ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Policy and Leadership in Higher Education					
Module Code	UTLN6V-30-M		Level	M	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No	
Owning Faculty	ACE		Field	SEALL		
Department	Education		Module Type	Project		
Contributes towards	MA Education PG Dip (Education) PG Cert (Education)					
Pre-requisites	None		Co-requisites	None		
Excluded Combinations	None		Module Entry requirements	N/A		
First CAP Approval Date	2nd June 2016		Valid from	September 2016		
Revision CAP Approval Date			Revised with effect from			

Review Date	01/09/2022

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Demonstrate a critical awareness and understanding of key contemporary issues in higher education policy • Demonstrate a critical awareness of theory and practice of effective leadership in higher education • Demonstrate an understanding of the legislative and policymaking process and the role of key governmental and regulatory organisations • Critically analyse historical and contemporary policies to critically examine their intent, implementation and impact within political, social and economic contexts • Engage with complex, competing and contradictory perspectives on policy and policymaking • Critique the theories and methodologies which underpin research and enquiry into higher education policy • Apply their learning to the practice of effective leadership within a higher education context

	• Develop an academic argument which draws on critical analysis, competing perspectives and/or theories of leadership
Syllabus Outline	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' • Problematising 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.
Contact Hours	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.
Teaching and Learning Methods	• 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.
Key Information Sets Information	n/a
Reading Strategy	Core reading: There is not a single core text for this module. Essential readings for each week will be provided through Blackboard or as e-books. Further reading: Students will be expected to identify additional reading that is specific to the topic chosen for their project. A suggested reading list will be provided through the module handbook, but students will be expected to also engage with the latest policy texts, journal articles and research papers. Access and skills: Students on this module will normally be UWE staff members and therefore are very likely to have a strong working knowledge of the library facilities and how to source additional support, should they need it.
Indicative Reading List	Bell, L., H. Stevenson and M. Neary (2009) *The future of higher education: policy, pedagogy and the student experience.* London: Continuum. Brown, P., H. Lauder and D. Ashton (2012) *The global auction: the broken promises of education, jobs and incomes.* Oxford: Oxford University Press. Brown, R. and H. Carasso (2013) *Everything for sale? The marketisation of UK higher education.* Abingdon: Routledge/SRHE. Burke, C. (2015) *Culture, capitals and graduate future: degrees of class.* Abingdon: Routledge/SRHE. Burke, P. (2012) *The right to higher education: beyond widening participation.* Abingdon: Routledge. Deem, R., S. Hillyard and M. Reed (2008) *Knowledge, higher education and the new managerialism.* Oxford: Oxford University Press. Fitzgerald, T. (2013) *Women leaders in higher education: shattering the myths.* Abingdon: Routledge/SRHE.

	Hazelkorn, E. (2015) *Ranking and the reshapings of higher education: the battle for world-class excellence.* Basingstoke: Palgrave Macmillan.
	Jones, E. (ed.) (2007) *Internationalising higher education: enhancing learning, teaching and curriculum*. Abingdon: Routledge.
	King, R., S. Marginson and R. Naidoo (eds.) (2013) *Handbook on globalisation and higher education.* Elgar: Cheltenham.
	Macfarlane, B. (2012) *Intellectual leadership in higher education: renewing the role of the university professor*. Abingdon: Routledge/SRHE.
	Molesworth, M., R. Scullion and E. Nixon (2010) *The marketisation of higher education and the student as consumer.* Abingdon: Routledge.
	Mountford-Zimdars, A. and N. Harrison (eds.) (in press) *Access to higher education: theoretical perspective and contemporary challenges*. Abingdon: Routledge/SRHE.
	Shattock, M. (2010) *Managing successful universities* (2nd edition). Maidenhead: Open University Press.
	Shattock, M. (2012) *Making policy in British higher education – 1945 to 2011.* Maidenhead: Open University Press.
	Skelton, A. (2016) *International perspective of teaching excellence in higher education: improving knowledge and practice.* Abingdon: Routledge.
	Waller, R., N. Ingram and M. Ward (eds.) (in press) *Higher education and social inequalities: Getting in, getting on and getting out.* Abingdon: Routledge/BSA.
	Students will also be expected to make use of the extensive online resources of the Higher Education Academy (www.heacademy.ac.uk/research/published-research) and the Leadership Foundation for Higher Education (www.lfhe.ac.uk/en/research-resources/publications/index.cfm).

Part 3: 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.
	Component A 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

Identify final assessment component and element	Component A	
	A:	**B**:

% weighting between components A and B (Standard modules only)	100	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. 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	100
2.(etc)	
Component B **Description of each element**	**Element weighting** **(as % of component)**
1.	
2.(etc)	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. 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	100
2.(etc)	
Component B **Description of each element**	**Element weighting** **(as % of component)**
1.	
2.(etc)	

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.