

Study and Self-Management Skill Levels**Level 1**

- Learning to digest knowledge: basic principles of 'learning to learn'
- Systematic and active learning attitude, aimed at an academic study
- Rough version of 'learning reports/contract': first assessment of weaknesses and strengths is given
- Feedback aimed at understanding what the teacher wants
- Effective time management (only) possible under pressure
- Understand what an 'integrative approach' to skills means

Level 2

- Development of 'learning to learn' in practice
- Students start to decide what they consider an interesting 'portfolio' of knowledge topics
- More sophisticated version of learning reports; linking weaknesses and strengths
- Feedback aimed at balancing the interests of teachers and students (own weaknesses and strengths)
- Time management balances study and other activities
- Students are aware and able to link simple skills

Level 3

- Knowledge accumulation to generate further learning
- Assertive attitude to come to an integrated approach of the object of knowledge
- Learning report links strengths/weaknesses to opportunities/threats and implementation
- Feedback actively organised by the students themselves
- Effective time management is self-reinforcing
- Students are able to analytically and practically link more complicated skills

Level 4

- Mastery of principles of lifelong learning
- Self-management of feedback and regular update of learning reports (for self-feedback and input for peer feedback)
- Volunteering to provide and receive coaching (example: becoming a tutor)
- Effective time management remains a topic of continuous learning and feedback