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Abstract

The module 'Academic Writing and Publishing' which resulted in this model being developed was designed to nurture both innovation and critical thinking about writing practice for all academic staff who participated. This exploratory model for critical thinking, reading and academic writing practice is proposed encompassing a series of scaffolded in-class and online activities - Figure 1 shows the different dimensions of the blended module. Ultimately, this model aims to offer inspiration, creativity, confidence, continual feedback, support, and connections about academic writing and publishing. However, such bottom-up practices need direction, so it is important for the future how we think about aligning the model with, and appropriately inform, other institutional and national writing and publishing policies.

