

Course Specification

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Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Education		
Course Code(s):	ED094V31UW	Part-time	5 Years
Course Title:	Professional Doctorate in Education		
Hierarchy of Awards:	Doctorate in Education Professional Doctorate in Education Master of Arts Education Postgraduate Diploma Education Postgraduate Certificate Professional Learning in Education University Statement of Credit University statement of credit		
Language of Study:	English		
Date of DAG approval:	05/May/2021		
Last Review:			
Course Specification valid from:	2020/1		
Course Specification valid to:	2026/7		

Academic Staff

Course Leader:	Mr Stuart Connor
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 be eligible to study the Professional Doctorate Award, students should be working or have experience of working in education.

Applicants for the Professional Doctorate course will be judged on the basis of their professional experience or professional practice. Other relevant experience, training, publications, contracts, consultancies, residencies, written reports or other evidence of accomplishment shall be taken into consideration as appropriate to the nature and scope of the Professional Doctorate.

Applicants shall normally hold either:

- a first or upper second class Honours Degree,
- or a Master's Degree.

An applicant whose entry award was not delivered in English, or is a non-native speaker of English shall be required to demonstrate proficiency in English at least to the level of an IELTS score of 7.0 or its equivalent to be registered as a Research Degree Student. However, if the candidate holds a Master's degree from a U.K. University, this requirement may be waived.

Applicants may apply for entry with advanced standing through the University's Recognition of Prior Learning (RPL) procedures, if they hold appropriate experience or accredited learning, or qualifications. Applicants must demonstrate that the learning was appropriate to their chosen Professional Doctorate course and meet the learning outcomes of the Professional Doctorate course. Applicants shall not be awarded credit through RPL for any Level 8 component of the course.

Applicants awarded credit through RPLS for all Stage 1 modules will have to seek approval from the relevant Research Student Board for their research proposal to be undertaken in Stage 2, which may require candidates to undertake the Stage 1 module in which this proposal is normally developed.

The total credit and level value of awarded RPL will be recorded on the student record. Any grades associated with the previous study and/or RPL will not be individually recorded and are excluded from the final classification calculations.

Distinctive Features of the Course:

The Professional Doctorate is a Research Degree and though it does not include a placement/work-based element, it has been designed to develop the individual's capacity to work and progress in a professional context; it can also support the development of a research culture in the workplace (educational employers have been consulted in developing the course).

The Professional Doctorate in Education at the University of Wolverhampton embraces two philosophies simultaneously. On the one hand, it embodies traditional research-based purposes derived from the PhD model. From this perspective, the programme is designed to develop competent researchers through a programme of training in research methods and the production of a research-based thesis. The modules constitute a coherent research programme, with a considerable emphasis on professional development and

practice.

Notwithstanding this traditional element, the programme has been designed for experienced educational practitioners rather than for academic student researchers. An explicit aim is to support researchers in professional practice through work-based research that focuses on their own professional needs and those of their employers/organisations. The course team thus recognise the value of the varied educational contexts and settings in which students are employed.

The modular approach allows the pathway to be flexible and responsive, and the design of modules allows some choice in study methods/approaches. The concept of being an 'effective practitioner' signifies more than an enhanced ability to practise; it implies a greater willingness to innovate, to manage change, and developing creative abilities to investigate ideas. The team are mindful of the need to maximise the opportunity for strategic thinking and provide a proactive educational experience that enables practitioners to adapt to change and become proponents and creators of new professional knowledge. Because the Doctorate will be closely integrated with existing work, it is seen as adding value to the workplace as well as enhancing and developing candidates' individual abilities.

The academic rigour of the Doctorate is in part supported by the wide-ranging professional experience of the teaching team. The team have a wide research background and the programme capitalises on their strengths. Research expertise across the team includes such diverse areas as secondary school improvement, educational leadership, early years education, and policy and practice in further and higher education, to name but a few.

The first two years of the Doctoral stage focus on developing students' understanding of research – in terms of overarching philosophies and practical approaches, but also with regard to shaping and articulating their research values and professional identity. The strong emphasis on reflexivity underpinning the course is a distinctive feature of the programme and aims to develop students' understanding and confidence, thereby preparing them for educational enquiry at the thesis stage, and supporting their professional development. Student feedback has been central in shaping the programme. Participants on the course, including University staff members, have reported that the taught sessions are stimulating and immensely useful.

