



Graduate Recruitment, Learning and Development White Paper

Exploring the implications,
offering practical advice and opinion
around recruitment, competency,
learning and development

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Message from Kaplan's Head of Learning

The UK Commission for Employment and Skills, a body given the unenviable task of providing a picture of employment prospects for the UK up to 2022, believes that the number of people holding higher level qualifications such as degrees is projected to grow steadily to 2022, despite the rising costs of attending university.

If the forecast is to be believed it would seem that there is still an appetite for the UK to support individuals who wish to continue their formal education either before starting work or during the early years of employment.

It is against this backdrop that in March 2014, Kaplan surveyed a number of their clients, asking a series of questions relating to graduate recruitment, 198 replied. This white paper takes the key findings from that report, considers the implications and offers practical advice and opinion around three key areas:

Recruitment

Do employers value graduates?

Competency

What competencies do employers look for?

Learning & Development

How should employers develop graduates?

Kaplan is a global education company delivering courses for over 1 million students each year. In the UK, we have specialised in professional qualifications for more than 50 years. The clients and customers who contributed to this survey reflect some of the views within our sector of the education market.

I hope you find this report useful. It may confirm some of what you already know, but I hope it provides sufficient insight to challenge existing views and add to the debate on areas of mutual interest.

Knowing exactly what is happening in the education market, and how it is evolving, is essential for Kaplan and of genuine interest for me. I am always happy to share my thoughts and very much value yours.

Best regards



Stuart Pedley-Smith
Head of Learning, Kaplan UK



Recruitment

Do employers value graduates?

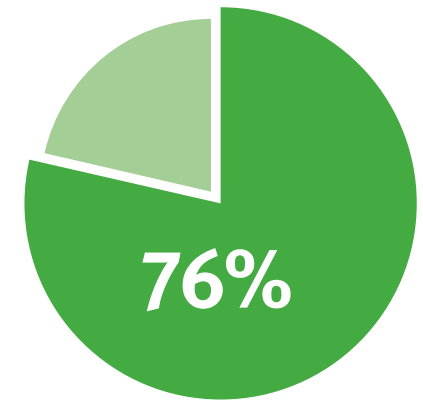
Employers are always looking for ways to measure and optimise talent. Recruiting “bright” people is essential for the survival of most knowledge based industries. For many, graduates provide the single most effective way of identifying individuals who can add value to a business and go on to become high achievers.

The Kaplan survey* supports this premise with 76% of employers continuing to look for new talent through graduate recruitment. Of the employers choosing not to recruit, most reported a lack of internal vacancies rather than a positive move away from recruiting graduates. Employers also look to their graduate intake to provide **future leaders**, and **60% of those surveyed believe that one in every two graduates will go on to become just that.**

The Office for National Statistics report† on graduates in the UK shows that the percentage of the population classed as graduates has been rising steadily **from 17% in 1992, to 38% in 2013.**

On the face of it this would suggest that, with an increasing graduate population, employers will have a growing pool of talent from which to select. But maybe this is the problem; as the numbers of graduates grow, along with a plethora of different subjects in which a degree can now be gained, employers are finding it hard to identify the “right” people. The Kaplan survey identified that **75% of employers found it either moderately or very difficult to find the right graduates.**

76% of employers look for new talent through graduate recruitment



In addition a number felt that having only one opportunity a year to recruit graduates made the whole process potentially harder than it should be.

Of course finding people that fit the business has never been easy. Having a pool from which to select narrows down the choice initially but not when that pool is becoming ever larger.

It might be worth adding that many employers don't simply rely on the degree itself when it comes to recruitment. They follow up with an assessment centre and then interviews with key personnel, as part of a recruitment process.

Interestingly, some employers felt that as a result of the recession and reduction in recruitment by some larger employers in their area, they had enjoyed higher calibre graduates and from better universities.

* Source: Kaplan graduate recruitment survey, 2014.

† Source: ONS, graduates in UK market, November 2013.

Alternatives to graduate recruitment

Despite the support for graduate recruitment, some employers have chosen to employ younger talent, directly from school or college. This ranges from simply advertising individual jobs to having a more structured approach with Apprenticeship schemes. This can be more cost-effective and enables the company to train internally, teaching the new recruits about the industry and the way they do business. The government may provide full or partial funding* for employees aged 16+ to cover the cost of training via an Apprenticeship with any additional training costs covered by the employer.

