



Personalised learning	Curriculum	Realistic learning	Employability	Assessment
<p><i>Personalised learning involves:</i></p> <p><b>Students understanding themselves</b> – who they are and who they want to be as exemplified by the SOAR approach.</p> <p><b>Students improving their effectiveness as learners</b> through exploring their learning approaches and increasing their self-efficacy.</p> <p>Accommodating students' <b>personal learning styles</b> and preferences by multiple teaching and assessment methods.</p> <p>Valuing and acknowledging the <b>diversity of students' experiences</b> and drawing on these in learning and teaching approaches and activities.</p> <p>Helping students to <b>make sense of their learning</b> in terms of the actions, behaviours and end-goals that are expected of them.</p> <p>Students <b>identifying their strengths</b> (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><b>Understanding</b> where <b>students</b> are in their development and what they need to achieve.</p> <p>An <b>open and transparent curriculum</b> with clearly aligned goals, learning outcomes and assessments.</p> <p>Supporting <b>key transition points</b> such as the start of each academic year and ensuring that early experiences set the tone for future activities.</p> <p>A <b>scaffolded curriculum</b> 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 <b>learning as a process</b> as exemplified by the SOAR approach which makes explicit links between activities, units and levels.</p> <p>The considered <b>use of technology</b> to support learning and enhance skills development.</p>	<p><i>The learning experience involves activities that are:</i></p> <p><b>Meaningful</b> – students see personal, social, professional, intellectual and practical relevance in the curriculum.</p> <p><b>Active</b> – students are actively engaged in the learning process.</p> <p><b>Challenging</b> – activities challenge students' existing constructs, knowledge and assumptions and offer opportunities for creative and enjoyable learning.</p> <p><b>Reflective</b> – 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><b>Collaborative</b> – 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 <b>subject knowledge and understanding</b> underpinned by research, and designed to enhance creative, evaluative, analytical and critical skills.</p> <p><b>Vocational relevance and applicability</b> that bridges the transition into employment and develops inter-personal and practical problem-solving skills.</p> <p><b>Developing a career orientation</b> involving ambitious and realistic career aspirations and the career management skills to attain them as illustrated by the SOAR process.</p> <p><b>Personal skills, attributes and independence</b> providing the life-long learning skills required to sustain continuing development.</p> <p><b>Contextualisation</b> through relevant awareness of environmental, social and political issues associated with their subject.</p> <p><b>A sound value-base</b> 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 <b>self-regulatory behaviours</b> 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><b>Assessment strategies</b> which focus on developing students' attributes and skills, as well as testing knowledge and understanding.</p> <p>Students having <b>detailed assessment briefs</b> which clearly articulate the task, the expectations and the relationship to past and future activities within or beyond the University.</p> <p>Students having <b>focussed, constructive and timely feedback</b> to support learning, build confidence and self-esteem, and encourage positive motivational beliefs.</p> <p>Students and tutors <b>using the outcomes of assessment</b> to help shape future learning.</p>



	Self-awareness	Opportunity-awareness	Aspirations	Results
<b>Definition</b>	<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>
<b>Learning outcomes</b>	<p>Students understand themselves more holistically and realistically:</p> <ul style="list-style-type: none"> <li>- assess their behaviours and actions in learning, work and life;</li> <li>- identify, articulate and evidence their strengths;</li> <li>- address their learning needs more intentionally and developmentally in relation to the results they want and need to achieve.</li> </ul>	<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>
<b>Curriculum content / assessment</b>	<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>
<b>Abilities and attributes deployed &amp; developed</b>	<p><b>MAP</b> stands for three important dimensions:</p> <ul style="list-style-type: none"> <li>- <b>Motivation</b> (interests, values)</li> <li>- <b>Ability</b> (behavioural competencies)</li> <li>- <b>Personality</b> (interactions with others, innate preferences).</li> </ul> <ul style="list-style-type: none"> <li>o Self-assessment</li> <li>o Self-esteem / confidence</li> <li>o Self-development</li> <li>o Self-efficacy</li> <li>o Self-management</li> <li>o Self-promotion</li> </ul>	<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"> <li>o Information literacy</li> <li>o Research and evaluation</li> <li>o Networking</li> <li>o Critical analysis</li> <li>o Group-working</li> <li>o Interpersonal skills</li> </ul>	<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"> <li>o Self–opportunity matching</li> <li>o Decision-making</li> <li>o Problem-solving</li> <li>o Goal-setting</li> <li>o Action-planning</li> <li>o Self-motivation</li> </ul>	<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"> <li>o Results-orientation</li> <li>o Self-promotion skills</li> <li>o Communication</li> <li>o Team effectiveness</li> <li>o Interpersonal skills</li> <li>o Evaluative skills</li> </ul>