

Doctorate in Education (part-time)
For students entering in 2017/8

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Programme length:	72 months
Date of specification:	04/Sep/2017
	Advanced Taught Board for Part A, School
Research Committee for Part B	

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

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 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 double module [EDM169] 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 three modules are taken that provide students with a theoretical underpinning to research issues in relation to areas relevant to students' professional lives. 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.

Code	Title	Credits	Level
Part A (150 Credits)			
Compulsory:			
EDM169	Research Methods Part A and B	60	7
EDM170	Professionalism and an Ethic of Care	30	7
EDM173	Educational Leadership and Management	30	7
EDM179	Theory of Education	30	7
Part B			
	Research Thesis		8

Part-time or modular arrangements

The Doctorate in Education is a part-time programme. The programme is designed to be completed in a minimum of four years and a maximum of six. The average time taken to complete the programme is anticipated

to be five years. Normally students are expected to complete Part A in 2 years and Part B in 3 years, although students may complete in between 4 (normally 2 years each for Parts A and B) and 6 (normally 2 years for Part A and 4 years for Part B) years.

Progression requirements

The progression requirements to continue to Part B of the programme are that students must successfully complete Part A of the programme with a weighted average of at least 60% and pass all modules (pass mark 50%) taken in Part A. Students will be permitted to resit failed modules only. Normally students must successfully complete Part A before progressing to Part B. Exceptionally, should a student fail their final Part A modules, 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 to meet the progression requirements, 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.

Summary of Teaching and Assessment

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. In addition, students will have the option to attend a one day event, once a year, which will focus on professional development.

Part A

A Postgraduate Diploma (PGDip) in Education is available as an exit award to qualifying students. To pass the Postgraduate Diploma students must gain an overall average of 50 or more over 120 credits. In addition, the total credit value of all modules marked below 40 must not exceed 30 credits and of all modules marked below 50 must not exceed 55 credits. 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 50,000 word thesis (guideline length) 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-submission 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

In addition, all applicants must submit:

- A 500 word statement outlining why they would like to undertake an Educational Doctorate and how the programme fits with future career plans
- A research proposal of no more than 1000 words.

Admissions Tutor: Dr Alan Floyd

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, In-sessional English Support Programme, the Study Advice and Mathematics Support teams and IT Services. 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 the Support Centres. If a student has a general enquiry and is unsure where to seek help, they should visit their Support Centre. There are five Support Centres across the University, including one based at the London Road Campus. The Support Centre will be able to advise on matters such as extenuating circumstances, module selection, suspensions, withdrawals, timetable queries and transferring programme. The Support Centre will also be able to signpost students to Carrington building where other University services related to disability, financial support, counselling and wellbeing, accommodation and careers can be found. More information on what student services are available can be found here: <http://student.reading.ac.uk/essentials>.

There are laboratory facilities on both the London Road and Whiteknights campuses. A wide range of teaching materials are housed in teaching and resource rooms. Student guidance and welfare support is provided by Programme Directors, Programme Advisors, the Senior Tutor the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Arrangements for Feedback

Students will receive formal formative feedback on each of their assignments, delivered via the VLE and, more informally, though one-to-one tutorials.

Student feedback will be sought formally at the end of every module, via an anonymous on-line survey and students will also have the opportunity to offer informal feedback via on-line blogging on the VLE.

Feedback is considered key to achieving the aims of this programme.

Career prospects

It is envisaged that this programme will greatly enhance the career prospects of graduates at whatever 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 or for placements

Students will be encouraged to attend national and international conferences.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

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

Teaching/learning methods and strategies

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

Skills and other attributes

B. Intellectual skills - able to:

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

Teaching/learning methods and strategies

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.