

CITATION REPORT

List of articles citing

Understanding What We Mean by the Generic Attributes of Graduates

DOI: 10.1007/s10734-004-6384-7
Higher Education, 2006, 51, 215-241.

Source: <https://exaly.com/paper-pdf/40620969/citation-report.pdf>

Version: 2024-04-27

This report has been generated based on the citations recorded by exaly.com for the above article. For the latest version of this publication list, visit the link given above.

The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

#	Paper	IF	Citations
333	What do teachers think about thinking skills?. 1998 , 6, 44-51		19
332	Technology and the articulation of vocational and academic interests: reflections on time, space and e-learning. 2006 , 28, 83-98		23
331	Approaches to the Implementation of Generic Graduate Attributes in Australian ICT Undergraduate Education. 2007 , 17, 171-185		23
330	A conceptual framework for the teaching and learning of generic graduate attributes. 2007 , 32, 439-458		210
329	DISCUSSION, COLLABORATIVE KNOWLEDGE WORK AND EPISTEMIC FLUENCY. 2007 , 55, 351-368		50
328	A human capabilities framework for evaluating student learning. 2008 , 13, 477-487		27
327	Improving Outcomes-Based Engineering Education in Australia. 2008 , 14, 91-104		5
326	Evaluation of undergraduate curriculum reform for interdisciplinary learning. 2009 , 14, 161-173		5
325	Taxonomies of Engineering Competencies and Quality Assurance in Engineering Education. 2009 , 257-295		9
324	Redisciplining generic attributes: the disciplinary context in focus. 2009 , 34, 85-100		121
323	Undergraduate management education: Its place, purpose and efforts to bridge the skills gap. 2009 , 15, 206-223		29
322	Reflective practice: a tool for measuring the development of generic skills in the training of professional musicians. 2009 , 27, 372-382		7
321	Nurturing generic capabilities through a teaching and learning environment which provides practise in their use. <i>Higher Education</i> , 2009 , 57, 37-55	3	37
320	Generic attributes as espoused theory: the importance of context. <i>Higher Education</i> , 2009 , 58, 175-191	3	66
319	How to Strengthen the Connection between Research and Teaching in Undergraduate University Education. 2009 , 63, 64-85		61
318	Re-engineering graduate skills ▯ case study. 2009 , 34, 131-139		98
317	Chemistry Education in the ICT Age. 2009 ,		2

316	The Roles of Some Key Stakeholders in the Future of Accounting Education in Australia. 2009 , 19, 249-260		7
315	Conducting a graduate employer survey: a Monash University experience. 2009 , 17, 191-203		4
314	Positioning ePortfolios in an integrated curriculum. 2009 , 51, 408-421		13
313	Perceptions of Competency Deficiencies in Engineering Graduates. 2010 , 16, 55-68		50
312	Paramedic education: the significance of graduate attributes. 2010 , 2, 474-479		3
311	The academic merits of modelling in higher mathematics education: A case study. 2010 , 22, 121-140		4
310	Staff conceptions of curricular and extracurricular activities in higher education. <i>Higher Education</i> , 2010 , 59, 615-626	3	31
309	Developing generic skills through university study: a study of arts, science and engineering in Australia. <i>Higher Education</i> , 2010 , 60, 441-458	3	64
308	Informed learning: A pedagogical construct attending simultaneously to information use and learning. 2010 , 32, A2-A8		51
307	Students' Understanding of generic skills development in a university in Hong Kong. 2010 , 2, 4815-4819		12
306	Critical Capability Pedagogies and University Education. 2010 , 42, 898-917		33
305	Graduate Research Capabilities: A New Agenda for Research Supervisors. 2010 , 19, 78-80		2
304	Developing generic skills and attributes of international students: the (ir)relevance of the Australian university experience. 2010 , 32, 487-497		36
303	Towards a best practice electronic course profile. 2010 , 15, 29-43		3
302	Generic Attributes in Accounting: The Significance of the Disciplinary Context. 2010 , 19, 5-21		47
301	Benchmarking Introductory Accounting Curricula: Experience from Australia. 2010 , 19, 179-201		18
300	Conceptualising, developing and assessing critical thinking in law. 2010 , 15, 285-297		5
299	Transforming academic practice through scholarship. 2010 , 15, 105-116		62

