Postgraduate Diploma and Master of Arts Academic Practice

2025-26

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Please e-mail theacademy@liverpool.ac.uk if you require the Handbook in an alternative format.

Welcome to the PGDAP and MA AP

Academic Development in The Academy, welcomes you to the Postgraduate Diploma (PGDAP) and Master of Arts Academic Practice (MA AP). We very much hope that you will enjoy your time with us and the many opportunities that are offered through The Academy. We would like to wish you an engaging and successful time of study with us on these programmes.

This Handbook will provide you with all the information you need to support you whilst undertaking the programmes. It does not provide an exhaustive list of information you may require to succeed in your studies, but will signpost you to other sources of information you may need to access. Please read your Handbook thoroughly and consult your module lead if you require any clarification of its contents.

We wish you success in your studies.

Dr Sue Bolt (PFHEA)
Head of Academic Development

Judith Schoch (SFHEA)
Director of Studies

ACADEMIC DEVELOPMENT

Since 1 August 2017 Academic Development has been situated within the *Leadership, organisational, Staff and Academic Development Academy* (The Academy) within HR. Academic Development hosts accredited and non-accredited programmes to support the development of learning, teaching and assessment at the University of Liverpool (see Website for further information). The vision of the University for The Pillar of Education and Student Experience (Strategy 2031), Enriching Minds, Transforming Lives is: 'To create outstanding, transformative, research-connected learning experiences that empower our diverse community of students and teaching staff to achieve their highest potential.'

Key contacts for the Postgraduate Certificate in Academic Practice:

Dr Sue Bolt	PFHEA	Head of Academic Development	suebolt@liverpool.ac.uk
Judith Schoch	SFHEA	Director of Studies and Module Lead ADEV720	j.schoch@liverpool.ac.uk
Dr Eli Saetnan	SFHEA	Module Lead ADEV730	saetnan@liverpool.ac.uk
Dr Charles Buckley	PFHEA	MA AP Lead	charlesb@liverpool.ac.uk
Sandra Jamieson Nathan Monk		Programme Administrators	theacademy@liverpool.ac.uk
Dr Claire Stocks	SFHEA	External Examiner	cstocks@chester.ac.uk

For all administrative queries, including registration, bookings and access to Canvas, please contact the Programme Administrator via e-mail (theacademy@liverpool.ac.uk). Once you have registered for the Programme you will receive an invite to Canvas for the first module; please accept your invite as this will automatically add you to a Teams space for that module.

Professional Recognition and Qualifications for Teaching in HE

The University of Liverpool Framework for Academic Development Taught Programmes to Enhance Learning, Teaching and Assessment in Higher Education

Foundations of Learning and Teaching in Higher Education (FLTHE)	Postgraduate Certificate in Academic Practice (PGCAP)	Postgraduate Diploma in Academic Practice (PGDAP)	Master of Arts Academic Practice (MA AP)
Stage 1: Introduction to Supporting Students Stage 2: Foundations of L&T in HE (FLTHE)	**ADEV700 Autumn or ADEV710 Spring Developing Academic Practice (40 credits)** **ADEV701 Autumn or ADEV702 Spring Scholarly Investigation of Practice (20 credits)**	ADEV720 Developing Academic Leadership (30 credits) ADEV730 Developing Academic Scholarship (30 credits)	ADEV770 Academic Practice Project (60 credits)
Non-credit bearing workshops, online resources, support and workplace learning	**2 compulsory modules**	2 compulsory modules	Academic Practice Project
	60 credits at Level 7	120 Credits at Level 7	180 Credits at Level 7
Associate Fellow of the HEA	**Fellow of the HEA**	N/A	N/A

PGDAP PROGRAMME INFORMATION

The aim of this programme is to develop academic practice, leadership, and scholarship to enhance learning and teaching in higher education.

The educational aims of the PGDAP are to enable participants to:

1. Extend and reflect upon their academic practice as part of continual professional development.
2. Explore academic leadership concepts and practices, within their spheres of influence and expertise.
3. Critically evaluate innovative practice by considering the problematic nature of theory, policy and practice.
4. Explore the scholarship of learning and teaching and its relationship to disciplinary contexts.

The educational aims of the MA AP are to enable participants to:

1. Extend and reflect upon their academic practice as part of continual professional development.
2. Critically evaluate, select, and make use of appropriate methods to apply scholarly evidence-based approaches to challenge and inform academic practice.
3. Systematically plan and conduct an Academic Practice Project to resolve relevant challenges and present findings

The Intended Learning Outcomes of the PGDAP:

1. Demonstrate the ability to use appropriate methods, evidence-based knowledge, and scholarship to inform their own and others' academic practice.
2. Critically evaluate HE theoretical, institutional, and external frameworks to challenge academic practice.
3. Critically evaluate and select appropriate methods/methodologies in the application of the scholarship of learning and teaching.
4. Critically evaluate the effectiveness of approaches and techniques used to foster an inclusive environment within their spheres of influence and expertise.
5. Identify and evaluate opportunities for dissemination of scholarship and innovative academic practices to communicate effectively maximising the potential to influence policy and practice.

The Intended Learning Outcomes of the MA AP:

1. Demonstrate the ability to make use of appropriate methods, evidence-based knowledge and scholarship to inform their own and others' academic practice.
2. Critically evaluate HE theoretical, institutional and external frameworks to challenge academic practice.
3. Critically evaluate and select appropriate methods/methodologies in the application of the scholarship of learning and teaching.
4. Critically evaluate the effectiveness of approaches and techniques used to foster an inclusive environment within their spheres of influence and expertise.
5. Identify and evaluate opportunities for dissemination of scholarship and innovative academic practices to communicate effectively maximising the potential to influence policy and practice.
6. Systematically plan and conduct research in a field of relevant to academic practice in higher education to identify new solutions to complex issues and present findings.

