

## 2021-22 Postgraduate Module Handbook

### 60 University (Hesa Department)

<b>GSKCHEM8</b>		<b>Personal Performance Development</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Glaxo Smith Kline	Autumn	M	10 (5)	100% Coursework	
2	Glaxo Smith Kline	Autumn	M	10 (5)	Pass/Fail Only	

## 2021-22 Postgraduate Module Handbook

UN812 Developing as a Researcher in Higher Education						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	

### Availability

Autumn

### Contact Hours

10 hours

### Cost

N/A

### Learning Outcomes

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)  
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)  
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)

### Method of Assessment

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.

### Preliminary Reading

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

### Pre-requisites

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

### Synopsis

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.

## 2021-22 Postgraduate Module Handbook

<b>UN813 Developing as a Research Degree Supervisor</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	

### Availability

Summer

### Contact Hours

10 hours

### Learning Outcomes

Articulate an informed understanding of the varied aims of doctoral programmes and the range of practices relevant to their own field. PGCHE A1, B1, B2, B3, C1, C3, C4, C8, D2; UKPSF A5, K1, K3, V3, V4.

Evaluate critically approaches to teaching and supervising research students and the extent to which these support educational attainment and/or professional development. PGCHE A1-A6, B1, B2, C1-C5, C8, D1, D3; UKPSF A1, A2, A4, K1, K2, K3, V1, V3, V4.3. Evaluate critically approaches to monitoring and assessing student progress and attainment on research programmes, including examination. PGCHE A5, B1, B3, C6, C8; UKPSF A3, K5, K6, V3, V4.

Reflect critically on their current practice and future development as a supervisor. PGCHE A4, A6, C5, D1, D3, D4; UKPSF A5, V3, V4.

### Method of Assessment

3000-4000 word piece of written work, to include a scholarly and reflective account of the individual's approach to doctoral education, and a critical evaluation of selected topics relevant to their practice in supervision and assessment. 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.

### Preliminary Reading

Boud, D. and Lee, A. (2009) Changing practices of doctoral education, Abingdon, Oxon: Routledge.  
Delamont, S., Atkinson, P. & Parry, O. (2004) Supervising the Doctorate: a Guide to Success, Open University Press  
Group of Eight Australia (2013) The Changing PhD: Discussion Paper, Canberra: Go8  
Jackson, C. and Tinkler, P. (2007) A guide for internal & external doctoral examiners, London: SRHE  
Murray, Rowena & Pearce, Lynn (2004) How to Examine a Thesis, Open University Press  
Park, C. (2007) Redefining the Doctorate: Discussion Paper, York: Higher Education Academy  
Vitae (2013) What do researchers do? Early career progression of doctoral graduates Careers Research and Advisory Centre

### Pre-requisites

There are no prerequisite and co-requisite modules, but participants should normally be current (co-) supervisors or have some experience of supervising research students.

### Synopsis \*

This module offers new or early-career supervisors the opportunity to review the multiple purposes and varieties of doctoral education, to consider a range of approaches to supervision and other programme components, and to evaluate current and potential methods of assessing research student progress and attainment. The module also strives to provide a forum for discussion of issues encountered in supervisory practice, possible solutions and sources of support. Indicative topics covered include: types of research degree, current developments in doctoral training and the 'skills agenda', supervisory relationships, academic and pastoral support for a diverse student body, assessment and the examination process, and divergent disciplinary and professional perspectives on doctoral education.

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<b>UN815 Technology in the Academic Environment</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	
4	Canterbury	Autumn	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	

### Availability

Autumn & Spring

### Contact Hours

10 hours

### Learning Outcomes

Reflect upon their previous experiences of technology and how this underpins their pedagogic beliefs about technology use within higher education. (supports PGCHE A1-7, D1. UKPSF A2, A5, K4).

Evaluate critically current research and scholarship on technology in the academic and the wider environment (supports PGCHE A1-7, B2, C3. UKPSF A2, A5, K4).

Evaluate critically different technologies available for uses in the higher education context (supports PGCHE A1-7, B2, C3, C5, C7. UKPSF A2, A5, K4).

Apply to their practice their developed understandings of how, as appropriate, teaching and other aspects of academic work can be enhanced by technology (supports PGCHE B1, C1-5, C7. UKPSF A2, A5, K4).

At the end of the module, successful participants will have developed a systematic and critical understanding of the implications of incorporating and using new technologies in learning and teaching and the academic environment. And they will be able to reflect critically upon their own practice and plan for their future needs and continuing professional development as a teacher, researcher or learning support worker (supports PGCHE A1-7, B1, B2, C1-5, C7, D1-4. UKPSF A2, A5, K4).

### Method of Assessment

Assessment one - Write a 1000 word reflective account of your experiences of technology. This reflection could relate to your previous experiences of using technology within your teaching or using technology in your learning. Crucially the account needs to also indicate how you may wish to use technology in your role in the future (This assessment relates to learning outcome 11.1 for this module)

Assessment two - Conduct an enquiry into usage of technology in or around the academic environment and write a 2000-3000 word piece, in the form of a project report, case study or an essay. (This assessment relates to learning outcomes 11.2, 11.3 and 11.4 for this module).

### Preliminary Reading

Conole, Gráinne & Oliver, Martin (ed.) (2007) Contemporary perspectives in e-learning research : themes, methods and impact on practice, Routledge.

