

## Doctor of Education (EdD) Programme Specification

**This document applies to students who commence the programme in or after  
September 2017**

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award</b>	EdD
5.	<b>Programme title</b>	Doctor of Education (EdD)
6.	<b>Pathways available</b>	N/A
7.	<b>Mode and/or site of delivery</b>	Taught input during the pre-thesis stage, followed by supervision at the thesis stage.
8.	<b>Mode of attendance</b>	Part time 36 months minimum – 72 months maximum
9.	<b>UCAS Code</b>	N/A
10.	<b>Subject Benchmark statement and/or professional body statement</b>	The programme is informed by Vitae's <i>Researcher Development Framework</i> and the QAA's <i>Doctoral Degree Characteristics</i> . The guidelines published by the Association of Business Schools for EdD (xxxx) and the QAA Code of Practice for PG Research Programmes have also informed the design of the programme.
11.	<b>Date of Programme Specification preparation/ revision</b>	September 2012 August – October 2014 (Regulations) August 2016 (Regulations amended - Section 20) August 2017 - AQU amendments

### 12. Educational aims of the programme

The Professional Doctorate can be awarded to a candidate who has made an independent and original contribution to a specific professional area and who has successfully completed an approved course of study incorporating a *taught component* and a *research component*, culminating in the submission of a thesis to a requisite standard.

The purpose of the programme is to provide an opportunity for Education professionals to work creatively by analysing and synthesising research literature, and their own research evidence, to understand their own contexts more critically and to find solutions to key challenges in their working environment. In doing so it is envisaged that the cohort will become (and ultimately lead) communities of practice for their profession.

The Professional Doctorate award is distinct from the PhD award in the following respects:

- There is a considerable weighting given to a taught component which comprises an integral and key part of the programme, and the assessment of the taught component contributes directly towards the final award.
- The thesis produced by Professional Doctorate students will make an original contribution to knowledge within the relevant area or areas of professional practice.

Each Professional Doctorate Programme at the University of Worcester includes:

- i) Stage 1 - a relevant and up-to-date Masters Programme. It is expected that candidates will enter the programme with this qualification.
- ii) Stage 2 - a pre-thesis stage of structured learning that integrates the choice of a research topic and design with high quality training in research skills and methods. Stage 2 will be delivered in a series of 5 blocks: one week residential and four weekends Friday-Sunday.
- iii) Stage 3 - a thesis stage. Students work with supervisors to prepare a thesis (a substantial independent piece of work following systematic and detailed investigation into a discrete area of research which will primarily be in written form, although it may include material in other than written form).

The EdD Programme aims to develop education professionals' ability to integrate rigorous academic/critical analysis with practical relevance and application to enable them to become more effective evidence-based practitioners and to contribute to the development of their profession through the furtherance of knowledge. In so doing, it seeks to improve the quality of the education profession. In particular, the purpose of the programme is to provide students with:

- the creation and interpretation of new knowledge, through original research, of a quality to extend the forefront of the discipline, satisfying peer review and meriting publication;
- 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;
- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications for understanding at the forefront of the discipline and to adjust the project in the light of unforeseen problems;
- a detailed understanding of applicable techniques for research and advanced academic enquiry.

### 13. Intended learning outcomes and learning, teaching and assessment methods

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>(i) Mastery of an appropriate body of knowledge</b>		
Demonstrate deep understanding of recent professional developments, current theoretical frameworks and approaches which have direct relevance to their own professional context	Tutorials Seminars Directed reading Project supervision Independent research	Assignments Written reports Reviews Individual research projects Theses Oral Examinations
Make informed judgments on complex issues	Tutorials Seminars Directed reading Project supervision Independent research	Assignments Written reports Reviews Individual research projects

