



Curriculum 2021 Programme Self Evaluation Questions (PSEQ) with Self-Assessment Rubric

The Curriculum 2021 Programme Self Evaluation Questions (PSEQ) with Self-Assessment Rubric is a reflective document designed to help programme teams engage with, and align to Curriculum 2021 when developing or reviewing programme provision.

Curriculum 2021 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 three Liverpool Hallmarks of research-connected teaching, active learning and authentic assessment and Graduate Attributes of confidence, digital fluency and global citizenship. For more information on the Curriculum 2021 process and the Liverpool Hallmarks and Attributes please click on the following link:

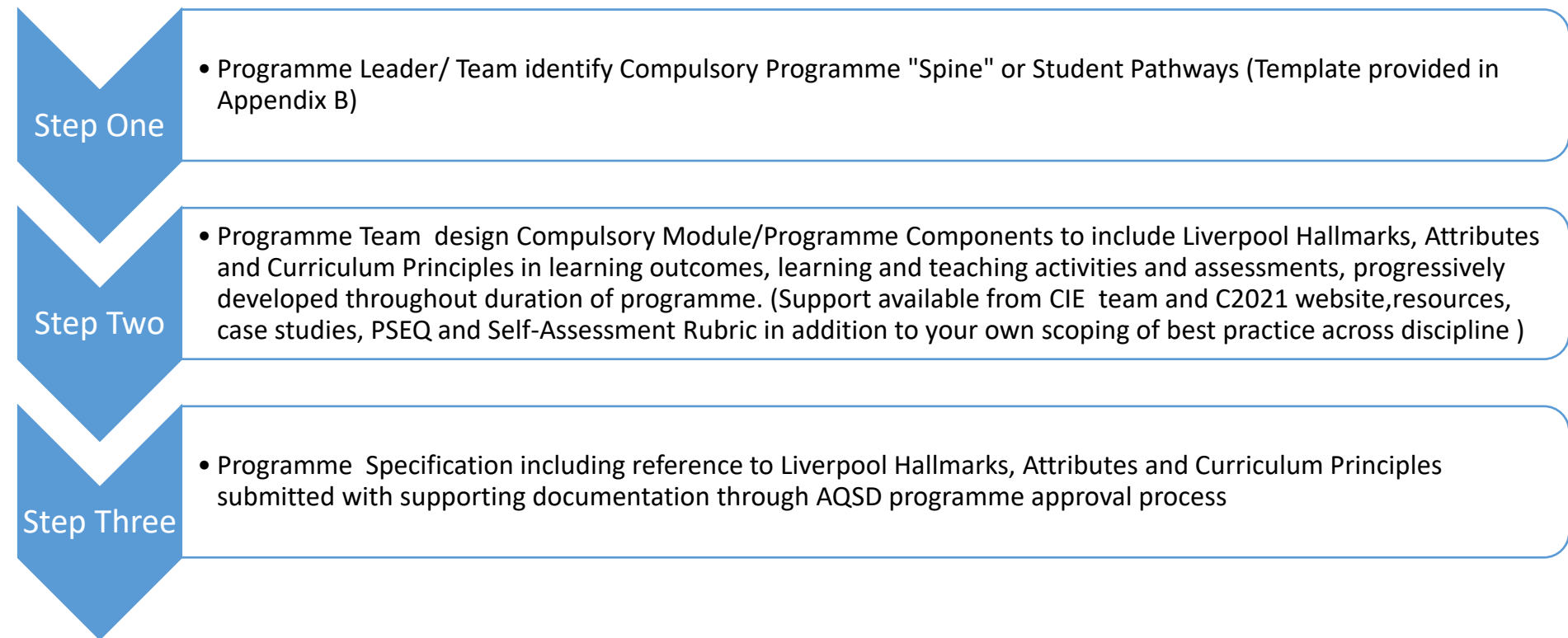
<https://www.liverpool.ac.uk/centre-for-innovation-in-education/curriculum-resources/>

Curriculum Principles have been identified within the development of C2021, which demonstrate core C2021 requirements for all programme teams; the purpose of these is to ensure equity of experience for all students regardless of their programme of study. Curriculum Principles appear within the Self-Assessment Rubric and Questions as underlined text. 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.

