Welcome to the MA Academic Practice Programme (MAAP), which provides development to anyone who teaches and supports learning in Higher Education (HE). Our teaching team will enable you, through reflection, peer discussion, and analysis of theory and literature, to explore learning in HE and use teaching methods appropriate for your particular discipline and students. Our focus is not on advocating one particular style of good practice, but instead on empowering you to make your own inclusive and evidence-based teaching choices.

As the MAAP and all its modules are focused on teaching and supporting learning in HE, you must be teaching at Level 4 and above to register and participate (contact us on maap@city.ac.uk if you're not sure at what level you currently teach). For all academic and professional staff, modules can be taken on an optional 'stand-alone' basis or as part of an award (see page 8). As staff, you can choose to undertake one of four awards the programme offers, dependent upon your needs, the kinds of teaching you do, and the time you have to engage with the programme.

Engaging in the MA Academic Programme enables you to gain both an academic qualification and an HEA Associate Fellowship or Fellowship dependent upon the modules you choose to study. Once you have undertaken the LTA module, if you decide you decide to continue and undertake one of the award routes, you will have three years to complete the PG Certificate, five years to complete the PG Diploma and seven years to complete the MA.

Please note that, for all modules, attendance for the full first day is compulsory. If you think you will have significant problems attending any other part of a particular module, please let the module leader know as soon as possible.

The Learning, Teaching and Assessment (LTA) module is compulsory if you wish to teach and gain a GTA contract at City. You must be teaching within three months of starting this course to pass it. This is because, as well as having to pass a written assessment, you are also required to complete a peer review of teaching. Passing the module will give you a teaching qualification (an Introductory Certificate in Academic Practice) and professional recognition (Associate Fellowship of the HEA). These will be useful for any future job applications for teaching posts in HE. We run this module several times a year, and you can find out further details on page 2 of this booklet.

We also run dedicated training sessions for PhD students who teach or might teach in the future, from those that work on specific skills such as presenting to the Establishing a Teaching Persona course which looks at teaching through the lenses of compassion and identity to explore issues such as classroom and discussion management and enables you to get feedback on your teaching. Details of these will be provided to PhD students throughout the year. If you have any particular training requests to support your current or intended teaching contact Jessica Hancock at Jessica.Hancock@city.ac.uk.

If you wish to continue with the MAAP you may be able to, dependent upon your teaching and other academic practice activity at City (i.e. you may be involved in planning and giving lectures, running your own seminars or labs, or marking work), in order to gain a Postgraduate Certificate in Academic Practice. If you are thinking of carrying on, please speak to Pam Parker, Programme Director at P.M.Parker@city.ac.uk or Jane Secker, Deputy Programme Director at Jane.Secker@city.ac.uk to discuss which modules might be suitable. So that this is not too much of a burden alongside your PhD, you will only be able to take up to 30 credits a year. Normally, once you start taking modules beyond LTA, you have time limits on completing parts of the programme as noted above. However, if you choose to stop after doing LTA and then stay on at City after your PhD, you can restart with MAAP modules but this must be within three years and normal registration periods will apply.

Staff who are not registered PhD students at City will be given priority on modules. For some modules, places will be held provisionally and only confirmed one month prior to the module running.
Part one

EDM120  Learning, Teaching and Assessment
15 Level 7 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 and observed during the same term as the module.

After successful completion of the module, you 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 have been accredited by Advance HE.

EDM118  Student Support and Personal Tutoring
15 Level 7 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 and observed during the same term as the module.

You will work together in small, discipline-related groups from the outset and will produce a group poster designed to inform your school or setting about any aspect of student support and/or personal tutoring you choose. This iconographic, together with an individually written 1000-word report, will form your module assessment.

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

EDM106  Curriculum Development and Evaluation
15 Level 7 Credits

This module explores the theory and practice related to curriculum development and evaluation. You 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 issues such as decolonisation. The assessment for the module is a verbal presentation using assessment criteria designed by you and your peers on the module. You will also undertake both peer and self-assessment of this presentation. 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.

EDM116  Technology Enabled Academic Practice
30 Level 7 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 you 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 teaching students online and face to face and who would like to develop their expertise in blended learning. Previous students have included lecturers, learning support professionals and trainers.

