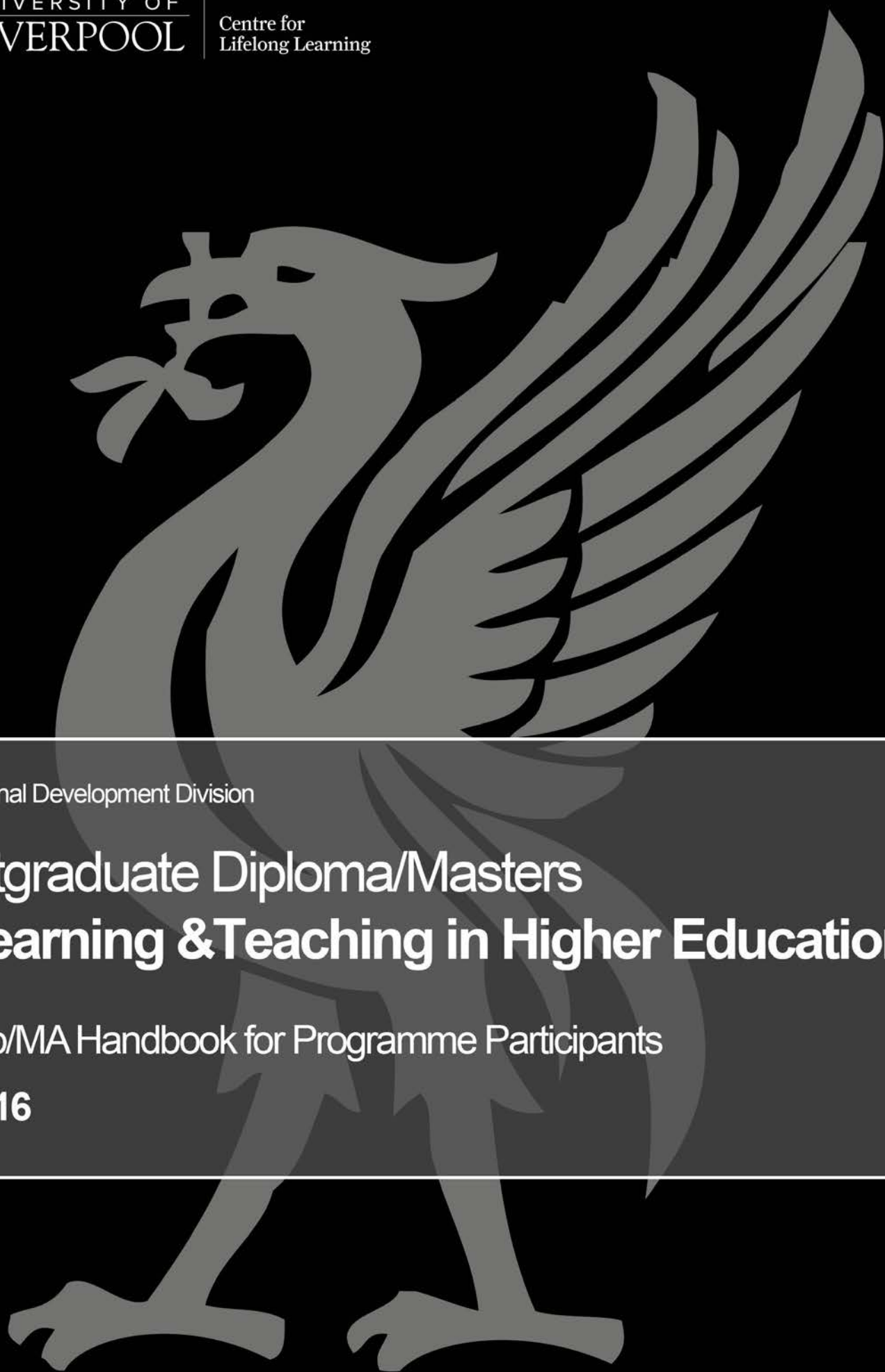




UNIVERSITY OF  
**LIVERPOOL**

Centre for  
Lifelong Learning



Educational Development Division

# Postgraduate Diploma/Masters in Learning & Teaching in Higher Education

PGDip/MA Handbook for Programme Participants

**2015-16**

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## Structure of the programme

### **Welcome to the Postgraduate Diploma/MA in Learning and Teaching in Higher Education**

This programme has been designed for experienced teaching staff that have completed a PG Certificate in Learning and Teaching in Higher Education at the University of Liverpool or have an equivalent qualification from another University. The Postgraduate Diploma/MA is part of the University's strategy for enhancing the quality of learning and teaching. It provides the opportunity to extend knowledge of the policies, theories and practices of learning and teaching in Higher Education as well as developing understanding and skills in conducting research into educational issues.

