



Programme Specification

Doctor of Education (International) [Blended]

Version: 2026-27, v2.0, Validated

Contents

Programme Specification.....	1
Section 1: Key Programme Details.....	2
Part A: Programme Information	2
Section 2: Programme Overview, Aims and Learning Outcomes	2
Part A: Programme Overview, Aims and Learning Outcomes	2
Part B: Programme Structure.....	11
Part C: Higher Education Achievement Record (HEAR) Synopsis	13
Part D: External Reference Points and Benchmarks	13
Part E: Regulations	13

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Doctor of Education (International) [Blended]

Highest award: EdD Doctor of Education (International)

Interim award: PGDip Educational Research (International)

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: Distance with attendance

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

For implementation from: 01 August 2026

Programme code: X90N12

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: UWE's Education provision is founded on a moral purpose to make a difference through deep partnership, by contributing to improvement in a range of

educational settings and contexts whilst enhancing approaches to education professionals' continuing development of effective practice.

The Doctor of Education (International) key areas of study include prevalent concepts and theoretical models in education and their relationship to practice; a focus on the development of reflective skills and a critical and enquiring approach to theory and practice; the development of leadership skills; and how to carry out a robust and ethical research project.

Aimed exclusively at international audiences, key concepts that lie at the heart of the programme design include perspectives of educational systems, critical analysis of educational theory and practice, advanced research methods, and the ability to conduct a research project. Throughout the programme students will be required to think critically and demonstrate reflective and reflexive skills both in relation to the literature and their professional context. In developing these skills and ways of approaching their practice they will become more aware of their own role and impact within their context, or develop the skills to project forward to potential working contexts.

The Doctor of Education (International) programme of study is split into two parts; the taught element (Part 1) and the doctoral research and thesis (Part 2).

The PGDip Educational Research (International) covers the compulsory taught Part 1 of the programme of study and comprises four modules and is delivered full-time and face-to-face during one academic year at UWE, Bristol. Students must pass all four modules to achieve the PGDip Educational Research (International). Students will also be supported to complete the research design and ethics requirements to progress to Part 2.

Students who complete and pass the PGDip Educational Research (International) will be guaranteed entry onto Part 2 of the Doctor of Education (International). Part 2 of the Doctor of Education (International) comprises the doctoral research and thesis and will be undertaken part-time through distance learning. Candidates will have between two and four years to complete Part 2 of the programme.

Part 2 will consist of student support through a Director of Studies and Supervisor through mainly online meetings with the supervisory team. The student and Director of Studies can decide how best to provide evidence of compliance with UWE Doctoral requirements (PGR2.2.1R) but work must be presented as a thesis of up to 60,000 words.

Features of the programme: Aimed exclusively at international audiences, the course provides face-to-face delivery in Part 1, offering a diverse and interactive student experience. The design of the programme aims to not only develop skills as a doctoral student and a developing researcher, but to also create professional networks with other likeminded students and alumni.

The EdD (International) includes continued professional development for students, aligning with the expectations set out by the QAA Doctoral Degree Characteristics. We offer doctoral candidates opportunities to acquire and develop skills and competencies in a range of areas, including research skills and techniques, the research environment, research management, personal effectiveness, communication skills, networking and teamworking, problem solving and career management. These are realised through the module content, teaching practices, student experience and assessments.

To support the professional development of competence in research skills, the research environment and research management, the modules that inform the thesis focus upon research methods and methodologies, educational theories and ethics. The modules scaffold the learning to assure that students are prepared to successfully manage the thesis, consider the most suitable research design and continually reflect upon it. This is supported and communicated with the supervisory team, where they will develop their skills further in problematising challenges and devising suitable strategies to overcome this. Students are required to problem solve by making informed decisions and judgements about not only the framework of their thesis, but how to coherently manage and develop this into a piece of doctoral research. Communication skills are continually developed in articulating progress through supervisory meetings, working groups and progress examinations that

culminate in a viva.

Communication skills, networking and teamworking are an essential part of the professional skills that students will develop on the EdD (International).

Collaboration, teamwork and group activity are built into every module and students will have a unique opportunity to engage and study with students from similar professional backgrounds. We work hard at ensuring students feel part of a community of practice. Assessment activities, such as presentations, also aim to develop skills in both academic writing and communication skills, and will be supported through formative assessment activities.

As this is a taught professional Doctorate, students that are on the programme will already be required to be experienced professionals within education, either in teaching or management. The QAA also states that much of the doctoral professional development occurs in the professional setting. The programme therefore focuses on providing students opportunities to reflect on how they apply these learned skills to practice, and the impact this has on their career management.

The learning and teaching strategies focus heavily on student interaction and collaboration. The model is primarily focused upon student centred group study in structured activities that are designed to scaffold the students and support them through the programme.

During Part 1 of the programme, each module is built with a range of lectures, group seminars, collaborative tasks and also group drop in sessions for general course and progress discussion. Students are also given a mentor/tutor that support them through Part 1.

