

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	EdD
<b>4</b>	<b>Programme Title</b>	Doctor of Education
<b>5</b>	<b>UCAS/Programme Code</b>	8902
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	N/A
<b>8</b>	<b>FHEQ Level</b>	D
<b>9</b>	<b>Date written/revised</b>	27 <sup>th</sup> April 2007

**10 Programme Aims**

The Programme enables students to:

1. Gain an advanced knowledge and understanding of education.
2. Couple a deep theoretical understanding of educational concepts with their practical application within their own professional context.
3. Undertake a general training in research methodologies within education.
4. Undertake a specific training in research methodologies relating to an approved research project in education.
5. Conceptualise, design and implement a research project which will make an original and significant contribution to knowledge and understanding in education.
6. Critically evaluate educational literature.
7. Communicate their research and ideas clearly and effectively to an academic and practitioner audience.
8. 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.
9. Provide a programme which meets the FHEQ at Doctoral level.

**11 Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

**Knowledge and Understanding**

On completing the programme students should:

- A1 Have an advanced knowledge and understanding of practice, thought, evidence and theory within education (and with regard to recent developments in education).
- A2 Have an advanced knowledge and understanding of key issues, facts and concepts within a specialist area.
- A3 Have demonstrated an advanced knowledge of research methodologies and methods.
- A4 Have created and interpreted new knowledge, through original research, of a quality to satisfy peer review, extend the forefront of the field of education, and merit publication.

**Teaching and Learning Methods**

The primary means of imparting knowledge and understanding (A1 to A4) is lectures and seminars. In the case of A3, these are supplemented by practicals which enable students to design and practice a variety of research methods. Throughout the course students are encouraged to supplement taught material by independent reading, for which they are given extensive support and guidance on reading materials and how to use them. Directed tasks are also used.

**Assessment Strategy**

Knowledge and understanding of the subject is (A1 to A4) is primarily assessed by module

assignments as well as the thesis and viva. Knowledge is also assessed informally through: supervisory meetings about the thesis, tutorials, workshops, and seminars

### **Intellectual Skills**

On completing the programme students should be able to:

- B1 Collect and critically evaluate research literature in education.
- B2 Design and conduct appropriate methods of educational enquiry.
- B3 Design a study which abides by the ethical guidelines as laid out by the British Educational Research Association (or similar professional bodies).
- B4 Analyse and synthesise data resulting from quantitative and qualitative research methods.
- B5 Produce reasoned and logical arguments which convey their understanding of a particular topic, and which disseminate their own research clearly.

### **Teaching and Learning Methods**

Intellectual skills are developed through seminars and workshops (B1 and B4), lectures seminars and workshops (B2 and B3), and focussed, example-based, seminars (B5). B1 to B5 are all further developed by means of formative and summative feedback, research projects, thesis and supervisions.

### **Assessment Strategy**

Intellectual skills are assessed by module assignments (B1 to B5), a research proposal for the research stage (B1, B2, B3 and B5), as well as the thesis and viva (B1 to B5).

### **Practical Skills**

On completing the programme students should be able to:

- C1 Identify, locate and retrieve educational literature from a variety of sources, both online and offline.
- C2 Conceptualise, design and implement an empirical educational research project.
- C3 Analyse quantitative and qualitative data, from primary and secondary sources.
- C4 Communicate their research and ideas clearly and effectively to an academic and practitioner audience.

### **Teaching and Learning Methods**

Literature search skills (C1) are developed by hands-on computer-based workshops. C2 is taught and developed in lectures, seminars and then as part of the supervisory process. Students are also taught data analysis skills (C3) in lectures and computer-based workshops. The clear written communication of research and ideas (C4) is developed using formative and summative feedback (of coursework, research proposals and draft thesis chapters) and through supervisions. In addition, as part of an annual research student review process, all students must present their research orally to fellow students and staff (C4). There is also an annual postgraduate conference within our School which EdD students are strongly encouraged to present at (C4).

### **Assessment Strategy**

Practical skills are assessed by module assignments (C1 to C4), a research proposal for the research stage (C2 and C4), as well as the thesis itself (C2 to C4). In addition, all students must pass the annual research student review process by means of an oral presentation and a draft chapter (C2 and C4). Informal feedback is provided to all students who take part in the School's annual postgraduate conference.

### **Transferable/Key Skills**

On completing the programme students should be able to:

- D1 Make informed judgements on complex issues within education.
- D2 Communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences.
- D3 Use Information and Communications Technology at all stages of research (e.g. when searching for literature, and when analysing data).
- D4 Plan and execute independently, a substantial piece of research.

### **Teaching and Learning Methods**

Expertise in making informed judgements is modelled in lectures and seminars (D1) – for example, how to critically read a journal article, or how to evaluate quantitative research findings. Communication skills are developed within lectures and seminars (D2), particularly through the use of groupwork, and also through the supervisory process. Many of the modules develop D3 by means of computer-based workshops (e.g. using SPSS, Endnote). D2 and D3 are also developed using online discussion boards. The ability to carry out research independently is encouraged at induction stage, within seminars, and again, during

supervisions.

