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LIVERPOOL

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Innovation
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Liverpool Curriculum Framework

A curriculum framework and design approach for programme teams at the University of Liverpool

Table of contents

01

Introduction

Since 2016 our institutional focus has been on realising the vision 'to be a connected, global University at the forefront of knowledge leadership' (Strategy 2026) and 'to support our students as they become creative and culturally rich graduates, with the capacity to find employment that will enable them to be agents for change in a connected world' (Education Strategy). Central to realising this vision was your work on the ground delivering your programme to your students, around the hallmarks and principles originally developed as part of Curriculum 2021.

Strategy 2026 articulates a pedagogical philosophy based on the three Liverpool Hallmarks of research-connected teaching, active learning and authentic assessment. It also characterises the range of attributes that we would like all our graduates to have developed on the basis of their experience with us. For example, in addition to creativity and cultural richness, Strategy 2026 aspires to develop graduates with a global outlook, a commitment to equity and social justice, a recognition of the impact of their actions, a resilience when facing the uncertain, the unfamiliar and the changing, and an ability to live and work successfully in a digital world. These have been synthesised here around the Graduate Attributes of confidence, digital fluency and global citizenship which will provide your graduates with the capacity to find employment and be agents for change in a connected world and underpinning all of this is the recent addition of the core value of "Inclusivity",

While your students' experience of university includes co- and extra-curricular provision, it is through the core curriculum – shaped by the Liverpool Curriculum Framework and our curriculum design principles (see below) – that you provide structured and supported opportunities for them to develop not only academic knowledge, skills and understanding, but also the Graduate Attributes. The framework of Value, Hallmarks and Attributes is therefore foundational to programme design. Your programme will doubtless embody some aspects of them already; indeed this booklet already contains a number of examples of effective practice at Liverpool and more can be accessed in the resources area of the Centre for Innovation in Education webpages.

Whilst the Hallmarks and Attributes remain the same in the Liverpool Curriculum Framework as those originally developed for Curriculum 2021 the additional core value of 'inclusivity' has been added. Whilst inclusive practice was already encouraged through our Hallmarks and Attributes it now sits at the very heart of our curriculum design process and as such is an area of specific focus, encompassing all aspects of equality, diversity and inclusion as part of value-based programme design.

Programme and curriculum design approach

02

Programme and curriculum design approach

The Liverpool Curriculum framework is a key reference point if you are developing a new programme or undertaking a holistic redevelopment of an existing programme, for example, for periodic/elective review.

To help you approach a whole-programme (re) development like this, the Value and six Hallmark & Attribute statements are supplemented by a flexible, structured and supported design model. The model is based on a [Constructive Alignment](#) approach (Biggs, 2003) which seeks to ensure that a student learning journey is progressive and coherent within the programme structure.

The Liverpool Curriculum Framework is more than a "framework". It is a set of tools, flexible resources and structured support to help you take this further, understanding the Hallmarks/Attributes, Principles & Value and embedding them appropriately within your programme. The Hallmarks and Attributes are not independent of each other but rather mutually support and reinforce each other. Further, while no single Hallmark or Attribute is uniquely linked to student satisfaction, student retention or successful graduate destinations, by aligning your programme you will contribute to providing the excellent student outcomes and ensuring that inclusivity underpins all that you do will help make your curriculum accessible to all.

The entire framework is centred around "inclusivity" which places this value at it's core. This means that everything we do in relation to the development of the curriculum and the associated hallmarks and attributes should be inclusive of all our students.

All of this is in support of our [Access and Participation Plan](#) and [Student Success Framework](#) which seeks to ensure that every student has an opportunity to succeed in three key areas:

Academic success: all students have the chance to have an educational experience which enables them to achieve their full potential.

Personal success: all students experience a welcoming and supportive environment which prioritises well-being and belonging.

Future success: all students have the opportunity to build their intellectual, social and cultural capital for the future.

The Liverpool Curriculum Framework helps make a Liverpool education distinctive and gives every student on an undergraduate or taught postgraduate programme some shared experiences and skills which will support them beyond their time on your programme.

Figure 1 Liverpool Curriculum Framework

Education at the University of Liverpool

Our mission is to be:

'dedicated to the advancement of learning and ennoblement of life'

The vision of Strategy 2026 is:

'to be a connected, global University at the forefront of knowledge leadership'

The vision of the Education Strategy is:

'to support our students as they become creative and culturally rich graduates, with the capacity to find employment that will enable them to be agents for change in a connected world'

We will realise this vision by providing out students with supported opportunities

To develop academic knowledge, skills and understanding	and	To develop the Graduate Attributes of Confidence, Digital Fluency and Global Citizenship

We do this via:

the curriculum	the co-curriculum	the extra-curriculum

Curriculum design principles

The curriculum design principles are the fundamental building blocks upon which all undergraduate and postgraduate taught programmes should be developed. The intention of these principles is to ensure all students on a taught programme at the University of Liverpool are provided with the same key opportunities and experiences regardless of which programme of study they are on.

1. All programmes are based on the core value of inclusivity which is embedded in the curriculum, meaning "An inclusive curriculum is universal and intended to improve the experience, skills and attainment of all students including those in protected characteristic groups."

2. All students undertake a capstone research- or enquiry-based project, which may be synoptic (allowing them to draw on a wide range of elements from the modules they have taken).

3. All programmes include applied enquiry-led learning in at least one required module each year (UG only).

4. The use of authentic assessment is built up progressively and maximised across all programmes.

5. Formative assessment and feedback/ feedforward are used to engage students in active learning in all modules.

6. Students' digital skills are developed progressively.

7. All students are provided with opportunities to undertake work placement and/or experience a period of study abroad.

Liverpool Hallmarks and Graduate Attributes

A fundamental element of the Liverpool Curriculum is a set of six statements, covering the Liverpool Hallmarks and Graduate Attributes. These statements are generic and therefore do not cover the specific academic knowledge, skills and understanding of your discipline. In order to help you understand the Hallmarks and Attributes, each statement provides a definition and articulates the anticipated educational benefits.

