

Programme Specification

Doctor of Education (EdD)

Applies to Students commencing in 2020-21

Faculty of Humanities and Social Sciences

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	School of Education, Harcourt Hill Campus
Final award:	Doctor of Education (EdD)
Programme title:	Doctor of Education (EdD)
Interim exit awards and award titles:	Master of Practitioner Research
Brookes course code:	DED
Mode of delivery:	Face to face teaching on campus with online discussions
Mode/s of study:	Part-time (normally five years)
Language of study:	English
Relevant QAA subject benchmark statement/s:	Not applicable
External accreditation/recognition: <i>(applicable to programmes with professional body approval)</i>	Not applicable
Faculty managing the programme:	Humanities and Social Sciences (HSS)
Date of production (or most recent revision) of specification:	June 2019

SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for/distinctiveness of the programme

The Oxford Brookes University EdD programme aims to provide you with a deeper knowledge, understanding and awareness of what it means to be a professional in educational settings. We aim to provide opportunities for you to study the methodology and epistemology of social and education research and enable you to develop and use advanced research skills. Through this advanced study, the programme aims to help you become an independent, reflective, and competent researcher by providing the opportunity to undertake professionally relevant research which creates new knowledge and contributes to professional knowledge in the educational field.

What is distinctive about the Oxford Brookes EdD is its aim to promote critical self-reflection and knowledge acquisition secured through a sequence of structured learning which provides taught, supervised and cohort-based experiences. In particular, the modules on 'Writing for academic practice' enable you to analyse and develop your own academic writing with a view

to publishing scholarly articles whilst the research modules provide a framework for critical analysis of a broad range of research approaches. You will research issues arising from the world of professional practice through the critical review and systematic application of appropriate theories and research.

2.2 Aim/s of the programme

The programme is designed to enable doctoral candidates to:

1. develop a critical understanding of social research
2. critically examine different theoretical positions and use such theory in developing research and relating its outcomes to professional practice;
3. appraise the appropriateness of various research paradigms for specific systematic enquiries into educational practice;
4. achieve a level of specialised research methodological skills necessary to undertake original independent research and inform professional practice;
5. make a significant contribution to the enhancement of professional competence in the field.

SECTION 3: PROGRAMME LEARNING OUTCOMES

Knowledge, understanding and skills

Having completed the programme, candidates should be able to:

1.1 Academic literacy

- draw from theoretical frameworks used in educational contexts to engage critically in theoretical analysis of related issues [Aims 1, 3];
- use knowledge and skills in research methodology to influence professional educational practice [Aims 3, 4];

1.2 Research literacy

- demonstrate a comprehensive knowledge of research paradigms, methodologies and strategies appropriate to the study of educational settings [Aims 1, 2, 3, 4];
- select from a range of research methods to devise particular research projects [Aims 2, 3, 4];
- make a significant contribution to the wider educational community and to educational practice by successfully completing substantial and original research projects [Aims 2, 3, 5];

1.3 Critical self-awareness and personal literacy

- manage personal learning by identifying own learning needs, clarifying personal values, setting personal objectives, managing own time and evaluating own performance [Aims 3, 4];

1.4 Digital and information literacy

- identify, locate, evaluate and use information relevant to education research; organise and manage complex data sets [Aim 4];
- use appropriate technology to identify, analyse and evaluate high quality information; engage productively in relevant online communities and adopt appropriate technologies for communication [Aims 4, 5];

1.5 Active citizenship

- analyse global perspectives, cross-cultural capabilities, and responsible citizenship [Aims 1, 2, 3];
- draw on international comparisons to engage with educational theory and practice [Aims 1, 2, 3];
- recognise and appreciate the diversity of educational settings nationally and internationally.

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

4.1 Programme structure and requirements:

Part One

The award is built up by completing a number of modules.

The M level component comprises five (potentially six) modules of study: two modules introducing research methodologies and methods (one single, P72010/EDUC7048 'Research paradigms' and one double, P72011/EDUC7049 'Research methods'); two single modules on P72003/EDUC7044 & P72004/EDUC7045 'Writing for Academic Practice' (1 and 2); one triple module on P72012/EDUC7050 'Learning Culture and Society'. For those students wishing to exit with the MA in Practitioner Research, there is the option to do a sixth M-level module, P72014/EDUC7051 'Reviewing Complexity' which will bring the M-level credits up to 180.

