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WILLKOMMEN

欢迎

स्वागत

BIENVENIDA

WELCOME

BIENVENUE ようこそ

добро пожаловать

ترحيب

BEM-VINDO

#LIVWELCOME

<b>Time</b>	<b>Activity</b>	<b>Speaker</b>	<b>Room</b>
<b>09.00-09.30</b>	<b>Registration &amp; Coffee</b>	<b>CIE Team to welcome</b>	<b>Social Space</b>
<b>09.30-10.00</b>	<b>Introduction to CIE / Launch of C2021 networks</b>	<b>Simon Thomson</b>	<b>TR4</b>
<b>10.00-10.30</b>	<b>C2021 process, PDA and IPR</b>	<b>Simon Thomson, Viv Fox &amp; Liz McAleer</b>	<b>TR4</b>
<b>10.30-11.00</b>	<b>C2021 Graduate Vision</b>	<b>Gavin Brown</b>	<b>TR4</b>
<b>11.00-12.00</b>	<b>Integrating C2021 with internal and external HE drivers</b>	<b>CIE team</b>	<b>TR4</b>
<b>12.00-13.00</b>	<b>Lunch</b>		<b>Social Space</b>
<b>13.30-15.00</b>	<b>Case study and Hallmark / Attribute showcase</b>	<b>Case study authors, CIE Team</b>	<b>Flex 2</b>

# **Introduction to CIE & Launch of C2021 Networks**

**Simon Thomson**

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**Director, Centre for Innovation in Education**





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# **Supporting innovation in learning, teaching and assessment through enhanced curriculum development.**

<https://www.liverpool.ac.uk/centre-for-innovation-in-education/mission-vision-remit/>





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**CIE are dedicated to supporting YOU in providing the very best learning and teaching experiences for our students.**

# What do we do?

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- **Workshops & Events**

<https://www.liverpool.ac.uk/centre-for-innovation-in-education/cie-events/>

- **Resources & Guides**

<https://www.liverpool.ac.uk/centre-for-innovation-in-education/curriculum-resources/>

- **Horizon Scanning and Networking**

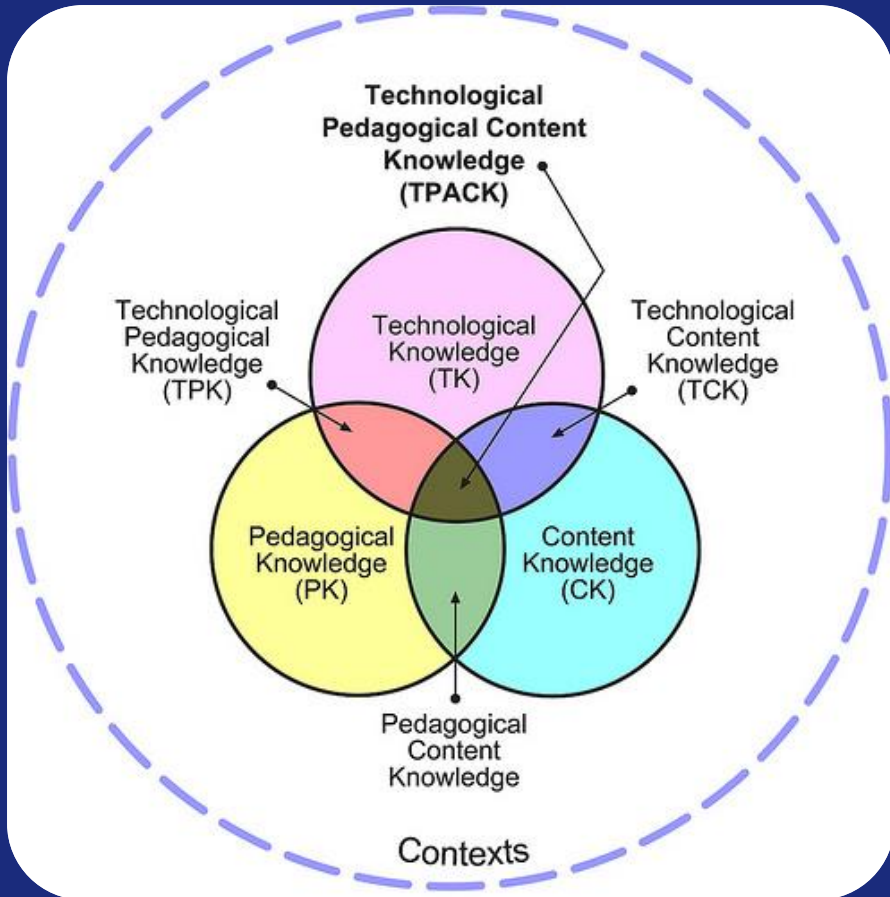
[https://www.liverpool.ac.uk/centre-for-innovation-in-education/blog/conference-event-reports/canvascon-europe-](https://www.liverpool.ac.uk/centre-for-innovation-in-education/blog/conference-event-reports/canvascon-europe-2022/)

