



**CITY**  
UNIVERSITY OF LONDON  
— EST 1894 —

Academic excellence for  
business and the professions

# Academic Practice Programme

## Module Guide 2018/19

**LEaD**  
Learning Enhancement  
and Development

Learning Development

[www.city.ac.uk](http://www.city.ac.uk)

# Part one

## EDM120 Learning, Teaching and Assessment 15 M Level Credits

This module provides an introduction to teaching, learning and assessment in Higher Education. It provides an overview of key theories and methods to enable you to develop an evidenced-based and reflective approach to your teaching.

The module will support you through critical considerations of the key stages of the teaching process: from planning lessons and making the most of learning spaces, to choosing activities, managing classroom behaviour, assessing students' learning and providing feedback. The module is assessed through a lesson plan or assessment plan with a 2,000 word supporting rationale and self-assessment. In addition, there is a requirement to undertake a peer-supported review of education. This means that you need to have arranged teaching to be undertaken during the same term as the module if you are not already teaching.

After successful completion of the module, participants will be awarded the Introductory Certificate in Academic Practice (and Associate Fellowship of the HEA) or can continue with further modules to gain a higher qualification such as Postgraduate Certificate, Postgraduate Diploma or master's degree. The modules in the two Postgraduate Certificate routes of the programme has been approved by the Higher Education Academy and the Nursing and Midwifery Council.

## EDM118 Student Support and Personal Tutoring 15 M Level Credits

This module has been designed to develop your understanding of key principles and issues in student support and to introduce the notion and practice of personal tutoring.

The module invites you to explore your own student support and/or personal tutoring roles, consider how support for learning works within an integrated model of academic practice, and reflect upon your own supporting ethos and approach. A core feature of the module is our practical exploration of research and literature on these areas in the context of City, University of London and within broader domains.

You will work together in small, discipline-related groups from the outset and produce a group poster designed to inform your School or section about any aspect of student support and/or personal tutoring. This, together with an individually written report, will form your module assessment.

Please note that to undertake this module, you need to be in a student support or personal tutoring role.

## EDM106 Curriculum Development and Evaluation 15 M Level Credits

This module explores the theory and practice related to curriculum development and evaluation. Participants will examine models and theories of curriculum, discuss stakeholder involvement, explore embedding themes such as employability and study skills, outline plans for developing, approving, amending and evaluating a programme or module and consider sustainability of the curriculum. The assessment for the module is a verbal presentation using assessment criteria designed by you and your peers on the module. In order to undertake this module you need to be involved in a module or programme team where you can engage in design and or review of curricula.

## EDM112 Professional and Personal Development Planning 15 M Level Credits

This module explores the UK Professional Standards Framework (UKPSF) 2011 for Teaching in Higher Education and teaching standards set by the Nursing and Midwifery Council (2008). Participants will be encouraged to draw upon the other modules undertaken for the Postgraduate Certificate in the module activities. Participation in peer review and planning for future practice is required. There is a focus on the literature related to the Scholarship of Teaching and Learning and Teaching Excellence. There are two assessments for this module, one focused on peer review and the other a self-assessment against the dimensions of the UKPSF and Descriptor 2. This module must be the last module taken in either of the Postgraduate Certificate routes and cannot be taken as a stand alone module.

## EDM116 Technology Enabled Academic Practice 30 M Level Credits

Teaching and learning technologies are transforming education, placing new demands on educators and learners alike. The Technology Enabled Academic Practice (TEAP) is a 30 credit module designed to equip educators with the skills and understanding to use technology to support distance, blended and face-to-face teaching. It provides participants with the knowledge to become reflective practitioners and effective users and evaluators of a wide range of educational technologies.

There are four assessments for this module. Two of these are linked to the project proposal and project report. There is also a social book marking activity and some collaboration activities. This module is designed for staff currently involved in educating students, whether online or offline and who would like to develop their expertise in blended learning. Previous students have included lecturers, learning support professionals and trainers.



## Part two

**EDM121**  
**Developing Leadership and  
your Reflective Practice**  
30 M Level Credits

Increasingly work in the HE sector is characterised by continuous change and uncertainty with high expectations and decreasing resources. Consequently, it is vital for staff to develop leadership skills and reflective practice that draws on self-awareness, leadership models and exploration of change. Leadership in an academic environment can be challenging where hierarchies are often flat and power dynamics unclear. Yet, staff are placed in positions requiring honed leadership skills. Leadership and being an agent of change are qualities that apply to all roles and grades of work.