The programme involves participants from a range of disciplinary backgrounds providing the foundation for cross-fertilisation of ideas, experience and practices. The approach aims to make full use of the participants themselves as a resource. Seminars, lectures, workshops, visiting speakers (often University of Liverpool staff), VLE use, and action learning sets ensure a range of inputs thus providing models of good practice. Assessment approaches include the assessment of engagement with group discussions using VITAL, the assessment of group presentations (including peer assessment) and assignments which present the outcomes of practitioner research.

The aim of the programme is to address the needs of professionals in higher education, so the teaching and learning on all the modules focuses on the relationship between educational theory and the individual's own (and others') professional practice. Participants will explore a facet of their own professional context. They will undertake a project to examine and develop an aspect of learning and teaching and will undertake professionally and institutionally relevant research.

Dr Janis McIntyre  
Dr Ian Willis  
Centre for Lifelong Learning  
September 2015

# Structure of the programme

## The Programme Team

Janis McIntyre	Programme Co-Director
Ian Willis	Programme Co-Director
Janet Strivens	Educational Developer
Jaye McIsaac	Educational Developer
Vaiva Adamonyte	Registrations, Fees & Administration
Mark Russell	External Examiner

The website has up to date information, including dates, and links to other learning and teaching activities and resources. <http://www.liv.ac.uk/eddev/supporting-teaching/pgdip-ma/>

If you have any queries, would like more information, please contact 0151 794 2477;  
E-mail: [eddev@liv.ac.uk](mailto:eddev@liv.ac.uk)

Or

Login to VITAL if you have already registered.

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

## Structure of the programme

### Aims

- To support staff in both progressing towards and carrying out significant departmental/institutional roles for learning and teaching.
- To develop awareness of innovative practice and assess its relevance in their own context.
- To ensure that participants gain a theoretically-informed understanding of practice within higher education, developing awareness of leading-edge models of learning and teaching and the evidence bases on which they draw.
- To support participants in the preparation, planning, interpretation and dissemination of their own professionally-based research, of interest to others within higher education.

