

Skills descriptors / competency framework

Interpersonal			
1. Comfortable in social situations	2. Appreciates the views of others	3. Adjusts behaviour to account for other people	4. Maintains good communication among groups of people
<ul style="list-style-type: none"> Comfortable dealing with people in a variety of situations 	<ul style="list-style-type: none"> Able to see things from others viewpoint Listen to and respond positively to feedback 	<ul style="list-style-type: none"> Understands how one's behaviour impacts on others, and behaves appropriately in a variety of situations Can communicate assertively, i.e. expresses clearly and non-aggressively 	<ul style="list-style-type: none"> Develops and maintains co-operative networks and working relationships with a wide range of people Helps others work together and communicate effectively
Management Skills			
1. Organises self to complete set tasks	2. Sets and achieves objectives	3. Plans best use of resources for self and others	4. Organises and motivates teams for maximum success
<ul style="list-style-type: none"> Can organise own time and use resources to complete set tasks 	<ul style="list-style-type: none"> Can set and achieve realistic objectives for self and others to deliver required results within available resources 	<ul style="list-style-type: none"> Can plan activities to make best use of resources Able to assess people's abilities and delegate activities accordingly 	<ul style="list-style-type: none"> Can organise and motivate a group to maximise its success and the contribution of the members, sometimes in difficult circumstances
Learning Skills			
1. Willing to learn	2. Keen to learn and has a plan	3. Tries to improve learning ability	4. Strategic about learning for self and others
<ul style="list-style-type: none"> Willing to learn Waits to be told what to learn, and doesn't stretch much beyond that 	<ul style="list-style-type: none"> Keen to learn, and will go beyond the set task Has strategies for organising learning, e.g. revision plans 	<ul style="list-style-type: none"> Actively seeks to improve learning ability Plans learning to meet immediate, career and broader needs 	<ul style="list-style-type: none"> Has a comprehensive understanding of own learning preferences and organises learning tasks to fit if possible Strategic view of learning needs over the long term Effectively supports the learning of others

Written Communication			
1. Uses accurate language	2. Writes with the reader in mind	3. Can write for a variety of purposes	4. Effective, efficient writer in various styles
<ul style="list-style-type: none"> ○ Able to use clear and accurate language 	<ul style="list-style-type: none"> ○ Writes with due attention to the needs of the reader and the purpose of the work 	<ul style="list-style-type: none"> ○ Has a strategy for writing ○ Can plan and produce written works that are fit for purpose, properly referenced and in a style appropriate to the audience ○ Able to edit other writers' work 	<ul style="list-style-type: none"> ○ Capable of effective, efficient writing in a variety of styles according to purpose ○ Can support the writing of others through feedback and coaching
Verbal Communication			
1. Can hold a conversation	2. Is skilled in conversation and discussion	3. Can help others communicate	4. Confident communicator in many situations
<ul style="list-style-type: none"> ○ Can hold a conversation in secure surroundings where one feels comfortable ○ Able to prepare and deliver simple presentations to familiar audiences 	<ul style="list-style-type: none"> ○ Understands how to listen and when to contribute in conversations with small groups of people ○ Able to design presentations to express specific ideas to get a message across ○ Able to respond to questions from the audience 	<ul style="list-style-type: none"> ○ Able to facilitate discussion among a small group of people by empathy and sensitive intervention ○ Analyses the purpose behind presentation depending on the viewpoints of the audience and presenter ○ Produces stimulating, well-illustrated presentations that are fit for a variety of purposes and audiences 	<ul style="list-style-type: none"> ○ Confident communicator in small groups or 1:1 with a variety of people, including within challenging situations ○ Can help others to communicate by facilitation and coaching, sometimes in situations of conflict ○ Confident and capable of speaking in front of different audiences ○ Confident handling challenging questions in presentations ○ Able to improve other peoples' presentations through coaching and mentoring

