

# Work Skills

## Communication

Communication						
Criteria	Ratings					Pts
This criterion is linked to a Learning Outcome Communication - Active Listening	<b>5 pts</b> <b>Mastering</b> This individual consistently demonstrates the ability to personalise, model, and teach active listening skills, both through conscious actions (engaging in conversation, acknowledging, and responding) and non-verbal cues (eye contact, nodding, facial expressions), adapting to the context, purpose, and audience.	<b>4 pts</b> <b>Consolidating</b> This individual frequently applies active listening skills with conscious actions (engaging in conversation, acknowledging, and responding) and non-verbal cues (eye contact, nodding, facial expressions), adjusting to the context, purpose, and audience.	<b>3 pts</b> <b>Developing</b> This individual practices active listening skills through conscious actions (engaging in conversation, acknowledging, and responding) and non-verbal cues (eye contact, nodding, facial expressions), considering the context, purpose, and audience.	<b>2 pts</b> <b>Emerging</b> This individual is beginning to employ active listening skills through conscious actions (engaging in conversation, acknowledging, and responding) and non-verbal cues (eye contact, nodding, facial expressions), considering the context, purpose, and audience.	<b>1 pts</b> <b>Beginning</b> This individual is in the early stages of learning about active listening skills and their importance, using conscious actions (engaging in conversation, acknowledging, and responding) and non-verbal cues (eye contact, nodding, facial expressions), considering the context, purpose, and audience.	5 pts
This criterion is linked to a Learning Outcome Communication - Verbal Delivery	<b>5 pts</b> <b>Mastering</b> This individual consistently demonstrates effective face-to-face communication skills, including appropriate tone, timing, language, and formality, adapting to their relationship with the recipient and their status.	<b>4 pts</b> <b>Consolidating</b> This individual frequently displays effective face-to-face communication skills, including appropriate tone, timing, language, and formality, considering their relationship with the recipient and their status.	<b>3 pts</b> <b>Developing</b> This individual practices effective face-to-face communication skills, including appropriate tone, timing, language, and formality, considering their relationship with the recipient and their status.	<b>2 pts</b> <b>Emerging</b> This individual is beginning to use effective face-to-face communication skills, including appropriate tone, timing, language, and formality, considering their relationship with the recipient and their status.	<b>1 pts</b> <b>Beginning</b> This individual is in the early stages of learning about effective face-to-face communication skills, including appropriate tone, timing, language, and formality, considering their relationship with the recipient and their status.	5 pts
This criterion is linked to a Learning Outcome Communication - Digital	<b>5 pts</b> <b>Mastering</b> This individual consistently demonstrates high-quality online communication skills, using appropriate and timely methods and formats with diverse audiences, including email, text, and online meetings.	<b>4 pts</b> <b>Consolidating</b> This individual frequently engages in online communication using appropriate and timely methods and formats with diverse audiences, including email, text, and online meetings.	<b>3 pts</b> <b>Developing</b> This individual practices the skill of online communication, utilising appropriate and timely methods and formats with diverse audiences, including email, text, and online meetings.	<b>2 pts</b> <b>Emerging</b> This individual is starting to use the skill of online communication, employing appropriate and timely methods and formats with diverse audiences, including email, text, and online meetings.	<b>1 pts</b> <b>Beginning</b> This individual is in the early stages of learning about online communication, recognising the importance of appropriate and timely methods and formats with diverse audiences, including email, text, and online meetings.	5 pts
Total Points: 15						

**Teamwork**

Teamwork						
Criteria	Ratings					Pts
This criterion is linked to a Learning Outcome Contribution to Group Task	<p><b>5 pts</b></p> <p><b>Mastering</b></p> <p>This individual consistently demonstrates outstanding contributions to group tasks, actively participating, taking initiative, and assuming leadership roles when appropriate. They consistently generate innovative ideas, collaborate effectively, and exhibit a strong work ethic, resulting in exceptional outcomes for the team.</p>	<p><b>4 pts</b></p> <p><b>Consolidating</b></p> <p>This individual consistently contributes to group tasks, actively participating, initiating ideas, and occasionally assuming leadership roles. They make valuable contributions to the team's efforts, collaborate well, and demonstrate a solid work ethic, resulting in successful outcomes.</p>	<p><b>3 pts</b></p> <p><b>Developing</b></p> <p>This individual actively contributes to group tasks, participating and occasionally sharing ideas. They contribute meaningfully to the team's efforts, engage in collaboration, and demonstrate a developing work ethic, resulting in progressing outcomes.</p>	<p><b>2 pts</b></p> <p><b>Emerging</b></p> <p>This individual is beginning to contribute to group tasks, displaying increasing participation and idea sharing. They contribute to the team's efforts, display some collaboration, and show a growing work ethic, resulting in emerging outcomes.</p>	<p><b>1 pts</b></p> <p><b>Beginning</b></p> <p>This individual is in the process of learning to contribute to group tasks, demonstrating initial participation and idea sharing. They are developing their contributions to the team's efforts, need improvement in collaboration, and are cultivating a work ethic, resulting in initial outcomes.</p>	5 pts
This criterion is linked to a Learning Outcome Communication with Team Members in Group Projects	<p><b>5 pts</b></p> <p><b>Mastering</b></p> <p>This individual consistently demonstrates effective communication skills when working with team members in group projects. They actively listen, effectively convey ideas, provide constructive feedback, and foster a positive and inclusive team environment. Their communication is respectful, clear, and enhances collaboration and understanding among team members.</p>	<p><b>4 pts</b></p> <p><b>Consolidating</b></p> <p>This individual consistently exhibits proficient communication skills when working with team members in group projects. They actively listen, effectively convey ideas, provide feedback, and contribute to a positive team environment. Their communication is respectful, clear, and supports collaboration and understanding among team members.</p>	<p><b>3 pts</b></p> <p><b>Developing</b></p> <p>This individual demonstrates developing communication skills when working with team members in group projects. They actively listen, convey ideas, provide feedback, and contribute to a satisfactory team environment. Their communication is mostly respectful and clear, with room for improvement in further enhancing collaboration and understanding among team members.</p>	<p><b>2 pts</b></p> <p><b>Emerging</b></p> <p>This individual is beginning to develop communication skills when working with team members in group projects. They make attempts to actively listen, convey ideas, provide limited feedback, and contribute to a developing team environment. Their communication is occasionally respectful and clear, with the potential to improve in enhancing collaboration and understanding among team members.</p>	<p><b>1 pts</b></p> <p><b>Beginning</b></p> <p>This individual is in the process of learning communication skills when working with team members in group projects. They are working on actively listening, conveying ideas, providing constructive feedback, and fostering a positive team environment. While their communication may be unclear at times and lack respect, they are actively working towards improving collaboration and understanding among team members.</p>	5 pts
Total Points: 10						

