

**CDA4 Programme Design Template
Module specification (with KIS)**



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Investigating Academic and Professional Practice in Higher Education				
Module Code	UTLGBP-20-M	Level	20	Version	1.1
Owning Faculty	Arts, Creative Industries and Education	Field	Secondary Education and Lifelong Learning		
Contributes towards	PG Cert Education PG Cert Education (Teaching & Learning in Higher Education) PG Dip Education PG Dip Education (Teaching & Learning in Higher Education) MA Education MA Education (Teaching & Learning in Higher Education)				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	January 2010		Valid to		

CAP Approval Date	January 2010 12/11/13
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Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> 1. critically examined a selection of research studies in higher education (A) 2. developed the ability to evaluate research in higher education in the light of their own professional practice and research intentions (A) 3. consolidated their critical grasp of appropriate educational research methodologies and their ability to make and justify methodological choices (A) 4. consolidated their critical grasp of policy drivers which inform the development of the higher education curriculum (A) 5. interrogated a variety of theoretical frameworks for critical inquiry into higher education, its social context, policy environment and academic practices (A) 6. identified an issue for inquiry, and considered questions of data collection, interpretation and ethics (A) 7. related knowledge gained through research to their own professional practice and context (A) 8. an ability to work effectively as an independent and self-motivated learner (A)

Syllabus Outline	<p>Research studies selected for study will include attention to</p> <p>(a) substantive issues such as:</p> <ul style="list-style-type: none"> • the social context of higher education • policy issues in higher education • learning in higher education (including graduate studies) • processes of change and innovation • academic professionalism <p>and</p> <ul style="list-style-type: none"> • (b) a range of educational research methodologies and methods
Contact Hours	
Teaching and Learning Methods	The learning approach is "research-based learning", including experiential learning, problem-based approaches, critical reading, dialogue and discussion and writing activities.
Key Information Sets Information	
Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>There is no central text for this module but there will be detailed further reading listed for different topics which will be available in the module handbook and on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders. All the further reading will be available from the library and from identified relevant sources such as bibliographical databases.</p>
Indicative Reading List	<p><i>e-learning</i> Garrison D. & Vaughan N. (2008), <i>Blended learning in higher education: framework, principles, and guidelines</i>, San Francisco: Jossey-Bass Savin-Baden M. & Wilkie K. (2006), <i>Problem-based learning online</i>, Maidenhead: Open University Press</p> <p><i>International</i> Carroll J. and Ryan J. (eds) (2005), <i>Teaching international students: improving learning for all</i>, London: Routledge Foster M. (ed) (2011), <i>Working with cultural diversity in higher education</i>, London: SEDA</p> <p><i>Managing Universities</i> Barnett R. & Coate K. (2005), <i>Engaging the curriculum in higher education</i>, Buckingham: Open University Press Bell L., Neary M. and Stevenson H. (eds.), (2009), <i>The future of higher Education: policy, pedagogy and the student experience</i>, London: Continuum Gough S. & Scott W. (2007), <i>Higher education and sustainable development: paradox and possibility</i>, London: Routledge Molesworth M., Scullion R. & Nixon E. (eds) (2011), <i>The marketisation of higher education and the student as consumer</i> [electronic resource], London: Routledge</p> <p><i>Nursing & Midwifery</i> Feldman H.R. & Greenberg M.J (eds), (2005), <i>Educating nurses for leadership</i>, New York: Springer</p>

Uys L.R. & Gwele N.S. (2005), *Curriculum development in Nursing: Process and innovations*, New York: Routledge

Quality

Goodlad S. (1995), *The Quest for Quality: Sixteen Forms of Heresy in Higher Education*, Buckingham: SRHE & OUP

Morley L. (2003), *Quality and power in higher education*, Maidenhead: SRHE & OUP

Students

Crosling G., Thomas L. & Heagney M. (2008), *Improving student retention in higher education: the role of teaching and learning*, London: Routledge

Mann S. (2008), *The student experience of higher education*, Maidenhead: Open University Press

Teaching & Research

Barnett R. (2005), *Reshaping the university: new relationships between research, scholarship and teaching*, Buckingham: Open University Press

Tennant M., McMullen C. & Laczynski D. (2010), *Teaching, learning and research in higher education*, London: Routledge

Widening participation: staff & students

David M. & Bathmaker A-M (eds.) (2010), *Improving learning by widening participation in higher education*, London: Routledge

Powell S. (ed.) (2003), *Special teaching in higher education successful strategies for access and inclusion*, London: Kogan Page

The following journals are also strongly recommended:

- *Active Learning in Higher Education*
- *Assessment and Evaluation in Higher Education*
- *British Educational Research Journal*
- *British Journal of Sociology of Education*
- *Higher Education Quarterly*
- *Journal of Further and Higher Education*
- *Journal of Higher Education Policy and Management*
- *Learning and Teaching in Higher Education*
- *Pedagogy, Culture and Society*
- *Studies in Higher Education*
- *Studies in the Education of Adults*
- *Teaching in Higher Education*

The following web sites are recommended for those on the Nursing and Midwifery Council route in relation to leadership and policy drivers:

- <http://www.kingsfund.org.uk/learn/leadership/index.html>
- <http://www.dh.gov.uk/en/Managingyourorganisation/PatientAndPublicinvolvement/index.htm>
- http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4082332
- http://www.dh.gov.uk/en/publicationsandstatistics/publications/publicationspolicyandguidance/DH_085825

Part 3: Assessment

Assessment Strategy

As a project module with one component the assessment strategy focuses on the reporting and evaluating of a small scale investigation aimed at improving the participants' academic and/or professional practices.