This module creates a space within which to reflect, network and discover in order to build on your role as a leader of change. Across the contact days, you will take part in visits, reflection, presentation and discussion. While this module will have a theoretical underpinning, the sessions and activities will be driven by your experiences. There are three assessments for this module, which include blogs posts, a presentation, a written philosophy and action plan. To undertake this module you need to be a leader or potential leader within your area of practice.

**EDM119**  
**Research Supervision**  
15 M Level Credits

This module is aimed at new supervisors of PhD students or those who will be supervising PhD students in the future. However, some of the theory can also be applied to master's level dissertation supervision. Supervision models will be explored along with the supervision process and good practice in this. There will also be discussion about key milestones, providing feedback for your student, career planning, preparing for the viva and examining theses. The module provides a chance to share personal experience and good practice. The assessment is an essay on negotiated topic.

**EDM123**  
**Enhancing Your Academic Practice**  
15 M Level Credits

This module aims to help you identify one aspect of your academic practice you would like to change. During the module you will explore practice elsewhere and gather evidence to support a change in practice to enable you to identify and plan how you might implement such a change.

EDM122  
Digital Literacies and Open Practices  
15 M Level Credits

The module provides you with a working knowledge of the current impact that digital technologies have in higher education specifically in relation to staff and student digital literacies and open practices. It considers their impact on teaching and learning, research and administration as well as providing an understanding of their impact on the global and national policy context.

The module examines the evolution of digital technologies and their impact in higher education, investigates debates and evidence about the effects on teaching and learning, examines the digital tools which are used to support teaching, learning, research and administration and the developments might occur in the foreseeable future. It provides you with the opportunity to reflect critically on the issues raised by the increasing implementation of technology in higher education both globally and within your own context and to explore what open practice means in the context of your work.

The aims of this module are to: evaluate how technology creates both opportunities for innovation and challenges in learning and teaching practice and to consider how to integrate technologies into current learning and teaching strategies in an effective manner; analyse the use of digital resources appropriate to the content, audience and aims of your current courses; develop transferrable skills, including your own digital literacies and how to better support students in this area develop an understanding of open practices and reflect on what it means in your own context as a teacher and researchers.

EDM109  
Researching Higher Education  
15 M Level Credits

This module provides a practical and theoretically informed introduction to the design, conduct and evaluation of small-scale, education-based research. It is essential preparation for Year 3 of the MA and the dissertation module (EDM114), but would also be valuable if you are planning on undertaking any education-based research in the future.

Starting by identifying those aspects of your education-based work that interest and intrigue you, you will develop a structured proposal for a small-scale project which will form your module assessment and which you can (if you choose) take with you into Year 3 of the MAAP or back into your practice.

Across the module's three face-to-face teaching days and during your own independent study, you will explore a range of relevant research approaches, methods and tools; discuss data collection and analysis; and consider appropriate forms of research reporting and evaluation. You will also reflect – independently and with peers – on the ethical dimensions of researching higher education, draw on your professional experiences and consider your own status as an insider-researcher.

Please note from the start that this module is about education-based research and the proposal that you will develop will need to be grounded in academic practice, educational development or higher education rather than exclusively in your 'home' discipline.



## Part three

**EDM114**  
**Educational Research**  
**Project and Publication**  
60 M Level Credits

This is a 60 credit M-level module which enables participants to undertake a genuine piece of higher education research with the guidance of a supervisor. Participants may select any focus for their research, as long as it is based in the broad domains of educational development or higher education studies. You will work under the guidance of an individual supervisor.

Applicants who undertake this module normally have undertaken the Year 2 module, Researching Higher Education, although if the applicant has undertaken a related module through another programme, this may suffice. Participants are offered some choice in the format that they use to submit their project to suit your own needs and interests.

## Professional Recognition

### Higher Education Academy

Successful completion of parts of this programme enable participants to gain either associate fellowship or fellowship of the Higher Education Academy. Please note that eligibility for either associate fellowship or fellowship will depend on your role and the scope of this role in relation to teaching and supporting learning.

For further information speak to members of the programme team.

### Nursing and Midwifery Council (NMC)

For participants wishing to gain recognition with the NMC there are additional requirements as well as successful completion of one of the Postgraduate Certificate routes. Please speak to Professor Pam Parker for further information.



# Pathways

The diagrams show the different pathways that participants can choose in order to gain their award.

There are several exit points, starting with the Introductory Certificate in Academic Practice, awarded to participants who exit the programme having completed the Learning, Teaching and Assessment module (EDM120).

Participants who also complete Professional and Personal Development Planning (EDM112) and a further 30 credits worth of Part 1 optional modules will be awarded a Postgraduate Certificate in Academic Practice. This award can include Technology Enabled depending on the pathway chosen.