Students on the EdD (International) programme are encouraged to participate in events and workshops organised by the UWE Doctoral Academy which provide skills development and networking opportunities for doctoral students across disciplines. The College provides funding for activities which support EdD students' learning needs, for example, attending conferences relevant to each students' area of interest.

During Part 2 students will be afforded all the UWE research services and groups/forums that are offered to postgraduate students.

Educational Aims: Consider theoretical and philosophical conceptions of knowledge.

Enable students to identify, design, manage, conduct and report on an original research project.

Critically develop knowledge and understanding of the field of educational research, and different methodologies and methods underlying empirical or philosophical enquiry.

Situate research within an appropriate ethical framework.

Support students to engage with wider debates on global perspectives and values in education.

Enable students to appreciate the relationship between positionality and theory as they apply to research.

Programme Learning Outcomes:

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

Programme Learning Outcomes

- PO1. Articulate an advanced critical understanding of theoretical/philosophical intellectual traditions.
- PO2. Conceptualise, design, justify and implement a robust project for the generation of new knowledge and/or to support professional practice.
- PO3. Critically evaluate research design, data collection and analysis strategies, considering their underlying epistemological positions.
- PO4. Articulate a developed understanding of ethics in the context of research design and equality diversity and inclusivity principles.
- PO5. Display reasoned and independent judgement regarding some of the multiple views and contexts which drive education research and practice using theory to support this.
- PO6. Demonstrate critical engagement with wider debates on local/global perspectives and values in education.

PO7. Define a personal value position in relation to educational research and practice and articulate how it informs research design.

Assessment strategy: Assessment Strategy

Assessment and feedback are integral components of the learning and teaching process, designed to promote deep learning, critical reflection, and professional growth. The EdD (International) employs a range of innovative yet academically rigorous assessment methods that align with the programme's learning outcomes and its practice-oriented ethos. Assessments are designed to enable students to demonstrate their capacity to critically analyse educational experiences, practices, and outcomes across diverse professional contexts.

Through these tasks, students will also explore wider contextual factors—international, ethical, political, and social—that shape educational practice and research. Each assessment encourages critical engagement with academic theory and supports students to articulate, evaluate, and refine their own professional and ethical stance in relation to practice.

A variety of assessment types will be used throughout the programme to support the development of key academic and professional skills, including doctoral-level writing, presentation, and dissemination. Assessment formats will include:

Tutor-assessed written work such as essays, literature reviews, and research proposals.

Oral and poster presentations that develop professional communication and synthesis of complex ideas.

Reflective and practice-based tasks designed to connect theory to professional experience.

Dissemination activities to peers or professional audiences, promoting applied

scholarship.

A final doctoral thesis, representing an original contribution to professional knowledge and practice.

This varied assessment approach ensures inclusivity and supports diverse learning preferences and professional contexts. Assessments are scaffolded to build skills progressively and to align with the programme's programmatic by design structure. Effective digital and face-to-face support is embedded through the virtual learning environment, tutorials, and feedback sessions, ensuring that all students can achieve assessment success.

Feedback is both formative and summative, providing opportunities for reflection and continuous improvement. Students receive constructive and developmental feedback that supports their academic progression, professional confidence, and reflective capacity.

Assessment Domains

Assessment criteria for each module are drawn from the UWE generic assessment domains, ensuring transparency, rigour, and consistency across the programme:

A: Conceptual Domain (Core)

The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives, or theories to interpret and/or explore issues under study, and critically analyse and evaluate these ideas, showing the ability to synthesise and transform them in developing an argument.

B: Literature Domain

The assignment demonstrates that the student can reference an extensive range of relevant literature and use it critically in developing analysis and discussion, showing critical engagement with theoretical and empirical sources.

C: Contextual Domain

The assignment demonstrates critical awareness of relevant contextual factors (e.g. personal, locational, historical, political) influencing the area of study and the capacity to engage thoughtfully with their significance.

D: Research Domain

The assignment demonstrates that the student can plan and execute an enquiry systematically and reflexively, identifying and explaining methodological and epistemological considerations and critically analysing research outcomes.

E: Ethical Domain

The assignment demonstrates awareness of ethical issues associated with the area of study and sensitive engagement with appropriate ethical frameworks for interpretation or practice, including exploration of ethical dilemmas or decisions.

F: Values Domain

The assignment demonstrates that the student can identify, analyse, and critically evaluate their own and others' value positions in relation to the area of study, recognising how values shape knowledge and practice.

G: Action Domain

The assignment demonstrates that the student can critically explore the relationship between theory and practice, using reflection to refine professional practice with attention to equity and social justice, and evaluating personal and professional development outcomes.

H: Negotiated Domain

In addition to the domains above, there is provision for a negotiated assessment criterion, agreed between student and tutor, to capture significant aspects of work not encompassed within existing domains. Any negotiated criteria must be approved by the Programme Leader to ensure academic integrity and consistency.

