CENTRE FOR THE STUDY OF HIGHER EDUCATION

Canterbury
INTRODUCTION

The Centre for the Study of Higher Education at Kent provides a base for postgraduate provision with a distinctive focus on the field of Higher Education.

Interdisciplinary research centre
The Centre is a focal point for research in this field across a number of disciplines, and offers regular seminars and events to which all postgraduate students and staff across the University are warmly welcomed.

Range of academic programmes
We currently offer four postgraduate programmes, each tailored according to different interests and levels of experience, enabling you to select subject matter according to your own professional role and interests.

Our three postgraduate taught programmes, which are mainly part-time, cater for a wide range of experience and responsibilities, whether you are just embarking on a career as a Higher Education teacher or are a more experienced professional wishing to study an aspect of Higher Education in greater depth.

The Centre also offers (since 2012) a PhD programme in Higher Education. This programme can be undertaken on a full-time or part-time basis, and is aimed at those with a professional or scholarly interest in any aspect of higher education who wish to develop as independent researchers in the field.

Diverse student body
Students on our programmes come from a wide range of cultural, subject and professional backgrounds and bring a rich variety of experiences to their work, resulting in a lively interdisciplinary dimension to the taught modules and regular opportunities for debate. See what some of our students say on p4.
The University library houses a growing collection of books and journals on higher education, many of which can be accessed online. You also have access to the extensive training and other resources provided through the Graduate School.

Research seminars/events

The Centre holds regular research seminars where academic staff and postgraduate students discuss their research and work in progress. Every term we also invite a number of external speakers to give lectures and seminars. Our students have access to lively national and international research networks and conferences through the Centre’s active involvement in the Society for Research into Higher Education (www.srhe.ac.uk), the British Educational Research Association (www.bera.ac.uk) and other scholarly bodies.

“I think whatever stage of your career you are at, it is a useful qualification to have and if you are a more experienced lecturer, that is taken account of and you may not have to take all of the modules.”

Dr David Roberts
MA in Higher Education

See p4 to read more about what our students think.
OUR STUDENTS’ VIEWS

Steve Bailey (SB) is a Faculty Learning Technologist at Kent.

Dr Zoe Davies (ZD) is a Lecturer in Biodiversity Conservation in Kent’s School of Anthropology and Conservation.

Dr Alan Le Grys (ALG) is a Student Learning Adviser and an Associate Lecturer in Theology and Religious Studies at Kent.

Dr David Roberts (DR) is a Lecturer in Biodiversity Conservation in Kent’s School of Anthropology and Conservation.

Lynn Shaw (LS) is the Academic Registrar at the ifs School of Finance.

Jane Short (JS) is Director of Learning and Teaching for Kent’s Centre for English and World Languages.

Why did you decide to study for a PGDip in Higher Education?

SB: As a Learning Technologist, you bridge the gap between two camps – you are not a technical person but you are not really an academic either – it makes us a very effective liaison between the two, but as far as career progression goes there isn’t an obvious path to follow. I saw it as a way to widen my area of expertise.

ALG: I believe very much in the principle that those who teach should also maintain their own learning and have tried every few years to attend to my education. I completed a doctorate three years ago and thought it was time to embark on some more learning.

LS: I took my PGCHE at Kent and having enjoyed studying for that, I saw the offer to join the course as an opportunity to enhance my educational knowledge even further.

JS: Actually, I am taking the long road to my doctorate. When I was studying for my Master’s, I decided that in the future I wanted to study for a doctorate. That was around 10 years ago, and in September last year I decided the time was right. As I hadn’t done any serious research for some time I thought it would be best to start at PGDip level, to refresh my research skills, before embarking on the doctorate.

What do you think of the teaching?

ZD: The set up is relatively informal and the sessions are very interactive with frequent exchanges of views – and lots of laughter! The lecturers are very supportive and if you need advice outside of teaching time they are always happy to talk to you.

