Degrees of Skill

Student Employability Profiles

A Guide for Employers

C O N T E N T S

FOREWORD

Graduates create wealth and underpin the UK's international competitiveness. The CIHE Report 2006 *International Competitiveness: Businesses Working with UK Universities* highlights the opportunities and threats presented by the twin forces of advanced global communications and the opening of markets worldwide. For the UK to compete in this challenging landscape we have to fully exploit our own competitive advantages, one of which is that we are a multi cultural society whose universities develop world class knowledge and world class graduates with probably the most culturally diverse student body in the world.

Students of all disciplines develop highly marketable, work related skills during their higher education, skills of tangible and immediate value to employers. Such skills are acquired through learning on degree courses as well as learning through work experience and extra curricular activities. Universities are working to help their students better understand and articulate the skills they have.

Tapping in to this rich source of diverse talent can mean finding new approaches to recruitment and spreading the net wider than ever before. It also means encouraging our undergraduates to better understand and better articulate the broad range of skills that they are developing both during their course of study and in the wider range of extra curricula activities.

After all, whatever the subject studied, a student has opportunities to develop personal capabilities of real value in professional work and in meeting the need for life long learning.

CIHE with the Higher Education Academy, and supported by Graduate Prospects, has commissioned this guide to raise awareness amongst employers of the employability skills that are developed through the study of a wide range of academic subjects. Through this guide, we aim to make explicit what has often been implicit and, in the process, help build a better understanding between employer, academia and student of the skills needed for success in the working world.

We hope this will help you as an employer better to understand the skills that should be developed during the learning process in specific disciplines and in turn help you to recruit from a wider range of academic backgrounds.

Richard Brown
Chief Executive

"Raising the skills and qualifications of our Graduates to world class standards to enable them to be productive in employment, and achieve sustainable and personally fulfilling careers is a central aim of the Department. Our Graduates are increasingly developing employability skills throughout their higher education - these profiles attest to that and may challenge a stereotypical view that some employers might have of the value of studying specific subjects. I congratulate CIHE in its work with the Higher Education Academy and its Subject Centres in drawing this information together into this very useful guide for employers."

Bill Rammell MP
Minister of State for Lifelong Learning, Further and Higher Education

WHAT ARE STUDENT EMPLOYABILITY PROFILES?

Student employability profiles are subject specific summaries of the work related skills that should be developed from studying a particular subject. Each profile gives a description of the subject as an academic discipline and includes commentary on the value of the skills in employment. The profiles have the support of members of the Higher Education Academy Subject Network.

The skills and attributes noted in the profiles are taken from the subject benchmark statements © created by the Quality Assurance Agency for Higher Education (QAA). The QAA benchmark statements have been developed following consultation with academics, practitioners and representatives of relevant professional and/or statutory or regulatory bodies, and are designed to state the general academic standards of UK honours degrees. They also describe the attributes, skills and capabilities that a graduate with an honours degree in a particular subject would be expected to have.

We have mapped this information against six guiding "employability" competences (see below) developed by CIHE following consultation with the CIHE Policy Forum of HR professionals. These six competences, whilst not all encompassing, in their view identify the key components observed in individuals that add value and help "transform organisations". Mapping the CIHE competences against the skills noted in the QAA benchmark statements has enabled us to create subject specific profiles relevant to the employer and that reflect the standard of skills and attributes students should acquire through the curriculum. (The skills and attributes maps are available on the CIHE website).

Those employers that have their own set of competences for graduate entry level roles may wish to consider the CIHE competences for comparison. There are many employers that don't have their own set of competences and the CIHE competences might aid recruitment. The competences are:

CIHE EMPLOYABILITY COMPETENCES

1. Cognitive Skills

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).*

2. Generic Competences

High level and transferable key skills such as the ability to work with others in a team, communication skills, listening & questioning, written communication, influencing, planning and organising, having interpersonal sensitivity. *(Image, Influencing, Interpersonal sensitivity, Listening, Organisational sensitivity, Planning and organising, Questioning, Teamwork/Working with others, Written Communication).*

3. Personal Capabilities

The ability and desire to learn for oneself and improve ones self-awareness – life long 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).*

4. Technical Ability

For example, having the knowledge and experience of working with relevant modern technology. The ability to apply and exploit information technology *(Technical application, Technical knowledge).*

5. 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).*

6. Practical and Professional Elements

The critical evaluation of the outcomes of professional practice, reflecting and reviewing own practice on an ongoing basis. Practice continuous professional development and expertise and project a positive, strong professional image at all times. Participate in and review quality control processes and risk management *(Life long learning and development, Personal development, Process operation, Professional expertise).*

The profiles do not offer a definitive list of subject related skills and knowledge and, of course, individual students will have their own set of skills and knowledge often, in part, because they may be studying combined subjects. Nor do the profiles indicate the particular interests, priorities and teaching and learning styles to be found in any one academic course at a particular institution.

