

# **Doctor of Education (EdD)**

**Programme Code: PR0160**

**Faculty of Health, Education  
and Life Sciences**

**School of Education and Social Work**

**Doctoral Research College**



Centre for the Study of Practice and Culture in Education

This document is presented in two sections:

### **Section One**

This section will provide students with key information on their learning experience and how it will be continuously enhanced this will include;

- Programme Philosophy and Aims
- Programme Learning, Teaching and Assessment strategy
- Statements of Intent for key learning experience themes

This section aims to address Quality Enhancement and Learning & Teaching excellence across the student learning experience.

### **Section Two**

This section addresses regulatory and quality assurance requirements for the purposes of programme validation and mapping of the student learning experience.

## Section One

### Programme Philosophy

The 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 in 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-modal approaches (visual and textual) in addition to the more traditional forms of critical writing.

#### **Doctor of Education (EdD) programme**

There are two named awards within the EdD programme. These are:

- **Doctor of Education (EdD)**
- **PG Certificate in Research Practice**

**Length:** Normally 4 years to a maximum 7 years part time.

#### **Modules:**

Critical Perspectives 1: Contexts, Policy and Practice

Critical Perspectives 2: Current Debates and Controversies in Educational Research

Pilot Enquiry

| Year:   | Autumn Term   | Spring Term   | Summer Term   |
|---|---|---|---|
| One   | Critical Perspectives 1: Contexts, Policy and Practice  | Assessment of CP1<br><br>Critical Perspectives 2: Current Debates and Controversies in Educational Research | Critical Perspectives 2: Current Debates and Controversies in Educational Research<br><br>Assessment of CP2 |
| Two   | Pilot Enquiry – Assessment in Summer Term<br>PG Cert in Research practice   |   |   |
| Module Board - all the above modules must be passed before progression to Thesis stage can take place |   |   |   |
| Three & onwards   | Thesis stage<br><br>At the end of year three all students will attend a Progress Assessment Panel where they will evidence their progress and planning towards the completion of their Thesis. The Panel will report to the Faculty Research Degrees and Environment Committee. |   |   |

The modules on the EdD programme will be taught through twilight sessions on Thursdays combined with occasional Saturday sessions, individual supervision sessions and online support, including VLE forums.

In addition, all new research students are required to undertake the Post Graduate Certificate in Research Practice as part of their personal and academic development. This requires attendance at eight twilight workshop sessions intended to assist in the production of a research proposal for the EdD Thesis.

Some aspects of your course, such as timetables and reading lists may change every year. Other aspects, such as changes to the title of the course, course content, delivery and assessment methods, require formal approval by the University before they can be altered. If any major changes to your course are proposed whilst you are studying, you will be consulted and given an opportunity to comment. If any changes are formally agreed, you will be informed.

We welcome feedback from you on the programme delivery and content. You will be given the opportunity to evaluate individual modules and the experience of research supervision. Members of staff also complete evaluations and the results are discussed by programme tutors and the Course Director and presented in the annual course report. These reports are considered at the Faculty Research Degrees and Environment Committee. Each module group is entitled to elect a representative to attend the Faculty Research Degrees and Environment Committee. Matters arising from both the evaluation reports and External Examiner report are also considered in the annual course report.

Postgraduate students at the University are invited to take part in a national survey of student satisfaction annually.

At the beginning of the course you will need to elect one course member from your module who will attend the Faculty Research Degrees and Environment Committee meetings to represent students' views and to report back to the students on the course on any issues for discussion.

You will not be expected to purchase any books, but you may wish to purchase some key texts relating to your area of study. Many resources, including some books, are available in electronic form. Key texts may also be borrowed from the Library. An indicative list of books and resources for each module can be found in the module outlines.

### Programme Aims

This section articulates the programme level learning outcomes framed by the five themes of the Academic Plan.

|                                    |  |
|------------------------------------|--|
| 1. Pursuing Excellence             | <ul style="list-style-type: none"> <li>• Explore the relationship between knowledge, theory and practice and demonstrate understanding of how it is possible to make and influence change.</li> <li>• Develop creative and innovative approaches for integrating academic and professional knowledge.</li> </ul> |
| 2. Practice-led, knowledge-applied | <ul style="list-style-type: none"> <li>• Design and implement research which draws upon appreciation of knowledge that occurs in professional settings.</li> </ul>   |
| 3. Interdisciplinarity             | <ul style="list-style-type: none"> <li>• Develop appropriate solutions to problems by applying theoretical concepts and a range of research skills and approaches.</li> </ul>  |
| 4. Employability-driven            | <ul style="list-style-type: none"> <li>• Develop intuitive judgement, foresight and the ability to conceptualise problems that typically impact on organisations.</li> </ul>   |
| 5. Internationalisation            | <ul style="list-style-type: none"> <li>• Acquire skills to communicate academic principles and concepts effectively to professional colleagues and the international scholarly community.</li> </ul>   |