Dreyfus, Hubert L. (2001) On the Internet, London: Routledge.

Floridi, Luciano (2004) The Blackwell guide to the philosophy of computing and information, Oxford: Blackwell.

Knapp, M.L & Daly, J.A (2011) The SAGE Handbook of Interpersonal Communication (4th edition) Sage.

Maier, P & Warren, A. (2000) Integrating Technology in Learning and Teaching Kogan Page.

Rheingold, H (1993, 2000) The Virtual Community: Homesteading on the Electronic Frontier. Available to fully view at <http://www.rheingold.com/vc/book/intro.html>

Salmon, G. (2000) E-Moderating: The key to Teaching and Learning on-line, London: Kogan Page.

Wood, A. F. & Smith, M.J (2005). Online Communication: Linking Technology, Identity, and Culture. Second Edition. Lawrence Erlbaum Associates.

### Pre-requisites

Participants should normally have undertaken, or have been exempted from the core PGCHE modules, or should demonstrate the equivalent attainment. Those wishing to take this module must also have basic ICT skills suitable for higher education work, including familiarity with the designer role in the adopted VLE.

### Synopsis \*

This module provides participants 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. Participants will 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 (e.g. 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 (e.g. 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.

<b>UN816 Learning and Teaching Innovation (Project Module)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	

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2	Canterbury	Spring	M	15 (7.5)	Pass/Merit/Distinction/Fail Only
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2	Canterbury	Autumn	M	15 (7.5)	Pass/Merit/Distinction/Fail Only
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### Availability

Autumn & Summer

### Contact Hours

10 hours

### Learning Outcomes

Critically evaluate the principles and theory of an individual's innovation in learning and teaching (PGCHE Knowledge and Understanding 1; UKPSF K1 and K2)

Synthesise this knowledge and understanding in the (re-) design of learning environments, learning materials and teaching processes, as appropriate for the innovation undertaken (PGCHE Subject-specific skills C1 and C3; UKPSF A1,A4)

Present a critical analysis of the innovation in HE practice (PGCHE Knowledge and Understanding A4; UKPSF K6)

Improving own learning: the skills of a reflective practitioner who is able to evaluate their own practice, using appropriate feedback mechanisms and to plan for continuing professional development (PGCHE Transferable Skills D1;UKPSF A5)

Problem Solving: expertise in operating successfully within the constraints and opportunities of the institutional setting and managing change (PGCHE Transferable skills D1,D3; UKPSF A5,V1)

### Method of Assessment

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

A 500- word project plan, to include

Project title and a brief abstract

The educational rationale for the innovation (11.1)

A plan (and timeline) for its implementation and evaluation (12.2)

This should be accompanied by a completed ethics form.

A final 2,500- word project report, to include

A literature and resources review and a bibliography (11.1, 11.2)

Details of the implementation and evaluation processes of the innovation (11.1,11.2,11.3)

Participant's reflection on the impact of the innovation and possible changes in the light of the experience. (12.1,12.2)

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.

### Preliminary Reading

Biggs J & Tang C (2011) Teaching for Quality Learning at University: what the student does. SRHE/Open University Press

Hannan A and Silver H (2002) Guide to Innovation in Teaching and Learning.

Learning and Teaching Support Network

Hunt L & Chalmers D (2013) University Teaching in Focus: A Learning-Centred Approach. Routledge

Kreber C ed (2009) The University and its Disciplines: teaching and learning within and beyond disciplinary boundaries  
Routledge

Laurillard D (2013) Rethinking University Teaching. Routledge

Since participants are working in a field of their choice, appropriate readings are provided on an individual basis. Examples include:

Kolb A & Kolb D (2005) Experiential Learning in Higher Education Academy of Learning in Management Education, US

Sambell, K. et al (2013). Assessment for Learning in Higher Education . Routledge

Sweet M & Michaelsen LK (2012) Team-based Learning in the Social Sciences and Humanities: Group Work that works to generate critical thinking and student engagement. Stylus Publishing, US

### Pre-requisites

Participants should normally have completed or been exempt from PGCHE core modules UN819 and UN820

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### Synopsis \*

This module is project-based, and requires participants to design, implement and evaluate an innovation in their teaching.

It supports academic staff engaging in the process of educational change. Participants will be planning, implementing and evaluating their project in the course of the academic year in which they take this module. This may be a process of change in their own immediate teaching context; changes in student profile or employers' expectations; a process of major curriculum development. The innovation may be in any area of learning and teaching, such as the use of learning technology, dealing with gender issues, student learning support, resource-based learning, problem-based learning, teaching of critical thinking skills, or incorporation of key skills in the curriculum. Central to the module is the notion of deliberated change, supported by scholarship and critical evaluation. It provides a framework within which participants can engage in research-informed teaching innovation in their disciplinary field. However participants will also have the opportunity to learn from other subject areas and consider alternative approaches.

