, and effectively in complex and diverse inter-personal and inter-agency environments. They have experience of engaging with local, national and international communities and have an awareness of how to communicate and behave in a global context.

## 4. Creative and Critical Thinking

Sheffield Hallam graduates can think critically and creatively, and are able to formulate solutions to problems through reflection and analysis. They can grasp concepts and use knowledge imaginatively and innovatively to confront challenges and opportunities. They are able to knowledgeably critique established theories and professional practices.

## **5. Integrity and Professionalism**

Sheffield Hallam graduates are confident and display high standards of professionalism and integrity. They are able to meet the expectations of professional, statutory and regulatory bodies and of society in general.

## **6. Research and Enquiry**

Sheffield Hallam graduates are able to take an enquiry based approach to learning and further their knowledge and understanding through research. They are able to generate, apply and disseminate knowledge, critically evaluate existing understanding, and reflect on the limitations of their own knowledge. They have an informed understanding of the principles, methods, standards and boundaries of their discipline and the capacity to contribute to their development.

## **7. Digital Literacy**

Sheffield Hallam graduates are conversant with and understand the challenges of learning and working in the digital age. They are able to work effectively with a range of technology and social media, and have the capability to develop a confident online presence. They are effective at communicating through a range of media and can access and analyse information in a variety of digital formats.

## **8. Communication**

Sheffield Hallam graduates are proficient communicators, who confidently interact with others in a range of diverse situations. They are able to collaborate effectively, negotiate and agree goals in variety of contexts and for different purposes.

## Sheffield Hallam University - Graduate Attributes in Practice

Graduate Attribute	Knowledge Application
Subject Area	B.A Criminology; BSc Criminology/Psychology; B.A Criminology/Sociology
Context : Module Outline/Academic Level	<p> <b>Level 4</b> - Study Skills and Academic Support  <b>Level 5</b> - Critical Thinking and Career Management  <b>Level 5</b> - Criminal Justice Realities  <b>Level 5</b> - Preparing for the World of Work  <b>Level 5</b> - Researching Criminology  <b>Level 6</b> - Dissertation                 </p> <p>                     The degrees have been devised in order to scaffold knowledge from one level to the next, with a focus on applying knowledge - whether that knowledge is in relation to academic convention and studying at University level, relating to theoretical concepts and statistical software to real life criminological issues, or relating to text book knowledge to the work environment and future careers aspirations.                 </p>
Graduate Attribute in Practice	<p> <b>Level 4</b>                      Learning how to 'apply knowledge' begins at Level 4 with our study skills module which focus on reading skills, and the attendant referencing skills. Reading groups take place in timetabled workshops with key readings across the students' programme of study.                 </p> <p>                     They also take part in careers education sessions, aimed at encouraging them to think about the skills and knowledge they already possess, and what their future aspirations may be. Our dedicated '<b>Professional Development Facilitator</b>' helps to devise and deliver the careers material to ensure that the students have the benefit of the most up to date and current thinking in relation to their future career aspirations.                 </p> <p>                     In semester 2 the students take part in I.T sessions involving the use of SPSS software which they use in a core Level 5 module. Lectures also focus on careers and                 </p>

reflection as part of the learning cycle. The assessment is fourfold: 1) comparing and contrasting 3 pieces of literature; 2) Reflection on first year of study and action plans to examine specific areas that feedback suggests the students need to work on; 3) Engaging with and reflecting on the careers planner with the Prospects website 4) Multiple choice questions on the SPSS software. The module overall then is an example of how they can apply newfound knowledge according to academic convention, begin to understand core statistical software, begin to engage with the process of future career/educational aspirations - learning to apply knowledge to their discipline/career aims. All documentation, including the assessments and feedback, takes place in Pebblepad so that students can access this as they move along their 'learning journey'.

The 'Study Skills Toolkit' is also embedded, with suggested learning modules stipulated in the module guide, and a feedback matrix highlighting areas of weakness where the student can focus on specific areas of learning when engaging in personal study time.

