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The hollowed-out university? A critical analysis of changing institutional and academic norms in UK higher education

Alan Cribb^a & Sharon Gewirtz^a

^a Centre for Public Policy Research, King's College London, London, UK

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The hidden curriculum: A critical analysis of the significance of the hidden curriculum in UK higher education

The hidden curriculum is a term used to describe the unwritten, unofficial, and often unintended rules, beliefs, and practices that are passed on to students in schools and universities. It is a concept that has been widely discussed in the literature on education, and it is often seen as a key factor in shaping the educational experience of students. In this paper, we will explore the hidden curriculum in UK higher education, and we will discuss its significance for students and for the wider educational system.

Key findings:

The hidden curriculum in UK higher education is a complex and multifaceted phenomenon. It is shaped by a range of factors, including the institutional context, the individual characteristics of students and staff, and the wider social and cultural context. The hidden curriculum can have both positive and negative effects on students, and it is important for educators to be aware of its influence and to take steps to manage it effectively.













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