<b>UN819 Introduction to Learning, Teaching and The Academic Environment</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	
1	Medway	Autumn	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	
1	Canterbury	Spring	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	
1	Canterbury	Spring	H	15 (7.5)	Pass/Fail Only	
1	Canterbury	Autumn	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	
1	Canterbury	Spring	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	
1	Canterbury	Whole Year	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	
1	Canterbury	Autumn	H	15 (7.5)	Pass/Fail Only	
1	Canterbury	Spring	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	
1	Canterbury	Non-standard	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	

#### Availability

Autumn & Spring

#### Contact Hours

10 hours

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### Learning Outcomes

A sound understanding of a range of approaches to learning and teaching in Higher Education (contributing to PGCHE Knowledge and Understanding 1; UKPSF A2,A3,A4,K1,K2,K3,V1,V2)

How these approaches relate to HE practice (contributing to PGCHE Intellectual Skills 1 Subject-specific Skills 2 and UKPSF K4)

An ability to make informed decisions about appropriate methods, such as the use of relevant technology (contributing to PGCHE Knowledge and Understanding 1 and 3 and UKPSF A1,A2,A3)

An understanding of the principles of assessment and evaluation and how these relate to their own immediate practice (contributing to PGCHE Subject-specific Skills 3 and 6 and UKPSF A2,A3)

The development of practical skills as a practitioner in a teaching and/or learning support role (contributing to PGCHE Knowledge and Understanding 1 and 4 ,Intellectual Skills 1 and Subject-specific skills 2)

Improving own learning: the skills of a reflective practitioner who is able to evaluate their own practice as a teacher and/or researcher and/or learning supporter using appropriate feedback mechanisms and to plan for continuing professional development (PGCHE Transferable Skills 1 and UKPSF A5,K6,V3)

Communication: ability to communicate effectively and appropriately in a diverse range of contexts, using IT as appropriate and showing a capacity to sustain the interest of others and to respond perceptively to their contributions. (PGCHE Transferable Skills 2 and UKPSF K5)

Problem-solving: expertise in operating successfully within the constraints and opportunities of the institutional setting and (where appropriate) developing strategies for balancing and integrating teaching and research.(PGCHE Transferable Skills 3 and UKPSF K6)

### Method of Assessment

Assessment is via two written assignments totalling 3,000 words, including a portfolio of supporting evidence, not exceeding 1500 words. The structure is individually negotiated but such a portfolio would typically include teaching observations, teaching materials, appropriately anonymised feedback to students, including student work for assessment. The portfolio may be submitted as an e-portfolio or in hard copy. Participants must be able to demonstrate a sound understanding of the key elements of this module, including an awareness of a range of approaches to learning and teaching (including possible uses of technology) and an ability to evaluate the application of these to their own Higher Education practice. Written work should include a case study illustrating this.

Assignment 1: 1,500 word essay (11c,11d,11e,12b)

Assignment 2: 1,500-word (or equivalent) portfolio of evidence in an individually negotiated format, to include a 500-word reflection on own learning and educational philosophy statement (12.a)

Participants will be offered substantial tutorial support to provide feedback on their development. This will include the development of practical teaching skills at this early stage in their teaching careers and support in constructing a reflective narrative. In this way participants will also be fulfilling one of the key learning outcomes of the module which is to show that they have reflected on their development as a teacher in higher education.

### Preliminary Reading

Armitage A et al. (2003) Teaching and Training in Post-compulsory Education Open University Press 2003  
Brockbank A and McGill I (1998) Facilitating Reflective Learning in Higher Education Open University Press

Brookfield SD and Preskill S (1999) Discussion as a Way of Teaching: tools and techniques for university teachers, Buckingham, SRHE/Open University Press

Brown S and Smith S (1999) Academic Survival Strategies SEDA

Exley K and Dennick R (2004) Giving a Lecture: from Presenting to Teaching Routledge/Falmer \*

Exley K and Dennick R (2004) Small Group Teaching: Tutorials, Seminars and Beyond Routledge/Falmer \*

Fry H, Ketteridge S and Marshall S (eds) (2009) A Handbook of Learning and Teaching in Higher Education Routledge

Knight P (2003) Being a Teacher in Higher Education SRHE/Open University Press

McAlpine L and Akerlind G (eds) (2010) Becoming an Academic: international perspectives Palgrave

Walker M (2005) Higher Education Pedagogies Buckingham, SRHE/Open University Press

Subject-specific publications eg

Burgess, H and Taylor, I (eds) (2004) Effective Learning and Teaching in Social Policy and Social Work London, Routledge

Coleman J and Klapper J (2004) Effective Learning and Teaching in Modern Languages London, Routledge

### Pre-requisites

None

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### Synopsis \*

This module is only available to members of staff who have to complete the PGCHE as part of their probation, or Graduate Teaching Assistants (GTAs) who are contracted by the University to teach. It is not available to postdoctoral research workers or part-time teachers.

It is essential that you are teaching at Higher Education level when you start this module, and provides opportunities for sustained teaching observation. The minimum requirement is two hours per week throughout any one term.

The module is aimed at those members of staff who are fairly new to teaching in Higher Education. The module covers the background knowledge required to begin teaching, and is designed to support you in developing the confidence to undertake the range of teaching duties required at HE level. Completion of, or exemption from, this module is a pre-requisite for progression to the module UN831: Contextualising Higher Education Teaching.

The seminars will aim to introduce participants to principles underpinning different approaches to learning, teaching and assessment in higher education and the skills needed to apply this knowledge in practice. You will be encouraged to develop an evaluative approach to your teaching.

<b>UN820 Critical Perspectives on Academic Practice</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	
2	Canterbury	Spring	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	
2	Canterbury	Autumn	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	
2	Canterbury	Spring	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	
2	Canterbury	Spring	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	

### Availability

Autumn, Spring & Summer

### Contact Hours

10 hours

### Learning Outcomes

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)

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)

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)

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)

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)

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)

Demonstrating effective strategies for working with colleagues within a department, an institution and/or disciplinary field (PGCHE Transferable Skills 4 // UKPSF A5; K6; V4)

### Method of Assessment

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.

