Dear Colleague,

On behalf of the course team we’d like to welcome you warmly to the MA in Higher Education Practice (MA-HEP), and also to UEA if you have just joined. The MA-HEP is based in the Centre for Staff and Educational Development (CSED), accredited by the School of Education and Lifelong Learning (EDU) and externally by the Higher Education Academy (HEA).

It is a flexible course with the focus on you as a developing academic. It helps you identify, and work towards, your professional development objectives; provides you with a setting in which to think about your academic role; and enables you to be a more effective member of your School and discipline. Whilst the MA-HEP has a focus on teaching and learning it also explores the other components of the academic role – research, management/administration and community and public engagement.

You will under normal circumstances be required to complete the course to Certificate level (PGCert) in the first two years of registration, following your appointment, three by exception. You have up to 5 years to complete the full MA, should you choose to pursue the course to this level.

If you complete Modules 1, 2 and 3 you will be awarded a Postgraduate Certificate in Higher Education Practice (PGCert) which is accredited by the Higher Education Academy and entitles you to become an HEA Fellow. Achieving the PGCert is a probationary requirement for all early career academics. Only those who are already HEA Fellows are excused from taking the full programme. We support you through an adviser who will act as a sounding board for any concerns, discuss progress with you and suggest sources of reading and research.

You are also supported by a mentor, assigned by your School, who will provide advice and support, and work with you (and us) on your progress within your School. Your Head of School will also be involved in this process and will approve your Professional Development Plan (PDP) early in the course. The support and endorsement of your mentor and Head of School are significant given the link to probation. We appreciate the many conflicting demands faced by new staff. Our flexible, individualised approach offers a supportive environment for learning and development without making excessive demands on your time and energies.

The experience of academics undertaking the MA-HEP is positive one: it gives ‘space’ for reflection and enables you to meet lecturers from other Schools and disciplines.

We wish you every success,

Geoffrey Hinchliffe & Stephanie Aspin, for the MA-HEP Team, September 2014
INITIAL REGISTRATION
The course is validated through the School of Education and Lifelong Learning (EDU). You need to ‘apply’ for the course to be formally registered. Complete the online MA-HEP application form on the CSED website at www.uea.ac.uk/csed, click on Qualifications in the left panel and then on MA in Higher Education Practice.

Once you have submitted the application form you must carry out UEA’s on-line self-registration process. Guidelines will be sent to you once your application form is received. You will receive an email from registration@uea.ac.uk, with a link to the Registration Task. Where it asks for your residential address please put your home address, and for your contact address, your work address.

MODULE REGISTRATION
At the beginning of the academic year register for each module you wish to take that year by going to the MA-HEP Blackboard main page. Where there are optional dates for core sessions specify which you prefer. Dates, times and venues will be confirmed by email and you will be sent a reminder approximately one week beforehand. For details of all CSED courses refer to the CSED programme.

SUBMISSION OF COURSEWORK
Submit coursework to the MA-HEP office; if this is difficult (e.g. if you are out of the country) you may submit electronically to mahep@uea.ac.uk. We prefer hard-copy where possible.

EXTENSIONS
Please see the guidance on extensions on the LTS webpage: http://www.uea.ac.uk/learningandteaching/students/assessment/coursework/submission

If you require an extension to complete reflective reports an application should be made in advance using the form on the LTS website, sent to the EDU-PGT Team in the Zicer Hub. Extensions for PDPs should be agreed with your MA-HEP adviser. The standard UEA policy on plagiarism and collusion applies.

Note: if you prefer, you may submit coursework to the Zicer Hub in hard copy. If you choose to do this, work should be placed in a sealed envelope (to preserve your confidentiality) and the coursework cover sheet should be attached on the outside.
## Contents

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Section A: Course Overview</td>
</tr>
<tr>
<td>22</td>
<td>Section B: Module Details</td>
</tr>
<tr>
<td>41</td>
<td>Section C: Submission and Assessment</td>
</tr>
<tr>
<td>47</td>
<td>Section D: Resources and Information</td>
</tr>
<tr>
<td>50</td>
<td>Section E: Forms</td>
</tr>
</tbody>
</table>
Section A: Course Overview
ROUTE 1: Professional Development Plan and Two Teaching Observations
For those with significant prior experience. See page 18 ‘Routes through the Course’ to see which experience is most relevant.

ROUTE 2 - CERTIFICATE: Modules 1, 2 & 3
The default route for Academic Staff on probation. Most staff take Route 2.

ROUTE 3 - DIPLOMA: All 6 Modules
Optional.

ROUTE 4 - MA: All 6 Modules plus dissertation
Optional.
Standard Progression Route through the Course (Route 2 – Certificate)

You will normally complete the course within 2 years of starting it, 3 by exception.

Process
- Once your post is confirmed, we contact you to let you know who your MA-HEP adviser is. You will be invited to meet them to discuss your experience and training needs and the professional development plan (PDP) which forms part of module 1. Your MA-HEP adviser will help you to decide which courses and support sessions it may be useful for you to attend in the first year. The expectation is that you will attend a minimum of 3 sessions annually. These may be chosen from the Teaching and Learning Seminar Series, the CSED programme, the Higher Education Academy workshops or similar. These should be listed in the PDP.

- You will register for the MA-HEP at the start of the academic year following your appointment, and you will be asked to attend a course induction session. For many this will be around the time your appointment commences. For some, who take up contracts at other points during the academic year, this will be the October following your start date.

- Module 1 of the MA-HEP, Exploring the Academic Role, is usually completed in the first year of the course. You will be asked to consider your professional development in a holistic way, focusing on teaching, research, administrative duties and outreach and engagement. It is about mapping a pathway for your professional development, setting goals and reflecting on progress.

- Modules 2 (Evaluation of Teaching) and 3 (Academic Practice and Technology) are normally completed in the second year of the course and both ask you to consider your teaching practice. In module 2 you consider your teaching experience and practice as a whole, while in module 3 you focus on your experience of using a piece of ‘technology’ (of your choice) in the classroom.

Overview of Progression to Certificate Level:
1. Start of contract ▶ meet with your MA-HEP adviser
2. First whole academic year in post ▶ complete module 1
3. Second whole academic year in post ▶ complete modules 2 and 3

This will give you the certificate and qualify you to apply for HEA fellowship, free of charge

Note for Participants who are New to Teaching:
Those new to teaching, or who feel they need a ‘refresher’ in classroom practice, may take the Developing Teaching Skills programme (supplemented by 2 teaching observations) as an alternative to module 2, Evaluation of Teaching. Please talk to your MA-HEP adviser to take this option.
The HEA is a national body with a focus on supporting and developing good teaching and the student learning experience. It provides a range of support and resources: http://www.heacademy.ac.uk

The HEA aims ‘to lead, support and inform the professional development and recognition of staff in higher education’. It operates a professional recognition scheme with four categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSOCIATE</td>
<td>For those new to teaching and supporting learning with a relatively circumscribed role or those new to teaching and supporting learning</td>
</tr>
<tr>
<td>FELLOW</td>
<td>For those with a substantive role in teaching and enhancing the student learning experience</td>
</tr>
<tr>
<td>SENIOR FELLOW</td>
<td>For those who have led programmes and/or academic teams</td>
</tr>
<tr>
<td>PRINCIPAL FELLOW</td>
<td>Recognises experienced academics having a sustained impact at a strategic level</td>
</tr>
</tbody>
</table>

Associate member status can be achieved by postgraduates and researchers who have undertaken the Developing Teaching Skills programme.

The PGCert enables one to become an HEA Fellow. Taking the full MA gives you a base from which to work towards Senior Fellow.

Benefits of the Higher Education Academy

In the fees-driven era an institution such as UEA must demonstrate to existing and prospective students that all lecturers are fully competent in their teaching role. HEA Fellow status is a kite mark for recognition of basic teaching competence and UEA requires all of its early career academics to achieve HEA Fellow status. We recognise that many of you will already have considerable experience of teaching at university level. The MA-HEP offers the chance to consolidate this experience into a professional qualification to benefit you, your students and the university.

The HEA provides a Professional Standards Framework (UK PSF), in which the criteria for the four categories are set out, shown on the next pages.