In the 1950's, Apprenticeships were seen as the easiest way to transition from school to the workplace, at least for manufacturing and construction. However in the late 70's and early 80's, along with the industries themselves, the Apprenticeship model began to decline. The fall was made even greater by the need for transferable skills, as a job was no longer for life and Apprenticeships were perceived as being for the less academic. This perception was fuelled by the fact Apprenticeships were largely for manual work and resulted in few recognised formal qualifications.

Yet there is now a renewed interest in Apprenticeships, supported by government and backed by industries that would not have existed in the 1950's when Apprenticeships were first introduced. A more formal grading system has helped in addressing some of the concerns about quality and standards.

*“...We have created an **Apprentice programme** in conjunction with a local college where they gain an appropriate industry qualification but we have control over their practical experience. This has proved so **successful** that we have included finance staff seeking professional qualifications...”*

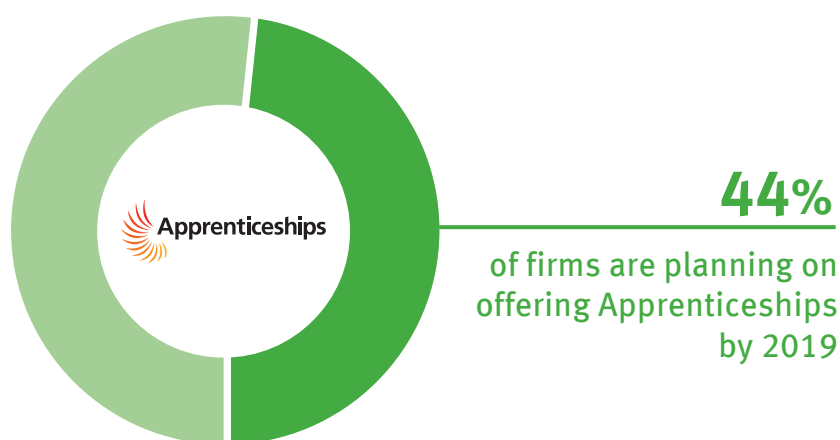
Kaplan survey respondent



* Free training for 16-18 year olds. Partial for 19+ subject to government restrictions. Terms and conditions apply.

Interest in offering younger people Apprenticeships is forecast to increase. A recent survey commissioned by the National Apprenticeship Service ahead of National Apprenticeship Week held earlier this year suggested that 44% of firms are planning to offer Apprenticeships by 2019; last year this was only 36%.*

National Apprenticeship Service survey findings



This is clearly attractive to school leavers, as not only can they save on tuition fees but will be gaining valuable on the job experience, and earning a salary.

The other reason employers are exploring non-graduate recruitment is **diversity**. Employers want to ensure they recruit a wide range of individuals and not just graduates. A diverse workforce provides some degree of flexibility and can help with customer/client relationships.

Employability is discussed in more detail in the section on Competency (page 7), but could work based Apprenticeship schemes be the most effective way of bridging the employability gap? Who better to prepare students for the workplace than the employers themselves? Plus, if students can be recruited at a salary that makes the additional training cost-effective, the new breed of Apprentice might well be an attractive alternative to a graduate.

Key point

Employers continue to recruit graduates, recognising that some will go on to become future leaders. Although with an ever increasing population of candidates **choosing the “right” one is becoming increasingly difficult.**

But employers have more choice than before, why pay £22,000[†], when you could take on an Apprentice for significantly less? Does the growth in **Apprenticeships point to a new direction for employers?** Allowing them to train internally and “steal” good candidates who wish to avoid coming out of university with large debt and little to distinguish them from others.

* Source : National Apprenticeships Service.

† Source: The Independent, University does not pay after graduates wages plummet, April 2014.

Competency



Competency

There is clearly an assumption at the recruitment stage that employers know the type of person they are looking for. The instinctive approach of “Knowing when you see it” has some merit but is not a scalable recruitment strategy. Many employers have chosen a competency-based approach, and identify the competencies they value most when looking for new talent as a means of helping with recruitment. Others have gone even further by developing competency frameworks that underpin not only recruitment but training and development.

In this next section we look at the competencies identified in the Kaplan survey as being most important at two different stages of a graduate’s early career: at recruitment and two years later. A table detailing the full list of competencies used in the Kaplan survey is included on page 24.

What competencies do employers look for at the recruitment stage?

