**What are the assessments?**

1. ADEV720 Leadership Development Plan (max 2000 words) 50%  
   Engage in a self-assessment of your leadership strengths and attributes supplemented by feedback from key colleagues and peers. Building on the University of Liverpool’s Leadership Commitment Framework, combine critical reflection and collated feedback to present an analysis of your current understanding of and approach to academic leadership. Having discussed the outcomes of this process with an identified mentor, 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, medium and long term timescales. Each aspect of your plan should relate to the key leadership attributes you aim to develop and be grounded in the context of your academic practice and career aspirations. Through this process you will have generated a clearer understanding of your current approach to academic leadership and begun to define your aspirations and priorities regarding your future development.
2. ADEV720 Digital Case Study (max 5 minute digital presentation) 50%  
   Identify an academic leadership issue or challenge relevant to your area of practice and critically evaluate relevant theory, frameworks and policy to help deepen your understanding of the factors involved. Develop a set of questions for a group of key stakeholders, who will be able to help you further explore your chosen challenge and inform a suitable response. Collating the evidence and perspectives gathered through this process of questioning and analysis, formulate a practical strategy that could be initiated to address your leadership challenge. Drawing your thoughts together, create a 3-5 minute digital case-study that captures your understanding of the challenge or issue, outlines your proposed response and considers the implications for your future practice.
3. ADEV730 Academic Infographic Poster (800 words) 40%  
   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 or faculty, and at University level. Create an academic infographic 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. Include a brief reflection on the effectiveness of your infographic poster (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.
4. ADEV730 Research Proposal (max 4000 words) 60%  
   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 qualitative and quantitative methodologies by comparing and contrasting the approaches used in a minimum of two relevant peer reviewed published journal articles. Explain why these approaches would be suitable or not if applied in a potential study you would be interested in undertaking to enhance your practice through scholarship. Outline and justify the approaches you would use in your study. Identify any issues or constraints that may impact your study and explain how you would overcome these problems. Use appropriate academic referencing and communicate effectively.

**When are the assessments due?**

We have not set the dates for the assessments yet, but typically there will be one mid-module and one at the end of the module.

**When is the PGDAP run? How many f2f sessions are there?**

We will be following the Hybrid Active Learning model. The dates for the synchronous sessions are as follows. They will not be full days; they will be half days online (quite likely not all in one hit – in keeping with effective pedagogical practices). If it is possible and beneficial to run a session f2f we will advise participants closer to the dates, but we will not be able to provide catering for these events if they are run f2f.

ADEV720

Monday 16 November 2020

Monday 7 December 2020

Monday 18 January 2021

Monday 15 February 2021

ADEV730

Monday 29 March 2021

Monday 26 April 2021

Monday 24 May 2021

Monday 21 June 2021

Other dates for your information

The Board of Examiners 20-21

Thursday 20 May 12:00-15:00

Thursday 21 October 12:00-15:00

**How many intakes?**

Unless there is a consistently high demand, there will only be one intake per annum. However, to increase flexibility the sequence in which the modules are taken could be varied to accommodate staff needs. While it is less administratively complicated to do ADEV720 first, then ADEV730 followed by the MA, it may be possible to defer ADEV720 until the following year and commence with ADEV730.

**Can I do the PGDip without doing the PGCAP?**

The PGDip is a Level 7 120 credit programme. If you have not completed the PGCAP or equivalent, you will need to do so to gain the first 60 credits of the 120 credit PGDip. Alternatively, the University of Liverpool Code of Practice for Assessment (CoPA) Appendix R allows for Recognition of Prior Experiential Learning <https://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_R_cop_assess.pdf>. Professional recognition for example as SFHEA could be used to make a case for Recognition of Prior Experiential Learning. You would need to apply for RPL in accordance with the University Policy. The maximum amount of credit that could be awarded is one third of the programme. For example, if you were enrolling in the MA (180 credits) you could seek RPL for a maximum of 60 credits (i.e. one third). The implications of this approach would be that you could gain RPL which would overcome the need for the initial 60 credits through the PGCAP, but it would also mean that you would need to complete the PGDip (two modules) and MA (dissertation) to make up the remaining two thirds (120 credits) of the programme. We can advise you if you wish to pursue this avenue.

**Is the PGDip accredited by Advance HE for SFHEA?**

No, the PGDip is not accredited by Advance HE for SFHEA, but the content of the programme is relevant to SFHEA. The Academy can provide advice and help you to draw on your learning experiences in the PGDip to support your application for SFHEA through the ULTRA programme.

**How, if at all does the PGDip/MA Academic Practice map on to the UKPSF?**

The MA is a 180 credit Level 7 programme. The first 60 credits of the MA are gained through completion of the PGCAP which is mapped to D2 of the UKPSF. The second 60 credits are gained through the PGDip which extends your understanding of academic leadership and scholarship which are relevant to SFHEA but not accredited by Advance HE. The third 60 credit component of the MA further enables you to extend your scholarship through an educational research dissertation.

**Does the CPS count towards the PGDip/MA Academic Practice?**

No, although the CPS was a 60 credit programme it was validated at Level 6; 60 credits at Level 7 (e.g. PGCAP/PGCert) are required for the first 60 credits of the PGDip/MA. The University of Liverpool Code of Practice for Assessment (CoPA) Appendix R allows for Recognition of Prior Experiential Learning <https://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_R_cop_assess.pdf>. Professional recognition for example as FHEA/SFHEA could be used to make a case for Recognition of Prior Experiential Learning. You would need to apply for RPL in accordance with the University Policy. The maximum amount of credit that could be awarded is one third of the programme. For example, if you were enrolling in the MA (180 credits) you could seek RPL for a maximum of 60 credits (i.e. one third). The implications of this approach would be that you could gain RPL which would overcome the need for the initial 60 credits through the PGCAP, but it would also mean that you would need to complete the PGDip (two modules) and MA (dissertation) to make up the remaining two thirds (120 credits) of the programme. We can advise you if you wish to pursue this avenue.

**Does my line manager need to provide a reference or approval?**

No, your line manager does not have to provide a reference or approval but in the application form you are required to provide their name and contact details in case we need to contact them.