Introduction

Academic Development is now widely recognised as an established and key field in higher education, having first emerged in the 1960s, and has since shaped the way that the sector thinks about teaching and also exerts considerable influence when it comes to policy discourse (Clegg, 2009). The discipline's reach now covers both the development of practice in learning, teaching and assessment in higher education and an active research field. Because of this broader reach and having now long been considered to have 'come of age' (Lee, Manathunga, & Kandlbinder, 2008), academic developers work with colleagues across institutions and in every subject and/or discipline, where they hold firm to a commitment to facilitate learning across three core areas of academic practice: teaching, learning and assessment.

Academic development, in one guise or another, has focused on enhancing practice of teachers in higher education through a variety of means. In the 1990s, a focus on scholarship of teaching and learning as a tool for enhancing and developing practice developed in the US from Ernest Boyer's (Boyer, 1990) consideration of SoTL as a legitimate academic practice and tool for professional development of excellence (Hutchings & Shulman, 1999; Kreber, 2002). In the UK in the late 1990s, teaching in higher education began a journey to gaining professional standards through the publication of the Dearing Report (Dearing, 1997) that called for initial 'teacher training' for all early career academics. This shift in policy resulted in both the development of formal 'professional standards' encompassed in the United Kingdom Professional Standards Framework (UKPSF) (Advance HE, 2011) and the formation of a national academy (now known as Advance HE, formerly the Higher Education Academy or HEA) to promote and manage professional standards and development in teaching and learning in higher education. Through this formalisation of professional standards, academic development in the UK shifted from a focus on non-credit bearing and non-award bearing CPD towards an expectation that novice academics gain a minimum of a teaching qualification (typically a Postgraduate Certificate) and professional recognition (typically Fellow of the HEA). The vast majority of UK universities now require both qualification or formal professional recognition of their early career academic staff through national audit exercises such as the Teaching Excellence Framework.

These approaches of enquiry or formal learning are not necessarily mirrored internationally. Academic development takes many guises in many countries. The International Consortium for Education Development boasts around 30 international member groups (Sutherland, 2019) demonstrating an international reach in academic develop, but this also showcases a large void where voices are not necessarily heard. Within those 30 countries however, academic development focuses on multiple goals using multiple strategies for developing higher education policy and practice. A recent publication in the International Journal for Academic Development highlights that, within these countries, academic development can be broadly categorised into three groups: formal learning through workshops and courses; development of educational leadership; and SoTL (van der Rijst, Dean and Bolander, 2022). A similar analysis of academic development practices in the EU (Inamorato dos Santos et al., 2019a) highlights 'conferences on teaching skills', informal and ad hoc professional development opportunities (such as lunchtime seminars), incentivised formal qualification (such as the University Teaching Qualification (UTQ), ubiquitous in the Netherlands and outlined in detail in Inamoroti dos Santos et al. (2019b) and international networks and partnerships for sharing practice as common, but not universal professional development approaches in EU HEIs. Indeed, Inamorato et al. (2019a) highlight that national policy *requiring* formal professional development of teaching staff at HEIs, like the UTQ is a rare beast, globally. Despite this claim, the approach in the UK of developing the UKPSF, the prevalence of Postgraduate Certificate qualifications for early career academic staff and the requirement to report such outcomes through TEF has moved the academic development in the UK towards a ubiquitous expectation

of Postgraduate Certificate (or equivalent) as a requirement for all early career academic staff who are teaching in a UK institution.

Consequently, this article focuses on Academic Development through formal learning on a Postgraduate Certificate delivered at a UK University. Boud and Brew (2013, p. 219) called for such academic development to be significantly 'closer to everyday practice' while also recognising development involves extending notions of what 'practice' is. Similarly, Loads and Campbell (2015) called for greater authenticity of academic development: questioning and challenging custom and practice within disciplines in higher education. Therefore, when it comes to ensuring effective engagement with good practice around the subject of educational development, there is a case to be made for academic developers to 'lead by example' (Chalmers & Gardiner, 2015; Shepards, Rogers, & Brogt, 2020; Winter et al., 2017) when it comes to their own provision. This study aims to outline an example of good practice through the examination of the experiences of academic developers involved in creating authentic and meaningful teaching, learning and assessment experiences for their students (who are academic staff, as students) registered on the Postgraduate Certificate in Academic Practice (PGCAP) at the University of Glasgow, Scotland. This paper will reflect on the process of the curriculum design and provide insights into the programme's design, as well as focusing on examples of authentic approaches to teaching and learning from the relevant course curricula. This paper will also discuss the results of a survey of academic colleagues who have studied the PGCAP courses outlined in this paper, with a view to exploring their perceptions of the programme's authenticity, practicality, the value of both the learning activities and the assessments and, importantly, the impact (if any) that the experience of 'learning by example' has had on their practice.

Challenges Associated with Programme-based Academic Development

Whilst formal academic development in teaching, learning and assessment is a significant element of the early career development for academics and it is increasingly required in UK HEIs, it is not without challenges. Inamorato et al. (2019a) identified four recurrent obstacles in their recent literature review: an unwillingness for academics to move away from more traditional teaching approaches; a lack of incentivisation; lack of time in the workload for academics to take part in development opportunities; and a lack of institutional infrastructure to resource academic development provision. To some extent, the advent of TEF, alongside the role of Advance HE and professional recognition of teaching in the UK, has incentivised universities to grow their numbers of professionally recognised staff and to resource academic development more sustainably, but the lack of time and unwillingness to move away from more traditional approaches to teaching remain as significant barriers.

Workload for many early career academics is challenging, with a burgeoning research portfolio, new teaching responsibilities, significant administrative responsibilities, and the need to focus on formal learning about teaching all competing for precious time, but it is academic and professional development that lose out (UCU, 2021). As a result, academic development programmes must be valuable and highly related to workload, and flexible wherever possible, to ensure not only participation (Jacob, Xiong & Ye, 2015) but also to support genuine development efficiently. Moreover, the adoption of innovative, or even simply 'novel' disciplinary approaches to teaching can be a significant undertaking. Academics are typically rooted strongly in disciplinary cultures (Becher & Trowler, 2001) and therefore tend to stick to 'safe' approaches to teaching, partly because they are unaware of the norms in other disciplines and partly because their practice is based on their experience as students (Bovill et al, 2016). This further reinforces 'disciplinary norms' which can stymie innovation, interdisciplinarity and adoption of effective approaches often used in other disciplines. Accordingly, it is critical that academic development programmes break disciplinary barriers, expose academics to new (to them) approaches and facilitate a combination of experimentation in practice and

exploration. Such programmes need to recognise the pressures of time and workload, they need to create valuable learning opportunities that are rooted in practice and contribute to practice and they should share disciplinary norms to ensure academics can make informed professional decisions about their teaching. Academic development programmes such as the PGCAP need innovative curricular designs.

Curricular Structure

The PGCAP at the University of Glasgow was revalidated in 2018/19 as a mandatory qualification for early career lecturers and was designed as an exit award that could be gained following the first two phases of study for an MEd in Academic Practice. It was designed by a small group of colleagues in the University's Academic and Digital Development (ADD) team and is aligned to Descriptor 2 of the United Kingdom Professional Standards Framework (UKPSF) (Advance HE, Guild HE and Universities UK, 2011). The aim of the redesign was to extend the scope of teaching practice, transform curricula and assessment, and to meet the institution's strategic objectives around developing student literacies, graduate attributes, adopting innovative pedagogies and strengthening student engagement both generally across the institution, and in creating a culture of continuing professional development (University of Glasgow, 2021).

Phase 1 of the part-time 60-credit PGCAP is made up of three core courses (known as 'modules' in some institutions): 'Introduction to Learning and Teaching in Higher Education' (20 credits); 'Assessment and Feedback in Higher Education' (10 credits); and 'Course Design in Your Discipline' (10 credits). Phase 2 of the programme requires completion of two elective courses (each 10 credits). On completion of Phase 1 and Phase 2 students are eligible for the award of PGCAP, or they can progress to Phase 3 and further study towards an MEd in Academic Practice. The learning, teaching and assessment approach of the three Phase 1 courses is the focus of this paper (although the approach is mirrored across all courses in our programme). Our approach is one which involves adopting authentic learning activities and practical assessments to unlock the creative pedagogical potential of early career academics and build their confidence. Our aim being to create a strong focus on practical skills to develop academic practice in our students that are built on a strong evidence base and engagement with theory. The approach also involves encouraging collaboration across disciplines, reflection, and learning beyond 'normal' and customary practices within disciplines. The structure of Phase 1 is illustrated in Table 1.

Phase	Timing	Course Name
Phase 1	Semester 1	Introduction to Learning and Teaching in Higher Education (20 credits)
	Semester 2	Assessment and Feedback in Higher Education (10 credits)
		Course Design in your Discipline (10 credits)
Phase 2	Various	Choice of 2 electives from 8 options (10 credits each)

Table 1: an illustration of Phase 1 programme structure

Overview of Phase 1: Initial Professional Development as a Teacher in HE

Phase 1 of the University of Glasgow's PGCAP programme is designed as *initial* professional development as a teacher in higher education (Phase 2 is *continuing* professional development and facilitates specialisation). In the first course of Phase 1, 'Introduction to Learning and Teaching in HE', academic staff are inducted as students, giving them a new identity as learners on PGCAP. This course aims to introduce students to the UKPSF as a tool for their professional development as teachers and focuses on enabling students to explore a wide variety of learning and teaching practices drawn from across the disciplinary spectrum in higher education. The curriculum focuses on developing critical reflection through reference to literature, the practice of others and through evaluation. The hidden curriculum (Sambell and McDowell, 1998) involves exposing students to teaching practice that is not within their usual subject norms. This is delivered through a combination of modelling pedagogy and practice by the teaching team, reflection on these experiences and is explicitly discussed through structured peer interactions across disciplinary boundaries. The course design process followed the 'ABC Learning Design' approach (Young & Perovic, 2016) and is taught entirely online through a combination of synchronous and asynchronous learning activities. This 'bichronous' model (Martin, Polly and Ritzhaupt, 2020) replaces traditional classroom contact with resources that can be engaged with 'anytime', and other activities that are scheduled as 'live' events. The bichronous 'anytime' and 'live' model is mirrored across all courses on our programme. The 'ABC Learning Design' approach informs that nature of these 'anytime' and 'live' activities by considering learners as engaging with learning activities across multiple learning types: acquisition, collaboration, discussion, practice and production (Laurillard, 2002). Thus, students engage with learning using multiple formats of learning activity throughout the course.

There are nine taught units and four tutorials that form the basis for this course. Each of the nine units addresses a specific subset of UKPSF dimensions using a distinct pedagogical approach (e.g. a unit on 'technology enhanced learning' adopts an entirely remote delivery but uses a wide range of technology-based learning platforms to engage students in multiple learning activities). A unit on 'small group pedagogies' involves multiple small group teaching approaches, both live and asynchronous, and students reflect on these distinct approaches throughout the unit. Every unit involves an element of 'production' whereby students submit or create artefacts of their engagement with learning activities (e.g. a Padlet post, a forum post, a PowerPoint slide, or a written document). Each production task is aligned directly to one or both course assessments: a 'reflective account of practice' and an 'observation portfolio' such that completion of the activity directly supports elements of the summative assessment (e.g. it can form a paragraph of the assignment or acts as notes for a section of it).