The Programme Structure

The modules of the PGDAP and MA AP follow on from the PGCAP, so that on completion participants have achieved 120 credits altogether for the PGDAP and 180 credits for the MA AP. The PGCAP or equivalent PGCert must be completed before starting the ADEV720 and ADEV730. Once participants have successfully completed the PGDAP they can continue onto the MA AP. This programme is offered through hybrid delivery and includes a mix of in-person and online seminars, online resources, work-based and self-directed learning. Liverpool Curriculum Framework is embedded in the learning and teaching strategies and methods. The MA AP involves webinars and supervision for the Academic Practice Project. This programme provides an innovative focus on authentic assessment linked to work-based learning in diverse contexts across the University. Learning and teaching strategies and methods in this programme reflect participant diversity and do not discriminate against any participants.

ADEV720 Developing Academic Leadership

Following successful completion of the PGCAP, this module enables participants to extend and reflect upon their academic leadership as part of continual professional development. This module supports the Academy's focus on leadership development and the implementation of the Leadership Commitment Framework. It provides development opportunities that enable participants to critically evaluate innovative practice by considering the problematic nature of theory, policy and practice and explore academic leadership concepts and practices, within their spheres of influence and expertise.

ADEV730 Developing Academic Scholarship

This module supports staff to demonstrate aspects of scholarship which may be relevant to academic promotion criteria. It provides development opportunities that enable participants to critically evaluate innovative practice by considering the problematic nature of theory, policy and practice and extend their scholarly expertise. It prepares participants for and leads onto the MA Academic Practice.

ADEV770 Academic Practice Project

This module provides an opportunity for participants to further develop ideas they have been introduced to in the PGDAP and use appropriate methods and scholarship to investigate academic practice. Through peer support and working closely with a supervisor, participants produce a Proposal and share their research with other colleagues through a presentation. The majority of the course involves independent research with supervisory support and an emphasis on important principles such as inclusivity and dissemination of findings and recommendations in the form of a written paper.

Introduction to Assessment

The assessments do not discriminate based on protected characteristics. Participants can draw on resources relevant to them in their roles at the University to complete the assessments.

The PGDAP assessment methods used include:

1. Leadership Development Plan
2. Digital Case Study
3. Academic Infographic Poster
4. Research proposal

The assessment for the MA AP includes:

1. Research Proposal
2. 10-minute presentation
3. Written paper

MODULE INFORMATION
ADEV720 Developing Academic Leadership

Module Lead ADEV700	Judith Schoch (SFHEA)	j.schoch@liverpool.ac.uk
Assessors/Internal Moderators	Dr Eli Saetnan (SFHEA) Dr Charles Buckley (PFHEA)	saetnan@liverpool.ac.uk charlesb@liverpool.ac.uk
Programme Administrators	Sandra Jamieson Nathan Monk	theacademy@liverpool.ac.uk

Module Aims
1. Extend and reflect upon their academic practice as part of continual professional development.
2. Explore academic leadership concepts and practices, within their spheres of influence and expertise.
3. Critically evaluate innovative practice by considering the problematic nature of theory, policy and practice.

Learning Outcomes
1. Critically evaluate relevant HE theoretical, institutional, and external frameworks to integrate appropriate knowledge, skills, and values in academic practice with a focus on academic leadership.
2. Apply appropriate knowledge, skills, and values to show inclusive leadership within the context of global Higher Education.
3. Use appropriate methods, evidence-based knowledge, and scholarship to show impactful leadership in Higher Education.
4. Critically reflect on current role to identify opportunities to demonstrate applicable features of credible leadership.
5. Critically evaluate contextual factors to inform strategic planning that shows ambassadorial leadership relevant to your role.
6. Demonstrate a comprehensive understanding of academic leadership.

Key Concepts and Learning Activities

1.	Evaluation of relevant internal and external frameworks, theory, and policy to integrate effective academic leadership into practice.
2.	Exploration of diverse theories, conceptions, and practices of academic leadership; for example, but not limited to, inclusive, impactful, ambassadorial, and credible leadership.
3.	Exploration of methods to evidence-based practice to enhance academic leadership for a range of purposes in diverse contexts.
4.	Communicating vision and strategy relevant to academic leadership.

ADEV720 Assessments

The Learning Outcomes for this module will be met over the two assessments.

Assessment One	**Leadership Development Plan (2000 word equivalent) 50%** **Context of the assessment:** This authentic assessment builds on the University of Liverpool's Leadership Commitment Framework, combining critical reflection and collated feedback to present an analysis of your current understanding and approach to academic leadership. Having discussed the outcomes of this process with a mentor or colleague(s), you will formulate a detailed leadership development plan. Your personalised plan will capture specific actions focused on enhancing both your current approach to academic leadership and your future development priorities within short, mid and long term timescales. Each aspect of your plan should related to key leadership attributes you aim to develop and be grounded in the context of your academic practice and career aspirations and future development. **How to do it:** • Download the Self-Assessment form from Canvas • Complete the form, self-assessing against the Leadership Commitment Framework, and submit this for formative assessment • Collate feedback from a mentor or colleague(s) against Leadership Commitment Framework, through creating some questions or using the Self-Assessment form • Look at the example Leadership Development Plan proforma on Canvas • Decide how you will create your plan, whether to use the proforma, amend it or create your own • Final submission is the completed Leadership Development Plan
Assessment Two	**Digital Case Study (maximum 5 minutes) 50%** **Context of the assessment:** Identify an academic leadership challenge relevant to your areas of practice, and critically evaluate relevant theory, frameworks and policy to help deepen your understanding of the factors involved. You will collect feedback from relevant stakeholders who will be able to help you further explore your challenge. Collating this feedback gathered and engaging with relevant literature, frameworks and policy, you will draw your thoughts together to create a 5-minute digital case study that captures your understanding of the challenge and outlines a proposed considering the implications for future practice.

