



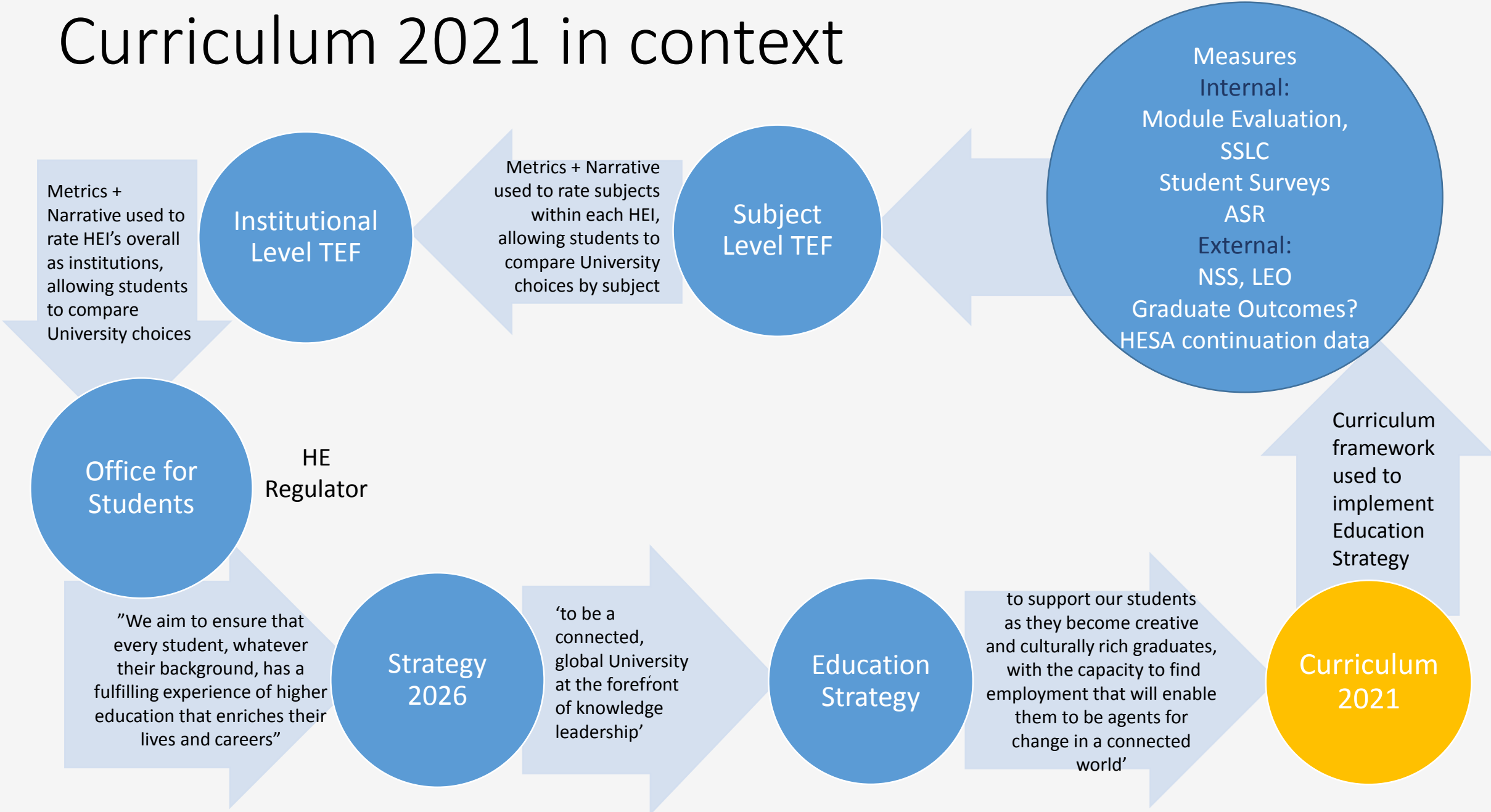
# C2021 Mapped

Ceridwen Coulby

Senior Educational Developer

CIE

# Curriculum 2021 in context



# What is Subject Level TEF?



**Gold** for delivering consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK.



**Silver** for delivering high-quality teaching, learning and outcomes for its students. It consistently exceeds rigorous national quality requirements for UK higher education.



