

Mixing Decks: Frameworks for Master's Scholarship

Veronica Bamber, Queen Margaret University, Edinburgh,
vbamber@qmu.ac.uk

Abstract

Postgraduate taught education in universities is under-researched compared to research on undergraduate learning and teaching. This results in two missed opportunities: making evidence-informed improvements to postgraduate taught education and integrating such improvements into thinking and practice. A commitment to evidence-informed improvement cycles at personal and local levels can generate knowledge, which can also inform practice in other settings. However, researchers who are new to learning and teaching research may not feel fully equipped, on the basis of their disciplinary knowledge, to undertake such inquiry. This paper considers and offers a case study of the use of frameworks that can support these practitioners in investigating students' understandings of what is expected in postgraduate study. With a flexible set of tools or frameworks on the mixing decks of postgraduate taught inquiry, such researchers are potentially better equipped to gain a good understanding of their students' learning.

Introduction

Postgraduate teaching and learning has received limited attention in the higher education research literature, as many writers (Wisker *et al.*, 2007; Tobbell *et al.*, 2010; BIS, 2010; Tobbell and O'Donnell, 2013) have noted. Analysis of *Research into Higher Education Abstracts* confirms the paucity of studies on postgraduate taught education (PGT), compared to papers published on undergraduate or postgraduate research education. This gap in the research represents a lost opportunity to bridge the theory–practice gap in postgraduate teaching and learning. It also raises the question of how to help those who teach postgraduates to research the area and publish their findings. This paper proposes a systematic attempt to link theory to practice using three conceptual frameworks and it offers a case study of doing this in practice.

A conceptual framework is a visual or written product that ‘explains, either graphically or in narrative form, the main things to be studied—the key factors, concepts, or variables—and the presumed relationships among them’ (Miles and Huberman, 1994, p. 18). Such frameworks can be helpful, especially for those who are new to learning and teaching research, in providing a flexible structure for analysing practice developments. They are scaffolds for planning and benchmarking (Chalmers *et al.*, 2012) and for testing ideas against an overarching model. Importantly, frameworks also help to critically examine the relationships between different elements of the phenomenon being investigated. Frameworks have often been used in evaluation (for example, Kirkpatrick, 1994; Kreber and Brook, 2001; Guskey, 2002; Chalmers *et al.*, 2012). The three conceptual frameworks discussed below can serve all of the above purposes and facilitate the scholarship of teaching and learning and the paper will consider what constitutes scholarship of teaching and learning. Other frameworks might also be pertinent; the ones described here illustrate the potential of this type of tool.

Ashwin and Trigwell’s (2004) ‘Levels of Investigation’ framework for analysing scholarly outputs outlined three *levels* of scholarship, from personal, to local, to increasingly public. The levels depend on the intention and audience of the inquiry (who is to be informed by it and for what purpose), the types of verification used in the evidencing process and whether knowledge outputs have a public audience or not. The framework can help practitioners decide whether they are aiming for scholarship or scholarly work.

The ‘Evidence Mix’ framework (Bamber *et al.*, 2012; Bamber, 2013) encouraged a structured approach to applying evidence of different types to practice development. It could be argued that researchers always use a mix of evidence but the reality is that certain kinds of data are privileged over others and (ironically in practitioner research such as the scholarship of teaching and learning) practitioner knowledge can be neglected, along with key contextual factors. The evidence mix framework comprises research data, evaluation data and also practitioner wisdom, consciously explored within the particular locus of inquiry.

The third framework comes from a Scottish project, ‘Learning from International Practice in the Taught Postgraduate Student Experience’ (LFIP). The project aimed to inform the thinking of those who are involved with postgraduates and to enhance their practices. It explored the dimensions of Master’s learning and teaching, drawing on case

examples, the (rather limited) literature on PGT and discussion with university staff across the Scottish sector. The resulting framework (QAA, 2013) offers a visual illustration of seven key facets of Master's level learning and teaching: abstraction, autonomy, complexity, depth, professionalism, research and unpredictability. The LFIP project found that considering these high-level facets is helpful in exploring current practices and potential curricular developments.

Before elaborating the frameworks and exemplifying their use, the paper contextualises the need for them.

