

Confident graduates are: Engaged, Creative, Curious, Proactive, Resilient

Apply knowledge, skills and understanding

Recognise and articulate their qualities

Engage with the world beyond university

Within the curriculum

Active learning

- Peer review activities
- Formative assessment
- Engagement with feedforward
- Reflection on, and critical analysis of, own performance
- Responsible for own learning, planning and development

Authentic assessment

- Formative & summative: authentic learning activities
- Transferable experience
- Portfolio of work if applicable
- Opportunities to fail & work in difficult circumstances - e.g. formative groupwork

Research-connected teaching

- Students gain research-connected skillset
- Students as active researchers/creators

Global citizenship

- External projects
- Global outlook and reach
- Inclusive (difference/diversity contributes, and is valued)
- Agents for change

Digital fluency

- Critical understanding & use of digital tools/contexts designed into learning and assessment
- Digital collaboration
- Creative production

Confidence

- Live projects
- Placements
- Community-based projects
- Study abroad
- Other curricular activities

- Problem-based learning
- Real world scenarios
- Group work
- Students as creators

Outside the curriculum

Supportive environment

How could you create a more level playing field for all students?

- Consider barriers, e.g. time, cost, location, self-belief
- Offer flexibility: extra curricular activities may not be possible for all
- Support international students
- Work to bridge attainment gaps (e.g. BAME, widening participation)

Engagement beyond the University: application of learning/portability of skills

- Live projects
- Placements
- Community-based projects
- Study abroad

How could you underpin these activities to support critical analysis/reflection?

Learning at the University of Liverpool

- Careers & Employability, including digital coaches
- KnowHow workshops @ library
- LinkedIn Learning - online training
- HEARable activities
- Faculty opportunities

Belonging/becoming

- Departmental cultural & pedagogic approaches combine
- As our students learn, they experience 'change as a person' (Marton et al., 1993)*
- Learning/change can be difficult - students need to understand what, why & how they are learning