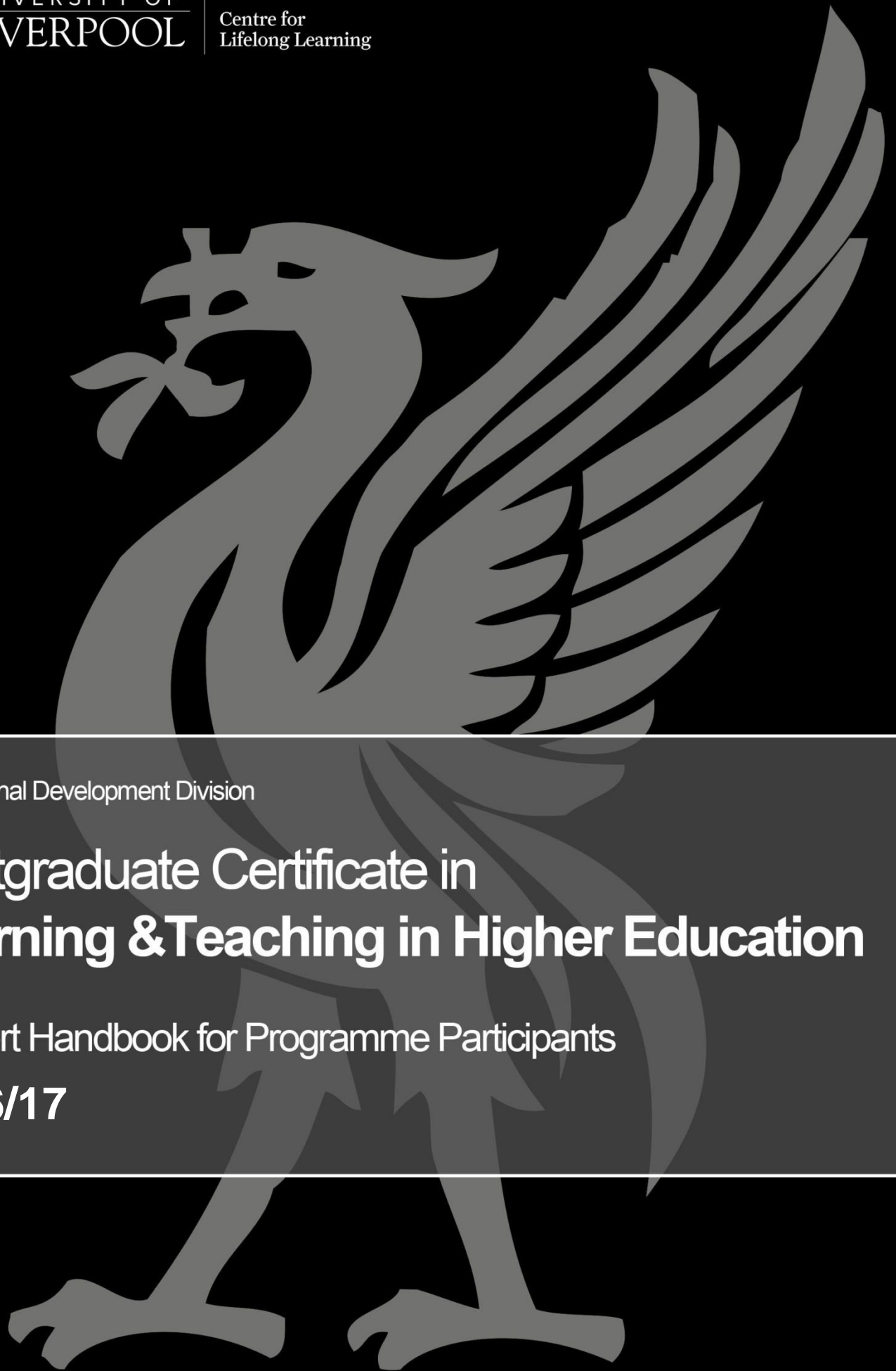




UNIVERSITY OF
LIVERPOOL

Centre for
Lifelong Learning



Educational Development Division

Postgraduate Certificate in **Learning & Teaching in Higher Education**

PGCert Handbook for Programme Participants

2016/17

Welcome to the Postgraduate Certificate in Learning and Teaching in Higher Education.	2
The Aims of the Programme	4
The Higher Education Academy (HEA)	6
Disciplines, inclusivity and technology.....	11
Dates and completion overview	12
Aims of the modules.....	14
Fees and fee remission	15
Assessment and Grading Criteria	17
Modules: aims, syllabus, learning outcomes, assessment	21
Programme delivery:	31
Self-Check Pro-Forma for UK Professional Standards Framework for teaching and supporting learning in higher education [HEA 2011]	34
Recommended texts and other resources.....	36
Appendix 1: The mentor's role	38
Appendix 2: General University information as applied to the PG	39
Appendix 3: Supplementary information.....	43

Welcome to the Postgraduate Certificate in Learning and Teaching in Higher Education.

This programme is designed for experienced teaching staff and forms part of the University's strategy towards a professional approach to teaching in Higher Education. It links practice, evidence and theory and is underpinned by reflection. Participants undertaking the programme will have the opportunity to develop their practice through a process of evaluating their own teaching experiences and the learning of their students. Participants will also have the opportunity to share and compare pedagogy from a range of academic disciplines. The programme is accredited by the Higher Education Academy (HEA), providing successful graduates with Fellowship upon completion.

The Programme Team:

Dr Julie-Anne Regan SFHEA	Programme Director
Dr Christos Petichakis SFHEA	Educational Developer
Dr Martin Gough FHEA	Educational Developer
Dr Charles Buckley PFHEA	Educational Developer
Nick Bunyan FHEA	E-Learning & Educational Developer
Dr Trish Lunt	Educational Developer
Dr Richard Hinchcliffe	Head of PGR Development
Megan Forbes	Registrations, Fees & Administration
Dr Nigel Russell SFHEA	External Examiner

The website has up to date information, including dates, and links to other learning and teaching activities and resources. Centre for Lifelong Learning (CLL)\Educational Development\Teaching Development\PG Cert:
<http://www.liv.ac.uk/eddev/supporting-teaching/pgcert/>

If you have any queries or would like more information, please contact 0151 794 2490; E-mail: eddev@liv.ac.uk