The postgraduate taught knowledge gap

Postgraduate taught programmes have become increasingly important for universities, with PGT provision comprising an increasing component of income and student numbers. Taught Master's programmes saw the biggest growth of all postgraduate qualifications 2000–2010 (BIS, 2010, p. 23). The accrual of fees (Morgan, 2013) and the notion of student as customer (Molesworth and Nixon, 2009) have added to the pressure, or perhaps better, the responsibility, to understand postgraduate students' needs and support them (Leman *et al.*, 2013). Understanding needs to be underpinned by good evidence (Rienties *et al.*, 2014; Bamber, 2013) but most study of postgraduate provision has been about postgraduate research students, not PGT (Mistry *et al.*, 2009; Baker, 2010). The few studies that do address the learning and teaching needs of PGT students (Knight, 1997; Scott *et al.*, 2011; Morgan, 2013) only serve to highlight the research gap and the focus tends to be on one of two aspects of learning and teaching:

- transitions to postgraduate study (O'Donnell *et al.*, 2009; Tobbell *et al.*, 2010; Scott *et al.*, 2011; Tobbell and O'Donnell, 2013; Wakeling and Hampden-Thompson, 2013), especially for international postgraduate students (Stewart, 2007; Coates and Dickinson, 2012; Rienties *et al.*, 2014; Menzies and Baron, 2014);
- postgraduate taught students and employability or professional learning (BIS, 2010; Kember *et al.*, 2014).

O'Donnell *et al.* (2009), in their study of postgraduate transitions, found significant degrees of heterogeneity, especially regarding student needs. This is perhaps unsurprising when one considers the different backgrounds and experiences, presages (Biggs, 1999), of post-registration nurses, of business professionals, doing an MBA as continuing professional development, and of arts students entering their Master's study straight from an undergraduate degree. They

follow very different types of programmes, designed for a range of purposes (QAA, 2010) and with a range of student motivations. Postgraduate provision is multi-dimensional and complex (O'Donnell *et al.*, 2009; QAA, 2013), including in relation to: the nature and purpose of postgraduate study (BIS, 2010); type of programme; intensity of study; mode of study; structure and delivery; and student background factors such as nationality and length of time since previous study experience (O'Donnell *et al.*, 2009; Morgan, 2013). Different life circumstances really affect PGT students' learning (Tobbell *et al.*, 2010), although university staff seem to have a limited understanding of the complexity of their postgraduate students' life issues (Tobbell *et al.*, 2010). There are also significant differences between disciplines in national postgraduate survey responses (Leman *et al.*, 2013). It is clear that the PGT landscape is a complex one.

The studies mentioned above make helpful contributions to understanding the taught postgraduate experience but PGT is still regarded as a 'fringe activity' compared to mainstream work on undergraduate learning. Student and employer feedback, however, indicates that 'there are areas in which more could be done to ensure postgraduates get maximum benefit from their investment in a postgraduate education and are well equipped to succeed in their chosen career' (BIS, 2010, p. 36).

National agencies can play a useful role in sponsoring small-scale research and can provide rich student data that are missing from the academic journals. For example, Holmes (no date), in a United Kingdom Council for International Student Affairs/Higher Education Academy (UKCISA/HEA) sponsored study of her own postgraduate students, found that diagnostic writing tests were extremely worrying to students who believed that if they performed badly they would be sent back to China. Holmes (no date, p. 4) commented that she learned 'that what I had thought was useful and important for students may not be what they think they need or want to know'. Expectations and assumptions of staff and students were not lined up. This is exacerbated when overseas students, with different understandings of academic ground rules, the nature of knowledge and the purpose of Master's study, bring their culturally constructed expectations to the higher education context of a different country (Mistry *et al.*, 2009, p. 124), resulting in 'study shock' (Burns, 1991, p. 6).

Another national initiative that provides helpful data in the United Kingdom is the 'Postgraduate Taught Experience Survey', which now holds six years' worth of data: 58,679 postgraduate students responded

to the survey in 2013, around 26 per cent of all United Kingdom postgraduate taught students. The Postgraduate Taught Experience Survey aims to inform discussions within institutions about enhancements to teaching and learning and provides a backdrop for more finely grained studies (Bamber, 2008). Findings indicate that PGT students across the UK are largely satisfied with their postgraduate programmes. However, this high-level data can obscure more nuanced detail. Within that overall satisfaction, the quality of teaching and learning and organisation of postgraduate programmes are key factors influencing overall experience (Leman *et al.*, 2013). One could argue that these factors, especially, are locally produced and locally experienced and only local evidence can truly reflect the student story from each locale with its own idiosyncrasies. Only this local evidence can address the question of how best to meet the needs of local students within the wider frame of national data.