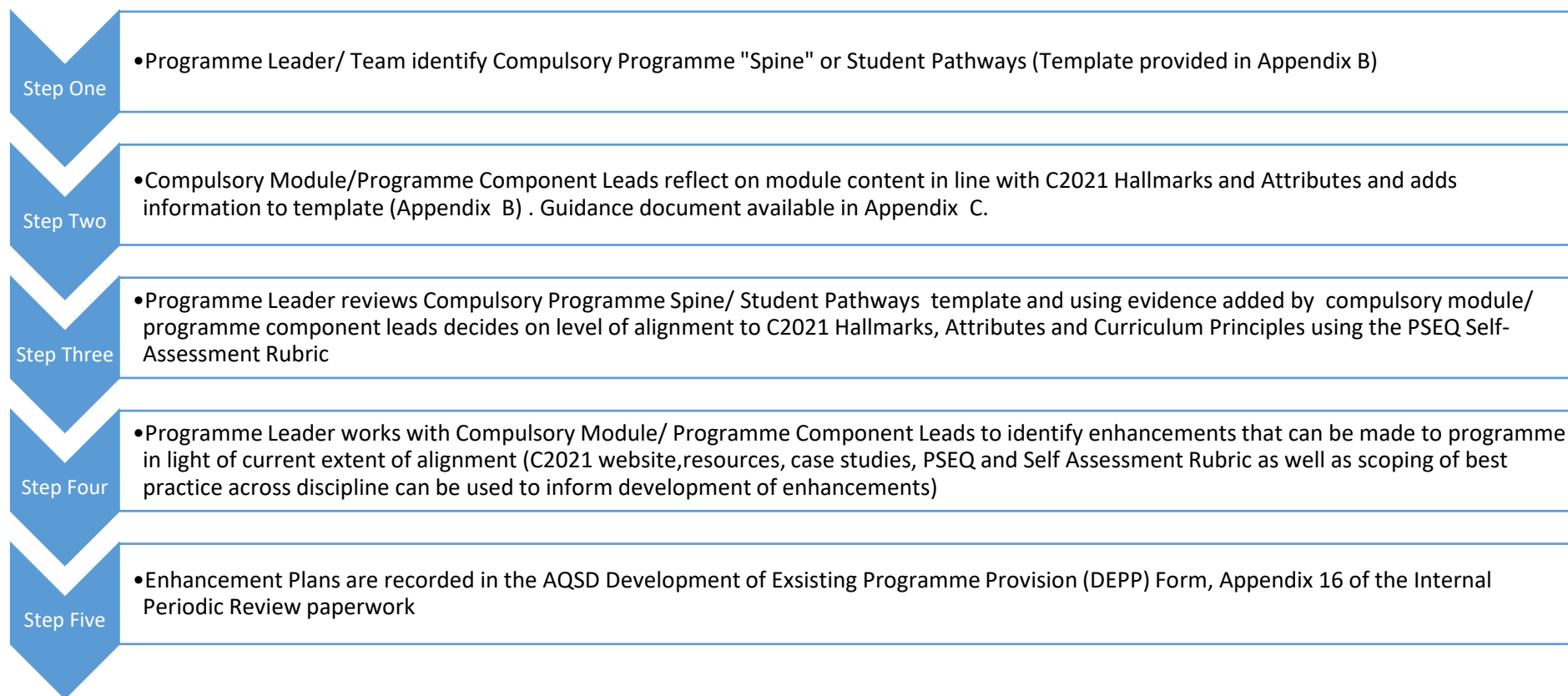
How to use this document

This document outlines the activities needed to complete the Curriculum 2021 alignment process for new and existing programmes. For new programmes a 3 step process is recommended, and for programmes under review a 5 stage process. An overview of these processes is provided below. Please note: this process has been developed as a result of ongoing work with programme teams. If you find this approach problematic in your particular context please contact CIE who will be able to help scope out a process that will work for you.