HOW CAN THE PROFILES BENEFIT EMPLOYERS?

More than 42% of the UK's 18-21 year olds experience higher education, with an increasing number taking Foundation Degrees. There are over 1 million full time students and substantial numbers of part time and mature students. Making sense of the graduate output of this very large pool of talent is a challenge for employers.

Employers can use the subject discipline profiles in this guide to help them make better informed and more cost effective decisions on attracting and developing the graduates that best suit their needs.

For employers that need new graduate recruits to perform effectively early in their careers, (particularly important for small to medium enterprises), this guide shows the value a graduate can bring to an organisation straightaway and enables a recruiter to focus during an interview on the skills a graduate can evidence. Examples of how the profiles might be used are noted below.

"For employers who are considering employing young people from a range of disciplines, the profiles would give a useful articulation of the skills that should have been developed during a period of study, and would help them to refine their competency based interview technique, and broaden their recruitment activities into other subject areas. For young people, they would help them to prepare to present themselves positively to employers in language that employers could relate to."

Janet Berkman, Head of Education & Skills,
Engineering Employers Federation

Business Strategy Planning

- *Improve the bottom line by better targeting the graduates you need..*
- *Recruit a diverse labour force that better reflects your customer base and local communities.*

Work pressures and successful past recruitment patterns can make it appear risky and potentially costly to recruit graduates from unfamiliar sources. Using the information in the profiles on a graduate's likely capabilities can give employers the confidence to consider graduates who otherwise might be rejected.

Graduate Resourcing

- *Better align your recruitment policies to the wide range of skills on offer.*
- *Consider applications from a wider range of disciplines to better address your skills shortages.*
- *Refine competency based interviews and assessments.*
- *Identify 'softer' skills and capabilities at initial sift as well as interview and assessment stages.*

A better informed selection process can result in more effective matching of the knowledge, skills, attributes and abilities of candidates to role requirements. Improved selection means a better fit against requirements and hence quicker achievement of the performance sought as well as improved graduate retention. People who are matched well with their jobs are more productive, better motivated, perform better and are therefore more valuable to an organisation from the start of employment. They are also more likely to stay and so reduce turnover. This will particularly help small organisations with little or no human resourcing capacity.

"Graduate recruiters often get caught in a trap of recruiting graduates from particular degree courses. By highlighting the competences delivered by different subject areas, the guide gives employers access to a greater diversity of potential candidates. Business requirements can be fulfilled more effectively, with a potential boost to the bottom line as a result."

Mike Hill, Chief Executive**,**
Graduate Prospects

"I have used the profiles to help inform our interview processes. All companies will have their own way of deciding what questions have to be asked – either using their own competency based framework or their own sets of leadership behaviours. I am suggesting therefore that you wouldn't normally use the profiles as a way of questioning. However their biggest value is in scoping out what a good answer would be to the questions, based on what the profile is saying you could expect. For our engineering assessments this has proved to be very successful and helpful to assessors who don't know what is covered in "modern" degrees.

Their other use is in defining what degrees would be fruitful hunting grounds if managers are asking for a graduate who can do x, y and z. Some of the answers are surprising and helpful to those studying degrees which are not obvious – religious studies for example. In this respect the skills identified are not what you would expect at face value."

Linsey Perry, Graduate Recruitment Manager,
Network Rail and Vice Chair **AGR**

"This kind of work…. is very useful for small businesses that lack the recruitment skills."

Normal Mackel
Federation of Small Businesses

Line Management

- *Help a manager in the role of interviewer or assessor better understand what to expect when considering a graduate with an unfamiliar subject background, either as a graduate recruit or a current employee preparing for greater responsibilities.*
- *Help you better appreciate what graduates of all ages but with different degrees can do.*

Line managers operate typically under great pressure and it can be a challenge to be tasked with focusing intensely on graduate recruitment in the role of interviewer or assessor, especially if the background of a candidate is unfamiliar. Profiles can help a line manage to grasp quickly some of the likely capabilities of graduates from particular subject disciplines.

