2024/25
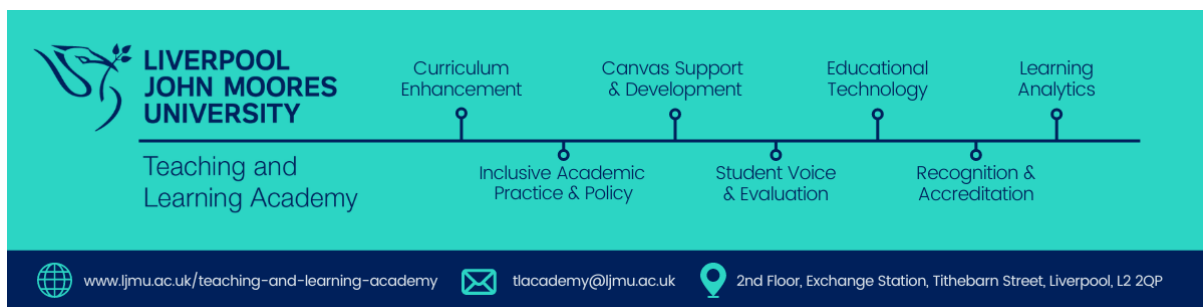## Academic Practice CPD Modules

Teaching and Learning Academy

Programme Team Contact Details

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2024/25 Academic Practice CPD Modules

The Teaching and Learning Academy have validated a series of single module CPDs focusing on academic practice in higher education. These have been designed to support the ongoing development of colleagues. They provide students with the opportunity to develop and extend their knowledge of policies, theories and practice of teaching and learning in HE, sector developments and academic leadership, as well as developing skills in conducting and supporting educational research. Delivery and assessment focuses on the relationship between educational theory and the student's own professional practice. The emphasis is on supporting practitioners, through a reflective approach, to enhance professional practice. Students also engage in professionally and institutionally relevant educational research.

CPD Modules:

Module Code	Module Title	Credit
7004ACADEM	Evidence Based Practice in Higher Education	20
7005ACADEM	Academic Leadership	20
7006ACADEM	Pedagogic Research in Academic Practice	20
7008ACADEM	Principles and Practice in Digital Education	20
7004MED	Power, Critique and Transformation in HE	20
The following modules will be available from 2025/26:		
7010ACADEM	Academic Skills Development and Student Support	20
7011ACADEM	Learning Analytics and AI in Higher Education	20

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 student'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.

Indicative Timetable (subject to change):

All sessions will take place in-person.

Date	Time	Session
Thurs 1 May	1600-1730	Introduction
Thurs 8 May	1600-1730	Evidence informed practice Student Voice Framework
Thurs 15 May	1600-1730	Using statistics to interrogate institutional data
Thurs 22 May	1600-1730	Learner analytics
Thurs 29 May	1600-1800	Theory of Change

Module Assessment:

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

7005ACADEM Academic Leadership

Academic leadership is integral to the delivery of high quality learning and teaching at the module, programme and subject level. This module focuses on an analysis of leadership skills for the enhancement of academic practice within a discipline. Students will be provided with an opportunity to critically evaluate their leadership approaches in relation to building a team. The role of coaching and mentoring will also be explored with particular emphasis on the correct application of the approaches for team development.

Learning Outcomes:

- Deconstruct models of academic leadership.
- Critically reflect on leadership strengths and challenges.
- Critically analyse the role of emotional intelligence and influencing and negotiation in academic leadership.
- Critically evaluate the relationship between leadership styles and team development and effectiveness.

Indicative Timetable (subject to change):

All sessions will take place in-person.

This module usually runs for four consecutive days, Monday to Thursday 1000-1530 during June. The module is provisionally scheduled for week commencing 16 June 2025.

Module Assessment:

- **Presentation:** Students will deliver a presentation identifying appropriate model(s) of leadership in their specific leadership context. Students will provide a justification for their choice(s) in this context and identify strategies to enhance their leadership skills to achieve their objective(s).
- **Weighting:** 100%

7006ACADEM Pedagogic Research to Enhance Professional Practice

This module aims to help students 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 students 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.

Indicative Timetable (subject to change):

All sessions will take place in-person.

Date	Time	Session
Wed 30 April	0930-1200	Pedagogic Research: a review of methodology
Wed 7 May	0930-1200	Research Informed Teaching
Wed 14 May	0930-1200	Using institutional data for research
Wed 21 May	0930-1200	Students as researchers
Wed 2 May	0930-1200	Insider research and publishing in HE research
Wed 4 June	0930-1200	Research Proposal – assessment preparation
Wed 11 or Thurs 12 June	0930-1200	Research Proposal Presentation Day (choice of one of two dates)

Module Assessment:

- **Presentation:** 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 student 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.

Indicative Timetable (subject to change):

All sessions will take place online.

Date	Time	Session
Wed 30 April	1000-1200	Details to be confirmed.
Wed 7 May	1000-1200	
Wed 14 May	1000-1200	
Wed 21 May	1000-1200	
Wed 28 May	1000-1200	
Wed 4 June	1000-1200	
Wed 11 June	1000-1200	
Wed 18 June	1000-1200	

Module Assessment:

- **Reflection on Learning:** Students 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:** Students create a learning object that identifies an educational issue and tries to provide a particular solution.
- **Weighting:** 35%
- **Peer Review:** Students 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 students 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. Students 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 students' 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.

Indicative Timetable (subject to change):

All sessions will take place in-person.

Date	Time	Session
Wed 30 April	0930-1200	Intro to module & assessment: What is Education? Educare vs Educere
Wed 7 May	0930-1200	Heutagogy: Learning through freedom & serendipity
Wed 14 May	0930-1200	Decolonising Reflexivity: A *Fractagraphic* approach to culture & utopia
Wed 21 May	0930-1200	Butterfly Kisses whilst driving on the M6
Wed 28 May	0930-1200	Autoethnography & Psychogeography: theorising and writing the self
Wed 4 June	0930-1200	1-2-1 appointment/s with tutor to discuss assignment ideas
Wed 11 June	0930-1200	1-2-1 appointment/s with tutor to discuss assignment ideas

Module Assessment:

- **Formative:** Production of a Reflective Learning Journal
- **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%

Available from 2025/26:

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.

Timetable to be determined. It is likely this module will run in Semester 1, 2025/26

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.

Timetable to be determined. It is likely this module will run in Semester 1, 2025/26

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 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.

We can only accept returned application forms which contain managerial authorisation.

Only a completed application form is considered as a formal expression of interest in the programme.