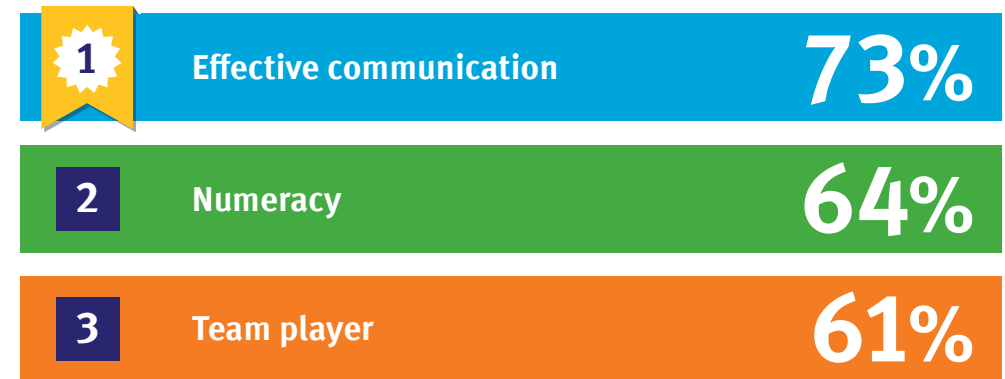
In the Kaplan survey employers were asked what competencies they most valued when recruiting graduates. It might be worth pausing for a moment to clarify Kaplan’s understanding of competent.

“Competent” - to have the required Knowledge, Skills and Attitude that result in behaviours necessary to do the job.

There are of course several definitions of ‘competent’ but by drawing out the component parts as we have done here it becomes possible to consider how each of these could be taught and or nurtured in the individual.

The top three competencies at the recruitment stage identified by the Kaplan survey are:

Top three competencies – at recruitment



It may come as no surprise that **communication** was ranked number one as it is a competency highly valued at every stage of a person’s career. Ironically, this is often viewed as the greatest weakness among many organisations.

*“...Strong **academically**, good communication skills, strong written skills...”*
Kaplan survey respondent

Numeracy was ranked second, Team player third, closely followed by **Literacy at number four.** Although numeracy and literacy are basic skills taught at school, the fact they have been specifically identified and ranked in the survey suggests that candidates are far from equal when it comes to these competencies.

It could be argued that numeracy and literacy should not feature as a competency at this level of recruitment at all. Unlike communication which has many levels of practitioner, numeracy and literacy skills could simply be interpreted as the ability to read, write and add up sufficiently well to do the job.

There are much broader technical definitions of mathematical literacy¹ but it is unlikely that the majority of people who completed this survey would have fully considered this wider interpretation.

Picking “team player” as one of the three most valued competencies seems unusual at first. What makes it more important than time management, ambition, emotional intelligence etc? Yet it is not without precedent, research from Cut-e Employer survey in conjunction with Kaplan Dublin Business School “*Selecting & Developing High Performing Graduates*” (2012) also shows the importance of teamwork, and for that matter communication.

Perhaps it’s an appreciation by employers that in order to get the most from individual talent, those same individuals have to be capable of working with others. Also does it point to greater qualities such as mutual respect and the ability to learn and listen to other peoples views?

¹*Mathematical literacy is an individual’s capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgements and to use and engage with mathematics in ways that meet the needs of that individual’s life as a constructive, concerned and reflective citizen*

The competencies least valued at recruitment

Based on our survey, the five competencies least valued at the recruitment stage were:

1 Decisive

2 Leadership

3 Assertiveness

4 Critical Thinker

5 Technical Knowledge

Decisive, Leadership, Assertiveness and Critical Thinker might be considered less important by employers because they are unlikely to be much in demand in the roles newly recruited graduates will occupy. That is not the case for **Technical Knowledge**. Do employers not want to recruit an employee who has specialist technical knowledge? Does it matter what the graduate has been studying for the last three years?

It could be that having a degree is simply an indication of someone who has the ability to study, is self-motivated and sufficiently ambitious to continue their education, and so the subject matter is largely unimportant.

Two of the degrees most valued by employers, with the highest level of employability, are medicine and dentistry. Clearly there is a link here between the subject matter and the job. However this is perhaps more to do with the deep understanding required in medicine, a strong sense of vocation and the close relationship that exists between university and employer.

This however is the exception rather than the rule. On the whole, most employers don't have such strong links to universities, nor do many students choose a degree because of a vocational calling.