The profiles are helpful to employers who require generic 'soft skills' but who however have internal organisational pressures to recruit from specific subject backgrounds.

"The profiles (are) helpful to employers who require generic 'soft skills' but who however have internal organisational pressures to recruit from specific academic departments. The profiles could be helpful in mitigating those internal pressures - especially with the increasing competitiveness in the marketplace currently."

Kirsty MacCulloch, Graduate Recruitment Manager, **ICI**

"I think the ...profiles are the real plus point for a recruiter …who only really understands one sector but who is starting to think about recruiting from a more diverse range of backgrounds… This sort of information would feed naturally into the process of designing an application form or suitable criteria based assessment process.

"I …definitely see the value of giving this document to an interviewer who was about to interview a history graduate for the first time - to give them some background reading as to what to expect. Likewise, it could be used to kick start the development process - for example for a line manager who is about to manage a graduate from another discipline for the first time. Plenty of uses!"

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

Human Resourcing Development

- *Help strategic HR planning, assessment and performance management..*
- *Market the organisation with confidence to a wide range of graduates, including from non traditional backgrounds.*
- *Promote the organisation as one which is in tune with the realities of the graduate market.*
- *Provide information to help plan investment in graduate induction.*
- *Improve the relevance of a graduate development programme..*
- *Challenge stereotypes of graduates from particular backgrounds and open the organisation to a wider range of talent.*
- *To better inform and hence mitigate internal pressures.*

Of course, each individual will bring to a role a unique set of abilities comprising their personal knowledge, attitudes, skills and experience. At the same time, we all have shorthand, mental pictures of broad categories of people such as those with a background in science, or the arts, or of vocational

subjects. Our own knowledge of the present day realities of an undergraduate's learning experiences is likely to be incomplete, given the significant developments in learning and teaching styles and methodologies in all subjects in the recent years. It is understandable if, partly through everyday work pressures, a recruiter consciously or unconsciously allows stereotypes of particular backgrounds to overly influence selection. By using the profiles as part of a professional approach to recruitment, an employer can counteract this tendency.

*"I try to plug these profiles as often as I can with employers. When they take the time to understand and study them, they see the relevance… Stereotypes are rife in the recruitment sector and I have fought against them ad nauseam. I actually feel that some of the current competency based selection practice leans towards a stereotypical image of what employers **are** looking for. There seems to be less room for the 'odd balls' who do not exactly fit the bill and I think that is quite wrong."*

Carl Gilleard, Chief Executive,
AGR

"… 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

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.
- Understanding 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 (for example, 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 (for example, 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 (for example, decision analysis, performance measurement and management control), financial analysis and projections (for example, analysis of financial ratios, discounted cash flow analysis, budgeting, financial risks).

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' 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.

Did you know that graduates of this subject develop skills in effective team working, organisational and interpersonal sensitivity?

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 dieticians, food technologists, scientists, product developers, buyers, production and quality assurance managers and researchers, and managers of enterprises and businesses.

Did you know that graduates of this subject develop skills in sustainability, influencing, and leadership?

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 whilst 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.

Did you know that graduates of this subject develop skills in information management, teamwork and project management?

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.

Did you know that graduates of this subject develop skills in interpersonal sensitivity, analysis and teamworking?

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.

Did you know that graduates of this subject develop skills in presentation, influencing and commercial awareness?

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.

Did you know that graduates of this subject develop skills in creativity, judgement and initiative?

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 to 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 whilst 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 whilst 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.

Did you know that graduates of this subject develop skills in commercial awareness, organisational sensitivity and financial awareness?

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 QA.
- 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.

Did you know that graduates of this subject develop skills in initiative, judgement and creativity?

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 to 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.

Did you know that graduates of this subject develop skills in analysis, attention to detail and judgement?

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, to implement solutions relating to the ownership, investment in, and the use, development, management, maintenance, 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.

Did you know that graduates of this subject develop skills in financial and commercial awareness and teamwork?

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 modeling 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.

Did you know that graduates of this subject develop skills in organisational development, creativity and initiative?

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 synthesize 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.

Did you know that graduates of this subject develop skills in communication, teamwork and organisational understanding?

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 Byzantine Studies and Modern Greek) embraces two distinct, though by no means unrelated, components, which give 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 are concerned with the civilization 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 of 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 who may make Greek and Latin literature their main focus. Latin and Greek signify degree programmes of the same general kind as Classics but are 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.

Did you know that graduates of this subject develop skills in organisational understanding, interpersonal sensitivity and communication?