The assignment will need to meet the following three assessment criteria:

ALM: Conceptual Domain (Core)

The assignment demonstrates that the participant can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing the ability to synthesise and/or transform ideas in the process of developing an argument.

In meeting this assessment criterion you will be addressing the following dimensions of the UKPSF:

Areas of Activity

- A1 Design and planning of learning activities and/or programmes of study
- A3 Assess and give feedback to learners
- A4 Develop effective environments and approaches to student support and guidance

Core Knowledge

- 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

BLM: Literature Domain

The assignment demonstrates that the participant can reference an extensive range of literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature.

In meeting this assessment criterion you will be addressing the following dimensions of the UKPSF:

Areas of Activity

- A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating scholarship, research and the evaluation of professional practices

DLM: Research Domain

The assignment demonstrates that the participant can plan for and execute a small scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes.

In meeting this assessment criterion you will be addressing the following dimensions of the UKPSF:

Areas of Activity

- A4 Develop effective environments and approaches to student support and guidance
- A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating scholarship, research and the evaluation of professional practices

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

UK Professional Standards Framework

By completing the taught module and the assignment you will be addressing the following dimensions of the UKPSF:

Areas of Activity

- A1 Design and planning of learning activities and/or programmes of study
- A2 Teaching and/or supporting learning

	<p>A3 Assess and give feedback to learners</p> <p>A4 Develop effective environments and approaches to student support and guidance</p> <p>A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating scholarship, research and the evaluation of professional practices</p> <p>Core Knowledge</p> <p>K4 The use and value of appropriate learning technologies</p> <p>K5 Methods for evaluating the effectiveness of teaching</p> <p>K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</p> <p>Professional Values</p> <p>V1 Respect individual learners and diverse learning communities</p> <p>V2 Promote participation in higher education and equality of opportunity for learners</p> <p>V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</p> <p>V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice</p> <p>NMC Teachers' Standards</p> <p>By completing the taught module and the assignment you will be addressing the following elements of the NMC Standards:</p> <p>2. Facilitation of learning</p> <p>2.6 Act as a practice expert to support development of knowledge and skills for practice.</p> <p>6. Context of practice</p> <p>6.1 Support students in identifying ways in which policy impacts on practice.</p> <p>6.3 Negotiate ways of providing support to students so that they can achieve their learning needs within the context of professional and interprofessional practice.</p> <p>7. Evidence-based practice</p> <p>7.1 Advance their own knowledge and practice abilities through access to and involvement in, where appropriate, research and practice development.</p> <p>7.2 Consider how evidence based practice, involving patients, clients, carers and other members of the health and social care team, enhances care delivery and learning opportunities.</p> <p>7.4 Disseminate findings from research and practice development to enhance the quality of learning, care delivery and academic environments.</p> <p>8. Leadership</p> <p>8.4 Demonstrate strategic vision for practice and academic development relevant to meeting NMC requirements.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: N/A	B: N/A
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
A research study of 4000 words in length that describes, evaluates and reflects the design and conduct of an empirical inquiry into higher education, and reflect on its relevance to the participant's professional practice. Normally the enquiry will have been designed and conducted solely by the participant, though where there has been an element of collaboration, a statement giving details of the nature and scope of the collaboration, signed by all parties, should be included.	100%	
Those following the Nursing and Midwifery Council (NMC) route will be required		

<p>to negotiate the focus of their investigation with their Head of Department and/or relevant Programme Pathway Leader. They will need to focus their investigation on programme development relevant to meeting NMC requirements.</p> <p>The following note is a University wide statement on collaborative work:</p> <p>“Every student who is part of a group undertaking an assignment or other piece of assessed group work is required to take, and will be deemed to have taken, individual as well as joint responsibility for all the work submitted by the group. In particular, this includes individual as well as group responsibility for any assessment offence committed, whether by the student or any other student in the group. Any penalty applied in the event of an assessment offence will normally be applied to all members of the group”</p>	
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Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
<p>A research study of 4000 words in length that describes, evaluates and reflects the design and conduct of an empirical inquiry into higher education, and reflect on its relevance to the participant's professional practice. Normally the enquiry will have been designed and conducted solely by the participant, though where there has been an element of collaboration, a statement giving details of the nature and scope of the collaboration, signed by all parties, should be included.</p> <p>Those following the Nursing and Midwifery Council (NMC) route will be required to negotiate the focus of their investigation with their Head of Department and/or relevant Programme Pathway Leader. They will need to focus their investigation on programme development relevant to meeting NMC requirements.</p> <p>The following note is a University wide statement on collaborative work:</p> <p>“Every student who is part of a group undertaking an assignment or other piece of assessed group work is required to take, and will be deemed to have taken, individual as well as joint responsibility for all the work submitted by the group. In particular, this includes individual as well as group responsibility for any assessment offence committed, whether by the student or any other student in the group. Any penalty applied in the event of an assessment offence will normally be applied to all members of the group”</p>	100%
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	