**THE UNIVERSITY OF MANCHESTER**

**Unit Specification**

**1.** GENERAL INFORMATION

Title Independent Higher Education Research Unit

Unit code EDUC66082

Credit rating 15

Level 7

Contact hours Supervisions with appointed supervisor: 6 hours

Other Scheduled teaching None

and learning activities\*

Pre-requisite units None

Co-requisite units None

School responsible SEED

Member of staff responsible Mike O'Donoghue

ECTS\*\* 7.5

Notional hours of Learning\*\*\* 150

**2.** AIMS

The unit aims to give participants the opportunity to explore one relevant area of Higher

Education in close detail.

Subject matter is to be negotiated with the supervisor. Any area relating to HE practice, whether

local, national or global, would be considered appropriate.

The aim of the research project will differ according to topic. It may be that participants reflect

critically on their role and place within their own university, or it may be that participants seek to

understand students’ HE experience in the round, and their own contribution towards it.

Alternatively, the aim may be to demonstrate a critical understanding of wider issues relating to

access, governance and professional identity.

A key aim of the unit is that participants produce something of use to themselves and/or their

institution.

**3.** BRIEF DESCRIPTION OF THE UNIT

This unit is designed to allow participants without APL to gain further credits by reflecting in

detail on one or more aspects of their current practice and writing a 3,000 word (or equivalent)

piece.

\* To inform the “Key Information Set”. Defined as ‘any activity that a student has to attend or undertake

at a fixed point and that has no flexibility for when it is undertaken, and where the student also has

access to an available staff member’ (“Provision of Information about Higher Education: Outcomes of

consultation and next steps” June 2011/18)

Unit specification template 1

**THE UNIVERSITY OF MANCHESTER**

**Unit Specification**

\*\* ECTS (European Credit Transfer and Accumulation System): There are 2 UK credits for every 1 ECT

credit, in accordance with the Credit Framework (QAA). Therefore if a unit is worth 30 UK credits, this will

equate to 15 ECT.

\*\*\* Notional hours of learning: The number of hours which it is expected that a learner (at a particular

level) will spend, on average, to achieve the specified learning outcomes at that level. It is expected that

there will be 10 hours of notional study associated with every 1 credit achieved. Therefore if a unit is

worth 30 credits, this will equate to 300 notional study hours, in accordance with the Credit Framework

(QAA).

INTENDED LEARNING OUTCOMES

Category of outcome Participants should be able to:

Knowledge and Demonstrate applied knowledge of key principles relating to HE

understanding activities of their choosing.

Intellectual skills Demonstrate the ability to engage critically in debates about key

issues.

Practical skills Reflect on their own practice and responsibilities within the

university, and to develop skills that enhance their own

experience, and that of colleagues and students.

Transferable skills and Demonstrate the ability to read a range of works, summarise

personal qualities arguments succinctly and understand key debates.

**4.** LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

A series of supervision sessions will be arranged between participant and tutor.

**5.** ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and

INFORMATION ABOUT FEEDBACK)

Assessment task Length How and when Weighting

feedback is within unit

provided (if relevant)

Participants will be asked to 3,000 words or Within 15 100%

submit a critical essay based on equivalent, where “or working days of

the topic negotiated with their equivalent” may include a submissions

supervisor. briefing report, a

discussion paper, a video-

Alternative and/or collaborative based analysis or any

forms of assessment are other medium relevant to

encouraged, in negotiation with the participant’s chosen

the course unit tutor. subject area and

professional role.

**6.** INDICATIVE READING LIST

Unit specification template 2

**THE UNIVERSITY OF MANCHESTER**

**Unit Specification**

*For ideas only - sources used will depend on topic chosen.*

**HE Policy**

Ball, S. (1998). Big policies/Small world: an introduction to international perspectives in

educational policy. *Comparative Education*, Vol. 34: pp. 119–130.

Bazerman, C. (1992). Linguistics and Rhetorical Studies. In B.Clark & G.Neave (Eds.) *The*

*Encyclopedia of Higher Education*, Vol. 3. Oxford: Pergamon Press.