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### Preliminary Reading

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.

### Pre-requisites

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.

### Synopsis \*

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.

UN821 Assessment and Feedback in Higher Education						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	
3	Canterbury	Spring	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	
3	Canterbury	Autumn	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	

### Availability

Autumn & Summer

### Contact Hours

10 hours

### Learning Outcomes

At the end of the module, successful participants will be able to:

Critically evaluate a wide and appropriate range of assessment methods to support student learning (PGCHE A2, A3, A5, A7, B1, B2, C2, C3, C4, C5, C6; UKPSF A2, A3, A4, K2, K6, K3, K4, V1, V4, V3).

Critically analyse the impact that a range of assessment methods have upon curriculum design and delivery. (PGCHE A2, A3, A5, A7, B1, B2, C2, C3, C4, C5, C6; UKPSF A2, A3, A4, K2, K6, K3, K4, V1, V4, V3).

Critically evaluate personal feedback practices in light of previous and current literature recommendations (PGCHE A2, A3, A5, A7, B1, B2, C2, C3, C4, C5, C6; UKPSF A2, A3, A4, K2, K6, K3, K4, V1, V4, V3).

Demonstrate a broad understanding of the policy and educational context which inform approaches to student assessment (PGCHE A2, A3, A5, A7, B1, B2, C2, C3, C4, C5, C6; UKPSF A2, A3, A4, K2, K6, K3, K4, V1, V4, V3).

Describe and evaluate their own approach to assessment design and feedback (PGCHE A2, A3, A5, A7, B1, B2, C2, C3, C4, C5, C6; UKPSF A2, A3, A4, K2, K6, K3, K4, V1, V4, V3).

### Method of Assessment

There are two assessment tasks for this module:

Assessment One – Students are required to create a poster (or other visual presentation) of a proposed or actual assessment strategy at module or programme level. This should be accompanied by a 1,000 - word written commentary critically evaluating the methods selected. Together, these should demonstrate that Learning Outcomes 11.1 and 11.2 for this module have been achieved.

Assessment Two – Students are required to write a 2500 word essay which critically evaluates their personal feedback practices in light of previous and current literature recommendations. This essay addresses learning outcome 11.3 for this module.

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### Preliminary Reading

- Black, P. & William, D. (1998) Assessment and classroom learning. *Assessment in Education*. 5 (1). 7–74.
- Boud, D. (1995) Assessment and learning: contradictory or complimentary? in Knight, P. (ed.) *Assessment for Learning in Higher Education*, 35-48 London: Kogan Page/SEDA
- Boud, D. (2007) Reframing assessment as if learning was important, In Boud, D. & Falchikov, N. (eds). *Rethinking Assessment in Higher Education: learning for the longer term*. London: Routledge.
- Carless, D., Salter, D., Yang, M. & Lam, J. (2011) Developing sustainable feedback practices. *Studies in Higher Education*. 36 (4). 395–407.
- Hounsell, D., McClune, V., Hounsell, J. & Litjens, J. (2008) The quality of guidance and feedback to students, *Higher Education Research and Development*. 27 (1). 55-67.
- Nicol, D. J (2010) From monologue to dialogue: Improving written feedback processes in mass higher education. *Assessment & Evaluation in Higher Education*. 35 (5). 501–517.
- Nicol, D. J. (2013) Resituating Feedback from the Reactive to the Proactive. In Boud, D. & Molloy, E. (eds.). *Feedback in Higher and Professional Education: Understanding it and Doing it Well* (34–49). Oxon: Routledge.
- Nicol, D.J. & Macfarlane-Dick, D. (2004) Rethinking formative assessment in HE: a theoretical model and seven principles of good feedback practice. In Juwah, C., Macfarlane-Dick, D., Matthew, B., Nicol, D. & Smith, B. (eds.). *Enhancing student learning through effective formative feedback*, York: The Higher Education Academy.
- Nicol, D. J. & MacFarlane-Dick, D. (2006) Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*. 31. 199–218.
- Price, M., Carroll, J., O'Donovan, B. & Rust, C. (2011) If I was going there I wouldn't start from here: A critical commentary on current assessment practice. *Assessment and Evaluation in Higher Education*. 36. 479–492.
- Price, M., Handley, K. & Millar, J. (2011) 'Feedback - focussing attention on engagement', *Studies in Higher Education*. 36 (8). 879-896.
- Sadler, D.R. (1989) Formative assessment and the design of instructional systems. *Instructional Science*. 18. 119–144.
- Sadler, D. R (2010) Beyond feedback: Developing student capability in complex appraisal. *Assessment & Evaluation in Higher Education*. 35 (5). 535–550.

### Pre-requisites

Participants should normally have undertaken, or have been exempted from, the core PGCHE modules, or should demonstrate the equivalent attainment

### Synopsis \*

This module focuses upon assessment and feedback within higher education. The module covers in the main the impact of the educational and policy context on approaches to assessment, the relationships between assessment of and for learning, with approaches to giving feedback. The module considers the impact of 'stakeholder' (eg student, employer, institutional) perceptions on assessment design and practice and how these interact with feedback practices. The module further considers critically the current literature relating to recommended feedback practice and how this can be operationalised within the students learning environment.