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How to do it:
- Decide on the digital platform you would like to use
- Decide on a **challenge** in your academic leadership role
- Read the literature around the topic of your challenge – think about what literature would be helpful and help to influence your thinking and leadership practice
- Think about the stakeholders and who you would like to gain feedback from (small number)
- Create some questions to ask your stakeholders about a strategy for your challenge (ideas about change, immediate action or future development…)
- Collate the stakeholder feedback
- Create your digital story thinking about: your own evaluation; feedback from others; literature, frameworks, strategy and policy
- Create a strategy for improvement and/or development

MODULE INFORMATION
ADEV730 Developing Academic Scholarship

Module Lead ADEV730	Dr Eli Saetnan (SFHEA)	saetnan@liverpool.ac.uk
Assessors/Internal Moderators	Dr Charles Buckley (PFHEA) Judith Schoch (SFHEA)	charlesb@liverpool.ac.uk jschoch@liverpool.ac.uk
Programme Administrators	Sandra Jamieson Nathan Monk	theacademy@liverpool.ac.uk

Module Aims

1. Extend and reflect upon their academic practice as part of continual professional development.
2. Critically evaluate innovative practice by considering the problematic nature of theory, policy, and practice.
3. Explore the scholarship of learning and teaching and its relationship to disciplinary contexts.

Learning Outcomes

1. Critically evaluate relevant HE theoretical, institutional, and external frameworks to integrate appropriate knowledge, skills, and values through the lens of enhancing practice through scholarship.
2. Critically reflect on and appraise diverse approaches to scholarship that can be utilised to influence and support high quality learning.
3. Show a critical awareness of pedagogic research design, ethical considerations, and the appropriateness of a variety of qualitative and quantitative methodologies to plan strategies to enhance innovation and excellence in learning and teaching in higher education.

Key Concepts and Learning Activities

1.	Evaluation of relevant internal and external frameworks, theory, and policy to identify how diverse forms of scholarship are used to provide evidence of successful practice in different contexts at individual, School/department, or faculty, and at University level.
2.	Exploration of tools, methods and strategies used for evaluating the effectiveness of academic practice.
3.	Pedagogical research design, ethical considerations, methods and methodologies, data collection and analysis.
4.	Communicating and disseminating outcomes and outputs of scholarship and/or pedagogical research.

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ADEV730 Assessments

The Learning Outcomes for this module will be met over the two assessments.

Assessment One	**Group Academic Poster (A0 Poster or equivalent + 800 word reflection) 40%**
	Context of the assessment: Work as a group to explore how scholarship impacts on teaching practice in your contexts. Consult with key stakeholders and critically evaluate relevant internal and external frameworks, theory and policy to identify how diverse forms of scholarship are used to provide evidence of successful practice in different contexts at individual, school/department, faculty, and at University level.
	How to do it: Create an academic poster to communicate your findings to peers. Design an evaluation tool to collect feedback about the effectiveness of your poster. Present your poster to peers and evaluate its effectiveness by getting feedback from peers. Write a brief reflection on the effectiveness of your poster and your evaluation strategy (including what worked, what didn't and what you would do differently next time) using evaluation data you collected when you shared it with your peers. Use appropriate academic referencing and communicate effectively.
Assessment Two	**Individual Research Proposal (max 4000 words) 60%**
	Context of the assessment: In a practice related field of higher education of your interest, demonstrate your critical awareness of pedagogical research design, ethical considerations, and the appropriateness of a variety of scholarship approaches by critically comparing alternative methodologies.
	How to do it: Identify an area of higher education research focus which addresses current issues in HE learning and teaching, situated within relevant institutional or external framework. Discuss different approaches to scholarship which have been utilised to explore the topic, and critique these approaches in light of relevant pedagogic theory, research methodology, and ethical considerations. Propose an area of research focus and appropriate research methodology to take forward into the MAAP project module.

What I am looking for:
- An area of research focus clearly rooted in pedagogic theory and relevant current frameworks
- A good understanding of different methodological approaches to scholarship, their benefits and limitations
- A critical discussion of current research addressing the issue or topic in focus

What I am NOT looking for:
- Specific research objectives
- A detailed explanation of data collection or data analysis methods
- Detailed explanation of ethical risks and mitigations

You will further develop the specific details of your proposed research design and data collection methods in your ADEV770 proposal if you choose to continue on to complete the MAAP.

ADEV770 Academic Practice Project

Module Lead ADEV730	Dr Charles Buckley (PFHEA)	charlesb@liverpool.ac.uk
Assessors/Internal Moderators	Dr Eli Saetnan (SFHEA) Judith Schoch (SFHEA)	saetnan@liverpool.ac.uk jschoch@liverpool.ac.uk
Programme Administrators	Sandra Jamieson Nathan Monk	theacademy@liverpool.ac.uk

Module Aims

1. Extend and reflect upon their academic practice as part of continual professional development.
2. Critically evaluate innovative practice by considering the problematic nature of theory, policy and practice.
3. Explore the scholarship of learning and teaching and its relationship to disciplinary contexts.

