



How Might We:

Capabilities framework

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Framework overview

Layer 1: A literacies approach to curriculum design

The framework includes 3 individual, yet complementary literacies, each providing a curriculum design approach that can be adapted according to discipline need (Layer 2) and are also underpinned by the Leeds Skills Matrix (Layer 3).

Academic literacies

The **academically literate** student:

- Recognises, articulates and applies the ways of thinking, knowing and communicating across academic contexts and disciplines at institutional, national and global levels
- Understands the language, discourse and text, but also the wider norms, contexts, cultures and structures through which we communicate

Digital literacy

The **digitally literate** student:

- Is confident to choose and use the appropriate digital technologies to develop their academic, personal and professional capabilities
- Makes effective use of digital tools to design, produce and share work, information and digital content with appropriate acknowledgement

- Develops digital networks, making constructive contributions to online activities and guiding others to manage their own digital wellbeing

Professional literacy

The **professionally literate** student:

- Can recognise and articulate the transferability of their studies into the context of the workplace
- Will proactively develop the skills, knowledge and mindset required to inform decisions around their future career direction
- Confidently transitions into whatever post-graduation endeavour they choose

Additional support

All 3 literacies have their own 'How Might We Guide' and other support packages such as resources, templates, case studies and workshops. These will be available for programme teams to support their thinking around course design and review on an ongoing basis.

Layer Two: Discipline specialism

Each subject or discipline, requires specific knowledge, understanding and application of particular skills. The content and subject matter can be chosen due to a number of influences:

- QAA Subject Benchmarks
- PSRB & Sector Requirements
- Cultural and historical nature of the programme
- Academic staff expertise
- Research-informed priorities

Using the DNA template, programmes can begin to articulate what their discipline entails and why it is an attractive proposition for potential students to study it at the University of Leeds. The literacies approach can support how this discipline is then delivered at an UG and PGT level

Layer Three: Surfacing skills

All 3 literacies and disciplines require students to practise and develop specific types of skills. The Surfacing Skills process will support programme teams to determine which ones are most relevant to their discipline and how each is defined and applied.

Surfacing Skills involves a 5 stage process which can be implemented over time and provides a tangible and supportive structure by which all programmes can determine:

- Whether the 'right' skills are being developed and assessed (and in the most effective manner)
- Whether those skills currently being developed, are recognised by their students and therefore may need to be more explicitly 'surfaced'

The 5 stage process:

- **Stage 1: Identify**
Each programme will develop and publish an agreed list of appropriate Programme-level skills
- **Stage 2: Signpost**
A clear and consistent method is adopted by programmes to signpost students as to the skills that they are developing, including where and when and how.
- **Stage 3: Practise**
Students are regularly supported in their skills development through an active learning process.
- **Stage 4: Assess**
Skills are consistently and authentically assessed throughout a student's programme of study.
- **Stage 5: Reflect**
Students are provided with opportunities within the curriculum, to formally and informally reflect upon their current skillset and future development needs.

Through the Leeds Skills Matrix, Surfacing Skills will ultimately replace the previous LeedsforLife university-wide set of transferable skills with a more fluid and adaptable approach.

Purpose

What is the purpose of the framework?

The primary aim of the framework is to support staff to integrate academic, digital and professional literacies (and their related skills development) within curriculum design and delivery. In addition, it will enable programmes to demonstrate an explicit coherence between discipline level knowledge and skills, which in turn will support students to articulate both the skills and knowledge value of their degree.

Articulating the ‘DNA’ of your programme

By using the Capabilities Framework, programmes can evidence the key ‘Disciplinary Strength and Identity’ theme of the Leeds Curriculum. This will articulate what studying that degree at Leeds will mean, both for the student themselves, but also how it contributes to the overall discipline and any wider societal and/or industrial impact. This template can be used by programmes to start that DNA conversation; to clarify Programme Learning Outcomes, relevant assessment types and the identification of appropriate Programme-level skills and content.

How will this framework directly support students?

In addition to the framework supporting academic teams in curriculum design and delivery, the intention is to produce a student-facing version which can form the basis for ongoing discussions around what an individual student wants to achieve from their

