University of the West of England
BRISTOL

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	M	Version	5.1
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	September 2012		Valid to	September 2016	

CAP Approval Date	6 February 2013 (noted at)

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. critically examined a selection of research studies in higher education (Component A) 2. developed the ability to evaluate research in higher education in the light of their own professional practice and research intentions (Component A) 3. consolidated their critical grasp of appropriate educational research methodologies and their ability to make and justify methodological choices (Component A) 4. consolidated their critical grasp of policy drivers which inform the development of the higher education curriculum (Component A) 5. interrogated a variety of theoretical frameworks for critical inquiry into higher education, its social context, policy environment and academic practices (Component A) 6. identified an issue for inquiry, and considered questions of data collection, interpretation and ethics (Component A) 7. related knowledge gained through research to their own professional practice and context (Component A) **8.** an ability to work effectively as an independent and self-motivated learner

	(Component A)
Syllabus Outline	Research studies selected for study will include attention to (a) substantive issues such as: • 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 and • (b) a range of educational research methodologies and methods
Contact Hours	30 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	N/A as module is on a postgraduate course
Reading Strategy	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. 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.
Indicative Reading List	ACLAND, T. & MODOOD, T. (Eds)(1998), *Race in Higher Education*, Bristol: Policy Studies Institute. AINLEY, P. (1994) *Degrees of Difference: Higher Education in the 1990s*, London: Lawrence and Wishart. ARNOT, M. DAVID, M. & WEINER, G. (1999) *Closing the Gender Gap*, London: Routledge BARNETT, R. (1997) *Higher Education: A Critical Business*, Buckingham: Open University Press. BARNETT, R. & GRIFFIN, A. (1997) *The End of Knowledge in Higher Education*, London: Cassell. BECHER, T. (1989) *Academic Tribes and Territories*, Buckingham: Society for Research into Higher Education/Open University Press BIRD, J. (1996) *Black Students in Higher Education*, Buckingham: SCRHE/Open University Press. BROCKBANK, A. & McGILL, I. (1998), *Facilitating Reflective Learning in Higher Education*, Buckingham: Open University Press. BROOKS, A. (1997) *Academic Women*, Buckingham: Open University Press. COFFIELD, F. & WILLIAMSON, B. (1997) *Repositioning Higher Education*, Buckingham, Open University Press. DAVIES, S. LUBELSKA, C. & QUINN, J. (Eds), (1994*), Changing the Subject - Women in Higher Education*, London: Taylor and Francis. EGGINS, H. (Ed), (1997), *Women as Leaders and Managers in Higher Education*, Buckingham: Open University Press. MARTIN, E. (1999), *Changing Academic Work, Developing the Learning University*, Buckingham: Open University Press RANSON, S. (1998) *Inside the Learning Society*, London: Cassell. SCOTT, D. & USHER, R., (1998), *Researching Education*, London: Cassell

SCOTT, P. (Ed) (1998), *The Globalisation of Higher Education,* Buckingham: Open University Press.
TROWLER, P.R. (1998*), Academics Responding to Change. New Higher Education Frameworks and Academic Cultures*, Buckingham: Open University Press.

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. **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. **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.

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	**A:** **N/A**	**B:**

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. 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. The following note is a University wide statement on collaborative work: "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"	100%

Resit (further attendance at taught classes is not required)	
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. 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. The following note is a University wide statement on collaborative work: "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"	100%
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.	