Problem Solving			
1. Identifies a problem	2. Identifies a number of solutions	3. Analyse relevant information and investigate options	4. Evaluate method and recommend improvements
<ul style="list-style-type: none"> Identifies a problem and a solution to take action 	<ul style="list-style-type: none"> Able to analyse information and develop a strategy Able to take initiative to identify a number of solutions 	<ul style="list-style-type: none"> Able to take initiative to identify all possible solutions •Able to analyse relevant information and investigate options Able to evaluate method 	<ul style="list-style-type: none"> Able to assess relevant information, be creative/innovative and use problem solving tools and techniques Able to identify options and associated risks Able to make clear recommendations and identify the feasibility of solutions Able to step back and evaluate method and recommend improvements
Argument Construction			
1. Articulate a line of thought	2. Develop an argument	3. Articulate argument using evidence	4. Using analytical thinking and balanced evidence
<ul style="list-style-type: none"> Able to focus on a particular line of thought and articulate it 	<ul style="list-style-type: none"> Able to choose a particular line of thought and apply reasoning Able to develop a strong argument 	<ul style="list-style-type: none"> Able to identify many sides to an argument Able to choose a particular line of thought, apply reasoning and develop a strong argument around that Able to articulate this argument using evidence 	<ul style="list-style-type: none"> Able to assess relevant information, be creative/innovative and use problem solving tools and techniques Able to identify options and associated risks Able to make clear recommendations and identify the feasibility of solutions Able to step back and evaluate method and recommend improvements
Reading Effectively			
1. Read effectively	2. Selects reading style for purpose	3. A range of reading styles and methods	4. Analyse material and read for research
<ul style="list-style-type: none"> Can read effectively 	<ul style="list-style-type: none"> Able to use a number of basic reading styles e.g. read for note-taking etc Able to read and understand differing types of literature 	<ul style="list-style-type: none"> Able to read critically and selectively Able to adopt a range of reading styles and methods appropriate to task e.g. speed reading 	<ul style="list-style-type: none"> Able to make a critical assessment of reading material Able to research a variety of sources and quickly analyse their relevance Able to employ a wide variety of reading methods and tools to achieve a high level of comprehension and critical thinking

Career management skills			
1. Has some concept of applying own skills to job applications	2. Understands self and how different jobs might suit	3. Takes a strategic approach to career planning	4. Is flexible, adaptable and proactive about careers
<ul style="list-style-type: none"> ○ Has some idea of own skills and interests ○ Willing to apply for jobs that suit current interests ○ Can complete basic job application 	<ul style="list-style-type: none"> ○ Has a good understanding of own skills, interests and values ○ Has thought about what occupations would suit their personal profile ○ Aligns job applications carefully to the employer and role 	<ul style="list-style-type: none"> ○ Has a strategic (long-term) view of fitting occupations to personal aspirations ○ Can identify and develop ways to improve employability ○ Comfortable with a variety of application / assessment processes 	<ul style="list-style-type: none"> ○ Takes a flexible approach to careers; is adaptable to changing circumstances ○ Actively seeks ways to improve employability in a strategic way, eg. further qualifications ○ Can present self positively and effectively in a range of application and selection processes (eg. interview, assessment centres, psychometric testing)
Information & communication technology			
1. Has basic computer skills	2. Can use a range of software	3. Can manage ICT facilities	4. Can programme and design new ICT systems
<ul style="list-style-type: none"> ○ Can use IT equipment to a basic level, has keyboard and file management skills etc. 	<ul style="list-style-type: none"> ○ Can use a range of common software applications such as word processors, spreadsheets, databases, graphics packages 	<ul style="list-style-type: none"> ○ Able to manage ICT equipment for others, such as network support, and determining best technology for a range of purposes ○ Can write simple programmes 	<ul style="list-style-type: none"> ○ Can use ICT for advanced purposes including programming systems and developing new software / hardware

Numbers & data			
1. Can do basic arithmetic operations	2. Can estimate, calculate and manipulate data	3. Can design numerical investigations	4. Can develop mathematical argument and theory
<ul style="list-style-type: none"> ○ Able to perform a variety of basic arithmetic operations such as fractions, decimals, percentages ○ Able to use a calculator accurately for simple operations, including substituting values in simple formulae 	<ul style="list-style-type: none"> ○ Able to perform more complex numerical operations such as estimating and multi-stage calculations 	<ul style="list-style-type: none"> ○ Able to devise appropriate data collection strategies to solve specific problems ○ Able to solve complex equations ○ Able to interpret the results of numerical investigations, eg. through the use of statistics, including an understanding of errors and uncertainty 	<ul style="list-style-type: none"> ○ Can develop mathematical arguments and theory
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