The second Phase 1 course is 'Assessment and Feedback in Higher Education'. This course has recently undergone a redesign and refresh to include a focus on meaningful assessment, assessment and feedback literacy, and reducing high stakes assessment. This course is also taught bichronously over four sessions and includes different aspects of designing assessment and feedback strategies in the context of students' disciplines. Topics include: an introduction into the different categories and types of assessment, how meaningful assessment tasks can help students connect their learning to real world experiences, how to ensure that students become feedback literate and how the feedback students receive can be used as another learning and teaching opportunity (Wilder-Davis et al, 2021). Each of the sessions allows students the chance to engage with the theory around assessment and feedback design and discuss how that might be adapted to fit their context and discipline. The aim of this course is to help *our* students become assessment and feedback literate and consider how they can promote this literacy in *their* students through constructively aligned, meaningful assessment. The assessment for this course asks students to design two summative assessments that each contain a formative element and a corresponding feedback strategy that could be realistically delivered on their own courses. The assessment on this course can then be carried forward to the third and final course

in Phase 1, 'Course Design in your Discipline', where students are asked to design their own course, including assessment tasks and a feedback strategy.

'Course Design in Your Discipline' takes an applied approach to course design by discussing the different considerations that academic staff, as students, need to consider when it comes to the process of course and programme design. Bichronously taught over four sessions, this course includes different aspects of the course design process including: principles of course design; design in your discipline; and enhancing course design; which have all been designed to align with the 'Remote Learning Process' approach to curriculum design at course level and following the 'Cycle of Learning' model for each of the individual sessions – models that were developed as a result of the migration of courses to remote delivery in 2020 following the onset of the Covid-19 pandemic (Pate, 2021). Each of these aspects require students to engage with the principles and processes required of them by the institution and the sector when it comes to quality assurance and quality enhancement, as well as an understanding of what is relevant to their own context and own disciplines. This enables connectivity in terms of what they have learned about teaching, learning and assessment in the previous two courses, and provides an opportunity to apply this learning in practice through the process of developing a course proposal (the course assessment), thereby enhancing and deepening the level of engagement with authentic and practical approaches to course design. The course aims to provide a chance for students to explore their thoughts and proposals within a safe, supported space, and can result in them completing the course not only with the knowledge to confidently undertake course and programme design, but with the basis of a course design proposal that they can take forward and bring to fruition.

Why Authentic?

Authenticity is key when it comes to making learning engaging and meaningful for our students. According to Villarroel et al. (2018), authentic assessment aims to "replicate the tasks and performance standards typically found in the world of work and has been found to have a positive impact on student learning, autonomy, motivation, self-regulation and metacognition; abilities highly related to employability". Therefore, authenticity can be viewed as aligning what happens in the teaching spaces that those working in education occupy, with the tasks and standards that are required by professionals in the world of work (Wiggins, 1990). Our argument is that this alignment makes authentic learning a perfect fit for academic development, where the remit is to enhance teaching and learning in a higher education environment.

When it comes to embedding authenticity into our teaching, learning and assessment materials for the PGCAP, it is therefore about ensuring authenticity through leading by example in our teaching and learning approaches, as well as through the design of authentic formative and summative assessment (Villarroel et al., 2018). The approaches we take also involve providing context for academic staff as students, which are informed by several factors including: pedagogical literature; institutional and sectoral guidance and policy; and frameworks such as the UKPSF, together with relevant considerations of the professional bodies, regulators and accreditors for our students within their own authentic context (Ajjawi et al., 2020). This approach has been enhanced by more recent factors, including a desire to ensure assessments are low stakes and that there are a range of engaging, student-led, and active learning opportunities available using technology. These factors have been escalated by both the shift to remote learning caused by the Covid-19 pandemic, and a new institutional drive to create 'real-world challenges' when it comes to teaching, learning and assessment (University of Glasgow, 2021).

Why Practical?

The approach taken by the PGCAP team to creating learning and assessment activities has a strong focus on practical, applicable learning and assessment activities, details of these are outlined in the sections below.

Learning Activities

To encourage practicality, all three Phase 1 courses utilise active learning approaches (Prince, 2004; Savery, 2006) to help students not only engage with the course content, but to have the opportunity to engage in a dialogue with their peers and their teachers, as well as to observe different approaches used in practice. This is especially important as the programme brings students together from different disciplines and engagement with different disciplinary norms, learning from outside their own discipline, which is a key value in the design of the PGCAP. Table 2 outlines examples of practical, applicable active learning tasks for each course.

Course Name	Activities
Introduction to Learning and Teaching in Higher Education	Activities are related to each of the learning units and are aligned to the two assessments. These activities include: • Padlet posts to facilitate brainstorming and public discussion across all disciplines • Forum posts to Moodle that require responses, thus sharing multidisciplinary approaches • Student creation of PowerPoint Slides in time limited group tasks that require interdisciplinary discussion and agreement • Short written documents used in multidisciplinary tutorial discussions
Assessment and Feedback in Higher Education	Activities ask students to consider what types of assessment and feedback practices are common in their own practice and broader discipline, and where potential changes can be made. This includes: • Discussing current assessments and feedback methods in small groups • Mapping ILOs and graduate attributes to assessments • Marking an assignment without a rubric and discussing the difficulties • Forum posts about the purpose of assessment and feedback
Course Design in Your Discipline	Activities allow students to engage with the course design process, and to gain an understanding of the conventions and expectations of their school or programme. Activities include: • Literature search of curriculum design research in their field • Forum posts around constructive alignment, what considerations influence course design, and how they can enhance their existing course design • Group activity designing a fictional course • Small group discussion by subject area about the process for getting a course approved

Table 2: example authentic and practical and active learning tasks

Assessment

To further the practicality of the Phase 1 courses, the assessments serve a multitude of purposes. The Phase 1 courses offer the students the opportunity to demonstrate their claim to the UKPSF dimensions, which fulfils one of the requirements for professional recognition at Descriptor 2 of the UKPSF. This approach, where the students state a claim to having evidenced appropriate dimensions of the UKPSF, has been built in as a component of the assessment criteria for each course. This approach integrates the professional standards for teachers and supporters of learning in higher education with learning and assessment, and embeds professional recognition as important, legitimate, and upfront.

The assessments also enable the students to demonstrate their learning in relation to the intended learning outcomes, and to provide them with meaningful assessments (Villarroel et al., 2020) and with outputs that can be directly and immediately applied to their practice. Students are not only learning the theoretical underpinning of each of these courses, but also learning about the university's expectation of how that theory can, and should, be applied to their academic practice.

