

**Graduate Attributes Matrix for Employability:**

**Curriculum Design and Delivery Guidance**



**What are graduate attributes?**

Graduate attributes are the personal qualities, skills and academic abilities that are valued by the University of Bolton community, and that a student should acquire during their time at University.

Graduate attributes are:

* Expressive of what it means to be a University of Bolton graduate
* Not simply taught in the classroom but fostered through meaningful experiences and as a result of continuous learning and reflection
* Unique to every student – in terms of his or her starting point, experiences, development and comprehension.

The ***Graduate Attributes Matrix for Employability (GAME)*** has been developed to capture and articulate these attributes for **undergraduate students**, and provides a consistent framework for academic staff to:

* assess and benchmark an individual’s core skills performance
* describe core skills relevant to the workplace and employment
* map against curricula
* tailor approaches to teaching and learning
* develop self-evaluation tools which increase learner engagement and ownership

Graduate attributes can be developed as part of a programme of study, as well as through the wider student experience. They act as a point of reference for a student’s personal development and support the articulation of employability and transferable skills.

**SELF-AWARE**

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| **Definition** | To have a clear perception of your personality, thoughts, beliefs, motivations, emotions, as well as strengths and areas for development in relation to knowledge, behaviour and skills.  Awareness of how these can affect your subsequent decision-making and actions through self-reflection. |
| **Importance** | Being self-aware enables us to be more realistic about ourselves and our judgements and in turn, others trust and respect us for this. If we know what our strengths are, we can apply them in the right situations.  We can know when to draw on the strengths of others within the teams we are working in, and also understand when we need to seek further self-improvement.  Developing self-awareness skills is about taking personal responsibility. This is important forlearning about yourself and your ambitions for development, and discovering your true capabilities, which may be vital for a successful career and future progression.  In relation to the workplace, developing self-awareness will help you to understand the impact your emotions may have on others, better able to take on feedback, manage your time better and feel more confident in your abilities. |
| **Key behaviours associated with being self-aware** | * Self-reflection * Realisation * Perception * Personal skills assessment * Responding to feedback * Emotional intelligence * Confidence * Experiential learning * Strategies for development * Critical thinking * Honesty * Goal setting * Decision making * Personal responsibility * Empathy * Motivation |
| **Examples of outcomes** | Students should be able to:   * Answer a question with a considered reaction/response * Share and convey their thoughts appropriately when in a classroom/group situation * Respond to and cope with change * Assess and reflect on their own attributes, skills and qualities and identify areas for improvement * Play to strengths and agree roles within a team-based activity * Ask for support when needed * Respect others skills set within the class/group environment * Appraise themselves, evaluate their own performance, receive and respond to feedback * Independently employ techniques to understand their skills and abilities in order to positively engage in personal growth and self-development. * Consider how other responses may adapt or amend one's original response |
| **Curriculum Design Strategies** | Include formative and summative assessments which require students to reflect on their skills, experiences and performance e.g. via self-assessment skills tools, reflective diaries, blogs, vlogs, personal development plans, online portfolios, mock interviews and psychometric tests.  *This attribute is linked to being a ‘Lifelong Learner’* |
| **Curriculum Delivery Strategies (examples)** | * **Skills Audit** – Provide opportunities for students to appraise their own skills and how they share with others. * **Critical Self-Reflection** – Encourage students to maintain a reflective diary/blog/journal/case studies to record how their contribution in a learning environment impacts on others. * **SWOT Analysis** – use a SWOT analysis after the creation of a team project and role assignment to maximise benefit of delivery. * **Goal setting** – encourage students to set goals for their degree programme and their future career plan. * **Create a LinkedIn Profile** – ask students to set up an online profile which details their experiences and skills to date. Ask them to consider the gaps, and how they are going to fill them. * **Develop a portfolio** – ask students to chart their development and creative process. * **Use of online recording** – ask students to develop their self-reflection online, through the use of a vlog/podcast/video * **Debates** – ask students to debate a topic or viewpoint to aid critical self-reflection and personal position. |