To help you embed the Liverpool Hallmarks and Graduate Attributes appropriately within your programme, each statement invites you to reflect on a number of specific issues: How can you use educational technologies? How can you be inclusive for students with different access needs , cultural backgrounds or prior educational experiences? How can you ensure that, as with the discipline-based syllabus, student engagement with the Hallmarks/ Attributes is progressive through the programme, and opportunities are provided to stretch the most able among your cohort? How can you embed the (italicised) curriculum design principles? Finally, each statement provides a number of concrete examples, drawn from a variety of contexts at Liverpool and elsewhere, which you might use in practice. In this document each of the Hallmark and Attribute statements have deliberately been kept short; however, each is complemented by a set of references, resources and case studies via the Centre for Innovation in Education's (CIE) online resource database.

You can use the Liverpool Curriculum Value, Principles, Hallmark and Attribute statements as a prompt to inform innovations and enhancements to your curriculum, for example, in response to module evaluation, external-examiner or student comments, or programme-performance data.

03

Curriculum Design Philosophy
- Constructive Alignment

The overarching curriculum design philosophy underpinning our quality enhancement processes at the University of Liverpool is 'Constructive Alignment'.

Constructive alignment is predicated on the notion of developing an approach to programme design that is influenced by an outcomes-based teaching and learning model. The conceptualisation of constructive alignment was presented by John Biggs in his 1996 seminal paper and drew upon the work of constructivist learning theory and instructional design.

In this way it is a merging of two models with "constructivism being used as a framework to guide decision-making at all stages in instructional design" - (Biggs, 1996, np)

It's key proposal is that by defining effective and appropriate learning outcomes we can then use these to "align" the assessment tasks, learning resources and teaching activities within the programme, thus ensuring all components of the programme are in support of students achieving the learning outcomes (Figure 2).

"In a good system, all aspects of teaching and assessment are tuned to support high level learning, so that all students are encouraged to use higher-order learning processes. 'Constructive alignment' (CA) is such a system. It is an approach to curriculum design that optimises the conditions for quality learning." (Biggs, 2013)

Therefore the learning activities, resources and tasks (e.g. formative or summative assessments) must be "aligned" to the learning outcomes so that we can be confident that by students undertaking these tasks they are being supported to be able to demonstrate their knowledge and ability in relation to the Learning outcomes.

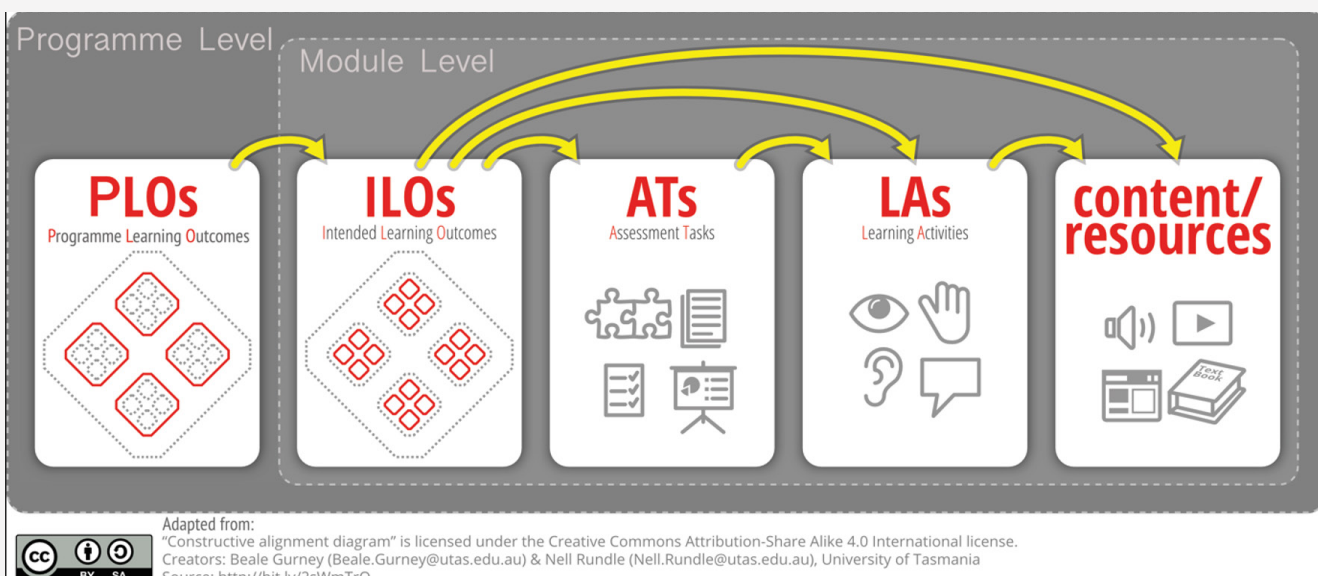Further details can be found on the Centre for Innovation curriculum design webpage.

Adapted from:
"Constructive alignment diagram" is licensed under the Creative Commons Attribution-Share Alike 4.0 International license.
Creators: Beale Gurney (Beale.Gurney@utas.edu.au) & Nell Rundle (Nell.Rundle@utas.edu.au), University of Tasmania
Source: http://bit.ly/2sWmTrO

