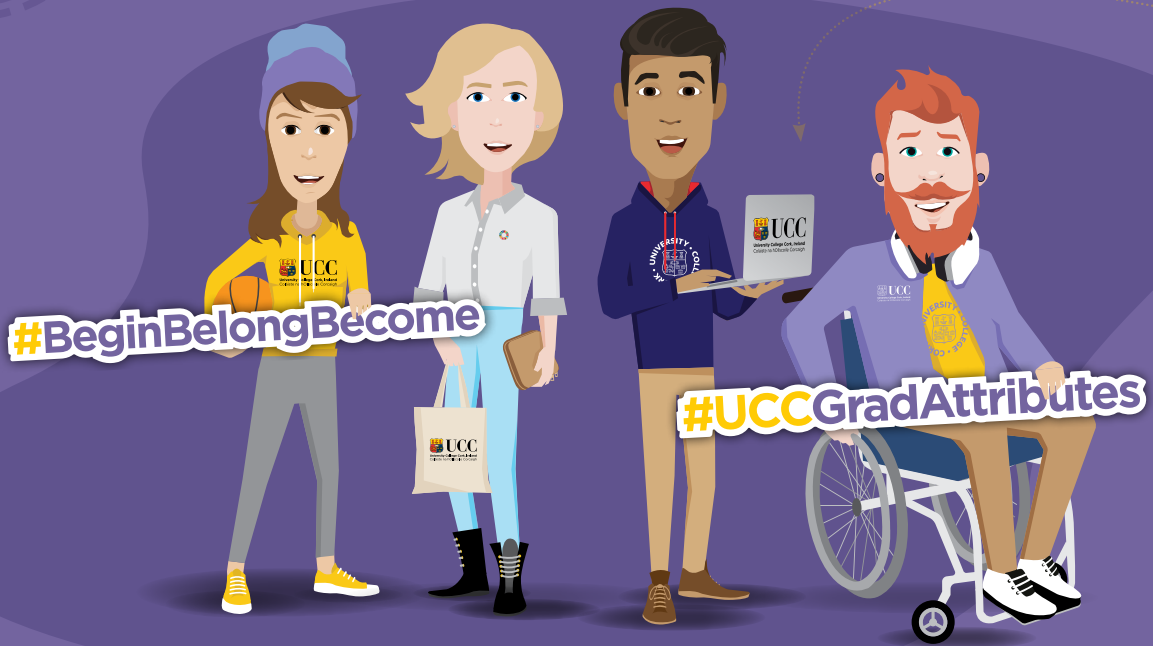


# GRADUATE ATTRIBUTES

UNIVERSITY COLLEGE CORK



#BeginBelongBecome

#UCCGradAttributes

University College Cork  
Graduate Attributes Programme

A FOCUS ON ARTS AND HUMANITIES

Special Edition, Summer 2020

A collaboration with the College of Arts,  
Celtic Studies and Social Sciences



## PRODUCING INDEPENDENT CREATIVE THINKERS



# Welcome to the Graduate Attributes Programme special edition for Summer 2020!

We are delighted to bring you this special edition Graduate Attributes Programme news update for Summer 2020. This special edition has a focus on the development of graduate attributes and values in the College of Arts, Celtic Studies and Social Sciences (CACSSS) in University College Cork. Given the global uncertainty relating to rapid technological developments in the world of work, compounded by the Covid-19 crisis, the assurance of the value of graduate attributes to employability and citizenship is more important than ever for our learners, our teachers and our university.

Our Graduate Attributes Programme, which is funded by the Higher Education Authority Innovation and Transformation Fund 2018, is advancing the development of students' academic, specialist and technical competencies, equipping them with transferrable skills that can be applied in different environments. With a focus on developing core values and graduate attributes, these initiatives are integrating with the academic curriculum, taking a holistic educational approach to develop character, professionalism and the capacity for critical and creative thought. UCC graduates are being recognised as well-rounded, curious, self-aware, individuals who continually learn new skills, are open to new ideas, and make things happen, and this is articulated really well in some of the profiles of Arts graduates who are truly embodying these attributes and values in the workplace as you will see in our feature further in.

This special edition illustrates the enthusiasm with which our graduate attributes have been embraced and, more importantly, the opportunities that have been seized by staff and students in CACSSS and the wider university over the past academic year.

We will continue to develop and expand our programme to equip 2020+ graduates with the necessary values and attributes to flourish in the years ahead. Within CACSSS the attributes are strongly championed and we will continue to emphasise those associated with global citizenship and independent thinking, and how arts and humanities programmes encourage critical thinking and the fundamental foundational skills of being evaluators of and communicators of knowledge, while embracing digital fluency in the rapidly changing environment within which we and our graduates operate.

You might notice our hashtag **#BeginBelongBecome** on our cover page, and used throughout our videos. This is quite significant for the various transitions students experience from registration and orientation to progression and outduction, and quite significant to our programme of Transitions In, Through and Out of university.

Wishing you a very happy and healthy summer 2020!



**ELEANOR DONOGHUE**

Graduate Attributes  
Programme Manager

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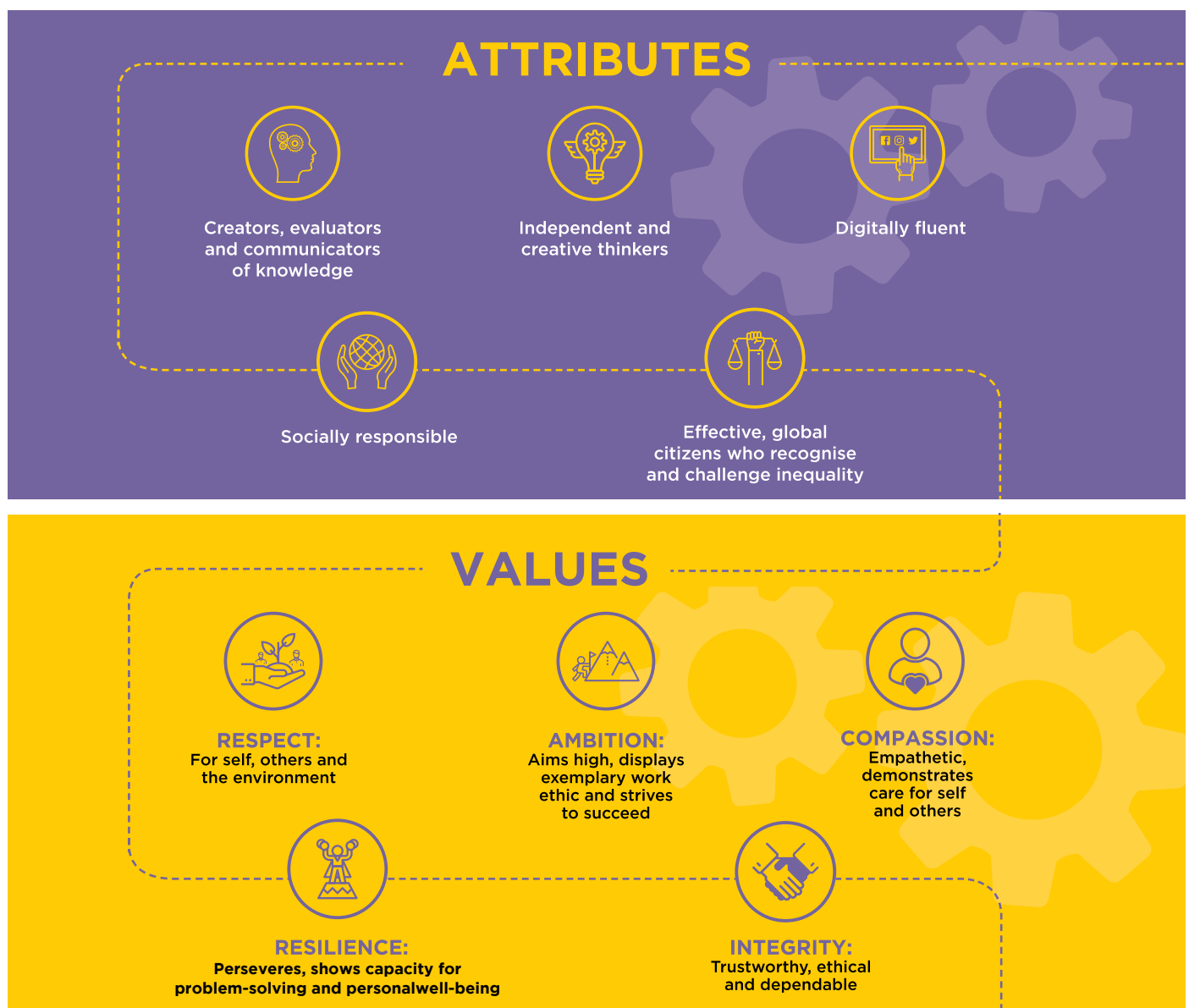
# Introduction to the UCC GRADUATE ATTRIBUTES Programme

A successful application to support our UCC Graduate Attributes Programme was made to the **HEA Innovation and Transformation Programme 2018**, and a successful financial commitment from the Tomar Trust in 2020 will widely develop this programme.

