



**TUS**

**Technological University of the Shannon:  
Midlands Midwest**

Ollscoil Teicneolaíochta na Sionainne:  
Lár Tíre Iarthar Láir

**[www.tus.ie](http://www.tus.ie)**

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**TUS Graduate Attributes Framework 2022 – 2025**



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## 1.0 TUS GRADUATE ATTRIBUTE FRAMEWORK

### 1.1 Introduction to the TUS Graduate Attribute Framework

TUS Graduate Attributes have evolved from the educational philosophy described previously and are the overarching components that inform the principles and approaches for curriculum and programme design in the University. These in turn inform the goals and objectives of the seven complementary pillars, designed to support excellence in learning, teaching and assessment, as indicated in Figure 1.

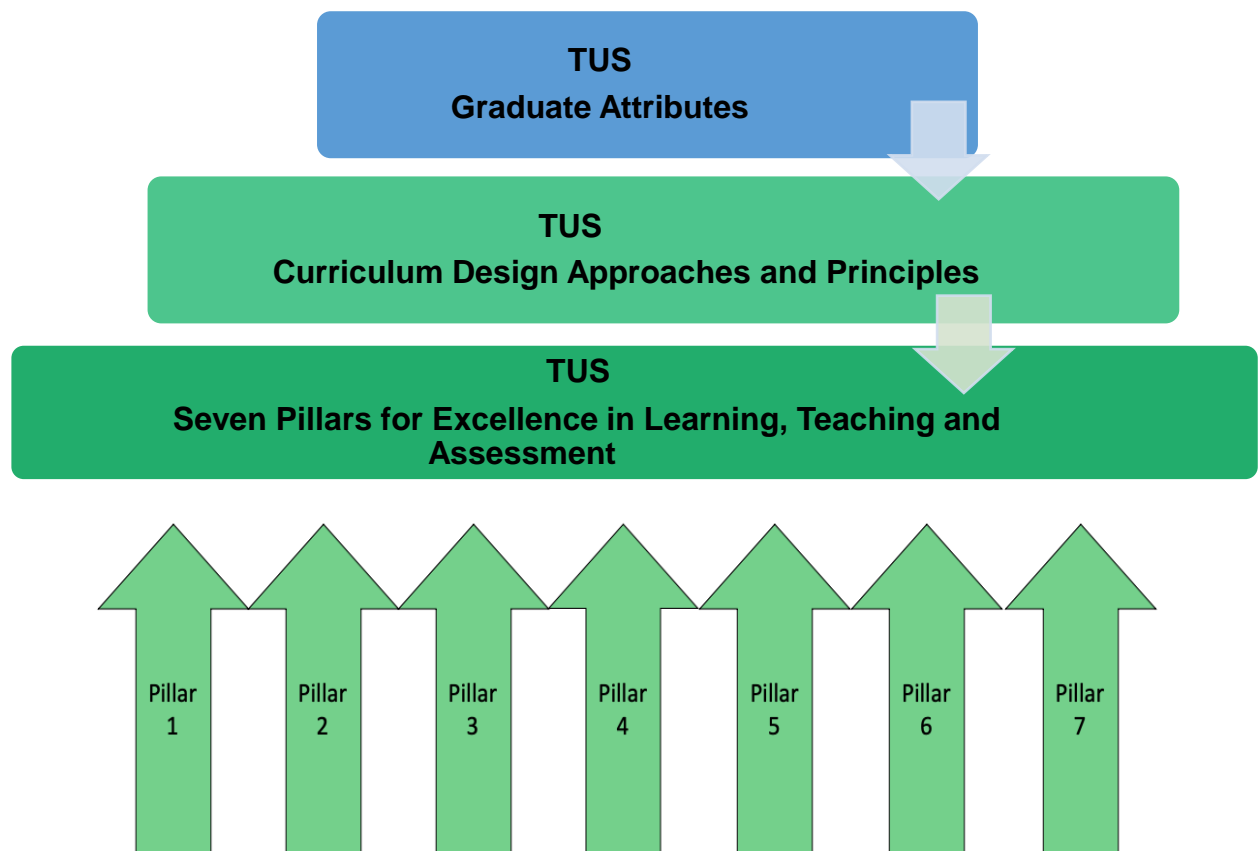


Figure 1 TUS Positioning of Graduate Attributes in Curriculum Design

### 1.2 TUS Graduate Attributes

TUS Graduate Attributes will inform programme design resulting in a broader interpretation of the knowledge, skills, and competences which students are required to develop in higher education in keeping the National Framework of Qualifications.<sup>1</sup> This is particularly relevant to the demand for non-routine, creative problem solving,