Learning Outcomes

1. Demonstrate the ability to make use of appropriate methods, evidence-based knowledge and scholarship to inform their own and others' academic practice.
2. Critically evaluate HE theoretical, institutional and external frameworks to challenge academic practice.
3. Critically evaluate and select appropriate methods/methodologies in the application of the scholarship of learning and teaching.
4. Critically evaluate the effectiveness of approaches and techniques used to foster an inclusive environment within their spheres of influence and expertise.
5. Identify and evaluate opportunities for dissemination of scholarship and innovative academic practices to communicate effectively maximising the potential to influence policy and practice.
6. Systematically plan and conduct research in a field of relevant to academic practice in higher education to identify new solutions to complex issues and present findings.

Key Concepts and Learning Activities

In addition to taking a critical look at a number of theoretical, institutional and external frameworks, you will be provided with the opportunity to use and critically evaluate methods for data collection and analysis in the context of academic practice. The course also involves learning how to refine and produce a suitably robust research proposal and learn more about ethical issues associated with research. There is also an emphasis on important principles such as inclusivity and dissemination of findings and recommendations

Peer support activities and working with supervisor to develop appropriate proposal, ethical approval application and evaluation of methods for data collection and analysis
Refining dissemination skills through presentation and written publication

ADEV770 Assessments

Each assessment may only address some of the learning outcomes. The learning outcomes for this module will be met over the three assessment.

| **Assessment One** | **Research Proposal (written using online template) 10% (LO3)**

Context of the assessment: Produce a proposal which clearly identifies a working title; introduction to include a rationale, scope and context for the study; aims and objectives and how you plan to answer the research question (s); ethical considerations; a review of key literature and a methodology section to include, where appropriate, overall philosophical considerations and brief overview of methods with insights into advantages and disadvantages. Provide a reference list which is not included in the word count.

How to do it:
• Provide an insight at this point of the likely direction of the research project
• Remember that the research might evolve as your study progresses but provide sufficient detail here to provide a basis for discussion with a supervisor and a platform to start to develop an ethical approval application
• Draw on your insights from ADEV 730 to indicate your methodology as well as methods
• At this stage you need to highlight some of the key literature and provide a clear rationale
• Ensure the chosen methods align with the chosen topic to allow for an investigation of the scholarship of learning and teaching and will lead to recommendations for practice |
| **Assessment Two** | **Presentation (max 10 minutes) 20% (LO1, 2, 3)**

Context of the assessment: Prepare and deliver a 10-minute presentation demonstrating the impact of your planned work and research on fostering an inclusive environment and opportunities for dissemination. |

	How to do it: • The presentation at the PedRes Conference allows you to provide a snapshot of your current progress to colleagues • Send your visual aid (e.g. PowerPoint sides) to <u>theacademy@liverpool.ac.uk</u> one week before the PedRes Conference • You have flexibility in relation to what you present depending on your progress, that is, you might focus on available literature if doing a systematic review or methods if you are still collecting data • See this as an opportunity to share your progress and get valuable feedback • Be ready to answer up to five minutes of questions from the audience
Assessment Three	**Written Paper (max 8000 words) 70% (LO1, 2, 3, 5, 6)** **Context of the assessment:** Prepare a written paper which can be aimed at a specific publication such as an academic journal or book chapter using the appropriate format for the identified dissemination strategy **How to do it:** • This assignment is graded in relation to learning outcomes 1, 2, 3, 5 and 6, so ensure that your work addresses these • You might wish to include appendices although the work being assessed will be the 8000w assignment • Read the detailed guidance on a suggested structure for the written paper in Canvas • Send a draft to your supervisor well in advance of the deadline • The recommendations for both future researchers as well as practitioners are important so ensure these are prominent as well as your dissemination plans

Programme Assessment and Grading Criteria

Table 1 summarises the assessment titles, types and weightings for each module that were previously outlined in the Handbook. All assessments will be marked using criterion-based statements, except for those that are not graded. Participants will receive a Fail (below 50%), Pass (50-59%), Merit (60-69%) or Distinction (70-100%) in accordance with the University Framework for Full-time and Part-time Modular Postgraduate Programmes, contained in Appendix C of the Code of Practice on Assessment: http://www.liv.ac.uk/tqsd/code-of-practice-on-assessment/

Module	Assessment Activity	Assessment Type	Weighting
ADEV720	Leadership Development Plan	Coursework	50%
	Digital Case Study	Coursework	50%
ADEV730	Academic Poster	Coursework	40%
	Research Proposal	Coursework	60%
ADEV 770	Proposal	Coursework	10%
	Presentation	Coursework	20%
	Written Paper	Coursework	70%

Assignment submission

The due dates for the assessment activities are outlined on Tables 3 and 4. If you are experiencing any difficulty meeting the assignment deadlines, please contact the Module Lead as soon as possible to discuss options for flexibility. Any extensions must be formally requested in writing and well in advance of the due date and can be approved by the Module Lead for up to 3 weeks. An extension request form can be requested from theacademy@liverpool.ac.uk or downloaded from the VLE. While we are sympathetic to your needs, if we have not received a request for extension, an application for Extenuating Circumstances, or had any communication with you by the meeting of the Board of Examiners, we will have no choice but to report a 'non-submission'.

Late Work Policy

Assignments submitted late, without an authorised extension request will be subject to a late work penalty. Details can be found in the Code of Practice on Assessment.

https://www.liverpool.ac.uk/student-administration/exams/policies-procedures/code-of-practice-assessment/

Effective Communication?

Effective communication relies on clear, concise messages and those which meet the other aspects of the assessment brief coherently and logically and in sufficient depth. Within each assessment brief, you will be given guidelines on the maximum limit expectations for each assessment component. Using many more words/volume than the suggested maximum limits may lead to penalties relating to this assessment criterion.

Feedback

Formative and summative feedback will be provided to participants in line with University of Liverpool's Code of Practice on Assessment Appendix N Policy on Feedback on Assessment

Grading Criteria

All marking is in accordance with the University Framework for Full and Part time Postgraduate programmes, contained in Appendix C of the Code of Practice on Assessment (CoPA). All assessments will be marked using criterion-based statements, except for those that are not graded:

Grades per assessment		
75	Distinction	70-100%
65	Merit	60-69%
55	Pass	59-59%
45	Fail/Resubmit	Below 50%

Key Dates 2024-25

ADEV720 Seminars	Mode of Delivery	Dates
Registration closes for Autumn Cohort		September 2025
Enter your details in Liverpool Life		October 2025
Day 1: Introduction to Module, Policy and Frameworks	In-person	3 November 2025
Day 2: Inclusive and Impactful Leadership	Online	1 December 2025
Day 3: Ambassadorial and Credible Leadership	Online	12 January 2026
Day 4: Communication of Vision and Strategy	In-person	9 February 2026
ADEV720 Assessments		
Assessment 1: Leadership Development Plan		9 February 2026
Assessment 2: Digital Case Study		9 March 2026
Board of Examiners		May 2026
ADEV730 Seminars		
Access to Canvas		March 2026
Day 1: Scholarship within HE – context and frameworks	In-person	23 March 2026
Day 2: Tools and techniques for evaluating impact	Online	20 April 2026
Day 3: Methods and methodologies in pedagogical research	Online	18 May 2026
Day 4: Research design and ethical considerations	In-person	15 June 2026
ADEV730 Assessments		
Assessment 1: Academic Infographic Poster		15 June 2026
Assessment 2: Research Proposal		13 July 2026
Board of Examiners		October 2026
ADEV770 Key Dates and Webinars		
Access to Canvas		August 2025
Induction	In-Person	3 September 2025
Session 1: Writing a research proposal	In-Person	3 September 2025
Session 2: Research Ethics	Online	24 September 2025
Session 3: Focus Groups	Online	5 November 2025
Pedagogic Research Conference	In-person	15 January 2026
Session 4: Data Analysis	In-person	28 January 2026
Session 5: Writing for Publication	Online	25 February 2026
ADEV770 Assessments		
Assessment 1: Research Proposal		13 October 2025
Assessment 2: Presentation		15 January 2026
Assessment 3: Written Paper		26 June 2026
Board of Examiners		October 2026

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Sources of support for programme participants

The programme team are committed to offering you a personal supportive relationship in additional to the academic support that you can expect. The Module Leads are the named Senior Academic Developers for each module and you may contact them via Teams or e-mail to make appointments to discuss anything in relation to your experience. You may also contact the Director of Studies if you wish to discuss your progress and experience in the programme or any needs for reasonable adjustments to be made to the programme.

Mentor

If you would like to access a mentor to support you with the PGDAP, please submit your information on the Mentor/Mentee Portal (PGCAP and ULTRA Mentor Portal User Guide) Following registering on the Database, you will receive an e-mail confirming your registration as a Mentee. A copy of the Mentor Handbook can be found on the VLE.

Cohort Representatives and Student Voice

Each PGDAP and MA AP cohort will choose a cohort representatives to be their voice for the Programme. They will be invited to attend The Academy Curriculum Boards, Board of Studies meetings and meet with the External Examiner prior to the Board of Examiners. We value feedback from all our cohorts, along with working collaboratively with the Curriculum Board to inform programme development and evaluation. All participants are invited to speak with the External Examiner prior to the Board of Examiners. You will have the opportunity to provide feedback to your cohort representatives, to the PGCAP Team, the External Examiner and through formal module and programme evaluations.

Formative Feedback/Feedforward

Formative feedback/feedforward on patches is a strong feature of the programme and you are encouraged to make the most of these opportunities in each module. You will be informed of the process for submitting draft patches by each Module Lead.

Procedures for handling absences, extensions and extenuating circumstances claims

Participants are expected to attend all scheduled workshops and participate in all online activities. Attendance will be monitored and recorded. If you are unable to attend or participate for any reason, please inform theacademy@liverpool.ac.uk and contact the Module Lead to agree on a plan to address any issues arising.

An extension to an assessment can be requested through completing the Programme Extension request form, and requests will be approved by the Module Lead. Any extension request should be submitted prior to the submission date of the assessment and can be approved for up to 3 weeks.

Extenuating circumstances are circumstances beyond a student's control which have affected their performance in assessments. If you miss an assessment deadline for reasons beyond your control and/or believe that extenuating circumstances may have

affected your performance in assessments and examinations, you will need to formally submit an Application for Consideration of Extenuating circumstances or an Application for Exemption from Late Penalties form. Please see the University's Extenuating Circumstances Policy available here:

- Code of Practice Appendix M - Policy on Extenuating circumstances in Relation to Performance in Assessments and Examinations
- Extenuating Circumstances Policy Guidelines for Students and Staff

Assessment Appeals

The Assessment Appeals Procedure is divided into two sections:

Section One– Appeals against individual module marks, assessments and non-modular programme. Upon the receipt of a Section One assessment appeal, it is the responsibility of the Secretary to the Board of Examiners to consider whether or not the student has cited something which constitutes a valid ground for appeal.
Section Two- Appeals against the decision of the Board of Examiners on completion of a programme of study. To make an appeal, you should use the procedures set out in Section Two of the Assessment Appeals Procedure Code of Practice on Assessment Appendix F.
Appeals against the decision of the Board of Examiners on completion of a programme of study.