The funding provided through the HEA Fund and Tomar Trust is supporting the development of a pilot Graduate Attributes Programme, which is predominantly targeted at BA Arts students. Delivery of a suite of initiatives within the programme is focussing on the different stages of students' Transition In, Through and Out of the university.

The overarching objective of our programme is to enable a successful student journey, which will prepare students for their future through three main projects.

- 1. Transition In** initiatives are guiding students into the right programme of study for them, whilst simultaneously widening access of under-represented cohorts and improving first year retention rates.
- 2. Transition Through** initiatives are providing targeted supports, delivering skills training and developing graduate attributes that go beyond disciplinary content knowledge and can be applied in life-wide contexts.
- 3. Transition Out** initiatives are preparing final year students to transition into professional environments, delivering on the ambitions of our Institutional Employability and Employment Guide.



# Don't be afraid to show some **HUMANITIES** in your job search

**Arts graduates have a lot to offer in the workplace even if others pick courses based on hiring prospects**

Professor Chris Williams, Head of College of Arts, Celtic Studies and Social Sciences

The English academic Stefan Collini observed that whenever the label 'the humanities' is used, it almost always turns out to be in crisis and there is certainly a sense of embattlement among academics working in the field. There are a number of reasons for this, among them the trend that began in the last century of undergraduate enrolments moving away from more academic subjects and towards 'occupational-professional' programmes.

Professor Patrick Clancy of UCD has noted a "massive decline" in enrolments in humanities in Irish universities since the 1960s, with a shift from basic disciplinary fields to applied fields, and from the liberal to the practical arts, although he does note that the subject area remains more popular in Ireland than in most countries, with the exception of Britain, Japan and the US.



One of the most challenging issues for those of us involved in teaching arts and humanities is the assumption by some that the subjects do not lead to the same employment prospects as other, more practical, disciplines.

It's fair to say that many university applicants, as well as their parents or guidance counsellors, are understandably concerned with whether or not the degree subject they study will help them get a well-paid, secure job once they leave university.

In that context, arts and humanities subjects are often considered something of an indulgence. The Higher Education Authority's own research notes that they tend to have the lowest rates of employment in surveys of graduate outcomes, and the lowest earning potential.

In 2018, the HEA stated that "high proportions of arts and humanities honours bachelor degree graduates and master and doctorate graduates rate their education as irrelevant/most irrelevant to their employment".

Collini, from a relatively privileged position at Cambridge University, argues that humanities academics should not engage with such discourse. Rather than try to persuade potential students and their families that their degree will be somehow relevant, he believes we should instead appeal to their sense of intellectual discovery and be vigorous in promoting our disciplines for their inherent value and interest.

I have some sympathy with that argument – I'm a historian and I'm passionate about history. But I don't think we in Ireland have the luxury that Collini enjoys of knowing that, almost irrespective of the relevance of the subject, people will come to study at our universities.

We have to engage with the debate about relevance and with concerns about employability. We can do it in specific ways.

First, we must push back against discourse that suggests that arts and humanities degrees are somehow 'irrelevant'. I would argue that the data which the HEA has historically produced is a false guide to job prospects for humanities graduates.

One reason is that it surveys them only nine months after they have graduated. Up to five years after graduation, science graduates earn more than humanities graduates, but beyond five years the position tends to be reversed.

I also find the HEA's terminology unhelpful. The word 'irrelevant' is synonymous with 'inappropriate', or 'out of place', or 'unimportant'. A much less pejorative term might be 'not directly relevant', with the emphasis on the 'directly'.

We also need to be much more positive about the skills that arts and humanities graduates acquire while at university. Subjects ranging from politics to philosophy, and from geography to German, provide not only a firm grounding in their disciplines, but also a range of skills that are needed by graduates for effective engagement in society and in the workplace.

It's become something of a cliché that such is the pace of change in the world that many students will go into jobs and careers that currently do not exist.

Certainly we can agree that the ability to learn, relearn and keep on refreshing one's skills and knowledge base will be critical to Ireland having an agile and flexible workforce.

The skills that facilitate such flexibility are sometimes termed 'transversal' or 'soft' skills. There are many definitions of those skills available, but they can include written and oral

communication, teamwork, leadership, creativity, critical thinking, problem-solving, cross-cultural understanding, content analysis, having a historical perspective and research skills.

Education is increasingly not only about disciplinary knowledge, but also about the fostering of broader competencies.

Arts and humanities departments produce students who are creators, evaluators and communicators of knowledge. We foster independent thinkers who are digitally fluent and socially responsible, and we aim for our graduates to have a global outlook that is aware of inequality and committed to addressing it.

Very often, of course, our students don't think of themselves in that way. They are understandably focused on the everyday, and that can easily crowd out awareness of the skills and expertise that they have gained through their studies.

This is where the consciousness-raising dimension of a dedicated 'graduate attributes' programme focused on career and life skills can be so valuable – both in alerting employers to the competencies of our students and in making the students themselves more confident.

As they become more confident, their understanding of how their subject-specific knowledge may not be 'directly relevant' to their future employment might change.

Our ambition should always be that the education they receive will provide a lifelong basis for their entire career.



**CREATORS  
EVALUATORS  
COMMUNICATORS  
OF KNOWLEDGE**

# UCC launches its **FIRST ANIMATED VIDEO** to inform students about the attributes and values that foster life-wide and lifelong skills

In March 2020, the Graduate Attributes Programme launched its first animated video!

Meet Róisín, Raj, Ciara and Joe from UCC, who tell us what graduate attributes and values they are developing throughout their journey in UCC. These four students are each on their own unique journey and are telling us more about how these attributes and values are enabling them to develop life-wide and lifelong skills.

Róisín asks “What kind of future do I want to inhabit?”, Raj asks “How will I inspire and be inspired?”, Ciara asks “How will I stand out, and stand up and be counted?” and Joe asks “How will I begin, where will I belong and who will I become?”

Together they take this journey as students in UCC, and just like students within the College of Arts, Celtic Studies and Social Sciences, they are already benefiting from initiatives within the Graduate Attributes Programme.



**G** Graduate Attributes Animated Characters

**GRADUATE ATTRIBUTES**

UNIVERSITY COLLEGE CORK

[Copy link](#)

**#BeginBelongBecome** **#UCCGradAttributes**

A video player thumbnail featuring the same four UCC students as in the illustration above. A large play button is centered over the group. The video title and hashtags are displayed at the top and bottom of the thumbnail.

**WATCH HERE**

# Our new online self-help TRANSITIONS INTO UNIVERSITY course launching Autumn 2020...

UCC is currently finalising a new open, online course for senior cycle students to help with the challenges of the transition to university that some may be facing as they prepare to leave second level education. Thinking about higher-level learning can be a very exciting time in students' lives, but it can also be a daunting change from school. By preparing students for what to expect and having a resource that is open, online and easy to navigate may help to prepare the students for success over the next several years. **Nurturing Bright Futures** has been developed by the Graduate Attributes Programme in UCC with content written by many key staff in the university and will complement the many resources used in the classroom. It will also provide a space for reflection that the students can do at home with parents and siblings, with friends and classmates at school, or on an individual basis, if they so wish. This self-reflection toolkit will help the students to anticipate, identify and navigate situations before entering higher education so that they are better prepared!

Below are some examples of infographic posters which feature in **Nurturing Bright Futures**.

