

## 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: Hirah Aurangzeb

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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>

• 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 .					//