### Programme Learning, Teaching & Assessment Strategy

This section explains the learning and teaching approaches, activities and experiences that your programme will offer, the range of assessments and types of feedback and feedforward you will encounter, and explain how these will support your continuous learning throughout the programme, and explain the expectations we have of you in this learning partnership.

#### How you will be assessed

**i) Assessment Strategy**

The EdD programme consists of an integrated set of modules that culminate in a Thesis. The modules that are assessed en route are designed to develop and evidence the necessary foundation knowledge and skills for doctoral level professional practice. They include research practice elements such as research design and planning, and research skills such as literature reviewing. These foundation research practice elements will expose you to the spectrum of research stances and enable you to develop a pilot study using alternative approaches and methodologies as part of your chosen research topic.

An important consideration in professional doctorates is the challenge of integrating theory and practice in new knowledge/solution creation. This requires you to work within multi-stakeholder contexts, often with competing academic and other frames of reference. You will be supported to develop your skills progressively to enable you to achieve critical reflection upon knowledge.

At the Thesis stage, you will require guidance on particular aspects of philosophy and literature in your chosen field of study and will be provided with a supervisory team of two academic staff with relevant knowledge and experience of successful doctoral completion. These staff will be able to provide assistance, advice and feedback on the process of research and doctoral level analysis. Most especially, feedback through assessment will enable you to complete the component parts of the programme which serve as preparation for writing the Thesis. EdD research is inherently individualistic and you should be willing to take responsibility for the “experience”. However, the nature of the programme strongly emphasises the importance of regular contact and interaction through feedback and formative assessment.

The supervisory team plays an important role on the programme in providing you with:

- Guidance on the nature and methodology of applied research
- Opportunity to meet on a regular basis at appropriate times
- Supervision support combined with formative assessment of research and reflective work
- Assistance in identifying your own learning needs
- Constructive criticism of your work within a reasonable time
- Feedback if your work is below the acceptable standard for the award and an explanation of the steps needed to remedy your unsatisfactory progress

**ii) Overview of the EdD programme**

The programme is made up of three phases. Importantly, even though the Thesis is shown as largely occurring in phase three you should be prepared to commence work on this in phase one and two. You are required to continually reflect on your doctoral learning and research through each phase in order to develop your thinking and approach to carrying out the requisite work that will be necessary to successfully complete the programme and achieve the qualification.

All of the elements in the three phases are focused upon your choice of doctoral study area.

**Phase 1**

You will undertake the first two Critical Perspectives modules through which you are introduced to key concepts in educational research methodology within the policy and political contexts of educational practice.

The Critical Perspectives 1 module will enable you to develop a critical understanding of the range of contexts within which your professional practices and development is situated as you start your doctoral learning and the Thesis process. The assessment will consist of a position paper of 5000-6000 words.

The Critical Perspectives 2 module situates the doctoral Thesis within in its methodological and historical context and at a particular point in time when new and emerging approaches to research in education are being considered, explored and undertaken. The assessment for the Critical Perspectives 2 module will be negotiated with you and can be chosen from a palette of assessment approaches which are designed to reflect different methodological interests.

### **Phase 2**

In the second phase you will extend your earlier investigation of research methodologies and theories and engage with a range of contemporary and experimental approaches and undertake a pilot project in an area of your choice.

The Pilot Enquiry module will provide the opportunity to practice the skills of advanced academic enquiry. The assessment for this module will be the production of an academic poster and a pilot study.

In Phase 2 you will also undertake the university-wide PG Certificate in Research Practice which is common to all PGR students and provides the opportunity to discuss, plan and write a research proposal for the EdD Thesis.

A maximum of two attempts may be made upon the interim assessments in Phases 1 and 2. If a student has not passed the module after two attempts, they will be required to withdraw from the course. Students who have failed a module or modules will be notified in writing by the Research Degrees Administrator in the Doctoral Research College and given written guidance about what has to be done to retrieve the failure, the support that will be available and the date of the re-assessment(s). Where a student is recommended or required to re-study an EdD module, advice will be given about how to undertake this within the overall programme of study.