The PGCert (modules 1, 2 and 3) is explicitly aligned with Descriptor Level 2 so you can acquire a working knowledge of the appropriate descriptor through your work in the MA-HEP. During the sessions for each module we introduce the relevant parts of the UK PSF so that you can reflect on them in the light of your teaching and disciplinary requirements.
The UK Professional Standards Framework
for teaching and supporting learning
in higher education

2011
Aims of the Framework

The UK Professional Standards Framework:

1. Supports the initial and continuing professional development of staff engaged in teaching and supporting learning

2. Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings

3. Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning

4. Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning

5. Facilitates individuals and institutions in gaining formal recognition for quality-enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities
**Dimensions of the Framework**

### Areas of Activity

A1  Design and plan learning activities and/or programmes of study
A2  Teach and/or support learning
A3  Assess and give feedback to learners
A4  Develop effective learning environments and approaches to student support and guidance
A5  Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

### Core Knowledge

K1  The subject material
K2  Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
K3  How students learn, both generally and within their subject/disciplinary area(s)
K4  The use and value of appropriate learning technologies
K5  Methods for evaluating the effectiveness of teaching
K6  The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

### Professional Values

V1  Respect individual learners and diverse learning communities
V2  Promote participation in higher education and equality of opportunity for learners
V3  Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
V4  Acknowledge the wider context in which higher education operates recognising the implications for professional practice

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UKPSF 2011
<table>
<thead>
<tr>
<th>Descriptor I</th>
<th>Typical individual role/career stage</th>
<th>Related HEA recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of specific aspects of effective teaching,</td>
<td>Individuals able to provide evidence of effectiveness in relation to their professional role(s),</td>
<td></td>
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<tr>
<td>learning support methods and student learning. Individuals should be able</td>
<td>which, typically, will include at least some teaching and/or learning support responsibilities. This</td>
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<tr>
<td>to provide evidence of:</td>
<td>teaching and learning role may sometimes be undertaken with the assistance of more experienced</td>
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</tr>
<tr>
<td>I. Successful engagement with at least two of the five Areas of Activity</td>
<td>teachers or mentors. Typically, those likely to be at Descriptor I (DI) include:</td>
<td></td>
</tr>
<tr>
<td>II. Successful engagement in appropriate teaching and practices related to</td>
<td>a. Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract</td>
<td></td>
</tr>
<tr>
<td>these Areas of Activity</td>
<td>researchers/post doctoral students etc.)</td>
<td></td>
</tr>
<tr>
<td>III. Appropriate Core Knowledge and understanding of at least K1 and K2</td>
<td>b. Staff new to teaching (including those with part-time academic responsibilities)</td>
<td>Associate Fellow</td>
</tr>
<tr>
<td>IV. A commitment to appropriate Professional Values in facilitating others'</td>
<td>c. Staff who support academic provision (e.g. learning technologists, learning developers and</td>
<td></td>
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<tr>
<td>learning</td>
<td>learning resource/library staff)</td>
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<tr>
<td>V. Relevant professional practices, subject and pedagogic research and/or</td>
<td>d. Staff who undertake demonstrator/technician roles that incorporate some teaching-related</td>
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<tr>
<td>scholarship within the above activities</td>
<td>responsibilities</td>
<td></td>
</tr>
<tr>
<td>VI. Successful engagement, where appropriate, in professional development</td>
<td>e. Experienced staff in relevant professional areas who may be new to teaching and/or supporting</td>
<td></td>
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<tr>
<td>activity related to teaching, learning and assessment responsibilities</td>
<td>learning, or who have a limited teaching portfolio</td>
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<tr>
<td>Descriptor 2</td>
<td>Typical individual role/career stage</td>
<td>Related HEA recognition</td>
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<tr>
<td>Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:</td>
<td>Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. Typically, those likely to be at Descriptor 2 (D2) include:</td>
<td></td>
</tr>
<tr>
<td>I. Successful engagement across all five Areas of Activity</td>
<td>a. Early career academics</td>
<td></td>
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<tr>
<td>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</td>
<td>b. Academic-related and/or support staff holding substantive teaching and learning responsibilities</td>
<td></td>
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<tr>
<td>III. A commitment to all the Professional Values</td>
<td>c. Experienced academics relatively new to UK higher education</td>
<td>Fellow</td>
</tr>
<tr>
<td>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</td>
<td>d. Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings</td>
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<tr>
<td>V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</td>
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<td></td>
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<tr>
<td>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</td>
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</tr>
<tr>
<td>Descriptor 3</td>
<td>Typical individual role/career stage</td>
<td>Related HEA recognition</td>
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<tr>
<td>Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Individuals should be able to provide evidence of:</td>
<td>Individuals able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams. Typically, those likely to be at Descriptor 3 (D3) include:</td>
<td></td>
</tr>
<tr>
<td>I.  Successful engagement across all five Areas of Activity</td>
<td>a. Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas</td>
<td></td>
</tr>
<tr>
<td>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. A commitment to all the Professional Values</td>
<td>b. Experienced subject mentors and staff who support those new to teaching</td>
<td>Senior Fellow</td>
</tr>
<tr>
<td>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</td>
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<td></td>
</tr>
<tr>
<td>V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</td>
<td>c. Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution</td>
<td></td>
</tr>
<tr>
<td>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices</td>
<td></td>
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<tr>
<td>VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning</td>
<td></td>
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<tr>
<td>Descriptor 4</td>
<td>Typical individual role/career stage</td>
<td>Related HEA recognition</td>
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<tr>
<td>Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Individuals should be able to provide evidence of:</td>
<td>Individuals, as highly experienced academics, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within their institution or wider (inter)national settings. Typically, those likely to be at Descriptor 4 (D4) include:</td>
<td></td>
</tr>
<tr>
<td>I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments</td>
<td>a. Highly experienced and/or senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning</td>
<td>Principal Fellow</td>
</tr>
<tr>
<td>II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings</td>
<td>b. Staff responsible for institutional strategic leadership and policy-making in the area of teaching and learning</td>
<td></td>
</tr>
<tr>
<td>III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning</td>
<td>c. Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution</td>
<td></td>
</tr>
<tr>
<td>IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices</td>
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</table>
Framework Guidance Notes (FGN)

The UK Professional Standards Framework is supplemented and supported by a series of Framework Guidance Notes (FGN). These are designed to highlight and disseminate good practice in a given area as well as outline issues that institutions and individuals may want to consider in using the UK Professional Standards Framework.

Relationship to the Higher Education Academy National Accreditation Scheme

The Higher Education Academy recognises the importance and value of the UK Professional Standards Framework (UKPSF) and aligns its Fellowship categories with the Descriptors. Its accreditation scheme provides a national professional benchmarking of provision that reflects the best practices in the sector. Guidance and support is offered through the work of the Higher Education Academy to higher education institutions wishing to be accredited for their application and use of the UKPSF.

Please see http://www.heacademy.ac.uk for further details.

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UKPSF 2011

HEA accreditation offers benefits including:

- A form of professional standing which is nationally recognised
- Linkage to national professional standards
- ‘Portability’ – the MA-HEP is recognised and usually provides exemption from similar programmes at other institutions.

The HEA runs national and regional workshops and seminars and has a range of publications, many disciplinary orientated – check the HEA website.

Once you have completed your PGCert we arrange for you to become an HEA Fellow.
## Brief Summary of Modules

<table>
<thead>
<tr>
<th>Module 1: Exploring the Academic Role [EDUHME1Y]</th>
<th>Module 1 invites participants to reflect on and evaluate the four elements of academic practice: teaching and learning, research, enterprise and engagement, and administration and academic management. You are encouraged to reflect holistically and to keep a reflective log or journal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2: Evaluating Teaching [EDUHME2Y]</td>
<td>Module 2 supports lecturers in their development of teaching capabilities including teaching styles, assessment and engaging students in learning. It assists Schools and Faculties to provide a broad-based teaching capability that gives students a consistent learning experience. The module takes account of the varying approaches to teaching needed to deliver different curricula and subject content. Those taking Module 2 will demonstrate their capability to teach at Higher Education level.</td>
</tr>
<tr>
<td>Module 3: Innovations in the 'Technology' of Teaching [EDUHME3Y]</td>
<td>Module 3 is concerned with information technology in relation to contemporary issues in academic work, and consists of four core sessions. Two provide a forum for reflective and critical consideration of two major technologies used by all academics: presentation software (mainly 'PowerPoint') and the virtual learning environment: 'Blackboard'. The other two sessions consider the impact of social media and emergent technologies on the learning strategies of students: the opportunities and the threats.</td>
</tr>
<tr>
<td>Module 4: The Role of Research and Scholarship in Teaching and Learning [EDUHME4Y]</td>
<td>Module 4 explores the impact of disciplinary-based research and scholarship on teaching and learning. Research usually covers small and large-scale projects, funded or not. Scholarship includes ongoing disciplinary-based enquiry which usually focuses on complex and/or problematic domains of a discipline. We consider how students can be actively engaged in research and scholarship as part of their learning.</td>
</tr>
<tr>
<td>Modules 5 and 6: Project in Academic Practice [EDUHME5Y &amp; EDUHME6Y]</td>
<td>Modules 5 &amp; 6 enable participants to explore an issue in academic practice that is significant in their work, normally something that they have encountered in research, teaching, leadership and administration or enterprise and engagement. The module is project-based and largely self-directed.</td>
</tr>
<tr>
<td>The Dissertation [EDUHME7X]</td>
<td>The dissertation should be approximately 10-20,000 words. Supervision and topic selection are discussed with the Course Director, and possibly the mentor. Participants are assigned a supervisor, normally from within the course team.</td>
</tr>
</tbody>
</table>
Assessment

All MA-HEP work is marked Pass/Fail. Regulations pertaining to the Common Master’s Framework apply.

