# Liverpool Curriculum Framework: Hallmarks, Graduate Attributes and Principles Overview

[Liverpool Curriculum Framework](https://www.liverpool.ac.uk/centre-for-innovation-in-education/curriculum-resources/" \o "Liverpool Curriculum Framework) is a significant element of the Education Strategy for the University of Liverpool and has been approved by Senate. It is a framework designed to ensure that Liverpool programme provision is aligned with the Curriculum Principles, three Liverpool Hallmarks of research-connected teaching, active learning and authentic assessment and Graduate Attributes of confidence, digital fluency and global citizenship.

## 6 Curriculum Principles

Curriculum Principles demonstrate core LCF requirements for all programme teams; the purpose of these is to ensure equity of experience for all students regardless of their programme of study. Programme teams will need to demonstrate that these principles are met within the relevant AQSD documentation for new programme approvals or internal periodic review/ revalidation as appropriate.

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

## Core Value, Hallmarks and Attributes

Programme teams will need to evaluate their current programmes, or design new programmes in line with the 3 Hallmarks and Graduate Attributes outlined below. It is important that student skills and attributes are supported to develop progressively over the duration of the course and are present in required modules or programme components within each year of study.

## Core Value

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| 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). 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). |

## 3 Hallmarks

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| 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. |
| 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. |
| 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. |

## 3 Graduate Attributes

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| 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. |