

HANDBOOK FOR PROGRAMME PARTICIPANTS

**PGCAP - Handbook for Programme Participants 2023-24**

# Welcome

**POSTGRADUATE CERTIFICATE ACADEMIC PRACTICE**

**2023-24**

**On request, information in this Handbook can be made available in an alternative format. Please contact the administration team by emailing theacademy@liverpool.ac.uk**

On behalf of everyone here, a very warm welcome to Academic Development in the Academy.

This Handbook has been written to provide all the information you need to help you understand how Academic Development is organised, where you can obtain further information and assistance, what you can expect from the Academic Development team, and what we expect from you.

You should read it thoroughly during the early weeks of your programme and keep it handy for reference during your time as a participant.

With every good wish for happy and successful studies.

Dr Sue Bolt (PFHEA)

Head of Academic Development

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# Information about 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 and teaching at the University of Liverpool. Please see Figure 1 for an overview of taught programmes designed for the University of Liverpool’s teaching staff.

Key Contacts for the Postgraduate Certificate Academic Practice (PGCAP) Programme:

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Development

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Module Lead ADEV700

Autumn Cohort

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Autumn Cohort

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Spring Cohort

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If you have any questions about the programme, please read the Handbook as we have aimed to address all programme details here. The PGCAP is accredited by Advance HE providing external confirmation that the programme aligns to the UK Professional Standards Framework (UKPSF), a comprehensive set of professional standards and guidelines for teaching and learning support roles within higher education. Upon successful completion of the PGCAP you will receive Professional Recognition as Fellow of the Higher Education Academy (HEA) recognising your practice and impact on learning, teaching and assessment.

You may wish to complete the [Fellowship Category Tool](https://www.advance-he.ac.uk/form/fellowship-decision-tool?utm_source=HEA&utm_medium=web&utm_campaign=Fellowship%20-%20FCT) which is designed to help you in selecting the category of Fellowship that has the best match to your current practice. If you have any further questions about particular modules, please post in the Discussion Forum for the relevant module so questions can be answered by staff directly. This ensures equality of opportunity for all students enrolled to access any further clarification or help. Alternative formats of the Programme Handbook can be provided if required. If you have any personal concerns specific to you, then please do email the relevant staff member directly.

For all administrative queries including registration, bookings and access to Canvas please contact the Programme Administrator via email ([theacademy@liverpool.ac.uk](mailto:eddev@liverpool.ac.uk)) or phone 0151 795 0503. Please accept your invitation to your Canvas module on to the VLE once you have registered for the programme.

After the Boards of Examiners meetings, which are typically held in May and October, the Administrator will enter the names of graduates on the Advance HE database and the Advance HE will email participants explaining how to access their Fellowship of the Higher Education Academy (FHEA) certificates. All graduates will also receive their university PGCAP certificates.

# Professional Recognition and Qualifications for Teaching in HE

The Postgraduate Certificate Academic Practice (PGCAP) is a Level 7 qualification offered by the Academy and can be taken as an exit award, or part of the University’s PGDip/MA in Academic Practice. The University of Liverpool expects all staff with substantive teaching roles to achieve professional recognition at the category of Fellow of the Higher Education Academy (FHEA).

The PGCAP is accredited by Advance HE, providing external confirmation that the course is aligned with the UKPSF in practice and principle. You must successfully demonstrate all aspects of Descriptor 2 (D2) of the UKPSF to be awarded the PGCAP and FHEA.

We believe that the UKPSF is essential to driving improvement in, and raising the profile of, learning and teaching in HE. It is a comprehensive set of professional standards and guidelines for everyone involved in teaching and supporting learning in HE, which can be applied to personal development programmes at individual or institutional level to improve teaching quality.

The UKPSF for teaching and supporting learning in higher education (2011) states the following aims:

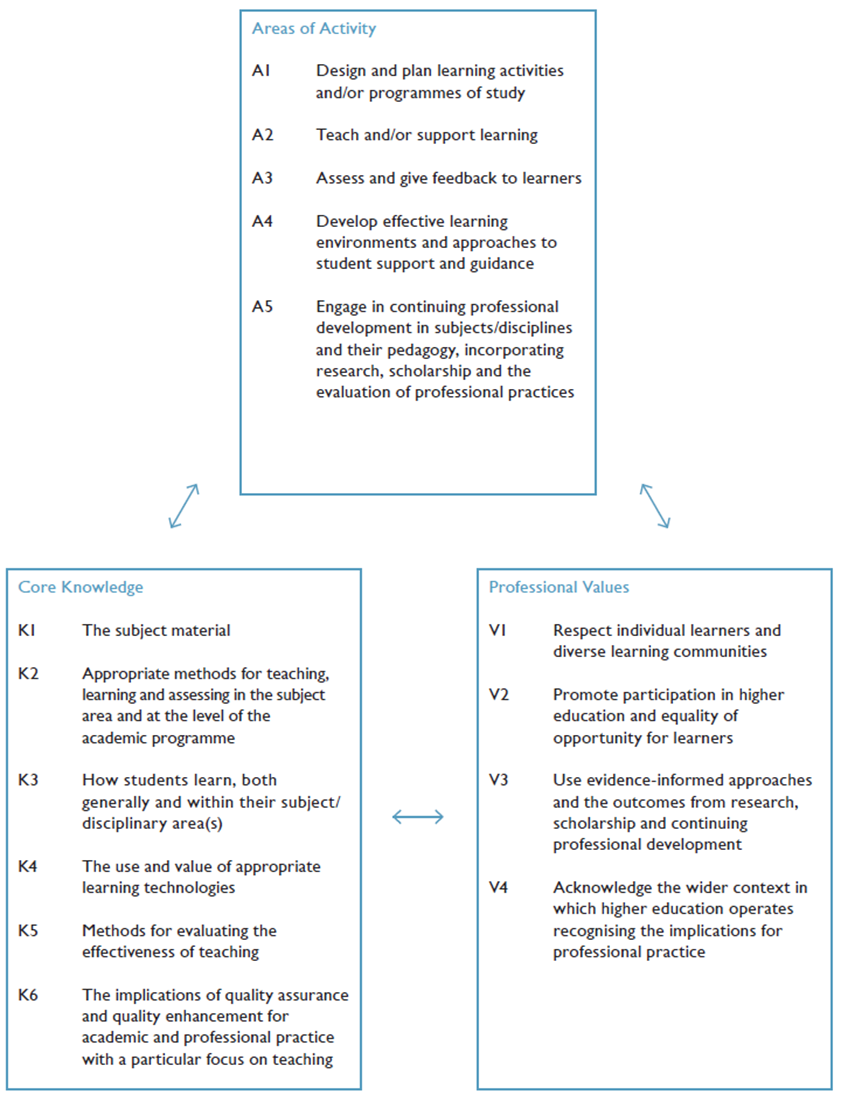
The UKPSF:

1. *Supports the initial and continuing professional development of staff engaged in teaching and supporting learning.*
2. *Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings.*
3. *Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning.*
4. *Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning.*
5. *Facilitates individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of wider responsibility that may include research and/or management activities.*

The UKPSF identifies the diverse range of teaching and support roles and environments. These are reflected and are expressed in the Dimensions of Professional Practice (see overleaf), and outlines the Dimensions of Professional Practice within HE teaching and learning support as:

1. *Areas of activity undertaken by teachers and support staff.*
2. *Core knowledge needed to carry out those activities at the appropriate level.*
3. *Professional values that individuals performing these activities should exemplify.*

## The UK Professional Standards Framework



## Descriptor 2 of the UKPSF

The PGCAP learning outcomes, activities and assessments have been designed to enable participants to demonstrate *a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning* at D2 of the UKPSF by providing evidence of:

1. *Successful engagement across all five Areas of Activity.*
2. *Appropriate knowledge and understanding across all aspects of the Core Knowledge.*
3. *A commitment to the Professional Values.*
4. *Successful engagement in appropriate teaching practices related to Areas of Activity.*
5. *Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice.*
6. *Successful engagement in continuing professional development in relation to teaching, learning and assessment and, where appropriate, related professional practices.*

You will make reference to the appropriate dimensions of the UKPSF in each of the pieces of work that you submit for summative assessment. The Professional Discussion at the end of the first module ADEV700/710 will focus on your successful engagement and achievement of Fellow at Descriptor 2. At the end of the Programme you are required to write a brief reflection about how the module (ADEV701/ADEV702) and the programme as a whole has contributed to your fulfilment of D2 of the UKPSF.

