Meta-skills Profiler

Self-management
- Focusing
- Integrity
- Adapting
- Initiative

Social Intelligence
- Communicating
- Feeling
- Collaborating
- Leading

Innovation
- Critical Thinking
- Sense-making
- Creativity
- Curiosity

Prototype Meta-skills Profiler for use in pilot delivery only. (Version 1.0) August 2023

This is a prototype profiling resource for meta-skills. We welcome feedback from centres who choose to use it with their learners, which will help us to improve future iterations.

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Introduction

This document can be used for three key stages of meta-skills development:

1. **Your meta-skills baseline self-assessment**
2. **Planned meta-skills development - setting goals and outlining actions**
3. **Monitoring goals and referencing your reflections**

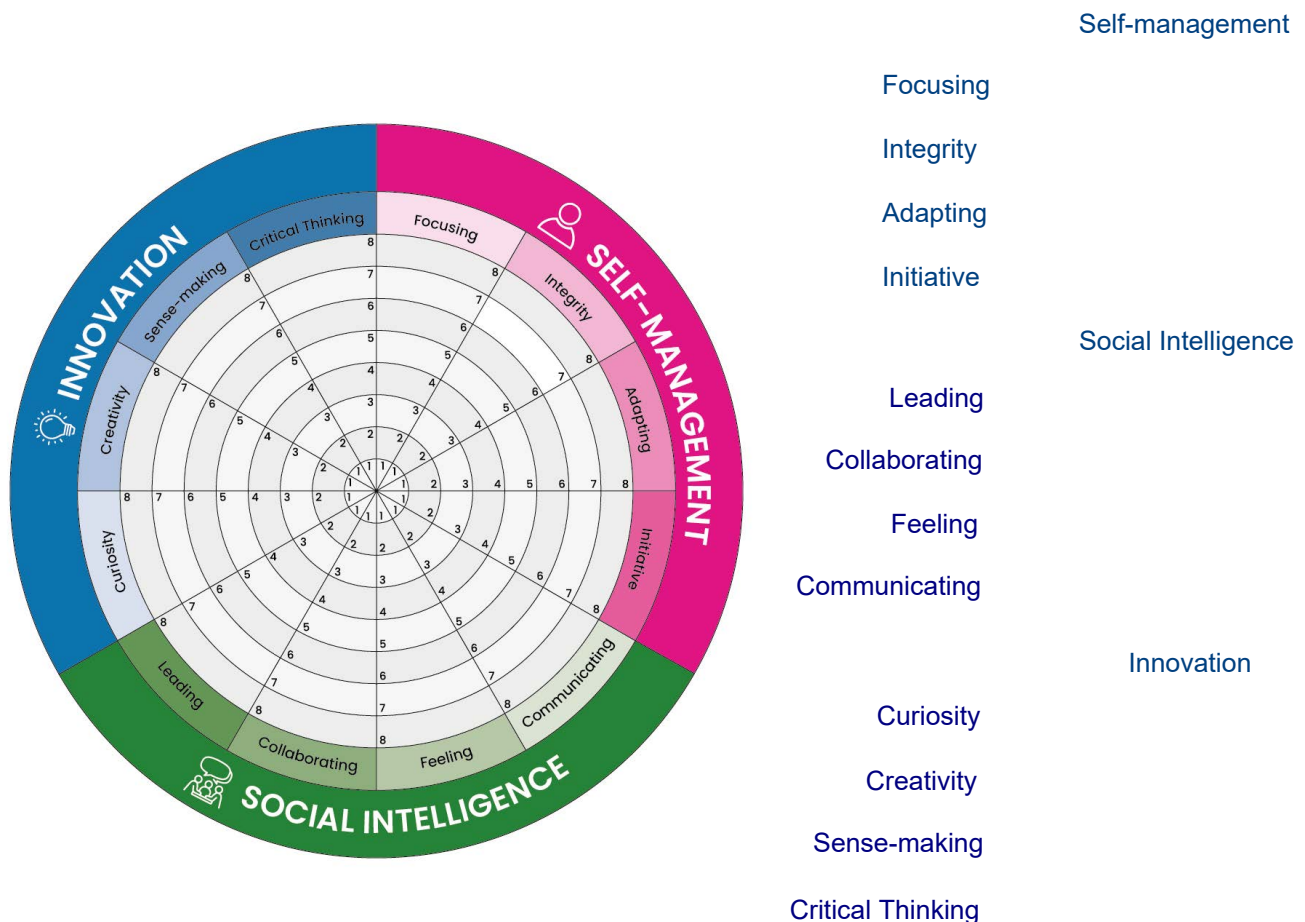It should be saved onto your computer, college VLE, or e-portfolios, and stored as evidence.