		Theses Oral Examinations
Combine different approaches to a topic and synthesise them coherently	Tutorials Seminars Directed reading Project supervision Independent research	Assignments Written reports Reviews Individual research projects Theses Oral Examinations
<b>(ii) Undertake an appropriate substantial piece of research</b>		
Conceptualise, design and implement a programme of work for the generation of new knowledge and relate it to their past experience reflectively and self-critically	Tutorials Seminars Project supervision Independent research	Individual research projects Theses Research papers Oral Examinations
Create work of publishable quality and of a standard which satisfies peer review within the profession	Tutorials Seminars Project supervision Independent research	Individual research projects Theses Research papers Oral Examinations
Make a contribution to knowledge and practice within a specific area of their profession	Tutorials Seminars Project supervision Independent research	Individual research projects Theses Research papers Oral Examinations
<b>(iii) Critical analysis of key issues</b>		
Contribute substantially to the development of new techniques, ideas or approaches.	Tutorials Seminars Directed reading Project supervision Independent research	Assignments Written reports Reviews Individual research projects Theses Research papers Oral Examinations
<b>(iv) Clear and concise communication of ideas</b>		
Communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences.	Tutorials Seminars Project supervision	Presentations Reviews Assignments Written reports Thesis
Present and defend their work to their peers, professionals and academic colleagues	Independent research	Oral Examination Published papers
<b>(v) Critical appraisal of evidence with appropriate insight</b>		

Evaluate critically evidence, whether from empirical research or theoretical enquiry, that is put forward to support or contradict particular arguments	Tutorials Seminars Directed reading Project supervision Independent research	Assignments Written reports Reviews Individual research projects Theses Research papers Oral Examinations
<b>(vi) Other discipline specific competencies</b>		
Display the qualities and skills of personal responsibility and largely autonomous initiative in complex and unpredictable situations	Tutorials Seminars Independent research	Assignments Written reports Reviews Individual research projects Theses Research papers Oral Examinations
Exhibit competence as an independent professional and the capability to continue to undertake work at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.	Tutorials Seminars Independent research	Assignments Written reports Reviews Individual research projects Theses Research papers Oral Examinations

#### 14. Assessment Strategy

The Assessment strategy has been designed to provide students with a variety of challenges appropriate for Masters and doctoral level modules in Education. The range of assessments specified in the module outlines have been developed in order to support the pedagogical approaches employed and which are appropriate for the nature of the subject disciplines covered.

In line with the University of Worcester Assessment Policy, assessments for the individual modules have been designed to enable students to demonstrate that they have successfully met the learning outcomes. These are specified in each assignment brief along with any assessment criteria. Students are also supported through the use of grade descriptors.

#### 15. Programme structures and requirements

The programme consists of:

- 180 credits at Level 7 (Stage 1) see below
- 90 taught credits at Level 8 (Stage 2)
- 270 credit thesis at Level 8 (Stage 3)

##### Stage 1

It is expected that the Professional Doctorate programmes at Worcester will primarily recruit active, experienced professionals who have already recently been awarded a relevant masters qualification and who are now seeking to further enhance their professional development. If an applicant does not have a recent, relevant masters level qualification the

Programme Leader will talk to the applicant and suggest an appropriate programme. Please refer to Programme Specifications:

MA Education (named pathways)

On successful completion of Stage 1 a student will be awarded a Masters. He/she may then progress to Stage 2 if he/she also has at least 3 years working experience in an educational context (see Section 18 below).

Stage 2				
Module Code	Module Title	Pre-requisites	Module status	Credits
PRDC8001	The Researching Professional	None	Mandatory	30
PRDC8002	Research Methods and Design	None	Mandatory	30
PRDC8003	Project Development, Planning and Management	None	Mandatory	30

Students who successfully complete Stage 2 of the programme but who do not wish to proceed to Stage 3 will be offered the opportunity to study for a further 30 credits at level 8 and awarded a Postgraduate Diploma in Research Enquiry.

Stage 3	
Thesis The text of the thesis excluding ancillary data, must be a minimum of 40,000 and a maximum of 60,000 words. It must fulfil the requirements for format, content and appearance as set out in the Research Degree Regulatory Framework.	270 Credits

#### 16. QAA and Professional Academic Standards and Quality

This award is located at level 8 of the FHEQ. The programme has been designed with reference to the QAA Doctoral Degrees Characteristics (2011) and FHEQ (2008) Qualification Descriptor for Level 8. The QAA Code of Practice for PG Research Programmes have also informed the design of the programme.

#### 17. Support for students

On acceptance, students are assigned a supervisor (Director of Studies) who has expertise in their specialist area. The supervisor provides advice and undertakes regular progress reviews during the period of study. Written records should be kept for all meetings. At the end of each year a report on progress is produced by the supervisor in consultation with the student.