**RESILIENT**

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| **Definition** | To utilise effective coping strategies to withstand, learn from or respond effectively to challenging situations and personal hardship, both predicted and unforeseen. | |
| **Importance** | Resilience is what gives individuals the psychological strength to cope with stress and challenging situations. Resilient individuals are better able to handle adversity, respond to pressure and the demands of daily life. They can promote a positive mind set through a balanced work/lifestyle, demonstrating a high standard of self-management and commitment.  One of the key ways to build resilience is to focus on self-care. Much of this comes down to self-talk, self-regulation, and self-leadership; navigating our reactions to external events and ensuring that our inner voice does not undermine us amidst the difficulties. Being able to effectively regulate your thoughts and emotions, as well as perceiving challenging situations as an opportunity, not necessarily a personal threat, has never been more crucial as we move into a post-pandemic world.  Resilience is the energy that powers us to develop a positive approach to life, making it possible for us to stay motivated and solve problems in the workplace. Therefore, with a resilient mind set, you naturally feel that day-to-day tasks at the workplace are more approachable.  At work, resilient people are better able to deal with the demands placed upon them, especially where those requests might require them to deal with constantly changing priorities and a heavy workload. More and more employers are looking for team members who are willing to take on new challenges (whether expected or unexpected) can withstand them and learn from them.  **N.B.** Resilience is a positive quality and should not be misperceived for being resistant which would result in a negative response and non-productive outcome. | |
| **Key behaviours associated with being resilient** | * Self-management * Emotional regulation * Flexibility * Adaptability * Strategies for overcoming challenges * Drawing on support * Dealing with unsuccessful outcomes * Taking measured risks | * Tenacity * Autonomy * Control * Responding effectively * Perseverance * Self-care * Commitment |
| **Examples of outcomes** | Students should be able to:   * Self-challenge through an agreed process * Seek help promptly and in an appropriate and agreed manner * Respond appropriately to any feedback received * Recognise that new situations are likely to be uncertain and present personal challenges * Be flexible and prepared to try a different approach * Show that they are reliable in following through with tasks and undertakings * Show persistence and not give up at the first sign of difficulty * Use a range of resources to help them achieve a goal or task * Interact better with others and communicate more effectively * Develop a sense of independence, responsibility and confidence in their own capacity * Have a sense of optimism about their future and a belief in the meaning and purpose of what they do and how that will contribute beyond University and into their chosen career. * View 'failure' as an opportunity to better themselves rather than a barrier to success | |
| **Curriculum Design Strategies** | Include formative and summative assessments which put students outside their comfort zones and involve responses to external factors e.g. group/live briefs/projects, mock interviews, vivas, presentations, problem solving activities.  Feed forward - Built into the formative assessment with reflections added to the summative.  *This attribute is linked to being ‘Adaptable’* | |
| **Curriculum Delivery Strategies (examples)** | * **Community of Practice** – Provide opportunities for the development of respectful peer-to-peer feedback. * **Student-led tutorials –** Encourage students to appraise their strengths/achievements/areas for improvement in tutorials. * **Reflection**– Provide opportunities for students to identify three areas of development during each module and discuss with Personal Tutor. * **Goal Setting** – Ask students to set appropriate career resilience goals and describe the actions required to achieve them. This could be linked to a skills audit. * **Networking** – Ask students to explore their social networks (physical and virtual) that will support their resilience and help them to achieve their goals. * **Exhibition** – Allow the students to showcase and present their work. * **Mock Interviews** – Use the support of the IAB networks to offer industry-based interviews based around GAME. * Simulations – Real-world simulations that will test how students will deal with issues and problems. | |

**PROBLEM SOLVER**

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| **Definition** | To use a range of techniques that stimulate creative and divergent thinking which provides alternative and positive solutions to challenging problems posed. | |
| **Importance** | A problem occurs when something is not behaving as it should, something is deviating from the norm or something goes wrong. At work, the types of problems we face depend largely on the organisations we are in and the jobs we do.  Effective problem-solving skills enable employees to identify and understand problems, and use effective problem solving skills to resolve these e.g. analysis, logic, creativity, intuition (applied knowledge, skills and experience). Candidates who demonstrate self-direction and can problem solve, have a combination of these skills and will be comfortable with making decisions and confident enough to rise to challenges in the workplace.  Problem-solving is a universal job skill that applies to any position and every industry.That is why employers want to hire people with problem-solving skills, especially for roles that require dealing with complex business challenges, tight deadlines, and changing variables.  This may be undertaken autonomously, or by identifying help from people around us who have the expertise. Using analytical thought processes and initiative is a sought-after quality and demonstrates that you are not solely relying on others to make progress. | |
| **Key behaviours associated with being a problem solver** | * Analysis * Intuition * Logical thinking * Critical thinking * Investigation * Decision making * Reflection * Research * Self-direction * Ideas generation * Initiative * Persistence | * Action learning * Collaboration * Communication * Negotiation * Planning * Independence * Solution focused * Resilience and self-determination * Ethical considerations * Creative thinking – divergent / abstract / exploratory |
| **Examples of outcomes** | Students should be able to:   * Develop original approaches in defining and solving problems, using a variety of tools and methodologies. * Evaluate the methods and techniques for solving problems and assess the alternatives. * Make recommendations regarding the problem and how it can be solved. * Identify the specific concepts or principlesassociated with the problem. * Work independently to solve problems, as well as in group settings. * See that there may be a better way of doing things. * Stay calm and not give up when things go wrong, and seek a way around a problem. * Identify problems of different scales and what is needed to solve them * Have the foresight to evaluate and review work in order to mitigate problems occurring. * Make solution focused decision when faced with barriers and problems * Explore alternative solutions through analytical practice and creative thinking * Take calculated risks to avoid prescriptive solutions | |
| **Curriculum Design Strategies** | Include formative and summative assessments which develop creativity, self-direction, and use of initiative and analysis e.g. real life case studies, research activities, group projects, business challenges, and service or product audit.  *This attribute is linked to being ‘Resilient’* | |
| **Curriculum Delivery Strategies (examples)** | * **Project or Dissertation –** Provide opportunities for students to research and analyse a specific issue and then present recommendations. * **Live Briefs, Work Experience and Internships –** Provide opportunities for students to work on employer-related projects, identify and solve issues in a particular role, and exposure to employer feedback. * **Organising Events** – Provide opportunities for students to plan and implement an event, including scheduling, venue, marketing and logistics. * **Enterprise** – Ask students to establish a new business idea based on an issue/problem they have identified in their chosen field. * **Modelling** - Model a useful problem-solving method in order to encourage the students to find a solution to a work-related issue or problem in society. * **IAB Engagement** – Use the skills and the expertise of the IAB to pose a business problem. * **Student Conference** – Ask students to organise a conference with a particular subject focus. * **Case conference** - multi disciplinary approach to find a solution to a problem (appropriate to discipline) * **Simulation** – Encourage students to adopt different roles when working with peers in simulated experiences. | |