**Problem Solving**

Problem Solving						
Criteria	Ratings					Pts
This criterion is linked to a Learning Outcome Using Initiative and Resources in Problem Solving	<p><b>5 pts</b></p> <p><b>Mastering</b></p> <p>This individual consistently demonstrates exceptional initiative and resourcefulness in approaching problem-solving tasks. They take proactive steps to identify and analyse problems, seek out relevant resources, and apply creative and effective solutions. Their ability to think independently and take initiative contributes significantly to successful problem resolution.</p>	<p><b>4 pts</b></p> <p><b>Consolidating</b></p> <p>This individual consistently demonstrates proficient initiative and resourcefulness in approaching problem-solving tasks. They actively identify and analyse problems, utilise available resources, and apply effective solutions. Their ability to think independently and show initiative contributes to successful problem resolution.</p>	<p><b>3 pts</b></p> <p><b>Developing</b></p> <p>This individual demonstrates developing initiative and resourcefulness in approaching problem-solving tasks. They make efforts to identify and analyse problems, utilise available resources, and apply suitable solutions. Their growing ability to think independently and show initiative contributes to progressing problem resolution.</p>	<p><b>2 pts</b></p> <p><b>Emerging</b></p> <p>This individual is beginning to develop initiative and resourcefulness in approaching problem-solving tasks. They attempt to identify and analyse problems, utilise available resources to some extent, and apply basic solutions. Their emerging ability to think independently and show initiative contributes to initial problem resolution.</p>	<p><b>1 pts</b></p> <p><b>Beginning</b></p> <p>This individual is in the early stages of learning to use initiative and resources in problem-solving tasks. They are learning to identify and analyse problems, require guidance in utilising resources, and apply limited solutions. Their ability to think independently and show initiative is still developing, resulting in minimal progress in problem resolution.</p>	5 pts
This criterion is linked to a Learning Outcome Using Skills and Knowledge in Problem Solving	<p><b>5 pts</b></p> <p><b>Mastering</b></p> <p>This individual consistently demonstrates exceptional utilisation of a wide range of problem-solving skills and knowledge in problem-solving tasks. They effectively apply skills such as critical thinking, logical reasoning, creativity, and analytical thinking. They draw upon their extensive knowledge base, including subject matter expertise and relevant theories, to analyse problems, develop appropriate strategies, and implement successful solutions. Their proficiency in applying diverse problem-solving skills and knowledge greatly contributes to efficient problem resolution.</p>	<p><b>4 pts</b></p> <p><b>Consolidating</b></p> <p>This individual consistently demonstrates proficient utilisation of various problem-solving skills and knowledge in problem-solving tasks. They apply skills such as critical thinking, logical reasoning, creativity, and analytical thinking effectively. They utilise their knowledge base, including subject matter expertise and relevant theories, to analyse problems, develop strategies, and implement effective solutions. Their proficiency in applying problem-solving skills and knowledge contributes to satisfactory problem resolution.</p>	<p><b>3 pts</b></p> <p><b>Developing</b></p> <p>This individual demonstrates developing utilisation of a range of problem-solving skills and knowledge in problem-solving tasks. They make efforts to apply skills such as critical thinking, logical reasoning, creativity, and analytical thinking to analyse problems, develop strategies, and implement suitable solutions. They are building their knowledge base, including subject matter expertise and relevant theories, contributing to progressing problem resolution.</p>	<p><b>2 pts</b></p> <p><b>Emerging</b></p> <p>This individual is beginning to develop utilisation of problem-solving skills and knowledge in problem-solving tasks. They attempt to apply skills such as critical thinking, logical reasoning, creativity, and analytical thinking to analyse problems, develop strategies, and implement basic solutions. They are in the process of building their knowledge base, including subject matter expertise and relevant theories, leading to initial problem resolution.</p>	<p><b>1 pts</b></p> <p><b>Beginning</b></p> <p>This individual is in the early stages of learning to utilise problem-solving skills and knowledge in problem-solving tasks. They are learning to apply skills such as critical thinking, logical reasoning, creativity, and analytical thinking to analyse problems, require guidance in developing strategies, and apply limited solutions. They are in the process of building their knowledge base, including subject matter expertise and relevant theories, resulting in minimal progress in problem resolution.</p>	5 pts
Total Points: 10						

