

Newcastle University Graduate Skills Framework

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

Newcastle University aims to use its academic excellence and 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 the opportunities for students to acquire the following learning, working and life values:

- Enable personal goals and aspirations to be met 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

These values are underpinned by the promotion and development of the following interrelated skills and competencies.

Subject Knowledge and Understanding

- As defined and developed by degree programmes, and applied to learning as appropriate e.g.
 - Demonstrate knowledge of the theory, principles, conceptual framework and methodology of [subject] appropriate to the student's level of achievement
 - Be aware of and understand current developments in [subject]
 - Demonstrate principles and techniques of research in [subject] appropriate to the student's level of achievement
 - Have an understanding of 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] (where applicable)
- Practical/Professional Skills as defined by degree programmes and, if appropriate, accrediting professional/statutory bodies, e.g.
 - Apply knowledge to a practical situation to a level of complexity appropriate to the student's level of achievement
 - Understand and employ [subject] terminology to explain and convey technical subject information
 - Plan and execute safely a series of experiments (where applicable)
 - Speak, write and read [language] at high or near-native levels of proficiency

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 concepts and values to arrive at an interpretative assessment
- Data synthesis
 - Having collated relevant information from a variety of sources, present this in a reasoned and coherent argument
- Active learning
 - Take an active role in learning and fulfil personal responsibility for own lifelong learning
- Numeracy
 - Manipulate numerical data in any context in which the student would be expected to participate
- Literacy
 - Construct well-argued and grammatically correct essays/reports, with reference to the most appropriate academic conventions for the purpose
 - In writing essays/reports, locate and retrieve relevant ideas, ensuring these are correctly and accurately referenced and attributed
- Information Literacy
 - Identify, locate and retrieve standard [subject] materials in paper and electronic form, using appropriate periodicals, books, websites and other references to pull together required information
 - Synthesise and present retrieved materials in ways appropriate to the problem in hand through the use of IT
 - Use computer applications to the level required and appropriate to the problem in hand

Self-Management

- Self Awareness and Reflection – engage in activities that enable the student to recognise their own knowledge, values, qualities and skills in order to inform and guide personal and professional development
- Planning and Organising – set objectives, plan actions and manage time and resources effectively in order to achieve personal and organisational goals
 - Goal Setting and Action Planning – set objectives, schedule resources and manage time
 - Decision Making – be aware of and choose between opportunities/solutions that achieve goals, having gathered and evaluated relevant information
- Personal Enterprise – respond to opportunities and initiate change in order to drive continuous improvement
 - Innovation and Creativity – generate and visualise novel ideas and concepts
 - Initiative – identify and make effective use of material, financial and human resources. Initiate activities and ideas and bring to completion.

- Independence – ability to work unsupervised, plan effectively and meet deadlines etc.
- Adaptability – respond readily to changing situations and priorities
- Problem-Solving – critically evaluate and analyse complex problems, including those with incomplete information, identify key issues for action and devise appropriate solutions
- Budgeting – able to budget finances effectively

Interaction

- Communication – use speech, writing, technology and behaviour effectively in order to present and exchange opinions, ideas and information
 - Oral – use styles and content of spoken language that are appropriate for the context and the purpose
 - Foreign Languages – read, speak and understand foreign languages when and where appropriate
 - Interpersonal – use and respond to non-verbal behaviour, make use of active listening techniques, give constructive feedback
 - Written/other – use written and other appropriate tools and resources to support and enhance other forms of communication
- Team Working – work with others in order to establish and achieve common goals
 - Collaboration – recognise and make best use of the knowledge, values, qualities and skills of individuals
 - Relationship Building – create and maintain an environment in which risks and rewards are shared by all
 - Leadership – set direction, win the commitment of others and take responsibility for actions and decisions
 - Negotiation – identify problem and desired outcome, negotiate confidently and assertively, ability to reach mutually acceptable conclusion
 - Peer Assessment/Review – give and receive constructive feedback

Application

- Occupational Awareness – understand the nature, requirements and context of a job in order to inform and guide professional development
- Commercial Acumen – when and where appropriate, recognise, utilise and create opportunities in order to contribute to achieving organisational goals
 - Market Awareness – understand and meet the needs of individuals, business and the community
 - Governance Awareness – understand how workplaces and organisations are governed formally and informally
 - Financial Awareness – understand the role of money and other assets in the functioning and development of an idea or organisation
 - Business Planning – identify, implement and monitor the stages of development of an idea

- Ethical Awareness – ability to understand and articulate relevant ethical values, principles, rights, and virtues from the point of view of different stakeholders. If conducting research, to understand the need to take a responsibility and to have a duty of accountability to society, to the University and, where appropriate, to research funding and professional bodies
- Social, Cultural and Global Awareness – through interaction with others, develop a critical awareness of social responsibilities, of the role of the individual as a member of a multi-national community, including racial and religious tolerance and respect, and develop an awareness of issues affecting the global economy, environment, diversity, equality and human rights
- Legal Awareness – have an awareness of relevant legal duties, rights and processes applicable to any context where the student might be required to participate