UNIVERSITY OF WOLVERHAMPTON

Course Specification

Published Date:	15-Sep-2020
Produced By:	Laura Clode
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Education		
Course Code(s):	ED038V31UV	Part-time	4 Years
Course Title:	Professional Doctorate in Education (Educational Enquiry)		
Hierarchy of Awards:	Doctorate in Education Educational Enquiry Higher Masters in Education Research PG Credit Educational Enquiry		
Language of Study:	English		
Date of DAG approval:	01/Jun/2017		
Last Review:	2015/6		
Course Specification valid from:	2012/3		
Course Specification valid to:	2021/2		

Academic Staff

Course Leader:	Dr Brendan Bartram
Head of Department:	Dr Michael Jopling

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

To enter the Doctorate in Education you must have Master's qualification in education or a closely related field, plus at least three years teaching experience or other work in support of student learning.

All doctorate degree applicants will be expected to be currently engaged in, or have suitable access to, an appropriate field of practice in an educational setting that can be used for the purposes of Doctor of Education training. It will be each participant's responsibility to maintain access to a working environment to allow progression through the Doctorate in Education programme

Distinctive Features of the Course:

The presentation of the taught modules are now well practiced by experienced members of staff. These modules have been well evaluated and the proposed programme has been enhanced through use of evaluative feedback from 7 cohorts of students. Participants on the course, including staff of the University, have reported that the taught sessions are stimulating, immensely useful, interesting and even exciting. The end of module evaluations have usually been very positive and commented very favourably on the materials, organisation and delivery of the programme.

External Examiners (2) have commented favourably on the programme at each Examination Board. Minor points raised have been supportive and on this advice some aspects of the programme have been strengthened (the use of academic advisers and marking processes).

The Digital Portfolio extends and enhances blended learning to provide an ongoing space for critical reflection, skills development, collaborative learning, professional networking and development.

Internally University benefits have included enhanced cross - School working. This has been achieved both through the mix of participants on the programme and the delivery of the taught modules. More significantly it has been achieved in the Thesis stage due to the use of a wide range of colleagues for supervision.

The research capacity of the School and the University has been significantly enhanced through the programme.

A further feature of the programme to date is the development opportunities provided for staff involved in the delivery of the programme and the supervision of doctoral students at the thesis stage. At present there are four core module leaders and over 40 supervisors. The process of qualifying as a supervisor and continuing development is building the capacity of the School and University as a whole to support doctoral study.

Educational Aims of the Course:

The aims are for participants to :

1. engage in applied professional development that enhances practice;
2. develop original knowledge about professional practice through application of appropriate educational

    research methods;

3. contribute to evidence-based practice in their profession.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Part Time	£3200.00

PSRB:

None

Course Structure:

September (Part-time)

Year 1

Module	Title	Credits	Period	Type
8ED001	Reflective Development (Digital portfolio)	60	CRYRA	Core
8ED002	Advanced Educational Research	60	CRYRA	Core

September (Part-time)

Year 2

Module	Title	Credits	Period	Type
8ED003	Implementing Educational Enquiry	60	CRYRA	Core

September (Part-time)

Year 3

Module	Title	Credits	Period	Type
8ED004	Doctoral Thesis	180	CRYRA	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

None

Reference Points:

QAA Doctoral Degree Characteristics. September 2011. Available at http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Doctoral_Characteristics.pdf

Fell, T., Flint, K. & Haines, Ian (2011) Professional Doctorates in the UK 2011. UK council for Graduate Education. Further information available at www.ukcge.ac.uk

The National Network of Ed D directors. Available at http://sites.google.com/site/eddnatnet/

BERA Ethical Guidelines. Available at http://www.bera.ac.uk/publications/guidelines/.

Framework for Higher Education Qualifications. Available at http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp

Learning Outcomes:

Higher Masters Course Learning Outcome 1 (HMACLO1)

Demonstrate a detailed understanding of research techniques and advanced academic enquiry.

Higher Masters Course Learning Outcome 2 (HMACLO2)

Develop personal and professional skills, fostering reflective practice and the ability to manage complex problems in practice.

Higher Masters Course Learning Outcome 3 (HMACLO3)

Demonstrate robust and rigorous engagement with opportunities for inter-professional shared learning and a critical understanding of processes and theories to initiate and support change in professional practice.

Higher Masters Course Learning Outcome 4 (HMACLO4)

Search for, discover, access, retrieve, sift, interpret, analyse, evaluate, manage, conserve and communicate an ever-increasing volume of knowledge from a range of sources

Higher Masters Course Learning Outcome 5 (HMACLO5)

The systematic acquisition and understanding of a substantial body of knowledge at the forefront of an academic discipline and / or an area of professional practice.

Higher Masters Course Learning Outcome 6 (HMACLO6)

Develop increased capacity for originality, constructive critique and analysis and demonstrate, through advanced scholarship, an original contribution to practice and / or academic knowledge.

Doctorate Course Learning Outcome 1 (DOCCLO1)

Demonstrate how philosophy and approach can shape enquiry and influence outcomes in educational research.

Doctorate Course Learning Outcome 2 (DOCCLO2)

Select and apply appropriate educational research approaches and tools to enquire into professional practice.

Doctorate Course Learning Outcome 3 (DOCCLO3)

Critically scrutinise and appraise educational research in relation to professional practice.

Doctorate Course Learning Outcome 4 (DOCCLO4)

Demonstrate an appreciation of the importance of piloting to inform a substantial research project.

Doctorate Course Learning Outcome 5 (DOCCLO5)

Reflect, be reflexive and apply reflectivity to enhance and develop professional practice.

Doctorate Course Learning Outcome 6 (DOCCLO6)

Apply appropriate digital tools to record, analyse and write about development of professional practice.

Overview of Assessment:

Module	Title	Course Learning Outcomes
8ED001	Reflective Development (Digital portfolio)	DOCCLO2, DOCCLO3, DOCCLO4, DOCCLO6, HMACLO2, HMACLO3, HMACLO4, HMACLO6
8ED002	Advanced Educational Research	DOCCLO1, DOCCLO4, DOCCLO5, DOCCLO6, HMACLO4, HMACLO5, HMACLO6
8ED003	Implementing Educational Enquiry	DOCCLO1, DOCCLO3, DOCCLO4, DOCCLO5, HMACLO3, HMACLO4, HMACLO5
8ED004	Doctoral Thesis	DOCCLO1, DOCCLO2, DOCCLO3, DOCCLO4, DOCCLO5, DOCCLO6

Teaching, Learning and Assessment:

There will be a variety of learning activities which will include:

Research seminars, lectures, interactive group discussions, presentations (guest speakers and PGRs), writing tasks, preparatory reading, etc.

Blended learning activities will support skills development and progress monitoring in the form of a Digital Portfolio which connects module content to online and social media activities (see section 11).

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

The VLE topics provide articles, exemplar assignments, examples of assignments in-progress, opportunity for students to engage in a discussion forum. The Digital Portfolio enhances and extends blending learning so that all module content is connected to online / social media exchange and reflection.

Employability in the Curriculum:

Participation on this programme will enhance professional practice and expertise of all candidates. Successful graduates would be expected to take a leading roles in developing excellence in management, learning, teaching, student development, advisory work in their own work place institutions as appropriate.

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