**Planning and Organising**

Planning and Organising						
Criteria	Ratings					Pts
<p>This criterion is linked to a Learning Outcome</p> <p>How do I manage my priorities?</p>	<p><b>5 pts</b></p> <p><b>Mastering</b></p> <p>This individual consistently demonstrates exceptional skills in preparing for and managing priorities. They exhibit excellent organisational abilities, consistently setting clear goals, establishing realistic timelines, and efficiently allocating resources. They effectively prioritise tasks based on their importance and urgency, ensuring optimal productivity and timely completion of projects. They demonstrate proactive planning, adaptability, and the ability to handle multiple priorities simultaneously. Their exceptional ability to prepare for and manage priorities contributes significantly to successful project outcomes.</p>	<p><b>4 pts</b></p> <p><b>Consolidating</b></p> <p>This individual consistently demonstrates proficient skills in preparing for and managing priorities. They exhibit strong organisational abilities, setting clear goals, establishing realistic timelines, and effectively allocating resources. They prioritise tasks based on their importance and urgency, ensuring productivity and timely completion of projects. They demonstrate effective planning, adaptability, and the ability to handle multiple priorities. Their proficient ability to prepare for and manage priorities contributes to satisfactory project outcomes.</p>	<p><b>3 pts</b></p> <p><b>Developing</b></p> <p>This individual demonstrates developing skills in preparing for and managing priorities. They make efforts to set clear goals, establish timelines, and allocate resources. They attempt to prioritise tasks based on their importance and urgency, aiming for productivity and timely completion of projects. They are building their planning and organisational skills, adaptability, and the ability to handle multiple priorities. Their growing ability to prepare for and manage priorities contributes to progressing project outcomes.</p>	<p><b>2 pts</b></p> <p><b>Emerging</b></p> <p>This individual is beginning to develop skills in preparing for and managing priorities. They attempt to set goals, establish basic timelines, and allocate resources. They make initial attempts to prioritise tasks based on their importance and urgency, aiming for productivity and completion of projects. They are in the early stages of developing planning and organisational skills, adaptability, and the ability to handle multiple priorities. Their emerging ability to prepare for and manage priorities contributes to initial project outcomes.</p>	<p><b>1 pts</b></p> <p><b>Beginning</b></p> <p>This individual is in the early stages of learning to prepare for and manage priorities. They require guidance in setting goals, establishing timelines, and allocating resources. They have limited ability to prioritise tasks based on importance and urgency, resulting in challenges in productivity and project completion. They are learning the basics of planning and organising and are in the process of developing skills to handle multiple priorities.</p>	<p>5 pts</p>
<p>Total Points: 5</p>						

**Self Awareness**

Criteria	Ratings					Pts
<p>This criterion is linked to a Learning Outcome Understanding the Impact of Attitude and Behaviour on Others</p>	<p><b>5 pts</b> <b>Mastering</b></p> <p>This individual consistently demonstrates exceptional self-awareness regarding the impact of their attitude and behavior on others. They actively reflect on their actions, display empathy, and adjust their approach to ensure positive interactions and relationships. They consistently maintain a professional demeanor, inspire trust, and foster a supportive and inclusive work environment. Their ability to understand and manage the impact of their attitude and behavior greatly contributes to positive and harmonious team dynamics.</p>	<p><b>4 pts</b> <b>Consolidating</b></p> <p>This individual consistently demonstrates proficient self-awareness regarding the impact of their attitude and behavior on others. They reflect on their actions, show empathy, and make efforts to adjust their approach for positive interactions and relationships. They maintain a professional demeanor, build trust, and contribute to a supportive and inclusive work environment. Their ability to understand and manage the impact of their attitude and behavior contributes to satisfactory team dynamics.</p>	<p><b>3 pts</b> <b>Developing</b></p> <p>This individual demonstrates developing self-awareness regarding the impact of their attitude and behavior on others. They make attempts to reflect on their actions, show empathy, and consider adjusting their approach for positive interactions and relationships. They work on maintaining a professional demeanor, building trust, and contributing to a supportive work environment. Their growing ability to understand and manage the impact of their attitude and behavior contributes to progressing team dynamics.</p>	<p><b>2 pts</b> <b>Emerging</b></p> <p>This individual is beginning to develop self-awareness regarding the impact of their attitude and behavior on others. They show some reflection on their actions, demonstrate emerging empathy, and start considering adjusting their approach for positive interactions and relationships. They are learning to maintain a professional demeanor, build trust, and contribute to a supportive work environment. Their emerging ability to understand and manage the impact of their attitude and behavior contributes to initial team dynamics.</p>	<p><b>1 pts</b> <b>Beginning</b></p> <p>This individual is in the early stages of learning self-awareness regarding the impact of their attitude and behavior on others. They are starting to reflect on their actions, require guidance in showing empathy, and are learning to adjust their approach for positive interactions and relationships. They are developing their ability to maintain a professional demeanor, build trust, and contribute to a supportive work environment. Their understanding of the impact of their attitude and behavior is still in the beginning stages, resulting in minimal influence on team dynamics.</p>	<p>5 pts</p>
<p>This criterion is linked to a Learning Outcome Receiving Feedback</p>	<p><b>5 pts</b> <b>Mastering</b></p> <p>This individual consistently demonstrates exceptional ability to receive feedback. They actively seek and value feedback from others, remain open-minded, and show willingness to learn and improve. They accept constructive criticism gracefully, without becoming defensive or disheartened. They reflect on feedback, identify areas for growth, and take appropriate actions to enhance their performance. Their ability to receive feedback positively and use it for personal and professional development greatly contributes to their growth and success.</p>	<p><b>4 pts</b> <b>Consolidating</b></p> <p>This individual consistently demonstrates proficient ability to receive feedback. They actively seek feedback, remain open-minded, and show willingness to learn and improve. They receive constructive criticism graciously and reflect on feedback to identify areas for growth. They take appropriate actions to enhance their performance based on feedback received. Their ability to receive feedback positively contributes to their ongoing personal and professional development.</p>	<p><b>3 pts</b> <b>Developing</b></p> <p>This individual demonstrates developing ability to receive feedback. They make efforts to seek feedback, show openness to learning and improvement, and are receptive to constructive criticism. They reflect on feedback to identify areas for growth and attempt to take appropriate actions to enhance their performance. Their growing ability to receive feedback positively contributes to progressing personal and professional development.</p>	<p><b>2 pts</b> <b>Emerging</b></p> <p>This individual is beginning to develop the ability to receive feedback. They occasionally seek feedback, demonstrate some openness to learning and improvement, and attempt to receive constructive criticism. They reflect on feedback to identify areas for growth and make initial attempts to enhance their performance. Their emerging ability to receive feedback positively contributes to initial personal and professional development. This individual is in the early stages of learning to receive feedback.</p>	<p><b>1 pts</b> <b>Beginning</b></p> <p>This individual is learning about the importance of receiving feedback. They are learning to understand that seeking feedback from others can help them grow and improve. Although they may not actively seek feedback yet, they are learning the importance of listening to what others have to say. They are learning the importance of constructive criticism, and to take it in a positive way, even though it might be a bit challenging for them at times. They are beginning to see the value of reflecting on feedback and identifying areas where they can do better.</p>	<p>5 pts</p>
<p>Total Points: 10</p>						

