MODULE SPECIFICATION

1. The title of the module

UN820 (UELT8200): Critical Perspectives on Academic Practice (update to existing module)

1. The Department which will be responsible for management of the module

UELT/Centre for the Study of Higher Education

1. The Start Date of the Module

September 2009 (revised version to run from September 2015)

1. The number of students expected to take the module

120 per year, based on intake over previous five years

1. Modules to be withdrawn on the introduction of this proposed module

None, this new module specification updates and supersedes the previous module of the same name.

1. The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])

M

1. The number of credits which the module represents

15 credits

1. Which term(s) the module is to be taught in (or other teaching pattern)

This module is taught across the academic year.

1. Prerequisite and co-requisite modules

Participants will have either taken or been exempted from *An Introduction to Learning, Teaching and the Academic Environment* (UN819) or *Supporting Learning in the Academic Environment* (UN828)before taking this module.

1. The programmes of study to which the module contributes

ATAP/PGCHE (Current)

And

Associate Fellowship Scheme (subject to approval)

1. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes
	1. An understanding of, and critical engagement with, current research and scholarship in teaching and learning and/or student learning support. (PGCHE Knowledge and Understanding 1; PGCHE Intellectual Skills 1 // UKPSF A2; A5; K6; V3; V4)
	2. An ability to evaluate critically how research into teaching and learning informs HE practice, including practice at subject/disciplinary level and within their own professional practice. (PGCHE Knowledge and Understanding 2; Intellectual Skills 1 and 2; Subject-specific Skills 2 // UKPSF A2; A5; K4; K6; V2; V3; V4)
	3. An understanding of, and critical engagement with, the relationship between teaching and disciplinary specific research at subject/disciplinary level and within their own professional practice. (PGCHE Knowledge and Understanding 1 and 6. // UKPSF A2; A5; K3; K4; K6; V2; V3; V4)
	4. An ability to evaluate critically concepts of professionalism, and to reflect upon their own professional values and plans for professional development within the context of their own academic careers. (PGCHE Skills and Attributes B2, C7 and D1 // UKPSF A2; A5; K6; V1; V2; V3; V4)
	5. An understanding of, and critical engagement with, policy developments within HE, including aspects of student support and the use and value of appropriate learning technologies and how these impact upon their role. (PGCE Knowledge and Understanding 3; Skills and Other Attributes C3 and C4; and Transferable Skills D2. // UKPSF A2; A5; K6; V1; V2; V3; V4)

12 The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

* 1. An ability to reflect on one’s own development as a reflective practitioner, including identifying areas for future development (PGCHE Transferable Skills 1,2 and 3 // UKPSF A5; K6; V4)
	2. Demonstrating effective strategies for working with colleagues within a department, an institution and/or disciplinary field (PGCHE Transferable Skills 4 // UKPSF A5; K6; V4)

13 Synopsis of the curriculum

The curriculum builds on the prerequisite module (*Introduction to Learning, Teaching and the Academic Environment*) and aims to explore and question theories, beliefs and principles which frame and inform academic practice, and how these relate to participants’ own activity. The scope of this activity is deliberately broadly interpreted, including learning and teaching; assessment; curriculum design and development; student support; participation in professional communities; reflecting on one’s own practice and taking the initiative in reviewing and planning further development. Participants will explore the relevant issues in their own disciplinary field, and generically through interdisciplinary discussion; review pedagogic developments rigorously and systematically, and consider the implications for their practice. The emphasis throughout is on critical examination of the changing context of Higher Education and the impact of this on institutional and individual practice.

14 Indicative Reading List

* Barnett, Ronald and Society for Research into Higher Education, 2005. Reshaping the university: new relationships between research, scholarship and teaching
* Becher, Tony and Trowler, Paul, 2001. Academic tribes and territories: intellectual enquiry and the culture of disciplines.
* Brew, Angela, 2006. Research and teaching: beyond the divide, Universities into the 21st century.
* Brown, Roger, 2011. Higher education and the market.
* Halsey, A. H., 1992. Decline of donnish dominion: the British academic professions in the twentieth century.
* Lave, Jean and Wenger, Etienne, 1991. Situated learning: legitimate peripheral participation. , Learning in doing : social, cognitive, and computational perspectives.
* Macfarlane, Bruce, 2004. Teaching with integrity: the ethics of higher education practice.
* McLean, Monica, 2006. *Pedagogy and the university: critical theory and practice*, London: Continuum. Available at: Molesworth, Mike, Nixon, Elizabeth, and Scullion, Richard, 2011. The marketisation of higher education: the student as consumer.
* Newman, J H., 1999. The idea of a university; intro by G N Shuster.
* Nixon, Jon, 2011. *Higher education and the public good: imagining the university*, London: Continuum International Pub. Group.

15 Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes

There will be 15 hours of formal contact time, a combination of lectures, seminars and tutorial sessions. Participants will be expected to carry out 135 hours of self –study for this module. The allocation of a large amount of time for independent study allows for critical reflection on current learning and teaching practice (including one’s own), critical evaluation of the key theories and issues, and for development of ideas generated during teaching sessions. Participants are supported by regular tutorial meetings, providing the opportunity for formative feedback on their progress, and to formulate approaches to their own personal development.

150 total study hours.

16 Assessment methods and how these relate to testing achievement of the intended learning outcomes

Participants must be able to demonstrate that they:

* have critically engaged with current research and scholarship in learning and teaching and/or student learning support
* have critically evaluated how research into teaching and learning informs HE practice and their own professional practice
* have some understanding of the relationship between teaching and disciplinary specific research within their own professional practice
* can critically evaluate concepts of professionalism within academic careers
* can reflect upon their own future professional development
* have understood and engaged critically with policy developments within HE, including aspects of student support
* can reflect upon the use and value of appropriate learning technologies and how these impact upon their role.

Students will be expected to produce a 3,000 word critical account of two aspects of academic practice within their discipline. This account should draw upon personal reflection and scholarship, as well as policy documents. Within this account, students will be expected to comment upon concepts of professionalism and their own professional development as well as the impact of learning technologies upon their role.

1. Implications for learning resources, including staff, library, IT and space

The numbers of PGCHE and ATAP participants has risen steadily in recent years, with consequent increases in demands on staff time – tutorial, observation, direct teaching and assessment.

1. A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities

CSHE/UELTrecognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will provide course materials in accessible formats, wherever feasible, including additional or substitute materials or teaching modes for students who have declared and discussed their learning support needs.  Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the Disability and Dyslexia Support Service. UELT will liaise with the Disability and Dyslexia Support Service in order to provide specialist support where needed.

19. Campus(es) where module will be delivered

Canterbury (and Medway if required)

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

|  |  |
| --- | --- |
| ................................................................Director of Learning and Teaching | ..............................................Date |

**Statement by the Head of Department:** "I confirm that the Department has approved the introduction of the module and, where the module is proposed by Departmental staff, will be responsible for its resourcing"

|  |  |
| --- | --- |
| .................................................................Head of Department | ..............................................Date |