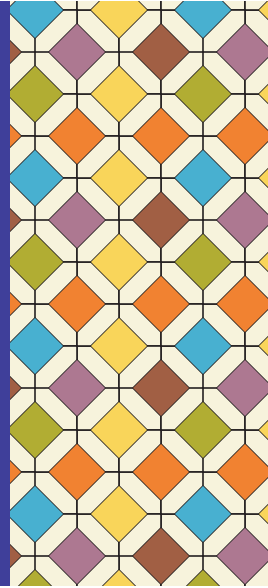


Learner experience

Learners build up a partnership approach to learning.



Key element

Learners are able to get to know people and begin to work together.

Questions

- Who should learners 'get to know' at the beginning of their programme?
- How can learners develop effective working relationships?

Key element

Learners are able to take part in co-operative and collaborative learning activities.

Questions

- What key elements make an activity 'co-operative'?
- How can you use examples that are relevant to the learners' programme?
- What are the benefits of this approach?

Key element

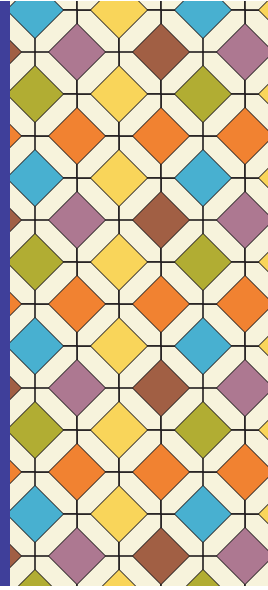
Learners are able to develop joint responsibility for designing learning.

Questions

- What does this mean to you?
- What does this mean for learners?
- How can you plan opportunities for learners to experience this during the induction phase?

Learner experience

Learners actively explore what their programme involves and how they will learn.



Key element

Learners are able to start core learning topics that they will build on during their programme.

Questions

- What topics would be valuable to introduce early on in the programme?
- How will learners develop their learning at a later stage?
- How could you link ice-breaker activities with engineering topics?

Key element

Learners are able to explore how learning will be assessed and what support will be available.

Questions

- How can you make the most out of early assignment work?
- How can you actively involve learners in understanding and applying the success criteria?
- What forms of support are available from the beginning of the programme?

Key element

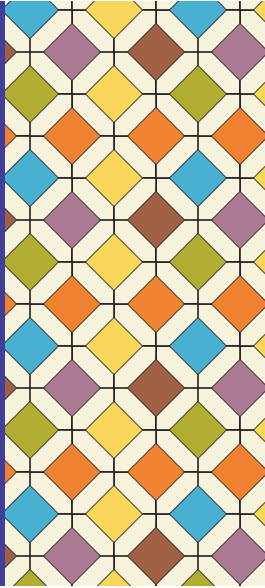
Learners are able to experience active learning approaches.

Questions

- How can you move learners from 'passive receivers' to actively finding out information for themselves?
- What do you use already and how could you extend your repertoire?
- How can you co-ordinate with colleagues?

Learner experience

Learners investigate what engineers do and where their learning can take them.



Key element

Learners are able to explore areas of engineering that open up future opportunities.

Questions

- How do you find out about learners' current aspirations?
- How can learners extend their awareness of their future prospects within engineering?
- How can you help learners challenge negative perceptions and stereotypes of engineering?

Key element

Learners are able to taste real life engineering situations and work with external partners.

Questions

- What opportunities would be appropriate at the beginning of a learners' programme?
- How can you make the most out of these opportunities?
- How can you use these opportunities to link theory to practice?

Key element

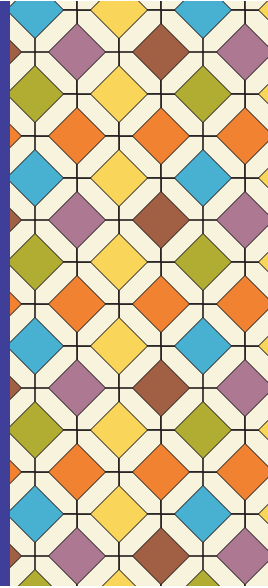
Learners are able to develop awareness of the skills, knowledge and attitudes required for different roles within engineering.

Questions

- How could you use independent research?
- What resources might learners use?
- How could you involve external partners in this?

Learner experience

Learners build up a clear picture of strengths, skills and areas for development.



Key element

Learners are able to demonstrate existing knowledge and skills so that progress can be measured.

Questions

- How can you find out what learners already know?
- What sort of skills, knowledge and experiences will be relevant to their programme?
- How will you record these in a way that is meaningful to learners?

Key element

Learners are able to take part in structured activities that provide opportunities for self, peer and teacher review.

Questions

- How can you help learners get the most out of these opportunities?
- How will you introduce the concept of peer review and the skills that are needed?
- How will you develop opportunities to practise giving and receiving constructive feedback?

Key element

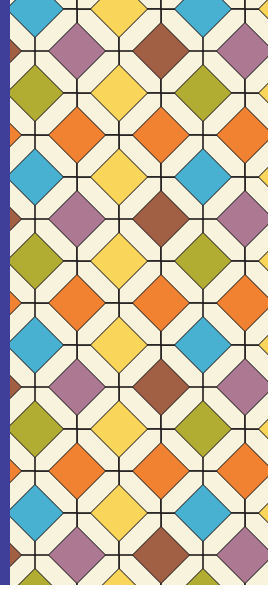
Learners are able to experience effective learning conversations which will help set targets and goals.

Questions

- What are the characteristics of a learning conversation?
- What skills do you need to facilitate learning conversations?

Learner experience

Learners develop personal and social skills and expert learner characteristics.



Key element

Learners are able to discover and express their views on how they learn best.

Questions

- How can you introduce learners to the concept of the expert learner?
- What opportunities do you provide to help learners explore this?
- How do you use this information when planning learning?

Key element

Learners are able to develop confidence in their ability to work things out for themselves.

Questions

- What opportunities do you provide during induction to help learners develop this skill?
- When is it appropriate to intervene and help?
- How do you support learners to learn from each other?

Key element

Learners are able to explore what is meant by personal and social skills and why they are important in engineering.

Questions

- Who can you involve to validate their importance?
- Can you describe what is meant by personal and social skills and what each skill involves?
- How can you support learners to develop these?