**MA-HEP Exam Board**
The final assessment of work is undertaken by the Exam Board each autumn. It is chaired by the Academic Director for Taught Programmes, currently Dr Adam Longcroft (EDU). Re-submissions of work deemed unsatisfactory will be considered by a second exam board in the spring.

**Dates of Sessions**
The dates and details of all module meetings and ancillary sessions will be advertised on Blackboard/E-vision. Please check the appropriate module pages.

**Participant Commitment to the MA-HEP**
You are not expected to undertake more than 2 modules in an academic year, and given your other commitments we discourage you from doing so.

Participants should attend each of the module meetings and sessions for a module they have registered on and undertake wider reading on teaching and academic practice within a disciplinary context. You will be signposted to recommended and required reading via Blackboard.

We strongly suggest that you attend CSED academic practice courses (see the CSED programme) and take advantage of training and development provided by your School or Faculty.

**If you are unable to attend the sessions for a particular module, contact the module organiser (copying in your MA-HEP adviser) to make alternative arrangements.**

**MA-HEP Support Seminars – The Teaching and Learning Seminar Series**
Details will be circulated via Blackboard in the autumn. Topics range from practical help to more reflective pedagogical discussions.

**CSED Academic Practice Courses**
Advertised in the CSED programme, which is available in the autumn and open to all staff.
Developing Teaching Skills: A Training Programme for Postgraduate Teaching Assistants

Sessions allow participants to brush up on teaching skills during Module 1. This stand-alone Master’s module provides a basic grounding in teaching skills for postgraduate teaching assistants, but you are welcome to attend any session. Please contact Stephanie Aspin, (59) 1491, s.aspin@uea.ac.uk

<table>
<thead>
<tr>
<th>AUTUMN 2014</th>
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</table>
| OCT | Supporting Students with Individual Learning Needs  
Tuesday 14 October 2014, 09.30-12.30  
Developing Presentation Skills  
Tuesday 21 October 2014, 09.30-12.30  
Assessing Students’ Learning  
Tuesday 28 October 2014, 09.30-12.30 |
| NOV | Designing and Leading Seminars to Promote Learning  
Tuesday 11 November 2014, 09.30-12.30  
Managing Fieldwork across all Disciplines  
Tuesday 25 November 2014, 09.30-12.30 |

<table>
<thead>
<tr>
<th>SPRING 2015</th>
<th></th>
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</table>
| JAN | Supporting Students with Individual Learning Needs  
Friday 23 January 2015, 09.30-12.30  
Developing Presentation Skills  
Friday 30 January 2015, 09.30-12.30 |
| FEB | Assessing Students’ Learning  
Friday 6 February 2015, 09.30-12.30  
Designing and Leading Seminars to Promote Learning  
Friday 13 February 2015, 09.30-12.30 |
| MAR | Managing Fieldwork across all Disciplines  
Friday 6 March 2015, 09.30-12.30 |

<table>
<thead>
<tr>
<th>SUMMER 2015</th>
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</table>
| MAY | Supporting Students with Individual Learning Needs  
Friday 8 May 2015, 09.30-12.30  
Developing Presentation Skills  
Friday 15 May 2015, 09.30-12.30  
Assessing Students’ Learning  
Friday 22 May 2015, 09.30-12.30  
Designing and Leading Seminars to Promote Learning  
Friday 29 May 2015, 09.30-12.30 |
The Role of the Adviser

The role of the adviser is to:

- Advise participants on their academic progress and handle academic-related queries
- Meet directly with participants when appropriate
- Advise participants on any aspect of the programme
- Review and approve the PDP of participants
- Ensure that participants understand the programme and their responsibilities within it
- Contact participants if work is overdue and to arrange suitable extensions if necessary
- Contact the participant’s School mentor if, despite the adviser’s support s/he is not progressing
- Advise the Course Director of participants who are having difficulties with the programme.

The Role of the Mentor

Your close involvement allows us to provide a course that is individualised, flexible and adapted to diverse work-place needs. Your main responsibilities relate to the School-based Module 1. You may also encourage your mentee to make links between modules, School-based or taught, and transfer learning to their academic practice. You may help him/her prepare for the evaluation of teaching in Module 2.

The Mentor-Mentee Relationship

Establish how often to hold meetings, how formal, and how/whether minuted. Consider:

- Confidentiality – you support the mentee while being responsible for assessment and reporting on progress. Confidentiality should be respected
- Clarification of boundaries – What can/should be included?
- Mutual expectations and understanding
- Who sets the agenda/ how any agenda is set
- Reviewing the mentor-mentee relationship.

If difficulties arise, you, your mentee or both should contact the mentee’s course adviser.

The Role of the Mentor in Module 1: Professional Development Plan (PDP)

Module 1 is an introduction to academic work at UEA, and underpins the course. For most new lecturers Module 1 will be the first of three needed to meet probationary requirements – Modules 2 and 3 being the others. The new member of staff will create a PDP by 30 January, i.e. approximately three months after registration. Over the year your mentee will participate in developmental opportunities to support objectives identified in the Plan, e.g. short courses etc.
The Role of the Mentor (contd)

People vary in the support they need during Module 1, but you are likely to:

- Assess experience, and identify strengths, areas for development and information gaps;
- Observe one or more of your mentee’s teaching sessions, encouraging self-assessment, and providing feedback;
- On this basis agree objectives to be reviewed as part of the confirmation of probation process, to include teaching, research, administration, advising;
- Offer support in creating a PDP that identifies these objectives and how they will be met, and charts a route through the course;
- Offer support to gain approval of the Plan by the Head of School, on behalf of the School Promotions Committee;
- Help identify learning and development opportunities within and outside UEA to support the objectives of the Plan, especially those that can be undertaken in the first year;
- Encourage your mentee to reflect on learning over the course of Module 1 to create a written report for assessment (by 28 August);
- Provide feedback at the end of Module 1 directly and through the School-based assessment form (which we send you).
- Mentees may welcome support in the development of the Module 1 Reflective Report but it is confidential and does not have to be shown to the mentor. The mentor should have sufficient knowledge of a mentee’s progress to comment on this as part of the assessment.

HEA Professional Standards Framework

The MA-HEP is aligned with the UK PSF (which is included in this handbook). Please familiarise yourself with these standards to help your mentee/s to incorporate them into their work.
UEA’s Virtual Learning Environment for supporting teaching and learning used on the MA-HEP.

1. Blackboard forms part of the Portal, and can be accessed at [http://portal.uea.ac.uk](http://portal.uea.ac.uk)

2. When prompted, enter your UEA username and password - your standard UEA username and your Active Directory password, issued to you on arrival (unless you have changed this).

3. If you are not sure of your Active Directory password and/or are experiencing difficulties logging in, contact the ITCS Helpdesk, see [http://www.uea.ac.uk/is/it](http://www.uea.ac.uk/is/it)

4. Once you have logged in you will see the Portal welcome page. Towards the top-left is a ‘tab bar’ which lets you select different areas of the system. Select Academic.

5. A new page will appear which includes a panel labelled My Modules on the left, which lists all sites you are enrolled in, as instructor or participant. Select the link to the MA in Higher Education Practice.

6. For more information on using Blackboard see [http://www.uea.ac.uk/is/ithelpdesk/bb_support](http://www.uea.ac.uk/is/ithelpdesk/bb_support)

7. If you have technical problems with Blackboard, e-mail staff.help@uea.ac.uk for assistance.

8. If you have queries about the content of the MA-HEP Blackboard site, contact the Course Team.

9. If you would like support in using Blackboard in your teaching, introductory courses are available – details are in the CSED Programme.
Section B: Module Details
(To be read together with Section C)
Module 1: Exploring the Academic Role

This module allows participants to reflect on and evaluate their academic practice (teaching and learning, research, enterprise and engagement, and administration and academic management). The focus is on teaching and learning.