**EFFECTIVE COMMUNICATOR**

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| **Definition** | To actively listen, share information, provide direction and express ideas and feelings effectively through a range of different forms (verbally, visually and written) so that the intended message is successfully delivered, received, understood and responded to. | |
| **Importance** | Effective communication is about more than just exchanging information. It is about understanding the emotion and intentions behind the information. As well as being able to clearly convey a message, you need to be able to listen in a way that gains the full meaning of what is being said and makes the other person feel heard and understood.  For many of us, communicating more clearly and effectively requires us also to listen effectively, and observe and understand the non-verbal signals. Learning these skills can deepen your connections to others, build greater trust and respect, and improve teamwork, problem solving, and your overall social and emotional health.  Effective communication is a universal job skill that applies to any position and every industry. Workers in the digital age must know how to effectively convey and receive messages in person as well as via phone, email, and social media. You need to understand your audience and how best to communicate with them i.e. specialist v non-specialist audience.  Effective communication in the workplace is an integral element of a business’s success; it enhances relationships within the company and with clients, and it increases employee engagement and the overall effectiveness of a team. The employee who can make a compelling presentation, who can communicate succinctly via email, sound persuasive on the phone, write a complex business plan that the audience understands or can motivate a team to action, is the one who will succeed in the 21st century workplace.  Technology has also changed the way we communicate both on a personal and professional level. Technology speeds up communication between people. Technology provides us with the convenience to use more than one method of communication. Now people can use email, social media, chat messengers, video conferencing, video calls, images, videos, symbols, diagrams, charts, emoticons, etc. for communication. | |
| **Key behaviours associated with being an effective communicator** | * Delivery and style * Articulation * Clarity * Focus * Synthesis/conciseness * Dissemination * Digital literacy * Visual, oral, written * Body language * Audience focussed * Listening skills | * Debate * Interaction * Dialogue * Influencing and negotiation * Networking * Presentation * Professional etiquette * Initiative * Team work * Professionalism * Respect |
| **Examples of outcomes** | Students should be able to:   * Analyse and interpret texts and other forms of written communication. * Express opinions, speculate, discuss, reason and engage in debate and argument. * Engage in dialogue, listen attentively and elicit opinions, views and emotions. * Research, plan and deliver ideas, knowledge and information in a coherent way. * Make choices about what medium to use, taking account of audience and purpose. * Present using a variety of mediums and visual aids, and develop skills to engage their audience in discussion. * Use of range of general ICT tools effectively (e.g., PowerPoint, video clips, and more specialised ICT if appropriate) * Present written material which is grammatically correct and free from spelling mistakes. * Develop a deeper understanding of the power of communication, language and images in the 21st century. * Appreciate the contribution of effective communication to successful teamwork in settings of a social and professional nature. * Engage in teamwork, listening to others and expressing self effectively. * Self-reflect in order to understand the importance and value of good communication skills. | |
| **Curriculum Design Strategies** | Include diverse formative and summative assessments for both individual and group-based activities. Include flexible written and oral exercises suitable for different audiences, as well as a requirement for students to reflect on their strengths and areas for development. Include assessments that test presentation skills both oral and written, using a wide range of digital tools. | |
| **Curriculum Delivery Strategies (examples)** | * **Oral Presentation –** Provide opportunities for students to present a concept/idea to their peers or other stakeholders such as IAB members, academic staff. Make presenting the norm as a means to discuss findings. * **Poster Presentation -** Provide opportunities for students to participate in classroom, online or conference event of their area of investigation and produce a poster to demonstrate learning outcomes. * **Written Report/Case Reviews** – Provide opportunities for students to author a focused employment/case review report. * **Business Plan** – Provide opportunities for students to produce a business plan with all key headings. * **LinkedIn Profile** – Ask students to put together a LinkedIn profile that showcases their skills and achievements. This could be linked to a skills audit. * **Visual Presentation** – Provide students with a topic to discuss and present to their peers, asking them to utilise a wide range of multimedia and digital tools i.e. Zoom, Teams, PowerPoint, Prezi, Menti-meter etc. * **Communication Review and Research** – Ask students to review the communication styles/mediums that exist across their sector/subject area e.g. online treatment, therapy, consultancy, portfolios, show reels, videos etc. * **Professional Etiquette** – Deliver input on the professional competencies and etiquette that is needed in relation to sending emails, job interviews etc. * **Debates** – Provide the opportunity to introduce classroom debates, focused on a relevant topic, and understanding the importance of delivery in a professional manner. * **Digital Collaboration** – Design online interaction/activities to assist students to explore their digital skills to find information and present it in a collegial manner. * **Critical Self-Reflection** – Encourage students to maintain a reflective diary/blog/journal/case studies to record how their contribution in a learning environment impacts on others. * **Use of online recording** – ask students to develop their self-reflection online, through the use of a vlog/podcast/video | |