Becher, T. & Kogan, M. (1992). *Process and Structure in Higher Education*. (2nd edition).

London: Routledge.

Bleiklie, I. (2000). *Transforming Higher Education. A Comparative study*

Bleiklie, I. & Kogan, M. (2000). Comparison and theories. In M. Kogan, M.Bauer, I.Bleiklie &

M.Henkel (Eds.) *Transforming Higher Education. A Comparative study*. London: Jessica

Kingsley.

Brennan, J. & Shah, T. (2000). *Managing Quality in Higher Education: An International*

*Perspective on Institutional Assessment and Change*. Buckingham: Open University

Press.

Brennan, J. & Van Vught, F. (1993). *Questions of Quality: in Europe and beyond*. London:

Quality Support Centre.

Fairclough, N. (1992). Discourse and Social Change. Cambridge: Polity Press.

Finland (2001). *An International Strategy for Higher Education*. Helsinki: Ministry of

Education.

Halpin, D. & Troyna, B. (1995). The politics of education policy borrowing. *Comparative*

*Education*, Vol. 31: pp. 303–310.

Harvey, L. & Green, D. (1993) Defining quality, Assessment & Evaluation in Higher

Education, 18, pp. 9–34.

Hazelkorn, E. (2004). *Accessing the Knowledge Society: Intended and Unintended*

*Consequences of HE Policy Reviews*. Forum on Higher Education, Research and

Knowledge. Colloquium on Research and Higher Education Policy, UNESCO, Paris,

December 2004.

Henry, M., Lingard, B., Rizvi, F. & Taylor, S. (2001). *The OECD, Globalisation and Education*

*Policy*. Oxford: Pergamon Press.

Huisman, J, Kaiser, F. & Vossensteyn, H. (2000). Floating Foundations of Higher Education

Policy. *Higher Education Quarterly*, Vol. 54, Issue 3: pp 217–238.

Kekäle, J. (2000). Quality assessment in diverse disciplinary settings. *Higher Education*, Vol.

40, pp. 465–488.

Kogan, M. & Bauer, M. (2000). Higher education policies: historical overview. In M. Kogan,

M. Bauer, I. Bleiklie & M. Henkel (Eds.) *Transforming Higher Education. A Comparative*

*study*. London: Jessica Kingsley.

Levin, B. (1998). An epidemic of education policy: (what) can we learn from each other?

*Comparative Education*, Vol. 34: pp. 131–141.

Morley, L. (1996). *Breaking Boundaries: Women in Higher Education*. London: Taylor &

Francis.

Morley, L. (2003). *Quality and Power in Higher Education*. McGraw-Hill.

Morley, L. (2004). *Theorising Quality in Higher Education*. Oxford: Blackwells.

O'Callaghan, D. F. (1993). Synthesis of Principal Responses to the Memorandum. In *The*

*Outlook for Higher Education in the European Community. Responses to the*

*Memorandum. Task Force Human Resources, Education, Training and Youth*. Studies 2.

Unit specification template 3

**THE UNIVERSITY OF MANCHESTER**

**Unit Specification**

Brussels: Commission of the European Communities.

Prague Communique (2001). *Towards the European Higher Education Area. Communiqué of*

*the meeting of European Ministers in charge of Higher Education* in Prague on May 19th

2001.

Rhoades, G. & Sporn, B. (2002). Quality assurance in Europe and the U.S.: Professional and

political economic framing of higher education policy. *Higher Education*, Vol. 43:

pp.355–390.

Rhoades, G. (2001). Introduction to special section: Perspectives on comparative higher

education. *Higher Education*, Vol. 41: pp. 345–352.

Saarinen, T. (2003). Construction of Quality. Discourse analysis of Finnish higher education

assessment policies. Paper presented at the *CHER* conference in Porto, Portugal, 2003.

Saarinen, T. (2005). Quality in the Bologna Process: from ‘competitive edge’ to quality

assurance techniques. *European Journal of Education*. Vol. 40, Issue 2, pp 189–204.

