

# Fostering Graduate Confidence



# Confident graduates are: Engaged, Creative, Curious, Proactive, Resilient

Apply knowledge, skills and understanding

Recognise and articulate their qualities

Engage with the world beyond university

## Within the curriculum

# Peer review activities Formative assessment Engagement with feedforward

Reflection on, and critical analysis of, own performance

Responsible for own learning, planning and development

# **Authentic assessment**

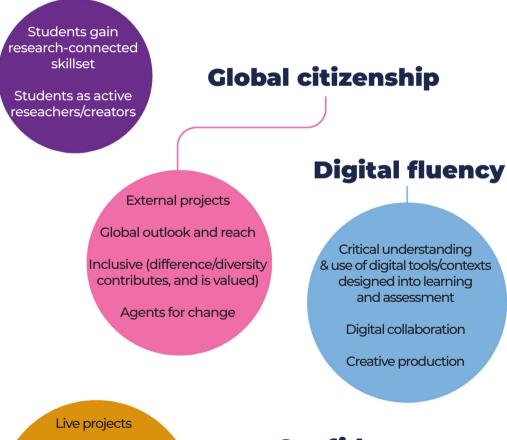
Formative & summative: authentic learning activities

Transferable experience

Portfolio of work if applicable

Opportunities to fail & work in difficult circumstances - e.g. formative groupwork

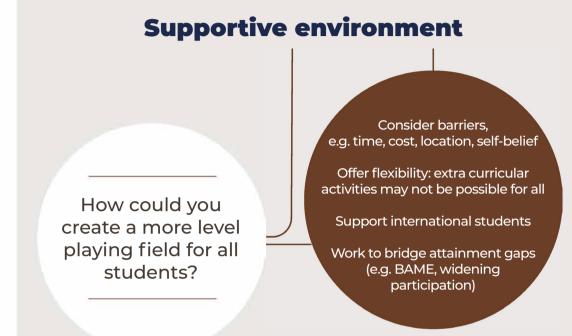
## **Research-connected teaching**



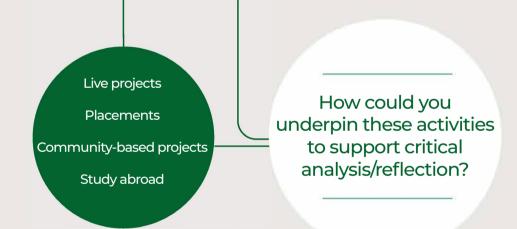
# Live projects Placements Confidence Community-based projects Study abroard Other curricular activities Problem-based learning Real world scenarios Group work

Students as creators

# **Outside the curriculum**



# Engagement beyond the University: application of learning/portability of skills



## **Learning at the University of Liverpool**



# **Belonging/becoming**

Departmental cultural & pedagogic approaches combine

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

Learning/change can be difficult - students need to understand what, why & 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.