

UNIVERSITY OF ROEHAMPTON & KINGSTON UNIVERSITY

# Doctor of Education (EdD)

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**(2011 regulations)**

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NB: Every attempt has been made to ensure that the information contained in this handbook is accurate. We believe it to be correct at the time of printing. However, changing circumstances may require minor changes (as, for example, to membership of teaching teams), throughout the year. If you find the handbook to be misleading in any particular, or if you identify an error or inaccuracy, please bring this to the attention of the programme directors (Dr Julie Shaughnessy; Dr Keith Grieves) so that the necessary action can be taken.

## **DOCTOR OF EDUCATION (EdD)**

### **Welcome to the programme**

#### **Rationale**

The Doctor of Education is a joint programme offered by Kingston University and the University of Roehampton. It is professionally focused and combines contextual modules with independent research and leads to a doctoral degree.

The programme is relevant to a wide range of Education professionals including teachers and managers in early years' centres, schools, colleges and universities, educators in museum and heritage services, health and social care professionals with teaching and learning responsibilities and professional learning managers in commercial and voluntary organisations.

The growth of professional doctorate programmes in the UK in the last two decades is a notable feature of postgraduate professional development and research degree provision in higher education. In the social sciences professional doctorate programmes were among the first to emerge, notable in Psychology, Business and Education. These programmes have developed for specific professional settings, both within discipline-based and multidisciplinary contexts. They reflect the development of work-based learning in higher education, the emergence of knowledge-creating professionals who generate evidence-based practice and the interplay of mode one and two knowledge production in the academy and beyond. These factors contribute to the intellectual underpinning of this programme which seeks mutual reciprocity between the academy and the practitioner to facilitate high quality research into professional practice.

The Doctor of Education programme (EdD) was first validated in 2003 as a three-way initiative between the University of Surrey Roehampton, University of Surrey and Kingston University. It was revalidated in October 2005 and in September 2011 as a two-way partnership between the University of Roehampton and Kingston University. The regulations which apply to your programme are those of 2011. Doctoral awards attained by students on the programme provide evidence of successful outcomes in a wide range of Education-related settings. For example, graduates of the programme include professionals who work in HEIs in teacher education, nurse education and sports science and in further education and secondary education. Both universities have other professional doctorates. Kingston University has a Doctor of Business Administration (DBA) programme and the University of Roehampton has a Doctor of Psychology (PsychD) programme.

#### **The doctoral status of the award.**

You may find this contextual exploration of professional doctorates helpful to show how recent developments in the purpose and design of research degrees for education professionals are reflected in the structure of the programme and design of the learning experiences.

Some professional doctorates are specifically designed to secure accreditation for particular occupations, such as research engineers and clinical psychology, but this is not the case in Education, where students variously join the programme at early, mid and late points in their career. Often, students do not undertake an education doctorate as an ‘apprenticeship’ for entry into an academic career (Park, 2007: 34). They are employed full-time and may not intend doctoral study to redefine their career trajectory in an Education-related field. However, researcher professionals do seek acknowledgement of their advanced professional learning through the award of professional doctorates; ‘In doctorates by project, the workplace becomes the site of research’ (Usher, 2002: 150). Students often wish to influence practice and policy for the benefit of their learners and the institutional settings in which they are located. Each year our cohorts for this research degree are defined by students with demanding teaching and learning responsibilities.

The EdD is a modular programme which sets clear targets for progression and is characterised by appropriately flexible, concentrated and explicitly calendared pattern of attendance, course delivery and assessment requirements. It provides sustained and regular opportunities for mutual critique and personal support within a cohort of like-minded professionals, all of whom are undertaking research into professionally-relevant practice-oriented issues. During the *Research Project* module students continue to benefit from the ‘cohort effect’. Research events are held so that shared professional practice and the challenges of situated knowledge acquisition continue to be explored in a supportive critical environment while at the same time encouraging students to disseminate their 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.

At the theory-practice interface the EdD programme seeks to develop professional practice by enabling you to create and interpret new professional knowledge, which usually involves ‘real life’ practice-focused issues. Your close interaction with a problem or issue arising from professional practice is the foundation for generating socially usable new knowledge, which might enhance your teaching and learning.

Therefore, the programme contains modules which address issues of education professionalism, teaching and learning, the philosophy and practice of educational research, the design of a research proposal and a substantial professional-relevant research project. Emphasis is placed on debates on the nature of professional knowledge, new forms of knowledge production in research in the social sciences and the ways in which contemporary issues in professional life are influenced by the dynamic reconfiguring of paradigms and areas of research.