Participants identify strategies for enhancing their professional development through planning and reflection. They identify challenges to their progress and strategies for addressing them. They will become familiar with the UK Professional Standards Framework (UK PSF).

Informed by:

1. The professional aims as outlined in the Professional Development Plan (PDP) and developed in the Reflective Report.
2. Needs and responsibilities in the context of the participant’s School and Faculty.
3. The use of the UK PSF to inform and guide the participant. Because of the emphasis on evaluating practice, we expect participants to evidence their engagement in continuing professional development – to inform their thinking on their academic practice and specifically on their teaching strategies. We expect participants to reflect on how they take account of the diversity of the student body, and to develop:
   - A coherent strategy for their professional development
   - A clear sense of how research and/or scholarship informs teaching practice
   - Time management strategies
   - A clear identification of areas of academic practice where further development is needed.

Learning Objectives
Participants will provide evidence that they have reflected on and evaluated their professional development, across the range of duties pertaining to their academic role.

Assessment
Assessment is by members of the teaching team. As well as the PDP we ask for:

- A reflective report of 3000 words - the summative assignment marked PASS/FAIL
- A mentor report
- A teaching observation from your mentor
- A reflective journal/record to be kept for your personal use (not to be submitted)

The submission deadline for the reflective report is 28 August 2015. Submit the report to the MA-HEP Office in hard copy. If you would like to submit online please contact Kate Hesketh, k.hesketh@uea.ac.uk Requests for extensions should be made in writing, in advance, to the Zicer Learning and Teaching Hub.
Learning Groups and Journal writing
At the start of the year participants will be allocated to a group of about six. The group will meet four times a year, with participants expected to ‘attend’ a minimum of three to share experiences and engage in discussion around a given theme. Groups will be peer managed and meetings may be conducted in person, on-line, or both.

Through the year each participant will write journal entries related to the module. We will provide guidance on journal writing and suggest topics and questions, but you can adapt and add to these. Selected journal entries will be shared within your group.

Support
The PDP is discussed by the participant with his/her School based mentor and their adviser on the MA-HEP teaching team. The module convenor can discuss coursework and assessment. A short induction, supported by professional development courses, is provided and a course reader is posted on Blackboard.

Module Convenor: Stephanie Aspin

Process
Construct a Professional Development Plan (PDP), in consultation with your School mentor (by 30 January 2015).

1. Arrange for your mentor to undertake a formative observation of your teaching
2. Attend all module/learning set meetings as they occur throughout the year
3. Write a Reflective Report evaluating the activities engaged in over the year across academic practice, commenting on how these influence teaching and learning responsibilities; the PDP should be the starting point and the report based on the reflective journal and wider scholarly reading to inform reflection.

More about Module 1
This module underpins the course, serving as an introduction to academic work at UEA. For most lecturers, the module will be the first of three needed to meet probationary requirements and generally lasts up to a year. There are two stages: designing and formulating a PDP, and the Reflective Report, in which you comment on your progress in implementing the PDP, reflect on progress and make adjustments. The PDP is approved by your MA-HEP Adviser and your Head of School but not set in stone. It acts as a focus for your thinking.
The Professional Development Plan (PDP)
A 2-3 page document outlining your role and your plan for the year - a list of professional goals, how they will be achieved (e.g. undertaking training), and a provisional date for achieving them. The objectives will be reviewed as part of the confirmation of probation process and will cover all areas of your role (teaching, research, administration, advising etc.).

In the PDP you should try to identify 3 professional development events which you will attend over the year. These may be taken from the Teaching and Learning Seminar Series, the CSED programme, the HEA events – or similar.

The PDP is adaptable, to allow for the different experience that lecturers bring and the different work people are appointed to do. While some objectives will be met during the year, others will be amended / set over time. The PDP is a ‘snapshot’ of your plans, not a fixed agenda for the year. It takes account of the dynamic nature of professional development undertaken in response to a new role.

Meet with your School mentor regularly to design the PDP and use the process to assess your experience and identify areas for development, and information gaps to be closed. Your PDP is agreed between you, your School and your MA-HEP Adviser. Send a draft to your School mentor and your MA-HEP adviser for comment before final submission.

The final version of your PDP is approved by your Head of School on behalf of the School Promotions Committee (to ensure that the tasks you undertake are appropriate) using the form on page 27 or on Blackboard. Attach a copy of the form to your PDP and ask your Head of School to sign it. Then submit it to the MA-HEP office by 30 January 2015.

The Reflective Report
3000 words, with the PDP attached as an appendix. The report should explain the PDP, comment on the courses, tasks and other activities completed and account for their relevance to your PDP. The report will normally cover one academic year. Not all aspects of the PDP will be equally relevant and there may be things that you did not include that you wish to write about as the reflective report explores your professional development since the PDP was written and your thinking may have changed over the year.

The report may be informal (e.g. take the form of a journal) and should contain reflection on your experience. It should consider the Learning Outcomes of the module, and make reference to relevant literature (useful texts are on Blackboard in the MA-HEP Reader, though feel free to include reading from elsewhere). The report should be referenced using the Harvard system with all supporting material clearly cited.

To prepare for writing the report, book onto one of the ‘Creating the Reflective Report’ sessions detailed below. You may want to discuss the report with your MA-HEP adviser. Submit the report to the MA-HEP office by 28 August 2015.
The Observation of Teaching
Arrange for your School mentor to observe your teaching as soon as possible. Observations should be written up using the form in this handbook, signed by you and your mentor, and returned to the MA-HEP office. Teaching observations are assessed formatively and should provide useful feedback for development.

What to do Next
First, find out who your mentor is in your School, and let the MA-HEP office know; second, meet your mentor and begin putting together the PDP; third, arrange a date for your mentor to observe your teaching.
MA in Higher Education Practice
Professional Development Plan: School Approval

Name (staff member): ________________________________
Mentor: ________________________________
School: ________________________________

This is to confirm that the objectives, and actions to meet these, that are proposed in the Professional Development Plan have been approved by the Head of School, on behalf of the School Promotions Committee.

Head of School: ________________________________
Signed: ________________________________
Date: ________________________________

Once signed, the staff member should retain the original, ensure a copy is placed by the School on their personal file, and attach a copy to their Module 1 assignment.
MA in Higher Education Practice
Module 1: Professional Development Plan

Name (staff member): ________________________________
Mentor: __________________________________________
School: __________________________________________

Early in Module 1, a Professional Development Plan is created, and subsequently approved by the Head of School on behalf of the School. This plan sets out learning objectives in the key areas of academic practice: research, teaching and administration. At the end of Module 1, a Reflective Report on progress towards these objectives is produced that includes learning from any short courses or other developmental activities engaged in. The Course Director assesses this report. As one of the School-based modules within the course, a School ‘assessment’ of progress through the module is also needed. This is an essential component for successful completion of the module, and complements assessment undertaken elsewhere.

Please comment on the mentee’s progress over Module 1, in relation to the learning objectives presented in the Professional Development Plan, and agreed by the School.

Comments (please attach additional sheets as needed)

Signed (Mentor on behalf of the School):
Date:

NB: This form is sent to mentors by the office.
Module 2: Evaluating Teaching

This module supports lecturers in their development of a range of teaching capabilities including teaching styles, assessment and engaging students in learning. It assists Schools and Faculties to provide a broad-based teaching capability, giving students a consistent learning experience. The module takes account of the varying approaches to teaching required by different curricula and subject content. Participants will demonstrate the capability of teaching at Higher Education level.

Learning Objectives
Participants will provide evidence that they have evaluated their teaching practice and experience.

What activities count towards Module 2?
As well as taking seminars and giving lectures, other activities count including:
- Supervising research students
- Supporting students in a practice-based setting (e.g. clinical practice)
- The design and development of curricular material
- One-to-one support and advice to students
- Engaging with student employability
- Supporting work-based learning

Learning Outcomes
Participants completing this module will have demonstrated:

1. Through evaluation of their own teaching practice and feedback received, successful teaching and support for learning, as well as specific areas for development.
2. Methods used for successful and effective feedback to learners, and areas where there can be further development.
3. Through evaluation of teaching practice, successful development of learning environments and approaches to student support and guidance.
4. Through evaluation of teaching practice, successful, active engagement with the appropriate evidence base in preparing methods for teaching and learning in applying subject specific teaching.
5. To use evaluation of teaching practice, the development of knowledge and understanding of student learning styles and how to incorporate these into effective teaching practice.
6. To use evaluation of teaching practice, the development of knowledge and understanding of the implications of quality assurance and enhancement for academic and professional practice, focusing on teaching.
7. To develop through evaluation of teaching, a commitment to respecting individual learners and groups of learners in specific learning environments, and to promote participation in Higher Education and equality of opportunity for learners.