COMMUNICATION, MEDIA, FILM AND CULTURE

In addition to capabilities specific to the particular discipline studied in this widely diverse group of subjects, a graduate in Communication, Media, Film and Culture 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 lead.
- 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.

Did you know that graduates of this subject develop skills in financial awareness, attention to detail and image?

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 it 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.

Did you know that graduates of this subject develop skills in teamwork, commercial awareness and interpersonal sensitivity?

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.

Did you know that graduates of this subject develop skills in commercial and financial awareness?

DENTISTRY

After obtaining a Bachelors degree in Dentistry (BDS or BChD) most dental students will remain in practice and some may chose to gain further qualifications recognised by the 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-specialities 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 General Dental Council, 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.

Did you know that graduates of this subject develop skills in communication and in commercial and financial awareness?

EARTH SCIENCE, GEOLOGY & GEOSCIENCE

Earth Scientists 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:

- Has knowledge of the issues regarding the exploitation and conservation of natural resources, leading to an understanding of the natural environment at all scales.
- Can think in an integrated and holistic way and appreciate complexity and change.
- Can think flexibly between different spatial representations and timescales.
- Is capable of decision making based on limited information.
- Has project management capability including planning, execution and evaluation, using skills such as time management, risk assessment and problem solving and analysis.
- Has well developed numeracy, graphicacy, image processing and ICT skills.
- Flexibility and adaptability including the ability to deal with the unexpected.

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.

Earth Science promotes an awareness of the dual context of the subject in society, namely that of providing knowledge and understanding for both the exploitation and the conservation of the earth's resources. The subject overlaps with others such as environmental sciences, environmental studies, biology, chemistry, civil engineering, geography, mathematics, mining engineering, petroleum engineering and physics.

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.

Did you know that graduates of this subject develop skills in project management, communication and commercial awareness?

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 such as communication.

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.

Did you know that graduates of this subject develop skills in judgement, creativity and questioning?

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.

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.

Did you know that graduates of this subject develop skills in analysis, judgement and communication?

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.
- 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-SPEC (UK Standards for Professional Engineering Competence) 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 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.

Did you know that graduates of this subject develop skills in organisational understanding and management?

ENGLISH

A graduate in English typically will have the ability to:

- Communicate effectively using advanced literacy and communication.
- Apply written and oral arguments appropriately, cogently and persuasively.
- Analyse and critically examine diverse forms of verbal and textual communication.
- Adapt and transfer critical methods to a variety of working environments.
- Acquire substantial quantities of complex information of diverse kinds in a structured and systematic way, involving the subject's distinctive interpretative skills.
- Plan and execute essays, reports and project work.
- Exercise independent thought, judgement, and skills in critical reasoning.
- Comprehend and develop intricate concepts in an open ended way that involves an understanding of aims and consequences.
- Exercise interpersonal sensitivity when working with and in relation to others through the presentation of ideas and information and the collective negotiation of solutions.
- Use judgement so as to 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.

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.

Did you know that graduates of this subject develop skills in information technology, organisational understanding and commercial awareness?

ENVIRONMENTAL SCIENCE

Environmental scientists 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 has:

- Knowledge of natural and human induced environmental changes.
- An interdisciplinary approach to the awareness of environmental problems.
- Global awareness and an understanding of earth systems, sustainability and conservation.
- The ability to think and make decisions in an integrated and holistic way and to work with complexity and change.
- The ability to develop arguments from many points of view including scientific, philosophical and ethical perspectives.
- Project management capability including planning, execution and evaluation, involving time management, risk assessment, problem solving and analytical skills.
- Well developed literacy, numeracy, graphical and ICT skills.

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. Aspects studied include the complexity and inter-relatedness of the earth's systems, the role of the earth's systems in supporting life and human responses to environmental problems: environmental impact assessment, management and policy; risk based management; the precautionary principle; limits to growth; sustainability and sustainable development.

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.

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 through hands-on 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 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 ability 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.

Did you know that graduates of this subject develop skills in analysis, judgement and influencing?

GEOGRAPHY

Geographers 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 has:

- Knowledge of cultural, political, economic and environmental issues.
- Knowledge of moral and ethical judgements based on an understanding of diversity in people and places.
- Expertise in integrating, analysing and processing information from a range of sources, gained by working with complex environments and issues.
- Project management skills including time management, risk assessment and problem solving, resulting from laboratory, desk and field based research.
- Well developed literacy, numeracy and graphicacy skills.
- Flexibility and adaptability including the ability to deal with the unexpected.