- See Code of Practice Appendix F - Assessment Appeals Procedure for Undergraduate and Taught Postgraduate Programmes
- Further advice on procedural matters is available from appeals@liverpool.ac.uk

Complaints
Please see Student Complaints Policy and Procedure Student Complaints Policies and Procedures. If, having consulted the Student Charter, you wish to proceed with a complaint you may invoke the Student Complaints Policy and Procedure.

Academic Integrity
Appendix L Code of Practice on Assessment (CoPA). The University maintains an Academic Integrity Policy about the ethical code that is applied to standards by which the academic community operates. It is expected that participants within the programme will adhere to and uphold best practice in Academic Integrity. Should there be an Academic Integrity breach, then an Academic Integrity Committee will convene.

Recognition of Prior Learning
The PGDAP and MA AP operate in accordance with the University of Liverpool Code of Practice on Assessment Appendix R Policy on Recognition of Prior Learning (RPL) Policy 2019-20. In section 1.3 of the policy it states, 'Prior learning that is at a lower level than the programme being undertaken … is not considered under the terms of this policy.' Section

1.4 of the policy states that RPL can be used for exemption of credit within minimum and maximum allowances in postgraduate taught programmes but it cannot be used for exemptions from part of a module or from individual assessment components within a module. RPL applications can be submitted for exception of credit, but not for individual components of a module. To apply for RPL participants must follow the procedures outlined in the Code of Practice on Assessment Appendix R Policy on Recognition of Prior Learning (RPL) Policy 2019-20 and submit their applications at least two months prior to the start of the programme. [Policy on Recognition of Priory Learning (RPL)](#)

The named adviser for RPL for the programme is Judith Schoch (j.schoch@liverpool.ac.uk) and the named RPL assessor for the programme is Dr Siân Etherington (s.etherington2@liverpool.ac.uk).

The role of the External Examiner

The role of the External Examiner is to maintain academic standards, check processes, champion national standards and act as a critical friend. The University of Liverpool's policy regarding external examination is found in the Code of Practice on Assessment Appendix H External Examiner System for Taught Provision. Furthermore, the UK Quality Code for Higher Education sets out expectations of HE providers to ensure appropriate and effective teaching, support, assessment and learning resources are provided for students, that the learning opportunities are monitored and improved. The Quality Code sets out expectations to ensure external examining is transparent, rigorous and consistent.

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Fees, Registration and Bookings

Fees are not applicable as the PGCAP is free to University of Liverpool staff who are have substantive teaching responsibilities which should include a range of learning and teaching activities including assessment that enable participants to demonstrate all dimensions of the PSF at D2 level. Our accreditation by the Advance HE is only for the development of staff employed by the University of Liverpool, those working for collaborative partner institutions, or any individuals teaching and/or supporting learning on degrees validated by University of Liverpool. Therefore, Fellowship of the HEA can only be confirmed for those groups upon completion of the programme. To register for the PGCAP please complete the online form available on the [PGCAP Website](#).

GDPR and Data Protection

All data and its usage are conducted in accordance with the Data Protection Act. SPIDER (Student Records) holds information, including personal details and assessment details. Further information is [here](#). The University will store your data safely and will never disclose it to any other person unlawfully. To do this the University complies with the provision of

the Data Protection Act 1998 and the General Data Protection Regulation (GDPR). Data Protection Policy

Learning Outcomes	Re-submit	Pass (55)	Merit (65)	Distinction (75)
Critically evaluate relevant HE theoretical, institutional, and external frameworks to integrate appropriate knowledge, skills, and values in academic practice with a focus on academic leadership	References to the literature, policy and internal and external frameworks are limited, absent or inappropriate, with limited or no focus on academic leadership	In the development plan and case study, there are some references to appropriate literature, University policy, and internal and external frameworks, with a focus on academic leadership.	In the development plan and case study, there are good references to appropriate literature, University policy, and internal and external frameworks, with a focus on academic leadership.	In the development plan and case study, there is critical evaluation of references to appropriate literature, University policy, and internal and external frameworks, with a structured focus on academic leadership
Apply appropriate knowledge, skills, and values to show inclusive leadership within the context of global Higher Education	In the development plan and case study application of knowledge, skills and values for inclusive leadership is limited with no, or limited reference to the context of global HE.	In the development plan and case study there is some appropriate application of knowledge, skills and values for inclusive leadership in the context of global HE	In the development plan and case study there is good evidence of application of knowledge, skills and values for inclusive leadership in the context of global HE	In the development plan and case study there is critical discussion and excellent application of knowledge, skills and values for inclusive leadership in the context of global HE
Use appropriate methods, evidence-based knowledge, and scholarship to show impactful leadership in Higher Education	In the development plan and case study evidence-based knowledge and scholarship are insufficiently argued with limited discussion of impactful leadership in HE.	In the development plan and case study evidence-based knowledge and scholarship are argued, with discussion of impactful leadership in HE	In the development plan and case study evidence-based knowledge and scholarship are argued well with clear links to impactful leadership in HE	In the development plan and case study, there is excellent evidence-based knowledge and scholarship, critically argued, with excellent evidence of impactful leadership in HE
Critically reflect on current role to identify opportunities to demonstrate applicable features of credible leadership	There are limited opportunities identified to demonstrate applicable features of credible leadership within the work.	There are opportunities identified to demonstrate applicable features of credible leadership in parts of the work.	There some good opportunities identified to demonstrate applicable features of credible leadership throughout the work.	There are excellent opportunities identified to demonstrate applicable features of credible leadership throughout the work.
Critically evaluate contextual factors to inform strategic planning that shows ambassadorial	There is limited or no critical evaluation of the contextual factors to inform strategic	There is some critical evaluation of contextual factors that	Critical evaluation of contextual factors that inform strategic planning of	There is excellent critical discussion and evaluation of contextual factors that inform strategic