# Structure of the programme

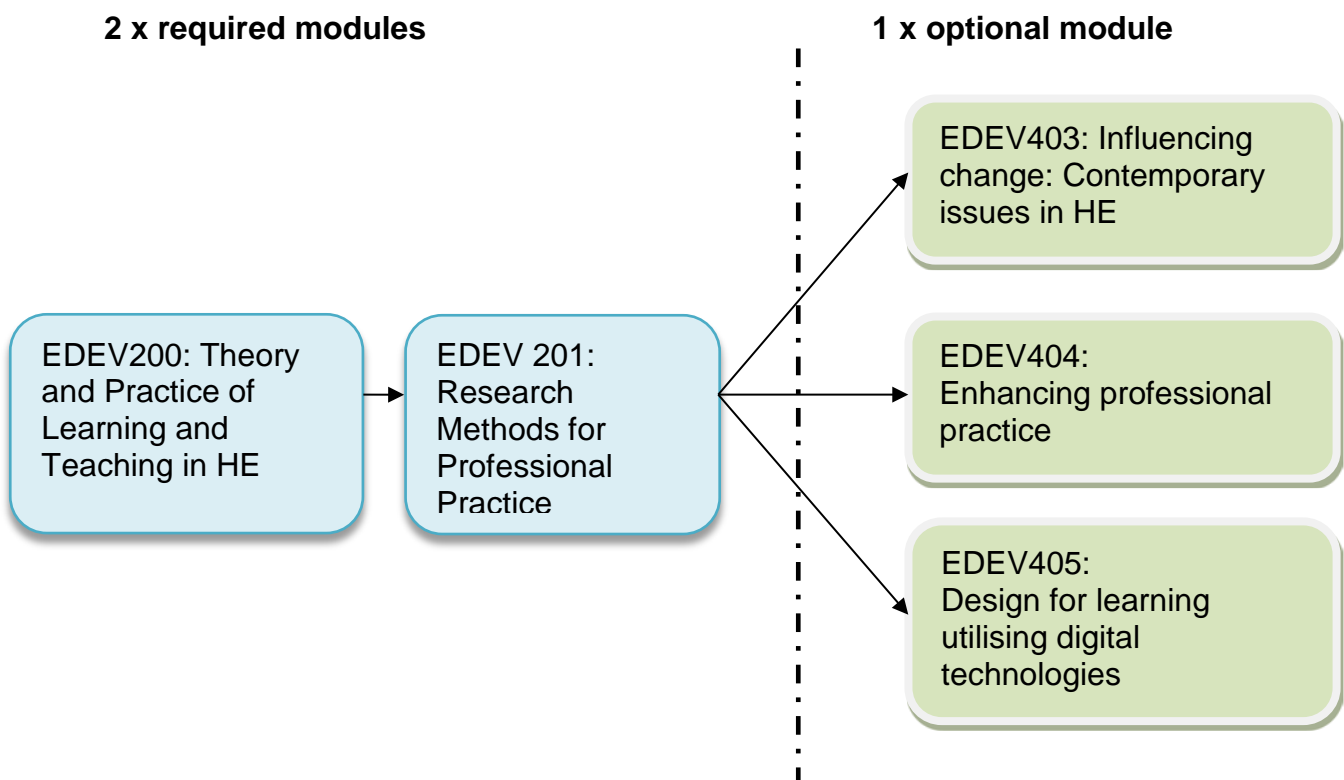
## Postgraduate Diploma

Two required modules, each of 20 credits at level 7:

- EDEV200: Theory and Practice of Learning and Teaching in HE.
- EDEV201: Research methods for Professional Practice.

Participants then select one option from the following:

- EDEV403: Influencing change: Contemporary issues in HE (20 credits).
- EDEV404: Enhancing professional practice (20 credits).
- EDEV405: Design for learning utilising digital technologies (20 credits).



## Masters

- EDEV300: Supervised Masters Dissertation (60 credits)

## Dates and completion overview

### Dates and completion

The Diploma/MA programme has been scheduled on the basis of completion in three years. The PGDiploma would normally take two years (maximum four years) and the MA a further one year (maximum two years).

You should start the programme with the compulsory modules and then undertake one optional module.

### Compulsory Modules

<b>EDEV200</b> <b>Theory and Practice of Learning and Teaching in HE</b>	28 January 2016 (9.30-4.30pm) 12 February 2016 (9.30-4.30pm) 12 April 2016 (12.30-4.30pm)
<b>EDEV201</b> <b>Research Methods for Professional Practice</b>	26 May 2016 (9.30-4.30pm) 10 June 2016 (9.30-4.30pm)

### Optional Modules

<b>EDEV403</b> <b>Influencing change: contemporary Issues in HE</b>	27 November 2015 (9.30-16.30) Progress workshop 1: 15 December 2015 (12.15-13.45) Progress workshop 2: 11 February 2016 (16.00-18.00) <b>Module will be delivered again on:</b> 19 April 2016 (9.30-16.30) Progress workshop 1: 19 May 2016 (12.15–13.45) Progress workshop 2: 21 June 2016 (16.30–18.00)
<b>EDEV404</b> <b>Enhancing professional practice</b>	13 January 2016 (9.30-16.30) Progress workshop 1: 24 February 2016 (12.15-13.30) Progress workshop 2: 23 March 2016 (12.15-13.30)
<b>EDEV405</b> <b>Design for learning utilising digital technologies</b>	7, 21 October, 4, 18 November, 2 December 2015 5 half days to be attended (12.30-17.00) <b>Module will be delivered again on:</b> 8, 22 February, 7 March, 11, 25 April 2016 5 half days to be attended (12.30-17.00)

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

## Aims of the modules

### Aims of the modules

#### EDEV200 Theory and Practice of Learning and Teaching in HE

EDEV200	Theory and Practice of Learning and Teaching in HE
<p>To ensure an awareness of current models of learning and teaching in higher education and the evidence bases on which they draw.</p> <p>To enable participants to undertake a critical analysis of practice in relation to these models</p> <p>To develop an awareness of innovative practice, both in the UK and elsewhere, both within their own discipline and across disciplines</p> <p>To become familiar with means of accessing information about learning and teaching innovation in order to keep abreast of developments in practice and theory.</p>	

