

PROGRAMME SPECIFICATION

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	UWE
Faculty responsible for programme	Faculty of Arts, Creative Industries and Education.
Programme accredited by	UWE
Highest programme title	Doctor of Education (EdD)
Default programme title	
Interim programme title	Postgraduate Diploma Educational Research
Modular Scheme title (if different)	Professional Doctorate
UCAS code (or other coding system if relevant)	X90012
Relevant QAA subject benchmarking group(s)	Education, Professional Doctorates ESRC Postgraduate Training Guidelines South East England Credit (SEEC) Doctoral Learning Outcomes
On-going	
Valid from (insert date if appropriate)	April 2014

Authorised by: Curriculum Approval Panel

Date: 7 January 2014

Version Code

3

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

This is a Doctor of Education (EdD) located in the Department of Education in the Faculty of Arts, Creative Industries and Education.

In accordance with the University's *Guidelines on use of the Professional Doctorate Framework*, (2005), it consists of a minimum 120 credits taught programme (Part I) (maximum 270 credits), and a minimum 24 month (maximum 48 month) supervised individual research project leading to an externally examined 60,000 word thesis (Part II). Professional doctorate programmes differ from the majority of research programmes in that, due to their significant taught component, they are subject to validation.

The learning outcomes of the *taught element* of the Programme provide the foundation for their further development and enhancement in the research element. They are achieved through the following aims that address both the SEEC 'taught doctorate' level criteria and the ESRC education subject-specific domains of expertise:

- To develop knowledge and understanding of the field of educational research, and the techniques, methodologies and epistemologies underlying different methods of empirical or philosophical enquiry.
- To develop the ability to adapt such knowledge and skills to new situations, concerns and areas of research, and the ability to work with theoretical/research knowledge at the forefront of the discipline.
- To develop the ability to analyse and manage the implications of ethical dilemmas, to understand the relationship between the researcher and the researched, and the range of concepts such as objectivity, subjectivity and reflexivity in educational research.
- To develop the cognitive and intellectual skills leading to critical awareness and analysis of complexities and contradictions in data or in areas of knowledge, and to synthesise and evaluate data, scholarship and methodologies, and to act independently and with originality in planning and implementing tasks at a professional or equivalent level.
- To develop, as an independent and self-critical learner, key transferable skills that include the ability to work and learn in a variety of situations and with a wide range of learning resources.
- To develop the ability to communicate complex or contentious information clearly and effectively to diverse audiences.
- To develop the ability to operate, with responsibility, and largely autonomously and with initiative, in complex and unpredictable/specialised contexts that may be at the forefront of knowledge.

The candidate, at the submission of the final thesis, is required to demonstrate that s/he has met the requirements of the University descriptor for doctoral study, and are met through the individual research project of Part II, examined through the thesis and the viva.

Section 3: Learning outcomes of the programme

The programme route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

A Knowledge and understanding

Learning Outcomes	Teaching, Learning and Assessment Strategies
<p>A</p> <ol style="list-style-type: none"> 1. knowledge and critical understanding of policies and practices of education and training within a variety of educational and professional contexts 2. knowledge and critical understanding of theories relating to professional and learner identities within professional learning, educational or vocational contexts 3. knowledge and critical understanding of theories of pedagogy and assessment and their practices within a variety of educational and professional contexts 4. knowledge and critical understanding of the field of educational research, and the techniques, methodologies and epistemologies underlying different methods of empirical or philosophical enquiry, including concepts such as objectivity, subjectivity and reflexivity in educational research. 5. knowledge and understanding of ethical dilemmas and of the relationship between the researcher and the researched. 6. knowledge of the substantive and theoretical literature that underpins and informs the learner's specific field of interest in which the proposed research project is located. 	<p>Teaching/learning methods and strategies</p> <p>Acquisition of such knowledge and understanding gained through:</p> <ol style="list-style-type: none"> 1. seminars, presentations, key readings forming the basis of critical group discussions and individual presentations 2. critical engagement in workshop and other practical and research based activities 3. critical discussion of published and/or presented case studies of research activities and ethical dilemmas 4. individually supervised independent literature searches and critical reviews 5. individually supervised research project <p>Throughout the programme, the learner is required to undertake independent reading and research of a volume and depth congruent with a doctoral programme.</p> <p>Assessment</p> <p>Formal assessment of knowledge and understanding is through the assessed presentations and written assignments of Part I of the programme, and the thesis and viva of Part II.</p> <p>Non-formal, formative assessment is through the individual supervisory tutorials and the group discussions of the taught units.</p>