298	Soft skills in higher education: importance and improvement ratings as a function of individual differences and academic performance. 2010 , 30, 221-241	58
297	Contextualised performance: reframing the skills debate in research education. 2010 , 35, 405-419	39
296	The accounting professional of the future: never mind the quality check the look!. 2010 , 2, 170	4
295	Developing tools to encourage reflection in first year students blogs. 2010 ,	5
294	Transferable skills of incoming medical students and their development over the first academic year: The United Arab Emirates experience. 2011 , 33, e297-305	4
293	An Australian study of generic competencies required by engineers. 2011 , 36, 151-163	36
292	Brave New Worlds, Capabilities and the Graduates of Tomorrow. 2011 , 17,	1
291	A pathway to an integrative/holistic education: Camp Adventure Child and Youth Services (CACYS) model service learning programme. 2011 , 53, 186-205	3
290	Understanding Generic Engineering Competencies. 2011 , 17, 147-156	13
289	The Acquisition of Generic Skills of Culturally-diverse Student Cohorts. 2011 , 20, 605-623	36
288	Disciplinary Differences in Student Ratings of Teaching Quality. 2011 , 52, 278-299	38
287	A systematic program of research regarding the assessment of speech-language pathology competencies. 2011 , 13, 469-79	25
286	Integral vision: a multi-perspective approach to the recognition of graduate attributes. 2011 , 30, 573-584	21
285	Proclaimed graduate attributes of Australian universities: patterns, problems and prospects. 2012 , 20, 341-356	16
284	Engaging undergraduate programming students. 2012 ,	8
283	The Nature and Significance of Listening Skills in Accounting Practice. 2012 , 21, 363-384	19
282	Major influences on the teaching and assessment of graduate attributes. 2012 , 31, 493-510	54
281	Successful development of generic capabilities in an undergraduate medical education program. 2012 , 31, 525-539	26

280	Non-technical competencies in undergraduate business degree programs: Australian and UK perspectives. 2012 , 37, 541-567	80
279	A research-based approach to generic graduate attributes policy. 2012 , 31, 79-92	33
278	The Australian sport management job market: an advertisement audit of employer need. 2012 , 15, 335-353	20
277	Constructive scaffolding for accessible PBL: Situated meta-critique in the classroom. 2012 ,	1
276	A Comparison of Generic Skills and Emotional Intelligence in Accounting Education. 2012 , 27, 627-645	33
275	The dimensions of research in undergraduate learning. 2012 , 17, 453-464	20
274	Careers in the environment in Australia. 2012 , 19, 5-20	3
273	Critical thinking in the university curriculum [The impact on engineering education. 2012 , 37, 125-132	28
272	Desirable generic attributes for accounting graduates into the twenty-first century. 2012 , 25, 41-55	68
271	Lifelong Learning: Views of Australian Pharmacy Interns. 2012 , 42, 30-32	1
270	Business Undergraduates' Perceptions of Their Capabilities in Employability Skills: Implications for Industry and Higher Education. 2012 , 26, 345-356	29
269	Graduate Employability: A Review of Conceptual and Empirical Themes. 2012 , 25, 407-431	259
268	Sharp focus on soft skills: a case study of Malaysian university students [Educational expectations. 2012 , 11, 207-224	13
267	PhD experience and subsequent outcomes: a look at self-perceptions of acquired graduate attributes and supervisor support. 2012 , 37, 103-118	67
266	Profiling undergraduates' generic learning skills on entry to medical school; an international study. 2012 , 34, 1033-46	3
265	Construction of Student Groups Using Belbin: Supporting Group Work in Environmental Management. 2012 , 36, 585-601	13
264	Using information communication technologies to develop dynamic curriculum frameworks for diverse cohorts: a case study from event management. 2012 , 36, 263-290	2
263	Graduateness: an empirical examination of the formative function of university education. <i>Higher Education</i> , 2012 , 64, 861-874	3 33

262	Employers' perceptions about tourism management employability skills. 2012 , 23, 359-372	19
261	The Banking Industry Requirements of Accounting Graduates in Ghana. 2012 , 75-105	1
260	Open Ended Laboratory (OEL) Assignment as Tool Imparting Generic Skills for Engineering Students. 2012 , 8,	0
259	Generic skills in medical education: developing the tools for successful lifelong learning. 2012 , 46, 120-8	75
258	Ready for university? A cross-national study of students' perceived preparedness for university. 2012 , 39, 1-16	20
257	. 2013 , 6, 25-37	17
256	Generic learning skills in academically-at-risk medical students: a development programme bridges the gap. 2013 , 35, 671-7	8
255	Enhancing critical analysis and problem-solving skills in undergraduate psychology: An evaluation of a collaborative learning and problem-based learning approach. 2013 , 65, 38-45	23
254	Writing a bachelor thesis generates transferable knowledge and skills useable in nursing practice. 2013 , 33, 1406-10	22
253	Investigating student use and value of e-learning resources to develop academic writing within the discipline of environmental science. 2013 , 37, 500-514	7
252	A case study of generic competencies among science and technology tertiary graduates in Hong Kong. 2013 ,	0
251	Graduate Attributes and the Internationalized Curriculum: Embedding a Global Outlook in Disciplinary Learning Outcomes. 2013 , 17, 165-182	63
250	Internationalizing the Curriculum in the Disciplines' Imagining New Possibilities. 2013 , 17, 103-118	97
249	Changing professional demands in sustainable regional development: a curriculum design process to meet transboundary competence. 2013 , 49, 123-133	28
248	Comparing internationalisation of the curriculum in action across disciplines: theoretical and practical perspectives. 2013 , 43, 79-101	102
247	International experience and graduate employability: Perceptions of Chinese international students in the UK. 2013 , 13, 87-96	45
246	Reclaiming the art of teaching. 2013 , 18, 156-166	12
245	Employing graduates: Selection criteria and practice in New Zealand. 2013 , 19, 338-351	6

