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# Learning and Confidence Building Through Failure

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# Ideas, Creativity & Entrepreneurship

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- ICE - A suite of enterprise units
  - Exploration, Opportunity Recognition, Exploitation
- Do then learn approach to learning
- ICE3
  - Launch and run a business
  - Experiential and reflective approach
  - Action learning groups
  - Peer and self-assessment

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# **SCENARIOS**

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**FAILURE**  
**TRIAL & ERROR IS OK**



# So, how do we build confidence?

Confidence: decision making, locus of control, self efficacy

Innospace, reflective logs, self- and peer - marking, business one-to-ones, mentors, online discussions/identity.

Entrepreneurial identity, relationships beyond university



# How does it work?

Monthly  
Engagement

- Students complete worksheets to demonstrate current knowledge and these are updated throughout the month
- Online discussions with the tutor & peers (Moodle, LinkedIn and Twitter)
- Face-to-face interaction in tutorials

Self-  
Assessment

- At the end of the month students grade themselves on;
  - Engagement throughout the month
  - Business and personal development progress
  - Students discuss engagement and progress in 'action learning sets'
  - Students review grades given and can change given comparison with others and self-reflection
  - Students discuss (and justify with evidence) grades with tutor before they are signed off

## Over to you...

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- Considering a unit/module or programme you work on;
  - How might self-assessment impact on critical reflection?
  - How might peer assessment develop confidence?
  - How could action be rewarded over planning?
  - How can you facilitate this – rather than instruct?

# Some Outcomes

The overall unit attainment has increased from 63% to 91% good honours (65% +) and this has been in line with increased attendance, engagement and satisfaction with Internal Student Survey (ISS) result increasing from 4 to 4.5

“Supports the whole idea of the classroom being a safe place to make mistakes - the sense of supported adventure into an unknown territory is powerful”  
**Centre for Excellence in Teaching & Learning**

“When I started the unit I was making good money with the business but I didn’t really know how or why. I’ve finally got it. I know what I do well and how I can replicate that.” **Student**

“Been a really great experience for me doing the ICE module and it’s by far been the one I’ve taken the most away from going ahead into the future.” **Student**

“.. great examples of student-focused pedagogic development which really gets to the heart of graduate employability.” **External Examiner**

# Summary

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- Action (and potential failure) can be rewarded over planning (and potential success)
  - Do and then learn assures learning better than inactivity
  - Critical reflection requires space and tools
    - Comparison, marks, guided reflection, action learning sets etc.
  - Self and peer assessment is a positive tool in a professional or entrepreneurial arsenal
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