

HANDBOOK FOR PROGRAMME PARTICIPANTS

**Postgraduate Diploma and Master of Arts Academic Practice**

**Handbook for Programme Participants 2023-24**

# Welcome

**POSTGRADUATE DIPLOMA and MASTER of ARTS**

**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 Diploma and Master of Arts Academic Practice Programmes:

Dr Sue Bolt, PFHEA Head of Academic Development [suebolt@liverpool.ac.uk](mailto:suebolt@liverpool.ac.uk)

Judith Schoch, SFHEA Director of Studies

Module Lead ADEV720 [j.schoch@liverpool.ac.uk](mailto:j.schoch@liverpool.ac.uk)

Dr Eli Saetnan, SFHEA Module Lead ADEV730 [saetnan@liverpool.ac.uk](mailto:saetnan@liverpool.ac.uk)

Dr Charles Buckley, PFHEA Module Lead ADEV770 [charlesb@liverpool.ac.uk](mailto:charlesb@liverpool.ac.uk)

Luke Simpson Programme Administrator [theacademy@liverpool.ac.uk](mailto:theacademy@liverpool.ac.uk)

Dr Ruth Windscheffel SFHEA External Examiner r.windscheffel@ysj.ac.uk

If you have any questions about the programme, please read this Handbook as we have aimed to address all programme details here.

For all administrative queries including registration, bookings and access to the VLE please contact the Programme Administrator via email ([theacademy@liverpool.ac.uk](mailto:eddev@liverpool.ac.uk)) or phone 0151 794. Please log 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 communicate the outcomes to Student Administration Services who are responsible for certification and graduation.

# 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**  **Academic Practice**  **(PGDAP)** | **Master of Arts Academic Practice**  **(MA AP)** |
| Introduction to Supporting Student Learning  Developing Reflective Practice | ADEV700 Autumn cohort (November)  or  ADEV710 Spring cohort (March)  Developing Academic Practice  (40 credits)  ADEV701 Autumn/  ADEV702 Spring  Scholarly Investigation of Practice  (20 credits) | ADEV720  Developing Academic Leadership  (30 credits)  ADEV730  Developing Scholarship  (30 credits) | ADEV 770  Academic Practice Project (Sept)  (60 credits) |
| Non-credit bearing blended workshops, online resources, support and workplace learning | 2 compulsory modules | 2 compulsory modules | Supervised PGR |
| N/A | 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 |

# Programme Information

## The Aims of the PGDAP and MA AP Programme

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

The educational aims of the PGDAP are to:

The aims of this programme are to enable participants to:

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

The educational aims of the MA are to

The aims of the MA are to enable participants to:

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

## The Intended Learning Outcomes of the PGDAP

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

## The Intended Learning Outcomes of the MA AP

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

## The Programme Structure

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

### ADEV720 Developing Academic Leadership

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

### ADEV730 Developing Scholarship

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

### ADEV770 Academic Practice Project

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

#### Introduction to Assessment

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

The PGDAP assessment methods used include:

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

The assessment for the MA AP used includes:

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

# Module Information: ADEV720 Developing Academic Leadership

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

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

Dr Charles Buckley (PFHEA) [charlesb@liverpool.ac.uk](mailto:charlesb@liverpool.ac.uk)

**Programme Administrator:** Luke Simpson [theacademy@liverpool.ac.uk](mailto:theacademy@liverpool.ac.uk)

**Aims**

The educational aim of this programme is to build on participants’ knowledge, skills and values gained through the Postgraduate Certificate to extend their practice and prepare them for the MA Academic Practice.

The aims of this programme are to enable participants to:

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

**ADEV720 Learning Outcomes**

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

**Key Concepts and Learning Activities**

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

#### **ADEV720 Assessments**

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

#### 

1. **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 or colleague(s), 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.

1. **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 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.

#### Mentors

If you would like to access a mentor to support you with the PGDAP, please submit your information on the Mentor/Mentee Portal ([PGCAP and ULTRA Mentor Portal User Guide](https://www.liverpool.ac.uk/media/livacuk/academic-development/PGCAP,and,ULTRA,Mentor,Portal,User,Guide.pdf)) Following registering on the Database, you will receive an e-mail confirming your registration as a Mentee. A copy of the Mentor Handbook can be found on the VLE.