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<b>UN822 Individual Investigation in Higher Education</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	
2	Canterbury	Spring	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	
2	Canterbury	Spring	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	

### Availability

This module is only available to members of staff who have to complete the PGCHE as part of their probation.

### Contact Hours

6 hours (min.)

### Learning Outcomes

By the end of the module, students will have:

- Identified a higher education topic (for example an educational concept, practice or policy) for academic investigation and provided a rationale for their choice
- Identified and evaluated relevant literature (or equivalent) to provide a context for their investigation (which may be specific to a disciplinary area, form of educational practice, etc.)
- Carried out a small-scale investigation of a topic relevant to the study of higher education
- Analysed the results and drawn reasoned conclusions from the investigation.
- Identified relevant sources of material for the investigation of an educational topic
- Demonstrated the capacity to gather, evaluate, analyse and utilise material relevant to the academic investigation of a higher education topic
- Evaluated their own practice in the design and conduct of an educational investigation;
- Communicated the content of an educational investigation effectively for an audience outside academic educational researchers

### Method of Assessment

Assessment for this module is in two parts, both of which must be completed and passed.

Part 1: 15-minute presentation on the progress of your investigation in the second and final seminar of the module.

Part 2: 3,000-word piece of written work. The specific form of the written assessment will be negotiated between the student and the tutor, and approved by the module convenor.

### Preliminary Reading

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.

### Pre-requisites

Students should normally have completed, or been exempted from, the core PGCHE modules (UJELT8190 and UJELT8310).

### Synopsis <span style =

This module offers 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.

Your investigation 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 an aspect of academic practice within your own discipline
- a conceptual study of specific educational ideas, practices or principles

These are only examples, and you are encouraged to identify a topic that is of real interest to you.

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UN824	Interrogating Higher Education Research					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	Pass/Merit/Distinction/Fail Only	

### Availability

Spring

### Contact Hours

10 hours

### Learning Outcomes

By the end of the module participants will be able to:

- Demonstrate a broad understanding of a range of theoretical approaches to higher education research.
- Consider the impact of applying selected theoretical approaches to selected research problems in HE.
- Critically analyse the theoretical approaches adopted in a selection of published, peer-reviewed, higher education research.
- Critically interrogate the relationship between theory and method in a selection of published, peer-reviewed, higher education research.

### Method of Assessment

This module is assessed in two parts: a formative in-class presentation and a summative 5000 word critical essay. In order to successfully complete this module, both parts of the assessment must be completed. However, only the essay is formally (summatively) assessed.

The in-class presentation is expected to last for twenty minutes; this includes ten minutes for questions and/or discussion. You may use PowerPoint or handouts if you wish although this is not compulsory.

The presentation will take the form of a critical introduction to a journal article (or section from such an article) which both outlines and critiques the theoretical approaches adopted by the authors. You will be asked to highlight the key elements, the context the theory has been applied to, and the challenges that are associated with using this approach in an HE context. You will also be asked to identify questions for discussion with the rest of the cohort.

It is expected that the presentations will happen in the normal course of the taught sessions and explore the indicative content outlined within this module guide. However, if there is a particular topic, article or theoretical approach you wish to explore which is not presently covered then please do discuss this with the module convenor as it may be possible work this into the programme.

The focus for the essay is a critical literature review relating to a higher education topic of your choosing. Examples of such topics would include: widening participation; disciplinary; theories of higher learning; academic pedagogies; or academic identities. This is not exhaustive and you are free to select your own topic in consultation with the module convenor.

Once a suitable topic has been identified, a literature review, and critical analysis of the literature will allow you to identify a range of theoretical approaches higher educational researchers have adopted in investigating your topic. The aim of the essay is to analyse critically how different theoretical approaches and frameworks have been used (or could be used) to address your chosen topic.

### Preliminary Reading

Bourdieu, P. and Passeron, J-C. (1990) *Reproduction in Education, Society and Culture*. London: Sage Publications.

Pring, R. (2004) *Philosophy of Educational Research*, London: Continuum

Archer, M. (2007) *Making Our Way through the World*, Cambridge: Cambridge University Press

Fairclough, N. (2003) *Analysing Discourse*, London: Routledge

Merrill, B. and West, L. (2009) *Using Biographical Methods in Social Research*, London: Sage

Hodgson, A. (Ed) (2000) *Policies, Politics and the Future of Lifelong Learning*, London: Kogan Page

Tight, M. *International Handbook on Higher Education Research*

### Journal Articles:

Haggis, T. (2009) 'What have we been thinking of? A critical overview of 40 years of student learning research in higher education' in *Studies in Higher Education*, 34:4

Robbins, D. (1993) 'The Practical Importance of Bourdieu's Analyses of Higher Education' in *Studies in Higher Education*, 18: 2

Wilson, A. (2009) 'Learning to read: discourse analysis and the study and practice of adult education' in *Studies in Continuing Education*, 31: 1

Bridges, D. (1999) 'Educational Research: pursuit of truth or flight into fancy?' in *British Educational Research Journal*, 25: 5

Clegg, S. (2005) 'Evidence-based practice in educational research: a critical realist critique of systematic review' in *Sociology of Education*, 26: 3

Shay, S. Ashwin P and Case, J. (2009) 'A critical engagement with research into higher education' in *Studies in Higher Education*, 34: 4

### Pre-requisites

PGDip:

Successful completion of, or having received exemption from, the core module UN825 Educational Research Methods is a prerequisite for this module. It is assumed that students will have completed 60 credits of the PGCHE (or have equivalent qualifications/experience) prior to embarking upon the MA.

