MODULE SPECIFICATION TEMPLATE

**SECTION 1: MODULE SPECIFICATIONS**

1. Title of the module

UN826 (UELT8260) Internationalisation and Higher Education

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

Centre for the Study of Higher Education/Unit for the Enhancement of Learning and Teaching

1. Start date of the module

Spring 2014, revised start date Autumn 2015

1. The number of students expected to take the module

25

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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal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 an existing module and the only change is that it is mapped on to the UKPSF.

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

M

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

15 (7.5 ECTS credits)

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

Any

1. Prerequisite and co-requisite modules

UN819 and UN820 are pre-requisite core modules for students registered on the PGCHE.

1. The programmes of study to which the module contributes

PGCHE

MA in Higher Education

1. The intended subject specific learning outcomes
	1. Demonstrate a broad understanding of the political, cultural, and educational developments that have influenced the internationalisation of the HE sector. (PGCHE Knowledge and Understanding 1 and 6) (UKPSF V4)
	2. Demonstrate an understanding of, and critical engagement with, current researchand scholarship relating to the internationalisation of the HE sector. (PGCHE Knowledge and Understanding 1; PGCHE Intellectual Skills 1) (UKPSF K6)
	3. Critically analyse recent national and/or institutional policy documents which impact upon the internationalisation of the HE sector. (PGCHE Knowledge and Understanding 3; Skills and Other Attributes C3 and C4; and Transferable Skills D2.) (UKPSF K6)
	4. Critically reflect upon, analyse and describe your own practice and/ or the practice of others, including HEIs, in terms of internationalisation. (PGCHE Knowledge and Understanding 2; Intellectual Skills 1 and 2; Subject-specific Skills 2) (UKPSF V2)
2. The intended generic learning outcomes

12.1 Demonstrate an ability to reflect critically upon HE practice. (PGCHE Transferable Skills 1,2 and 3)

12.2 Demonstrate an ability to evaluate critically HE policy. (PGCHE Transferable Skills 1, 2 and 3)

1. A synopsis of the curriculum

This module covers:

* The meanings, history and development of internationalisation in the UK HE sector, considered in relation to institutional, national and international policy objectives, for example: The Bologna Process.
* Internationalisation and the student experience – from mono-culturalism to integration?
* Pedagogy and the internationalised HE sector (teaching students for whom English is an additional language; the academic expectations of international students; interrogating a ‘Western curriculum’)
* Contemporary challenges in internationalisation: Marketisation and internationalisation : a critical exploration of selling the UK student experience overseas
* The international academic: working in a global labour market – collaborations and partnerships.
* A critical appraisal of internationalisation in practice including a consideration of the role of the University of Kent as the UK’s European University.
1. Indicative Reading List
* Joseph, C. (2012) ‘Internationalizing the curriculum: pedagogy for Social Justice’, in *Current Sociology*, 60: 2.
* Race, R. (2011) *Multiculturalism and Education*, London: Continuum.
* Humfrey, C. (2011) ‘The long and winding road: a review of the policy, practice and development of the internationalisation of higher education in the UK’, in *Teachers and Teaching*, 17: 6.
* Unterhalter, E. and Carpentier, V. (eds) (2010) Global Inequalities and Higher Education: Whose interests are we serving? London: Palgrave Macmillan.
* Brown, R. (ed) (2011) *Higher Education and the Market*, London: Routledge.
* Wildavsky, B. (2010) *The Great Brain Race: How global universities are reshaping the world*, Princeton University Press.
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

Teaching methods: Workshops combining lectures, seminars and tutorials - 10 hours.

This will address SLO 11.1; 11.3; GLO 12.1; 12.2

Independent learning which will include research, private study, assessment work – 140 hours

The allocation of a large amount of time for independent study allows for individual reading (both in preparation for seminars and beyond the content of the taught sessions); reflection upon practice; critical evaluation of the key theories and issues; and for completion of the assessment tasks.

This will address SLO 11.2; 11.4; GLO 12.1; 12.3

This equals 150 study hours for a thirty credit module.

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

This module is assessed through one 3000 word academic essay.

Individual essay titles will be negotiated with the module convenor.

Students will be expected to produce a 3000 word critical account of the impact of the internationalisation of HE upon their own practice or the practice of others, including HEIs.

This essay will explicitly address the SSLOs: 11.1; 11.2; 11.3; 11.4

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

The numbers of PGCHE/MA 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.

Staff and teaching space are available for this module.

This module will mainly use reading materials such as journal articles already available through electronic databases. Some extra books may need to be purchased and the current bid for additional library funding takes account of this for the MA programme.

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

***If the module is part of a programme in a Partner College or Validated Institution, please complete the following:***

1. Partner College/Validated Institution:
2. University School responsible for the programme:

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

**Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate):** "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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| ................................................................Director of Learning and Teaching/Director of Graduate Studies (delete as applicable)…………………………………………………Print Name | ..............................................Date |

**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 |

**SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION**

(Where the module is proposed by a Partner College/Validated Institution)

**Statement by the Nominated Officer of the College/Validated Institution** *(delete as applicable)***:** "I confirm that the College/Validated Institution*(delete as applicable)* has approved the introduction of the module and will be responsible for its resourcing"

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| .................................................................Nominated Responsible Officer of Partner College/Validated Institution ………………………………………………….Print Name………………………………………………….. Post | ..............................................Date |

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Partner College/Validated Institution

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Last updated July 2014