### **Assessment Strategy**

Skills D1 to D3 are assessed by means of module assignments as well as the thesis and viva. D4 is assessed by the research thesis and viva.

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

The EdD can be taken on a full-time or part-time basis as follows:

- A programme of **full-time** study shall normally extend over a period of **three** years, and not longer than **five** years
- A programme of **part-time** study shall normally extend over a period of **six** years, and not longer than **eight** years

The EdD is worth 540 credits. It consists of a taught stage (200 credits) and a research stage (340 credits). During the taught stage, students must complete research methods modules worth 40 credits – these are the compulsory modules. This leaves 160 credits to be gained from optional modules. The research stage consists of a thesis of approximately 50,000 words.

### **Key features of the programme (including what makes the programme distinctive)**

The Doctorate in Education (EdD) is a professional taught doctorate. The aim of the EdD programme is to provide a thorough grounding in the theory and practice of educational research. The EdD comprises a taught element and a research element. The programme provides flexibility in the choice of modules, when these are taken, and in the design and format of the research study and thesis. The EdD is primarily designed to appeal to experienced professionals who work full-time within the field of education (e.g. schools, further education or higher education), and who wish to undertake doctoral study part-time (although the full-time route is also available). Students take compulsory research methods modules to provide a grounding in research, and they complement this with optional (specialist) modules related to their own professional situation. They then complete an empirical research study, which should be related to an issue of professional concern or interest.

The EdD contributes to the university's provision in the area of postgraduate studies and supports its pursuit of excellence in the creation and dissemination of knowledge and the development of understanding. It supports the university's commitment to research training and the application of research in research-led environments. It also contributes to the university's provision for lifelong learning in employment in that the programme is well-suited to practising professionals in education and allied fields.

### **Programme regulations (link to on-line version)**

<http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/8902.php>

## **13 Criteria for admission**

### *Entry qualifications*

A minimum of a good first degree (e.g. an upper-second-class Honours degree or higher) in a relevant subject (e.g. Education, Social Sciences) (or an international equivalent). Applicants can also transfer to the EdD internally from the MEd/MRes programmes (transferring 120 credits).

The Degree Programme Director may grant limited exemption from certain parts of the EdD by the Accreditation of Prior Learning (APL) to a candidate awarded the degree of MEd/Mres (from Newcastle University or elsewhere), provided that the date of initial registration for this award was normally not more than five years prior to registration for the award of EdD. The maximum credit for which APL can be offered is 100 credits.

### *Admissions policy/selection tools*

Applications are considered on the basis of the university's online application form.

#### *Non-standard Entry Requirements*

Applicants with a lower-second-class Honours degree will also be considered, but this is dependent upon the applicant's other qualifications (e.g. a PGCE, or Cert Ed) and experience in Education.

#### *Additional Requirements*

Experience of teaching and/or educational research is desirable.

#### *Level of English Language capability*

Applicants whose first language is not English require IELTS 6.5, TOEFL 575 (paper-based) or 233 (computer-based), or equivalent.

### **14 Support for Student Learning**

#### *Induction*

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see [http://www.ncl.ac.uk/international/coming\\_to\\_newcastle/orientation.phtml](http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml))

#### *Study skills support*

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management, is covered in the appropriate Induction Programme. Some of this material is covered in the core modules.

#### *Academic support*

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

#### *Pastoral support*

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>  
In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

#### *Support for students with disabilities*

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/disability-support/>

#### *Learning resources*

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see <http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml> The Education liaison Librarian is Linda Kelly (Tel: 0191 222 7667)

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be

provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange. See <http://ncl.ac.uk/langcen/index.htm>

EdD students are required to take part in an online EdD community via the university's Virtual Learning Environment 'Blackboard'. This is especially important for our part-time students because they cannot come to the campus very much. The School of Education, Communication and Language Sciences (ECLS) has an Education Resource Centre which houses more than 16,000 items. It provides a comprehensive range of textbooks, workbooks and teachers' notes for all subjects. The Resource Centre also contains a cluster of 24 networked PCs with scanners and printers, and a photocopier. There is also another computer cluster available to students within ECLS.

## **15 Methods for evaluating and improving the quality and standards of teaching and learning**

### *Module reviews*

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

### *External Examiner reports*

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The degree programme survey is carried out online using the online EdD community on Blackboard. This is done at the end of May each year.

### *Mechanisms for gaining student feedback*

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

### *Faculty and University Review Mechanisms*

The programme is subject to the University's Internal Subject Review process, see [http://www.ncl.ac.uk/aqss/qsh/internal\\_subject\\_review/index.php](http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php)

### *Accreditation reports*

N/A

### *Additional mechanisms*

N/A

## 16 Regulation of assessment

### *Pass mark*

The pass mark is 50 for each module at the taught stage of the EdD

### *Course requirements*

Progression is subject to the University's Degree of Doctor of Philosophy Progress Regulations (<http://www.ncl.ac.uk/regulations/university.regs/phdr.pdf>) and Examination Conventions for Doctor of Philosophy Degrees (<http://www.ncl.ac.uk/regulations/university.regs/ecsedoctor.pdf>)

Additional regulations are stipulated in the Doctor of Education regulations (<http://www.ncl.ac.uk/regulations/regulations.html?id=443> )

During years 1 and 2 for full time students (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.