#### EDEV201 Research Methods for Professional Practice

EDEV201	Research Methods for Professional Practice
<p>Examine the nature and practice of research in education, with particular reference to higher education.</p> <p>To enable participants to critically analyse published research findings from a range of contexts, and to consider its value to higher education as a whole and its applicability within their own circumstances.</p> <p>To support participants in the preparation, planning and interpretation of their own professionally-based research in such a way as to encourage the production of assignments and dissertations which will be of value to their own professional context and useful for other practitioners within the field.</p>	



## Aims of the modules

### **EDEV403 Influencing change: Contemporary issues in HE**

<b>EDEV403</b>	<b>Influencing change: Contemporary issues in HE</b>
<p>To develop a critical awareness of contemporary issues in HE and their impact on current and future L&amp;T practice.</p> <p>To develop a clear understanding of factors and skills in managing and influencing change in HE.</p>	

### **EDEV404 Enhancing professional practice**

<b>EDEV404</b>	<b>Enhancing professional practice</b>
<p>To enhance own learning and teaching practice by carrying out a small scale project.</p> <p>To critically reflect on learning over the duration of the programme including personal development planning in collaboration with peers.</p>	

### **EDEV405 Design for learning using digital technologies**

<b>EDEV405</b>	<b>Design for learning utilising digital technologies</b>
<p>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.</p>	

## Fees and fee remission

### Fees and fee remission

Members of staff participating in the 2015-16 cohort on the programme are eligible for 50% fees remission on the PG Diploma stage of the programme and 50% fees remission on the Masters stage. Only staff who hold a contract with the University of Liverpool within which teaching is a contractual duty are eligible for fees remission for this programme. If you are uncertain whether or not you are eligible for fees remission, please contact Vaiva Adamonyte, the Programme Administrator, Educational Development Division [eddev@liv.ac.uk](mailto:eddev@liv.ac.uk) or ex.42477. Programme participants are normally expected to be currently employed in a teaching capacity at the University of Liverpool.

As a member of staff, your department may be able to cover the remaining 50% of fees. A limited number of bursaries are available further to cover or contribute towards remaining fees, subject to a formal request to the Programme Director.

The fee for the programme is set at the normal part-time level, currently Home/EU £1,767 for each 60 credits.

Where a participant is required to pay fees for the programme or for an element of the programme, then appropriate arrangements should be made with the University for the payment of fees and this must be done either before or at the very beginning of a new session. Further details may be viewed on the web at: <http://www.liv.ac.uk/sas/administration/fees.htm>. Additional advice and guidance may also be obtained from Vaiva Adamonyte.

# Assessment and Grading Criteria

## Registration and booking on to sessions

Please note: to ensure a place on each module participants must complete both programme registration and booking on the online booking system.

## Programme registration


Registration procedure details are available from [eddev@liv.ac.uk](mailto:eddev@liv.ac.uk)

## Booking

Booking on to delivery sessions is done electronically though [www.liv.ac.uk/cll/booking](http://www.liv.ac.uk/cll/booking)

UNIVERSITY HOMEWELCOME: 中文 عربي ESPAÑOL

SITE A-TO-ZLOGIN: STAFFSTUDENTS

UNIVERSITY OF LIVERPOOL

CLL

search

CLL

Confucius Institute

Continuing Education

Educational Development Division

eLearning Unit

International Summer School

PGR Development

Researcher

Reports

University home &gt; CLL &gt; 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**August 2015**

**26**

**PGRs: Delivering Academic Presentations**

13:00 **Presented by:** Shirley Cooper

16:00 ▶ [View details and other dates this workshop runs](#)

Book a Place

# Assessment and Grading Criteria

## Assessment and grading criteria

### Assessment

The programme is assessed entirely through coursework at each level, with a 20,000-word dissertation for the master's stage of the programme. A range of different assessment strategies are used. They include:

- Dissemination of results of research and reviews to colleagues: oral, written and electronic media
- Collaborative online reports and reviews
- Online discussions
- Social bookmarking
- Reflective essays

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/>

Each module leader will notify assignment hand-in dates. Any extensions must be formally requested in writing and well in advance of the due date. The process for requesting extensions will be covered at the beginning of each module.