Overview of the PSEQ and Self-Assessment Rubric for New Programme Development



Overview of the PSEQ and Self-Assessment Rubric Process (for Revalidation and Internal Periodic Review Activities)



Step One (To be considered by new and existing programmes)

Preparatory Activities

The PSEQ and Self-Assessment Rubric is designed for use at a programme level, as this reflects the student journey. In order to identify the extent to which your programme/programmes align to Curriculum 2021 you will need to identify the compulsory modules or programme components within your programme for each year of study. By mapping the compulsory requirements within the duration of the programme (a template is available in appendix B to help you) you can identify as a minimum the opportunities that all students have to experience the Liverpool Hallmarks of Research Connected Teaching,

PSEQ and Self Evaluation Questions

Active Learning and Authentic Assessment and to progressively develop their Graduate Attributes of Confidence, Digital Fluency and Global Citizenship within your programme provision.

In order to demonstrate the progressive development of students' skills and experiences in relation to the Hallmarks and Attributes there will need to be a "spine" or number of compulsory modules/ programme components within each year of the programme. If this is not the case, potential student pathways will need to be mapped instead, to demonstrate how ALL students' skills are developed progressively and equitably through the duration of the programme regardless of the module/ programme component choices made. Help is available from CIE staff to identify student pathways if required.

For programme teams undergoing internal periodic review or revalidation only

Programme Leaders may require module/ programme component leaders to reflect on the extent to which their modules align to the Curriculum 2021 Hallmarks and Attributes prior to completing the overall PSEQ for the programme. The mapping template in appendix B can be sent to module/ programme component leaders to be populated, with a guidance document. This guidance document is available in Appendix C of this document.

When reviewing the extent to which the programme aligns to the Curriculum 2021 Hallmarks and Attributes Programme Leaders should take into account the evidence gathered via the mapping tool.

Step Two (To be considered by new and existing programmes)

Where are we now? / What are the expectations?

Existing Programmes undergoing review

The second stage of the PSEQ process is to use the self-assessment rubric to identify your current curriculum alignment to the Curriculum 2021 (C2021) Hallmarks, Attributes and Curriculum Principles (you can circle the statements that best reflect your current programme). You should consider relevant programme data sources when completing this exercise such as NSS, AES, Graduate Outcomes (previously DLHE survey), student evaluation etc.

You can use the optional **C2021 PSEQ Mapping grid (see Appendix A)** to help you keep a record of your self-assessment for each Hallmark and Attribute if you find it helpful.

New Programmes

If you are planning a new programme you can use this rubric to familiarise yourself with C2021 expectations and the 'Development Questions' in Part Two, along with the web based C2021 resources, when designing and developing your programme provision.

It is worth noting that disciplinary context will impact on the extent to which each of the Hallmarks and Attributes can be implemented within a given programme, however the Curriculum Principles are a requirement for all programmes and it is expected that programme teams challenge themselves to maximise the extent to which Hallmarks and Attributes can be developed within their provision. Programme teams should be prepared to discuss the potential to which C2021 has been incorporated within revised or new provision as part of the periodic review or programme approval process.