Undertaking a baseline self-assessment

You can find out more in our meta-skills SQA Academy modules for learners:

- The Understanding Meta-skills module explains the meta-skils categories, skills and sub-skills

- The Developing Meta-skills module covers the work involved in a baseline self-assessment

Once you have a clear understanding of the twelve meta-skills, you can use this part of the form to record your baseline ratings. This will allow you to reflect on your scores and monitor your progress later in the course.

Rate yourself for each meta-skill: 1: Not at all confident 8: Extremely confident

Self-management

Focusing

Integrity

Adapting

Initiative

Social Intelligence

Leading

Collaborating

Feeling

Communicating

Innovation

Curiosity

Creativity

Sense-making

Critical Thinking

Reflecting on scores

Give reasons for the ratings you have given above. You don't need to write in-depth about each one. You can focus more on those skills that are most relevant to you.

Focusing	Integrity
Adapting	Initiative
Leading	Collaborating
Feeling	Communicating
Curiosity	Creativity
Sense-making	Critical Thinking

Take a moment to reflect on these initial scores.

In your baseline self-assessment, what categories or individual skills stand out?
Do you have specific strengths you would like to build upon or skills you think you need to develop?

Creating a personal plan for your own meta-skills development

You can find out more about planning personal goals in the Developing Meta-skills course on SQA Academy.

Leading from your baseline self-assessment, you should set out meta-skills development goals covering all three meta-skills categories: self-management, social intelligence, and innovation. You can use the planning sections below to outline each of your development goals. We have included space for five goals here, but three goals are enough to cover all three categories and a range of meta-skills.

Meta-skills development goal 1

Outline your specific goal

Select the meta-skills which apply to this goal:

Focusing	Integrity	Adapting	Initiative
Communicating	Feeling	Collaborating	Leading
Curiosity	Creativity	Sense-making	Critical Thinking

Why am I setting this goal?
How might you use this skill in your day-to-day work or study?
Is it a strength or area for development?

What actions or strategies will you plan to help you achieve this goal?
Link to course content: experiences, workshop activities, research, discussion, assessments, projects etc.

Meta-skills development goal 2

Outline your specific goal:

Select the meta-skills which apply to this goal:

Focusing	Integrity	Adapting	Initiative
Communicating	Feeling	Collaborating	Leading
Curiosity	Creativity	Sense-making	Critical Thinking

Why am I setting this goal?
How might you use this skill in your day-to-day work or study?
Is it a strength or area for development?

What actions or strategies will you plan to help you achieve this goal?
Link to course content: experiences, workshop activities, research, discussion, assessments, projects etc.

Meta-skills development goal 3

Outline your specific goal:

Select the meta-skills which apply to this goal:

Focusing	Integrity	Adapting	Initiative
Communicating	Feeling	Collaborating	Leading
Curiosity	Creativity	Sense-making	Critical Thinking

Why am I setting this goal?
> How might you use this skill in your day-to-day work or study?
> Is it a strength or area for development?

What actions or strategies will you plan to help you achieve this goal?
> Link to course content: experiences, workshop activities, research, discussion, assessments, projects etc.

