GRADUATE ATTRIBUTES,
RESEARCH MINDEDNESS
AND THE SKILLS AGENDA

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We need HE to produce graduates able to contribute strongly to the work environment by bringing to it the particular high-level skills appropriate to changing global economies and social relations.
“In the future, the prosperity of economies will increasingly depend on their skills bases. The workforce will have to retrain, upskill and change jobs more often.”

[Leitch Report, p37]
“It is skilled workers who are better able to adapt quickly and effectively to change.”
[Leitch Report, p38]

“Better skills are needed at higher levels to drive leadership, management and innovation.”
[Leitch Report, p18]
Location of work is decreasingly important at the higher levels of innovation.

Skills, therefore, need to be portable.

The skilled workforce is one that is responsive and adaptable.
**Lisbon Agenda**
HE has a central role in developing graduates who can create, consume and share knowledge.

**European Commission: e-skills agenda**
Dynamic, distributed, abundant knowledge is critical to problem-solving in the real and changing world faced by our societies, industries and companies.
Skills for Scotland strategy

The ability:

• to solve problems
• to work with others to achieve common goals
• to think critically and creatively
• to learn and continue learning
• to take responsibility for professional development
Graduate Attributes, Research Mindedness and the Skills Agenda

• to work comfortably in multi-disciplinary and borderless environments
• to co-construct knowledge
• to take responsibility for one’s own learning development; knowing where, to what purpose, and with whom to learn
• technologically competent to manage and develop one’s learning
Research sphere appears to be more loosely structured

- Problems less well-defined than at u/g level
- Resources more challenging to find and use toward solutions
- More open-ended charting of pathways to solutions
Graduate Attributes, Research Mindedness and the Skills Agenda

• Research-mindedness is not an add-on. Curriculum design is crucial.

• Staff research experience does not necessarily convert to a teaching/learning approach that enables “research-mindedness.”
Graduate Attributes, Research Mindedness and the Skills Agenda

Research mindedness as the basis of the teaching/learning environment.

- Challenges notions/practices of knowledge delivery
- Accepts flexibility in how the individual structures own learning
- Places networks as basis for learning
- Demands institutions join up knowledge networks
- Challenges students’ expectations