Or

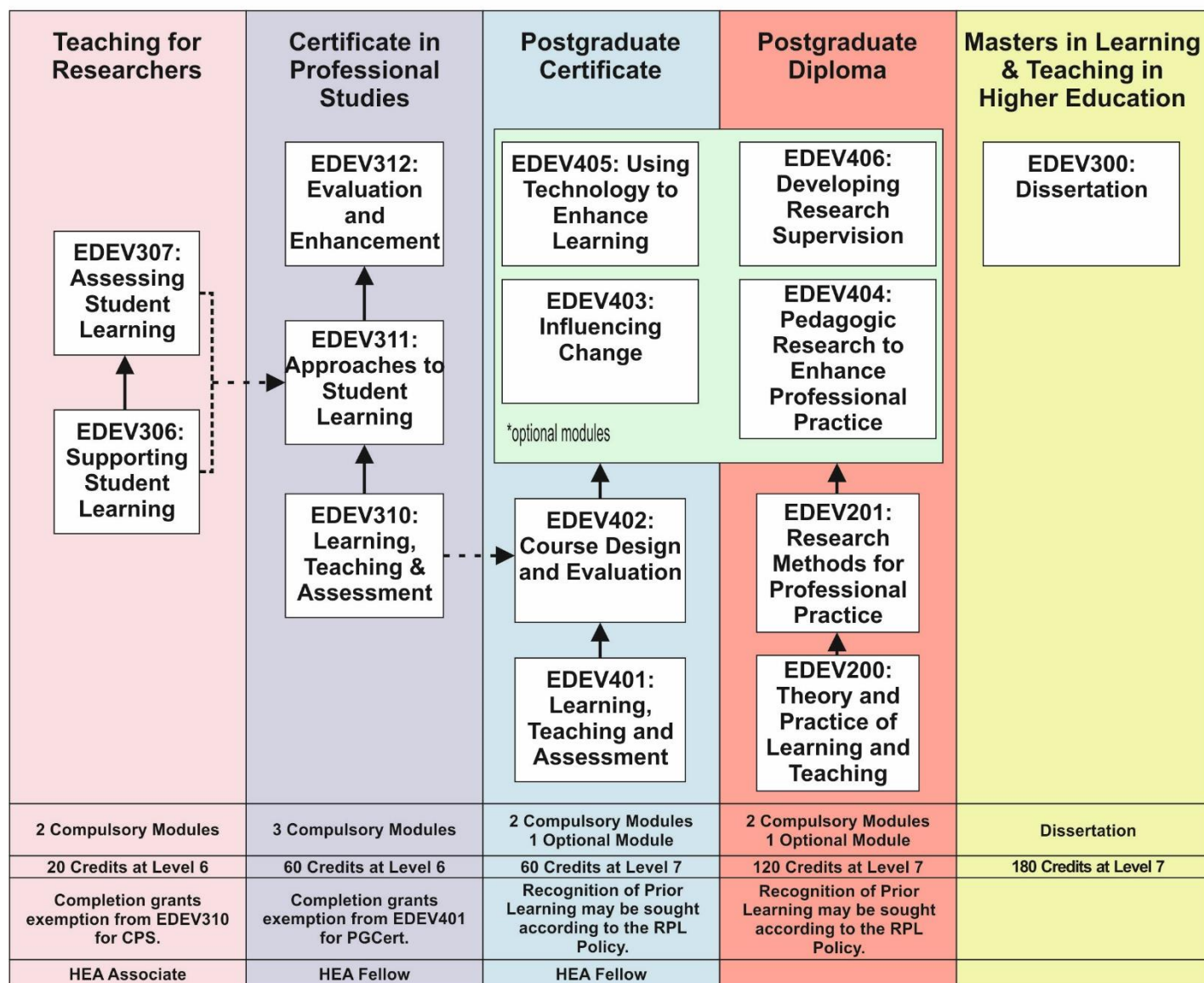
Login to VITAL (<https://vital.liv.ac.uk>) if you have already registered.

For information on the activities of the Educational Development Division:
[Educational Development Blog](#)

Welcome

The PG Cert is a Level 7 qualification that is part of a suite of programmes offered by the Educational Development Division and can be taken either an exit qualification, or part of the University's PG Diploma and MA in Learning and Teaching.

The University of Liverpool Framework for Programmes in Learning & Teaching in Higher Education



The Aims of the Programme

To support, and accredit¹, the professional development of staff in respect of learning and teaching in a higher education context.

To support the review and enhancement of practice underpinned by knowledge of educational theories.

To support sharing and dissemination of good practice.

The programme consists of two required modules, each of 20 credits at M level:

EDEV 401: Learning, teaching and assessment.

EDEV 402: Course design and evaluation.

Participants then select one option from the following:

EDEV 403: Influencing change: Contemporary issues in HE (20 credits).

EDEV 404: Enhancing professional practice (20 credits).

EDEV 405: Design for learning utilising digital technologies (20 credits).

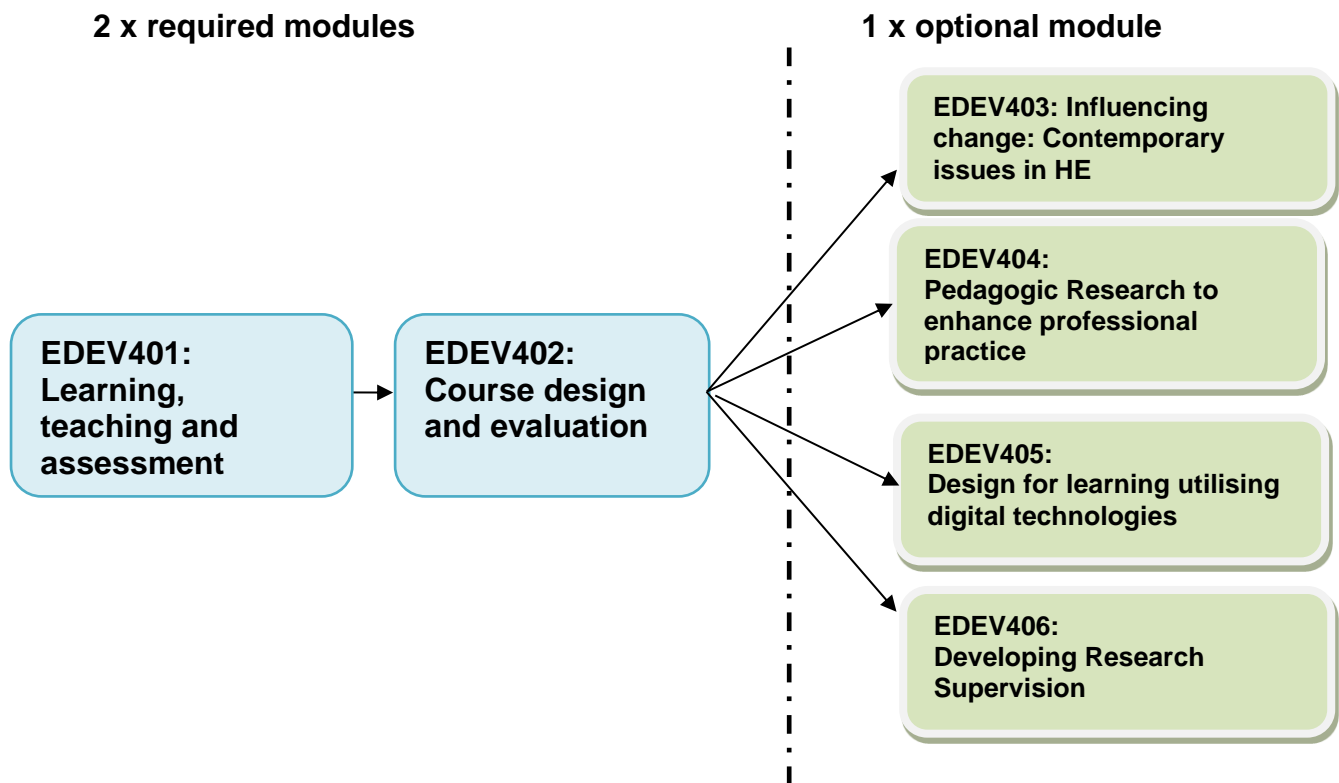
EDEV 406: Developing your role as a Research Degree Supervisor (20 credits)

This is represented in the diagram on the following page. The underpinning philosophy of the programme develops from reflection on your own practice in the first module. Then we widen the scope for the second module so that you will be asked to critically evaluate course design and evaluation in the wider context of all the influences on your practice. The third (optional) module develops your practice further by facilitating you to make a positive contribution to enhancement of practice. This might be through the use of technology, as a change agent, via a pedagogic research project, or improving the development of research students through your supervision.

If you are unsure which optional module is best for your personal and professional development, please discuss this with your Academic Advisor and disciplinary mentor. The Programme Director will also be very happy to discuss this with you too.

