# Liverpool Curriculum Framework (LCF) Self-Assessment Rubric

Use this document to review your current programme alignment to the Liverpool Curriculum Framework or to help develop a new programme that reflects the Liverpool Curriculum Framework Hallmarks, Attributes, Values and Principles.

## Key to the Self-Assessment Rubric

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| **Practice** | **Definition** |
| Emergent (Em) | Students will have occasionally experienced this in a limited capacity (typically in less than half of compulsory programme credits) or on an ad-hoc basis and not as part of the overall programme design. |
| Developed (De) | Students will have experienced this regularly (typically in at least 50% of the compulsory programme credits) but the hallmark/attribute has had limited consideration within overall programme design, and so students’ knowledge and skills within this area may not be progressively developed throughout the duration of the programme. |
| Extended (Ex) | Students will have experienced this regularly in the majority (typically in at least 75% of the compulsory programme credits) and the hallmark/attribute has been considered as a design principle at programme level whereby it is fully integrated within the curriculum; enabling students to progressively develop their knowledge and skills throughout the duration of the programme. |
| Curriculum Principle | Core LCF requirement for all programme teams (underlined text) |

*A glossary of the terms used within this rubric is provided in Appendix A*

## The Liverpool Curriculum Framework Core Value: Inclusivity

The Liverpool Curriculum Framework places *inclusivity* at its heart as its core value. This means ensuring that our pedagogy and curriculum includes everyone, regardless of their background, social status, disability, race, ethnicity, religion, sexual or gender identity, or any other aspect of their personhood. Inclusive education means that accessing learning does not form part of the challenge, and ensuring that all learners can participate in mainstream education.

As ‘inclusivity’ occupies the space at the core of the Liverpool Curriculum Framework, it is interwoven throughout all the Graduate Attributes, Hallmarks and Principles listed in the rubric below that make up the rest of the LCF.

## The Curriculum Principles at a Glance

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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. |

