

Programme Specification for Programme Leading to: Doctor of Education (EdD)

Applicable for all postgraduate students starting on or after 1st September 2020

Version No.	Date	Notes – QA USE ONLY	QA
1	July 2020	New Programme Specification created for 2020/21	BR

Professional Doctoral Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	CBASS/Education
4. Contributing college/department/division/associated institution	N/A
5. Programme accredited by	Brunel University London
6. Final award(s) and FHEQ Level of Award	Doctor of Education FHEQ Level 8
7. Programme title	Doctor of Education (EdD)
8. Programme type (Single honours/ joint/ major minor)	N/A
9. Minimum period of registration	48 months (in line with Senate regulation 5)
9a. Expected submission	60 months
10. Maximum period of registration	96 months (in line with Senate regulation 5)
11. Start date	October and January (we will only need a January intake if we don't fill in October)
12. Modes of study	Part-Time Only
13. Modes of delivery	Face to face lectures and seminars; action learning sets; blended learning; supported independent research and study; individual supervision
14. Intermediate awards and titles and FHEQ Level of Award	N/A
15. UCAS Code	N/A
16. JACS Code	X300
17. Route Code	tbc
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	<p>Relevant External Benchmark statements:</p> <ul style="list-style-type: none"> • QAA UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards • Level 8 descriptor, The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, QAA, (2008:23-24) • QAA Subject Benchmark Statement (Education) <p>Relevant Internal Benchmark statements: Brunel 2030</p>

19. Admission Requirements	Details of PGR entry requirements are provided on the University's website: http://www.brunel.ac.uk/research/research-degrees-at-brunel/entry-requirements
20. Other relevant information (e.g. study abroad, additional information on placements)	DBS will be required by those students who conduct their research in school or other settings with children and young people. In addition, a declaration has to be made by the students in line with the Childcare Act for those researching with children under the age of 8. This programme will need to make adjustments to these requirements in line with national policy change.
21. Programme regulations not specified in Senate Regulation 5. Any departure from regulations specified in Senate Regulation 5 must be stated here and approved by Senate.	N/A
22. Further information about the programme is available from the College website.	Link to programme information on the College website

23. EDUCATIONAL AIMS OF THE PROGRAMME

Aims

The EdD programme is designed to equip students with skills in educational research and scholarship that enables each student to produce an original piece of practice-based educational research of doctoral standard. This means that every graduate from the programme, by the time they have graduated, will have produced a thesis, elements of which, at least, will be of publishable standard in good quality peer reviewed journals. Furthermore, the work will have real value for addressing a practical educational problem. This approach means that graduates will emerge from the programme with advanced research skills that complement their existing professional expertise.

The main aims of this programme are to enable students to:

1. develop research skills and knowledge relevant to the study of educational practice
2. reflect critically on their own professional practice
3. read, interpret, evaluate, conduct and disseminate research that is relevant to and has the potential to impact on their professional development and workplace practice
4. undertake doctoral level research and meet the requirements of rigour and originality

These aims map to the FHEQ Level 8 as students demonstrate:

- 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 (Aims 1, 2, 3 & 4)
- 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 or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems (Aims 1, 2, 3 & 4)
- a detailed understanding of applicable techniques for research and advanced academic enquiry (Aims 1, 2 3 & 4)

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 (Aims 1, 2 3 & 4)

And holders 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 (Aims 1, 2 3 & 4)

24. PROGRAMME LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

The Applied Research Training (ART) taught component of this programme is divided into the following study blocks.

Study Block codes, titles and study credits

ED670x Improving education and enhancing educational professionalism (25 study credits)

ED670x Making sense of education: Theory, history, and policy (25 study credits)

ED670x Making sense of educational and social research (25 study credits)

ED670x Close-to-practice research: Design, skills and judgement (25 study credits)

Study blocks **highlighted in bold** below are the principle blocks associated with each learning outcome – normal font has been used to identify other study blocks also associated with the learning outcomes:

Learning Outcome	Associated Study Block	Assessed through
Knowledge and Understanding On successful completion of the EdD students will have developed:		
thorough and critical understanding of professionalism, the professional context of education and their own professional role and work	Improving education and enhancing educational professionalism Making sense of education: Theory, history and policy	Thesis Viva Voce
critical insight into the value of a range of methodologies and tools for educational research	Making sense of educational and social research Close-to-practice research: Design, skills and judgement	
knowledge, skills and understanding in methods of enquiry and approaches to collecting and analysing data	Making sense of educational and social research Close-to-practice research: Design, skills and judgement	
a critical, theoretical knowledge and understanding of the relationship between different epistemological and methodological positions and the form of research	Making sense of educational and social research Close-to-practice research: Design, skills and judgement	
a critical understanding of the evaluation, design and conduct of work-place based and other forms of research	Making sense of educational and social research Close-to-practice research: Design, skills and judgement	
the ability to participate in wider academic and professional communities and thus enlarge their experience and enhance their professionalism	Improving education and enhancing educational professionalism Making sense of education: Theory, history and policy Making sense of educational and social research	
an understanding of the complex inter relationship between academic and professional knowledge and the importance of the integration of academic and practical knowledge in education	Making sense of education: Theory, history and policy Close-to-practice research: Design, skills and judgement	

Cognitive and research skills On successful completion of the EdD students will be able to:		
apply the skills and knowledge acquired to the conduct of workplace-based research that has a demonstrable impact on professional practice	Close-to-practice research: Design, skills and judgement	Thesis Viva Voce
reflect rigorously on their own professional practice	Improving education and enhancing educational professionalism Making sense of education: Theory, history and policy Making sense of educational and social research	
carry out a rigorous extended piece of original research which makes a clear contribution to academic knowledge and/or professional practice and meets standards of a doctorate	Close-to-practice research: Design, skills and judgement	
enhance their own and their colleagues' professional development and practice explore and critique methods of enquiry related to their own written assignments	Improving education and enhancing educational professionalism	
explore and critique methods of enquiry related to their own written assignments	Making sense of educational and social research	
develop critical readings of literature and research in the field, and reflect critically on their own work and the work of others in the field	Improving education and enhancing educational professionalism Making sense of education: Theory, history and policy	
analyse and synthesise ideas and readings in order to develop arguments in text and progress understanding of the field	Improving education and enhancing educational professionalism Making sense of education: Theory, history and policy	
relate the theories and ideas of others to understandings and analyses of their own professional practice and develop their own theories and ideas	Improving education and enhancing educational professionalism Making sense of education: Theory, history and policy Close-to-practice research: Design, skills and judgement	

Generic skills On successful completion of the EdD students will be able to:		
engage critically with a range of forms of research and academic and professional writing	All study blocks	Thesis Viva Voce
work effectively with others in the development of ideas and research strategies	All study blocks	
communicate effectively both in oral and written mode	All study blocks	
identify relevant audiences and disseminate their research effectively	All study blocks	
engage with political, ethical and legal issues in the design, conduct and dissemination of research	All study blocks	
interact productively in team work and small group activities	All study blocks	

Learning/teaching strategies and methods to enable learning outcomes to be achieved

Pedagogical Approaches

Since students on this programme are experienced educational practitioners, it is acknowledged they bring considerable professional knowledge and expertise to the programme. This means programme staff will employ a dialogic approach in their teaching which values students' existing knowledge and facilitates the synthesis of this knowledge with cutting edge research scholarship and research skills.

Formal group teaching in relation to the Applied Research Training (ART) taught component takes place in a series of weekend study schools, during which time students will participate within group activities (including lectures and seminars) that involve tutor and student led activities. Online resources will be used to support students between face-to-face sessions and students will be expected to engage in set preliminary reading and writing tasks for the weekend study schools and other forms of preparation including the development of presentations and carrying out research tasks.

