

Mapping Graduate Attributes to Skills for Success

Through extensive research and consultation, the Skills for Success Framework (SfSF) updates the language and style of the University's Graduate Attributes (GAs). It reflects and supports the ambition of the Edinburgh Student Vision and the Learning & Teaching Strategy: *to develop graduates who are disciplinary experts with advanced specialist skills, knowledge and experience; ready to thrive in a changing world and highly employable.*

As with the previous Graduate Attributes, the Skills for Success Framework has been designed to intentionally and explicitly **embed** and **surface** skills developed through the curriculum, and within co-and extra-curricular activities, and enable our **students to articulate** those skills we know they need for success. It provides a common frame of reference to support students' growth and development, which is most effective when contextualised to discipline and the wider environment.

The new framework has been carefully developed to ensure that the fundamental principles of the GAs have been maintained as these have stood the test of time and are used extensively across the university. The table below sets out how each Graduate Attribute maps to the Skills for Success Framework to allow staff who are using the GAs to transition to the new SfSF.

Graduate Attributes		Skills for Success
Mindsets		
Enquiry & lifelong learning		<p>Critical thinking <i>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.</i></p> <p>Curiosity <i>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.</i></p> <p>Problem solving <i>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.</i></p>
Aspiration & personal development		<p>Curiosity <i>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.</i></p> <p>Reflection <i>Reviewing during and after actions; considering choices, decisions and their outcomes; recognising own strength and emotions; an awareness of personal values and integrity; setting and achieving goals.</i></p> <p>Adaptivity <i>Being flexible as circumstances change; managing own time and wellbeing; coping with uncertainty and ambiguity; applying personal drive, motivation and determination.</i></p>

Outlook & engagement		<p>Collaboration <i>Understanding and respecting the needs, perspective and actions of others; fostering cooperation and managing conflict in groups; able to connect with and learn from others and build positive relationships.</i></p> <p>Inclusivity <i>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.</i></p>
Skill Groups		
Research & enquiry		<p>Critical thinking <i>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.</i></p> <p>Problem solving <i>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.</i></p>
Personal & intellectual autonomy		<p>Critical thinking <i>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.</i></p> <p>Curiosity <i>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.</i></p> <p>Data and digital literacy <i>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.</i></p>
Personal effectiveness		<p>Adaptivity <i>Being flexible as circumstances change; managing own time and wellbeing; coping with uncertainty and ambiguity; applying personal drive, motivation and determination.</i></p> <p>Reflection <i>Reviewing during and after actions; considering choices, decisions and their outcomes; recognising own strength and emotions; an awareness of personal values and integrity; setting and achieving goals.</i></p> <p>Individuality <i>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.</i></p>
		<p>Communication <i>Active listening, ability to convey effective meaning and message using approaches and media which create shared understanding; public speaking; advocacy, influencing and storytelling.</i></p> <p>Problem solving</p>

<p>Communication</p>	<p><i>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.</i></p> <p>Collaboration <i>Understanding and respecting the needs, perspective and actions of others; fostering cooperation and managing conflict in groups; able to connect with and learn from others and build positive relationships.</i></p> <p>Inclusivity <i>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.</i></p>
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Support and guidance are available, if required, from the Senior Design Lead (Skills for Success), Lorna Devlin (lorna.devlin@ed.ac.uk), to help staff with this transition.