

## LIFE SKILLS – STUDENTS ORIENTATION<sup>1</sup>

*This document is to help introduce you to Life Skills and to give you some idea of what is involved. You will become more familiar with them and understand better what is required as you work through your programme. Meanwhile, your department will guide you through the points below and give you more details.*

### **What are Life Skills?**

Life Skills are general life and work skills. They aim to prepare you for adult life and to help you cope with the demands and responsibilities of the world of work. Employers want workers who have good technical skills. However, they also want workers who have self discipline, who are able to fit in and work harmoniously, who are able to apply what they know and who can be trusted to carry out work tasks safely and well. Life Skills will help you to acquire these skills so that you can further develop and apply them throughout your life.

If you develop good Life Skills you will possess the skills employers are looking for. You will tend to be self-motivated, adaptable and able to assume responsibility for your own progress. This is a good start if you want to be successful in life.

### **Life Skills:**

There are eight Life Skills as given below:

1. Self-management
2. Planning and Organising
3. Communicating
4. Working with Others
5. Problem Solving
6. Initiative and Enterprise
7. Applying Numeracy, Design, and Technology Skills
8. Learning

Each Life Skill is accompanied with a description and a number of sub-skills. The descriptions and the sub skills are some examples of what you are expected to achieve. You will be given a copy of this illustration and you are advised to discuss it with your tutor for better understanding (see pages 5-6 below).

### **Attitudes and Values:**

Besides above Life Skills, the framework also includes a number of attitudes and values which are foundations for developing Life Skills and a strong character base. These attitudes and values have been listed on top of the table showing Life Skills and their descriptions. You are required to keep a focus on the attitudes and values embodied in the framework. Although Ugama and MIB subjects will have a special focus on building attitudes and values, you are expected to make a conscious effort to acquire these traits of character in all the situations of life. Although there will be no assessment of attitudes and values like Life Skills, they will be reflected indirectly through the Life Skills you possess.

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<sup>1</sup> This document is an extract from ‘BDTVEC Guide: Life Skills Implementation and General Teaching Practice’

### **What Do You Have To Do?**

To gain your certificate or diploma you **must** pass the **Life Skills Unit**. To pass the Unit you must pass **all the eight** Life Skills.

To be successful you will have to recognise the basic importance of "quality" in all things. This means more than quality in the final product. A quality product can only come from quality input. This requires quality of attitude, of service, of time management and so on. You will have to realise that taking care to do everything right **does matter**. You will have to understand this idea of quality, how it is achieved and your role in achieving it.

As you go through the learning and assessment process your teachers will help you to focus on achieving good standards in Life Skills and in performing your own role. However, it is **your** performance in Life Skills which will determine your grades. You will be expected to develop Life Skills through your course content; similarly, your assessment in the Units of study will also reflect your competence of Life Skills. The more you are able to reach the standards expected the better your assessment grading will be. Although your teachers will guide you, the final responsibility for this is yours. So, you must learn to analyse your own performance and take responsibility for improving it. A list of criteria (standards) for different levels of achievement will be given to you to monitor your own level of performance in Life Skills.

### **What Do Your Teachers Have To Do?**

Your department is responsible for introducing you to Life Skills. This will probably be done in the beginning by your **Group Coordinator**. As you progress in technical education you will find that teachers increasingly encourage you to think, make decisions and do things for yourself. This will be built into the learning and assessment process. All your teachers will help you to understand Life Skills and what is required from you - until you are ready to take over this responsibility for yourself.

An important part of this is planning your learning time. To help you do this you will be given work and assessment schedules for the units on the programme. This will enable you to plan your activities to meet the demands of learning and assessment.

You will also have a **Personal Tutor** who will arrange tutorial meetings and review sessions with you, if needed. These sessions will be scheduled meetings where you can discuss and evaluate your performance, identify problems and agree plans for improvement. This is an opportunity for you to raise problems yourself and discuss possible solutions.