B Intellectual Skills

<p>B Intellectual Understandings</p> <ol style="list-style-type: none">1. ability to adapt knowledge and understandings to new situations, concerns and areas of research.2. ability to work with theoretical/research knowledge at the forefront of the discipline3. ability to analyse and manage the implications of ethical dilemmas4. ability to analyse the complexities and contradictions in data or in areas of knowledge,5. ability to synthesise and evaluate data, scholarship and methodologies and to argue alternative approaches.	<p>Teaching, learning methods and strategies</p> <ol style="list-style-type: none">1. critical group discussions and individual presentations2. critical engagement in workshop and other individual and group-based practical and research based activities3. critical discussion of published and/or presented case studies of research activities and ethical dilemmas4. independent literature searches and critical reviews5. individually supervised research project <p>Assessment</p> <p>Formal assessment of intellectual skills is through the assessed presentations and written assignments of Part I of the programme, and the thesis and viva of Part II.</p> <p>Non-formal, formative assessment is through the individual supervisory tutorials and the group discussions of the taught units.</p>
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C Subject, Professional and Practical Skills

<p>C Subject/Professional/Practical Skills</p> <ol style="list-style-type: none">1. ability to construct methodological solutions to research problems, to understand the choices available and the ontological and epistemological rationale for the choice2. ability to design, manage, conduct and report on a research project3. ability to explore and report on the political, cultural and ethical dimensions of educational research, and the significance of these within their research project	<p>Teaching/learning methods and strategies</p> <ol style="list-style-type: none">1. seminars, presentations, key readings forming the basis of critical group discussions and individual presentations2. invited external presentations from educational researchers3. critical engagement in workshop and other practical and research based activities4. critical discussion of published and/or presented case studies of research activities and ethical dilemmas5. individually supervised research project <p>Assessment</p> <p>Formal assessment of subject, professional and practical skills is through the assessed presentations and written assignments of Part I of the programme, and the thesis and viva of Part II.</p> <p>Non-formal, formative assessment is through the individual supervisory tutorials and the group discussions of the taught units.</p>
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D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
<ol style="list-style-type: none"> 1. ability to write at a high level of publishable quality 2. ability to lead or work effectively within a group 3. ability to be self-reflective, act independently and with originality in planning and implementing tasks at a professional or equivalent level 4. ability to act as an independent and self-critical learner able to engage in problem solving and in planning and implementing tasks at a professional level 5. ability to communicate complex or contentious information clearly and effectively to diverse audiences 6. ability to operate, with responsibility, and autonomously and with initiative, in complex and unpredictable/ specialised contexts including with those working at the forefront of such knowledge. 	<ol style="list-style-type: none"> 1. seminars, presentations, key readings forming the basis of critical group discussions and individual presentations 2. critical engagement in workshop and other practical and research based activities 3. critical discussion of published and/or presented case studies of research activities and ethical dilemmas 4. individually supervised research project <p>Assessment</p> <p>Formal assessment of subject, professional and practical skills is through the assessed presentations and written assignments of Part I of the programme, and the thesis and viva of Part II.</p> <p>Non-formal, formative assessment is through the individual supervisory tutorials and the group discussions of the taught units.</p>

Section 4: Programme structure

Rationale

In accordance with the University's *Guidelines on use of the Professional Doctorate Framework*, (2005), it consists of a minimum 120 credits taught programme (Part I) (maximum 270 credits), and a minimum 24 month (maximum 48 month) supervised individual research project leading to an externally examined 60,000 word thesis (Part II). Professional doctorate programmes differ from the majority of research programmes in that, due to their significant taught component and specific professionally related learning outcomes, they are subject to validation (UWE 2005).

Whilst the Programme Manager (s) ensures the coherency of the programme, the Part I Programme Advisory Group, and the Part II supervision of the research study are managed through the Post Graduate Research Committee (at Faculty and University level) chaired by the Director for Research Degrees and supported by the Faculty Research Office.