# Personal Habits

## Self-Belief

Self-Belief						
Criteria	Ratings					Pts
<p>This criterion is linked to a Learning Outcome</p> <p>How the recipient takes steps towards achieving their goals.</p>	<p><b>5 pts</b></p> <p><b>Mastering</b></p> <p>The recipient's self-belief is both profound and infectious, serving as a cornerstone of their goal-oriented actions. They consistently demonstrate confidence in their abilities, setting ambitious objectives and taking purposeful steps to achieve them. The recipient is highly adaptable in the face of challenges, demonstrating resilience and a strong belief in their capacity to overcome obstacles. They inspire and lead others by example, emphasising the transformative impact of self-belief on accomplishing significant goals.</p>	<p><b>4 pts</b></p> <p><b>Consolidating</b></p> <p>The recipient's self-belief is becoming a powerful driving force in their pursuit of goals. They are taking deliberate and strategic steps towards their objectives, adapting, and refining their approach based on their experiences. The recipient displays a high level of autonomy in decision-making, actively seeking solutions to challenges while maintaining a positive and confident outlook. Their actions inspire others, showcasing the benefits of self-belief in achieving meaningful goals.</p>	<p><b>3 pts</b></p> <p><b>Developing</b></p> <p>The recipient is actively showcasing self-belief as they pursue their goals with more confidence and determination. They are becoming more proactive in devising strategies and embracing opportunities for growth. The recipient is demonstrating an increased willingness to take calculated risks, navigate challenges independently, and make decisions that contribute to their goal attainment. While they may seek occasional guidance, they are becoming more self-reliant in their actions.</p>	<p><b>2 pts</b></p> <p><b>Emerging</b></p> <p>The recipient is demonstrating an improved ability to take steps towards their goals while showing signs of growing self-belief. They are starting to explore new approaches and initiatives, although there might still be moments of doubt. The recipient's progress is marked by a developing willingness to seek assistance when necessary and an emerging ability to approach challenges with a more positive outlook.</p>	<p><b>1 pts</b></p> <p><b>Beginning</b></p> <p>The recipient is showing a basic understanding of self-belief in relation to their goals. They might express a limited willingness to try new approaches but may require consistent guidance and support to take meaningful steps. The recipient's efforts might be marked by occasional hesitations and uncertainties, making it important to encourage their confidence and motivate them to explore avenues towards their goals.</p>	5 pts
<p>This criterion is linked to a Learning Outcome</p> <p>How the recipient sees and tries to improve on their own abilities.</p>	<p><b>5 pts</b></p> <p><b>Mastering</b></p> <p>The recipient is exemplifying a profound and unwavering self-perception of their abilities and skills. They are guiding and inspiring others through their adaptability, resilience, and confident self-assessment. The recipient's self-awareness extends to recognising their potential impact on both individual growth and collective success. They lead by example, fostering a culture of continuous improvement and self-awareness.</p>	<p><b>4 pts</b></p> <p><b>Consolidating</b></p> <p>The recipient is consistently displaying a strong and well-founded self-perception of their abilities and skills. They are actively refining their self-assessment strategies based on a comprehensive understanding of their strengths and limitations. The recipient is showcasing resilience and adaptability, using their self-awareness to make informed decisions and contribute effectively to various contexts.</p>	<p><b>3 pts</b></p> <p><b>Developing</b></p> <p>The recipient is realising the impact of self-perception on their abilities and skills, and they are proactively taking steps to improve this aspect. They are discovering the value of acknowledging strengths and actively addressing areas that need growth. The recipient is demonstrating a greater ability to identify and apply strategies for self-improvement and continuous learning.</p>	<p><b>2 pts</b></p> <p><b>Emerging</b></p> <p>The recipient is actively exploring ways to develop their self-perception of abilities and skills. They are becoming more confident in recognising their strengths and areas for improvement. The recipient is demonstrating a willingness to reflect on their experiences and learn from both successes and challenges, which contributes to a more holistic self-assessment.</p>	<p><b>1 pts</b></p> <p><b>Beginning</b></p> <p>The recipient is displaying an initial awareness of self-perception and its significance in relation to their abilities and skills. They are in the early stages of recognising the importance of understanding one's own strengths and areas for growth. The recipient might show a tendency to seek guidance and validation from others while forming a foundational understanding of self-assessment.</p>	5 pts
Total Points: 10						