Problematically, local stories tend to be subsumed in the individual knowledge of individual staff. Staff are engaged in continuous evaluative reflection on their teaching (Biggs, 1999), although this private, often tacit, knowing is not easy to evidence (Bamber and Anderson, 2011) and staff do not always see the value of scholarly inquiry into learning and teaching (Huber, 2002). However, without this, their thinking remains under-examined, undocumented and easily lost craft knowledge (Hutchings and Shulman, 1999). Holmes (no date, p. 5) advocated research 'that enables teachers to learn from their students'. So how can evidence be obtained, to learn from students, inform teaching of postgraduate students and increase scholarship?

This paper offers three frameworks to inform local scholarship with the aim of encouraging the use of systematic processes to enhance thinking, focus attention on important aspects and bring different sources of evidence together. The first requires researchers to revisit the concept of scholarship, asking: what is required for scholarship?

Framework one: from scholarliness to scholarship

Scholarship has been defined as 'evidence based critical reflection on practice aimed at improving practice' (Prosser, 2008, p. 2) but this is actually a definition of 'scholarliness'. Scholarliness, or scholarly approaches to learning and teaching, have no doubt benefitted in some countries from new academic staff undergoing training and development and taking a more reflective, evidence-based approach to enhancing their teaching. However, local scholarly approaches aimed at improving learning and teaching do not amount to scholarship. Scholarship goes

TABLE 1
Scholarship levels

Level	Purpose of investigation	Evidence gathering processes will be	Investigation results in
3	To inform a wider audience	Verified by those outside of that context	Public knowledge
2	To inform a group	Verified by those within the same context	Local knowledge
1	To inform oneself	Verified by self	Personal knowledge

further, because it takes learning from practice contexts, subjects it to the scrutiny of others and disseminates it (Boyer, 1990).

Intentionality and audience are two of the key elements of scholarship. Ashwin and Trigwell's 'Levels of Investigation' (2004) described three *levels* of scholarship, from personal, to local, to increasingly public. Depending on the intention and audience of the inquiry (who is to be informed by it and for what purpose), the evidencing process will have different types of verification and will result in knowledge that either has a public audience or not (Table 1). At level 1 a scholarly approach is being taken to improve one's own practices and many higher education practitioners do this. Levels 2 and 3 mean taking a systematic approach to investigating what students are experiencing and with the aim of advancing practice *beyond* one's own classroom, not just *in* it. At level 2, scholarship is attained in the dissemination of outputs locally, informing a group, for example, within a particular department or institution. At level 3, scholarship leads to outputs that are publicly available, often through publication, and data are objectively verified by others (for example, journal reviewers). This is what Hutchings and Shulman (1999, p. 13) called 'going meta'.

There is no need to see the three levels as mutually exclusive, because the scholarship of teaching and learning can be conceptualised as developing knowledge from the personal, to the local, up to the public level and then back down from the public to the personal. This involves a reciprocal process of investigating learning and teaching in one's own practice and disseminating it more widely, while simultaneously using published research to enhance learning and teaching at the local or personal levels. Undertaking this process in an explicit and structured way makes it more likely that the research–practice divide will be bridged, tacit assumptions will be revealed and espoused theories

(Argyris and Schön, 1974) tested at each level. Cowan's (2006) 'loopy diagram' of constant reflective improvement reflects this kind of movement between the three levels, so recasting Ashwin and Trigwell's hierarchy of levels as a staged process rather than separate activities. Deliberately engaging practitioners in such a process, especially those new to the scholarship of teaching and learning of PGT, could provide the scaffolding needed for them to build their scholarship confidence and skills.

Framework two: the evidence mix

Scholarship can be strengthened by systematically bringing evidence together from a range of sources to enhance practice development (Bamber *et al.*, 2012; Bamber, 2013). The 'evidence mix' framework explicitly acknowledged the knowledge that comes through practice wisdom in addition to and alongside the knowledge that comes from published research and from evaluation. Practice wisdom is the often unarticulated knowledge that practitioners have of their field, context and practices, which they deploy, often unconsciously, in their daily work. It is not normally cited in research and yet practices themselves are the focus of the scholarship of teaching and learning. Bringing practice wisdom explicitly into the frame means that implicit theories and assumptions become subject to investigation, as well as what is formally expressed. The framework is a tool, therefore, for examining theory, practices, ideas and tacit assumptions within a specific context. Understanding and judgement is improved by making explicit the underlying ideas and practices that might otherwise have a distorting effect on the work.