¹ This is achieved through embedding the UKPSF (HEA2011) throughout the programme

Aims of the Programme



The Higher Education Academy (HEA)

The Higher Education Academy is the national body which champions teaching quality. They provide value to the HE sector by focusing on the contribution of teaching, as part of the wider student learning experience. This raises the profile of teaching and learning within the sector and has increased the professionalisation of higher education teachers.

Their mission is to improve learning outcomes by raising the quality and status of teaching in higher education as an essential driver for student success. They offer services such as institutional subscriptions, student surveys, and consultancy, across the UK and internationally. Once you successfully complete the PG cert Learning and Teaching in HE, you will become a Fellow of the HEA.

- See more at: <https://www.heacademy.ac.uk/about-hea#sthash.PNvnMg0J.dpuf>

The UK Professional Standards Framework

The HEA describe the framework as follows: “The UK Professional Standards Framework (UKPSF), is a nationally-recognised framework for benchmarking success within HE teaching and learning support. We believe that the UKPSF is essential to driving improvement in, and raising the profile of learning and teaching in HEA. It is a comprehensive set of professional standards and guidelines for everyone involved in teaching and supporting learning in HE, it can be applied to personal development programmes at individual or institutional level to improve teaching quality.

The framework identifies the diverse range of teaching and support roles and environments. These are reflected and are expressed in the Dimensions of Professional Practice. The UKPSF clearly outlines the Dimensions of Professional Practice with HE teaching and learning support as:

areas of activity undertaken by teachers and support staff
core knowledge needed to carry out those activities at the appropriate level
professional values that individuals performing these activities should exemplify”.

This programme is accredited at Descriptor 2 of the UKPSF, which is recognised by Fellowship of the HEA. 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 responsibilities that may include research and/or management activities

- See more at: <https://www.heacademy.ac.uk/recognition-accreditation/uk-professional-standards-framework-ukpsf#sthash.RKd6WyBA.dpuf>

Fellowship of the Higher Education Academy (FHEA)

Upon successful completion of all three modules, your award will be confirmed by the Board of Examiners. Once the award is confirmed, you will be added to the HEA database as a 'completer' by the programme administrator. You should automatically receive an electronic certificate from the HEA, confirming your status as a Fellow of the Higher Education Academy. If you have not received anything from them within a month of the Board of Examiners meeting, please contact the programme administrator at eddev@liv.ac.uk.

If you are not a member of staff at the University of Liverpool or another subscribing institution, you will be asked to pay an additional fee before Fellowship is awarded. Please check the HEA website for current information of the fee structure.

<https://www.heacademy.ac.uk/recognition-accreditation/hea-fellowships>

Opportunities for you to engage with the UKPSF during the programme

During the programme you will be supported to make clear associations between your development, your practice and the appropriate category of Fellowship. All members of the programme team are Fellows of the HEA; most being Senior Fellows and one member recognised as a Principal Fellow. Therefore they will be able to help you make those associations.

You will be allocated an 'Academic Advisor', who is also in a position to support you in making clear associations between their development, their practice and the criteria for D2 of the UKPSF. All Academic Advisors are Fellows (at an appropriate category) of the HEA themselves. Academic Advisors are staff in the Educational Development Division of the Centre for Lifelong Learning (CLL). They are therefore very familiar with the UKPSF and its fundamental role in underpinning the programme.

All workshops begin by linking the learning outcomes of the workshop to the dimensions of the UKPSF. This helps you to make clear associations between your learning and the UKPSF. The workshops include critical discussion of theory and practice. Therefore you can make associations with all aspects of your development. You and fellow participants are also encouraged to support one another via face to face meetings and/or via online discussion forums. Peer support is often the most helpful as colleagues are learning to engage with the UKPSF together. Examples of peer support facilitation are as follows:

- Module 401 requires peers to observe one another and evidence a professional dialogue about their teaching practice (E2);
- Module two requires participants to work in smaller discipline based groups both in class and online between workshops. You are also required to present your findings to one another and receive peer feedback;
- All of the optional module have face to face progress meetings as well as online activities to support learning and development throughout the period of the module.

Continuing Professional Development

By becoming a Fellow of the HEA, you are committing to the professional values of the UKPSF. This includes the importance of continuous professional development to underpin your career in teaching and/or supporting learning beyond the completion of this programme, and recognition as Fellow. The Educational Development Unit of the Centre for Lifelong learning provide year-round opportunities for professional development through conferences, practice sharing events, workshops and one-to-one support. These activities are designed specifically to support your continuing professional development and facilitate you to 'remain in good standing' with the HEA.

Graduates of the PG Cert continue to engage with CLL after they complete the programme, to facilitate their CPD. There is the opportunity to continue your studies by progressing to the PG Dip/MA or the online Professional Doctorate. Non-credit bearing opportunities for continuous professional development are also available in terms of a programme of lunchtime seminars and workshops, facilitated by colleagues across the University, as well as prominent speakers from the wider sector. Be sure to check out our seminar series to supplement the PG cert workshops. In the future if you wish to progress to the next category of Fellowship, you will also be able to engage with the ULTRA scheme as your role develops to influencing others in pedagogic practice. Participants/graduates can also receive support to develop papers for publication from their assignments; particularly from the optional module assignments which lend themselves to this progression. Participants and Alumni of the programme consistently attend and present at the annual L&T Conference and the Pedagogic Research Conference, hosted by CLL.

Dimensions of the UKPSF

Areas of Activity

- A1** Design and 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

Core Knowledge

- 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

Professional Values

- 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

Descriptor 2: This describes the requirements for recognition as a Fellow of HEA

Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:

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

Typical Individual Role / Career Stage

Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic- related teams. Typically, participants on the PG Cert likely working towards Descriptor 2 include:

1. Academic-related and/or support staff holding substantive teaching and learning responsibilities
2. Experienced academics relatively new to UK higher education and/or this institution
3. Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings

Disciplines, inclusivity and technology

The PG Cert is a generic programme that is available to University of Liverpool teaching staff across all of the disciplines. One of the most positive features of this is that attendance at programme workshops will provide you with the opportunity to share learning and teaching experiences with colleagues from the range of disciplines across the institution (and from other institutions). This may be one of the few opportunities you will have as an academic at the University to meet with colleagues from areas outside of your own discipline. Whilst the content of the programme is essentially generic, examples will be provided from across the disciplines, you will be encouraged to access literature and resources from your own discipline and the assignments are grounded in your own area of teaching.

You will be introduced to novel approaches to teaching and assessment not only from the current literature in higher education, but also from your peers who will be sharing their own practice.

It is a feature of the PGCert that inclusivity and diversity and technology enhanced learning are component parts of all aspects of the programme and are not restricted to individual workshops. You will have the opportunity to address a variety of activities related to the effective use of technology for the enhancement of learning and teaching and will make use of such technologies in your own engagement with the assessment tasks.

The University has a well-established eLearning Unit www.liv.ac.uk/elearning and staff from that unit are actively engaged in the delivery of relevant aspects of the programme. The eLearning support staff also provide instruction, advice and continuing support in your effective use of the University's Virtual Learning Environment [VITAL].

Dates and completion overview

Dates and completion overview

The programme has been scheduled on the basis of completion in two years. Programme regulations require completion within three years. You should start the programme with the compulsory modules EDEV401 followed by EDEV402. Participants then undertake one optional module.

