

CHARTERED 
INSTITUTE OF PROFESSIONAL CERTIFICATIONS

CERTIFIED BLENDED AND HYBRID LEARNING EDUCATION LEADER™

CEDU™

**Fully Accredited
By:**

Chartered Institute of
Professional Certifications

CPD
Certification Service



PROGRAM OVERVIEW



Blended and hybrid learning is no longer just a delivery option –it is now a strategic capability that determines which institutions lead on flexibility, quality, and learner experience. Studies show that blended approaches can drive **25% higher student performance and 30–50% lower training costs**, with some programs reporting **completion rates as high as 94%**. Yet technology alone never delivers these results; they demand deliberate alignment of pedagogy, assessment, learning design, faculty capability, and governance.

The certified program will equip education leaders with the strategic, instructional, and technological expertise to design, implement, and scale high-impact blended and hybrid learning environments.

You will master outcome-based curriculum design and constructive alignment to connect learning outcomes, teaching activities, and assessment across **face-to-face, blended, flipped, HyFlex, and fully online formats**. You will also learn to balance **synchronous and asynchronous learning**, apply active and **authentic pedagogies**, and strengthen learner **engagement** across physical and digital environments.

ACCREDITATIONS



4.8



4.6



PROGRAM OVERVIEW



The program provides practical expertise in **LMS platforms, virtual classroom management, adaptive learning technologies, learning analytics, and AI-enabled education.** You will explore how AI can support **personalization, formative feedback, instructional design, and data-driven decision-making** while protecting academic integrity and responsible use.

Finally, you will develop the leadership capability to build **institutional readiness, strengthen accessibility and academic quality, scale hybrid learning effectively,** and align digital learning strategies with organizational priorities, accreditation expectations, and evolving educational standards.

Upon completing the program and passing the Chartered exam, you will earn the **Certified Blended and Hybrid Learning Education Leader (CEDU™)** designation—a distinguished credential that validates your expertise in blended and hybrid learning, digital pedagogy, and educational leadership, and positions you to lead learning transformation and educational innovation across higher education institutions.

ACCREDITATIONS



4.8

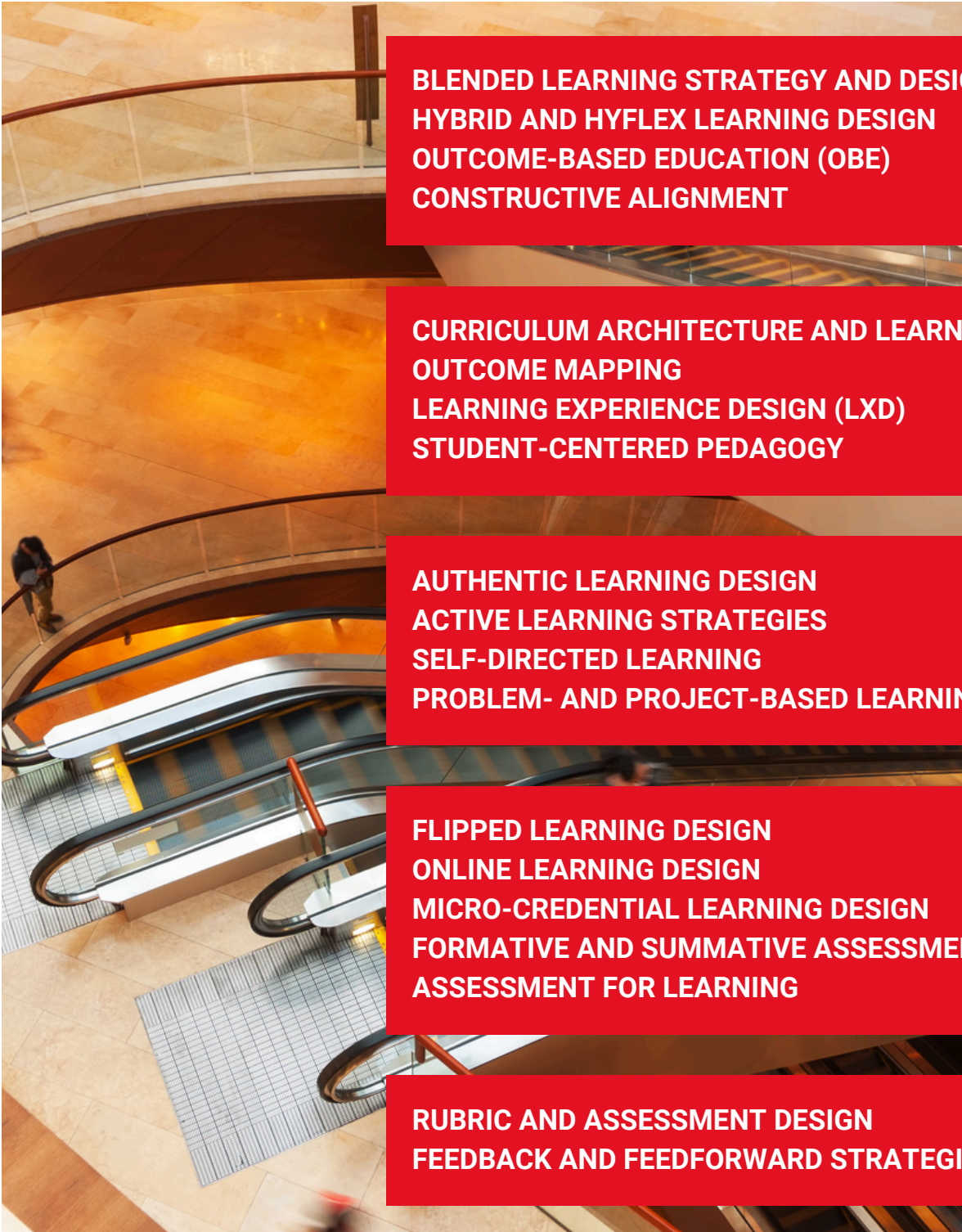


4.6



KEY SKILLS YOU WILL GAIN

From This Program



BLENDED LEARNING STRATEGY AND DESIGN
HYBRID AND HYFLEX LEARNING DESIGN
OUTCOME-BASED EDUCATION (OBE)
CONSTRUCTIVE ALIGNMENT

CURRICULUM ARCHITECTURE AND LEARNING
OUTCOME MAPPING
LEARNING EXPERIENCE DESIGN (LXD)
STUDENT-CENTERED PEDAGOGY

AUTHENTIC LEARNING DESIGN
ACTIVE LEARNING STRATEGIES
SELF-DIRECTED LEARNING
PROBLEM- AND PROJECT-BASED LEARNING

FLIPPED LEARNING DESIGN
ONLINE LEARNING DESIGN
MICRO-CREDENTIAL LEARNING DESIGN
FORMATIVE AND SUMMATIVE ASSESSMENT
ASSESSMENT FOR LEARNING

RUBRIC AND ASSESSMENT DESIGN
FEEDBACK AND FEEDFORWARD STRATEGIES

YOUR FACULTY DIRECTOR



Dr. Michael Keppell

Global Higher Education Transformation Leader & Blended Learning Expert

Dr. Michael Keppell is an internationally respected higher education leader and specialist in **blended learning, learning design, digital pedagogy, assessment, and learning spaces**, with more than 25 years of experience elevating university teaching and learning. **His academic career spans eight universities across three countries**, uniting strategic leadership with deep, practical expertise in educational transformation.

Dr. Keppell has led large-scale curriculum and learning transformation initiatives, including the rollout of a university-wide curriculum framework that transformed **36 undergraduate programs and more than 750 modules**, supported by professional development for over 500 academic staff. His expertise spans **authentic learning, blended and flexible learning, learning-oriented assessment, professional development, learning technologies, and transformational change**.

A published scholar and seasoned educational leader, Dr. Keppell has also **contributed extensively to research and practice in physical, blended, and virtual learning spaces**, as well as distributive leadership for educational transformation.

OUR PARTICIPANTS

Over 70% of FORTUNE 500 Companies Have Attended Our Accredited Programs Before



PROGRAM AGENDA



MODULE 1 - THE PLACE AND SPACE OF LEARNING

- Distributed learning spaces
- Physical, blended or virtual environments that enhance as opposed to constrain learning
- Physical, blended or virtual areas that motivate a user to participate for learning benefits
- Spaces where both teachers and students optimize the perceived and actual affordances of the space
- Spaces that promote authentic learning interactions
- Formal and informal learning spaces
- Mobile learning spaces
- Personal learning spaces
- Outdoor spaces
- Academic spaces
- Practice -based spaces

MODULE 2 - CURRICULUM DEVELOPMENT AND OUTCOME-BASED LEARNING

- Why curriculum design and development are the foundation of Institutional Learning and Teaching

- Why there has been a shift from objectives to outcomes (Outcome-based Education)
- Constructive alignment/Architecture for Courses and Subjects
- Graduate attributes/capabilities
- Course learning outcomes
- Subject mapping to course learning outcomes
- Developing assessment based on subject learning outcomes
- Developing teaching and learning activities to support assessment tasks
- Developing assessment rubrics

MODULE 3 - TEACHING METHODOLOGIES

- Strengthening pedagogical knowledge and skills of Faculty members
- Signature pedagogies (discipline-specific educational approaches, e.g. teaching practice, clinics)
- Moving from teacher-centred to student-centred learning
- Focusing on what the student can do by the end of the subject
- Fostering lifelong learning (continuous learning throughout life)

PROGRAM AGENDA



- Teaching undergraduate students
 - Year 1: Beginning (attrition is often an issue in the first year),
 - 2nd Year (Developing)
 - Final year (Culminating)
 - Teaching postgraduate students (more focus on self-directed learning, emphasis on peer learning)

- Outcome-based Education (focus on what the student can demonstrate)
- Active learning
 - student-centred, self-directed learning, peer learning, critical thinking, problem-solving, reflective activities

- Self-directed learning
 - definition, benefits, challenges, how to implement

- Authentic learning and teaching
 - definition, benefits, challenges, how to implement

- Project-based learning
 - definition, benefits, challenges, how to implement

- Problem-based learning
 - definition, benefits, challenges, how to implement

MODULE 4 - DESIGNING LEARNING EXPERIENCES

- Why is design necessary for teaching?
- The theory is integrated with practice
- Learning design (pedagogically informed design)
- Underlying design principles for constructivist, social-constructivist learning and teaching
 - Learning design for authentic learning
 - self-directed learning,
 - project-based learning,
 - problem-based learning
- Learning design for face-to-face interactions
- Learning design for blended learning environments
- Learning design for flipped learning
- Learning design for hybrid/flex learning
- Learning design for fully online learning
- Learning design for micro-credentials Topics

PROGRAM AGENDA



MODULE 5 - ASSESSMENTS

- Why changing assessment is the major challenge for higher education institutions
- Assessment practice should support student learning
 - *Assessment practice should support student learning and provide information on student progress and achievement of learning outcomes.*
- Formative assessment
 - what, when, how
- Summative assessment
 - *what, when, how*
- Assessment Of learning
 - *The predominant form of assessment, summative*
- Assessment FOR learning
 - *emphasis is on formative assessment and feedback to the students*
- Assessment AS learning
 - *emphasis is on the student role, self-assessment*

- Learning-oriented assessment
 - *assessment tasks as learning tasks*
- Types of assessment
 - *(e.g. assignments, group work, reflective journal, etc.)*
- Designing assessment tasks (aligned with learning outcomes)
- The importance of rubrics
 - *explicitly represents the expectations of what the student needs to do*
- Importance of feedback (feedback as feedforward)
- Peer assessment (group projects)
- Self-assessment (student assessment of their work quality)
- The role of exams (summative)
- Why are exams still being used in higher education?
- Online examinations and proctoring

MODULE 6 - FEEDBACK

- Feedback should improve future learning
- Timeliness matters

PROGRAM AGENDA



- Feedback should be linked to learning outcomes
- Good feedback is specific and actionable
- Feedback should be a dialogue
- Students need feedback throughout the learning process
- Technology can provide immediate feedback
- Peer feedback develops evaluative judgement
- Students should become active users of feedback
- Effective feedback builds learner independence

MODULE 7 - LEADERSHIP IN HIGHER EDUCATION

- What is leadership in higher education?
- What types of leadership work best in higher education?
- Values-based leadership
- Empowering others to achieve their potential
- What approaches work best at the University of Sharjah?
- Distributive leadership (mobilizing leadership throughout the institution)

- Developing learning and teaching leaders
- Faculty scholarship models
- Teaching Fellowship Schemes

MODULE 8 - 21ST-CENTURY SKILLS FOR TEACHERS AND STUDENTS

- AI literacy, digital literacy, digital fluency and digital capability of staff and students
- Empowering our staff and students to be able to learn/teach in face-to-face, blended and online environments
- Implications for physical, virtual, formal and informal learning spaces
- Learning spaces and technology
- Synchronous and asynchronous digital learning tools
- Learning, teaching technology ecosystem
- Learning Management Systems (e.g. Canvas, Moodle, Blackboard)
- Zoom/Microsoft Teams
- Lecture capture
- Learning analytics
- Hybrid/flex tools
- Discipline specific technologies Topics

PROGRAM AGENDA



MODULE 9 - ARTIFICIAL INTELLIGENCE AND EMERGING TECHNOLOGIES IN EDUCATION

- AI can personalise learning
- AI can provide immediate, formative feedback
- AI can act as a learning companion
- AI can strengthen the connection between online and face-to-face learning
- AI can support differentiated and inclusive learning
- AI can enhance learning design
- Assessment needs to evolve in an AI-enabled environment
- AI literacy is becoming an important learner capability
- Human interaction becomes more—not less—important
- Responsible AI requires human judgement

MODULE 10 - FACULTY DEVELOPMENT AND CHANGE MANAGEMENT

- Create a shared vision
- Assess readiness for change
- Develop teacher capability
- Provide hands-on professional learning
- Provide coaching and peer support
- Prepare learners for blended learning
- Design for engagement and belonging
- Provide institutional support and infrastructure
- Pilot, evaluate and improve
- Recognise and sustain the change

PROGRAM AGENDA



MODULE 11 - QUALITY ASSURANCE, GOVERNANCE AND EDUCATIONAL COMPLIANCE

- Quality Standards for Blended Learning
- Governance and Accountability
- Course and Learning Design Quality Assurance
- Assessment Quality and Integrity
- Regulatory and Educational Compliance
- Accessibility, Equity and Inclusion
- Student Engagement, Attendance and Participation
- Technology, Data Privacy and AI Governance
- Evaluation and Evidence of Quality
- Continuous Improvement and Quality Review

EXAMINATION

YOUR CHARTER DESIGNATION



Chartered Institute of Professional Certifications' programs are unique as they provide you with professional charter designations and marks that can be used across your lifetime once you have completed our programs.

Upon successfully completing the program and passing the Chartered exam, you will be awarded the **Certified Blended and Hybrid Learning Education Leader (CEDU™)** designation—ready to showcase on your resume, CV, and professional profiles. This industry-recognized certification carries **lifelong validity**, a lasting testament to your expertise.

Globally recognized, this certification validates your expertise in blended learning, digital pedagogy, and educational transformation. It demonstrates your ability to design outcome-based learning, integrate AI effectively, and raise educational quality across physical and digital environments—setting you apart as a leader institutions can trust. Developed by the **Chartered Institute of Professional Certifications**, the program content is independently accredited by the **CPD Certification Service** as meeting the highest standards of continuing professional principles.

ABOUT US

49,525

Business Leaders Have
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390

Certified and Fully
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87%

Chartered Leaders Have
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We Thank You for Your Ongoing Support
of Our Programs

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