



Curriculum 2021

Graduate Attribute – Confidence


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Confidence – What do we mean?





Graduate Attribute - Confidence



Confidence. Confident graduates are engaged, curious, creative, proactive and resilient. They can apply their academic knowledge, skills and understanding and their broader personal attributes in a wide range of familiar and unfamiliar contexts and settings. They recognise these qualities in themselves and articulate them to others where appropriate, e.g. prospective employers. Students develop their confidence through engaging with the world beyond the University, ... undertaking live projects, work placements, community based projects, study abroad and other activities as part of the curriculum.



Activity 1 – 15 mins (Individually)

- Think about the current programme you teach on or the support you provide for students.
- What activities within this do you think help to develop students' confidence?
- Use post-it notes to write down what the activity is and how it builds confidence.
- Place the post-it note in one of the confidence “domain” columns on the large sheet.
 - **Self Efficacy** - “one's belief in one's ability to succeed in specific situations or accomplish a task”.¹
 - **Reflection** - building confidence through self-reflection.
 - **Curiosity** – opportunities to “figure something out” and a desire to experiment and explore.
 - **Resilience** – opportunities to fail safely, get back up, learn and try again.
 - **Innovation** - encouraged to think “outside the box” and challenge conventions.
 - **Other** – Add your own “domain” with your activity information.





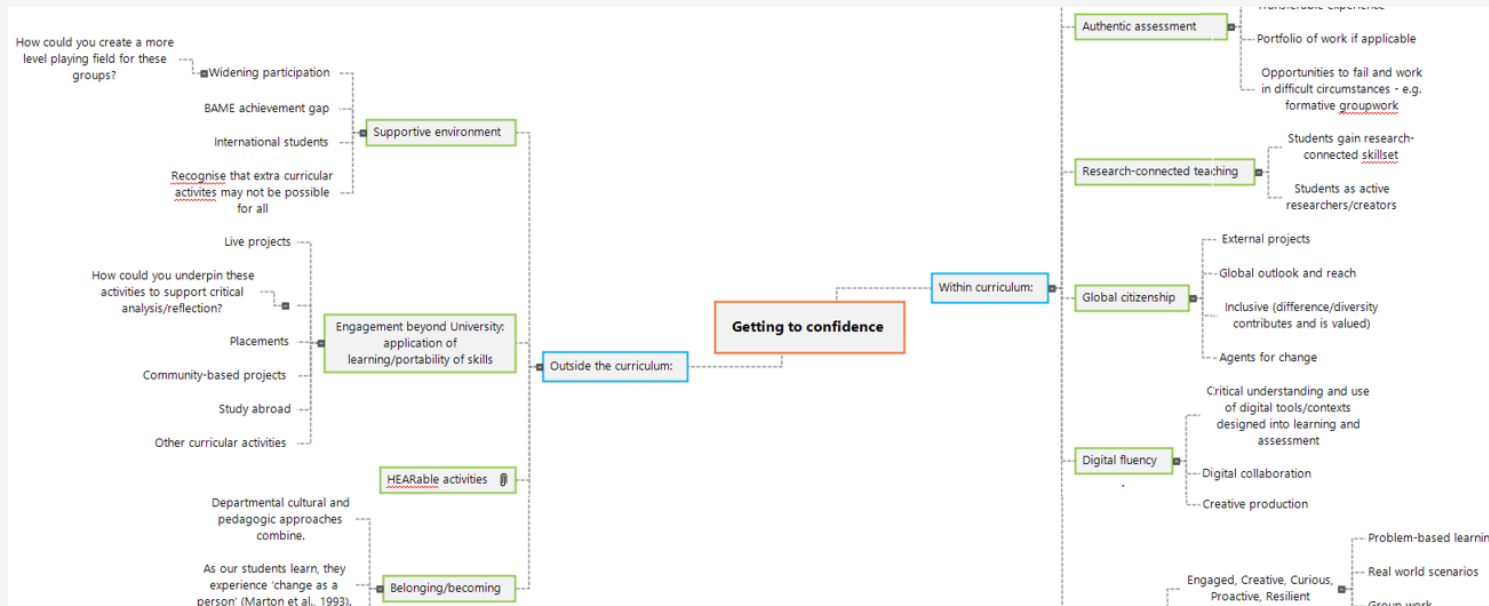
Activity 2 – 5 mins (Collectively)

- On your table collectively agree your top 3 activities from those you have individually placed on the post-it notes.
- Feedback to the rest of the room what makes those three so important?





Confidence, underpinned.



Radiotherapy: speed-dating interview activity





Mapping a confidence activity (v. roughly 😊)

Activity 3a (5 mins).

Identify an activity to focus on (e.g, a learning activity, an assessment, something extra-curricular – could be one you identified earlier).

Quickly map the process of student engagement with it, using post-it notes.

Consider:

- Intended learning outcomes (formal/informal)
- The student journey through it
- Preparing your students
- Supportive/follow-up activities
- Any additional underpinning? – When? Where? How? For whom? By whom?



Developing a confidence throughline in your module/programme/session/context.

Activity 3b (10 mins): try and map a confidence throughline

Where would your 'activity' fit into a confidence throughline? (10 mins)

- At what point in the student journey should it take place?
- How does it fit into a programme/year/module/context?
- Which elements may need to come before and after?
- Is there an opportunity to master skills/develop confidence before assessment?
- Have your students been adequately prepared and supported? – when? how? by whom?
- Have you designed for inclusion?



Developing a confidence throughline in your module/programme/session/context.

Activity 3c (5 mins): Peer Review

Look at each other's work and question each other's thinking.

Explain what you think works well, and why.

Can you suggest additions/improvements/alternatives, or offer any advice?

- At what point in the student journey should it take place?
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- Which elements may need to come before and after?
- Is there an opportunity to master skills/develop confidence before assessment?
- Have your students been adequately prepared and supported? – when? how? by whom?
- Have you designed for inclusion?



Developing a confidence through-line in your module/programme/session/context.

Activity 3c (5 mins): Feedback: share your thoughts with the room





And when we get it right...





Curriculum 2021 hallmarks and attributes staff networks

Purpose:

- Share best practice & expertise.
- Innovate and solve problems collaboratively.
- Collaborate on ideas and projects.
- Invite in external experts.



Curriculum 2021 hallmarks and attributes staff networks

Proposed structure:

- Network for each of the 3 hallmarks and 3 attributes.
- Open to all staff to join single or all networks.
- CIE to facilitate, but open to staff to suggest areas of focus and discussion.
- One physical meeting per semester.
- Digital technologies to support – initially email Listserv.
- Annual showcase event.



Curriculum 2021 hallmarks and attributes staff networks

<https://padlet.com/livunicie/e7tgitevhrba>

Q1 – how to run networks – ideas, what would suit you?
(time/frequency/contact/online v offline/networks working together?)

Q2 – Possible topics for next meeting

A1 – Share some best practice re. confidence