Students are also provided with:

- an induction programme
- the *Handbook for Professional Doctorate Students and Supervisors*
- day to day support through the Research School
- an introduction to the process of Personal Development Planning (PDP)
- training opportunities for career planning through the Research School and the Careers Service
- [Support through Student Services](#)
- [Support through the Language Centre](#)

- [Access to the Disability and Dyslexia Service](#)

## 18. Admissions

### Admissions Policy

#### Entry requirements

Stage 1: Applicants are normally expected to have:

A second class honours degree in any subject (or International students holding a qualification recognised as equivalent by the University), **plus** a minimum of 3 years educational experience, at an appropriate senior level.

See [Admissions Policy](#) for other acceptable qualifications.

Stage 2: Applicants are normally expected to be:

Active experienced professionals who have recently (within the last 6 years) been awarded a relevant Masters qualification (see 14 above). Applicants must also be able to demonstrate that they have a minimum of three working years in an education or education-related context.

International students will also be required to demonstrate that they have the appropriate level of written and spoken English (normally IELTS score of 7 with a minimum score of 7 in written English). Entry qualifications for international students are guided by the National Academic Recognition Information Centre's (NARIC) advice on international qualifications.

In keeping with University policy on widening participation and diversity the Programme encourages and welcomes the contribution of older learners and people from the widest range of social, economic and cultural backgrounds.

#### Recognition of Prior Learning

**Stage 1:** Candidates may be admitted on to stage 1 (Masters Programme) without a first degree via Recognition of Prior Experiential Learning (RPEL). For more information, please refer to the relevant Masters Programmes Handbook and/or discuss this with the Masters Programme Leader.

Where an applicant has successfully completed one or more appropriate Masters level modules in a subject related to the course in the last 6 years they may apply for credit transfer which may eliminate the need to undertake one or more modules in the Programme.

Similarly, where an applicant can demonstrate that they have appropriate and relevant professional experience related to the subject area of the course they may apply for Recognition of Prior Experiential Learning (RPEL) or Recognition of prior certificated learning (such as professional development awards or employment-based awards) which is at higher education level but which has not led to the award of credits or qualifications positioned on the relevant higher education qualifications framework; which may eliminate the need to undertake one or more modules in the Programme.

**Stage 2:** Prior to commencing their studies or during the first few weeks of the programme, students will be required to apply formally for credit transfer for the 180 credits at Level 7 unless the Masters qualification has been completed at UW.

It is not normally possible to claim RPEL or RPCL for Stage 2 of the Professional Doctorate. There may however be rare occasions where an applicant has already completed some or all of a professional doctorate taught programme at another UK HEI and wishes to transfer this credit in order to complete their programme of study at the University of Worcester. The credit must have been completed within the last 6 years and the maximum credit that can be awarded under credit transfer or RPL is set out in PRF.

In these cases, applicants will be required to provide the university with transcripts showing credit achieved at Level 8, copies of module outlines, progress reports and samples of written work. All applicants will be asked to complete the relevant RPL documentation prior to interview so that this can be considered by the interview panel (the Professional Doctorate Programme Lead, the Course Leader, a potential supervisor and the Research School Manager). The Panel will look at all the evidence and make a decision about how much credit can be transferred, what the student is still required to complete, the maximum completion date and the supervisory team.

In all cases, applicants will be expected to provide the interview panel with a detailed research proposal and ethics protocol for the thesis which is equivalent to the assessment expected for module PRDC8003 Project Development, Planning and Management. If this cannot be provided then the applicant will be required to take and pass this module before entering Stage 3, the thesis.

It is not possible to claim RPL for any part of Stage 3 of this programme.

<b>Award</b>	<b>Credit required for award</b>	<b>Maximum credit allowed</b>	<b>Level</b>
Professional Doctorate	180 (M) + 360 (D)	180 (M) 90 (D)	7 and 8

Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University [webpages](#) or from the Research School (01905 542595).

### **Admissions procedures**

All applications are submitted to the Research School and passed to the relevant Programme Leader for consideration. In the application form applicants are required to outline a research proposal for their intended thesis. If the application has potential, an interview is scheduled by a panel comprising at least two members of academic staff. Completion of an interview checklist allows for a thorough rigorous evaluation of the candidate's strengths at interview. It also means that details about the offer conditions are passed back to the Research School, enabling a comprehensive offer letter and contract to be produced.