Figure 2 - Constructive alignment diagram, Adapted from Beale Gurney & Nell Rundle, CC BY-SA
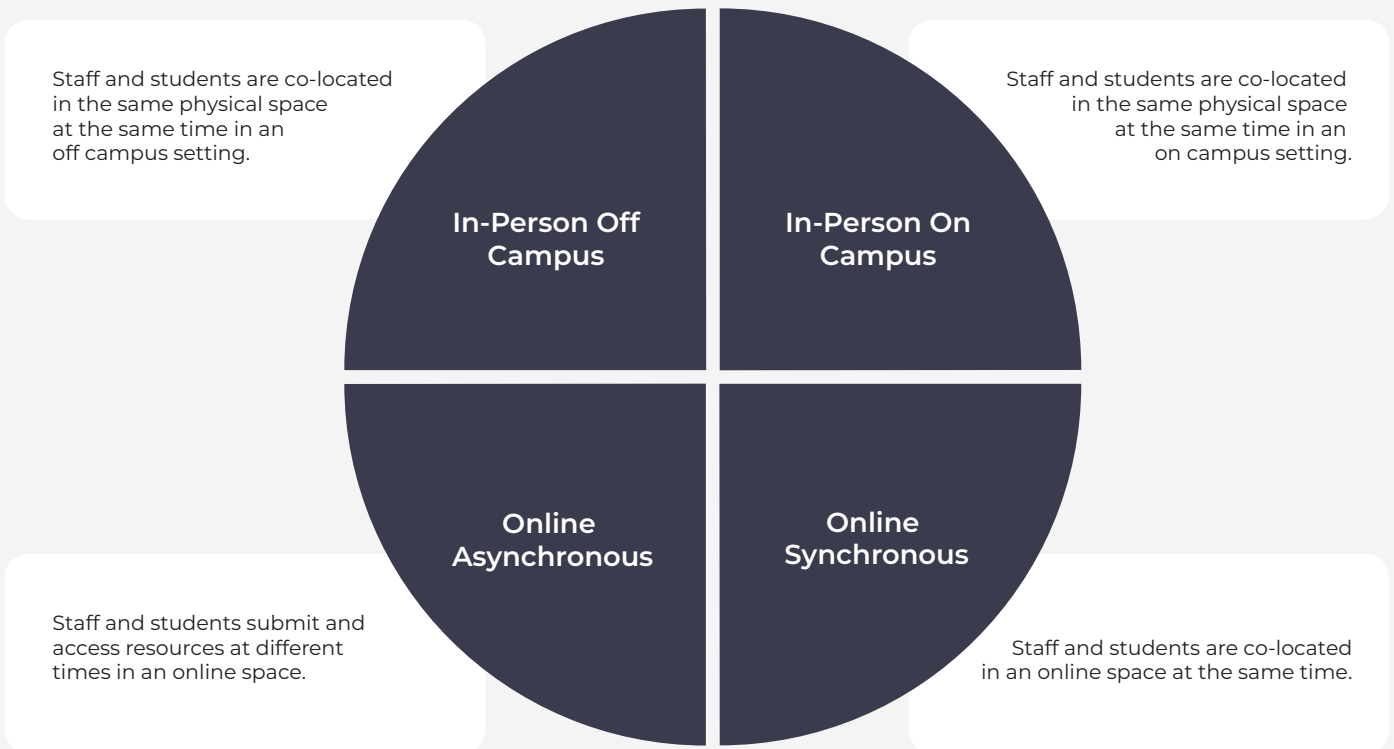
Modality

04

Modality

An emerging consideration for our curriculum is how students will access their learning. Our experiences of teaching in online spaces now affords us the opportunity to consider how we might use different spaces and "teaching modes" for a more blended experience.

Apart from those programmes developed specifically for Liverpool Online, on campus face-to-face experiences will still form the majority of the learning and teaching activities for our students. However, we can begin to make use of other modes of teaching to enhance the experience and maximise the accessibility of our curriculum.

We have identified four core teaching modes that should be considered as part of a curriculum design process, as this modality will also influence teaching activities and assessment strategies.

A key aspect of a more blended design is to think through how the modes can be used collectively to support each other, rather than sitting in isolation. Also it's important to note that some teaching modes lend themselves more naturally to active learning than others and so when you are thinking through your learning activities please do also take into account the Hallmarks and Attributes that might also be supported.

Staff and students are co-located in the same physical space at the same time in an off campus setting.

Staff and students are co-located in the same physical space at the same time in an on campus setting.

In-Person Off Campus

In-Person On Campus

Online Asynchronous

Online Synchronous

Staff and students submit and access resources at different times in an online space.

Staff and students are co-located in an online space at the same time.

In Person On Campus

The in person, on campus sessions should be as "active" as possible, with high levels of student engagement and opportunities for discussion. The mode is characterised by a high degree of interaction, and so the sessions work well when designed to link with any online asynchronous work. For example you may set students a pre-task as part of their online asynchronous sessions and then ask them to submit questions prior to the in person session which can then be used to discuss the issues/questions raised.

In a blended context in person sessions can be used to clarify learning, deepen understanding and to provide an opportunity for debate, which might not take place so readily in an online environment.

These in person sessions are also an opportunity for students and staff to be co-located in a physical space and "connect" beyond the isolation of online spaces so the use of interactive quizzes and game based activities can be used to energise the learning in a way that's not always easily created in an online environment.

Online Synchronous

This mode is also characterised by a high level of interaction between staff and students, with the ability to provide instant feedback, dynamically expand upon concepts where necessary and address student questions instantly.

It is necessary for students to have access to a reliable internet connection and, although the mode offers a degree of location flexibility, the fixed timing requires everyone to be online at the same time in order to participate, although recording these session can be useful for those not able to attend.

The mode often employs familiar, classroom type elements such as group discussions, whereby individuals communicate at the same time, from different locations using the same communication tool.

Online Asynchronous

This mode is characterised by a high degree of flexibility, as this is independent of physical location and time zone, and is easily scalable to accommodate large numbers of students.

An internet connection is required, although it is normally possible for most, if not all, of the learning to take place when the student is 'offline'. Whilst this mode is prevalent in Liverpool Online programmes, this may be a new experience for our on campus students, and the limited contact may leave some feeling isolated or lacking in motivation which is why it should be used sparingly in the context of an on campus programme.

The mode can be seen as providing a 'flexi-time', student-led learning experience, whereby individuals communicate at different times, from different locations using the same communication tool.

In Person Off Campus

The majority of learning for on campus programmes will take place, 'on campus'! But there may be opportunities for learning to take place beyond the campus environments. There are already examples of programmes who do this regularly with field trips and visits, but we would encourage all programmes to consider providing an off campus learning experience for students.

Programme and curriculum design model

05

Programme and curriculum design model

While the guidance for Liverpool Hallmarks and Graduate Attributes will be a useful prompt to inform ad hoc innovations and enhancements to your curriculum, it is also a key reference if you are approaching a whole-programme exercise, i.e. developing a new programme or undertaking a periodic/elective programme review. (NB: Programmes are understood here to include components within the context of Honours Select.) To help you do this, the framework is therefore complemented by an holistic programme and curriculum design model which is flexible, structured and supported.

