

**Completion of this self assessed questionnaire is the second part of the
“Accreditation for short (2 weeks or more) International Work Experience”
EDGE activity**

Please complete the questionnaire then forward page 5 to Glenda Martin
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Self-Assessed Skills Audit for Students

Introduction

The following audit is based on the concept of ‘The ULSTER Graduate’, summarising the skills and attributes with the overall aim of capturing the ‘ULSTER Experience’. The skills audit is a tool designed to be adapted to suit different programmes and is not meant to be prescriptive. Its usefulness for students will be considerably enhanced if it is context specific.

The concepts are set within the context of a research-led teaching environment and aim to provide opportunities for all graduates to fulfil their potential. The skills audit statements have been interpreted to meet employability criteria so students are able to use their experiences for the purposes of completing CVs, application forms and personal statements.

Students are asked to self assess their skills on a five point scale:

1 = wide experience 3 = a little experience 5 = don't know
2 = some experience 4 = no experience

Resources to help students with their personal audit can be found on:

ulster.ac.uk/employability

The resulting self-assessment can be also used as a basis for students' discussions with tutors where gaps in understanding and knowledge can be identified.

Self Assessed Skills Audit Form

Name :

Date:

The ULSTER GRADUATE is;

1. a critical, analytical and creative thinker					
	1	2	3	4	5
• relate and compare data from different sources, identify issues and obtain relevant information					
• reason and apply decision making processes and consider how to find solutions to problems					
• identify appropriate data sources					
• review a range of different points of view and select the most appropriate conclusion					
• distinguish between different types of information to inform conclusions					
• capture key information from written or verbal sources					
• identify significant opportunities and be pro-active in putting forward ideas for problem solving.					

2. a flexible team worker					
	1	2	3	4	5
• build and develop working relationships with academic staff, peers and colleagues					
• work effectively with others to complete tasks and achieve results					
• empower others to work together as part of a team or group					
• recognise and understand when compromise and accommodating others is necessary					
• interact well with others and work co-operatively as a team member					
• understand how to gain the attention of others in a team or group when required					
• understand how to contribute effectively and co operatively with others even if they do not share the same ideas and ways of working					
• express self effectively in a group and in one to one situations					
• have an understanding of team roles					

3. a problem solver					
	1	2	3	4	5
• use an appropriate approach to questioning in order to gain information from which to draw conclusions					
• use an objective approach to relate to others in order to achieve goals					
• make good use of verbal reasoning skills, able to handle complex data and make selective use of information					
• explore more than one solution in order to solve a problem					
• consider the ideas of others to help solve problems					
• manage the process of problem solving over a period of time					
• demonstrate resilience and lateral thinking abilities when applied to problem solving					

4. an accomplished communicator					
	1	2	3	4	5
• understand the differences in presenting types of documents, e.g. reports, essays, dissertations, summaries					
• check written work for errors before submission					
• use a range of ICT packages to support work					
• express and convey ideas appropriately and accurately in writing					
• successfully give a presentation or demonstration					
• demonstrate that information being received is understood by using a range of verbal and non-verbal signals					
• understand when people have taken account of your views and you of theirs					

5. professional and adaptable					
	1	2	3	4	5
• recognise and develop skills and competencies required for learning and future employment					
• develop opportunities for learning activities through current and future roles					
• recognise the importance and value of activities outside the curriculum, e.g. work experience, sports, clubs					
• identify when extra support and help may be useful					
• understand the importance of actively reviewing and maintaining your own development plan in order to set appropriate learning targets					
• maintain positive attitudes to work and understand when a task has not been completed well and identify changes for the future					
• understand how to gain feedback on work or performance					

6. an efficient planner and time manager					
	1	2	3	4	5
• aspire to and maintain a results-driven approach where appropriate					
• plan day in order to manage time more effectively					
• apply suitable approaches and put in extra effort if required in order to meet tight deadlines					
• prioritise own and others' work					
• identify resources required to complete a set task					
• harness motivation and hard work to assist in the completion of work objectives					

7. an independent learner and researcher					
	1	2	3	4	5
• work without supervision and use own initiative					
• maintain effectiveness in changing environments					
• make appropriate adjustments when undertaking tasks					
• keep track of work schedules and deadlines by applying multi-tasking abilities					
• able to devise own approaches to projects					
• able to set own questions and work alongside colleagues in different environments					

8. reflective, self aware and self motivated					
	1	2	3	4	5
• establish a course of action for self and evaluate own performance					
• recognise personal successes					
• set own goals and review these systematically					
• review any gaps in understanding and knowledge					
• find opportunities to enhance and develop transferable skills within and outside of the curriculum					
• adjust to meet different work styles					

9. knowledgeable in their subject area					
	1	2	3	4	5
• generate and recognise best practice and apply imaginative ideas to different situations					
• work out a preferred course of action					
• think laterally and encourage others to do so and consider how they approach an unconventional task					
• present complex and unusual ideas to friends and colleagues					

10. information literate and IT literate					
	1	2	3	4	5
• comfortable using computers, including different applications in context					
• knowing where to use information and how to cite and reference					
• understanding how to use different software effectively					
• able to keep up to date with current IT applications and how they can be used to enhance work within and outside university					
• able to evaluate the effectiveness of different information sources					
• able to make effective use of the library and internet resources					
• understand how to present information within their academic context					

11. competent in applying their knowledge and skills					
	1	2	3	4	5
• able to apply their knowledge in everyday situations					
• develop key communication skills to help apply knowledge					
• work towards developing 'fitness to practice' and professional competencies					
• able to apply theory to practice where appropriate					

Please complete the following page and forward this page only to Glenda Martin
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Completion and submission of the following page will complete this
Ulster EDGE Award activity

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Self Assessed Skills Audit Form

Name : Date:

From your Self Assessed Skills Audit, list your strengths and development areas:

Strengths

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Development Areas

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Is this what you would have expected to see? Are there any surprises on your lists?

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