## Level 7 Academic Professional Apprenticeship Standard

The Academic Professional Apprenticeship (APA) Standard is aligned to the UKPSF and to Vitae’s Researcher Development Framework (RDF) and sets out core and specialist knowledge, skills and values that enable early career academics to demonstrate professional competence.

The PGCAP is aligned to the Level 7 APA Standard core and teaching specialist knowledge, skills and values in relation to learning and teaching in higher education.

Although the University of Liverpool does not currently offer this pathway we believe that alignment with the Standard is of value and will contribute to enabling PGCAP participants with three years or less prior teaching experience in higher education to develop their teaching and demonstrate their competence as professional academics.

# Figure 1. The University of Liverpool Framework for Academic Development Taught Programmes to Enhance Learning and Teaching in Higher Education

|  |  |  |  |
| --- | --- | --- | --- |
| **Foundations of Learning and Teaching in Higher Education**  **(FLTHE)** | **Postgraduate Certificate Academic Practice**  **(PGCAP)** | **Postgraduate Diploma in Academic Practice**  **(PGDAP)** | **Master of Arts Academic Practice**  **(MA AP)** |
| Introduction to Supporting Students  Developing Reflective Practice | ADEV700 Autumn (October)  or  ADEV710 Spring (April)  Developing Academic Practice  (40 credits)  ADEV701 Autumn  ADEV710 Spring  Scholarly Investigation of Practice  (20 credits) | ADEV730  Developing Scholarship  (30 credits)  ADEV720  Developing Academic Leadership  (30 credits) | ADEV770  (60 credits) |
| Non-credit bearing blended 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 |

# Please note, the Postgraduate Diploma and the MA are currently being developed and will start in September 2020.PGCAP Programme Information

## The Aims of the PGCAP Programme

The overall aim of the PGCAP is to support and enhance the development of a rich, diverse learning and teaching culture at the University of Liverpool by:

1. Encouraging the development of high-quality academic practice that enables staff to gain a teaching qualification and professional recognition.
2. Supporting staff to develop the knowledge, skills, expertise and values necessary to sustain effective academic practice and support student learning in line with the University of Liverpool’s Strategic Educational objectives.

The educational aims of the PGCAP are to:

1. Enable participants to demonstrate effective academic practice at D2 of the UKPSF and in line with the Level 7 APA Standard.
2. Fulfil the University of Liverpool’s requirements in relation to probation and teaching qualifications and professional recognition.
3. Engage participants in high quality professional development in support of excellence in learning and teaching.
4. Develop reflexive learning that supports the continuous enhancement of participants’ academic practice.

## The Intended Learning Outcomes of the PGCAP

1. Critically evaluate relevant HE theoretical, institutional and external frameworks to integrate appropriate knowledge, skills and values in academic practice.
2. Apply appropriate knowledge, skills and values to show respect for individual learners and diverse learning communities within the context of global Higher Education.
3. Use appropriate methods, evidence-based knowledge and scholarship to critically reflect upon, evaluate, enhance and assure professional practice in relation to learning, teaching and assessment strategies in Higher Education.
4. Design effective curricula that support high quality learning, enabling students to demonstrate University of Liverpool graduate attributes.
5. Critically reflect on current practice to identify and investigate opportunities to enhance innovation and excellence in learning and teaching in higher education.
6. Effectively communicate relevant information with appropriate audiences using diverse and suitable media.
7. Critically reflect on how learning and development during the programme has enabled fulfilment of D2 of the UKPSF.

## The Programme Structure

The PGCAP is comprised of the two compulsory modules, shown in Figure 1, which must be completed in order, ADEV700/710 then ADEV701/702. ADEV700 and ADEV710 refers to the same module from two different cohorts, as does ADEV701 and ADEV702. There are two intakes per year, Autumn and Spring. The first module, ADEV700/710 is delivered over two semesters and ADEV701/702 is delivered over one semester, enabling participants to complete the PGCAP within 18 months. The programme is facilitated using a hybrid learning approach.

### ADEV700/ADEV710 Developing Academic Practice

ADEV700/ADEV710 is a 40 credit module focused on enabling participants to reflect on, evaluate and improve their knowledge, skills and values in relation to learning, teaching, assessment and curriculum design in HE in light of theoretical, institutional and external frameworks and drivers for change. It is cohort-based and follows a hybrid pedagogy, comprised of six workshops days, which may be face to face or synchronous sessions, spaced workplace learning and online resources supporting an interactive community of practice.

### ADEV701/ADEV702 Scholarly Investigation of Practice

ADEV701/ADEV702 is a 20 credit module designed to provide participants with choice to investigate a selected area of academic practice aligned with the University Education Strategy, in order to explore, enhance and disseminate innovation and excellence in learning and teaching in higher education. It is cohort-based and comprised of four half-day workshops which underpin scholarly investigation of practice, supported by online resources and an interactive community of practice.

#### Introduction to PGCAP Assessment

Your successful completion of the assessments and demonstration of D2 of the UKPSF will lead to the award of PGCAP and recognition as a Fellow of the Higher Education Academy (FHEA). The UKPSF criteria are embedded in the assessment tasks and marking guides. You are required to reference the UKPSF in all your assessments.

#### e-Portfolio Patchwork Assessments: (all dimensions of the UKPSF)

Your assessed work will be based around a Patchwork e-Portfolio which enables you to bring together evidence from a wide range of different activities undertaken during the Programme and reflect on your cumulative learning. Each module is assessed through a series of assessment activities submitted at specified times throughout the Programme (see Table 2).

*“The essence of a patchwork is that it consists of a variety of small sections, each of which is complete in itself, and that the overall unity of these component sections, although planned in advance, is finalized retrospectively, when they are ‘stitched together’.”* Winter (2003: 112).

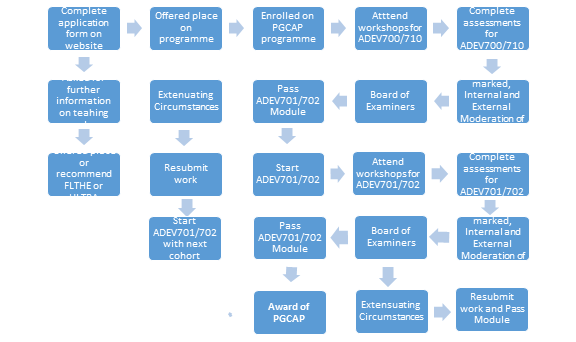
Please refer to the Patchwork Assessment Practice Guide for further information about Patchwork Assessment <https://www.heacademy.ac.uk/knowledge-hub/patchwork-assessment-practice-guide>

The Patchwork e-Portfolio is student-centred, inclusive and personalised modules. It offers continuous formative feedback/feedforward throughout the module, both spoken and written, from tutors, mentors, observers of practice and peers. The continuous assessment of the e-Portfolio encourages deeper learning, and also promotes Assessment for Learning, allowing tutors and peers to engage in learning and feedback throughout the Programme.

The e-Portfolio details your developments throughout with application to your own professional role and your teaching and/or supporting learning responsibilities. Your role may involve assistance from more experienced staff and/or a mentor to support you with the PGCAP. Throughout your Patchwork e-Portfolio, you should discuss the progress of your learning, and how you are applying this to your own professional practice in contributing to high quality student learning.

The patches in the e-Portfolio may include submission of work using different methods such as social, mobile and media (video, audio, digital stories). The Patchwork e-Portfolio encourages you to be more autonomous in your learning and assessment and to develop deeper critical reflection, and can be used as a reflective journal throughout the Programme to support you with the summative assessment activities, but also a place to reflect on your learning experiences and your thinking process. Completion of the Patchwork e-Portfolio requires you to be fully conversant with the UKPSF giving you skills to articulate your practice against these standards.