A schedule of deadlines for the submission of assignments will be set out in advance for course participants and published before the start of each module. Participants will be expected to adhere to deadlines and it is the responsibility of students to submit work for assessment as required.

Work submitted more than 5 working days after the published deadline will not be marked and the student will be deemed to have failed an attempt at the assessment. Where a student submits a re-assessment attempt after the published deadline the student will be deemed to have failed the re-assessment and the assignment will be returned to the student unmarked.

### **Phase 3**

This is the final phase and culmination of the programme and consists of a 50,000 word Thesis in which you describe the research that you have carried out in an educational area of your choice.

You will be supported by two supervisors in Phase 3. These supervisors will be experts in the aspect of research you have chosen and the related methodology and theory and they will be actively engaged in supervising postgraduate research. This will enable them to provide you with advice and guidance on the developmental aspects of your work as you progress towards the Thesis. Therefore your supervisors will, in addition to possessing doctoral supervisory experience, provide specialised knowledge and guidance to you on the particular research interest you wish to pursue.

At the end of the first year of Phase 3 you will be required to attend a Progress Assessment Panel and present evidence of your progress and planning towards the successful and timely completion of your Thesis. The Panel will provide feedback and recommendations as appropriate and report on your progress and planning to the Faculty Research Degrees and Environment Committee.

**Final Examination of the EdD Thesis**

The viva voce examination at the end of a programme is (as with a PhD) the arena in which candidates have to show they have achieved the overall doctoral level standard for their programme of study.

The final Thesis submission and assessment procedures for the programme are those that apply for all professional doctorate programmes at Birmingham City University.

In brief, in terms of outcomes from studying on the EdD programme, following the completion of the examination, the examiners may recommend that:

- The candidate be awarded the EdD.
- The candidate be awarded the EdD subject to minor amendments being made to the Thesis. The candidate should submit the amended Thesis within six months of the date of the oral examination.
- The candidate be not awarded the EdD but be permitted to re-submit for the degree and be re-examined, with or without an oral examination.
- One re-examination of the Thesis is permitted.

The outcomes following re-examination of the Thesis are:

- The candidate be awarded the EdD subject to minor amendments being made to the Thesis. The candidate should submit the amended Thesis within six months of the date of the oral examination.
- The candidate be not awarded the doctoral degree. In such instances candidates may be invited to register for the MPhil award, to redraft the Thesis to meet the requirements for that award and be examined for that award under the University's Regulations for the Award of Master of Philosophy.

**Final Thesis**

The final Thesis with Appendices must be submitted to: University Research Degrees Administrator

The timing of the viva voce examination will be subject to negotiation between the parties concerned but will normally be within four months of Thesis submission.

The University regulations for the examination of the final Thesis details the procedures for any required amendment or re-submission of the Thesis.



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

**Pre course – getting started on your doctoral journey**

The EdD is specifically designed for mid-career and senior professionals in the field of education who have previous higher level study and significant professional experience. This will often include a qualification at Level 7, an MA or MSc but a Master's Degree is not an entry requirement.

If your application is successful you will be interviewed by an EdD selection panel which will include your future potential research supervisors. The panel will expect you to reflect on your application in detail and discuss further your possible research, methodological, theoretical and professional interests as they relate to the EdD.

Before you start the course you will be given some initial support and guidance by the EdD team on writing a short account of your professional experience and learning to date which will be taken forward and used as reflective input for the first module.

**On course – gaining and maintaining momentum towards your Thesis**

The pedagogical emphasis on the course from the outset is on developing links between theory and professional practise through a process of reflective and reflexive learning. Furthermore, the work undertaken around the assignments for the modules is formulated as a means of engaging with the necessary research skills, ideas and practices that will enable you to move forward towards the production of your EdD Thesis. Therefore, on the course as you work towards your Thesis your doctoral learning will consist of the following:

- Create and interpret new knowledge through research of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
- Systematically acquire and reflect upon a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
- 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;
- Have a detailed understanding of applicable techniques for research and advanced academic enquiry.

**After the course - employability**

After you've completed this course, you 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 your ideas and conclusions clearly and effectively to specialist and non-specialist audiences.

You will also be in a position to continue to undertake theoretical and/or applied research and development work at an advanced level, contributing substantially to new techniques, ideas and approaches in your area of professional interest.

