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| **ENTHUSE** | | |
| **Description** | **You know the course is enthusing students when:** | **How could you foster enthusiasm in the capabilities you want to develop?** |
| 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. Their learning is relevant to their current and ideal future selves. 2. They expect they can succeed in your course. 3. They are excited about learning in your course. |  |

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| **EXHIBIT** | | |
| **Description** | **You know the course is giving ample opportunities for students to exhibit their capabilities when:** | **How could you help students demonstrate the employability capabilities you want them to develop?** |
| 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 students who do well will have the most advanced employability capabilities |  |

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| **EXPLORE** | | |
| **Description** | **You know the course is giving ample opportunities for exploration when:** | **How could you help students explore the capabilities you want to develop?** |
| 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. |  |

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| **EXTEND** | | |
| **Description** | **You know the course is giving ample opportunities for extension when:** | **Which strategies could you use to extend skills and understanding and so prepare students to use the capabilities you want them to develop in other contexts?** |
| 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 |  |