MA Professional Practice in Higher Education

Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	School of Education
Main campus	Newton Park
Other sites of delivery	N/A
Other Schools involved in delivery	School of Education

Name of award(s)	Professional Practice in Higher Education
Qualification (final award)	MA Professional Practice in Higher Education (MA PPHE)
Intermediate awards available	Postgraduate Certificate in Professional Practice in Higher Education Postgraduate Diploma Professional Practice in Higher Education
Routes available	Single
Duration of award	5 years part-time
Sandwich period	No
Modes of delivery offered	Campus based
Regulatory Scheme*	Taught Postgraduate Framework

Professional, Statutory and Regulatory Body accreditation	Advance HE (Associate Fellowship of the Higher Education Academy available on completion of module HEP7001)
Date of most recent PSRB approval (month and year)	August 2023
Renewal of PSRB approval due (month and year)	August 2027
UCAS code	n/a
Route code (SITS)	PRPRMA
Relevant QAA Subject Benchmark Statements (including date of publication)	Masters Characteristics Statement (2015)
Date of most recent approval	August 2018
Date specification last updated	January 2021

*This should also be read in conjunction with the University's Qualifications Framework

Programme Overview

The Professional Practice in Higher Education programme supports the professional development of staff involved in higher education, providing a structure for continued professional development as part of flexible master's level study in a range of potential areas of interest. Bath Spa University is committed to enhancing learning and teaching and provide its students with the highest quality learning experience. The Professional Practice in Higher Education programme supports the university strategy and commitments by providing structured and substantial development for staff at master's level, enhancing their professional practice and in turn enhancing the educational experience at the university.

Participants on the programme come from a wide range of job roles, including both academic and professional service roles, and consequently have a wide range of interests. The Professional Practice in Higher Education programme is thus designed primarily to be flexible, with a wide range of option modules covering different areas of education and higher education practice. Participants on the programme are all part-time students working in higher education environments, with the modular programme enabling them to study relevant topics over a number of years as suits their practice and interests at the time, with exit points at PGCert and PGDip level possible to cater for different levels of interest. Some modules are focussed on specific continued professional development for academic practice in both teaching and research and the programme provides study in these areas in more depth. The programme further enables those involve in teaching to additionally gain a nationally recognised accredited status with the Advance HE via the accreditation of part of the programme.

Programme Aims

1. To encourage and support the continued professional development of higher education staff
2. To develop critically reflective higher education professional practitioners
3. To embed an evidence based approach to professional practice in higher education
4. To develop research skills applied to and to inform participants' professional practices.
5. To enhance the quality of educational provision at the university
6. To provide development of staff practice aligned with institutional priorities, national frameworks, and masters level study

Programme Intended Learning Outcomes (ILOs)

(NB These ILOs are at level 7 of the FHEQ)

A Subject-specific Skills and Knowledge

A1 A critical awareness of professional understanding within the field of professional practice in higher education, and the capacity to identify its significance and relevance in educational settings within national and global contexts

A2 Critical reflection and evaluation of your own practice and that of others as well as the ability to provide an evidence base in support of claims made for evolving competencies

A3 In-depth understanding of current issues and developments informed by scholarship and research, and ability to apply this to professional situations

A4 Knowledge and understanding of theoretical underpinnings associated with professional practice in higher education as presented in published research and policy literature.

B Cognitive and Intellectual Skills

B1 The ability to articulate a clearly structured and cohesive original argument

B2 The ability to design and manage a research project which is ethically compliant, academically rigorous and professionally relevant

B3 Synthesis of ideas and information in an innovative format and apply them to new cases or research questions

B4 Development of personal effectiveness, self-awareness and self-management

C Skills for Life and Work

C1 Autonomous learning (including time management) that demonstrates the exercise of initiative, personal responsibility and decision-making in complex and unpredictable situations and the independent learning ability required for continuing professional development

C2 Team working skills necessary to succeed in the global workplace, with an ability both to work in and lead teams effectively, as well as the ability to act autonomously in planning and implementing tasks at a professional or equivalent level

C3 Communication skills that show the ability to communicate clearly to specialist and non- specialist audiences knowledge at, or informed by, the forefront of the academic discipline, field of study or area of professional practice, and the conclusions drawn from dealing with complex issues systematically

C4 IT skills and digital literacy that demonstrate the ability to develop new skills to a high level and to approach complex issues systematically and creatively

Intermediate awards

PGCert Intended Learning Outcomes

A subset of the PGDip Outcomes below, the exact list of which will be dependent on the precise option choices made for 60 credits, but to include at a minimum:

A1, A4; B1, B4; C1, C4

PGDip Intended Learning Outcomes

A1, A2, A4; B1, B4; C1, C3, C4

Programme content

This programme comprises the following modules

<u>Key</u>: Core = C

Required = R Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme.