With respect to the research elements of the degree, the school shall appoint a progress panel for each candidate and the supervisory team shall submit an annual report concerning the progress of the candidate. The progress panel will make a report to the Dean of Postgraduate Studies via the graduate school and further progress on the programme of study is subject to approval by the Dean.

The results of a candidate's advanced study and research must be embodied in a thesis in the approved form in accordance with the University *Rules for the Submission of Work for Higher Degrees* and the *Rules for the Form of Theses*. The length of a thesis shall be approximately 50,000 words.

### *Weighting of stages*

N/A

### *Common Marking Scheme*

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

### *Role of the External Examiner*

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)

The School Brochure (contact [enquiries@ncl.ac.uk](mailto:enquiries@ncl.ac.uk))

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

A list of Frequently Asked Questions for the EdD programme (see the EdD webpage on <http://www.ncl.ac.uk/ecls/postgrad/>)

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

### Mapping of Intended Learning Outcomes onto Curriculum/Modules

<b>Intended Learning Outcome</b>	<b>Module codes (Comp/Core in Bold)</b>
A1 Have an advanced knowledge and understanding of practice, thought, evidence and theory within education (and with regard to recent developments in education).	<b>EDU8095, EDU8995, Thesis</b> , All EDU modules listed below table
A2 Have an advanced knowledge and understanding of key issues, facts and concepts within a specialist area.	<b>Thesis</b> , All EDU modules listed below table
A3 Have demonstrated an advanced knowledge of research methodologies and methods.	<b>EDU8095, EDU8995, HSS8004, HSS8005, Thesis, HSS8007</b>
A4 Have created and interpreted new knowledge, through original research, of a quality to satisfy peer review, extend the forefront of the field of education, and merit publication.	<b>EDU8095, EDU8995, HSS8004, HSS8005, Thesis, HSS8007</b>
B1 Collect and critically evaluate research literature in education.	<b>EDU8012, Thesis</b> , All EDU modules listed below table
B2 Design and conduct appropriate methods of educational enquiry.	<b>EDU8095, EDU8995, HSS8004, HSS8005, Thesis, HSS8007</b> , All EDU modules listed below table
B3 Design a study which abides by the ethical guidelines as laid out by the British Educational Research Association (or similar professional bodies).	<b>EDU8012, EDU8095, EDU8995, Thesis</b>
B4 Analyse and synthesise data resulting from quantitative and qualitative research methods.	<b>EDU8095, EDU8995, HSS8004, HSS8005, Thesis, HSS8007</b>
B5 Produce reasoned and logical arguments which convey their understanding of a particular topic, and which disseminate their own research clearly.	<b>EDU8012, Thesis</b> , All EDU modules listed below table
C1 Identify, locate and retrieve educational literature from a variety of sources, both online and offline.	<b>EDU8012, Thesis</b>
C2 Conceptualise, design and implement an empirical educational research project.	<b>EDU8095, EDU8995, HSS8004, HSS8005, Thesis, HSS8007</b> , All EDU modules listed below table
C3 Analyse quantitative and qualitative data, from primary and secondary sources.	<b>EDU8095, EDU8995, HSS8004, HSS8005, Thesis, HSS8007</b>
C4 Communicate their research and ideas clearly and effectively to an academic and practitioner audience.	<b>EDU8012, Thesis</b> , All EDU modules listed below table
D1 Make informed judgements on complex issues within education.	<b>EDU8012, EDU8095, EDU8995, Thesis</b> , All EDU modules listed below table
D2 Communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences.	<b>EDU8012, Thesis</b> , All EDU modules listed below table
D3 Use Information and Communications Technology at all stages of research (e.g. when searching for literature, and when analysing data).	<b>EDU8012, EDU8095, EDU8995, HSS8004, HSS8005, Thesis</b> , All EDU modules listed below table
D4 Plan and execute independently, a substantial piece of research.	<b>EDU8012, EDU8095, EDU8995, HSS8004, HSS8005, Thesis</b> , All EDU modules listed below table

23 different Education optional modules are available on the EdD programme. 4 of these modules run twice a year and therefore have different module codes (but the same module titles) – these are shown at the end of the list below. One HASS module is also available as an option (HSS8007).

EDU8197; EDU8126; EDU8997; EDU8117; EDU8042; EDU8133; EDU8201; EDU8999; EDU8046;  
 EDU8198; EDU6000 ; EDU8996; EDU8028; EDU8040; EDU8035; EDU8015; EDU8196; EDU8998;  
 EDU8125; EDU8027 (EDU8029); EDU8124 (EDUTBC); EDU8172 (EDU8170); EDU8113 (EDU8112)