### 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%]    |
| • Outcomes have not been met:                              | Resubmit |

## Assessment and Grading Criteria

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:

75%	<p>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.</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. 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>
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>

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

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

# Modules: module content, learning outcomes and assessment

## Module content, learning outcomes and assessment

### EDEV200 Theory and Practice of Learning and Teaching in HE

#### Learning Outcomes

Participants should be able to:

- Describe and explain the essential features of models of learning and teaching, making reference to the evidence basis on which each draws
- Make an analysis of practice relevant to their own professional context in terms of one or more of these models
- Access and present information about current innovative practice at least within their discipline
- Create realistic plans to develop practice which are theoretically informed and draw on the experience of practitioners

#### Module Content

Theoretical models of student learning – an overview

Examples of theory-based practice

Current issues and research questions

Identifying and specifying 'problems' in practice

Raising professionally-focused research questions/issues

Identifying and critiquing relevant literature

Inter-sessional

VLE-based discussion

Presentations: Each participant presents a review of the literature related to chosen aspect of practice and, based on this review, a specification of proposed enhancement(s) formulated as research questions.

Task	Length	Notes
Participation in VLE-based discussions (VITAL)		<p>Initial posting(s) that offer a critical analysis of two areas of practice, with underpinning attention provided in each case to theory. Further professionally-relevant postings that critique the analysis or other postings of colleagues.</p> <p>Note: standard penalties apply to late submission of this task. The re-sit/re-submission opportunity is a 1,000 word critical analysis of</p>

## Modules: module content, learning outcomes and assessment

		two areas of practice, with underpinning attention provided in each case to theory.
Literature review of an aspect of Learning and Teaching	3,000-4,000 words	A review of theoretically-informed research literature on learning and teaching (both established and innovative) relating to an area of practice, giving detailed attention to the theoretical basis for literature included within the review.
Presentation: making the case for enhancements to an aspect of practice	20 mins	A review of the literature related to chosen aspect of practice and, based on this review, a specification of proposed enhancement(s) formulated as research questions (to incorporate attention to the theoretical basis for the enhancements)

### EDEV201 Research Methods for Professional Practice

#### Learning Outcomes

Participants should be able to:

- Successfully undertake the collection and analysis of data relevant to research in the field of learning and teaching in higher education.
- Show a critical awareness of research design and the appropriateness of a variety of qualitative and quantitative methodologies, identifying relevant strengths and weaknesses of recently-published peer reviewed articles from the forefront of the discipline.
- Present and defend proposed research proposals to others, engaging in dialogue with colleagues.
- Understand key ethical issues in relation to research in the field of learning and teaching in higher education.

#### Module Content

The nature of educational research

Focus on practitioner research

Choosing approaches, methodologies for data gathering and interpretation

Critical evaluation of research literature

Case studies of research projects

Considering ethical issues

Planning of small-scale pilot data collection and data analysis activity

## Modules: module content, learning outcomes and assessment

### Inter-sessional

Professionally-relevant VLE postings on two articles to compare and critique, with specific attention paid to methodology employed. Professionally-relevant postings that develop and critique plans for pilot data collection exercises.

Presentations: Selection and justification of research approach and methods to address issues/questions identified in previous module/ plans for dissertation for those intending to proceed.

Task	Length	Notes
Participation in VLE-based discussions (VITAL)		Professionally-relevant postings related to drafts of the critical review and pilot exercises below carried out by colleagues.  Note: standard penalties apply for a late submission of this task. The re-sit/re-submission opportunity is a 1,000 word critical review of data collection and analysis techniques employed by others.
Critical review of the methodology employed in two research articles.	1,500-2,000 words	Articles chosen as relevant to a specific area of practice: focus of critique on research approach and methods
Report on two pilot exercises involving data collection and analysis, with commentary on the respective strengths and limitations of the approaches taken.	1,500-2,000 words	Two different methods of data gathering relevant to aspect of practice identified for enhancement
Presentation of the research design for a proposed study	20 mins	Selection and justification of research approach and methods to address issues/questions identified in previous module/ plans for dissertation for those intending to proceed.



## Modules: module content, learning outcomes and assessment

### 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
Critically evaluate a contemporary issue  Analyse its impact on current programme/departamental practice  Develop a realistic change strategy to enhance practice	Review and evaluation of a contemporary issue using relevant literature to assess implication for future practice  Identification and defence of strategies for change	3,000 word commentary
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
Present and defend their proposed change strategy to peers in an authentic professional context	Presentation to peers	Presentation to peers

## Modules: module content, learning outcomes and assessment

### EDEV404 Enhancing 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

## Modules: module content, learning outcomes and assessment

### 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
<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 teaching, and create an improvement plan.</p> <p>Identify and plan practical opportunities to support the development of student digital skills and digital literacies.</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>

## Modules: module content, learning outcomes and assessment

### EDEV300 Masters Dissertation

The Masters element of the programme is assessed through the production of a 20,000-word dissertation that is based on professional research that will be of value in participants' own context and useful to other practitioners within the field.

