

Education

This programme is no longer recruiting. Please refer to the updated specification of the same name.

Final award	EdD
Intermediate awards available	Postgraduate Certificate in Educational Research Postgraduate Diploma in Educational Research
UCAS code	N/A
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	N/A
Date specification last up-dated	July 2011

Profile

The summary - programme advertising leaflet

DOCTOR OF EDUCATION AT UEL

Programme content

Building on the diverse and cosmopolitan nature of East London, the School of Education aims, through its Doctorate in Education, to provide opportunities for professionals working in the field of education to undertake doctoral study related to their own professional contexts. The programme consists of two stages. In the first stage, participants complete 5 modules of course work. This includes structured training in research methods (3 modules), as well as exposure to key issues and theoretical concepts in 2 option modules from a choice of disciplinary areas in which the School has a strong reputation: Language and Education, Early Childhood Studies, Educational Leadership and Management, Education and Community, and Teacher Education. The second stage consists of the doctoral thesis. The EdD is at a level equivalent to the traditional PhD but with structured progression through the programme including a formal taught component. The programme is designed to provide participants with opportunities to:

- create and interpret new knowledge, through original research or other advanced scholarship, of a quality to extend the forefront of the discipline, satisfy peer review and merit publication;
- develop a deep understanding of research methodologies and to use this understanding to critically investigate educational and professional contexts;
- disseminate research and ideas through written and oral modes clearly and critically

at UEL

The School of Education is active in a range of research activities, particularly in the fields of language, diversity and multilingual education, early childhood education, leadership and

management, and community education, and teacher education. Research in the School is structured around a number of Research Groups which cover these disciplinary areas, and these groups have all developed international reputations for their work in research and professional development in their areas of specialisms. The programme reflects:

- The aspirations of a 21st century University
- The multi-cultural and diverse society in which we live
- A commitment to the local area as well as to an international and comparative perspective to education
- Equal opportunities and mutual respect for all
- Widening access to university education
- Inclusivity
- Flexibility
- High quality teaching and regular and responsive tutorial support

Admission requirements

At least two members of the academic staff will review each application before a decision is made.

Applicants with either prior-certified learning or prior-experiential learning that closely matches the specified learning outcomes of the taught part of the programme may be able to claim exemption via agreed university procedures. No exemption can be gained against the research part of the programme or in situations where a professional body excludes it.

Eligibility

Applicants should normally have a good Masters degree or a qualification which is regarded as equivalent, as well as a minimum of three years experience of professional practice in education. Those without such qualifications are nonetheless encouraged to discuss the possibility of registering for the programme. Competence in oral and written English should satisfy University entrance requirements.

Applications

All candidates will complete and submit the standard university postgraduate application form which includes requirement for two referees. Candidates will be asked to prepare a supporting paper of 1000-1500 words giving their reasons for wanting to join the programme, citing relevant evidence that they believe supports their ability to study at doctoral level, and outlining their particular areas of interest and potential topic for research. The topic area is not binding.

Scrutiny of Applications

The following criteria will be used to evaluate applications:

- that the candidate meets the minimum criteria for eligibility
- the candidate's ability to achieve an academic standard appropriate to a professional doctorate programme
- the candidate's commitment to the programme and motivation
- the candidate's likely contribution to the cohort of students by virtue of background and experience

Interviewing and Selection

Following scrutiny of the application forms some applicants might be invited for interview.

Programme structure

Professional doctorate programmes can be either 'taught' or 'research' in their emphasis (that is, when measured by student effort). Both have equal status and share the same learning outcomes. You should check with the relevant school to find out where the emphasis is for this particular programme.

The EdD is a modular programme, specifically directed to professional development in education through research. It consists of two stages. In Stage One, three core educational research methods modules and two subject modules (options) are taught. The options are in the areas of: Language and Education, Early Childhood Studies, Educational Leadership and Management, Education and Community, and Teacher Education. In Stage Two, participants complete a research thesis. The Programme can be completed Part-Time in 45-60 months or Full-Time in 33-48 months.

Learning environment

Evening and/or weekend study sessions comprising of lectures, seminars, study groups and tutorials. In addition, option modules will be taught through on line asynchronous tutorials, supported by face-to-face tutorials (individual or small group), and on line learning materials structured into a series of scaffolded learning tasks and accompanying resources.

