



Module Specification

Policy and Leadership in Higher Education

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Part 1: Information

Module title: Policy and Leadership in Higher Education

Module code: UTLN6V-30-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: The syllabus for the module will be based around topic-led sessions, including:

The massification, marketisation and deregulation of higher education

Access to higher education: social inequalities, social justice and social mobility

The student experience: supporting retention, satisfaction and success

Employability and the role of higher education in 'UK plc'

Problematizing the drive for 'teaching excellence'

The internationalisation and globalisation of higher education

Measuring and funding research 'excellence' and impact

Contested curricula and pedagogies

The impact of policy and leadership approaches on professional identities

These will be supplemented by sessions focusing on approaches to policy analysis, current trends in policy development and the theory and practice of leadership. The latter will be delivered in conjunction with colleagues from the Faculty of Business and Law.

Part 3: Teaching and learning methods

Teaching and learning methods: The module will be taught across 12 sessions of 2.5 hours of contact time, for a total of 30 hours. Students will also have access to one hour of one-to-one tutorial time with a member of the module team.

The sessions will generally be based around a taught input providing the background to a policy topic or analytical approach followed by small group and whole group discussions of a pre-set reading on a particular aspect of the topic. There will also be

presentations from staff undertaking research in the relevant areas.

Students will be expected to undertake significant reading outside of the taught sessions, including pre-set reading for discussion and wider reading around the topics – especially that chosen for their project.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate a critical awareness and understanding of key contemporary issues in higher education policy

MO2 Demonstrate a critical awareness of theory and practice of effective leadership in higher education

MO3 Demonstrate an understanding of the legislative and policy-making process and the role of key governmental and regulatory organisations

MO4 Critically analyse historical and contemporary policies to critically examine their intent, implementation and impact within political, social and economic contexts

MO5 Engage with complex, competing and contradictory perspectives on policy and policy-making

MO6 Critique the theories and methodologies which underpin research and enquiry into higher education policy

MO7 Apply their learning to the practice of effective leadership within a higher education context

MO8 Develop an academic argument which draws on critical analysis, competing perspectives and/or theories of leadership

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 269 hours

Face-to-face learning = 31 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/utln6v-30-m.html) via the following link <https://uwe.rl.talis.com/modules/utln6v-30-m.html>

Part 4: Assessment

Assessment strategy: The underpinning principle for this module is that students should have the opportunity to explore a policy topic of interest to them in significant depth. This will involve both critical analysis and the application to real-world issues in leadership. It is also hoped that this will provide a pathway to publication for some students.

One assessment task: 100%

Written assignment of 5,000 words, with a title to be negotiated with the module team, using critical analysis of a contemporary higher education policy and its implications for effective leadership in a university context.

ALM Conceptual Domain (Core)

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

CLM Contextual Domain

The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political, etc.)

influencing the area of study and is able to critically engage with the contextual significance.

Assessment components:**Written Assignment (First Sit)**

Description: Written assignment of 5,000 words, with a title to be negotiated with the module team, using critical analysis of a contemporary higher education policy and its implications for effective leadership in a university context.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8

Written Assignment (Resit)

Description: Written assignment of 5,000 words, with a title to be negotiated with the module team, using critical analysis of a contemporary higher education policy and its implications for effective leadership in a university context.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8

Part 5: Contributes towards

This module contributes towards the following programmes of study: