

**MODULE SPECIFICATION FORM**

Module Title: <b>Academic practice in Higher Education</b>	Level: 7	Credit Value: 20
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Module code: EPHM19	Cost Centre: GAPE	JACS3 code: X370
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Trimester(s) in which to be offered: 1/2/3	With effect from: November 2015
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<b>Office use only:</b> To be completed by AQSU:	Date approved: November 2015 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any): EPH701 Academic Practice in higher Education
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Originating School: Social and Life Sciences	Module Leader: John Luker
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Module duration (total hours): 200 Scheduled learning & teaching hours (workshops): 10 Individual Tutorial Support: 5 Independent study hours: 185 Placement hours: 0	Status: core/option Core (identify programme where appropriate):
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Programme(s) in which to be offered: Postgraduate Certificate in Professional Development in Higher Education	Pre-requisites per programme (between levels): None
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<p><b>Module Aims:</b></p> <ol style="list-style-type: none"> <li>To broaden understanding of higher education processes and practices by placing them in a wider context.</li> <li>To create a culture of engagement with the development and implementation of theory, policy and strategy.</li> </ol>
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3. To encourage research and scholarly activity in relation to teaching, learning and assessment within a subject context

**In addition to and via the above aims the module will emphasise the relevant areas of professional activity identified in the UK Professional Standards Framework (UKPSF)**

**Intended Learning Outcomes:**

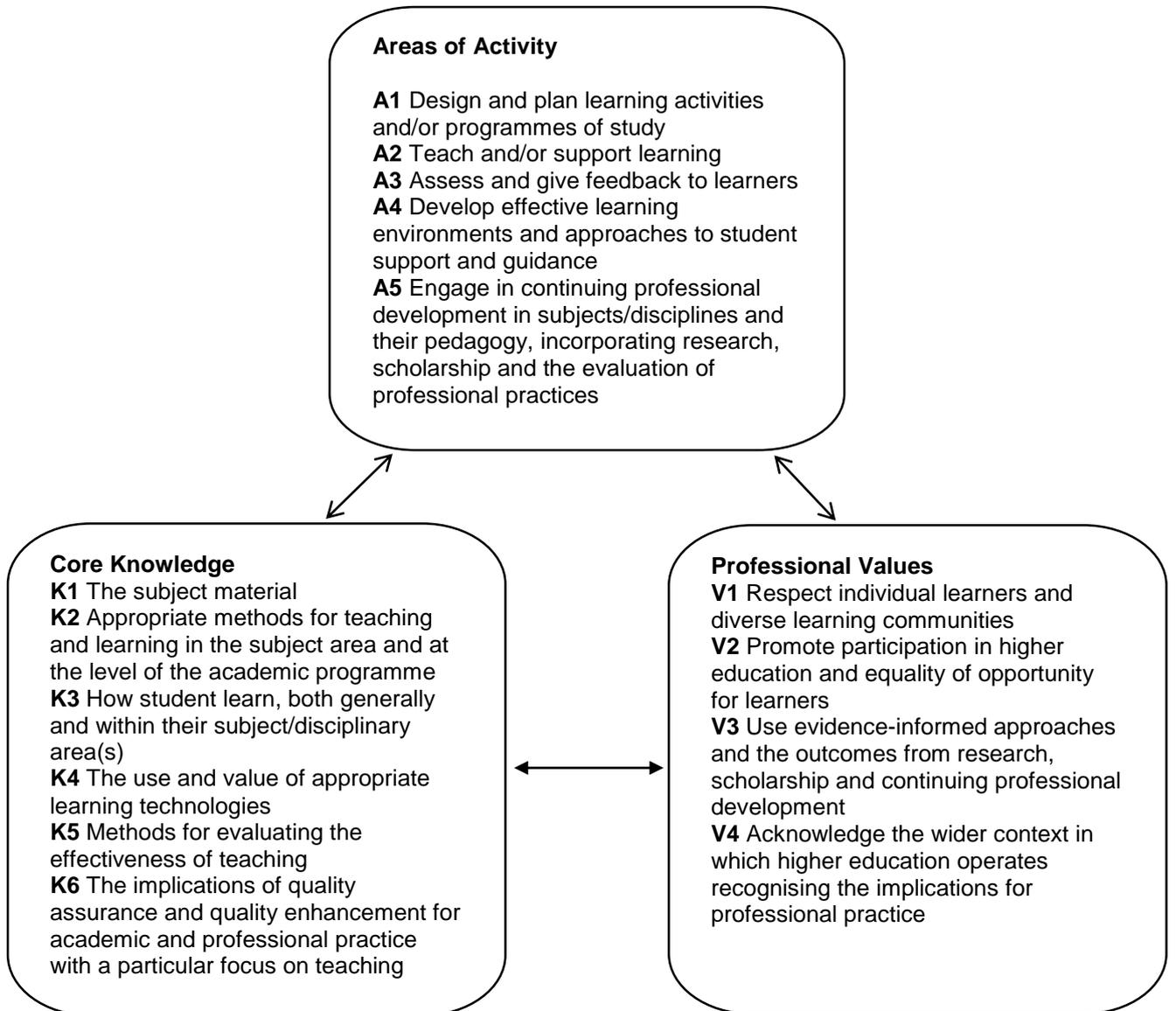
At the end of this module, students will be able to ...