Educational Aims of the Course:

The educational aims of the course are to develop an individual's professional practice and to support them in producing an original contribution to professional knowledge worthy of publication. The standard of this Doctorate is of the level and intellectual challenge equivalent to a PhD degree. The programme of study is underpinned by professional practice, and students will be required to show evidence that, through the course of their studies, they have made a significant contribution to working practice(s) within their professional area.

By combining traditional taught sessions with virtual technologies, teaching becomes a more personalised experience and extends beyond the classroom. Examples of the strategies for blended learning within the programme include:

- Electronic content to support modules on CANVAS (Virtual Learning Environment)
- Electronic feedback for students for formative work. Tutorials and teaching sessions may be carried out remotely or face-to-face
- Collaborative learning opportunities

The Doctoral programme normally takes between 6 and a maximum of 8 years to complete in part time mode of study. This period can be reduced if you are able to claim Recognition of Prior Learning (PRL) for some modules. You are therefore advised to discuss your research plans with your employer or line manager at an early stage to obtain their support. This could be an agreement around study time or other resources. It is essential that you and your manager identify protected time for the period of your studies for attendance at taught modules and then in order to complete your thesis.

The pathway is divided into 2 stages:-

Professional Doctorate – Part time study		
Stage 1:	Assessed taught modules, developing professional and research skills; to include the development and approval of a proposal for independent research in stage 2	180 credits at level 7
		Normally 2 years 3, 20 credit modules at level 8
Stage 2:	Independent supervised research thesis and viva voce.	Normally 2 years
		300 credits at level 8 Normally 2 years

Stage 1

This stage includes a Research Proposal stage (7ED026) and in this module you will be able to negotiate an extended piece of research in consultation with a designated supervisor. You will draw on knowledge of academic literature and research design, philosophies and techniques to identify an appropriate research methodology and carry out a research project relevant to your area of study.

Progression to stage 2

For progression to stage 2, you will study three taught research modules at level 8 and have produced a research proposal outlining your research plan for this study and an action plan of the timings of your main outputs (such as getting ethical approval, collecting data, writing up particular chapters) for the period of your thesis. The information in your research proposal will be used to finalise a suitable supervisory team for the duration of your thesis research study.

In order to obtain the Professional Doctorate, you must complete and pass all stages of the programme.

Because students taking this course are all engaged in professional roles, the course is studied part-time.

Doctoral study pathway

The educational design of this pathway is heavily focused on independent study. This is particularly demanding, requiring refinement of the skills of enquiry and innovation. This style of study draws on such personal attributes as motivation, self-determination and enthusiasm. As postgraduate study focuses on this style of learning, your studies will appear to be very different from a traditional taught pathway. This may take some adjustment. You will, however, be supported by your postgraduate tutorial group, your module leaders and academic adviser.

Academic support and evaluation of progress will occur on a regular basis within the taught modules. The aim of the level 8 modules is to provide a structured and supportive basis for the work that candidates will undertake in preparation for, and during, their doctoral thesis and to provide peer mentoring and networking in the spirit of a professional doctorate. It is most important that when you plan your studies with your employer, you and they agree to ensure that you are able to guarantee protected study time in order to be successful on the course.

Attendance

The University recognises that you have made a significant investment in both time and money in choosing to study for a postgraduate degree. Our staff are committed to helping you fulfil your potential. Your attendance at, and participation in classes, is a key factor in ensuring that you do so. Attendance will help you to:

- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for and undertake assessments;
- Learn from and with your fellow students;
- Receive feedback from teaching;
- Participate in group work;
- Develop your communication skills;
- Pass your modules – we know from previous experience that those who do not attend regularly are much more likely to struggle.

If you are unable to attend a class, please let your module leader know. They will then be able to advise you on

what was covered in the class, and what you need to do to catch up. Please do remember how important attendance is to your success. The University considers this to be so important that it reserves the right to review the position of students who fail to attend.

As stated above, you are therefore strongly advised to discuss your research plans with your employer or line manager at an early stage to obtain their support. This could be an agreement around study time or other resources. This can be in the form of a written agreement of support signed by you, your manager and award leader.

