

  **CPD/PGCert in**

 **Academic Practice Programme**

 Teaching and Learning Academy



# Programme Team Contact Details

**Programme Leader:**

Dr Phil Carey, NTF, SFHEA
7002ACADEM Module Leader
Dean – Teaching and Learning Academy
p.carey@ljmu.ac.uk

**7001ACADEM Module Leader:**

Rachel Boulter, SFHEA, SEDA Fellow
Academic Practice Accreditation Lead
r.m.boulter@ljmu.ac.uk

# Introduction to the Academic Practice Programme

This programme has been designed to enable staff new to university teaching to reach a nationally recognised standard of higher education teaching and learning support. As a developmental, rather than training, course the emphasis is on supporting practitioners, through a reflective approach, to enhance professional practice. The programme provides participants with the space to critically evaluate and improve their teaching and curriculum skills and to build a community of practice based collaborative learning and peer support. The programme involves participants from a range of disciplinary backgrounds providing a rich environment for the sharing of ideas, experiences and practices.

This award is part of the University’s strategy for enhancing the quality of teaching and learning. The focus on all modules is the relationship between educational frameworks and theory and professional practice. We want participants to explore a range of methods and approaches to enhance their skills within their discipline context. The programme delivered through the Teaching and Learning Academy by an experienced team, with a range of subject backgrounds, all of whom are committed academics with a passion for teaching and learning.

# Enrolment Options

Staff can enrol on one of two options:

* CPD in Academic Practice (40 credits)
* Postgraduate Certificate in Academic Practice (PGCAP) (60 credits)

Institutional policy is that new permanent academic staff with less than 5 years’ HE teaching experience complete the 40 credit CPD in Academic Practice. Individual Faculties/Schools may decide that completion of the PGCAP is a mandatory requirement for their staff. Alternatively, individual staff may choose to continue to the PGCAP, which would need to be agreed with their line manager.    Potential participants are advised to check with their line manager regarding the appropriate enrolment option before completing an application form.

# Enrolment Criteria

For either the CPD or PGCAP, participants will need to be teaching a range of student groups and have the opportunity to plan and design a variety of learning experiences. Normally, teaching a minimum of six hours per week would be advisable. Participants will also need to be in a position to assess some aspects of students’ work (formally or informally) or be able to critically evaluate such practice.

Due to the level of demand, priority will be given to permanent LJMU staff members.

If you would like guidance on whether this programme is appropriate for you, please contact Rachel Boulter, r.m.boulter@ljmu.ac.uk.

# Programme Learning Outcomes

CPD in Academic Practice:

* Critically appraise mechanisms to meet learner needs.
* Critically explore internal and external factors that influence learning and teaching practices.
* Critically review the evidence base for effective assessment and feedback.
* Critically reflect on professional practice and development in the context of the Professional Standards Framework and SEDA Values.
* Critically consider the capacity of the curriculum to support positive outcomes for students from diverse backgrounds.
* Critically evaluate the impact of local and national policies on inclusive practice.
* Deconstruct the notion of an inclusive curriculum.

PGCAP – all the above, plus:

* Critically analyse the theory and evidence base associated with chosen practices in HE.

# Brief Overview of the Programme

The programme is structured into 20 credit modules:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Code** | **Module title** | **Credit** | **CPD** | **PGCAP** |
| **7001ACADEM** | **Teaching, Learning and Assessment** | **20** | **core** | core |
| **7002ACADEM** | **The Inclusive Curriculum**  | **20** | **core** |  core |
| 7004ACADEM  | Evidence Based Practice in Higher Education | 20 |  | option |
| 7006ACADEM | Pedagogic Research in Academic Practice | 20 |  | option |
| 7008ACADEM | Principles and Practice in Digital Education | 20 |  | option |
| 7004MED | Power, Critique and Transformation in HE | 20 |  | option |
| 7010ACADEM | Academic Skills Development and Student Support | 20 |  | option |
| 701ACADEM  | Learning Analytics and AI in Higher Education  | 20 |  | option |

The first 40 credits (CPD in Academic Practice) are obtained during the **two core** modules: **7001ACADEM Teaching, Learning and Assessment (20 credits)** and **7002ACADEM The Inclusive Curriculum (20 credits)**. These modules cover the fundamental aspects of the HE teacher’s role. They are accredited by Advance HE and recognised by the Staff and Educational Development Association (SEDA).

Successful completion of the first 40 credits (CPD in Academic Practice) leads to:

* Fellowship of Advance HE, entitling participants to use the post-nominal letters, FHEA.
* A Learning, Teaching and Assessing Award from SEDA.

Further information about the benefits of Fellowship of Advance HE available [here](https://www.advance-he.ac.uk/fellowship#Benefits).