## Rubric

| **Hallmark or Attribute** | **Emergent (Em)** | **Developed (De)** | **Extended (Ex)\*** |
| --- | --- | --- | --- |
| **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.* | **1.1a** All students have the opportunity to undertake a capstone research- or enquiry-based project at some stage in the programme that may or may not be synoptic and may or may not be clearly aligned with the disciplinary research areas.  **1.2a** Within the context of the programme there are few opportunities (e.g. within a few modules or programme components dependent on pedagogic choices of the module/ programme component lead) for students to engage with and critique current and cutting-edge disciplinary research within their learning and assessment activities.  **1.3a** There are limited opportunities for students to access talks/seminars by researchers within their disciplinary subject. e.g. *once a year or less*.  **1.4a** Students undertake activities designed to develop their research and enquiry skills during the course as part of a specialist module or programme component. | **1.1b**All students complete a capstone research- or enquiry-based project at some stage during the programme that is either synoptic or aligned with disciplinary research areas.  **1.2b** Within the context of the programme there are frequent opportunities (e.g within at least 50% of compulsory programme credits) for students to engage with and critique current and cutting-edge disciplinary research within their learning and assessment activities.  **1.3b** There are frequent opportunities for students to access talks/seminars by researchers within their disciplinary subject e.g. *at least once every semester* and also engage in scholarly discussion regarding new developments within the field either in class, through digital platforms or in communities of practice.  **1.4b** Students undertake activities designed to develop their research and enquiry skills progressively within compulsory modules or programme components throughout the duration of the programme.  **1.5b** Students have the opportunity to present their own research or enquiry-based work and discuss their work with Faculty members and peers. | **1.1c** All students complete a capstone research- or enquiry-based project at some stage in the programme that directly aligns with research activity within the discipline and will usually be synoptic.  **1.2c** The programme has been designed with research connected teaching as a core design principle so there are numerous opportunities for students to engage with and critique current and cutting-edge disciplinary research within their learning and assessment activities.  **1.3c** There are numerous opportunities for students to access talks/seminars by researchers within their disciplinary subject *e.g. more than once per semester* and engage in scholarly discussion regarding new developments within the field either in class, through the use of digital platforms or in communities of practice.  **1.4c** Students undertake activities designed to develop their research and enquiry skills progressively within compulsory modules or programme components throughout the duration of the programme and are required to evidence these skills through assessed activity.  **1.5c** Students have the opportunity to present their own research or enquiry-based work and discuss their work with Faculty members and peers as well as external audiences such as industry partners, employers or the public. |
| **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.* | **2.1a** There are few opportunities (e.g. within a few modules or programme components dependent on pedagogic choices of the module/ programme component lead) for students to actively engage with learning materials through activities that require them to:   * apply their knowledge, skills and attributes to specific tasks * work individually and in groups both in class and outside of it (i.e. through TEL opportunities, work placements, study abroad opportunities etc.)   **2.2a** There are few requirements (e.g. within a few modules or programme components dependent on pedagogic choices of the module/ programme component lead) for students are to participate in learning in and out of the classroom through:   * Activities such as pair/group work, interactive lectures, enquiry-based learning, team-based learning, experiments, case-based learning, flipped classroom, living lab projects * Technology enhanced learning provision (e.g. online discussion boards, contribution to wikis, e-portfolio tasks, e-learning packages etc.) * Work placements and/ or study abroad opportunities   **2.3a** Students are provided with regular formative feedback to help them structure their own learning and development within each compulsory module or programme component.  **2.4a** On an ad hoc basis students are signposted towards support and guidance related to their personal responsibility as learners to take ownership of their learning and contribute to that of others through active engagement in learning activities both in and outside the classroom.  **2.5a**Students have the opportunity to undertake applied enquiry-led learning in at least one required module/ programme component each year (UG only). | **2.1b** There are frequent opportunities for active student engagement within the programme (e.g. within at least 50% of compulsory programme credits), through activities that require them to:   * apply their knowledge, skills and attributes to specific tasks * work individually and in groups both in class and outside of it (i.e. through TEL opportunities, work placements, study abroad opportunities etc.)   **2.2b** There are frequent requirements (e.g. within at least 50% of compulsory programme credits) for students to participate in learning in and out of the classroom through:   * Activities such as pair/group work, interactive lectures, enquiry-based learning, team-based learning, experiments, case-based learning, flipped classroom, living lab projects * Technology enhanced learning provision (e.g. online discussion boards, contribution to wikis, e-portfolio tasks, e-learning packages etc.) * Work placements and/ or study abroad opportunities   **2.3b** Students are provided with regular formative feedback and feedforward and taught how to use this to help them structure their own learning and development within each compulsory module or programme component.  **2.4b** Through a structured and scaffolded approach (for example through ongoing but front-loaded support sessions [face to face/online etc.]) students are guided and supported to take personal responsibility and ownership of their learning and contribute to that of others through active engagement in learning activities both in and outside the classroom through optional support sessions around study skills, organisation, revision techniques, time management etc.).  **2.5b** Students undertake applied enquiry-led learning in at least one required module/ programme component each year (UG only) and have the opportunity to undertake more enquiry-led learning in optional modules or programme components. | **2.1c** The programme has been designed with active learning as a core design principle. There are numerous opportunities for active student engagement in learning throughout the duration of the programme through activities that require them to:   * apply their knowledge, skills and attributes to specific tasks * work individually and in groups both in class and outside of it (i.e. through TEL opportunities, work placements, study abroad opportunities etc.)   **2.2ci** Due to active learning being a core programme design principle there are numerous opportunities for students to participate in learning in and out of the classroom through   * Activities such as pair/group work, interactive lectures, enquiry based learning, team based learning, experiments, case based learning, flipped classroom, living lab projects * Technology enhanced learning provision (e.g. online discussion boards, contribution to wikis, e-portfolio tasks, e-learning packages etc.) * Work placements and/ or study abroad opportunities.   **2.2cii** Student contact time has been designed to embed interactivity and active learning is a core approach to teaching, present in at least 75% of the delivery of the compulsory programme credits.  **2.3c** Students are provided with regular formative feedback and feedforward and taught how to use this to help structure their own learning and development within each compulsory module or programme component. In addition summative feedback refers to previous formative feedback given.  Students have the opportunity in at least one module or programme component during their studies to provide peer feedback to develop their skills further.  **2.4c** As part of an holistic, progressive programme designstudents are explicitly taught through a structured and scaffolded approach about their personal responsibility as learners to take ownership of their learning and contribute to that of others through engagement in learning activities both in and outside the classroom and supported to do so through targeted sessions and/ or activities (both face to face and online) around study skills, organisation, revision techniques, time management etc. Students also have opportunities to act as peer mentors or equivalent for other students.  **2.5c**Students undertake applied enquiry-led learning in several required modules/programme components each year (UG only) and have the opportunity to undertake more enquiry-led learning in optional modules or programme components. |
