**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**
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|  | **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**
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|  | **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**
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|  | **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**
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|  | **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**
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|  | **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**
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|  | **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**
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|  | **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 .
 |  |  |  |  |  |