## YOUR SUBJECTS AND THE CLUES TO YOUR FUTURE COURSE

**ASK YOURSELF:**

- WHAT THREE SUBJECTS DO I ENJOY STUDYING THE MOST?
- WHAT ARE THE MOST INTERESTING FACTS OF THESE SUBJECTS?
- WHAT TYPES OF COURSES ARE LINKED TO EACH OF THESE SUBJECTS?
- CAN YOU NAME 3-6 THINGS THAT YOU ARE LEARNING FROM STUDYING THESE SUBJECTS?
- WHAT ARE THE LEAST INTERESTING PARTS?
- WANT TO INVESTIGATE MORE ABOUT HOW YOUR FAVOURITE SUBJECTS MIGHT LINK YOU TO YOUR FUTURE CAREER RESEARCH AND EMPLOYER!
- CAN YOU THINK OF CAREERS WHERE THESE SUBJECTS MIGHT BE USEFUL?

**SOME USEFUL LINKS!**

- UCC PROSPECTS
- CAO
- Quality@UCC

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## CONNECTING THE DOTS: MAKING CLUED-IN DEGREE CHOICES

The subjects you study, the way you like to think and learn and the type of personality you have all provide clear clues to the type of degree that would suit you.

**Q1: FOLLOW YOUR HEART**  
Don't choose a course based on what people have told you, or on labour market trends. Opinions and trends vary and change.

**Q2: ASK YOURSELF: WHAT ARE YOUR FAVOURITE SUBJECTS AND INTERESTS?**  
If you don't choose a course which interests you, it will make it difficult to motivate yourself and you are less likely to enhance your social hours. Remember that third level is not like most schools, and the onus is on you to be self-motivated and self-aware.

**Q3: BIG KEEPER: DON'T JUDGE A COURSE BY ITS TITLE**  
Some students find themselves on courses that are completely different to how they imagined, based either on their impression of the course title or the paper outlines in the prospectus. This can contribute to dissatisfaction with course choice.

**Q4: RESEARCH IS KEY: INVESTIGATE EVERY ASPECT OF THE PROGRAMME**  
• See if there are any course videos available  
• Read the course description in detail - you can often find more relevant detail on their websites  
• Get in contact from students who are doing the course, there they can tell you about their school, neighbours, friends in your area and campus life, etc.  
• Talk to staff at the Open Day and listen to you - you will have further questions.

**Q5: DON'T BE OVERLY INFLUENCED BY POINTS**  
Points are often based on the demand for the course but also on the size of the cohort in another institution which give you the same breadth of knowledge and opportunities to excel within that area.

**SOME USEFUL LINKS!**

- UCC PROSPECTS
- CAO
- Quality@UCC

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## YOUR PERSONALITY YOUR COURSE AND YOUR FUTURE CAREER

Your personality has a big influence on your career. In fact, your career choice can be an expression of your personality. John Holland's 'Personality Typology' and essential process of psychology, identified clusters of research into personalities and careers. He discovered that there are six core types: '1) Science-related personalities' and work environments: '2) Business', '3) Investigative', '4) Artistic', '5) Social', '6) Conventional'. '7) Interpersonal', '8) Persuasive and Influencing', and '9) Conventional'.

The ideal career is one where your personality is valued, useful and celebrated. In other words, your personality fits the job and the culture of your career.

In general, most people have a personality pattern that is made up of two or three of the personality types below. It is useful to assess your 'career-relevant' personality type. Find your type(s).

- THE SCIENTIST**  
An ideally scientific or technical such as biological, chemical, computer, earth and weather.
- THE INVESTIGATOR**  
Like a crime fiction character which involves finding things, questioning or researching.
- THE IDEALIST**  
Like work that involves using personal passion to create something new. It is a mix of being creative and being practical.
- THE COMMUNICATOR**  
Creative people love to share their ideas and often have a passion for sharing their work with others.
- THE PERSUASIVE AND INFLUENCING**  
Like sales and marketing roles and some are drawn to sales and marketing.
- THE PLANNER**  
Like working in a structured environment and following clear rules and systems.

**SOME USEFUL LINKS!**

- Career Path
- careerpoint.ie

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## INFLUENCES AROUND ME

We are surrounded by so many influences: friends, family, educators, the media, social media, the economy and even where we live!

It can be beneficial to think about the influences around you, especially when you are in the process of making important decisions about what to study at Higher Level.

**WISHLIST THINKING**  
Think about the things you want to do in the future and how you might achieve them.

**STEREOTYPING**  
You may have heard of stereotypes and how they can be harmful.

**BANDWAGON EFFECT**  
The idea that people will follow the crowd and do what everyone else is doing.

**HERE EXPOSURE EFFECT**  
The idea that people will do what they see others doing.

**FOCUSING EFFECT**  
The idea that people will focus on one thing and ignore everything else.

**AUTHORITY BIAS**  
The idea that people will follow the lead of someone in authority.

**REFLECT ON THE INFLUENCES ABOVE**  
WHICH OF THESE ARE TRUE FOR YOU?  
WHAT STEPS AND ACTIONS CAN YOU TAKE TO EXPAND YOUR HORIZONS AND EXPLORE ADDITIONAL OPTIONS?

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## INTRODUCTION TO 16 CAREER CLUSTERS

**MARKETING**  
• Marketing Communications  
• Marketing Management  
• Marketing Research  
• Merchandising  
• Professional Selling

**IDENTITY & THOUGHT**  
• Logoing  
• Branding, Design and Illustration  
• Packaging and Product and Storage Systems  
• Travel and Tourism

**AGRICULTURE, FOOD & NATURAL RESOURCES**  
• Agricultural Systems  
• Animal Systems  
• Environmental and Natural Resource Systems  
• Food Products and Processing Systems  
• Plant Systems  
• Power, Speed and Technical Systems

**COMMUNICATIONS & MEDIA**  
• Audio/Video Technology and Film  
• Graphic Design  
• Journalism and Broadcasting  
• Performing Arts  
• Printing Technology  
• Visual Arts  
• Web and Digital Communications

**FINANCE**  
• Accounting  
• Banking Services  
• Business Finance  
• Securities and Investments  
• Insurance

**AGRICULTURE, FOOD & NATURAL RESOURCES**  
• Agriculture, Food & Natural Resources  
• Health Sciences

**COMMUNICATIONS & MEDIA**  
• Communications & Media  
• Creative Industries

**CONSTRUCTION & INFRASTRUCTURE**  
• Architecture  
• Building Services  
• Civil Engineering  
• Construction Management  
• Infrastructure  
• Surveying

**CONSTRUCTION & INFRASTRUCTURE**  
• Construction  
• Design and Production  
• Infrastructure and Operations  
• Project Management and Construction

**ENERGY & ENVIRONMENTAL**  
• Energy  
• Environmental Science  
• Environmental Management  
• Environmental Policy

**ENERGY & ENVIRONMENTAL**  
• Energy  
• Environmental Science  
• Environmental Management  
• Environmental Policy

**GOVERNMENT & PUBLIC ADMINISTRATION**  
• Foreign Service  
• Governance  
• National Security  
• Planning  
• Public Management and Administration  
• Regulation  
• Revenue and Taxation

**HUMAN SERVICES**  
• Consumer Services  
• Coaching and Mentals  
• Health and Wellness  
• Early Childhood Development and Services  
• Family and Community Services  
• Personal Care Services

**HEALTH SCIENCES**  
• Biotechnology  
• Biomedical Engineering  
• Diagnostic Services  
• Health Informatics  
• Supportive Services  
• Therapeutic Services

**LAW, PUBLIC SAFETY, DEFENCE & SECURITY**  
• Corrections Services  
• Emergency and Fire Management Services  
• Legal Services  
• Security and Protective Services

**EDUCATION & TRAINING**  
• Administration and Administrative Support Services  
• Professional and Technical Services  
• Teaching/Training

**MANUFACTURING**  
• Health, Safety and Environmental  
• Logistics and Inventory Control  
• Manufacturing Production Process Development  
• Maintenance, Installation, and Repair  
• Production  
• Quality Assurance

**TRANSPORTATION, INFRASTRUCTURE & LOGISTICS**  
• Logistics Planning and Management Services  
• Sales and Services  
• Transportation Systems Infrastructure  
• Warehousing, Distribution and Logistics  
• Warehousing and Distribution Center Operations

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# Projects we are working on...

