1. **Title of the module**

UELT8220 (UN822) Individual Investigation in Higher Education

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

UELT/Centre for Higher Education

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

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

15 credits (7.5 ECTS)

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

Autumn, Spring or Summer

1. **Prerequisite and co-requisite modules**

Students should normally have completed, or been exempted from, the core PGCHE modules UELT8190 and UELT8200.

1. **The programmes of study to which the module contributes**

PGCHE

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1: Identify a higher education topic (for example an educational concept, practice or policy) for academic investigation and provided a rationale for their choice;

8.2: Identify and evaluate relevant literature (or equivalent) to provide a context for their investigation (which may be specific to a disciplinary area, form of educational practice, etc.);

8.3: Carry out a small-scale investigation of a topic relevant to the study of higher education;

8.4 Analyse the results and draw reasoned conclusions from the investigation.

8.5 study some selected aspects of higher education in greater depth. Depending upon the topic of study selected, the module will consolidate and extend learning in relation to any of the Programme Learning Outcomes A1-7, C1-7 and B2:

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Identify relevant sources of material for the investigation of an educational topic;

9.2 Demonstrate the capacity to gather, evaluate, analyse and utilise material relevant to the academic investigation of a higher education topic;

9.3 Evaluate their own practice in the design and conduct of an educational investigation;

9.4 Communicate the content of an educational investigation effectively for an audience outside academic educational researchers.

1. **A synopsis of the curriculum**

This module is intended to offer students the opportunity to investigate a higher education topic of their own choosing, in detail and with academic support. This may take the form of, for example, a literature review on an agreed topic; a small-scale educational research study; a research report on a topic or project related to academic practice within their own discipline; a conceptual study of specific educational ideas, practices or principles.

The curriculum will be negotiated with each Faculty-based group but as a minimum will include:

* A survey of relevant sources of scholarly material related to higher education topics
* A critical review of relevant investigations of higher education topics
* Methods of investigation relevant to selected topics
* Group and individual evaluation and reviews of progress
* Relevant approaches to academic writing and presentation

A programme of reading, investigation and support will be negotiated with each student.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

A core reading list will be prepared for each student relevant to the subject of the individual investigation. Students will also be expected to identify relevant reading with the support and guidance of a tutor, making use of the range of educational literature and journals now available to the program through the Library and through the VLE, and discipline-specific materials where appropriate.

General texts are likely to include, for example:

* Murray, R. and Moore, S. (2006) The Handbook of Academic Writing: A Fresh Approach, Open University Press
* Rowland, S. (2006) The Enquiring University: Compliance and Contestation in Higher Education, SRHE/Open University Press
* Tight, M.(2003) Researching Higher Education, SRHE/Open University Press
* Journals: Studies In Higher Education; Teaching in Higher Education; British Educational Research Journal; etc.
1. **Learning and teaching methods**

Total contact hours: 10

Private study hours: 140

Total study hours: 150

1. **Assessment methods**

Presentation, 15 minutes (5%)

Essay, 3000 words (95%)

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |
| Seminars  | **x** | **x** |  |  |  |  | **x** | **x** | **x** |
| Individual tutorials  |  | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Ongoing tutorials via email/VLE |  | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Presentation |  |  |  |  | **x** |  |  | **x** | **x** |
| Essay  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module supports investigations that explore issues around internationalisation, however the subject content and assessment are based around topics of the students’ own choosing.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Feb 2018