Applications from those with international qualifications are checked by the Research School Manager against NARIC and copies of all certificates are required before an unconditional offer is made to the student. All international applicants are checked for their competency in English language by the Language Unit. When it is felt that the applicant does not possess the appropriate level of English language, an in house

English language course may be recommended before the student embarks on their RDP. Information about all offers made to international students is passed back to the relevant personnel in Student Services who can provide the student with additional support and guidance (for example, to obtain a visa, accommodation etc).

The selection and admission processes outlined above ensure that only appropriately qualified students are admitted to an EdD and that the student can be satisfactorily supported in their research.

#### **Admissions/selection criteria**

An offer of a place on an EdD will be made when the following conditions are satisfied:

- Applicant meets the specified entry requirements.
- The Institute has the supervisory capacity and expertise to support the research project outlined in the application form.
- The proposal outlined has the potential to become a viable research project at Doctoral level.

### **19. Methods for evaluating and improving the quality and standards of teaching and learning**

Quality and standards are maintained through: annual monitoring reports, examiner reports, student evaluation of modules and course committees. In addition, the programme is subject to comment and review through the Research Degrees Board, the Research School Steering Group and through the Research Student Forum and the Research Supervisors' Forum.

### **20. Regulation of assessment**

#### **Stage 1 and 2**

The course operates under the University's [Taught Courses Regulatory Framework](#)

#### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

#### **Submission of assessment items**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.

- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

### Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7, as specified on the award map
PG Dip	Passed a minimum of 120 credits at level 7, as specified on the award map
Masters (MA/MSc/MBA/MTL)	Passed a minimum of 180 credits at level 7, as specified on the award map
PG Dip in Research Enquiry (doctoral level) Exit award after Stage 2 of the Professional Doctorate	Has entered stage 2 of a Professional Doctorate Programme and passed a minimum of 120 credits at level 8.

PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

If a student chooses to exit the award at the end of Stage 2 they can leave with a certificate of credit or complete an additional 30 credit (at level 8) negotiated study module. Students who pass stage 2 plus the additional module will be awarded the Postgraduate Diploma in Research Enquiry.

### Stage 3

The regulations for stage 3 are set out in the [Research Degree Regulatory Framework](#).

### UW Regulations

The following hyperlinks provide information on [UW regulations](#) on alleged academic misconduct, mitigating circumstances, complaints and appeals.

[Procedures for Investigations of Cases of Academic Misconduct](#)

[Exceptional mitigating circumstances](#)

[Student complaints procedures](#)

[Student academic appeals procedures](#)

**Useful reference points:**

**UW Assessment Policy (Paragraph 6 refers to Word Counts, Section 14 for Moderation)**

[Student Code of Conduct](#)

[Fitness to Practise Procedures](#)

[UW Student Handbooks](#)

**Grade Descriptors:**

Professional Doctorate Taught Element Assessment Criteria

ILS guides to Summon, referencing, etc.

## **21. Indicators of quality and standards**

The QAA Special Review of Research Degree Programmes in 2007 identified that the University's ability to secure and enhance the quality of its research degree programmes was appropriate and satisfactory and highlighted 4 areas of good practice. This was reiterated in the University's successful application for Research Degree Awarding Powers in 2009/10.

The University's research strategy shows its commitment to enhancing its research capacity and building its community of postgraduate and postdoctoral researchers. Institute of Education staff have successfully supported a number of students to completion at doctoral level. The Institute is also seeking to increase the number of staff and the quality of work submitted to the next research assessment and will be submitting to the Education Unit of Assessment in REF 2014.

## **22. Graduate destinations, employability and links with employers**

- The EdD qualification will enhance Graduates career prospects both for promotion within their chosen fields, working in a different economic sector, or to become an academic. From 2008, successive Secretaries of State for Education have asserted the importance of professional development for education professionals. This new award meets this dual need of the vision of a highly qualified staff, who also demonstrate a deep understanding of education, and an ability to systematically investigate issues within it in a rigorous, research-informed and independent way. Existing links with local authorities and schools in the area is maintained by tutors on this programme personally and by the university's existing and strong relationship with strategic partners through its CPD network and regular meeting schools, local authority leaders and leaders in children's centres.

- Career guidance is available through University of Worcester Careers Advisory Service and periodic Career Fairs are organised by Student Services.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines.