

UNIVERSITY OF EAST LONDON

PROFESSIONAL DOCTORATE PROGRAMME SPECIFICATION

Professional Doctorate in Education (EdD) - 5 years part-time

Final award	Doctorate in Education (EdD)
Intermediate awards available	Postgraduate Diploma in Educational Research Postgraduate Certificate in Educational Research
Mode of Delivery	UEL on Campus
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	N/A
UEL Academic School	Cass School of Education and Communities
Date specification last updated	10 February 2016

The summary - Programme advertising leaflet

Programme content

The Doctor of Education (EdD) programme is a doctoral degree providing educational professionals from a wide range of backgrounds with opportunities to create and interpret new knowledge through original research or other advanced scholarship of a quality that extends the forefront of the discipline, satisfies peer review and merits publication. The programme enables professionals, working in education, to develop a deep understanding of educational and professional contexts, the methodologies underpinning that understanding and the ability to disseminate research through written and oral modes.

The academic degree of Doctor of Education is awarded to candidates who have demonstrated:

1. The creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
2. A systematic acquisition and 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, applications 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.

The EdD is a professional doctorate with an emphasis on original research, in particular research into professional practice in local and/or international contexts. The programme includes four taught modules that support students' understanding of the subject area of their research as well as their knowledge of research methodologies. The programme structure enables students to develop and carry out original research, and to receive regular guidance and feedback on their progress. A key features of the programme is to provide an outstanding research group environment for doctoral students, and to support students to critically develop and share their research with professionals interested in similar fields.

The degree aims at empowering professional educators to conduct robust research focused on improving policy, practice and the quality of education. Students develop research skills that enable them to complete a doctoral thesis and enhance their professional capability through critical analysis and the use of research evidence. The programme offers a unique opportunity to join an international research and learning community through local, collaborative research groups.

Realising the highest academic standards, the Doctor of Education (EdD) programme reflects:

- The aspirations of a 21st century university
- The multi-cultural and diverse society in which this university is situated
- 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

Entry requirements

A full Master's Degree and a minimum of three years experience of professional practice in education is the normal requirement for consideration of entry onto the Professional Doctorate. As part of the application potential students will be required to complete a 1500-2000 word research proposal. At least two members of academic staff will review each application before a decision is made. Potential students will then be invited for interview at the University to discuss their application and their research proposal.

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 claimed against the research part of the programme or in situations where a professional body excludes it.

Where English is not the applicant's first language, a minimum IELTS Academic English, or such qualifications as our University deems comparable, score of 7.0 overall, with a minimum of 6.5 in all components, is required at entry. Such assessment of English language competence must normally have been undertaken no more than two years prior to application, though relevant and more recent study in a United Kingdom Higher Education Institution may be accepted as sufficient proof of ability.

Programme structure

The EdD is a five-year part-time modular programme with an accompanying thesis, specifically directed to professional development in education through research. It consists of two stages. In Stage One, four compulsory modules are studied and assessed over a two-year period. In Stage Two, students complete a research thesis.

Learning environment

Evening and/or weekend study sessions comprising of lectures, seminars, study groups and tutorials.

Assessment

At Stage One of the professional doctorate assessment consists of assignments (written and visual) and presentations. 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 50,000 word thesis which is examined orally (Viva Voce) conducted by an internal and external examiner. Candidates for a Professional Doctorate must successfully complete all assessed elements of their programme before the award of the degree can be made. Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessments within the programme.

Relevance to work/profession

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

Research/project work

Once students have passed their Stage One assignments they then move onto Stage Two which is the research component (the 50k thesis). Registration of the research component can only take place following a recommendation from the relevant School Research Degrees Sub-Committee to the University Research Degrees Subcommittee 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 successfully complete all assessed elements of their programme before award of the degree can be made.

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 Research Degrees Sub-Committee and the University Research Degrees Subcommittee 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.

Added value

- Doctoral study in a structured and supported mode
- A professional and experienced academic tutorial support system

- Individually negotiated learning trajectories and assignment topics within agreed parameters
- Module assignments directly related to thesis topic
- Membership of one (or more) of the research groups in the School; invitations to bi-annual School Research Conferences and contributions to the School research periodical *Research in Teacher Education*
- A dedicated research space for research students

Your future career

The programme is designed to benefit professionals working within a range of educational contexts. It is aimed at practicing 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. As such it is of particular benefit to senior members of staff in a variety of educational institutions that include schools, colleges, universities, examination organizations and policy-related institutions.

