Doctorate in Education (part-time) **UCAS code:**
For students entering Part 1 in 2013/4

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	6 years
Date of specification:	04/Dec/2013
Programme Director:	
Programme Advisor:	
Board of Studies:	
Accreditation:	N/A

Summary of programme aims
The programme aims to develop students' research skills by increasing knowledge and understanding about the nature and application of research, in terms of how we think about knowledge and then by applying this knowledge to the work context. By providing a detailed understanding of research techniques and enabling students to relate theoretical concepts to the professional field, the programme aims to enable students to critically reflect on their professional contexts as well as explore and understand the research and values that inform practice. The research thesis element of the programme enables students to apply the knowledge and skills acquired in Part A through an independent empirical investigation. The research thesis allows students to demonstrate their research competencies via independent and original research which contributes to individual's professional practice and knowledge. A key feature of this programme is it is sufficiently flexible to cater for the varying needs of students and is designed to appeal to a variety of professionals employed within the caring professions.

Transferable skills
During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. In following this programme, students will have had the opportunity to develop such skills, in particular relating to and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.
Students will further develop the following transferable skills at an appropriate level:
- Oral and written communication skills
- Ability to use a range of learning resources including research articles, the internet etc.
- Ability to undertake research tasks independently.
- >Ability to use information and data to make decisions.
- Work independently
- Manage time and prioritise tasks

Programme content
Fundamental to the teaching of this programme is the need to equip students with the necessary skills to carry out a significant piece of empirical research in Part B of the 2 programme. In addition, a need to reflect the real life work contexts and practices of professionals as well as the link with research to these also underpins the rationale for the content of this programme. In Part A, one core double module [EDM156] introduces students to the philosophy of research, research design, methods of data collection and techniques of data analysis as well as the ethics of research. A further two core modules are taken that provide students with a theoretical underpinning to research issues in relation to areas relevant to students' professional lives. Students then select one further option. All modules are designed to contribute to the development of practice in a professional context as well as equipping students with the skills and knowledge to carry out a substantial piece of original research in this area. Part A of the programme places a strong emphasis on the development of research skills, critical reflection as well as the link between research and practice. All students follow Part A and must then choose an area of research, connected to their professional background, in Part B.

Mod Code	Module Title	Credits	Level
Part A (200 Credits)			
Compulsory:			
EDM156	Research Methods Part A and B	80	7
EDM140	Professionalism and an Ethic of Care	40	7
Two of the following options:			

EDM139	Children and Social Inclusion	40	7
EDM141	Developing Expertise in Teaching	40	7
EDM142	Professional Autobiography	40	7
EDM143	The Arts, Gender and Identity	40	7
Part B			
	Research Thesis		8

Progression requirements

Normally students must successfully complete Part A of the programme with an average of 60% before progressing to Part B. However should a student fail a module they may, at the discretion of the Programme Director, still be permitted to progress on to the thesis if this begins within the three months re-submission time-frame (see below). Should a student fail, they will not be permitted to continue with Part B of the programme. Progression through Part B of the programme will be in line with the Code of Practice for Research students.

Assessment and classification

The programme will be delivered in the Institute of Education at the University of Reading and will involve teaching and supervision over three/four weekends per academic year; one 3 weekend a term for two years. As a blended learning programme, it is designed to be flexible, with part of the taught component delivered through lectures and part delivered via the virtual learning environment (Blackboard). Part B of the programme will involve one to one supervision at regular intervals during each subsequent academic year.

Part A

All modules must be passed. In circumstances where a student decides not to progress on the Part B, it may be possible for a student who has successfully completed 200 credits at level 7 to be awarded an MRes in Education. Only a Pass will be awarded.

Part B

The thesis element of the programme will be examined in accordance with the Code of Practice for Research Students, the Guide for Examiners for Higher Degrees by Research and Rules for the Submission of Theses for Higher Degrees by Research.

The 45,000-50,000 word thesis is required to make a distinct contribution to knowledge/profession, to be original and demonstrate an ability to relate to the existing body of research with in the professional context of the student.

Reassessment arrangements: A student is allowed a maximum of one formal re-submissions per module during the course of Part A. Resubmission is negotiated to be no longer than three calendar months from the notification of failure for Part A. For Part B, either three or twelve calendar months respectively will be allowed for minor or major amendments.

Admission requirements

Entrants to this programme are normally required to have obtained a Masters degree, or be close to completing a Masters, as well as having at least three years professional experience. Entrants who begin the programme while awaiting confirmation of a Masters result will be provisionally registered, subject to meeting the conditions of their offer. Candidates without a Masters qualification but with a relevant professional qualification and/or significant working experience may be considered at the discretion of the Admissions Tutor A 500 word statement outlining why a student would like to undertake an Educational Doctorate and how the programme fits with future career plans is also required.

Admissions Tutor: Carol Fuller

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student

guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

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Career learning

Career prospects
It is envisaged that this course will greatly enhance the career prospects of graduates at what ever level. For those employed within the caring professions, it will improve their prospects for promotion to leadership roles or teaching in their area.

Opportunities for study abroad
Students will be encouraged to attend national and international conferences.

Placement opportunities

Programme Outcomes

<p align="center">Knowledge and Understanding</p>

A. Knowledge and understanding of:	**Teaching/learning methods and strategies**
1. Research methods and research design 2. Project planning and management 3. Relevant professional issues 4. Ethical issues in research 5. A substantial body of knowledge	Reflection on course materials, readings and research, achieved through written assignments, seminar and on-line wiki discussion forums Research project assignments Face to face teaching and supervision The research thesis will demonstrate all of these *Assessment* Assessment through assignments and research thesis

<p align="center">Skills and other attributes</p>

B. Intellectual skills - *able to:*	**Teaching/learning methods and strategies**

1. Critically reflect on and make informed judgements of concepts, arguments and data to draw conclusions
2. Present complex ideas and arguments in both oral and written form
3. Analyse data and draw conclusions
4. Make links between theory and practice
5. Carry out research using an appropriate research design and method of data collection

Activities based on course materials and related readings .These will include directed and independent reading, group presentations and written and independent research for assignments. As well as the use of on-line discussion forums such as Wikis

The research thesis will provide an opportunity to demonstrate all the skills.

Assessment
Formal assessment of assignments and mini-research project based on the criteria stated in the Programme Content.
The research thesis

C. Practical skills - *able to:*

1. Use a range of software and data analysis techniques to analyse data.
2. Design and manage a research project.
3. Access a range of literature and data using IT skills.
4. Communicate ideas and research findings to a range of audiences.

Teaching/learning methods and strategies

Hands on practical exercises and workshops
Assignment preparation
Presentations

Assessment
Assignments will report the results of practical activities

D. Transferable skills - *able to:*

1. Manage, monitor and reflect on own learning to improve practice.
2. Communicate complex or contentious information clearly and effectively orally and in writing to specialist and non-specialist audiences.
3. Research independently and self-critically.
4. Plan and manage research projects competently and independently.
5. Use a full range of information to make informed decisions.
6. Contribute to professional development

Teaching/learning methods and strategies

Assignment, including a research proposal. Discussions with teaching staff, supervisor and peers, both formally and informally. Ability to search for and select a range of research and data, using the library and on-line resources, government documents etc.

Assessment
Assignments
Literature review
Thesis
Viva voce

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 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 of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.