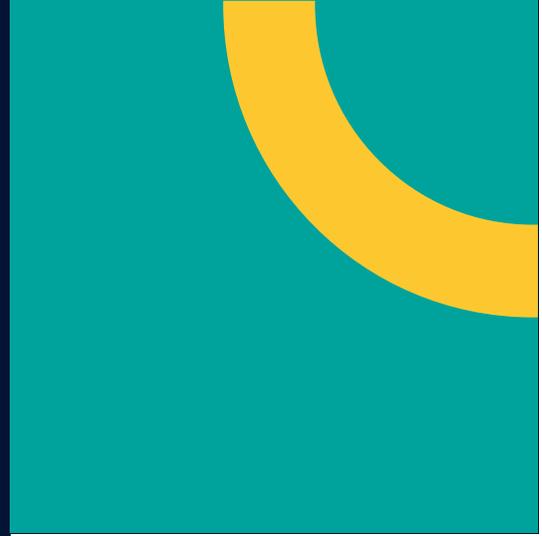


Education for Life

Skills and Attributes



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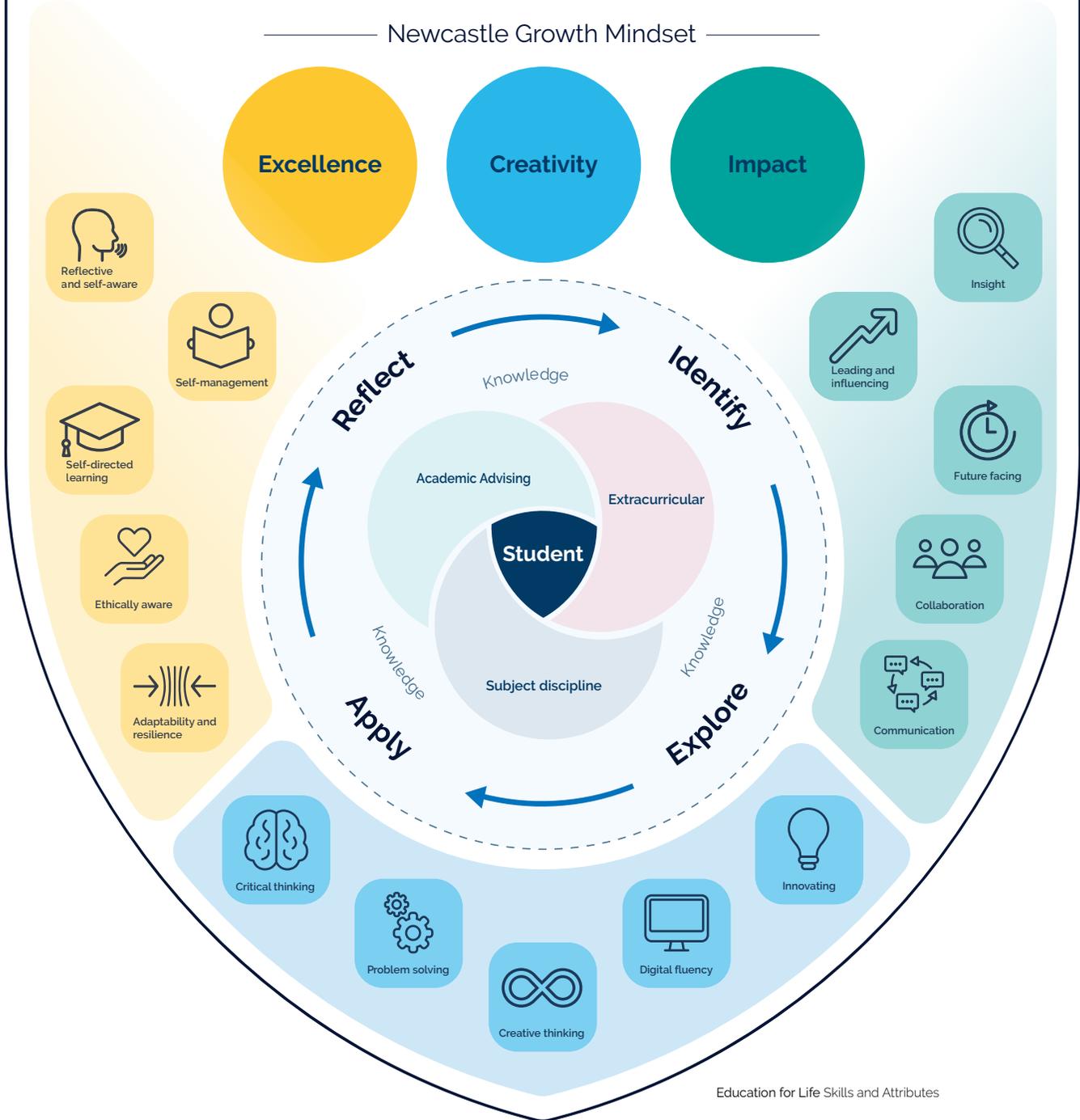




