# Liverpool Curriculum Framework Programme Mapping Template

Use this framework document to map different modules and examples of learning, teaching and assessment to the hallmarks and attributes of the Liverpool Curriculum Framework. An example is provided for you in the first row.

You should also remember that **Inclusivity** is the core value of the Liverpool Curriculum Framework, and it should therefore be considered and interwoven throughout all of the planned modules and learning, teaching and assessment activities in this planning framework.

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| **Programme Name:** | **YEAR 1** | | | | **YEAR 2** | | | | **YEAR 3** | | | |
| **Semester 1** | | **Semester 2** | | **Semester 1** | | **Semester 2** | | **Semester 1** | | **Semester 2** | |
| compulsory module\* name/ number | Examples of learning, teaching & assessment | compulsory module name/ number | examples of learning, teaching & assessment | compulsory module name/ number | examples of learning, teaching & assessment | compulsory module name/ number | examples of learning, teaching & assessment | compulsory module name/ number | examples of learning, teaching & assessment | compulsory module name/ number | examples of learning, teaching & assessment |
| **[Example: Research Connected Teaching]** | A001 | Students are introduced to disciplinary research paradigm. They read papers in class and discuss with tutor/ peers  All students encouraged to attend departmental or Faculty level research seminars throughout programme | A002 | Students attend literature searching workshops  Students complete a 2000 word literature review | B001 | Students receive lectures on research methods, attend practical workshops on methods such as statistics, experiments, questionnaires etc. | B002 | Students must develop a research question with their allocated research supervisor.  1500-word research plan | C001 | Students conduct research project with supervision.  4000-word research report written in style of a journal article | C002 | Students attend lectures, workshops and access online learning  Students develop a public facing multimedia resource to disseminate their research findings to a lay audience |
| **Hallmark: Research-Connected Teaching**  *Note: Curriculum Principles of all programmes dictate that they should include a**required capstone research- or enquiry-based project, which may be synoptic* |  |  |  |  |  |  |  |  |  |  |  |  |
| **Hallmark: Active Learning**  *Note: Curriculum Principles of all programmes dictate that they should include applied enquiry-led learning in at least one required module each year (UG only), and that formative assessment and feedback/feedforward are used to engage students in active learning in all compulsory modules/programme components.* |  |  |  |  |  |  |  |  |  |  |  |  |
| **Hallmark: Authentic Assessment**  *Note: Curriculum Principles requires the use of authentic assessment being built up progressively and maximised across all programmes.* |  |  |  |  |  |  |  |  |  |  |  |  |
| **Graduate Attribute: Confidence** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Graduate Attribute: Digital Fluency**  *Note: Curriculum Principle of students’ digital skills should be developed progressively through the duration of the programme.* |  |  |  |  |  |  |  |  |  |  |  |  |
| **Graduate Attribute: Global Citizenship**  *Note: Curriculum Principles dictate that students should have the opportunity to undertake a substantial work placement and/or experience a period of study abroad.* |  |  |  |  |  |  |  |  |  |  |  |  |