The 'evidence mix' process begins by questioning the mix of possible truths or explanations that can help interpret what is going on in the social world of learning and teaching situations. Huber (2002) suggested asking 'hard questions'; while Cousin (2013) talked of 'awkward questions', with the aim of enhancing learning and teaching and disseminating findings. Learning about teaching is 'a work of evaluative reflexivity', which involves interrogating what is going on not only with one's own students but with oneself, using 'a fool's positionality' (Cousin, 2013, pp. 19–20):

A fool asks the awkward questions, discomforts the audience, disturbs conventional ways of seeing things ... the fool's job is to make the ordinary and taken for granted 'strange', to explore paradoxes, ironies, tensions, the troubling and the challenging. Above all, the fool is an acute observer. (Cousin, 2009, p. 233)

Observing and asking the fool's question starts the inquiry process. Trowler (2005) made the case that theory can help address questions like 'how can the processes of learning and teaching be enhanced?' as well as 'why is it this way?; whose interests are being served here?; what else is going on other than teaching and learning of the manifest curriculum?; how else could this be done?' (Trowler, 2005, p. 17). The evidence mix ensures that not only theory but practitioners' local knowledge are part of this questioning process and that the inquiry will draw on the full range of evidence available.

There is no straightforward answer to questions about learning and teaching: postgraduate students do not suddenly learn better as a result of one intervention. So, a range of learning and teaching experiences, experienced by a diverse range of students, with different staff in different contexts, will require a range of evidence to demonstrate their value. Using multiple data sources to improve the external validity of inferences made from evaluation data is espoused by many writers (Kreber and Brook, 2001; Hanbury *et al.*, 2008; Smith, 2008; Bamber *et al.*, 2012). The resulting evidence mix will be different in each context. These multiple data sources can then be triangulated, cross-validated by looking at the situation from several angles. This does not mean, epistemologically, treating scholarly investigations into teaching postgraduate taught students teaching PGT as positivistic assertions but it does mean building a more systematic evidence-informed approach.

The evidence mix framework is encapsulated in an evidence triangle (Figure 1), to encourage a structured approach to collecting three different categories of data: research, evaluation and practice wisdom:

- research includes use of theory, journal papers and the grey literature;
- evaluation includes findings from consultations and evaluations;
- practice wisdom: this (often ignored) source acknowledges the value of the knowledge built in the course of doing everyday work, such as anecdotes, changes to practices, student outcomes and changes to departmental policy. Practice wisdom also invites researchers to use their tacit or unwritten knowledge of how things work in a department or institution, and the norms of their discipline (Bamber, 2013).

While there are bound to be overlaps between these evidence types, categorising them means that data that might normally be discounted in the research process (such as informal departmental discussions) are included. If this combination of evidence types is used to undertake scholarly investigation of PGT education, then disparate sources can gain substance from each other (triangulation) and can support the

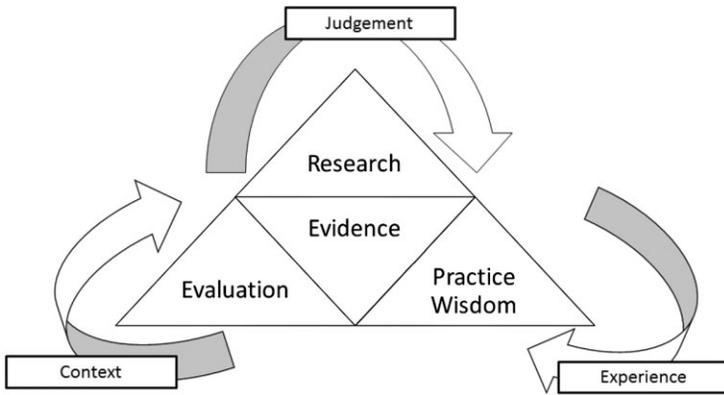


Figure 1 The evidence mix

process of moving up and down the three levels of scholarship. The evidence mix framework also acknowledges that judgements are being made about the social world, which is always open to interpretation. So, the evidence triangle (Figure 1) is surrounded by the contextual factors of experience, local context and judgement. This is vital for indicating to potential writers that their local knowledge is a valued part of the scholarship process.