Participants who also complete an additional 60 credits worth of Part 2 optional modules will receive a Postgraduate Diploma in Academic Practice. This award can include Technology Enabled depending on the pathway chosen.

Participants who go on to complete Educational Research Project and Publication (EDM114) will receive an MA in Academic Practice.

All PhD students undertaking teaching are required to undertake the Learning, Teaching and Assessment module, unless they have an existing appropriate qualification. If a PhD student wishes to undertake any further modules this must be discussed with and approved by their PhD supervisor including the timing around these but also ensuring you are involved in appropriate activities to meet the module requirements as outlined above.

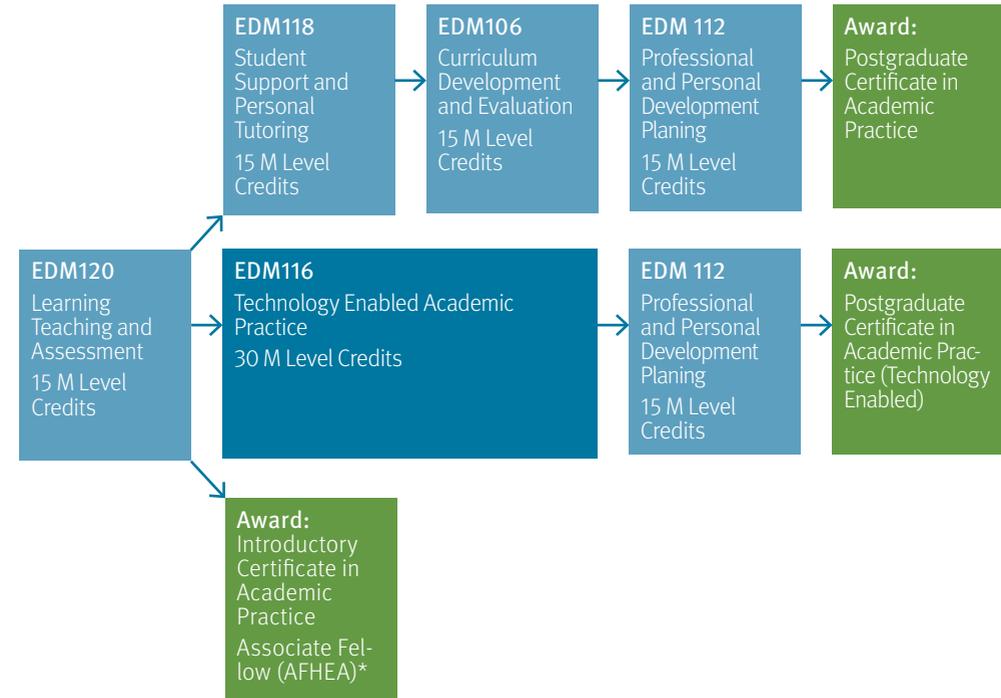
Staff however will be given priority on modules. Places on some modules will only be provisional until one month prior to the module running.

## Part one

These are the routes you can take:

Completion of EDM120 leads to the Introductory Certificate in Academic practice.

Completion of 60 year one module credits (must include: EDM120 & EDM112) leads to the Postgraduate certificate in Academic Practice.



\*eligibility to gain HEA fellowship is dependent upon role please seek advice from the programme director

## Part two

On completion of Part 1 you can continue to complete the Postgraduate Diploma by taking a further 60 credits from the following modules:

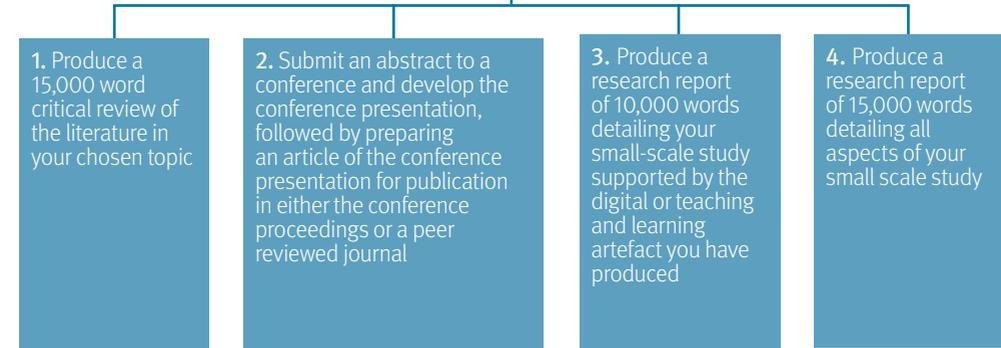


## Part three

For this module there are 4 different assessment options:

**Award:**  
MA Academic Practice

**EDM114**  
Educational Research Project and Publication Module  
60 M Level Credits



# Module timetable

## Part one

<b>EDM120 Learning, Teaching and Assessment (September 2018 iteration)</b>	
Wednesday 5 <sup>th</sup> September 2018	10am – 4pm
Thursday 6 <sup>th</sup> September 2018	10am – 4pm
Wednesday 10 <sup>th</sup> October 2018	10am – 4pm
Thursday 11 <sup>th</sup> October 2018	10am – 4pm

<b>EDM120 Learning, Teaching and Assessment (October 2018 iteration)</b>	
Wednesday 31 <sup>st</sup> October 2018	10am – 4pm
Thursday 1 <sup>st</sup> November 2018	10am – 4pm
Wednesday 28 <sup>th</sup> November 2018	10am – 4pm
Thursday 29 <sup>th</sup> November 2018	10am – 4pm

<b>EDM120 Learning, Teaching and Assessment (January 2019 iteration)</b>	
Wednesday 30 <sup>th</sup> January 2019	10am – 4pm
Thursday 31 <sup>st</sup> January 2019	10am – 4pm
Wednesday 6 <sup>th</sup> March 2019	10am – 4pm
Thursday 7 <sup>th</sup> March 2019	10am – 4pm

<b>EDM120 Learning, Teaching and Assessment (February 2019 iteration)</b>	
Wednesday 6 <sup>th</sup> February 2019	10am – 4pm
Thursday 7 <sup>th</sup> February 2019	10am – 4pm
Wednesday 6 <sup>th</sup> March 2019	10am – 4pm
Thursday 7 <sup>th</sup> March 2019	10am – 4pm

<b>EDM112 Professional and Personal Development Planning</b>	
Wednesday 10 <sup>th</sup> April 2019	10am – 4pm
Thursday 16 <sup>th</sup> May 2019	10am – 1pm
Thursday 20 <sup>th</sup> June 2019	10am – 2pm

<b>EDM118 Student Support and Personal Tutoring</b>	
Wednesday 9 <sup>th</sup> January 2019	10am – 4pm
Thursday 17 <sup>th</sup> January 2019	10am – 4pm
Wednesday 13 <sup>th</sup> February 2019	10am – 4pm
Thursday 28 <sup>th</sup> February 2019	10am – 4pm

<b>EDM106 Curriculum Development and Evaluation</b>	
Wednesday 20 <sup>th</sup> March 2019	10am – 4pm
Thursday 21 <sup>st</sup> March 2019	10am – 4pm
Thursday 9 <sup>th</sup> May 2019	10am – 4pm
Wednesday 5 <sup>th</sup> June 2019	10am – 4pm

<b>EDM116 Technology Enabled Academic Practice (TEAP)</b>	
Thursday 10 <sup>th</sup> January 2019	10am – 4pm
Thursday 14 <sup>th</sup> February 2019	10am – 4pm
Wednesday 8 <sup>th</sup> May 2019	10am – 4pm

## Part two

<b>EDM121 Developing Leadership and Your Reflective Practice</b>	
Wednesday 27 <sup>th</sup> February 2019	10am – 4pm
Wednesday 27 <sup>th</sup> March 2019	10am – 4pm
Wednesday 24 <sup>th</sup> April 2019	10am – 4pm
Tuesday 21 <sup>st</sup> May 2019	10am – 4pm
Thursday 27 <sup>th</sup> June 2019	10am – 4pm
Wednesday 10 <sup>th</sup> July 2019	10am – 4pm

<b>EDM122 Digital Literacies and Open Practice</b>	
Wednesday 18 <sup>th</sup> October 2018	10am – 4pm
Wednesday 14 <sup>th</sup> November 2018	10am – 4pm
Wednesday 12 <sup>th</sup> December 2018	10am – 4pm

<b>EDM119 Research Supervision</b>	
Wednesday 21 <sup>st</sup> November 2018	10am – 4pm
Thursday 13 <sup>th</sup> December 2018	10am – 4pm
Wednesday 16 <sup>th</sup> January 2018	10am – 4pm

<b>EDM109 Researching Higher Education</b>	
Wednesday 22 <sup>nd</sup> May 2019	10am – 4pm
Wednesday 12 <sup>th</sup> June 2019	10am – 4pm
Wednesday 26 <sup>th</sup> June 2019	10am – 4pm

## Part three

<b>EDM114 Educational Research Project and Publication Module</b>	
Wednesday 17 <sup>th</sup> October 2019	10am – 4pm

\*Please note all dates are provisional and may be subject to alteration. Please see [www.city.ac.uk/academic-practice](http://www.city.ac.uk/academic-practice) for any updates to the timetable.

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