As this is a hybrid learning programme, participation in the pre-session e-tivities and online discussions around the Key Concepts linked to the UKPSF, in the PGCAP site on the VLE are necessary but not assessed. You may also think about sharing your Patchwork e-Portfolio with PGCAP peers and other colleagues as this may offer you an opportunity to engage in more global conversations.Flowchart of process through the Programme



# Module Information: ADEV700/ADEV710 Developing Academic Practice

**Module Coordinator for ADEV700:** Judith Schoch (SFHEA)[j.schoch@liverpool.ac.uk](mailto:j.schoch@liverpool.ac.uk)

**Module Coordinator for ADEV710:** Judith Schoch (SFHEA)

**Assessor:** Dr Eli Saetnan (SFHEA) [saetnan@liverpool.ac.uk](mailto:saetnan@liverpool.ac.uk)

**Programme Administrator:** Sandie Jamieson [theacademy@liverpool.ac.uk](mailto:eddev@liverpool.ac.uk)

**Module Aims**

To support staff to develop the knowledge, skills, expertise and values necessary to sustain effective academic practice and support student learning in line with the University of Liverpool’s Strategic Educational objectives.

**ADEV700/710 Learning Outcomes**

1. Critically evaluate relevant HE theoretical, institutional and external frameworks to integrate appropriate knowledge, skills and values in academic practice.
2. Apply appropriate knowledge, skills and values to show respect for individual learners and diverse learning communities within the context of global Higher Education.
3. Use appropriate methods, evidence-based knowledge and scholarship to critically reflect upon, evaluate, enhance and assure professional practice in relation to learning, teaching and assessment strategies in Higher Education.
4. Design effective curricula that support high quality learning, enabling students to demonstrate University of Liverpool graduate attributes.
5. Effectively communicate relevant information with appropriate audiences using diverse and suitable media.
6. Critically reflect on how learning and development during the programme has enabled fulfilment of D2 of the UKPSF.

**Learning Activities**

* Facilitated developmental workshops (6 days)
* Online fora (e-tivities, resources, discussions)
* Communities of Practice (online and face-to-face)
* Work-based learning (reflection on practice/peer observation/mentor support)
* Case-based learning (development, dissemination, reflection)
* Self-directed learning (reading, viewing, completing assessments)

**Key Concepts and indicative links to the UKPSF**

1. Introduction to the PGCAP (A 1-5; K 1-6; V1-4)
2. The Higher Education Environment (A4, A5, K1, K2, V 1-4)
3. Teaching and supporting learning (A2, K 1-4, V1, V2)
4. Planning and designing curriculum (A1, K 1-4, V 1-4)
5. Assessing and giving feedback to students (A3, K 1-4, V 1-4)
6. Fostering effective learning environments (A4, K 1-4, V 1-4)
7. Enhancing learning and teaching in HE (A1, A2, A3, A4, A5, K5, K6, V 1-4)

#### ADEV700/710 Patchwork e-Portfolio Assessment (see Table 2 for submission dates)

The work completed in the Patchwork e-Portfolio for this module indicatively covers all dimensions of the UKPSF, and the choices you are given in the assessment offers you the opportunity to ensure coverage. Please ensure that you reference each piece of work to the dimensions of the UKPSF.

**Your e-Portfolio and the following patches will be assessed (Weighting 100%)**

**Please note that only the Patchwork e-Portfolio will be graded (Distinction, Merit, Pass, Resubmission). The individual patches are not graded but marked as Complete/Incomplete with indicative grading using the Rubric.**

**NB: All patches must be mapped to the UKPSF and underpinned with relevant literature**

**Patch 1 - Self Evaluation and Reflection (1,000 word equivalent)**

Completion of the Self-Evaluation questionnaire of learning, teaching and assessment, including reflecting on the Areas of Activity of the UKPSF. The questionnaire includes a 500-word reflection and justification of the choices that you made in the Self-Evaluation. To support your reflections we would suggest you complete the [Fellowship Category Tool](https://www.advance-he.ac.uk/form/fellowship-decision-tool?utm_source=HEA&utm_medium=web&utm_campaign=Fellowship%20-%20FCT).

**Patch 2: Choice of pivotal learning patch (maximum 1500 words)**

The aim of this patch is to provide you with opportunity to progressively reflect on your own pivotal learning moments and critical incidents, in light of the UKPSF, policy and theory and to share your own academic practice. For this patch you could choose one or two different topic areas, themes or key concepts, taking into consideration the Areas of Activity in the UKPSF. Think about aspects that are important within your own discipline and context or may have been particularly interesting to you during the module, relating to learning, teaching and assessment in higher education. You may choose to write around one or two of the Key Concepts/Areas of Activity; other examples may be to showcase an assessment that you have created, or the creation of a new module or resources for a module, considering the learning environment and support for students or the use of digital technology to support learning, teaching and assessment. This patch must be related to, and mapped to the UKPSF and underpinned with relevant literature. This patch can be submitted as a written piece or you may be creative in how you present the patch.

You will have the opportunity for formative submission for this patch.

**Patch 3 - Digital Storytelling (4-5 minutes)**

The aim of this task is to enable you to contribute to a vibrant and authentic community of practice by creating a digital story of your own academic practice in learning and teaching in higher education and sharing these with a few of your peers. Your story will be around your personal teaching philosophy illustrated with specific example(s) from your own teaching and learning practice. It needs to be underpinned to relevant theory (for example, learning theories and models) and mapped to the dimensions of the UKPSF. Support will be offered around the use of digital technology platforms that can be used for your digital storytelling.

As part of the process of the digital storytelling you will be encouraged to share a storyboard or plan of your digital story with your small tutorial group for peer feedback.

**Patch 4 - Authentication of Practice – completion of two observation and critical reflection (500 words per observation**)

You will take part in two observations of your teaching and learning during the ADEV700/710 module to authenticate your practice. One of your observations must be undertaken by a Fellow, Senior or Principal Fellow of the HEA. You will submit x2 Authentication of Practice recording forms completed by your observer(s), These will include a 500-word critical reflection for each of the observations, reflecting on the feedback that you were offered, and the critical discussions following your observations. Your reflections will be mapped to the UKPSF and underpinned with relevant theory. (Please see Appendix 1, AoP Recording Form).

**Patch 5: Reflection of your own continuing professional development (maximum 1000 words)**

Reflect on your own professional development, current and future, demonstrating a commitment to continuing professional development, including reflecting on your own career development and progression. A GAP or SWOT Analysis could be used to inform your reflection, or/and you may wish to create a SMART Action Plan of your current and future CPD. A good starting place would be to re-visit your self-evaluation from Patch 1 and action points created. This must also be mapped to the UKPSF and underpinned with relevant literature.

**Patch 6: Professional Discussion (30 minutes)**

Confidently engage in a Professional Discussion with a member of the team, that would normally be 30 minutes. Your discussion will concentrate on the successful engagement and demonstration of the UKPSF at D2 for recognition in the category of Fellow of the HEA. You may have access to your e-Portfolio in the discussion for reference, and questions will be available to you in advance of your discussion. Please book your Professional Discussion with your assessor through Teams or e-mail.