Compulsory Modules

EDEV 401 Learning, teaching & assessment	19/10/2016	9.30-16.30	
	26/10/2016	9.30-16.30	
	02/11/2016	9.30-16.30	
	23/11/2016	12.30-14.00	Assessment support session
	Module will be delivered again on:		
	10/03/2017	9.30-16.30	
	17/03/2017	9.30-16.30	
	24/03/2017	9.00-17.00	
	07/04/2017	12.30-14.00	Assessment support session
EDEV 402 Course design and evaluation	28/10/2016	9.30-12.30	
	04/11/2016	9.30-12.30	
	11/11/2016	9.30-12.30	
	18/11/2016	9.30-12.30	
	25/11/2016	9.30-12.30	
	02/12/2016	9.30-12.30	Optional (Assessment support)
	09/12/2016	9.30-12.30	
	16/12/2016	9.30-12.30	Optional (Writing space)
	06/01/2017	9.30-12.30	Optional (Writing space)
	Module will be delivered again on:		
	1/3/2017	9.30- 4.30	
	15/3/2017	9.30- 4.30	
	22/3/2017	12.30- 4.00	(Optional – assessment support)
	29/3/2017	9.30- 4.30	
	3/5/2017	13.30 – 16.00	(Optional – writing space)
	10/5/2017	13.30 – 16.00	(Optional – writing space)

Optional Modules

EDEV 403 Influencing change: contemporary Issues in HE	25/11/2016	9.00-17.00	
	16/12/2016	12.00-14.00	Progress workshop 1
	10/02/2017	12.00-14.00	Progress workshop 2
	Module will be delivered again on:		
	27/04/2017	9.30-16.00	
	26/05/2017	12.00-14.00	Progress workshop 1
EDEV 404 Enhancing professional practice	26/06/2017	12.00-14.00	Progress workshop 2
	24/05/2017	9.30-16.30	
	28/06/2017	12.30-14.00	Progress workshop 1
EDEV 405 Design for learning utilising digital technologies	13/09/2017	12.30-14.00	Progress workshop 2
	05/10/2016	12.30-17.00	
	19/10/2016	12.30-17.00	
	02/11/2016	12.30-17.00	
	09/11/2016	12.30-17.00	
	30/11/2016	12.30-17.00	
	Module will be delivered again on:		
	06/02/2017	12.30-17.00	
	20/02/2017	12.30-17.00	
	06/03/2017	12.30-17.00	
EDEV406 Developing your role as a Research Degree Supervisor	10/04/2017	12.30-17.00	
	24/04/2017	12.30-17.00	
	03/11/2016	12.15 – 13.45	
	02/02.2017	12.15 – 13.45	
	17/05/2017	13.30 – 16.30	
	31/05/2017	13.30 – 16.30	
	07/06/2017	13.30 – 16.30	
	21/06/2017	13.30 – 16.30	
	05/07/2017	13.30 – 16.30	
	Please note that the semester 2 dates are provisional at time of publication		

Participants need to book onto the relevant workshops via the online booking system - <http://www.liv.ac.uk/cll/booking/>

Aims of the modules

EDEV401	Learning, teaching and assessment
To enable staff to develop the knowledge and skills to enhance the effectiveness of their current teaching and assessment practice and to support the practice of others.	
EDEV402	Course design and evaluation
To enable staff to develop the knowledge and skills to critique and enhance course design and evaluation.	
EDEV403	Influencing change: Contemporary issues in HE
To develop a critical awareness of contemporary issues in HE and their impact on current and future L&T practice.	
To develop a clear understanding of factors and skills in managing and influencing change in HE.	
EDEV404	Pedagogic research to enhance professional practice
To enhance own learning and teaching practice by carrying out a small scale project.	
To critically reflect on learning over the duration of the programme including personal development planning in collaboration with peers.	
EDEV405	Design for learning utilising digital technologies
To develop the ability of academic staff to plan, develop, implement and evaluate educationally effective learning, teaching and assessment utilising digital learning technologies and new emerging forms of pedagogy in higher education	
EDEV406	Developing your role as a Research Degree Supervisor
To develop your practice as a research supervisor in order to enhance the development of your research students.	

Fees and fee remission

The fee for the programme is set at the normal part-time Home/EU level, currently £1,767 and £4,067 for overseas. Remission of fees is available to staff of this University who are contracted to teach our students. If you have any doubt whether you would be eligible for fees remission, please contact eddev@liverpool.ac.uk who will seek clarification of your individual circumstances from Student Administration & Support Division.

Participants are expected to be currently employed in a teaching capacity in an HEI or overseas equivalent. Responsibilities should include a range of learning and teaching activities including assessment. Please note, although the programme is open to external applicants, our accreditation by the HEA 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 on to sessions:

Please note: to ensure a place on each module participants must complete both registration and booking on the on-line booking system: www.liv.ac.uk/cll/booking.

Registration

Registration procedure details are available from eddev@liv.ac.uk

Booking

Booking on to delivery sessions is done electronically through www.liv.ac.uk/cll/booking:

Registration, fees and session booking

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UNIVERSITY OF LIVERPOOL CLL

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CLL

Confucius Institute

Continuing Education

Educational Development Division

eLearning Unit

International Summer School

PGR Development

Researcher

Reports

Centre for Lifelong Learning

University home > CLL > Booking

Listed below are the workshops that are coming up. Please browse through them.

Know what you're looking for?

Click here to search for a workshop or jump to a specific date...

Key:

CPD CPS eLearning PgCert PgDip PGR Researcher

Staff Student

September 2015

16 VITAL essentials

13:00 Presented by: eLearning Unit

14:30 [View details and other dates this workshop runs](#)

Express Interest

23 PGR: Introduction to Professional Development as a Postgraduate Researcher

09:15 Presented by: PGR Development

16:30 [View details and other dates this workshop runs](#)

Book a Place

23 Stream Capture for screencasting, lecture capture and

Assessment and Grading Criteria

A range of assessment strategies are used including:

Observation, dialogue and reflection on teaching sessions.

Critical evaluation of a range of elements of personal practice.

Critical analysis of course documentation.

Dissemination of results of research and reviews to colleagues: oral, written and using electronic media.

Presentations to colleagues.

Formal teaching evaluations.

Reflective essays.

Use of technology

All Module assignments will be marked using criterion based statements. 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/>

Assignment submission

Each module leader will notify assignment hand-in dates at the start of the module. If you are experiencing any difficulty meeting the assignment deadlines, please contact the module convenor 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. An extension request form can be requested from the departmental office. The programme team is very sympathetic to the needs of participants to balance coursework with workload priorities, but we need to be aware of difficulties in order to support your needs. If we have not received a request for extension 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'.

Word Limit

The word limit or range is clearly stated on each assignment brief. All written work should keep within the respective word limits stipulated. The assessors will accept an assignment that is within a tolerance of $\pm 10\%$ of the stated maximum word limit.

Assessment and Grading Criteria

Assignments exceeding the word length will not normally be accepted and participants will be asked to re-draft the assignment to edit excessive wordage. This may cause a delay in the marking and feedback process, which in turn may impact on subsequent assignments.