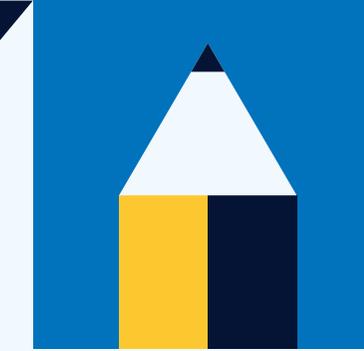
Education for Life Skills and Attributes

Newcastle University's approach to developing the whole person to navigate and shape a changing world through integrated academic, professional, and personal growth.

Education for Life Skills and Attributes

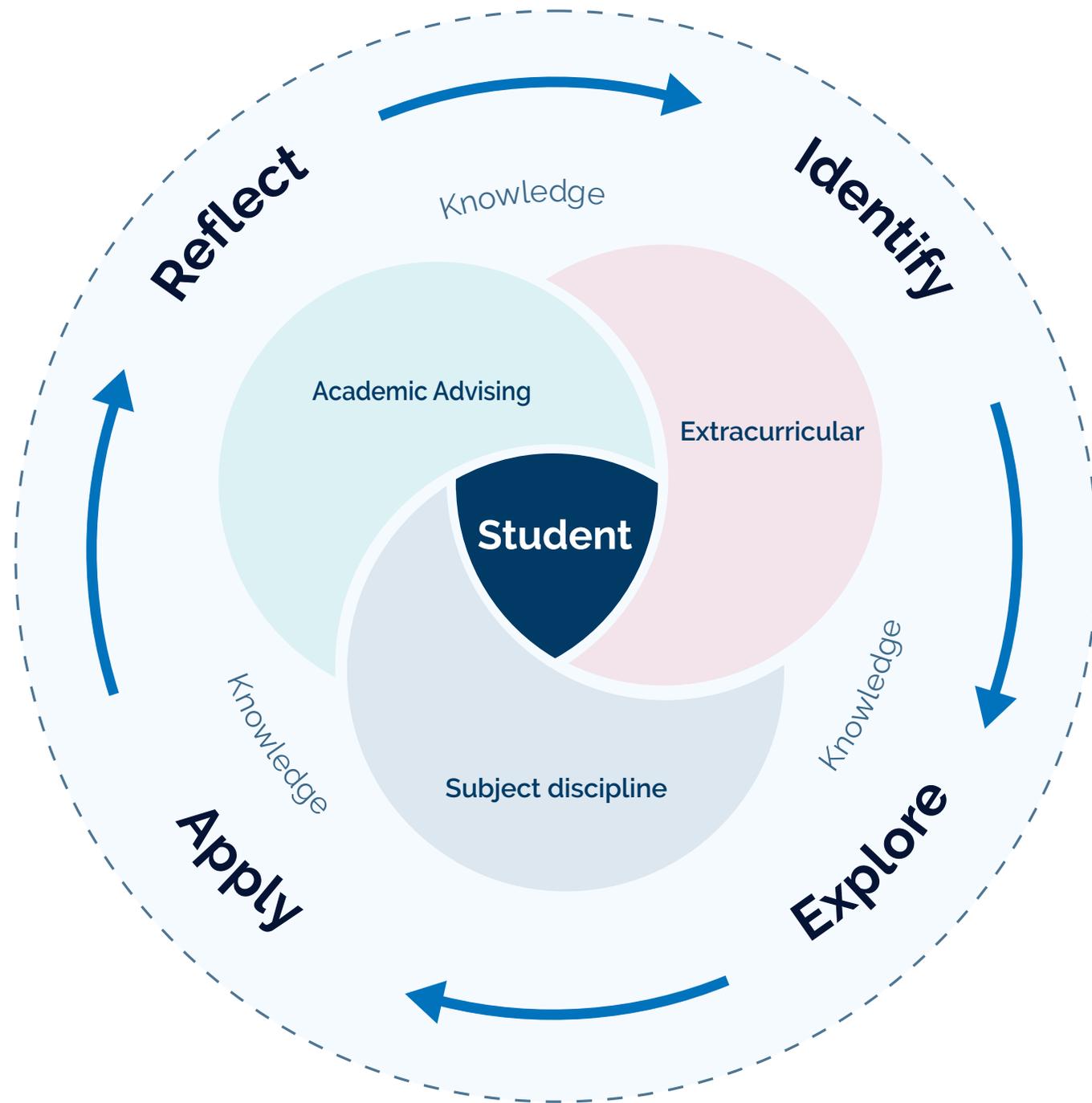


Newcastle Growth Mindset



Our graduates will:

1. Pursue **excellence** in all that they do
2. Apply **creativity** to solving the problems of today and tomorrow
3. Make an **impact** on whatever path they follow



Anchored in our aspiration-driven focus on excellence, creativity, and impact, this university-wide approach aims to prepare students for their futures by embedding essential knowledge, skills, and attributes into both their academic studies and wider student experience. It aims to ensure all students engage meaningfully with opportunities for academic, personal, and professional development throughout their time at Newcastle.

This approach reflects our shared commitment to future-focused learning while respecting the diversity of disciplines. It provides a common foundation for degree programme design, co-curricular opportunities, and academic advising, enabling students to engage with their development in intentional and reflective ways.

At the heart of this approach is a structured cycle of learning: students are supported to **identify, explore, apply, and reflect** on the knowledge, skills and attributes they develop. Through this process, they are encouraged to consider who they aspire to become, what they want to be able to do, and how they might contribute to the world.



