

How could you create a more level playing field for these groups?

- Widening participation
- BAME achievement gap
- International students
- Recognise that extra curricular activities may not be possible for all

Supportive environment

How could you underpin these activities to support critical analysis/reflection?

- Live projects
- Placements
- Community-based projects
- Study abroad
- Other curricular activities

Engagement beyond University: application of learning/portability of skills

Outside the curriculum:

Getting to confidence

Within curriculum:

Active learning - responsible for own learning, planning and development.

- Peer review activities
- Formative assessment
- Engagement with feedforward
- Reflection on, and critical analysis of, own performance

Authentic assessment

- Formative and summative: authentic learning activities
- Transferable experience
- Portfolio of work if applicable
- Opportunities to fail and work in difficult circumstances - e.g. formative groupwork

Research-connected teaching

- Students gain research-connected skillset
- Students as active researchers/creators

Global citizenship

- External projects
- Global outlook and reach
- Inclusive (difference/diversity contributes and is valued)
- Agents for change

Digital fluency

- Critical understanding and use of digital tools/contexts designed into learning and assessment
- Digital collaboration
- Creative production

Confidence

- Engaged, Creative, Curious, Proactive, Resilient
 - Problem-based learning
 - Real world scenarios
 - Group work
 - Students as creators
- Apply knowledge, skills and understanding
- Recognise and articulate their qualities
- Engage with world beyond University
 - Live projects
 - Placements
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HEARable activities

Departmental cultural and pedagogic approaches combine.

As our students learn, they experience 'change as a person' (Marton et al., 1993).

Belonging/becoming

Learning/change can be difficult - students need to understand what, why and how they are learning

Marton, F., Dall'Alba, G. and Beaty, E. (1993) 'Conceptions of learning', International Journal of Educational Research, vol.19, pp.277-300.