Confident graduates are: Engaged, Creative, Curious, Proactive, Resilient

Apply knowledge, skills and understanding
Recognise and articulate their qualities
Engage with the world beyond university

Within the curriculum

Peer review activities
Formative assessment
Engagement with feedforward
Reflection on, and critical analysis of, own performance
Responsible for own learning, planning and development

Active learning

Authentic assessment

Formative & summative, authentic learning activities
Transferable experience
Portfolio of work if applicable
Opportunities to fail & work in difficult circumstances - e.g. formative groupwork

Research-connected teaching

Students gain research-connected skillset
Students as active researchers/creators

Global citizenship

External projects
Global outlook and reach
Inclusive (difference/diversity contributes, and is valued)
Agents for change

Digital fluency

Critical understanding & use of digital tools/contexts designed into learning and assessment
Digital collaboration
Creative production

Confidence

Problem-based learning
Real world scenarios
Group work
Students as creators

Outside the curriculum

Supportive environment

Consider barriers, e.g. time, cost, location, self-belief
Offer flexibility; extra curricular activities may not be possible for all
Support international students
Work to bridge attainment gaps (e.g. BAME, widening participation)

Engagement beyond the University: application of learning/portability of skills

Live projects
Placements
Community-based projects
Study abroad

Learning at the University of Liverpool

Careers & Employability, including digital coaches
KnowHow workshops @ library
LinkedIn Learning - online training
HEARable activities
Faculty opportunities

Belonging/becoming

Departmental cultural & pedagogic approaches combine
As our students learn, they experience ‘change as a person’ (Marton et al., 1993)*
Learning change can be difficult - students need to understand what, why & how they are learning