	PROGRAMME SPECIFICATION (Research Postgraduate)	Newcastle University

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	EdD
4	Programme Title	Doctor of Education
5	Programme Code	8902
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	Level 7
9	Date written/revised	July 2021

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 requirements of the Framework for Higher Education Qualifications relating to a Level 7 award.
10. Provides a programme which complies with the requirements of the QAA Code of Practice for Research Degree Programmes

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, seminars, self-supported study, and process of research, thesis and supervisions. 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 and opportunities to practice these skills for different purposes. 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 (C4). Students are also encouraged to present their research to fellow students and staff through the annual postgraduate conference within our School, research cluster events and research teas held by the Research Centre for Learning and Teaching (C4). Students are encouraged and supported to publish their work through professional journals, and through publishing with members of staff in academic journals.

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 (D4) is encouraged at induction stage, developed within taught modules, and practiced during the research stage, supported primarily by 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 at least **three** years, and not longer than **four** years
- A programme of **part-time** study shall normally extend over a period of at least **six** years, and not longer than **seven** years

The EdD is worth 540 credits. It consists of a taught stage (120 credits) and a research stage. In addition, students must complete a further 20 credits of research methods modules. This leaves 60 credits to be gained from optional modules, either further research

methods or content modules. The research stage consists of a thesis with a maximum length 60,000 words.

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

The Doctorate in Education (EdD) is a professional 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 content 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, and as such is likely to involve practitioner enquiry approaches.

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)

8902 Programme Regulations 21-22

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13   Support for Student Learning

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

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14   Methods for evaluating and improving the quality and standards of teaching and   learning

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

Accreditation reports
n/a

Additional mechanisms
n/a

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15   Regulation of assessment

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

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

The University Prospectus: http://www.ncl.ac.uk/postgraduate/courses/

The University Regulations: http://www.ncl.ac.uk/regulations/docs

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.