- **Support and Guidance**

<https://www.eventbrite.co.uk/e/electronic-marking-and-assessment-registration-53681208941>



# Digitally Embedded Curriculum Design



**Interplay of three primary forms of knowledge: Content (CK), Pedagogy (PK), and Technology (TK)**

**Each domain is equally valued, supported and critically considered.**

**Each domain has influence and impact on the others**

**Curriculum design is at the core of this model.**



# How do we do this?

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- **Senior Educational Developers (some with TEL expertise) who act as key point of contact for Faculties and Professional Services.**
- **Educational Developers and Learning Technology Experts.**
- **Digital resource team who develop our online resources and case studies.**
- **Small support team who arrange CIE activities & events.**

# A Critical Friend

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# **A Partnership**





# In Summary

- **Informational** - (providing access to information and resources for all of our internal and external partners).
- **Developmental** - (supporting the development of individuals and teams through our events, workshops and webinars).
- **Influential** – (utilising our expertise and networks to influence policy, process and strategy in achieving our vision).
- Through our partnership approach we seek to build long-term relationships, add to and support the work of others and seek to be a valued critical friend.





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# Education Strategy

“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 need you.....**







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**Get in touch:**

**[cie@Liverpool.ac.uk](mailto:cie@Liverpool.ac.uk)**

**@LivUniCIE**







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**3rd floor  
126 Mount Pleasant  
Liverpool  
L69 3GR**



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**Join our network(s).**





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# **Curriculum 2021 Process & Periodic Review**

**Simon Thomson (CIE)**

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**Viv Fox (AQSD)**

**Liz McAleer (AQSD)**

# Curriculum 2021

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



## 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.

**“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.” p18**



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**Plan**

**Design**

**Approve**



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**Plan**

**Design**

**Approve**

**C2021**





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**Plan**

**Design**

**Approve**

**C2021**

**Periodic Review**

# High-level programme design

## Stage 1: Programme design self-evaluation questionnaire (P-SEQ)

Programme team self-review



## Stage 2: Scoping meeting

Programme team discuss and agree requirements for PS support emerging from the P-SEQ



## Stage 3: Programme design workshop

Programme team engage with PS supported workshop and supporting activities developed from the P-SEQ



Outputs from planning process to take forward to the detailed design stage



Contributes to outline approval documentation



PLAN

# Detailed curriculum design

## Stage 1: Detail design self-evaluation questionnaire (D-SEQ)

Module team self-review



## Stage 2: Detail design workshop(s)

Module team engage with PS supported workshop(s) and supporting activities developed from the D-SEQ



