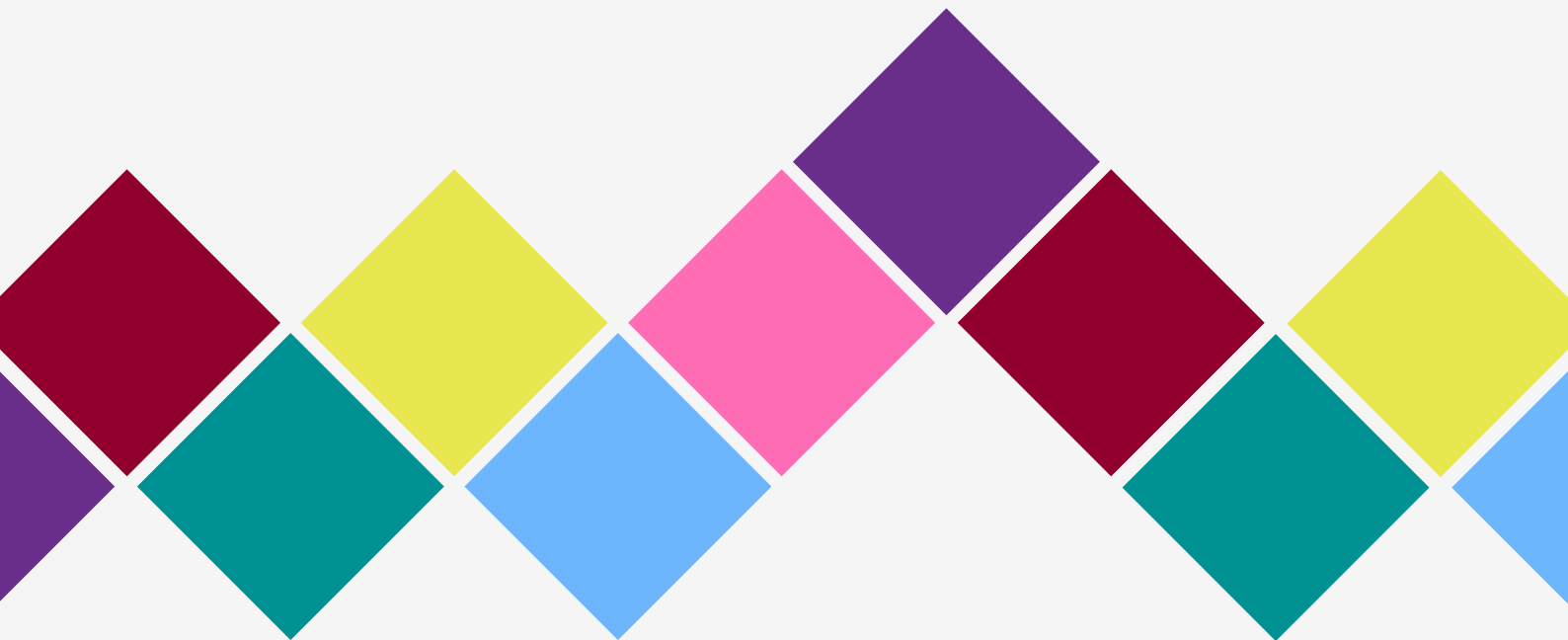




# Curriculum 2021

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



# 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 2016-21). Central to realising this vision is your work on the ground delivering your programme to your students, and Curriculum 2021 has been developed to help you.

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.

While your students' experience of university includes co- and extra-curricular provision, it is through the core curriculum – shaped by the Liverpool Hallmarks and our curriculum design principles (see p. 20) – 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 Hallmarks and Attributes is therefore foundational to programme design. Your programme will doubtless embody some aspects of them already; indeed this booklet contains a number of examples of effective practice at Liverpool.

Curriculum 2021 is a set of tools, flexible resources and structured support to help you take this further, understanding the Hallmarks/Attributes 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 (consistent top-quartile levels of student satisfaction, top-20 performance for graduate-level employment) which are essential to securing TEF Gold.

This overall picture is illustrated in the figure on p. 3.