244	Poor English language proficiency hinders generic skills development: a qualitative study of the perspectives of first-year medical students. 2013 , 37, 462-481	8
243	Exploring the role and value of creativity in education for sustainability. 2013 , 19, 765-778	49
242	There is nothing generic about graduate attributes: unpacking the scope of context. 2013 , 37, 591-605	33
241	Toward securing a future for geography graduates. 2013 , 37, 315-326	30
240	Accounting Students' Reflections on a Course to Enhance their Interpersonal Skills. 2013 , 22, 563-581	12
239	Improving the International Student Experience in Australia Through Embedded Peer Mentoring. 2013 , 21, 312-332	5
238	Fit for Purpose: A Framework for Developing and Assessing Complex Graduate Attributes in a Changing Higher Education Environment. 2013 , 22, 522-543	18
237	Flexible academic support to enhance student retention and success. 2013 , 15, 79-95	
236	SoTL and Students' Experiences of their Degree-Level Programs: An Empirical Investigation. 2013 , 1, 75-89	3
235	Education for Sustainability, Graduate Capabilities, Professional Employment: How They All Connect. 2013 , 29, 33-51	26
234	Converging work skills? Job advertisements and generic skills in Japanese and Anglo-Baxon contexts. 2013 , 12, 173-196	5
233	Fixing holes where the rain gets in. 2013 , 6, 35-50	6
232	Assessing Graduate Attributes: Building a Criteria-Based Competency Model. 2014 , 3,	5
231	Exploring the mediating role of graduate attributes in relation to academic self-directedness in open distance learning. 2014 , 33, 1085-1098	8
230	Sustainability capabilities, graduate capabilities, and Australian universities. 2014 , 15, 208-227	38
229	Including Virtual and Hybrid Meeting Planning Within the Curriculum: A Knowledge Management Perspective. 2014 , 26, 147-152	2
228	A visual-based approach to the mapping of generic skills: its application to a Marketing degree. 2014 , 33, 181-197	6
227	Treating 'AIDS blindness': a critical pedagogical approach to HIV education at tertiary level. 2014 , 13, 65-73	4

226	Realising graduate attributes in the research degree: the role of peer support groups. 2014 , 19, 616-629	33
225	Learning outcomes across disciplinary divides and contrasting national higher education traditions. 2014 , 20, 179-192	16
224	Teaching and learning with technology in higher education: blended and distance education needs joined-up thinking rather than technological determinism. 2014 , 29, 206-221	21
223	Self-directed, genuine graduate attributes: the person-based approach. 2014 , 33, 1208-1220	27
222	Developing Professionalism in Business School Undergraduates. 2014 , 89, 35-41	1
221	Graduate attribute attainment in a multi-level undergraduate geography course. 2014 , 38, 238-250	8
220	Enhancing tutorial learning experiences: a programme to develop sessional-tutor teaching skills by raising awareness about learning. 2014 , 39, 20-33	6
219	Student identity development in higher education: implications for graduate attributes and work-readiness. 2014 , 56, 65-76	83
218	Easy, collaborative and engaging The use of cloud computing in the design of management classrooms. 2014 , 56, 412-435	9
217	The Use of Rubrics in Benchmarking and Assessing Employability Skills. 2014 , 38, 319-344	25
216	Undergraduate perceptions of the development of team-working skills. 2014 , 56, 7-20	23
215	Unemployment among Malaysia Graduates: Graduates Attributes, Lecturers Competency and Quality of Education. 2014 , 112, 1056-1063	26
214	Business graduate performance in oral communication skills and strategies for improvement. 2014 , 12, 22-34	33
213	Development of an item bank for assessing generic competences in a higher-education institute: a Rasch modelling approach. 2014 , 33, 821-835	8
212	Challenging perspectives on learning and teaching in the disciplines: the academic voice. 2014 , 39, 2-19	29
211	Testing a model of undergraduate competence in employability skills and its implications for stakeholders. 2014 , 27, 220-242	73
210	Using knowledge visualisation techniques to support the development of curriculum for employability: exploring the capability tree representation. 2014 , 9, 43	3
209	Mapping Lifelong Learning Attributes in the Context of Higher Education Institutions. 2014 , 20, 21-36	8