### **Level 5**

There is a continued focus on 'the future' and students are encouraged to continue to focus on what they hope to achieve when they graduate with further learning about how to engage with reflection. The assessment involves students finding a job that they would actually like, and then write a supporting statement for that job. This ensures that students find employment which is relevant to their degree, and then recognise and write about how their key skills and understanding applies to the key competencies in the job specification.

The overarching aim is that the students can consolidate their learning from level 4, and use that knowledge to enhance their skills across level 5. Skills related to both academic and professional knowledge are reflected upon, and plans made to further enhance that knowledge and

	<p>understanding in preparation for level 6.</p> <p>To this end, links are made between this module and the research methods module (outlined below) not least in order that students can submit their Dissertation proposal through CTCM, but based on the knowledge and understanding they have gained across both level 4 &amp; 5.</p> <p><b>Level 6</b></p> <p>Dissertation enables students to pull all their learning together to devise their own research question, and then research that area in order to add to the body of knowledge already available. Students can choose whether to carry out primary or secondary data collection activities, and may even choose to carry out a critical literature review. Some students may use their placement as an opportunity to carry out further research on behalf of the organisation. Students are able to access all their reflections and feedback they have received previously via Pebblepad.</p>
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<p>Link to the Graduate Attribute (&amp; Employability)</p>	<p>In order to continue the links to knowledge application, a number of work related learning modules are also offered, in order that the students <b><i>'are able to understand and apply theoretical concepts to professional and societal contexts'</i></b>.</p> <p>It is also worth highlighting that we have run a Volunteer Fair for the past four years, and in January we began a collaboration with the Department of Psychology, Sociology and Politics to offer the opportunity across both Departments in order to increase the number of external practitioners involved, and highlight how many of the degrees can result in the same ultimate career goals. The Fair gives students the opportunity to engage with a wide variety of external practitioners, and sign up to become volunteers for those agencies. If successful, they can use this volunteer work as part of the curriculum at both level 5 &amp; 6.</p>
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## Sheffield Hallam University - Graduate Attributes in Practice

Graduate Attribute	Motivation and Engagement
Subject Area	BSc (Hons) Occupational Therapy
Context : Module Outline/Academic Level	New curriculum where students are engaged in Personal Professional Development (PPD) strand. This occurs across all undergraduate levels. The assessments are portfolio based. The academic advisor plays an important role in these modules.
Graduate Attribute in Practice	<p><b>Level 4</b> Modules at level 4 help students to successfully transition into studies in higher education. They are encouraged to look at possible experiences outside the University and assess how these are relevant and can be used to support their study. The modules put emphasis on academic professional behaviour and reflection which is monitored and assessed as a portfolio.</p> <p><b>Level 5</b> Modules at level 5 aim to build student professional engagement and behaviour as well as promotion of the profession. The students are encouraged to think about their approach to learning and learning needs - awareness, identification and response. Students expand their activities outside the University by attending workshops/seminars, running Sheffield Hallam Occupational Therapy Undergraduate Team, who organise monthly meetings for clinicians, students and staff. As well as sessions specifically for students.</p> <p><b>Level 6</b> Modules at level 6 are designed to close the loop by helping students to start thinking about the future transition into practise. The forms of support include portfolio, interviews, marketing, branching out, and promoting the profession. Students are also provided with opportunities to reflect on continuing professional development. The evaluation is in</p>

	a form of a mock interview with a clinician supported by portfolio assessment.
<b>Link to the Graduate Attribute (&amp; Employability)</b>	<p>When linking to the graduate attribute, this encourages students to take responsibility for their own development and learning through the creation of their own learning plan, which in the final year becomes their CPD plan. Consequently, individual students are able to promote their professional and soft skills in an articulate way.</p> <p>We currently only deliver this in this format at level 6, but have come to recognise the importance of this. Hence the decision was made to embed it in a staged fashion throughout the programme.</p>