Curriculum Design

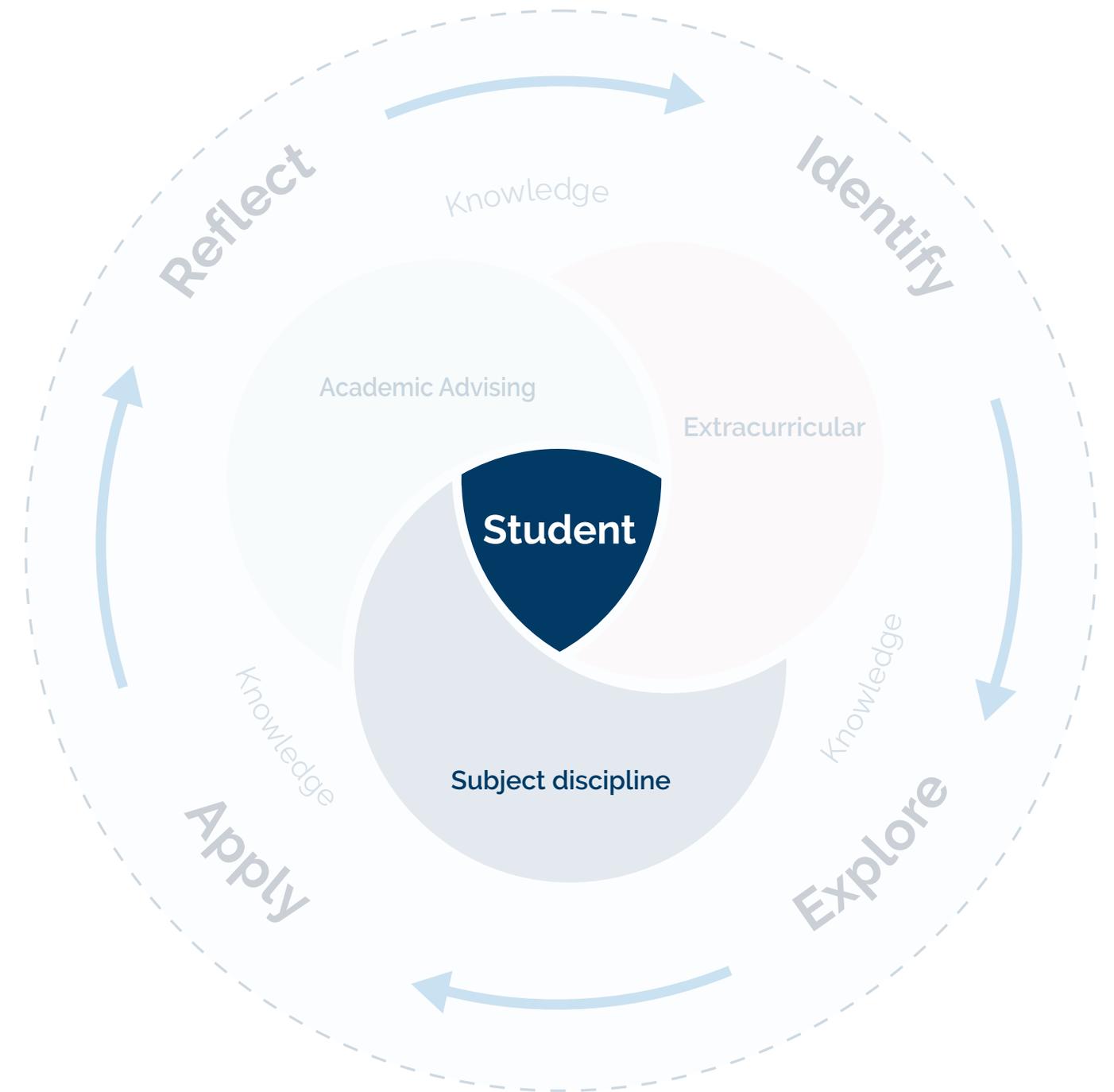
Programme Level

In degree programme design, the Education for Life knowledge, skills and attributes provide academic colleagues with a clear set of parameters, to ensure equity of opportunity for all students, irrespective of degree subject.

These parameters guide programme teams in embedding the Education for Life (EfL) skills and attributes into degree programmes through programme-level curriculum design, development, and delivery.

They aim to ensure all students have equitable, visible, and meaningful opportunities to develop the skills and attributes most relevant to their discipline and future. Students should be supported to identify, explore, apply, and reflect on these skills and attributes as part of their learning journey.

This approach balances flexibility for disciplines with coherence across the university, guided by the Newcastle growth mindset clusters: Excellence, Creativity, and Impact.



Parameters for Programme Teams Undergraduate

Programme teams will be supported to embed the Education for Life skills and attributes at programme level through curriculum design processes.

Skills and attributes should be selected and embedded in alignment with relevant FHEQ levels, subject benchmark statements, and any applicable professional accreditation requirements.

The growth mindset clusters offer a structure to guide balanced integration across the programme.

Programme teams must identify where the skills and attributes will be embedded within their programmes and ensure a minimum of two skills and attributes from each growth mindset cluster are integrated at each stage of the degree.

Some programmes may naturally embed more, depending on disciplinary context and learning opportunities.

Not all 15 skills and attributes must be embedded in every programme, but programme teams must consider them all within the design process.

Selected skills and attributes must be mapped to Programme Learning Outcomes (PLOs), with clear connections to assessment where appropriate.

Skills and attributes that are assessed must be explicitly embedded and surfaced within modules.

Active learning approaches are encouraged to support skill/attribute development, but assessment should only include skills/attributes students have had the opportunity to explore and apply.

All students must have equitable access to embedded skills and attributes, including those on joint or Combined Honours pathways, part-time students, and those undertaking study abroad.

Programme teams must ensure inclusive and coherent design across all student routes.

Embedded skills and attributes must be clearly surfaced in student-facing documentation, including programme and module descriptors, using inclusive and accessible language appropriate for a diverse student population (e.g. neurodiverse, international, or multilingual students).

Where certain skills/attributes are not embedded within the curriculum, students must be signposted to other University-wide opportunities (e.g. Newcastle Beyond the Curriculum) where they can engage with these skills/attributes

Each stage of a degree must include at least one structured opportunity for students to reflect on their development of EfL skills and attributes.