208	Evaluating engagement with graduate outcomes across higher education institutions in Aotearoa/New Zealand. 2015 , 34, 1014-1030		19
207	Academic Discourse. 2015 , 1-10		1
206	The Rhetoric and Reality of Undergraduate Curriculum Reforms in Ethiopian Higher Education. 2015 , 30, 45-64		
205	The Development of Transferable Skills in a Variety of Economics Courses. 2015 , 3, 145		
204	Relationship between student development activities and core generic competencies among tertiary science and technology students. 2015 ,		0
203	The Influence of Undergraduate Science Curriculum Reform on Students' Perceptions of their Quantitative Skills. 2015 , 37, 2619-2636		12
202	Looking and feeling the part—developing aviation students' professional identity through a community of practice. 2015 , 20, 821-832		4
201	Employability skills of international accounting graduates. 2015 , 57, 757-773		33
200	An Empirical Study of Hospitality Employability Skills: Perceptions of Entry-Level Hotel Staff in China. 2015 , 27, 161-170		11
199	Effects of college programme characteristics on graduates' performance. <i>Higher Education</i> , 2015 , 69, 735-757	3	3
198	Becoming a graduate: the warranting of an emergent identity. 2015 , 57, 219-238		36
197	From bearers of problems to bearers of culture: developing community in the community development classroom. 2015 , 28, 457-475		
196	Factors influencing students' perceptions of graduate attribute acquisition in a multidisciplinary honours track in a Dutch university. 2015 , 34, 1138-1152		5
195	The Leidenfrost Maze. 2015 , 36, 035004		4
194	Cultural capital in business higher education: reconsidering the graduate attributes movement and the focus on employability. 2015 , 40, 580-595		66
193	Effective Implementation of TVET-Industry Partnership for Employability of Graduates through Work Integrated Learning in Nigerian Universities. 2016 , 8, 307		0
192	Private higher education and graduate employability in Saudi Arabia. 2016 , 189-204		1
191	Mobile technologies for learning: Exploring critical mobile learning literacies as enabler of graduateness in a South African research-led University. 2016 , 47, 510-519		5

190	Improving soft skills and communication in response to youth unemployment. 2016 , 11, 87-101	8
189	Generic competences acquisition through classroom activities in first-year agricultural engineering students. 2016 , 13,	6
188	The Emergence and Development of Work-Integrated Learning (WIL): Implications for Assessment, Quality and Quality Assurance in Higher Education. 2016 , 337-364	8
187	Graduates' Attitudes to Research Skill Development in Undergraduate Media Education. 2016 , 26, 113-128	12
186	Integrating Graduate Attributes Into Islamic Higher Education Curricula in Aceh, Indonesia. 2016 , 145-154	1
185	Graduate attributes: implications for higher education practice and policy. 2016 , 40, 155-163	58
184	Towards gradueness: exploring academic intellectual development in university master's students. 2016 , 22, 6-22	3
183	Understanding the validity of data: a knowledge-based network underlying research expertise in scientific disciplines. <i>Higher Education</i> , 2016 , 72, 651-668	3 3
182	Prepared enough to practise? Evaluating a study programme in social work. 2016 , 16, 561-577	
181	Explore or Establish? Event Graduates' Early Career Paths. 2016 , 20, 53-68	2
180	"Environmental awareness" and rock climbing: changing pedagogies to enhance pro-environmental graduate attributes. 2016 , 40, 207-221	4
179	A toolkit to implement graduate attributes in geography curricula. 2016 , 40, 254-266	11
178	Generic skills in accounting education in a developing country: exploratory evidence from Sri Lanka. 2016 , 24,	12
177	Developing graduate attributes through participation in undergraduate research conferences. 2016 , 40, 222-237	33
176	Developing ethical geography students? The impact and effectiveness of a tutorial-based approach. 2016 , 40, 302-319	6
175	Skill mastery and the formation of graduate identity in Bachelor graduates: evidence from Australia. 2016 , 41, 1313-1332	37
174	The cone-of-learning: a visual comparison of learning systems. 2016 , 28, 21-39	1
173	Curriculum development for quantitative skills in degree programs: a cross-institutional study situated in the life sciences. 2016 , 35, 545-559	6