| **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.* | **3.1a** There are few opportunities within the programme (e.g. within a few modules or programme components dependent on pedagogic choices of the module/ programme component lead) for students to undertake authentic assessment tasks such as those that mirror activities undertaken by graduate level professionals within the discipline (e.g. project work, group work, research/ enquiry-based assignments, work placements and/ or development of disciplinary relevant outputs).  **3.2a** There are few assessments across the programme that require students to demonstrate an integration of skills and knowledge as part of a holistic assessment activity.  **3.3a**There are few instances of authentic assessment across the programme and these are contained to specialist modules or programme components (e.g. a placement module/ programme component).  **3.4a**Formative assessment and feedback/feedforward are used in few modules (e.g. within a few modules or programme components dependent on pedagogic choices of the module/ programme component lead) to engage students in active learning. | **3.1b** There are opportunities for students to undertake increasingly authentic assessment tasks such as those which mirror activities undertaken by graduate level professionals within the discipline (e.g. project work, group work, research/ enquiry-based assignments, work placements and/ or development of disciplinary relevant outputs) as they progress through the later stages of the programme (for example in final year of study).  **3.2b** There are frequent integrated assessments across the programme (e.g within at least 50% of compulsory programme credits) that require students to demonstrate an integration of skills and knowledge as part of a holistic assessment activity.  **3.3b**The use of authentic assessment within compulsory modules/programme components increases through the duration of the programme.  **3.4b**Formative assessment and feedback/feedforward are used to engage students in active learning in all compulsory modules/ programme components.  **3.5b** External industry or sector professionals are involved in the development of relevant student assessments. | **3.1c** The programme has been designed with authentic assessment as a core principle. There are opportunities for students to continuously undertake increasingly authentic assessment tasks such as those that mirror activities undertaken by graduate level professionals within the discipline (e.g. project work, group work, research/ enquiry-based assignments, work placements and/ or development of disciplinary relevant outputs) as they progress through the programme, with each authentic assessment task increasing in complexity and building on previous assessment requirements over the duration of the programme.  **3.2c** The majority of assessments across the programme (e.g. around 75% of compulsory programme credits) are integrated assessments that requires students to demonstrate an integration of skills and knowledge as part of a holistic assessment activity (including cross module or synoptic holistic assessments).  **3.3c**The use of authentic assessment is built up progressively and maximised across the programme.  **3.4c** Formative assessment and feedback/feedforward are used to engage students in active learning in all compulsory modules/ programme components and students are taught how to use this to help them improve their future performance. Students have the opportunity in at least one module or programme component per year to provide peer feedback/feedforward to develop their skills further.  **3.5c** External industry or sector professionals are involved in the development and grading of relevant student assessments. |
| **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****.*** | **4.1a** Within the context of the programme there are few opportunities (e.g. within specialist modules) for students to become self-regulated learners and demonstrate that they can:   * reflect on and identify their own knowledge, skills and attributes. * Identify their own learning needs through completing activities such as skill inventories and personal development planning. * work independently to address their learning and development needs.   **4.2a**All students are provided with an opportunity to undertake a work placement and/or experience a period of study abroad.  **4.3a** Students demonstrate their ability to cope with new and changing situations through problem solving activities engaged with as part of the programme and *if* they undertake a work placement/ study abroad opportunity. | **4.1b** Within the context of the programme there are frequent opportunities (e.g embedded within at least 50% of compulsory modules or programme credits) for students to become self-regulated learners and demonstrate that they can:   * reflect on and identify their own knowledge, skills and attributes. * Identify their own learning needs through completing activities such as skill inventories and personal development planning. * work independently to address their learning and development needs.   **4.2b**All students are supported to undertake a substantial work placement and/or experience a period of study abroad as part of the programme design.  **4.3b** Students demonstrate their ability to cope with new and changing situations through problem solving activities engaged with as part of the programme and by undertaking a work placement/ study abroad opportunity.  **4.5b** Students have the opportunity to attend careers workshops and/or employability initiatives delivered out with their programme of study. | **4.1c** The progressive development of students’ confidence throughout the duration of the programme has been considered as a design principle so there are numerous opportunities for students to become self-regulated learners and demonstrate that they can:   * reflect on and identify their own knowledge, skills and attributes. * Identify their own learning needs through completing activities such as skill inventories and personal development planning. * work independently to address their learning and development needs.   **4.2c**All students are supported to undertake a substantial work placement and/or experience a period of study abroad as part of the programme design and most do so.  **4.3c** Students demonstrate their ability to cope with new and changing situations through problem solving activities engaged with as part of the programme and by undertaking a work placement/ study abroad opportunity that the programme requires students to reflect upon to consolidate the learning from this experience.  **4.4c** Students can demonstrate an extended worldview beyond their own University life through engagement with, and reflection on, work and charity-based placements, volunteering opportunities and community based projects and/or through study abroad opportunities.  **4.5c** Students have the opportunity to demonstrate that they can articulate their knowledge, skills and attributes confidently to prospective employers, colleagues etc. through careers workshops and/or alternative employability initiatives embedded within the programme. |