Participants should be able to:

- use relevant conceptual frameworks for analysing their own working situation;
- successfully undertake research in the field of higher education showing a critical awareness of research design;
- identify the outcomes of development and change processes within an environment of uncertainty;
- demonstrate the skills involved in acting as an effective agent of development and change.

The dissertation is normally a piece of research that investigates a defined element of the participant's practice. As such it is expected to adhere to academic conventions for practitioner research, including:

- Identification of, and rationale for, a research project that is practical within the constraints of a dissertation;
- Construction of an appropriate literature base;
- Provides a theoretically informed explanation of both the design and the results;
- Justification of methodology and methods used;
- Adherence to the University's Ethics procedures;
- Clear and robust account of data analysis and interpretation;
- Develops a coherent argument including conclusions/recommendations that are clearly related to policy and/or practice;
- Makes a contribution to the development of practice;
- Meets the conventions of academic writing at this level;
- Is designed with the potential for wider dissemination.

Participants may, with the agreement of the Programme Director and another member of the teaching team, elect to carry out an alternative project such as an extended literature review. Any such project must be at least equivalent to the quantity and quality of effort and academic rigour as a practitioner research project.

The dissertation should be submitted by 5pm on the date agreed with the programme Director of Studies. One copy only of the dissertation is needed. This should be submitted electronically to [eddev@liverpool.ac.uk](mailto:eddev@liverpool.ac.uk)

# The Programme

## The programme: further details

### 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.
- Online discussion groups.
- Additional support is available 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.

### Sources of support for programme members

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 complete the programme successfully.

### Confidentiality statement

Your assignments are private and confidential. For the purposes of assessment, your portfolio will be read only by members of the programme team and the external examiner. Assignments 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 once permission has been gained from the owner. Materials labelled “confidential” will not be used at all.

# The Programme

## Key skills

Key skills and other attributes	Module
Information skills – Critical reading	EDEV200, 201
Critical thinking and problem solving – Critical analysis	EDEV200
Research Skills – All information skills	EDEV201
Research Skills – Ethical awareness	EDEV201
Evaluate the use of electronic resources as teaching and learning tools.	EDEV405
Plan their own continuing professional development as teachers in higher education.	EDEV404
Skills in using technology – online communication skills	EDEV200, 403, 404 & 405
Communication - Presentation skills - visual	EDEV200, 201, 403, 404 & 405

## Board of Studies

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

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

Participants on the programme are represented by participants drawn from each cohort.

If you have further queries about the Board of Studies, please contact [EdDev@liv.ac.uk](mailto:EdDev@liv.ac.uk) for Secretary to the Board.

## Appendix 1: Supplementary information

### Supplementary information

#### Ordinance and regulations

This Programme operates under the General Ordinance for Modular Masters Degrees, Postgraduate Diplomas and Postgraduate Certificates, Ordinance 42, (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](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.

Modules EDEV 200 & 201 should be completed before commencing the participant selected module (EDEV403, 404 or 405).

The external examiner is sent a representative sample of assignments, at least 10% at each level, and including borderline decisions.

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

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

## Appendix 1: Supplementary information

### **Participant representation**

Participant representation on the Board of Studies will be sought. To conform to university guidelines on staff-student liaison, a forum will seek a regular exchange of views. Reports on discussions will be made to the Board of Studies

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

### **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 the Programme Coordinator and the Disability Support Team. On request, information in this Handbook can be made available in your preferred format.

### **Recognition of prior learning**

The procedure for recognition of 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.