Välimaa, J. (2004). Three rounds of evaluation and the idea of accreditation in Finnish

higher education. In S. Schwarz & D. Westerheijden (Eds.) *Accreditation and Evaluation*

*in the European Higher Education Area*. Dordrecht: Kluwer.

Van Damme, D. (2000). Internationalization and quality assurance: Towards worldwide

accreditation, *European Journal for Education Law and Policy*, Vol. 4, pp. 1–20.

Vidovich, L. (2001). That Chameleon ‘Quality’: the multiple and contradictory discourses of

‘quality’ policy in Australian higher education. *Discourse: studies in cultural politics of*

*education*, Vol. 22, pp. 250–261.

Vidovich, L. & Porter, P. (1999). Quality policy in Australian higher education of the 1990s:

university perspectives. *Journal of Educational Policy*, Vol. 14, pp. 567–586.

Vroeijenstijn, A. I. (1995). *Improvement and accountability: Navigating between Scylla and*

*Charybdis*. London: Jessica Kingsley.

Westerheijden, D. (1999). Where are the quantum jumps in quality assurance?

Developments of a decade of research on a heavy particle. *Higher Education*, Vol. 38, pp.

33–254.

Westerheijden, D. (2001). Ex oriente lux?: national and multiple accreditation in Europe

after the fall of the Wall and after Bologna. *Quality in Higher Education*, Vol. 7, pp. 65–

75.

Witte, J. (2004). The Introduction of Two-Tiered Study Structures in the Context of the

Bologna Process: A Theoretical Framework for an International Comparative Study of

Change in Higher Education Systems. *Higher Education Policy*, Vol. 17: pp 405–425.

**HE Pedagogy**

Alters, B. J., & Nelson, C. E. (2002). Perspective: Teaching evolution in higher education.

*Evolution*, Vol. 56(10), pp 1891-1901.

Barnett, R. (2009). Knowing and becoming in the higher education curriculum. *Studies*

*in Higher Education*, Vol. 34(4), pp 429-440.

Barnett, R., & Hallam, S. (1999). Teaching for supercomplexity: A pedagogy for higher

education. *Understanding pedagogy and its impact on learning*, pp 137-154.

Butin, D. W. (Ed.). (2005). *Service-learning in higher education: Critical issues and*

*directions*. Palgrave Macmillan.

Chetty, R. & Lubben, F. (2010). The scholarship of research in teacher education in a

higher education institution in transition: Issues of identity. *Teaching and Teacher*

*Education*, Vol. 26, Issue 4, pp813-820.

Clegg, S., Hudson, A., & Steel, J. (2003). The emperor's new clothes: globalisation and e-

Unit specification template 4

**THE UNIVERSITY OF MANCHESTER**

**Unit Specification**

learning in higher education. *British Journal of Sociology of Education*, Vol. 24(1), pp

39-53.

Green, B. (2005). Unfinished business: subjectivity and supervision. Higher Education

Research and Development, Vol. 24, Issue 2, pp151-163.

Hunt, C. (2007). Diversity and pedagogic practice: reflections on the role of an adult

educator in higher education. *Teaching in Higher Education*. Vol. 12, Issue 5-6, pp

765-779.

Malcolm, J. & Zukas, M. (2001). Bridging Pedagogic Gaps: conceptual discontinuities in

higher education. *Teaching in Higher Education,* Vol. 6, No. 1, pp33-42.

Smith, G. A., & Williams, D. R. (Eds.). (1999). *Ecological education in action: On weaving*

*education, culture, and the environment*. SUNY Press.

Teasdale, G. R., & Rhea, Z. M. (2000). *Local Knowledge and Wisdom in Higher Education.*

*Issues in Higher Education Series,* Vol.14, Elsevier Science.

Wells, G., & Edwards, A. (Eds.). (2013). *Pedagogy in Higher Education*. Cambridge:

Cambridge University Press.

Yorke, M. (2003). Formative assessment in higher education: Moves towards theory and the

enhancement of pedagogic practice. *Higher Education*, Vol. 45(4), pp 477-501.

