



Personalised learning	Curriculum	Realistic learning	Employability	Assessment
<p><i>Personalised learning involves:</i></p> <p>Students understanding themselves – who they are and who they want to be as exemplified by the SOAR approach.</p> <p>Students improving their effectiveness as learners through exploring their learning approaches and increasing their self-efficacy.</p> <p>Accommodating students' personal learning styles and preferences by multiple teaching and assessment methods.</p> <p>Valuing and acknowledging the diversity of students' experiences and drawing on these in learning and teaching approaches and activities.</p> <p>Helping students to make sense of their learning in terms of the actions, behaviours and end-goals that are expected of them.</p> <p>Students identifying their strengths (actual and potential) and understanding how these can develop and transfer to their chosen futures.</p>	<p><i>Effective curriculum design and delivery involves:</i></p> <p>Understanding where students are in their development and what they need to achieve.</p> <p>An open and transparent curriculum with clearly aligned goals, learning outcomes and assessments.</p> <p>Supporting key transition points such as the start of each academic year and ensuring that early experiences set the tone for future activities.</p> <p>A scaffolded curriculum where students receive early support followed by structured opportunities requiring more independent responsibility and focussing on higher-order thinking and research skills such as analysis, synthesis and evaluation.</p> <p>A focus on learning as a process as exemplified by the SOAR approach which makes explicit links between activities, units and levels.</p> <p>The considered use of technology to support learning and enhance skills development.</p>	<p><i>The learning experience involves activities that are:</i></p> <p>Meaningful – students see personal, social, professional, intellectual and practical relevance in the curriculum.</p> <p>Active – students are actively engaged in the learning process.</p> <p>Challenging – activities challenge students' existing constructs, knowledge and assumptions and offer opportunities for creative and enjoyable learning.</p> <p>Reflective – students have structured opportunities for reflection within a process of development that allows students to internalise their experiences and make connections across boundaries, as in the SOAR approach.</p> <p>Collaborative – students learn with and through peers, tutors and others creating and sustaining a learning community.</p>	<p><i>A curriculum which supports employability involves:</i></p> <p>Systematic subject knowledge and understanding underpinned by research, and designed to enhance creative, evaluative, analytical and critical skills.</p> <p>Vocational relevance and applicability that bridges the transition into employment and develops inter-personal and practical problem-solving skills.</p> <p>Developing a career orientation involving ambitious and realistic career aspirations and the career management skills to attain them as illustrated by the SOAR process.</p> <p>Personal skills, attributes and independence providing the life-long learning skills required to sustain continuing development.</p> <p>Contextualisation through relevant awareness of environmental, social and political issues associated with their subject.</p> <p>A sound value-base where students are expected to display the values and ethical expectations of their subject and function in context.</p>	<p><i>Effective assessment for learning involves:</i></p> <p>Students developing self-regulatory behaviours through self-assessing and peer-assessing against criteria and being supported and encouraged to use feedback to develop their skills and improve performance, as in the SOAR approach.</p> <p>Assessment strategies which focus on developing students' attributes and skills, as well as testing knowledge and understanding.</p> <p>Students having detailed assessment briefs which clearly articulate the task, the expectations and the relationship to past and future activities within or beyond the University.</p> <p>Students having focussed, constructive and timely feedback to support learning, build confidence and self-esteem, and encourage positive motivational beliefs.</p> <p>Students and tutors using the outcomes of assessment to help shape future learning.</p>