THE UNIVERSITY OF MANCHESTER
Unit Specification

1. GENERAL INFORMATION

Title	The Changing Landscape of Higher Education
Unit code	EDUC63262
Credit rating	15
Level	7
Contact hours	3 x face-to-face afternoon sessions: 9 hours Directed reading and exercises: 30 hours Private study and thinking: 111 hours
Other Scheduled teaching and learning activities	Assessment Surgeries (by appointment with course tutor, individual or in groups)
Pre-requisite units	None
Co-requisite units	None
School responsible	SEED
Member of staff responsible	Steven Jones and Paul Smith
ECTS (European Credit Transfer and Accumulation System)	7.5
Notional hours of Learning	150

2. AIMS

The unit aims to:

- introduce participants to Higher Education (HE) systems globally and help them to understand the English HE system within its wider context;

- provide detailed knowledge and skills relating to key areas of HE operation, and an ability to interpret developments through an academically-informed, critical perspective;

- provide opportunities for participants to reflect critically on their role and place within their university and within the wider HE sector;

- enable participants to understand students' HE experience in the round, and to enhance their contribution towards it.

- foster a critical understanding of issues relating to access, governance and professional identity.

- understand the structural architecture of HE in England, and develop a clear understanding of which agencies are responsible for which kind of oversight;

- become familiar with the many public reports, reviews and other documents, and to reflect on the extent to which HE policy shapes everyday practice and culture.

3. BRIEF DESCRIPTION OF THE UNIT

This course unit will explore how Higher Education is changing, and how participants contribute to and position themselves within that change. Among the topics that will be covered are:

- Developments and shifts in HE, nationally and internationally.
- Fairness in HE admissions.
- Ways in which universities' heritage and culture affect students' perceptions and experiences.
- Funding mechanisms for HE, including student fees.
- How English universities position themselves in increasingly internationalised markets.
- The changing role of HE as a private and public good.
- HE policy: past, present and future.
- Widening Participation agenda and participation issues.

INTENDED LEARNING OUTCOMES

Category of outcome	Participants should be able to:
Knowledge and understanding	Explain the roles and contributions of HE in contemporary societies and the models upon which HE systems are based. Demonstrate applied knowledge of a range of key principles relating to core HE activities.
Intellectual skills	Demonstrate the ability to engage in debates about key issues, such as who participates in HE, who benefits and how funding models might operate.
Practical skills	Reflect on their own practice and responsibilities within the university. Develop skills that enhance their own experience, and that of colleagues and students.
Transferable skills and personal qualities	Demonstrate the ability to read a range of works, summarise arguments succinctly and understand key debates; Recognise their own professional strengths and limitations, and respond to both.

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

Teaching will take the form of 3 x four hour face-to-face sessions which will include elements of traditional lectures, interactive seminars, small-group discussions and one-to-one tutorials.

Other instruction will be facilitated electronically, via podcasts, Blackboard activities and other relevant links.

5. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Participants will be asked to submit a critical essay based on one or more of the topics covered and relating to an area of professional practice in which they have direct experience or an active interest. Topics will be discussed with the unit leader beforehand. Alternative and/or collaborative forms of assessment are encouraged, in negotiation with the course unit tutor.	3,000 – 4,000 words or equivalent	Within 15 working days of submissions	100%

6. INDICATIVE READING LIST (please use Blackboard site for updated, guided reading list)

Arday, Jason and Heidi Mirza (Eds.) (2018) *Dismantling race in higher education: Racism, whiteness and decolonising the academy*. Springer.

Ashwin, Paul (2012) *Analysing Teaching-Learning Interactions in Higher Education: Accounting for Structure and Agency.* Continuum.

Back, Les (2016) *Academic Diary: or why higher education still matters*. MIT Press.

Barnett, Ron (2007) *A Will to Learn: Being a Student in an Age of Uncertainty*. McGraw-Hill / Open University Press.

Barnett, Ron (2017) *The Ecological University: A feasible utopia.* Routledge.

Barnett, Ron and Bengtsen, Søren Smedegaard. (2019) *Knowledge and the University: Re-claiming Life*. Routledge.

Brown, Roger and Helen Carasso (2013) *Everything for Sale? The Marketisation of UK Higher Education*. Routledge.

Burker, Penny-Jane (2012) *The Right to Higher Education*. Routledge.

Collini, Stefan. (2012). *What are universities for?* Penguin UK.

Collini, Stefan. (2017). *Speaking of Universities*. Verso Books.

Jones, Steven. (2022). *Universities Under Fire*. Palgrave MacMillan.

Ketteridge, Steve, Stephanie Marshall and Heather Fry (2002) *The Effective Academic*. Kogan Page.

Marshall, Stephanie (2016) *A handbook for leaders in higher education: Transforming teaching and learning*. Routledge.

McGettigan, Andrew (2013) *The Great University Gamble*. Pluto Press.

Nixon, Jon (2012) *Higher Education and the Public Good: Imagining the University.* Continuum.

Shattock, Michael (2003) *Managing Successful Universities*. SRHE.

Shattock, Michael (2012) *Making Policy in Higher Education 1945-2011.* McGraw-Hill.

Smyth, John. (2017). *The Toxic University: Zombie Leadership, Academic Rock Stars and Neoliberal Ideology*. London: Palgrave Macmillan.

Tight, Malcolm (2012) *Researching Higher Education.* SRHE.

Whitchurch, Celia. (2012) *Reconstructing Identities in Higher Education: The rise of 'Third Space' professional*. SRHE.

Trade Publications:

      Times Higher Education (timeshighereducation.co.uk)

      Chronicle of Higher Education (chronicle.com)

Twitter Feeds:

      @HEonTap

      @GdnHigherEd

      @TimesHigherEd

      @WonkHE

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

http://www.library.manchester.ac.uk/academicsupport/informationandadviceonlink2listsreadinglistsoftware/

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Implementation date:	January 2009
Version:	2.1, June 2012
Supersedes:	1.1
Previous review dates:	
Next review date:	tbc
Related Statutes, Ordinances, General Regulations	N/A
Related Policies:	N/A
Related Procedures and Guidance:	The Manual of Academic Procedures (MAP) - 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)