**e-Portfolio**

The e-Portfolio on Canvas will be your final module submission and will contain all your completed and assessed patches. The e-Portfolio is graded. You can use the e-Portfolio for any additional reflection, for example, comments on feedback/feedforward received from tutors, mentor, colleagues or peers and any further learning in the module or in patches. **It is important to write a wraparound reflection/conclusion of your learning in the module in your e-Portfolio. You may also wish to add a table mapping your patches to the UKPSF.**

**For all the assessment, think about:**

1. Seeking and responding to formative feedback/feedforward offered from PGCAP tutors, mentors, colleagues and peers – reflections on this can be added to:
   * Comments responding to feedback on your Canvas submissions
   * Reflections in your e-Portfolio for each patch
2. Noting your own pivotal learning moments in light of the UKPSF, policy and theory, which may be in response to your engagement with the PGCAP programme, work-based, self-directed, or other learning (could use the e-Portfolio as a reflective journal)
3. Integrating evidence of your effectiveness as a practitioner, which does not mean that you have to provide evidence of perfection, but showing evidence of development as a result of creativity and innovation, response to student and/or peer feedback etc.
4. Evidence of integration of appropriate subject and pedagogic research and literature relevant to the Key Concepts and UKPSF.
5. Mapping of dimensions and D2 of the UKPSF in each completed patch
6. Ensure you have a wraparound reflection/conclusion concluding your learning and work for the module and achievement of D2 of the UKPSF (LO6)

Further support on the formative and summative assessment of the Patchwork e-Portfolio will be available on Canvas and/or Teams and discussed in group tutorials.

#### Authentication of Practice

Peer Observation of Teaching is part of the University of Liverpool’s quality enhancement processes providing both the Observee and Peer Observer with the opportunity to discuss teaching practice and reflect on teaching methods used. The process is meant to be developmental and collegial. <https://www.liverpool.ac.uk/eddev/cpd/peer-observation-of-teaching/>.

The Authentication of Practice for the PGCAP is also developmental and collegial and the Peer Observation of Practice Guidance will support you with PGCAP observation. The Authentication of Practice Form that needs to be completed for both the observations for the PGCAP Programme can be accessed on Canvas and your Teams space. The form is aligned to the UKPSF.

Please note that your own reflections about what you learned and what you will do in response to observation feedback to enhance your academic practice should be included in Patch 5 of your assessment activities. Authentication of practice is integral to demonstration of D2 of the UKPSF and essential for recognition as a Fellow of the Higher Education Academy. A successful observation should meet threshold judgement of practice relating to the relevant Areas of Activity, Core Knowledge and Professional Values. If you have any queries about the peer observation policy and procedures please consult the University of Liverpool website or contact the Director of Studies who will connect you with staff who coordinate peer observation of teaching at the University of Liverpool.

#### Mentors

If you would like to access a mentor to support you with the PGCAP and/or undertake one or both of your observations, please ask your module tutor or the Director of Studies. A copy of the Mentor Handbook can be found on the Canvas.

# Module Information: ADEV701/ADEV702 Scholarly Investigation of Practice

**Module Coordinator:** Dr Eli Saetnan (SFHEA) [saetnan@liverpool.ac.uk](mailto:suebolt@liverpool.ac.uk)

**Assessor:** Judith Schoch (SFHEA) [j.schoch@liverpool.ac.uk](mailto:j.schoch@liverpool.ac.uk)

**Programme Administrator:** Sandie Jamieson [theacademy@liverpool.ac.uk](mailto:theacademy@liverpool.ac.uk)

**Module Aims**

To enable participants to investigate a selected area of academic practice aligned with the University Education Strategy, in order to explore, enhance and disseminate innovation and excellence in learning and teaching in higher education.

**ADEV701/702 Learning Outcomes**

1. Use appropriate methods, evidence-based knowledge and scholarship to critically reflect upon, evaluate, enhance and assure professional practice in relation to learning, teaching and assessment strategies in Higher Education.
2. Critically reflect on current practice to identify and investigate opportunities to enhance innovation and excellence in learning and teaching in higher education.
3. Effectively communicate relevant information with appropriate audiences using diverse and suitable media.
4. Critically reflect on how learning and development during the programme has enabled fulfilment of D2 of the UKPSF.

**Learning Activities**

* Facilitated developmental workshops (4 half days)
* Online fora (e-tivities, resources, discussions)
* Communities of Practice (online and face-to-face)
* Self-directed learning (data collection and analysis, reading, viewing, completing assessments)

**Key Concepts and indicative links to the UKPSF**

1. Introduction to Scholarship of Teaching and Learning in HE A5, K1-6, V3, V4
2. Action research A5, K1-6, V3, V4
3. Reviewing the literature for HE studies A1-5, K1-6, V1-4
4. Considering ethical issues A5, K5-6, V1, V3, V4
5. Individual enquiry A5, K1-6, V1-4
6. Shut up and write A5, K1, V3, V4

**The following patches in your e-Portfolio will be assessed:**

1. **Vlog or Academic Poster (35%)**

**Context of the task:**

In ADEV701/702 you will engage in action research and participate in a community of practice to clarify, share and receive formative feedback regarding your proposed investigation, approach, strategy for dissemination and rationale for making these decisions. This assessment enables you to share your ideas and progress in the early stages of your investigation with your colleagues, either through a Vlog or as an Academic Poster.

**What is assessed?**

Format: Vlog or Academic Poster

Duration: 15 minutes Vlog / A0 poster

Content:

* Identification of appropriate focus for and approach to the investigation contextualised within the HE environment and supported by relevant theory and policy.
* Explanation of how you will conduct your investigation.
* Discussion of a suitable dissemination strategy.
* Justification of your investigative strategy.

**How to do it?**

Create a 15 minute Vlog or an A0 poster in which you effectively communicate the following to peers:

1. Reflect on your academic practice in the light of University policy and strategy and the UKPSF to identify an area of strategic importance to the University which is relevant to you and your role in learning and teaching in higher education.
2. Plan how you will investigate this aspect of your academic practice to enhance learning teaching and the student experience: identify an appropriate focus and methodology for a case study, address ethical considerations and develop a plan to achieve this.
3. Explain how you will disseminate your findings: identify a relevant journal or other dissemination strategy, note the submission/dissemination guidelines and plan how you will achieve this.
4. Justify your investigative strategy.
5. **Final Project Report (65%) (maximum of 5,000 words or equivalent)**

**Context of the task:**

This task sits within the context of your academic practice at the University of Liverpool and is subject to the constraints of what can be achieved within a 20 credit Level 7 module. You are expected to draw on your knowledge and understanding of the scholarship and practice of learning and teaching in higher education, informed by your successful completion of ADEV700 or ADEV710, and follow through with the planned case study investigation identified in your Vlog/poster assessment. The final report enables you to disseminate the findings of your investigation in a format that meets the assessment requirements and may also enable you to disseminate your findings more widely.

**What is assessed?**

1. Outline of requirements of the proposed dissemination strategy, your rationale for choosing this strategy and confirmation you have met the relevant requirements
2. Brief written reflection on how this module and the programme as a whole has contributed to your fulfilment of D2 of the UKPSF (maximum of 500 words)
3. A final report, adhering to the requirements of your chosen dissemination strategy.

**How to do it?**

1. Complete the investigation you outlined in your Vlog/poster and produce a report following the requirements linked to your chosen method of dissemination.
2. Write a brief summary of the requirements of the proposed dissemination strategy, explain your rationale for choosing this strategy and confirm you have met the relevant requirements (maximum 250 words).
3. Write a brief reflection on how this module and the programme as a whole has contributed to your fulfilment of D2 of the UKPSF (maximum of 500 words)

# 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** |
| ADEV700/710 | Self-Evaluation and Reflection | Completion of Self-Evaluation form and critical reflection | 100% |
| Plan for patch 2 | Formative assessment |
| Pivotal Learning Patch | Written reflective patch of pivotal learning |
| Storyboard/Plan for patch 3 | Formative assessment and peer review |
| Digital Storytelling | Storytelling around personal teaching philosophy |
| Authentication of Practice | x2 Peer observations with reflections |
| Continuing Professional Development | Patch may include a GAP or SWOT Analysis and/or Action Plan |
| Professional Discussion | Professional Conversation with Assessor |
| e-Portfolio | Final submission incorporates all patches and reflections for grading |  |
| ADEV701/702 | Vlog or Academic poster | Presentation using ICT | 35% |
| Draft Report | Formative | N/A |
| Final Report and reflection | Written Submission | 65% |

# Table 1. Summary of PGCAP Assessment Items

**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 and in advance of the due date. An extension request form can be requested from your Module Lead, The Academy or downloaded from Canvas. While we are sympathetic to your needs, if we have not received a request for extension or 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**