## Resilience

Resilience						
Criteria	Ratings					Pts
<p>This criterion is linked to a Learning Outcome</p> <p>How the recipient understands and manages stress.</p>	<p><b>5 pts</b></p> <p><b>Mastering</b></p> <p>The recipient exemplifies an exceptional ability to manage stress with unwavering resilience. Their capacity to stay composed under pressure serves as an example for others. They guide and support peers through their adept stress management, fostering a culture of resilience and effective performance in both the workplace and study environment.</p>	<p><b>4 pts</b></p> <p><b>Consolidating</b></p> <p>The recipient consistently demonstrates a strong and resilient approach to managing stress. They effectively apply a range of strategies to maintain composure in demanding situations. The recipient's ability to handle stressors and seek solutions independently contributes to their overall effectiveness in high-pressure scenarios.</p>	<p><b>3 pts</b></p> <p><b>Developing</b></p> <p>The recipient has realised the importance of effectively managing stress and proactively adopts strategies to maintain composure under pressure. They consistently apply resilience techniques to navigate challenges. The recipient actively seeks opportunities to refine their stress management skills and shares effective approaches with peers.</p>	<p><b>2 pts</b></p> <p><b>Emerging</b></p> <p>The recipient explores ways to manage stress and maintain composure in challenging situations. They are becoming more aware of their efforts to apply resilience strategies. The recipient demonstrates a growing capacity to handle stressors, even though they may occasionally seek guidance from others or struggle to handle these events.</p>	<p><b>1 pts</b></p> <p><b>Beginning</b></p> <p>The recipient is in the process of recognising the significance of resilience in managing stress. They are beginning to understand the concept of staying composed under pressure, although their ability to consistently apply resilience strategies may be limited. The recipient rarely seeks guidance and support to enhance their approach to stress management.</p>	5 pts
<p>This criterion is linked to a Learning Outcome</p> <p>How well does the recipient react/respond to setbacks.</p>	<p><b>5 pts</b></p> <p><b>Mastering</b></p> <p>The recipient exemplifies an exceptional ability to react to setbacks with unwavering resilience. They maintain composure and adaptability even in the face of the most challenging setbacks. The recipient's leadership in reacting resiliently serves as an example for others, fostering a culture of growth and effective problem-solving in both the workplace and study environment.</p>	<p><b>4 pts</b></p> <p><b>Consolidating</b></p> <p>This individual consistently demonstrates a deep and resilient approach to reacting to setbacks. They effectively apply a range of strategies to maintain composure, adapt, and learn from setbacks. The recipient's adeptness in handling setbacks independently contributes to their overall effectiveness in overcoming obstacles.</p>	<p><b>3 pts</b></p> <p><b>Developing</b></p> <p>This individual has realised the significance of reacting to setbacks with resilience and proactively adopts strategies to maintain composure and adapt when facing challenges. They approach setbacks with a positive attitude, seeking solutions and learning from the experience. This individual's ability to rebound from setbacks showcases their commitment to growth.</p>	<p><b>2 pts</b></p> <p><b>Emerging</b></p> <p>This individual explores ways to react resiliently to setbacks. They are becoming more consistent in their efforts to handle setbacks with composure and adaptability. This individual demonstrates a growing capacity to bounce back from setbacks, although occasional support may still be sought.</p>	<p><b>1 pts</b></p> <p><b>Beginning</b></p> <p>This individual is in the process of understanding the importance of resilience in reacting to setbacks. They are beginning to recognise the concept of maintaining composure in challenging situations, although their ability to consistently exhibit resilience when faced with setbacks may be limited. This individual rarely seeks guidance and support to enhance their approach to reacting to setbacks but is learning about the importance of developing these strategies.</p>	5 pts
Total Points: 10						

**Perseverance**

Perseverance						
Criteria	Ratings					Pts
<p>This criterion is linked to a Learning Outcome</p> <p>How well does the recipient maintain their effort when working towards a goal?</p>	<p><b>5 pts</b></p> <p><b>Mastering</b></p> <p>This individual exemplifies an unwavering and exceptional capacity for perseverance in the pursuit of goals. They lead by example, inspiring others with their consistent determination and resilience. This individual's ability to sustain effort even in the most challenging circumstances demonstrates their mastery of perseverance.</p>	<p><b>4 pts</b></p> <p><b>Consolidating</b></p> <p>This individual consistently demonstrates a strong and resilient approach to maintaining effort when striving for goals. They are actively refining their perseverance strategies based on a comprehensive understanding of their motivations and challenges. This individual showcases adaptability and resilience, making informed decisions to sustain momentum.</p>	<p><b>3 pts</b></p> <p><b>Developing</b></p> <p>This individual is realising the impact of perseverance on their ability to sustain effort when working towards goals. They are proactively adopting strategies to maintain focus and determination, even in the face of difficulties. This individual is showing a greater ability to manage setbacks and persist in the pursuit of their objectives.</p>	<p><b>2 pts</b></p> <p><b>Emerging</b></p> <p>This individual is actively exploring strategies to develop perseverance when pursuing goals. They are becoming more confident in their ability to overcome challenges and setbacks. This individual is demonstrating a willingness to reflect on their experiences and learn from both successes and obstacles, contributing to improved efforts.</p>	<p><b>1 pts</b></p> <p><b>Beginning</b></p> <p>This individual is displaying an initial awareness of perseverance and its importance in sustaining effort when working towards a goal. They are in the early stages of recognising the significance of resilience and determination. This individual may require frequent encouragement and guidance to maintain consistent effort.</p>	5 pts
<p>This criterion is linked to a Learning Outcome</p> <p>What is the recipient's attitude toward trying to improve?</p>	<p><b>5 pts</b></p> <p><b>Mastering</b></p> <p>This individual exemplifies an unwavering and exceptional attitude towards the process of improvement. Their positive outlook serves as an inspiration to others, promoting a culture of continuous growth and learning. They lead by example, demonstrating resilience in the face of challenges and consistently seeking opportunities for self-improvement.</p>	<p><b>4 pts</b></p> <p><b>Consolidating</b></p> <p>This individual consistently displays a constructive attitude that contributes significantly to the process of improvement. They actively seek challenges and view them as essential components of growth. This individual's positive mindset drives their commitment to refining skills and approaches. They approach obstacles with resilience, seeking solutions that foster advancement.</p>	<p><b>3 pts</b></p> <p><b>Developing</b></p> <p>This individual has realised the impact of maintaining a constructive attitude on the process of improvement. They proactively embrace challenges and setbacks as opportunities for growth. This individual consistently maintains a positive mindset, even when facing difficulties, and actively seeks strategies to further enhance their attitude towards continuous improvement.</p>	<p><b>2 pts</b></p> <p><b>Emerging</b></p> <p>This individual is actively exploring ways to align their attitude with the process of improvement. They are becoming more consistent in their efforts to maintain a positive and proactive outlook when faced with challenges. This individual demonstrates a willingness to learn from their experiences and adapt their attitude to foster growth and development.</p>	<p><b>1 pts</b></p> <p><b>Beginning</b></p> <p>This individual at this level is demonstrating an initial awareness of the importance of perseverance and its connection to their attitude towards improvement. They are starting to understand the concept of consistent effort in the pursuit of progress, although their application of perseverance may be sporadic. This individual rarely seek guidance and support to enhance their approach to the process of improvement.</p>	5 pts
Total Points: 10						