PGCHE:

Successful completion of, or exemption from, the core modules: UN819 and UN831

This module may also be used as a PGCHE optional module.

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

This module is intended to help you to reflect critically upon the nature of research into higher education. There will be a particular focus upon the various theories that underpin much educational research. We will explore the place of educational research within the social sciences; shifting paradigms in educational research, and the relationship between theory and methodology. One aim of this module is to encourage participants to consider theories and methods they may not have previously encountered and, importantly, to think critically about those that are familiar. In addition, this module will help participants to reflect upon the theoretical approaches they may wish to adopt in relation to their own research into higher education.

The content of this module is structured along loosely historical lines, covering major theories and theorists that have influenced educational research since the early twentieth century. Through adopting this loosely chronological approach it is hoped that participants will gain some understanding of the emergence and development of higher education research as a field.

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UN825 Educational Research Methodology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	

### Availability

Autumn

### Contact Hours

10 hours

### Learning Outcomes

At the end of the module, successful participants will be able to:

Demonstrate a knowledge and understanding of a range of research methods (MA in Higher Education, Knowledge and Understanding 2, 4; Intellectual Skills 1, 2, 3; Subject-Specific Skills 4; Transferable Skills 1, 2, 3. PGCHE Knowledge and Understanding 6; Intellectual Skills 1, 2, 3; Subject Specific Skills 7; Transferable Skills 1. UKPSF A5; K1; V3)

Critically evaluate the suitability of different research methods, approaches and instruments within educational research (MA in Higher Education, Knowledge and Understanding 2, 4; Intellectual Skills 1, 2, 3; Subject-Specific Skills 4; Transferable Skills 1, 2, 3. PGCHE Knowledge and Understanding 6; Intellectual Skills 1, 2, 3; Subject Specific Skills 7;

Transferable Skills 1. UKPSF A5; K1; V3)

Consider the ethical implications of collecting and handling qualitative and quantitative data relating to human subjects within educational settings (MA in Higher Education,

Knowledge and Understanding 2, 4; Intellectual Skills 1, 2, 3; Subject-Specific Skills 4; Transferable Skills 1, 2, 3. PGCHE Knowledge and Understanding 6; Skills and Other Attributes 1, 2, 3; Subject Specific Skills 7; Transferable Skills 1. UKPSF A5; K1; V3)

### Method of Assessment

Students will write a 3000-4000 word assignment in two parts: First, they will outline a proposed project or describe a previous project. Second, they will critique that project on grounds of its effectiveness through the lens of choices and applications of methodology.

NB All PGCHE/MA modules are Fail/Pass/Distinction so participants need to pass both elements.

### Preliminary Reading

Cohen, L., Manion, L., and Morrison, K. (2013). *Research Methods in Education*. (6th Ed.). London: Routledge

Kvale, S. (2007). *Doing Interviews*. London: Sage

May, T. (2001) *Social Research: Issues, methods and process*. Maidenhead: Open University Press.

Moustakas, C. (1994). *Phenomenological Research Methods*. London: Sage.

Pink (2009) *Doing sensory ethnography*. London: Sage

Reason, P. & Bradbury, H. (eds.) (2006) *Handbook of Action Research*. London: Sage.

Rose, G. (2007). *Visual Methodologies: An Introduction to the Interpretation of Visual Materials*. (2nd ed.). London: Sage.

Scott, D. and Usher, R. (2011) *Researching Education: Data methods and theory in Educational Enquiry*. London: Continuum

Silverman, D. (2010). *Qualitative Research*. (3rd Ed.). London: Sage

### Pre-requisites

This is a core module for the PGDip/MA in Higher Education. This is an optional module for the PGCHE.

### Synopsis \*

The main purpose of this module is to provide programme participants with an introduction to methodologies and methods of conducting educational research, and their implications in terms of ethics, validity and generalisability. Topics introduced include: conceptual analysis, forms of reasoning, epistemology, education as social science, quantitative vs qualitative analysis, datasets and other sources, various methods and approaches for empirical investigation (with room to accommodate participants' needs), research ethics considerations, research writing and audiences.

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<b>UN826 Internationalisation and Higher Education</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	

### Availability

Spring 17/18

### Learning Outcomes

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)

Demonstrate an understanding of, and critical engagement with, current research and scholarship relating to the internationalisation of the HE sector. (PGCHE Knowledge and Understanding 1; PGCHE Intellectual Skills 1) (UKPSF K6)  
 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)

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)

### Method of Assessment

This module is assessed through one 3000 word academic essay.

### Pre-requisites

UN819 and UN831 are pre-requisite core modules for students registered on the PGCHE

### Synopsis \*

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.

<b>UN828 Supporting Learning in the Academic Environment</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	
1	Canterbury	Spring	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	

### Availability

Autumn and Spring

### Contact Hours

10 hours

## 2021-22 Postgraduate Module Handbook

### Learning Outcomes

The intended subject specific learning outcomes

NB to attain Associate Fellowship of the HEA, participants should demonstrate successful engagement with at least 2 areas of activity (A), appropriate core knowledge and understanding (at least K1 and K2), and a commitment to appropriate professional values (V). This module, taken in conjunction with UN820, enables participants to attain Associate Fellowship.