Carol Veiga, Graduate Attributes Programme Coordinator

A suite of short videos will be produced to showcase the comprehensive range of disciplines within the College of Arts, Celtic Studies and Social Sciences and the broad programme offering available. These videos will give viewers a flavour of what studying Arts is like and will feature recent graduates who share their personal stories and tell us how their time in UCC has *made* them the people and professionals that they are today.

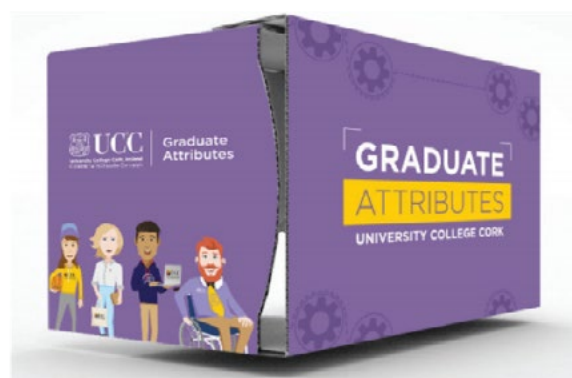
The first of the **#MadeInUCC** series will be launched over the coming weeks



An Augmented Reality (AR) Campus Tour is also scheduled to be released in Autumn 2020. Prospective students and visitors will have the ability to virtually tour our beautiful campus from the comforts of home, before ever physically stepping foot inside the gates. This technology will allow anytime, anywhere access to the built and natural campus of UCC and will provide lots of practical information to assist the transition in to UCC.

Graduate Attributes Programme bespoke AR headsets are also in production and will be available to schools. Inserting a smartphone into the headset will allow for a full immersive AR experience!

The UCC Campus Tour is coming to a smart phone near you... watch this space (literally)!!



# Student Experience Offices are supporting and engaging students in a multitude of student supports and initiatives!

The Graduate Attributes Programme launched its first official **Student Experience Showcase**, bespoke **Graduate Attributes posters** and our **Student Experience Map of Campus** where all the member services are located.

This showcase illustrates the enthusiasm with which our graduate attributes have been embraced and, more importantly, the opportunities that have been seized by the staff and students of the university's Student Experience Office and member services to accomplish noteworthy services and initiatives. Each student experience unit is working in delivering resources that assist students daily and enable student success.

**FIND OUT MORE**



**GRADUATE ATTRIBUTES**  
UNIVERSITY COLLEGE CORK

## PEER SUPPORT

**CREATORS, EVALUATORS AND COMMUNICATORS OF KNOWLEDGE**

- Encourage Peer Support Leaders (PSLs) to draw upon their personal university journeys to guide students assigned to them
- Students communicate their unique personal lived experiences and knowledge

**INDEPENDENT AND CREATIVE THINKERS**

- Structured to promote teamwork and collaboration with an expectation that PSLs display independence and initiative in their roles
- Wide variety of events and initiatives that are led by the PSLs
  - PITstop (Peer Information Table)
  - Social integration events for 1st Year and International students
  - recruitment drives
  - interviews
  - focus groups

**DIGITALLY FLUENT**

- Much of a PSL's ongoing interaction with students takes place in a digital space
- PSLs receive training on online tone and conduct from the UCC Skills Centre

**SOCIALLY RESPONSIBLE**

- Programme based on social responsibility
- Entirely reliant upon the premise that UCC students are willing to give back to the university community
- New entrants receive support and guidance
- Community-based system that requires commitment to benefit the wider community
- Each PSL has a social responsibility to help the next student transition in and through

**EFFECTIVE, GLOBAL CITIZENS WHO RECOGNISE AND CHALLENGE INEQUALITY**

- Designed as to be an inclusive programme open to students of all backgrounds
- PSL base is diverse
- Training includes a session from the EDI Unit regarding unconscious bias and treating all students equally
- Inclusive and diverse representation on the Steering Committee:
  - Mature Students Representative
  - Students with Disabilities Representative
  - International Students Representative

**THE HUB**

Funded by the Higher Education Authority Innovation and Transformation Programme

**GRADUATE ATTRIBUTES**  
UNIVERSITY COLLEGE CORK

## STUDENT SOCIETIES

**CREATORS, EVALUATORS AND COMMUNICATORS OF KNOWLEDGE**

- 109 societies cater for over 12,600 students across 7 fields: social, political & activism, creative, SEPS, Business and Law/Medicine and Health, cultural & debating and charitable & religious
- Provide an infrastructure and platform for the students to reach, discuss, inform, interact, assess, conceive and discover
- 2500+ events per year created, curated and communicated by student committees

**INDEPENDENT AND CREATIVE THINKERS**

- Facilitate empowerment and not micromanagement of UCC societies
- Provide training and guidance to enable the societies to be at the helm of their own creation

**DIGITALLY FLUENT**

- Provide training to increase digital fluency: Website Training and Social Media Training
- All committee resources are based on online portal
- Premium graphic design tools available (a suite of Adobe Photoshop and Canva elements)
- Each society is given ownership of their own individual website

**SOCIALLY RESPONSIBLE**

- Dozens of societies with a socially responsible ethos and agenda (particularly in our social, political and activism, charitable and religious societies groupings)
- Many societies have a focus on outreach
- Huge focus on community engagement
- Dedicated Welfare position on Society Executive

**EFFECTIVE, GLOBAL CITIZENS WHO RECOGNISE AND CHALLENGE INEQUALITY**

- Provide a platform and support to celebrate diversity in all its forms and to challenge the inequalities of our age
- Our societies events are seen as a 'safe space' for people of all backgrounds, sexual orientation, race and religion
- Zero tolerance 'bullying and harassment' policy and work closely with Campus Watch

**THE HUB**

Funded by the Higher Education Authority Innovation and Transformation Programme

# Digital Badges and Supports from the UCC Skills Centre

Kathy Bradley, UCC Skills Centre Manager

During the 2019-2020 academic year, the UCC Skills Centre delivered a series of Digital Badges for all students. An invitation was issued to the student population, in particular, first-year arts undergraduate students were given the opportunity to participate in **“Everyday Matters: Healthy Habits for University Life”**. The Digital Badges created by the academic community provide students with opportunities to stretch outside of their discipline areas developing trans-disciplinary skills and align with the Graduate Attributes Programme. It encourages students to think about their thinking, deepening their understanding of reasoning, providing them with growth opportunities in academic communication, and cultivating healthy habits to support them as they transition through university life.

**Everyday Matters: Healthy Habits for University Life** ran on a pilot basis in both semesters of the 2019-20 academic year. Designed to equip students with the tools to cultivate positive healthy habits, the programme explored some practical everyday things, based on the latest scientific research, that individuals can say and do to support themselves as much as possible during a time of change and establish healthy habits and routines for university lifestyle, enhancing the successful transition into and through higher education.

The content for this programme has been developed by Dr. Eithne Hunt who has trialled the materials with second level and third level students and presented locally and nationally on this work. It is underpinned by her professional qualification as an occupational therapist, her previous clinical work with adolescents and young adults in mental health services, her extensive academic experience in teaching young people about daily activities and wellbeing; her own research on adolescent time use and wellbeing; her training in mindfulness with children and adolescents, and mindfulness based stress reduction with teens (MBSR-T); and her outreach work designing and delivering ‘Everyday Matters’ and ‘Older & Wiser’ training to young people, parents, teachers and health professionals.

During the programme the students explored how they spend time across study/work, leisure, self-care and sleep and how to cultivate positive habits of mind including mindful self-compassion, growth mindset, joy and gratitude. Participants learned about brain and body health, and how to create and maintain daily habits and routines that support physical and emotional wellbeing for learning and life. One first year student wrote “I found the programme gave me the opportunity to pause and take a breath and reflect on my college and personal experience. I found the content was extremely relevant to my own life. I could benefit from each session and apply the tools to my daily life. I felt welcomed each week. A sense of place and like I belonged in the group.”

Additional digital badge opportunities available through the Skills Centre include: **Avoiding Errors in Reasoning** and **Independent Thinking**, both addressing UCC’s core graduate attributes. In addition, both **SPEAK** and **Creating and Maintaining a Professional Presence Online**, help students to develop skills as they become creators, evaluators and communicators of knowledge, digitally fluent and socially responsible. The Skills Centre also supports students with critical thinking and works with students developing academic communication to help them unlock their potential in university.