<sup>1</sup> (Department of Education and Skills, 2011)

and the requirement to be able to cooperate, collaborate and communicate with others as global citizens in a digital world.<sup>2</sup> By taking a broader perspective, instead of solely focusing on the workplace, TUS higher-level Graduate Attributes outlined in Figure 2, will enable the development of life-long skills and competencies that are transdisciplinary and transferable in global contexts. This will be evidenced both by measuring academic achievements and by capturing additional engagement within and beyond the University campus. Recognition of all the components that contribute to the holistic development of TUS graduates, reflects the significance of both the formal and informal curriculum in the University. Our aim is to encourage and prepare our graduates to contribute to the communities and society in which they will live, work and learn. It has been widely agreed that graduates in the twenty-first century are required to demonstrate knowledge, skills and capabilities that extend beyond discipline specific or technical aspects of their role, so that they are prepared for an increasingly diverse and changing workplace.<sup>3</sup>

As suggested by the National Strategy for Higher Education to 2030: “the emphasis has switched from over-specialisation towards deeper and broader disciplinary foundations, with learning objectives that explicitly seek to nurture in students the creativity, enthusiasm and skills required for continual engagement with learning”.<sup>4</sup> Therefore, the University will embed, as an integral part of the learning experience, attributes that will contribute to the development of the whole person, rather than being narrowly focused on employability and the development of knowledge and generic skills which are discipline specific.<sup>5</sup>

In an approach that underpins the mission and values of TUS, the University is committed to enabling the development of robust Graduate Attributes which have been purposefully formulated to elucidate the key commitments the University will make when preparing graduates for work and life, irrespective of discipline area. TUS Graduate Attributes are in keeping with the strategic objectives of the University.

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<sup>2</sup> (JISC, 2020)

<sup>3</sup> (Yorke & Harvey, 2005)

<sup>4</sup> (Department of Education and Skills, 2016)

<sup>5</sup> (Cole & Tibby, 2013)

