**Graduate Attributes Map**

**Course Title:** …..

**What is the Graduate Attributes Map?**

Your Graduate Attributes are the skills, behaviours and values that you are developing to support your progress ​whilst at UoB and beyond. They have been developed through a rigorous process involving students, staff, employers, and research into what other universities do. As a starting point, this document lists and defines the attributes and maps them to examples in modules and projects in your UoB course.

**How can I use the Graduate Attributes Map?**

This document will support you to reflect on your personal skills, behaviours and values, when considering areas that you would like to develop further, and when doing activities such as producing a job application, cover letter or a CV. When considering a job description or job advert, you could consider how the required skills for that job link to your course, and then include examples from the relevant modules or projects in the table as evidence of practising them.

*Please consider:*

* While you will develop skills, behaviours and values in all of your modules and projects, this document provides examples of how and in which modules and projects you are developing these attributes.
* Not all modules will be included in the table in order to keep it as succinct as possible and because some modules can be optional choices.
* Your personal reflection should be more expansive to consider other modules, projects and the full range of activities that you take part in whilst at the University.

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| **Academically Excellent**: Graduates with outstanding specific and cross-disciplinary skills, knowledge and expertise that they can apply in practice. | | | |
| Attribute & Definition | Examples of Skills or Behaviours | Examples of modules where this attribute is developed | How is the attribute developed in these modules? |
| **Subject specialists**  Experts in discipline-specific theories, knowledge, research methods skills and enquiry-informed practices | * *Develops knowledge in a specified area throughout the degree,* * *develops an in-depth understanding of what it is to be a practitioner in this discipline including awareness of how an industry, sector or organisation operates.* |  |  |
| **Intellectually curious and confident**  Nurtured by engagement in cutting edge academic disciplines | * *Displays an inquisitive approach and digs beneath the surface,* * *takes initiative and is self-directed,*   *takes responsibility for own work,*   * *uses effective written and oral communication,* * *is self-motivated.* |  |  |
| **Independent critical thinkers**  Challenging, discerning, analytical and autonomous thinkers | * *Thinks critically to reach solutions,* * *carries out analysis and sources information,* * *retrieves and evaluates primary and secondary information,* * *handles and analyses data,* * *uses mathematical reasoning and numerical skills,* * *compiles reports and statistics,* * *writes and edits confidently,* * *has forecasting and/or budgeting skills,* * *uses intuition.* |  |  |
| **Cross-disciplinary expertise**  Open-minded and having a depth and breadth of knowledge about concepts, ideas, theories and methods beyond a specialist subject | * *Is able to recognise and communicate the value of their own discipline and other related disciplines,* * *can solve complex problems from multiple perspectives,* * *copes with ambiguity and uncertainty.* |  |  |
| **Local and Global Leaders:** Graduates with the skills and human qualities to be confident trailblazers for positive change. | | | |
| Attribute & Definition | Examples of Skills or Behaviours | Examples of modules where this attribute is developed | How is the attribute developed in these modules? |
| **Creative**  Able to think imaginatively and purposefully, to recognise opportunities and to come up with original ideas | * *Generates ideas,* * *solves problems creatively,* * *has fluent and/or original ideas,* * *recognises, plans and pursues ideas or opportunities,* * *understands problems from different perspectives.* |  |  |
| **Intercultural**  Able to work collaboratively, and communicate complex ideas to and with different and diverse audiences | * *Presents a global mind-set or perspective,* * *contributes positively to teams,* * *displays cultural awareness and sensitivity,* * *builds working relationships and actively listens,* * *can translate languages,* * *relates well to others,* * *Able to network, speak publicly and present,* * *responds well to concerns.* |  |  |
| **Inclusive**  Actively listen to and consider different views, lead with humility and empathy, and remove barriers for people who are different from themselves | * *Works in, or leads, teams in an inclusive way,* * *relates well to others, responds to concerns and motivates others,* * *Builds relationships and actively listens,* * *Builds teams and mobilises others,* * *assists others and handles the feelings of others.* |  |  |
| **Resilient**  Agile, respond positively to change and uncertainty, act consistently with their values, and support the well-being of themselves and others | * *Copes with ambiguity and set-backs,* * *manages uncertainty, change and risk,* * *responds and adapts positively to change,* * *displays a flexible approach with others,* * *Follows through, prioritises tasks, multi-tasks,* * *Resolves conflict, influences and negotiates.* |  |  |