### **Assessment of Life Skills through Course Work:**

You will be assessed by **Performance Standards** as given in the relevant Unit Guide. They will state exactly what you have to do. Activities to provide evidence of achievement in them will be written by your teachers into learning and assessment material.

**Unit Assignments, Integrated Assignments and Projects:** Each of your unit teachers will develop and assess Life Skills. This will normally be done in the course of normal teaching/training sessions, unit assignments, integrated assignments, and projects which will integrate Life Skills with a number of technical skills from the unit.

Assignments and projects will integrate and assess technical and Life Skills together. They will come with a frontsheet which will set out details about tasks that you have to do to achieve a

particular grade. It will tell you the latest date for submitting the assignment. To meet this deadline you will have to manage your time well. It will also tell you the return date. This is the latest your teacher/tutor will return your marked assignment to you.

### **Keeping an Electronic Portfolio (EP):**

You must also keep a **Personal Electronic Portfolio** of your progress and evidence of your achievements in the form of a soft copy. You will be provided a standard format of EP along with tutor guidance about how to develop and maintain it. This would be a regular record of your progress throughout your stay at the institution. It is important to mention that maintaining an ePortfolio is entirely your responsibility and it will be a compulsory part of your assessment at the institution.

Your EP will be a major source of evidence to claim award for Life Skills. You are encouraged to provide evidence of Life Skills achievements on your own initiative. This means taking up responsibility of your own learning and generating evidence to support your claim for awards. You will find many opportunities to do this during your college work, during work experience, during ECA and even in your social/community life. Examples might include helping to organise a sports tournament, arranging an industrial visit, organising a fund raising activity or giving a demonstration. There are many others. You would, of course, have to provide evidence of achievement. Your tutor will guide you through organising and maintaining the EP. It is essential to note that keeping a well-organised EP would itself be an evidence of possessing Life Skills for which you would be awarded accordingly.

In addition to the above, you are also required to maintain a record of all your completed and assessed assignments, projects and other work in a paper-folder which should contain:

- all orientation documents issued by your department;
- Schemes of Work and the programme assessment plan;
- results of all assessed work; and
- any other document to be kept as a record.

### **Adult Learning Principles:**

It is good for you to be aware of the basic principles of adult learning devised by educational experts. These principles have been outlined in the following table. You need to learn and apply them in your day to day life. A closer look at them would reveal their integral link with Life Skills:

**Adult Learning Principles and Life Skills Relationship**

<b>Adult Learning Principles</b>	<b>Relevant Life Skills</b>
<b>1. Responsible Learning:</b> Encourages learners to take ownership of the learning process through active participation.	<b>Self-management</b> and <b>Initiative &amp; Enterprise</b> are crucial as learners work independently.
<b>2. Experiential Learning:</b> Emphasises 'learning to do' and 'learning from doing'.	Real-time application can develop all the <b>Life Skills</b> , particularly <b>Problem Solving</b> and <b>Planning &amp; Organising</b> .
<b>3. Cooperative Learning:</b> Sharing tasks and learning from a range of people.	<b>Working with Others, Communication, and Problem Solving Skills</b> are inevitable for cooperative learning.
<b>4. Reflective Learning:</b> Consciously and systematically appraising experience to turn it into lessons for the future.	<b>Problem Solving, Initiative and Enterprise, Self-management and Learning</b> are irreplaceable components of reflective learning.

**Life Skills Grading:** The grading system for the assessment of Life Skills is given below. The criteria/standards for the assessment are also given on the following pages (see pages 7-9 below). This information will be helpful for you to set clear and realistic targets.