A sound understanding of a range of approaches to supporting learning in Higher Education (contributing to PGCHE Knowledge and Understanding 1; UKPSF (depending on field of practice) A1, A2, A3, and/or A4, K1; K2, K3, V1, V2)

An understanding of how these approaches are implemented in Higher Education, critically evaluating personal practices in the light of relevant theory (contributing to PGCHE Intellectual Skills 1 and subject-specific skills 2, UKPSF K4 and V2)

An ability to make informed decisions about appropriate methods, (contributing to PGCHE Knowledge and Understanding 3; UKPSF (depending on field of practice) A1, A2, A3, and/or A4; K2, K3 and/or K4 )

An understanding of the principles of evaluating learning and understanding and how these relate to their own immediate practice (contributing to PGCHE Subject-specific skills 5 and 6 and UKPSF A2, A3;)

The development of practical skills as a reflective practitioner in a learning support role, contributing to PGCHE Knowledge and Understanding 1 and 4; Intellectual Skills 1; Subject-specific skills 2; UKPSF (depending on field of practice) A2, A3, A4; K1, K2, K3, K5; V1, V3.

Improving own learning: the skills of a reflective practitioner who is able to evaluate their own practice as a facilitator of student learning using appropriate demonstration and communication techniques and to plan for continuing professional development (contributing to PGCHE Knowledge and Understanding 4, Subject-specific Skills 3, Transferable Skills 1; UKPSF A5, K6, V3)

Communication: ability to communicate effectively and appropriately in a diverse range of contexts, using IT as appropriate and showing a capacity to sustain the interest of others and to respond perceptively to their contributions. (contributing to PGCHE Transferable Skills 2 and UKPSF K5)

Problem-solving: expertise in operating successfully within the constraints and opportunities of the institutional setting and (where appropriate) developing strategies for balancing and integrating teaching and practice/ research. (contributing to PGCHE Transferable Skills 3 and UKPSF K6)

### Method of Assessment

Participants will be offered substantial tutorial support to provide feedback on their development. This will include the development of practical skills for supporting learning and support in constructing a reflective narrative. In this way participants will also be fulfilling one of the key learning outcomes of the module which is to show that they have reflected on their development as a supporter of learning in higher education.

Assignment 1: 1,500 word essay (11c, 11d, 11e, 12b)

Assignment 2: 1,500-word (or equivalent) portfolio of evidence in an individually negotiated format, to include a 500-word reflection on own learning and educational philosophy statement (12.a)

Such a portfolio would typically include examples of ways in which student learning is supported, a consideration of the rationale for the approach taken and a reflection on what has been learned from the processes of observing others. It must include an observation of their practice by a mentor and a case study illustrating how the participant has applied their principles in practice. The portfolio will be assessed on the extent to which you critically engage with the UKPSF, provide evidence of a learning and teaching perspective on professional issues in your own practice, and a critical reflection on the learning and teaching process, supported by reference to a current and relevant research base. Participants must be able to demonstrate a sound understanding of the key elements of this module, including an awareness of a range of approaches to supporting learning (including, where appropriate, possible uses of technology) and an ability to evaluate the application of these to their own practice. The portfolio may be submitted as an e-portfolio or in hard copy.

### Preliminary Reading

Armitage A, Bryant, R, Dunnill R, Flanagan, K, Haye, D, Hudson, A, Kent, J, Lawes, S and Renwick, (2003) Teaching and Training in Post-compulsory Education Open University Press 2003

Boud, D, Dunn, J and Hegarty-Hazel, E (1986) Teaching in Laboratories. Society for Research into Higher Education, Milton

Brookfield SD and Preskill S (1999) Discussion as a Way of Teaching: tools and techniques for university teachers, Buckingham, SRHE/Open University Press

Brown S and Smith S (1999) Academic Survival Strategies SEDA

Cottrell, S. (2001) Teaching Study Skills and Supporting Learning. Basingstoke, NY: Palgrave Macmillan.

Exley K and Dennick R (2004) Small Group Teaching: Tutorials, Seminars and Beyond Routledge/Falmer

Fry H, Ketteridge S and Marshall S (eds) (2009) A Handbook of Learning and Teaching in Higher Education Routledge

Gibbs, G and Jaques, D (1989) Labs and Practicals. Oxford: Oxford Centre for Staff Development Walker M (2005) Higher Education Pedagogies Buckingham, SRHE/Open University Press

Jones, M. and Siraj-Blatchford, Jo (1997). Researching into Student Learning and Support in Colleges and Universities (Practical Research). Routledge

Dawson, P. et al (2014) 'On the Effectiveness of Supplemental Instruction: A Systematic Review of Supplemental Instruction and Peer-Assisted Study Sessions Literature Between 2001 and 2010, Review of Educational Research 84: 609-639

Wolfendale, S & Corbett, J (Eds) (1996) Opening Doors: Learning Support in Higher Education, London: Cassell.

