

Module Code:	EDS407
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Module Title:	Introduction to Working in Higher Education
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Level:	4	Credit Value:	20
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Cost Centre(s):	GACC	<u>JACS3</u> code:	X342
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School:	Social & Life Sciences	Module Leader:	Sue Horder
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Scheduled learning and teaching hours	36 hrs
Guided independent study	164 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
Standalone module aligned to Certificate in Education (PcET) for QA and assessment purposes	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-requisites
Must be in a job role within Higher Education

Office use only

Initial approval: 16/10/2018

Version no:1

With effect from: [Click or tap to enter a date.](#)

Date and details of revision:

Version no:

Module Aims

This module aims to give students the knowledge, skills and understanding of the various components which make up the world of Higher Education within Wales and the UK. From understanding finance and income streams to knowledge of student support, academic quality, roles and responsibilities and the wider context of Higher Education within Wales and the UK, this module will enable students to better understand their role within Higher Education.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Describe the wider context of Higher Education within Wales and the UK	KS1	
		KS5	
2	Reflect on own role within Higher Education and how you contribute to the organisation's strategic objectives	KS6	
		KS8	
		KS9	
3	Identify effective and appropriate methods of signposting to support students	KS3	
		KS4	
4	Define own responsibilities within Higher Education in line with current organisational policies and procedures	KS2	
		KS7	
		KS10	

Transferable skills and other attributes

Study, writing, IT skills
 Communication skills
 Collaboration through group work and informal learning
 Presentation skills
 Interpret, analyse and evaluate behaviour, approaches and methods
 Apply principles and values of team work
 Reflection and professional practice
 Research and evaluation skills in an organisational context

Derogations

N/A

Assessment:

Indicative Assessment Tasks:

- 1) Students will complete an in-class test demonstrating their understanding of the Higher Education System in Wales and the wider UK including governance bodies, and funding streams, as well as questions specific to their organisation.
- 2) Students will produce two reflective statements as part of a learning journal. The first statement will reflect on their role within Higher Education and their Organisation in light of the knowledge and skills they have learnt within the programme. The second reflective statement will discuss signposting strategies and their responsibilities in regards to student welfare, wellbeing and experience.
- 3) Students will complete a multiple choice online test defining their own responsibilities within Higher Education and their organisation's policies and procedures. This will include information about Fire regulations, Health and Safety Responsibilities, Equality and Diversity, Inclusion and Global Citizenship.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	LO1	In-class test	20	15 Minutes	N/A
2	LO2, LO3	Learning logs/journals	60	N/A	1500 words
3	LO4	Multiple Choice Questions	20	15 Minutes	N/A

Learning and Teaching Strategies:

Students will experience a wider range of teaching strategies including (but not limited to) Online discussion forums, seminars, lectures and tutorials, online webinars, desk-based research tasks, professional lectures and workshops.

Syllabus outline:

Syllabus will include:

The Context of Higher Education – Wales and the UK
Departments and organisational structures within Higher Education
Services within Higher Education
Signposting and student welfare in Higher Education
Managing Finances within Higher Education
Digital Systems and capabilities within Higher Education
Roles and Responsibilities within Higher Education
Professional Development within Higher Education
Equality, Diversity and Inclusion within Higher Education
Programme quality, annual monitoring of programmes

Indicative Bibliography:**Essential reading**

Biggs, J. & Tang, C. (2007). Teaching for quality learning at university: What the student does (3rd Ed.).
Maidenhead, England:
HEA. (2010). UK Professional Standards Framework. York, England. Retrieved February 10, 2010, from <http://www.heacademy.ac.uk/ourwork/universitiesandcolleges/accreditation/ukpsf>

Other indicative reading

BIS. (2009). Higher ambitions: The future of universities in a knowledge economy. London, England. Retrieved February 10. 2010, from <http://www.bis.gov.uk/wpcontent/uploads/publications/Higher-Ambitions.pdf>
Bolton, G. (2010). Reflective practice. London, England: Sage.
Kinchin, I. M., Lygo-Baker, S., & Hay, D. B. (2008). Universities and centres of non-learning. Studies in higher education, 33(1), 89-103.