

Specifications for Proposed Strands of the Integrated PhD

1	Teaching Institution(s)	Faculty of Education
2	Strand title	Integrated PhD in Education
3	Strand Aims:	
	(i)	to gain an advanced knowledge and understanding of education
	(ii)	to undertake a general training in research methods and management within education
	(iii)	to undertake a specific training in research methods and techniques relating to an approved research project in education
	(iv)	to undertake a research project which will make an original contribution to knowledge and understanding in education.
	(vi)	to gain a range of professional and key skills which will enable them to engage in teaching and/or research at an advanced level in higher education or in a senior professional capacity in other fields of employment .

The Integrated PhD in Education aims to help students achieve a critical conceptual understanding of practice, thought, evidence and theory relating to recent developments in education. Students will then be in a position to apply this understanding to their own professional context.

Students will take compulsory modules, which help students gain the skills, knowledge and understanding to engage with and evaluate research and theory in education. These modules will also enable students to prepare a research proposal, and carry it out. In addition, students will take optional modules related to their professional situation. Students also complete a research study, which can answer questions about an issue of professional concern or interest.

By the end of the programme, students will be able to

- present key facts and concepts, ideas and approaches relating to the subjects of their modules and their research in an accurate and coherent way
- collect and critically evaluate information and commentary on research in education, especially in the areas students select to study
- design, conduct and present a research investigation in a area of education

- 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
- undertake applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches
- 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

4 Strand Intended Learning Outcomes:

A Knowledge and understanding

1 An advanced knowledge and understanding:

- A1 of practice, thought, evidence and theory relating to recent developments in education. Students will then be in a position to apply this understanding to their own professional context.
- A2 of a wide range of key issues, facts and concepts together with detailed knowledge of a specialist area.

B Research skills, techniques and issues

A detailed understanding of and ability to apply techniques for research and advanced academic enquiry including :

- B1 collect and critically evaluate information and commentary on research in education, especially in the areas you select to study
- B2 appropriate methods of educational enquiry
- B3 quantitative and qualitative research methods
- B4 ethical issues in research

C Research project management

The abilities to

- C1 establish a suitable research project

C2 produce a research proposal and plan

C3 manage the project

C4 write up the project

D Personal research project

The completion of a thesis in the field of education which constitutes an original contribution to knowledge and understanding and which contains material worthy of publication

E Professional and key skills

The acquisition of a range of professional and key skills including:

E1 communication

E2 library skills and IT

E3 academic writing and study skills

E4 higher education teaching skills

5 Teaching and Learning Methods and Strategies

Intended Learning Outcomes:

Teaching and Learning Methods and Strategies

Intended Learning Outcomes	How are they taught?	How are students enabled to learn?
A Knowledge and understanding		
A1	Lectures, seminars	Independent reading, tasks
A2	Lectures, seminars	Independent reading, tasks
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B Research skills		
B1	Lectures, seminars	Independent reading, tasks

B2	Lectures, seminars	Independent reading, tasks
B3	Lectures, seminars	Independent reading, tasks
B4	Lectures, seminars	Independent reading, tasks

Intended Learning Outcomes		How are they taught?	How are students enabled to learn?
C	Research project management		
C1		Lectures, seminars	Reading of successful theses & dissertations
C2		Lectures, Seminars, supervisions	Reading examples of research proposals
C3		Lectures, Seminars, Supervisions	Case studies
C4		Lectures, Seminars, Supervisions	Case studies
D	Personal research project	Individual supervision	Undertaking the research, writing up, and receiving feedback on the progress of their research project
E	Professional and key skills		
E1		Seminars	Workshops
E2		Seminars	Presentations, workshops
E3		Seminars	Workshops
E4		Seminars	Workshops

Intended learning outcomes		Teaching/learning methods and strategies
A	Subject knowledge and understanding	The primary means of imparting knowledge and understanding are lectures and seminars. Throughout the course students are encouraged to supplement taught material by independent reading. Directed tasks are also used.
B	Research skills	Skills are taught through lectures and seminars. Throughout the course students are encouraged to supplement taught material by independent reading. Directed tasks are also used.
C	Research project management	Research project management is taught by lectures and seminars given on the research methods modules. Students are encouraged to learn by reading successful theses, evaluating research proposals and plans, and looking at case studies of successful and unsuccessful research projects.
D	Personal research project	Students are supervised by members of staff throughout their research projects and learn by undertaking the research, writing it up, and receiving feedback.
E	Professional and key skills	Communication Skills are developed in seminars and workshops. The Approaches to Academic Study and Certificate in Academic Practice modules develop skills E2-E4.

