

## 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:

<b>1. a critical, analytical and creative thinker</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• relate and compare data from different sources, identify issues and obtain relevant information		yes			
• reason and apply decision making processes and consider how to find solutions to problems	yes				
• identify appropriate data sources		yes			
• review a range of different points of view and select the most appropriate conclusion		yes			
• distinguish between different types of information to inform conclusions		yes			
• capture key information from written or verbal sources			yes		
• identify significant opportunities and be pro-active in putting forward ideas for problem solving.			yes		

<b>2. a flexible team worker</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• build and develop working relationships with staff and peers			yes		
• work effectively with others to complete tasks and achieve results		yes			
• empower others to work together as part of a team or group			yes		
• recognise and understand when compromise and accommodating others is necessary		yes			
• interact well with others and work co-operatively as a team member			yes		
• understand how to gain the attention of others in a team or group when required			yes		
• understand how to contribute effectively and co-operatively with others even if they do not share the same ideas and ways of working			yes		
• express self effectively in a group and in one to one situations			yes		
• have an understanding of team roles			yes		

<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			yes		
• use an objective approach to relate to others in order to achieve goals		yes			
• make good use of verbal reasoning skills, able to handle complex data and make selective use of information			yes		
• explore more than one solution in order to solve a problem		yes			
• consider the ideas of others to help solve problems		yes			
• manage the process of problem solving over a period of time		yes			
• demonstrate resilience and lateral thinking abilities when applied to problem solving			yes		

<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		yes			
• use a range of ICT packages to support work				yes	
• express and convey ideas appropriately and accurately in writing				yes	
• successfully give a presentation or demonstration			yes		
• demonstrate that information being received is understood by using a range of verbal and non-verbal signals			yes		
• understand when people have taken account of your views and you of theirs			yes		

<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		yes			
• develop opportunities for learning activities through current and future roles		yes			
• identify when extra support and help may be useful		yes			
• understand the importance of actively reviewing and maintaining your own development plan in order to set appropriate learning targets		yes			
• maintain positive attitudes to work and understand when a task has not been completed well and identify changes for the future			yes		
• understand how to gain feedback on work or performance			yes		

<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					yes
• apply suitable approaches and put in extra effort if required in order to meet tight deadlines			yes		
• prioritise own and others' work				yes	
• identify resources required to complete a set task			yes		
• harness motivation and hard work to assist in the completion of work objectives			yes		

<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			yes		
• maintain effectiveness in changing environments		yes			
• make appropriate adjustments when undertaking tasks		yes			
• keep track of work schedules and deadlines by applying multi-tasking abilities			yes		
• able to devise own approaches to projects		yes			
• able to set own questions and work alongside colleagues in different environments			yes		

<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			yes		
• recognise personal successes			yes		
• set own goals and review these systematically				yes	
• review any gaps in understanding and knowledge			yes		
• find opportunities to enhance and develop transferable skills within and outside of the curriculum		yes			
• adjust to meet different work styles			yes		

<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		yes			
• work out a preferred course of action		yes			
• think laterally and encourage others to do so and consider how they approach an unconventional task			yes		
• present complex and unusual ideas to friends and colleagues			yes		

<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	yes				
• knowing where to use information and how to cite and reference			yes		
• understanding how to use different software effectively		yes			
• able to keep up to date with current IT applications and how they can be used to enhance work within and outside college		yes			
• able to evaluate the effectiveness of different information sources			yes		
• able to make effective use of the library and internet resources			yes		

<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		yes			
• develop key communication skills to help apply knowledge			yes		
• able to apply theory to practice where appropriate		yes			

<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)		yes			
• Develop initial ideas to create a finished graphic product		yes			
• Produce a professional quality image using graphic software		yes			
• Create a 2D image to a professional standard			yes		
• Create a 3D image to a professional standard			yes		
• Use effective research to develop techniques in design			yes		

<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.		yes			
• Use software to create synchronised audio SFX and music.		yes			
• Use a range of effects to create interesting SFX.			yes		
• Use camera equipment effectively to create high quality footage.			yes		
• Understand aperture, shutter speed, ISO, resolution, focal lengths, application of different lenses.			yes		

• Use a range of different camera angles/shots to create interesting shots.		yes			
• Use film editing software to edit footage to create interesting edits.		yes			
• Understand and apply colour correction to footage to enhance quality.		yes			
• Export video footage in a range of formats with an understanding of the quality, resolution, size and appropriate destination media format.			yes		
• Edit photos to enhance the overall quality suitable to end use requirements.		yes			
• Use photo editing software to create new pieces of art.		yes			
• Export photos using correct formats for destination media requirements.		yes			

<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.				yes	
• Design assets effectively in the development of a game.			yes		
• Create a fully functioning game with no errors.					yes
• Use a range of coding languages effectively .					yes

plan day in order to manage time more effectively – create a list in order of importance.

Create a fully functioning game with no errors. – try and create a game.

Use a range of coding languages effectively. – learn coding.