**Grading System for Life Skills**

<b>Scale</b>	<b>Grade</b>
80-100	Excellent
70-79	Very Good
60-69	Good
50-59	Satisfactory
< 50	Not Yet Achieved

## BDTVEC Life Skills (Page-1)

### ATTITUDES & VALUES

*Balance - Care & Concern - Competition & Cooperation - Empathy - Independence - Integrity - Mutual Respect  
Patriotism - Piety - Self-confidence - Self-esteem - Self-reliance - Sensitivity - Tolerance - Vigilance*

LIFE SKILLS	SUB-SKILLS
	The nature and application of sub-skills would vary from job to job. Relevant PDECs may add more job-specific sub-skills to suit their training needs and assessment criteria.
<p><b>1. SELF-MANAGEMENT</b> This skill involves learners in setting personal targets, recognising their own strengths and weaknesses and taking steps to improve their own performance. This means developing a sense of personal responsibility, effective work ethics, the ability to manage time professionally, and to learn from new situations. It also includes learners' ability to be punctual and to plan and use time effectively.</p>	<p>1.1 Exercising emotional balance 1.2 Fulfilling personal roles and responsibilities 1.3 Recognising established authority 1.4 Negotiating with peers and superiors 1.5 Managing time effectively 1.6 Adapting skills to new situations 1.7 Identifying skills needing development 1.8 Fulfilling current and future career requirements 1.9 Evaluating and monitoring own performance 1.10 Accepting responsibility 1.11 Having knowledge and confidence in own vision and goals 1.12 Being proactive</p>
<p><b>2. PLANNING &amp; ORGANISING</b> This skill focuses on ensuring that learners can use a range of skills to plan, organize, and perform tasks correctly and safely. Planning and organising reflect an individual's ability to manage the tasks and timelines which define their work roles. All students need to develop planning and organising skills to manage their study and to submit homework and assessment tasks. In the workplace the requirement for these skills increases significantly.</p>	<p>2.1 Performing routine &amp; non-routine tasks safely and correctly 2.2 Carrying out tasks effectively requiring prioritizing, sequencing and planning 2.3 Planning the use of resources including time management 2.4 Gathering and using relevant information to complete a task 2.5 Applying &amp; transferring knowledge &amp; skills according to purpose 2.6 Identifying contingencies and implementing plans accordingly 2.7 Allocating resources and people to tasks 2.8 Being resourceful</p>
<p><b>3. COMMUNICATING</b> The emphasis in this skill is on the <i>USE</i> of the four language skills (listening, speaking, reading, &amp; writing), non-verbal communication, and a range of visual techniques to effectively receive and present information and ideas according to contexts. A considerable range of activities and sub-skills are involved such as dealing with information, recognising when and what type of information is needed in a given situation, and how to use information for the purpose in hand.</p>	<p>3.1 Listening with understanding 3.2 Speaking accurately according to the requirements of the audience, situation and purpose 3.3 Reading &amp; interpreting information 3.4 Writing accurately according to the requirements of the audience, situation and purpose 3.5 Using information for the purpose in hand 3.6 Receiving and responding appropriately to a range of information 3.7 Locating and selecting information for a particular purpose 3.8 Responding correctly to instructions 3.9 Using a range of formats to present information according to purpose</p>