# Module Information: ADEV730 Developing Scholarship

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

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

Dr Charles Buckley (PFHEA) [charlesb@liverpool.ac.uk](mailto:charlesb@liverpool.ac.uk)

**Programme Administrator:** Luke Simpson [theacademy@liverpool.ac.uk](mailto:theacademy@liverpool.ac.uk)

**Aims**

The educational aim of this programme is to build on participants’ knowledge, skills and values gained through the Postgraduate Certificate to extend their practice and prepare them for the MA Academic Practice.

The aims of this programme are to enable participants to:

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

**Learning Outcomes**

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

**Key Concepts and Learning Activities**

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

#### **ADEV730 Assessments**

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

1. **Group Academic Poster (A0 poster or equivalent +** 800 word reflection) 40%

Work as a group to explore how scholarship impacts on teaching practice in your contexts. Consult with key stakeholders and critically evaluate relevant internal and external frameworks, theory and policy to identify how diverse forms of scholarship are used to provide evidence of successful practice in different contexts at individual, school/department, faculty, and at University level. Create an academic poster to communicate your findings to peers. Design an evaluation tool to collect feedback about the effectiveness of your poster. Present your poster to peers and evaluate its effectiveness by getting feedback from peers. Write a brief reflection on the effectiveness of your poster and your evaluation strategy (including what worked, what didn’t and what you would do differently next time) using evaluation data you collected when you shared it with your peers. Use appropriate academic referencing and communicate effectively.

1. **Individual 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.

# Module Information: ADEV770 Academic Practice Project

**Module Lead for ADEV770:**  Dr Charles Buckley (PFHEA) charlesb@liverpool.ac.uk

**Programme Administrator:** Luke Simpson [theacademy@liverpool.ac.uk](mailto:theacademy@liverpool.ac.uk)

**Aims**

The aim of this module is to build on your capacity for pedagogic research which you were introduced to in ADEV730 Pedagogic Research Design.

The aims of this programme are to enable participants to:

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

**ADEV770 Learning Outcomes**

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

**Key Concepts and Learning Activities**

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

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

Webinars, flipped classroom and peer support activities to explore methodological and practical implications associated with empirical and secondary data research

**ADEV770 Assessment**

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

1. **Research Proposal 1000w (Written using online template**) 10% (LO3)

Produce a proposal which clearly identifies a working title; introduction to include a rationale, scope and context for the study; aims and objectives and how you plan to answer the research question (s); ethical considerations; a review of key literature and a methodology section to include, where appropriate, overall philosophical considerations and brief overview of methods with insights into advantages and disadvantages. Provide a reference list which is not included in the word count. (LO3)

1. **Presentation** (10 minutes) 20% (LO1, 3, 4)

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

1. **Written Paper** (8000w) 70% (LO1, 2, 3, 5, 6)

Prepare a written paper which can be aimed at a specific publication such as an academic journal or book chapter using the appropriate format for the identified dissemination strategy

**Programme Assessment and Grading Criteria**

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

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

# Table 1. Summary of PGDAP and MA AP 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 in writing and well in advance of the due date and can be approved by the Module Lead for up to 3 weeks. An extension request form can be requested from [theacademy@liverpool.ac.uk](mailto:theacademy@liverpool.ac.uk) or downloaded from the VLE. While we are sympathetic to your needs, if we have not received a request for extension, an application for Extenuating Circumstances, or had any communication with you by the meeting of the Board of Examiners, we will have no choice but to report a ‘non-submission’.

**Late Work Policy**

Assignments submitted late, without an authorised extension request will be subject to a late work penalty. Details can be found in the Code of Practice on Assessment. <https://www.liverpool.ac.uk/student-administration/exams/policies-procedures/code-of-practice-assessment/>