Yorke\*, M., & Knight, P. (2004). Self‐theories: some implications for teaching and learning in

higher education. *Studies in Higher Education*, Vol. 29(1), pp 25-37.

**International HE**

Altbach, P. G. (Ed.). (1991). *International higher education*. St. James.

Altbach, P. G. (2001). Higher education and the WTO: Globalization run amok. *International*

*Higher Education*, Vol. 23(1), pp 2-4.

Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations

and realities. *Journal of Studies in International Education*, Vol. 11(3-4), pp 290-305.

Brooks, R. & Waters, J. (2009). International higher education and the mobility of UK

students. *Journal of Research in International Education***,** Vol. 8, Issue 2, pp **191-209.**

De Wit, H. (1999). Changing rationales for the internationalization of higher education.

*International Higher Education*, Vol. 15(1), pp 2-3.

Knight, J. (2007). Internationalization brings important benefits as well as risks.

*International Higher Education*, Vol. *46*(1), pp 8-10.

Maringe, F & Carter, S. (2007). "International students' motivations for studying in UK HE:

Insights into the choice and decision making of African students". *International Journal*

*of Educational Management*, Vol. 21, Issue: 6, pp.459 – 475.

Perkinson, R. (2006). International Higher Education. In *Plenary Address Going Global2, The*

*UK’s international education conference* (pp. 6-8).

Verbik, L. (2007). The international branch campus: Models and trends. *International*

*Higher Education*, Vol. 46.

**History of HE**

Brubacher, J.S. & Rudy, W. (1997) *Higher Education in Transition: A History of American*

*Colleges and Universities* (4th Edit.). New Brunswick: Transaction Publishers.

Corbett, A. (2003). Ideas, Institutions and Policy Entrepreneurs: towards a new history of

higher education in the European Community. *European Journal of Education*. Vol. 38,

Issue 3, pp 315–330.

Goodchild, L. F., & Wechsler, H. S. (1997). *The history of higher education*. Ginn Press.

Unit specification template 5

**THE UNIVERSITY OF MANCHESTER**

**Unit Specification**

Halsey, A. H. (1992). *Decline of donnish dominion: the British academic professions in the*

*twentieth century* (Vol. 27). Oxford: Oxford University Press.

Thelin, J.R. (2011). *A History of American Higher Education*. (2nd edit.). Baltimore: The Johns

Hopkins University Press.

**Innovation in HE**

Evans, R. I., & Leppmann, P. K. (1968). *Resistance to innovation in higher education*. Jossey-

Bass.

Lueddeke, G. R. (1999). Toward a Constructivist Framework for Guiding Change and

Innovation in Higher Education. *Journal of Higher Education*, Vol. 70(3), pp235-60.

Roffe, I. M. (1998). Conceptual problems of continuous quality improvement and innovation

in higher education. *Quality Assurance in Education*, Vol. 6(2), pp 74-82.

Salmon, G. (2005). Flying not flapping: a strategic framework for e-learning and

pedagogical innovation in higher education institutions. *Research in Learning*

*Technology*, Vol. 13(3).

Schneckenberg, D. (2009). Understanding the real barriers to technology-enhanced

innovation in higher education. *Educational Research*, Vol. 51(4), pp 411-424.

Wright, W. A., Knight, P. T., & Pomerleau, N. (1999). Portfolio people: Teaching and learning

dossiers and innovation in higher education. *Innovative Higher Education*, Vol. 24(2), pp

89-103.

**Technology in HE**

Bates, T., & Poole, G. (2003). *Effective teaching with technology in higher education*. San

Francisco: Jossey-Bass.

Fry, H., Ketteridge, S., & Marshall, S. (Eds.). (2008). *A handbook for teaching and learning in*

*higher education: Enhancing academic practice*. Routledge.

Georgina, D. A., & Olson, M. R. (2008). Integration of technology in higher education: A

review of faculty self-perceptions. *The Internet and Higher Education*, Vol.11(1), pp 1-8.

Green, K. C., & Gilbert, S. W. (1995). Great expectations: Content, communications,

productivity, and the role of information technology in higher education. *Change: The*

*magazine of higher learning*, Vol. 27(2), pp 8-18.