| **Ethical and Active Citizens:** Graduates with the character and values to make a meaningful and sustainable contribution in local, national and global contexts. | | | |
| Attribute & Definition | Examples of Skills or Behaviours | Examples of modules where this attribute is developed | How is the attribute developed in these modules? |
| **Socially responsible**  Civic minded and emotionally intelligent, with a desire to help others and the wider community to flourish | * *Shows concern towards the welfare of the community,* * *is public spirited and proactive,* * *displays emotional intelligence,* * *uses personal judgement and decision-making skills,* * *behaves in a responsible & ethical manner.* |  |  |
| **Practical wisdom**  Can respond constructively to ethical challenges; able to identify and enact the best options at the most appropriate time at work and in aspects of wider life | * *Displays sound judgement,* * *Behaves in a thoughtful or considered way,* * *deliberates to reach autonomous ethical decisions, leading to responsible and action,* * *has the ability to learn from previous experience – both successes and failures.* |  |  |
| **Reflective**  Committed to evaluating personal ethical thoughts and civic actions | * *Engages in self-reflection, displays integrity and emotional intelligence,* * *uses judgement and evaluation to make decisions,* * *behaves in a responsible & ethical manner,* * *is engaged in personal career management to steer personal and professional development.* |  |  |
| **Future-Minded:** Informed graduates who can adapt in order to navigate, thrive and lead in the information/digital age of the 4th Industrial Revolution. | | | |
| Attribute & Definition | Examples of Skills or Behaviours | Examples of modules where this attribute is developed | How is the attribute developed in these modules? |
| **Digitally literate**  With the skills and knowledge of finding, using, managing, critically evaluating, designing and developing digital resources and/or technologies, as appropriate | * *Uses personal judgment when using digital resources,* * *understands social media, creating websites and digital magazines,* * *is able to do technical writing, coding and programming,* * *is familiar with online safety and data protection,* * *is familiar with software such as MS Word, Excel, PowerPoint and Outlook.* |  |  |
| **Sustainability-engaged**  Adopt values and behaviours that demonstrate an understanding of and commitment to the global principles of sustainable development | * *Engages with systems thinking (seeing relationships between different things) and futures thinking (considering future scenarios),* * *deals with uncertainty,* * *understands the consequences of actions,* * *applies different problem-solving frameworks to complex sustainable development problems,* * *understand own values and their impact,* * *develops viable, inclusive and equitable solutions.* |  |  |
| **Lifelong learner**  Take responsibility for ongoing personal learning; monitor progress; evaluate personal growth | * *Is proactive about their learning to steer personal and professional development,* * *is resourceful in identifying opportunities for learning and personal growth,* * *displays curiosity and wants to learn,* * *has a resilient approach,* * *displays flexibility in approach to learning and adapting to different situations.* |  |  |
| **Entrepreneurial**  Proactive, flexible, ability to generate and realise ideas, and benefit others by adding value (social, cultural, environmental, technological, operational, economical) | * *Solves problems creatively,* * *takes calculated risks and learns from failure,* * *shows resourcefulness and uses intuition,* * *develops personal networks,* * *co-ordinates and collaborates to work with others,* * *Prioritises and multi-tasks,* * *is organised and sets SMART objectives,* * *Manages projects, sets attainable goals, meets deadlines, manages time and monitors and measure performance,* * *works towards adding value and benefiting others e.g. through social, cultural, environmental, technological, operational, economical and reflection related outcomes.* |  |  |
| **What happens next?**  You may want to take time to reflect on the skills, values and behaviours that you possess and are developing throughout your time at UoB, then consider those that you enjoy and want to develop further. You could note your reflections and keep a record of your skills, values and behaviours - and you may wish to discuss them with your Personal Academic Tutor.  There are many different opportunities for students at UoB outside of your course which enable further development of the Graduate Attributes as well as exploration of different experiences. | | Some examples of different opportunities are listed below.   * Guild Societies: membership and fulfilling roles such as secretary, treasurer or chair * Many different Student Representative roles * Personal Skills Award (PSA): a variety of ways to develop different skills * Sports teams * UoBe Festival opportunities and activities * Skills development through the Academic Skills Centre and LinkedIn Learning * Workshops, events and careers appointments with the Careers Network * Volunteering * Placements/internships * The Vice Chancellor’s Challenge * Paid work via Worklink | |