Meta-skills development goal 4

Outline your specific goal:

Select the meta-skills which apply to this goal:

Focusing	Integrity	Adapting	Initiative
Communicating	Feeling	Collaborating	Leading
Curiosity	Creativity	Sense-making	Critical Thinking

Why am I setting this goal?
> How might you use this skill in your day-to-day work or study?
> Is it a strength or area for development?

What actions or strategies will you plan to help you achieve this goal?
> Link to course content: experiences, workshop activities, research, discussion, assessments, projects etc.

Meta-skills development goal 5

Outline your specific goal

Select the meta-skills which apply to this goal:

Focusing	Integrity	Adapting	Initiative
Communicating	Feeling	Collaborating	Leading
Curiosity	Creativity	Sense-making	Critical Thinking

Why am I setting this goal?
How might you use this skill in your day-to-day work or study?
Is it a strength or area for development?

What actions or strategies will you plan to help you achieve this goal?
Link to course content: experiences, workshop activities, research, discussion, assessments, projects etc.

Monitoring goals and recording reflection

You can find out more about reflective practice in the Developing Meta-skills course on SQA Academy.

Once you have defined your goals and planned your actions/strategies for developing meta-skills, it is important to monitor and reflect on your progress.

There are lots of ways to approach reflective practice. This might include:

Discussion
(group or one-to-one)
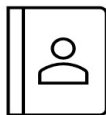
Diary, log, presentation, scrapbook

Annotations, voice notes, post-it notes

Revisiting your baseline self-assessment and goals

For each development goal you need to keep a record of all the actions and activities that you think have helped you to achieve that goal and reflect on their impact.

You can use the sections over the page to help you do this. This will include planned actions and activities, but also unplanned or unanticipated activities, which often offer valuable opportunities for self-development and reflection. In addition to recording actions and activities, you can also use the section over the page to keep track of how and where you have reflected - i.e. a voice note, annotations attached to a particular assessment, a reassessment of your meta-skills.

Save or record your reflections in your files as assessment evidence.

Record of actions and reflections

Development Goal 1:

What actions, activities, strategies or experiences have you taken to reach this goal?

Have you reflected on these actions/activities yet? If so, where have you recorded this reflection?

Development Goal 2:

What actions, activities, strategies or experiences have you taken to reach this goal?

Have you reflected on these actions/activities yet? If so, where have you recorded this reflection?

Development Goal 3:

What actions, activities, strategies or experiences have you taken to reach this goal?

Have you reflected on these actions/activities yet? If so, where have you recorded this reflection?

Remember, you only need to complete this page if you have set more than three development goals.

Development Goal 4:

What actions, activities, strategies or experiences have you taken to reach this goal?

Have you reflected on these actions/activities yet? If so, where have you recorded this reflection?

Development Goal 5:

What actions, activities, strategies or experiences have you taken to reach this goal?

Have you reflected on these actions/activities yet? If so, where have you recorded this reflection?

Reflective self-assessment

As part of your reflective practice, it can be useful to reflect upon your baseline self-assessment and how you rated your meta-skills. This can be done at the mid-point of the course and towards the end. What progress do you see?

Mid-point review	End-point review
Self-management	**Self-management**
Focusing	Focusing
Integrity	Integrity
Adapting	Adapting
Initiative	Initiative
Social Intelligence	**Social Intelligence**
Leading	Leading
Collaborating	Collaborating
Feeling	Feeling
Communicating	Communicating
Innovation	**Innovation**
Curiosity	Curiosity
Creativity	Creativity
Sense-making	Sense-making
Critical Thinking	Critical Thinking

Before the end of the course, consider reflecting on your overall engagement with meta-skills and how that engagement might affect your future learning. You can use the prompts below to help.

- How have I progressed with my target meta-skills? Have I developed other meta-skills along the way?
- Have my action plan or strategies helped me towards my goals? Have I faced barriers?
- How might these meta-skills benefit my future? Can I continue to progress any particular meta-skills?