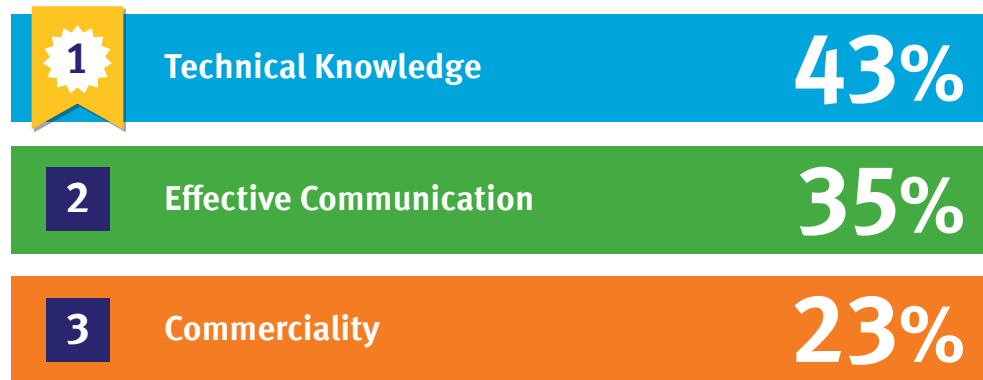
The low ranking for technical knowledge shows employers believe they can provide the necessary technical training in those early years of graduate employment. A “*good degree*” is all they look for.

“...Someone with a **good personality** and good degree results or expected results. We look for someone with **ambition** who will get on well with our team...”
Kaplan survey respondent

What competencies do employers look for two years post recruitment

The reason for asking employers the competencies most valued two years after recruitment is to help gain a better understanding of where resources should be targeted in order to provide a sound structure for graduate development.

Top three competencies – two years post recruitment



The fact that **Technical Knowledge** is ranked number one confirms the point made earlier. Employers clearly see technically educating graduates as their responsibility. In addition, **Effective Communication**, which was ranked number one two years earlier is still an essential competency. **Team Player** is also still highly valued, it was number three at the recruitment stage and although not in the top three, it is only just outside, ranked at number four.

The competency that has jumped up the rankings is commerciality. This was considered relatively unimportant two years earlier, but is now the third most important. Employers place a great deal of value on commerciality, so it is perhaps understandable that in the first two years of a graduate's career, employers want to see this skill developed.

Commerciality is another term that is difficult to define despite its common use. It could be defined as an appreciation of the financial impact of decisions together with an understanding of the context in which the decision is being made. In simple terms, they will need to understand the business they work for, the industry and the financial implications of any decisions made.

Key point

Of the competencies identified at the recruitment stage, **communication, numeracy, literacy and teamwork** are the most sought after. Although clearly important it is perhaps unexpected that employers choose to differentiate on such basic skills as numeracy and literacy.

On the whole from the Kaplan survey, it would appear that the employers we surveyed do not recruit graduates for the subject specific nature of what they have learned at university.

It would seem the employer is happy to take responsibility for providing **technical knowledge** post-recruitment.

Skills and Attitudes

There is a well known saying within recruitment: “recruit for attitude, train for skill”. The 2012 CBI Education and Skills survey* found that having the right attitude and aptitude is by far the most important consideration when recruiting graduates. Interestingly, the same report also found that for school and college-leavers, **78% of employers consider attitude to work as being very important, far more so than academic results alone.***

The devil is however in the detail, and it may be that “attitude to work” is more about work ethic, than the specific types of attitude we are discussing here. Despite the importance of attitude, the Kaplan survey (see table below) found employers look for more skills than attitudes. There are simply some skills employers expect graduates to have.

The table below shows how many of the top ten competencies were knowledge, skills and attitudes, both at recruitment and two years later.

Ranking of top ten competencies at each stage

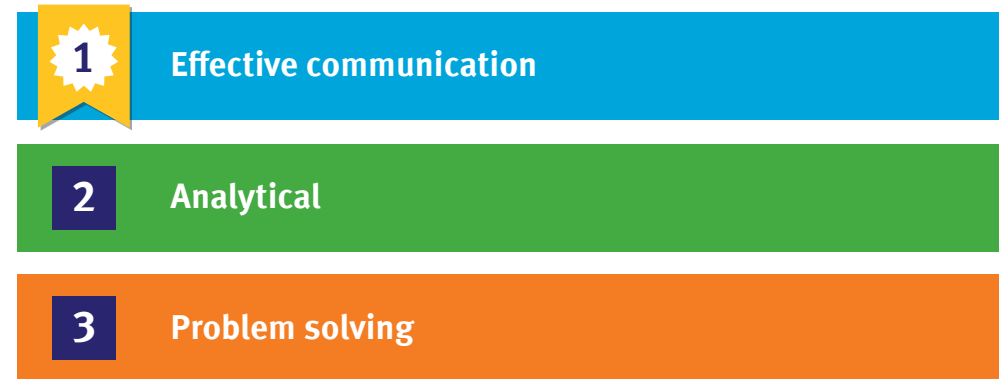
Type of competency*	Number of competencies at Recruitment	Number of competencies 2 years later
Knowledge	2	1
Skills	5	6
Attitude	3	3

* Source: CBI Education and skills survey, 2012.