Grading criteria:

The evidence for outcomes is judged as follows:

Evidence exceeds requirements	[75%]
Evidence clearly demonstrates that outcome has been met:	[65%]
Evidence demonstrates that outcome has been met:	[55%]
Outcome has not been met:	[45%]Resubmit

The broad criteria for individual written assignments on the programme (which are common with the Masters/PGDip) are as follows, though the precise interpretation will vary for each task:

Assessment and Grading Criteria

75%	<p>Entirely relevant to the specified task(s), and comprehensive in scope and coverage.</p> <p>Context of practice clearly presented and integrates wider perspectives and issues.</p> <p>Shows a well-developed and theoretically informed capacity for critical analysis of own and/or institutional practice.</p> <p>Thorough and judicious use of relevant literature from a range of sources that is linked to practice</p> <p>Suggests carefully-judged improvements and innovations to practice that are grounded in own experience and the literature.</p> <p>Details are integrated into a fully coherent argument; both specific claims and more general conclusions are clear and well-supported throughout.</p>
65%	<p>Largely relevant to the specified task(s), appropriately addressing a significant majority of the required issues.</p> <p>Context of practice clearly presented with coverage of wider perspectives and issues.</p> <p>Critical analysis of own and/or institutional practice showing awareness of alternative approaches.</p> <p>Links own practice appropriately to a range of relevant literature</p> <p>Suggests realistic improvements to practice that are grounded in own experience and the literature.</p> <p>Details are integrated into an extended argument; both specific claims and more general conclusions are generally well-supported.</p>
55%	<p>Specified task(s) addressed competently, although some superfluous content may be present.</p> <p>Context of practice described with some location of practice within wider contexts.</p> <p>Some evidence of critical analysis of own and/or institutional practice.</p> <p>Reference to the literature appropriate but may be limited.</p> <p>Useful improvements to practice are logically presented.</p> <p>Links elements of the argument together; both specific claims and more general conclusions are supported.</p>
45% Re-submit	<p>Little or no attempt to address both the specified task and any associated requirements, with much irrelevant content.</p> <p>Context of practice described with limited or no reference to wider contexts.</p> <p>Some evidence of ability to identify strengths and weaknesses in practice, but limited in scope.</p> <p>Reference to the literature limited, absent or inappropriate.</p> <p>Improvements to practice insufficiently argued or inappropriate.</p> <p>Little or no attempt to link different elements of the argument together, or to support specific claims and more general conclusions.</p>

Assessment and Grading Criteria

To gain an overall distinction (70%) requires that two modules must be at 'distinction' level (75%) and one at 'Good Pass' level (65%).

To gain an overall merit (60%) requires that two modules must be at 'Good Pass' level and one at 'Pass' level (55%)

Modules: aims, syllabus, learning outcomes, assessment

EDEV401 Learning, Teaching and Assessment

Aim: To enable staff to develop the knowledge and skills to enhance the effectiveness of their current teaching and assessment practice and to support the practice of others.

Syllabus

Theories of learning.
 Good teaching – principles and practice.
 Enhancing large class teaching.
 Supporting individual students.
 Using assessment to develop learning.
 Feedback principles and methods.
 Using educational technology.
 The Higher Education context.
 Critical reflection.

Learning Outcomes for: EDEV401 Learning, Teaching and Assessment	Activity	Assessment	Related Dimensions of the UKPSF
By the end of this module participants will be able to:			
Critically reflect on their own approaches to learning and teaching. Critically evaluate a range of inclusive approaches and methods of learning and teaching.	Reflective commentary on current practice and areas of enhancement	2,500–3,000 word reflective commentary plus references	A2, A4, A5 K1, K2, K3, K4, V1, V2, V3, V4
Critically evaluate the design, and implementation, of assessment and feedback strategies in their practice context	A critical evaluation of their current assessment and feedback practice	2,500–3,000 word critical evaluation plus references	A3, A4, A5 K2, K5, K6 V1, V2, V3
Identify areas of learning and development from two summative observations of their teaching	Participants will organise for their teaching to be observed on two	Two Observation forms confirming the participant's	A2, A4, A5 K2, K5 V1, V3

Modules: aims, syllabus, learning outcomes, assessment

	separate occasions by experienced colleagues.	competence as a teacher This outcome is Pass/ Fail	
Critically reflect on their learning in the light of the UKPSF	Participants will map their learning and development, during the period of the module, to the dimensions of the UKPSF	A completed UKPSF template confirming appropriate progress towards meeting the criteria for D2 of the UKPSF This outcome is met/not met	A5 K5, K6 V4

Participants who have completed the CPS within the previous three years can use this as evidence for the 'Summative observation' outcome.

EDEV402 Course Design and Evaluation

Aim: To enable staff to develop the knowledge and skills to critique and enhance course design and evaluation.

Syllabus

National frameworks: legislation, QAA requirements, professional body requirements.

Institutional requirements and quality systems.

Curriculum model(s) and alternatives.

Constructive alignment.

Learning outcomes and assessment strategies.

Alignment of learning outcomes and delivery mechanisms/ learning opportunities (including e-learning).

Evaluation strategies.

Student issues: support strategies, diversity, perspectives on curriculum design.

Learning Outcomes for: EDEV402 Course Design and Evaluation	Activity	Assessment	Related dimensions to the UKPSF
By the end of this module participants will be able to:			
Design or review programmes in light of a critical awareness of institutional quality systems, student perspectives and an understanding of enhancement of provision for a diverse student body	Critical analysis of a set of course documentation. Two directed learning tasks which will contribute to the overall report: Engaging with learners to explore their perspective. Undertaking a 'Social Bookmarking' exercise	4-5000 word report plus references Appendices to the report comprising outputs from the two directed learning tasks. These outputs will be assessed as pass/fail	A1, A4 K1, K2, K3, K4, V1, V2, V3, V4
Demonstrate a comprehensive understanding of the application of relevant aspects of	As above	As above	A1 K6 V4

national and discipline-based frameworks (legislation, professional/statutory bodies, QAA codes of practice and policy guidelines) within which their programmes are situated			
Recognise and evaluate alternative approaches to achieving programme aims and their rationales	As above	As above	A1, A5 K2, K3 V3
Design effective evaluation strategies through a critical comparison of alternative strategies	As above	As above	A5 K5, K6 V3, V4
Critically assess the current impact of e-learning on their programmes and develop strategies for enhancement using e-learning	As above	As above	A2, A4 K3, K4, K5, K6 V2, V3, V3
Critically reflect on their learning in the light of the UKPSF	Participants will map their learning and development, during the period of the module, to the dimensions of the UKPSF	A completed UKPSF template confirming appropriate progress towards meeting the criteria for D2 of the UKPSF This outcome is met/not met	A5 K5, K6 V4

EDEV403 Influencing Change: Contemporary Issues in HE

Aims: To develop a critical awareness of contemporary issues in HE and their impact on current and future L&T practice.

To develop a clear understanding of factors and skills in managing and influencing change in HE.

Syllabus:

Current topics in learning and teaching in Higher Education, generic or subject-based.

National and institutional educational policies and strategies.

Perspectives on educational change.

Theories and practical implications of the management of the development of change in an educational organisation.

Change strategies and the skills and attributes required for effective change agents.

Learning outcome	Activity	Assessment	Related dimensions to the UKPSF
<p>Critically evaluate a contemporary issue</p> <p>Analyse its impact on current programme/departmental practice</p> <p>Develop a realistic change strategy to enhance practice</p>	<p>Review and evaluation of a contemporary issue using relevant literature to assess implication for future practice</p> <p>Identification and defence of strategies for change</p>	3,000 word commentary	A1, A4, A5 K2, K5, K6 V1, V2, V3, V4
Articulate and synthesise, in collaboration with others, the skills and attributes required to act as effective change agents in a range of current settings.	Online group-work	1,500-2,000 word collaborative report	A4, A5 K5, K6 V1, V2, V3, V4
Present and defend their proposed change strategy to peers in an authentic professional context	Presentation to peers	Presentation to peers	A4, A5 K5, K6 V3, V4

EDEV404 Pedagogic Research to Enhance Professional Practice

Aims: To enhance own learning and teaching practice by carrying out a small scale project.

To critically reflect on learning over the duration of the programme including personal development planning in collaboration with peers.

Syllabus

Action research inquiry method in education.

Project planning and management.

Reflection for learning.

Personal development planning.

