



## **Programme Specification**

### **Doctor of Education [Frenchay]**

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#### **Contents**

<b>Programme Specification</b> .....	<b>1</b>
<b>Section 1: Key Programme Details</b> .....	<b>2</b>
Part A: Programme Information .....	2
<b>Section 2: Programme Overview, Aims and Learning Outcomes</b> .....	<b>2</b>
Part A: Programme Overview, Aims and Learning Outcomes .....	2
Part B: Programme Structure.....	8
Part C: Higher Education Achievement Record (HEAR) Synopsis .....	9
Part D: External Reference Points and Benchmarks .....	9
Part E: Regulations .....	9

## **Section 1: Key Programme Details**

### **Part A: Programme Information**

**Programme title:** Doctor of Education [Frenchay]

**Highest award:** EdD Doctor of Education

**Interim award:** PGDip Educational Research

**Awarding institution:** UWE Bristol

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**School responsible for the programme:** CHSS School of Education and Childhood, College of Health, Science & Society

**Professional, statutory or regulatory bodies:** Not applicable

**Modes of delivery:** Part-time

**Entry requirements:** For the current entry requirements see the UWE public website.

**For implementation from:** 01 September 2024

**Programme code:** X90012

## **Section 2: Programme Overview, Aims and Learning Outcomes**

### **Part A: Programme Overview, Aims and Learning Outcomes**

**Overview:** 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.

**Features of the programme:** 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.

**Educational Aims:** 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.

### **Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

#### **Knowledge and Understanding**

- A1. Knowledge and critical understanding of policies and practices of education and training within a variety of educational and professional contexts
- A2. Knowledge and critical understanding of theories relating to professional and learner identities within professional learning, educational or vocational contexts
- A3. Knowledge and critical understanding of theories of pedagogy and assessment and their practices within a variety of educational and professional contexts
- A4. 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
- A5. Knowledge and understanding of ethical dilemmas and of the relationship between the researcher and the researched
- A6. 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

#### **Intellectual Skills**

- B1. Ability to adapt knowledge and understandings to new situations, concerns and areas of research
- B2. Ability to work with theoretical/research knowledge at the forefront of the discipline
- B3. Ability to analyse and manage the implications of ethical dilemmas
- B4. Ability to analyse the complexities and contradictions in data or in areas of knowledge
- B5. Ability to synthesise and evaluate data, scholarship and methodologies and to argue alternative approaches

### **Subject/Professional Practice Skills**

- C1. Ability to construct methodological solutions to research problems, to understand the choices available and the ontological and epistemological rationale for the choice
- C2. Ability to design, manage, conduct and report on a research project
- C3. Ability to explore and report on the political, cultural and ethical dimensions of educational research, and the significance of these within their research project

### **Transferable Skills and other attributes**

- D1. Ability to write at a high level of publishable quality
- D2. Ability to lead or work effectively within a group
- D3. Ability to be self-reflective, act independently and with originality in planning and implementing tasks at a professional or equivalent level
- D4. 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
- D5. Ability to communicate complex or contentious information clearly and effectively to diverse audiences
- D6. 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

**Assessment strategy:** Learning Outcomes -

**Knowledge and Understanding:**

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.

Non-formal, formative assessment is through the individual supervisory tutorials and the group discussions of the taught units.

**Intellectual Skills:**

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.

Non-formal, formative assessment is through the individual supervisory tutorials and the group discussions of the taught units.

**Subject Professional/Practical Skills:**

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.

Non-formal, formative assessment is through the individual supervisory tutorials and the group discussions of the taught units.

**Transferable Skills:**

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.

Non-formal, formative assessment is through the individual supervisory tutorials and the group discussions of the taught units.

**Student support:****Part B: Programme Structure****Year 1**

In order to achieve the Doctor of Education students complete two elements:

Year 1

Part 1: Completion of 120 credits at Level M

Part 2: Completion of a 60,000 word thesis examined at viva by external and internal examiners, as per the Professional Doctorate Framework.

Progression to Part 2: 120 credits at level M

**Year 1 Compulsory Modules Part 1**

The student must take 120 credits from the modules in Compulsory Modules Part 1.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTLG7X-30-M	Action Research and Evaluation in Education 2024-25	30
UTLG7Y-30-M	Advanced Preparation for Research 2024-25	30
UTLG85-30-M	Researching Educational Policies and Professional Identities 2024-25	30
UTLG7U-30-M	Theoretical Perspectives on Teaching and Learning 2024-25	30

**Year 2**

In order to achieve the Doctor of Education students complete two elements:

Year 2

Part 2: Completion of a 60,000 word thesis examined at viva by external and internal examiners, as per the Professional Doctorate Framework.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
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**Part C: Higher Education Achievement Record (HEAR) Synopsis****Part D: External Reference Points and 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.

**Part E: Regulations**

Assessment Regulations

Progression to Part II

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.