For different purposes, and in a range of contexts, the triangle can be developed into a matrix, which is populated with locally appropriate sources. A simple example is provided later in this paper.

Framework three: Mastersness

A Scotland-wide project (LFIP) spent two years (2011–13) looking at how students are expected to work at Master's level. The resulting framework also provides a useful starting point for supporting local investigation and scholarship in postgraduate taught education.

Initial research into the potential questions that the project might seek to address revealed that little was known about students' preparedness for Master's-level study, with implications for how successful students were likely to be in their learning, especially in the early stages of their programmes of study. Several academics commented that their students often realised what was required in their Master's programme only once they had failed their first assignment. In seeking to fill the knowledge gap about PGT learning, the project addressed the questions of 'What are the defining attributes of Master's-level study?' and 'How can staff



Figure 2 Facets of mastersness

support the transition to Master's-level study?' Answers were sought from the literature, from international and national case examples and from workshop discussions with staff from all 19 Scottish higher education institutions. The resulting discussion paper (QAA, 2013) proposed seven facets of 'Mastersness'; the facets are the ways in which students are expected to learn, although the project found that these expectations are not usually explicitly articulated. Students are left feeling anxious and unsure of what is expected of them (Morgan, 2013). LFIP's answer was to develop a framework to help colleagues and new postgraduate students to discuss how Master's level study requires autonomy, abstraction, depth, unpredictability, complexity, professionalism and research (Figure 2). The facets were broken down into tentative definitions, while pointers for practice were drawn from the case examples and from discussions with participants in LFIP workshops across Scotland. The workshop discussions revealed significant disciplinary differences in the value placed on different facets, so the framework and accompanying toolkit were designed to be adapted to each user's context.

The LFIP project revealed challenges for practice and workshop participants suggested specific changes they would make to support their students' learning, especially relating to transitions and induction. The

project intended to influence practice and there was consensus on the need to take action and improve the postgraduate student experience. What was not tested during the project was whether it might support local scholarship, as well as enhancement of local practices.

A PGT scholarship case example

So what does this all mean in practice and for practice? The framework and toolkit produced by LFIP inspired a group of staff in one Scottish university to undertake a scholarship project into PGT learning. The author chaired the group and also introduced the other two frameworks to support academics who were not experienced in the scholarship of learning and teaching.

The group was composed of five self-selecting academics from four subject areas, chaired by the author of this paper, supported by two PGT students who helped with survey design, data gathering and analysis. The idea was to work together as a learning community (Cox, no date) of trans-disciplinary staff and postgraduates, learning collaboratively to undertake the scholarship of teaching and learning. Rich thinking can result from wandering in the 'interdisciplinary trading zone' (Huber, 2002, p. 5).

The project had two purposes. First, to inform how those involved might improve thinking and practices around PGT learning; second, to convert the investigation into scholarly outputs. This meant using the thinking from LFIP (framework 3), along with a structured, evidence-informed approach (framework 2), to produce home-grown evidence that could be disseminated at Ashwin and Trigwell's level 3 (framework 1). The benefit of the approach was to raise awareness among the project group of the different types of data that can be used for scholarship and also to consciously consider the process of moving from the personal to the local, then to the public level and back again. Ashwin and Trigwell's (2004) 'Levels of Investigation' framework emphasised dissemination and interchange with others.

Having decided on the intention and audience for their inquiry, the group drew on the LFIP and evidence mix frameworks, seeking to make sense of their theoretical and practical implications within the local context. The evidence mix was used to decide on the range of evidence to be tapped. Research inputs were from the published literature, a national project (LFIP) and from local investigation: PGT students were surveyed to assess their ideas about what was expected of them when learning at Master's level. Evaluation data were both local and national, and practice wisdom was also national and local (Table 2).

TABLE 2
Evidence mix for a local project on PGT scholarship

Type of data	PGT examples
Research	Reading from the literature on PGT; reports from national agencies on postgraduate provision; LFIP reports and case examples; data from student self-assessment of their mastersness capabilities
Evaluation	Data from national student surveys; student focus group outcomes; discussion in staff focus groups; student and staff survey results
Practice wisdom	Academics' accounts of their experiences with PGT students; analysis of existing arrangements for induction of PGT students; narratives around student assessment outcomes; feedback from colleagues within the university regarding Master's thinking; workshop feedback from colleagues outwith the university regarding Master's thinking

The PGT inquiry group met regularly over the course of a year and negotiated how evidence would be collected and how the data would be used. Disciplinary boundary-crossing (Tuomi-Gröhn and Engeström, 2003) was evident, for example in navigating the different conceptions of research approaches in each subject area. The evidence mix triangle provided an objective tool for looking at the data from a range of perspectives and discussing the implications of the group's different epistemological positions.