172	Popular Science Writing to Support Students Learning of Science and Scientific Literacy. 2016 , 46, 439-456	15
171	A framework for enabling graduate outcomes in undergraduate programmes. 2017 , 36, 43-58	4
170	Learning behaviour and learning outcomes: the roles for social influence and field of study. 2017 , 20, 69-95	6
169	Implementing the Assessment of the Generic Attributes of Students Through Self-assessment Survey and ePortfolios at a Higher Education Institution. 2017 , 347-362	
168	Is there a Nexus between Social Entrepreneurship and the Employability of Graduates?. 2017 , 9, 61-74	2
167	A Validated and Reliable Instrument Investigating Engineering Students Perceptions of Competency in Generic Skills. 2017 , 106, 299-325	41
166	Using the Wisdom Development Theory to Conceptualize Student Professionalism Development in Community Colleges. 2017 , 41, 329-332	
165	Addressing Graduate Competencies: Understanding the Contextual Factors Impacting the Engineering Discipline. 2017 , 110, 359-364	2
164	Video games can develop graduate skills in higher education students: A randomised trial. 2017 , 113, 86-97	53
163	A comparative study on student perceptions of their learning outcomes in undergraduate science degree programmes with differing curriculum models. 2017 , 39, 742-760	7
162	Mechanisms for promoting the development of cognitive, social and affective graduate attributes. <i>Higher Education</i> , 2017 , 74, 799-814	3 14
161	An evaluation of essential revenue management competencies: similarities and differences between practitioners and educators. 2017 , 16, 513-526	2
160	A review of literature on challenges in the development and implementation of generic competencies in higher education curriculum. 2017 , 57, 1-10	62
159	Investigating students perceptions of graduate learning outcomes in mathematics. 2017 , 48, S67-S80	7
158	Professional Identities and Ethics: The Role of Work-Integrated Learning in Developing Agentic Professionals. 2017 , 145-160	17
157	Omani tourism and hospitality students Employment intentions and job preferences. 2017 , 25, 440-461	4
156	Skills as Trope, Skills as Target: Universities and the Uncertain Future. 2017 , 52, 363-370	1
155	Utility of university curricula in contemporary times: Perspectives of employers in the Cape Coast Metropolis. 2017 , 92, 186-193	0

154	An investigation into the development and progressive adaptation of graduate attributes in tourism programmes. 2017 , 17, 139-158		1
153	The Assessment of Learning Outcomes in Australia: Finding the Holy Grail. 2017 , 3, 233285841668890		9
152	Analysing and measuring students' experiences. 2017 ,		1
151	The University and the Knowledge Network: A New Educational Model for Twenty-first Century Learning and Employability. 2017 , 339-358		17
150	Outcomes for engineering students delivering a STEM education and outreach programme. 2017 , 42, 632-643		3
149	Competence, Capability and Graduate Attributes. 2017 , 103-123		5
148	Integrating graduate attributes into a Master of Divinity programme at a South African university. 2017 , 31,		0
147	In search of graduate attributes: A survey of six flagship programmes. 2017 , 32,		
146	Social identification and normative conflict: When student and educator learning norms collide. 2018 , 48, 293-303		3
145	Finding a purpose for the doctorate? A view from the supervisors. 2018 , 43, 826-840		7
144	Observed learning outcomes of integrated communication training in science education: skills and subject matter understanding. 2018 , 8, 135-149		8
143	Information Literacy Quest. In Search of Graduate Employability. 2018 , 98-108		1
142	Designing an inference engine for assessment of researchers' maturity using rough set theory. 2018 , 47, 1435-1455		3
141	Assessing graduate sustainability capability post-degree completion. 2018 , 19, 2-14		23
140	Generic skills in accounting: perspectives of Chinese postgraduate students. 2018 , 58, 535-559		10
139	A capabilities approach to higher education: geocapabilities and implications for geography curricula. 2018 , 42, 7-24		22
138	An exploration of how first year students are inducted into their discipline's academic discourses. <i>International Journal of Educational Research</i> , 2018 , 87, 57-66	2.1	6
137	The employability skills of higher education graduates: insights into conceptual frameworks and methodological options. <i>Higher Education</i> , 2018 , 76, 263-278	3	87

136	Student attitudes to games-based skills development: Learning from video games in higher education. 2018 , 80, 283-294	46
135	What certifications are important in the hospitality industry?. 2018 , 17, 121-135	9
134	Transforming legal education through emotions. 2018 , 38, 450-479	4
133	Implementing Educational Innovations: A Staff Perspective of Personal Development Planning. <i>Research in Post-Compulsory Education</i> , 2018 , 23, 463-478	0.4
132	Feedback in Tertiary Education. 264-288	1
131	Affect and ipsative approaches as a counter to pedagogic frailty: the guardian of traditional models of student success. 2018 , 37, 1489-1500	4
130	Vietnamese Students' Transition to International Non-Government Organisations. 2018 , 235-251	
129	From invisible to SEEN: a conceptual framework for identifying, developing and evidencing unassessed graduate attributes. 2018 , 37, 1439-1453	15
128	Internationalisation in Vietnamese Higher Education. 2018 ,	28
127	Writing in the STEM classroom: Faculty conceptions of writing and its role in the undergraduate classroom. 2018 , 102, 1007-1028	14
126	Medical students' orientation toward lifelong learning in an outcome-based curriculum and the lessons learnt. 2021 , 43, S6-S11	6
125	Optimal Cooperative Learning Grouping to Improve Medical University Students' English Competencies. 2019 , 9, 215824401986145	3
124	Do we teach our students to share and to care?. <i>Research in Post-Compulsory Education</i> , 2019 , 24, 462-480.	1
123	Developing generic skills at an Islamic higher education institution curriculum in Aceh, Indonesia. 2019 , 9, 445-455	1
122	Graduate Attributes and the Challenge of Demand Uncertainty. 2019 , 6, 1-6	2
121	Putting Proverbs to the Test: An Engaging Approach for Developing Students' Hypothesis Testing Skills. 2019 , 46, 230-235	
120	Graduate attributes frameworks or powerful knowledge?. 2019 , 41, 361-374	6
119	Under the radar' exploring 'invisible' graduate attributes in tertiary dance education. 2019 , 11, 66-75	