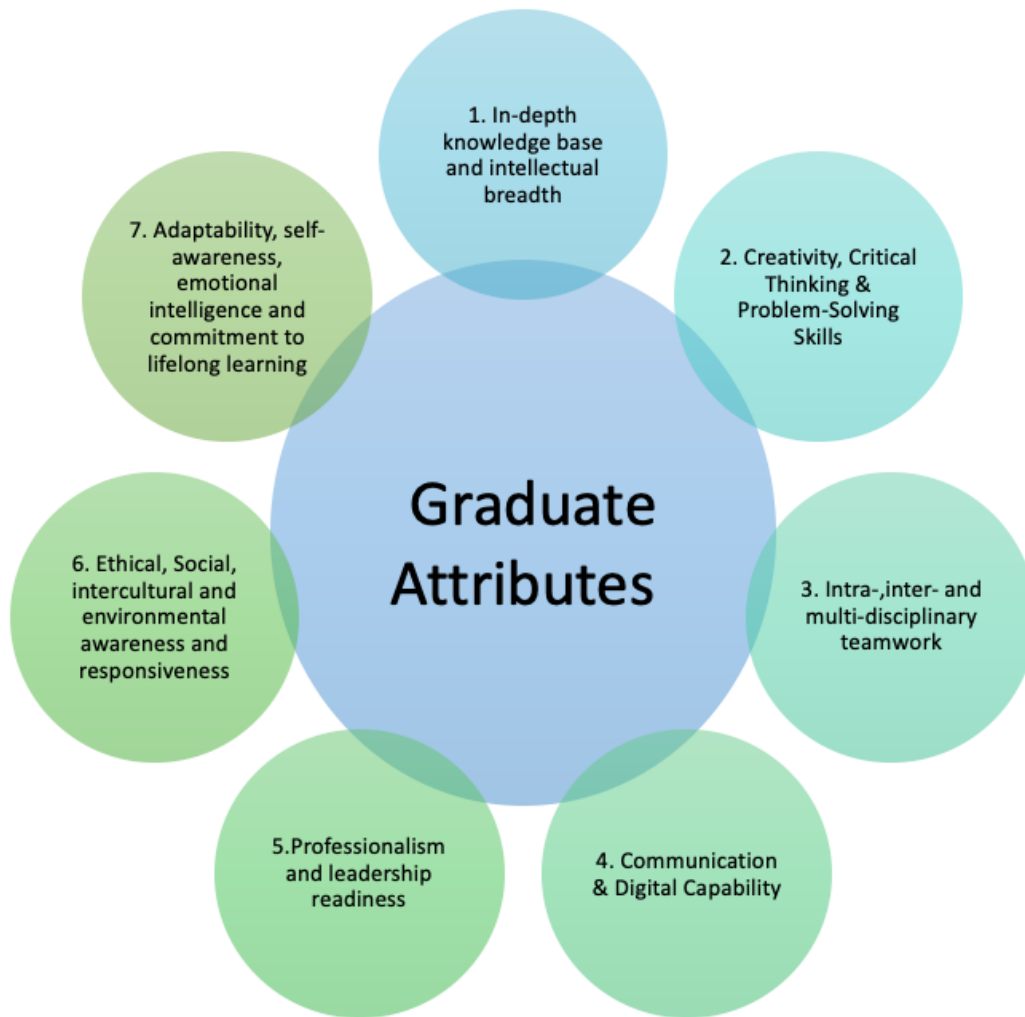


Figure 2 TUS Graduate Attributes

TUS Graduate Attributes are explained further in Table 1, framed as responses to three key questions:

- **What do we want our graduates to know?**
- **What do we want our graduates to be able to do?**
- **What difference do we want our graduates to make?**

Table 1. TUS Graduates Attributes

TUS Graduate Attributes	
<b>What do we want our graduates to know?</b>	<b>Attribute One</b>
	In-depth knowledge base and intellectual breadth TUS graduates will demonstrate both a depth and breadth of knowledge relevant to their chosen discipline.
<b>What do we want our graduates to be able to do?</b>	<b>Attribute Two</b>
	Creativity, critical thinking and problem-solving skills TUS graduates will be curious, enquiry-led problem-solvers, able to apply critical thinking to devise creative, innovative and effective solutions to real-world challenges.
	<b>Attribute Three</b>
	Intra-, inter- and multi-disciplinary teamwork TUS graduates will apply their knowledge in multi-disciplinary or multi-professional contexts, forging mutually supportive and enriching relationships with their colleagues and communities.
	<b>Attribute Four</b>
	Communication and digital capability <sup>6</sup> TUS graduates will be equipped to live, learn, work and interact professionally and personally with others, in a digital world.
<b>What difference do we want our graduates to make?</b>	<b>Attribute Five</b>
	Professionalism and leadership readiness TUS graduates will be action-oriented and pro-active, with the potential to take leadership roles in the workplace and wider community.
	<b>Attribute Six</b>

<sup>6</sup> Digital Capability references the JISC Model (2014), [Developing digital literacies | Jisc](#) and includes a range of digital capabilities including information and media literacy.

## TUS Graduate Attributes

Ethical, social, intercultural, environmental awareness and responsiveness

TUS graduates will be committed to contributing to their local communities, while also being empathetic global citizens with personal and professional values which demonstrate a strong sense of ethical, social, intercultural and environmental responsibility.

### Attribute Seven

Adaptability, self-awareness, reflection and emotional intelligence

TUS graduates will be self-aware, autonomous and resilient lifelong students who exhibit courage, passion and self-respect and are committed to acting with integrity and their own personal and professional development.

## References

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