# Programme Specification Document

**Approved, 2022.02**

## Overview

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|---|---|
| **Programme Code** | 36420 |
| **Programme Title** | Academic Practice |
| **Awarding Institution** | Liverpool John Moores University |
| **Programme Type** | Apprenticeship |
| **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 | Postgraduate Certificate - PC | See Learning Outcomes Below |

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|---|---|
| **Alternate Award Names** | |

## External Benchmarks

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|---|---|
| **Subject Benchmark Statement** | |

## Apprenticeship Standard

| Apprenticeship Standard | End Point Assessment | Proposed Off the Job Training delivery |
|---|---|---|
| Academic professional - ST0477 | Non-Integrated | |

## Programme Offering(s)

| Mode of Study, Mode of Delivery | Intake Month | Teaching Institution | Programme Length |
|---|---|---|---|
| Full-Time, Face to Face | January | | 18 Months |
| Full-Time, Face to Face | October | | 18 Months |

## 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 To develop staff to play a leading role in the development of current learning and teaching practice, and pedagogical and assessment methodologies To advance skills in supporting learning for diverse groups of learners, including those with learning disabilities To enable teaching and learning staff to deliver a high level of information literacy and the application of technologies in support of learning To promote independent learning skills and other techniques To enable staff to contribute to changes in practice by developing innovative forms of teaching for use with students who are working towards higher level learning at levels 4-8 in the Framework for HE Qualifications

### Learning Outcomes

| Code | Description |
|---|---|
| PLO1 | Identify learner needs and appropriate learning support mechanisms |
| PLO2 | Critically explore a specific role within academia |
| 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. Review processes for supporting research in higher education |

# Programme Structure

## Programme Structure Description

The Postgraduate Certificate in Academic Practice will be awarded to students who successfully complete 60 credits in the following modules: 7001ACADEM Teaching, Learning and Assessment (20 credits),7002ACADEM Inclusive Curriculum Design and Evaluation (20 credits) and 7006ACADEM Pedagogic Research to Enhance Professional Practice (20 credits). The L7 Academic Professional: Apprenticeship Standard will be awarded to students who successfully complete the End Point Assessments (EPAs) attached to the Competencies Framework for the Specialist Role in Teaching. To qualify for the HEA Fellowship Programme, students must successfully complete modules 7001ACADEM Teaching, Learning and Assessment (20 credits) and 7002ACADEM Inclusive Curriculum Design and Evaluation (20 credits).

Apprentices all need to complete mandatory training in Safeguarding, British Values and Prevent before they can undertake the End Point Assessment. Generic, mandatory online training programmes will offered to apprentices and this may be supplemented by additional training that is specific to the programme.

| Programme Structure - 60 credit points | |
|---|---|
| Level 7 - 60 credit points | |
| Level 7 Core - 60 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] 7006ACADEM  Pedagogic research to enhance professional practice 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 e-learning, 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 have a professional role in the support of learning in higher education. This includes lecturing staff, teaching assistants, staff in learner support and development roles, research staff with a substantive teaching role |

## Extra Entry Requirements