DR: The teaching is of a high standard and there is a lot of interaction with the students. The staff are fantastic; if you have any problems or questions they are always happy to help and will explain why they do things in a certain way. They are very open to feedback.

SB: The teaching varies depending on who is leading the module and what the focus of the module is, whether it is a ‘how to’ module or a ‘why’ module. The teaching style is effective because it allows for in-depth discussion; there really is no such thing as a stupid question, you can raise anything and somebody can answer it or offer feedback.

What have you particularly enjoyed about the course?

DR: All of the modules had parts that were interesting and I felt I was learning something new about aspects of my job. My favourite module though was where I got to do my own piece of research.

ALG: I’m really enjoying it, particularly the current module, which looks at the more theoretical stuff, such as some of the basic
education theories. I’m surprised at the overlap there is between the theory we are looking at and the kind of theology I teach – it’s uncanny. We’re covering very similar territory and I guess that’s the great discovery – no matter how much we try to live in watertight compartments, actually we are all borrowing from each other.

**LS:** The enthusiasm of the module convenors makes all the modules enjoyable! But specifically: The Inclusive Curriculum provided an opportunity to do some more research in my area of interest but from a different perspective; the Assessment and Professional Development module gave me the chance to reflect and evaluate my learning; Learning and Teaching Innovation is helping me with the evaluation of my first year of teaching; and Interrogating Higher Education Research is making me grapple with concepts that I had never heard of before!

**JS:** As an academic, you don’t often get the opportunity to sit down and discuss things with people from other schools or disciplines. It’s great to be invited into their worlds, whether it’s philosophy or the commercial world, or see people get excited about algorithms and maths! I have found listening to people’s views and discovering how they approach things stimulating.

**DR:** It was a great way to meet people, from PhD students to professors; there was a PhD student who was studying an area I am interested in and I was able to sit in on her lectures on African politics, so it broadens your experience all around.

**SB:** We all come from different backgrounds and have had different experiences which really helps the group dynamic – we certainly don’t agree on everything!

**ZD:** There was lots of peer-to-peer learning; we all face slightly different issues teaching-wise but it is very helpful to share your challenges and your successes.

**LS:** An interesting and varied group with diverse views that challenge my thinking.

**Would you recommend the course?**

**All:** Yes!
How has your course helped you in your career?
Hugely. Not only did I get an additional publication from research undertaken as part of the course, the qualification ensured that I was well placed to take up a lecturing position, enabling me to skip the normal next step of being a research assistant.

Could you describe your career path since leaving Kent?
I left Kent at the end of my PhD and with my PGCHE and associated Fellowship of the Higher Education Academy having already been accomplished. I took up a lectureship at a Russell Group institution and was made lead tutor at the end of my first year and programme director six months later.

What's a typical day in your current role?
Um… teaching, marking, admin, research proposals, writing up papers, meetings, tutorials…

What are your future plans/aspirations?
Probably fast track towards becoming a professor in sociology or social policy.

Is there anything you would like to say about the University of Kent in general?
The University campus is beautiful and, largely, a really great place to work and study. The facilities are varied. Some of the modern spaces are really nice, but some of the older ones could have done with being updated. I found it a very stimulating place to complete my PhD and teaching qualification.

Finally, what advice would you give to someone thinking of coming to Kent to study at the Centre for the Study of Higher Education?
Ensure that you make the most of the staff. Don't do the minimum – get involved in the debates that they are engaged with and knowledgeable about and make it count!
OUR PROGRAMMES

The programmes we currently offer are listed below. If you are unsure which programme is appropriate for you, please contact us to discuss your situation.

Associate Teacher Accreditation Programme
If you are a part-time teacher or a postgraduate with teaching responsibilities we offer you the opportunity to take the first two core modules of the PGCHE. These will give you a sound initial grounding in the principles and context of Higher Education teaching, combining theoretical and practical support. Students who successfully complete the Associate Teacher Accreditation Programme (ATAP) are entitled to take up Associate Fellowship of the Higher Education Academy (HEA).

Entry requirements: you should be teaching at Higher Education (HE) level for at least two hours per week throughout one term.