The course will also give you the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex, demanding and often unpredictable situations, in professional or equivalent educational environments.

## Section Two

This section addresses the key regulatory and quality assurance requirements for validation. The programme learning map tracks the programme level learning outcomes, credit structure and (where appropriate) KIS data, assessment and feedback scope and forms, module delivery mode and module learning outcomes, and any exit awards that are possible from the programme

| Level 8 Core Modules         | Critical Perspectives 1:<br>Contexts, Policy & Practice   | Critical Perspectives 2:<br>Current debates and controversies in<br>educational research                                      | Pilot Enquiry<br>(or plugging theory in to practice)  |
|------------------------------|---|---|---|
| Credit level (ECTS value)    | Not Applicable  | Not Applicable  | Not Applicable  |
| Study Time (%) S/GI/PL       | 10/90/0   | 10/90/0   | 5/95/0  |
| Assessment method            | Position Paper and Individual Presentation  | Palette   | Paper and Poster Presentation   |
| Assessment scope             | 5000 – 6000 words (Paper)<br>10 minute presentation and 10 minute<br>discussion – total 20 minutes (Presentation)   | Choice of option from palette<br>5000 – 6000 words equivalent   | 5000 – 6000 words (Paper)   |
| Assessment week              | 2 <sup>nd</sup> week in January   | 1 <sup>st</sup> week in June  | 2 <sup>nd</sup> week in May   |
| Feedback scope               | 20 working days following submission  | 20 working days following submission  | 20 working days following submission  |
| Delivery mode                | Standard Blended  | Standard Blended  | Standard Blended  |
| Learning Outcomes            | 1 Develop a critical understanding of the contexts within which professional practice is situated.  | 1 Engage with current debates and controversies in educational research.  | 1 Justify an area of study related to practice and demonstrate a detailed understanding of research techniques and advanced academic enquiry.   |
|                              | 2 Develop a critical understanding of the contexts of, and the implications for, participants' own professional practice.   | 2 Develop an understanding of the contested nature of educational research.   | 2 Synthesise underpinning theoretical frameworks, critique existing theory and make informed judgements about complex issues in specialist fields.  |
|                              | 3 Develop an understanding of the drivers of educational change, the nature of processes of change, and the roles and responses of various actors in the change process, in relevant historical contexts and in relation to possible future developments. | 3 Develop a wider understanding of the theoretical, methodological and ethical issues that underpin all educational research. | 3 Demonstrate a critical understanding of ethics in educational research and how they pertain in a particular example.  |
|                              | 4 Develop a critical understanding of relevant theoretical perspectives and bodies of evidence and an ability to bring them to bear on the contexts of professional practice, including their own.  | 4 Demonstrate a critical understanding of how to apply research methods in practice.  | 4 Engage in the advanced academic enquiry and demonstrate a detailed and reflexive understanding of approaches to analysing data, theory building and validation of researching findings. |
|                              |   |   |   |
| Programme Aim Links          | 1x□ 2x□ 3x□ 4x□ 5x□   | 1x□ 2x□ 3x□ 4x□ 5x□   | 1x□ 2x□ 3x□ 4x□ 5x□   |
| Linked PSRB (if appropriate) | NFBS Code N/A   | NFBS Code N/A   | NFBS Code N/A   |

| <b>Level 8 Programme</b>  |   |  |   |               |
|---|---|--|---|---------------|
| Entry Requirements and pre-requisites, co-requisites & exclusions   | Accreditation of Prior Experience or Learning (APEL)  | Study Time Breakdown   |   | Exit award(s) |
| Undergraduate Degree<br>Evidence of substantial professional practice<br>Evidence of written work at Level 7<br>Pre-course interview with discussion of proposed area of research interest. | APEL for module stage only: <ul style="list-style-type: none"> <li>• Critical Perspectives 1</li> <li>• Critical Perspectives 2</li> <li>• Pilot enquiry</li> </ul> | <b>Scheduled</b> learning and teaching activities (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | 20%   | EdD           |
|   |   | <b>Guided Independent</b> learning (including non-time constrained blended tasks & reading and assessment preparation)                           | 80%   |               |
|   |   | <b>Placement</b> (including external activity and study abroad)  | 0%  |               |
|   |   | <b>Impact of options</b> (indicate if/how optional choices will have a significant impact)   | Choice of research area will require production of Thesis of 50,000 words |               |