To check that these learning outcomes have been achieved we look specifically for:

- A range of teaching styles in a variety of contexts (e.g. lectures, seminars, fieldwork, laboratories, clinical settings, workshops)
- Clear evidence of having engaged students in a learning process

We look for evidence of wider reading on pedagogical matters related to appropriate disciplinary subjects, to help broaden the perspective and aid reflection. Participants who undertake no wider reading are therefore in danger of being asked to re-submit. The reading may be of a large variety, depending on disciplinary background and your professional needs as an HE teacher – from the philosophical to the practical.

### Process

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<tr>
<td>1a</td>
<td>Provision of evidence that demonstrates engagement with a range of teaching activities and activities that support learning. This must include two teaching observations – one from the participant’s mentor (or from another lecturer approved by your mentor), the other from a member of the MA-HEP teaching team. Evidence should be focused and representative of your teaching and support for learners. Bulky portfolios are not necessary.</td>
</tr>
<tr>
<td>1b</td>
<td>A reflective Teaching Report that considers the challenges of teaching and how the participant addresses them. The report will detail one critical incident and draw on appropriate pedagogical literature. The report should be 2500 words.</td>
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<td>2</td>
<td>An evaluative conversation (EC) with two assessors. The EC is based on the reflective report and the evidence, to explore the participant’s approach to his/her teaching and to raise matters mentioned in the written report/evidence in more detail. The EC is not an interview but a constructive, professional discussion.</td>
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Evaluative conversations take place in May and June. You will be contacted in March and told how to book one. Submit the evidence and the reflective report together by 13th April 2015, to the MA-HEP Office.

### Assessment

Assessment is by members of the teaching team. The report, evidence, presentation and contribution to the EC are considered as a whole and assessed as Pass/Fail. Assessment criteria will include the following:

- Reflective reports should draw on supporting evidence that is presented
- The reflective report should be analytical rather than descriptive
• The report should evidence wider awareness of pedagogical literature and issues related to your discipline
• You should spend time addressing the process of achieving successful learning for your students rather than listing a series of accomplishments

Consider the challenges you have faced in your teaching and how you addressed them. You may reflect on what worked well, what not so well, and why.

• The deployment of a variety of appropriate assessment methods
• An understanding of the importance of clear feedback to students
• An understanding of the core professional values underpinning teaching (see the HEA Professional Standards Framework)
• An ability and willingness to support individual students in their learning
• An ability to reflect, written and orally, on teaching.

Not all students engage with their learning (for whatever reason), despite the best endeavours of their tutors and lecturers and your assessors will bear this in mind.

Information on the nature of evidence, the role of teaching observations, writing the reflective report and the evaluative conversation will be given in the module meetings.

Learning Groups and Journal Writing
At the start of the year participants will be allocated to a group of about six (you may elect to stay in the same group as for module 1). The group will meet four times a year, with participants expected to ‘attend’ a minimum of three to share experiences and engage in discussion around a given theme. Groups will be peer managed and meetings may be conducted in person, on-line, or both. Through the year each participant will write journal entries related to the module. We will provide guidance on journal writing and suggest topics, readings and questions, but you can adapt and add to these. Selected journal entries will be shared within your group. The teaching group will cover activities done for modules 2 and 3.

Support
There is a range of short courses to support this module, and one-to-one meetings with your adviser.

What to do Next
First, sort out the teaching observations by contacting your mentor and your MA-HEP adviser. Second, start gathering evidence of your teaching.

Module Convenor: Geoff Hinchliffe
Module 3: Academic Practice and Technology

Module 3 is concerned with how academic work is changing in response to the increasing use of educational technology. The Module consists of four workshops plus two sessions on the presentation method ‘Pecha Kucha’.

- The first workshop provides a forum for reflective and critical consideration of presentation software (mainly ‘PowerPoint’)
- The second session is about the use of virtual learning environments (in particular ‘Blackboard’)
- The third session considers UEA’s current thinking about the impact of social media and emergent technologies on the learning strategies of students: the opportunities and the threats
- The fourth session introduces UEA lecturers who are currently experimenting with new approaches to teaching and learning

Neither the core nor the ancillary sessions provide systematic training in any one technology. For this we recommend that you attend the training sessions offered by CSED such as ‘Introduction to PowerPoint’ and ‘Enriched PowerPoint’

- In Session Five we introduce the idea of Pecha Kucha, a presentation format, first used by architects and designers, for presenting ideas in a concise and engaging way
- In Session Six we ask you to present an idea from your own subject or profession using the method

Each Session will be presented on two different dates and options will be made available on the Module 3 Blackboard site at the start of the year.

Learning Groups and Journal Writing
At the start of the year participants will be allocated to a group of about six. The group will meet four times a year, with participants expected to ‘attend’ a minimum of three to share experiences and engage in discussion around a given theme. Groups will be peer managed and meetings may be conducted in person, on-line, or both.

Through the year each participant will write journal entries related to the module. We will provide guidance on journal writing and we will suggest topics, readings and questions, but you can adapt and add to these. Selected journal entries will be shared within your group.

The teaching group will cover activities done for modules 2 and 3.

Learning Objectives
The module provides a context to explore the relationships between your subject expertise and the practical issues of teaching, learning and research. It asks participants to reflect on their academic practice in the light of perspectives and methods that the module introduces. Consideration is given to the increasing role of presentation technologies, social media and digital resources. Participants reflect on the uses of learning technologies, present and emerging, in their fields though journals and discussion.
Learning Outcomes
Participants completing this module will have considered:

- The use and value of learning technologies in developing methods for subject-specific teaching and learning
- The use and value of learning technologies to engage with students in specific courses and areas of professional training
- A broader perspective on teaching gained from active discussion with colleagues from cognate and non-cognate disciplines
- How to promote the productive use by students of learning technologies and digital repositories in their learning (teaching skills that students can use in future vocations and professions).

Assessment
There are two assessed elements:

1. A presentation using ‘Pecha Kucha’ (an introduction to the technique is provided).
2. A paper that draws on your journal writing and reflects on your academic work in relation to the themes of the module. The ‘paper’ may take any appropriate form and the imaginative use of media is encouraged. In conventional terms it should be around 3000 words to be submitted by 28 August 2015.

Assessment is on a Pass/Fail basis and you are required to complete and pass both.

Support
The Module 3 Blackboard site is the ‘noticeboard’ for the module so visit it regularly.
Short courses are available from CSED in addition to the mandatory course.
You can contact the Module convenors for advice. I work part-time but will answer queries by email or arrange a meeting.

Module Convenor: Rob Walker
Module 4: The Role of Research and Scholarship in Teaching and Learning

This module examines and develops the role of research and scholarship in teaching and learning in general, and deepens understanding of the impact of disciplinary based research and scholarship on teaching and learning in specific contexts.

‘Research’ is taken to cover projects whether externally funded or not, and intended to eventuate in some form of publication. ‘Scholarship’ embraces ongoing disciplinary inquiry, often focussed on complex, disputed or problematic areas. Concepts of ‘research’ and ‘scholarship’ have particular connotations at UEA as they are expressed in people’s job descriptions.

We consider the consequences for our students of their engagement with ways in which research and scholarship can intersect with their learning, e.g. How might such engagement help them to develop the skills of independent learning and critical thinking? How might it impart an understanding of how to conduct independent research, to evaluate research findings and assess the impact of research on practice? To what extent does the encounter with the provisionality and ‘messiness’ of much research engender more sophisticated thinking and transferable evaluative skills, and help them understand the value and status of new and emerging research areas?

Participants consider the relationship between research and scholarship on the one hand, and applied knowledge and practice (e.g. clinical practice) on the other, to foster in students an understanding of the impact of research on practice.

Learning Objectives

Participants can explore the research-learning nexus. This may include an evaluation of the relevance of pedagogic literature to a discipline and is likely to involve an assessment of the value of engaging students with research and learning. This may be in general terms, or take the form of a report on, and evaluation of, a specific pedagogic experiment or practice in which participants have introduced research/scholarship into student learning.

Learning Outcomes

Participants completing this module will have demonstrated:

- How research and scholarship (may) inform teaching and learning in an HE curriculum.
- An understanding of the current practice of research-led teaching and learning in general, and within a discipline, sub-discipline or field of inquiry.
- A critical understanding of the issues that underlie research-led teaching in individual disciplines or subjects.
- A familiarity with the literature and research based around research-led teaching and learning, and the role of scholarship in teaching and learning for students and teachers.
- A discussion of methods, approaches and procedures informing teaching practice as it relates to research-led teaching and learning.
- An ability critically to evaluate the benefits, problems, costs, and wider implications of engaging research/scholarship with teaching/learning.
**Process**
There are four sessions, and peer observation between sessions 2 and 3, covering:

1. An introduction to research-led teaching and learning, and the role of scholarship at UEA and in the wider HE context.