Please note:
(i) Teaching is defined as lecturing, seminars, workshops or content classes. This programme is not suitable for those working as in-class assistants or lab demonstrators
(ii) We allocate places on a first-come, first-served basis. We will do our best to give you a place on the ATAP but cannot guarantee that you will get your first choice entry date.

Programme structure
You take two compulsory modules:
• Introduction to Learning, Teaching and the Academic Environment
• Critical Perspectives on Academic Practice.

Once you have passed the ATAP you may, subject to the agreement of the PGCHE programme team and your PhD supervisor, be able to continue to the PGCHE.

Postgraduate Certificate in Higher Education
Entry requirements: You should be teaching at HE level for at least two hours per week throughout one term.

This programme offers theoretical and practical support for those embarking on a career in Higher Education. It considers different approaches to teaching and learning, grounded in educational research, and related aspects such as curriculum design and delivery and the principles and purposes of assessment. It enables you to bring these considerations to bear on your own work and experience as a teacher, researcher or practitioner.

The emphasis throughout is on developing an understanding of the HE context, recognising the diversity of provision – universities, Further Education institutions, specialist institutions, professional providers – and practices, for example, in different disciplinary fields. Students who successfully complete the PGCHE are entitled to take up Fellowship of the Higher Education Academy (HEA).
Programme structure

You take the core modules listed for the ATAP (see p7), plus any two from the following:

• Assessment and Professional Development
• Developing as a Researcher in Higher Education (normally not suitable for research students)
• Developing as a Research Degree Supervisor (intended for those currently involved in supervising research students)
• Educational Research Methodology
• Individual Investigation in Higher Education
• Internationalisation and Higher Education
• Interrogating Educational Research
• Technology in the Academic Environment.

Postgraduate Diploma (PGDip), MA in Higher Education

Entry requirements: A PGCHE or equivalent professional qualification and a minimum of two years' recent experience as a Higher Education professional.

This programme offers an opportunity for HE professionals to deepen their understanding of principles, theoretical concepts and the policy context of HE.

Practice-based specialist modules are combined with modules supporting the development of research skills, culminating in a dissertation for the MA. The emphasis throughout is on a critical understanding of the HE context and its implications for academic work in the 21st century.

Compulsory modules (Research pathway)

Educational Research Methodology

This module introduces you to basic methodological issues in and methods of conducting educational research. You assess the advantages and disadvantages of various methods and resources for educational research, accommodating your needs as regards approaches for empirical investigation.

Interrogating Higher Education Research

This module allows you to explore a range of theoretical perspectives that have influenced the field of HE research. Taught sessions follow a loosely historical structure, interrogating the impact upon educational research of ideas from the Frankfurt School of critical theory to the more recent ‘biographical turn’. We consider the writings of thinkers such as Pierre Bourdieu, Basil Bernstein and Margaret Archer, and locate educational research within a broader social, political and economic context.

“...The programme is definitely worthwhile and very valuable in terms of what it can do for you career-wise – and very entertaining too! ”

Steve Bailey
PGDip in Higher Education

See p4 to read more about what our students think.
Please note: These modules may not run every year, but we aim to offer them all over the two-year registration period of the PGCHE.

For further details, please visit the PGCHE website: www.kent.ac.uk/teaching/qualifications/pgche

Assessment and Professional Development
This module focuses on two main areas: assessment and student learning, and professional development for academic staff. The first part of the module covers the impact of the educational and policy context on approaches to assessment, the relationship of assessment to learning, including approaches to giving feedback and the impact of ‘stakeholder’ (eg, student, employer, institutional) perception on assessment and design. In the second part of the module we consider practical strategies for designing assessment tasks. Finally, what of our own development? We review the context informing current approaches to professional development and the application of these to individual engagement in continuing professional development.

Developing as a Researcher in Higher Education
In this module, existing researchers have the opportunity to develop and enhance the understanding and skills required for a successful research career in a university. It is also a forum for the recognition, discussion and resolution of problems encountered while 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. You are encouraged to review your own practice and to consider future strategies for developing a research career.