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:

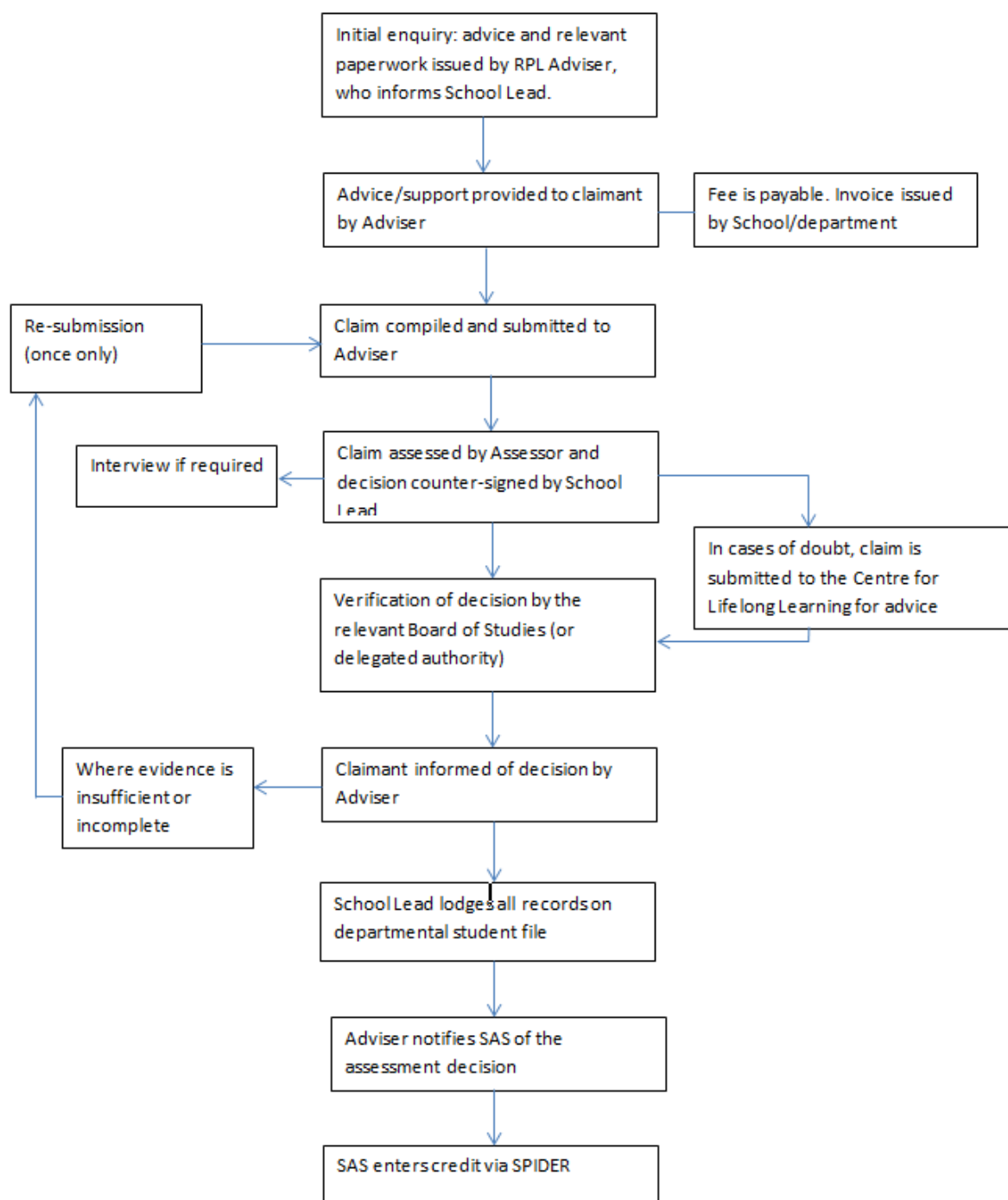
- sufficient for a judgement to be made against the assessment criteria
- matched against the learning outcomes of the programme
- original certificates.

There is a fee of £100 for processing an RPL claim. We advise that you discuss any potential claim prior to applying.



## Appendix 1: Supplementary information

### Overview of Recognition of Prior Learning process Educational Development



## Appendix 1: Supplementary information

### Academic Integrity

Academic integrity is concerned with the moral and 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.

There are conventions of academic practice, such as established referencing and citation protocols, which both display and ensure academic integrity. The acquisition of relevant study skills such as effective note-taking, ability to critically evaluate other writers' theories and concepts and presentation skills, will help students to understand these conventions. Failure to adhere to these conventions can result in poor academic practice or, if there is a clear intention to deceive examiners and assessors, to unfair or dishonest academic practice.

University of Liverpool (2013) Code of Practice on Assessment, Appendix L, Academic Integrity Policy

[Download the current University of Liverpool Academic Integrity Policy.](#)

### 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 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, names of the Wardens of the Halls of Residence, 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/>

## Appendix 1: Supplementary information

### **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 programme 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 or to the Director of the Centre for Lifelong Learning.