The early outcomes of this project are that staff who would not normally have accessed the literature on PGT have become more familiar with scholarship of teaching and learning journals. They have undertaken some empirical data gathering and have read relevant papers and shared their thinking. Practices in the university have also been influenced: both the local and national data led to improvements in induction processes and this has influenced staff who were not involved in the project. Importantly, scholarliness is in the process of becoming scholarship, as the accumulated inputs have been analysed and papers are being written jointly by the group

Conclusions

There is nothing as practical as a good theory (Weiss, 1995; Trowler, 2005) and yet the postgraduate taught student experience has, until

recently, lacked both scholarship and the evidence-informed practice enhancements that building theory and practice together can facilitate. This paper had two objectives: to advocate the importance of moving from a scholarly approach in postgraduate taught education to scholarship and to make the case that structured frameworks can help us to do that. The paper has suggested that using an evidence mix of global data such as national surveys and literature alongside local data can be helpful in exploring and enhancing the PGT student experience and in creating scholarship. Three frameworks, one of which helps analyse the intentions and audience for inquiry, one that offers a fresh conceptualisation of PGT learning and one that provides a structured approach to collecting and triangulating data, have been featured. Of course, the diversity of postgraduate provision may mean that particular learning and enhancements are not applicable elsewhere, but what is important is the approach: using structured frameworks to support an evidence-informed approach that acknowledges practice wisdom, leading to scholarship and scholarliness.

Ashwin and Trigwell's three levels of research suggested a stratification of research, according to intention and audience, but this paper has suggested that all three levels come into play when a virtuous process of moving between the levels is adopted: it is possible to undertake research that has value for others, whilst simultaneously gaining benefits for student learning or local scholarship.

It is possible that more creative practice enhancements are facilitated when colleagues are pushed out of their (disciplinary) boxes into fresh ways of thinking and practising. What is there outside of that box? When disciplinary boxes are opened and expectations are at variance within a group, it is helpful to find a third space, not '*your*' disciplinary frameworks, nor '*mine*', within which to work. The three frameworks described in the paper have the potential to open up this enabling third space, within which generic ideas and contextual local data can interact. Moving between the generic and local, the abstract and specific may lead to fresh thinking about 'targeted interventions' (Morgan, 2013, p. 62), to help interrogate and develop students' understanding of Master's facets and their ability to work at Master's level. Scholarship, scholarliness and enhancements to learning and teaching may be enabled by the use of such frameworks.

References

- Argyris, C. and Schön, D. A. (1974) *Theory in Practice: Increasing Professional Effectiveness*. San Francisco, CA: Jossey Bass.

- Ashwin, P. and Trigwell, K. (2004) Investigating Educational Development. In P. Kahn and D. Baume (eds), *Enhancing Staff and Educational Development*. London: Kogan Page, pp. 117–131.
- Baker, K. (2010) *Personal Development Planning for International Postgraduate Students (PIPS): Perspectives from Academic Staff at Taught Masters Level*. York: Higher Education Academy.
- Bamber, J., Rowley, C. and Power, A. (2012) Speaking Evidence to Youth Work—and Vice Versa. *Journal of Youth Work—Research and Positive Practices in Work with Young People*, 10, pp. 37–56.
- Bamber, V. (2008) Evaluating Lecturer Development Programmes—Received Wisdom or Self-Knowledge? *International Journal of Academic Development*, 13(2), pp. 107–116.
- Bamber, V. (2013) *Evidencing the Value of Educational Development*. SEDA Special 34, London: SEDA, pp. 19–22.
- Bamber, V. and Anderson, S. (2011) Evaluating Learning and Teaching: Institutional Needs and Individual Practices. *International Journal of Academic Development*, 17(1), pp. 5–18.
- Biggs, J. B. (1999) *Teaching for Quality Learning at University*. Buckingham: SRHE and Open University Press.
- Boyer, E. L. (1990) *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.
- Burns, R. B. (1991) Study and Stress among First Year Overseas Students in An Australian University. *Higher Education Research and Development*, 10(1), pp. 61–77.
- Chalmers, D., Stoney, S., Goody, A., Goerke, V. and Gardiner, D. (2012) *Identification and implementation of indicators and measures of effectiveness of teaching preparation programs for academics in higher education (Ref: SP10-1840)*. Final Report. Australian Government Office for Learning and Teaching. Available at: <http://www.catl.uwa.edu.au/projects/tpp>. Accessed 2 February 2015.
- Coates, N. and Dickinson, J. (2012) Meeting International Postgraduate Student Needs: a Programme-Based Model for Learning and Teaching Support. *Innovations in Education and Teaching International*, 49(3), pp. 295–308.
- Cousin, G. (2009) *Researching Learning in Higher Education*. New York: Routledge.
- Cousin, G. (2013) Evidencing the Value of Educational Development by Asking Awkward Questions. In V. Bamber (ed.), *Evidencing the Value of Educational Development*. SEDA Special 34, London: SEDA, pp. 19–22.
- Cowan, J. (2006) *On Becoming An Innovative University Teacher: Reflection in Action*. London: McGraw-Hill Education.
- Cox, M. (no date) Website for Developing Faculty and Professional Learning Communities (FLCs): Communities of Practice in Higher Education. Available at: <http://www.units.muohio.edu/flc/>. Accessed 2 October 2014.
- Department for Business, Innovation and Skills (BIS) (2010) *One Step Beyond: Making the Most of Postgraduate Education*. London: Department for Business, Innovation and Skills, <http://www.bis.gov.uk/one-step-beyond/>. Accessed 2 February 2015.
- Guskey, T. (2002) Does It Make a Difference? Evaluating Professional Development. *Educational Leadership*, 59(6), pp. 45–51.
- Hanbury, A., Prosser, M. and Rickinson, M. (2008) The Differential Impact of UK Accredited Teaching Development Programmes on Academics' Approaches to Teaching. *Studies in Higher Education*, 33(4), pp. 469–483.
- Holmes, P. (no date) *Preparing Students for Internationalisation at Home: Evaluating a Two Year Induction Programme in a One Year Masters Programme*. London and York: UK Council for International Student Affairs and Higher Education Academy.
- Huber, M. T. (2002) Disciplines and the development of a scholarship of teaching and learning in the United States of America. Second Annual Joint UK & USA Conference on the Scholarship of Teaching and Learning, University of East London and Educational Development Centre, City University, London, 23–24 May 2002.

