

Academic Skills Audit

**Centre for
Academic
Development**
Enhancing student success

What is a skills audit and why do I need to complete one?

This Academic Skills Audit is designed to help you identify your academic skills needs in your first semester at Brookes. You should try to complete it and share it with your Academic Adviser before your first appointment. You can then talk through it together and identify areas for you to focus on.

This document is yours to keep and you will not be assessed in any way on the content. You don't have to answer every question if you don't want to and you shouldn't feel worried if you don't know the answers to all the questions, some will take time for you to figure out.

You should revisit the skills audit before your first meeting in Semester 2 to see how you have developed and where there are still opportunities for learning and development.

Developing your skills is an ongoing process and will continue throughout your time at university and beyond. Whilst studying at Oxford Brookes, it is recommended that you use this document to review your achievements and identify areas to develop further every 6 months.

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<h1>Brookes systems</h1>	Rate your confidence	Set priorities	Where can I find out more?
	Using a scale from 1 to 5 1 - not at all confident 5 - very confident	H- High M- Medium L- Low	Click on the links below for more information.
I can access and use my Brookes email account.			Google Apps
I know how to access my student information page.			Your Studies pages
I know how to access my timetable.			Your Studies pages
I know how to add modules to my programme.			Your studies pages
I know how to access Moodle.			Getting Started with Moodle
I know where to find the Student Support Coordinators.			Student Support Coordinator
I know what services are offered by Student Support Services.			Student Support Services
I know how to find academic support if I am struggling.			Programme Advice & Support
I have completed Head into Brookes Self-Start.			Head into Brookes
<i>Add the confidence column for your total score in this area</i>			Click here to add to scores sheet
<p>Comments/ dates:</p> 			

Reading & research	Rate your confidence	Set priorities	Where can I find out more?
	Using a scale from 1 to 5 1 - not at all confident 5 - very confident	H- High M- Medium L- Low	Click on the links below for more information.
I know where to find my reading lists.			Reading Lists
I know how to use the library to find and access both print and online resources.			Library
I know who my subject librarian is and how they can help me.			Library Search for your subject under Course Resources & Support
I know how to use a database to find a journal article I have been told to read.			Library
I know how to use a database to search for articles on a particular subject.			Library
I know how to evaluate sources and decide what to use for academic purposes.			Centre for Academic Development
I quickly decide which parts of a book to read.			Centre for Academic Development
I know how to read critically.			Centre for Academic Development
I can take effective notes.			Centre for Academic Development
I know how to organise my notes so I can find what I need later.			Centre for Academic Development
<i>Add the confidence column for your total score in this area</i>		Click here to add to scores sheet	
Comments/ date(s):			

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Referencing & academic integrity	Rate your confidence	Set priorities	Where can I find out more?
	Using a scale from 1 to 5 1 - not at all confident 5 - very confident	H- High M- Medium L- Low	Click on the links below for more information.
I know why it is important to reference appropriately.			Academic Integrity Moodle Course You will need your student ID and password to access this resource.
I know how to reference appropriately.			Library
I know when I should quote directly and when I should paraphrase.			Centre for Academic Development
I can synthesise information and put it into my own words.			Centre for Academic Development
I know what the following terms mean and how to avoid them: plagiarism, collusion, duplication, poor academic practice, academic misconduct.			Academic Integrity Moodle Course You will need your student ID and password to access this resource.
I know which system of referencing is used in my subject area.			Library Click on your subject for more info
<i>Add the confidence column for your total score in this area:</i>			Click here to add to scores sheet
Comments/ date(s):			

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Preparing assignments	Rate your confidence	Set priorities	Where can I find out more?
	Using a scale from 1 to 5 1 - not at all confident 5 - very confident	H- High M- Medium L- Low	Click on the links below for more information.
I know where to find my assignment briefs.			Getting Started with Moodle
I know when my assignments are due.			Centre for Academic Development
I know how to organise my time so I can balance my work across modules.			Centre for Academic Development
I can find and make use of the marking criteria.			Centre for Academic Development
I can plan my assignments effectively.			Centre for Academic Development
I know where to go for help if I am unclear about an assignment.			Course Tutors Centre for Academic Development
I know how to proofread my own work.			Centre for Academic Development
<i>Add the confidence column for your total score in this area</i>			Click here to add to scores sheet
Comments/ date(s):			