Learning outcome	Activity	Assessment
Offer a coherent reasoned basis for enhancements to practice	Undertake a small-scale research project, considering aspects of developing learning and teaching	3-4,000 report
Critically reflect on and synthesise, in dialogue with peers, the learning and professional development stemming from conducting enhancement projects in a range of current settings	Online discussion	Staged discussion, cited/integrated into main report
Present and defend their project to peers in an authentic professional context	Presentation to peers	Presentation to peers

Relating modules EDEV403, Influencing change: contemporary issues in HE; and EDEV404, Enhancing Professional Practice, to the UKPSF

Because the content and assessment of these two modules is largely directed by you the participant, it is not possible to indicate the dimensions of practice which will be addressed by each individual. However, it is safe to conclude that whatever the chosen topic it will certainly address A5 and at least one other area of activity related to the focus of their assignment/project. It will certainly require knowledge of K2 and K3 in order to address the critical evaluation required by the module assessments. The assignment for Module 403 will require evidence of professional values V3 and V4. By implication, the enhancement project in module 404 will promote values V2 and V3.

EDEV405 Design for learning utilising digital technologies

Aim: To develop the ability of academic staff to plan, develop, implement and evaluate educationally effective learning, teaching and assessment utilising digital learning technologies and new emerging forms of pedagogy in higher education.

Syllabus

Designing learning activities and assessment tasks using digital technologies.

Exploring emerging and innovative approaches to higher educational provision utilising digital technologies.

Student experiences and expectations for using digital technologies in their learning

Learning outcome	Activity	Assessment	Related dimensions to the UKPSF
<p>Identify and design effective learning activities and assessment tasks utilising digital technologies to achieve the required learning outcomes for either a specific teaching session, module or programme.</p> <p>Critically evaluate the potential application of emerging models and approaches to higher education provision that utilise digital learning technologies, such as campus-based applications and online distance learning.</p> <p>Critically reflect on your digital skills and digital literacies to support your effective application of digital technologies within your learning and</p>	<p>This module will use a 'patchwork text' form of portfolio assessment. Participants will be assessed by a coursework (synoptic text) assignment (max 2000 words), support by short assessment tasks ('patches') used as evidence of learning completed within the module. A minimum of 5 'patch' assessment tasks will be required, and are completed as the module progresses. Participants will be able to select from a range of practical, reflective and research-based tasks including developing student digital literacies, evaluating own digital skills and digital literacies, implementing technology into your learning and teaching, and evaluating the application of online distance learning to your own subject discipline.</p>	<p>2000 word synoptic text</p>	<p>A1, A2, K2, K4, V2, V3</p>

teaching, and create an improvement plan. Identify and plan practical opportunities to support the development of student digital skills and digital literacies.			
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EDEV406 Developing your role as a Research Degree Supervisor

Aim

To offer research degree supervisors the opportunity to enhance their practice for the support and development of PGRs.

Syllabus

The supervisory relationship, student motivation, academic and pastoral support for a diverse student body, supervisory approaches, the regulatory framework, types of research degree, the training and skills agendas, academic and other careers, assessment and the examination process, the future of the doctorate.

Learning outcome	Activity	Assessment	Related dimensions to the UKPSF
<p>1. evaluate critically approaches to teaching and supervision at research degree level for underpinning the educational attainment and the professional development of PGRs, in the context of the higher education environment;</p> <p>2. evaluate critically their own practice, and that of their academic community, in providing appropriate support to individual PGRs on academic and pastoral issues, integrated with use of an appropriate range of methods to monitor progress through the research degree programme;</p> <p>3. reflect critically on their own approach, and that of their academic community, to the formal examination of research degree study.</p>	<p>Small group learning classes will comprise a mixture of tutor and guest speaker led presentations, seminar peer discussions, workshop activities, and participant led presentations, enabling (within and outwith the classes) critical reflection by participants on effective supervision, from the point of view both of the PGR and the supervisor and for ideas generated during the classes to be developed for the written assignment.</p>	<p>4,000–5,000 word written assignment, through which participants will reflect critically on their supervisory practice and professional development needs and will address topics in a broader context. This will be carried out in a scholarly manner engaging with the research literature and other resources, and demonstrating achievement of the module learning outcomes.</p>	<p>A1, A2, A3, A4, A5 K1, K2, K3, K4, K5, K6 V1, V2, V3, V4</p> <p>[i.e. all the dimensions as they are realized in this level of pedagogy – the emphasis paid to each will depend upon the level of attention to each by the course participant]</p>

Programme delivery:

The teaching and learning strategy consists of:

A series of workshops that will be delivered using a variety of methods: formal presentation, group discussion and group activities. These workshops provide an opportunity to discuss ideas and access sources of information to meet syllabus requirements.

Teaching observations and dialogue.

Additional support is available from the participant's academic advisor and from tutorials run by the programme team.

Participants are encouraged to use institutional, departmental and subject-based workshops whenever relevant.

Individual reading, research and reflection are an integral part of the learning process.

Participants are encouraged to identify a departmental mentor who can support their learning in the workplace. An outline of this role is contained in Appendix 1. Mentors can seek support for their role from the Programme Director.

Sources of support for programme participants:

The programme staff is committed to offering you a personal supportive relationship in addition to the academic support you can expect. We are happy to help you find the additional support and resources you might need so that you can gain the certificate successfully. As mentioned on page 7 you will be assigned an Academic Advisor who is familiar with the programme, as well as the requirements of professional recognition. They will help you to understand the requirements of Descriptor 2 and how best to provide evidence of your successful practice in meeting them. You can make a mutually convenient appointment to meet with your Academic Advisor each semester and they will also be available to support you via email/Skype if you find it difficult to get to campus.

You are also advised to identify a mentor in your department. Your mentor would undertake one of your observations of practice and provide support throughout the programme. You should choose someone who has either completed one of our accredited programmes or who has gained Fellowship through the ULTRA scheme. Please see Appendix 1 for more details.

Each cohort will choose at least one representative to be their voice on the Board of Studies. The cohort representatives will collate responses from the group, and make

The Programme

those views known to the Board at the four meetings a year. They will also be responsible for feeding back the responses to the cohort.

Formative feedback on assignments is a strong feature of the programme and you are encouraged to make the most of the formative opportunities available 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 drafts assignments by each module convenor. Where feasible, this will be done using electronic submission and feedback via Turnitin. 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.

Key skills:

Participants will be able to:

Learning Outcome	Module
Communicate clearly and effectively in formal situations.	EDEV 401, 403, 404, 405 & 406
Evaluate the use of electronic resources as teaching and learning tools.	EDEV 402 & 405
Plan their own continuing professional development as teachers in higher education.	EDEV 401, 404 & 406
Demonstrate professional values through their practice in relation to both colleagues and students.	All Modules
Make clear links between their practice, the programme and the requirements for Fellowship.	All Modules

Confidentiality statement:

For the purposes of assessment, your assignments will be read only by members of the programme team and the external examiner. We are moving to online submission and marking wherever possible. Any formats not suitable for online submission will be stored safely. You should give the assessors guidance about material that is sensitive. Assessment materials or examples of good practice will only be shared with other programme members by anonymous extracts. Materials labelled “confidential” will not be used at all. If you do not wish any extracts from your

assignments to be shared with future participants, please inform the programme director by email.

Recognition of Prior Learning

In line with the University of Liverpool's policy on Recognition of Prior Learning (RPL), applicants to the PG Cert can claim up to one third of a Post Graduate Certificate. The claim for accreditation can be based on prior certificated learning (APCL) or prior experiential learning (APEL). Applicants who have completed the CPS programme are accredited for their prior learning by an exemption from EDEV401. Applicants who have undertaken part of a PG Cert in another institution are encouraged to make a claim for recognition of their prior learning. An RPL flowchart provides applicants with a clear and visual route through the process. This link will take you to the webpage containing all the information on RPL at Liverpool.

