



# Work Skill Development Framework



## EXTENT OF STUDENTS' AUTONOMY

 <b>FACET OF WORK SKILL</b>	<b>Prescribed Direction Level 1</b> Highly structured directions & guidance from supervisor.	<b>Bounded Direction Level 2</b> Boundaries set by & limited direction from supervisor.	<b>Scaffolded Direction Level 3</b> Works <b>independently</b> and within provided guidelines.	<b>Self-Actuated Direction Level 4</b> Develops own abilities & works <b>innovatively</b> with limited guidance.	<b>Open Direction Level 5</b> Works within <b>self-determined</b> guidelines appropriate to discipline / context
<b>a. Initiative &amp; Enterprise</b>  Goal directed and motivated to <b>embark &amp; clarify</b>	Uses a highly structured approach and guidance to identify role.	Identifies with role and clarifies requirements with some degree of guidance.	Establishes role independently and adapts with minimal guidance to achieve desired outcomes.	Adapts to role confidently and fulfills original and new requirements.	Identifies future goals and projects while fulfilling original requirements.
<b>b. Technology &amp; Resource Use</b>  <b>Finds &amp; generates</b> data/knowledge using appropriate skills & technology.	Uses technology and resources with high degree of guidance to find and generate information /data.	Uses technology and resources with some degree of guidance to find generate information /data.	Uses technology and resources independently to find and generate a range of information / data.	Shows a high degree of sensitivity and proficiency in the application of technology and resources to generate information/data.	Shows a complete understanding and appropriate mastery in choice of technology and resources to generate information /data.
<b>c. Learning &amp; Reflecting</b>  Critically <b>evaluates</b> role and <b>reflects</b> on lifelong learning skills and career management.	Evaluates information /data using simple prescribed criteria to understand and reflect on role.	Evaluates information /data with some degree of guidance to understand and reflect on role.	Critically evaluates the match between theoretical and practical applications to generate knowledge.	Uses self-determined criteria to critically evaluate role and fill in gaps to generate lifelong learning skills.	Critically evaluates information using self-generated criteria based on experience and expertise to reflect on lifelong learning skills.
<b>d. Planning &amp; Management</b>  <b>Organises &amp; manages</b> self while being perceptive to managing the needs of others.	Uses reflective practice to organise information and establish role using a highly structured format.	Uses reflective practice to master methods and practices using existing structures.	Uses reflective practice to evaluate and monitor own performance with confidence.	Organises information using self-determined structures and applies reflective practice to deliver clear projects and goals.	Uses reflective practice to articulate visions, goals and innovative strategies and effectively manage teams.
<b>e. Problem Solving &amp; Critical Thinking</b>  <b>Synthesises</b> and <b>analyses</b> data to create solutions.	Applies a simple structure to understand existing data and knowledge.	Applies a structured format to synthesise and analyse existing data and knowledge.	Works independently to synthesises and analyse a range of resources to generate new knowledge.	Applies critical thinking and works collaboratively to synthesise, analyse and produce innovative and creative solutions.	Applies sophisticated critical thinking and analysis to initiate change and extrapolate outcomes.
<b>f. Communication &amp; Teamwork</b>  Writes, presents & performs with <b>sensitivity</b> to interpersonal communication and <b>accounts</b> for ethical, cultural and social/team issues [ECS].	Uses lay language and requires highly structured guidance to communicate within teams. Shows minimal understanding of ECS.	Uses some discipline specific language and requires limited guidance to exchange information and understand ECS.	Uses discipline specific language and shows assertiveness in communicating information and applying ECS.	Communicates professionally using discipline specific language and shows a high degree of understanding and application of ECS.	Communicates professionally to negotiate and assert own values while respecting the contribution of others and in applying ECS.