| **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.* | **5.1a** Students digital skills are mainly utilised through engagement with basic tasks on the VLE (administration requirements, accessing resources and submitting work), there are few opportunities (e.g. within a few modules or programme components dependent on pedagogic choices of the module/ programme component lead) for students to demonstrate their subject specific digital fluency through learning and assessment activities.  **5.2a** Students are required to demonstrate their ability to search and critique information from digital sources in a few modules/ programme components within the course.  **5.3a** Students are required to demonstrate their ability to use digital resources and manage data in a way that demonstrates their understanding of ethical, legal and security requirements.  **5.4a** Students are encouraged to utilise a variety of digital tools to support their learning and development needs such as organisational, academic and study skills throughout the duration of their studies.  **5.5a** Students can access guidance on how to develop and manage their digital identity across multiple platforms in a professional manner.  **5.6a** Students digital capabilities are developed in specialist modules/programme components within the duration of the programme. | **5.1b** Within the context of the programme there are frequent opportunities (e.g. within at least 50% of compulsory programme credits) for students to demonstrate their subject specific digital fluency through learning and assessment activities.  **5.2b** Students are frequently (e.g. within at least 50% of compulsory programme credits) required to demonstrate their ability to search and critique information from digital sources and use digital tools for subject related goals and/or research and enquiry.  **5.3b** Students are required to demonstrate their ability to use digital resources and manage data in a way that demonstrates their understanding of ethical, legal and security requirements and critically review their approach to this.  **5.4b** Students are encouraged to use a variety of digital tools to support their learning and development needs such as organisational, academic and study skills throughout the duration of their studies in optional timetabled study support sessions.  **5.5b** Students are specifically provided with guidance on how to develop and manage their digital identity across multiple platforms in a professional manner during timetabled contact time.  **5.6b**Students digital capabilities are developed in compulsory modules/ programme credits, increasing in complexity throughout the duration of the programme.  **5.7b** Students have the opportunity to utilise digital platforms to connect, collaborate and communicate with fellow learners.  **5.8b** Students have the opportunity in one or more compulsory modules or programme components per year to present their findings or submit their assessed work in a range of digital formats as appropriate to the task. | **5.1c** The progressive development of students’ digital fluency throughout the duration of the programme has been considered as a design principle so there are numerous opportunities for students to demonstrate their digital fluency through learning and assessment activities. Digital capabilities form part of their summatively-assessed activity.  **5.2c** Students are required to demonstrate their ability to search and critique information from digital sources and use digital tools for, subject related goals and/or research and enquiry in the majority (at least 75%) of the compulsory programme credits and in each year of study.  **5.3c** Students are required to demonstrate their ability to use digital resources and manage data in a way that demonstrates their understanding of ethical, legal and security requirements, critically review their approach to this and consider how this might apply in varying contexts.  **5.4c** Students use a variety of digital tools to support their learning and development needs such as organisational, academic and study skills throughout the duration of their studies in timetabled study/ academic development skills sessions or modules and opportunities to share these experiences with their peers are provided.  **5.5c** Students are specifically provided with guidance on how to develop and manage their digital identity across multiple platforms in a professional manner during timetabled contact time and in the later years of the programme are supported to develop a professional profile.  **5.6c**Students’ digital capabilities are developed progressively through the programme, with each task increasing in complexity and building on previous assessment requirements over the duration of the programme.  **5.7c** Students have the opportunity to utilise digital platforms to connect, collaborate and communicate with fellow learners, and to develop a professional profile through engagement with professional networks.  **5.8c** Students have the opportunity in several compulsory modules or programme components per year to present their findings or submit their assessed work in a range of digital formats as appropriate to the task using the digital tools of their choice. |
| **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.* | **6.1a** All students are provided with opportunities to engage with their local/regional/national disciplinary community(ies) and recognise shared and diverse values through informal discussions and activities.  **6.2a** There are few opportunities within the curriculum for students to encounter and engage with disciplinary relevant issues related to ethical practice, social justice, economic and/ or environmental impact.  **6.3a** All students are provided with the opportunity to undertake a substantial work placement and/or experience a period of study abroad.  **6.4a** Within the context of the programme (if applicable) there are few opportunities ( e.g. within a few modules or programme components dependent on pedagogic choices of the module/ programme component lead) for students to encounter and engage with 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/or activities such as work placements, volunteering or study abroad opportunities. | **6.1b** All students are required to engage with their local/ regional/national and international disciplinary community (ies) and recognise shared and diverse values through structured learning activities.  **6.2b** There are frequent opportunities (within at least 50% of compulsory programme credits) for students to encounter, engage with and critically reflect on disciplinary relevant issues related to ethical practice, social justice, economic and/ or environmental impact.  **6.3b** All students are actively encouraged to undertake a substantial work placement and/or experience a period of study abroad as part of the programme design.  **6.4b** Within the context of the programme (if applicable) there are frequent opportunities (e.g within at least 50% of compulsory programme credits) for students to encounter and engage with 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 such as work placements, volunteering or study abroad opportunities.  **6.5b** Students are provided with opportunities to critically reflect on the diversity of perspectives within the disciplinary area and consider how this impacts on disciplinary practice and development through international and/or local collaborative projects, placements, exchanges or comparison studies. | **6.1c** All students are required to demonstrate critical understanding of the international community(ies) within which their discipline is situated and are able to reflect upon their own values and the diverse values of others within those communities through assessed activity.  **6.2c** There are numerous opportunities within the curriculum for students to encounter, engage with and critically reflect on disciplinary relevant issues related to ethical practice, social justice, economic and/ or environmental impact and to undertake change orientated ‘real-world’ projects aimed to address elements of these as part of their studies.  **6.3c** All students **do** undertake a substantial work placement and/or experience a period of study abroad and this is embedded within the programme design.  **6.4c** Within the context of the programme (if applicable) there are numerous opportunities (e.g. in around 75% of compulsory module credits) for students to encounter and engage with 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, other learning materials and activities such as work placements, volunteering or study abroad opportunities and reflect upon these perspectives within an assessed activity.  **6.5c** As part of formative and/or summative assessment students are required to critically reflect on the diversity of perspectives within the disciplinary area and consider how this impacts on disciplinary practice and development through international and/or local collaborative projects, placements, exchanges or comparison studies. |