The design model is based on two fundamental principles. First, ownership of your programme, including responsibility for its development, lies with you and your academic colleagues. Therefore, the design model is flexible, and your engagement with it is for you to manage. For example, the 'In practice' ideas embedded within the Curriculum Framework statements are suggestions rather than a checklist to be followed. Where you are undertaking a periodic/ elective programme review, you can engage with relevant qualitative and quantitative datasets, and focus your attention on those areas of the curriculum where enhancement will have most impact. Where your programme is accredited by a PSRB, you can determine how you wish to link/combine internal approval/revalidation with external (re-)accreditation. Where your programme is one of a suite of related programmes, you can review your programmes individually or collectively. Finally, for multi-year UG programmes undergoing review, you can determine whether it makes sense to introduce your revised curriculum to all cohorts simultaneously as a 'big bang' change, or to roll it out progressively starting with a specific cohort.

Support and guidance on design and pedagogical issues are available, as is support sourcing and interpreting relevant datasets, and critical friends to help you as you prepare approval documentation. However, you will always retain overall ownership of your programme with responsibility for its design, submission for approval, and subsequent delivery.

Support and guidance on design and pedagogical issues are available, as is support sourcing and interpreting relevant datasets, and critical friends to help you as you prepare approval documentation. However, you will always retain overall ownership of your programme with responsibility for its design, submission for approval, and subsequent delivery.

The second principle on which the design model is based is that an overall vision for your programme is established first, and that detailed curriculum design only happens once this is in place. The reason for this is that your students experience your programme holistically.

This model is embedded within the overall Plan-Design-Approve (PDA) process. Programme Level Design (PLD) is undertaken within the Plan stage of PDA and feeds into your submission for outline approval. Once a programme has received outline approval then the more detailed curriculum design takes place within the design stage and contributes to your submission for final academic approval/ revalidation. (In reality these may overlap and in some cases you will want to start part two before formally completing part one.)

Part 1
Programme Level Design (PLD)

Holistic programme design focuses on the programme team collectively establishing:

- a programme vision (what the world will look like for your students after graduation
- programme aims (broad statement of the programme team's intentions with the programme)
- programme learning outcomes (what your graduates will be able to do on successful completion of your programme in relation to academic knowledge, skills and understanding, and the Graduate Attributes)
- key milestones on the student journey through your programme (e.g. placements, the acquisition of threshold concepts)
- key features of programme structure, including the design of academically coherent pathways, which facilitate the student journey
- holistic pedagogical strategies, in line with the Liverpool Hallmarks, for teaching, learning, assessment, and the use of educational technologies to deliver learning outcomes.

This happens in three stages:

SELF EVALUATION

STAGE 01

STAGE 03

STAGE 02

DESIGN WORKSHOP

SCOPING MEETING

PLD Stage 1
Self Evaluation

For existing programmes, the programme leader/ champion, working with other members of the programme team as necessary, undertake a programme-level self-evaluation:

Using a pre-determined set of questions this evaluation will ask programme teams to:
- Outline how effectively the programme currently embeds the Liverpool Hallmarks, Graduate Attributes and Curriculum Principles.
- Draw upon key data sets to identify current areas of strength and areas for improvement.
- Outline a set of priorities and objectives for the forthcoming design process.
- Identify opportunities for innovation, where appropriate, in programme and module delivery including blended/hybrid learning or online learning.

For programmes undergoing formal review it is also expected that the programme lead will undertake a student consultation exercise to ensure the very latest qualitative student experience data is available to inform decisions.

For new programmes this stage will be based upon the outline approval process and will include:
- Establishing and identifying a need for the programme (as part of the Faculty portfolio planning process)
- Draw upon key data sets to identify and compare similar programmes in the sector.
- Outline a set of priorities and objectives for the forthcoming design process.
- Identify opportunities for innovation, where appropriate, in programme and module delivery including blended/hybrid learning or online learning.

PLD Stage 2
Scoping Meeting

The programme leader/champion participates in an initial scoping meeting with a design workshop facilitator from the Centre for Innovation in Education. This is an opportunity to plan the design workshop and to identify participants for the programme design workshop, and to identify key areas of activity for the workshop on the basis of the evaluation and programme-performance data.

PLD Stage 3
Design Workshop

The programme design workshop is where the workshop facilitator supports the programme team and workshop attendees to focus on setting out the programme vision, programme aims and programme learning outcomes. This includes an overall structure and key milestones for students progressing through the programme. This will include overall pedagogical strategies, approaches to assessment and feedback as well as identifying where Liverpool Hallmarks are being developed and the extent to which the programme aligns to the curriculum framework principles.

PLD Stage Outcomes

PLD Stage 1: Initial responses to evaluation/outline planning exercise; identify key issues emerging from programme-performance data, etc. which need to be addressed and gather together comments from wider stakeholders. The outputs from this process will then be used to work with the design workshop facilitator as part of the scoping meeting.

PLD Stage 2: The scoping meeting provides an opportunity for the design workshop facilitator from CIE to work closely with the programme lead, to plan the design workshop, focussing on key objectives (as identified through the data and stakeholder comments). The outcome form this will be a coherent design workshop structure and associated resources.

PLD Stage 3: The design workshop is a key component of the overall quality assurance process. The outputs from the design workshop will feed directly into the quality assurance documentation requirements which includes:

- Agreeing programme aims and objectives.
- Agreeing programme learning outcomes.
- Agreeing programme structure (including core and option modules).
- Outlining approaches to assessment and feedback.
- Outlining approaches to the Hallmarks, Attributes and Principles (including initial mapping of these to the programme).
- Outlining approaches to hybrid teaching (drawing upon the teaching modes).

Part 2
Module Level Design (MLD)

The majority of programmes at the University of Liverpool are modular-based. However there are non-modular programmes which use a component based approach to programme design. In the context of this guidance there the term "module" is used it also refers to "components" of a programme where a formal modular structure does not exist. In both cases the module / component learning outcomes should be "aligned" to the overall programme outcomes.

With programme level design complete (and outline approval secured), detailed curriculum design builds on the programme vision, aims, learning outcomes, programme milestones, and pedagogical strategies, and focuses on developing module or programme component aims and learning outcomes and undertaking detailed curriculum design at a module level. Using the constructive approach modules or programme components should be developed in line with the programme learning outcomes and ensure that they are appropriate to the level of study.

