MODULE SPECIFICATION

**SECTION 1: MODULE SPECIFICATIONS**

1. Title of the module

Developing as a Researcher in Higher Education (UN812 – UELT8120).

*(Revision of an existing module)*

1. School or partner institution which will be responsible for management of the module

CSHE/UELT.

1. Start date of the module

September 2008 (revised version start date September 2015)

1. The number of students expected to take the module

20–35.

1. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal

None: this is a revision of an existing module.

1. The level of the module:

Postgraduate [M]

1. The number of credits and the ECTS value which the module represents

15 (7.5 ECTS).

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

Autumn or Spring, but not both.

1. Prerequisite and co-requisite modules

None, but note that this module is not normally suitable for students registered for postgraduate research degrees.

1. The programmes of study to which the module contributes

PGCHE / PGDip / MA in HE.

1. The intended subject specific learning outcomes

11.1 Understand the nature and context of research in higher education, both at the University of Kent and nationally, how research is assessed and its relation to their academic practice, where appropriate (PGCHE A6,B1,B3;UKPSF A4,A5,V3)

11.2 Exercise initiative in furthering a research career, for example by writing and submitting research papers, research proposals and grant applications, and the dissemination of research results (PGCHE C7,D2,D3; UKPSF A5)

1. The intended generic learning outcomes

12.1 Reflect critically upon their own practice and plan for their future needs and continuing professional development as a researcher in higher education (PGCHE D1;UKPSF A5)

1. A synopsis of the curriculum

This module offers existing researchers the opportunity to develop and enhance the understanding and skills required for a successful research career in a university, as well as a forum for the recognition, discussion and resolution of problems encountered doing research in higher education. Contributors to the module are drawn from different disciplinary areas across the University.

The module explores the policy framework of research, the mechanisms used to assess research quality, and the structures and networks through which research funding is distributed. The researcher’s own role in developing successful research is explicitly acknowledged through sessions on grant applications and reviews, and on the varied disciplinary practices of dissemination and publishing. Participants are encouraged to review their own practice and to consider future strategies for developing research careers.

1. Indicative Reading List

Aldridge, Jacqueline & Derrington, Andrew (2012) *The Research Funding Toolkit: How to Plan and Write Successful Grant Applications*, 224 pages, SAGE Publications Ltd

British Academy (2010) *Past, present and future: the public value of the humanities and social sciences*, London, The British Academy

Bruce, C, Pham, B, Stoodley, I (2004) *Constituting the significance and value of research: views from information technology academics and industry professionals* Studies in Higher Education, 29, 2, 219 – 238

Delamont, Sara & Atkinson, Paul (2004) *Successful research careers*, Maidenhead: Society for Research into Higher Education & Open University Press

Lovegrove, Barry G., Johnson, Steven D. (2008) *Assessment of research performance in Biology: how well do peer review and bibliometry correlate?* Bioscience, 58, 2, 160-164

Lucas, Lisa (2005) *The research game in academic life*, Open University Press

Macfarlane, B (2009*) Researching with integrity: the ethics of academic enquiry* Abingdon, Routledge

REF (2014), *http://www.hefce.ac.uk/research/ref/* home page for the Research Excellence Framework, Higher Education Funding Council for England

1. 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 module learning outcomes

The module consists of five 2.5-hour workshops, combining tutor input, guest input from experienced scholars and researchers from across the university and opportunities for cross-disciplinary discussion of the issues explored in each session. Participants are offered individual tutorial support to promote completion of assessed work. There will be 135 hours of independent study in preparation for taught sessions, reading more widely about issues raised in taught sessions and in preparation for assessed work.

These combined will enable participants to meet the subject-specific and generic learning outcomes for this module.

1. Assessment methods and how these relate to testing achievement of the intended module learning outcomes

An assignment equivalent to a 2,000 – 3,000 word portfolio on a negotiated topic reflecting critically on participants’ own research practice and professional development needs*.*

Participants wishing to use this module to demonstrate achievement of elements of the UKPSF should include a Fellowship declaration on the template provided in the module guide.

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. This module revision will make additional demands on Library resources.

1. CSHE/UELT recognises 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 make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods 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 University’s disability/dyslexia support service, and specialist support will be provided where needed
2. Campus(es) where module will be delivered:

Canterbury.

**SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL**

**Statement by the School Director of Graduate Studies** "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"

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| Fran Beaton  Director of Graduate Studies  FRAN BEATON | Date26/02/15 |

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

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| .................................................................  Head of School  …………………………………………………….  Print Name | ..............................................  Date |