# 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 2016-21 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 our 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

Our curriculum is characterised by:

The Liverpool Hallmarks:

- Research-connected teaching
- Active learning
- Authentic assessment

and

Curriculum design principles  
(see p. 20)

# Liverpool Hallmarks and Graduate Attributes

At the heart of the Curriculum 2021 toolkit is a curriculum framework of six statements, covering the Liverpool Hallmarks and Graduate Attributes (pp. 6-17). These statements are generic and therefore do not cover the academic knowledge, skills and understanding of your discipline. In order to help you understand the Hallmarks and Attributes, each statement provides a definition (summarised on p. 5) 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 learning preferences, 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. The two-page 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 bank.

You can use the Curriculum 2021 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.

## Programme and curriculum design model

The Curriculum 2021 framework is also 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 six statements are supplemented by a flexible, structured and supported design model (pp. 18-21). The model splits programme and curriculum design into two discrete stages. First, you and your team are invited to establish collectively the high-level character of your programme. Only once this is in place are you invited, secondly, to (re)develop a detailed curriculum.


The Curriculum 2021 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 2021 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 2021 framework and design model can be facilitated by peer academics outside your discipline area and by relevant professional services.

## Further support for curriculum 2021


- [CIE's online resource bank](#) 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 pedagogical research conferences are open to all.
- The CIE team are on hand to help. Your school/institute 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 deliver Curriculum 2021 and our institutional vision.

# Curriculum 2021 at a glance


## Our pedagogical philosophy is based on these Liverpool Hallmarks:



**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.




**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.




**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.


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



**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.



**Digital fluency.** Digitally fluent graduates 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.



**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. ... 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.





## 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.

# Considerations for your programme team

Taking into account that you might be doing some/all of these already:

- What disciplinary, professional and generic research skills is it appropriate for your students to develop? How can you help your students build them?
- How can you provide your students with a throughline of research-related activity and support through the whole programme as they develop research knowledge and skills across modules?
- How can you co-create opportunities for research-connected learning with your students, alumni and/or employers or using our global network of campuses and partners?
- How can you design your curriculum to incorporate enquiry-based activities, rather than focusing on the transmission of content?
- How can educational technology be harnessed to support research-connected teaching?
- How can you enable your students to participate in current debates in your field?
- *How can you embed the curriculum design principle that 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)?*
- *How can you embed the curriculum design principle that all programmes include applied enquiry-led learning in at least one required module each year (UG only)?*

# In practice

Some ideas could include:

- Provide disciplinary research methods training; introduce your students to innovative research methods, e.g. data visualisation tools.
- Provide your students with opportunities to develop collaborative, reflective and presentation skills.
- Organise 'meet-the-researcher' activities, allowing your students to interview active researchers about their work.
- Build research activity and responsibility from short, focused elements in the early stages of your programme, e.g. identifying a set of research articles relating to a given question, reviewing them critically, collecting data, finding an interesting question.
- Use enquiry-, problem- and discovery-based learning around challenging, open-ended, real-world challenges.
- Allow your students to co-create their research experience, e.g. by choosing the subject of their enquiry, formulating the research questions or selecting appropriate methods.
- Support your students' learning throughout their research/enquiry process: explain how each task constitutes research; create protocols for fair and effective student group-working; facilitate your students' critical reflection, e.g. on the success and limitations of their approach; and use formative assessment and feedback to help your students keep their research aligned to learning outcomes (Kahn & O'Rourke 2004).
- Design (or co-design with students, employers, PSRBs or alumni) learning activities based on interdisciplinary research problems in the public domain, engaging the wider local or global community.
- Set enquiry-based tasks which require your students to present their research findings to diverse audiences, e.g. conference presentations, competition entries or journal articles.
- Set tasks which require your students to present their research findings in different formats, e.g. news reports, posters, audio/video, blogs or other social media.



## Liverpool Hallmark: Active learning

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).



## Considerations for your programme team

Taking into account that you might be doing some/all of these already:

- How can your intended learning outcomes capture the high-order learning and application of learning that can be facilitated by active learning?
- *How can you embed the curriculum design principle that formative assessment and feedback/feedforward are used to engage your students in active learning in all modules?*
- How can you design a teaching and learning strategy across your programme such that the use of active learning builds up incrementally?
- *How can you embed the curriculum design principle that all programmes include applied enquiry-led learning in at least one required module each year (UG only)?*
- How can you ensure the active-learning tasks you set are accessible to students with different cultural or educational backgrounds, or different learning preferences?
- How can you achieve a balance in class time between content delivery and student participation?
- How can you use the available teaching spaces to support active learning?
- How can you use virtual spaces and/or educational technology to support active learning, cohort identity, social interaction and independent learning outside the classroom?