<u>Subject offered as single programme</u>

Higher Education					Status	
Level	Code	Title		Credits	Single	Joint
7	HEP7001-30	Teaching and Supporting Learning in Higher Education		30	O	
7	HEP7003-15	Technology and Innovation in Higher Education		15	O	
7	HEP7004-15	Researcher Development		15	O	
7	HEP7005-15	Supervising Research		15	O	
7	HEP7006-15	Mentoring and Coaching in Higher Education		15	O	
7	HEP7008-15	Digital Learning in Higher Education		15	O	
7	HEP7009-15	Independent Study		15	O	
7	EDU7100-30	Education and Society		30	O	
7	EDU7109-30	Leadership in Practice		30	O	
7	EDU7101-30	Research Methods in Social Science **		30	R*	
7	EDU7102-15	Research and the Professional part 1 **		15	R*	
7	EDU7103-15	Research and the Professional part 2 **		15	R*	
7	EDU7104-60	Dissertation		60	C	

Notes:

R* Either EDU 7101-30 or EDU7102-15 and EDU7103-15 required for the MA. These modules cannot be taken as part of the PGCert exit qualification. They are not required if exiting with a PGDip (i.e. the student can choose to take either the Research methods or a different 30 credits as their final 30 and exit instead of completing the full MA).

** - Research methods module(s) (R*) are required unless the student already holds a postgraduate degree that includes social science research methods (e.g. social science based PhD, MRes, MSci, MA, MEd).

Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

Please note: if you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

Work experience and placement opportunities

There are no specific additional work experience or placement opportunities in the programme. However, all participants are professionals in a higher education context. Some modules are based around work-based learning and the purpose of the programme is for PPHE study to enhance professional practice. Participants are expected to reflect on and integrate their study within their work practice, and use this context as the basis for their options, learning activities, and assessment.

Additional Costs Table

Module Code & Title	Type of Cost	Cost

Graduate Attributes

	Bath Spa Graduates…	In Professional Practice in Higher Education, this means…
1	Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams	Being flexible and versatile HE professionals with a knowledge and understanding of a range of educational issues. The programme is designed specifically to provide professional development and further skills directly linked to the HE work environment. Some parts of the programme can lead to HEA fellowships being awarded directly, or act as CPD towards that goal.
2	Will be able to understand and manage complexity, diversity and change	Understanding the rapidly changing context of the institution, sector, discipline and students, with their competing priorities and diversity. The programme provides greater depth of understanding of these issues to in turn be used to manage the complexity, diversity and change in their own professional practice.
3	Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners	Using a range of tools and innovative methods to develop practices. The programme is taught cross-disciplinarily with the intention of cultivating a wider community of practice. Participants are expected to identify and develop solutions to issues in their practice and/or teaching, evaluating them along the way.
4	Will be digitally literate: able to work at the interface of creativity and technology	Using appropriate technological tools for teaching and/or wider professional practice. The programme introduces a range of technology with some module options focussed on the topic explicitly. Participants are exposed to the university's technology tools from a student perspective and expected to use that experience in their own use as an HE professional.
5	Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas	Participants on the programme study with others from across the disciplines at the university and within the option modules, alongside those on other programmes. Additionally there is a specific module on international HE available, and all learning and teaching modules are aligned with the UKPSF values which state participants should "acknowledge the wider context in which HE operates recognising the implications for professional practice".

6	Will be creative thinkers, doers and makers	Creative thinking is intrinsic in designing and planning interesting and intellectually stimulating learning experiences to engage students, the programme seek to develop these skills through formative workshop tasks and summative practice project-based assignments.
7	Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy	Thinking critically about educational processes, practice and issues as a fundamental skill in professional practice. This is a key element and purpose of the programme throughout all modules. The programme introduces recommended reading but also encourages participants to find their own subject specific resources and read all material critically, evaluating their practice experiences and contexts and reflecting critically on these. We also encourage critical discussion of contemporary issues in HE during workshop sessions.
8	Will be ethically aware: prepared for citizenship in a local, national and global context	Being aware of the context of participants own practice and that of the students, the law, and responsibilities of all staff in HEIs. The Professional Values of the UKPSF are part of the design of several accredited modules, which includes a specific look at roles and responsibilities, equality and diversity. Ethical consent is addressed further in the research methods and dissertation modules and all research within the programme is expected to pass any required ethical approval.