7 Assessment Strategies and Methods
Learning Outcomes:
Assessment Strategy and Methods

Intended Learning Outcomes	If assessed	How assessed
A Knowledge and understanding		
A1	Yes	Module assignments, thesis
A2	Yes	Module assignments, thesis

B Research skills

B1	Yes	Module assignments, thesis
B2	Yes	Module assignments, thesis
B3	Yes	Module assignments, thesis
B4	Yes	Module assignments, thesis

C Research project management

C1	Yes	Module assignments, thesis
C2	Yes	Module assignments, thesis
C3	Yes	Thesis, viva
C4	Yes	Thesis, viva

D	Personal Research Project	Yes	Thesis, viva
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E Professional and key skills

E1	No	
E2	Yes	Portfolio
E3	Yes	Portfolio
E4	No	

Intended learning outcomes**Methods of assessment****A Knowledge and understanding**

Knowledge and understanding of the subject is primarily assessed by module assignments as well as the thesis.

B Research skills

Research skills are assessed by assignments related to research methods and through the thesis

C Research project management skills	These skills are assessed by assignments related to research methods and through the thesis
D Personal research project	This is assessed by the production of a thesis and the defence of this in a viva
E Professional and key skills	E2 and 3 are assessed through the skills portfolio produced for the Approaches to Academic Study module, whilst the remaining skills are not formally assessed.

8 Framework

Component	Title	Credits
Year 1		
Subject knowledge and understanding	Curriculum Development	20
	2x Specialist modules	40
Research skills	Research Methods	70
Professional and key skills	Approaches to Academic Study	20
	Certificate in Academic Practice	20
	Placement	10
Total Credits		180

Progression requirements Either proceed to year 2 or exit with M Ed degree

Year 2

Subject knowledge* and understanding	1 Specialist module	20
Personal research project		
Research project management	First year of thesis	160
Total credits		180

Progression requirements Either proceed to year 3 or exit with M Phil degree

Year 3/4

Component	Title	Credits
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Personal research project	Second year of thesis	180
Total credits		180
Total credits over 3 years (may be continued over 4 years)		540

9 Curriculum

Programme Intended Location in Curriculum of Learning Outcomes:

A Knowledge and understanding

- 1 Curriculum Development and Learning. Specialist modules. Placement.
- 2 Curriculum Development and Learning. Specialist modules

B Research skills, techniques and issues

- 1 Research Methods modules
- 2 Research Methods modules
- 3 Research Methods modules
- 4 Research Methods modules

C Research project management skills

- 1 Research Methods modules
- 2 Research Methods modules
- 3 Research Methods modules
- 4 Research Methods modules

D Personal research project

Production of thesis

E Professional and key skills

- 1 Certificate in Academic Practice, Approaches to Academic Study, Placement
- 2 Approaches to Academic Study
- 3 Approaches to Academic Study
4. Certificate in Academic Practice

Links between Intended Learning Outcomes and Curriculum

A	Subject knowledge and understanding	Advanced knowledge and understanding is gained through compulsory modules and specialist modules in years 1 and 2, with placement informing the links to practice.
B	Research skills	Research skills are taught in the Research Methods modules during the first year of the programme. This is supplemented by input given by the research supervisor.
C	Research project management	Research project management is taught by lectures and seminars given on the research methods modules. This is supplemented by input given by the research supervisor.
D	Personal research project	Students are supervised by members of staff throughout their research projects and learn by undertaking the research, writing it up, and receiving feedback.
E	Professional and key skills	These are developed in the first year through the Approaches to Academic Study, Certificate in Academic Practice and Placement modules.

10 Support for Students and their Learning:
Induction

Central University induction programme. CISE induction programme.
Approaches to Academic Study module.

Study skills support

Approaches to Academic Study module.

English language support

In-sessional support classes available at the Language Centre.

Academic support

Support on individual modules will be available from module leaders, for research from the research supervisor. The DPD will advise on options at the start of the programme. A panel will review progress at the end of year 1 and will review research proposals.

Pastoral support

Each student will have a personal tutor and access to the Counselling Service.

Learning resources

Central Library and Computing facilities, Education Resource Centre.

11 Methods for evaluating and improving the quality and standards of teaching and learning:

Taught component:

Student evaluations

Staff –Student Committee

Staff evaluations

Boards of Studies

Faculty and University reviews

External examiner reports

Research component:

Student evaluations

Progress reports by staff

Boards of Studies

Reports of examiners

Boards of Examiners

External examiner reports

Faculty/Departmental reviews

12 Methods for evaluating and improving the quality and standards of teaching and learning (cont):

Research and taught components:

Exit questionnaires

Follow-up questionnaires of graduates

Feedback from sponsors

Feedback from employers

Faculty/Departmental mechanisms

Board of Studies

Board of Examiners