Final assignments submitted late, without an authorised extension request will be subject to a late work penalty and grades will be capped at 50%. 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**

Within the assessment criteria (rubrics), you will see that part of the marking criteria relates to 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 <https://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_N_cop_assess.pdf>

**Grading criteria:**

The evidence for outcomes is judged as follows:

1. Distinction: Evidence exceeds requirements [70-100%]
2. Merit: Evidence clearly demonstrates that outcome has been met: [60-69%]
3. Pass: Evidence demonstrates that outcome has been met: [50-59%]
4. Resubmit: Outcome has not been met: [below 50%]

The broad criteria for programme assessments are as follows, though the precise interpretation will vary for each task:

|  |  |
| --- | --- |
| Distinction  1 | * Successfully met the requirements of D2 of the UKPSF * Entirely relevant to the specified task(s), and comprehensive in scope and coverage. * Context of practice clearly presented and integrates wider perspectives and issues. * Shows a well-developed and theoretically informed capacity for critical analysis of own and/or institutional practice. * Thorough and judicious use of relevant literature from a range of sources that is linked to practice. * Suggests carefully judged improvements and innovations to practice that are grounded in own experience and the literature. * Details are integrated into a fully coherent argument; both specific claims and more general conclusions are clear and well-supported throughout. |
| Merit  2 | * Successfully met the requirements of D2 of the UKPSF * Largely relevant to the specified task(s), appropriately addressing a significant majority of the required issues. * Context of practice clearly presented with coverage of wider perspectives and issues. * Critical analysis of own and/or institutional practice showing awareness of alternative approaches. * Links own practice appropriately to a range of relevant literature * Suggests realistic improvements to practice that are grounded in own experience and the literature. * Details are integrated into an extended argument; both specific claims and more general conclusions are generally well-supported. |
| Pass | * Successfully met the requirements of D2 of the UKPSF * Specified task(s) addressed competently, although some superfluous content may be present. * Context of practice described with some location of practice within wider contexts. * Some evidence of critical analysis of own and/or institutional practice. * Reference to the literature appropriate but may be limited. * Useful improvements to practice are logically presented. * Links elements of the argument together; both specific claims and more general conclusions are supported. |
| Resubmit | * Requirements of D2 of the UKPSF were not met * Little or no attempt to address both the specified task and any associated requirements, with much irrelevant content. * Context of practice described with limited or no reference to wider contexts. * Some evidence of ability to identify strengths and weaknesses in practice, but limited in scope. * Reference to the literature limited, absent or inappropriate. * Improvements to practice insufficiently argued or inappropriate. * Little or no attempt to link different elements of the argument together, or to support specific claims and more general conclusions. |

Table 2: Broad criteria for Level 7 programme assessments

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# Key Dates: (Autumn Cohort – Tuesday workshops)

Please note the following key dates for Programme Commencing Semester 1 2023-24

|  |  |
| --- | --- |
| **ADEV700 Workshops 9:30-16:30** | **Dates** |
| Registration closes for the Autumn Cohort | September 2023 |
| Ensure you have entered your details in Liverpool Life | September 2023 |
| Day 1: About the PGCAP and The Higher Education Environment  Face-to-Face Session | 24 October 2023 |
| Day 2: Teaching and supporting learning - Online | 28 November 2023 |
| Day 3: Planning and designing curriculum - Online | 23 January 2024 |
| Day 4: Assessing and giving feedback to students - Online | 20 February 2024 |
| Day 5: Fostering effective learning environments - Online | 19 March 2024 |
| Day 6: Enhancing learning and teaching in HE – Face-to-Face Session | 21 May 2024 |
| **ADEV700 Assessments** | **Dates** |
| Patch 1: Self-Evaluation and Reflection | November 2023 |
| Patch 2: Choice of Pivotal Learning | February 2024 |
| Patch 3: Digital Storytelling | April 2024 |
| Patch 4: Authentication of Practice Forms and Reflections | Any time up until June 2024 |
| Patch 5: Reflection of own continuing professional development | June 2024 |
| Patch 6: Professional Discussion | June/July 2024 |
| e-Portfolio | July 2024 |
| Board of Examiners | October 2023 |
|  |  |
| **ADEV701** | **Dates** |
| Access to Canvas | September 2024 |
| Day 1: Introduction to conducting scholarship of learning and teaching | 17 September 2024 |
| Day 2: Conducting educational research | 08 October 2024 |
| Day 3: Research Methods | 29 October 2024 |
| Day 4: Writing about pedagogic research | 19 November 2024 |
| **ADEV701 Support and Enrichment Activities** |  |
| Pedagogical Research Conference (Full day – attendance optional depending on engagement with assessment) | January 2025 |
| Shut up and Write (2 hours) | 21 January 2025 |
| Shut up and Write (2 hours) | 04 February 2025 |
| Shut up and Write (2 hours) | 25 February 2025 |
| Shut up and Write (2 hours) | 11 March 2025 |
| **Assessments** | **Dates** |
| Vlog/Academic Poster | 22 October 2024 |
| Draft Report | 11 February 2025 |
| Final Reflection | 18 March 2025 |
| Final Report | 18 March 2025 |
| Authentication of Practice if have approved extension from Module 1 | Individual choice |
| Board of Examiners | May 2025 |

**Key Dates: (Spring Cohort – Wednesday workshops)**

Please note the following key dates for Programme Commencing Semester 2 2023-24

|  |  |
| --- | --- |
| **ADEV710 Workshops 9:30-16:30** | **Dates** |
| Registration closes for Spring Cohort | February 2024 |
| Ensure you have entered your details in Liverpool Life | March 2024 |
| Day 1: About the PGCAP and The Higher Education Environment  Face-to-Face session | 13 March 2024 |
| Day 2: Teaching and supporting learning - Online | 15 May 2024 |
| Day 3: Planning and designing curriculum - Online | 12 June 2024 |
| Day 4: Assessing and giving feedback to students - Online | 10 July 2024 |
| Day 5: Fostering effective learning environments - Online | 18 September 2024 |
| Day 6: Enhancing learning and teaching in HE – Face-to-Face | 16 October 2024 |
| **ADEV710 Assessments** | **Dates** |
| Patch 1: Self-Evaluation and reflection | April 2024 |
| Patch 2: Choice of Pivotal Learning | June 2024 |
| Patch 3: Digital Storytelling | September 2024 |
| Patch 4: Authentication of Practice Recording Forms and Reflections | Any time up until November 2024 |
| Patch 5: Reflection on continuing professional development | November 2024 |
| Patch 6: Professional Discussion | 15th December 2024 |
| e-Portfolio | December 2024 |
| Board of Examiners | Mid May 2025 |
|  |  |
| **ADEV702** | **Dates** |
| Access to the VLE | January 2025 |
| Day 1: Introduction to conducting scholarship of learning and teaching | 22 January 2025 |
| Day 2: Conducting educational research | 12 February 2025 |
| Day 3: Research Methods | 05 March 2025 |
| Day 4: Writing about pedagogic research | 26 March 2025 |
| **ADEV701 Support and Enrichment Activities** |  |
| Learning and Teaching Conference (Full day – attendance optional) | July 2025 |
| Shut up and Write (2 hours) | 04 June 2025 |
| Shut up and Write (2 hours) | 11 June 2025 |
| Shut up and Write (2 hours) | 23 July 2025 |
| Shut up and Write (2 hours) | 30 July 2025 |
| **Assessments** | **Dates** |
| Vlog/Academic Poster | 19 February 2025 |
| Draft Final Report | 18 June 2025 |
| Final Reflection | 13 August 2025 |
| Final Report | 13 August 2025 |
| Authentication of Practice if have approved extension from Module 1 | Individual choice |
| Board of Examiners | Mid October 2025 |

# Sources of support for programme participants

The programme team are committed to offering you a personal supportive relationship in addition to the academic support you can expect. The Module Leads are the named Senior Academic Developers for each module and you may contact them via email or Teams to make appointments to discuss any issues in relation to your PGCAP experience. Additionally, any of the PGCAP team are able to answer your queries about the PGCAP and support you in your learning. You may also contact the Director of Studies if you wish to make an appointment to discuss your progress, experience in the PGCAP or to discuss your need for reasonable adjustments to be made to the programme. The scheduled developmental workshops provide ideal opportunities for participants to discuss any issues regarding participation in the PGCAP. Should you require a mentor to support you on the programme, please contact your Module Lead in the first instance. Alternatively, you can register as a mentee on the Mentor Portal (see [PGCAP and ULTRA Mentor Portal User Guide](https://www.liverpool.ac.uk/media/livacuk/academic-development/PGCAP,and,ULTRA,Mentor,Portal,User,Guide.pdf)) or ask a preferred mentor to register as a mentor. Your mentor may undertake one of your observations of practice and provide support throughout the programme and authenticate your practice. You should choose someone who either completed one of our accredited taught programmes or who has gained Fellowship through the ULTRA scheme.