## BDTVEC Life Skills (Page-2)

LIFE SKILLS	SUB-SKILLS
	The nature and application of sub-skills would vary from job to job. Relevant PDECs may add more job-specific sub-skills to suit their training needs and assessment criteria.
<p><b>4. WORKING WITH OTHERS</b> This requires the ability to interact harmoniously with fellow workers through mutual respect, assistance and teamwork. As learners progress they should develop ability to lead and to contribute positively to the development of a culture of cooperation.</p>	<p>4.1 Working effectively as an individual and as member of a team 4.2 Treating values, beliefs, and opinions of others with sensitivity and respect 4.3 Recognising the strengths of team members 4.4 Sharing information effectively 4.5 Giving or accepting assistance 4.6 Benefiting from constructive criticism 4.7 Mentoring and giving feedback 4.8 Applying team work to a range of situations</p>
<p><b>5. PROBLEM SOLVING</b> At its simplest, problem solving can be described as seeing that something is wrong and fixing it. At a more complex level, problem solving can include processes to identify problems and solve them in creative and innovative ways. Initiative is closely related with problem solving as it allows individuals to take steps to solve problems, with or without input from supervisors, before they impact on production or service delivery. Ability to solve problems contributes to productive outcomes at work and in life.</p>	<p>5.1 Dealing with routine and non-routine problems 5.2 Solving problems in teams 5.3 Developing practical solutions 5.4 Developing innovative solutions 5.5 Resolving customer concerns 5.6 Testing assumptions in specific contexts and circumstances 5.7 Applying a range of strategies to problem solving 5.8 Managing contingencies</p>
<p><b>6. INITIATIVE AND ENTERPRISE</b> It means having the ability to decide and act on your own without waiting for somebody to tell you what to do, especially in a difficult and challenging situation. It also implies to contribute to new and innovative solutions with emphasis on how best to solve problems and adapt to changing situations.</p>	<p>6.1 Adapting to new situations 6.2 Recognising &amp; using opportunities 6.3 Developing Innovative ideas and solutions 6.4 Generating a range of options 6.5 Putting ideas into action 6.6 Facing challenges and difficulties with confidence and courage</p>
<p><b>7. APPLYING NUMERACY, DESIGN AND TECHNOLOGY SKILLS</b> This skill involves use of numeracy, design, &amp; technology skills in a range of contexts to prepare, process, and complete tasks. This is about knowing <i>HOW</i> and <i>WHERE</i> to apply these skills to complete tasks.</p>	<p>7.1 Applying numerical skills and techniques to everyday tasks 7.2 Using IT equipment and software to complete tasks and solve problems 7.3 Using a range of commercial equipment 7.4 Selecting and using appropriate software according to purpose 7.5 Applying concepts and design techniques according to purpose 7.6 Applying technology as a management tool</p>
<p><b>8. LEARNING</b> The concept of learning in this context involves lifelong learning. It is seen as an ongoing process throughout life in order to bring overall improvement in quality of output in all capacities. In a professional setting it contributes to ongoing improvement in employee performance and work outcomes.</p>	<p>8.1 Using a range of media to learn 8.2 Applying learning to technical issues and operations 8.3 Being open to new ideas and techniques 8.4 Contributing to the learning community at the workplace 8.5 Learning in formal/informal settings 8.6 Learning to accommodate change 8.7 Learning as a lifelong process</p>
<p><b>NB:</b> The level of performance in Life Skills should equate with the requirements for different levels of achievement expressed through BDTVEC level-descriptors. The teaching/learning and assessment strategies must also correspond with these levels and the expected job roles and environments of learners. What is most appropriate for a particular level or skill will depend on the specialization and the context. This will be best known by specialists in their respective areas.</p>	