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.

The discipline is characterised by a breadth of subject matter. In recent years, environmental geography has been recognised, encompassing the many courses that deal explicitly with human-environment relations and sustainable development.

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 ability 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 that are of a premium to all types of organisations.

Did you know that graduates of this subject develop skills in analysis, attention to detail and judgement?

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.

Did you know that graduates of this subject develop skills in organisational understanding, interpersonal sensitivity and commercial awareness?

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.

Did you know that graduates of this subject develop skills in organisational understanding, process operation and financial awareness?

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.
- Marshall 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 science. 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.

Did you know that graduates of this subject develop skills in analysis, communication and creativity?

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 competences 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.

Did you know that graduates of this subject develop skills in commercial awareness, communication and personal development?

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 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.

Did you know that graduates of this subject develop skills in commercial and financial awareness?

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 to 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.

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.

Did you know that graduates of this subject develop skills in listening, professional expertise and information technology?

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 to 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 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.

Did you know that graduates of this subject develop skills in organisational understanding and sensitivity?

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.
- Make a personal and reasoned judgement based on an informed understanding of standards arguments in the area of law in question.
- 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 and 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 institutions also offer professional legal education courses.

Within undergraduate law programmes, learning approaches 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 planning encourage students to become reflective and critical about their learning and to provide evidence of skills development preparing them for the ethos of continuous professional development.

Law is taught both as an academic subject and as a precursor to gaining a professional qualification, though 'foundation subjects' are necessary to achieve a degree that pre-qualifies for a professional career as a solicitor or barrister. The foundations of legal knowledge form the academic stage of legal education and are compulsory for students seeking to enter the vocational stage of training which prepares them for final professional examinations. 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. Training contracts or pupillages with law firms or barristers' chambers need to be secured early during academic study as most firms recruit two years in advance of commencing the contract.

With relevant qualifications and experience, 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. Local government and corporate law firms also provide diverse opportunities. Other opportunities include the government legal service, the Crown Prosecution Service, public sector legal departments, the Courts services and company in-house legal departments.

Approximately 50 percent of law graduates go on to train as solicitors or barristers. Others choose careers in journalism, the police, the armed forces, politics, academia, industry, banking, management and the civil service.

Did you know that graduates of this subject develop skills in commercial and financial awareness?

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. Given these distinctions, 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.

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.

Did you know that graduates of this subject develop skills in commercial and financial awareness?

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.

Did you know that graduates of this subject develop skills in influencing, organisational understanding and teamwork?

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.

Did you know that graduates of this subject develop skills in influencing, teamwork and communication?

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:

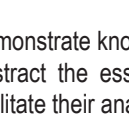
- Demonstrate knowledge of key mathematical concepts and topics.
- Abstract the essentials of problems and formulate them mathematically and in symbolic form so as to facilitate their analysis and solution.
- Present mathematical arguments and the conclusions from them with accuracy and clarity.
- Have 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. 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 being their hallmark.



Did you know that graduates of this subject develop skills in creativity, judgement and financial awareness?

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.

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.

Did you know that graduates of this subject develop skills in information technology and commercial and financial awareness?

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 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, hospital, community clinics or other settings as part of a broadly based health and social care team.

Did you know that graduates of this subject develop skills in organisational understanding and sensitivity, commercial awareness and professional image?

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.

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.

Did you know that graduates of this subject develop skills in commercial and financial awareness?

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.
- Provide guidance, role-modelling and support to others in health care delivery.
- Critically analyse roles within the multi-professional team and propose ways to strengthen patient-centred care.

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.

Did you know that graduates of this subject develop skills in financial awareness, tolerance for stress and image?

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.

This profile is still subject to consultation with the professional body and will be updated appropriately when the input is available.

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.

Did you know that graduates of this subject develop skills in commercial and financial awareness?

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.

Did you know that graduates of this subject develop skills in influencing, creativity and information technology?

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.
- Understanding mathematical modeling 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.

Did you know that graduates of this subject develop skills in teamwork and communication?

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.

Did you know that graduates of this subject develop skills in adaptability, flexibility and interpersonal sensitivity?

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, synthesise 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-organisation and time-management.
- Collaborate with others to achieve common goals.

Politics is concerned with developing 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.

Did you know that graduates of this subject develop skills in interpersonal sensitivity, teamwork and judgement?

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 co-operation 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.

