MA in Education

Module Title:	DELIVERING HIGHER EDUCATION
Module Code:	MAED05M
Level:	7
Credits:	30
Pre-requisites:	None

Module Description:

In this module learners will focus on the delivery of higher education as opposed to another educational sector and investigate the differences between delivering Higher Education in a Mixed Economy College or from a Higher Educational Institution. Learners will be able to identify the similarities and differences between the two sets of organisations, their staff and students. It will also give an in-depth view of student services and infrastructure that are required to deliver a successful Higher Education programme.

Indicative Content:

- Structure of a typical mixed economy college and HEI
- Student demographics, needs and responsibilities
- Higher Education laws and regulations
- Modern methods of the student voice.
- Technology and organisations.
- Resourcing the organisations.
- Learning organisations.
- Perspectives on change and development.
- Governmental polices and their impact
- Higher Education in the 21st Century and beyond.

Learning and Teaching Methods:

The module will be delivered through lectures and seminars. Use will be made of case studies, with students examining actual management strategies and techniques for managing work organisations. Self-managed learning will supplement lectures and seminars, and students will be provided with guidance in the required reading.

Specific Learning Resources:

All learners will be required to have access to the Wi-fi within their teaching space and full use of an interactive board for the taught elements.

Bibliography

Highly Recommended

Ballantine, J., Spade, J., (Eds) (2014) *Schools and Society: A Sociological Approach to Education, London: Sage*
Callender, C., Scott, P. Parry, G & Temple, P., (2012) *Understanding Higher Education in Further Education Colleges. BIS Research Paper Number 69.* London:

Department For Business, Innovation & Skills [Online] . https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/32425/ 12-905-understanding-higher-education-in-further-education-colleges.pdf (accessed 30 March 2016)

Davis, J., Flint, C, King, M & Widdowson, J., (2014) *Exploring scholarship and scholarly activity in college-based Higher Education. A report by the Mixed Economy Group of Colleges*. (LSIS) [online] https://www.aoc.co.uk/sites/default/files/MEG_LSIS%20Exploring%20scholarship%2 0and%20scholarly%20activity%20in%20college-based%20HE%20April%202014.pdf (accessed 30 March 2016)

Whitehead N (2013) *Review of Adult Vocational Qualifications in England*, November 2013, UKCES [online] http://www.ukces.org.uk/ourwork/review-adult-vocational-qualifications-england (accessed 30 March 2016)

Recommended

Bowl, M. (2003) *Non-Traditional Entrants to Higher Education. 'They talk about people like me',* Stoke on Trent: Trentham Books.

Brookes, I. (2005) *Organisational Behaviour: Individuals, Groups and Organisation,* FT/Prentice Hall

Burns, D. (2007) *Conceptualising and interpreting organizational boundaries between further and higher education in 'dual sector' institutions: where are they and what do they do?* Paper presented at the International Conference on Researching Transitions in Lifelong Learning at the University of Stirling, 22-24 June 2007.

Fineman, S. (2003) *Understanding Emotion at Work*, London: Sage.

Goodlad, C. and Thompson, V. (2007) *Dream weavers and dream catchers: exploring the aspirations and imagined futures of students in transition from Further Education to Higher Education*. Paper presented at the International Conference on Researching Transitions in Lifelong Learning at the University of Stirling, 22-24 June 2007.

Macfarlane, B., Filippakou, O., Halford, E. and Saraswat, A. (2007*) Managing Duality: the role of manager-academics working in a dual sector institution*. Paper presented at the Higher Education Academy Annual Conference: Engaging Students in Higher Education, Harrogate International Centre, 3-5 July, 2007.

Shaw, J., Brain, K., Bridger, K., Foreman J. and Reid, I. (2007) *Embedding widening participation and promoting student diversity. What can be learned from a business case approach?* York: Higher Education Academy.

Smetherham, C. (2006) First among equals: Evidence on the contemporary relationship between educational credentials and the occupational structure, *Journal of Education and Work*, 19(1), pp.29-45.

Thomas, L. (2002) Student retention in higher education: the role of institutional habitus, *Journal of Education Policy,* 17, 4, pp.423-442.

Wolf, A. (2002) *Does Education Matter? Myths About Education and Economic Growth,* Penguin Books

Young, M. (2006) Further and higher education: a seamless or differentiated future? *Journal of Further and Higher Education,* 30, 1, pp.1-10

Background reading

Broadsheet newspapers, websites and the following journals (list not exclusive):
- In Tuition
- Times Education Supplement
- Education Today
- BBC education news website www.bbc.co.uk/news/education
- National College for Teaching and Leadership www.gov.uk/government/organisations/national-college-for-teaching-and-leadership (Early Years to 16 years sectors)
- Education and Training Foundation www.et-foundation.co.uk (Post-16 sector)

Module Learning Outcomes

Subject Specific Learning Outcomes
On successful completion of this module you will be able to:

LO 1	Critically analyse the differences in delivery of a higher education course in a Mixed Economy College and Higher Education Institution.
LO 2	Critically evaluate the required infrastructure and resources required to successfully deliver a Higher Education course at both a Mixed Economy College and Higher Education Institution.
LO 3	Research and identify the needs of a Higher Education Student in modern higher education.
LO 4	Critically analyse the impact of a Higher Education Institution on its local community.

Assessment Title or element	Weighting (%)
6,000 word written report in three case studies (approximately 2,000 words each, one to address the requirements of L.O.1, one to address L.O.2 and the third to address L.O. 3 and L.O.4)	100%

Information correct at point of publication.