



Skills For Success Framework (SFSF)

The academic experience at Edinburgh embeds:

- **Critical Thinking:** developing independent thought through questioning norms, practices and opinions; seeking relevant and appropriate evidence, and understanding biases; determining the significance of what is being expressed; seeing wider themes and patterns in information.
- **Curiosity:** a desire to learn or discover, and to inspire or create new ideas and concepts; to continuously explore and learn from challenging experiences; to ask searching questions and adopt different perspectives; harness opportunities and take initiative.
- **Problem Solving:** imagining alternative ways of addressing problems; synthesising information and translating into knowledge within different contexts; facilitating and co-producing solutions; considering complex systems with contradictions and uncertainties.

In the way we design and deliver our teaching and learning, students can develop their skills in:

- **Collaboration:** understanding and respecting the needs, perspectives and actions of others; fostering cooperation and managing conflict in groups; able to connect with and learn from others and build positive relationships.
- **Reflection:** reviewing during and after activities; considering choices, decisions and their outcomes; recognising own strengths and emotions; an awareness of personal values and integrity; setting and achieving goals.
- **Communication:** active listening; ability to convey effective meaning and message using approaches and media which create shared understanding; public speaking; advocacy, influencing and storytelling.

The richness and diversity of the academic and wider student experience enables:

- **Inclusivity:** open to different views and perspectives; harnessing the benefit of difference and diversity; seeking to create inclusive and welcoming environments; communicating across language and cultures.
- **Adaptivity:** being flexible as circumstances change; managing own time and wellbeing; coping with uncertainty and ambiguity; applying personal drive, motivation and determination.
- **Data and digital literacy:** considering the ethical aspects of using data and technology; understanding, interpreting and questioning evidence derived from data and its sources; using digital tools appropriate to contexts.
- **Individuality:** recognising and valuing previous experiences; nurturing skills and talents arrived with; identify and strengthen those skills which have personal, discipline and professional significance; create and implement plans for future growth.