Template C4

Kingston University London

Programme Specification

Title of Course: *Doctor of Education Doctor of Education (EdD)*

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Version number	3
Faculty	Faculty of Health, Science, Social Care & Education
School	School of Education, Midwifery and Social Work
Department	Department of Education
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): *Up to 10 pathways*	Doctor of Education Doctor of Education (EdD)
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	N/A

FHEQ Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston Hill campus
Language of Delivery:	English
Modes of Delivery:	Part-time
Available as:	Full field
Minimum period of registration:	Part-time - 6
Maximum period of registration:	Part-time - 8
Entry Requirements:	A Master's degree in Education (180 M level credits), or a discipline allied to Education (such as health or social care), or equivalent of a UK university, or of a university outside the UK which is recognised for this purpose. Candidates with a Master's qualification but limited experience of research methods relevant to education might need to complete an appropriate bridging programme, such as the Postgraduate Certificate in Research Methods in Education. Those who require an appropriate Master's qualification will be directed to the Master of Research (Education) programme offered by Kingston University. Candidates are expected to be currently in professional practice, but those who are not and are able to demonstrate appropriate and significant experience, may also be considered. Education

professionals may make applications at any stage of their professional career. Candidates are expected to demonstrate the potential to study at level 8, a commitment to professional learning in an education-related context, and an ability to work collaboratively in exploring and developing ideas.

Prior learning achieved on programmes at other recognised higher education institutions may be accredited in exceptional circumstances; viz. where the applicant has satisfactorily completed doctoral-level modules with comparable content and credit values to the modules for which exemption is sought. Requests for recognition of prior and/or experiential learning are documented under the categories: Certificated Prior Learning, Formal Learning which has not been assessed and Experiential Learning. All prior certificated learning requires the presentation of relevant certificates and/or confirmation from the award-bearing body and experiential learning requires verification. Guidance is provided to applicants to complete the university form H1 'Student request for recognition of prior and/or experiential learning'. Specifically, requests can be made for Recognition of Prior Certificated Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL). The Course Leader provides an assessment of a claim for recognition of RPCL and RPEL, to ensure that demonstrated knowledge corresponds to level 8 and to the content of the programme. The outcome of the assessment is considered under the eligibility rules (Academic Quality and Standards Handbook: Section H). If appropriate, a record of credit transferred is then completed.

Where a potential student's first language is not English, advanced English language competence in the form of an appropriate certificated learning or equivalent must be demonstrated pertinent to doctoral level study. International students need to demonstrate a good standard of written and spoken English and have an IELTS score of 7 overall and not less than 6 in any section, as detailed in Kingston University's admissions regulations. Appropriate English language competence must be evidenced in the form of certificated learning. Before enrolling, pre-sessional English courses to support language skills for postgraduate study are available to international / European students who have at least 5.0 IELTS (English for academic and professional development). After commencing the programme, the student has access to English Language Development sessions.

The decision to admit students to the programme is normally based on scrutiny of the application form,

	which will include a statement of the proposed research project (approx. 2000 words), and the interview. Emphasis is placed on the applicant's motivation and potential to complete the programme. Interviews are conducted by at least two members of the programme team who have received training and guidance for the selection and admission of students for doctoral programmes. At the interview and discussion of the statement of the proposed research, the professional context of the applicant and experience of practitioner research in an appropriate Master's level programme are important considerations. Interviews also provide the opportunity for the assessors to explore the relevance of the programme to the applicant's circumstances and advise preparatory work if needed (e.g. work on research methods by undertaking the PG course in Research Methods in Education). Should the applicant be offered a place on the EdD programme, it is understood that the statement of proposed research presented as part of the admissions process may be subject to change and may differ to the research proposal submitted as part of the assessment process in the QE8030 Research Proposal module. Under the Data Protection Act 2018 information which is supplied by applicants will be held in strict confidence to ascertain suitability for the programme. The data of applicants who become registered students with the university form the basis of the student record.
Programme Accredited by:	The programme does not offer accredited outcomes from PSRB bodies.
QAA Subject Benchmark Statements:	QAA (2020). *Doctoral Degree Characteristics Statement*. February 2020, 3rd Ed.QAA2522. https://www.qaa.ac.uk/en/quality-code/supporting-resources
Approved Variants:	None. The course will follow the Professional Doctorate in Education regulations and not the postgraduate regulations.
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	

Recruitment, Selection and Admission process:	
End Point Assessment Organisation(s):	

SECTION 2: THE COURSE

A. Aims of the Course

- To enable Education professionals to undertake a substantial piece of professionally relevant and focused original research which creates new knowledge at the forefront of the disciplinary field and professional practice;
- To promote reflection on professional practice in support of undertaking original research;
- To promote opportunities for Education professionals to study the epistemology and methodology of social and educational research at an advanced level.