**Positivity**

Positivity						
Criteria	Ratings					Pts
<p>This criterion is linked to a Learning Outcome</p> <p>What is the recipient's attitude when approaching a new challenge?</p>	<p><b>5 pts</b></p> <p><b>Mastering</b></p> <p>This individual exemplifies an exceptional ability to maintain a positive attitude when approaching new challenges. Their unwavering optimism, confidence, and resilience serve as an example for others. This individual's leadership in approaching new situations with a positive mindset fosters a culture of growth, innovation, and effective problem-solving in both the workplace and study environment.</p>	<p><b>4 pts</b></p> <p><b>Consolidating</b></p> <p>This individual consistently demonstrates a strong and positive approach when facing new challenges. They effectively maintain optimism, confidence, and resilience in unfamiliar situations. This individual's adeptness in approaching new challenges independently contributes to their overall effectiveness in adapting and thriving in novel circumstances.</p>	<p><b>3 pts</b></p> <p><b>Developing</b></p> <p>This individual has realised the significance of a positive attitude when approaching new challenges and proactively adopts strategies to maintain optimism and confidence. They consistently approach new challenges with a positive mindset, seeking opportunities for growth and learning. This individual's ability to adapt positively to new situations showcases their commitment to personal and professional development.</p>	<p><b>2 pts</b></p> <p><b>Emerging</b></p> <p>This individual is exploring ways to maintain a positive attitude when encountering new challenges. They are becoming more consistent in their efforts to approach unfamiliar situations with optimism and confidence. This individual demonstrates a growing capacity to adapt positively to new challenges, although occasional support may still be sought.</p>	<p><b>1 pts</b></p> <p><b>Beginning</b></p> <p>This individual at this level is in the process of understanding the importance of a positive attitude when approaching new challenges. They are beginning to recognise the concept of maintaining optimism, although their ability to consistently exhibit positivity in new situations may be limited. This individual rarely seeks guidance and support to enhance their approach to facing new challenges with a positive mindset but is learning about the importance of being able to do so.</p>	5 pts
<p>This criterion is linked to a Learning Outcome</p> <p>What is the recipient's attitude to taking on feedback?</p>	<p><b>5 pts</b></p> <p><b>Mastering</b></p> <p>This individual exemplifies an exceptional ability to maintain a positive attitude when receiving feedback. They maintain unwavering openness, a growth mindset, and a strong willingness to learn from feedback. This individual's leadership in accepting feedback constructively serves as an example for others, fostering a culture of continuous improvement and excellence in both the workplace and study environment.</p>	<p><b>4 pts</b></p> <p><b>Consolidating</b></p> <p>This individual consistently demonstrates an effective and positive approach when receiving feedback. They effectively maintain openness, a growth mindset, and a willingness to learn from feedback. This individual's adeptness in accepting feedback independently contributes to their overall effectiveness in self-improvement and professional development.</p>	<p><b>3 pts</b></p> <p><b>Developing</b></p> <p>This individual has realised the significance of a positive attitude when receiving feedback and proactively adopts strategies to maintain openness and a growth mindset. They consistently approach feedback with a positive attitude, seeking opportunities for improvement and professional development. This individual's ability to accept feedback constructively showcases their commitment to personal and professional growth.</p>	<p><b>2 pts</b></p> <p><b>Emerging</b></p> <p>This individual explores ways to maintain a positive attitude when receiving feedback. They are becoming more consistent in their efforts to approach feedback with openness and a willingness to learn. This individual demonstrates a growing capacity to accept feedback, although support may sometimes be sought.</p>	<p><b>1 pts</b></p> <p><b>Beginning</b></p> <p>This individual at this level is in the process of understanding the importance of maintaining a positive attitude when receiving feedback. They are beginning to recognise the concept of being open to feedback, although their ability to consistently exhibit positivity in response to feedback may be limited. This individual rarely seeks guidance and support to enhance their approach to receiving feedback with a positive mindset, however, is in the process of learning the importance of this.</p>	5 pts
Total Points: 10						