Developing as a Research Degree Supervisor
This module offers supervisors, whether new to the role or more experienced, the opportunity to develop and enhance their understanding of the supervision process and their own supervisory skills. You explore models of supervision, the policy and regulatory context, and the ways in which students can best be supported through the process of becoming, and being recognised as, independent researchers.

“The seminar group discussions are well led and very lively – I missed them when they were finished.”

Lynn Shaw
PGDip in Higher Education

See p4 to read more about what our students think.

CONTINUED OVERLEAF
The module also provides a forum for the discussion and resolution of problems encountered in supervisory work, with contributions from experienced supervisors in different disciplines. Indicative topics include: international and disciplinary conceptions of the research degree; the training and skills agendas; the supervisory relationship; academic and pastoral support for a diverse student body; assessment and the examination process.

Individual Investigation in Higher Education
This module offers you the opportunity to investigate a higher education topic of your own choosing, in detail and with academic support. Investigations 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 your own discipline; a conceptual study of specific educational ideas, practices or principles. The curriculum is negotiated but generally includes: 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; and relevant approaches to academic writing and presentation.

You are assigned a supervisory tutor once the area of investigation has been identified, with whom you can negotiate a programme of reading, investigation and support.

Internationalisation and Higher Education
Higher education institutions in the UK are increasingly seen as operating within a global marketplace, recruiting staff and students from all over the world. This module offers you an opportunity to reflect critically upon trends associated with internationalisation in higher education in relation to institutions, students and academics. We consider the impact of a range of institutional, national and international policy documents, research and scholarship upon our practice. You are encouraged to critically reflect upon, analyse and describe your own practice and/or the practice of others in relation to issues of equity and inclusion; the international student experience; and the university curriculum.

Technology in the Academic Environment
This module provides you with an overview of the field of learning technologies and offers an opportunity for experience of various technologies from the points of view of the student, tutor and other HE staff. You analyse and discuss pedagogical principles which underpin possible uses of new technologies and the implications variously on learning and teaching, research and administration, in terms of staff development and student support. Indicative topics are: modes of pedagogy (eg the spectrum of pure face-to-face through blended learning, or combined mode, to computer-mediated distance learning) and assessment, including tools such as quizzes, personal response systems and other mobile devices; modes of computer-mediated communication (eg one-to-one, one-to-many, many-to-many); technology in society and diffusion of innovations. This module does not consider new technology for its own sake nor does it focus upon technical specifications.

“I have learnt a great deal about how to put together a programme and how to evaluate whether your changes are working... I have found it really helpful and I am sure my courses have improved because of what I have learnt.”

Dr Zoe Davies
PGDip in Higher Education

See p4 to read more about what our students think.
The Centre for the Study of Higher Education offers a supportive environment for research and works closely with schools across the University to provide a wide range of research topics for our students.

**PhD in Higher Education**

Research on Higher Education (HE) at Kent includes work on education policy, the philosophy, economics, management and politics of HE, disciplinary teaching and learning, learning technology, academic practice and sociological perspectives on academic work.

The Centre draws on expertise from across the University, so we can offer high-quality PhD supervision; we work very carefully to match you with a supervisory panel that suits your interests and ambitions. There are further details on the research activities and publications of individual members of staff on the Centre’s website, www.kent.ac.uk/cshe

In addition to regular meetings with supervisors, all research students take part in a tailored research programme, which can include research methods modules offered by the Centre or by other schools, as appropriate. As well as attending the regular research seminars offered by the Centre, you are encouraged to participate in the seminars, workshops, newer researcher networks and masterclasses offered by the scholarly bodies in the discipline, including the Society for Research into Higher Education (SRHE) and the British Educational Research Association (BERA).

Most students of the Centre are studying part-time, and we aim to provide a lively academic community which makes full use of the professional and scholarly diversity of our staff and students.