**Bronze** for delivering teaching, learning and outcomes for its students that meet rigorous national quality requirements for UK higher education.



Universities or colleges that meet rigorous national quality requirements but which do not yet have sufficient data to be fully assessed can opt in for a Provisional award.

## The Teaching Excellence and Student Outcomes Framework (TEF)

assesses **excellence in teaching** at universities and colleges, and how well they ensure **excellent outcomes for their students** in terms of graduate-level employment or further study.

# Subjects in TEF

n=35, derived from second level common aggregation hierarchy.

7 subject groups	35 CAH2 subjects
Medical and health sciences	<ol style="list-style-type: none"> <li>1. Medicine &amp; dentistry</li> <li>2. Nursing</li> <li>3. Pharmacology, toxicology and pharmacy</li> <li>4. Psychology</li> <li>5. Subjects allied to medicine</li> <li>6. Veterinary science</li> <li>7. Sport &amp; exercise sciences</li> </ol>
Engineering and technology	<ol style="list-style-type: none"> <li>8. Computing</li> <li>9. Engineering</li> <li>10. Technology</li> </ol>
Natural sciences	<ol style="list-style-type: none"> <li>11. Agriculture, food and related studies</li> <li>12. Biosciences</li> <li>13. Chemistry</li> <li>14. Mathematical sciences</li> <li>15. Physics and astronomy</li> <li>16. Physical, material and forensic sciences</li> <li>17. General and others in sciences*</li> </ol>
Social sciences	<ol style="list-style-type: none"> <li>18. Architecture, building and planning</li> <li>19. Economics</li> <li>20. Geographical and environmental studies</li> <li>21. Politics</li> <li>22. Sociology, social policy and anthropology</li> <li>23. Education and teaching</li> <li>24. Health and social care</li> </ol>
Business and law	<ol style="list-style-type: none"> <li>25. Business and management</li> <li>26. Law</li> </ol>
Arts	<ol style="list-style-type: none"> <li>27. Creative arts and design</li> </ol>
Humanities	<ol style="list-style-type: none"> <li>28. Celtic studies</li> <li>29. Communications and media studies</li> <li>30. English studies</li> <li>31. Languages, linguistics and classics</li> <li>32. History and archaeology</li> <li>33. Humanities &amp; liberal arts</li> <li>34. Philosophy &amp; religious studies</li> <li>35. Combined and general studies</li> </ol>

# Subject Level TEF Metrics

Evidence (TEF metrics)	Teaching quality (TQ)	Learning environment (LE)	Student outcomes and learning gain (SO)
Core metrics and split metrics (source)	<p>Teaching on my course (NSS)</p> <p>Assessment and feedback (NSS)</p> <p>Student voice (NSS)</p>	<p>Academic support (NSS)</p> <p>Learning resources (NSS)</p> <p>Continuation (HESA/Individualised Learner Record)</p>	<p>Highly skilled employment or higher study (DLHE)</p> <p>Sustained employment or further study (LEO)</p> <p>Above median earnings threshold or higher study (LEO)</p>
Supplementary data (at provider level only)	Grade inflation		Differential degree attainment

*NB. Split metrics refer to the presentation of core metrics for a series of sub groups reflecting widening participation priorities  
Slide content courtesy of Professor Spelman Miller*

## How do the TEF Metrics relate to C2021 Hallmarks and Attributes?

TEF Metric	Metric Source	C2021 Hallmarks/Attributes	C2021 Curriculum Principle
<p><b>Teaching Quality</b></p> <ul style="list-style-type: none"> <li>• Student engagement with learning</li> <li>• Valuing teaching</li> <li>• Rigour and stretch</li> <li>• Assessment and Feedback</li> <li>• Student Partnership</li> </ul>	<p>Teaching on my course (NSS)            Assessment and Feedback (NSS)            Student Voice (NSS)</p>	<p>Research Connected Teaching (HM)            Active Learning (HM)            Authentic Assessment (HM)</p>	<p>Formative assessment and feedback/feedforward are used to engage students in active learning in all modules</p> <p>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).</p> <p>All programmes include applied enquiry-led learning in at least one required module each year (UG only).</p>