There are two distinct stages within this more detailed curriculum design phase:

MLD Stage 1: Module/Component Self Evaluation

The module leaders undertake a module-level self-evaluation process which aims to identify/update:
· Module intended learning outcomes
· Assessment design and feedback methods
· Learning activities
· Teaching modes

· Specific design considerations (incorporating Liverpool Hallmarks, Graduate Attributes and other policies and regulations) that will also include technology-enhanced learning, skills development, and inclusion and diversity.

If the module already exists, the module lead should also review student evaluations and achievement data to help inform any changes.

MLD Stage 2: Curriculum Consolidation Meeting

The consolidation meeting is where the programme team discusses the overall programme (including new/updated modules/ programme components) and where they focus on agreeing (a) module/ programme component aims and learning outcomes (including the Graduate Attributes), (b) assessment design, learning activities and teaching methods, (c) ensuring these module/ programme component aims, learning outcomes, assessments etc. support the overall programme learning outcomes and (d) identifying areas for further design work needed ahead of submission for academic approval.

MLD Stage Outcomes

MLD Stage 1: Initial responses to self evaluation and, where appropriate, key issues from module-performance data, etc. Module team make proposed updates to module specifications based on identified changes in readiness for the curriculum consolidation meeting.

MLD Stage 2: Upon completion of the consolidation meeting it should now be possible to finalise all programme documentation as required for the validation/revalidation process.

The curriculum design model is flexible, structured and supported. It is flexible reflecting the fundamental principle of your ownership of the programme: it is for you to manage the redevelopment of your programme/curriculum and to decide how you think it makes most sense to engage with the framework.

The design model is structured in that it is aligned to the six Curriculum Framework statements themselves and to the requirements of outline approval and final approval within the Plan–Design–Approve process. Finally, it is supported, in that your engagement with the Curriculum Framework and design model will be facilitated by peer academics outside your discipline area and by educational developers in the Centre for Innovation in Education.

Further support for the Liverpool Curriculum Framework

06

Further support for the Liverpool Curriculum Framework

- CIE's online resource database contains various resources which you can freely access (and indeed contribute to on the basis of your own practice).
- The joint CIE–Academy programme of CPD events and annual learning & teaching and pedagogic research conferences are open to all.
- The CIE team are on hand to help. Your Faculty has a named link within CIE who is your first port of call and can draw on the collective expertise of the wider CIE team to support you.

- Via our large and growing network of senior and principal fellows of the HEA, National Teaching Fellows, and internal Learning & Teaching Fellows, the University has a rich pool of educational talent which can help you embed the Liverpool Curriculum Framework.
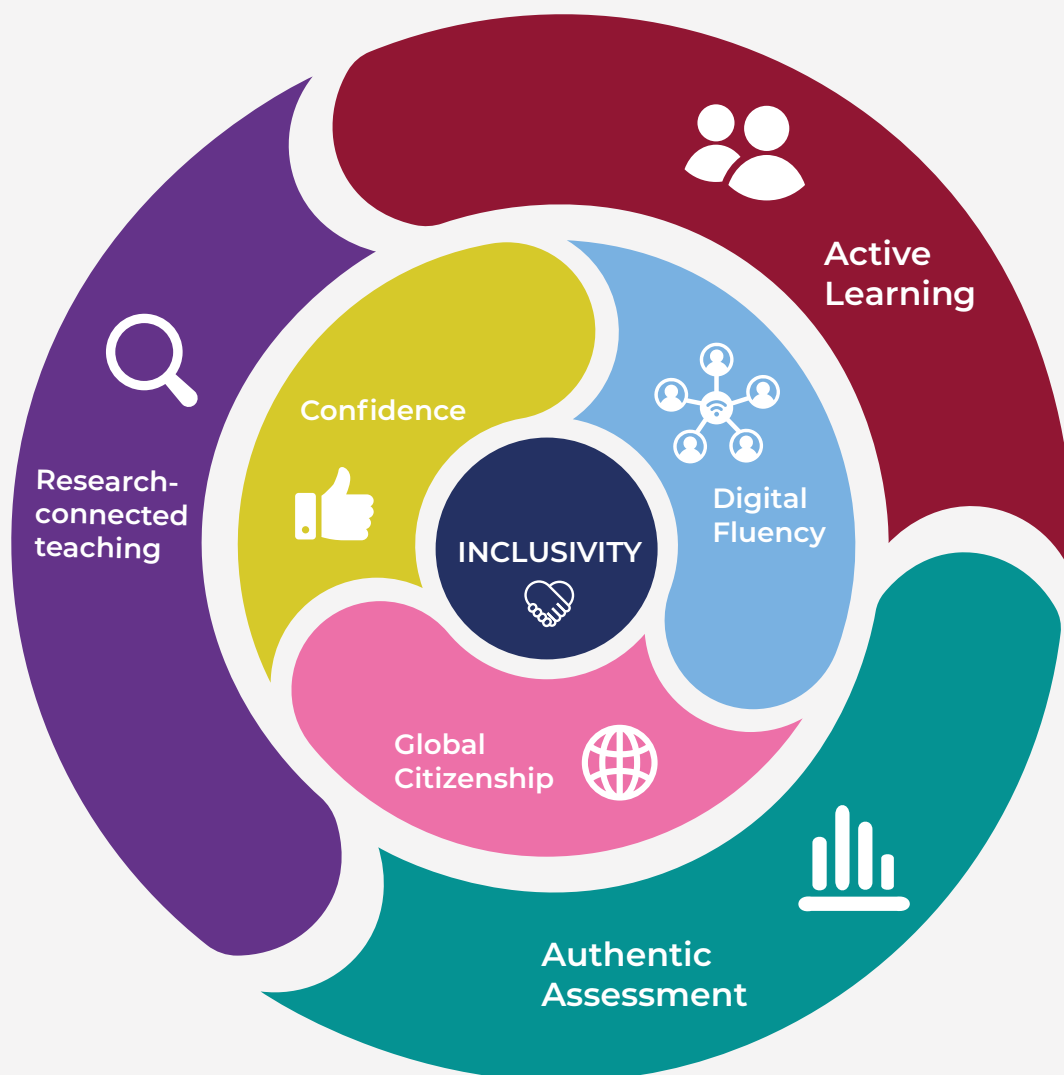
07

Overview and Core Value

Underpinning all of our curriculum is the core value of Inclusivity:

"An inclusive curriculum is one where all students' entitlement to access and participate in a course is anticipated, acknowledged and taken into account"

Advance HE Inclusive curriculum design in higher education 2011.[1]

This requires us to think deeply and purposefully about the design of our curriculum to ensure that it is representative of the diversity of students and provides equal access to the curriculum for each of them. The framework uses the term "inclusivity" to encompass the broader activity of Equality, Diversity and Inclusion (EDI) and is summarised below:

What is equality?