**Curiosity**

Curiosity						
Criteria	Ratings					Pts
<p>This criterion is linked to a Learning Outcome</p> <p>How does the recipient go about learning about something new, like a new topic, subject, skill or process?</p>	<p><b>5 pts</b></p> <p><b>Mastering</b></p> <p>This individual exemplifies an exceptional ability to cultivate curiosity and a relentless desire to know more about topics, skills, subjects, or processes. They maintain unwavering curiosity, actively seek opportunities for learning, and serve as an example for others. This individual's leadership in fostering a culture of continuous curiosity and exploration enhances innovation and excellence in both the workplace and study environment.</p>	<p><b>4 pts</b></p> <p><b>Consolidating</b></p> <p>This individual consistently demonstrates a deep curiosity and a proactive approach to seeking more information about topics, skills, subjects, or processes. They effectively engage in continuous learning and exhibit a robust desire to deepen their understanding. This individual's independence in exploring and acquiring knowledge contributes to their overall effectiveness in problem-solving and decision-making.</p>	<p><b>3 pts</b></p> <p><b>Developing</b></p> <p>This individual has realised the significance of curiosity and actively adopts strategies to foster a desire to know more about topics, skills, subjects, or processes. They consistently seek additional knowledge and exhibit an eager interest in expanding their understanding. This individual's ability to explore and learn showcases their commitment to intellectual growth and exploration.</p>	<p><b>2 pts</b></p> <p><b>Emerging</b></p> <p>This individual explores ways to cultivate curiosity and expand their knowledge about topics, skills, subjects, or processes. They are becoming more consistent in their efforts to seek additional information and show a growing desire to learn. This individual demonstrates a budding curiosity, although occasional support may still be sought.</p>	<p><b>1 pts</b></p> <p><b>Beginning</b></p> <p>This individual at this level is in the process of understanding the importance of curiosity and the desire to know more about topics, skills, subjects, or processes. They are beginning to recognise the concept of seeking additional knowledge, their ability to consistently exhibit curiosity may be limited. This individual rarely seeks guidance and support to enhance their curiosity and desire for further understanding, however, they are learning about the importance of this habit.</p>	5 pts
Total Points: 5						

**Excellence**

Excellence						
Criteria	Ratings					Pts
<p>This criterion is linked to a Learning Outcome</p> <p>What is the attitude of the recipient to personal improvement?</p>	<p><b>5 pts</b></p> <p><b>Mastering</b></p> <p>This individual exemplifies an unwavering and exceptional attitude towards the process of improvement. Their positive outlook serves as an inspiration to others, promoting a culture of continuous growth and learning. They lead by example, demonstrating resilience in the face of challenges and consistently seeking opportunities for self-improvement.</p>	<p><b>4 pts</b></p> <p><b>Consolidating</b></p> <p>This individual consistently displays a constructive attitude that contributes significantly to the process of improvement. They actively seek challenges and view them as essential components of growth. This individual's positive mindset drives their commitment to refining skills and approaches. They approach obstacles with resilience, seeking solutions that foster advancement.</p>	<p><b>3 pts</b></p> <p><b>Developing</b></p> <p>This individual has realised the impact of maintaining a constructive attitude on the process of improvement. They proactively embrace challenges and setbacks as opportunities for growth. This individual maintains a positive mindset, even when facing difficulties, and actively seeks strategies to further enhance their attitude towards continuous improvement.</p>	<p><b>2 pts</b></p> <p><b>Emerging</b></p> <p>This individual is actively exploring ways to align their attitude with the process of improvement. They are becoming more consistent in their efforts to maintain a positive and proactive outlook when faced with challenges. This individual demonstrates a willingness to learn from their experiences and adapt their attitude to foster growth and development.</p>	<p><b>1 pts</b></p> <p><b>Beginning</b></p> <p>This individual at this level is demonstrating an initial awareness of the importance of perseverance and its connection to their attitude towards improvement. They are starting to understand the concept of consistent effort in the pursuit of progress, although their application of perseverance may be sporadic. This individual rarely seeks guidance and support to enhance their approach to the process of improvement.</p>	5 pts
<p>This criterion is linked to a Learning Outcome</p> <p>How does the recipient set and strive toward standards for the quality of their work?</p>	<p><b>5 pts</b></p> <p><b>Mastering</b></p> <p>This individual exemplifies an exceptional ability to set and consistently exceed high-quality standards for their work. They serve as a role model for others in establishing, maintaining, and consistently surpassing these standards. This individual's leadership in setting and maintaining a culture of excellence fosters innovation and outstanding achievement in both the workplace and study environment. They inspire others to pursue and achieve excellence in their work, demonstrating extraordinary dedication to personal and professional growth.</p>	<p><b>4 pts</b></p> <p><b>Consolidating</b></p> <p>This individual consistently demonstrates a robust ability to set and adhere to high-quality standards for their work in both the workplace and in study. They effectively establish, maintain, and consistently exceed these standards, displaying a formidable commitment to self-improvement and excellence. This individual independently identifies areas for improvement and contributes to a culture of excellence, serving as a model for others.</p>	<p><b>3 pts</b></p> <p><b>Developing</b></p> <p>This individual has realised the significance of setting and consistently applying high-quality standards in their work. They proactively adopt strategies to establish, maintain, and exceed these standards. This individual actively seeks opportunities to improve the quality of their work and consistently demonstrates a strong commitment to excellence. Their ability to independently identify areas for improvement showcases their dedication to continuous self-improvement.</p>	<p><b>2 pts</b></p> <p><b>Emerging</b></p> <p>This individual explores strategies to set standards for the quality of their work in both the workplace and in study. They are becoming more consistent in their efforts to establish and adhere to these standards. This individual demonstrates a growing commitment to achieving and maintaining high-quality work, although occasional support may still be sought. They are taking initial steps towards embracing the pursuit of excellence in their work.</p>	<p><b>1 pts</b></p> <p><b>Beginning</b></p> <p>This individual is in the early stages of understanding the importance of setting high standards for the quality of their work. They are beginning to recognise the concept of establishing benchmarks but may struggle to consistently meet these standards. This individual rarely seeks guidance and support to enhance their ability to set and maintain high-quality standards. However, they are learning about the importance of this habit.</p>	5 pts
Total Points: 10						