Each cohort will choose two cohort representative to be their voice on the Academy Curriculum Board, Board of Studies meetings and meet with the External Examiner. Views of the cohort are welcomed, 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.

Formative feedback/feedforward on assignments is a strong feature of the programme and you are encouraged to make the most of the formative opportunities offered you in each module. Module tutors will be happy to receive drafts at the formative stage, regardless of how developed they are by that stage. You will be informed of the process for submitting draft assignments by each Module Lead. Where feasible, this will be done using electronic submission and feedback. You will be permitted to check the originality report for formative submissions and are encouraged to discuss these with the module tutors if you have any questions. In line with current principles of best practice, we invest considerable time to providing formative feedback; at a time when you will be able to benefit and enhance your work prior to grading. Feedback at the summative submission is then likely to be brief; acknowledging aspects of feedback you have used effectively, and highlighting any areas requiring further development for future assignments.

# 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](mailto: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, available on Canvas, Request 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 (formerly known within the University of Liverpool as ‘mitigating circumstances’) are circumstances beyond a student’s control which have affected their performance in assessments (whether an examination, essay, practical or other form of assessment). If you miss an examination or 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 which will be available on Canvas. 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](http://www.liv.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_M_cop_assess.pdf)

[Extenuating Circumstances Policy Guidelines for Students and Staff](http://www.liv.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_M_Annex1_cop_assess.pdf)

**Assessment Appeals**

The Assessment Appeals Procedure is divided into two sections:

Section One – Appeals against individual module marks, assessments and non-modular programme. Section Two – Appeals against the decision of the Board of Examiners on completion of a programme of study.

[Code of Practice Appendix F - Assessment Appeals Procedure for Undergraduate and Taught Postgraduate Programmes](https://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_F_cop_assess.pdf)

**Complaints**

Please see [Student Complaints Policy and Procedure](https://www.liverpool.ac.uk/student-administration/student-administration-centre/policies-procedures/complaints/). If, having consulted the Charter, you wish to proceed with a complaint you may invoke the Student Complaints Policy and Procedure.

# Academic Integrity

The University maintains an Academic Integrity Policy about the ethical code that is applied to standards by which the academic community operates. For more information, [please see the policy](https://www.liverpool.ac.uk/student-administration/student-administration-centre/policies-procedures/academic-integrity/) within the Code of Practice on Assessment (CoPA – appendix L). It is expected that participants within the programme will adhere to and uphold best practice in Academic Integrity by: considering ethical issues related to participation in the programme assessment, ticking a box to confirm their own original work, and referencing appropriately any sources used that are not their own work. For information on how to uphold Academic Integrity standards, you are encouraged to participate in the KnowHow interactive tutorial on the VLE on [Academic Integrity.](https://libguides.liverpool.ac.uk/KnowHow)

# Recognition of Prior Learning

The PGCAP operates 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. However, RPL can be applied for one of the two authentications of practice for the ADEV700/ADEV710 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.

The named adviser for RPL for the programme is Judith Schoch (please contact by email [j.schoch@liverpool.ac.uk](mailto:j.schoch@liverpool.ac.uk) ) and the named RPL assessor for the programme is Dr Shelly Kemp. Please submit your completed applications for RPL to [theacademy@liverpool.ac.uk](mailto:theacademy@liverpool.ac.uk) for processing.

# Quality Assurance Processes

**Participant Representation and Voice**

Providing opportunities for participants to express their voices in relation to their PGCAP studies in important to us. In addition to informal conversations that participants may have with the programme team, representatives are invited to participate in the Academy Curriculum Board which is chaired by Dr Sue Bolt (PFHEA). If you are interested in representing the PGCAP cohort at the Board please contact the Secretary to the Board by emailing [theacademy@liverpool.ac.uk](mailto:eddev@liverpool.ac.uk).

Further to this, participants have the opportunity to speak to the External Examiner, Dr Ruth Windscheffel (SFHEA) prior to the Boards of Examiners meetings which occur in May and October of each year. The Chair of the Board of Examiners is Dr Sue Bolt (PFHEA). If you would like to speak to the External Examiner prior to the Boards of Examiners meetings please contact the Secretary to the Board by emailing [theacademy@liverpool.ac.uk](mailto:eddev@liverpool.ac.uk) no later than one week prior to the BoE meeting so that appointments can be scheduled.

**The role of the External Examiner**

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. The role of the External Examiner is to maintain academic standards, check processes, champion national standards and act as a critical friend.

# Recognition for Fellowship of the Higher Education Academy

All programmes accredited to award Fellowships of the HEA in the categories of Associate Fellow, Fellow, Senior Fellow and Principal Fellow are subject to Advance HE quality assurance processes. The PGCAP learning outcomes, activities and assessments are designed to enable participants to demonstrate all the criteria for the category of D2 of the UKPSF. Successful completion of the assessments provides evidence of demonstration of these criteria. A minimum of two people (FHEA and above) must mark and moderate the assessments and make judgements in relation to the UKPSF.

The assessors and the Module Leads may share the tasks of marking and moderation in accordance with The Code of Practice for Assessment (<https://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/code_of_practice_on_assessment.pdf> )

Results of student achievement in the PGCAP are presented to the Boards of Examiners (FHEA and above) for ratification in consultation with the External Examiner (PFHEA). The secretary of the Board of Examiners makes a formal record of the Board’s proceedings and decisions and corresponds with the University and Advance HE to confirm achievement of the award of PGCAP and recognition of Fellowship of the HEA. Advance HE will then contact participants about their certificates.

If participants fail one or more of the PGCAP modules on the first attempt they are permitted to present themselves for reassessment in the failed components for each failed module on one further occasion in their registration period. AFHEA is not awarded for completion of the first module. It is not possible to pass the PGCAP or the FHEA separately; they are linked. Reassessment should take place at the next Board of Examiners within 12 months of the failed assessment. The mark achieved in the re-assessment supersedes the previous mark and is capped at 50% (COPA, Appendix C, University framework for Postgraduate Modular Provision 201-18, 9.1 <https://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_C_2015-16_cop_assess.pdf> ).

# Fees, Registration and Bookings

**Fees and fee remission**

Fees are not applicable as the PGCAP is free to University of Liverpool staff who are have substantive teaching responsibilities; a minimum number of teaching related hours (i.e. not just delivery) will be required for participation (circa 120 hours). If you have any doubt whether you would be eligible for fees remission, please contact [theacademy@liverpool.ac.uk](mailto:eddev@liverpool.ac.uk) who will seek clarification of your individual circumstances from Student Administration & Support.

Participants should have substantive teaching capacity and responsibilities should include a range of learning and teaching activities including assessment that enable participants to demonstrate all dimensions of the UKPSF 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.

**Registration and booking**

To register for the PGCAP please complete the online form available on the webpage <https://www.liverpool.ac.uk/eddev/supporting-teaching/pgcap>. For further clarification please contact the Programme Administrator by email [theacademy@liverpool.ac.uk](mailto:eddev@liverpool.ac.uk)

Once your registration has been accepted you will be contacted and automatically be booked onto, and expected to attend, each of the workshops for ADEV700/ADEV710 and ADEV701. If you are unable to attend, please contact the module coordinator to make alternative arrangements.