At its core, equality means fairness: we must ensure that individuals, or groups of individuals, are not treated less favourably because of their protected characteristics. Equality also means equality of opportunity: we must also ensure that those who may be disadvantaged can get the tools they need to access the same, fair opportunities as their peers.

What is diversity?

Diversity is recognising, respecting and celebrating each other's differences. A diverse environment is one with a wide range of backgrounds and mindsets, which allows for an empowered culture of creativity and innovation.

What is inclusion?

Inclusion means creating an environment where everyone feels welcome and valued. An inclusive environment can only be created once we are more aware of our unconscious biases, and have learned how to manage them.[2]

Diversity dimensions	Examples
Educational	Level/type of entry of qualifications: skills; ability; knowledge; educational experience; life and work experiences; learning approaches.
Dispositional	Identity; self-esteem; confidence; motivation; aspirations; expectations; preferences; attributes; assumptions; beliefs; emotional intelligence; maturity; learning styles perspectives; interests; self-awareness; gender; sexuality.
Circumstantial	Age; disability; paid/voluntary; employment; caring responsibilities; geographical locations; access to IT and transport services; flexibility; time available; entitlements; financial background and means; marital status.
Cultural	Language; values; cultural capital; religion and belief; country or origin/residence; ethnicity/race; social background.

(Source: Thomas and May, 2010)

An inclusive curriculum design is beneficial for students, staff and the university because it places the student at the heart of the design process and requires that they are an active part of that process.

If we start off our curriculum design process with inclusivity front and centre of all that we do it will mean that our students feel more connected to their learning and are more likely to succeed.

Liverpool Hallmarks

Our pedagogical philosophy is based on these Liverpool Hallmarks:

08

Liverpool Hallmark: Research-connected teaching

Research-connected teaching: feeds current and cutting-edge research findings into the syllabus; progressively builds students' critical understanding of the nature of research and enquiry, both in disciplinary and generic contexts; and develops students' practical research skills through engaging them in enquiry and other forms of disciplinary and interdisciplinary research activities.

Research-connected teaching develops students as producers and not just consumers of knowledge as they are involved in fieldwork, compositions, performances, experiments, enquiry-based project work, etc.

Educational benefits

Using research-connected teaching can help you to:

Motivate your students, give them ownership of their own education and facilitate their learning across the curriculum (Fung 2017).

Foster deep, higher-order skills, such as analysis, synthesis and evaluation (Brown 2017).

Challenge your students and develop their creativity, adaptability and resilience, enhancing their core employability (Brew 2007; Healey & Jenkins 2009; Kahn & O'Rourke 2004).

Enable your students to make a real difference in the wider world by applying their learning to real-world issues (Fung 2017).

Diversify assessments, creating variety and choice to help ensure that all your students are included and not disadvantaged by particular forms of assessment (Brown & Glasner 2003).