**Applications**

If you are interested in applying for the PhD in Higher Education, we strongly recommend that you contact the Centre to discuss your plans before making a formal application (see p14 for contact details). Applications are accepted throughout the year.

Please note: we cannot offer research supervision on school-level education.

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**DID YOU KNOW?**

In the most recent Research Assessment Exercise (RAE 2008), all of our academic schools were found to be engaged in research of international and world-class standing.
ACADEMIC STAFF

All academic staff on our programmes are active researchers and teachers in the field of Higher Education.

Fran Beaton
Senior Lecturer in Higher Education and Academic Practice; Director of Taught Programmes in Higher Education
Her principal research interest is in the nature of support for early career academics and the impact of this on practice and self-image.

Dr Jennifer Leigh
Lecturer in Higher Education and Academic Practice
Her research interests include academic practice, programmes for academic development and part-time teachers as well as aspects of teaching and learning in HE. She has also explored reflexivity and embodiment, and is interested in how this relates to professional practice.

Dr Janice Malcolm
Senior Lecturer in Higher Education and Academic Practice; Director of the Centre for the Study of Higher Education
Her principal research interest is in academic work and the construction and practice of academic and disciplinary identities. She has a particular interest in the nature of the academic workplace, and the impact of policy and regulation on disciplinary practice.

Edd Pitt
Lecturer in Higher Education and Academic Practice
His principal research interest is in assessment and feedback in HE. He has a particular interest in staff and students’ emotional processing of feedback and its implications for teaching practice.

Dr Steve Roberts
Lecturer in Social Policy and Sociology (School of Sociology, Social Policy and Social Research)
His research focuses on young people’s transition to adulthood, primarily considering their experiences of education and their initial engagement with the labour market. He has been involved in teacher education programmes since 2006 and is supporting the PGCHE on the Medway campus in 2013/14.

Dr Joanna Williams
Senior Lecturer in Higher Education and Academic Practice
Her current research interests include the changing construction of students as consumers of HE and the impact this may have upon students’ attitudes to learning, the purposes of a university and the concept of public good in HE.

The Centre for the Study of Higher Education also includes academics from other schools across the University with interests in HE research. Full staff details and links to their publications can be found at www.kent.ac.uk/cshe
Entry requirements

Associate Teacher Accreditation Programme (ATAP)
You should be teaching at Higher Education (HE) level for at least two hours per week throughout one term.

Postgraduate Certificate in Higher Education (PGCHE) PGCert
You should be teaching at HE level for at least two hours per week throughout any term, so that there are opportunities for sustained teaching observation.

Higher Education PGDip, MA
A PGCHE or equivalent professional qualification and a minimum of two years’ recent experience as a Higher Education professional.

Higher Education PhD
A good honours degree or Master’s in a subject relevant to your proposed research topic.

English language
The University requires all non-native speakers of English to reach a minimum standard of proficiency in written and spoken English before beginning a postgraduate degree.

You should provide us with one of the following: an IELTS certificate with a minimum score of 7, including 6.0 in reading, writing, listening and speaking; a TOEFL certificate with a minimum of 100, including 22 reading, 22 writing, 21 listening and 23 speaking (internet-based); or a Pearson Test of English Academic (PTE Academic) with a score of 68, including 65 in all four subtests.

If you do not reach the required standard, you can apply for one of our pre-sessional courses. For further information, please see www.kent.ac.uk/international-pathways

Only English language tests taken up to a maximum of two years prior to the date of registration will be accepted for admission to the University. Please note that if your university studies have been completed entirely in English, you may be exempt from providing an English test certificate. Please contact International Development for clarification (www.kent.ac.uk/internationalstudent/contact.html)

Making an application

For the ATAP, download and complete an application form from www.kent.ac.uk/teaching/qualifications/pgche, have your Head of School countersign it and return to heprogsadm in@kent.ac.uk

For all other programmes, you can apply electronically via our website at www.kent.ac.uk/courses/postgrad/apply

If you do not have access to the web, please contact the Recruitment and Admissions Office for advice, see details below.