The D level component comprises three modules of study: a double module, P72013/EDUC8001 'Investigating Complexity', a double module, P72016/EDUC7047 'Preparing your Research Proposal' and the Thesis.

Awards

For the MA in Practitioner Research you must complete modules to a total of 180 credits, including the compulsory element of research methods, and the extra assessment for Writing for Academic Practice.

The following diagram shows how the programme develops and how these modules build together towards your award.

Programme Diagram

Doctor of Education		
Year 1		
Semester 1	P72010/EDUC7048 Research 1: Paradigms (20 M-level credits)	
Semester 2	P72012/EDUC7050 Learning Culture and Society (60 M-Level credits)	
Summer		
Year 2		
Semester 1	P72011/EDUC7049 Research 2: Methods (40 M-level credits)	
Semester 2	P72013/EDUC8001 Investigating Complexity (40 D-level credits)	P72014/EDUC7051 Reviewing Complexity (20 M- level credits)*
Summer		
Exit Point: MA in Practitioner Research (180 credits)		
Year 3		
Semester 1	P72016/EDUC7047 Preparing your Research Proposal (40 D-level credits)	
Registration of thesis proposal (see regulations for guidance) See B6: Research Degree Regulations, http://www.brookes.ac.uk/regulations/current/specific/		
Years 3 (semester 2), 4 and 5 (exceptionally Years 6 or 7)		
Semester 1	Thesis (300 D-level credits) Workshops, study circles, supervision, shadow transfer	
Semester 2		
Summer		
Submission of Thesis followed by viva voce examination		
Exit Point: Doctor of Education (160 M level and 380 D level credits)		

* This module is available to students who have decided to exit with the MA in Practitioner Research. The normal path for EdD students will be to take 'Investigating Complexity' with the D-level assessment.

4.2 Professional requirements: Not applicable.

SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment

The following chart shows the delivery of the Graduate Attributes (described in section 3) across the programme (T = taught; P = practised; A = assessed).

	Academic literacy	Research literacy	Critical self-awareness and personal literacy	Digital and information literacy	Active citizenship
Research 1: Paradigms	TPA	TPA	TPA	P	TPA
Research 2: Methods	TPA	TPA	TPA	TPA	TPA
Writing for academic practice (Part 1)	TPA	TPA	TPA	P	TPA
Writing for academic practice (Part 2)	TPA	TPA	TPA	P	TPA
Learning Culture and Society	TPA	TPA	TPA	TPA	TPA
Investigating Complexity	TPA	TPA	TPA	P	TPA
Reviewing Complexity	TPA	TPA	TPA	P	TPA
Preparing your own research proposal	TPA	TPA	TPA	TPA	TPA
Thesis	TPA	TPA	TPA	P	TPA

Assessment reflects the learning outcomes of the programme outlined above. In particular, teaching and learning methods will include lectures, tutorials, group work, online seminars and individual study. Assessment methods will include written assignments, presentations and a viva voce.

In order to deliver the Graduate Attributes and other learning outcomes, the programme will use a 'blended learning' approach in relation to the use of text, face to face and electronic based sessions. The module website will be used to access and update relevant material, and use of the University's online databases and electronic journals is a core part of doctoral work. Evidence of working towards the doctoral standard is expected of all assessed work, where you should demonstrate critical judgement and originality of thought, and reflect the potential to be equivalent in standard to articles published in the academic literature.

The EdD programme curriculum is strongly based in international perspectives and supports the University's Internationalisation Strategy including the consideration of Internationalisation from three perspectives: Global Perspectives; Cross Cultural Capabilities; Responsible Citizenship. Students engage with the paradigms and models of internationalization throughout the curriculum. (More detail can be found on the Brookes' Internationalisation of the Curriculum website at: <http://www.brookes.ac.uk/services/ocslid/ioc/index.html>).

Many of the academics delivering the programme have active links in other countries (for example, USA, China, Australia) and these inform and enrich the programme's commitment to internationalisation. Staff on the programme have delivered consultancy work in South Africa, Namibia, Malawi, Kenya, Pakistan, Nepal, Poland, Hungary, Romania, Japan and elsewhere.