This should happen within compulsory modules. Students should be supported to evaluate their progress, evidence their 'distance travelled' development, and have meaningful conversations about their learning.

Assessment criteria should reference Education for Life skills/attributes where these are explicitly developed within the curriculum.

Feedback and feedforward should help students understand their progress and identify opportunities for growth.

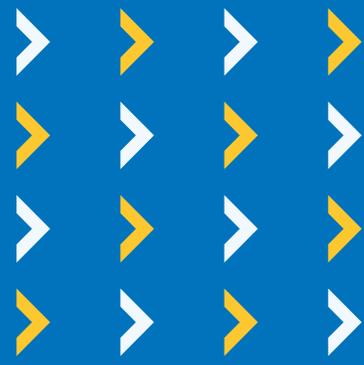
Programme approval processes will incorporate consideration of how the Education for Life skills and attributes are embedded.

Programme teams will be asked to identify the selected skills/attributes, provide a rationale for their inclusion / exclusion, and outline how students are supported to identify, explore, apply and reflect upon them across the curriculum.

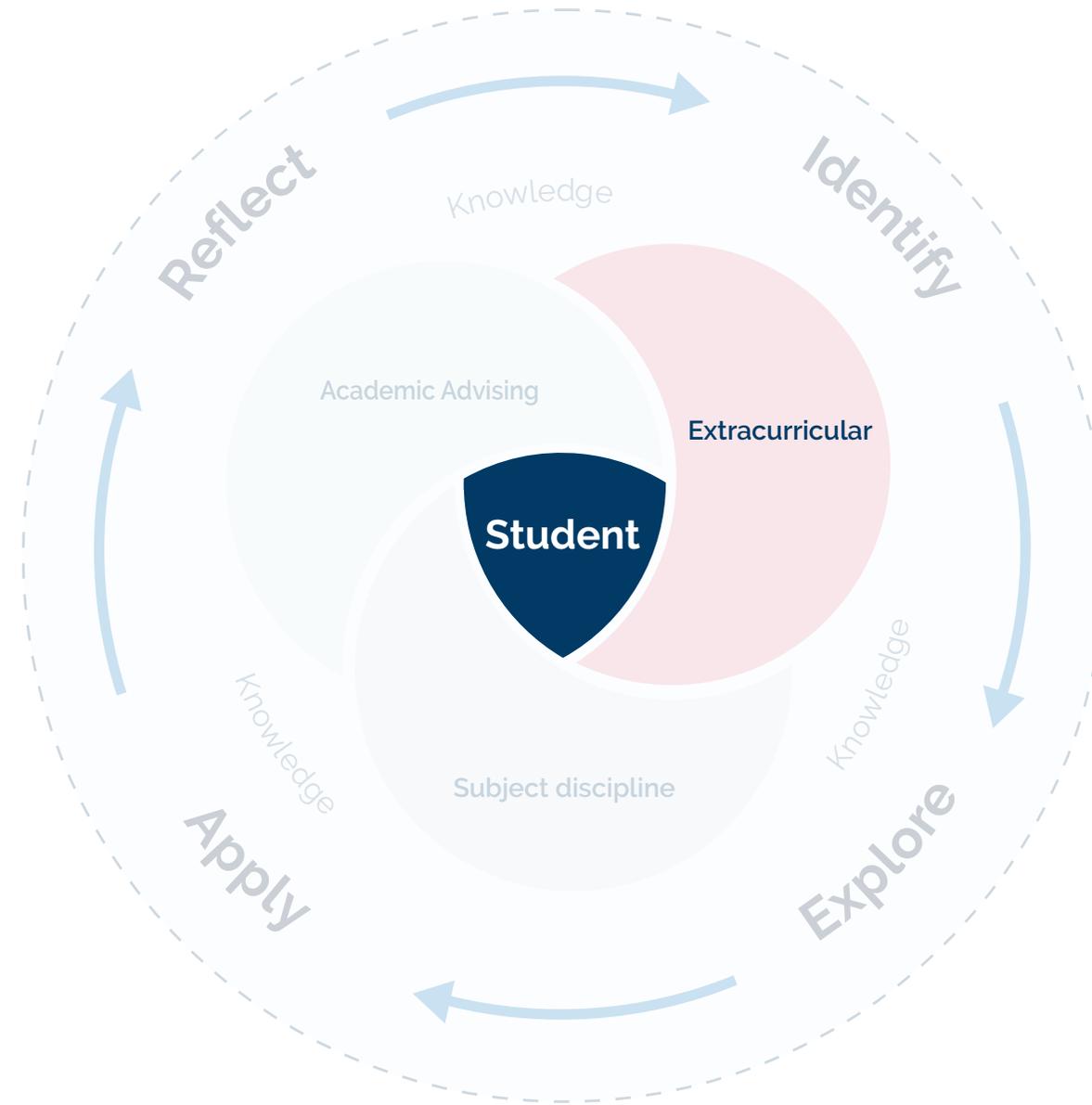


Parameters for Programme Teams Postgraduate

All PGT programmes must embed a minimum of six skills and attributes (two from each growth mindset cluster). In addition, programmes may provide opportunities for deeper or more focused engagement with selected skills and attributes, aligned to Programme Learning Outcomes, FHEQ level, and relevant professional or disciplinary benchmarks.



Newcastle Beyond Extracurricular



Newcastle Beyond offers students a broad range of extracurricular opportunities that complement and enrich their academic studies.

These experiences form a valuable part of the wider student journey at Newcastle, supporting the development of the skills and attributes needed to thrive beyond graduation.

Students will be supported to explore, reflect on, and evidence the skills and attributes developed through these experiences, making meaningful connections between their personal growth and future ambitions.