Skills

The diagram below shows the core skills that feature in the top ten both at recruitment and two years later. These we have called core skills because they don’t change. They may not be the core skills for all graduates but for those involved in business and finance they look sensible.

Core skills valued at recruitment and two years later



Development Skills

The skills that were ranked relatively low at recruitment but high two years later are those that the employer believes should be improved post-recruitment. From the Kaplan survey we identified the top three “Development Skills”.

Skills employers most value

If you take the **core skills** (referenced on page 12) and consider them in conjunction with the **development skills** you get a simple and practical way of summarising the results from the Kaplan survey as to the skills most important to employers.

Development skills most valued by employers



Attitude

The Kaplan survey shows that on the whole “attitudes” remain relatively static, i.e. they have not changed from recruitment and so should be considered core.

We have already discussed **team player** in detail in an earlier section. The two others that feature strongly two years on are **confidence** and **customer focus/awareness**.

Attitudes most valued by employers



Confidence is like team player because it is difficult to distinguish from many of the other types of attitude, as anyone can appear confident. But what employers are actually looking for are individuals who are confident because they have **thought through** an idea or concept. They are confident because they have considered the **alternatives**, and most of all they are confident because they have an **innate belief** in their own abilities.

And if confidence is like team player, **customer focus/awareness** is similar to commerciality. It was not valued at the recruitment stage but considered more important later. Also like commerciality, it is highly prized in the business world, putting the customers first sits at the heart of many employers' value statements.

Competencies employers most value

The diagram below which shows the top nine competencies most valued by employers is a fitting summary for this section of the white paper. The analysis involved breaking the 30 competencies down into knowledge, skills and attitudes and identifying those that were core as well as those in need of further development.

	Core skills	Development skills	Attitudes
1	Effective communication	Leadership	Team player
2	Analytical	Commerciality	Confidence
3	Problem solving	Creativity	Customer focus/ awareness

This simple matrix could easily be populated with different competencies. This for example is suitable for graduates in their early years with an organisation recruited into business and finance roles. But what would it look like for engineers, middle managers or directors?

Key point

Recruit for attitude, train for skill is still a valid rule of thumb but for graduates in the early stages of their career in business and finance, employers require certain **core skills**.

By combining core skills, development skills and attitude the result is a simple yet effective way of summarising the competencies of groups of people or positions they may occupy.

Employability

The Kaplan survey did not specifically include questions relating to employability and the “*work readiness*” of graduates. But it would be difficult to produce a report about graduate recruitment without mentioning the reason many undertake a degree in the first place: to get a job. Equally we had some anecdotal evidence that employers were concerned about work readiness.

The comment below is typical.

“...no real world experience, slight arrogance about what they think they can earn. Seem to think that having a degree entitles them to employment. Most don't bother to get work experience...”

Kaplan survey respondent

Employer dissatisfaction with graduates and the lack of basic skills have been reported extensively.

In 2013, the CBI reference report, ‘*Learning to grow: what employers need from education and skills*’ concluded that the levels of employer satisfaction for graduates was higher than for school leavers, but there are still worrying weaknesses in team working (25%), problem solving (23%) and inadequate experience (37%)*

In the same report John Cridland, Director-General of the CBI went onto say:

*“...We need to be confident that the graduates they (universities) produce have the **employability skills** as well as the intellectual capacity to be effective in the workplace...”*

Director General, CBI

More worryingly, a recent YouGov survey (2013) of 613 employers (including 419 directly responsible for recruiting graduates) found that just under one in five businesses believes graduates are ready for work[†]. It also revealed that more than half of employers said all or almost all graduate recruits started work without vital attributes, such as team-work, communication, punctuality and the ability to cope under pressure.

Just under one in five businesses believes graduates are ready for work[†]



* Source: CBI skills and employment survey, 2012.
† Source: YouGov

What is employability?