Specific teaching and learning strategies that enable students to achieve the learning outcomes incorporate:

- Formal lectures/invited keynote speakers
- Research led teaching
- Active learning/listening
- Focused seminars/workshops
- Individual and group presentations
- Research based tasks
- Group discussion/debate
- Video analysis
- Self/peer review and on-going formative assessment
- Critical thinking and reflexivity
- Critical policy analysis
- Working with data
- Preliminary reading and writing tasks
- Independent study
- Self study
- Close-to-practice research
- Web based and Online resources/research tasks
- Contextual analysis
- Literature review
- Professional contextualised study (researching their own professional practice)
- Regular focused feedback and supervision
- Target/goal setting with key milestones
- Research proposal
- 3-D Researcher Development Tool
- Brunel Research Ethics Online (BREO) application
- Annual progress review
- Participation in annual conferences
- Mock viva voce

Progression

Progression through the Doctor of Education (EdD) programme has been adapted from the Code of Practice for Research Degrees, to take account of the distinctive nature of the ART taught component in years 1 and 2 and the cohort model underpinning the programme. As outlined above, the learning outcomes will be assessed through the Thesis and Viva

Voce. The table below specifies progression process for students registered for a part-time Doctor of Education award. The details of the process will be included in the programme handbook.

Month	Event	Who	Purpose	Documentation Required
1 (4 weeks from start date)	Progression Review	Supervisory Team	Meeting with Supervisory Team to ensure student is engaging with their studies	Preliminary research ideas Supervisory record
6	Formal Meeting with Supervisory Team	Supervisory Team	Discuss progress against programme expectations and activities; identify issues of concern; discuss learning needs and aspirations	Literature Review Initial Plan Supervisory records
12	Formal Meeting with Supervisory Team	Supervisory Team	Discuss progress against programme expectations and activities; identify issues of concern; discuss learning needs and aspirations	Literature Review (2,500 words) Supervisory records
18	Formal Meeting with Supervisory Team	Supervisory Team	Discuss progress against programme expectations and activities; identify issues of concern; discuss learning needs and aspirations	Professional Contextualised Study (PCS) Plan Supervisory records
24	Progression Review	Progression Panel	Determine suitability to continue to thesis	Professional Contextualised Study (PCS) (10,000-12,000 words) Supervisory records 3-D Researcher Development tool
30	Formal Meeting with Supervisory Team	Supervisory Team	Discuss progress against programme expectations and activities; identify issues of concern; discuss learning needs and aspirations	Completed Research Integrity Module Supervisory records
36	Annual Review	Progression Panel	Formal check of progress against expected submission date Confirm EdDoc registration	Research plan BREQ application Supervisory records 3-D Researcher Development tool update
48	Annual Review	Progression Panel	Formal check of progress against expected submission date Confirm EdDoc registration	Draft thesis chapters Supervisory records 3-D Researcher Development tool update
54	Formal Meeting with Supervisory Team	Supervisory Team	Discuss progress for submission Confirm EdDoc registration	Draft thesis chapters Supervisory records
60	Expected Submission			
72	Annual Review	Progression Panel	Formal check of progress against submission before registration lapses	Draft thesis chapters
84	Annual Review	Progression Panel	Formal check of progress against submission before registration lapses	Draft thesis chapters

90	Formal Meeting with Supervisory Team	Supervisory Team	Formal check of progress against submission before registration lapses	Draft thesis chapters
96	Maximum Period of Registration			

25. Programme Structure and Content

Programme Structure

Each student will be a member of a cohort comprising a maximum of 10 students who will be recruited at the same point and will follow the entire course at the same pace. This cohort model is intended to facilitate a sense of group identity and create opportunities for peer assisted active/cooperative learning and collaborative study.

There will be six weekend study schools (Friday afternoon to Saturday afternoon) in the first and second years of the programme (two per term) with the number reducing to three per year for years 3, 4 and 5. The reduction in number reflects the shift in emphasis towards an increasingly individualised approach to student learning through a growing emphasis on individual/personalised supervision as students focus on their respective theses from Year 3.

During the first two years, weekend study schools will be divided between taught group sessions (96 hours) and individual mentoring/supervision (24 hours). Annual Summer* schools for each year will be organised over four days and incorporate half day and evening activities.

* Note: In the event a cohort begins in January each reference to Summer school will be replaced by reference to Winter school.

Indicative Content

The table below shows the indicative content of the Applied Research Training for students in Years 1 and 2 as well as Summer Schools 1 and 2. Section 24 identifies each of the 4 study blocks this content can be mapped against.

