

Programme Specification: Doctorate in Education (EdD)

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NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at [Faculty web site address], (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Birmingham City University
Interim Awards and Final Award:	PG Certificate in Research Practice Doctorate in Education (EdD)
Programme Title:	Doctorate in Education (EdD)
Main fields of Study:	Education
Modes of Study:	Full-time; part-time
Language of Study:	English
UCAS Code:	n/a
JACS Code:	X300

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

- The University's regulations for the award of the University's degree of Master of Philosophy, Doctor of Philosophy and Doctor in an Area of Professional Practice
- Code of practice for the assurance of academic quality and standards in higher education. Section 1: Postgraduate research programmes - September 2004

Programme philosophy and aims

Explain the overall approach adopted by the programme and how it leads to the aims shown below

The Doctorate in Education (EdD) programme is a professional doctorate which enables participants to develop their skills, knowledge and understanding through a wide-ranging interdisciplinary programme of research into their professional practice. Through this programme of research it is anticipated that participants will improve their practice and make a significant contribution to their continuing professional development. The programme provides students with a grounding in the essential skills that are required to articulate and interrogate the key issues relating to education policy, the changing role of social institutions, aspects of pedagogy and the implications for multiple and fluid professional identities on everyday education practice in a context of global interconnectedness and interdependence.

The programme will introduce students to an array of new techniques and emerging philosophies that are available to develop their ability to critically analyse practice and the relevance of theoretical concepts which underpin them. Furthermore, students will investigate the relevance of digital technologies as a means to deepen their understanding of the mobility of people, ideas, networks and meanings derived from multiple geographical and historical origins. A major outcome will be that students will enhance their own professional skills and be in a position to influence others in the development of their organisation. At the same time and notwithstanding national policy requirements and professional practices, they will recognise a global reconfiguring of social relationships largely disconnected from national origins. Central to this will be the need to engage in reflective and reflexive practice in order to understand the potential consequences of actions and plan for professional change in the context of the global circulation of educational ideologies, discourses and practices.

The framework of the programme incorporates components intended to develop research skills and a willingness to adopt an approach which is explicitly enquiring and involves the critique of existing practice and encourages challenges to established theory. Assessment strategies will provide students with opportunities to develop and demonstrate a range of doctoral level skills including multi-model approaches (visual and verbal) in addition to the more traditional forms of critical writing.

A professional doctorate is awarded to students who have demonstrated the following:

- the creation and interpretation of new knowledge and contribution to professional practice through scholarly research of a quality to satisfy peer review, extend the forefront of the subject and merit publication;
- significant development in key aspects of professional practice;
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an area of professional practice;
- the general ability to conceptualise, design and develop a project for the generation of new professional knowledge, and to modify and influence practice in the light of contextual considerations, as appropriate;
- a detailed understanding of applicable techniques for both research and advanced academic enquiry.

The programme aims to enable students to:

- Explore the relationship between knowledge, theory and practice and to demonstrate their understanding of how it is possible to make and influence change
- Develop creative and innovative approaches for integrating academic and professional knowledge
- Design and implement research which draws upon their appreciation of knowledge that occurs in professional settings
- Develop intuitive judgement, foresight and ability to conceptualise problems that typically impact on organisations
- Develop appropriate solutions to problems by applying theoretical concepts and a range of research skills and approaches
- Acquire skills that will enable them to communicate academic principles and concepts effectively to professional colleagues and the scholarly community

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes¹

On successful completion of the programme the student will be capable of being able to achieve the following:

1. create and interpret new knowledge through research of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
2. systematically acquire and reflect upon a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
3. conceptualise, design and undertake a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and adjust the project design in the light of unforeseen problems;
4. have a detailed understanding of applicable techniques for research and advanced academic enquiry.

Typically, holders of the qualification will be able 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;
- 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;

and will have:

- 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.

¹ Guidance on the specification of learning outcomes is available from the Centre for the Enhancement of Learning and Teaching.

Learning teaching, and assessment methods used

Teaching will be delivered by a range of lectures, workshops and seminars intended to introduce and develop concepts of research practice and philosophy. The topics and themes presented are intended to develop students' appreciation of the appropriateness and epistemological basis of the 'tools and techniques' that exist to enable them to explore practice and reflect on the validity of theoretical concepts. The emphasis is on providing a supportive environment in which students are able to practise such 'tools and techniques' in an organisational setting of their own choosing. Specifically, learning embraces the desire for students to link their observations and research to the practice they elicit in terms of accounts and data collection methods.