<https://www.liverpool.ac.uk/eddev/supporting-teaching/rpl/>

Once you have read the policy and guidelines, please contact the programme director to discuss further.

Any claims for RPL would be based on meeting the learning outcomes for the module against which the claim is being made. As all the learning outcomes are also mapped to the appropriate dimensions of the UKPSF, the process would also include ensuring the mapped dimensions of the UKPSF had been met. Any claims against module EDEV401 must include two observation of teaching reports, or two references from colleagues able to authenticate your practice. These colleagues must be Fellows of the HE.

Board of Studies:

The running of each programme in the Educational Development Division, which includes the PG Cert in Learning and Teaching, is overseen by the Board of Studies for the Centre for Academic Development and Lifelong Learning.

The Chair of the Board of Studies is currently Dr Ian Willis.

Participants on the programme are represented by representatives drawn from each cohort at the end of module 401.

If you have further queries about the Board of Studies, please contact eddev@liv.ac.uk for Secretary to the Board.

Self-Check Pro-Forma for UK Professional Standards Framework for teaching and supporting learning in higher education [HEA 2011]

This self-check pro-forma should be submitted separately as assessment task (stipulated for each module) for this module. Use it to summarise where evidence for each aspect can be found in your assignments for this module. You can also refer to other modules on the PG Certificate, if applicable. You are also encouraged to use this template to record learning and development during the programme that you feel does not relate directly to the assignments. This will strengthen your claim for professional recognition and will help establish good practice in relation to “Remaining in Good Standing” with the HEA. For example, this might include learning from your colleagues, conferences, sharing practice events, or departmental Meetings etc. You must submit this in each of the core modules of the Programme for progress assessment purposes.

	Area of Activity	Where evidence can be located
A1	Design and plan learning activities and/or programmes of study	
A2	Teach and/or support student learning	
A3	Assess and give feedback to learners	
A4	Develop effective 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	
	Core Knowledge	Where evidence can be located
K1	The subject material	
K2	Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	

Professional Recognition

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	
	Professional values	Where evidence can be located
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	

Recommended texts and other resources

Key texts are shown in VITAL for each of the modules. These can be accessed via reading lists@liverpool

Some general texts are shown below

Biggs, J. and Tang, C. (2007). Teaching for quality learning at university: what the student does. Maidenhead: Open University Press.

Biggs has been highly influential in developing the concept of constructive alignment. See also the 'original': Biggs (2003) Teaching for quality learning at university

Carroll, J. And Ryan, J. (2005) Teaching international students: improving learning for all. London: Routledge. Leaders in this field

Cousin, G. (2009) Researching Learning in Higher Education, London: Routledge. A very accessible book for research in HE

Exley, K. (2009) Giving a Lecture: from presenting to teaching. London: Routledge Farmer

Highly recommended: Exley's books give a good overview of practical topics and plenty of references for follow up; good starting point

Exley, K. & Dennick, R. (2004) Small Group Teaching: Tutorials, seminars and beyond. London: Routledge Farmer

Fry, H., Kettridge, S., Marshall, S. (2015) A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice. London: Routledge Farmer
A text book for many UK PGCEs

Moon, J. (2004) A Handbook of Reflective and Experiential Learning: theory and practice. London: Routledge Farmer

Jenny Moon is a key writer on reflection in HE in the UK

Butcher, C., Davies, C. and Highton, M. (2006). Designing learning: from module outline to effective teaching. New York, NY: Routledge.
Highly recommended; used for Module 402

Laurillard, D. (2006) E-Learning in Higher Education. In Changing Higher Education, Edited by Paul Ashwin London: RoutledgeFalmer
Safe to look at anything by Diana Laurillard for e-learning

Salmon, G. (2004) [E-Moderating: The Key to Online Teaching and Learning](#). London: Taylor & Francis
Gilly Salmon is another key author for e-learning

Recommended texts and other resources

Salmon, G. (2005) [E-tivities: The Key to Online Learning](#). London: Taylor & Francis

The Higher Education Academy is set up to support teaching and the student experience.

Has a wide range of resources, including subject specific materials. Highly recommended; an excellent resource for all manner of things to do with teaching in HE <http://www.heacademy.ac.uk/>

Appendix 1: The mentor's role

Participants are advised to approach an experienced colleague to act as their mentor, whilst studying on the programme. This colleague should have undertaken one of our accredited programmes or gained Fellowship through the ULTRA scheme. Mentors are asked to carry out the following functions:

To make themselves available to their mentee on a regular basis by arrangement, to review aspects of their teaching role. It may be helpful also to discuss the progress against the learning outcomes of the programme, and ways of overcoming any problems encountered.

To observe their mentee on at least one occasion during the programme, and to supply oral and written feedback.

When mentors observe their mentees they should give written feedback as well as oral, which the mentee can attach to his/her own reflective comments and submit within his/her portfolio of evidence.
(Pro-formas will be provided to help in structuring this written feedback).

It is desirable that mentors for the participants in the course should be from the same or a closely related Department and discipline area, since they need to understand both the workings of the Department and the particularities of teaching within that discipline.

Colleagues with some experience of the Department and the University may be in a better position to assist with any problems in finding opportunities to collect evidence.

Colleagues with an interest in teaching and learning are likely to find the role more rewarding, and to provide a helpful 'sounding-board' to their mentee when reflecting on the different aspects of their teaching role.

Heads of Department should always be consulted about a member of staff taking on the mentor role, and they may be asked to nominate appropriate members of their staff.

Appendix 2: General University information as applied to the PG

Ordinance and regulations

This Programme operates under the General Ordinance for Modular Masters Degrees, Postgraduate Diplomas and Postgraduate Certificates, Ordinance 40, (along with the relevant Faculty regulations). This ordinance is available electronically:

<http://www.liv.ac.uk/committee-services-unit/calendar/programmeordinances/>

Assessment information for students

Assessment practices are in line with The University Code of Practice on Assessment Appendix C for Modular Post Graduate programmes:

http://www.liv.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_C_2014-15_cop_assess.pdf

For a pass to be awarded, all outcomes must be passed (50% or higher). A distinction may be awarded where the average of all grades is 70% or more. All learning outcomes of all modules must be met within the module.

All written assignments are submitted electronically, including formative assessments. You should follow the instructions given in the module assignment brief to ensure timely submission. Your assignments will be subject to a Turnitin originality report. Formative submissions will allow you to review an originality report to ensure your referencing is consistent and accurate throughout. Please ask a member of the programme team if you are unsure how to interpret the originality report.

Modules EDEV401 & 402 should be completed before commencing the participant selected module (EDEV403, 404, 405, 406).

The grading criteria apply to all learning outcomes except the components which are graded PASS/FAIL only, for example the teaching observations in Module EDEV401.

Assignments other than above will be assessed and moderated by two members of the programme team. Internal moderation is of a minimum sample of 25% or 10 scripts (whichever is the greatest) for each assignment. If the internal moderator makes one of the following recommendations:

1. Sufficient consensus and marks should go forward as agreed.
2. Possible problems in overall consistency and complete batch should be re-marked.

Appendix 2: General University information as applied to the PG Cert

3. The marks appear low and all work should be adjusted in the following way.
4. The marks appear high and all work should be adjusted in the following way.

The internal moderator cannot recommend individual marks be changed. You can find more about the University's regulations on moderation in the Code of Practice for Assessment.

