

Professional Doctorate in Education

Code: 8902

Notes:

- (i) *These programme regulations should be read in conjunction with the University's Masters Progress Regulations and Examination Conventions.*
- (ii) *A core module is a module which a student must pass, and in which a fail mark may neither be carried nor compensated; such modules are designated by the board of studies as essential for progression to a further stage of the programme or for study in a further module.*
- (iii) *A compulsory module is a module which a student must take.*

1. Programme structure

- (a) The programme is available for study in both full-time and part-time modes.
- (b) The period of study for full-time mode shall be 3-5 year starting in September or January. The period of study for part-time mode shall normally be 5-7 years starting in September or January.
- (c) The programme comprises modules to a credit value of 540.
- (d) The programme of study shall consist of a taught element composed of modules offered at level M within the School of Education, Language and Communication Sciences to the total value of 200 credits and a research element consisting of a thesis on an approved topic at 340 credits (540 credits in total).
- (e) The taught element must consist of research methods modules to the value of 40 credits, including the compulsory module:

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2	Credits Sem 3	Level	Type
EDU8207	Thinking Critically about Research Methodology	20		20		D	

And at least 20 credits from the list below:

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2	Credits Sem 3	Level	Type
EDU8095 OR EDU8995	Research strategies and methods	20	20			M	
	Research strategies and methods	20	20				
HSS8002	Information Skills	10	10			M	
HSS8003	Dissertation Preparation	10	10			M	
HSS8004	Qualitative Methodology in the	20		20		M	

	Arts, Humanities and Social Sciences						
HSS8005	Introduction to Quantitative Methods	20		20		M	
HSS8007	The Nature of Enquiry and Explanation	10	10			M	

(f) All candidates shall take further optional modules to a value of 160 credits from the following:

<i>Code</i>	<i>Descriptive title</i>	<i>Total Credits</i>	<i>Credits Sem 1</i>	<i>Credits Sem 2</i>	<i>Credits Sem 3</i>	<i>Level</i>	<i>Type</i>
EDU6000	Emotional intelligence and educational leadership	20		20		M	
EDU8015	Policy, planning and School effectiveness	20		20		M	
EDU8028	The Management of Change in Educational Organisations	20	20			M	
EDU8033	Investigating Educational Leadership	40	40			M	
EDU8035	The Policy and practice of assessment	20		20		M	
EDU8040	Managing and supporting learning: Responding to special educational needs	20	20			M	
EDU8042	Counselling, culture and communication	20	20			M	
EDU8046	Developing Thinking Skills	20	20			M	
EDU8112	Middle management in education	20		20		M	
EDU8113	Middle management in education	20	20			M	
EDU8117	Counselling Children and Young People	20		20		M	
EDU8119	British studies	20		20		M	
EDU8170	Leadership and Strategic Management	20	20			M	
EDU8202	Investigating Learning in the Classroom	30	30			M	
EDU8203	Investigating Learning in the Classroom	40	40			M	
EDU8124	Investigating Learning in the Classroom	40		40		M	
EDU8211	Education, policy & entrepreneurship for development	20	20			M	

EDU8212	Placement	40		40		M	
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20 of the optional credits can also be selected from other modules currently available in ECLS, or from elsewhere in the University, subject to the agreement of the Degree Programme Director.

With the approval of the Degree Programme Director and depending upon the academic background of the candidate alternative optional modules to those listed above may be selected.

2. Assessment methods

- (a) Details of the assessment pattern for each module are explained in the module outline.

3. Other

- (a) The progress of all students registered as candidates for the degree of Doctorate in Education shall be reviewed at the end of the first 12 months by the relevant board of examiners and postgraduate research director in order for a decision to be made as to whether or not they have demonstrated the potential to succeed on the full programme. During years 1 and 2 (years 1, 2 and 3 for part-time students), students are expected to maintain an average mark of at least 60% in order to be allowed to progress to the next year of the programme. However, the Board of Examiners will retain discretion in the matter of progression.
- (b) In the case of students who have not demonstrated the potential to succeed on the full programme, they may be considered for the award of the MA Res. A student must have demonstrated achievement of all the learning outcomes of the degree to be awarded, which may include the submission of a dissertation.