## In practice

Some ideas could include:

- Use enquiry-, problem- or case-based learning.
- Limit your talk-time in class and get your students to participate: explore, enquire, debate, discuss, practise, apply, experiment, simulate, analyse, imitate, produce, create, or reflect.
- Ask your students to solve problems individually or collaboratively.
- Use short class activities such as summarising (e.g. list the most important points), questioning (e.g. devise questions to test your peers), agreeing (e.g. what do you agree with, and why), critiquing (e.g. what do you disagree with, and why).
- Get your students to explain and communicate their learning; for example, end a lecture with a 3-2-1 format: ask your students to write down three things that really interest them; two things that they would like to know more about; one idea they will find out more about tonight.
- Pace a lecture in 10-2 time: ten minutes of presentation; two minutes for your students to check their notes, process the learning, and summarise in pairs.
- With large groups, use in-class polls to ask your students to provide responses anonymously to a question; then ask them to discuss and evaluate the responses.
- Harness other learning technologies in and out of class such as online simulations, serious games, video case studies.
- Engage your students through social media with current developments in your academic/professional community.
- Use team-based learning, flipped classroom, living labs and real-world projects, simulations and role-play.



## Liverpool Hallmark: Authentic assessment

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).

## Considerations for your programme team

Taking into account that you might be doing some/all of these already:

- *How can you embed the curriculum design principle that the use of authentic assessment is built up progressively and maximised across your programme?*
- How can you involve external stakeholders in the design and delivery of assessment tasks?
- How can you help your students understand and value the authenticity of their assessments?
- How can you incorporate peer- or self-assessment into the tasks you set?
- How can you use educational technology to support authentic assessment?
- How can you ensure the tasks you set are accessible to students with different cultural or educational backgrounds, or different learning preferences?

## In practice

Some ideas could include:

- Use project-based or practical assignments to give your students the opportunity to apply their learning in a real-life situation.
- Set collaborative tasks that deliver real-world 'products' or 'performances'.
- Set tasks which require your students to adopt different perspectives, take on different roles, or address different audiences.
- Involve alumni, practitioners, employers or community groups in the setting of assessments, as the audience for your students' reporting, or as assessors of their work.
- Set projects, group exercises, peer assessments, portfolios, case studies, debates, videos, essays, practicals, teaching experiences, scientific lab assignments, or wikis.
- Explain what makes your assessments authentic in the context of graduate-level professional life.
- Require your students to complete tasks under the same or similar conditions as practitioners outside academia (tools, resources, etc.), including how the work is presented/delivered.
- Allow your students to negotiate some parts of the task, e.g. setting the problem, selecting the tools or delivery format, or perhaps some of the assessment criteria.





## 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, including public, private and third-sector organisations, as well as community groups, and 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).

## Considerations for your programme team

Taking into account that you might be doing some/all of these already:

- *How can you embed the curriculum design principle that your students can undertake a substantial work placement and/or experience a period of study abroad, thereby contributing to the Strategy 2026 target of 50% of UG/PGT students having such an experience by 2026?*
- How can you ensure that such curriculum-based opportunities are maximally accessible to all students?
- How can you design your assessment strategy such that skills and attributes (e.g. confidence, leadership, adaptability) developed are explicitly recognised and articulated?
- How can your curriculum provide your students with an opportunity to consider how their academic knowledge, skills or understanding can be applied in an entrepreneurial way?
- How can you ensure that the reflective learning process is explicitly articulated (as appropriate) in the learning outcomes, learning and teaching design, and assessment strategies, at module and programme level?
- How can you engage employers or community members in the development of your curriculum?