<https://www.liverpool.ac.uk/tgsd/code-of-practice-on-assessment/>

The external examiner will examine all distinctions, any failed assignments, plus a sample of other assignments (at least 25% of all submissions for the module). The external examiner is Professor Mark Russell. You are not permitted to contact him direct but if you wish to communicate with him, you may do so via the programme administrator. Please email eddev@liverpool.ac.uk

All participants are offered the opportunity to submit their work in draft form, for feedback and discussion, prior to formal submission.

Participants should make every effort to stay within the prescribed word limit for each assignment task. Participants will be permitted to exceed the word limit by 10%, excluding tables and references. Work exceeding this limit will be returned for the participant to edit before it can be assessed. This may result in a delay to your progression on the programme.

Assignments deemed by two internal assessors to have failed to meet requirements will be returned to the candidate for resubmission on one subsequent occasion.

All requests for extensions should be received by the module convenor before the submission deadline. In exceptional circumstances an email request could be accepted in lieu of the form. All requests should be emailed to eddev@liverpool.ac.uk This will enable us to present an accurate list at the Board of Examiners, which would support all 'late work' identified in Grademark

Student representation and feedback

Student representation on the Board of Studies will be sought. To conform to university guidelines on staff-student liaison, the programme team will seek a regular exchange of views. Reports on discussions will be made to the Board of Studies about your experiences of studying on this programme.

The programme will be formally evaluated by participants as they finish each module. Questionnaires will be returned to the programme team. Informal evaluations of individual workshops will be sought in a range of ways. General trends

Appendix 2: General University information as applied to the PG Cert

and comments from the evaluations will be presented to the Board of Studies in the report from the Director of Studies.

Status of professional/statutory body accreditation

This programme is accredited by the Higher Education Academy giving graduates who achieve the award eligibility for Registered Practitioner status and meets the requirements of the Nursing and Midwifery Council for the accreditation nurse educators.

Recognition of prior learning:

The procedure for accrediting prior learning is based on and consistent with The University's policy on RPL, including the limitation that no more than one third of the credit for a programme can be taken through RPL.

The specific policy in relation to Learning and Teaching in Higher Education is based upon establishing the learning outcomes of previous programmes, or establishing the candidate's knowledge, understanding, ability and experience of relevant teaching. Candidates who wish to be credited with any part of the programme will be required to produce evidence in the form of a portfolio or relevant certificate.

Certification that will be considered includes: Postgraduate Certificates in Learning and Teaching (FE & HE), CPS, and B.Ed. Normally, certification which has been gained more than five years previously and is not supported by subsequent relevant experience will not be considered. Evidence presented should be: sufficient for a judgement to be made against the assessment criteria, matched against the learning outcomes of the programme and, where applicable, original certificates provided.

Holders of UoL's CPS will be credited with Module 401 of the PGCert, provided they meet the recency criteria outlined above. The judgement will be made by the Director of the programme and one other examiner and recommendations made to the Board of Studies.

The University Library:

The University Library contains approximately 1.7 million books and journals. It subscribes to over 5,000 journals and also provides access to a large number of electronic journals, databases and networked CD ROMS.

There are two main sites:

The Harold Cohen Library contains the main collections in Dentistry, Engineering, Life Sciences, Medicine, Veterinary Science and Mathematics. The main collections in Chemistry, Geology and Physics are housed in departmental libraries in the respective buildings. There are also branch libraries at the Veterinary Field Station on the Wirral and at the Marine Biological Station on the Isle of Man.

Appendix 2: General University information as applied to the PG Cert

The Sydney Jones Library contains the main collections in the Arts and Social Sciences, except for Archaeology, Civic Design, Education, Law and Music, which are housed in departmental libraries in the respective buildings. This library also houses the Special Collections and Archives and the library of the Science Fiction Foundation.

The libraries provide about 1,000 study spaces and the two main buildings are equipped with PC workstations, scanners and wireless/plug-in connections for laptop computers; photocopying facilities are also available. The online catalogue (OPAC) can be accessed in the Library, from any PC connected to the University network or via the web. The Library homepage provides comprehensive information about the Library and the services it provides. Printed guides are also available.

Library Homepage: <http://www.liv.ac.uk/library/>

Catalogue (OPAC): <http://library.liv.ac.uk/>

Appendix 3: Supplementary information

Participants with disabilities

The University is taking steps to encourage a supportive and accessible environment for disabled participants. We would encourage you to discuss your individual needs with your academic department and the Disability Support Team.

Student Support Services, in the Student Support Centre, in order that appropriate arrangements can be made. On request, information in this Handbook can be made available in your preferred format.

Academic Integrity

The Code of Practice on Academic Integrity (2014-15) states: Academic integrity is concerned with the ethical code that applies to the standards by which the academic community operates. It represents the values of honesty, fairness and respect for others. While this encompasses the expectation that students will not cheat in assessments nor deliberately try to mislead examiners and assessors, it is just as important to emphasise the positive role that academic integrity plays in each student's intellectual and professional development and in their successful transition to graduate employment and future careers. Students who embrace academic integrity understand that they must produce their own work, acknowledging explicitly any material that has been included from other sources or legitimate collaboration, and to present their own findings, conclusions or data based on appropriate and ethical practice.

Guidelines for Academic Integrity Policy: Guidelines for Students and Staff are found in [Appendix L Annex 1](#)

Use of VITAL (Virtual Interactive Teaching @Liverpool)

VITAL is the name given by the University to an initiative that facilitates the provision of accessible and easy to use online resources and activities. Each module you are registered onto will be accompanied by a corresponding module in VITAL. This will be displayed in your VITAL homepage which can be accessed at:

<https://vital.liv.ac.uk>

The online modules provide tutors with a facility to present a wide range of learning materials, facilitate communication, monitor progression and provide you with the opportunity to undertake a variety of assessments and tasks.

Student charter

The University of Liverpool Student Charter is issued jointly by the Senate and Council of the University and by the Representative Council of the Guild of Students. It makes explicit some of the reciprocal responsibilities which members of the

Appendix 3: Supplementary information

University, both staff and students, have to each other and which policies and procedures in individual areas of the University should reflect. All students receive a copy of the charter upon registering with the University.

The annexe to the Student Charter is updated each year. It contains the details of all Heads of Departments, Heads of Research Centres, Institutes and Units, Heads of Academic Services provided by the University, and the names of the Heads of Non-Academic Departments and other units.

The Student Charter and Annual Annexe are available from the Faculty Offices, the Guild of Students and Senate House reception. An electronic version of each document can be accessed at: <http://www.liv.ac.uk/tqsd/student-engagement/student-charter/>

University complaints procedure

The University operates a student complaints procedure, to be used when students have a complaint against the University. The procedure provides for complaints to be dealt with, as far as possible, on an informal basis, but it also sets out a formal route for the consideration of complaints, should informal processes fail to resolve a complaint satisfactorily. The complaints procedure can be accessed at: <http://www.liv.ac.uk/student-administration/student-administration-centre/policies-procedures/complaints/>

Where the complaint is about an academic decision regarding assessment, the Academic Appeals procedure should be followed: <http://www.liv.ac.uk/student-administration/student-administration-centre/policies-procedures/appeals/>

Complaints relating to the conduct of students are dealt with by the University's Disciplinary Procedure, which is administered by the Student and Examinations Division.

Complaints procedure for this programme

If you are unhappy with any aspect of the programme, we hope that you will feel able to approach the programme director or the module tutor in the first instance. We hope that we can deal with anything you are unhappy with informally. If we are unable to resolve any matter to your satisfaction, there is a formal procedure available to you. You can take the matter to your Learning and Teaching representative or directly to the Head of the Educational Development Division.