Empathy

Criteria	Ratings					Pts
<p>This criterion is linked to a Learning Outcome</p> <p>How does the recipient recognise and respond to the emotions of others?</p>	<p><b>5 pts</b></p> <p><b>Mastering</b></p> <p>This individual exemplifies an exceptional ability to pick up on and consistently respond to the emotions of others in the workplace and during their study. They serve as a role model for others in their profound understanding and empathy towards a variety of emotions. They regularly alter their interactions and behaviour with others depending on their emotional status. This individual's leadership in fostering a culture of empathy and emotional support is instrumental in creating a harmonious and compassionate workplace and study environment.</p>	<p><b>4 pts</b></p> <p><b>Consolidating</b></p> <p>This individual consistently demonstrates an obvious ability to pick up on and respond to the emotions of others in the workplace and during their study. They effectively identify and empathise with a wide range of emotions, displaying a firm commitment to understanding and supporting their peers and colleagues. This individual independently offers assistance and comfort to those in need, contributing to a compassionate and empathetic environment. Their emotional intelligence positively influences those around them.</p>	<p><b>3 pts</b></p> <p><b>Developing</b></p> <p>This individual has realised the significance of empathy and proactively adopts strategies to pick up on and effectively respond to the emotions of others in the workplace and during their study. They consistently seek to understand and empathise with the feelings of those around them. This individual actively looks for opportunities to provide support and comfort to others, showcasing their commitment to empathy and emotional intelligence. They contribute to a more empathetic work and study environment.</p>	<p><b>2 pts</b></p> <p><b>Emerging</b></p> <p>This individual explores strategies to pick up on and respond to the emotions of others in the workplace and during their study. They are becoming more consistent in their efforts to understand and empathise with the emotions of their peers and colleagues. This individual demonstrates a growing commitment to developing their empathetic skills, although occasional support may still be sought. They are taking initial steps towards embracing empathy and emotional intelligence.</p>	<p><b>1 pts</b></p> <p><b>Beginning</b></p> <p>This individual is in the early stages of understanding the importance of empathy and recognising the emotions of others in the workplace and during their study. They are beginning to grasp the concept but may struggle to consistently identify and respond to emotions effectively. This individual rarely seeks guidance and support to enhance their empathetic abilities. They are at the initial stages of developing their emotional intelligence.</p>	<p>5 pts</p>
<p>This criterion is linked to a Learning Outcome</p> <p>How does the recipient understand the perspective of others?</p>	<p><b>5 pts</b></p> <p><b>Mastering</b></p> <p>This individual exemplifies an exceptional ability to consistently understand and appreciate the perspectives of others in the workplace and during their study. They serve as a role model for others in their profound understanding and respect for diverse viewpoints. This individual's leadership in fostering a culture of empathy and perspective-taking is instrumental in creating an inclusive and empathetic workplace and study environment. They inspire others to prioritise and demonstrate empathy in their interactions, demonstrating extraordinary dedication to understanding and appreciating diverse perspectives, which leads to a highly collaborative and innovative environment.</p>	<p><b>4 pts</b></p> <p><b>Consolidating</b></p> <p>This individual consistently demonstrates an obvious ability to understand and appreciate the perspectives of others in the workplace and during their study. They effectively consider and respect different viewpoints, displaying a commitment to understanding and valuing diverse opinions. This individual independently fosters a climate of inclusivity and empathy, contributing to a harmonious and understanding work or study environment. Their empathetic approach positively influences those around them, leading to more productive and collaborative outcomes.</p>	<p><b>3 pts</b></p> <p><b>Developing</b></p> <p>This individual has realised the significance of empathy and proactively adopts strategies to understand and appreciate the perspectives of others in the workplace and during their study. They consistently seek to see situations from different viewpoints and actively listen to diverse opinions. This individual actively looks for opportunities to bridge gaps in understanding and showcase their commitment to empathy and perspective-taking. They contribute to a more inclusive and empathetic work and study environment, which fosters effective communication and cooperation.</p>	<p><b>2 pts</b></p> <p><b>Emerging</b></p> <p>This individual explores strategies to understand the perspectives of others in the workplace and during their study. They are becoming more consistent in their efforts to consider different viewpoints and appreciate diverse perspectives. This individual demonstrates a growing commitment to developing their empathetic skills, although occasional support may still be sought. They are taking initial steps towards embracing empathy and perspective-taking, which is crucial for effective teamwork and collaboration.</p>	<p><b>1 pts</b></p> <p><b>Beginning</b></p> <p>This individual is in the early stages of understanding empathy and recognising the perspectives of others in the workplace and during their study. They are learning about the concept and may struggle to consistently understand and appreciate different viewpoints. This individual rarely seeks guidance or support to enhance their ability to understand the perspectives of others. Furthermore, they are often unwilling to see subjects from their peers' point-of-view. They are at the initial stages of developing their empathy and perspective-taking skills.</p>	<p>5 pts</p>
<p>Total Points: 10</p>						