Better prepare your students for final research projects, which can otherwise be daunting (Voelkel et al. 2016).
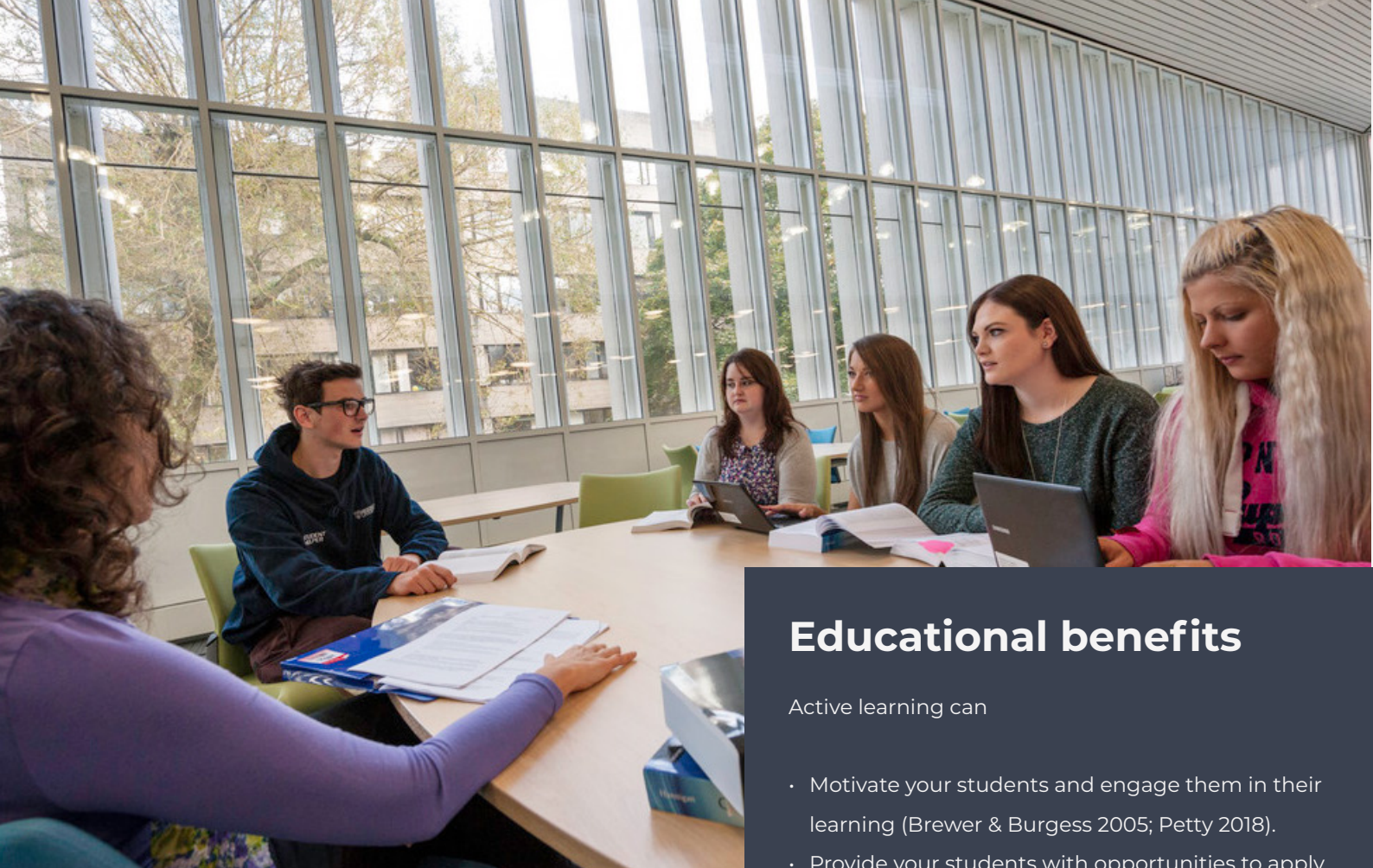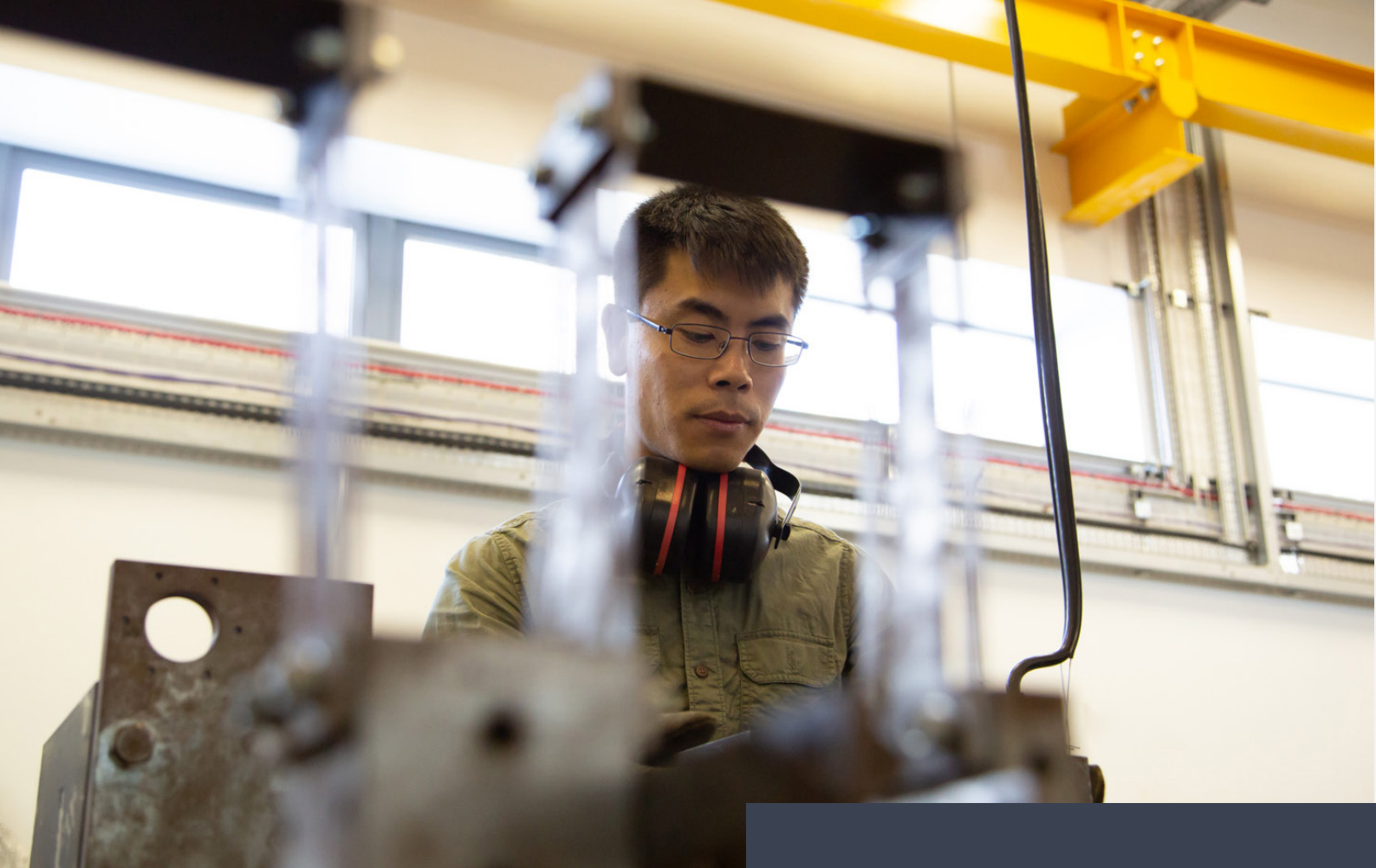
Increase student satisfaction (Brewer et al. 2012; Lopatto 2004; Walkington 2015).

Enhance your students' media literacy and their ability to communicate their findings to different audiences.

Liverpool Hallmark: Active learning

Relies on instructional methods which engage and challenge students in the learning process through activities, often collaborative and reflective, not only inside but also outside the classroom (Zepke & Leach 2010). Active learning contrasts with traditional transmission-based models of learning where students are passive receptors of knowledge from an instructor (Prince 2004). Active learners are continuously using feedback to assess the extent of their learning and identifying what they need to learn next, with or without a tutor present.