## Life Skills Grading Criteria (Page 1)

LIFE SKILLS	PERFORMANCE CRITERIA	*GRADE
<p><b>1. SELF-MANAGEMENT</b> This skill involves learners in setting personal targets, recognising their own strengths and weaknesses and taking steps to improve their own performance. This means developing a sense of personal responsibility, effective work ethics, the ability to manage time professionally, and to learn from new situations. It also includes learners' ability to be punctual and to plan and use time effectively.</p>	<p>The following characteristics should be used as a guideline for assessing a student's performance in Life Skills:</p> <ul style="list-style-type: none"> <li>• Demonstrates excellent personal responsibility and is very conscientious in accomplishing the given work; is able to work independently and applies knowledge and understanding effectively; displays excellent personal conduct; is punctual, highly trustworthy and reliable.</li> </ul>	E
	<ul style="list-style-type: none"> <li>• Performs assigned tasks with minimal guidance; has a very good understanding of the relevant tasks and shows reasonable level of confidence while performing the tasks; is responsible, punctual, and committed to producing very good quality work</li> </ul>	VG
	<ul style="list-style-type: none"> <li>• Has a good character and integrity and is usually reliable; has an acceptable level of knowledge and understanding of the assigned tasks; needs occasional guidance to complete given tasks according to schedule.</li> </ul>	G
	<ul style="list-style-type: none"> <li>• Has a satisfactory character and is generally trust worthy and reliable; has a satisfactory level of knowledge and understanding of assigned tasks; needs guidance to complete given tasks according to schedule.</li> </ul>	S
	<ul style="list-style-type: none"> <li>• Lacks sense of responsibility and commitment to work; generally negative and shuns job assignments; is unreliable and has little regard for schedules and procedures.</li> </ul>	NA
<p><b>2. PLANNING &amp; ORGANISING</b> This skill focuses on ensuring that learners can use a range of skills to plan, organize, and perform tasks correctly and safely. Planning and organising reflect an individual's ability to manage the tasks and timelines which define their work roles. All students need to develop planning and organising skills to manage their study and to submit homework and assessment tasks. In the workplace the requirement for these skills increases significantly.</p>	<ul style="list-style-type: none"> <li>• Is highly organized and meticulous in life and reflects excellent skills of prioritizing, sequencing and planning; is able to carry out tasks independently in accordance with the schedule, applying safety precautions and the given standards.</li> </ul>	E
	<ul style="list-style-type: none"> <li>• Is able to organize and plan tasks very well and handle them very effectively with all the relevant safety requirements; has the ability to handle non-routine tasks with minimal guidance.</li> </ul>	VG
	<ul style="list-style-type: none"> <li>• Is able to plan and organize tasks effectively and meet target time when there are no conflicting demands; follows the critical safety precautions and instructions of the tasks performed; needs occasional guidance when confronted with problems.</li> </ul>	G
	<ul style="list-style-type: none"> <li>• Is able to plan and organize tasks satisfactorily and is generally able to accomplish them safely in accordance with the given schedule.</li> </ul>	S
	<ul style="list-style-type: none"> <li>• Lacks the required sense of planning and organisation and does not complete work on time; needs to be frequently reminded and guided to follow essential safety precautions and instructions relating to the tasks performed.</li> </ul>	NA

