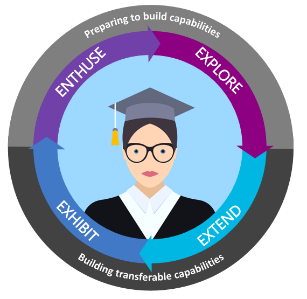
1. Think of a course that could be improved.
2. Identify the future ready capabilities that could be or are developed in your course – write them down
3. Take each quadrant in turn – read the description and assess what students and employers might say
4. Consider the teaching strategies



|  |  |  |  |
| --- | --- | --- | --- |
| **ENTHUSE** | | | |
| **Description** | **You know the course is enthusing students when:** | **Which strategies have been used to foster enthusiasm?** | |
| This dimension is about motivating and energising students.  People are energised to invest effort in activities they see as being positive, relevant and possible. If we want students to engage in transformational learning we need them to view the learning on our courses as being achievable and relevant to their futures. | Students say:   1. The course is relevant to their current and ideal future selves. 2. They expect they can succeed in your courses. 3. They are excited about learning in your courses.  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **How likely it is that students would say these things?** | | | | | | | | Unlikely | 1 | 2 | 3 | 4 | 5 | Likely | | Students establish the potential personal and employability relevance of their learning | Y/N |
| Students set goals for themselves | Y/N |
| Students are inspired through exposure to role models and exciting examples | Y/N |
| Students have choices so they are in control of what and how they learn | Y/N |
| Students are supported and encouraged so they feel safe and that they will succeed | Y/N |
| Other. Please specify: | |

|  |  |  |  |
| --- | --- | --- | --- |
| **EXTEND** | | | |
| **Description** | **You know the course is giving ample opportunities for extension when:** | **Which strategies have been used to foster extension and so prepare students for transfer?** | |
| This dimension is about building on initial learning in such a way that students are able to transfer their learning from the classroom into their future lives.  It is very difficult to apply new learning to situations that have not been encountered before. People need time to practice new skills and to think explicitly about the application of new concepts in employability contexts. | Students say:   1. They can apply their learning appropriately in multiple and superficially dissimilar and realistic contexts  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **How likely it is that students would say these things?** | | | | | | | | Unlikely | 1 | 2 | 3 | 4 | 5 | Likely | | Students have opportunities to practice what they have learnt in progressively more complex and integrated ways | Y/N |
| Students thinking is challenged by working with diverse points of view and situations | Y/N |
| Students analyse and reflect on their own and others’ thinking and performance | Y/N |
| Feedback is formative, frequent, constructive and relevant to important aspects of performance | Y/N |
| Students anticipate the applications and limitations of their learning within employment contexts | Y/N |
| Learning is social, sometimes involving external people | Y/N |
| Students tackle wicked and authentic employability relevant problems | Y/N |
| Other. Please specify: | |

|  |  |  |  |
| --- | --- | --- | --- |
| **EXHIBIT** | | | |
| **Description** | **You know the course is giving ample opportunities for students to exhibit their capabilities when:** | **Which strategies have been used to enable students to exhibit their capabilities?** | |
| This dimension is about designing assessments that foster and demonstrate employability capabilities. It involves much more than setting a test on a topic.  People will gain most by developing employability relevant artefacts and applying realistic processes. By the end of their degrees students need to be demonstrating that they can work at a standard that the professions expect from graduates. | Employers or alumni say:   1. The assessment tasks are realistic, of an appropriate standard and that students who do well will have the most advanced employability capabilities  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **How likely it is that employers or alumni would say these things?** | | | | | | | | Unlikely | 1 | 2 | 3 | 4 | 5 | Likely | | The relevance of any assessment to employability is explained | Y/N |
| Students have opportunities to use multiple employability capabilities simultaneously | Y/N |
| Industry advice on assessment design ensures the relevance of tasks and appropriate performance standards | Y/N |
| Students get meaningful individual feedback early enough to guide learning | Y/N |
| Industry input is provided in the guise of customers, potential employers, mentors or judges | Y/N |
| Students create artefacts that can be used in society, the workplace or by students | Y/N |
| Achievements are recognised and celebrated | Y/N |
| Other. Please specify: | |

**Your name**

**The employability capabilities the course could develop:**

**Do more -**

**Be more -**

**The course:**

|  |  |  |  |
| --- | --- | --- | --- |
| **EXPLORE** | | | |
| **Description** | **You know the course is giving ample opportunities for exploration when:** | **Which strategies have been used to foster exploration?** | |
| This dimension is about initial explorations into a topic, which includes planning learning, contextualising concepts and grasping foundational material.    People find it difficult to learn unrelated concepts; they seek conceptual and emotional meaning. Students need to relate new learning to their prior knowledge. They need to gain a fine grained and big picture understanding of their proposed learning if they are to ‘own’ and manage their progress. | Students say:   1. They know what they will learn, why and how they will manage their learning. 2. They have the basic concepts in place and the tools they need to advance their learning.  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **How likely it is that students would say these things?** | | | | | | | | Unlikely | 1 | 2 | 3 | 4 | 5 | Likely | | Teaching is related to what students already know, value and feel | Y/N |
| Learning is possible for all– (students learn the necessary vocabulary /techniques /concepts, expectations are explicit and understood) | Y/N |
| Students discover where their thinking is limited, what they need to learn and why | Y/N |
| Students plan their learning and reflect on progress | Y/N |
| Students experience and explore concepts, values and views | Y/N |
| Essential surface level learning is facilitated and basic concepts are mastered | Y/N |
| Students are engaged in big picture and integrated thinking | Y/N |
| Other. Please specify: | |