In summary, the aims are for course participants to:

1. Engage in applied professional development that enhances practice;
2. Develop original knowledge about professional practice through the application of appropriate educational research methods;
3. Contribute to evidence-based research practice in their profession.

Intakes:

September

Major Source of Funding:

OTHER FUNDING

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
2021/2	H	31	£3275.00

PSRB:

None

Course Structure:

September (Part-time)

Year 1

Module	Title	Credits	Period	Type
7ED001	Critical reflection and reflexivity in professional learning	20	SEM1	Core
7ED017	Learners in the Digital Age	20	SEM2	Core
7ED007	Educational Research and Development	20	SEM1	Core
7ED019	Assessment and Learning	20	SEM1	Core
7ED013	Independent Study	20	SEM2	Core

September (Part-time)

Year 2

Module	Title	Credits	Period	Type
7ED002	Critical Approaches to Diversity, Equality and Social Justice in Education	20	SEM1	Core
7ED026	Professional Enquiry	60	YEAR	Core

September (Part-time)

Year 3

Module	Title	Credits	Period	Type
8ED005	Advanced Educational Research	20	SEM1	Core
8ED007	Reflective Research Development	20	CRYRA	Core

September (Part-time)

Year 4

Module	Title	Credits	Period	Type
8ED006	Implementing Educational Enquiry	20	INYP	Core

September (Part-time)

Year 5

Module	Title	Credits	Period	Type
8ED008	Doctoral Thesis	300	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:

N/A

Reference Points:

[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#)

[University Policies and Regulations](#)

Equality Act (2010)

QAA (2020) Doctoral Degree Characteristics Statement

QAA(2018) UK Quality Code, Advice and Guidance: Research Degrees

Learning Outcomes:

PGCert Course Learning Outcome 1 (PGCCL01)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: (a) to evaluate critically current research and advanced scholarship in the discipline

PGCert Course Learning Outcome 2 (PGCCL02)

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

PGCert Course Learning Outcome 3 (PGCCL03)

Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

PGCert Course Learning Outcome 4 (PGCCL04)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

PGCert Course Learning Outcome 5 (PGCCL05)

Demonstrate the qualities and transferable skills necessary for employment requiring: (a) the exercise of initiative and personal responsibility (b) decision-making in complex and unpredictable situations(c) the independent learning ability required for continuing professional development

PGDip Course Learning Outcome 1 (PGDCL01)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: (a) to evaluate critically current research and advanced scholarship in the discipline (b) to evaluate methodologies and

develop critiques of them and, where appropriate, to propose new hypotheses.

PGDip Course Learning Outcome 2 (PGDCLO2)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

PGDip Course Learning Outcome 3 (PGDCLO3)

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

PGDip Course Learning Outcome 4 (PGDCLO4)

Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences

PGDip Course Learning Outcome 5 (PGDCLO5)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

PGDip Course Learning Outcome 6 (PGDCLO6)

Demonstrate the qualities and transferable skills necessary for employment requiring: (a) the exercise of initiative and personal responsibility (b) decision-making in complex and unpredictable situations(c) the independent learning ability required for continuing professional development

Masters Course Learning Outcome 1 (MACLO1)

Use initiative and take responsibility in order to learn independently, solve problems in creative and innovative ways.

Masters Course Learning Outcome 2 (MACLO2)

Demonstrate a range of transferable academic and professional skills appropriate to a career in health & social care; such as critical analysis, presentation skills, appropriate use of academic conventions in the production and presentation of work and coherently structured arguments & evidence

Masters Course Learning Outcome 3 (MACLO3)

Use Personal Development Planning (PDP) and reflective practice, to develop autonomous self-managed learning which facilitates career and personal future planning.

Masters Course Learning Outcome 4 (MACLO4)

Develop a critical understanding of differing perspectives and theories used in Health and Social Care services incorporating an inter-professional focus.