Educational benefits

Active learning can

- Motivate your students and engage them in their learning (Brewer & Burgess 2005; Petty 2018).
- Provide your students with opportunities to apply skills, knowledge and understanding (Exley & Dennick 2009), thus fostering deeper learning and higher-order thinking skills (Persellin & Daniels 2014; Biggs 2003).
- Facilitate your observation of and interaction with your students as they engage in learning activities, providing you with immediate feedback on the extent to which they are meeting the intended learning outcomes, and allowing you to adjust your teaching accordingly (Exley & Dennick 2009).
- Enhance your students' employability through individual and collaborative working, through working autonomously, and through their learning relationships with others: this can enhance your students' belief in their ability to achieve their objectives (Zepke & Leach 2010).
- Support students from various backgrounds to develop social and cultural capital by giving insights into other perspectives and ways of approaching understanding (Zepke & Leach 2010).
- Improve examination performance (Freeman et al. 2014).

Liverpool Hallmark: Authentic assessment

Requires students to undertake tasks which demonstrate meaningful and integrated application of relevant academic knowledge, skills and understanding. These tasks mirror those that students can expect to undertake as a citizen or graduate-level professional. 'Authentic', or mimicking real life, could refer to the format of the output (e.g. performance, report, video), the intended audience or the purpose of the task. In addition, authentic could refer to the nature of available resources, the collaborative nature of the task, its typical duration, or the potential scope for negotiation in the brief.

Educational benefits

The use of authentic assessment can:

- Help your students become intrinsically motivated by engaging in tasks that are relevant outside academia (Coon & Walker 2013).
- Have a positive impact on your students' learning by mirroring real-life physical contexts and resources (Gulikers et al. 2004).
- Contribute to your students' development as self-managing practitioners and self-directed learners by encouraging high-level learning (Lester & Costley 2010).
- Improve the validity and reliability of assessments as a measure of student learning by broadening the range of assessment tasks (Mueller 2005).
- Help your students close the gap between the competencies and skills associated with education, and those needed in professional life by exposing them to socially-situated, collaborative, real-life tasks (Ashford-Rowe et al. 2014; Cranmer 2006; James & Casidy 2016; Mungal & Cloete 2016).

Graduate attributes

Our curriculum will provide students with opportunities to develop these Graduate Attributes:

09

Graduate Attribute: Confidence

Confident graduates are engaged, curious, creative, proactive and resilient. They can apply their academic knowledge, skills and understanding and their broader personal attributes in a wide range of familiar and unfamiliar contexts and settings.

They recognise these qualities in themselves and articulate them to others where appropriate, e.g. prospective employers. Students develop their confidence through engaging with the world beyond the University, ... undertaking live projects, work placements, community based projects, study abroad and other activities as part of the curriculum.

Educational benefits

Graduates who are engaged, curious, creative, proactive and resilient can:

- Develop a heightened awareness of the skills and attributes they are developing, and be able to articulate them (HEA 2016; Riebe & Jackson 2014).
- Cope with changing environments and transitions within a portfolio career (UKCES 2014).
- Articulate how they have engaged with a vocationally relevant curriculum and applied academic knowledge in practice and in real-life and/or unfamiliar contexts.
- Understand that making mistakes can be a positive learning experience.
- Demonstrate their ability to transfer skills and knowledge through articulating their experience of work-based learning projects or sandwich-year placements (Yorke & Knight 2006).
- Understand how their learning can be applied in real life (HEA 2013; HEA 2016).

Graduate Attribute: Digital fluency

Digitally fluent graduates are able to think critically and make balanced judgements about the information they find and use. They are able to effectively utilise digital platforms to connect, collaborate, and communicate in academic and professional contexts and as citizens. Whilst maintaining a critical perspective, digitally fluent graduates are open to continuously developing digital practices and artefacts in their specialist subject areas and in organisational settings. They skilfully manage their digital identity across multiple platforms in a professional and responsible manner.

Educational benefits

Developing the digital fluency of your students can help you to:

- Enable your students to live, learn, work and succeed (JISC 2017) and empower them as citizens who can reach and express informed views and engage fully in a digital society (CILIP Information Literacy definition 2018).
- Develop your students' critical thinking and ethical awareness by requiring them to make creative and critical use of technologies.
- Deepen your students' understanding by asking them to articulate their learning in different media.
- Increase your students' confidence and flexibility, and transform their approach to learning by enabling experimentation with new technologies in a safe, collaborative learning environment (Jeffrey et al. 2011).

Graduate Attribute: Global citizenship

Global citizens see themselves as part of a community at every level from the local to the global, and recognise that this comes with responsibilities based on equality, respect and valuing diversity. They are sustainability literate and committed to a 'society, economy and ecology that are viable now and long-term' (Sterling 2012).

Developing global citizens within the curriculum involves internationalisation, inclusion and diversity, and education for sustainable development (ESD). Internationalisation includes developing all students' intercultural skills and embedding local and global perspectives. Inclusion and diversity and ESD enrich internationalisation, with an emphasis on belonging, social impact, justice and on developing critical approaches to the way we live.

Educational benefits

By taking a global citizenship approach you can help:

- Supporting students to develop the knowledge, competencies and ability to pursue sustainable visions of the future, appreciate the complexity of world, the 'wicked problems' that continuously emerge, and how they caan be personally and professional contribute to positive change (QAA, 2021)
- Promote a sense of belonging and inclusion amongst your students through their experience of an outward-looking curriculum that reflects social and ethnic diversity. This can be one way to address inequities, such as the black attainment gap in HE (Buckley-Irvine 2017; NUS 2017), and promote a positive experience for students with disabilities, such as anxiety.
- Enable student achievement through collaboration with international partners (Blessinger & Cozza 2017).
- Benefit all students through an inclusive curriculum that accommodates students with disabilities and from all backgrounds (JISC 2015).

10

Support

Support is available throughout your programme and curriculum design work. Since new programme development and periodic programme review are driven by Faculty Portfolio Development Plans and the periodic review schedule, you are able to plan your work and secure appropriate support in good time.

Support to help you is available from a number of Professional Services (PS) departments, for example Academic Quality & Standards Division (AQSD), Student Administration & Support (SAS), Careers & Employability Service (CES), Centre for Innovation in Education (CIE), External Relations, Marketing & Communications (ERMC), the Library, as well as school/institute/faculty teams.

Detailed case studies, toolkits and other resources are available to help you from the CIE online resource bank, and you may be able to source relevant resources via your own discipline networks.

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