Our students are usually managers of teaching and learning. This focus is reflected in the additional credit specified for the two modules *Perspectives on Teaching and Learning* and *Current Issues in Teaching and Learning*. By the end of the programme you have developed an advanced understanding and substantial experience of the strategies and techniques for research and generated and disseminated new professional knowledge.

In summary, the purpose of the EdD programme is to offer education professionals, and in fields related to and connecting with education, the opportunity to pursue doctoral level study of relevant to their professional roles and contexts, which is delivered in a structured programme through taught, supervised and cohort experiences. As a professional doctorate the EdD aims to facilitate critical self-reflection through a sequence of structured learning experiences, culminating in a substantial piece of professionally-focused research.

## **The Providers**

At both universities this programme is a logical extension of well-established Masters level provision for professional learning in Education and existing doctoral programmes. It is also an expression of their historic strengths in education and childhood studies and commitment to vocational preparation/professional formation.

**Kingston University** School of Education, Faculty of Health Social Care and Education, offers undergraduate and postgraduate Initial Teacher Education for Primary and postgraduate provision in some subject specialisms for Secondary. The School has an extensive portfolio of Early Years degree programmes. A wide range of Postgraduate Professional Development programmes are provided which meet the professional standards of the Training and Development Agency for Schools (TDA). From this provision study can be undertaken to gain awards at Master's level. The School supervises doctoral students who are undertaking research in Education, including students on the Doctor of Education programme (EdD).

**University of Roehampton** Department of Education currently has BA (Primary) and PGCE (Primary, Secondary and KS2/3) programmes leading to Qualified-to-Teach status, BA programmes in Education and Early Childhood Studies and a range of Master's and Postgraduate Professional Development programmes. These courses attract students from UK and Europe and the Department collaborates with higher education institutions abroad to offer BA and MA programmes.

## **Programme Aims**

- (a) 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;
- (b) To promote reflection on professional practice in support of undertaking original research;
- (c) To promote opportunities for Education professionals to study the epistemology and methodology of social and educational research at an advanced level.

## **Learning Outcomes**

The main focus of this professional doctorate programme is to enable 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 have a direct effect on organisational policy and change in the host institution. The undertaking and 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 from the initial common module experiences through the preparation and presentation of the research proposal to the independently undertaken research project.

Throughout the programme this ‘doctorateness’ is expressed through the development of advanced research skills which enable you to prepare to produce original research, for example, systematic and critical awareness of the research environment and research management, communication skills and networking and teamworking. The EdD programme should enable you to develop research specific skills and appropriate personal attributes which are critical to the successful completion of the *Research Project*. Consequently, the research elements and reflections on professional practice are integrated and seamless features of the Doctor of Education programme. Formally, the research component of the EdD comprises the 40-credit *Preparation and Presentation of Research Proposal* module and the 180-credit *Research Project module*

On completing the programme you should be able, at an advanced level, to:

- (i) demonstrate 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;
- (ii) demonstrate 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 and the capacity to apply this knowledge for the purposes of undertaking original research into professional practice;
- (iii) demonstrate a detailed understanding of applicable techniques for research and advanced academic enquiry;
- (iv) demonstrate 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;
- (v) effectively communicate concepts, findings and issues involved in educational research and professional practice to specialist and non-specialist audiences;
- (vi) demonstrate 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.

## **Learning and Teaching**

The rationale provides the distinctive conceptual framework for the EdD programme which underpins the learning and teaching methods for this research degree, alongside the specified learning outcomes in each module. The programme encourages you 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.

The learning and teaching methods are designed to facilitate the process of researching professional practice by enabling you to share with 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 that illuminate workplace challenges. The programme team seek to guide rather than control the processes of enquiry and knowledge production by structuring sessions to facilitate discussion, dialogue and argumentation so that genuine collaborative learning might take place.

We emphasise the importance of mutuality in dialogic teaching so that the dynamics of interaction at the weekend conferences are collective, reciprocal and supportive. In particular, debates on aspects of professional practice and its contextualisation can be deeply personal and affective. It is important that ideas and experiences are valued and critiqued in a mutually supportive environment which reflects 'authentic' problems of professional practice as well as the need to challenge and often reformulate prior understandings and knowledge. Learning and teaching on the EdD programme involves dialogic opportunities which interweave criticality and meaningfulness. Consequently, trust and respect for others must inhabit the structured learning experiences at the weekend conferences.

The delivery of the modules in years 2 and 3 include four intensive weekends each year. They normally take place on Fridays 1700-2000, Saturday 0900-1730 and Sunday 0930-1730. The weekends are normally non-residential, but if you do not live locally information on accommodation can be provided on request. Light refreshments are provided on arrival and for morning and afternoon breaks. Limited lunch provision is available on site or brought as packed lunches. Full details of the timetable and site-based information are issued in advance of each weekend.

