

## Self-Assessed Skills Audit for Students

### Introduction

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

### Self Assessed Skills Audit Form

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| 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 staff and peers   |   |   |   |   |   |
| • 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  |   |   |   |   |   |

| <b>3. a problem solver</b>  |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
|   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| • 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                       |          |          |          |          |          |

| <b>4. an accomplished communicator</b>  |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
|   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| • 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                                   |          |          |          |          |          |

| <b>5. professional and adaptable</b>   |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|
|  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| • recognise and develop skills and competencies required for learning and future employment  |          |          |          |          |          |
| • develop opportunities for learning activities through current and future roles   |          |          |          |          |          |
| • 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   |          |          |          |          |          |

| <b>6. an efficient planner and time manager</b> |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
|   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

|  |  |  |  |  |  |
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| • 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                |  |  |  |  |  |

| <b>7. an independent learner and researcher</b>                                     |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
|   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| • 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 |          |          |          |          |          |

| <b>8. reflective, self aware and self motivated</b>  |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|
|  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| • 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   |          |          |          |          |          |

| <b>9. knowledgeable in their subject area</b>   |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
|   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| • 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   |          |          |          |          |          |

| <b>10. information literate and IT literate</b>                            |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|
|  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| • 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 college |  |  |  |  |  |
| • able to evaluate the effectiveness of different information sources  |  |  |  |  |  |
| • able to make effective use of the library and internet resources   |  |  |  |  |  |

|   |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| <b>11. competent in applying their knowledge and skills</b> |          |          |          |          |          |
|   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| • able to apply their knowledge in everyday situations      |          |          |          |          |          |
| • develop key communication skills to help apply knowledge  |          |          |          |          |          |
| • able to apply theory to practice where appropriate        |          |          |          |          |          |

|   |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| <b>12. Art Skills</b>   |          |          |          |          |          |
|   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| • Create art related to a media format (games, film, animation) |          |          |          |          |          |
| • Develop initial ideas to create a finished graphic product    |          |          |          |          |          |
| • Produce a professional quality image using graphic software   |          |          |          |          |          |
| • Create a 2D image to a professional standard                  |          |          |          |          |          |
| • Create a 3D image to a professional standard                  |          |          |          |          |          |
| • Use effective research to develop techniques in design        |          |          |          |          |          |

|   |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| <b>13. Filming/Editing/Sound Skills</b>   |          |          |          |          |          |
|   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| • Create realistic and effective foley, using effective recording techniques.                           |          |          |          |          |          |
| • Use software to create synchronised audio SFX and music.  |          |          |          |          |          |
| • Use a range of effects to create interesting SFX.   |          |          |          |          |          |
| • Use camera equipment effectively to create high quality footage.                                      |          |          |          |          |          |
| • Understand aperture, shutter speed, ISO, resolution, focal lengths, application of different lenses.  |          |          |          |          |          |
| • Use a range of different camera angles/shots to create interesting shots.                             |          |          |          |          |          |
| • Use film editing software to edit footage to create interesting edits.                                |          |          |          |          |          |
| • Understand and apply colour correction to footage to enhance quality.                                 |          |          |          |          |          |
| • Export video footage in a range of formats with an understanding of the quality, resolution, size and |          |          |          |          |          |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| appropriate destination media format.  |  |  |  |  |  |
| • Edit photos to enhance the overall quality suitable to end use requirements. |  |  |  |  |  |
| • Use photo editing software to create new pieces of art.                      |  |  |  |  |  |
| • Export photos using correct formats for destination media requirements.      |  |  |  |  |  |

|   |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| <b>14. Programming Skills</b>                             |          |          |          |          |          |
|   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| • Use a coding language to create a game.                 |          |          |          |          |          |
| • Design assets effectively in the development of a game. |          |          |          |          |          |
| • Create a fully functioning game with no errors.         |          |          |          |          |          |
| • Use a range of coding languages effectively.            |          |          |          |          |          |

Self-evaluation:

During my self-assessment I have identified my weaknesses this includes relating and comparing different data as well as applying it to reasoning. In addition to this, another weakness that I have identified is my ability to create 3D assets to a professional standard. To improve in my ability to create 3D assets I will do research to further my knowledge and understanding about how to create 3D assets as well as look up tutorials as well. Furthermore, I will also further my understanding into foley to create more realistic sounds as well to do this I will look up articles online to improve my understanding of foley as well as understanding what makes effect foley.