\* E: Excellent

VG: Very Good

G: Good

S: Satisfactory

NA: Not Yet Achieved

## Life Skills Grading Criteria (Page 2)

LIFE SKILLS	PERFORMANCE CRITERIA	GRADE
<p><b>3. COMMUNICATING</b></p> <p>The emphasis in this skill is on the <i>USE</i> of the four language skills (listening, speaking, reading, &amp; writing,), non-verbal communication, and a range of visual techniques to effectively receive and present information and ideas according to contexts.</p> <p>A considerable range of activities and sub skills are involved such as dealing with information, recognising when and what type of information is needed in a given situation, and how to use information for the purpose in hand.</p>	<p>The following characteristics should be used as a guideline for assessing a student's performance in Life Skills:</p> <ul style="list-style-type: none"> <li>• Has excellent command of all the communicative skills in various social settings; receives and responds to instructions and information speedily and effectively.</li> </ul>	E
	<ul style="list-style-type: none"> <li>• Has a very good command of communicative skills; responds to instructions and information very effectively.</li> </ul>	VG
	<ul style="list-style-type: none"> <li>• Has a good command of communicative skills to accomplish the given tasks; responds positively to instructions and information although repetition is occasionally necessary.</li> </ul>	G
	<ul style="list-style-type: none"> <li>• Has satisfactory command of language skills; is generally able to respond positively to instructions and information.</li> </ul>	S
	<ul style="list-style-type: none"> <li>• Has difficulty in communication and following instructions; needs repetition frequently.</li> </ul>	NA
<p><b>4. WORKING WITH OTHERS</b></p> <p>This requires the ability to interact harmoniously with fellow workers through mutual respect, assistance and teamwork. As learners progress they should develop ability to lead and to contribute positively to the development of a culture of cooperation.</p>	<ul style="list-style-type: none"> <li>• Interacts with others in an excellent manner at all levels; takes lead in sharing and contributing ideas and opinions; treats others' values, beliefs, and opinions with utmost sensitivity and respect.</li> </ul>	E
	<ul style="list-style-type: none"> <li>• Interacts well with others and willingly contributes and shares ideas and opinions; gets along very well with people at all levels.</li> </ul>	VG
	<ul style="list-style-type: none"> <li>• Gets along well with most people; usually manages to contribute and share ideas and opinions when prompted; interaction with colleagues is good.</li> </ul>	G
	<ul style="list-style-type: none"> <li>• Generally gets along well with most people; contributes and shares idea satisfactorily.</li> </ul>	S
	<ul style="list-style-type: none"> <li>• Is reluctant to cooperate with others; can work alone only and is difficult to work with and /or manage.</li> </ul>	NA
<p><b>5. PROBLEM SOLVING</b></p> <p>At its simplest, problem solving can be described as seeing that something is wrong and fixing it. At a more complex level, problem solving can include processes to identify problems and solve them in creative and innovative ways.</p> <p>Initiative is closely related with problem solving as it allows individuals to take steps to solve problems, with or without input from supervisors, before they impact on production or service delivery. Ability to solve problems contributes to productive outcomes at work and in life.</p>	<ul style="list-style-type: none"> <li>• Displays excellent problem solving and contingencies management skills; foresees and identifies problems and solves them in creative and innovative ways before they impact on the situation with or without input from supervisors</li> </ul>	E
	<ul style="list-style-type: none"> <li>• Is very good at solving problems and managing contingencies; deals with routine and non-routine problems effectively.</li> </ul>	VG
	<ul style="list-style-type: none"> <li>• Is good at problem solving; usually deals with routine and some non-routine problems effectively.</li> </ul>	G
	<ul style="list-style-type: none"> <li>• Has satisfactory skills at problem solving; generally handles routine problems successfully</li> </ul>	S
	<ul style="list-style-type: none"> <li>• Avoids tasks and situations involving challenge and problems; shuns responsibility, if faced by problems.</li> </ul>	NA