## How do the TEF Metrics relate to C2021 Hallmarks and Attributes?

TEF Metric	Metric Source	C2021 Hallmarks/Attributes	C2021 Curriculum Principle
<p><b>Learning Environment</b></p> <ul style="list-style-type: none"> <li>Resources (physical/digital)</li> <li>Scholarship, research and professional practice</li> <li>Personalised learning</li> </ul>	<p>Academic Support (NSS)</p> <p>Learning Resources (NSS)</p> <p>Continuation (HESA, ILR data)</p>	<p>Digital Fluency (Att)</p> <p>Confidence (Att)</p> <p>Global Citizenship (Att)</p> <p>Research Connected Teaching (HM)</p> <p>Active Learning (HM)</p>	<p>Students' digital skills are developed progressively.</p>

## How do the TEF Metrics relate to C2021 Hallmarks and Attributes?

TEF Metric	Metric Source	C2021 Hallmarks/Attributes	C2021 Curriculum Principle
<p><b>Student Outcomes and Learning Gain</b></p> <ul style="list-style-type: none"> <li>• Employability and transferable skills</li> <li>• Employment and further study</li> <li>• <b>Positive Outcomes for all</b></li> </ul>	<p>Highly skilled employment or higher study (Graduate Outcomes, prev. DLHE)</p> <p>Sustained employment or further study (LEO)</p> <p>Above median earnings threshold or higher study (LEO)</p>	<p>Confidence (Att)</p> <p>Digital Fluency (Att)</p> <p>Global Citizenship (Att)</p> <p>Authentic Assessment (HM)</p> <p>Research Connected Teaching (HM)</p> <p>Active Learning (HM)</p>	<p>All students can undertake a substantial work placement and/or experience a period of study abroad</p> <p>The use of authentic assessment is built up progressively and maximised across all programmes.</p>



# Exercise

*Using the post-its and C2021 Hallmark and Attribute overview provided*

- For each Hallmark and Attribute, if you can note down on SEPARATE
  - **green post-its:** examples of things your department/ programme/ area is doing well
  - **yellow post-its:** something you feel needs improvement or are not sure how to approach
- Once you have placed each post-it in the appropriate area of the room:
  - read what others have put
  - talk to colleagues and see if you can identify a way of improving the areas you noted on the yellow post-its
  - write each idea on a **pink post-it** and place it on the 'next steps' wall.....

# Summary - 1



Hopefully by now you have a feel for the strengths your department/programme/area has in relation to C2021 Hallmarks and Attributes...

The areas in need of enhancement and possible ways to do so; this is a good start in preparing for the subject level TEF and associated narrative

# Summary - 2

## Curriculum 2021 resources

The Curriculum 2021 resources provide you with more information about each of the hallmarks and attributes within the [Curriculum 2021 booklet](#). Although each of the hallmarks and attributes are listed separately they are of course interconnected. A variety of support resources are provided, as well as case studies for each area.

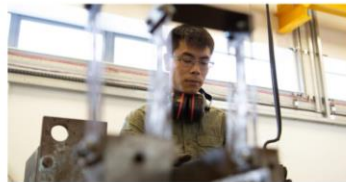


**Research-connected teaching**



**Active learning**

Engages, enthuses and



**Authentic assessment**

Assesses students using tasks

For more, you can:

- Refer to the C2021 website for more information and ideas on the Hallmarks and Attributes, including case studies from around the University
- Arrange to speak with a member of the CIE team
- Attend the showcase this afternoon to get some inspiration

# Useful Resources

Curriculum 2021 resources	<ul style="list-style-type: none"><li>• <a href="https://www.liverpool.ac.uk/centre-for-innovation-in-education/curriculum-resources/">https://www.liverpool.ac.uk/centre-for-innovation-in-education/curriculum-resources/</a></li></ul>
A guide to TEF metrics (subject to change/confirmation)	<a href="https://www.officeforstudents.org.uk/media/1199/tef-metrics-webinar-november-2017.pdf">https://www.officeforstudents.org.uk/media/1199/tef-metrics-webinar-november-2017.pdf</a>
HEPI report- Going for TEF Gold	<a href="https://www.hepi.ac.uk/wp-content/uploads/2017/10/FINAL-HEPI-Going-for-Gold-Report-99-04-10-17-Screen.pdf">https://www.hepi.ac.uk/wp-content/uploads/2017/10/FINAL-HEPI-Going-for-Gold-Report-99-04-10-17-Screen.pdf</a>
Office for Students	<a href="https://www.officeforstudents.org.uk/">https://www.officeforstudents.org.uk/</a>