**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](https://www.liverpool.ac.uk/intranet/sas/spider/). 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](https://www.liverpool.ac.uk/legal/data_protection/policy/)

# Appendix 1: ADEV700/710 Marking Guide

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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. | | References to the literature, policy and the UKPSF are limited absent or inappropriate. | In Patchwork e-Portfolio reflections include some references to appropriate literature, University policy, and the UKPSF. Refers to relevant knowledge, skills and values. | In Patchwork e-Portfolio reflections link knowledge, skills and values related to own academic practice appropriately to a range of relevant literature, UoL policy, and UKPSF. | | In Patchwork e-Portfolio reflections integrate knowledge, skills and values related to own academic practice with thorough and judicious use of an extensive range of relevant literature, UoL policy, and UKPSF. | |
| Your work demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. | | | | |
| Apply appropriate knowledge, skills and values to show respect for individual learners and diverse learning communities within the context of global HE. | | In Patchwork e-Portfolio, respect for individual learners and diverse learning communities is described, or not, with limited or no reference to wider contexts. | In Patchwork e-Portfolio respect for individual learners and diverse learning communities is described with some location of practice within wider contexts. | In Patchwork e-Portfolio, respect for individual learners and diverse learning communities is clearly presented with coverage of wider perspectives and issues. | | In Patchwork e-Porfolio, respect for individual learners and diverse learning communities is clearly presented and integrates wider perspectives and issues. | |
| Your work demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. | | | | |
| Use appropriate methods, evidence-based knowledge and scholarship to critically reflect upon, evaluate, enhance and assure professional practice in relation to learning, teaching and assessment strategies in HE. | | In Patchwork e-Portfolio, improvements to practice are insufficiently argued, apply inappropriate methods or are not founded on evidence-based approaches. | In Patchwork e-Porfolio, useful improvements to practice are logically presented and founded on the use of appropriate methods and evidence-based approaches. | In Patchwork e-Portfolio, suggests realistic improvements to practice that are grounded in own experience, the literature, use of appropriate methods, and evidenced-based approaches. | | In Patchwork e-Portfolio, suggests carefully judged improvements and innovations to practice that are grounded in own experience, the literature, use of appropriate methods, and evidenced-based approaches. | |
| Your work demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. | | | | |
| Design effective curricula that support high quality learning, enabling students to demonstrate University of Liverpool graduate attributes. | | Fails to identify curriculum design practices that support high quality learning. Identified practices are not aligned with University strategy and the UKPSF. | Work in the Patchwork e-Portfolio show some evidence of critical analysis of own and/or institutional practice about designing curriculum to support student learning in line with University strategy and the UKPSF. | Work in the Patchwork e-Portfolio show critical analysis of own and/or institutional practice and awareness of alternative approaches to designing curriculum to support student learning in line with University strategy and the UKPSF. | | Work in the Patchwork e-Portfolio show a well-developed and theoretically informed capacity for critical analysis of own and/or institutional practice related to designing curriculum to support student learning in line with University strategy and the UKPSF. | |
| Your work demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. | | | | |
| Effectively communicate relevant information with appropriate audiences using diverse and suitable media. | | Fails to adhere to 5000 word limit. Irrelevant content. Breaches academic integrity, inclusivity and diversity requirements. Unclear. | Work in the Patchwork e-Portfolio is logical, coherent and clearly linked to relevant topic(s). Demonstrates academic integrity. | Work in the Patchwork e-Portfolio is comprehensive and supported with evidence. Demonstrates academic integrity. | | Work in the Patchwork e-Portfolio is insightful and supported with a range of evidence. Demonstrates academic integrity. | |
| Your work demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. | | | | |
| Critically reflect on how learning and development during the programme has enabled fulfilment of D2 of the UKPSF. | | Requirements of D2 of the UKPSF were not met. | Work in the Patchwork e-Portfolio is clearly linked professional learning with demonstration of the requirements of D2 of the UKPSF. | Work in the Patchwork e-Portfolio explains how professional learning enabled demonstration of the requirements of D2 of the UKPSF. | | Work in the Patchwork e-Portfolio aligns professional learning with evidence of impact and demonstration of the requirements of D2 of the UKPSF. | |
| Your work demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. | | | | |
|  | | | | | | |
| **HEA Fellow Criteria met** | | | | | | |
| **I.** | Successful engagement across **all five Areas of Activity** | | | | Achieved/Not yet Achieved | |
| **IV.** | Successful engagement in appropriate teaching practices related to the Areas of Activity | | | | Achieved/Not yet Achieved | |
| **II.** | Appropriate knowledge and understanding across **all aspects of Core Knowledge** | | | | Achieved/Not yet Achieved | |
| **III.** | A commitment to **all the Professional Values** | | | | Achieved/Not yet Achieved | |
| **V.** | Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice | | | | Achieved/Not yet Achieved | |
| **VI.** | Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices | | | | Achieved/Not yet Achieved | |

**ADEV701/ADEV702 Marking Guides**

**Appendix 2: Vlog/Poster Marking Guides**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Outcomes** | **Re-submit** | **Pass (55)** | **Merit (65)** | **Distinction (75)** |
| Critically reflect on current practice to identify and investigate opportunities to enhance innovation and excellence in learning and teaching in higher education. | In the Vlog, reflection is limited. Some evidence of ability to identify strengths and weaknesses and ideas for improvement in practice but limited in scope. Limited or no reference to wider contexts. | Vlog shows some evidence of critical analysis of own and/or institutional practice with some reference to wider contexts. Ideas for improvement in practice and a suitable approach to guide investigation are identified to enhance academic practice. | In the Vlog context of practice is clearly presented with coverage of wider perspectives and issues and critical analysis of own and/or institutional practice show awareness of alternative approaches. A suitable focus and research method are identified to enhance academic practice. | In the Vlog context of practice is clearly presented and integrates wider perspectives and issues based on a well-developed and theoretically informed capacity for critical analysis of own and/or institutional practice. A strategic focus and relevant research method are identified to enhance academic practice. |
| Your work demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. | | |
| Use appropriate methods, evidence-based knowledge and scholarship to critically reflect upon, evaluate, enhance and assure professional practice in relation to learning, teaching and assessment strategies in HE. | In the Vlog improvements to practice are insufficiently articulated, apply inappropriate methods or are not founded on evidence-based approaches. | In the Vlog, useful improvements to practice are logically presented and founded on the use of appropriate methods and evidence-based approaches. | In the Vlog, suggests realistic improvements to practice that are grounded in own experience, the literature, use of appropriate methods, and evidenced-based approaches. | In the Vlog, suggests carefully judged improvements and innovations to practice that are grounded in own experience, the literature, use of appropriate methods, and evidenced-based approaches. |
| Your work demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. | | |
| Effectively communicate relevant information with appropriate audiences using diverse and suitable media. | Fails to adhere to set limits or identify dissemination strategy. Narrative structure is weak. Lacks audience awareness. Uses unsuitable media. Breaches academic integrity, inclusivity and diversity requirements. | Identifies dissemination strategy. Narrative structure is logical, coherent and clearly linked to relevant topic(s). Uses suitable media. Academic integrity demonstrated. | Explains dissemination strategy. Comprehensive narrative structure supported with evidence. Uses suitable media. Academic integrity demonstrated. | Justifies dissemination strategy. Insightful narrative structure supported with a range of evidence. Skilfully uses suitable media. Academic integrity demonstrated. |
| Your work demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. | | |