Student support: Students receive support from the Asia Pacific team to enhance their English language skills in both speaking and writing. They are provided with a

12-week support programme designed to help them achieve an IELTS level of 7.5 or above. If students do not reach this level, they receive detailed feedback and targeted guidance on how to improve. Students are also supported with their applications and will attend interviews with the programme team to assess their suitability for the course.

The programme adopts several approaches to create and sustain a strong cohort identity throughout its duration. Prior to commencing Part 1, the programme team facilitates a series of introductory online tasks. Once students arrive at UWE, they will have a range of cultural activities and informal group sessions prior to the formal start of Part 1. These sessions provide opportunities for students to network, share aspirations for the course, and reflect on how they anticipate the programme will enhance their professional practice. The aim is to foster early connections and a sense of belonging, ensuring a smooth transition into the face-to-face teaching part.

Part 1 is delivered through face-to-face teaching in the UK and focuses on building a collaborative and supportive learning community. The learning and teaching strategy places strong emphasis on interaction and teamwork. Teaching sessions in the mornings typically focus on content delivery and discussion, while afternoon sessions prioritise student-led activities, group work, and structured collaborative study designed to scaffold learning and promote reflection.

A combination of lectures, group seminars, collaborative tasks, and drop-in sessions for general course and progress discussions will be part of the taught part. Each student is also assigned a mentor or tutor who provides ongoing academic and professional support throughout Part 1.

To maintain engagement and cohesion students are expected to participate in regular informal sessions that encourage peer interaction, sharing of progress, and continued reflection on professional development. These sessions are designed to help students sustain relationships, maintain motivation, and prepare for the research part.

During Part 2, students will have full access to UWE's research services, resources,

and postgraduate networks. In addition to working closely with their supervisory team, students are encouraged to meet regularly to exchange ideas and provide peer support. To strengthen this community further, the programme team also offers regular drop-in sessions where students can share research updates, discuss challenges, and learn collaboratively from one another.

Part B: Programme Structure

Year 1

Part 1

The Doctor of Education (International) is split into two parts; the taught element (Part 1) and the thesis (Part 2). Part 1 involves the four modules and is delivered face-to-face during one academic year. Students must pass all four modules to progress to Part 2. Students will also be supported to complete the research design and ethics requirements to progress to Part 2.

Year 1 Compulsory Modules

All students must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UTLGY7-45-M	Approaches to Educational Research 2026-27	45
UTLGY6-30-M	International Comparative Education 2026-27	30
UTLGY4-15-M	Preparing for Doctoral Study 2026-27	15
UTLGY5-30-M	Theorising Education 2026-27	30

Year 2

Part 2:

The Doctor of Education (International) is split into two parts; the taught element (Part 1) and the thesis (Part 2). Part 2 will consist of student support through a Director of Study and supervisor and will be online. Prior to Part 2 the students will have the opportunity to meet their supervisors face to face. The student and Director of Studies can decide how best to provide evidence of compliance with UWE Doctoral requirements (PGR2.2.1R) but work must be presented as a thesis of up to 60,000 words.

Year 2 Thesis

Students must complete a 60,000 word thesis.

Module Code	Module Title	Credit
THESIS	Doctoral Thesis 2027-28	0

Year 3

Part 2

Submission of Thesis

Year 3 Thesis

Students continue their 60,000 word thesis.

Module Code	Module Title	Credit
THESIS	Doctoral Thesis 2028-29	0

Year 4

Part 2

Submission of Thesis

Year 4 Thesis

Students continue their 60,000 word thesis.

Module Code	Module Title	Credit
THESIS	Doctoral Thesis 2029-30	0

Year 5

Part 2

Submission of Thesis

Year 5 Thesis

Students continue their 60,000 word thesis.

Module Code	Module Title	Credit
THESIS	Doctoral Thesis 2030-31	0

Part C: Higher Education Achievement Record (HEAR) Synopsis

Upon completion students will gain a thorough understanding of doctoral research in education and the ability to critically engage with both theory and research. The programme is designed to enable practising teachers/lecturers, leaders in education and education professionals to gain accreditation for practice-based research and development activities that will form an important part of their continuing professional development. Through academic and practical application these skills will enable them to apply this knowledge to their own professional practice in education enabling them to make meaningful and positive change across the sector as a practitioner and researcher both locally and internationally.

Part D: External Reference Points and Benchmarks

The programme was developed by staff experienced in the design and delivery in doctoral programmes and are actively engaged in research within the field of education, and adhered to the following reference points:

The QAA Benchmarks statements for Doctoral Descriptors
UWE Doctoral Descriptors

Part E: Regulations

Approved to University Regulations and procedures: Academic regulations and procedures – Academic information UWE Bristol

Assessment Regulations

Progression to Part 2

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 2, 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.

In subsequent years, the student and the Director of Studies are required to complete an annual progress report, after which continued registration is approved or not. The College Research Degrees' 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 2 thesis and viva involving external and, for non-UWE staff, 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 2. The final possible submission date is 48 months from the start of Part 2.

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