118	Forms of capital and agency as mediations in negotiating employability of international graduate migrants. 2019 , 17, 394-405	26
117	Influence of sustainability scholarship on competencies – An empirical evidence. 2019 , 61, 310-325	1
116	Portuguese employers' perceptions on management undergraduates' transferable competencies. 2019 , 38, 141-156	3
115	Work-readiness integrated competence model. 2019 , 61, 568-589	17
114	Culinary skills: the spine of the Indian hospitality industry. 2019 , 11, 25-36	4
113	Competences in higher education tourism internships. 2019 , 62, 64-80	12
112	Australian graduates' work readiness – deficiencies, causes and potential solutions. 2019 , 10, 369-386	13
111	Understanding what we mean by portfolio training in music. 2019 , 36, 87-102	1
110	Conceptualising Graduate Work-Readiness: Theories, Concepts and Implications for Practice and Research. 2019 , 15-29	3
109	Factors explaining the learning of generic skills: a study of university students' experiences. 2019 , 24, 880-894	43
108	Interviews with professional geologists enhance learning about the applied aspects of economic geology for final-year university students. 2019 , 67, 20-33	0
107	Ensuring Quality in Professional Education Volume II. 2019 ,	
106	Ensuring Quality in Professional Education Volume I. 2019 ,	
105	Citizenship: A core motive for South African university student volunteers. 2019 , 14, 225-240	2
104	Visibilising the invisible: three narrative accounts evoking unassessed graduate attributes in dance education. 2020 , 21, 18-33	
103	Complex interrelations between academic competences and students' approaches to learning – a mixed-methods study. 2020 , 44, 1080-1097	5
102	A connected curriculum for higher education. 2020 , 39, 390-392	
101	Improving graduate attributes by implementing an experiential learning teaching approach: A case study in recreation education. 2020 , 26, 100214	7

100	Students' Approach to develop In holistic competency: an adaption of the 3P model. 2020 , 40, 622-642	17
99	Preparing recreation professionals: graduate attributes expected of entry-level recreation professionals in a South African context. 2020 , 62, 52-66	1
98	Leading Assessment Practices to Foster Sustainability Learning in Engineering Classrooms. 2020 , 57-71	
97	The Relationship of Graduate Attributes and Academic Ability: A Case Study of Foundation Certificate Students. 2020 , 55, 197-205	1
96	Factors affecting the academic performance of real estate students in a specialized Federal University of Technology in Nigeria. 2020 , 38, 177-198	1
95	A thematic analysis of the quality audit reports in developing a framework for assessing the achievement of the graduate attributes. 2020 , 34, 917-935	4
94	Assessing the university student perceived learning gains in generic skills. 2020 , 12, 993-1008	
93	Faculty Perceptions of Students' IL Learning in First-Year Writing. 2020 , 20, 509-532	3
92	Understanding Change in Self-reported Undergraduate Attributes: A Repeated Measures Survey of Students in Education. 2020 , 55, 337-361	0
91	Enriching Higher Education Students' Learning through Post-work Placement Interventions. 2020 ,	3
90	Employer and academic staff perceptions of science and engineering graduate competencies. 2020 , 25, 103-118	1
89	How Can Flipped Classroom Approach Support the Development of University Students' Working Life Skills? University Teachers' Viewpoint. 2020 , 10, 366	6
88	Universities as Engines of Economic Development. 2020 ,	1
87	Outcome-Based Education: An Open Framework. 2020 , 7, 1-4	6
86	Style or substance: how Australian universities contextualise their graduate attributes for the curriculum quality space. 2021 , 40, 508-523	5
85	Development and validation of an instrument measuring undergraduate students' perceived holistic competencies. 2021 , 46, 467-482	9
84	Facilitating a participatory action learning action research process in a higher educational context. 2021 , 19, 301-317	4
83	What do we mean by 'transferable skills'? A literature review of how the concept is conceptualized in undergraduate health sciences education. 2021 , 11, 616-634	3