The programme will utilise tried and tested approaches to developing experiential learning and action research methods through the use of expert speakers and shared discussions.

There are a number of support mechanisms and processes designed to support the academic development of students. During the initial stages of the course, when students are undertaking elements for the PG Certificate in Research Practice, extensive support will be provided through formative assessment. Effective formative assessment will be an integral aspect of the programme and success will be essential in enabling students to increase their confidence in developing requisite themes for research, consideration of concepts and apposite data collection methods to be utilised in subsequent parts of the programme. Formative assessment will be used on all the elements of the programme and include self-reflection and tutor/supervisor feedback.

An important consideration in professional doctorates is the challenge of integrating theory and practice in new knowledge/solution creation. This is achieved primarily through the Critical Perspectives modules, but these issues are reinforced as students engage in research design for the Pilot Enquiry and the execution of their thesis.

The EdD will draw upon a range of assessment methods. Students will keep an e-portfolio journal throughout the EdD course which will help them develop independently. This will be treated as 'auto-ethnographic data' about the experience of engaging on the research journey and will be interrogated in Critical Perspectives 1 and 2 and feed into the Pilot Enquiry and the 9r as well as the final thesis.

Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit values, and the awards which can be gained are shown in the diagram below.

EdD Draft Framework

*CP1 and CP2 will either be undertaken at stage 1 or stage 2 so that cohorts can be co-taught so as to ensure the viability of the programme

Stage	Semester 1	Semester 2	Assessment	Personal research log	Monitoring
One	Critical Perspectives 1: Contexts, Policy and Practice* Level 8		Summative Seminar paper	e-portfolio journal to be kept throughout the life-course of the EdD – guidance on this will be provided and then student will develop independently. This will be treated as ‘auto-ethnographic data’ about the experience of engaging in the research journey and will be interrogated in CP1 and CP2 and feed in to PE and the 9r as well as the final thesis	Assessment board – report to FRDC
	PG Cert 1 (30 L7 credit)	PG Cert 2 (30 L7 credit)	2 written assignments		
Two	Critical Perspectives 2: Current Debates and Controversies in Educational Research * Level 8		Reflexive E-portfolio + Negotiated assessment from a ‘palette’ of options		
	Pilot Enquiry Level 8		Formative & Summative Seminar workshop Summative Seminar paper Formative 9r		
Beginning of Stage 3 - Completion of 9r and ethics process					
Three	Thesis stage				FRDC/URDC + APR
Four					

Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- the Course Guide, which gives information about the course, student entitlements and contact names and numbers;
- information about assessment, including the Regulations for the Award of the University's Degrees of Master of Philosophy, Doctor of Philosophy and Doctor in an Area of Professional Practice and guidance for submission of assignments;
- reading lists and timetables for teaching;
- a dedicated area on the University virtual learning environment, Moodle;
- library induction and support at all stages of the programme for accessing electronic catalogues and inter-library loans;
- IT support in the open access computer rooms, student e-mail accounts and access to the Internet;
- tutorial support with writing assignments and feedback in order to improve weak or failed submissions;
- individual tutor support from a tutor with appropriate qualifications and experience;
- a dedicated research administrator who provides a point of first contact for individual enquiries and requests;
- the University Library provides books, journals and Internet resources. Induction and support are also available;
- guidance on choice of appropriate modules for your professional needs.

Equal Opportunities Policy:

The course operates in accordance with the University's Equal Opportunities Statement. The admissions policy to the course is guided by SENDA legislation and candidates are encouraged to discuss any individual needs they may have. The course team, supported by appropriate university departments and other agencies, strive to ensure that there is equality of opportunity for all applicants and entrants to the course.

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

Committees:

- Faculty Research Committee
- Faculty Research Degrees Committee
- Faculty and University Academic Ethics Committee
- Faculty Academic Standards and Quality Enhancement Committee
- Faculty Learning and Teaching and Student Experience Committee
- Faculty Board
- University Research Degrees Committee
- University Research Strategy and Policy Committee
- Senate

Mechanisms for review and evaluation:

- Individual module evaluation by students, staff and, where appropriate, stakeholders
- Regular review of teaching material and workshop/seminar material
- Review of teaching support
- Regular review of VLE content and usage
- Annual review of modules by module leaders
- Annual course evaluation reports and action plans
- Annual monitoring process
- Peer observation of teaching
- Individual performance reviews
- External examiners' comments and formal reports
- Student representatives' feedback to Faculty Research Degrees Committee
- Approval and review and re-approval events
- Postgraduate Student Experience Survey
- Course development day