B. Intended Learning Outcomes

This EdD programme enables you to contribute new knowledge in Education as a disciplinary field and professional practice through original research or the original application of existing knowledge or understanding. The creation, interpretation and communication of new knowledge which extends the forefront of the discipline is undertaken in the workplace, or in a setting related to the workplace, to enhance professional practice and, normally, to effect improvement in practice and organisational environments. The successful completion of original research as a key characteristic of doctoral study permeates the structured elements, progression and assessment requirements of this programme. The pursuit of new knowledge through original research is emphasised in each module to culminate in the independently undertaken research project.

Research events are held so that shared professional practice and the challenges of situated knowledge acquisition can be explored in a supportive critical environment. At the same time, you are encouraged to disseminate your findings at research centres in the universities and at national and international conferences. Consequently, appropriate research skills are explicitly taught and developed in this professional doctorate. You are encouraged to take ownership and responsibility for your own learning and become more autonomous with the capacity to design and implement a small-scale practitioner project.

Throughout the programme this 'doctorateness' is expressed through the development of advanced research skills which support the undertaking of original research, such as systematic and critical awareness of research environments, the design and management of research projects, communication skills, networking, teamworking and other dissemination skills. The Vitae Researcher Development Framework is an integral part of programme to enhance the development of research-specific skills and appropriate personal attributes which are critical to the successful completion. Consequently, the research elements and reflections on professional practice are integrated and seamless features of the Doctor of Education programme. By the end of the programme an advanced understanding and substantial experience of the strategies and techniques for research in addition to the generation and dissemination of new professional knowledge should have arisen.

The QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014, p. 30) descriptor provided for this higher education qualification at level 8, is for any doctoral degree which should meet the descriptor in full.

Doctoral degrees are awarded to students who have demonstrated:
- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of
- a quality to satisfy peer review, extend the forefront of the discipline, and merit publication

- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice
- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems
- a detailed understanding of applicable techniques for research and advanced academic enquiry

Typically, holders of the qualification are able to:

- make informed judgements on complex issues in specialist fields, often in the absence of complex data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences
- continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches,

And holders will 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.

The course outcomes are referenced to the relevant QAA subject benchmarks indicated and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

Programme Learning Outcomes

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A4	Critically analyse and manage complexity, uncertainty and contradictions in primary and secondary data sources located within the education policy landscape relevant to the professional setting	B4	Critical thinking skills and initiative in complex and unpredictable situations.	C5	Undertake and evaluate complex searches of databases and other information sources relevant to research focussing upon the policy-based context and professional and interprofessional practice
A3	Demonstrate a comprehensive understanding of techniques and methodologies applicable to education-based research and the practitioner as researcher	B1	Employ a reflexive approach to the development of their professional knowledge and understanding; recognising the self as a researching professional	C4	Reflect, as a self-critical and autonomous learner, upon the complexities of a deeply-textured professional terrain
A2	Demonstrate a systematic acquisition and understanding of a substantial body of knowledge in order to critically analyse new insights/current problems.	B2	Work independently to conceptualise and justify an original research design to generate new knowledge relevant to their professional role and setting	C3	Possess a deep and systematic understanding of disseminating research and engaging in professional networking processes to influence practice and policy;
A1	Work at the forefront of their profession, creating and interpreting new knowledge through independent and original research	B3	Purposefully employ a range of theoretical constructs and practices at an advanced level in order to deconstruct policy-related and professional discourse	C2	Demonstrate ethical, moral and legal research integrity through critically examining the process of researching professional practice
				C1	Engage in critical dialogue with peers, working collaboratively as research-engaged professionals to design solutions to complex problems.