## Sheffield Hallam University - Graduate Attributes in Practice

Graduate Attribute	Social Responsibility
Subject Area	Sport Development with Coaching
Context : Module Outline/Academic Level	<p>The following modules enable students to develop their skills and awareness through a strand perspective; building upon their experiences as they progress even though the modules are not directly related to each other.</p> <p><b>Level 4 - Club Development</b> - students study the vital role of clubs within community sport settings and the issues that they face, particularly in relation to supporting volunteers.</p> <p><b>Level 5 - Event Management</b> - students study the key components of basic event management including health &amp; safety; volunteer development; financial planning; marketing; logistics; programming and event legacy</p> <p><b>Level 6 - Enterprise in Sport Development</b> - students study the key skills and knowledge required to set up a small business within the sport development and/or coaching environment</p>
Graduate Attribute in Practice	<p><b>Level 4 Club Development</b></p> <p>Students are put into small groups and are then linked to community sports clubs within Sheffield. They work with the club to identify the issues that it faces and develop possible solutions for their development. These clubs are voluntary and usually cater for juniors. Therefore the students are seeing first hand, a) what service the club is providing for its local community and also b) the importance of volunteering within the sport sector</p> <p><b>Level 5 Event Management</b></p> <p>Students are placed into event teams and work directly with the Arches School Sport Partnership which is a partnership of 27 schools based in North Sheffield. Each event team is given an event to run for either a secondary school or a group of primary schools, sometimes catering</p>

	<p>for up to 300 children at each event. Many of the schools are in deprived areas of the city and the students must work closely with teachers to develop, plan and run</p> <p>a suitable event that caters not only for their skill levels but cultural and financial needs. Students also go into the schools to promote the events and work closely with the children to build up their confidence and excitement in terms of attending the event. Finally, all event teams must develop a plan for an event legacy should the children or schools wish to continue the activity post-event. The teams will therefore where possible, bring in external coaches and local clubs to help run the events and promote opportunities post-event.</p> <p><b>Level 6 Enterprise in Sport Development</b></p> <p>Students form small companies in order to develop a business idea including those that fit within the criteria of social enterprise. Research is done by the teams to ensure that they are developing a business idea that can contribute to the development of sport either locally, nationally or internationally. Many teams will choose to develop a company that is run as a social enterprise in order to contribute to local areas in a way that is ethical and often also uses sport as an intervention (health, crime, employment, etc).</p>
<p>Link to the Graduate Attribute (&amp; Employability)</p>	<p>All 3 modules enable students to study theoretical concepts and then apply them within a real-life setting. Whilst the context changes within each module, all 3 require students to examine and understand what local people and communities need in order to be able to take part in sport and importantly, to sustain that participation. The sports industry, and in particular the sport development profession requires graduates to be able to empathise with the needs of a whole range of participant groups and to be able to develop solutions that will enable those groups to take advantage of sport.</p>

## Sheffield Hallam University - Graduate Attributes in Practice

Graduate Attribute	Creative and Critical Thinking
Subject Area	Computing
Context : Module Outline/Academic Level	<p><b>Level 4 - Entrepreneurial Theory and Practice</b></p> <p>Entrepreneurial theory and practice seeks to encourage and develop undergraduates to develop their entrepreneurial skills through the use of real world opportunities and exploration of the best practice methods.</p>
Graduate Attribute in Practice	<p>The module seeks to develop creative thinking by enabling students to work together; by providing a platform for collective discovery; by creating and combining business ideas; and through restructuring knowledge to 'fuzzy' problems. The creative process is discussed in depth and utilised throughout the module with emphasis placed on understanding the role of convergent and divergent thinking.</p> <p>A range of teaching strategies are employed; simulation (e.g. SIMVenture and IBM Business Challenge); role play (Speed Networking); 'real' project based experiences (e.g. Venture Matrix and Hallam Volunteering); and varied approaches within lectures and tutorials (e.g. "wisdom of crowds", "whiteboarding"; discussion and debates).</p> <p>Assessment strategies are diverse to invigorate and stimulate thinking styles. These range from traditional essay and reports through to presentations, posters and reflective blogs. Emphasis is placed on critical reflection that bridges theory and practice.</p>
Link to the Graduate Attribute (& Employability)	<p>Entrepreneurial skills are map-able to employability skills and therefore embedded in the module. Emphasis is placed on combining Confidence with Capability to develop rounded graduates. Team work, communication, planning tasks and problem solving and developing confidence is the main emphasis.</p> <p>The module enables students to apply theory and see the implication of it, in their own practice.</p>