**GLOBAL CITIZEN**

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| **Definition** | To understand, respect and embrace diversity, different cultures and different ways of working, and to recognise the global and sustainability issues that affect us on a personal and professional basis. | |
| **Importance** | Global citizenship is the umbrella term for social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale. It is about acting responsibly and ethically, and caring for others and the environment.  Understanding international perspectives and interactions with people and organisations from different cultures can broaden skills and provide valuable experiences to refer to in many contexts. In an increasingly interconnected world, being able to engage in communication with people from a wide range of different backgrounds is paramount.  Sustainability is a key feature. Sustainable practices support ecological, human, and economic health and vitality. Sustainability presumes that resources are finite, and should be used conservatively and wisely with a view to long-term priorities and consequences of the ways in which resources are used.  Promoting global citizenship in sustainable development will allow individuals to embrace their social responsibility to act for the benefit of all societies, not just their own.  Corporate social responsibility (CSR) has become a priority for organisations all over the world. It is ingrained in company culture and something that new employees look for when applying for jobs. Digital solutions are becoming the norm such as online documents, instant messaging apps and cloud-based file storage. | |
| **Key behaviours associated with being a global citizen** | * Personal responsibility * Respect * Understanding * Environmental awareness * Equality * Diversity * Inclusion and belonging * Global community * Local community * Ethical * Human rights | * Values * Cultural awareness * Actions have consequences * World mindedness * Internationalisation * Corporate social responsibility * Making a difference * Contributing * Civic engagement |
| **Examples of outcomes** | Students should be able to:   * Keep up-to-date with current affairs and world news. * Critically engage with of one or more current global challenges. * Challenge assumptions and value other perspectives * Reflect and respond appropriately to international content within the subject material. * Welcome exposure to the richness of multi-cultural and international experiences, opportunities and ways of thinking. * Be aware of international opportunities that exist beyond the UK. * Use their initiative to take positive action to improve their own life and the lives of others * Understand the impact business, policy and the economy has on the environment and global developments. * Demonstrate keenness to take action for a better world. * Transform their ideas into sustainable social enterprises. * Cultivate knowledge and understanding of how the University contributes effectively to the global community and sustainability challenge. * Articulate what it means to be an equality and diversity champion * Address the need for sustainability development within their academic, personal and professional life. | |
| **Curriculum Design Strategies** | Include formative and summative assessments which exemplifies the importance of understanding sustainability, multi-cultural and global perspectives and develops students’ skills accordingly.  Needs to take into account and make clear unconscious bias.  Assessment strategies need to differentiate for those students in different geographical locations. | |
| **Curriculum Delivery Strategies (examples)** | * **Content Delivery** and assessment - Provide opportunities for students to demonstrate their awareness of the role of global citizen through the consideration of wider world issues. Provide opportunities for students to demonstrate their awareness of the need for environmental sustainability and the role they can play. * **Group Activities** – Design activities which assist students in considering a sustainable way of life and help to develop solutions to the challenges they face as global citizens. * **Guest Speakers** – Provide students with the opportunity to hear from experts on global issues. * **Producing outputs** - such as films, posters, or business ideas linked to sustainability. * **Peer Advocacy Exercises** - Provide students with the opportunity to take action to represent the rights and interests of someone other than themselves. * **Third Sector Consultancy** – Provide students with the opportunity to work with a local charity, providing consultancy and support. * **Bolton Award –** Encourage students to participate in internal and external award schemes, which provide opportunities for work experience in the community * **Legal Advice/Accountancy Clinics** – Encourage students to support these consultancy activities that support the wider community. | |

**ENTERPRISING**

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| **Definition** | To demonstrate, creativity, innovation, initiative and resourcefulness, and be ready to act as opportunities present themselves. | |
| **Importance** | To be enterprising is to be skilled, confident, creative and disciplined enough to seize opportunities that present themselves.  Enterprising people always have a focus on future possibilities. They always find a way to take advantage of a situation, not be burdened by it. They don’t wait for opportunities to come to them, they go after the opportunities, actively working towards their ambition.  Enterprising is all about being able to spot opportunities and then make the most of them. People with strong enterprise skills can make the best out of any situation; they are innovators who constantly come up with ideas and methods intended to help their business or venture generate revenue.  Employers need people with enterprising skills in order to think on their feet, spot gaps in the market and come up with new ideas to improve processes and results. | |
| **Key behaviours associated with being enterprising** | * Creativity * Enthusiasm * Positivity * Focus * Idea generation and evaluation * Problem solving * Taking calculated risks * Effective solutions * Initiative * Proactivity * Flexibility * Adaptability | * Innovation * Inventiveness * Imagination * Resourcefulness * Ambitious * Decisive * Forward thinking * Practical application * Entrepreneurial * Commercial and professional awareness * Self direction * Self-motivated |
| **Examples of outcomes** | Students should be able to:   * Generate multiple ideas, concepts, proposals, solutions, or arguments independently and/or collaboratively in response to identified problems and opportunities. * Be flexible and adaptable, seeing alternative perspectives and offering a choice of solutions. * Manage resources in response to a problem/need; demonstrate enthusiasm for enquiry and motivation to sustain it. * Show resourcefulness in seeking development, guidance or support from both external and internal sources. * Undertake tasks specific to creating a new venture. * Identify target markets and associated value mechanisms. * Take the initiative to act on opportunities while considering risk factors. * Reflect and persevere in challenging environments in pursuit of achieving desired objectives or goals. * Take creative and innovative approaches that are evidenced through multiple solutions and reflective processes. * Be open to more sustainable options and keep Environmental Sustainability at the forefront of their choices. * Demonstrate a comprehensive understanding of their chosen professional sector and/or contemporary market (where applicable) | |
| **Curriculum Design Strategies** | Include formative and summative assessments which creates opportunities for the development of creative and enterprising ideas. This may be linked to self-employment, but equally this is about students demonstrating creativity, innovation, initiative and resourcefulness, regardless of their future career path. | |
| **Curriculum Delivery Strategies (examples)** | * **Live Briefs** – Support students to work with employers on real business challenges i.e. solve a specified task by ‘tendering’ to a potential client in order to win a hypothetical work contract. * **Action Learning Sets –** Facilitate action learning to support students’ self-exploration of ideas and concepts such as developing an idea for commercialization relevant to their subject. * **Case Studies** – Design case-studies to support students in the development of innovative solutions. * **Business Plan** - Provide opportunities for students to produce a business plan with all key headings. * **Sector Research** – Ask student to research market opportunities for a service or product relevant to their subject area. * **Business Audit** – Ask the students to undertake a business audit on a particular service/industry. * **Simulation** – Encourage students to adopt different roles when working with peers in simulated experiences. * **UoB Group Collaboration** – Provide students with the opportunity to work with other partners from across the Group to generate sustainability enterprise projects, a UoB KPI. | |

