**Find your SHAPES for academic study: ‘snap’ profile**

(a) Use the ‘snap’ SHAPES profile, below, to make a quick judgement of your academic study ‘SHAPES’

(b) Then complete the self-ratings below and on pages 74–7**.** For each, carry across your total scores to the ‘Draw your ratings together’ table on page 77. Then map your scores onto the chart on page 78**,** according to the directions that follow.

|  |
| --- |
| ‘Snap’ SHAPES Profile |
| Weaker areas | **SHAPES** | Strengths |
| Non-existent | Very weak | Weak | Quite weak | A little weak | OK | Quite good | Good | Very good | Excellent |
|  |  |  |  |  | **Skills** |  |  |  |  |  |
|  |  |  |  |  | **Habits** |  |  |  |  |  |
|  |  |  |  |  | **Attitudes** |  |  |  |  |  |
|  |  |  |  |  | **Preferences** |  |  |  |  |  |
|  |  |  |  |  | **Experience** |  |  |  |  |  |
|  |  |  |  |  | **Strategies** |  |  |  |  |  |

**Find your SHAPES for academic study: Rate yourself for skills,**

 **habits, attitudes, preferences, experience and strategies**

Rate yourself for skills

For each of the following sets of statements, rate yourself on a scale of 0–5, where 0 is a low rating for how true this is of you at present, and 5 is the highest rating. Then add up your total scores.

|  |
| --- |
| Skills |
| **1** I am aware of the academic skills relevant to this level of study on my course | ☹ 0 1 2 3 4 5 ☺ |
| **2** I have well developed academic skills for this level of study on my course | ☹ 0 1 2 3 4 5 ☺ |
| **3** I am aware of the ‘people skills’ relevant to this level of study on my course | ☹ 0 1 2 3 4 5 ☺ |
| **4** I have well developed people skills for this level of study on my course | ☹ 0 1 2 3 4 5 ☺ |
| **5** I am aware of the task management skills relevant to this level of study | ☹ 0 1 2 3 4 5 ☺ |
| **6** I have well developed task management skills for this level of study | ☹ 0 1 2 3 4 5 ☺ |
| **7** I have a good understanding of the kinds of self-management skills relevant to this level of study on my course | ☹ 0 1 2 3 4 5 ☺ |
| **8** I have well developed self-management skills for this level of study | ☹ 0 1 2 3 4 5 ☺ |
| **9** I regularly review the skills I have developed already and which could be developed further | ☹ 0 1 2 3 4 5 ☺ |
| **10** I am proactive in developing a broad range of relevant skills | ☹ 0 1 2 3 4 5 ☺ |
| Total score |  |

**Rate yourself: habits and attitudes**

|  |
| --- |
| Habits |
| **1** I have developed a good routine for daily study | ☹ 0 1 2 3 4 5 ☺ |
| **2** I have developed a good system for settling down quickly to study | ☹ 0 1 2 3 4 5 ☺ |
| **3** I understand the conditions I need in order to study most effectively | ☹ 0 1 2 3 4 5 ☺ |
| **4** I am good at putting those conditions into place | ☹ 0 1 2 3 4 5 ☺ |
| **5** I study at times of day (or night) when I can think clearly | ☹ 0 1 2 3 4 5 ☺ |
| **6** I plan my time carefully to make sure I have enough time for study | ☹ 0 1 2 3 4 5 ☺ |
| **7** I use all of my planned study time effectively | ☹ 0 1 2 3 4 5 ☺ |
| **8** I am aware of things I do that make my study less effective | ☹ 0 1 2 3 4 5 ☺ |
| **9** I work at changing poor study habits, such as by using a habit tracker | ☹ 0 1 2 3 4 5 ☺ |
| **10** I am good at managing potential distractions | ☹ 0 1 2 3 4 5 ☺ |
| Total score |  |

|  |
| --- |
| Attitudes |
| **1** I am strongly motivated to study | ☹ 0 1 2 3 4 5 ☺ |
| **2** I welcome academic challenges | ☹ 0 1 2 3 4 5 ☺ |
| **3** Even when I don’t feel like it, I find ways of settling down to work | ☹ 0 1 2 3 4 5 ☺ |
| **4** I find ways of making study interesting | ☹ 0 1 2 3 4 5 ☺ |
| **5** I believe that if I put in the time and energy, I have a good chance of doing well | ☹ 0 1 2 3 4 5 ☺ |
| **6** I look for the enjoyment in the subjects I study | ☹ 0 1 2 3 4 5 ☺ |
| **7** I use tutor feedback constructively to improve my work | ☹ 0 1 2 3 4 5 ☺ |
| **8** I look for what I can learn from both my successes and failures | ☹ 0 1 2 3 4 5 ☺ |
| **9** If things don’t go well, that spurs me to do better next time | ☹ 0 1 2 3 4 5 ☺ |
| **10** I always ‘go the extra mile’ to make my work as good as possible | ☹ 0 1 2 3 4 5 ☺ |
| Total score |  |