5.2 Assessment regulations

The programme conforms to the University regulations for postgraduate programmes. <http://www.brookes.ac.uk/uniregulations/current>.

The design of assessment at the University is guided by the Brookes Assessment and Feedback Policy, prepared jointly by students and staff of the University. It can be found at: <https://www.brookes.ac.uk/getmedia/f614bd44-70b4-4d1a-85d8-1fd580819d3a/Assessment-and-Feedback-Policy.pdf> (located under Academic Policies A-Z).

There is also an Assessment and Progression policy, under the general "Regulations for Study", at: <https://www.brookes.ac.uk/regulations/assessment-and-progression>

SECTION 6: ADMISSIONS

Students will normally have a Masters degree in education or a related discipline, normally at merit level or above, and have at least four years' workplace experience in a relevant professional area.

Applicants will normally be required to demonstrate that they have a relevant workplace setting at the time they begin the programme, and prepare a project proposal.

Exceptionally, applicants who can show that they have qualifications or experience or both that demonstrate that they have knowledge and capabilities equivalent to those possessed by holders of the qualifications listed above may be admitted with dispensation from the requirement to possess those qualifications through providing a portfolio of work to be assessed by the programme team.

An IELTS score of 7 is required for those students whose first language is not English and who have not studied for their undergraduate or postgraduate degrees in English.

All applicants will be interviewed by the Programme Leader or one of the Module Leaders, normally alongside the Postgraduate Research Tutor. Applicants are selected on the basis of their suitability for the programme, and their ability to benefit from and contribute to it.

SECTION 7: STUDENT SUPPORT AND GUIDANCE

Induction

New students will follow an induction programme which helps them settle quickly within their new learning environment.

Programme Information

All students are directed to the following contextual information to enable them to familiarise themselves with the programme:

- Programme handbook, including specification
- Relevant module handbooks
- Any additional regulations and policies governing the programme

Support for students

We recognise the need to support students throughout their studies and offer advice so students can make the best of their time at Oxford Brookes.

Thus there is a range of support mechanisms for students, such as academic advisers, who will facilitate the students' academic development, and student support coordinators, who provide a drop-in service for questions about any aspect of student life, covering both academic and personal welfare.

Central Support Services for students

The university's support services include Upgrade, which provides advice on study skills such as planning and writing essays, assignments and dissertations, research, or preparing for an exam. They also give advice on statistics and mathematics.

There is a dedicated Student Disability and Dyslexia Service, which provides support for students with disabilities including sensory and mobility impairments, dyslexia and other specific learning difficulties, mental health problems and medical conditions. Here, staff offer advice and support on a range of issues, including physical access, funding, alternative assessment arrangements and liaison with teaching staff to ensure that they are aware of your requirements.

SECTION 8: GRADUATE EMPLOYABILITY

The admissions requirements specify that normally students will be in relevant employment at the start of the programme.

SECTION 9: LINKS WITH EMPLOYERS

Like the Doctorate in Business Administration and the Doctorate in Coaching and Mentoring, also offered at Oxford Brookes, the EdD fosters excellence in professional practice by developing the capability of individuals within a professional context. Research on the EdD Programme will link the fields of professional practice, individual practice and the academy (Maxwell, 2003).

SECTION 10: QUALITY MANAGEMENT

The programme operates within the Oxford Brookes quality assurance systems. <http://www.brookes.ac.uk/asa/apgu/home.html>. An external examiner reports annually as part of this process. There are also annual and periodic programme reviews.

The outcomes of the Research Assessment Exercise (2008) reflected the international excellence of staff research and put Oxford Brookes in the top half of institutions with Schools of Education. The EdD builds on the active research of staff members and the maintenance of links with research organisations such as BERA to ensure that all the programme reflects up-to-date research in education. Tutors regularly attend research seminars within the University and give papers at national and international conferences. The School of Education brings together a range of expertise, covering a breadth of education and public sector environments including health and social care, and includes the sectors of primary, secondary, and post-compulsory education. Members of the University's OCSLD will also contribute and supervise on the EdD.

This ensures that the programme reflects up-to-date research in the disciplinary area.