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### Pre-requisites

This module cannot be taken in conjunction with UN819: Introduction to Learning, Teaching and the Academic Environment

### Synopsis \*

The module is intended to support professional development through a process of critical reflection, and to meet the particular needs of staff engaged in a range of learning support roles. For this reason it is designed to be flexible and adaptable to practice in different specialist fields. It aims to provide an introduction to different approaches to learning, the assumptions on which they are founded and their implications for practice. The curriculum focuses chiefly on student-centred approaches to learning: how students learn, both generally and within subject/ disciplinary/practice areas; effective approaches to student support and guidance; the role of feedback in supporting learning; and strategies for evaluating the effectiveness of professional practice. The module seeks to make explicit links between principles and the application of these to participants' own practice and development. Participants are encouraged to reflect on personal practices, evaluate them and identify how they can be developed. A further central component of the module is the role of observation: being observed (and observing more experienced colleagues), receiving and responding to feedback, and articulating the values which underpin one's own practice are central to the development of the skills of a reflective practitioner and to career development.

UN829 Reflection and Reflexivity in Higher Education						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	
1	Canterbury	Spring	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	

### Contact Hours

The module consists of five 2 1/2-hour workshops, combining tutor input, small group discussions, and opportunities for cross-disciplinary discussion of the issues explored in each session. The students will be encouraged to synthesise their own understandings following reading and discussion. One session will explicitly be experiential, allowing the students to explore embodied reflective practice, though other sessions may incorporate elements of this approach. There will be opportunity to explore practical applications of reflection within HE including reflective writing, and how it is used in teaching and in research, including the challenges of assessing it.

There will be a requirement to keep a reflective journal throughout the module. A reflective journal is designed to allow the students to reflect on their experiences, their thoughts, their feelings, and how these relate to their teaching, practice, and research within the context of the material they are studying. This will not be assessed directly, as direct assessment of reflective journaling has been demonstrated to have a negative effect on students' reflective practice, in that they keep the journal to pass the assignment rather than to develop their reflective practice. Instead, this journal will be used as a basis for work in seminars and may form part of the final assignment if they wish. It may be written, or in another appropriate format, e.g. video.

Students will be offered individual tutorial support to support 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.

### Learning Outcomes

By the end of the module you will be able to demonstrate that you can:

- Evaluate critically the factors that have influenced use of reflective practice, reflexivity or practice as research within the HE sector (UKPSF A5,K2,V3,V4).
- Evaluate critically, and engage with current research and scholarship relating to models and theories of reflection, reflexivity or practice as research within HE teaching and research (UKPSF A4,A5,K5,V3).
- Critically reflect upon, analyse and describe their own reflective practice and/ or the practice of others e.g. teaching practice, practice as research, or reflexivity/reflexivity within research (UKPSF K2,K3,K5,A5).

### Method of Assessment

An assignment portfolio equivalent to 3,000 words. Students will have the option of a practical research submission e.g. a video submission plus critical commentary, or a more theoretical essay. Individual titles and formats of assessment will be negotiated with the module convenor, to allow participants to critically evaluate and illustrate the principles which underlie their practice. For example, an indicative title might be 'Practice as Research in Drama'.

### Preliminary Reading

Indicative list, current at time of publication. Reading lists will be published annually

- 1) Bleakley,A. (1999). From reflective practice to holistic reflexivity. *Studies in Higher Education*, 24(3):315-330.
- 2) Cordingley,P. (1999). Constructing and Critiquing Reflective Practice. *Educational Action Research*, 7(2):183-191.
- 3) Clegg,S., Tan,J., & Saedidi,S. (2002). Reflecting or Acting? Reflective Practice and Continuing Professional Development in Higher Education. *Reflective Practice*, 3(1):131-146.
- 4) Dewey,J. (1933). *How We Think:A Restatement of the Relation of Reflective Thinking to the Educative Process.* (Pollard, Ed.) Boston:D.C.Heath.
- 5) Leigh, J. (2016). An embodied perspective on judgements of written reflective practice for professional development in Higher Education. *Reflective Practice: International and Multidisciplinary Perspectives*, 17(1). doi:10.1080/14623943.2015.1123688
- 6) Ross,J. (2014). Performing the reflective self: audience awareness in high-stakes reflection. *Studies in Higher Education*, 39(2):219-232.

### Pre-requisites

UN819 and UN831 are pre-requisite compulsory modules for students registered on the PGCHE, PGDip/MA. Students should either have completed these modules successfully or be able to demonstrate an equivalent level of knowledge and understanding.

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### Synopsis \*

This module forms part of the suite of optional modules for the PGCHE / PGDip / MA programmes. It has been designed to address a gap in the offering and specifically appeal to students interested in Reflective Practice, Practice as Research and Reflexivity in teaching or research. Reflective Practice is a term that is used a great deal in contemporary educational and professional discourse. It is often seen as a vital and underlying component of education just as creative learning through mistakes, by reflection, is seen as a vital component in learning. Reflexivity is a term that has different meanings depending on the context. Within research, it requires that researchers reflect upon the research process in order to assess the effect of their presence and the research techniques on the nature and extent of the data collected. It requires that the researchers reflect critically upon the theoretical structures they draw upon and draw out of the research process. Practice as Research is a form of academic research which incorporates an element of practice in the methodology or research output. It is often informed and underpinned by both reflective and reflexive practices. This module will draw on current research and practice into embodied reflective practice from the module convenor, to exemplify research led teaching.

Please note that attendance is particularly important for the experiential sessions in this module, as material is hard to make up in individual tutorials or by reading.

Completion of, or exemption from UN819/UN828 and UN831 are pre-requisites. The module is underpinned by the UK Professional Standards Framework for teaching and supporting learning in higher education 2011 and will raise your awareness of how the UKPSF can guide your professional development.