Criticality in transition: reflective questions for programme teams and tutors

Pre-university student experiences and understandings of criticality

1) How and in what ways will students have experienced criticality before arriving at university? What will students have had to do to demonstrate their criticality?

2) How will criticality have been defined, promoted and supported?

Criticality in your discipline

3) What does criticality mean in your discipline and what does it involve students being able to do?

4) How is criticality recognised across your programme? What do students have to do in order to demonstrate their capacities for criticality?

5) Do the expectations for student criticality change over the course of the programme (e.g. between different levels of study) and if so, how is this: a) reflected in the assessment tasks and associated criteria; and b) communicated to, and understood by, students?

Supporting student criticality across the programme

6) How are criticality and its associated practices modelled in the teaching of the discipline?

7) What kinds of practical activities on the programme enable students to build both their understandings of, and capacities for, criticality?

8) How do assessment tasks enable students to develop their criticality in context-specific ways?

Supporting student criticality in first year transition

9) What are the expectations for criticality in the first year? What kinds of criticality would you expect students to be able to engage in when they arrive and then when they engage in first year study?

10) How does the first year curriculum (including assessment tasks and associated feedback practices) support students in developing their criticality?