SRS Edinburgh Award 2019-20

Self-assessment and action plan for development priorities

NAME: STUDENT NUMBER: PATHWAY(S):

Please send the completed form to Rachel.Chisholm@ed.ac.uk by Monday 16th November.

The Edinburgh Award for Social Responsibility and Sustainability (SRS) Student Pathways aims to support students improve their skills and abilities through undertaking a range of relevant activities. The skills and abilities listed below all contribute towards achieving ‘excellence’ within the SRS Student Pathways Edinburgh Award.

Students are asked to reflect how confident they are in each of these skills and abilities. Please complete the following.

* Score yourself by selecting the relevant option for each of the skills and abilities listed below (1 = not confident at all; 5 = very confident)
* Choose three of these skills and abilities that you think you would particularly benefit from strengthening when undertaking the core activities.
* For the three prioritised skills and abilities please complete an action plan to outline how you will develop these going forward during your participation of the Edinburgh Award for SRS.

Self-assessment

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| **Skills and Attributes** | **Score** | **Select three** |
| 1 | 2 | 3 | 4 | 5 |  |
| Research & Enquiry |  |  |  |  |  |  |
| Problem solving - Be able to create, identify and evaluate options in order to solve complex problems. Analyse facts and situations and apply creative thinking to develop the appropriate solutions. |  |  |  |  |  |  |
| Analytical thinking –Be able to analyse critically, identify trends and translate understanding, breaking down complex problems into manageable components. |  |  |  |  |  |  |
| Critical thinking – Be capable to evaluate information through; identifying assumptions, detecting false logic or reasoning and defining terms accurately in order to make an informed judgement. |  |  |  |  |  |  |
| Independent research – Ability to conduct research and enquiry into relevant issues through research design, the collection and analysis of quantitative and qualitative data, synthesising and reporting. |  |  |  |  |  |  |
| Systems thinking – Ability to see how things are connected, especially environmental, social and economic dimensions. |  |  |  |  |  |  |
| Personal & Intellectual Autonomy  |  |  |  |  |  |  |
| Ethics and social responsibility - Develop the reflective awareness of ethical dimensions, and responsibilities to others, in work and everyday life. Recognise and address ethical dilemmas, social responsibility and sustainability issues, applying ethical and their own/organisational values to situations and choices. |  |  |  |  |  |  |
| Creative thinking - Ability to combine ideas and come up with out-of-the-box approaches to problems. Be adaptable, and learn how to manage complexity and self-direction. |  |  |  |  |  |  |
| Self-reflection - Be critically self-aware, self-reflective and self-manage in order to fully maximise potential. Learn how to deal with setbacks and experiences and learn and develop from these. |  |  |  |  |  |  |
| Independent learning – Be able to think independently, exercise personal judgment and take initiatives. Ability to succeed in a rapidly changing environment. |  |  |  |  |  |  |
| Communication  |  |  |  |  |  |  |
| Interpersonal – Use appropriate communication styles through understanding the needs of others and empathy towards them. Be an active listener. |  |  |  |  |  |  |
| Verbal communication – Be able to develop verbal communication of complex ideas and arguments using a range of media. Articulate and effectively explain information. |  |  |  |  |  |  |
| Written communication - Be able to communicate complex ideas and arguments in writing using a range of media from formal writing to social media. Ability to produce clear, structured written work, articulating and effectively explaining information. |  |  |  |  |  |  |
| Cross-cultural communication – Respect and be sensitive to and understand the diversity in people and different situations including online. Have multicultural and global awareness. |  |  |  |  |  |  |
| Personal Effectiveness  |  |  |  |  |  |  |
| Team working - Effectively perform within team environments including the ability to recognise and capitalise on individuals' different thinking, experience and skills. |  |  |  |  |  |  |
| Change management - Be responsive to changing surroundings, both being flexible and proactive. Ability to recognise the need for and initiate change and be able to manage change. |  |  |  |  |  |  |
| Planning, organising and time management - Have the ability to prioritise. Ability to plan and effectively use resources to achieve goals. |  |  |  |  |  |  |
| Professional awareness - Develop situational awareness and knowledge of the relevant local and global landscapes drivers for success. Ability to work collaboratively with colleagues both internally and externally. |  |  |  |  |  |  |
| Enterprise - Have an ability to demonstrate an innovative approach, creativity and collaboration. |  |  |  |  |  |  |
| Other skills |  |  |  |  |  |  |
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Action plan for development priorities

Once you have identified the three skills and abilities that you would like to focus on, you will need to start thinking about the best way to make progress. You can start this process by using the template form below which will guide you through several stages; initially reflecting on what you think the current situation is and comparing this to the level you would like to achieve. You will then need to think about what you will need to do to make progress, what challenges you might encounter and how you can overcome them.

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| Development Priority #1: | *Please complete for each of your three priority skills.* |
| Current Situation | What are your skills and abilities like in this area at the moment? |  |
| Ideal Situation | What would you like your skills and abilities to be like? |  |
| Steps to Success | How can you achieve success in this area? |  |
| Strengths | What personal characteristics may help you to achieve you goal? |  |
| Weaknesses | What personal characteristics may hinder you achieving your goal? |  |
| Opportunities | What can you make the most of in this particular situation? |  |
| Threats | What may hinder you in this particular situation? |  |
| Resources | Are there any other resources that may help you progress? |  |

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| Development Priority #2: | *Please complete for each of your three priority skills.* |
| Current Situation | What are your skills and abilities like in this area at the moment? |  |
| Ideal Situation | What would you like your skills and abilities to be like? |  |
| Steps to Success | How can you achieve success in this area? |  |
| Strengths | What personal characteristics may help you to achieve you goal? |  |
| Weaknesses | What personal characteristics may hinder you achieving your goal? |  |
| Opportunities | What can you make the most of in this particular situation? |  |
| Threats | What may hinder you in this particular situation? |  |
| Resources | Are there any other resources that may help you progress? |  |

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| Development Priority #3: | *Please complete for each of your three priority skills.* |
| Current Situation | What are your skills and abilities like in this area at the moment? |  |
| Ideal Situation | What would you like your skills and abilities to be like? |  |
| Steps to Success | How can you achieve success in this area? |  |
| Strengths | What personal characteristics may help you to achieve you goal? |  |
| Weaknesses | What personal characteristics may hinder you achieving your goal? |  |
| Opportunities | What can you make the most of in this particular situation? |  |
| Threats | What may hinder you in this particular situation? |  |
| Resources | Are there any other resources that may help you progress? |  |