**Effective Communication?**

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

**Feedback**

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

# Key Dates:

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

|  |  |
| --- | --- |
| **ADEV720 Seminars** | **Dates** |
| Registration closes | September 2023 |
| Ensure you have entered your details in Liverpool Life | September 2023 |
| Introduction to module, policy and frameworks | 6 November 2023 |
| Inclusive and Impactful Leadership | 4 December 2023 |
| Ambassadorial and Credible Leadership | 15 January 2024 |
| Communication of Vision and Strategy | 12 February 2024 |
| **ADEV720 Assessments** | **Dates** |
| Leadership Development Plan | 12 February 2024 |
| Digital Case Study | 11 March 2024 |
| Board of Examiners | May 2024 |
|  |  |
| **ADEV730 Seminars** | **Dates** |
| Access to the VLE | March 2024 |
| Scholarship within HE – context and frameworks | 25 March 2024 |
| Tools and techniques for evaluating impact | 22 April 2024 |
| Methods and methodologies in pedagogical research | 17 May 2024 |
| Research design and ethical considerations | 17 June 2024 |
| **ADEV730 Assessments** | **Dates** |
| Academic Infographic Poster | 5 June 2023 |
| Research Proposal | 17 July 2023 |
| Board of Examiners | October 2023 |
|  |  |
| **ADEV770 Key dates and webinars** | **Dates** |
| Registration deadline | 1 September 2023 |
| Online Induction | 13 September 2023 |
| Webinar Writing a Research proposal | 13 September 2023 |
| Webinar Research Ethics | 27 September 2023 |
| Webinar Focus Groups | 1November 2023 |
| Pedagogic Research Conference | 18 January 2024 |
| Webinar Writing for publication | 27 February 2024 |
| **ADEV770 Assessments** | **Dates** |
| Research Proposal | 13th October 2023 |
| Presentation | 18 January 2024 |
| Written Paper | 28 June 2024 |
| Board of Examiners | October 2024 |
|  |  |

# 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 PGDAP or MA AP experience. Additionally, other module staff are able to answer your queries about the PGDAP and MA AP and support you in your learning. You may also contact the Director of Studies via email or Teams if you wish to make an appointment to discuss your progress, experience in the PGDAP or MA AP 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 PGDAP. You are advised to 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.

Each cohort will choose at least one representative to be their voice on the Academy Curriculum Board, Board of Studies and meet with the External Examiner prior to the Board of Examiners. Views of the cohort are welcomed, working collaboratively with the Curriculum Board and Board of Studies to inform programme development and evaluation. All participants on the PGDAP and MA AP 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 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 contact the Module Leader to agree on a plan to address any issues arising and inform [theacademy@liverpool.ac.uk](mailto:theacademy@liverpool.ac.uk) of your absence.

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 is available online [here](https://www.liverpool.ac.uk/aqsd/academic-codes-of-practice/code-of-practice-on-assessment/). Completed forms should be submitted to the Academy ([theacademy@liverpool.ac.uk](mailto:theacademy@liverpool.ac.uk) ) in accordance with the procedures set out in the University’s Extenuating Circumstances Policy available below or e-mail [theacademy@liverpool.ac.uk](mailto:theacademy@liverpool.ac.uk) to request an online form to complete:

[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 PGDAP 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.’

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 e-mail [j.schoch@liverpool.ac.uk](mailto:j.schoch@liverpool.ac.uk) ) and once complete your RPL application will be assessed by a member of the Academic Development team. 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 PGDAP and MA AP 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 and Board of Studies which are chaired by Dr Sue Bolt (PFHEA). If you are interested in representing the PGDAP or MA AP cohort at these Boards 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 2020-21. 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.

# Fees, Registration and Bookings

**Fees and fee remission**

Fees are not applicable as the PGDAP and MA AP are 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 in the PGDAP (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 are expected to be currently employed in a substantive teaching capacity at the University of Liverpool.

**Registration and booking**

To register for the PGDAP please complete the online form available on the webpage <https://www.liverpool.ac.uk/eddev/supporting-teaching/pgdip-ma/>. 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 (which are normally on-line). If you are unable to attend, please contact the module coordinator to make alternative arrangements and send apologies to [theacademy@liverpool.ac.uk](mailto:theacademy@liverpool.ac.uk).

**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: ADEV720 Marking Guide

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

# ADEV730 Marking Guides

Group academic poster (A0 poster or equivalent + 800 word reflection) 40%

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

Individual research proposal (max 4000 words) 60%

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

# ADEV770 Marking Guide

**Individual Research Proposal (max 1000 words) 10%**

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

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**Presentation** (10 minutes) 20%