**ADAPTABLE**

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| **Definition** | To be flexible and responsive to change in any given situation or work environment, or in response to the needs, wishes or demands of others. |
| **Importance** | Adaptability means the ability to be flexible and adjust to changing factors, conditions or environments. It is about making decisions in complex and unpredictable situations, which may be uncertain or ambiguous. Being adaptable is a highly valued skill in nearly every workplace. People with adaptability skills are never discouraged by failure; they are open to both positive and negative change.  Adaptability is a sought-after job skill and the ability to adapt to changing situations and expectations makes it more valuable to a current or prospective employer. An adaptable person will be able to source new resources and techniques that have not been utilised before.  Employers want people with the personal confidence to respond positively to change and new ways of working; people who are prepared to rise to the challenge of dealing with the unfamiliar and show they can cope with the new or unexpected. They need employees who can adapt to changing customer needs, technological capabilities, and job roles. |
| **Key behaviours associated with being adaptable** | * Flexible * Adjustable * Accommodating * Versatile * Resilient * Open-minded * Co-operative * Willing * Positive * Amenable * Responsive * Managing challenges * Tenacity * Agile mind set * Collaborative * Reflexivity * Responding to feedback * Receptiveness * Creativity * Divergent |
| **Examples of outcomes** | Students should be able to:   * Respond flexibly and adapt their skills and knowledge to excel in unfamiliar situations/tasks. * Provide a contingency plan for when things don’t go to plan. * Anticipate and respond positively to changing environments. * Take on new challenges at short notice. * Look for ways to make changes work rather than identifying why change won't work. * Demonstrate the integration of new information and draw conclusions from it; switch from the detail to the big picture. * Adjust style of working or method of approach to meet the needs of a situation or task. * Adjust behaviour and emotions when something new or different arises. * Challenge assessment process and ask for different approach. * Demonstrate perseverance and positivity in multitasking, dealing with change and meeting new challenges. * Take on board new ideas and concepts. |
| **Curriculum Design Strategies** | Include formative and summative assessments which require students to adapt to external factors or a changing position or viewpoint e.g. projects, interviews, vivas.  Include critical reflections on research strategies undertaken.  *This attribute is linked to being ‘Resilient’* |
| **Curriculum Delivery Strategies (examples)** | * **Group Work** – Provide opportunities for students to select different roles when asked to solve a problem. * **Critical Self-Reflection** – Facilitateself-reflection on contingencies adopted to deal with an activity or problem solving task. * **Simulation** – Encourage students to adopt different roles when working with peers in simulated experiences, and to discuss how they adapted to the situation posed. * **Mock negotiations and debates** - Provide the opportunity to introduce classroom debates, focused on a relevant topic, and understanding the importance of delivery in a professional manner. |

