

Enhancing Student Support: Personal Tutor group sessions

Risky Business! (Dealing positively with uncertainty)

SESSION AIMS AND OBJECTIVES	
<ul style="list-style-type: none"> • 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)
<p>Setting the scene</p> <p><i>Facilitator input/role</i></p> <ul style="list-style-type: none"> • Brief introduction by PT • Points to cover <ul style="list-style-type: none"> - 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
<p>Individual reflection</p> <p><i>Student activity</i></p> <ul style="list-style-type: none"> • 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

<p>Small-group discussion</p> <p><i>Student activity</i></p> <ul style="list-style-type: none"> • In pairs or groups of 3, each student takes it in turn to explore the following questions with their partner(s): <ul style="list-style-type: none"> - 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? <p><i>Resources required</i></p> <ul style="list-style-type: none"> • Note of discussion questions – e.g. hand-out, PowerPoint slide, or flip-chart 	20 mins
<p>Whole group feedback</p> <p><i>Facilitator input/role</i></p> <ul style="list-style-type: none"> • 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
<p>Why this matters! and looking forward...</p> <p><i>Facilitator input</i></p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - research & evaluate options and to make critical judgements - be open to new ideas, methods and ways of thinking <p style="text-align: right;">[Research & enquiry] [Personal & Intellectual Autonomy]</p>	5 mins

- 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 often has some good starting points.