**Rate yourself: preferences and experience**

|  |
| --- |
| Preferences |
| **1** I have given a lot of thought to how I learn best | ☹ 0 1 2 3 4 5 ☺ |
| **2** I know whether I learn best by listening, or looking, or ‘doing’ (See pages 86-88) | ☹ 0 1 2 3 4 5 ☺ |
| **3** I know whether I achieve better when working alone or with others | ☹ 0 1 2 3 4 5 ☺ |
| **4** I know whether I work best in concentrated bursts or with many breaks | ☹ 0 1 2 3 4 5 ☺ |
| **5** I know whether I work best working with the ‘big picture’ first – or from the details | ☹ 0 1 2 3 4 5 ☺ |
| **6** I know what kind of learning environment leads to the best outcomes for me | ☹ 0 1 2 3 4 5 ☺ |
| **7** I am able to work to my preferences for ‘structure’ when studying | ☹ 0 1 2 3 4 5 ☺ |
| **8** I make effective use of my learning preferences to develop good learning strategies | ☹ 0 1 2 3 4 5 ☺ |
| **9** I am aware of when my learning preferences are not the most effective way for me to get things done | ☹ 0 1 2 3 4 5 ☺ |
| **10** I take care not to indulge my preferences at the expense of doing things well | ☹ 0 1 2 3 4 5 ☺ |
| Total score |  |

You can undertake a more detailed analysis of your preferences using the tools on pages 80-88.

|  |
| --- |
| Experience |
| **1** I have recent experience of being in formal education | ☹ 0 1 2 3 4 5 ☺ |
| **2** I have previous experience of work and/or study relevant to the course | ☹ 0 1 2 3 4 5 ☺ |
| **3** My previous experiences of learning have been positive | ☹ 0 1 2 3 4 5 ☺ |
| **4** My previous study experiences prepared me well for this course | ☹ 0 1 2 3 4 5 ☺ |
| **5** The content of this course builds on material familiar to me | ☹ 0 1 2 3 4 5 ☺ |
| **6** I have experience of the teaching methods used on this course | ☹ 0 1 2 3 4 5 ☺ |
| **7** I have experience of the assessment methods used on the course | ☹ 0 1 2 3 4 5 ☺ |
| **8** I had experienced success in my previous studies | ☹ 0 1 2 3 4 5 ☺ |
| **9** I have a lot of experience of keeping myself motivated | ☹ 0 1 2 3 4 5 ☺ |
| **10** I give thought to how I can learn from, and make use of, my experience | ☹ 0 1 2 3 4 5 ☺ |
| Total score |  |

Rate yourself: strategies

|  |
| --- |
| Strategies |
| **1** I recognise that the approach I take to my studies can have a major impact on how well I perform | ☹ 0 1 2 3 4 5 ☺ |
| **2** I put time aside to reflect upon my approach to my study, considering whether it is really effective or not, and how I can improve it | ☹ 0 1 2 3 4 5 ☺ |
| **3** I use structured self-evaluation and reflection to help me understand how I study best in different kinds of circumstances, and why | ☹ 0 1 2 3 4 5 ☺ |
| **4** I draw effectively on my understanding of my learning SHAPES to devise a suitable study regime for myself | ☹ 0 1 2 3 4 5 ☺ |
| **5** I look out for tips, techniques and guidance on how to improve my study | ☹ 0 1 2 3 4 5 ☺ |
| **6** When I find out about different ways of approaching study, I make a point of trying these out for myself | ☹ 0 1 2 3 4 5 ☺ |
| **7** I make sure I continue to develop my study skills to match the greater levels of difficulty and complexity for each level of study | ☹ 0 1 2 3 4 5 ☺ |
| **8** I have a system for monitoring whether I am slipping into study practices that are relatively ineffective for me | ☹ 0 1 2 3 4 5 ☺ |
| **9** I am able to recognise when I am becoming bored or demotivated and adapt my strategy in order to keep my mind engaged | ☹ 0 1 2 3 4 5 ☺ |
| **10** I adapt my strategies to keep study interesting and enjoyable | ☹ 0 1 2 3 4 5 ☺ |
| Total score |  |

Draw your ratings together

Bring together your ratings from your total scores on pages 74-77.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  Skills |  Habits |  Attitudes |  Preferences |  Experience |  Strategies |

Map these ratings onto the charts in the ‘MAP your SHAPES profile’ activity.

| Reflection: Personal SHAPES |
| --- |
| Which SHAPES factors have the greatest impact upon your current learning and performance? |