82	Mixed views in the academy: academic and student perspectives about the utility of developing work-ready skills through WIL. 2021 , 46, 270-284	9
81	Rational curriculum processes: revising learning outcomes is essential yet insufficient for a twenty-first century science curriculum. 2021 , 46, 394-405	2
80	Students achieve comparable performance scores for clinical placements in public and private sectors: a longitudinal observational study. 2021 , 67, 56-61	1
79	Study of graduate attributes of the university of Sydney and implications for building Chinese world-class universities. 002072092098431	1
78	Key generic skills for employability of built environment graduates. 1-19	7
77	Constructive alignment between holistic competency development and assessment in Hong Kong engineering education. 2021 , 110, 437-457	6
76	Conceptualising Graduate Outcomes with Critical Realism. 1	0
75	Academic development to overcome STEM teachers' challenges in teaching communication. 1-14	
74	Impacts of authentic assessment on the development of graduate attributes. 2021 , 42, 231-252	2
73	Relations between graduates' learning experiences and employment outcomes: a cautionary note for institutional performance indicators. 1	1
72	Decolonising the Indigenised curricula: preparing Australian graduates for a workplace and world in flux. 1-15	2
71	EMPLOYERS' PERCEPTIONS OF GENERIC EMPLOYABILITY SKILLS OF ACCOUNTING GRADUATES: EVIDENCE FROM SAUDI ARABIA.	2
70	Examining the core competencies for success in the hotel industry: The case of Cyprus. 2021 , 28, 100303	1
69	Are Accounting Programs Future-ready? Employability Skills. 2021 , 31, 256	3
68	A four-dimensional framework for teacher assessment literacy in holistic competencies. 1-15	3
67	Intercultural competence as an important attribute for the graduates in the context of globalisation: the case of young Vietnamese working for INGOs. 2021 , 32, 562-577	1
66	The role of academic competences and learning processes in predicting Bachelor's and Master's thesis grades. <i>Studies in Educational Evaluation</i> , 2021 , 70, 101001	2 3
65	What if? Strategies to Teaching Communication, Empathy and Teamworking for Design Students by Design Students. 2021 , 148-156	

64	Fostering Equitable Access to Employability Development Through an Institution-Wide, In-Curricular Strategy. 2021 , 191-215		1
63	Students' Learning Styles and Academic Performance. 2009 , 249-262		2
62	Trends and Issues in Qualitative Research Methods. 2014 , 173-193		4
61	Enhancing Scientific Thinking Through the Development of Critical Thinking in Higher Education. 2019 , 59-78		9
60	Institutional Arrangements and Student Engagement Supporting Post-practicum Interventions. 2020 , 25-44		1
59	Graduates' Psycho-Social Career Preoccupations and Employability Capacities in the Work Context. 2017 , 295-315		5
58	A cross-sectional study of video game play habits and graduate skills attainment. 2020 , 28,		1
57	Open-Sourced Personal, Networked Learning and Higher Education Credentials. <i>Advances in Educational Marketing, Administration, and Leadership Book Series</i> , 2016 , 223-244	0.1	5
56	Raising Ethics and Integrity Awareness by Incentivizing Professionalism. 2012 , 200-213		1
55	Research on Management Accounting Practice: A Network Teaching Model Guided by Practical Simulation. 2020 , 11, 89-95		2
54	Undergraduate management education: Its place, purpose and efforts to bridge the skills gap. 2009 , 15, 206-223		18
53	Enhancing Problem-Solving Skills in an Authentic Blended Learning Environment: A Malaysian Context. 2015 , 5, 841-846		9
52	Draft #2-Faculty Position Paper-Business Graduate Attributes and Differentiating Brand Youu.		
51	The Teaching-Research Nexus in the Rise of Sustainability Science: Scope and Approach. 2012 , 222-227		1
50	A Whole of University Approach to Embedding Graduate Attributes. 2013 , 246-257		2
49	Quality Assurance in Student Teacher Education. 2014 , 107-119		
48	Chapitre 3. L'encadrement doctoral ou le r��it d'une aventure partag��e. 2015 , 43-52		
47	I test sulle competenze generaliste dei laureandi italiani: uno strumento per valutare la qualit�� dell'universit��. 2015 , 78-103		

46	Cultivating the Art of Judgement in Students. 2017 , 213-235		0
45	Graduate Employability as Social Suitability: Professional Competence from a Practice Theory Perspective. 2017 , 255-272		
44	Perceptions of Dental Undergraduates and Their Lecturers on Graduates' Attributes. 2017 , 209-215		
43	Designs for Blended Language Learning. 2018 , 85-123		
42	The Need for the Graduate Attribute Assessment Tool (GAAT). 2018 , 115-129		
41	Assessment of Ethical Understanding: Tools, Techniques and Strategies. 2019 , 231-246		
40	Students' Perceptions of Graduate Attributes: A Signalling Theory Analysis. 2019 , 225-242		1
39	Graduate Employability: Critical Perspectives. 2019 , 93-111		
38	Post-practicum Strategies to Translate Clinical Experience to Attributes of Employability: Responding to Graduate Selection Criteria. 2019 , 121-140		1
37	Conceptions of Quality: Some Critical Reflections on the Impact of Quality on Academic Practice. 2019 , 53-65		
36	The Complex, Multi-layered Business of Developing Quality Professional Education in Universities. 2019 , 289-301		
35	The Transformative Dimensions of Professional Curriculum Quality Enhancement. 2019 , 201-213		
34	Graduate Attributes and Games. 2019 , 33-62		
33	Students' Perceptions Regarding their B.A. in English Language Graduate Profile. <i>GiST Education and Learning Research Journal</i> , 18, 28-47		0.1
32	Do students develop the way universities say they do? Staff perceptions of student development of graduate attributes in the context of a transnational partnership in Kazakhstan. <i>The European Educational Researcher</i> , 2019 , 2, 145-164		0 0
31	A Cross-Professional Collaborative Educational Approach to Building Student Feedback Literacy. <i>Advances in Higher Education and Professional Development Book Series</i> , 2020 , 262-274		0.2
30	Education and Knowledge Exchange. 2020 , 47-99		
29	Scientific Realism and the Scholarship of Learning and Teaching in Higher Education. <i>Advances in Educational Marketing, Administration, and Leadership Book Series</i> , 2020 , 96-117		0.1