The UK Commission for Employment and Skills gives the simplest and most accessible definition of employability.

“employability” - *The skills almost everyone needs to do almost any job†.*

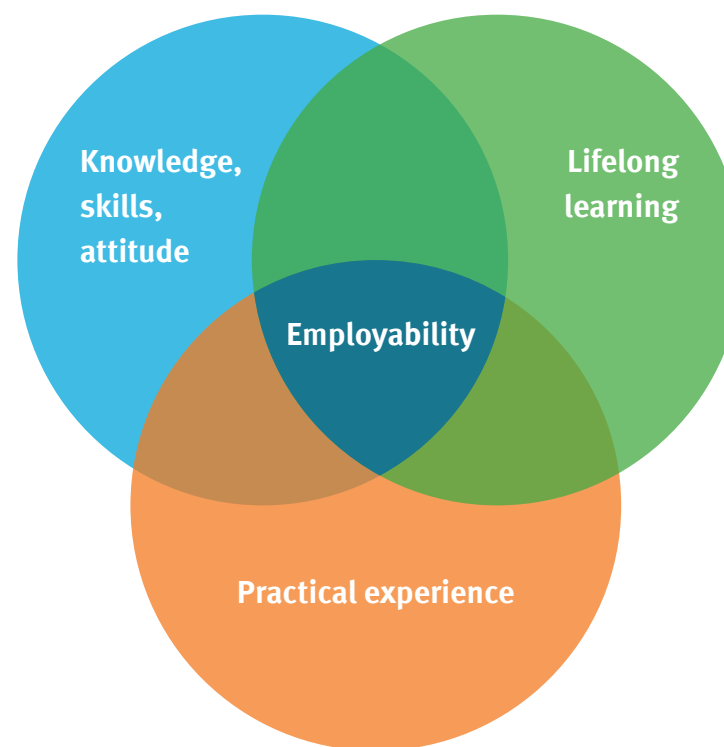
But employability is more than having skills, or knowledge and attitude for that matter.

Harvey argues that employability is not a set of skills but a range of experiences and attributes developed through higher level learning, thus employability is not a “*product*” but a “*process*” of learning.* This definition works best if you think about it in the context of lifelong learning and the need to remain in employment for many years.

One final aspect to think about when attempting to define employability is the experience gained from actually being in the work place. Individuals who have worked in an organisation will have had an opportunity to apply some of the skills they have learned. This is probably one of the most valuable aspects for employers.

In summary, someone who is employable has the knowledge, skills and attitude required to do the job, a desire to continually learn and practical experience from the work place

Attributes of employability



† Source: UKCES, The Employability Challenge, 2009
* Source: Harvey, Employability and Diversity report, 2009

Improving employability

Many believe that it is the **responsibility of universities** to provide employability skills and that they need to do more. One suggestion is that universities should develop closer links with employers. Not only would this ensure a degree included the competencies most valued by employers, it would better facilitate placements and internships, providing opportunities for graduates to work “*in the real world*”. In addition, universities could build specific employability skills into the degree itself.

Should **employers** play a larger part in employability or should this happen earlier in the education process? Should the responsibility for employability rest solely with the university, what role should **schools** play? Many students leave school and don't go to university so the school should be delivering employability skills as a matter of course to all pupils. This early intervention could provide the building blocks for what universities will be doing later.

*“The foundations for the **development of higher-level skills** and the essentials for working life, that employers require, are laid at school.”*
Director General, CBI

Perhaps the answer is an **employability qualification**. Students enrol on a separate course that offers, on completion, a formally recognised qualification. But who should offer this? Whether it's the employer, universities or schools is a question requiring wider debate.

There is little doubt that more needs to be done, employers are clearly unhappy with the current situation and it seems employability will remain a key concern for a few more years at least.

Key point

Employability still remains one of the key issues in education. What is the value of a degree or any qualification for that matter, if there is no job at the end?

Of course measuring the worth of a degree in this way ignores the true value of learning but with a £9,000 per annum price tag for many it will seem a logical argument.

Employability skills can however be improved and in this section a number of ways in which this could be done are put forward. They range from improved integration of employability skills into degree programmes, to stand alone employability qualifications.



Learning & Development

How should employers develop graduates?

Kaplan commissioned this survey to find the competencies most valued by employers in order to help develop more effective course programmes.