## In practice

Some ideas could include:

- Offer your students work-based learning opportunities for credit in the profit/not-for-profit/voluntary/community sectors, locally, nationally, or overseas, with assessment strategies designed to demonstrate subject learning and the development of skills/attributes as appropriate.
- Set open-ended, problem-solving tasks, including assessments requiring reflection on the individual/group learning gained, i.e. create opportunities for students to make mistakes and to view this as a positive learning outcome.
- Offer work-related learning whereby external organisations or groups set real-life projects which can be completed in whole or in part outside the university setting.
- Invite external experts to deliver guest lectures and master classes so that your students can see the application of their subject outside the academic environment.

## Strategy 2026

Strategy 2026 envisions that 'our students will be highly employable global citizens'. To achieve this, 'we will work in partnership with our collaborators ... to ensure their interests and aspirations inform our activities'. These collaborators include employers, PRSBs, stakeholders, and our community.

The University has a specific target to 'provide every on-campus student with the opportunity of a placement or related industrial activity (including volunteering and entrepreneurship opportunities)' and to track engagement and assess 'employability-related learning gain'.





## 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).
- Prepare your students to adopt technologies in their professional and personal lives by exposing them to your subject's varied digital practices.

# Considerations for your programme team

- What does digital fluency mean in your subject area? How could each of the six elements of digital capabilities (see diagram opposite) be captured in your programme and module learning outcomes?

- What are the digital practices and preferences of your students? How could you support and enhance these in an inclusive way?

Taking into account that you might be doing some/all of these already:

- *How can you embed the curriculum design principle that your students' digital skills are developed progressively?*

- How will your students recognise, articulate and record the digital capabilities that they are developing? How could you support these practices during their programme?

- How can your students get the most out of our digital resources?

## In practice

Some ideas could include:

- Set tasks that require your students to find and critically evaluate a range of digital media, e.g. text, image, video, animation or audio.
- Challenge your students to discover, develop and share (new) ideas and research data using digital tools.
- Set tasks that require your students to consult and critically evaluate a range of academic, professional and industry information sources.
- Demonstrate to your students the advantages and pitfalls of social media for following your subject's developments and participation in online professional networks.
- Ask your students to evaluate their online identities and those of academics/professionals in your field.

- Get your students to present their findings in a range of digital formats, appropriate for a defined audience or purpose (report, social media post, video, etc.).

- Set tasks which require your students to work with, store and share data and information digitally, and to understand and apply ethical, legal and security requirements, e.g. using and sharing information and media created by others, and participating in digital networks safely, ethically and with respect.

- Encourage your students to develop digital learning practices, signpost them to applications that help them organise and plan their work (e.g. productivity, mind-mapping tools) or record their learning or achievement (writing reflective logs, etc.).

- Set tasks which require your students to problem-solve individually or collaboratively using digital technologies.

- Get students to critically reflect on and evaluate their use of technologies and resources in specific tasks.

- Include a link in your programme/module handbooks to the [Library's KnowHow](#) workshops which include digital fluency and information literacy-related sessions.

- For more concrete ideas for digital activities mapped to your learning outcomes, please consult [JISC's Digital Bloom's taxonomy resource](#).

- Relate your assessment criteria to your students' digital skills.

## Strategy 2026

We are committed to becoming a 'connected global university at the forefront of knowledge leadership' by educating the next generation of 'agents for change in a connected world'. We do this by supporting the 'effective digital ways of working' of our students as they become digitally fluent graduates.





## 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 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 and justice and on developing critical approaches to the way we live.

### Educational benefits

By taking a global citizenship approach you can help:

- Broaden your students' ethical, cultural and geographical horizons and develop employable, future-fit graduate citizens well-equipped to actively contribute to global sustainability, work effectively with people from diverse backgrounds (QAA 2014), and thrive in a complex, interdependent world.
- 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).

# Considerations for your programme team

- What does global citizenship mean in the context of your discipline?

- What is the equality impact of your curriculum? How will it be experienced by women, black and minority ethnic, international, disabled, older and LGBT students?

Taking into account that you might be doing some/all of these already:

- How can you develop your students' international perspectives and intercultural skills?
- How can you enable your students to engage with global aspects of the curriculum?
- How can you ensure that a rich spectrum of perspectives are included in your syllabus, e.g. from a range of national, cultural and social backgrounds?
- How might you adapt the QAA's [graduate outcomes for ESD](#) or the [UN's Sustainable Development Goals](#) in your curriculum?