Applied Research Training – Indicative Content			
Year 1			
Term 1	Term 2	Term 3	
Weekend 1 Induction to the programme and to the university (1A) The (recent) history of educational improvement in the UK and abroad, particularly from the perspective of policy (including standards-based improvement; inspection and improvement; measurement, curriculum reform, learning outcomes; league tables)	Weekend 3 (1C) The literature on professions, professionalism and professionalism, and its relevance for education (including conceptions and definitions of professions, professionalism and professionalism; teacher professionalism; teacher agency; teacher autonomy) Enhancing professionalism (including the role of teachers, of research, of policy; the role of accountability)	Weekend 5 (2B) The history and development of education as a scholarly and academic endeavour, in the UK and elsewhere The history of education (with a particular focus on the history of school education and educational reform)	
Weekend 2 (1B) The possible contributions of research to educational improvement (including action research; school effectiveness and improvement; teacher judgement; teacher activism)	Weekend 4 (2A) Theories of education (with a particular focus on how educational theories and forms of theorising differ from theories and theorising in other practical fields and academic disciplines)	Weekend 6 (2C) Trends in education policy in the UK and elsewhere (including critical analysis of political dimensions of education policy and how such policy helps or hinders educational practice and educational professionalism)	
Summer School 1			

Students to bring draft paper and presentation for working on – Day 3 organised as a student conference to include:

- Presentation of literature review based paper on the topics of the Year 1 study blocks from the perspective of their own emerging research interests to their peers
- Invited keynote speaker

Planning day – introduce requirements of Professional Contextualised Study (PCS) and begin to plan for Year 2
Evaluation and celebration of achievements

Year 2

Term 1	Term 2	Term 3
Weekend 1 (3A) The development of the social sciences and the interrelationships between science, social science and educational practice	Weekend 3 (3C) Normative and moral dimensions of social and educational research	Weekend 5 (4B) Main approaches and designs of close-to-practice research (including action research, evaluation research, case study and ethnography) Principles of research design Data collection, data analysis and data interpretation in close-to-practice research
Weekend 2 (3B) The history of educational research and its status among the social and behavioural sciences	Weekend 4 (4A) Understanding different approaches to research in education (including the difference between explanatory, interpretative and critical research)	Weekend 6 (4C) Improvement of practice and the role of research Values, ethics and politics of close-to-practice research

Summer School 2

Students to bring draft paper and presentation for working on – Day 3 organised as a student conference to include:

- Presentation of Professional Contextualised Study – based upon a critical analysis/case study (not a pilot study on empirical research) of their own practice from social, historical, political and theoretical perspectives to their peers
- Invited keynote speaker on the topic of Ethics in Educational Research

Planning day – introduce the Research Integrity module, requirements of the Brunel Research Ethics Online (BREO) application process and the 3D Researcher Development Plan - begin to plan for Year 3
Evaluation and celebration of achievements

Years 3, 4 and 5 will be devoted to the Thesis and specifically includes:

Year 3

- Final draft of doctoral research proposal (end of Term 1)
- Achievement of ethical approval
- Completion of further draft literature review and methodology chapter
- Commencement of data collection
- 3 weekend study schools
- Summer school 3
- Progression Board 3

Year 4

- Work on thesis
- 3 weekend study schools
- Summer school 4
- Progression Board 4

Year 5

- Complete writing up of thesis
- 2 weekend study schools
- Summer school 5 (Viva voce preparation)

Supervision

Every EdD student will have a supervisory team assigned at the start of their registration. During the first two years of study (the ART taught component) their role will be to guide and mentor students (since they do not necessarily join the programme with a pre-determined idea of their proposed research topic) toward successful completion of their Professional Contextualised Study and then they will supervise the research for the thesis from Year 3 onward. EdD Principal Supervisors have particular expertise in the student's thesis topic and chosen research methods. Second Supervisors will have expertise in the student's topic and/or chosen research methods. The division of labour between the Principal and Second Supervisor is determined by the particular needs of the student. Whilst the Principal and Second Supervisors focus on students' research and the development of the thesis, the Research Development Advisors' role is to provide broader support for the students' career development as a researcher.

Individual supervision meetings will take place during study schools and at other times determined by mutual arrangement between student and supervisors. It is normally expected that part time EdD PGR students should meet for a formally recorded meeting with their supervisor(s) at least once every six to eight weeks. Each student is required to meet with the entire supervisory team at least once per term.

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the study block outlines and other programme and study block information. The accuracy of the information contained in this document is reviewed by the University from time to time.