2. Peer-observation activities, for an enhanced understanding of the approaches to the role(s) of research and scholarship in teaching and learning in different disciplines and subjects.

   The peer observations are a starting point for review of participants’ practice, and comparison with that of others, in developing the role of research and scholarship in learning. This review provides the basis for reflection and evaluation.

3. By session 3 participants should have undertaken peer observation activities, and begun to review the pedagogic literature relevant to their interests. In this session participants can report back critically on any reading; audit and assess their practice; and reflect on insights gained through the peer teaching observations of practices in other disciplines.

4. Session 4 has presentations by participants to elaborate on the insights and judgements discussed in Session 3, and address questions such as: What new or innovative strategies and action plans in your practice might arise from these insights and judgements? What is the rationale and justification for these proposals? Can you define common best practices?

**Assessment**
Via a reflective, scholarly report of 3000 words, submitted to the MA-HEP office by 28 August 2015. The report must conform to the scholarly conventions. Depending on your discipline you may use the Harvard system or the humanities running note system of annotation (see the MA-HEP generic module site on Blackboard). It may take whatever form best suits your case - discursive or presented in sections. If appropriate please use multimedia in support of the written report. Documentary evidence in support of the report may be included as an appendix and will not count towards the word limit.

The report should include:

- A statement of the role(s) that research and scholarship play in teaching and learning in your discipline, profession, subject or field, and in your School
- A description of how research and scholarship inform teaching and learning in your practice
- Organisational and other factors that advantage or constrain the aims of developing stronger links between research and teaching in your field and your practice
- Identification of ideas and strategies for enhancing this link
- An action plan to develop further the role(s) of research and scholarship in teaching and learning in your context and practice
- Reflection on the value to all those involved of engaging research/scholarship with teaching/learning.

**Support**
Primarily through the tutors and other module participants. Discussion with your School-based mentor and interested colleagues is encouraged. Materials on Blackboard. Earlier Module Reports are available from the LaRC.

**Module Convenor: Barbara Zamorski**
Module 5: Project in Academic Practice

This module enables participants to explore a significant, current issue in academic practice, normally encountered in research, teaching, leadership and administration or enterprise and engagement. The module is project-based and largely self-directed.

Projects might include:

- Issues in the design of a new module or programme
- Managing a research project or establishing a new laboratory
- Strategies for developing a research culture
- Critical reflection on an outreach activity
- Reflection on an initiative in academic management (e.g. admissions)
- Improving and extending academic literacy
- Developing strategies for supporting international students
- Evaluation of learning software
- Development of student employability strategies within a disciplinary context

These projects can be seen as School-based but you can develop a wider perspective, e.g:

- Evaluation of some aspect of HE policy and how this impacts on one’s practice
- Evaluation of a particular pedagogical approach or theory and how this could affect one’s practice, e.g. Problem-based Learning or Activity Theory

Participants are expected to evaluate the content of their project in terms of its impact on their professional development and are encouraged to include ways to disseminate their projects within UEA or beyond.

The module is for those who have already taken the PGCert element of the MA-HEP and now wish to take the Diploma or full MA. It is suitable for those on ATR or ATS contracts.

Learning Objectives
The module offers the opportunity to explore an aspect of the academic role or responsibility through the development and application of a project.

Learning Outcomes
The participant completing this module will have demonstrated:

- A deeper understanding of one or more strands of academic practice
- An understanding of the appropriate literature that supports their project
- How the project has helped in their professional development
- How the work of the project has developed their academic practice
- An understanding of different contextual factors that affect their role as an HE academic
Process
At all stages participants engage in peer-assisted learning with others on the module.

- Introduction of the project proposals. The proposal must be agreed with the module organiser and submitted to him/her by **30 January 2015**.
- Work-in-progress meeting
- Presentation of project to peers
- Submission of project by **28 August 2015**.

Assessment
Via a reflective report of no more than 3000 words and a 10 minute presentation.

Assessment is pass/fail, with a pass required in both elements.

Support
Primarily through the module co-ordinators and fellow participants. Discussions with your School-based mentor are encouraged and there are CSED short courses.

Module Convenor: Florence Dujardin

Module 6: Project in Academic Practice

Identical to Module 5 - the learning outcomes and processes are the same, as are the module organisers. The module is project-driven.

Projects chosen for Modules 5 and 6 must be distinctly different, agreed with the module convenor.

Submission date: **28 August 2015**.

Module Convenor: Florence Dujardin
Dissertation

If you are thinking of taking this module, contact the module convenor to discuss your idea. If you decide to proceed, write a short summary of your proposal, including an outline of your research plan and any areas where you might need to do preliminary work (for example in research methods, searching the literature, reading outside your field). Identify any ethical issues and investigate whether further ethical clearance might be required. For research involving human participants, apply to the EDU research ethics committee for approval. Contact Jackie Watson in EDU for advice and confer with your research supervisor. The MAHEP team will allocate a supervisor. Participants register at the start of the academic year. The degree is regulated by the School of Education and is subject to its procedures.

Recent dissertation topics include:

- The history of training in a health profession
- Recently graduated students’ perceptions of their UG curriculum
- Investigating the video essay
- Facilitators’ perceptions of non-verbal signals in PBL groups.

Criteria
The dissertation is an opportunity to extend your investigation of any topic or theme that you encountered in previous modules or issues and interests that have arisen that you want to pursue further. If the topic is one that you have considered in M5 or M6 we expect further empirical work, more detailed discussion of the context of the project and a wider reading of the literature.

We are not prescriptive about the form but the dissertation should meet most of the following:

- It should incorporate personal reflection and analysis and place the work in an academic context.
- If the dissertation draws on personal and/or professional experience, you need to relate this to broader principles and relevant literature.
- Where appropriate, the work should demonstrate critical awareness of conceptual and theoretical frameworks.
- Where research methods are used, they should be explained and justified.
- Where data are generated, address their validity and reliability.
- The central argument(s) should be substantiated by evidence from a work or discipline based study, individual research, literature, or a combination.

Length
10-20,000 words maximum, with all essential material included: Assessment is via the dissertation alone. Additional material can be included as an appendix. This might include transcripts of interviews to verify an interpretation or summary of them given by the author in the dissertation. The inclusion of material such as transcripts is not obligatory.
**Presentation**
The printed text must be double spaced on A4 on one side only. Left-hand margins should be 4cm and right-hand margins at least 3cm. Number pages on the top right-hand corner. Dissertations should be portrait not landscape format, i.e. lines should run across the short width of the paper, not across the length, unless there is good reason (e.g. when including sequences of photographs). Good photocopies are acceptable.