28	Languages at Work: Defining the Place of Work-Integrated Learning in Language Studies. <i>Language Policy</i> , 2020 , 177-188	0.1	
27	Essential competencies for engineers from the perspective of fresh graduates. <i>Engineering Management in Production and Services</i> , 2020 , 12, 70-79	1.8	0
26	Scientific Realism and the Study of Higher Education Curriculum and the Student Experience. <i>Advances in Educational Marketing, Administration, and Leadership Book Series</i> , 124-142	0.1	
25	Academics' Understandings of Generic Graduate Attributes: A Conceptual Basis for Lifelong Learning. 2006 , 149-167		1
24	Enriching Australian Exchange Student Learning Experiences at Japanese Universities. 2020 , 56-70		
23	Failing to level the playing field: student discourses on graduate employability. <i>Research in Post-Compulsory Education</i> , 2020 , 25, 373-393	0.4	4
22	Pedagogical practices predicting perceived learning of social skills among university students. <i>International Journal of Educational Research</i> , 2022 , 111, 101895	2.1	1
21	Academics' beliefs towards holistic competency development and assessment: A case study in engineering education. <i>Studies in Educational Evaluation</i> , 2022 , 72, 101102	2	5
20	Competencies for Advancing Transformations Towards Sustainability. <i>Frontiers in Education</i> , 2021 , 6,	2.1	8
19	Students' perceptions on the recognition of holistic competency achievement: A systematic mixed studies review. <i>Educational Research Review</i> , 2022 , 35, 100431	7.5	1
18	Teaching and Learning Soft Skills in Design Education, Opportunities and Challenges: A Literature Review. <i>Springer Series in Design and Innovation</i> , 2022 , 261-272	0.1	
17	Students' perception of professional decision-making in the context of an animal science course: Case study. <i>Innovations in Education and Teaching International</i> , 1-10	1.3	1
16	Students' experiences of the development of generic competences in the Finnish higher education context: The role of the teaching-learning environment and approaches to learning. <i>European Journal of Higher Education</i> , 1-20	1.8	1
15	The Challenge of Position-Taking in Novice Higher Education Students' Argumentative Writing. <i>Frontiers in Education</i> , 2022 , 7,	2.1	0
14	Student mentoring to enhance graduates' employability potential. <i>Science and Justice - Journal of the Forensic Science Society</i> , 2022 ,	2	1
13	Systematic Review of Learning Generic Skills in Higher Education: Enhancing and Impeding Factors. <i>Frontiers in Education</i> , 7,	2.1	0
12	What Factors of the Teaching and Learning Environment Support the Learning of Generic Skills? First-Year Students' Perceptions in Medicine, Dentistry and Psychology. <i>Frontiers in Education</i> , 7,	2.1	
11	The Role of Graduate Attributes in Higher Education. A Review of the Issues Associated with Graduate Attributes and the case for their Measurement. <i>Interchange</i> ,	0.6	

- 10 Korean university students' significant learning experiences and associated generic skills: A qualitative essay review. 7, ○
- 9 Evolution and Future Prospects of Education Evaluation Research in China over the Last Decade. 2022, 14, 14340 ○
- 8 Co-Creating End-To-End Student Experiences in Career Development Learning. 2022, 31-44 ○
- 7 Virtual Internships in Hospitality Management Education. 2022, 145-166 ○
- 6 Students' Motivational Profiles in the High Education of Kazakhstan in the Context of Self-determination Theory: Big Data Application. 2022, ○
- 5 The Development of Students' Employability Skills on a Work-Based Software Engineering Degree Programme. 2022, ○
- 4 Graduate readiness for a professional career in accounting [An investigation of employers' perspectives in Fiji. ○
- 3 Examining the Role of Generic Skills in Inquiry-Based Mathematics Education [The Case of Extreme Apprenticeship. 2022, 449-467 ○
- 2 Science Teachers' Knowledge, Understanding and Perceptions of Competence-Based Curriculum in Three Secondary Schools in Rwanda. 2023, 12, 317-327 ○
- 1 Online and Hybrid Teaching Effects on Graduate Attributes: Opportunity or Cause for Concern?. 2023, 13, 221 ○