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

Key Skills						
Self-Awareness Skills	Communication Skills	Interpersonal Skills	Research and information Literacy Skills	Numeracy Skills	Management & Leadership Skills	Creativity and Problem Solving Skills
Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback KSA2 Module QE8000, QE8010, QE8020, QE8030, QE8040	Express ideas clearly and unambiguously in writing and the spoken work KSB1 Module QE8000, QE8010, QE8020, QE8030, QE8040	Work well with others in a group or team KSC1 Module QE8000, QE8010, QE8020, QE8030	Accurately cite and reference information sources KSD4 Module QE8000, QE8010, QE8020, QE8030, QE8040	Present and record data in appropriate formats KSE2 Module QE8040	Determine the scope of a task (or project) KSF1 Module QE8020, QE8030, QE8040	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems KSG1 Module QE8000, QE8010, QE8020, QE8030, QE8040
Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets KSA3 Module QE8000, QE8010, QE8020, QE8030, QE8040	Present, challenge and defend ideas and results effectively orally and in writing KSB2 Module QE8000, QE8010, QE8020, QE8030, QE8040	Show sensitivity and respect for diverse values and beliefs KSC5 Module QE8000, QE8010, QE8020, QE8030, QE8040	Use software and IT technology as appropriate KSD5 Module QE8000, QE8010, QE8020, QE8030, QE8040	Interpret and evaluate data to inform and justify arguments KSE3 Module QE8040	Identify resources needed to undertake the task (or project) and to schedule and manage the resources KSF2 Module QE8000, QE8020, QE8030	Imagine, create and exploit ideas KSG2 Module QE8000, QE8010, QE8020, QE8030, QE8040
Work effectively with limited supervision in unfamiliar contexts KSA4 Module QE8000, QE8010, QE8020, QE8030, QE8040	Actively listen and respond appropriately to ideas of others KSB3 Module QE8000, QE8010, QE8020, QE8030, QE8040	Give, accept and respond to constructive feedback KSC4 Module QE8000, QE8010, QE8020, QE8030, QE8040	Apply the ethical and legal requirements in both the access and use of information KSD3 Module QE8020, QE8030, QE8040	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data KSE4 Module QE8020, QE8030, QE8040	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary KSF3 Module QE8020, QE8030, QE8040	Work with complex ideas and justify judgements made through effective use of evidence KSG3 Module QE8000, QE8010, QE8020, QE8030, QE8040
Take responsibility for own learning and plan for and record own		Discuss and debate with others and make concession to reach agreement KSC3	Critically evaluate information and use it appropriately KSD2	Collect data from primary and secondary sources and use appropriate	Motivate and direct others to enable an effective contribution	

personal development KSA1 Module QE8000, QE8010, QE8020, QE8030, QE8040		Module QE8000, QE8010, QE8020, QE8030, QE8040	Module QE8000, QE8010, QE8020, QE8030, QE8040	methods to manipulate and analyse this data KSE1 Module QE8010, QE8040	from all participants KSF4 Module QE8030, QE8040	
		Work flexibly and respond to change KSC2 Module QE8000, QE8020, QE8040	Search for and select relevant sources of information KSD1 Module QE8000, QE8010, QE8020, QE8030, QE8040			

C. Outline Programme Structure

The programme consists of three level 8 modules at 30 credits and one level 8 module of 60 credits scheduled over a two and a half year period. These modules would focus upon theories of knowledge and research methods for educational research, professionalism and interprofessionalism in educational settings and policy and practice in education all of which would be valued by education professionals. The development of a research proposal for the final module at the end of stage 2 provides a clear transition point into the research-engaged phase (2) of the EdD and a 210 credit Research Project.

Doctor of Education Doctor of Education (EdD)

D. Principles of Teaching, Learning and Assessment

The learning, teaching and assessment principles are designed to facilitate the process of researching professional practice by enabling students to share with their peers, in dialogue and reflection, problems and issues that warrant contextualised empirical enquiry. Critical support is provided by tutors and peers at seminars, workshops and lectures in the exploration of professionally relevant concepts to illuminate workplace challenges. Learning experiences are designed to enable discussion, dialogue and argumentation so that genuine collaborative learning can facilitate processes of enquiry and professionally-oriented knowledge production.

Dialogic pedagogy underpins doctoral learning experiences to facilitate questioning, listening, negotiation and self-critique involving critical engagement with context, practice, values and perspectives to ensure that learning is a generative act and has applicability to problems of professional practice. Consequently tutorials, workshops and lectures are designed to challenge hierarchical knowledge structures, explore multiple perspectives, sense-making and meaningfulness, demonstrate mutuality and incrementally enhance critical thinking skills through dialogue and reflection. In particular, debates on aspects of professional practice and its contextualisation can be deeply personal and affective. Ideas and experiences are valued and critiqued in a mutually supportive environment to critically examine 'authentic' problems of professional practice as well as to reassess and reformulate prior understandings and knowledge. These features of advanced study highlight the complex socially-constructed blending of practice knowledge and the importance of individual and collaborative reflective professional learning in this research degree.