Masters Course Learning Outcome 5 (MACLO5)

Demonstrate a comprehensive, critically aware understanding of the drivers of service planning, provision and improvement

Masters Course Learning Outcome 6 (MACLO6)

Develop advanced level skills in the critical appraisal of research and design, implement and / or evaluate a substantial piece of academic, or evidence based practice, research in a selected area of health & social care

Doctorate Course Learning Outcome 1 (DOCCL01)

Substantial critical investigation and evaluation of a topic or set of related topics resulting in an independent and original contribution to practice and understanding in the field to which the topic belongs, and which is expressed in a work of publishable quality;

Doctorate Course Learning Outcome 2 (DOCCL02)

Originality is demonstrated through the discovery of new facts or methodologies, through subjecting known facts or methodologies to new insights derived from investigation, and/or through the revision, confirmation or adaptation of existing theories or methodologies to the new circumstances described in the thesis;

Doctorate Course Learning Outcome 3 (DOCCL03)

Evidence of systematic, thorough, current and detailed knowledge of the specific subject area of the research as well as the general context in which that subject area is located

Doctorate Course Learning Outcome 4 (DOCCL04)

Evidence of knowledge of an appropriate range of research methodologies and a critical evaluation of their merits;

Doctorate Course Learning Outcome 5 (DOCCL05)

Evidence of an ability to develop new hypotheses or research questions that have the capacity to extend the frontier of knowledge of the discipline;

Doctorate Course Learning Outcome 6 (DOCCL06)

Evidence of an ability to design, plan and implement a research programme to test, explore and evaluate these hypotheses or questions;

Doctorate Course Learning Outcome 7 (DOCCL07)

Evidence of an ability to analyse critically one's own findings and those of others.

Overview of Assessment:

Module	Title	Course Learning Outcomes
7ED001	Critical reflection and reflexivity in professional learning	MACLO1, MACLO2, MACLO3, MACLO4, PGCCLO1, PGDCLO1
7ED002	Critical Approaches to Diversity, Equality and Social Justice in Education	MACLO1, MACLO3, MACLO5, PGCCLO4, PGCCLO5, PGDCLO4, PGDCLO5
7ED007	Educational Research and Development	MACLO1, MACLO2, PGCCLO3, PGCCLO4, PGDCLO3, PGDCLO4
7ED013	Independent Study	MACLO1, MACLO3, MACLO5, PGCCLO2, PGDCLO2
7ED017	Learners in the Digital Age	MACLO2, MACLO3, MACLO6, PGCCLO2, PGCCLO5, PGDCLO2, PGDCLO5
7ED019	Assessment and Learning	MACLO1, MACLO2, MACLO3, MACLO6, PGCCLO1, PGCCLO3, PGDCLO1, PGDCLO3
7ED026	Professional Enquiry	MACLO1, MACLO2, MACLO3, MACLO4, MACLO5, MACLO6
8ED005	Advanced Educational Research	DOCCLO3, DOCCLO4, DOCCLO5, DOCCLO7
8ED006	Implementing Educational Enquiry	DOCCLO1, DOCCLO3, DOCCLO4, DOCCLO6, DOCCLO7
8ED007	Reflective Research Development	DOCCLO3, DOCCLO4, DOCCLO6
8ED008	Doctoral Thesis	DOCCLO1, DOCCLO2, DOCCLO3, DOCCLO4, DOCCLO5, DOCCLO6, DOCCLO7

Teaching, Learning and Assessment:

The curriculum aligns with the University of Wolverhampton Learning and Teaching Strategy in enabling you to achieve your full learning potential through being empowered and inspired. The curriculum is designed to be inclusive and flexible in order to meet the needs of a diverse educational community. You will develop and enhance ongoing skills in relation to employability, entrepreneurship, professional practice, sustainability and global citizenship through learning that is informed by evidence-based research, practice and innovation.

Your learning and teaching will be supported by our virtual learning platform 'CANVAS'. Opportunities for studying with, and learning from, other educational professionals are provided given that course participants are drawn from a wide array of educational sectors.

In higher education, 'assessment' describes any process that 'checks' an individual's knowledge, understanding, abilities or skills. The ways in which you will be assessed at the University of Wolverhampton will:

- allow you to demonstrate that you have met the learning outcomes of your course and modules;
- enable you to reflect on your performance, following timely, meaningful and useful feedback;
- encourage you to identify your strengths and weaknesses so that the level of achievement can be measured and recorded.

At the University of Wolverhampton, various modes of assessment are used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies into your working life. This variety is important in addressing the university's commitment to inclusivity. Your course will include a variety of teaching and learning activities, e.g. research seminars, lectures, debates, interactive group discussions, blogs, presentations (guest speakers and Post Graduate Researchers), writing tasks, preparatory reading, etc.