Assessment

Assessment consists of course work (stage one) and a final thesis (stage two). In stage one, each of the 5 taught modules is assessed by a 5000 essay/report. These will be marked by two members of the Programme team, and moderated by an external examiner. Stage two of the programme consists of a 50000 word thesis which is examined by oral examination (viva voce) conducted by an internal examiner and an external examiner as per a traditional doctorate. The assessment criteria for the thesis are identical to those for other doctorates, though the thesis is shorter.

Relevance to work/profession

Due to the nature of the programme, participants are encouraged to relate their academic work to their professional contexts.

Research/project work

Registration of the research component can only take place following a recommendation from the relevant School Research Degrees Sub-Committee to the university PGR Review Sub-Committee of the suitability of the candidate to undertake research, of the programme of research, of the supervision arrangements and of the research environment. These approvals require appropriate academic judgement to be brought to bear on the viability of each research proposal.

Candidates for a Professional Doctorate must, prior to the submission of the research derived assessment, successfully complete all assessed elements from the taught part of the programme.

Once the research stage of the programme is reached progression will be formally reviewed annually by a Panel comprised of staff with appropriate academic and professional expertise who are independent of the candidate's supervisory team. The School's Research Degrees Sub-Committee and the PGR Review Sub-Committee monitor the reports from these Panels.

The examination of the research component of the Professional Doctorate has two stages: firstly the submission and preliminary assessment of the research; and secondly its defence by oral examination.

Guidance is provided for appropriate assignment topics but actual titles are negotiated with the module tutors. Opportunities are provided to develop one's own ideas within the framework of the participants' professional experience and practice. Dissemination and sharing of research will be an integral part of the Programme, through seminar presentation at study evenings/weekends, as well as through on-line learning.

Added value

- Doctoral studies in a structured and supported mode.
- Highly professional and experienced tutor support team
- Staff expertise in local, national and international contexts
- High quality tutorial support
- Individually negotiated learning trajectories and assignment topics within agreed parameters

Your future career

The programme is designed to benefit professionals working within a range of educational contexts. It is aimed at practising educators who see doctoral study as a key step in their own professional development, as well as a means of improving educational and institutional practice.

How we support you

The Graduate School is responsible for providing a focus to the support of our postgraduate research students and for our institution's research and scholarly strategy. Professional Doctorate students will have at least two and not normally more than three supervisors, who together demonstrate an appropriate range of academic and professional experience. One supervisor shall be the Director of Studies with responsibility to supervise the candidate on a regular and frequent basis.

- Individual tutor for each participant on the programme
- Access to UEL study support learning resources
- Access to cross-institutional seminars
- Small teaching group/sessions
- Carefully structured programme
- Specialised Research Methods training

- Detailed formative feedback on all assessed work
- Linked specialist librarian

Bonus factors

- The opportunity to meet, discuss and study with local, regional, national and international participants, each of whom bring their own particular educational experiences and expertise.
- Structured negotiated learning that draws on existing experiences and expertise.
- Access to SCONUL Access scheme for borrowing rights in other libraries
- Participants who achieve high grades in their assignments are encouraged to submit their work for publication in peer-reviewed and other journals

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- Create and interpret new knowledge, through original research or other advanced scholarship, of a quality to extend the forefront of the discipline, satisfy peer review and merit publication.
- Develop a deep understanding of research methodologies and to use this understanding to critically investigate educational and professional contexts.
- Disseminate research and ideas through written and oral modes clearly and critically

What will you learn?

Knowledge

- In-depth knowledge of educational issues related to your professional practice
- In-depth knowledge of research methodologies and techniques, enquiry and critical evaluation
- Creation and interpretation of new knowledge within the fields of language, education and diversity

Thinking skills (cognitive/intellectual)

- Critical evaluation of existing research and publications
- Analysis and synthesis of data, and the ability to make decisions based on evidence
- Develop arguments that communicate a depth of understanding pertaining to a particular topic
- Demonstrate an understanding of the relationship between claims and evidence

Subject-Based Practical skills

- Current issues, perspectives and debates in language, education and diversity

- Critical understanding of concepts, problems and issues within their linguistic, socio-linguistic, socio-cultural and socio-political professional (educational) contexts
- Techniques for collecting, analysing and interpreting language and discourse
- Approaches for the analysis and evaluation of teaching and learning languages and cultures

Skills for life and work (general/key/transferable skills)