[FIND OUT MORE](#)

## ATTRIBUTES



## VALUES



## DID YOU KNOW?

University College Cork won the Best Student Experience Award in Dublin in February 2020!

The underlying vision inspiring our direction is that of a **'Connected University'**, with enhanced synergy between teaching, research and innovation, that offers a distinctive educational experience, promoting lifelong and life-wide learning and an inspiring student experience through a unique Graduate Attributes Programme which is transformational and innovative, transdisciplinary, inter-disciplinary and embedded into the culture and ethos of UCC.

UCC's curricula and programmes are based on the Connected Curriculum Framework and our **Graduate Attributes Programme** spans this entire Connected Curriculum. As a socially-minded, civically-engaged institution, our core values and graduate attributes are the bedrock of our student experience.

The Connected Curriculum and Graduate Attributes Programme (GAP) is engaging all 22,000 students in a changing nature of curricula development to one of co-creation. This approach has emphasised the holistic development of students, combining academic with professional, community-based and inter-professional learning to develop values, skills and aptitudes that promote civic participation, social inclusion, sustainability and impactful, global citizenship in all academic courses.



READ ON TO HEAR FROM OUR CURRENT ARTS AND HUMANITIES STUDENTS...

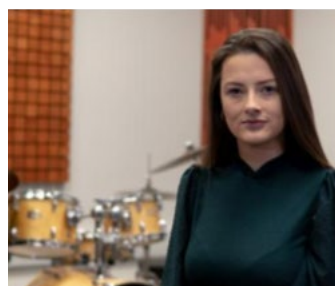
## Bringing the attributes and values to life within the College of Arts, Celtic Studies and Social Sciences



**JENNIFER**  
Compassion



**KYLE**  
Creator of Knowledge



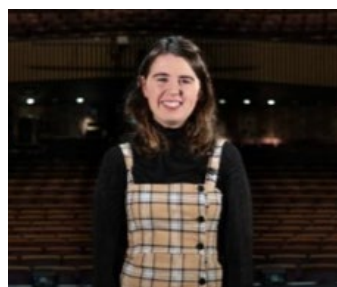
**SADHBH**  
Creator of Knowledge



**VERA**  
Compassion



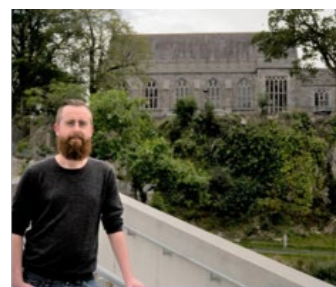
**DAVID**  
Integrity



**AISLING**  
Independent and Creative Thinker



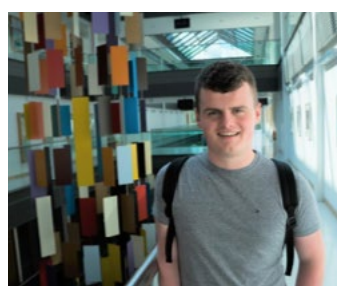
**DINA**  
Respect



**COLLA**  
Socially Responsible



**ANNALIESE**  
Resilience



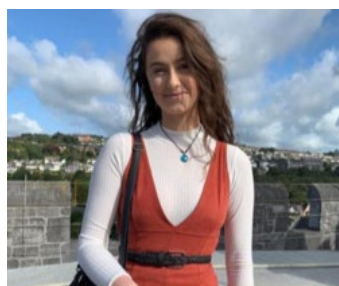
**HARRY**  
Digitally Fluent



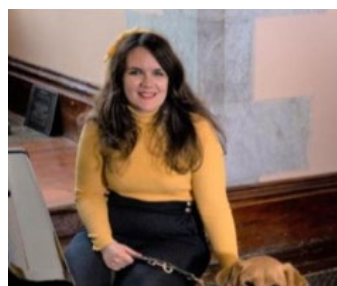
**CAILEAN**  
Creator of Knowledge



**AINE**  
Integrity



**MARIA**  
Ambition



**CLAIR**  
Independent and Creative Thinker



**JOHANNA**  
Respect



**YITONG**  
Global Citizen

During 2019-2020, students from the College of Arts, Celtic Studies and Social Sciences in UCC across all disciplines championed the Graduate Attributes Programme showcasing their attributes and values online through unique personal stories. This represented a wonderful opportunity for students to create a legacy within the University to inspire the students, staff and visitors for years to come. These online showcases are realised by students nationally and internationally, helping the attributes to 'live' within the fabric of the University rather than purely within a document.

**Follow their unique stories**

# Looking ahead to the new academic year...!

All new first years and current students will submit a self assessment to determine the extent to which they have developed UCC's core values and attributes through their educational and life experiences. A digital application will produce an individualised computer generated graph, that illustrates students' starting point within each attribute and value.

## SUPPORTS THE FULL LEARNER CYCLE



### 4. Curate & Share

- Curate learning through portfolio/professional learning record
- Showcase and share professional learning record with employers, LinkedIn, Xing, etc
- Get learning validated through Awards from university

### 3. Develop & Record

- Record learning
- Reflect on learning
- Automatically keeps a record of personal development that can be shared
- Get nudged along to complete learning goals



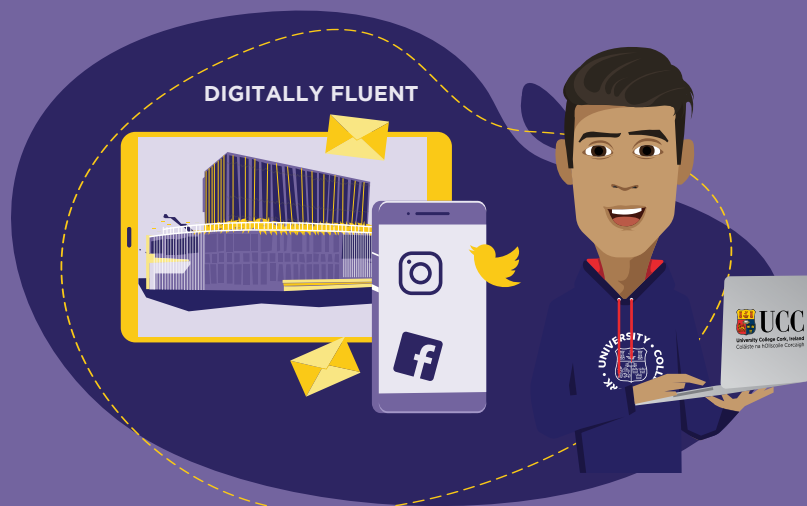
### 1. Self-awareness of planning

- Increase self-awareness with diagnostics and self evaluation tools
- Identify and prioritize development needs
- Produce development plan
- Review progress continuously

### 2. Discover

- Discover in-house development opportunities (curricular and extra- curricular)
- Discover external development opportunities

This project will offer every student a personalised, professional development journey while in UCC, which will include graduate attributes and core values with signposting to recommended resources and services. This self-assessment tool will be optimised for attributes and values development, bringing formal and informal learning together through competence frameworks, self-assessment and digital badges as students progress



Students will be pointed in the direction of further ways to develop their core values and attributes, as relevant to their performance in the self assessment.

# WHY STUDY LANGUAGES?

Dr. Pat Crowley

Head of the School of Languages, Literatures and Cultures

Languages open up our world and help us to understand other cultures and societies. Through the study of languages we develop linguistic and inter-cultural skills which are essential in today's world, especially in the world of work. A foreign language is embedded in particular histories and cultures and through these forms of knowledge we gain insights into different ways of being. This prepares us for the global society that defines our present and future.

In the **School of Languages, Literatures and Cultures** at UCC, we often ask our students to read stories to enrich and test their knowledge of the language but also because we think that some texts make us work hard to understand them and make us wake up to different ways of seeing reality and to know more about the world outside.



This relationship between the inside world of the mind and the outside world that shapes us is, we think, important. Students taking a degree with languages develop strong linguistic competency; are trained to think critically, have the capacity to develop a convincing evidence-based argument; possess strong inter-cultural skills, and have the ability to respond creatively to intellectual questions. They pursue careers in diverse areas such as education, journalism, diplomacy, finance, software and technology industries and the cultural domain.