Each module-specific block is framed by four themes with face-to-face learning undertaken during designated weekends. To maximise accessible provision, for part-time students and busy professionals learning experiences pre and post each weekend are facilitated through the use of Canvas (VLE). Independent learning is supported by module–specific content organised under four themes with links to relevant external sources such as electronic texts (books and journal articles) in addition to websites where appropriate. Support material available from the library and created by module tutors (guidance on using electronic resources such as electronic databases and specialist software) will also be available through Canvas to support independent and self-directed learning opportunities. Group learning online to enhance a dialogical approach is provided through the use of synchronous and asynchronous communication. For example, online video conferencing can be organised by either the tutor or the students in order to participate in a real-time face-to-face

discussion where work in progress can be shared and critical feedback received. Guidance and support material, including text and video, on how to set up a virtual working group are available through Canvas. The online video-conferencing facilities also enable virtual tutorials to take place providing greater flexibility for busy professionals.

Active participation in online group work extending beyond the weekends for peer discussion and support is encouraged in order to facilitate discourse and debate throughout the programme. Preparatory tasks such as collaborative and individual reflections on set reading/podcast material (in the form of set moderated discussions in the Canvas discussions forum), might be followed by independent and/or collaborative engagement with the set tasks/exercises (e.g. written reflection, critique of an article).

Asynchronous communication using discussion boards may be initiated and facilitated by the tutor, particularly where directed tasks are concerned which support the process of preparation before a weekend and a provide a means of consolidating knowledge and understanding through continued discussion after the weekend. Through the functionality of the online discussion forums, these activities may be organised in a variety of ways, for example, students may work in pairs or as part of a larger group and may add to the thread of conversation or be required to contribute first before accessing the content posted by their peers.

Throughout the programme, students are also expected to maintain a reflective log of their learning which they may choose to share with their peers during the weekend sessions or electronically via their online discussions. Collaborative activities focussing upon set readings/activities during the face-to-face weekend sessions alongside individual reflections might be followed by independent learning experiences (e.g. finding and reviewing a relevant article using an online database, locating and critically examining contemporary news items relevant to the professional role/setting, summarising different perspectives drawn from multiple sources) which are then shared and discussed through the medium of an online discussion forum and/or a real-time video conference.

In accordance with the University Policy on Audio Recording of Lectures, students are also permitted to make audio recordings of lectures for their own personal study.

The EdD programme is designed as a complete learning experience, and all module assignments are of doctoral standard as stated in the learning outcomes. These are designed to meet the criteria specified by the QAA Doctoral Degree Characteristics Statement (2020). Consequently, credit is attached to all module assessment where the learning outcomes are achieved. All modules must be passed in order to qualify for the award of EdD.

To suit part-time busy professionals who may be in full-time employment with diverse needs, learning experiences are delivered over weekends (Saturday/Sunday) for modules QE8000, QE8010 and QE8020 using a day conference format at the Kingston University campus. For QE8030, learning experiences are delivered on Saturdays alone with the first two focussing upon seminars and workshops and the November conference day and next two Saturdays providing the opportunity for presentations and discussion of work in progress. Consequently, learning weekends are located within well-defined blocks of module study to reflect their holistic aims and learning outcomes. Two weekends take place for each of QE8000, QE8010 and QE8020 and four Saturdays for QE8030 to provide face-to-face sessions for the first four modules in addition to the End-of-Year Conference (see the diagram of the calendar for the EdD programme above). The weekend sessions in each of the first two and a half years are module-specific and framed by four themes per module that encourage students to progressively focus on the learning experience in managed

incremental ways. Each module is a building block to bring definition and context to the process of specifying, justifying and undertaking the Research Project in Year 3.

The University expects students to attend all programme-related activities unless they have a good reason for absence and the absence approved by the Course Leader (or equivalent). Failure to attend without acceptable cause may result in the termination of a student's registration for a University award.

For this course, in modules QE8000, QE8010 and QE8020 students are required to attend the learning weekends and expected to attend the conference days. Students undertaking module QE8030 are required to attend five Saturday events which include the conference day and presentation events. For module QE8040 (the Research Project), students are required to attend a minimum of three Saturday events including the conference and are expected to present and discuss their work in progress. A summary of attendance requirements is summarised below.