Modifications

Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
HEP7008-15	Digital Learning in Higher Education	New module	Approved by Chair's action on 2/12/2020	2021/22
HEP7009-15	Independent Study	New module	Approved by Chair's action on 2/12/2020	2021/22
EDU7106	International HE	Module removed	Curriculum Committee 16 June	2021/22
HEP7007	E-Learning Pedagogy & Application	Module removed	Curriculum Committee 16 June	2021/22

Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

Attached as appendices:

1. Programme structure diagram
2. Map of module outcomes to level/programme outcomes
3. Assessment map
4. Module descriptors

Appendix 1: Programme structure diagram

60 credit options
PGCert PPHE

Teaching & Supporting Learning in HE (30; AFHEA)
Technology and Innovation in HE (15)

Researcher Development (15)
Supervising research (15)
Mentoring & Coaching in HE (15)
E-Learning Pedagogy & Application (30)

Education & Society (30)
International HE (30)
Leadership in practice (30)

120 credit options
PGDip PPHE

90 credit options

Research Methods in Social Science (30)
or
Research and the Professional part 1 (15)
and part 2 (15)

Key:
(#) No. Credits from modules
Exit Award in Bold

90 credits
(180 Total)
MA PPHE

Master's Dissertation (60)

Appendix 2: Map of Intended Learning Outcomes

Level	Module Code	Module Title	Status (C,R,O)2	Intended Learning Outcomes											
				Subject-specific Skills and Knowledge				Cognitive and Intellectual Skills				Skills for Life and Work			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
7	HEP7001-30	Teaching & Supporting Learning in Higher Education	O	x	x	x	x	x			x	x		x	x
7	HEP7003-15	Technology and Innovation in Higher Education	O	x	x		x	x			x	x		x	x
7	HEP7004-15	Researcher Development	O	x	x		x	x			x	x	x	x	x
7	HEP7005-15	Supervising Research	O	x	x		x	x			x	x		x	x
7	HEP7006-15	Mentoring and Coaching in HE	O	x	x		x	x			x	x	x	x	x
7	HEP7008-15	Digital Learning in Higher Education	O	x		x	x	x		x	x	x		x	x
7	HEP7009-15	Independent Study	O	x		x	x	x	x	x	x	x	x	x	x
7	EDU7100-30	Education and Society	O	x			x	x			x	x			
7	EDU7109-30	Leadership in Practice	O	x			x	x			x	x			x
7	EDU7101-30	Research Methods in Social Science **	R*	x	x		x	x			x	x		x	x
7	EDU7102-15	Research and the Professional part 1	R*	x	x		x	x			x	x		x	x
7	EDU7103-15	Research and the Professional part 2	R*	x	x		x	x			x	x		x	x
7	EDU7104-60	Dissertation	C	x	x	x	x	x	x	x	x	x	x	x	x

[1] C=Core, R=Required, R*=Required*, O=Optional

** - required unless student holds a postgraduate degree that includes social science research methods (e.g. social science based PhD, MRes, MSci, MA, MEd)

Appendix 3: Map of Summative Assessment Tasks by Module

Level	Module Code	Module Title	Status (C,R,O)3	Assessment method													
				Coursework						Practical					Written Examination		
				Composition	Dissertation	Essay	Journal	Portfolio	Dissemination Report	Performance	Practical Project	Practical skills	Presentation	Set exercises	Written Examination	In-class test (seen)	In-class test
7	HEP 7001-30	Teaching and Supporting Learning in Higher Education	O			1x 4500 words		1x 3500 words equiv.									
7	HEP 7003-15	Technology and Innovation in Higher Education	O			1x 1800 words			1x 1200 words; 2 pages				1x Video 5mins; 1000 words equiv.				
7	HEP 7004-15	Researcher Development	O			2800 word reflective account							Pres. (1200 word equiv.)				
7	HEP 7005-15	Supervising Research	O			2500 word Critical Reflection	1250 word Reflectiv e Portfolio										
7	HEP 7006-15	Mentoring and Coaching in HE	O			3750 word reflective report											
7	HEP 7008-15	Digital Learning in Higher Education	O						Dissemination output of, or equiv. to, 4,000 words Multiple modes available				(Option for this mode for dissemination output)				

7	HEP 7009-15	Independent Study	O						Dissemination output of, or equiv. to, 4,000 words Multiple modes available				(Option for this mode for dissemination output)				
7	EDU 7100-30	Education and Society	O			6500 word essay							Group Pres. (1,500 word equiv)				
7	EDU 7109-60	Leadership in Practice	O						7,500 word report								
7	EDU 7101-30	Research Methods in Social Science	R*			4000 word Critical Analysis 4000 word Research Proposal											
7	EDU 7102-15	Research and the Professional part 1	R*			4000 words Critical Analysis											
7	EDU 7103-15	Research and the Professional part 2	R*			4000 words Research Proposal											
7	EDU 7104-60	Dissertation	C		16000 word Diss.												