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| **Learning Outcomes** | **Re-submit** | **Pass (55)** | **Merit (65)** | **Distinction (75)** |
| 1. Demonstrate the ability to make use of appropriate methods, evidence-based knowledge and scholarship to inform their own and others’ academic practice. | There is limited evidence of appropriate research knowledge and methods chosen are not suited to the chosen study. There is little evidence that scholarship has been used effectively to inform practice | The methods chosen are appropriate to the chosen study although they are not fully explained or explored. Some scholarship has been used although could be developed more fully | The research methods chosen are suitable and reasonably well described. There is a good engagement with scholarship to inform practice | The research methods are appropriate and explored in excellent detail. There is an excellent engagement with scholarship to inform practice |
| 3. Critically evaluate and select appropriate methods/methodologies in the application of the scholarship of learning and teaching. | Presentation fails to articulate the chosen research methodology  There is limited evidence of appropriate research knowledge and methods chosen are not suited to the chosen study. There is little evidence that scholarship has been used effectively to inform practice | Suitable methods clearly described  Presentation outlines an appropriate research design for the stated project aim, with an indication of relevant scholarship.  Includes a statement on ethical considerations. | Presentation articulates a clear rationale for the chosen research design. Drawing on experience, theory, and literature to justify choice of methods.  Includes critical discussion of ethical considerations. | Presentation includes critical discussion on research design, with clear justification for choices made drawing on experience, theory, and extensive critical engagement with relevant literature  Includes critical discussion of ethical considerations and implications for research. |
| 4. Critically evaluate the effectiveness of approaches and techniques used to foster an inclusive environment within their spheres of influence and expertise. | Limited attempt to evaluate the effectiveness of the chosen approaches and techniques to foster inclusive practices within their sphere of influence | There is some discussion and analysis of the effectiveness of the approaches and techniques although this could have been more critical. Descriptive coverage of the links with inclusive practices. | Approaches and techniques evaluated in good detail with clear associations with inclusive practices within their sphere of influence | There is a critical and detailed evaluation of approaches and techniques and excellent detailed reference to inclusive practice |

# Written Paper (8000w) 70%

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| **Learning Outcomes** | **Re-submit** | **Pass (55)** | **Merit (65)** | **Distinction (75)** |
| 1. Demonstrate the ability to use appropriate methods, evidence-based knowledge and scholarship to inform their own and others’ academic practice. | There is limited evidence of appropriate research knowledge and methods chosen are not suited to the chosen study. There is little evidence that scholarship has been used effectively to inform practice | The methods chosen are appropriate to the chosen study although they are not fully explained or explored. Some scholarship has been used although could be developed more fully | The research methods chosen are suitable and reasonably well described. There is a good engagement with scholarship to inform practice | The research methods are appropriate and explored in excellent detail. There is an excellent engagement with scholarship to inform practice |
| 2. Critically evaluate HE theoretical, institutional, and external frameworks to challenge academic practice | References to the literature, policy and internal and external frameworks are limited, absent or inappropriate | There are some references to appropriate literature, University policy, and internal and external frameworks although this needs further development | There are good references to appropriate literature, University policy, and internal and external frameworks which challenge academic practice | There is critical evaluation of references to appropriate literature, University policy, and internal and external frameworks to challenge academic practice |
| 3. Critically evaluate and select appropriate methods/methodologies in the application of the scholarship of learning and teaching. | Written paper fails to articulate the chosen research methodology  There is limited evidence of appropriate research knowledge and methods chosen are not suited to the chosen study. There is little evidence that scholarship has been used effectively to inform practice | Suitable methods clearly described  Written paper outlines an appropriate research design for the stated project aim, with an indication of relevant scholarship.  Includes a statement on ethical considerations. | Written paper articulates a clear rationale for the chosen research design. Drawing on experience, theory, and literature to justify choice of methods.  Includes critical discussion of ethical considerations. | Written paper includes critical discussion on research design, with clear justification for choices made drawing on experience, theory, and extensive critical engagement with relevant literature  Includes critical discussion of ethical considerations and implications for research. |
| 5. Identify and evaluate opportunities for dissemination of scholarship and innovative academic practices to communicate effectively maximising the potential to influence policy and practice. | There is limited or no identification of opportunities for dissemination of scholarship and innovative practice | There is some critical identification of opportunity for the dissemination of scholarship and innovative practice although this needs further explanation | There is a clear and detailed identification of opportunities for the dissemination of scholarship and innovative practice | There is excellent critical discussion of the opportunities for the dissemination of scholarship and innovative academic practice |
| 6. Systematically plan and conduct research in a field of relevant to academic practice in higher education to identify new solutions to complex issues and present findings. | There is limited or no evidence of having successfully conducted relevant research and appropriately present findings | The research has been planned and conducted and conducted appropriately and the findings presented accurately | The research project has been planned and conducted well and the findings have been well presented | The research project shows evidence of excellent planning and has been conducted following excellent research procedures. The findings have been fully articulated and well-presented. |

contact: theacademy@liverpool.ac.uk