

Confidence: some ideas for activities fostering:

Self Efficacy, Reflection, Curiosity, Resilience, Innovation

- Set open-ended, problem solving tasks, including assessments requiring reflection on the individual/group learning gained.
- Provide credit-bearing work-based learning opportunities, with assessment strategies relating to demonstrating subject learning and skill development.
- Invite external experts to deliver guest lectures and master classes, so your students can see the application of their subject outside the academic environment.
- Offer work-related learning, whereby external organisations or groups set real-life projects which can be completed in whole or in part outside the University setting.
- Make use of peer-review as an opportunity for formative learning. In reviewing their peers, students (as reviewers) must engage with assessment criteria (supports a deeper engagement with learning)
- Use formative assessments and learning activities as a 'safe place to fail', so your students view making mistakes as part of the learning process.
- Include a feedforward element in summative assessment where the student demonstrates that they have acted upon feedback given for a previous piece of work (formative or summative).
- Create inclusive groups by allowing students to choose a partner, and then putting pairs together to make a larger group (e.g. 4/6). This maximises the learning opportunity for your students.
- Allow students more ownership of their learning – e.g. offer a choice of formats for tasks/assignments, allow students to set and answer their own questions (within your curriculum and academic guidelines).

- Provide formative/summative opportunities for students to articulate their experience (e.g. presentations, posters, blog posts).
- Work with alumni to create networks/mentoring relationships/opportunities to prepare your students for their future.
- Advise and support your students to sign up for appropriate professional social-media accounts, and join or connect with appropriate professional bodies.
- Provide an opportunity for your students to reflect on and articulate their experience of work-based learning projects, placements, or task/group-based learning.

Confidence considerations for programme design:

Can you embed the curriculum design principle that your students can undertake a substantial work placement and/or study abroad?

How can you ensure that such curriculum-based opportunities are maximally accessible to all students?

How can you design your assessment strategy such that skills and attributes (e.g. confidence, leadership, adaptability) developed are explicitly recognised and articulated?

How can your curriculum provide your students with an opportunity to consider how their academic knowledge, skills or understanding can be applied in an entrepreneurial way?

How can you ensure that the reflective learning process is explicitly articulated (as appropriate) in the learning outcomes, learning and teaching design, and assessment strategies, at module and programme level?

How can you engage employers or community members in the development of your curriculum?