**Toolkit for developing autonomy in student optical professionals**

This form has been designed to identify where activities to encourage learner autonomy could be integrated into new and existing curricula. It is divided into types of activity that support different methods (indicated by icon) of developing independent learning. Further resources for each method can be found on the [SPOKE website](https://www.college-optometrists.org/cmsctx/pv/b7ade6bc-ff58-4aff-ab89-7e4eb0ba8a2d/culture/en-US/wg/6505c4b8-6910-4c11-be47-88cab881fbbc/h/2ae7780faf9fcf27b8f0a4fb2269e4361990dfcf7c6c69940ebf72c343f23e34/-/qualifying/sector-partnership-optical-knowledge-education/spoke-projects/developing-independence-in-students?uh=896765fd40e327b38bf6ae85839d39b941b5d3f16d37c0aa4aaab3e8343bfa04).

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| **Peer-to-peer activities A group of people around a light bulb  Description automatically generatedA yellow and green icon  Description automatically generated with medium confidenceA blue and yellow people holding hands  Description automatically generatedA person reading a book and a group of people  Description automatically generated** |
| Where might you provide opportunities for peer feedback?  |
| Could you encourage engagement with assessment criteria by utilising peer feedback on formative assessment? |
| Could peer activities be used to strengthen group cohesion and professional identity? |
| Can you create an environment of belonging by using year-to-year peer support? |
| **Student ownership of the curriculum A group of people around a light bulb  Description automatically generatedA yellow and green picture frame with a person in the middle  Description automatically generatedA blue and yellow people holding hands  Description automatically generatedA person reading a book and a group of people  Description automatically generated**  |
| Where could you deploy opportunities for student-led, rather than tutor-led, sessions? Are there any flipped curriculum activities where the scheduled sessions could include student presentation of material, or workshops? |
| How do you engage past students/existing students/a student panel in curriculum design? Can this be widened to include the whole cohort?  |
| Are there class activities that would allow students to collaborate in shaping the nature of assessments? |
| **Failing successfully A group of people around a light bulb  Description automatically generatedA yellow and green picture frame with a person in the middle  Description automatically generatedA blue and yellow people holding hands  Description automatically generatedA person reading a book and a group of people  Description automatically generated** |
| What opportunities are there for students to self-reflect and critically evaluate their performance? |
| How are students supported to share, confidently, what they want to improve about their performance? |
| Are there opportunities for self and peer review prior to assessment feedback? How can the two be constructively aligned? |
| Are assessments designed to feed forward, or include tools like “growth mindsets” -” You haven’t achieved this YET, next steps on the journey are…”. |
|  **‘Removing the spoon’ A group of people holding a light bulb  Description automatically generatedA blue and yellow people holding hands  Description automatically generatedA person reading a book and a group of people  Description automatically generated** |
| How do induction (and pre-induction) activities set expectations for the development of professional behaviours and ownership of learning?  |
| How are students encouraged to set their own learning goals and review these?  |
| How are they supported to navigate the curriculum, independently? |
| What generic learning skills might enable earlier progress towards autonomous learning? (e.g. information management, revision planning, self-knowledge (e.g. through Myers-Briggs)). |