**COLLABORATIVE**

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| **Definition** | To develop a purposeful relationship with two or more people or organisations in order to work together to explore ideas, complete a task, achieve a shared goal and promote the value of team working and knowledge exchange. | |
| **Importance** | Collaboration skills enable individuals to work together efficiently and effectively. Working together increases productivity, reduces wasted time on unnecessary or duplicate tasks, and enhances each individual’s personal impact on a project.  Individuals may work together to develop a product, complete a project or solve a problem. To collaborate effectively, you need to be open-minded, inclusive and able to overcome conflict.  In today’s workplace, effective collaboration is increasingly achieved via the digital work space. Advanced digital technologies have facilitated group work, making it easier for people to connect, communicate, and create from anywhere, anytime.  Students must possess the ability to collaborate seamlessly in both physical and virtual spaces, with real and virtual partners globally. | |
| **Key behaviours associated with being collaborative** | * Understanding * Common goals * Team work * Co-operation * Understanding * Cohesion * Flexibility * Empathy * Inclusivity * Tolerance * Patience * Partnership * Effective communication | * Participation * Mutual benefit * Co-ordination * Inter-disciplinary * Contribution * Engagement and collegiality * Knowledge exchange * Team diversity * Respect * Professional etiquette * Conflict resolution * Leadership and influence |
| **Examples of outcomes** | Students should be able to:   * Build positive and cooperative working relationships that successfully achieve shared goals. * Work in groups and teams of varying sizes and in a variety of roles (leader, team member) * Conduct self professionally and contribute positively when working in a team. * Establish an atmosphere that encourages all team members to share their views and to feel listened to and included. * Identify desired outcomes, negotiate roles and responsibilities and demonstrate flexibility in reaching a mutually agreed outcome * Develop good relationships with others and a sense of wellbeing in a group situation. * Acknowledge individual differences, negotiate and resolve conflicts. * Check progress, review the work of the group and personally reflect on one’s own contribution. * Agree methods for keep each other informed of progress on group activities. * Develop empathy and see alternative perspectives. * Express emotion in appropriate ways. * Help a group to persist in the face of difficulties, taking responsibility, providing support and demonstrating leadership when needed. * Celebrate the achievements of a group in an appropriate manner. * Recognise that different positions and viewpoints are likely to be adopted and expressed. * Work across the University with both academic and professional support services, as well as with external partners such as employers. | |
| **Curriculum Design Strategies** | Include formative and summative assessments which require students to work with others e.g. Group work, research projects, live employer briefs, problem solving activities.  Consider team projects with individual and group marks.  *This attribute is linked to being ‘Self-Aware’* | |
| **Curriculum Delivery Strategies (examples)** | * **Live Briefs** – Provide opportunities for students to build respectful relationships and provide peer feedback on performance against a particular brief. * **Action Learning Sets –** Facilitate action learning to support group learning and idea development. * **Digital Collaboration** – Design online interaction/activities to assist students to explore their digital skills to find information and present it in a collegial manner. * **Listening activities** – Ask students to undertake listening skills activities that allow them to recognize different ideas and viewpoints. * **Knowledge Exchange Activity** – Work with industry partners to collaborate on progressing an idea/product/service. * **Case conference** - Multi disciplinary approach to find a solution to a problem (appropriate to discipline) * **Team Competitions** – Encourage students to undertake and work collaboratively on internal and external competitions and design challenges. | |

**CONFIDENT**

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| **Definition** | To be able to demonstrate a firm belief in yourself and your abilities informed by underpinned knowledge and practised skill. |
| **Importance** | Havingconfidence is about feeling self-assured that what we think, believe or do is right or okay. It is knowing what you’re good at, the value you provide, and acting in a way that conveys that to those around you, through conviction and demonstration of experience. When we are feeling confident, we can give a task our full effort or attention without holding back or doubting ourselves.  Confidence doesn’t have to be loud, brash and pretentious. You don’t have to force your point on others to be heard, but you do have to believe in yourself. Confidence is a skill that develops with awareness and practice. High levels of confidence will allow you to give your best effort, perform at your highest level consistently, and encourage you to believe you can achieve your goals when it really counts.  In terms of the workplace, if you are more confident then you will be more likely to engage in challenging, but manageable projects. This will push the boundaries of your comfort zone, which will encourage you to aim for, and achieve, new goals. Most importantly, employers will learn to trust you with a project and know you’re likely going to be good at motivating others as well. |
| **Key behaviours associated with being confident** | * Self-belief * Reflectivity * Acknowledgement of successes * Learning from experience * Being prepared * Planning * Positivity * Applied knowledge and experience * Feeling secure * Reassuring * Assertive * Self-reliance * Capability * Mindfulness * Responding to feedback * Enthusiasm * Resilience * Self-awareness |
| **Examples of outcomes** | Students should be able to:   * Develop strategies for maintaining a positive sense of self in the face of disappointment and frustration. * Become more skilful at ‘reading’ social situations and responding appropriately. * Celebrate their achievements. * Defend their ideas in dialogue with peers and academic colleagues and challenge any assumptions. * Make a positive contribution to the learning community. * Recognise the need to make their voice heard in appropriate ways. * Demonstrate enthusiasm, leadership and the ability to positively influence others. * Be open to failing and be ok with it * Analyse a situation from different perspectives * Make research and knowledge-informed responses |
| **Curriculum Design Strategies** | Include formative and summative assessments which require students to communicate face to face with a range of different stakeholders, providing authentic assessments e.g. presentations, interviews, problem solving activities, live briefs and vivas.  *This attribute is linked to being ‘Resilient’* |
| **Curriculum Delivery Strategies (examples)** | * **Micro-Presentations** – Provide opportunities for students to deliver short presentations at regular intervals. * **Mock interviews -** Facilitate simulated interviews to practice interview techniques, refine communication and acceptance of immediate feedback. * **Self-Reflection** – Provide opportunities in the classroom, via assessments and tutorials for students to gain positive insights into their development. * **Knowledge Exchange Activity and Live Briefs** – Work with industry partners to collaborate on progressing an idea/product/service, developing confidence to work with other stakeholders. * **Community of Practice** – Provide opportunities for the development of respectful peer-to-peer feedback. |