## In practice

Some ideas could include:

- Choose guest speakers, including alumni, who add diversity to your curriculum and/or show the impact of global and local citizenship.
- Connect your students with those in other countries or communities to collaborate on a project or conduct a comparative enquiry.
- Offer study abroad, interdisciplinary study opportunities, community engagement, international internships, and language-learning opportunities within the curriculum.
- Design assessments or activities in collaboration with, e.g. PSRBs, international staff, students as partners, alumni, local community organisations or our global network.

- Make your curriculum more inclusive, e.g. by: drawing on and valuing the diverse perspectives your students bring; presenting material in a range of different accessible formats in advance; offering students a choice of assessments; breaking lectures into shorter chunks.

- Mix students from different backgrounds in group work, starting with low-risk tasks to build confidence, e.g. using a case study that is unfamiliar to all participants to help promote reciprocal learning (Clifford & Montgomery 2017).

- Engage your students with complex local and global social, economic and environmental challenges, inviting them to reflect on their own values, encouraging and supporting them to venture beyond their comfort zone. Invite your students to collaborate with different disciplines, engage with stakeholders, and develop creative problem-solving and future-envisioning skills.

- Use the campus or local environment as a 'living lab' (or object of study) – conduct an Environmental Impact Assessment (Ferreira et al. 2006), examine local urban regeneration initiatives, evaluate our Healthy Universities work, or research the emergence of environmental law in relation to Liverpool.

- Internationalise your syllabus by including global and local perspectives, examples and case studies, e.g. broadening or localising geographical context, asking for comparisons between western and non-western phenomena.

## Strategy 2026

Strategy 2026 envisions us as 'a truly global institution' whose students 'come from diverse backgrounds and will be highly employable global citizens', and 'members of a wider community dedicated to a sustainable and just society'. We 'place student learning in the context of local, national and global challenges' 'in partnership with our international community' and 'internationalise our curricula in content, awareness and opportunity'. This attribute also relates to our [Equality Framework 2016-2026](#), our [Values and Ethics](#) and our [ESD Policy](#).

# Programme and curriculum design model

While the Curriculum 2021 framework of 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 a 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 six Curriculum 2021 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 are quite rightly the owners of your programme and responsible 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. While you and your team may individually be involved in the delivery of specific components of your programme (modules, years, pathways), and doubtless keen to ensure that these are well designed, they are part of your students' experience of the programme as a whole. Therefore the design model invites you to approach programme/curriculum design in two stages.

This two-stage design model is embedded within the Plan-Design-Approve (PDA) process. High-level programme design is undertaken within the Plan stage of PDA and feeds into your submission for outline approval. Detailed curriculum design takes place within the Design stage and contributes to your submission for final academic approval/revalidation. (In reality you may want to start stage two before formally completing stage one.)

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.



# High-level programme design

High-level programme design focuses on the programme team collectively establishing:

- a programme vision (what the world will look like for your students five years 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:

## Stage 1:

The programme leader/champion, working with other members of the programme team as necessary, considers a programme-level self-evaluation questionnaire (P-SEQ). The P-SEQ covers:

- Details of the Education Strategy and prompts for how the programme will embrace the Liverpool Hallmarks and Graduate Attributes.
- Opportunities for innovation, where appropriate, in programme and module delivery that could include blended learning or online learning.

For programmes undergoing review, the programme leader also reviews recent programme-performance data, including a student consultation, as well as innovations and enhancements introduced since the programme was approved or last revalidated.

## Stage 2:

The programme leader/champion participates in a scoping meeting with PS colleagues to identify participants for the programme design workshop, and to identify further immediate interventions (supported where relevant) on the basis of the P-SEQ and programme-performance data.

## Stage 3:

The programme design workshop where the programme team focus on programme vision, programme aims, programme learning outcomes, key milestones for students progressing through the programme and implications for programme structure, overall pedagogical strategies to deliver Liverpool Hallmarks, and identifying areas for further work needed ahead of submission for outline approval.

## Stage outcomes

**Stage 1:** Initial responses to P-SEQ; key issues emerging from programme-performance data, etc. which need to be addressed.

**Stage 2:** Programme team and PS colleagues identified, and a plan outlined, for the programme design workshop; and other work commissioned.