Course Name	Assessment Overview	Authenticity and/or Practicality
Introduction to Learning and Teaching in Higher Education	**Reflective Account of Practice (RAP, 1500 words):** The RAP is 50% of the assessment for this course and is the closest thing to 'an essay' on PGCAP. The RAP requires students to claim relevant UKPSF dimensions, requires them to critically reflect on their practice and to think deeply about their approach to learning and teaching.	The RAP is closely aligned with an 'account of professional practice' that is a necessary documentary submission for academic promotion for some staff at the University of Glasgow; it is similarly related to a typical evidence-based account of practice required for professional recognition at Descriptor 2 of the UKPSF (recognition at Descriptor 2 is a necessary requirement for promotion for all other academic staff). As such the RAP offers a chance to *draft* such an account that can be used directly as part of an academic promotion application.
	Observation Portfolio (OP, 1500 words): The OP (50% weighting) involves three independent teaching observations (observed by a peer and a lecturer, observation of a peer) and collecting student feedback. Students create a 'reflective response' and an 'action plan' from these.	The OP requires active engagement in teaching observations and gathering meaningful, personally driven feedback on teaching, as such it helps create a culture of collaboration and reflection in teaching. The action plan shows the value that the institution places on *development* of practice and highlights to students that development is a legitimate expectation.

Assessment and Feedback in Higher Education	The summative assessment comprises three parts, but is a single submission: *Assessment Design:* design two summative assessment briefs that are constructively aligned and have the potential to be realistically delivered. *Feedback Strategy:* create a feedback strategy for the assessment briefs. *Rationale:* rationale for the proposed methods of assessment and feedback (1200 words).	All students on the course are involved in teaching, with many of them convening their own courses and, as early career staff, these courses are often 'inherited'. As such, they often harbour an intention to redesign aspects of their courses. This assessment creates an authentic, meaningful opportunity to design, or redesign, assessments used by our students in their courses. It requires them to engage with university policy and strategy around assessment design, and feedback as a learning opportunity and requires students to demonstrate knowledge of a wide range of assessment and feedback methods. Students are asked to justify their designs, providing them with an argument to effect meaningful change in their practice, even if that is against typical disciplinary cultures. The result of completing this assessment task is a realistic and deliverable assessment design for their own practice.
Course Design in Your Discipline	The summative assessment comprised two parts, but is a single submission: *Course Proposal:* create a course proposal that is constructively aligned and has the potential to be realistically delivered within the context of a programme in your subject or discipline. *Commentary:* write a commentary of around 500-750 words, which should include the following: quality and academic standards frameworks relevant to your context, including references and an outline of your consultation process.	As academics at the University, our students will have the opportunity to design (or re-design) their own courses throughout their careers. This assessment requires the students to create a course proposal from scratch. Students use a modified version of the University process for course proposals: creating a course specification, a consultation process and a rationale for their course. The result is a full course proposal that could be submitted 'for real' in practice. Our modified process requires slightly more detail than the 'real' process and thus ensures our students demonstrate their design skills to a very high standard and level of detail. This assignment draws together skills from the first two courses, above.

Table 3: an overview of authentic, meaningful assessment tasks

What do our students think?

As part of this good practice example, an evaluation was taken of the PGCAP participants' experiences of the curriculum design choices made for the programme, with the target population for this evaluation being the student body and recent alumni of the MEd Academic Practice and its exit qualification, the PGCAP. This target population (n=290) primarily comprised early career academic colleagues from across the whole institution (four distinct Colleges organised into 20 distinct 'Schools', 10 'Research Institutes' and each school further comprising multiple 'Subject Areas'). Schools tend to recruit a combination of Research and Teaching (R&T) and Learning, Teaching and Scholarship (LT&S) roles, whereas Research Institutes typically only recruit R&T staff. Therefore, this target audience was drawn from staff across the University, though for the purposes of this study they should be considered as students who represent the full range of academic 'tribes' at the University of Glasgow (Becher and Trowler, 2001).

Mixed qualitative and quantitative data was collected using a questionnaire administered through Microsoft Forms (see Appendix A). The responses were exported to Microsoft Excel from where the quantitative data was cleaned before being analysed in Python and data visualisations were created using Tableau software. The qualitative, open text comments were coded and sorted based on the main themes of themes highlighted in the survey questions. The data revealed that there was a total of 59 participants who responded to the survey, representing a response rate of 20%. Whilst it should be noted that the response rate is relatively low, the number of respondents (n=59) is significantly higher than typical evaluations that are conducted on a semesterly basis as part of the quality enhancement and assurance cycles for this programme. As such, the authors place high value on this evaluation, but do not claim generalisability.

Demographic

Of the 59 respondents, 19 were based on the College of Social Sciences, 18 in the College of Medicine, Veterinary and Life Sciences, 16 in the College of Science and Engineering and 4 in the College of Arts, with 1 based in central 'University Services'. Three respondents were based at other 'external' Higher Education providers, two of which identified 'equivalent' colleges in their response. Of the 59 respondents, 23 stated they had R&T roles and 34 were in LT&S roles, and 2 identified 'other' contract types. Responses were gained from 18 of the 20 Schools, and 3 of the 10 Research Institutes.

Impact on Practice

Participants were asked to consider any challenges in their teaching that PGCAP has helped them overcome along with what, if anything, they had been able to apply directly from their PGCAP study to their teaching practice. According to the data, a total of 86% (n=51) of respondents stated that they had successfully been able to directly apply something from their PGCAP studies to their teaching practice, illustrating a strong practical element in our programme (see Figure 1).
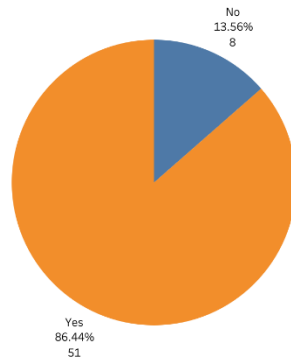
Figure 1: Have you been able to apply things you've learned in PGCAP to your teaching practice?

