

Overview

Programme Code	36171
Programme Title	Academic Practice
Awarding Institution	Liverpool John Moores University
Programme Type	CPD
Language of Programme	All LJMU programmes are delivered and assessed in English
Programme Leader	Philip Carey
Link Tutor(s)	

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Certificate of Professional Development - CPM	See Learning Outcomes Below

Alternate Award Names	
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External Benchmarks

Subject Benchmark Statement	
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Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Part-Time, Face to Face	October	LJMU Taught	2 Years

Aims and Outcomes

Educational Aims of the Programme

To support and accredit the professional development of staff with respect to learning, teaching and assessment in a Higher education context. To develop effective and theoretically robust academic practice in line with the UK Professional Standards Framework (UKPSF). To develop and sustain effective academic leadership associated with learning, teaching and assessment. To provide a foundation for effective supervisory practice. To enhance the capacity of staff to contribute the evidence base for academic practice.

Learning Outcomes

Code	Description
PLO1	Identify learner needs and appropriate learning support mechanisms.
PLO2	Review processes for supporting research in higher education.
PLO3	Critically explore disciplinary, local and external factors that influence academic practice.
PLO4	Critically review the evidence base for effective assessment and feedback.
PLO5	Critically reflect on professional practice and development in the context of the UK Professional Standards Framework.
PLO6	Critically examine the implications of a diverse student population on academic practices.
PLO7	Critically explore the factors that influence inclusive curriculum design.
PLO8	Deconstruct mechanisms that support an inclusive student experience.
PLO9	Consider the impact and influence of regulatory and advisory frameworks.
PLO10	Examine the process of research in higher education.

Programme Structure

Programme Structure Description

To qualify for the Advance HE Fellowship Programme, students must successfully complete modules 7001ACADEM Teaching, Learning and Assessment (20 credits) and 7002ACADEM Inclusive Curriculum Design and Evaluation (20 credits). The CPD in Academic Practice will be awarded to students who successfully complete 40 credits in the following modules: 7001ACADEM Teaching, Learning and Assessment (20 credits) and 7002ACADEM Inclusive Curriculum Design and Evaluation (20 credits).

Structure - 40 credit points	
Level 7 Core - 40 credit points	CORE
[MODULE] 7001ACADEM Teaching Learning and Assessment Approved 2022.05 - 20 credit points	
[MODULE] 7002ACADEM Inclusive Curriculum Design and Evaluation Approved 2022.02 - 20 credit points	

Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>

Teaching, Learning and Assessment

The programme will utilise a wide range of approaches to learning, teaching and assessment to support the acquisition of knowledge and skills. These will include: conventional didactic techniques, workshops, small group discussion, seminar. This will be supported by the e-learning supported through the LJMU VLE. The assessment strategy for the programme emphasises evidence-informed practice in association with robust theoretical analysis. All assessment is situated in the student's disciplinary context. To reflect the practice-focussed nature of the programme, where possible there is a degree of negotiation in content.

Opportunities for work related learning

The programme is designed to support teaching staff who are currently working in a Higher Education environment. It is, therefore, fundamentally associated with the workplace and practice. All teaching is rooted in an exploration of the relationship between theory and practice and the programme's assessment strategy focuses on assessment tasks that have direct relevance to practitioners.

Entry Requirements

Type	Description
Alternative qualifications considered	All applicants should have a graduate qualification or equivalent. Applicants should normally have a professional role in the support of learning in higher education. This includes lecturing staff, teaching assistants, staff in learner support roles, research staff with a substantive teaching role.

Extra Entry Requirements