Further information about SEDA available [here](https://www.seda.ac.uk/about-seda/):

# Programme Delivery and Completion

Modules 7001ACADEM and 7002ACADEM are held in-person and run **0930-1300 on Wednesdays**:

All optional modules for completion of the PGCAP run in Semester 2 and are taught in-person **except** 7008ACADEM Principles and Practice in Digital Education which is run online.

The programme is run by a core programme team with additional inputs drawn from a range of University-wide and, where appropriate, external expertise. Peer Learning Group (PLGs) sessions which provide more discipline-focused peer and tutorial support extend and reinforce the workshops. PLGs are scheduled in the timetable for modules 7001ACADEM and 7002ACADEM. The programme team will also demonstrate a range of teaching and learning methods to deliver the session that participants may consider using in their own teaching.

These workshops are designed to act as triggers for further learning and development and are interactive. Participants are expected to draw on their own experience to inform and extend workshop discussion.

It is strongly recommended that participants attend at least 80% of the scheduled sessions. Participants must obtain line manager approval for attendance on the programme. Participants have 2 years in which to complete the programme.

# Optional Modules

# 7004ACADEM Evidence Based Practice in Higher Education

The module aims to develop critical thinking in relation to application of evidence-based principles for enhancing inclusive practice in Higher Education. It is designed to develop participant’s capacity to critically evaluate the contribution to evidence-based practice devise, plan and evaluate change.  The module emphasises the importance of secondary data and Theory of Change/Logic Model as a framework for evidence unformed intervention. The module outcomes include development of knowledge and skills in both the theory and application of evidence sources to enable staff to design pedagogic interventions aligned with the Office for Students’ Equality of Opportunity framework.

**Learning Outcomes**

* Critically examine the concepts of and tools for evidence-based practice, including theoretical frameworks, types of evidence and methods of critical appraisal.
* Critically review research methods used for generation and interpretation of evidence.
* Critically reflect on the use of institutional and publicly available data to support student outcomes.
* Understand ethical considerations and research governance related to use of institutional data as evidence base.

**Module Assessment:**

* Completion of a Logic Model associated with the chosen enhancement initiative, with an accompanying narrative defending the choice.
* **Weighting:** 100%

# 7006ACADEM Pedagogic Research in Academic Practice

This module aims to help participant’s develop a critical understanding of the design and operation of primary research associated with academic practice in higher education. It will support the development of a plan for research by exploring key debates, practices and approaches to higher education research. This module will enable participant’s to develop a critical understanding of pedagogical research design and operation.

**Learning Outcomes:**

* Critically examine the impact of methodology on primary research in higher education.
* Critically analyse key methods of inquiry in higher education.
* Critically reflect on the ethical dimensions of primary research in higher education.
* Examine the resource implications of research design.

**Module Assessment:**

* Presentation of the background and rationale for a Research Proposal (2,250 words equivalent)
* **Weighting:** 40%
* Research Proposal including Reference list (2,250 words)
* **Weighting:** 60%

# 7008ACADEM Principles and Practice in Digital Education

This module will develop participant understanding of digital pedagogies and instructional design. It will interrogate key theories and approaches, as well as analysing the evidence base for practice, to examine the current and future potential for online and blended pedagogies. Factors influencing the uptake of learning technologies; evaluation mechanisms for digital education; gamification to support engaged and learning analytics will be explored.

**Learning Outcomes:**

* Critically explore digital pedagogies in higher education.
* Critically examine key digital learning technologies associated with academic practice in higher education.
* Critically analyse the evidence base for policy and practice in digital education.
* Critically reflect on the theory and evidence base for online delivery.

**Module Assessment:**

* **Reflection on Learning:** Participants reflect on a significant learning experience related to the module content. The form this will take will connect with the nature of the technology they are exploring. The aim of this is to encourage engagement and sharing of ideas in the first weeks of the module.
* **Weighting:** 5%
* **Learning Object:** Participants create a learning object that identifies an educational issue and tries to provide a particular solution.
* **Weighting:** 35%
* **Peer Review:** Participants engage in a peer review process where they provide constructive feedback another student’s ‘learning object’.
* **Weighting:** 5%
* **Reflection:** The final assessment is a comprehensive reflection that requires participants to synthesize their learning throughout the module. It will draw from their re-evaluation of their learning object, and any feedback from peers or tutors.
* **Weighting:** 55%

# 7004MED Power, Critique and Transformation in HE

The module aims to provide a critical perspective of different systems of education within the context of political, cultural, social and economic influences. The module also examines the sources and use of power within educational settings and investigates pedagogies for empowerment and transformation. Participants will be introduced to different systems of educational governance within the context of political, cultural, social and economic influences. It will also examine the sources and use of power within educational settings and investigate pedagogies for empowerment and transformation, including drawing on participants’ own experiences in education.