While 20 respondents cited a single specific challenge that their PGCAP experience had helped overcome, 22 respondents cited more than one challenge. The most recurrent challenges that participation in PGCAP had helped overcome related to constructive alignment (Biggs, 2003) and the related expectation of strong links between ILOs and assessment activities on courses. In addition to this, respondents frequently cited the positive impact that the PGCAP had made when it came to incorporating technological enhancements to their academic practice (which was perhaps timely with an emergency shift to remote teaching due to the Covid-19 pandemic from March 2020). These technological enhancements did not simply involve the integration of new software tools into their practice but also reflected an increased awareness around effective blended learning design:

> The digital pedagogies course was also such a good help to me as I took this course during the initial switch to online teaching due to the pandemic so timing couldn't have been better. Now I fully embed a blended approach to all my courses, even practical classes now that I have done that course. Even when things return to 'normal' I will continue to use this approach as it has made my teaching material more engaging and the resources are far better now.

Respondents frequently noted that PGCAP helped them with their transition into a teaching role, often from a research post or from industry, giving them a combination of both increased confidence as a teacher in higher education, as well as identity validation as a teacher alongside a foundational skillset for their teaching practice (including skills and knowledge in the use of technology for their pedagogical practice). This increased confidence and identity validation was illustrated in several of the survey responses:

> [I have] more confidence and exposure in to trying new techniques to enhance student engagement.

> I feel PGCAP has opened my mind to LT&S track and has equipped me with the skills to build my teaching career, something I never thought possible before now. As a traditional science researcher, I never had the confidence or knowledge to fully take on my teaching responsibilities to make them effective. Now I feel with the skills I

have learned and the knowledge I have in my subjects I'm not quite as much of a fraud as I felt before!

In terms of learning that could be directly applied from PGCAP to practice, and similar to the challenges that PGCAP helped overcome, participants most commonly reported that the concept of constructive alignment and learning design that they saw demonstrated through the programme were the most valuable and directly applicable concepts. Students noted that aspects of blended learning design, both learned and experienced, were excellent developmental practice enhancements that they readily adopted.

I adapted blended learning to a practical based class with a mixture of pre-recorded videos, online anytime labs students can work through and live session.

I have also applied some of the teaching methods that I experienced during courses on PGCAP as a student on my own courses as a teacher.

Students also noted that PGCAP learning related to assessment design (both in terms of their experience of being assessed, but also their learning of assessment concepts) was extremely applicable to their practice.

The assessment and feedback course was very helpful. Enhancing my understanding of assessment practices and their purpose meant I introduced coursework assessment to courses that were assessed by 100% exam only, in addition to introducing formative coursework and peer evaluation of group work practices into the course which have received positive feedback from students.

It is important to note that our approach of leading by example was also identified specifically valuable by students:

I doubt I would have been as confident (or successful) in the move to online teaching had I not experienced PGCAP and witnessed such a fantastic use of the online teaching environment.

Overall, impact on practice of PGCAP participation is not restricted only to practical tools to enhance teachers' skills and knowledge, but it also impacts emotionally and builds confidence. This occurs through exposing participants to new approaches to teaching through example (i.e. by demonstrating good practice), but also demystifying both some of the skills and tools that are available to teachers in HE and the professional validation of teaching as a legitimate career path in higher education.

In terms of the assessment tasks on PGCAP, tasks that are intended as authentic and practical, 73% of respondents (n=43) reported that they were able to use their PGCAP assessment tasks in their practice in some way (see Figure 2).
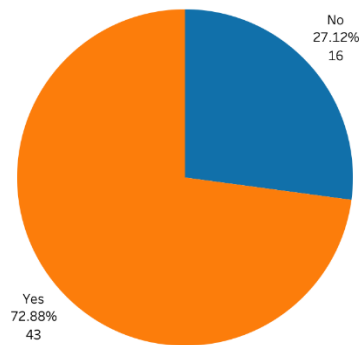
Figure 2: Have you been able to use your assessment tasks from PGCAP in your practice in some way?

In particular, participants noted that the assessment tasks that they undertook on the PGCAP helped them to directly apply new methods of assessment in their own practice. For some this was because PGCAP modelled a method that they then adopted. For example:

> The way in which formative assessment in PGCAP was quite specifically presented as leading into summative tasks has led me to adapt (especially in presentation) my own formative tasks.

While for others the assessment task that they produced for the course was directly applied to practice:

> I also created a new course and PIP based on one of the PGCAP course assignments.

For some, it was the learning activities that supported the PGCAP assessments that were practical and applicable to practice:

> As many tasks involved experimenting with new methods and techniques in my own teaching, I kept using said methods and techniques in other courses.

Overall, a combination of the learning activities and the assessments (thus the constructive alignment and practical design) of these Phase 1 courses *do* provide learners with applicable, authentic learning opportunities, and these opportunities *are* realised.

The extent to which these learning opportunities were not only applicable, but also meaningful can also be seen as being of interest. Meaningful learning occurs when learned concepts can be connected to real world situations or contexts thus learning is authentic (Jonassen and Strobel, 2006). In this case, the 'real world' context is participants' learning and teaching practice. In the case where learners consider learning to be meaningful then it is necessarily perceived as authentic, and thus practical (Jonassen and Strobel, 2006). To glean perceived authenticity and