**Appendix 3: Final Report Marking Guides**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. | References to the literature, policy and the UKPSF are limited absent or inappropriate. | Paper includes some references to appropriate literature, University policy, and the UKPSF. Refers to relevant knowledge, skills and values as appropriate in relation to dissemination requirements. | Paper links knowledge, skills and values related to own academic practice appropriately to a range of relevant literature, UoL policy, and UKPSF as appropriate in relation to dissemination requirements. | Paper integrates knowledge, skills and values related to own academic practice with thorough and judicious use of an extensive range of relevant literature, UoL policy, and UKPSF as appropriate in relation to dissemination requirements. |
| Your work demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. | | |
| Critically reflect on current practice to identify and investigate opportunities to enhance innovation and excellence in learning and teaching in higher education. | Paper does not articulate innovation and excellence in LTHE. Context of practice described with limited or no reference to wider contexts.  Some evidence of ability to identify strengths and weaknesses in practice but limited in scope. | Paper disseminates investigation leading to innovation and excellence in LTHE in which context of practice described with some location of practice within wider contexts and some evidence of critical analysis of own and/or institutional practice. | Paper disseminates investigation leading to innovation and excellence in LTHE in which context of practice clearly presented with coverage of wider perspectives and issues and critical analysis of own and/or institutional practice showing awareness of alternative approaches. | Paper disseminates investigation leading to innovation and excellence in LTHE in which context of practice clearly presented and integrates wider perspectives and issues and shows a well-developed and theoretically informed capacity for critical analysis of own and/or institutional practice. |
| Your work demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. | | |
| Use appropriate methods, evidence-based knowledge and scholarship to critically reflect upon, evaluate, enhance and assure professional practice in relation to learning, teaching and assessment strategies in HE. | In the paper improvements to practice are insufficiently articulated. Inappropriate methods were used to investigate. Argument or conclusion is not evidence-based. | In the paper, useful improvements to practice are logically presented and supported by evidence based. Used appropriate research methodologies. | In the paper, realistic improvements to practice that are grounded in own experience, the literature and supported by a range of evidence. Used appropriate research methodologies. | In the paper, carefully judged improvements and innovations to practice that are grounded in own experience, supported by extensive references to the literature and compelling evidence. Used appropriate research methodologies. |
| Your work demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. | | |
| Effectively communicate relevant information with appropriate audiences using diverse and suitable media. | Little or no attempt to link different elements of the argument together, or to support specific claims and more general conclusions. Breaches academic integrity, inclusivity and diversity requirements. Does not adhere to requirements of the selected form of dissemination. | Links elements of the argument together; both specific claims and more general conclusions are supported. Demonstrates academic integrity. Adheres to requirements of the selected form of dissemination. | Details are integrated into an extended argument; both specific claims and more general conclusions are generally well-supported. Adheres to requirements of the selected form of dissemination. | Details are integrated into a fully coherent argument; both specific claims and more general conclusions are clear and well-supported throughout. Adheres to requirements of the selected form of dissemination. |
| Your work demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. | | |

|  |  |  |
| --- | --- | --- |
| **HEA Fellow Criteria met** | | |
| **I.** | Successful engagement across **all five Areas of Activity** | Achieved/Not yet Achieved |
| **IV.** | Successful engagement in appropriate teaching practices related to the Areas of Activity | Achieved/Not yet Achieved |
| **II.** | Appropriate knowledge and understanding across **all aspects of Core Knowledge** | Achieved/Not yet Achieved |
| **III.** | A commitment to **all the Professional Values** | Achieved/Not yet Achieved |
| **V.** | Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice | Achieved/Not yet Achieved |
| **VI.** | Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices | Achieved/Not yet Achieved |

**Appendix 4 - PGCAP AUTHENTICATION OF PRACTICE RECORDING FORM**

**Date of Session:** Click or tap to enter a date. **Session Type:** Click or tap here to enter text.

**Observee:** Click or tap here to enter text.

**Observer:** Click or tap here to enter text. **Observer HEA Fellowship:** Click or tap here to enter text.

**Subject:** Click or tap here to enter text. **Topic of session:** Click or tap here to enter text.

**Rationale for session:** Click or tap here to enter text.

**Is there anything specific you would like your observer to comment on?** Click or tap here to enter text.

The PGCAP is aligned with the UKPSF, and the comments and developmental feedback should be made with Descriptor 2 in mind. Participants should be able to provide evidence of successful engagement in appropriate teaching practices related to the following Areas of Activity, Core Knowledge and Professional Values.

Please highlight dimensions you feel you have met in this observation and reflect in table below

|  |  |  |
| --- | --- | --- |
| Areas of Activity (A) | Core Knowledge (K) | Professional Values (V) |
| A1 Design & plan learning activities and/or programmes of study  A2 Teach and/or support learning  A3 Assess and give feedback to learners  A4 Develop effective  learning environments and  approaches to student support and guidance  A5 Engage in continuing  professional development in  subjects/disciplines and their pedagogy, incorporating research  scholarship and the  evaluation of professional  practices | **K1** The subject material  **K2** Appropriate methods for  teaching and learning in the  subject area and at the level  of the academic programme  **K3** How students learn, both  generally, and within their  subject/disciplinary area(s)  **K4** The use and value of  appropriate learning  technologies  **K5** Methods for evaluating  the effectiveness of teaching  **K6** The implications of quality assurance and quality enhancement  for academic and professional practice with a particular focus on teaching | **V1** Respect individual learners and diverse learning communities  **V2** Promote participation in  higher education and equality of opportunity for learners  **V3** Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development  **V4** Acknowledge the wider context in which higher education operates recognising the implications for professional practice |

**Overall Summary of Strengths and Areas of Development**

**Strengths:** Click or tap here to enter text.

**Areas of Development:** Click or tap here to enter text.

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**Planning and Preparation for the Session (A1)** - lesson planning, learning objectives, activities, assessment, inclusivity, employability, resources, quality and level of learning materials, physical environment, module handbooks

Click or tap here to enter text.

**Introduction -** clarification of learning outcomes and overview of session, links to previous learning

**Communication –** pace, use of voice, language, body language, eye contact, listening skills, confidence, clear explanations, management of session

Click or tap here to enter text.

**Classroom interactions and student engagement (A2)**– motivating students, student participation, interaction, engagement, commitment to studies, question and answer, effective stimulation and challenge, L&T methods and strategies

Click or tap here to enter text.

**Examples/Application** – theory to practice, relevant literature, intellectual stimulation, workplace learning, self-reflection, independent learning, employability

Click or tap here to enter text.

**Accommodation and Resources (A4)** – physical and digital resources used effectively, support of independent study and research skills, quality of materials used, specialist equipment, technology, room layout

Click or tap here to enter text.

**Assessment for Learning and Feedback (A3)** – student progress, attainment and achievement, support of students’ development, criteria is clear, relevant immediate feedback that helps understanding

Click or tap here to enter text.

**Inclusivity** – culture and language, equality of opportunity, personalised needs and learning, stretch, challenge and rigour

Click or tap here to enter text.

**Subject discipline context and content** – topics within subject area, application to practice, ,up-to-date knowledge, appropriate literature, examples and analogies

Click or tap here to enter text.

**Conclusion/Plenary** – summary of key points and ideas, follow up material or activities, links to next session

Click or tap here to enter text.

**Suggested Areas for Further Development/CPD sessions (A5)**

Click or tap here to enter text.

**­­­­­­­­­­­­­­­­­­­­**

**AUTHENTICATION OF PRACTICE**

**We agree that this is a fair record of the observation and post observation discussion:**

**Signature of Observee** Click or tap here to enter text. **Date** Click or tap to enter a date.

**Signature of Observer** Click or tap here to enter text. **Date** Click or tap to enter a date.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Observer Feedback and Development Points –** should the observer think that the observation is not yet satisfactory, please add feedback and development points to be discussed in observation feedback meeting.

Click or tap here to enter text.

**Self-evaluation of the session**

Try to capture your immediate thoughts after the observation. How did your session meet the aim and outcomes, including consideration of student needs, learning environment, student engagement and feedback? What went well? What could have been improved? Any action or development points?

Write your **500-word** reflection and evaluation of your session here. **Please map to the UKPSF at D2 and underpin with any relevant literature.** Think about creating a couple of main action points that you can develop for future peer observations.

Click or tap here to enter text.

contact: theacademy@liverpool.ac.uk