1. Critically evaluate the role of academics and higher education in society in relation to the implications for own professional practice (V3 and V4)
2. Develop, and critically evaluate strategies for effecting change designed to enhance academic practice in own subject/discipline (A5, K6, V3 and V4)
3. Identify and execute a negotiated critical study into an applied area of HE academic practice and develop criteria to assess the negotiated critical study (A5, K6, V3 and V4).

*(See UK Professional Standards Framework (2011) overleaf to match A, K and V outcomes)*

**Dimensions of the Framework**

[https://www.heacademy.ac.uk/sites/default/files/downloads/ukpsf\\_2011\\_english.pdf](https://www.heacademy.ac.uk/sites/default/files/downloads/ukpsf_2011_english.pdf)



**Assessment:**

A project will be negotiated and agreed with the module tutor. The task of the project will be of direct and applied relevance to the student's academic practice. The rubric for assessment will include the three module intended learning outcomes plus the criteria developed by the student for assessment (learning outcome 4). The project will provide a final capstone piece or work for the programme and will encompass

*Indicative examples:*

- **Research** – a small scale research project linked to an area of own practice that will demonstrate an evidence-informed approaches and the outcomes from research, scholarship and continuing professional development. This could lead to a publishable paper.
- **Annotated bibliography** – An annotated bibliography gives an account of the reading and research that has been done on a chosen topic. Like any bibliography, an annotated bibliography is an alphabetical list of research sources. An annotated bibliography provides a concise summary of each source and some assessment of its value or relevance to improving your own practice in relation to supporting learning, teaching and/or assessment.
- **Literature review** - The aim of a literature review is to show your tutor that you have read, and have a good grasp of, the main published work concerning a particular topic or question in your field. It is very important to note that your review should not be simply a description of what others have published in the form of a set of summaries, but should take the form of a critical discussion, showing insight and an awareness of differing arguments, theories and approaches. It should be a synthesis and analysis of the relevant published work in relation to developing your own practice.
- **Artefact** (e.g. new Scheme of Learning) and rationale explaining how the Scheme of Learning supports learning, teaching and assessment in your subject area.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
One	All	Project	100%		4,000

**Learning and Teaching Strategies:**

The module will be delivered using an interactive, reflective approach drawing upon the experience of participants. The strategies adopted will include tutor directed sessions, workshops, simulation, video clips, Moodle virtual learning environment, seminars and supported self-study. Participants will be encouraged to reflect on their practice and to make connections between theory and practice throughout. The PgCPD approach seeks to adopt a learner-centred approach in initial and continuing professional learning. All participants can expect to negotiate their learning programme and content of their assessment tasks on the grounds of discussions held both within class and during tutorials. The PgCPD programme outcomes are congruent with the University Learning & Teaching Strategy and the UK

Professional Standards Framework (UKPSF) in that the Programme seeks to promote self-development and reflective practice within a context of innovation and scholarship.

### **Syllabus outline:**

- The place of HE in the wider regional, national and international context
- National policy and its impact on HE institutions
- Organisational mission, structures, cultures and values and their impact
- Research teaching nexus / The impact of research on teaching and learning
- Research methodology and methods
- Annotated bibliography
- Review of literature
- Writing for publication
- Employing new technologies to promote the development of effective learning in HE
- Quality assurance and enhancement in HE
- Current issues and implications for practice
- Widening participation and social inclusion
- Ethics (research and otherwise)
- Sustainability in HE
- Entrepreneurship in HE

### **Bibliography:**

Essential reading:

Cohen, L., Manion, L. and Morrison, K. (2011). *Research Methods in Education*. Seventh Edition. Abingdon, Oxon: Routledge.

Creswell, J.W. (2015). *A Concise Introduction to Mixed Methods Research*. London: Sage Publications Ltd.

Thomas, G. (2013). *How to Do Your Research Project: A Guide for Students in Education and Applied Social Sciences*. London: Sage Publications Ltd.

Other indicative reading:

BIS. (2009). Higher ambitions: The future of universities in a knowledge economy. London, England. Retrieved February 10, 2010, from <http://web.bis.gov.uk/assets/biscore/corporate/docs/h/09-1447-higher-ambitions.pdf>

Bolton, G. (2010). *Reflective practice*. London, England: Sage.

Cowan, J. (2006). *On becoming an innovative university teacher: reflection in action*. Maidenhead, England: Open University Press.

HEA. (2011). UK Professional Standards Framework. York, England. [https://www.heacademy.ac.uk/sites/default/files/downloads/UKPSF\\_2011\\_English.pdf](https://www.heacademy.ac.uk/sites/default/files/downloads/UKPSF_2011_English.pdf)

Kinchin, I. M., Lygo-Baker, S., & Hay, D. B. (2008). Universities and centres of non-learning. *Studies in higher education*, 33(1), 89-103.

McGhee, P. (2003). *The academic quality handbook*. London, England: Kogan Page

Macfarlane, B. (2003) *Teaching with Integrity: The Ethics of Higher Education Practice*. London, England: RoutledgeFalmer.

Moon, J. A. (2004). *A handbook of reflective and experiential learning: Theory and practice*. London, England: RoutledgeFalmer.

Stephens, J., Hernandez, M., Román, M., Graham, A., & Scholz, R. (2008). Education as a change agent for sustainability in different cultures and contexts. *International Journal of Sustainability in Higher Education* 9(3), 317-338.