Implementation plan

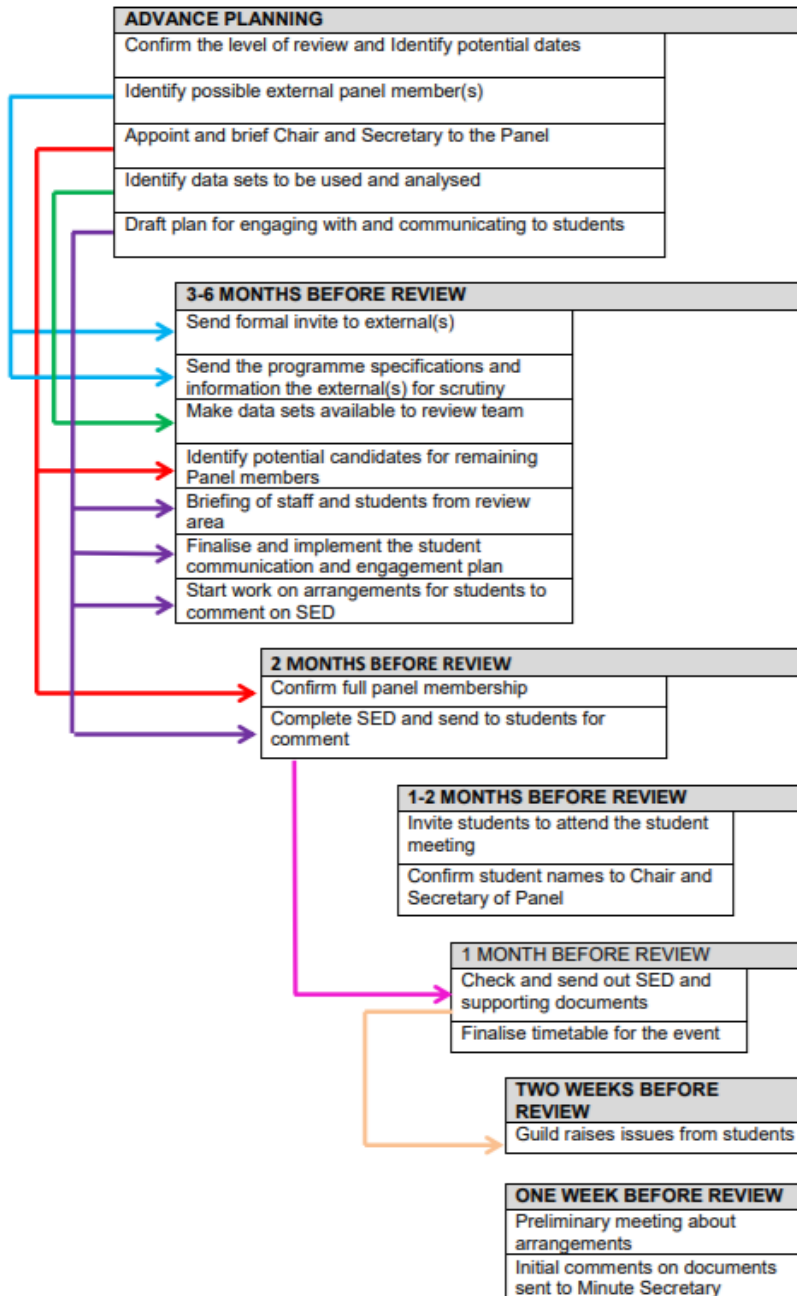


Contributes to final academic approval/revalidation documentation



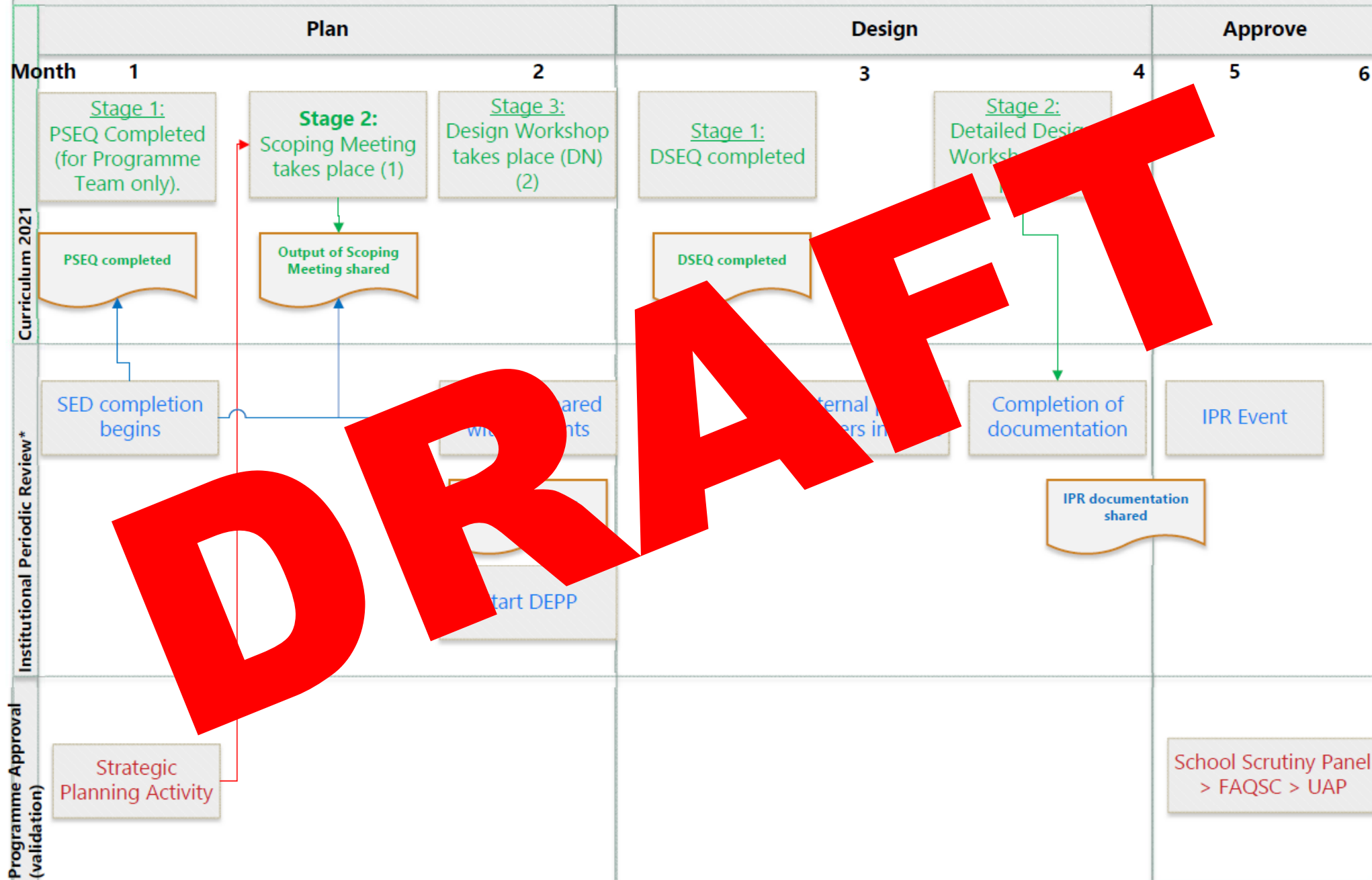


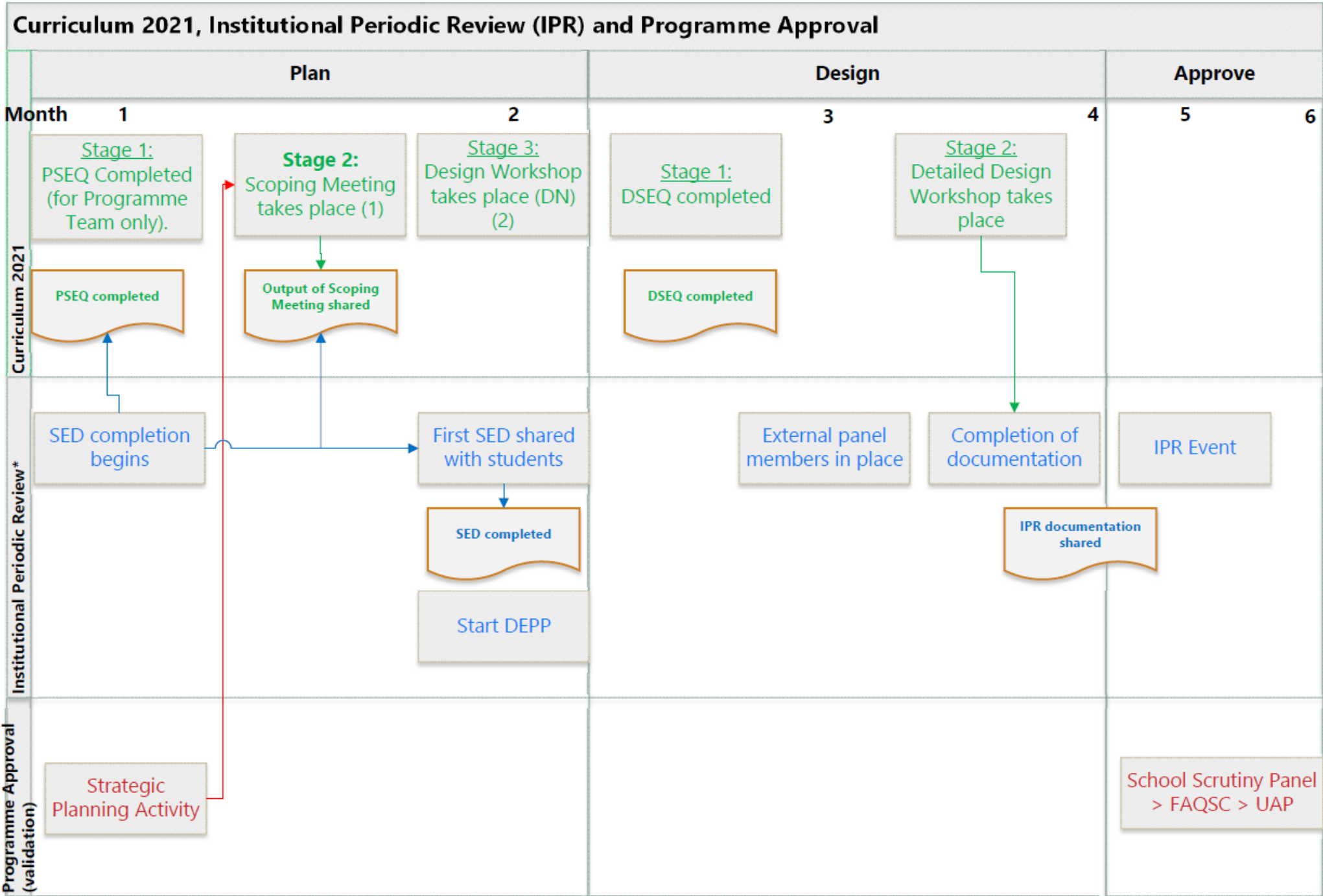
# Periodic review preparation flow diagram.



[https://www.liverpool.ac.uk/media/livacuk/tqsd/quality-and-enhancement-framework/periodic-review/pr\\_app5.pdf](https://www.liverpool.ac.uk/media/livacuk/tqsd/quality-and-enhancement-framework/periodic-review/pr_app5.pdf)

# Curriculum 2021, Institutional Periodic Review (IPR) and Programme Approval







# Constructive Alignment

**Constructive alignment'** starts with the notion that the learner constructs his or her own learning through relevant learning activities. The teacher's job is to create a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. The key is that all components in the teaching system - the curriculum and its intended outcomes, the teaching methods used, the assessment tasks - are aligned to each other. All are tuned to learning activities addressed in the desired learning outcomes.

The learner finds it difficult to escape without learning appropriately.

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# Holistic Programme Design

Programme  
Learning  
Outcomes



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# Holistic Programme Design

Programme  
Learning  
Outcomes



Year 3 Module  
Learning Outcomes





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# Holistic Programme Design

Programme  
Learning  
Outcomes



Year 3 Module  
Learning Outcomes



Year 2 Module  
Learning Outcomes



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# Holistic Programme Design

Programme  
Learning  
Outcomes



Year 3 Module  
Learning Outcomes



Year 2 Module  
Learning Outcomes

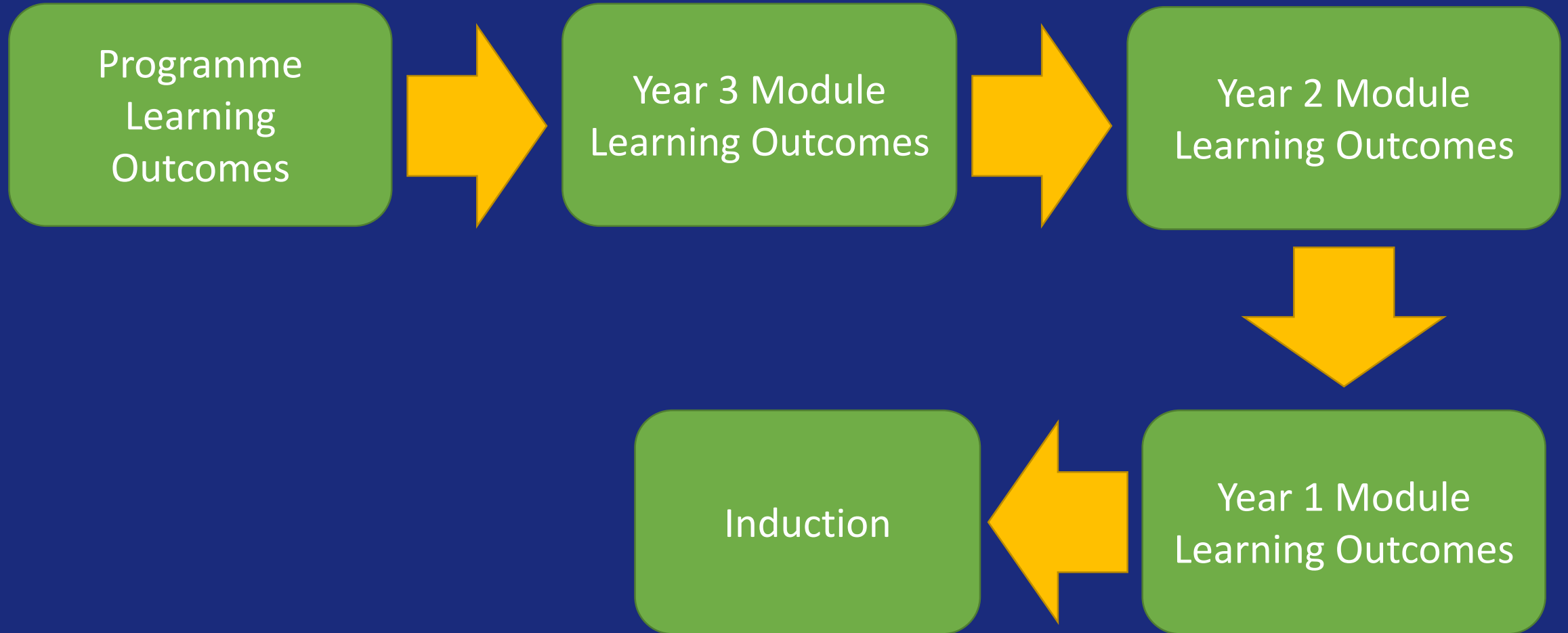


Year 1 Module  
Learning Outcomes



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# Holistic Programme Design





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# Holistic Programme Design

Programme  
Learning  
Outcomes

Year 3 Module  
Learning Outcomes

Year 2 Module  
Learning Outcomes

Induction

Year 1 Module  
Learning Outcomes







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**So.....when  
should you engage  
with C2021?**

# Now

- **Whenever you are making changes to your curriculum (small or large) e.g. change of assessment through to new programme approval.**
- **CIE Can support you in all of this.**



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