The first page must be set out as below:

```
FULL TITLE OF DISSERTATION

Explanatory sub-title if required

by

FULL NAME

Dissertation submitted in part-fulfilment of the requirements
for the degree of Master of Arts in the
School of Education and Lifelong Learning,
University of East Anglia.

Month, Year
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The spine should be set out as follows:

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<td>Year</td>
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**Front Cover**
The second page should contain a summary of no more than 300 words.

A contents page should follow the summary.

There are no rules about the internal organisation of material but dissertations are usually written in a series of chapters. Consult your supervisor if you plan to use a different or less structured method.

Dissertations must include references and a full bibliography in alphabetical order. Harvard style referencing is recommended but not required.

**Confidentiality**
Your dissertation will fall into one of three categories:

- Open – available to all, once it has been examined;
• Restricted access for 5 years – available to examiners and members of the course team, but anyone else wishing to read it must apply to the author;
• Closed for 5 years – available to examiners and members of course team only.

‘Restricted Access’ or ‘closed’ dissertations must include a note to that effect at the front. Consult your supervisor before requesting restricted or closed access for your thesis. The main reason for restricting access is that people might recognise others in the account and/or that data has been obtained under conditions of confidentiality.

Submission Date for Dissertations - 28 August
Dissertations (two copies) should be handed in to the MA-HEP office.

UEA Rules for the Form of Thesis and Dissertations Reg 2(2) states that submitted Masters’ dissertations should be ‘bound securely in a form acceptable to the School concerned….’.

EDU requires one of the two copies submitted for assessment to be professionally bound (black) while the other may be in a secure soft binding. On successful assessment the bound copy is kept by EDU.

Module Convenor: Rob Walker
Section C: Submission and Assessment
Assessment Criteria

1. For each module, the learning outcomes are reflected in the assessment criteria.
2. We expect referencing of the standard expected of any UEA Masters level course.
3. We expect participants to engage in appropriate reading and that it is referenced.
4. We expect that participants will engage in appropriate scholarship.

What do we mean by ‘Scholarship’?

We assume that advancing your scholarship in your discipline is your main priority. For some the educational element is significant, but not for all.

There are two strands to scholarship in academic practice. The first concerns the exercise of judgement as a teacher-practitioner. We expect informed judgements, backed by evidence, reasons and argument, not necessarily specialist expertise. We expect an informed position on the various debates in HE (as they affect your practice).

The second strand concerns the assignments on the MA-HEP. We expect you to be able to:

- find relevant information when you need it.
- Interpret sources, evidence and claims critically.
- Demonstrate awareness of those generic pedagogic issues and concerns as they affect your work and make appropriate references (e.g. to the course book by Paul Ramsden).
- Be aware of pedagogic issues that affect your discipline and reference these appropriately.
- Know of the research that HE researchers do, their current issues, concerns and findings.

There is also a ‘code’ of scholarly practice, e.g. reference your written work adequately and appropriately (but do not over-reference it!), demonstrate your capacity to be critical of claims that you and others make, write in ways that communicate your thinking.

Guidelines for Reflective Writing

Reflective writing differs from much of subject disciplinary theoretical reflection. What is being reflected on is an experience in which the investigator is part of that being investigated, so the investigator or researcher enters into a different relation to the object of research than there is in, say, natural science or economics. The object of investigation is characterised by the particular and the contingent in which there is e.g. no set pedagogical method guaranteed to deliver certain outcomes. Surprises and disappointments are fundamental to the teaching experience. And the students themselves – the learners – differ individually and collectively, sometimes so much that the teacher is obliged to change hitherto successful methods.

This does not mean that in reflective writing a critical distance cannot be established. The fact that the object of study or reflection is the author him/herself does not of itself provide special insight that needs no additional demonstration or argument. Assertions are still in need of argumentation and an evidential base. However, the evidence needed is sufficient to justify an argument or conclusion: evidence is unlikely to supply conclusive proof. Participants are strongly encouraged to research relevant generic pedagogical literature and that relating to teaching and learning issues in a particular discipline or sub-discipline. This may provide an analytical framework within which one’s reflections may be situated and may give a broader perspective in which one’s experience can be compared and evaluated.
In self-reflective writing some self-criticism is common but a critical distance needs to be kept: there is no need to embark on a confessional exercise.

Participants may want to be critical of their learning environment, including their School and Faculty, in which case ethical standards must be adhered to:

- No personal criticisms of colleagues
- No breaches of confidentiality
- No damage of another’s self-esteem and/or professional reputation

We do not discourage criticism but insist on professional standards. All coursework is confidential, only seen by the MA-HEP team and the Exam Board.

Referencing

The Harvard method is recommended for references and bibliography, although discipline-specific methods are also acceptable.

**Harvard method**

Whenever you refer to a published source, insert in brackets the name of the author and the publication date, e.g. (Blenkinsop, 1965). If the reference is to a specific passage then insert the page numbers, e.g. (Blenkinsop, 1965, 2-21). To avoid ambiguity you may have to add the quoted author’s initials, or if s/he has written two quoted texts in the same year, an identifying letter – e.g. (Smith, J.A. 1966b).

The bibliography at the end of the assignment must be arranged in a single alphabetical sequence, so the reader can find any reference. This bibliography may include entries for items not specifically cited in the text, to be as informative as possible. Arrange the entries in the bibliography with care. An example of combined bibliography and list of references is:

**a) Articles**


**b) Books**


With this method books and articles should be arranged in a single alphabetical sequence.

There are useful online tutorials on referencing at Monash University library: [http://www.lib.monash.edu.au/tutorials/citing](http://www.lib.monash.edu.au/tutorials/citing) and the University of Leeds library: [www.leeds.ac.uk/library/training/referencing/harvard](www.leeds.ac.uk/library/training/referencing/harvard)

For those who work in health, the BMA has an online style guide at: [www.bma.org.uk/ap.nsf/Content/LIBReferenceStyles](www.bma.org.uk/ap.nsf/Content/LIBReferenceStyles)

**Quotations**

Indented, in single spacing, without quotation marks. Short quotations in the text should be punctuated by single quotation marks. All quotations should be acknowledged.
Submission

Coursework should be submitted in hard copy, typed, single-sided and double-spaced, to the MA-HEP Office, CSED. Indicate the word count on your script. For more about submission see the MA-HEP Blackboard site. (Note: the process for Module 2 is different; refer to module 2 pages of this handbook.)

If you need an extension, make a formal request to the Hub. Please see the guidance on extension on the LTS webpage: [www.uea.ac.uk/learningandteaching/students/assessment/coursework/submission](http://www.uea.ac.uk/learningandteaching/students/assessment/coursework/submission)

Please also see the Extenuating Circumstances Report Form, which can be downloaded from the LTS webpage: [www.uea.ac.uk/learningandteaching/students/forms](http://www.uea.ac.uk/learningandteaching/students/forms)

To be considered at the 2015 Exam Board, submit work by **28 August 2015**. Work submitted later may not be marked unless an extension has already been granted. Extensions for PDPs should be arranged through the Hub, using the extenuating circumstances form.

Once the work is marked we let you know, and you can collect it from the MA-HEP office. We copy and retain a sample for the external examiners. Pass marks are subject to confirmation at exam board in the autumn. If we wish to use your work as an exemplar, we will ask your permission, stating who might have access.

**Word Count Penalty Policy (Pass/Fail marking)**
Please see the guidelines on the LTS website at [www.uea.ac.uk/learningandteaching/documents/assessment/StudentGuide_CourseworkSubmissionandReturn](http://www.uea.ac.uk/learningandteaching/documents/assessment/StudentGuide_CourseworkSubmissionandReturn)

**Submission dates for 2014-2015 are:**

**MODULE 1**
- **Professional Development Plan**
  30 January 2015
- **Reflective Report**
  28 August 2015

**MODULE 2**
- **Teaching Report** (evidence and 2 teaching observations):
  13 April 2015

**MODULE 3**
- **Paper**
  28 August 2015

**MODULE 4**
- **Reflective Report**
  28 August 2015

**MODULES 5 & 6**
- **Proposal**
  30 January 2015
- **Reflective Report**
  28 August 2015
- **Dissertation**
  28 August 2015
Marking and Assessment

Assessed work is marked by members of the MA-HEP team. Examiners can see all marked work prior to the Exam Board and are likely to select a sample.

UEA Regulations for Taught Masters’ Level Awards apply. Assessed work is ‘pass’ or ‘fail’.

Your work can be collected from the CSED office with a brief summary of comments. Results of the Exam Board are sent in confidence to Human Resources for information.

Accreditation of Prior Learning

Regulations for Taught Masters’ Level Awards allow us to give credit for prior learning at an equivalent level. Work that falls under APL must be clearly at Masters Level, aligned to the relevant sections of the UK PSF and supported by appropriate documentation. An application for APL should be discussed first with your MA-HEP academic adviser.

Learning Difficulties

