

## Project proposal

<i>Project title</i>	<input type="text" value="Pedagogy of professionalised courses"/>
<i>First Supervisor</i>	<input type="text" value="Dr"/> <input type="text" value="James Denholm-Price"/>
<i>Second Supervisor</i>	<input type="text" value="tbc"/>
<i>School</i>	<input type="text" value="Mathematics"/>
<i>Other member of supervisory team (no more than three KU supervisors in total)</i>	<input type="text"/>
<i>Specific requirements beyond 2:1 degree</i>	<input type="text"/>

### Project summary (max 4,000 characters)

#### MSc by Research

Vocational courses like medicine, nursing and radiography use pedagogy that is radically different to courses in other academic subjects but this is changing as courses cross disciplines or adapt to market forces. For example, Web Development as an academic discipline is closely related to academic subjects like Computer Science, Software Engineering and Information Systems but needs to be aligned directly with a rapidly-evolving profession and as such is more of a vocational course than its sister subjects but it necessarily builds upon some of the same disciplinary frameworks. The aim of this project is to establish "best practice" in vocational education in HE by surveying the field, map the pedagogy in use across a range of institutions in a subject like Web Development, bring the two together into a pedagogic framework for a hybrid course, apply it to continue the "Revised Academic Framework" development of such a course at Kingston University and assess the benefits of the new approach via a longitudinal study of cohort performance under the old and new pedagogy.