Key to Self-Assessment Rubric

Practice	Definition
Emergent (Em)	Students will have occasionally experienced this in a limited capacity (typically in less than half of compulsory programmes credits) or on an ad hoc basis and not as part of the overall programme design.
Developed (De)	Students will have experienced this regularly in the majority (typically in at least 50% of the compulsory programme credits) but the hallmark/ attribute has had limited consideration within overall programme design; 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 programmes 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.
<u>Curriculum Principle</u>	<u>Core C2021 requirement for all programme teams (underlined text)</u>

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

Curriculum Principles at a glance

- 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

Part 01 - Self Assessment Rubric

	Practice		
Hallmark or Attribute with Definition	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 <u>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.</u> 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. <i>e.g. once a year or less.</i>	1.1b <u>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.</u> 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 <i>e.g. at least once every semester</i> and also engage in scholarly discussion regarding new developments within	1.1c <u>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.</u> 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 <i>e.g. more than once per semester</i> and engage in scholarly discussion regarding new developments within

	Practice		
Hallmark or Attribute with Definition	Emergent (Em)	Developed (De)	Extended (Ex) *
Research Connected Teaching	<p>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.</p> <p>There is no criterion 1.5a within this document.</p>	<p>the field either in class, through digital platforms or in communities of practice.</p> <p>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.</p> <p>1.5b Students have the opportunity to present their own research or enquiry based work and discuss their work with Faculty members and peers.</p>	<p>the field either in class, through the use of digital platforms or in communities of practice.</p> <p>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.</p> <p>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.</p>
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	<p>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:</p>	<p>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:</p>	<p>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:</p>

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<p>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.”</p>	<ul style="list-style-type: none"> • 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.) <p>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:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.) <p>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:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.) <p>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</p> <ul style="list-style-type: none"> • 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 <p>2.2cii Student contact time has been designed to embed</p>

	Practice		
Hallmark or Attribute with Definition	Emergent (Em)	Developed (De)	Extended (Ex) *
Active Learning	<p>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.</p>	<p>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.</p>	<p>interactivity and active learning is a core approach to teaching, present in at least 75% of the delivery of the compulsory programme credits.</p> <p>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.</p>
	<p>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.</p>	<p>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</p>	<p>2.4c As part of an holistic, progressive programme design students 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</p>

	Practice		
Hallmark or Attribute with Definition	Emergent (Em)	Developed (De)	Extended (Ex) *
Active Learning	<p><i><u>2.5a Students have the opportunity to undertake applied enquiry-led learning in at least one required module/ programme component each year (UG only).</u></i></p>	<p>activities both in and outside the classroom through optional support sessions around study skills, organisation, revision techniques, time management etc.).</p> <p><i><u>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.</u></i></p>	<p>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.</p> <p><i><u>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</u></i></p>
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	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,	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	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

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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.”	<p>group work, research/ enquiry-based assignments, work placements and/ or development of disciplinary relevant outputs).</p> <p>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.</p> <p>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).</p> <p>3.4a Formative assessment and feedback/feedforward are used in</p>	<p>through the later stages of the programme (for example in final year of study).</p> <p>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.</p> <p>3.3b The use of authentic assessment within compulsory modules/programme components increases through the duration of the programme.</p> <p>3.4b <i>Formative assessment and feedback/feedforward are used to</i></p>	<p>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.</p> <p>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).</p> <p>3.3c <i>The use of authentic assessment is built up progressively and maximised across the programme.</i></p> <p>3.4c <i>Formative assessment and feedback/feedforward are used to</i></p>

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Hallmark or Attribute with Definition	Emergent (Em)	Developed (De)	Extended (Ex) *
Authentic Assessment	<p>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.</p> <p>There is no criterion 3.5a within this document</p>	<p><u>engage students in active learning in all compulsory modules/ programme components.</u></p> <p>3.5b External industry or sector professionals are involved in the development of relevant student assessments.</p>	<p><u>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.</u></p> <p>3.5c External industry or sector professionals are involved in the development and grading of relevant student assessments.</p>
<p>Confidence</p> <p>“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</p>	<p>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:</p> <ul style="list-style-type: none"> • reflect on and identify their own knowledge, skills and attributes • Identify their own learning needs through completing activities such as skill 	<p>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:</p> <ul style="list-style-type: none"> • reflect on and identify their own knowledge, skills and attributes • Identify their own learning needs through completing 	<p>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:</p> <ul style="list-style-type: none"> • reflect on and identify their own knowledge, skills and attributes