Did you know that graduates of this subject develop skills in planning and organisation, financial awareness and technical application?

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.

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.

Did you know that graduates of this subject develop skills in influencing, communication and organisational understanding?

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.

Did you know that graduates of this subject develop skills in communication, analysis and judgement?

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.
- 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.

Did you know that graduates of this subject develop skills in listening, written communication and teamwork?

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.

Did you know that graduates of this subject develop skills in commercial and financial awareness?

WELSH/CYMRAEG

A graduate in Welsh/Cymraeg 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.

Did you know that graduates of this subject develop skills in organisational understanding, teamwork, analysis and judgement?

GLOSSARY OF COMPETENCES DEFINITIONS

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 terms 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.
LIFELONG LEARNING AND DEVELOPMENT	Develops the skills and competences 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.

ORGANISATIONAL 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 OF STRESS	Maintains performance under pressure and / or opposition.
WRITTEN COMMUNICATION	Expresses ideas effectively and conveys information appropriately and accurately.

WAY FORWARD

If we are to ensure that the UK has the talent it needs to compete on the global stage the partnership between academia and business must continue to grow and the common language to enable this must continue to be developed. In the CIHE report *International Competitiveness: Businesses working with UK Universities* CIHE noted that "the UK develops some of the best graduates … in the world". We must ensure that this continues to be the case and that the talent available in the UK is better appreciated and the capabilities of graduates better articulated.

Articulating the employability skills students develop will continue to be important and not least in those sectors of the economy with significant skills shortages. Universities are actively pursuing their own employability skills activities supported by the Higher Education Academy as they drive to demonstrate the skills and capabilities they develop in their students as part of their world wide marketing campaigns. Equally it is in the interests of all stakeholders, academics and employers alike, to help students be more aware of their personal capabilities, of where they need to reinforce these through subsequent personal development and how they can make the most of their potential.

As employers continually seek competitive advantage, global and local market pressures present continual challenges. Graduates provide an obvious rich source of talent adding the value that underpins financial performance and building capacity for the future. Whilst there remains an endemic shortage of graduates with knowledge and skills in particular areas, not least in science, technology and engineering, many graduates from other disciplines have some of the skills required. Employers will therefore want to cast their recruitment nets further and we hope this guide will help them.

The graduate employment market contains real and imagined pitfalls, with successive reports published highlighting graduates' apparent unpreparedness for the world of employment. These profiles challenge outworn stereotypes. They should help academics, employers and graduates engage better with each other. They should help all parties better appreciate their own roles in developing graduates with the capabilities needed for the world of work and for their wider roles in society.

For further details of the employability and entrepreneurship work undertaken by the CIHE, please see the CIHE website. For more guidance on student employability, see the Prospects website.

See also the publication *Fishing for Talent in a wider pool: trends and dilemmas in corporate graduate recruitment (*published as IES Report 421, March 2005). This is a joint research study between CIHE and the Institute for Employment Studies (IES) on how major UK employers are approaching graduate recruitment and selection against a backcloth of their diverse business needs, the wider pool of graduates available, and the increasing use of the internet for recruitment purposes.

LINKS

AGCAS	www.agcas.org.uk
AGR	www.agr.org.uk
CIHE	www.cihe-uk.com
ETB	www.etechb.co.uk
Graduate Prospects	www.prospects.ac.uk
HEFCE	www.hefce.ac.uk
Higher Education Academy	www.heacademy.ac.uk
IES	www.employment-studies.co.uk
QAA	www.qaa.ac.uk
SCOP	www.scop.ac.uk
SSDA	www.ssda.org.uk
Universities UK	www.UniversitiesUK.ac.uk

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Art, Design and Media	Information and Computer Sciences
Bioscience	Languages, Linguistics and Area Studies (LLAS)
Built Environment (CEBE)	Law (UK Centre for Legal Education - UKCLE)
Business, Management, Accountancy and	Materials (UK Centre for Materials Education)
Finance (BMAF)	Maths, Stats & OR Network (MSOR)
Economics	Medicine, Dentistry and Veterinary Medicine (MEDEV)
Education (ESCALATE)	PALATINE - Dance, Drama and Music
Engineering	Philosophical and Religious Studies
English	Physical Sciences
Geography, Earth and Environmental Sciences (GEES)	Psychology
Health Sciences and Practice	Sociology, Anthropology and Politics (C-SAP)
History, Classics and Archaeology	Social Policy and Social Work (SWAP)
Hospitality, Leisure, Sport and Tourism (HLST)