### Life Skills Grading Criteria (Page 3)

LIFE SKILLS	PERFORMANCE CRITERIA	GRADE
<p><b>6. INITIATIVE AND ENTERPRISE</b> It means having the ability to decide and act on your own without waiting for somebody to tell you what to do, especially in a difficult and challenging situation. It also implies to contribute to new and innovative solutions with emphasis on how best to solve problems and adapt to changing situations.</p>	<p>The following characteristics should be used as a guideline for assessing a student's performance in Life Skills:</p> <ul style="list-style-type: none"> <li>• Welcomes unfamiliar and challenging situations involving innovative solutions with a range of options; adapts excellently to changing situations in life.</li> </ul>	E
	<ul style="list-style-type: none"> <li>• Is very good at taking initiative for developing innovative ideas and solutions; adapts well to new situations</li> </ul>	VG
	<ul style="list-style-type: none"> <li>• Is good at putting ideas into action; usually adapts well to changing situations.</li> </ul>	G
	<ul style="list-style-type: none"> <li>• Generally responds positively to situations involving change and adaptation; is ready to learn and adjust.</li> </ul>	S
	<ul style="list-style-type: none"> <li>• Avoids non-routine and unfamiliar tasks and situations; displays little interest in change and challenge.</li> </ul>	NA
<p><b>7. APPLYING NUMERACY, DESIGN AND TECHNOLOGY SKILLS</b> This skill involves use of numeracy, design, &amp; technology skills in a range of contexts to prepare, process, and complete tasks. This is about knowing <i>HOW</i> and <i>WHERE</i> to apply these skills to complete tasks.</p>	<ul style="list-style-type: none"> <li>• Using IT and other latest technology, is able to produce excellent quality work and design in accordance with specified levels of accuracy; displays very high level of numeracy skills.</li> </ul>	E
	<ul style="list-style-type: none"> <li>• Using IT and other latest technology, is able to produce very good quality work and design in accordance with the specified levels of accuracy; displays command of numeracy skills to accomplish work related tasks effectively.</li> </ul>	VG
	<ul style="list-style-type: none"> <li>• Is good at using IT and relevant technological devices to achieve desired objectives; produces good quality work in an acceptable manner; displays good numeracy skills to accomplish work related tasks.</li> </ul>	G
	<ul style="list-style-type: none"> <li>• Has satisfactory knowledge of numeracy and ability to use IT and other relevant work-related equipment to achieve satisfactory results; has satisfactory knowledge of basic numeracy skills.</li> </ul>	S
	<ul style="list-style-type: none"> <li>• Work is shoddy; has little knowledge of numeracy and IT skills; does not meet acceptable standards</li> </ul>	NA
<p><b>8. LEARNING</b> The concept of learning in this context involves lifelong learning. It is seen as an ongoing process throughout life in order to bring overall improvement in quality of output in all capacities. In a professional setting it contributes to ongoing improvement in employee performance and work outcomes.</p>	<ul style="list-style-type: none"> <li>• Is highly motivated to learn new ideas; is open to accepting new methods and techniques and makes an extra effort to improve knowledge and ability to improve overall output.</li> </ul>	E
	<ul style="list-style-type: none"> <li>• Is very good at learning new ideas and techniques; makes efforts to improve knowledge and skills.</li> </ul>	VG
	<ul style="list-style-type: none"> <li>• Is good at accepting change and learning new ideas; accepts new techniques to improve output.</li> </ul>	G
	<ul style="list-style-type: none"> <li>• Adjusts satisfactorily with unfamiliar situations and is positive to learn new techniques</li> </ul>	S
	<ul style="list-style-type: none"> <li>• Avoids situations involving change in the pre-set procedures and methods; takes little interest in learning new ideas.</li> </ul>	NA

**MY LIFE SKILLS PORTFOLIO  
PERSONAL INFORMATION**

**SAMPLE**

<b>Name &amp; IC</b>	
<b>Name of Institution</b>	
<b>Programme</b>	
<b>Programme Code</b>	
<b>Duration From.....To</b>	
<b>Areas of Interest</b>	e.g. Playing Football, Cooking, Hiking etc.
<b>Current Objective(s)/Goal of My Life</b>	e.g. - I want to setup my own business after completing Diploma. - I want to work as an Automotive Technician after completing my Diploma. - I want to continue my education after completing SC3.

## Life Skills Self-Assessment

**Instructions: Use the following scale for self-assessment and put the Level number (1, 2, 3, or 4) in the given columns.**

<b>Level-1:</b>	I have no exposure or knowledge of the skill. I need to learn and develop it.	
<b>Level-2 Introductory:</b>	I am familiar with this skill but do not perform at a regular basis. Need additional practice/training.	
<b>Level-3 Intermediate:</b>	I can perform tasks in some situations but need additional practice/training.	
<b>Level-4 Advanced:</b>	I am able to perform well independently in most of the situations.	
<b>Note: If required, please attach relevant evidence to support your claim for competence over Life Skill (s).</b>		
Life Skills	Self-Assessment (To be filled in at the beginning of the programme)	Progress Made (To be filled in at the end of the programme)
<b>1. SELF-MANAGEMENT</b>		
<b>2. PLANNING &amp; ORGANISING</b>		
<b>3. COMMUNICATING</b>		
<b>4. WORKING WITH OTHERS</b>		
<b>5. PROBLEM SOLVING</b>		
<b>6. INITIATIVE AND ENTERPRISE</b>		
<b>7. APPLYING NUMERACY, DESIGN AND TECHNOLOGY SKILLS</b>		
<b>8. LEARNING</b>		