*\*Alongside these general definitions of practice programme teams should also consider what Emergent, Developed and Extended practice would look like within the context of their own discipline by undertaking external scoping exercises and researching best practice in disciplinary specific teaching*

## Appendix A: Glossary of Terms

**Capstone (Project):** a project undertaken by students usually towards the end of their studies allowing them to demonstrate the breadth of their learning across the programme and apply this to a particular topic, piece of research or ‘real world’ issue. The project often requires students to demonstrate skills such as critical thinking, problem solving, team working etc. Project assessments often include presentations or disciplinary-specific outputs as the project can help prepare students for future employment opportunities.

**Case-based learning:** applied learning that is stimulated by reading and discussing complex, real-life scenarios or simulated scenarios.

**Enquiry Based Learning:** learning that is driven by a process of posing questions, problems or issues; owned by the student.

**ePortfolio:** an electronic tool designed to house a collection of information and digital artefacts that demonstrate development or evidence the achievement of learning outcomes, skills or competencies.

**Flipped Classroom:** The term derives from the way it “flips" the traditional classroom model. Instead of using contact time to provide students with information and then ask them to do application activities in their own time, students are provided with pre-reading or information gathering activities and contact time is used to apply the information in context through group work, scenarios etc.

**LGBTQ+:** Lesbian, Gay, Bisexual, Transgender, Queer/Questioning plus. The ‘plus’ is inclusive of other groups, such as asexual or intersex.

**Living Labs:** ‘physical regions or virtual realities, or interaction spaces, in which stakeholders form public-private-people partnerships (4Ps) of companies, public agencies, universities, users, and other stakeholders, all collaborating for creation, prototyping, validating, and testing of new technologies, services, products, and systems in real-life contexts’ (Leminen, 2013; Westerlund & Leminen, 2011).

**Problem-Based Learning:** a learner-centered approach that presents students with a problem or scenario and requires them to conduct research, integrate theory and practice, and apply knowledge and skills to develop a solution.

**Self-Regulated Learners:** learners who canplan for a task, monitor their performance, and then reflect on the outcome in a cyclical process, using the reflection to adjust and prepare for future practice.

**Synoptic** **(project):** a project that integrates students’ learning from a wide range of elements within the modules/ programme components they have taken.

**Team-Based Learning:** A large group teaching strategy that also provides benefits of small group teaching and learning by creating opportunities for students to apply conceptual knowledge through a systematic process of preparatory work, individual assessment, teamwork and immediate feedback

**TEL:** Technology Enhanced learning

**Wikis:** a web page or resource developed and maintained collaboratively by a community of users, allowing any user to add and edit content.

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