leadership relevant to your role	planning or evidence of ambassadorial leadership relevant to own role.	inform strategic planning of ambassadorial leadership relevant to own role.	ambassadorial leadership relevant to own role, is evident.	planning of ambassadorial leadership relevant to own role.
Demonstrate a comprehensive understanding of academic leadership	There is limited or no evidence of understanding of academic leadership.	There is evidence of some understanding of academic leadership.	There is some good understanding of academic leadership.	There is excellent understanding of academic leadership.

Learning Outcomes	Re-submit	Pass (55)	Merit (65)	Distinction (75)
Critically evaluate relevant HE theoretical, institutional, and external frameworks to integrate appropriate knowledge, skills, and values through the lens of enhancing practice through scholarship	In the poster, critical discussion is limited. Some relevant frameworks identified but limited in scope. Limited or no reference to wider contexts or scholarship.	Poster shows some evidence of critical analysis of relevant frameworks with some reference to wider contexts and relevant scholarship. Some implications for enhancing practice identified.	The poster integrates and critiques a number of relevant frameworks, clearly presented, with coverage of wider perspectives and issues, and critical analysis of implications for practice.	The poster integrates and critiques a number of relevant frameworks based on a well-developed and theoretically informed critical analysis. Evaluation has a clear strategic focus, with extensive coverage of wider perspectives and issues, and critical analysis of implications for practice.
Critically reflect on and appraise diverse approaches to scholarship that can be utilised to influence and support high quality learning	These is limited or no critical evaluation of different approaches to scholarship	Poster identifies different approaches to scholarship highlighted by the frameworks discussed and identifies implications for own scholarly practice	Poster critically evaluates approaches to scholarship highlighted by the frameworks discussed along with a critical analysis of implications for own scholarly practice.	Poster critically evaluates approaches to scholarship highlighted by the frameworks discussed along with a critical analysis of wider implications for own and institutional scholarly practice.
Show a critical awareness of pedagogic research design, ethical considerations, and the appropriateness of a variety of qualitative and quantitative methodologies to plan strategies to enhance innovation and excellence in learning and teaching in higher education	Poster presentation fails to include method for gathering impact. Submission fails to include reflection on impact. Uses unsuitable media. Breaches academic integrity, inclusivity, and diversity requirements.	Poster presentation includes appropriate method for gathering evidence of impact along with a reflection on useful improvements to practice.	Poster presentation includes appropriate methods for gathering evidence of impact, along with critical reflection on improvements to practice grounded in experience, evidence, and literature.	Poster presentation includes appropriate and creative methods for gathering evidence of impact, along with critical reflections on improvements to practice grounded in experience, evidence, and literature. Insightful narrative structure supported with a range of evidence. Skilfully uses suitable media.

Learning Outcomes	Re-submit	Pass (55)	Merit (65)	Distinction (75)
Critically evaluate relevant HE theoretical, institutional, and external frameworks to integrate appropriate knowledge, skills, and values through the lens of enhancing practice through scholarship	Proposal fails to identify relevant theoretical, institutional, and external frameworks. Research aim described with limited or no reference to wider contexts.	Clearly stated research aims focused on enhancing practice. Proposal identifies some relevant theoretical, institutional, and external contexts to the proposed research.	Clearly stated research aims focused on enhancing practice. Proposal clearly situates the proposed research within relevant theoretical, institutional, and external contexts.	Clearly stated research aims focused on enhancing practice. Proposal clearly situates the proposed research within relevant theoretical, institutional, and external contexts with a critical discussion of implications for scholarship and practice.
Critically reflect on and appraise diverse approaches to scholarship that can be utilised to influence and support high quality learning	Limited or no awareness of alternative approaches. Proposal fails to articulate the chosen research methodology.	Proposal provides a discussion and justification of the appropriate research methodology chosen to address research topic.	Proposal discusses alternative approaches to scholarship and clearly justifies an appropriate research methodology drawing on experience and relevant literature.	Proposal critically discusses alternative approaches to scholarship and clearly justifies appropriate research methodology drawing on experience and extensive engagement with relevant literature.
Show a critical awareness of pedagogic research design, ethical considerations, and the appropriateness of a variety of qualitative and quantitative methodologies to plan strategies to enhance innovation and excellence in learning and teaching in higher education	Proposal fails to identify relevant ethical considerations or research design uses inappropriate methods. Breaches academic integrity, inclusivity, and diversity requirements.	Proposal outlines an appropriate research design for the stated project aim. Suitable methods clearly described including statement on ethical considerations.	Proposal articulates a clear rationale for the chosen research design. Drawing on experience, theory, and literature to justify choice of methods. Includes critical discussion of ethical considerations.	Proposal includes critical discussion on research design, with clear justification for choices made drawing on experience, theory, and extensive critical engagement with relevant literature. Includes critical discussion of ethical considerations and implications for research.