## My Life Skills Progress Record<sup>2</sup> (Based on Units of Study)

**Instructions:**

**1. Enter the Units of Study you have undertaken for your course.**

**2. Mention skills you believe you have developed in each Unit after your topic is completed. Give a brief note how the activity, assignment, or project has contributed to your skill development.**

Units of Study	Ugama	MIB	Lang. & Comm.	Maths	Computer Studies	Economics	Marketing	Project
<b>Life Skills</b>								
<b>1. SELF-MANAGEMENT</b>	Ugama teachings gave me a purpose in my life. Now I know my responsibilities better as a student and as a family member.	MIB gave me greater awareness of my culture and my responsibilities as to the nation.						The Project assigned by the instructor gave me enough opportunities to develop all the Life Skills: - I had to follow a timeline in a disciplined way
<b>2. PLANNING &amp; ORGANISING</b>							I improved this skill in marketing assignment which required me to plan and organise my marketing plan. I had to devise and implement a marketing strategy.	-The projected related tasks needed planning and organising to complete them.

<sup>2</sup> Please attach evidence of your learning, if available.

### My Life Skills Progress Record (Based on Units of Study)

Units of Study Life Skills	Ugama	MIB	Lang. & Comm.	Maths	Computer Studies	Economics	Marketing	Project
<b>3. COMMUNICATING</b>			I learnt how to face audience in presentation sessions. I also improved my speaking skills.					The success of project depended on good use of language skills. Now I realise their importance in completing different tasks.
<b>4. WORKING WITH OTHERS</b>								The tasks assigned to me depended on the cooperation of my team members. I learnt the value of teamwork.

### My Life Skills Progress Record (Based on Units of Study)

Units of Study Life Skills	Ugama	MIB	Lang. & Comm.	Maths	Computer Studies	Economics	Marketing	Project
<b>5. PROBLEM SOLVING</b>				Maths problems were a good exercise in improving my problem solving skills. I can apply this skill to other areas now.				There were times we faced problems which we had to solve to complete the project successfully.
<b>6. INITIATIVE AND ENTERPRISE</b>								Sometimes new situations came up where we had to look for new solutions. This gave me confidence to apply new ideas in life.

### My Life Skills Progress Record (Based on Units of Study)

Units of Study Life Skills	Ugama	MIB	Lang. & Comm.	Maths	Computer Studies	Economics	Marketing	Project
<b>7. APPLYING NUMERACY, DESIGN AND TECHNOLOGY SKILLS</b>								The final presentation on the project involved these skills. I was able to apply them better than before.
<b>8. LEARNING</b>								I have learnt many new things through this project which will be certainly useful in my future employment.

### My Life Skills Progress Record (Based on Other Activities)<sup>3</sup>

Other Activities	Training Courses/Activities Undertaken	Extra Curricular Activities (ECA)	SWE/Work-based Activities	Informal Activities	Maintaining Electronic Portfolio
<b>1. SELF MANAGEMENT</b>					
<b>2. PLANNING &amp; ORGANISING</b>					
<b>3. COMMUNICATING</b>					
<b>4. WORKING WITH OTHERS</b>			I learnt the value of teamwork while doing my workshop duties.		

<sup>3</sup> Please attach evidence of your learning, if available.



### My Life Skills Progress Record (Based on Other Activities)

Other Activities	Training Courses/Activities Undertaken	Extra Curricular Activities (ECA)	SWE/Work-based Activities	Informal Activities	Maintaining Electronic Portfolio
5. PROBLEM SOLVING					
6. INITIATIVE AND ENTERPRISE					
7. APPLYING NUMERACY, DESIGN AND TECHNOLOGY SKILLS					
8. LEARNING					Developing my EP, has taught me how to plan and organise my life more effectively.

## **A Summary of My Life Skills Learning (Optional)**

Please give a summary of your Life Skills learning and achievements. You will not be judged for mistakes in your language, so feel easy to express yourself.