Feedback will be provided to students on an ongoing formative basis via the taught modules, and informally via electronic communications; and formally via the summative assessments. Feedback will be returned to students via Canvas within the 4 week turnaround policy adopted by the university.

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:

General University support:

University Libraries are the key source of academic information for students. Libraries provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. The libraries also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

The libraries also provide students with academic skills support via the [Skills for Learning programme](#). Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support

Canvas topics provide articles, exemplar assignments, examples of assignments in-progress, opportunity for students to engage in a discussion forum. 8ED007 enhances and extends blending learning so that all module content is connected to online / social media exchange and reflection. Each student is appointed an academic adviser who will provide 1-2-1 support with regard to pastoral and academic support and guidance.

The course administrator will support students with technical aspects relating to administration, etc.

Working in partnership with you

The pathway towards achieving your doctorate is one with highs, lows and everything in between. However, you are not alone! Obtaining a doctorate is a partnership between the University and you. This student charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the Student Charter:-<https://www.wlv.ac.uk/about-us/student-charter/>.

Student Advisors

<https://www.wlv.ac.uk/about-us/our-schools-and-institutes/faculty-of-education-health-and-wellbeing/fehw-student-services/>

There are student advisors within the Faculty of Education Health, and Wellbeing. They are here to support you in a professional and confidential way by either resolving or referring your query to one of our many professional services within the University. The student advisors work closely with the various support networks within the University and are supported by our graduate interns. Please see the points below for some examples of their support.

- Sign posting to Support and Wellbeing Services
- Support with progression
- Advice on extensions and extenuating circumstances claims

- Support students with attainment and retention

Advisors and interns can be contacted via email (FEHWstudentservices@wlv.ac.uk)

Where to get help with your course

Our staff are very happy to see you for a face-to-face discussion and you will need to book an appointment with them for this. This is usually done via e-mail requests. It is important to send this message from your student e-mail address (name@wlv.ac.uk) as sometimes the university e-mail system identifies some sources of e-mail as junk and these do not reach our e-mail boxes. Always check your student e-mail for messages as often important information is missed students because they have not checked their student e-mail box. Our IT services will assist and advise you regarding having your student e-mail forwarded to another e-mail address that you look at regularly.

Award Leader

The Award Leader has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice. For help and advice with your course as a whole you should make contact with the Award Leader. See contact list at the start of this guide for his contact details. He will be able to advise you on a variety of matters.

Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you via phone, Microsoft Teams or Skype. A list of module leaders is available in your [Course Guides](#), along with their contact details. Each module you take in this course is supported by a CANVAS (VLE) on-line website where you will find information about the module programme, dates and locations of sessions. The module content and teaching materials are uploaded to the CANVAS (VLE) site as the module progresses. This is dependent on the Module Leader's decision about the format they wish to receive your work in. Some prefer hard copies of work.

Research Support Tutor

For personal help you can contact your academic adviser (AA) who provides advice on general matters including:

- the welfare and support facilities available to research students;
- referring the student where appropriate to other sources of support, including advisors in counselling, careers or finance, Doctoral College staff and others within the student's academic community;
- the diverse needs of individual students, including international students and the support that may be required in different circumstances.

Issues potentially encountered

- where students are experiencing difficulties in relation to supervision and feel they cannot discuss this with one of the supervisory team.
- acting as a buffer in the first instance between problem and University
- possible issues relating to international students studies
- general additional support

Student Enabling Tutors

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the Institute.

Employability in the Curriculum:

Participation in this programme will enhance the professional practice and educational expertise of all candidates. Through its focus on developing high-level research skills and applying these rigorously and systematically to real-world educational issues and topics, the course equips students with advanced skills that will be transferable to a range of senior-level employment contexts. The development of an ability to apply solutions-focused and creative research techniques to complex educational matters is central to the course's rationale and supports the University's framework for course design with regard to being enterprising and improving employability.

Successful graduates would thus be expected to take a leading role in developing excellence in educational management, learning, teaching, student development or advisory work in their own work place institutions as appropriate. The course will also supply the expertise, experience and academic credentials for those students aspiring to work on education-related Degree courses in Higher Education, as well as enhancing promotion opportunities in existing employment.



THE UNIVERSITY OF OPPORTUNITY