**Stage 3:** Statement of the programmes' educational intent to support production of the programme specification.

## Detailed curriculum design

With high-level programme 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-level (etc.) aims and learning outcomes and undertaking detailed curriculum design. There are two stages within detailed curriculum design beginning with a self-evaluation questionnaire (D-SEQ).

### Stage 1:

The module leaders consider a detailed module-level self-evaluation questionnaire (D-SEQ). The D-SEQ covers:

- Module intended learning outcomes
- Assessment design
- Learning activities and teaching method design
- 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 director can also review student evaluations and achievement data.

### Stage 2:

The detailed curriculum-design workshop where the module team focus on (a) module aims and learning outcomes (including the Graduate Attributes), (b) assessment design, learning activities and teaching methods, and (c) identifying areas for further design work needed ahead of submission for academic approval.

## Stage outcomes

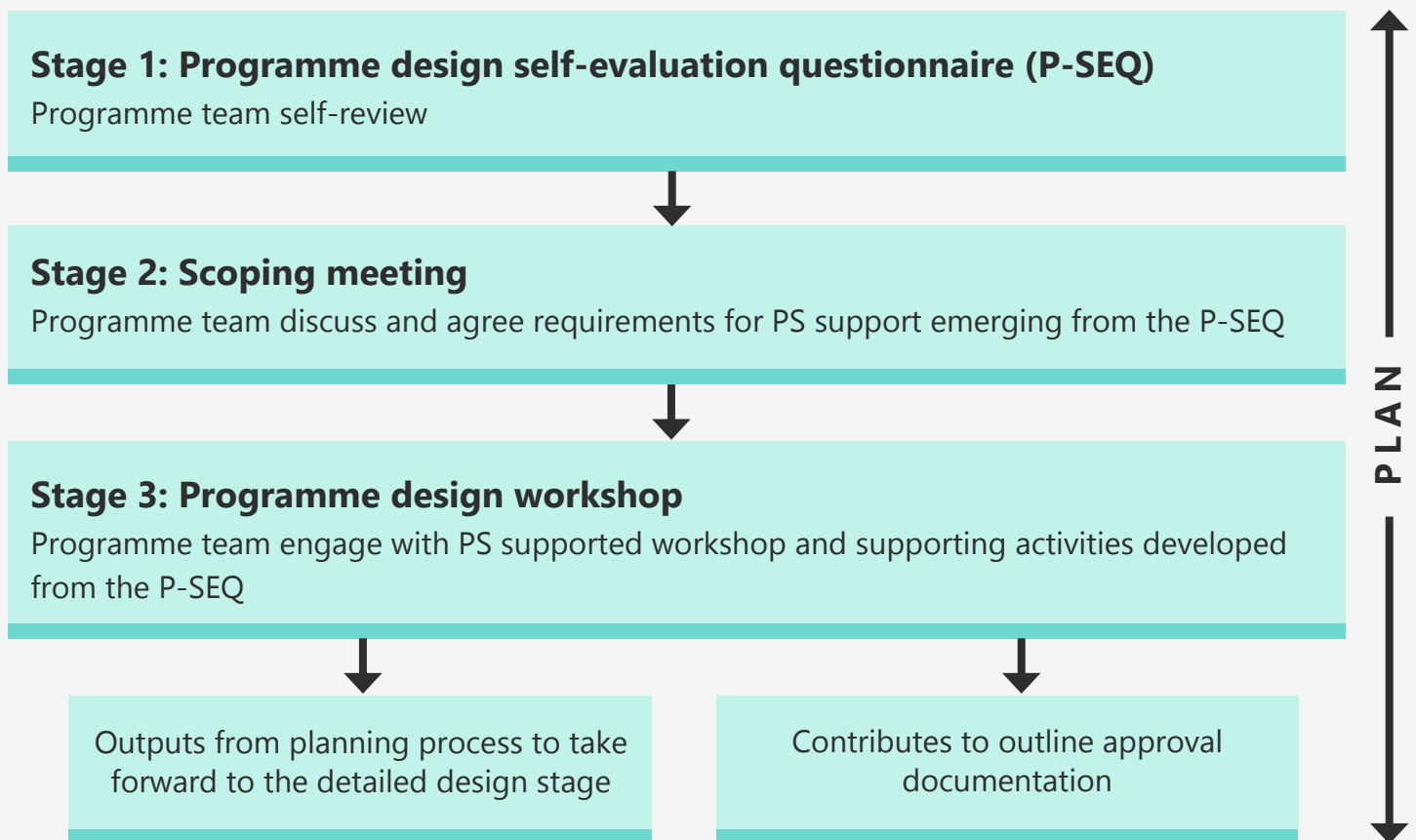
**Stage 1:** Initial responses to D-SEQ and, where appropriate, key issues from module-performance data, etc. Module team and PS colleagues identified and a plan outlined for the detailed curriculum-design workshop.

