# Liverpool Curriculum Framework Prompt Questions – for use when developing new programme provision

\*Questions related to curriculum principles are underlined as these are LCF requirements

## Core Value: Inclusivity

* What can you do to ensure that every student on your programme can access the learning, teaching and assessment regardless of their background, ability/disability or status?
* What measures can you implement in the synchronous teaching setting to make sure that all students can participate to the best of their ability?
* What use can you make of asynchronous learning methods/activities to help students to engage with their course content?
* What measures can you take to make all students feel welcomed and valued in your classroom/on your course?
* What aspects of your course’s summative assessments might need revisiting to ensure they are accessible and inclusive?

## Research Connected Teaching

* What disciplinary, professional and generic research or enquiry skills do you want your students to learn?
* How can you involve researchers from the University and/or industry to inspire students to develop their research skills and/ or contribute to design and development of research skills teaching, learning and assessment?
* How can you ensure students build their research and/or enquiry skills progressively throughout the programme? How can you integrate development of these skills into core provision to demonstrate relevance to students?
* How can you create opportunities for your students to engage with researchers either at the University, through external collaborations or through technology enhanced collaborations?
* How can you ensure 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/ programme components they have taken)?

## Active Learning

* How can you develop a strategic approach, supported by staff development training where appropriate, to maximise the effectiveness of contact time with students so that it is not used simply to deliver information? Explore the idea of flipped classroom approaches, pre-reading and discussion tasks, group work etc.
* How and where in the programme can you ensure students have the opportunity to undertake work based placements? How will such a placement affect the ordering of the overall programme? (i.e. will certain learning, teaching and assessment activities need to be completed prior to and after the placement in order for students to maximise the experience?)
* How can you ensure all students have the opportunity to complete collaborative project-based or practical activities that allow them to apply their knowledge to a “real-life” situation and develop their team-working and communication skills? Will you run this as a separate module or programme component or will you review current learning, teaching and assessment activities and replace some of them with a collaborative project based approach?
* How can you ensure students can actively take part in learning both inside and outside of the classroom that adds value to their studies through the opportunity to ask questions, reflect and collaborate with their peers using digital technologies such as online discussion boards, e-learning activities, social media etc.?
* If your programme contains lectures, how can you ensure they are interactive, providing opportunities for students to discuss and apply their knowledge and feedback on their understanding individually and collaboratively using available digital technologies? (e.g. use of think, pair, share approach, problem or case based learning scenarios, voting exercises, media clips, polling software etc.)
* How can you ensure your programme includes applied enquiry-led learning in at least one required module/ programme component each year (UG only)?

## Authentic Assessment

* How will you ensure students are assessed in ways that mirror how graduates and professionals in your disciplinary area work? What underpinning knowledge and skills will they need to develop, practice and gain feedback on in order to prepare them for this type of assessment?
* How can you involve external partners or alumni in designing assessment tasks and, if possible, have an input into assessing them? Can you involve these partners in other aspects of the programme such as contribution to development of graduate outcomes, delivery of specialist seminars and work placement opportunities and design?
* How can you assess knowledge, skills and attributes through group projects designed around real world problems/ scenarios as a way of highlighting relevance to students?
* How can you ensure that the use of authentic assessment is built up progressively and maximised across the programme?
* How can you ensure that formative assessment and feedback/feedforward are used to engage students in active learning in all modules/ programme components?

## Confidence

* How can you organise your programme to timetable opportunities for students to undertake internships, volunteering activity and/ or enterprise activity to enhance their confidence and employability skills?
* How can you ensure students have the opportunity to envision and develop their career trajectories and prospects progressively as part of their programme and/ or associated activities?
* How can you build students’ reflective learning skills throughout the programme, supporting them to develop their self-efficacy skills, critically evaluate their experiences and learn from them, build resilience and recognise their own progress?
* How, and where, in your programme provision can you integrate opportunities to support students to identify their knowledge, skills and attributes and communicate these to others?
* How can you foster a culture within your programme team whereby students are encouraged and supported to develop student-led opportunities for engagement with the community and their peers through projects, peer learning and mentoring opportunities or programme enhancement projects?
* How can you ensure that all students are encouraged to undertake a substantial work placement and/or experience a period of study abroad?

## Digital Fluency

* How can you ensure that students develop their digital information literacy progressively in terms of searching for, critiquing and making judgements about digital information and data they find and use throughout the programme?
* How can you structure learning and assessment activities to ensure all students demonstrate their ability to use digital tools for disciplinary research and/ or problem solving?
* How will you use learning activities to encourage students to develop their capabilities in effectively utilising digital platforms for collaboration and communication?
* How can you design learning and assessment activities to allow all students to develop and demonstrate their ability to create digital artefacts/ media to present the outcomes of their learning (in addition to Word/PowerPoint)?
* How can you promote the use of digital tools to help students to organise and support their learning, such as academic skills tools including note-taking, mind-mapping and referencing software?
* Where in the programme will you help students understand the principles and values implicit in developing and managing their digital identity across multiple platforms in a professional manner?
* How can you ensure that students’ digital fluency is developed progressively through the programme?

## Global Citizenship

* How can you ensure your programme provides students with opportunities to encounter a breadth of diverse perspectives within the disciplinary area (e.g. local, global, LGBT, minority ethnic, disabled, gender, international) through their reading lists, example case studies and other learning materials and activities?
* What learning, teaching, assessment and reflection activities could you use to provide students with the opportunity to reflect on, and critique different perspectives and approaches to knowledge and practice within your disciplinary area?
* How could you develop intercultural partnerships with HEIs in other countries or local organisations to allow students the opportunity to work on projects or activities with students or citizens in different global and social contexts and reflect on this experience in relation to their own attribute development?
* What learning, teaching, assessment and reflection activities can you use to enable your students to critically reflect on their own and societal attitudes, values and behaviours to real-world challenges related to financial, socio-cultural and environmental issues in your discipline (possibly using activities such as reflective journals, “living labs” or case studies)?
* Consider the use of inclusive learning strategies, such as offering a choice of formats for assessment and class participation, small group work that mixes students from different backgrounds, peer mentoring, peer assisted learning etc.

## How to go about answering these questions:

[The Liverpool Curriculum Framework](https://www.liverpool.ac.uk/centre-for-innovation-in-education/curriculum-resources/) web resources page has a comprehensive set of relevant case studies, development toolkits and additional resources to help you develop your provision further**.**

If you would find it helpful, the Centre for Innovation’s development team are also available to meet with you. Please contact the team at [cie@liverpool.ac.uk](mailto:cie@liverpool.ac.uk) or call us on 0151 795 0574