## Sheffield Hallam University - Graduate Attributes in Practice

Graduate Attribute	Integrity and Professionalism
Subject Area	Media, Arts and Communication
Context : Module Outline/Academic Level	<p><b>Level 4 - Integrated Projects</b></p> <p>A common characteristic of work within the creative digital media industries is the requirement to work on a common project with development teams consisting of people from different backgrounds. This mix of backgrounds will often include people who work in such areas as film and video, photography, animation, fine art, narrative writing, 2D and 3D graphics, computer games software, content design and development and web design and development. Such people may have been formally trained as technologists, as artists, as designers or as engineers. The overall aim of this module is to improve student employability skills by equipping them with the extremely valuable skills associated with working in such multidisciplinary project teams while maintaining integrity and professionalism.</p>
Graduate Attribute in Practice	<p>For this module students are split into groups of approximately 4/5 students and over the semester work as a group to develop, research, plan and produce a project. Students work with clients arranged through the Venture Matrix scheme to fulfil the client requirements. Each client will have differing needs so groups will have to work closely with them to understand their creative needs. Students become a member of a project team made up of students from other related degree routes. Lectures, workshops and tutorials provide academic learning, support and guidance in order to assist in gaining an understanding of what constitutes good professional practice in multidisciplinary team working.</p>
Link to the Graduate Attribute (& Employability)	<p>The skills are developed whilst undertaking a design and development project-based learning experience in which students work alongside students from other specific learning routes to produce solutions to the problems and</p>

	<p>challenges posed by the project. Students are required to bring the specialist practical skills and knowledge that are learnt elsewhere in the subject area and apply them in the team working context provided by the project. In addition throughout the module, development sessions take place to hone skills in professional communication within teams, organising work, application of project management techniques, reporting on personal and team performance, codes of conduct and ethics, presenting and pitching to clients and providing constructive criticism of work done by others contributing to the project.</p>
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## Sheffield Hallam University - Graduate Attributes in Practice

Graduate Attribute	Research and Enquiry
Subject Area	Marketing
Context : Module Outline/Academic Level	<b>Level 4 - Advertising and Promotion</b> BA Marketing Communications & Advertising
Graduate Attribute in Practice	<p>Module coursework is the development of a Promotion Campaign.</p> <p>3 pieces of work make up the total assessment package:</p> <ol style="list-style-type: none"> <li>1. Team Product Interrogation (market analysis) - teams of students explore a given market sector to understand customers, competitors and the nature of the market place</li> <li>2. Team Creative Brief - using the understanding gained from the market analysis, the teams put together the creative format for advertising the product to a market segment chosen by the team.</li> <li>3. Individual Promotion Campaign - students now use the experience of first two pieces of the process to complete a Promotion Campaign template.</li> </ol> <p>The module assessment experience is taken from industry reflecting the typical activity and terminology students will experience working on marketing communications and advertising in either advertising agencies, marketing agencies or marketing roles in industry.</p>
Link to the Graduate Attribute (& Employability)	<p>The Level 4 modules link to Level 5 - this module links directly into Media &amp; Campaign Management module.</p> <p>Level 4 Marketing modules are about helping to explain what things are within a marketing context. For example, explaining how advertising and promotion translates into communication. Level 5 is operational and Level 6 is strategic - this is referred to as the 'Marketing Spine' and reflects industry requirements and application at all levels.</p>