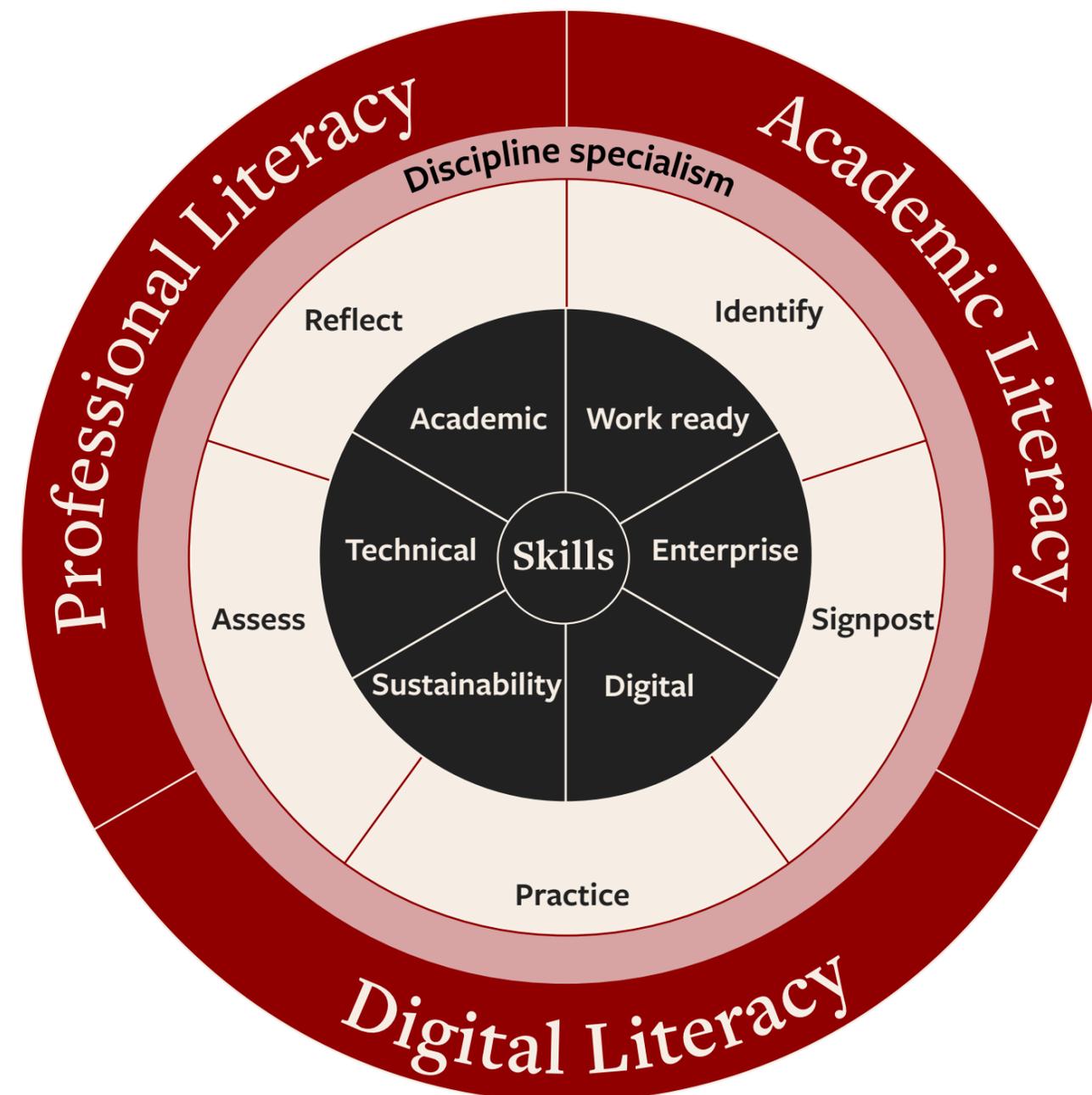
university experience and how this will support their future aspirations.

Student personalisation

Hosted within LeedsforLife, students will be supported to purposefully reflect upon their capabilities, developing their own aspirational outcomes (and what ‘success’ means to them) through Academic Personal Tutor conversations, reflections in appropriate modules and through additional professional support such as Student Careers and the Library’s Learning and Development co-curricular offer. Further guidance will be provided to academic teams as to how this can work.

Capabilities Framework core components

3 component layers have been brought together under the framework’s umbrella and staff can consider these when designing and developing their programmes. Each layer has a more detailed ‘How Might We Guide’ which details how staff can consider its influence and role in curriculum design and delivery.



More information

For further information on the Capabilities Framework, please contact the management team on SurfacingSkills@leeds.ac.uk. The team will be able to direct you to the appropriate support (staff, advice, workshops and resources).

The Capabilities Framework features a set of 'How Might We...' sub-guides which will be developed over time. Please access each one by using the clickable links within the diagram. Links will be added as each layer of guides is developed.

The diagram contains the outline of the sub-guides:

- Academic Literacy
- Digital Literacy
- Professional Literacy
- Surfacing Skills Overview
- Stage 1: Identify
- Stage 2: Signpost
- Stage 3: Practise
- Stage 4: Assess
- Stage 5: Reflect

Additional supporting evidence and useful resources will be provided within each individual guide.

Capabilities framework

Component 'How might we...' Guides