practicality, participants were asked how meaningful the PGCAP learning activities were for their practice. Responses were given using a five-point Likert scale and are shown in Figure 3.
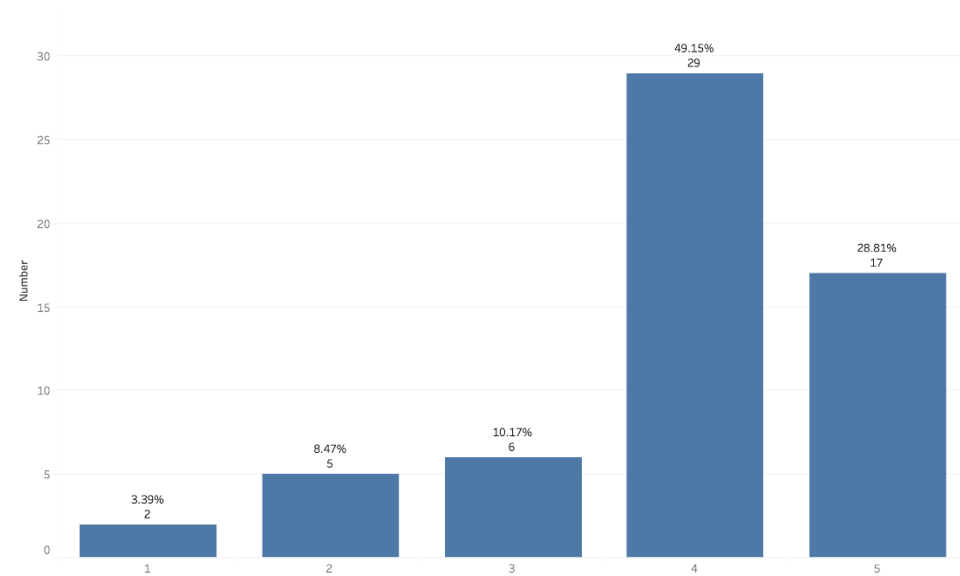

Figure 3: Overall, how meaningful has PGCAP been for your practice (1 = not meaningful, 3 = neutral, 5 = very meaningful)?

This data demonstrates that 78% (n=46) of respondents, experienced a positive influence of the PGCAP overall in terms of the programme being rated as either 'meaningful' or 'very meaningful' 'for their practice, which again demonstrates the successful impact of the programme's aims of authenticity and practicality.

Participants were also asked to consider the frequency of the impact of what they had learned or experienced on the PGCAP to their own teaching practice. Figure 4 indicates that more than 64% (n=38) stated that they were able to apply what they had learned or experienced during the programme in their own academic practice either 'often' or 'very often'.
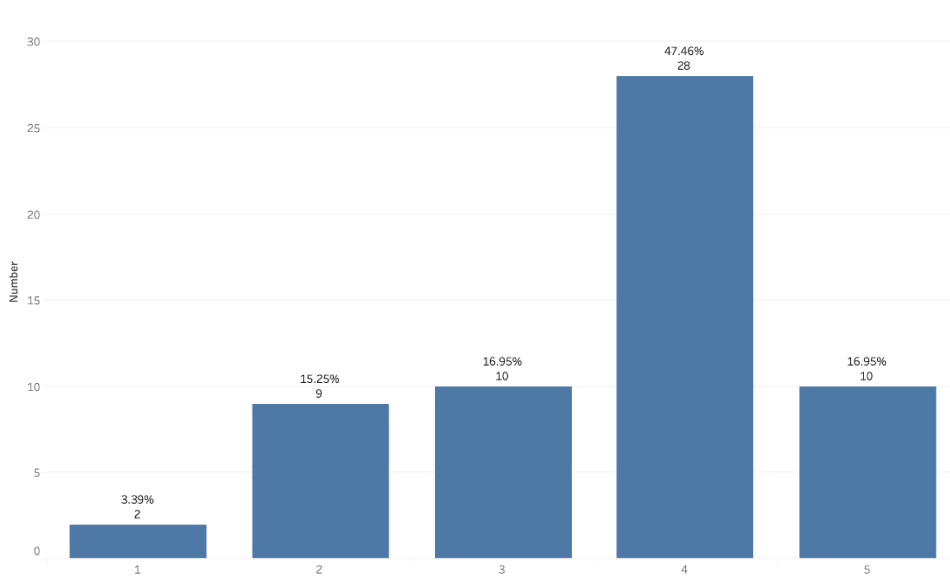
Figure 4: How often has something you have experienced or learned on PGCAP impacted on your teaching practice (1 = never, 5 = very often)?

Additionally, Figure 5 shows that more than two-thirds (66%, n=39) stated that the programme had been very practical and considerably impacted their practice either 'a lot' or an 'awful lot'.
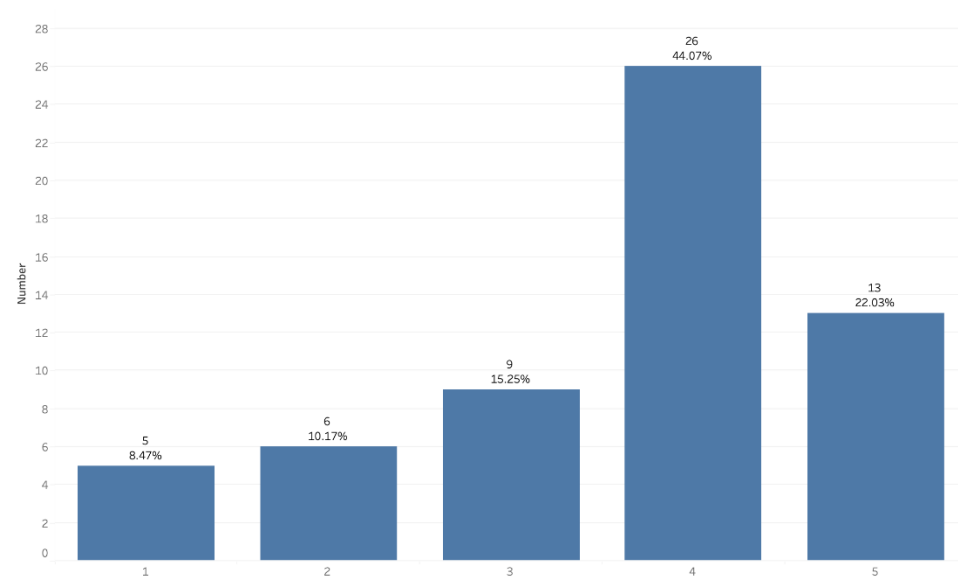

Figure 5: How much do you think PGCAP has impacted your practice (1 = very little, 5 = an awful lot).