## Sheffield Hallam University - Graduate Attributes in Practice

Graduate Attribute	Digital Literacy
Subject Area	Law
<p>Context : Module Outline/Academic Level</p>	<p style="text-align: center;"><b>Level 4 - Law and the internet</b> Optional module, LLB (Hons) awards</p> <p>The module aims are to introduce domestic and international processes in the regulation of the internet, demonstrate how law, policy, and society inter-relate in this area and to demonstrate how to engage in research, and effectively present arguments concerning the regulation of the internet.</p> <p>The students are expected to make effective use of a range of sources and new communications media. The course also includes PC Lab Workshops which provide students with an opportunity to independently engage with online materials for research and use blogging software with support available from module staff and Blackboard.</p>
<p>Graduate Attribute in Practice</p>	<p>Half of the assessment is done as a Blogging Exercise. After supported introduction to the relevant software, students create a blog over a period of weeks identifying current and emerging areas of legal regulation and the internet. They write a number of blog postings (minimum 7) under a thematic heading (e.g. 'crime' or 'defamation'), describe the background of the issue, and highlight relevant and potential regulatory issues.</p> <p>In case of reassessment, students are asked to write a blog identifying current and prospective issues concerning the legal regulation of the internet covering one thematic area discussed in the module.</p> <p>Students have the opportunity to begin their blogging task under supervision in a PC lab session. They are given feedback and support at that point. They are also able to discuss the assessment matrix created for marking Blogs.</p>

	General questions concerning coursework are collated on Blackboard and responded to publically by that medium.
Link to the Graduate Attribute (& Employability)	Students engage in experiential learning in relation to digital literacy through the creation of a blog for their first assessment on the module, and engage in evaluative and deeper learning in relation to one particular aspect of digital literacy (namely web behaviours and trends) writing an essay on an issue of internet regulation and the relevant connecting legal issues; thus making them doubly more employable with regard to the employability criterion of digital literacy.

## Sheffield Hallam University - Graduate Attributes in Practice

Graduate Attribute	Communication
Subject Area	Events Management
Context : Module Outline/Academic Level	<b>Level 6 - Live Event Management</b>
Graduate Attribute in Practice	<p>In this module students plan, deliver and evaluate a charity fundraising event.</p> <p>The planning stage includes a client consultation with a key member of the chosen charity to establish objectives and build a relationship. Students work in groups on this project and negotiate roles and responsibilities, based on their experience and career aspirations. Students maintain close relationships with the clients and pitch their proposals, as a group, using various media, in a formal setting.</p> <p>They must liaise and negotiate with potential sponsors, suppliers and venues to secure as many resources as possible via face to face, electronic and telephone communications.</p> <p>They must monitor and report to their stakeholders and tutors to ensure the event delivers on the key objectives of their charity clients and other stakeholders.</p> <p>They communicate with their target audience through a variety of media including social media, printed media and also via 'live performance' such as flash-mobs, to fulfil their targets.</p> <p>They perform live duties such as front of house, MC, hosting and other interactive roles at their event. Dealing with professional business people requires them to communicate succinct and clear messages about their event and objectives.</p> <p>Following the event, students are assessed via a stakeholder evaluation report, which takes a creative form such as website, electronic report or other creative format. Key data and relevant stakeholder information is communicated along with a realistic evaluation of the event and a video showcase.</p>

<b>Link to the Graduate Attribute (&amp; Employability)</b>	<p>This module is often cited as most valuable to students' future career success because of the practical application of the skills and knowledge they have gained throughout their degree. As part of their assessment students are required to evaluate their own personal and professional development and communication is one of the most frequently cited skills that they feel they have developed most which in turn gives them greater confidence. Dealing with external providers, maintaining high standards of professional communication, learning to negotiate and do real business with people at different levels, (from the recipients of their fundraising, to venue managers, professional caterers and executives of sponsor organisations), means they rapidly develop confidence in their abilities and learn the importance of communication in the events sector.</p>