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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.”	<p>inventories and personal development planning</p> <ul style="list-style-type: none"> work independently to address their learning and development needs <p>4.2a <u>All students are provided with an opportunity to undertake a work placement and/or experience a period of study abroad.</u></p> <p>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 <i>if</i> they undertake a work placement/ study abroad opportunity.</p> <p>There is no criteria 4.4a or 4.4b within this document</p>	<p>activities such as skill inventories and personal development planning.</p> <ul style="list-style-type: none"> work independently to address their learning and development needs <p>4.2b <u>All students are supported to undertake a substantial work placement and/or experience a period of study abroad as part of the programme design.</u></p> <p>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.</p>	<ul style="list-style-type: none"> 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 <p>4.2c <u>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.</u></p> <p>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.</p> <p>4.4c Students can demonstrate an extended worldview beyond their own University life through engagement with, and reflection on,</p>

	Practice		
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Confidence		4.5b Students have the opportunity to attend careers workshops and/or employability initiatives delivered out with their programme of study.	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	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	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.	5.1c 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.

	Practice		
Hallmark or Attribute with Definition	Emergent (Em)	Developed (De)	Extended (Ex) *
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.”	<p>through learning and assessment activities.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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</p>	<p>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.</p> <p>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.</p> <p>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</p>

	Practice		
Hallmark or Attribute with Definition	Emergent (Em)	Developed (De)	Extended (Ex) *
Digital Fluency	<p>5.5a Students can access guidance on how to develop and manage their digital identity across multiple platforms in a professional manner.</p> <p>5.6a Students digital capabilities are developed in specialist modules/programme components within the duration of the programme.</p> <p>There is no criteria 5.7a or 5.8a within this document</p>	<p>their studies in optional timetabled study support sessions.</p> <p>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.</p> <p>5.6b Students digital capabilities are developed in compulsory modules/ programme credits, increasing in complexity throughout the duration of the programme.</p> <p>5.7b Students have the opportunity to utilise digital platforms to connect, collaborate and communicate with fellow learners.</p>	<p>sessions or modules and opportunities to share these experiences with their peers are provided.</p> <p>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.</p> <p>5.6c <u>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.</u></p> <p>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.</p>

	Practice		
Hallmark or Attribute with Definition	Emergent (Em)	Developed (De)	Extended (Ex) *
Digital Fluency		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.	5.8c 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	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.	6.1b 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.	6.1c 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

	Practice		
Hallmark or Attribute with Definition	Emergent (Em)	Developed (De)	Extended (Ex) *
impact, justice and on developing critical approaches to the way we live.”	<p>6.3a <u>All students are provided with the opportunity to undertake a substantial work placement and/or experience a period of study abroad.</u></p> <p>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.</p> <p>Criterion 6.5a does not exist within this document.</p>	<p>6.3b <u>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.</u></p> <p>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.</p> <p>6.5b Students are provided with opportunities to critically reflect on</p>	<p>aimed to address elements of these as part of their studies.</p> <p>6.3c <u>All students do undertake a substantial work placement and/or experience a period of study abroad and this is embedded within the programme design.</u></p> <p>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.</p> <p>6.5c As part of formative and/or summative assessment students are</p>

PSEQ and Self Evaluation Questions

	Practice		
Hallmark or Attribute with Definition	Emergent (Em)	Developed (De)	Extended (Ex) *
Global Citizenship		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.	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

Part Three (To be considered by new and existing programmes)

Where do we want to be and how will we get there?

Once you have assessed your current practice with regard to each of the curriculum 2021 Hallmarks, Attributes and Curriculum Principles you can use the rubric, Curriculum 2021 resources and case studies on the CIE website and any disciplinary specific pedagogical developments to identify how you could enhance current practice and curriculum provision. You may like to use the following developmental questions to help you plan how to achieve this.

Development Questions

**Questions related to curriculum principles are underlined in italics as these are C2021 requirements*

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?

