

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

Name :

Date:

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					

3. 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					

4. 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					

5. 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					

6. 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					

7. 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					

8. 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					

9. 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					

10. 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					

11. 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					

12. 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					

13. Filming/Editing/Sound Skills					
	1	2	3	4	5
• 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.					
<ul style="list-style-type: none"> Edit photos to enhance the overall quality suitable to end use requirements. 					
<ul style="list-style-type: none"> Use photo editing software to create new pieces of art. 					
<ul style="list-style-type: none"> Export photos using correct formats for destination media requirements. 					

14. Programming Skills					
	1	2	3	4	5
<ul style="list-style-type: none"> Use a coding language to create a game. 					
<ul style="list-style-type: none"> Design assets effectively in the development of a game. 					
<ul style="list-style-type: none"> Create a fully functioning game with no errors. 					
<ul style="list-style-type: none"> Use a range of coding languages effectively . 					