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| **Session aims and objectives**   * To introduce students to the idea that managing risk effectively is an important Graduate Attribute, relevant to their academic and non-academic lives * To encourage students to reflect on and to articulate past risk management * To encourage students to be enterprising – open to creating and harnessing opportunities | |
| **Stage / Activity** | **Timings**  (Total=45min) |
| **Setting the scene**  *Facilitator input/role*   * Brief introduction by PT * Points to cover * No certainties in life including in academic study / career / life * Important to be able to anticipate and manage change, uncertainty, risk in a positive, informed manner as a student and a graduate – good if facilitator can provide examples from their own life * All taken risks so far – decision to study (other options were open; also which subject), come to UoE (which university), gap year abroad, extreme sports, choice of outside subject/electives, balancing extra-curricular activities with study, speaking out when you could be criticised, choosing external projects (safe options or outside comfort zone), adopting a different style of exam preparation or note taking. | 5 mins |
| **Individual reflection**  *Student activity*   * Each student is asked to take a few moments to reflect individually to consider a situation where they took a risk. Consider what the risks were, what the outcomes were (positive and negative) | 5 mins |
| **Small-group discussion**  *Student activity*   * In pairs or groups of 3, each student takes it in turn to explore the following questions with their partner(s): * what was the risk situation? * how did they evaluate the options? * what went well, what didn’t and why didn’t it go well? * looking back, what might they do differently * what did they learn from the process?   *Resources required*   * Note of discussion questions – e.g. hand-out, PowerPoint slide, or flip-chart | 20 mins |
| **Whole group feedback**  *Facilitator input/role*   * Facilitate feedback – from each group is overall number is small, or from a selection of participants if working with a larger group of students | 10 mins |
| **Why this matters! and looking forward…**  *Facilitator input*   * Synthesising key points from group discussion and relating back to students’ academic progress and performance, and to longer-term future development * Effective students and graduates need to be able to evaluate and take risks, to take advantage of opportunities. You have all taken risks to some extent * Successful personal and professional development will involve taking calculated risks * You’ll need to be able to: * research & evaluate options and to make critical judgements [Research & enquiry] * be open to new ideas, methods and ways of thinking [Personal & Intellectual Autonomy] * create and harness opportunities [Personal effectiveness] * have the confidence to take personal responsibility for the decisions you make [Personal effectiveness]   *Note: The above each relate to different aspects of the University’s Graduate Attributes – the broad category is indicated in square brackets.*  *Supporting resources*   * If appropriate/needed, tutor can introduce resources to help in decision-making around managing risk, e.g. SWOT analyses, pros and cons lists, weighted pros and cons, force field analyses. [www.mindtools.com](http://www.mindtools.com) often has some good starting points. | 5 mins |