Students will be expected to attend the following

Module		time
QE8000	2 weekends (Saturday and Sunday) approx. 4 x 7 hours Group/individual tutorials 2 hours	30 hours
QE8010	2 weekends (Saturday and Sunday) approx. 4 x 7 hours Group/individual tutorials 2 hours	30 hours
QE8020	2 weekends (Saturday and Sunday) approx. 4 x 7 hours Group/individual tutorials 2 hours	30 hours
QE8030	2 Saturdays 2 x 7 hours Attendance at student presentations 3 x 7 hours Group/individual tutorials 5 hours	40 hours
QE8040	Per year at least 3 Saturdays (including the conference) 3 x 7 hours Tutorials approx. 7 x 1 hour	28 per year

All calendar years are enriched by the use of the wider research community within the HSCE Faculty and the university as an additional context to the students' learning. Students are encouraged to attend faculty research seminars and conferences, Graduate School events, Learning Resource Centre workshops and to make full use of opportunities to network within the context of the university research strategy. Some of these events may be scheduled during the weekday and others may be available in the evening. As they progress to Year 3 and the Research Project module, students may access additional support from the Graduate Research School (GRS), which offers doctoral training for quality research through a structured programme that is available to all graduate researchers and their supervisors. The GRS structured programme is published on Canvas and advertised through emails.

Students who progress to the Year 3 Research Project module are overseen, along with other research students (e.g. PhD students) in the faculty, by the Faculty Research Degrees Committee (FRDC) and supported by their supervisors, the EdD Module and Course Leader, a Postgraduate Research (PGR) Co-ordinator and the Chair of the FRDC. Through the GRS, our EdD students have access to wider support from UK-wide research organisations such as Vitae, who provide a sector-based research framework and undertake to monitor universities adherence to research quality issues.

In summary, the learning and teaching methods undertaken in this programme are as follows:

- Progressive focusing of the learning experience on professional practice;
- Development of a community of learners in each cohort of the programme to share issues in dialogue and reflection;
- Use of case studies to encourage exploration of knowledge and experience by analogy;
- Critical evaluation of relevant programme materials to develop an advanced understanding of theoretically-informed perspectives at seminars/workshops;
- Roundtable tutor and peer analysis of pilot empirical evidence from professional settings;
- Short formative tasks and preparatory discussion questions facilitated by Canvas in intervening periods between weekends;
- Circulation and discussion of exemplary materials to demonstrate student achievement at the doctoral level, including qualities of academic writing;
- Feedback commentaries on drafts for summative module assignments to prompt reflection and revision/refinement of argument/perspective/exemplars;
- Recommendations for review and submission where module assignments merit preparation for publication;
- Tutorial/supervisory support for more autonomous working at the Research Proposal and Research Project stages, complemented by shared cross-cohort learning experiences;
- At the Research Project, students are allocated a minimum of two supervisors who will arrange regular meetings in order to give advice and monitor progress.

Assessment

All modules of the EdD programme are formally assessed as an integral part of the teaching and learning process and are examined in relation to the specified learning outcomes for this research degree. All module assignments are separately assessed and should be successfully completed. The focus of each assignment ensures that the intended learning outcomes are clearly demonstrated.

Summative assessment tasks in Phase 1 (modules QE8000 to QE8030) of the programme are designed to feed forward towards the final 'capstone' module QE8040 in Phase 2 which involves a viva voce examination on a written thesis of 55000 words. Modules QE8000, QE8010 and QE8020 (30 credits each) require students to submit a written assignment of 5000 words. Module QE8030 (60 credits) combines an oral presentation and written assessment of 8000 words. The assessment arrangements for the research proposal allow students opportunity to gain constructive verbal feedback on their research proposal from their peers and from tutors (the latter also provide written, summative feedback on the presentation) to inform the development of their written assessment which is submitted within 6 weeks of undertaking the oral presentation. Additional formative assessment opportunities are integrated within the design of each module with online forums supporting ongoing discussion focussing upon set tasks relevant to the learning outcomes of the module concerned, thereby feeding forward towards the summative assessment. During taught sessions, work in progress seminars require students to articulate, discuss and critically examine their developing understanding, contributing to one another's learning. As autonomous learners, students are also encouraged to reflect upon their own learning and to maintain a reflective journal from the onset of the course in order to identify specific action points which support their progress.