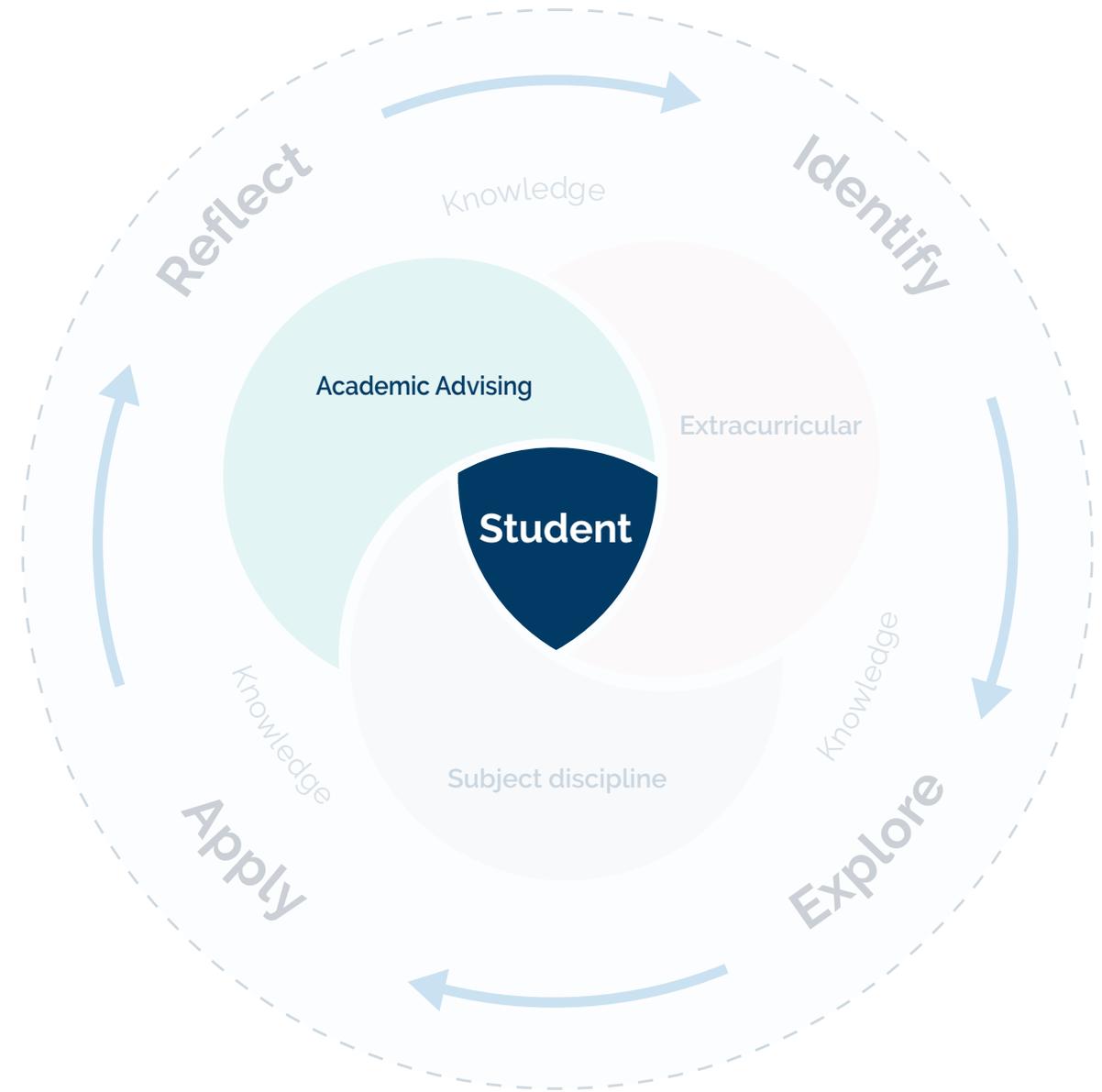
Personal Tutoring Academic Advising

Education for Life provides the foundation for academic advising by supporting structured, student-centred conversations focused on personal development.

Through regular advising interactions, students are encouraged to identify, explore, and reflect on the skills and attributes they are developing within and beyond their degree.

This shared structure ensures a consistent and equitable approach to academic advising across the University, helping all students to recognise and articulate their growth.

Over time, these conversations can also support the longitudinal development of self-efficacy in key attributes, offering a valuable source of evidence for educational gain at both programme and institutional level.



Skills and Attribute Clusters

High level developmental clusters

Useful framing for curriculum design

Students will engage with skills from each of these at each stage with skills and associate assessments progressing in complexity at each stage

Making sense of the clusters

Useful framing for students

Breaking down the clusters – next layer

Useful for exploring what this means with students e.g. academic advising