The strengths of language graduates are recognised by the government policy document **Languages Connect: Ireland's Strategy in Foreign Languages in Education 2017-26** and by IBEC's view on the importance of foreign languages to Ireland's trade mission within the European Union post-Brexit, as well as emerging markets in China, Japan, Korea and South America. Languages are important in terms of their intrinsic worth (their cultural value) and the skills that are acquired which make students world-ready and work-ready. In a recent **special report on languages**, published by the Irish Times, Claire McGee, Senior Education and Innovation Policy Executive with IBEC, stated that demand for language skills involves more than linguistic competency: 'in business development roles there may be a need for language proficiency and cultural awareness'. McGee remarks that the ability to converse in a foreign language 'is important and can complement or supplement other skills. It is very important for companies moving into new markets or countries.' The School of Languages, Literatures and Cultures at UCC offers courses that give students a deep insight into the cultural dynamics and societies of Asia, Europe, Francophone Africa, the Caribbean, Mexico and South America. We also teach modules on the great writers of other cultures such as Confucius, Dante, de Beauvoir, Nietzsche, and Cervantes. Such forms of study enrich our inner lives and allow us to exchange ideas with others from outside our cultural frame of reference.

We hear these views from representatives of every major employer we meet. Bob Savage, Vice-president, EMEA Centres of Excellence, Dell Technologies, features on our **promotional video** and makes particular reference to the year abroad programmes we run for the **BA International, BA World Languages**, and **B. Comm. International** programmes. The year abroad allows students to deepen their understanding and to build up forms of resilience and adaptability required by multinational companies who want to send employees across the globe or who employ a multicultural workforce here in Ireland.

Claire McGee makes a similar point in the **Irish Times report**: ‘Languages are difficult to learn. We need to make sure that people want to study them and that there is a place for language graduates in organisations. Their skills are very valuable – cultural awareness, critical thinking faculties, ability to communicate with diverse audiences. These are all becoming more important to organisations. A lot of companies hiring graduates are looking for resilience and a lot of language students have to study abroad for a year or more and this is not an easy thing to do. It takes guts. That’s very valuable.’ Ireland’s leaders and experts in international business and trade who feature in the **Languages Connect** agree: languages give you a competitive advantage. Our Masters programmes — **MA in Translation Studies, MA in Applied Linguistics** and upcoming MA in Global Languages and Cultures —offer postgraduate pathways into specialist training that will build upon that competitive advantage.

Within the **School of Languages, Literatures and Cultures** at UCC we place emphasis on languages and cultures in a multilingual world. We offer French, German, Italian, Japanese, Korean, Mandarin, Portuguese, and Spanish, as well as classes in Basque, Catalan and Galician. We offer more languages than any other university in Ireland. We highlight the importance of culture in all its forms and the value of understanding human experience through the literature and arts of other cultures. It is through teaching and research in these areas that we seek to enable students who are creative and who engage with a notion of global citizenship based on deep knowledge and a respect for cultural difference. In carrying out our mission, we make an essential contribution to Ireland’s strategic global positioning and the demand by industry (in all its forms) for humanities graduates equipped for a multilingual global workplace and who are also effective Global Citizens alert to cultural differences and ready to challenge inequality. In this School we seek to support and inspire a new generation of language graduates who have an understanding of the intrinsic values of a humanities education as well as respect based on narratives from beyond the anglophone world. Languages are key to deepening knowledge and understanding — they open up doors to a global world.





# Graduate Attributes and the College of Arts, Celtic Studies and Social Sciences go “CCC”

The BA degree is a broad degree, offering a wide variety of subjects, which means you will have an equally diverse range of postgraduate and career options following your degree. Aside from specific subject knowledge, you will also gain intellectual, social and management skills that can be applied in a variety of jobs.

In Spring 2020, the Graduate Attributes Programme was able to support the College of Arts, Celtic Studies and Social Sciences to promote that message in their first “Carpool College Courses”

Meet Faye Murphy - A “global citizen of the world” who has graduated from her Arts Degree at UCC!



WATCH HERE



# Translating our attributes and values with a little help from our friends...

For St. Patrick's Day 2020, the Graduate Attributes Programme launched a translated version of the graduate attributes and values in Irish, with a little help from our friends and students across the university.

Táimid ag cur lenár gcuid eolais agus scileanna agus tá forás ag teacht ar ár gcuid deiseanna pearsanta. Tá forbairt á déanamh againn ar na tréithe agus na luachanna a bhaineann linn. Cinnteoidh siad seo go mbeimid ullamh don am atá le teacht agus beimid in ann cur leis an tsochaí. Seasaimid do Meas, Uaillmhian, Báúlacht, Seasmhacht agus Ionracas.

“We are gaining knowledge and skills, broadening our personal and professional horizons and developing attributes and core values which will make us future-ready and better able to contribute to society”. Our community of learners and staff are truly embodying respect, ambition, compassion, resilience and integrity.



[WATCH HERE](#)

In October, we launched our Chinese version of the attributes and values – you can watch it here:

[WATCH HERE](#)

Further videos will be translated into various languages throughout 2020-2021, namely: French, Spanish, Basque, Catalan, Galician, Italian, Portuguese, German, Korean, Japanese, Hindi, Punjabi, Arabic as well as Irish Sign Language!

## Transition Out initiatives are preparing final year students to transition into professional environments, delivering on the ambitions of our Institutional Employability and Employment Guide.

UCC Career Services and Academics from the College of Arts, Celtic Studies and Social Sciences (CACSSS) collaborate to develop innovative initiatives to enhance students' employability.

Elaine Browne, Mary McCarthy, Amy McMullan and Shay Nolan

UCC Career Services is actively involved in developing employability initiatives that will enhance the future employment of UCC Humanities Students. Supporting students with every aspect of their career planning experience from first year to final year. All students in CACSSS are encouraged to engage early in their degree with the UCC Career Services. Students will have access to information, support and guidance from our professional team of expert Careers Advisors. The Careers Advisors also deliver targeted and specific careers and employability workshops to Humanities students across all disciplines, and they do so in close consultation with lecturers. Typical workshops include: Career Opportunities with your Degree, Developing an Effective Online Presence, Creative Job Hunting & Networking, The Skill of Writing Effective CVs.



**Specialist Careers Advisors for CACSSS** - Elaine Browne and Shay Nolan, Careers Advisors, have been assigned as Specialist Careers Advisors for CACSSS. They are further supported by their colleague Mary McCarthy who also contributes to a number of projects. They work closely with Amy McMullan, Work Placement Manager for CACSSS Undergraduate Work Experience Module PX3001. In this role, they collaborate with academics in the college to develop innovative student-centred projects across the curriculum to enhance students' employability and prepare them for the world of work after graduation. Their role is to increase student participation in career development learning and employability activities, increasing student engagement with employers and supporting students to actively develop co-curricular and extra-curricular activities throughout their degree that will enable them to develop experiences and skills sought after by graduate employers. To-date a number of these initiatives (outlined below) have been developed and it is envisaged that these will be expanded upon in the next coming years. These initiatives have included:

**First Year In-Class Career Talks** - (September each year) - The First Year In-Class Career Talks are supported by academics from across all 20+ humanities degree subjects who have given over one hour of their class-timetable to facilitate these information sessions taking place annually in September. The aim of these talks is to help students understand the value of their degree and to understand this value early in first year of their programme. Students learn how to maximise their time in college to develop co-curricular and extra-curricular experiences and skills that will support future employment and to understand the diverse career opportunities open to them after graduation.

**Humanities & Social Science Careers Day** - (October each year) - This full-day event comprises of information sessions with UCC Humanities and Social Science alumni now working across six different industry sectors including:

Business/Financial Services/Management/Law - IT/Technology - Marketing/PR/Communications - Health/Clinical Therapies/Psychology/Social Work - Heritage/Culture/Planning - Creative Arts and the Media).

The aim of this event is to enable students to engage directly with CACSSS alumni and to hear first-hand their dynamic career journey from first year of their Humanities degree right through to developing successful careers in their industry of choice.