All summative assessment tasks are double-marked in relation to the specified criteria. Each module assignment in Phase 1 is marked independently by first and second markers, and

the comments of both markers should be equally informative. Having reached their independent judgements the first and second markers should agree an overall recommended grade, which is "PASS" (STRONG PASS or PASS) or "FAIL" (please refer to the assessment criteria and marking scale provided below).

1. To what extent does the work address the set task and engage with the problematic of the topic?

1. To a high degree.
2. To a considerable degree.
3. Minimally or not at all.

2. How well-structured, coherent and comprehensive is the work?

1. Very well structured, very coherent, very comprehensive.
2. Clearly-structured, coherent and comprehensive.
3. Structure difficult to follow or elements missing.

3. How deeply and critically analysed are the issues raised by the task?

1. Deep analysis and penetrating critique.
2. Reasonable depth of analysis and critical insight.
3. Little or no analysis and lacking in criticality.

4. How relevant is the literature used in developing the work, how critically is it interpreted and how effectively is it applied in support of the argument/thesis/critique?

1. Literature very relevant, deeply critical and tellingly applied.
2. Literature mostly relevant, critically appreciated and effectively applied.
3. Literature limited or not relevant or tendency to use literature uncritically to support the argument.

5. How relevant is the work to the professional role and challenges of the student?

1. Highly professionally relevant.
2. Of professional relevance.
3. Attempts to relate to professional practice are limited, absent or ineffective.

6. [Where appropriate] To what extent has the empirical data used in the work been validly secured, soundly justified, and effectively applied?

1. Highly appropriate and demonstrably valid empirical data, with a strong rationale, tellingly applied.
2. Appropriate and valid empirical data, with a rationale, applied to some effect.
3. Invalid and/or un-rationalized data, applied without effect.

7. To what degree does the work achieve a quality worthy of dissemination to critical professional colleagues?

1. Fully worthy of dissemination.
2. Some ideas, outcomes and findings worthy of dissemination.
3. Would need significant reworking to reach dissemination standards.

8. To what extent does the quality of expression and presentation constitute good academic writing (grammar, syntax, register, punctuation) and accord with the conventions of academic presentation (e.g. citations, bibliography)?

1. Very well-written and fully in accordance with the conventions.
2. Mostly well-written and with minor errors of convention.
3. Expression confusing, with many grammar errors or limited attention to the academic conventions.

Marking scale

    Strong Pass: The work generally meets the standards indicated by 'A' against the criteria.
    Pass: The work generally meets the standards indicated by 'B' against the criteria.
    Fail: The work generally is characterised by 'C' statements against the criteria.

These statements of grade are indicative of the qualities of academic writing which characteristically describe the two levels of pass and one of fail for doctoral work for summative assignments in the modules in Phase 1. The notion of 'best fit' is applied e.g. a piece of work graded 'pass' will accord with the B grade indicators to a greater extent than for outcomes at A or C. Each assignment is marked holistically and must contain the elements indicated in the module specific and generic assessment criteria as integrated features of the assignment.

Where this cannot be obtained a third marker from the programme team should provide an independent judgement, and this recommendation goes forward to the EdD Programme Examination Board, with the marksheet providing a clear record of the process. Second markers are recommended to read the assignments without reference to the comments of the first marker but to read the comments of the first marker before providing their written feedback. In all cases, there should be a balance between formative and summative remarks, with clear guidance on ways of enhancing the assignment.

For the **Research Project module (QE8040) in Phase 2**, which constitutes the research project phase of the programme, assessment criteria and processes are regulated and monitored by the Faculty Research Degrees Committee (FRDC) according to the Postgraduate Research Degrees regulations, which apply to both EdD and PhD students. Details are provided through the module web page on Canvas, the FRDC Postgraduate Research Student handbook and the KU Postgraduate regulations (Academic Regulations AR3), which can be accessed at http://www.kingston.ac.uk/academicregulations.

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E. Support for Students and their Learning

The programme provides student support and guidance. The course leader acts as a source of advice for students throughout the period of study. Initial points of contact at module and programme level are specified in the Student Handbook (available through Canvas). Module leaders, working with module tutors, monitor the progress of students and provide feedback through the assessment of draft and summative assignments at individual tutorials. In addition to taught sessions and tutorials, students are supported via the VLE and emails. Student evaluations are undertaken at each weekend conference and evidence of student progress and satisfaction form an integrated feature of quality assurance processes.

An induction session is held for new students prior to the first taught weekend. The programme ensures that the EdD students have sufficient information to confidently commence their studies within the context of an enabling academic and social environment.