From the Kaplan survey and the analysis so far in this report, we have concluded that employers would like graduates to have the following skills:

Core skills

Effective communication, analytical and problem solving

Development skills

Leadership, creativity and commerciality

And these attitudes:

Attitudes

Team player, confidence and customer focus/awareness

Developing people – a scientific approach

Although a relatively new field, the concept of taking a scientific approach to learning seems an obvious one. Science already contributes to so many aspects of modern life: medicine, sport, industry etc. Yet taking what can be thought of as an “evidence-based” approach to learning is to many a new idea that perhaps not everyone will agree with.

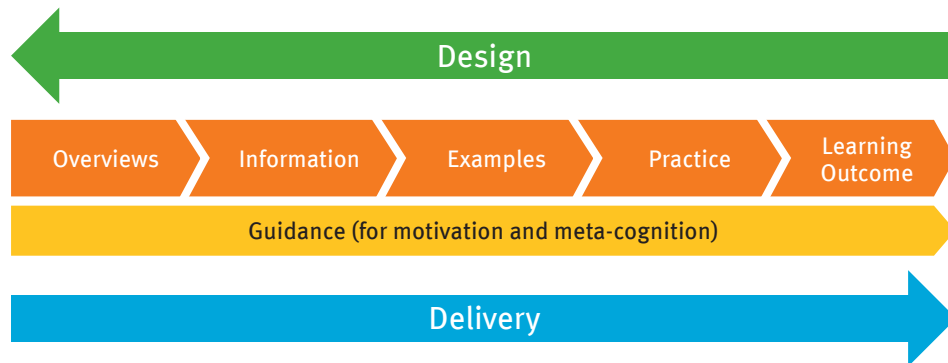
The logic is simple: to develop an evidence-based approach, the process of learning is put under a metaphorical microscope. Start by considering learning as a process, then break it down into its component parts and begin testing to find out which parts are the most effective. The results are then fed back and improvements made.

Learning science has many contributing fields that include cognitive science, computer science, educational psychology, anthropology, and applied linguistics.

Along with other educational institutions and businesses, Kaplan has been using learning science to help improve the educational effectiveness of their course programmes for several years.

The Kaplan learning methodology follows a “learning science” approach.

Kaplan’s course design methodology



Teaching skills based competencies

Teaching knowledge is arguably easier than teaching skills, so to prove the method outlined above will work in different situations, the example below considers how you might make someone a more effective communicator.

By looking at the diagram above it is evident that design starts with the outcome and works backwards to an overview. The delivery of the course, however, goes in the opposite direction.

Step one Firstly identify the outcome. In this instance the desired outcomes are the behaviours associated with being an effective communicator. What is it that effective communicators do? At this point it is likely you will identify a whole series of behaviours, ranging from listening skills, empathising etc. Each one of these could potentially become the focus of its own module of learning.

Step two Having established these behaviours, work backwards using the diagram and ask the following questions:

- ✓ How can these outcomes be **tested**?
- ✓ What **practice** is needed to ensure the student is prepared for the test?
- ✓ What are the best **examples** that help illustrate what has to be learned?
- ✓ What **knowledge** is required?
- ✓ How can we present this in one single **overview**?

This approach is not unique to Kaplan and simply follows sound instructional design principles.

Teaching/changing attitude based competencies

Teaching skills is one thing, but can you actually teach attitudes? The simple answer is it's not easy and takes time. This is the reason people “*recruit for attitude, train for skill.*”

Attitudes are often based on what people **believe**, not what they **know**. They are more ingrained, and more personal, having been created and nurtured by the individuals over time.

Learning science can help provide some of the answers, after all it is based on cognitive science and educational psychology. The course design methodology is as outlined above, but the teaching techniques need to be adapted and personalised.

How to teach creativity

In this second example we will consider how you might teach creativity. In contrast to the effective communicator example, creativity is described from the perspective of the steps involved in teaching, not course design.

Start with the **overview** of what you are going to teach and what the outcome will be. Then introduce **knowledge**, perhaps explaining exactly what creativity is, illustrate with some **examples** to help shape attitudes, and in this instance introduce some models or simple frameworks, for example, Edward De Bono's *Six Thinking Hats*.

Six Thinking Hats provides a very effective framework for what De Bono calls parallel thinking. This type of model can help individuals recognise how creativity can sit alongside logic, control etc. And in so doing change their attitude as to its purpose and value.

One of the most powerful ways to change attitudes comes next, you need to give the student the chance to **practice**, preferably in the real world, so they can learn for themselves and gain experience. Role play and case study comes a close second if used properly. It is also beneficial after the practical experience to enter into discussion, in groups or individually, asking students to reflect on what they have learned.

