**Self-Assessed Skills Audit for Students**

**Introduction**

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

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| 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. |  |  |  |  |  |

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| 1. **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 |  |  |  |  |  |

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

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| 1. **an accomplished communicator** |  | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| * + 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 |  |  |  |  |  |

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| 1. **professional and adaptable** |  | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| * + recognise and develop skills and competencies required for learning and future employment |  |  |  |  |  |
| * + develop opportunities for learning activities through current and future roles |  |  |  |  |  |
| * + 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 |  |  |  |  |  |

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| 1. **an efficient planner and time manager** |  | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| * + 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 |  |  |  |  |  |

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

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

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

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

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| 1. **competent in applying their knowledge and skills** |  |  |  |  |  |
|  | **1** | **2** | **3** | **4** | **5** |
| * able to apply their knowledge in everyday situations |  |  |  |  |  |
| * develop key communication skills to help apply knowledge |  |  |  |  |  |
| * able to apply theory to practice where appropriate |  |  |  |  |  |

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| 1. **Art Skills** |  |  |  |  |  |
|  | **1** | **2** | **3** | **4** | **5** |
| * 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 |  |  |  |  |  |

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| 1. **Filming/Editing/Sound Skills** |  |  |  |  |  |
|  | **1** | **2** | **3** | **4** | **5** |
| * Create realistic and effective foley, using effective recording techniques. |  |  |  |  |  |
| * Use software to create syncronised 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. |  |  |  |  |  |

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| 1. **Programming Skills** |  |  |  |  |  |
|  | **1** | **2** | **3** | **4** | **5** |
| * 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 . |  |  |  |  |  |