Induction on the use of the VLE and information services is an integrated feature of weekend conferences, including e-library access, for year 1 students. Updates on learning resources materials are provided at the beginning of each year. Full information is provided on the VLE Canvas. It provides access to module and programme specific learning materials and contact with the wider research environment of the university.

Assessment criteria for all module assignments are clearly stated in each module syllabus (available on Canvas) so that students might show the full extent of their abilities and achievements at doctoral level. Qualities of academic writing are consistently and fully discussed in the evaluation of scholarly articles, work in progress seminars, round table discussions of research processes and the circulation of exemplar materials. Practical advice is also made available, for example, on word limits, citations and referencing, as well as on key issues in editing work and proof reading.

The Education Research Group in the School of Education holds regular events, workshops and seminars that enable staff and students to share and develop their theoretical and methodological knowledge and skills. They also aim to engage research users and shape the academic field. Students are encouraged to participate in events which are co-ordinated by these research centres.

For the Research Project (Phase 2)

When they progress to Phase 2 (the Year 3 Research Project module), students will join the wider group of postgraduate research students (including PhD students) which is monitored and overseen by the FRDC and supported by at least two supervisors, the EdD Module and Course Leader, a Postgraduate Research (PGR) Co-ordinator and the Chair of the FRDC. Through the Graduate Research School (GRS), students have access to wider support from UK-wide research organisations such as Vitae, who provide a sector-based research framework and undertake to monitor universities adherence to research quality issues.

Researcher Development and Training

The University expects all research students to undertake an agreed programme of development and research training. The initial programme will be discussed by the first supervisor and the student and submitted to the FRDC for approval as part of the application for registration. Possible exemptions from particular training elements will also be agreed at this time. The first supervisor will review the development needs of each research student during the annual monitoring process.

Students are required by Faculties to compile a record of all development and research training undertaken. Failure to complete the agreed development and training programme will result in registration being reviewed by the Faculty Research Degrees Committee. The review may result in a recommendation to the University Research Degrees Committee for the registration to be terminated.

As part of a student's training, prior to the submission of the assessment arrangements for approval, students must be given the opportunity to undergo a practice oral examination with an independent assessor and provided with informal feedback on their performance.

Subsequent Annual Monitoring

Once the progression from Phase 1 to Phase 2 is successful, students must be informed of the planned date and nature of the subsequent annual monitoring processes. It is a condition of continued registration that a satisfactory progress report is received annually.

The main purposes of the monitoring will be to ensure that:

- the research is progressing at a satisfactory pace
- the planned personal development and training programme is being, or has been, completed
- any required changes to the supervisory arrangements, the student's mode of attendance or the nature of the proposed research programme, including the title, are identified and submitted for approval
- students are provided with formal feedback to students on their progress
- students have an opportunity to highlight any difficulties experienced

The Faculty Research Degrees Committee will consider the annual reports and provide a summary progress report on its students, including any areas of concern and its action plan to address them, to the University Research Degrees Committee.

In summary, students are supported by:

- A module leader for each module
- A course leader to help students understand the programme structure
- A designated tutor to provide academic support for the proposal module (QE8030)
- At least two research supervisors (in QE8040, Phase 2)
- A designated programme administrator, contactable in office, by phone or by e-mail
- An induction programme at the beginning of each phase
- Staff-student consultative committee
- Canvas, as the recognised VLE platform facilitating online discussion (synchronous and asynchronous) and access to relevant course content and support materials VLE, with technical support.
- English for Academic and Academic Skills Centre (HSCE) to assist students in being autonomous, confident and successful learners, alongside embedded skills development within the programme
- Student support facilities that provide advice on issues such as regulations and legal advice
- Disability and Mental Health Support
- Diversity and Inclusion
- Faith and Spirituality
- Health, Wellbeing and Counselling service
- Careers and Employability service
- Money and funding
- Professional Development
- Childcare
- IT support
- University's Religion and Belief Policy
- The Union of Kingston Students
- Although there is not a Personal Tutor Scheme specifically for level 8 students, the course leader acts as a personal tutor to offer pastoral support for the students in the first phase of the programme. In the second phase, the first supervisor acts as a personal tutor, taking over pastoral duties from the course leader from the previous phase.