Newcastle skills and attributes

List of skills and attributes that must be embedded in the curriculum

Excellence

Students' personal and professional development related skills

What skills will help you pursue **excellence**?

- Know yourself and keep growing
- Learn how to learn
- Understand how you think and improve



Reflective and self-aware



Self-management



Self-directed learning



Ethically aware



Adaptability and resilience

Creativity

Students' design and innovation skills

What **creative** approaches can you bring to solve problems?

- Solve real world problems
- Build practical skills and knowledge
- Think creatively about solutions



Critical thinking



Problem solving



Creative thinking



Digital fluency



Innovating

Impact

Student skills for shaping their social environment and relationship with the world

How can you make an **impact** in your relationship with other and the world?

- Work well with others
- Build strong connections
- Make a positive difference to teams and communities



Communication



Collaboration



Leading and influencing

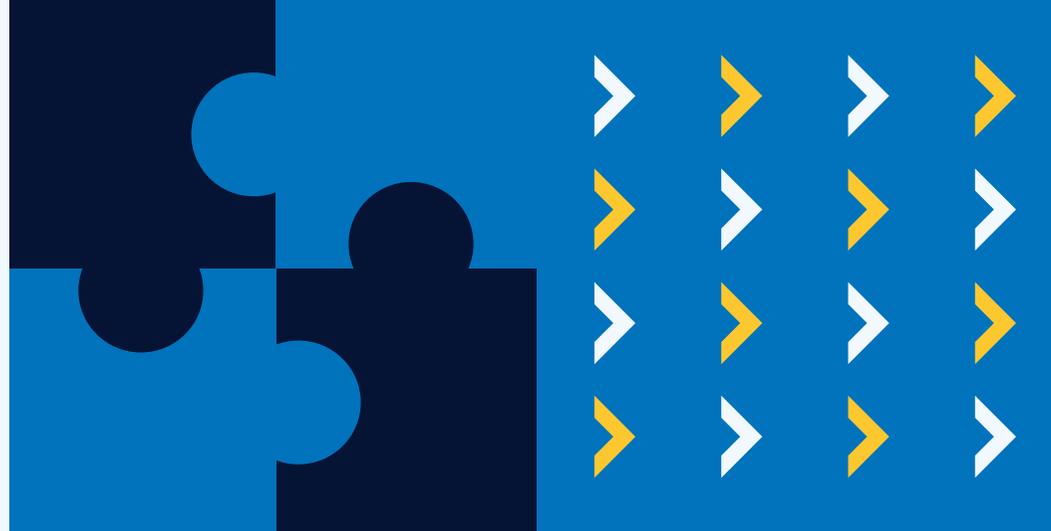
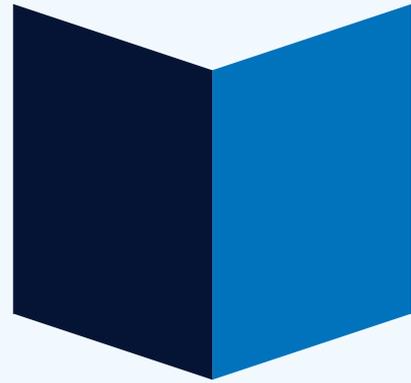