PSEQ and Self Evaluation Questions

- 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 Curriculum 2021 web resources page has a comprehensive set of relevant case studies, development toolkits and additional resources to help you develop your provision further. This can be accessed using the following link: <https://www.liverpool.ac.uk/centre-for-innovation-in-education/curriculum-resources/>

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 or call us on 0151 795 0574

Part Four (To be completed by new and existing programmes)

How do we make our plans a reality?

For programmes undergoing review:

Once you have identified the relevant Hallmark, Graduate Attribute and Curriculum Principle enhancements you wish to make to your programme provision and how you might go about achieving this, you will need to complete the AQSD Development of Existing Programme Provision (DEPP) form, Appendix 16 of the Internal Periodic Review documentation. Your preparatory work does not need to be submitted, this is for your records and planning purposes only.

For new programmes

Once you have decided upon the learning, teaching and assessment strategies you will be using to deliver the Curriculum 2021 Hallmarks, Attributes and Curriculum Principles you should include these in the relevant section of the AQSD Programme Specification that forms part of the new programme approval process.

Appendix A PSEQ Mapping Grid

Using the self-assessment rubric please place a tick in the relevant box below for each of the criteria you think is evidenced in your current programme provision. When you have completed this exercise you should be able to see which category of practice you are most aligned with and be able to identify specific criteria you would like to develop.

Emergent		Developed		Extended	
1. Research-connected Teaching					
1.1a		1.1b		1.1c	
1.2a		1.2b		1.2c	
1.3a		1.3b		1.3c	
1.4a		1.4b		1.4c	
		1.5b		1.5c	
2. Active Learning					
2.1a		2.1b		2.1c	
2.2a		2.2b		2.2ci	
				2.2cii	
2.3a		2.3b		2.3c	
2.4a		2.4b		2.4c	
2.5a		2.5b		2.5c	
3. Authentic Assessment					
3.1a		3.1b		3.1c	
3.2a		3.2b		3.2c	
3.3a		3.3b		3.3c	
3.4a		3.4b		3.4c	
		3.5b		3.5c	
4. Confidence					
4.1a		4.1b		4.1c	
4.2a		4.2b		4.2c	
4.3a		4.3b		4.3c	
				4.4c	
		4.5b		4.5c	
5. Digital Fluency					
5.1a		5.1b		5.1c	
5.2a		5.2b		5.2c	
5.3a		5.3b		5.3c	
5.4a		5.4b		5.4c	
5.5a		5.5b		5.5c	
5.6a		5.6b		5.6c	
		5.7b		5.7c	
		5.8b		5.8c	
6. Global Citizenship					
6.1a		6.1b		6.1c	
6.2a		6.2b		6.2c	
6.3a		6.3b		6.3c	
6.4a		6.4b		6.4c	
		6.5b		6.5c	
Total		Total		Total	

Appendix B

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 RCT	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
Research-connected Teaching												
Active Learning												
Authentic Assessment												

PSEQ and Self Evaluation Questions

-note Curriculum principle of formative feedback and feed forward in all compulsory modules												
Confidence												
Digital Fluency												
Global Citizenship												

Appendix C- Guidance for module/programme component leads being asked to review the extent of the Curriculum 2021 Hallmarks and Attributes in their current module provision

Use the definitions of the Hallmarks and Attributes below and consider how these are currently evidenced in your module/ programme component's learning, teaching and assessment activities. Use the template in Appendix B (or an electronic equivalent) to record your information. If you need examples of how each of these Hallmarks and Attributes are implemented please visit the CIE Curriculum 2021 website and download the Curriculum 2021 booklet or look at our case study pages <https://www.liverpool.ac.uk/centre-for-innovation-in-education/curriculum-2021/>

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."

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.”

Appendix D 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

e-portfolio- 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.

LGBT+ - Lesbian, Gay, Bisexual, Transgender/Transsexual plus. The "plus" is inclusive of other groups, such as asexual, intersex, queer, questioning.

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 can plan 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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