Application deadline
There is no fixed closing deadline for applications. However, we strongly recommend that you apply as soon as possible and no later than three months before the start of term. PhD applications can be submitted at any time.

If you wish to apply for on-campus accommodation, an application must be made online by 31 July.

Tuition fees
For the most up-to-date information on tuition fees, please visit www.kent.ac.uk/finance-student/fees

Further information
For further information please visit www.kent.ac.uk/cshe

For more specific enquiries, please contact:
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T: +44(0)1227 824579
E: j.malcolm@kent.ac.uk

Admissions Enquiries
T: +44(0)1227 827272
E: information@kent.ac.uk

“The staff are fantastic; if you have any problems or questions they are always happy to help and will explain why they do things in a certain way. They are very open to feedback.”

Dr David Roberts
MA in Higher Education
European connections
Kent is known as the UK’s European university. Our two main UK campuses, Canterbury and Medway, are located in the south-east of England, close to London, and we also have study locations in Brussels, Paris, Athens and Rome.

We have a diverse, cosmopolitan population with 140 nationalities represented. We also have strong links with universities in Europe, and from Kent, you are just over two hours away from Paris and Brussels by train.

World-leading research
A great deal of the University of Kent’s research has been ranked as world-leading in terms of originality, significance and rigour, according to the Government’s most recent Research Assessment Exercise (RAE, 2008). Kent staff were found to be engaged in research of international and world-class standing.

Strong academic community
Kent’s postgraduate students are part of a thriving intellectual community. In addition to lectures, seminars and one-to-one supervisions, our students benefit from a rich and stimulating research culture. We have also invested in Woolf College, a modern facility on the Canterbury campus dedicated to postgraduates, which combines accommodation with academic and social space.

A global outlook
Kent has a great international reputation, attracting academic staff and students from around the world. Our academic schools are engaged in collaborative research with universities worldwide and we offer a range of opportunities to study abroad and an approach that is truly global.

The Graduate School
As a postgraduate student, you also have the support of the Graduate School, which promotes your academic interests, co-ordinates the Researcher Development Programme and the Global Skills Award and facilitates cross-disciplinary interaction and social networking.

Funding
Kent provides a variety of financial support opportunities for postgraduate students. These range from research studentships, location-specific funding, sport and music scholarships, and funding specifically for overseas fee-paying students. For further information, see www.kent.ac.uk/pgfunding

Enhanced career prospects
At Kent, we want you to be in a good position to face the demands of a tough economic environment. During your studies, you acquire a high level of academic knowledge and specialist practical skills. We also help you to develop key transferable skills that are essential within the competitive world of work.

Location
Canterbury.

Centre for the Study of Higher Education
Contact
Centre for the Study of Higher Education,
UELT Building,
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Canterbury
Kent CT2 7NP, UK
T: +44 (0)1227 824013
E: cshe@kent.ac.uk

Applications
Online at www.kent.ac.uk/courses/postgrad/apply

Further information
For information about applying to Kent, or to order a copy of the Graduate Prospectus, please contact:
The Recruitment and Admissions Office, The Registry,
University of Kent,
Canterbury
Kent CT2 7NZ, UK
T: +44 (0)1227 827272
F: +44 (0)1227 827077
E: information@kent.ac.uk

The University also holds Open Days and postgraduate recruitment events throughout the year. Please see www.kent.ac.uk/opendays
Terms and conditions: the University reserves the right to make variations to the content and delivery of courses and other services, or to discontinue courses and other services, if such action is reasonably considered to be necessary. If the University discontinues any course, it will endeavour to provide a suitable alternative. To register for a programme of study, all students must agree to abide by the University Regulations (available online at: www.kent.ac.uk/regulations).

Data protection: for administrative, academic and health and safety reasons, the University needs to process information about its students. Full registration as a student of the University is subject to your consent to process such information.
COME AND VISIT US

We hold Open Days and postgraduate events throughout the year.
For more information, see:
www.kent.ac.uk/opendays