- Problem-solving skills - working independently and within teams
- Effective communication skills - to both specialists and non-specialists
- Data presentation
- Interpersonal skills - interaction with peers
- Negotiation and interviewing skills
- Self-reflection and evaluation
- Management of information
- Web-based research and interaction

A candidate who is awarded a Professional Doctorate will be expected to have achieved the following learning outcomes:

1. Created and interpreted new knowledge, through original research, or other advanced scholarship, of a quality to satisfy peer review, which extends the forefront of the discipline and merits publication;
2. Systematically acquired an understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
3. The general ability to conceptualise, design and implement a project for the generation of new knowledge, application or understanding at the forefront of the discipline and to adjust the project design in the light of unforeseen problems;
4. A detailed understanding of applicable techniques for research and advanced academic enquiry;
5. Ability to make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;
6. Ability to continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches;
7. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

Structure

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

Professional Doctorate programmes are not credit rated although the taught elements within them may be.

Typical duration

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

The normal minimum and maximum periods of registration for a Professional Doctorate are as follows:

	Minimum	Maximum
Full-time	33 months	48 months
Part-time	45 months	60 months

It is a flexible programme in that it is possible to move from full time to part time study and vice versa to accommodate any external factors such as financial constraints or domestic commitments.

How the teaching year is divided

The teaching year begins in September and ends in June. The Programme allows for two entry points, September and February. It is expected that a minimum of 2/3 modules will be completed over one academic year.

What you will study when

One of the features of the Programme is its flexibility. Modules will be offered either at weekends and/or during weekday evenings.

Year Module title

Credit status

CORE MODULES (All three)

1	ETM600 Key Approaches to Educational Research	30	Core
1	ETM601 Methods and Analysis in Educational Research	30	Core
1	ETM602 Research Planning and Design	30	Core

OPTION MODULES (Choice of two)

2	ETM 603 Language, Culture and Discourse	30	Option
2	ETM 604 English in the Multilingual World	30	Option
2	ETM 605 Race, Globalisation and Education	30	Option
2	ETM 606 Strategic Educational Leadership and Management for our Time	30	Option
2	ETM 607 Educational Leadership and Management in Complex and Diverse Situations	30	Option
2	EDM 501 Issues and Controversies in Early Childhood and Child Development	30	Option
2	EDM 502 Advanced Study of Curricular Models in Diverse National and International Settings	30	Option
2	ETM 608 Teacher Education in Universities and Schools	30	Option
2	ETM 609 Workplace Learning: Individuals and Organisations	30	Option

Requirements for gaining an award

In order to proceed from Stage 1 to Stage 2, a mark of 50% or more is required on all assignments.

Assessment

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- lecturers
- seminars
- online learning
- workshops
- tutorials
- research papers
- presentations and conferences

Thinking skills are developed through

- tutorials
- online learning
- workshops
- carefully planned tutorial feedback, and feedback on written work

- group activities, discussion, seminars
- research methodology

Practical skills are developed through

- tutorials
- workshops
- presentations

Skills for life and work (general skills) are developed through

- negotiated learning
- searching skills

Assessment

Knowledge is assessed formally through:

- written assignments/essays, and the thesis

Knowledge is assessed informally through

- tutorials
- online interaction
- workshops
- seminars

Thinking skills are assessed by

- written assignments: essays
- seminars
- workshops
- tutorials

Practical skills are assessed by

- Seminars
- Workshops
- Presentations and conferences

Skills for life and work (general skills) are assessed by

- Seminar work
- Workshops
- Tutorials

Quality

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- Annual evaluation of the programme
- Evaluation of individual modules
- Doctorate Student Group meetings
- Feedback from tutorials
- Student representation on Programme Committee (3 times a year)
- Student/Staff Consultative Committee (3 times a year)

Students are notified of the action taken through:

- Distribution of the Evaluation Report
- Doctorate Student Group Meetings
- Student/Staff Consultative Committee meeting minutes

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Questionnaires to former students
- Annual student satisfaction questionnaire

Further Information

Where you can find further information

Further information about this programme is available from:

- The UEL web site <http://www.uel.ac.uk>
- The School of Education website
<http://www.uel.ac.uk/education/programmes/index.htm>
- The Student Handbook
- UEL Manual of General Regulations <http://www.uel.ac.uk/qa>
- UEL Quality Manual <http://www.uel.ac.uk/qa>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework>
- The Graduate School <http://www.uel.ac.uk/gradschool/index.htm>