**Learning Outcomes:**

* Critically evaluate different models of education and pedagogy.
* Critically analyse power relationships behind formal HE curricular governance and assessment.
* Reflect upon personal practitioner biography, identify and practice.

**Module Assessment:**

* Production of a Reflective Learning Journal
* **Formative**
* A 10-minute narrated presentation (using Powerpoint), utilising material from the Reflective Learning Journal (1,500 word equivalent)
* **Weighting: 40%**
* A piece of reflective writing, utilising material from the Reflective Learning Journal (3,000 words)
* **Weighting: 60%**

# 7010ACADEM Academic Skills Development and Student Support

The module aims to develop students’ skills in academic development, enabling improved level of support for students. It aims to develop student skills in managing pastoral support of their learners and understanding of institutional referral processes and services.  The module is designed to enable students to reflect on their strategies for supporting the academic and personal support needs of their learners. Students will be introduced to methods for developing these skills further and signposted to relevant institutional support to assist their learners.

**Learning Outcomes:**

* Critically consider the relationship between course-based student support mechanisms and institutionally provided services.
* Critically examine key areas associated with pastoral support and academic development in higher education.
* Critically reflect on role, expectations and boundaries associated with key student support functions.
* Evaluate the role of institutional support networks to enhance student academic literacy and wellbeing.

**Module Assessment:**

* **A portfolio:** Identifying in-curriculum and co-curriculum academic and personal support needs associated with an identified group of students.
* **Weighting:** 100%

# 7011ACADEM Learning Analytics and AI in Higher Education

The module aims to enable students to critically reflect on the theoretical and practical implications of learning analytics and Artificial Intelligence (AI) in a HE context. Learning Analytics and AI are interlinked aspects of the increasingly data-oriented domain of Educational Technology and the management of teaching and learning within HE academic practice.  This module is designed to provide students with an opportunity to critically, and whilst deploying appropriate theoretical bases, examine the use of AI and LA, deepening their understanding of some of the practical and policy aspects of the field and this can support and develop their practice. It will encourage them to take a balanced view on the benefits and challenges afforded by LA and AI.

**Learning Outcomes:**

* Critically examine key theories associated with learning analytics and Artificial Intelligence in higher education.
* Critically explore ethical, policy and practical issues related to the implementation of learning analytics and Artificial Intelligence in academic practice.
* Critically explore how data is used in learning analytics and Artificial Intelligence in higher education.
* Critically reflect on the relationship between learning analytics and Artificial Intelligence in relation to academic practice.

**Module Assessment:**

* **Case study**: Examining an existing or planned aspect of practice pertaining to the area of Learning Analytics and/or Artificial Intelligence in developing HE professional practice.
* **Weighting:** 70%
* **Portfolio:** Critically examining and reflecting upon how Learning Analytics and/or Artificial Intelligence is used in development of HE professional practice.
* **Weighting:** 30%

# Module Assessment and Feedback

The assessment approach on Postgraduate Certificate in Academic Practice can be defined in one word, **authentic**. Assessment tasks are designed to directly enhance participants’ academic practice and in turn the student experience. Each module assessment requires participants to identify an aspect of their practice to be improved.

All assessment tasks include a critical, reflective commentary through which the means of improving practice is identified. Participants are asked to use their work-based experiences to inform their critical thinking and to apply the theoretical concepts learned through the workshops and their reading of literature and research. The assessment strategy is fundamental to the learning. The assessments have been designed to encourage deep learning and critical thinking.

# How do I apply?

Contact **Rachel Boulter** for an application form. The form requires line manager authorisation.

Only completed applications with managerial authorisation can be considered.

Ad hoc expressions of interest in the programme are not accepted as an application. Only a completed application with line manager approval is considered as a formal expression of interest in the programme.

# After the PGCAP in Academic Practice

On completion of the PGCAP, participants may wish to extend their development to complete a PG Diploma (120 credits) or Masters (180 credits) in Academic Practice.

For the PGDip or Masters, 7004ACADEM or 7006ACADEM must be completed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Code** | **Module title** | **Credit** | **PGDip** | **MA** |
| **7004ACADEM**  | **Evidence Based Practice in Higher Education** | **20** | **research option** | **research option** |
| **7006ACADEM** | **Pedagogic Research in Academic Practice** | **20** | **research option** | **research option** |
| 7005ACADEM | Academic Leadership | 20 | option | option |
| 7008ACADEM | Principles and Practice in Digital Education | 20 | option | option |
| 7004MED | Power, Critique and Transformation in HE | 20 | option | option |
| 7010ACADEM | Academic Skills Development and Student Support | 20 | option | option |
| 7011ACADEM | Learning Analytics and AI in HE | 20 | option | option |
| **7007ACADEM** | **Dissertation** | **60** | **N/A** | **core** |

For further information, please email Rachel at r.m.boulter@ljmu.ac.uk