Howard, C. R. (2012). Technology in higher education. *Effective college and university*

*teaching: Strategies and tactics for the new professoriate*, pp 163-172.

Isssroff, K., & Scanlon, E. (2002). Using technology in higher education: An activity theory

perspective. *Journal of Computer assisted learning*, Vol. 18(1), pp 77-83.

Jonassen, D., Mayes, T., & McAleese, R. (1993). A manifesto for a constructivist approach to

uses of technology in higher education. In *Designing environments for constructive*

*learning* (pp. 231-247). Springer Berlin Heidelberg.

Reeves, T. C., Herrington, J., & Oliver, R. (2005). Design research: A socially responsible

approach to instructional technology research in higher education. *Journal of*

*Computing in Higher Education*, Vol. 16(2), pp 96-115.

Spotts, T. H. (1999). Discriminating factors in faculty use of instructional technology in

higher education. *Educational Technology & Society*, Vol. 2(4), pp 92-99.

See also: http://chronicle.com/blogs/profhacker/

**Academic Identitiy**

Unit specification template 6

**THE UNIVERSITY OF MANCHESTER**

**Unit Specification**

Henkel, M. (2005). Academic identity and autonomy in a changing policy environment.

*Higher education*, Vol. 49(1-2), pp 155-176.

Jackson, D. B. (2003). Education reform as if student agency mattered: Academic

microcultures and student identity. *Phi Delta Kappan*, Vol. 84(8), pp 579-585.

Kirkup, G. (2010). Academic blogging: Academic practice and academic identity. *London*

*Review of Education*, Vol. 8(1), pp 75-84.

Kogan, M. (2000). Higher education communities and academic identity. *Higher Education*

*Quarterly*, Vol. 54(3), pp 207-216.

Lee, A., & Boud, D. (2003). Writing groups, change and academic identity: Research

development as local practice. *Studies in Higher Education*, Vol. 28(2), pp 187-200.

Skelton, A. (2007) (Ed) *International Perspectives on Teaching Excellence in Higher*

*Education*. Abingdon: Routledge.

Winter, R. (2009). Academic manager or managed academic? Academic identity schisms in

higher education. *Journal of Higher Education Policy and Management*, Vol. 31(2), pp

121-131.

**Major Journals in Higher Education**

*Comparative Education.*

*Educational Research.*

*European Journal for Education Law and Policy.*

*European Journal of Education.*

*European Journal of Education Research, Development and Policy.*

*Higher Education.*

*Higher Education Policy.*

*Higher Education Quarterly.*

*Higher Education research and Development.*

*Innovative higher Education.*

*International Higher Education.*

*International Journal of Educational Management.*

*Journal of Educational Policy.*

*Journal of Research in International Education.*

*Quality in Higher Education.*

*Research in Learning Technology.*

*Studies in Higher Education.*

*Teaching in Higher Education.*

**Trade Publications**

Times Higher Education (timeshighereducation.co.uk)

Chronicle of Higher Education (chronicle.com)

For Information and advice on Link2Lists reading list software, see:

http://www.library.manchester.ac.uk/academicsupport/informationandadviceonlink2listsreadinglistsoftwar

e/

Unit specification template 7

**THE UNIVERSITY OF MANCHESTER**

**Unit Specification**

Date of current version 26.4.14

Document control box

Policy / Procedure title: Unit Specification Template

Date approved: January 2009

Approving body: TLSO

Implementation date: January 2009

Version: 2.1, June 2012

Supersedes: 1.1

Previous review dates:

Next review date: tbc

Related Statutes, N/A

Ordinances, General

Regulations

Related Policies: N/A

Related Procedures and The Manual of Academic Procedures (MAP) -

Guidance: http://www.tlso.manchester.ac.uk/map/

Policy owner: Louise Walmsley, Head of Teaching and Learning

Support Office

Lead contact: Miriam Graham, Teaching and Learning Adviser

(Policies and Procedures)

Unit specification template 8