In accordance with UEA policy, participants with disabilities should declare them during the application process. For those who become aware later, contact the Dean of Students’ (DOS) Office for an assessment. No two individuals have the same combination of difficulties and some may have more than one disability. However, learning difficulties typically affect motor skills, information processing and memory and are often productive of high levels of anxiety, becoming acute in an examination/assessment situation. It is important that early consultations are conducted with the Disability Officer in the DOS Office.

Participants with a recognised specific learning difficulty can receive learning support from the DOS Office with the preparation of assignments but cannot retrospectively use a learning difficulty as an excuse for poor performance.
Board of Examiners

CHAIR OF BOARD

Dr Adam Longcroft
Academic Director of Taught Programmes
School of Education and Lifelong Learning

EXTERNAL EXAMINERS

Professor Patrick Carmichael
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Dr Stephanie Aspin
Centre for Staff and Educational Development

Dr Vic Morgan
Centre for Staff and Educational Development

Professor Lee Shepstone
School of Medicine, Health Policy and Practice

Professor Rob Walker
Centre for Staff and Educational Development

Barbara Zamorski
Centre for Staff and Educational Development

Florence Dujardin
Centre for Staff and Educational Development
Resources and Information

Copies of “Learning to Teach in Higher Education” (second edition), by Paul Ramsden, are available in the Learning and Resources Centre (see next page).

THE HIGHER EDUCATION ACADEMY
www.heacademy.ac.uk
A UK organisation to support quality enhancement in teaching and the student experience in Higher Education. The different subject centres contain discipline-specific publications and materials – all UEA disciplines are covered. The HEA is also for learning about new policies as they affect higher education and learning about other institutions. The HEA sponsors Centres for Excellence in Teaching and Learning (CETLs). More information at: heacademy.ac.uk/ourwork/supportingresearch/cetls

FURTHER READING
Here are a few recommendations, all in the LaRC (see next page):

Still a useful introduction to the issues you will encounter in teaching including good practical advice and some introduction to relevant educational theories.

A critical look at the nature of higher education and explores ways of maintaining critical enquiry in the university. The chapter on the skills agenda is good.

A collection of essays that are reasonably up-to-date and substantive, covering the relationships between scholarship, research and teaching.

Written for a US audience, an excellent resource for teaching in HE. It offers practical guidance about beginning to teach outside of your research expertise, is well-researched and written in an engaging style. Particularly recommended for those making the transition from researcher to lecturer.

MA-HEP READER
Wide-ranging articles can be found on Blackboard under the MA-HEP tab, where there are also recent papers from journals - a resource which allows you to become aware of current thinking in higher education. These papers are useful for your teaching and your MA-HEP course work. There are seven main topics. Links to papers mean you can acquire an article within seconds (which can be saved in pdf form): assessment; learning and disability; learning and diversity; promoting a positive learning environment; supervising researchers; teaching and technology; teaching at university.

MA-HEP ANTHOLOGY
A selection of work across all modules and faculties next to the LaRC in the library: ask at the Archive Counter. It is interesting to read of others’ experiences.
FURTHER WEBSITES

For an American perspective hosted by the Carnegie Foundation:  
www.carnegiefoundation.org/publications/index.asp?key=498

For a UK perspective a good start is Deliberations, maintained by LondonMet:  
www.londonmet.ac.uk/deliberations

Phil Race, an independent consultant in higher education, has interesting ideas about learning and assessment:  
phil-race.co.uk

FURTHER UEA-BASED RESOURCES

MA-HEP Blackboard Site: portal.uea.ac.uk  
Information about the MA-HEP and links to useful sites. Download forms and send emails.

Resource Area For Research Supervisors (accessed through the MA-HEP Blackboard site). To help develop your expertise and support you in your supervisory role.

Centre for Staff and Educational Development (CSED): www.uea.ac.uk/csed  
Each year a programme of short courses and other developmental activities is produced. There is a resources section on the website.

Learning Technologists  
Jo Bruce and Andy Mee offer assistance with the use of technology for learning and teaching. See the ISD learning technology pages at www.uea.ac.uk/csed/lt

LEARNING AND RESOURCES CENTRE (LaRC)

The LaRC, floor 02 of the Library, has learning resources for the professional development of all staff and research postgraduates. There are networked workstations, a dedicated multimedia machine, a scanner, laser printer, TV-Video combi unit etc. Workstations have Microsoft Office, internet connection, Respondus, SPSS, Mavis Beacon Teaches Typing, European Computer Driving License (ECDL) software, EndNote, NVivo, Hummingbird etc.

Books and open learning materials for self-directed study available for loan.

Resources cover Learning and Teaching, Management, IT and Personal/Professional Development.

The iLab  
Networked computers, an interactive whiteboard, DVD, VHS and data projection facilities. The walls are whiteboard for meetings, discussions, presentations, training sessions and tailored events for groups.

Using collaborative software and supported by facilitation, groups can generate ideas and evaluate and agree action. CSED has trained facilitators who work with groups of up to 12. Contact Gurpreet Gill on 2951 or g.gill@uea.ac.uk

The LaRC is open Monday to Friday, 9.30am to 4.30pm. Ext 3483 or larc@uea.ac.uk. Details at:  
www.uea.ac.uk/is/larc/larcitresources
**Extenuating Circumstances Request Form** - download from LTS website

**Module 2 Observation of Teaching Form** - Download from the MA-HEP Blackboard site, or photocopy from this handbook.

If you are a lecturer on probation your Head of School is asked to write regular reports on you, including progress through the MA-HEP. We send a Progress Report to Heads of School so they can include this information. We send you a draft first to check for accuracy.
MA in Higher Education Practice:
Observation of Teaching

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<th>Nature of Activity being Observed (lecture/seminar/workshop, etc.)</th>
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<th>Module or Course</th>
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<th>Lecturer’s Name</th>
<th>Observer’s Name</th>
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<th>Description of Activity (give a brief outline, mentioning how complex the activity is)</th>
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Observation of Teaching (contd.)

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<th>Any significant or critical moments</th>
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<th>Student reaction and engagement</th>
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<th>Observer’s signature</th>
<th>Lecturer’s signature</th>
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# MA in Higher Education Practice: Progress Report

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<td>Probation period</td>
<td>End date:</td>
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<td>Registration date</td>
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## MA-HEP Progress

## CSED Courses

## Further Information/comments (submitted by post-holder)

Name

Steph Aspin, Director of Postgraduate Programmes in Higher Education Practice

Signature

Date
| A | Accreditation of Prior Learning | 45 |
|   | Adviser, The Role of            | 19 |
|   | Assessment                      | 17, 23, 30, 33, 35, 37 |
|   | Assessment Criteria             | 42 |
|   | Assessment, Marking and         | 45 |
| F | Forms                          | 50 |
|   | Further Reading                | 48 |
|   | Further UEA-Based Resources    | 49 |
|   | Further Websites               | 49 |
| G | Guidelines for Reflective Writing | 42 |
| H | Harvard method                 | 43 |
|   | HEA                            | 7 |
|   | HEA Professional Standards Framework | 20 |
|   | Higher Education Academy       | 7, 48 |
|   | Higher Education Academy, Benefits of the | 7 |
| I | iLab                           | 49 |
|   | Internal Examiners             | 46 |
| J | Journal Writing                | 24, 31, 32 |
| L | LARC                           | 49 |
|   | Learning and Resources Centre  | 49 |
|   | Learning Difficulties          | 45 |
|   | Learning Groups and Journal Writing | 24, 31, 32 |
|   | Learning Objectives            | 23, 29, 32, 34, 36 |
|   | Learning Outcomes              | 29, 33, 34, 36 |
|   | Learning Technologists         | 49 |
M

MA-HEP Anthology 48
MA-HEP Exam Board 17
MA-HEP Reader 48
MA-HEP Support Seminars 17
Marking and Assessment 45
Mentor-Mentee Relationship 19
Mentor, The Role of 19
Module 1: Exploring the Academic Role 16, 23
Module 2: Evaluating Teaching 16, 29
Module 2 Observation of Teaching Form 51
Module 3: Academic Practice and Technology 32
Module 3: Innovations in the ‘Technology’ of Teaching 16
Module 4: The Role of Research and Scholarship in Teaching and Learning 16
Module 4: The Role of Research and Scholarship in Teaching and Learning 34
Module 5: Project in Academic Practice 36
Module 6: Project in Academic Practice 37
Module Convenor 24, 31, 33, 35, 37, 40
Module Registration 2
Modules 5 and 6: Project in Academic Practice 16
Modules, Brief Summary of 16

O

Observation of Teaching 26, 52
Overview, Course 4

P

Participant Commitment to the MA-HEP 17
PDP 19, 25
Presentation 39
Prior Learning, Accreditation of 45
Process 6, 24, 30, 35, 37
Professional Development Plan 19, 25
Progression, Route through the Course 6
Progression to Certificate Level 6
Progress Report 54

R

Reading, Further 48
Referencing 43
Reflective Report 25
Reflective Writing, Guidelines for 42
Registration 2
Report, Reflective 25
Research Supervisors, Resource Area for 49
Resource Area For Research Supervisors 49
Resources and Information 48
Resources, UEA-Based 49
Role of the Adviser 19
Role of the Mentor 19
Route through the Course 6

S

Scholarship 42
Section A: Course Overview 4
Section B: Module Details 22
Section C: Submission and Assessment 41
Section D: Resources and Information 47
Section E: Forms 50
Submission 44
Submission Date for Dissertations 40
Submission dates 44
Submission of Coursework 2
Summary of Modules 16
Supervisors, Resource Area for Research 49
Support 24, 31, 33, 35, 37

T

Teaching and Learning Seminar Series 17
Teaching, Observation of 26

U

UEA-Based Resources 49
UK Professional Standards Framework 8
Acknowledgements

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- Volume one - Peter Schauer
  http://www.flickr.com/photos/peter_schauer/2869277323/in/photostream/
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The MA-HEP Team is based in CSED

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