EDM112  Professional and Personal Development Planning
15 Level 7 Credits

This module explores the UK Professional Standards Framework (UKPSF) for teaching and supporting learning in Higher Education (HEA 2011). 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.
The world around us is constantly changing and work in the HE sector is no exception to this. How can we build knowledge and skills to deal with uncertainty, high expectations and decreasing resources?

You do not need to be in a formal leadership position or leading large teams to be involved in change or influencing colleagues or imaging the future. All of us can benefit from time to reflect and consider how to work more effectively with others, both of which are core leadership skills.

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, presentations and discussion. While this module will have a theoretical underpinning, the sessions and activities will be driven by your experiences. There are two assessments for this module, which are a series of blogs posts and a presentation on your leadership philosophy.

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 a negotiated topic.

This module is provided for those who need to gain 15 credits towards their award and where there is no other module available to suit your practice or where a module you intended to undertake has not been able to run. The aim is 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. The assessment for this module is a reflection and annotated bibliography.
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 module is taught across three days and has a complimentary open webinar series which brings in experts from the UK and Ireland to share their expertise with you. You will consider issues such as student digital literacies and have a chance to reflect on and to develop your own digital capabilities. You will also develop an understanding of open practices and reflect on what it means in your own context as a teacher and researcher.

This module provides a practical and theoretically informed introduction to the design, conduct and evaluation of small-scale research in higher education and academic practice. It is essential preparation for Year 3 of the MA and the dissertation module (EDM114) but would also be valuable as a standalone option if you are planning on undertaking any education-based research in the future and aren’t sure where to start.

You will begin the module by identifying those aspects of your academic practice that interest and intrigue you. You will then proceed, through a series of logical and reflective steps, to develop a structured proposal for a small-scale academic practice project. This proposal will form your module assessment and can (if you choose) be taken forward into Year 3 of the MAAP (the dissertation) or utilised directly in your professional practice.

Across the module’s four face-to-face teaching days, via 1:1 tutorial support and during your own independent study, you will explore a range of relevant theoretical perspectives on educational research, methodologies and research tools relevant to academic practice; discuss data collection and analysis; and consider appropriate forms of research reporting and evaluation. You will also reflect throughout, independently and with peers, on the ethical dimensions of researching higher education and academic practice, and 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

This is a 60 credit level 7 module which enables participants to undertake a genuine piece of higher education research with the guidance of a supervisor. You may select any focus for your 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.

You would normally have undertaken the Year 2 module, Researching Higher Education, although if you have undertaken a related module through another programme, this may suffice. You are offered some choice in the format that you use to submit your project to suit your own needs and interests. These include:

- 15,000 word research report as a thesis
- Production of a teaching tool and 12,000 word research report as a thesis
- 15,000 word critical literature review
- A conference presentation for a national or international conference and a journal article.

Professional Recognition

EDM114 Educational Research Project and Publication
60 Level 7 Credits

Successful completion of parts of this programme enable you 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.
The diagrams show the different routes that you can choose in order to gain your award.

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

Those of you 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 the words “Technology Enabled” depending on the route chosen.

If you also complete an additional 60 credits worth of Part 2 optional modules you will receive a Postgraduate Diploma in Academic Practice. This award can include the words “Technology Enabled” depending on the route chosen.

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

*eligibility to gain HEA fellowship is dependent upon role please seek advice from the programme director
On completion of Part one you can continue to complete the Postgraduate Diploma by taking a further 60 credits from the following modules:

**Part two**

**Award:** Postgraduate Diploma in Academic Practice

- EDM118 Student Support and Personal Tutoring 15 Level 7 Credits
- EDM106 Curriculum Development and Evaluation 15 Level 7 Credits
- EDM123 Enhancing Your Academic Practice 15 Level 7 Credits
- EDM109 Researching Higher Education 15 Level 7 Credits
- EDM121 Developing Leadership and Your Reflective Practice 30 Level 7 Credits
- EDM116 Technology Enabled Academic Practice 30 Level 7 Credits
- EDM122 Digital Literacies and Open Practices 15 Level 7 Credits
- EDM119 Research Supervision 15 Level 7 Credits

**Part three**

For this module there are four different assessment options:

**Award:** MA Academic Practice

- EDM114 Educational Research Project and Publication Module 60 Level 7 Credits

1. Produce a 15,000 word critical review of the literature in your chosen topic
2. Submit an abstract to a conference and develop the conference presentation, followed by preparing an article of the conference presentation for publication in either the conference proceedings or a peer reviewed journal
3. Produce a research report of 10,000 words detailing your small-scale study supported by the digital or teaching and learning artefact you have produced
4. Produce a research report of 15,000 words detailing all aspects of your small scale study
<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Details</th>
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<tbody>
<tr>
<td>EDM120</td>
<td>Professional and Personal Development Planning</td>
<td>April 2021 iteration: Friday 30th April 2021 10am – 4pm, Tuesday 8th June 2021 10am – 1pm, Tuesday 29th June 2021 10am – 2pm.</td>
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<td>EDM118</td>
<td>Student Support and Personal Tutoring</td>
<td>January 2021 iteration: Thursday 14th January 2021 10am – 4pm, Thursday 4th February 2021 10am – 4pm, Wednesday 10th March 2021 10am – 4pm.</td>
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<td>EDM120</td>
<td>Learning, Teaching and Assessment</td>
<td>April 2021 iteration: Thursday 25th March 2021 10am – 4pm, Friday 26th March 2021 10am – 4pm, Wednesday 28th April 2021 10am – 4pm, Thursday 29th April 2021 10am – 4pm.</td>
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<td>EDM120</td>
<td>Professional and Personal Development Planning</td>
<td>September 2020 iteration: Wednesday 23rd September 2020 10am – 4pm, Wednesday 20th October 2020 10am – 4pm, Thursday 19th November 2020 10am – 4pm.</td>
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<tr>
<td>EDM112</td>
<td>EDM112</td>
<td>Professional and Personal Development Planning</td>
</tr>
<tr>
<td>EDM18</td>
<td>Student Support and Personal Tutoring</td>
<td>January 2021 iteration: Thursday 14th January 2021 10am – 4pm, Thursday 4th February 2021 10am – 4pm, Wednesday 10th March 2021 10am – 4pm.</td>
</tr>
<tr>
<td>EDM106</td>
<td>Curriculum Development and Evaluation</td>
<td>March 2021 iteration: Wednesday 17th March 2021 10am – 4pm, Thursday 18th March 2021 10am – 4pm, Thursday 22nd April 2021 10am – 4pm, Thursday 27th May 2021 10am – 4pm.</td>
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<tr>
<td>EDM116</td>
<td>Technology Enabled Academic Practice (TEAP)</td>
<td>September 2020 iteration: Wednesday 9th September 2020 10am – 4pm, Thursday 22nd October 2020 10am – 4pm, Thursday 26th November 2020 10am – 4pm, Friday 8th January 2021 10am – 4pm.</td>
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<tr>
<td>EDM116</td>
<td>Technology Enabled Academic Practice (TEAP)</td>
<td>February 2021 iteration: Wednesday 3rd February 2021 10am – 4pm, Thursday 11th March 2021 10am – 4pm, Thursday 13th May 2021 10am – 4pm, Wednesday 16th June 2021 10am – 4pm.</td>
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<td>EDM121</td>
<td>Developing Leadership and Your Reflective Practice</td>
<td>January 2021 iteration: Tuesday 26th January 2021 10am – 4pm, Wednesday 24th February 2021 10am – 4pm, Wednesday 24th March 2021 10am – 4pm, Wednesday 21st April 2021 10am – 4pm.</td>
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<tr>
<td>EDM122</td>
<td>Digital Literacies and Open Practice</td>
<td>October 2020 iteration: Thursday 15th October 2020 10am – 4pm, Wednesday 18th November 2020 10am – 4pm, Wednesday 9th December 2020 10am – 4pm.</td>
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<tr>
<td>EDM119</td>
<td>Research Supervision</td>
<td>January 2021 iteration: Wednesday 25th November 2020 10am – 4pm, Tuesday 8th December 2020 10am – 4pm, Wednesday 13th January 2021 10am – 4pm.</td>
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<tr>
<td>EDM109</td>
<td>Researching Higher Education</td>
<td>May 2021 iteration: Wednesday 26th May 2021 10am – 4pm, Wednesday 9th June 2021 10am – 4pm, Thursday 17th June 2021 10am – 4pm, Wednesday 23rd June 2021 10am – 4pm.</td>
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*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.*