Although there may be no formal exam at the end of this process, there should be some type of test or **assessment**. This may be as simple as an observation in the workplace by a peer or more formally by an independent observer.

Knowledge, skills, attitude and the 70-20-10 model

Lastly, the 70-20-10 learning and development model is based on the view that learning happens best when flowing, not in static environments, and that training and development programmes should include (roughly) 10% formal/course based training, 20% mentoring and 70% on the job experience.

70-20-10 provides a practical way of thinking about learning and development. In the context of competencies it would imply that 10% is knowledge and 90% skills and attitude. Although a bit simplistic on one level, this split may well change the way you think about formal versus informal learning when introducing a more competency-focused training and development programme.

Key points

Although identifying the competencies most valued by employers has merit in its own right, it also provides an ideal **framework to build training programmes** to ensure the competencies become embedded in the organisation. Taking an evidence-based approach to the development of these programmes is worthy of consideration.

Learning science is still relatively new, and the concept of an **evidence-based approach** will not appeal to everyone. Some teachers/trainers will believe that what they do cannot easily be measured or replicated. And although this may be partly true, learning science is not about taking anything from talented teachers or trainers. It is just one way of trying to better understand how people learn and come up with strategies to help them do it more effectively.

Final Thoughts

A story* broke in January this year around the news that graduates were achieving higher grades in their degrees than ever before. The research, undertaken by HESA (Higher Education Statistics Agency), showed that 70% of graduates in 2012/13 achieved a degree higher than a 2.2. This inevitably led to claims about grade inflation and, although refuted, it was the statistics that most commentators picked up on. It also goes to highlight that employers will be faced with the problem of selecting from an ever growing talent pool, a point raised in this report, for several years to come.

This white paper set out to provide some insight around three key areas; Recruitment, Competency and Learning & Development. I hope that it has achieved its objective. Thinking about all of these let me leave you with a few final thoughts.

Employers will continue to differentiate graduates on their numeracy and literacy skills. But what does this say about a degree, that you can be a graduate and yet not possess these basic skills?

Employers are not that different in what they are looking for when recruiting. True, the competency mix may vary slightly but, actually, as we have found, not by that much. Take a look at the table that summarises Core skills, Development skills, and Attitudes then benchmark it against what you think the competencies are in your organisation, are they radically different?

Breaking the competencies down into Knowledge, Skills, and Attitudes provides an interesting perspective and can help when it comes to improving individual performance. Eg, does the person lack knowledge, which can be learned, a skill which can be demonstrated, or an attitude that can be changed?

And lastly, learning science and taking an evidence-based approach to training and development is not the only way to design and deliver course programs, but it is a logical and sound platform that you may wish to explore.

* BBC news - University grade inflation disputed 21/01/2014

Appendix

A full list of competencies

The Kaplan survey provided a list of 30 competencies for respondents to rank. The table below highlights their relative importance at both the recruitment stage and two years post recruitment.

Ranked in the top 10 11 – 20 21 – 30

Knowledge	
At recruitment	2 years post recruitment
2. Numeracy	2. Technical knowledge (24)
4. Literacy	19. Numeracy (2)
24. Technical knowledge	30. Literacy (4)

Skills	
At recruitment	2 years post recruitment
1. Effective communication	1. Effective communication
6. Analytical	3. Commerciality
7. Problem solving	6. Problem solving
8. Organisational skills	7. Analytical
9. Logical	8. Creativity and innovation
11. Time management	9. Time management
12. IT skills	11. Organisational skills
16. Presentation skills	12. Leadership (29)
18. Commerciality	14. IT skills
21. Creativity and innovation	18. Critical thinker
26. Critical thinker	25. Assertiveness
28. Assertiveness	27. Presentation skills (16)
29. Leadership	29. Logical (9)

Attitude	
At recruitment	2 years post recruitment
3. Team player	4. Team player
5. Confidence	5. Customer focused/awareness
10. Positive mental attitude	10. Confidence
13. Customer focused/awareness	13. Adaptability
14. Adaptability	15. Emotional intelligence
15. Determination	16. Independence
17. Ambitious	17. Determination
19. Maturity	20. Accountability
20. Emotional intelligence	21. Positive mental attitude
22. Curiosity	22. Maturity
23. Independence	23. Decisive
25. Accountability	24. Resilient
27. Resilient	26. Curiosity
30. Decisive	28. Ambitious