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 at thesis stage 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. In addition to this the Cass School of Education and Communities offers:

- an individual tutor
- access to UEL study support learning resources
- access to cross-institutional seminars
- opportunities to join research groups within Cass
- small teaching group sessions
- specialised research methods training
- detailed formative feedback on all assessed work
- a dedicated specialist librarian
- an opportunity to be published in the Cass journal *Research in Teacher Education*

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

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

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;

Systematically acquired an understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;

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;

A detailed understanding of applicable techniques for research and advanced academic enquiry;

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:

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;

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.

Students who successfully complete their Doctorates in Education will have gained expertise in the following areas:

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 your own professional area of expertise

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
- Demonstrate an understanding of the relationship between claims and evidence

Subject-Based Practical skills

- Current issues, perspectives and debates in educational policy and practice
- Critical understanding of concepts, problems and issues within their linguistic, socio-linguistic, socio-cultural and socio-political professional (educational) contexts
- Approaches for the analysis and evaluation of educational research

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

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:

- 3 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 4 equivalent in standard to the first year of a full-time undergraduate degree programme
- 5 equivalent in standard to the second year of a full-time undergraduate degree programme
- 6 equivalent in standard to the third year of a full-time undergraduate degree programme
- 7 equivalent in standard to a Masters degree
- 8 equivalent in standard to a Doctorate degree

Credit rating

The overall credit rating for this programme is 540 credits for the Professional Doctorate.

Typical duration

It should be noted that the Doctorate in Education at the Cass School of Education and Communities is a five-year part time only programme consisting of Stage 1 (taught programme) and Stage 2 (thesis). The period of registration takes place in Stage 2 of the EdD.

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

	Minimum	Maximum
Part-time	45 months	60 months

How the teaching year is divided

The teaching year begins in September and ends in July. The programme has one entry point in September. It is expected that the four modules of Stage One of the programme will be passed (Modules 1 & 2 in year one; Modules 3 & 4 in year 2).

What you will study when

Level	UEL Module Code	Module Title	Credit	Status*
7	ET7906	Critically engaging with the literature	60	Core
7	ET7907	Philosophy and practice of research	30	Core
8	ET8908	Research methodology – perspectives on research	30	Core
8	ET8909	Integrating theory, research and ethical practice – Moving towards Registration	30	Core
8	Stage 2	Thesis	390	Core

**Please Note - A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.*

Requirements for gaining an award

Candidates for a Professional Doctorate must successfully complete all assessed elements of their

programme before award of the degree can be made. In line with the university regulations students who obtain the following credits will be awarded:

Postgraduate Awards

Postgraduate Diploma: A programme leading to a Postgraduate Diploma in Educational Research consists of 120 credits at Level 7 (M) or Level 8 (D)

Postgraduate Certificate: A programme leading to a Postgraduate Certificate in Educational Research consists of 60 credits at Level 7 (M) or Level 8 (D)

Professional Doctorate in Education (EdD): A programme leading to a Professional Doctorate in Education consisting of a total of 540 credits: 90 credits at Level 7, 60 taught credits at Level 8 (D) and 390 research credits at Level 8 (D)

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

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

Thinking skills are developed through

- tutorials
- 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
- researching skills

Assessment

Knowledge is assessed by formative, summative and ipsative strategies including:

- *Assignments*

- *Presentations*
- *Workshops*
- *Seminars*
- *The Thesis*

Thinking skills are assessed by

- *written assignments*
- *poster presentations*
- *seminars*
- *workshops*
- *tutorials*
- *thesis*

Practical skills are assessed by

- *Seminars*
- *Workshops*
- *Presentations and conferences*

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

- *Seminar work*
- *Workshops*
- *Tutorials*

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 subject area 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.

The external examiner reports for this programme are located on the UEL virtual learning environment (Moodle) on the School noticeboard under the section entitled 'External Examiner Reports & Responses'. You can also view a list of the external examiners for the UEL School by clicking on the link below:

<http://www.uel.ac.uk/qa/externalexaminersystem/currentexaminers/>

Listening to the views of students

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

- *Module evaluations*
- *Student representation on programme committees*
- *Student/Staff consultative committee*

Students are notified of the action taken through:

- *circulating the minutes of the programme committee*
- *providing details on the programme moodle pages*

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

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The student handbook (<https://moodle.uel.ac.uk/course/view.php?id=12425>)
- UEL Manual of General Regulations (<http://www.uel.ac.uk/qa/policies/manual/>)
- UEL Quality Manual (<http://www.uel.ac.uk/qa/policies/qualitymanual/>)
- The Graduate School (<http://www.uel.ac.uk/gradschool/>)