

Strand Specifications for the Integrated PhD

Below is the Strand Specification for the Integrated PhD in Education. It specifies the aims, structure and learning outcomes of the programme.

Specifications for Proposed Strands of the Integrated PhD

1	Teaching Institution(s)	School of Education, Communication and Language Sciences
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.	
(v)	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
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,	Reading examples of research proposals
C3	Lectures, seminars, Supervisions	supervisions Case studies
C4	Lectures, seminars, Supervisions	Case studies
D Personal research project	Individual	Undertaking the

	supervision	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 strategies	Teaching/learning methods and
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 induction programme and Introduction to Academic Practice modules develop skills E2-E4.

6 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
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.

7 Framework

Component	Title	Credits
Year 1		
Subject knowledge and understanding	2x Specialist modules	40
	Current Educational Issues or Learning and Teaching or Policy And Practice of Lifelong Learning	30
Research skills	Introduction to Research	30
Professional and key skills	Introduction to Academic Practice	20
Research project management	First year of thesis	60
Total Credits		180
Progression requirements	Either proceed to year 2 or write 60 credit dissertation and exit with M Ed degree.	

Year 2

Subject knowledge* and understanding	1 Specialist module	40
Research skills	Developing and Carrying out a Research Study	30

Personal research project	Placement	10
Research project management	Second year of thesis	100
Total credits		180

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

Year 3/4

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

8 Curriculum

Programme Intended Location in Curriculum of Learning Outcomes:

A Knowledge and understanding

- 1 Current Educational Issues/Learning and Teaching/Policy and Practice of Lifelong Learning. Specialist modules. Placement.
- 2 Current Educational Issues/Learning and Teaching/Policy and Practice of Lifelong 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 Introduction to Academic Practice, Approaches to Academic Study, Placement

- 2 Approaches to Academic Study
- 3 Approaches to Academic Study
4. Introduction to 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, Introduction to Academic Practice and Placement modules.

9 Support for Students and their Learning:

Induction

Central University induction programme. International Programmes in Education induction programme. Approaches to Academic Study module.

Study skills support

Approaches to Academic Study module. International Programmes in Education induction programme.

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.

10 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
School and University reviews
Boards of Examiners
External examiner reports

Research component:

Student evaluations
Progress reports by staff
Boards of Studies
Reports of examiners
Boards of Examiners
External examiner reports
Faculty/School reviews

11 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/School mechanisms
Board of Studies
Board of Examiners

