AberGrad Skills Checklist - Mid Year(s) Undergraduate Students

In thinking about the skills you are developing you now need to recognise that they are transferable – they are useful in all aspects of your life. Skills learnt whilst studying aren’t just useful for you on your degree, they equate to other activities too. In the table below see how different words are used to refer to the same skills. Now provide your evidence against each one, as shown in the examples below.

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| ***Academic skills*** | ***Work based skills*** | ***Evidence of how the skill was developed*** |
| ***Degree Course*** |  |  |
| Research | Data collection and analysis | * Use the library and e-journals to review a range of different points of view and selected the most prevalent and appropriate theories and arguments and the best ones * started a simple method of counting customers in the café to provide a clearer picture of when we were busiest, so staff rotas could be more useful and help us better when it got really busy |
| Critical thinking | Make reasoned judgements | * Assessed varied sources of information to determine merit before using as a reference or as a basis for argument * Though the other local cafés were busier than us in the afternoons so went there as a customer a couple of times to see why and how they were attracting more customers and what we could do to compete with them |
| Formulate logical arguments and theories | Critical evaluation and analysis | * Formulated logical arguments in writing assignments for course by considering a range of facts and viewpoints then utilised the appropriately to support points being made * Analysed the information I got from visiting the other cafes and worked out that giving a free biscuit worked well for one place and a free soft drink for children with each purchase of two coffees together seemed to attract customers in another. Considered how we could use elements of these marketing approaches without it costing us too much |
| Creativity and problem solving | Decision making and problem solving | * Considered best way to approach group project by considering different viewpoints. Decided to take a more unusual approach by presenting it from a lecturer’s perspective and not a student’s, thought this would make it more unusual and so would stand out from all the others. Discussed best way to approach this and how many lecturers to interview to get their take on it before we started. * Found it difficult to move effectively in café when it was busy and lots of coffees needed to be made, because there was a lack of space. Suggested the counter was re-arranged slightly so that we didn’t have to keep crossing over each other to make the coffee. Once I showed everyone how it would work and that it would be easier we all soon settled in to the new way of working. |
| Group work/collaboration | Able to give and seek input from others | * In the café we all had suggestions about the new colour scheme that should be used but no-one wanted to compromise. In the end someone suggested we visit other places and see which one had the friendliest atmosphere, then look at their colour scheme. This was a good idea that had us all working together and considering each other’s opinions in the end as it was based more on evidence than on personal choice. |
| Communication (interpersonal) | Listening, explaining, understanding, negotiating, persuading | * When putting the group project together I realised that my friend had a really good idea about including video clips but was too shy to push it forward as an idea. Suggested we all try that and see how it worked, and it was really good in the end because our presentation was more interesting than the others. |
| Communication (written) | Recording ideas/facts in various forms creative, formal or factual | * Writing essays and assignments * Creating presentation slides * Making marketing poster for café window * Helping a friend write an email to the Student loans Company |
| Presentation | Public speaking/presenting | * Presented the findings of our group project in front of 85 other students on the module. * Presented ideas to 5 colleagues in the café about moving the counter around and changing the work processed |
| Leadership | Delegation and the ability to lead others to a common goal | * As the Chair of the XXX Club committee I was responsible for putting in place the programme that had been agreed by members. I worked out who was good at getting things done quickly so that the dates could be organised quickly, then got another person to contact the two guest speakers and she was really good at speaking with people. Three of us worked on the posters and we got the whole committee to take them around the campus. It all worked well and everyone was glad it was less work than they had thought it would be because everyone helped out. |
| Planning and organising | Project management | * When I went travelling last summer I had to plan the route, buy the tickets and work out where I was going to stay. I had to sort out the dates as I was meeting another friend in Italy and we then had to organise it together so we were back home in time for my brother’s wedding. |
| Digital literacy | Technology proficient | * IT, ability to navigate basic productivity software, social media platforms such as LinkedIn |
| ***Departmental Activities*** |  |  |
| Demonstrator | Instructing/teaching | * Showing other students how to do the practical task was frightening, but once I started explaining and they asked a few questions that I was able to answer I realised that just presenting it one step at a time was all that was needed. Some students found it easier than others, so I then had to think about different ways to explain the process and that was interesting too. |
| Peer Mentor | Supporting learners | * Meet one a month with my mentee and wasn’t sure to start with what was expected or how I was going to be of any help. Just talking about how to get to lectures on time and how to plan assignments around practicals and tutorials has actually been easy enough because I’ve been doing for the last couple of years, but it seems to have been helpful to my mentee too, who now says it’s easier to cope with things. Just talking with him and explaining things that I’ve done is good support. |
| SSCC Year 2 Representative | Meeting skills | * Understanding how committees work and the benefits of preparing for them beforehand. Also had to take the minutes in one meeting and that was quite a challenge, but worked OK so I won’t be so nervous next time. |
| Organise departmental conference / event | Event management | * Because I work in the local café I was asked to contact the owner and see whether she would supply some drinks for the event. Once I got involved in that I ended up being dragged into arranging some other speakers and then into planning the day and sorting out rotas. It was satisfying to work with a small team in thinking about all the aspects that needed to be arranged and then find people to do all the tasks. |
| ***Clubs, Societies and Sports*** |  |  |
| Executive committee role i.e. President | Leadership, delegation, conflict management, chairing meetings | * There were a few people who wanted to be in charge when we had meetings and those with the loudest voices were often heard above others. So I arranged for a member of the SU to speak to us all about how a committee was supposed to operate and what the designated roles were. We then noted clearly the different areas of responsibility and it became easier to get the committee to work better and to actually get things done. |
| Team captain/coach | Role model, people management, coaching skills | * Played hockey in school and was one of 4 team members who coached younger students at lunch times to get them interested in hockey and to start training them to play better so that they could be on the school team in later years. School team still plays in the county league now and actually won last year, so the coaching must have been useful! |
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| ***Hobbies and other Interests*** |  |  |
| Programming | ICT | * I’ve written a basic game for myself as I’ve had an interest in such things for years even though I’m not doing it as a degree course. I used Java and C++ to develop it. |
| Home life | Planning, organising,  co-ordinating |  |
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| ***Part-time Work*** |  |  |
| Supervisor/team leader | Negotiating, persuading |  |
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| ***Summer work experience*** |  |  |
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