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Academic writing	Rate your confidence	Set priorities	Where can I find out more?
	Using a scale from 1 to 5 1 - not at all confident 5 - very confident	H- High M- Medium L- Low	Click on the links below for more information.
I know how to structure an assignment (including essays or reports).			Centre for Academic Development
I know how to structure a paragraph.			Centre for Academic Development
I know how to write in an appropriate academic style.			Centre for Academic Development
I know how to support my arguments with evidence and examples.			Centre for Academic Development
<i>Add the confidence column for your total score in this area</i>			Click here to add to scores sheet
Comments/ date(s):			

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Presenting or participating in seminars	Rate your confidence	Set priorities	Where can I find out more?
	Using a scale from 1 to 5 1 - not at all confident 5 - very confident	H- High M- Medium L- Low	Click on the links below for more information.
I can prepare for a seminar discussion.			Getting the Most Out of Seminars
I am confident speaking to my peers in class.			Getting the Most Out of Seminars
I can plan a presentation.			Centre for Academic Development
I know how to present in an appropriate style.			Centre for Academic Development
I can make use of appropriate visual aids if I need to.			Centre for Academic Development
I can negotiate confidently with peers if planning a group presentation.			Centre for Academic Development
I know how to approach and speak to my tutors/lecturers.			
<i>Add the confidence column for your total score in this area</i>			Click here to add to scores sheet
Comments/ date(s):			

<h1>Submitting assignments & accessing and responding to feedback</h1>	Rate your confidence	Set priorities	Where can I find out more?
	Using a scale from 1 to 5 1 - not at all confident 5 - very confident	H- High M- Medium L- Low	Click on the links below for more information.
I know when to submit my assignments.			Centre for Academic Development
I know when and how to apply for exceptional circumstances.			Your Studies pages
I know how to use Turnitin.			Your Studies pages
I know what the similarity score refers to.			Centre for Academic Development
I know how to access assignment feedback.			Getting Started with Moodle
I understand the purpose of both formative and summative feedback.			Centre for Academic Development
I know how to make use of feedback to improve my performance in future assignments.			Centre for Academic Development
<i>Add the confidence column for your total score in this area</i>			Click here to add to scores sheet
Comments/ date(s):			

My Skills Audit Scores

<u>Brookes Systems</u>	My score	If you scored 27 or below, this is an area to be developed.
<u>Reading & Research</u>	My score	If you scored 30 or below, this is an area to be developed.
<u>Referencing & Academic Integrity</u>	My score	If you scored 18 or below, this is an area to be developed.
<u>Preparing Assignments</u>	My score	If you scored 21 or below, this is an area to be developed.
<u>Academic Writing</u>	My score	If you scored 12 or below, this is an area to be developed.
<u>Presenting or Participating in Seminars</u>	My score	If you scored 21 or below, this is an area to be developed.
<u>Submitting Assignments and Accessing and Responding to Feedback</u>	My score	If you scored 21 or below, this is an area to be developed.

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Planning My Next Steps

Looking at your answers above, write a brief paragraph outlining your strengths and areas for development. Make a brief action plan to address any areas you would like to develop over the next semester (use the questions to guide your responses):

- What are my goals?
- Why have I prioritised these?
- What is my deadline for achieving them?
- What steps do I need to take?
- How will I know if I have achieved my goals?

Staff comment/ date(s):

Revisit semester 2: Reflection on learning to date

Look back at the answer you wrote in Semester 1.

- Was your assessment of your skills appropriate?
- Did you have strengths you didn't know you had?
- Did you have any unidentified gaps in your knowledge?
- How did you work to address any areas you weren't confident in?
- What is your [SMART](#) action plan for this next semester?

Staff comment/ date(s):

Guidance for Academic Advisers

You may want to use this document as a springboard for initial discussions with your new advisees and as a way of helping them identify areas where they may be lacking confidence. The form is there for the students to use and keep and you can either make comments yourself, or students can summarise any verbal feedback you give them to refer to later. Ideally the form will be revisited at meetings through the first year as a way of encouraging students to reflect on their learning and continue to take responsibility for their own development.