Part 1

Part I of the Programme is made up of four strands:

Research Methods (RM)	-	assessed
Advanced Professional Knowledge (APK)	-	assessed
Advanced Subject Study (ASS)	-	assessment within <i>Advanced Preparation for Research</i>
BRILLE Research Seminar Programme (BRSP)-		non-assessed

Research Methods

The assessed modules included here will develop students knowledges and understandings of the ontological positioning's and methodological approaches of educational research. The modules will highlight their significance in relation to diverse methods of data collection and analysis. *Research methods modules are compulsory.*

Advanced Professional Knowledge

The assessed modules of this strand focus on research related to major aspects of education and training that are common across the broad range of educational contexts referred to above, for example, assessment. *There are two core modules within this strand.*

Advanced Subject Study

This strand is developed through individual tutorials (one per term) with a designated supervisor who will guide the participants reading in the specific substantive literature related to their field of study. Whilst not a directly assessed module it is *indirectly assessed* through the literature review that is included within the final assignment of Part I which is associated with the module 'Advanced Preparation for Research'.

BRILLE Research Seminar Programme

The BRILLE Research Seminar Programme provided for all staff and students within the Department provides a further, optional, strand of non-assessed support. This Seminar Programme focuses on generic philosophical, ethical and methodological understandings, and specific doctoral level skills such as those related to writing style and presentations. The Faculty also runs an annual PGR Student Symposium where, within Part II of the Programme, students' individual presentations form part of the basis of the annual approval for continued doctoral registration (along with annual reports received from students and supervisors).

Following the Exam Board at the end of Part I (see section 6 below), the Faculty Postgraduate Research Committee will, in line with the University Regulations, allocate successful students a supervisory team led by an experienced Director of Studies. For *students who do not progress to part II, but who nevertheless gain 120 credits at M-level there is an interim award: PG Dip Educational Research.*

Part II

There are two main aspects to this part of the Programme.
 Individually supervised research project - examined by thesis
 BRILLE Research Seminar Programme (BRSP)- non-assessed

Throughout this part of the Programme the student is supported by both their supervisory team and the BRILLE Seminar Programme, under the overall responsibility of the Faculty Director for Research Degrees, and, in line with all doctoral students, their progress monitored through the Postgraduate Research Committee.

<p>Compulsory modules – Part I UTLG7X-30-M, Action Research and Evaluation in Education UTLG7Y-30-M, Advanced Preparation for Research UTLG85-30-M, Researching Educational Policies and Professional Identities</p> <p>UTLG7U-30-M, Theoretical Perspectives on Teaching and Learning</p> <p>Compulsory modules – Part II UTXG86-0-0 Thesis</p>	<p>Optional modules</p> <p>Nil</p>	<p>Credit Requirement Interim Award: Postgraduate Diploma Educational Research: 120 credits, at level 3 or above of which not less than 80 are at level M.</p> <p>Progression to Part II 120 credits at level M, 30 of which (Advanced Preparation for Research) graded at minimum 70%</p> <p>Final award: <i>a) 120 credits at level M</i> <i>b) 60,000 word thesis examined at viva by external and internal examiners (as per Professional Doctoral Framework)</i></p>
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PART I

Registration & Induction

and allocation of Part I supervisor

Assessed modules

Adv Sub Study

PGR Seminars

Research Methods

UTLG7X-30-M *Action Research and Evaluation in Education*

30 credits

(a)

(b)

UTLG85-30-M *Researching Educational Policies and Professional Identities*

30 credits

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UTLG7Y-30-M *Advanced Preparation for Research*

30 credits

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Advanced Professional Knowledge

UTLG7U-30-M *Theoretical Perspectives on Teaching and Learning*

30 credits

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(a) Advanced Subject Study

Series of supervised tutorials throughout part I, leading to a literature review assessed within the assignment for Advanced Preparation for Research.

(b) BRILLE Research Seminar Programme

Programme of BRILLE seminars throughout Part I. non assessed

Total credits for transfer to Part II:

120 credits

Including min 70% from Advanced Preparation for Research

Interim award at end of Part I:

PG Diploma in Educational Research

Required for interim award: 120 credits

Transfer date: 24 months from start of programme

Section 5: Entry requirements

There are three requirements for entry. First, applicants are required to hold a Masters degree with a significant component in research methods. Second, the applicant is required to submit, with their application, a proposal/outline of their research interest that will show their M-level understanding of the research topic, an understanding of the existing field of knowledge, and their suggested methodological approaches to it. Whilst they are not, in any way, bound to this initial proposal, it provides the basis for their early work on the programme, and for the allocation of the Part I supervisor. Third, Programme applicants are required to have several years experience of working within an educational context. This is interpreted very broadly, and includes education and training within other professional contexts, within educational policy, and within the full range of educational institutions from early years to adult, as well as, for example, voluntary and workplace learning. In *exceptional* cases applicants would be considered without a Masters degree provided (a) they have a good first degree (first or 2.1) and (b) they satisfy the selection panel of their knowledge of research approaches and ability to work, during the initial stages of the programme, at M-level. This may be evidenced through a set assignment, or the candidate may be required to complete a designated M-level Research Methods module. An exceptional case might be an experienced educational professional with a high level of educational knowledge and who regularly engages in, or uses, research but who has not completed a Masters degree.

Section 6: Assessment Regulations

Progression to Part II

At the end of Part 1 students achieving a mark of 70% or above in the module UTLG7Y-30-M, and (Advanced Preparation for Research) will automatically progress to Part II of the programme. Students with pass marks below 70% will be counselled and if still wishing to progress will be given guidance towards the improvement of their research proposal. The final decision as to whether a student can progress rests with Examining Board.

A student, who has successfully gained 120 credits but who wishes (or is counselled) to withdraw at this point, may be considered for the award of Postgraduate Diploma in Educational Research.

Twelve months following progression to Part II, the student is required to submit a report detailing the development of their research, and this, in line with University requirements as set out in the Code of Practice and the UWE Academic Regulatory Framework, forms the basis of their Progression Viva which can lead to continued registration, re-submission of the report, or withdrawal from the programme.

Guided by the University's PGR Code of Practice and the UWE Academic Regulatory Framework, the student is required to make an annual presentation. Both the student and the Director of Studies are also required to complete an annual progress report, all of which form the basis of the Director of Research Degrees report to the Faculty Postgraduate Research Committee from which continued registration is approved or not. This Committee receives any request for a change in registration, such as period of suspension or withdrawal.

The final assessment of the programme is the Part II thesis and viva involving external and internal examiners (see the UWE and the UWE Academic Regulatory Framework and the PGR Code of Practice). The thesis is 60,000 words in length and, unlike the slightly longer PhD thesis, includes a small section of critical reflection on the significance of the study for the candidate's professional practice. The first possible submission date for the thesis is 24 months from the start of Part II. The final possible submission date is 48 months from the start of Part II.

The procedure for the examination of the thesis is the same as that for the PhD in accordance with the University Academic Regulations

Section 7: Student learning: distinctive features and support

The first distinctive feature for students on the programme is that it provides a cohort-based two-part route to a doctoral award assessed against the University's doctoral criteria. Through this, the cohort gain a shared experience and a level of peer support that is frequently missing from the more individual approach of other doctoral programmes such as the PhD.

The second distinctive feature is that, as it recruits students, educational practitioners, managers and policy-makers, from across a wide range of professional sites, the course tutors and the students are not only able to draw upon this experience, but also able to reflect understandings, gained from discussions, readings and other activities, back to it.

The third distinctive feature is that it consistently questions, through both the taught element of Part I of the programme as well as the individual research of Part II, the ontological, epistemological and methodological foundations of knowledge – how we know what we know, and how we come to know it.

The fourth distinctive feature is that it is focused not only on some aspect of educational policy or practice, but is also relevant to that individual's own professional practice.

The fifth distinctive feature relates to participation in the non-assessed BRILLE Research Seminar Programme that runs throughout Part I and Part II. This provides a strand of continuity, a forum for continued peer support and critical reflection. As part of this, the annual Faculty Student Symposium enables students to present their own work and to engage with that of others.

The programme will be taught by a team of senior/experienced research active lecturers. Teaching will largely be by seminar, workshop, independent study, and supervised research. The Programme is supported by the Faculty Director of Research Degrees, the Faculty Research Manager and the UWE Graduate School.

Section 8 Reference points/benchmarks

- *Subject benchmarks:* QAA Framework for Higher Education Studies – Doctoral level SEEC (*South East England Credit*) – Doctoral learning outcomes
- *Doctoral programme:* ESRC recognised the EdD programme as meeting its doctoral programme requirements.
- *University teaching and learning policies:* As a doctorate the EdD addresses the University's commitment to the development of Postgraduate Research.