

Graduate Skills

What are
graduate
skills?

Graduate skills can be divided into two categories:



Soft, or transferable, skills: those that students develop, and can be applicable across all subject areas.



Hard skills: discipline-specific which are prevalent in the curriculum. Examples of these are technical skill or competencies aligned with the subject area, such as lab skills.

Why are they important?

Graduate skills cover a range of topics to help students become more employable once they graduate.



Graduates are expected to be 'workplace ready' to be able to contribute fully to their future workplace



Graduates will be able to compete in the job market and stand out against other applicants

A third of jobs of the future do not exist now, therefore graduates need to be equipped with transferable skills for lifelong learning



Embedding Graduate Skills into the Curriculum

What Graduate Skills are

Here are the top 10 employer-rated skills:^[1]



Effective problem-solving



Time management



Leadership skills



Team working



Communication skills



Resilience



Creativity



Adaptability



Interpersonal skills



Analysis

Co-creating with Employers

Understanding employers' needs are essential. Work with local organisations & industry to...

- operate collaboratively to ensure authentic assessment
- contribute real life case studies, which can be used in the classroom
- invite guest lecturers from industry to share personal experiences from the 'working world'
- bring in a diversity of guest speakers to connect with a wider audience
- record virtual tours of the workplace or industry setting to provide digital field trips



Reference:

[1] <https://tinyurl.com/coventry-skills-framework>

For more information:

Jisc (2020) *What Is Digital Capability?* [online] available from <<https://digitalcapability.jisc.ac.uk/what-is-digital-capability/>> [29 September 2020]

Matsouka, K. and Mihail, D.M. (2016) "Graduates' Employability: What Do Graduates and Employers Think?" *Industry and Higher Education*. [online] 30 (5), 321–326. available from <<https://journals.sagepub.com/doi/pdf/10.1177/0950422216663719>> [29 September 2020]