Support from Student Services can be found at
https://mykingston.kingston.ac.uk/mysupport/Pages/default.aspx
Support for research students from the Graduate School at
https://staffspace.kingston.ac.uk/dep/researchsupport/graduateresearchschool/Pages/default.aspx
Support for research students from university at https://www.kingston.ac.uk/research/
Support for research students from Vitae at https://www.vitae.ac.uk/researchers-professional-development
For sources of university-wide support, see http://www.kingston.ac.uk/postgraduate/student-support/
For research focused support from University's research centres for research students in specific areas of educational research, see https://www.kingston.ac.uk/faculties/faculty-of-health-social-care-education/research/.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation at module and programme-wide levels including MEQs, level surveys and Post Graduate survey
- Moderation policies
- Feedback from employers

G. Employability and work-based learning

The programme benefits professionals who wish to advanced their learning, research and practice skills in a wide variety of education-related settings. Students deepen their employability skills as facilitators, co-ordinators, mediators and leaders of research-engaged professional practice. Key skills include taking individual responsibility for the learning process, enhancing interpersonal skills, undertaking information retrieval, data presentation and analysis, self-management and innovatory problem-solving in familiar and unfamiliar contexts. Further details of enhancing employability are provided in the Key Skills tables. Subject practical skills are identified as part of the Programme Learning Outcomes.

The importance of reflective practice, theoretical contextualisation and the acquisition of enquiry skills are shown throughout the programme. It enables professionals to advance their knowledge and understanding of relevant practice-oriented issues and share research processes and findings in professional settings. The programme encourages students to communicate and disseminate findings to a wide range of audiences, write for publication for specialist and general readerships and to participate in, and lead, collaborative learning networks for education professionals.

Applicants for practitioner research posts benefit from the programme. The role of the researching professional and interprofessional lead in education-related contexts is of growing importance in individual organisations and consortium settings. For example, deputy headteachers in schools and managers in children's centres may have responsibility for research projects to support improvements. Research Development managers in larger institutions and subject-specific lead professionals require research skills to explore evidence. Special Interest groups and informal collaborative networks contain research users and research creators. The acquisition and dissemination of research-engaged outcomes in formal and informal settings, with an awareness of leadership roles, is a defining feature of the programme.

Consequently, the programme can assist an exploration of professional and interprofessional advancement opportunities by maximizing our graduates' choices. We expect that our graduates will return to mentor students, provide input for the programme and join the growing alumni network at Kingston University. The building of networks to support students includes the development of seminar programmes and an annual research conference for alumni and current students.

Work-based learning, including sandwich courses and higher or degree apprenticeships

EdD students are expected to be currently employed full-time, or at least to have appropriate and significant professional experience. They may not intend doctoral study to redefine their career trajectory in an Education-related field. Often, close interaction with a problem or issue arising from professional practice becomes the foundation for generating socially 'usable' new knowledge to enhance teaching, learning and assessment. In this programme the workplace – which is the responsibility of individual students to source and secure – becomes the site of research and professional doctorates are located at the apex of professional learning. A premise of education doctorates is that students are successful practitioners and might be supported through critical enquiry at doctoral level to develop their practitioner focus as research-driven professionals.

H. Other sources of information that you may wish to consult

Careers Research and Advisory Centre (CRAC) supported by the University of Brighton (2016) Provision of professional doctorates in English Higher Education Institutions: report for HEFCE http://dera.ioe.ac.uk/id/eprint/25165

Kingston University Graduate Research School and Graduate Centre
https://www.kingston.ac.uk/postgraduate/study-resources/graduate-centres/

Lunt, I. (March 2018) 'Introduction to 'The EdD at 20: Lessons learned from professional doctorates' – a special feature for the London Review of Education', London Review of Education 16 (1), 1-6 DOI: https://doi.org/10.18546/LRE.16.1.02

QAA Doctoral Degree Characteristics Statement (February 2020):
https://www.qaa.ac.uk/en/quality-code/supporting-resources

QAA UK Quality Code for Higher Education 2013-18: https://www.qaa.ac.uk/quality-code/UK-Quality-Code-for-Higher-Education-2013-18

QAA UK Quality Code, Advice and Guidance: Research Degrees (November 2018): https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/research-degrees

Vitae Researcher Development Framework https://www.vitae.ac.uk/vitae-publications/rdf-related/research-development-framework-rdf-vitae.pdf/view

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	
Knowledge & Understanding	A4
	A3
	A2
	A1
Intellectual Skills	B4
	B1
	B2
	B3
Practical Skills	C5
	C4
	C3
	C2
	C1

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.