Insight



Future facing

Knowledge



Newcastle Skills and Attributes

Definitions

Excellence



Reflective and self-aware

Reflective and self-aware

Understanding yourself, your motivations, values, skills and strengths; having a growth mindset and being able to recognise areas you need to develop; having emotional intelligence; seeking to understand yourself and others; having the ability to reflect on your experiences and learn from them; being able to articulate your skills and attributes to others.



Self-management

Self-management

Personal professionalism; time management; respectful behaviour; organisational capabilities; meeting deadlines; asking for help.



Self-directed learning

Self-directed learning

Developing an enthusiasm and initiative for learning and a desire to continuously learn knowledge and skills; working independently; being interested in how the world and society works; an understanding of future opportunities and how to develop yourself to be well placed to respond to those.



Ethically aware

Ethical aware

Considering the moral implications of your choices and actions; having integrity at the core of your engagement with the world; understanding the implications of your decisions and how your decision-making impacts others; developing interpersonal sensitivities and an equity-focused mindset.



Adaptability and resilience

Adaptability and resilience

Developing the ability to deal with problems and setbacks constructively, and being able to learn through failure as well as success; perseverance; flexibility; coping with ambiguity; capable of managing change effectively and positively; dealing with uncertainty.

Creativity



Critical thinking

Critical thinking

Developing the ability to identify questions or problems and consider and evaluate the accuracy of information; being investigative and using evidence-based decision-making; applying subject knowledge to think through and beyond discipline expertise; unpacking information and critically analysing its validity; challenging ideas.



Problem solving

Problem solving

Identifying, understanding and generating ideas to solve problems; being strategic in identifying opportunities to generate answers to challenges; offering different perspectives to engage with issues and questions.



Creative thinking

Creative thinking

Use your imagination to create and develop original ideas and methods; being good at thinking and doing new and sometimes challenging things.



Digital fluency

Digital fluency

Being able to learn, work and live independently and with others safely in an increasingly digital world; building and applying knowledge of a range of digital applications; being proficient in the ethical use and critique of AI tools.



Innovating

Innovating

Being resourceful and demonstrating initiative; taking calculated risks; identifying opportunities and being resourceful in order to create something of value.

Impact



Communication

Communication

Expressing your ideas well in different formats; being an empathetic and active listener; being able to co-create and work effectively, negotiate, and influence others; being able to engage effectively with people from different backgrounds and cultures.



Collaboration

Collaboration

Working well with others to achieve a shared goal; contributing effectively within a group or team, sharing responsibilities and contributing ideas; valuing other people's ideas and contributions.



Leading and influencing

Leading and influencing

Managing a project to completion; organising a group to achieve a shared aim; creating arguments that enable others to understand your perspective; enabling others to learn from you and work alongside you; taking responsibility; ensuring your impact on others and the world is positive.



Insight

Insight

Developing an awareness of how the world is changing; observing and scrutinising new ideas; having an enquiring mind; being able to recognise opportunities to adapt and respond to external challenges and change; appreciating and respecting different cultures and perspectives.



Future facing

Future focused

Having the capacity to look forward and prepare yourself for opportunities; being curious about how technological innovation and progress will impact society and the environment; understanding how world issues, whether economic, political, social or environmental can affect society and people's lives and how you can respond to those challenges positively.



Newcastle University

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trading as Newcastle University.