**Humanities Careers Roadshow** - (October each year) - The aim of this Roadshow is to increase student engagement with graduate employers. During this evening event, a range of companies from the public and private sectors who hire UCC Humanities and Social Science graduates set up stands in The Student Hub on UCC campus, providing students with the opportunity to network informally with organisations who are seeking graduates with their degree and skillset. It is envisaged that the companies attending this Roadshow will increase year on year.

**Discover UCC Humanities and Social Sciences Day** - (Annually each year). Co-ordinated by Loretta Brady, CACSSS Recruitment Projects Officer supported by the UCC Careers Services. Aimed at Transition year students, this one-day event, allows students to learn about the diverse degree programmes in the Humanities and Social Sciences. In addition, Elaine Browne, Shay Nolan and Mary McCarthy, Careers Advisors, hosted employability workshops for students and Guidance Counsellors on the career and employability potential with a UCC Humanities degree.

**UCC Works Award** - First Year CACSSS students are encouraged to participate in The UCC Works Award which is a professional skills development programme, that enables students to receive official recognition and optimise the benefits gained from extra-curricular and work experiences. Students can gain experience across four distinctive pathways; Student Life, Entrepreneurship & Innovation, Internship, Volunteering & Community Engagement and will receive the UCC Works Award at our annual formal rewards ceremony. The UCC WORKS Award boosts students future career prospects.

**CACSSS Accredited Work Experience Module PX3001** - Amy McMullan, Work Placement Manager. PX3001 is the CACSSS new accredited Professional Work Experience Module that allows undergraduates to explore and develop their career interests and employability. It is anticipated that, through participation in and completion of PX3001, UCC's CACSSS students will be better prepared for the transition to the workplace when they graduate from their degree.

This optional module can be taken in any year of the undergraduate degree and students that successfully complete PX3001 will have an additional 5-credits awarded to them as a diploma supplement outside of their degree. The module is currently available to students in 13 different BA degree programmes.

Once students register for the module they are invited to participate in a suite of career workshops that provide advice and guidance on CV Writing, Interview Skills and Job-Hunting. The workshops are facilitated through active learning and encourage self-reflection, whereby PX3001 participants explore the varied and valuable employability skills that they are developing through their Humanities degree.



# Where are our graduates from College of Arts, Celtic Studies and Social Sciences now?

Selina O'Regan and Loretta Brady, College of Arts, Celtic Studies and Social Sciences

## MAX DARBY

### Data Analyst at Musgrave

#### BACHELOR OF ARTS IN DIGITAL HUMANITIES & INFORMATION TECHNOLOGY

I chose Digital Humanities because of my deep desire to understand. I chose philosophy as my accompanying Arts subject in first year because where else would someone who wants to understand the world go? If it wasn't for my Arts degree, I definitely wouldn't be able to think as creatively as I do. Arts degrees do not necessarily teach you how to think, but rather how to choose what to think about, and how to approach an idea from different angles. It's very hard to describe, but learning to think in this way allows you to come up with multiple ideas without ever having to narrow your focus to just one. It is almost like you can come up with an idea, hold it out in front of you without getting too attached to it, examine it for flaws, notice where someone else might have an issue with it, amend it, and if necessary trash it and start over. That ability, combined with the technical skill of computer science makes every student a unique asset because they have a way of building technical solutions that nobody else in the industry has. I am a data analyst in Musgrave. My role is to find innovative solutions to business problems, and to find ways of understanding our company through data. My role is to take a business question and build a solution using any available technology. My day-to-day projects use all of the technical skills I learned in computer science, such as machine learning and programming, as well as the critical skills I learned from Philosophy, exploring things like 'is this the best way to approach this issue' or even 'should we use this technology in this way'.



## JESSICA MURPHY

### Senior Manager with Global Management at VMWare

#### BACHELOR OF ARTS IN EUROPEAN STUDIES & FRENCH WITH A MINOR IN SPANISH

I had always wanted to study French, and the BA in European Studies added an additional lens to my knowledge of history at a European level, that I thought could be used in a professional context. The BA also gave the flexibility to choose 4 subjects, one of which was History, so I was happy to keep that for the first year of the program. I felt was an excellent foundational degree that would also offer an intellectual and creative challenge for me. I had never considered any other track, as the humanities were always my favourite field of study. I loved my time at UCC so much so that I have come back for two further programs; a Cert in Supply Chain, and an MSc in Coaching which is currently in progress. I manage a team of 20 people from Europe & Asia-Pacific, our primary function is in software logistics and getting product to customers. I find it an advantage to be an Arts graduate in the middle of many business or technology graduates so that it adds a diversity of thinking and working styles to the group. I have a lifelong passion for Arts subjects, and I think it is important to give yourself a path that will challenge you, but also that you have an interest in. I think an interest in the subject matter is foundational to being successful and will take you places you may never have expected! I'm very proud to have a BA and I would still do it if I were 18 years old again.



## DAVINA MUNTJEWERFF

**Senior Associate Client Solutions at  
Gerson Lehrman Group**

**BACHELOR OF ARTS WORLD LANGUAGES**

I always loved learning languages and had a strong interest in learning Chinese. World Languages was a new course and everything about it appealed to me, from being able to study three languages, which I did for the first two years of my degree, to being able to split my year abroad, as well as the cultural element to the course. I had a great experience with my degree at UCC. All the language teachers were very helpful, and the classes were always very beneficial due to the small classroom environment. The year abroad in Shanghai was one of the best experiences of my entire degree and was a fantastic way to improve the language and learn more about the culture. My degree has been a major plus to my career. In my final year of college I was unsure of what my next step would be but due to languages being so broad, I had a lot of options, something that always appealed to me about the degree. One of the main things my current employer was looking for at the time I applied was people who studied languages. Now I get to use my languages in the workplace, as well as learn more about the world of business which is something I never had any prior exposure to.

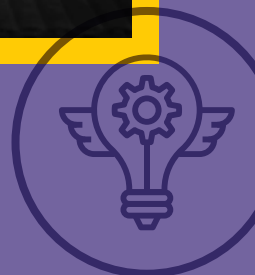


## JACK TALTY

**Professional Musician, Artistic Director and  
Producer, Raelach Records, Independent  
Researcher**

**BACHELOR OF ARTS WITH MUSIC**

Initially, I decided to study a BA in Arts with Music because I had intended on becoming a secondary-level teacher but that ambition changed soon after I began my studies at UCC. For me, this was a very positive development because it made me aware that I had many eclectic interests within the discipline of music, and my studies at UCC encouraged me to appreciate education for its own value rather than see it as a stepping stone to some ready-made career. As I look at my career today, I can certainly attribute many of the important and varied professional skills that I have developed, to my education at UCC. It's a bit of a cliché, but while at UCC, I became determined to make a job for myself rather than get one. It is undoubtedly difficult for prospective students to know what path to take after second-level education, but I know that for me, my Arts studies at UCC provided me with a wide-ranging educational and professional training that opened up many opportunities after graduation. I later went on to pursue further education in the form of masters and PhD studies. Few, if any college options will provide a predictable and certain future pathway, so I feel that it is important that students consider the educational flexibility and diverse skillset that a degree like Arts and Music at UCC can provide, in a professional world that demands such a range of skills, experience, and expertise.



## LYNN HARDING

**Senior Content Designer with Fjord  
at The Dock (Accenture's Global Research  
& Innovation Centre)**

**BACHELOR OF ARTS IN ENGLISH & HISTORY**

I loved studying Arts. The degree was varied and so interesting, the lecturers were passionate and the tutorials challenging. I felt like I could study whatever I wanted. What I really loved was the time that I had to develop outside of my course. Arts isn't a 9-5 course, so you have the opportunity to really make the most of everything on campus: I joined the UCC Express and became a sub editor; I became a member of the Choral Society; I went to more gigs than I could count. I was able to get a job and still study well. All of that made for a really rich experience, and it absolutely got me out of my shell and out of my comfort zone in a way that I don't think a "safer" course with a defined career at the end of it would have done for me. You get out of Arts what you put into it. I knew going into Arts that I would have to craft a career for myself, because it's not a course with a cookie-cutter job at the end of it. But it's so important to see that for what it is: an opportunity, not a limitation. Arts can take you anywhere. I've worked in tech, in communications, in publishing and content creation. Today, I work in design for the global R&D and innovation hub of one of the world's biggest consulting firms. If you go into Arts with all guns blazing, you really will learn the skills that you need to succeed in the jobs market: how to seize and create opportunities, to think creatively, to build relationships and take chances. Employers will see that in you. Trust me!