**LIFELONG LEARNER**

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| **Definition** | To evaluate personal performance and independently seek and act upon means of improvement to allow for the advancement of skills and knowledge for academic, personal development or professional reasons |
| **Importance** | Lifelong learning is the intentional, ongoing pursuit of knowledge for personal or career-related reasons. It can be formal training and education (learning in a classroom setting) or informal.  Motivated individuals who understand the concept of lifelong learning and personal development, and prioritise the creation of time to educate themselves, can increase their rate of success on a personal or professional basis.  There is a direct correlation between individuals who strive for growth in their personal lives and those who thrive in their professional lives.  In an ever-changing labour market, it is more important than ever to stay current, competitive and up to date with your skills and knowledge. Knowledge, market trends and new processes are being created at such a pace that businesses can barely keep up. Employers place huge value on those who are willing to help contribute to new working practices and ideas and who identify growth areas both across the business or on a personal level. |
| **Key behaviours associated with being a lifelong learner** | * Personal and professional development * Critical self-reflection * Development strategies * Achievement * Autonomy * Inquisitiveness * Curiosity for learning * Self-motivation * Growth mind-set * Open-minded * Enhancement * Up-skilling * New experiences * Continuing Professional Development * Training and education * Real world knowledge * Academic/vocational experience |
| **Examples of outcomes** | Students should be able to:   * Transfer and adapt their knowledge and understandings to the wider community. * Demonstrate confidence and autonomy in the acquisition and deployment of knowledge. * Identify extra-curricular activities and learning reach which will help them to develop and apply for jobs and remain employable. * Reflect on the knowledge acquired and take any action needed to fill the gaps. * Seek experiences that will support their application into the world of work * Identify gaps in their career profile and look to address any gaps, utilising services at the university. * Develop a professional presence on social media platforms such as LinkedIn. |
| **Curriculum Design Strategies** | Include formative and summative assessments which require students to identify independent strategies for their further development, which can be added to their professional, digital platforms e.g. Reflective diaries, Personal Development Plans, skills audits, training needs analysis.  *This attribute is linked to being ‘Self-Aware’* |
| **Curriculum Delivery Strategies (examples)** | * **Skills Audit** – Provide opportunities for students to appraise their own skills in each academic year to encourage reflective thinking. * **Bolton Award –** Encourage students to participate in internal and external award schemes, which can be recorded on the HEAR. * **Reflective Diaries** – Provide opportunities for students to maintain a reflective diary/blog/vlog and discuss this with their personal tutor/supervisor throughout their studies. * **LinkedIn Profile** – Ask students to create a LinkedIn profile and record all of their learning and development so far. * **Professional Bodies** – Encourage students to connect with all relevant Professional Bodies and Membership Groups and networks. * **Alumni Engagement** – Provide the opportunity for UoB Alumni to speak within the curriculum. * **Student-Led Conference** – Ask students to organise a conference with a particular subject focus that encourages further development and enhancement of skills. * **Graduate Routes** – Provide the opportunity for students to discuss all career pathways, linear and non-linear, and links to PG courses to encourage and explore further study |