



	Self-awareness	Opportunity-awareness	Aspirations	Results
Definition	<i>An awareness of the characteristics that define the person one is and wants to become.</i>	<i>An awareness of the possibilities that exist, the demands they make and the rewards and satisfactions they offer.</i>	<i>The ability to make realistic choices and plans based on sound information and on self– opportunity alignment.</i>	<i>The ability to review outcomes, plan and take action to implement decisions and aspirations, especially at points of transition.</i>
Learning outcomes	<p>Students understand themselves more holistically and realistically:</p> <ul style="list-style-type: none"> - assess their behaviours and actions in learning, work and life; - identify, articulate and evidence their strengths; - address their learning needs more intentionally and developmentally in relation to the results they want and need to achieve. 	<p>Students clarify ideas about options and curriculum choices, leisure activities, occupations and employer-organisations relevant and realistically available to them.</p> <p>Students recognise and access learning opportunities inside and outside the curriculum – the knowledge, skills and attributes these develop. They also identify their relationship to the demands of an ever-changing world.</p>	<p>Students generate, clarify and test aspirations, decide and plan how to implement them for the present and for their short, medium and long-term future.</p> <p>Students make decisions about curriculum choices and career options informed by – and based on – the extent to which they fit self with opportunity.</p>	<p>Students need to start with the end in mind, and set personal goals in full awareness of the results expected by tutors, employers or other selectors.</p> <p>Students articulate, evaluate and demonstrate the results they achieve, and become more objective in using feedback constructively.</p>
Curriculum content / assessment	<p>Realistic self-awareness is helped by providing self-audits, appropriate external reference points, tools, resources and constructive feedback from others – thus enabling students to build Self-MAPs for their journey through HE and beyond.</p>	<p>A job-study or project can require students to research and analyse the extent to which their composite Self-MAP fits with the demands of their chosen occupation / option.</p> <p>A transparent, open curriculum aids an understanding of context.</p>	<p>Activity focuses on both the content and process of effective decision-making and action-planning. Students’ aspirations are informed by what they might gain from their course, from each unit and from every learning activity.</p>	<p>Students own their goals and see relevance in curricula if their development is prompted by end-results, clear criteria, explicit rationale and constructive feedback (from peers, tutors, employers).</p>
Abilities and attributes deployed & developed	<p>MAP stands for three important dimensions:</p> <ul style="list-style-type: none"> - Motivation (interests, values) - Ability (behavioural competencies) - Personality (interactions with others, innate preferences). <ul style="list-style-type: none"> o Self-assessment o Self-esteem / confidence o Self-development o Self-efficacy o Self-management o Self-promotion 	<p>Social learning, team/group working, and the ability to build effective relationships with others (students, tutors and employers) develops essential transferable employability attributes.</p> <ul style="list-style-type: none"> o Information literacy o Research and evaluation o Networking o Critical analysis o Group-working o Interpersonal skills 	<p>Hence students need to know explicitly about these outcomes, and be helped to interpret and personalise how these outcomes transfer into further study, work and life in general.</p> <ul style="list-style-type: none"> o Self–opportunity matching o Decision-making o Problem-solving o Goal-setting o Action-planning o Self-motivation 	<p>Activity, assignments and feedback enable students to evidence and demonstrate the results of SOARing, through self-promotion on paper (in assessments, CVs, applications), and in person (at interviews and assessment centres).</p> <ul style="list-style-type: none"> o Results-orientation o Self-promotion skills o Communication o Team effectiveness o Interpersonal skills o Evaluative skills