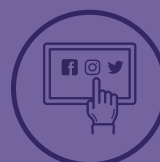


## MICHAEL KENNEALLY

**Marketing and Events Executive with Conference UCC**

**BACHELOR OF ARTS INTERNATIONAL IN MATHEMATICS & ITALIAN**

I had a broad range of interests in secondary school; I loved both languages and Mathematics and was unsure about which route to pursue at third level. My Arts degree offered the perfect platform to combine these interests and gain further exposure to both fields - I would not have had this flexibility in any other programme! My degree was challenging but ultimately very stimulating and rewarding; flexibility aside, no other degree would have offered me the same level of diversity in what I learnt as an Arts programme. I split my time equally between both subjects and was able to develop a range of different skills: attention to detail, critical thinking and an analytical mind-set are the three areas in which I progressed the most during my degree. The Erasmus programme was a particular highlight, living and learning abroad were both great experiences from which I benefitted greatly. My unusual choice of subjects makes my CV stand out, in my experience, employers value anything on CVs which makes candidates stand out: the great thing about an Arts degree is that you can really make it your own in a way which isn't possible with other degrees. This diversity was important in helping me secure a place on the IBEC Global Graduate Programme with Bord Bia in Milan, my first job after finishing in UCC. There I gained valuable insight into the worlds of Food Marketing and Event Management while also furthering my Italian. This experience in turn helped me in obtaining the role I have recently begun in UCC, where I am still using the skills I developed throughout my Arts degree.



# FAYE NÍ MHURCHÚ

## Fáilte Ireland

### EALAÍONA IDIRNÁISIÚNTA COMHCHÉIM ONÓRACHA – AN GHAeilGE & AN FHRaincis

Nuair a bhíos ar scoil ní raibh fhios agam cén post nó cen sort gairm beatha gur mhaith liom a bheith agam. Bhí an-ghrá agam ar an nGaeilge, bhí an méid sin ar eolas agam ach ní raibh aon shlí bheatha soiléir dom. Bheartaigh mé cloí leis an rud a thaitin go mór liom, is é sin an Ghaeilge, agus bhíos dóchasach go dtiocfainn ar fhreagra sa deireadh – agus buíochas le Dia, tháinig! Sa chéad bhliain, roghnaigh mé an Ghaeilge, an Fhraincis, an Spáinnis agus an pholaitíocht. Ar an gcéad lá, cheapas go mbeidh mé ag coimeád an Ghaeilge agus an Pholaitíocht. Le linn na chéad bliana áfach, d’aithin mé go rabhas ag baint an-taitneamh as na ranganna Fraincise agus i ndeireadh na dála, shocraigh mé cloí leis an Ghaeilge agus an Fhraincis. Mar thoradh ar sin, bhí deis agam bliain Erasmus a dhéanamh sa Fhrainc. Toisc go raibh réimse leathan ábhar a bhí ar fail sa chéid bhliain, ní raibh mé sáinnithe le mo rogha agus bhí deis agam triail a bhaint as roinnt ábhar. Le linn mo thréimhse i gColáiste na hOllscoile Chrocaigh, tugadh na céadta deiseanna dom mo lámh a chur suas agus páirt a ghlacadh - agus b’shin díreach cad a rinne mé! Le linn mo chéime, cuireadh ardáin os mo chomhair ionas gur féidir liom mo thuairimí a roinnt. Chothaigh sé sin roinnt rudaí ionam: suim i gcúrsaí cumarsáide agus sna meáin, muinín gur féidir linn rudaí athrú agus páisean sa ghluaisteacht na mac léinn. Bíodh dearcadh oscailte agat mar gheall ar rogha ábhar. Rinne mé fhéin an Spáinnis agus thaitin sí go mór liom cé gur rud chomh nua ab ea í dom. Cé go bhfuil ábhar éigean nua chugat, ná bíodh faitíos ort triail a bhaint as!



# FAYE MURPHY

## Fáilte Ireland

### BACHELOR OF ARTS INTERNATIONAL: IRISH AND FRENCH

I guess in school I really didn’t know what I wanted to “be”. I knew what I loved, and that was Irish but I didn’t see a clear career path for myself. I figured if I stuck with what I loved, I would eventually find my footing – and luckily enough, I did! In first year, my four subjects were Irish, French, Spanish and politics. On day one I had my heart set on carrying Irish and politics through to second year. However, as first year progressed, I realised that I was really enjoying my French classes and I ultimately ended up keeping on Irish and French. This also resulted in me doing an Erasmus Year in France. The wide variety of subjects offered in first year arts meant that I wasn’t bound with my choice and I was given the chance to try out a few subjects and develop my interests. Throughout my degree in UCC, I was given countless opportunities to put my hand up and get involved, and that is exactly what I did – I just kept putting my hand up. Throughout my degree, I was presented with platforms to have my voice heard. This fostered many things in me: an interest in media and communications, a belief that change is possible and a passion for the student movement. Be open-minded about subject choice. I took up Spanish and I loved it because of the “newness” of it, it was something I had never done before, and I relished the challenge. Just because a subject may be unfamiliar territory for you, don’t be afraid to try it.





# Some ways you can increase your **GRADUATE ATTRIBUTES** at UCC

## Creator, Evaluator and Communicator of Knowledge

- Get involved with UCC Student Media - write an article for **UCC EXPRESS**, **MOTLEY MAGAZINE** or host a slot on **UCC 98.3FM**
- Join the Journalism and Media Society, Government and Politics Society or DJ Society. (**SOCIETIES**)
- Start your own blog.
- Sign up to become a **PEER SUPPORT LEADER**.
- Do the SPEAK Digital Badge in the **SKILLS CENTRE**.



### INDEPENDENT AND (CREATIVE THINKER

- Join one of the creative societies (Dramat, An Cumann Dramaíochta, Comedy, Film, Photographic, Choral).
- Build your own ideas at the Philosophical society.

- Build the future at the Architecture society.
- Take the Independent Thinking Digital Badge in the Skills Centre.
- Take the Avoiding Errors in Critical Thinking Digital Badge in the Skills Centre.

### SOCIALLY RESPONSIBLE

- SIGN TO BECOME A MADE2MOVE MENTOR AND GET A UCC WORKS AWARD AND A DIGITAL BADGE
- UNDERTAKE A UCC WORKS AWARD AS A STUDENT VOLUNTEER
- JOIN THE DISABILITY ACTIVISM AND AWARENESS SOCIETY
- TAKE PART IN THE SWAP SHOPS ON CAMPUS
- TAKE THE BYSTANDER INTERVENTION DIGITAL BADGE
- TAKE THE EVERYDAY MATTERS: HEALTHY HABITS FOR UNIVERSITY LIFE DIGITAL BADGE IN THE SKILLS CENTRE
- JOIN ONE OF UCC CLUBS
- HELP YOURSELF AND OTHERS KEEP WELL
- GET INVOLVED IN UCC GREEN CAMPUS INITIATIVES

## Some ways you can increase your **GRADUATE ATTRIBUTES** at UCC

### Digitally Fluent

- Take the Creating and Maintaining a Professional Presence Online Digital Badge in the Skills Centre.
- Join the Net Soc.
- Avail of free computer training run by UCC IT Services
- Offer to take on the role of Social Media Officer in your Club or Society

### Effective global citizens who recognise and challenge inequality

- Join one of the political or charitable societies: e.g. Engineers with Borders, Fáilte Refugees Amnesty, International Development, Surgeon Noonan, Friends of MSF society, etc.
- Join the Enactus society and create projects to help people.
- Open doors to a global world and perfect your language skills.
- Broaden your horizons and perspectives by joining one of the language societies or the International society
- Join the AIESEC society
- Take the University Wide module on Sustainability and learn more about the 17 SDGs
- Apply for a UCC Works Award

# LINKS

SOCIETIES

SKILLS CENTRE

UCC IT SERVICES

MADE2MOVE MENTOR SCHEME

THE UCC WORKS AWARD

BYSTANDER INTERVENTION

UCC GREEN CAMPUS

SUSTAINABILITY

## GRADUATE ATTRIBUTES

UNIVERSITY COLLEGE CORK