- Hutchings, P. and Shulman, L. S. (1999) The Scholarship of Teaching: New Elaborations, New Developments. *Change*, 31(5), pp. 10–15. Available at: <http://www.tandfonline.com/doi/pdf/10.1080/00091389909604218>. Accessed 15 May 2015.
- Kember, D., Ho, A. and Leung, D. Y. P. (2014) Evaluating Taught Postgraduate Awards from the Student's Perspective. *Journal of Further and Higher Education*, (iFirst), pp. 1–23. Available at: <http://dx.doi.org/10.1080/0309877X.2014.895304>. Accessed 5 May 2015.
- Kirkpatrick, D. L. (1994) *Evaluating Training Programs: The Four Levels*. San Francisco, CA: Berrett-Koehler Publishers.
- Knight, P. T. (1997) *Masterclass. Learning, Teaching and Curriculum in Taught Master's Degrees*. London: Cassell.
- Kreber, C. and Brook, P. (2001) Impact Evaluation of Educational Development Programmes. *International Journal for Academic Development*, 6(2), pp. 96–108.
- Leman, J., Turner, G. and Bennett, P. (2013) *PTES 2013: Findings from the Postgraduate Taught Experience Survey*. York: Higher Education Academy.
- Menzies, J. L. and Baron, R. (2014) International Postgraduate Student Transition Experiences: the Importance of Student Societies and Friends. *Innovations in Education and Teaching International*, 51(1), pp. 84–94.
- Miles, M. and Huberman, A. M. (1994) *Qualitative Data Analysis*, 2nd edn. Beverley Hills: Sage.
- Mistry, J., White, F. and Berardi, A. (2009) Skills at Master's Level in Geography Higher Education: Teaching, Learning and Applying. *Journal of Geography in Higher Education*, 33(1), pp. 123–148.
- Molesworth, M. and Nixon, L. (2009) Frustrated Aspirations: Discovering the Limits of a Virtual Learning Environment. In V. Bamber, P. Trowler, M. Saunders and P. Knight (eds.), *Enhancing Learning, Teaching, Assessment and Curriculum in Higher Education: Theory, Cases, Practices*. Buckingham: Open University Press, pp. 164–171.
- Morgan, M. (2013) *Individual Project Report. Understanding Prior Feedback Experiences of New Postgraduate Taught (PGT) STEM Students' and Their Expectations and Attitudes Towards PGT Level Study at A 1992 Institution*. Higher Education Academy Individual Grant. York: Higher Education Academy.
- O'Donnell, V., Tobbell, J., Lawthom, R. and Zammit, M. (2009) Transition to Postgraduate Study: Practice, Participation and the Widening Participation Agenda. *Active Learning in Higher Education*, 10(1), pp. 26–40.
- Prosser, M. (2008) The Scholarship of Teaching and Learning: What Is It? A Personal View. *International Journal for the Scholarship of Teaching and Learning*, 2(2), pp. 1–8.
- Quality Assurance Agency (QAA) (2010) *Master's Degree Characteristics*. Gloucester: The Quality Assurance Agency for Higher Education.
- Quality Assurance Agency (QAA) (2013) What is Mastersness? Discussion Paper. Report of the Scottish Higher Education Enhancement Committee Learning from International Practice, The Postgraduate Taught Student Experience Working Group. Gloucester: The Quality Assurance Agency for Higher Education. Available at: <http://www.enhancementthemes.ac.uk/sheec/learning-from-international-practice/taught-postgraduate-student-experience>. Accessed 20 February 2015.
- Rienties, B., Luchoomun, D. and Tempelaar, D. T. (2014) Academic and Social Integration of Master Students: a Cross-Institutional Comparison between Dutch and International Students. *Innovations in Education and Teaching International*, 51(2), pp. 130–141.
- Scott, D., Watson, D., Hughes, G., Burke, P. J., Evans, C., Walter, C., Stiasny, M., Bentham, M. and Huttly, S. (2011) *Facilitating Transitions to Masters-Level Learning—Improving Formative Assessment and Feedback Processes*. York: Higher Education Academy.

- Smith, C. (2008) Building Effectiveness in Teaching through Targeted Evaluation and Response: Connecting Evaluation to Teaching Improvement in Higher Education. *Assessment and Evaluation in Higher Education*, 33(5), pp. 517–533.
- Stewart, R. A. (2007) Investigating the Link between Self Directed Learning Readiness and Project Based Learning Outcomes: the Case of International Masters Students in An Engineering Management Course. *European Journal of Engineering Education*, 2(4), pp. 453–465.
- Tobbell, J. and O'Donnell, V. L. (2013) Transition to Postgraduate Study: Postgraduate Ecological Systems and Identity. *Cambridge Journal of Education*, 43, pp. 123–138.
- Tobbell, J., O'Donnell, V. and Zammit, M. (2010) Exploring Transition to Postgraduate Study: Shifting Identities in Interaction with Communities, Practice and Participation. *Educational Research Journal*, 36(2), pp. 261–278.
- Trowler, P. (2005) A Sociology of Teaching, Learning and Enhancement: Improving Practices in Higher Education. *Revista De Sociologia*, 76(1), pp. 13–32.
- Tuomi-Gröhn, T. and Engeström, Y. (eds.) (2003) *Between School and Work: New Perspectives on Transfer and Boundary-Crossing*. Amsterdam: Pergamon.
- Wakeling, P. and Hampden-Thompson, G. (2013) *Transition to Higher Degrees across the UK: An Analysis of National, Institutional and Individual Differences*. York: Higher Education Academy.
- Weiss, C. H. (1995) Nothing as Practical as Good Theory: Exploring Theory-Based Evaluation for Comprehensive Community Initiatives for Children and Families. In J. Connell, A. Kubisch, L. Schorr and C. Weiss (eds.), *New Approaches to Evaluating Community Initiatives: Concepts, Methods and Contexts*. Vol. 1, Washington, DC: Aspen Institute, pp. 1–16.
- Wisker, G., Robinson, G. and Shacham, M. (2007) Postgraduate Research Success: Communities of Practice Involving Cohorts, Guardian Supervisors and Online Communities. *Innovations in Education and Teaching International*, 44(3), pp. 301–320.