The survey results also revealed that 86% (n=51) of respondents believed that they would continue to adopt new practices after completing the PGCAP (Figure 6), which implies that the programme has provided a strong foundation for early career academics in terms of their commitment to continuing professional development as their academic careers progress.
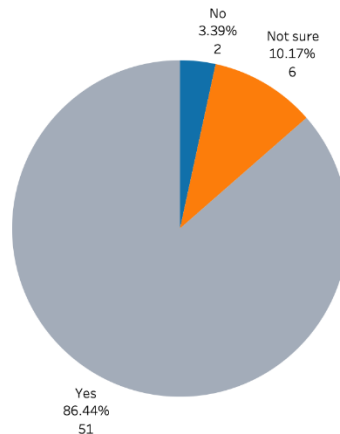
Figure 6: Do you think you will continue to adopt new practices after completing PGCAP?

Participants were also asked to identify up to three techniques, strategies or new practices, that they had already adopted into their practice because of PGCAP. 34 respondents provided three techniques, strategies or new practices; 12 respondents provided two, and three respondents provided one technique, strategy or new practice.

The high-level concepts of constructive alignment, formative assessment and evaluation of practice (through reflection and feedback on teaching) were all adopted by a high number of PGCAP participants as a result of undertaking the programme, which reinforces the importance of front-loading these fundamental topics in HE teacher development. They refer specifically to A1, A3 and A4 of the UKPSF (alongside K2, K4) but yet they are significant and important learning points for early career teachers. Constructive alignment itself was noted as a significant, almost threshold, concept for practice, with several students indicating the need for them to: "Clearly align the activities planned throughout the course and ILOs with the assessment", with one participant even stated that "curriculum development using constructive alignment has been life changing", which can therefore be seen as one of the major successes of the PGCAP when it comes to leading by example.

Practical-level teaching and learning activities such as organisational techniques for small groups, flipped classrooms, peer review exercises, and use of technologies were also highlighted as new practices adopted by the staff as students when it came to enhancing their academic practice. PGCAP teaching on these courses often makes use of small groups and, due to the 'ABC Learning Design' approach utilised when the PGCAP was redesigned, these small groups often involve a variety of activities (Young & Perovic, 2016). This exposes students to a multitude of small group strategies that can be adopted into their own practice. Moreover, the 'ABC Learning Design' also results in the students engaging with a multitude of learning 'types' (i.e., production, acquisition, collaboration, etc.) and to allow for this a flipped delivery approach is adopted in all Phase 1 courses (Laurillard, 2002). Students engage in activities around live class time, thereby preserving live class contact time for engagement with challenging concepts, and thus students also become experienced as learners in a flipped classroom. This modelling clearly has had an impact with several of the students that responded

to the survey having cited flipped classrooms as an example of good academic practice that they have adopted into their own teaching. A similar situation can be observed in reference to the use of learning technologies such as Padlet, with many of the students surveyed stating that they have adopted software such as Padlet, along with other 'modelled' learning technologies, in their own practice. A further example of where the students have followed the lead demonstrated to teaching approaches delivered during the PGCAP programmes, is the use of peer review activities, for example as a form of formative assessment. This is an approach that is used across all of the Phase 1 courses and provides an opportunity for students to become experienced peer reviewers, as well as observing different tools that can be used for peer review e.g., Aropä software.

Participants were further asked to state what they had found to be the most valuable activity that they had completed during the studies on the PGCAP. There were 53 responses, with the largest proportion referring directly to assessment tasks on the Phase 1 courses (n=15). A significant proportion of these students (n=9) referred to an elective 'Scholarship of Teaching and Learning; course that sits outside the scope of this paper. Nonetheless, 15 participants cited 'assessment tasks' that they completed as the most valuable activity. One participant cited both the 'Course Design in Your Discipline' and the 'Assessment and Feedback' assessment approaches:

> Authentic assessments: PIP development, assessment development.

Other participants also cited assessment tasks more generally:

> I really enjoyed the assessments in general. However, my favourite was the assessment briefs and commentary. It really forced me to thinking [sic] about why and how we assess our students.

In addition to assessment tasks, several participants noted the time and space that PGCAP afforded them for reflection as valuable, with one student noting:

> Although the specific tools and activities mentioned above (and more) have been very useful, the most valuable activity was the introduction of theory and space for reflection on practice that helped me to understand better the nature of teaching and learning in HE...

Participants also specifically identified the teaching observation portfolio as being particularly valuable, which is one of two summative assessments that students undertake on the 'Introduction to Learning and Teaching in Higher Education' course. It is worthwhile noting that it was not necessarily the assignment itself, but rather the opportunity that this assessment exercise provided when it came to engaging in multiple meaningful teaching observations that the PGCAP students had found to be particularly formative and valuable when it came to their own academic practice. On a partially related note, the collaborative and collegiate atmosphere of the PGCAP programme was also highly valued (which is partly facilitated through peer-to-peer observations of teaching). The PGCAP was identified as a multi-disciplinary space where effective academic practice can be shared and discussed has been regarded as one of the major aims of the programme since its redesign. This reflected in a comment by one of the students surveyed who stated the extent to which this collaborative community (of practice) is highly valued by those staff as students that undertake the programme, which facilitates the following opportunities:

> Exchange of ideas and experience with colleagues teaching/learning in other Subjects/Colleges, whether the teaching staff on PGCAP or colleagues undertaking the PGCAP. Learning about the different variety of teaching experiences/approaches yet shared positives/challenges has been informative and made me feel connected to

my peers in the wider University teaching community (otherwise our teaching/experience is mainly concentrated within our own disciplinary families).

The range of responses therefore provide valuable insights into the extent to which the PGCAP design provides an authentic and practical approach to curriculum design, as well as insights into specific areas of academic practice that are effective when it comes to leading by example.

Implications for Others When Leading by Example in Curriculum Design

As noted at the start of this paper, there are several potential challenges that keep staff from fully engaging with PGCAP, including those mentioned by Inamorato dos Santos et al. (2019, p. 13):

1. Academics' unwillingness to move away from traditional teaching practices
2. Lack of formal requirements or incentives for teaching development at HEIs
3. Lack of time for professional development among university staff
4. Lack of financial, organisational, and institutional capacity to develop effective professional development schemes at the HEI level.

With these potential challenges in mind, there are several implications for practice that can be useful to academic developers who would like to demonstrate good practice through showcasing their own curriculum design. The authors suggest that academic development course designers carefully consider adopting practical, meaningful, and authentic learning activities and assessments. The present evaluation demonstrates that practical, authentic and meaningful learning design for a professional development programme e.g., such as the PGCAP discussed, engages learners and creates value in participation alongside explicitly espousing a value *of* participation.

Further implications for your own practice:

- Introduce modelling pedagogies that illustrate how to design a course using a wide range of learning and teaching approaches, that highlight the importance of meaningful assessment and feedback literacy, and how critically reflecting on learning and teaching facilitates genuine educational development.
- Find the balance between theory and practicality. While the underpinning of general theory of good practice is important, you want to make sure that staff can see what practice can look like for them as an individual, not only in their discipline, but also in line with the expectation of the institution they work for. We believe that all time that our students spend completing Phase 1 of the PGCAP can be taken directly into their classroom; our survey results support this claim to a great extent and from a number of perspectives around effective academic practice. Consider how can you explore and interrogate your own academic development opportunities through a lens of meaningful, authentic and practical learning?
- Create an environment that enables your early career academics to collaborate outside of their normal disciplinary groups and enculture themselves in an interdisciplinary academy, designing and developing teaching, learning and assessment environments and activities that are innovative, collaborative and meaningful all the while learning about these concepts for their own development, as well as their students' experiences.

Conclusion

In conclusion, this good practice example illustrates how the focus on experiences of embedding meaningful and practical approaches to curriculum design into a programme can be an effective approach that can help students not only to engage with the course content, but also to build and develop their pedagogical skills. Furthermore, an approach of 'leading by example' can be beneficial in that it demonstrates good practice, which can then be applied to the design of other courses – thereby enhancing the broader student experience across a range of subjects and/or disciplines. This is further enhanced by the interdisciplinary, evidence-based approach to learning activities and provided opportunities for honest dialogues to be undertaken during the sessions. By promoting and valuing participation, a multitude of perspectives can be considered. It has the potential to maximise these opportunities and the overall learning experience of the students, both within the PGCAP and then in the courses that the staff, as students, they themselves teach. It is therefore suggested that this good practice example has demonstrated how this approach can likely prove to be invaluable, manageable and achievable, across a range of disciplines and areas of study.

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University of Glasgow

College of Social Sciences

Academic Development: leading by example?

Participant Information

This study is aimed at developing an article showcasing the curricular design of the PGCAP and promoting professional development programmes that aim to have a strong focus on everyday academic practice, adopt authentic learning activities and practical assessments to support academic development and build confidence. It aims to explore your perceptions of the programme's authenticity, practicality, the value of learning activities and assessments and, importantly, the impact on your practice and data will be collected in this regard. To do this we are inviting current PGCAP students and very recent alumni to complete a short survey that should take less than 10 minutes to complete. Your participation is completely voluntary, and no personal details will be collected so your data will remain anonymous. Please note that confidentiality may not be guaranteed, due to the limited size of the participant sample. Collected data will be stored electronically and, due to the limited applicable context of the study your data will be stored for 2 years beyond the publication of any article. The data will have limited re-use value as it is primarily evaluative in nature. This research is not funded, and thus there are no commercial or external parties involved.

This project has been considered and approved by the College of Social Sciences Research Ethics Committee. To enquire further about this study you can contact any of the researchers by email, and to pursue any complaint about the conduct of this research you can contact the College of Social Sciences Ethics Officer.

Consent

I confirm that I have read and understood the participant information above and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw, at any time, without giving any reason. I understand that participants will not be named and will remain anonymous although the limited population may allow researchers to identify me by my responses. I acknowledge that the material will be destroyed once the project is complete. I agree to waive my copyright to any data collected as part of this project. I acknowledge that there will be no effect on my grades arising from my participation or not in this study. I acknowledge the provision of a Privacy Notice in relation to this research project.

I consent to all of the above and agree to participate in this study. My consent is indicated through completion of this survey.

1. What part of the University are you based in?
   - College of Arts
   - College of Social Sciences
   - College of Medicine, Veterinary and Life Sciences
   - College of Science and Engineering
   - University Services

2. What University School or Research Institute are you based in (if 'none' please

   | |

   indicate)?

3. What role do you have at the University?
   - Research and Teaching?
   - Learning, Teaching and Scholarship
   - Other

4. What, if any, challenges have you faced in your teaching practice that PGCAP has

   | |

   helped overcome?

5. Have you been able to apply things you've learned in PGCAP to your teaching practice?
   - Yes
   - No

6. If you answered 'yes' to the previous question, can you give an example of what you

   | |

   have applied and how?

7. Have you been able to use your assessment tasks from PGCAP in your practice in some way?
   - Yes
   - No

8. If you answered 'yes' to the previous question can you give an example of an assessment task you have completed during the programme and how you have used it in your practice?

9. Overall, how meaningful has PGCAP been for your practice (1 = not meaningful, 3 = neutral, 5 = very meaningful)?

          1   2   3   4   5

10. Please provide details of (up to) three techniques/strategies/activities that you have adopted in your teaching practice after experiencing or learning about them on PGCAP. Please number your responses 1, 2 and 3 in the single response text box.

11. What is the most valuable activity you have completed on PGCAP (please provide brief

reasons why)?

12. How often has something you have experienced or learned on PGCAP impacted on your teaching practice (1 = never, 5 = very often)?

          1   2   3   4   5

13. How much do you think PGCAP has impacted your practice (1 = very little, 5 = an awful lot).

          1   2   3   4   5

14. Do you think you will continue to adopt new practices after completing PGCAP?
- Yes
- No
- Not sure

15. If you answered 'yes' to the last question, how might you find out about those new practices?