ADEV770 Marking Guide/Rubric – Individual Research Proposal (max 1000 words) 10%

Learning Outcomes	Re-submit	Pass (55)	Merit (65)	Distinction (75)
3. Critically evaluate and select appropriate methods/methodologies in the application of the scholarship of learning and teaching.	Proposal fails to articulate the chosen research methodology There is limited evidence of appropriate research knowledge and methods chosen are not suited to the chosen study. There is little evidence that scholarship has been used effectively to inform practice Proposal fails to identify relevant ethical considerations or research design uses inappropriate methods	Suitable methods clearly described Proposal outlines an appropriate research design for the stated project aim, with an indication of relevant scholarship. Includes a statement on ethical considerations.	Proposal articulates a clear rationale for the chosen research design. Drawing on experience, theory, and literature to justify choice of methods. Includes critical discussion of ethical considerations.	Proposal includes critical discussion on research design, with clear justification for choices made drawing on experience, theory, and extensive critical engagement with relevant literature Includes critical discussion of ethical considerations and implications for research.

ADEV770 Marking Guide/Rubric – Presentation (10 minutes and 5 minutes questions) 20%

Learning Outcomes	Re-submit	Pass (55)	Merit (65)	Distinction (75)
1. Demonstrate the ability to make use of appropriate methods, evidence-based knowledge and scholarship to inform their own and others' academic practice.	There is limited evidence of appropriate research knowledge and methods chosen are not suited to the chosen study. There is little evidence that scholarship has been used effectively to inform practice	The methods chosen are appropriate to the chosen study although they are not fully explained or explored. Some scholarship has been used although could be developed more fully	The research methods chosen are suitable and reasonably well described. There is a good engagement with scholarship to inform practice	The research methods are appropriate and explored in excellent detail. There is an excellent engagement with scholarship to inform practice
3. Critically evaluate and select appropriate methods/methodologies in the application of the scholarship of learning and teaching.	Presentation fails to articulate the chosen research methodology There is limited evidence of appropriate research knowledge and methods chosen	Suitable methods clearly described Presentation outlines an appropriate research design for the stated project aim, with an indication of	Presentation articulates a clear rationale for the chosen research design. Drawing on experience, theory, and literature to justify	Presentation includes critical discussion on research design, with clear justification for choices made drawing on experience, theory, and

	are not suited to the chosen study. There is little evidence that scholarship has been used effectively to inform practice	relevant scholarship. Includes a statement on ethical considerations.	choice of methods. Includes critical discussion of ethical considerations.	extensive critical engagement with relevant literature Includes critical discussion of ethical considerations and implications for research
4. Critically evaluate the effectiveness of approaches and techniques used to foster an inclusive environment within their spheres of influence and expertise.	Limited attempt to evaluate the effectiveness of the chosen approaches and techniques to foster inclusive practices within their sphere of influence	There is some discussion and analysis of the effectiveness of the approaches and techniques although this could have been more critical. Descriptive coverage of the links with inclusive practices.	Approaches and techniques evaluated in good detail with clear associations with inclusive practices within their sphere of influence	There is a critical and detailed evaluation of approaches and techniques and excellent detailed reference to inclusive practice

ADEV770 Marking Guide/Rubric – Written Paper 8000 w (70%)

Learning Outcomes	Re-submit	Pass (55)	Merit (65)	Distinction (75)
1. Demonstrate the ability to use appropriate methods, evidence-based knowledge and scholarship to inform their own and others' academic practice.	There is limited evidence of appropriate research knowledge and methods chosen are not suited to the chosen study. There is little evidence that scholarship has been used effectively to inform practice	The methods chosen are appropriate to the chosen study although they are not fully explained or explored. Some scholarship has been used although could be developed more fully	The research methods chosen are suitable and reasonably well described. There is a good engagement with scholarship to inform practice	The research methods are appropriate and explored in excellent detail. There is an excellent engagement with scholarship to inform practice
2. Critically evaluate HE theoretical, institutional, and external frameworks to challenge academic practice	References to the literature, policy and internal and external frameworks are limited, absent or inappropriate	There are some references to appropriate literature, University policy, and internal and external frameworks although this needs further development	There are good references to appropriate literature, University policy, and internal and external frameworks which challenge academic practice	There is critical evaluation of references to appropriate literature, University policy, and internal and external frameworks to challenge academic practice

3. Critically evaluate and select appropriate methods/methodologies in the application of the scholarship of learning and teaching.	Written paper fails to articulate the chosen research methodology There is limited evidence of appropriate research knowledge and methods chosen are not suited to the chosen study. There is little evidence that scholarship has been used effectively to inform practice	Suitable methods clearly described Written paper outlines an appropriate research design for the stated project aim, with an indication of relevant scholarship. Includes a statement on ethical considerations	Written paper articulates a clear rationale for the chosen research design. Drawing on experience, theory, and literature to justify choice of methods. Includes critical discussion of ethical considerations.	Written paper includes critical discussion on research design, with clear justification for choices made drawing on experience, theory, and extensive critical engagement with relevant literature Includes critical discussion of ethical considerations and implications for research.
5. Identify and evaluate opportunities for dissemination of scholarship and innovative academic practices to communicate effectively maximising the potential to influence policy and practice.	There is limited or no identification of opportunities for dissemination of scholarship and innovative practice	There is some critical identification of opportunity for the dissemination of scholarship and innovative practice although this needs further explanation	There is a clear and detailed identification of opportunities for the dissemination of scholarship and innovative practice	There is excellent critical discussion of the opportunities for the dissemination of scholarship and innovative academic practice
6. Systematically plan and conduct research in a field of relevant to academic practice in higher education to identify new solutions to complex issues and present findings.	There is limited or no evidence of having successfully conducted relevant research and appropriately present findings	The research has been planned and conducted and conducted appropriately and the findings presented accurately	The research project has been planned and conducted well and the findings have been well presented	The research project shows evidence of excellent planning and has been conducted following excellent research procedures. The findings have been fully articulated and well-presented.