



Work Skill Development Framework



LEVEL OF STUDENT AUTONOMY →

<p>↓</p> <p>FACET OF WORK</p>	<p>Level 1 Student requires a high degree of structure & guidance</p>	<p>Level 2 Student works with less structure / guidance /supervision</p>	<p>Level 3 Student works independently and within provided guidelines</p>	<p>Level 4 Student works innovatively with limited guidelines</p>	<p>Level 5 Student works within self-determined guidelines appropriate to the context.</p>
<p>A. INITIATIVE Student establishes role and adapts</p>	<p>Student requires a high degree of guidance to identify and to adapt to position</p>	<p>Student identifies role requirements with some guidance and adapts to position</p>	<p>Student establishes role independently and adapts readily to this context</p>	<p>Student adapts the role appropriately and through consultation and fulfills original and new requirements</p>	<p>Student identifies future goals and projects while fulfilling original requirements</p>
<p>B. TECHNOLOGY Student applies technology to find and generate information / data</p>	<p>Student uses basic technology with high degree of guidance to find and generate information /data</p>	<p>Student uses technology with some degree of guidance to find generate information /data</p>	<p>Student uses technology independently to find and generate a range of information / data</p>	<p>Student shows a complete understanding and appropriate mastery in choice of technology to generate information /data</p>	<p>Student shows a high degree of sensitivity in the application of technology to generate information /data</p>
<p>C. LEARNING Student critically evaluates their role and objectives to establish life long learning skills</p>	<p>Student evaluates information at a minimum level to understand their role.</p>	<p>Student evaluates with some degree of guidance, the methodology / technology in use, to generate knowledge</p>	<p>Student critically evaluates the match between theoretical and practical applications to generate knowledge</p>	<p>Student critically evaluates the processes in seeking or filling gaps to generate knowledge</p>	<p>Student critically evaluates and uses knowledge to generate lifelong learning skills</p>
<p>D. SELF MANAGEMENT Student reflects and self manages time and information</p>	<p>Student uses reflective practice to organise information and establish role, using a simple format</p>	<p>Student uses reflective practice to master methods and practices using existing structures</p>	<p>Student uses reflective practice to evaluate and monitor own performance with confidence</p>	<p>Student uses reflective practice to deliver clear projects and goals</p>	<p>Student uses reflective practice to articulate visions, goals and innovative strategies</p>
<p>E. PROBLEM SOLVING Student synthesises and analyses to create solutions</p>	<p>Student applies a simple structure to understand existing knowledge</p>	<p>Student applies a structured format to synthesise and analyse existing data and knowledge</p>	<p>Student works independently to synthesises and analyse a range of resources to generate new knowledge</p>	<p>Student applies critical thinking and works collaboratively to synthesise, analyse and produce innovative and creative solutions</p>	<p>Student applies sophisticated critical thinking and analysis to initiate change and extrapolate outcomes</p>
<p>F. COMMUNICATION Student understands self and others through interpersonal communication & teamwork</p>	<p>Student requires highly structured guidelines to communicate information</p>	<p>Student requires some degree of guidance to understand individual role and communicate within the team</p>	<p>Student demonstrates confidence and assertiveness in communicating information</p>	<p>Student communicates independently and competently showing high degree of understanding of workplace culture and professional ethics</p>	<p>Student negotiates and asserts their own values while respecting the contribution of others in communicating information</p>