

## **Newcastle University Graduate Skills Framework**

### **Developing Graduates for Learning, Life and Work in a Global Economy**

Newcastle University aims to combine its academic excellence with its culture and tradition of enterprise, to develop graduates who can independently self-manage, proactively interact and ethically apply their knowledge and skills in a global context.

We believe that the University's diverse curriculum, environment and student experience provides opportunities for students to acquire and value the ability to:

- Meet personal goals and aspirations through self-directed continuous learning
- Apply a can-do attitude to taking calculated risks and challenging personal boundaries
- Create and cultivate cross-cultural relationships to develop knowledge, skills, understanding and opportunity

This is underpinned by the promotion and development of the following interrelated skills and competencies.

### **Subject Knowledge and Understanding**

- **Academic knowledge and understanding**, as appropriate to the degree programme:
  - Demonstrate knowledge of the theory, principles, conceptual framework and methodology of [subject].
  - Be aware of and understand current developments in [subject].
  - Demonstrate principles and techniques of research in [subject].
  - Appreciate some of the relevant social, historical, scientific contexts within which [subject] operates.
  - Know and understand the international context and role of the [profession] and the impact of [subject].
- **Practical/professional skills**, as appropriate to the degree programme and/or accrediting professional/statutory bodies:
  - Apply complex knowledge to practical situations.
  - Understand and use [subject] terminology to explain technical information.
  - Plan and execute safely a series of experiments.
  - Speak, write and understand a language other than one's own.

### **Cognitive/Intellectual Skills**

Combine information literacy with critical thinking to synthesise, communicate and evaluate opinions and ideas, applied to learning, life and working as appropriate.

- **Critical thinking** – consider issues from a range of perspectives, drawing upon relevant information, in order to make an informed assessment.
- **Data synthesis** – gather relevant information from a variety of sources and present it in the form of a reasoned and well-written argument.
- **Active learning** – take responsibility for own learning to fulfil potential.
- **Numeracy** – understand and be able to manipulate numerical data.
- **Literacy** – construct well-argued and grammatically correct documents in an appropriate academic style and format, using and referencing relevant ideas and evidence.
- **Information literacy** – find information using paper and electronic resources, collate the information and present it using appropriate IT packages.

### **Self-Management**

- **Self awareness and reflection** – recognise and understand personal strengths, skills and development areas, in order to self-improve.
- **Planning and organising** – consider the best way to achieve your goals, setting deadlines and scheduling resources.
  - **Goal setting and action planning** – break an overall objective down into smaller tasks and work out how much time and resource will be needed to complete each part.
  - **Decision making** – consider the pros and cons of different options (solutions or opportunities) and make a conscious choice based on research and reasoning.
- **Personal enterprise** – seek out and take advantage of opportunities to improve yourself and your situation.
  - **Innovation and creativity** – generate a new idea, design, or way of approaching a task.

- **Initiative** – instigate actions to make progress on a task, without being prompted by others.
  - **Independence** – work without supervision or input from others, using self-motivation to achieve goals.
  - **Adaptability** – respond readily to changing situations and priorities.
  - **Problem-solving** – critically evaluate and analyse complex situations and tasks. Identify key issues for action and consider implications, in order to create appropriate solutions.
- **Budgeting** – plan income and expenditure and monitor actual outcomes against plan

### **Interaction**

- **Communication** – exchange opinions, ideas and information using various methods, as appropriate to the situation.
  - **Oral** – speak in a way that the audience can understand, to provide the information they need.
  - **Foreign languages** – speak, write and understand a language other than one's native language.
  - **Interpersonal** – listen actively and adapt behaviour (such as facial expression and gestures), in order to relate to others.
  - **Written/other** – create text, images or data to convey information.
- **Team Working** – work with others to set and achieve shared goals.
  - **Collaboration** – share tasks based on personal strengths of group members.
  - **Relationship building** – take time to develop and maintain connections with others by taking their needs into consideration, sharing ideas and building trust.
  - **Leadership** – motivate and co-ordinate group members, taking responsibility for decisions and results.
  - **Negotiation** – work with others to reach a mutually agreed solution.

- **Peer assessment/review** – give and receive constructive feedback.

### **Application**

- **Occupational awareness** – understand what a job involves and what is needed to be successful at it.
- **Commercial acumen** – understand how an organisation works, in order to recognise opportunities and make good decisions.
  - **Market awareness** – understand the needs of individuals, business and the community in relation to a particular sector, or product.
  - **Governance awareness** – understand how an organisation operates and how it is regulated.
  - **Financial awareness** – understand how money and other assets are used to run an organisation and develop an idea.
  - **Business planning** – develop an idea through different stages to find out if it is commercially viable.
- **Ethical awareness** – Recognise and understand different concepts of right and wrong and the theories behind them. When researching, be accountable for actions which could impact on society, the University, funding/professional bodies or other organisations.
- **Social, cultural and global awareness** – recognise issues affecting the economy, environment, human rights and how individuals operate as part of a community, on a local or world-wide scale.
- **Legal awareness** – understand legal rights and obligations raised by activities.
  - any context where the student might be required to participate