

The background is dark grey. There are three overlapping circles: a teal one at the top left, a brown one at the bottom left, and a white one on the right. A bright blue horizontal banner is positioned at the bottom, overlapping the brown circle.

The revised

PGCAP

New routes to
leadership in
Academic
Practice

Two



Things

Transition – supporting students
Connection – academic practice

HWU Learning & Teaching Strategy

Four Strategic Objectives

- 1. Enhancing Student Learning**
2. Reshaping the Learning Environment
- 3. Developing Staff**
4. Growing and Diversifying the Student Population

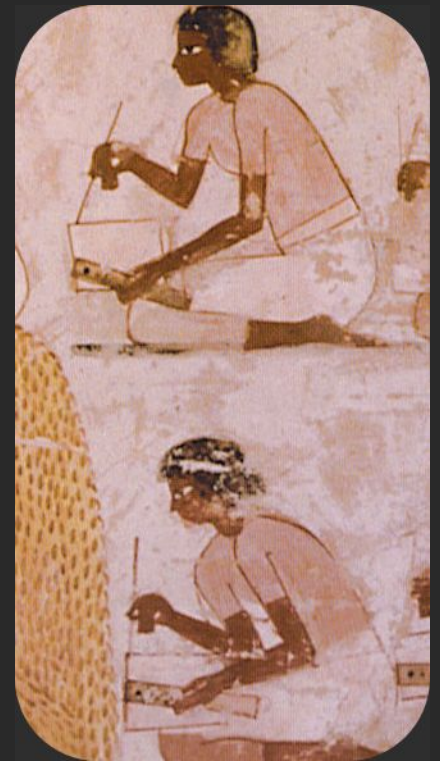




Connection - academic

support

Transition - learner





Transitions

Support for student transitions

Transitions: at the **start** of a programme of higher education

Transitions: **during** study including those relating to placements/work experience

Transitions: at the **end** of a programme of study, into **employment**

Transitions: at the **end** of a programme of study, into **research and further study**



Research-led

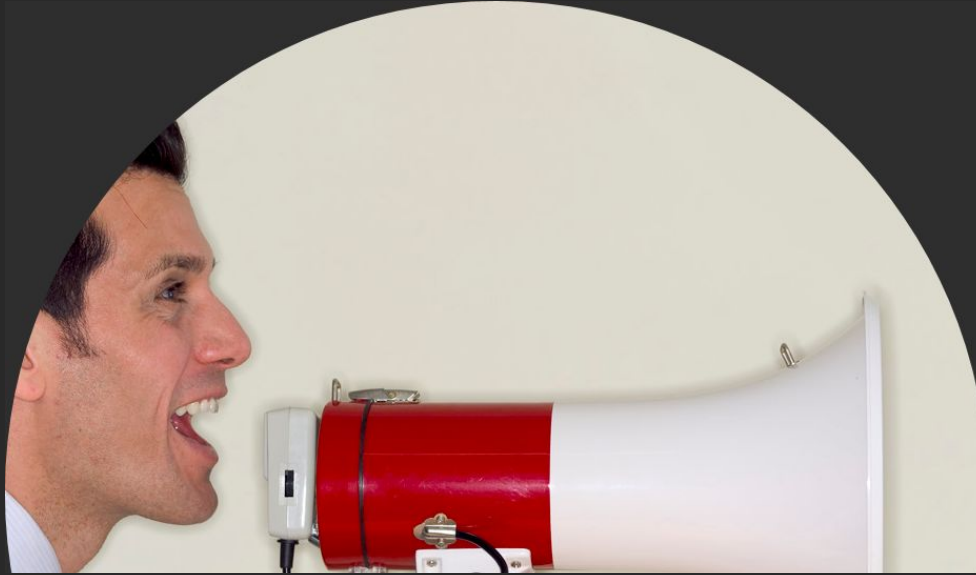


HWU Learning & Teaching Strategy

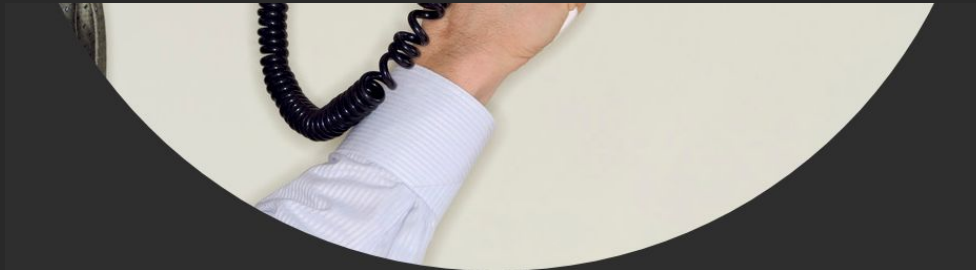
The Vision

To deliver world-leading, **research-informed education** and to be recognised globally for the high quality of our graduates.





What does your **Academic Practice** involve?



Shout at me!



“The tired, old
teaching versus
research debate.



Year 1

Teaching and Assessing for Learning in Higher Education

Course 1

Research-informed
Learning & Teaching
Environments

Course 2

Curriculum in Context:
Assessment, Feedback &
Curriculum Design

PGCAP
Programme

Course 3

Scholarship of Academic
Practice I

Course 3

Scholarship of Academic
Practice II

Year 2

Foundations of Leadership in Academic Practice



Programme

Learning Outcomes



Keywords

Plan **teaching** approaches. Apply principles of **curriculum design**. Relate **assessment** to student learning. **Integrate research** into learning and teaching. Engage critically with **education** literature and practice. **Evaluate** learning and teaching. Identify and develop **academic identity**. Adopt a **critically reflective** approach. Implement the **UK Professional Standards Framework**. Adopt an inclusive attitude to **equality and diversity**. Apply principles of **interculturality**. **Mentor** and **supervise** students effectively. Evaluate the relevance of **technology**. Engage in **professional dialogue**.

Support for student transitions



at the **start**

during study

at the **end** and
into **employment**

at the **end** and into
research and further study