**Stage 2:** Documentation to support academic approval and a detailed delivery plan.

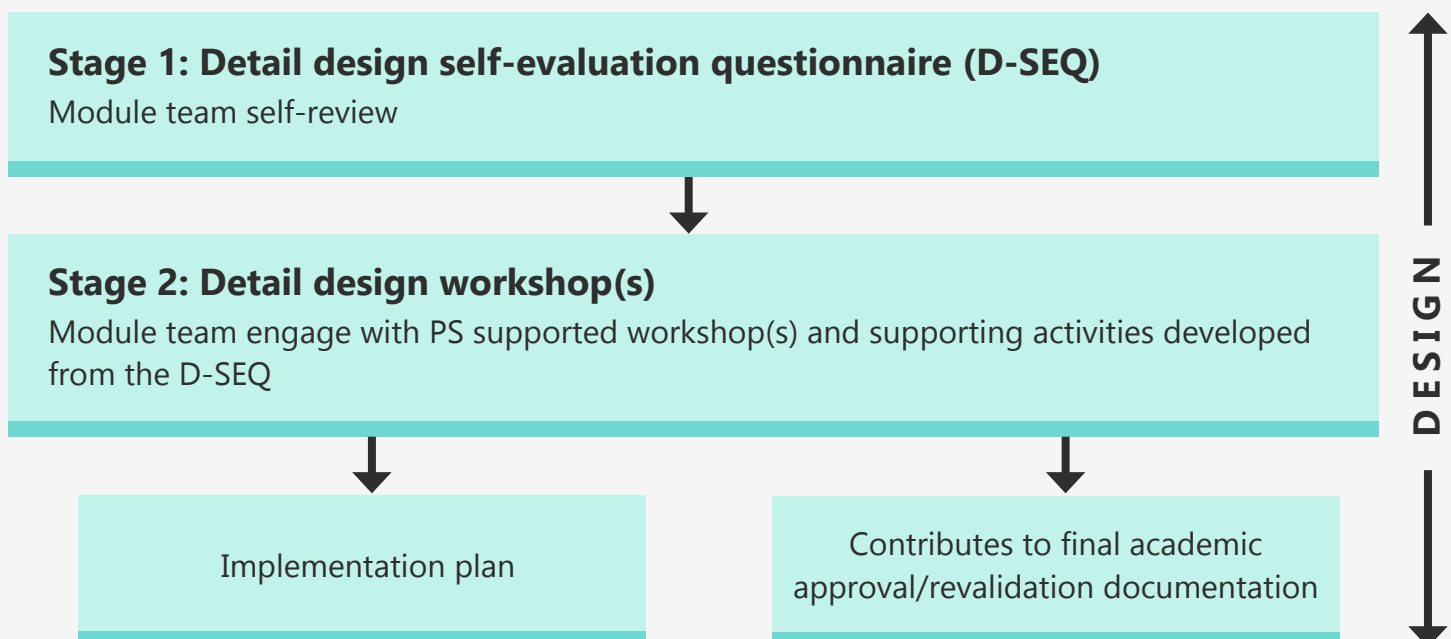
## Curriculum design principles

1. 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).
2. All programmes include applied enquiry-led learning in at least one required module each year (UG only).
3. The use of authentic assessment is built up progressively and maximised across all programmes.
4. Formative assessment and feedback/feedforward are used to engage students in active learning in all modules.
5. Students' digital skills are developed progressively.
6. All students can undertake a substantial work placement and/or experience a period of study abroad.

## High-level programme design



## Detailed curriculum design



# Notes

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