***Students are expected to attend all intensive weekends and to undertake the necessary reading and other tasks set as preparation and follow-up. Students are expected to participate fully in the learning experiences of the programme, at weekends, in individual tutorials and by electronic networks and e-tutoring.***

Preparatory materials for the weekend conferences will include selected readings, appropriate discussion questions and further bibliographical recommendations which, with formative tasks, explicitly structure the sessions and provide holistic links across the blocks of learning at module level. This research environment will encourage you to apply the theoretical insights to practice settings through deep analysis of key texts, which have been identified as core readings for each module. The weekend conferences are therefore supported by intervening periods of guided independent study, online debate and access to individual tutorials, enhanced by web-based study materials on Moodle, complemented by feedback via e-mail. The virtual learning environment Moodle, available at the University of Roehampton for announcements, updates and in support of module level learning experiences, will be introduced to new students in a session focused on learning resources at the first weekend.



The weekend conferences comprise lectures, seminars, presentations of case studies, workshops for peer review material, individual tutorials and student-led position papers, providing many opportunities for you to engage in critical dialogue with fellow professionals and tutors. All modules have some element of formative feedback, ranging from discussions of draft work to peer-led scrutiny of research progress. 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. In these ways you are supported at an advanced level to become largely autonomous evaluators, consumers and producers of new knowledge at the forefront of your professional practice. For further information please refer to the module guides which are issued in advance of the first weekend conference.

In the module *Preparation and Presentation of Research Proposal* you will design and manage research interventions in complex and unpredictable professional settings. Building on presentations in earlier modules, this 'gateway' to the *Research Project* module provides opportunities for work in progress papers, individualised tutorial support, group meetings on more generic issues in educational research, oral presentations and the submission of the research proposal report. Tutorials become the lynchpin of learning and teaching methods to support independent research and thinking in depth and breadth. This pedagogic transition to tutorial meetings is formally consolidated in the *Research Project* module, when supervisory arrangements are formally approved within the institutional regulations for research degrees. On this module there are opportunities for you to participate in a mutually supportive research culture through research seminars and events convened by research centres and the school/department at both universities.

It is difficult to calculate or predict the amount of work required of students on this programme for two reasons; first, students work in different ways and at different rates so that the amount and type of work required is bound to vary from one student to another; second, because of the diversity of research activity which might be undertaken within the programme. It might be helpful to know that for every 10 credits in year 1 and 2 modules, you may expect to spend 100 hours of your time, of which 10 hours will be in contact/communication with tutors and/or fellow students. For the module *Preparation and Presentation of Research Proposal* module you should expect to receive 15 hours per year of tutor contact within 400 hours of student effort. For the *Research Project* you should expect to receive 15 hours of tutorials with your supervisor(s) and additional time in research seminars and workshops within a student workload of 1800 hours.

In summary, the learning and teaching methods undertaken in the modules 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 advanced understanding of theoretically-informed perspectives at seminars/workshops;

‘Round Table’ tutor and peer analysis of pilot empirical evidence from professional settings;

Short formative tasks and preparatory discussion questions facilitated by Moodle in intervening periods between weekends;

Circulation and discussion of exemplar materials to demonstrate student achievement at 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 support for more autonomous working at the Research Proposal and Research Project stages, complemented by shared cross-cohort learning experiences.

## **Registration on the programme**

### **Entry requirements**

All students are part-time. The normal entry requirements are a Master’s degree in Education (180 M level credits), or a discipline allied to Education, or equivalent of a UK university, or of a university outside the UK which is recognised for this purpose.

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, as detailed in the admissions regulations of the partner universities.

### **Selection Process**

Overall arrangements for the applications and the selection of students are undertaken by the programme directors working collaboratively in the two universities.

The programme directors normally consider the eligibility and suitability of each application with reference to the meeting of entry requirements, access to an appropriate professional setting in an education-related field and evidence of commitment to the aims of the programme. Emphasis will be placed on the applicant’s potential to successfully complete the programme. The decision to admit students to the programme will normally be based on scrutiny of the application form and the interview. At the interview discussion of the research proposal (section

8 of the application form), the professional context of the applicant and experience of practitioner research in an appropriate Master's level programme are important considerations.

### **Registration**

New students will be registered at either Kingston University or the University of Roehampton. Students will normally be registered in the university where the available expertise most closely matches their needs and interests. Where appropriate, registration may be transferred to the other participating University after the completion of the second or third year.

The academic year for the EdD is January to December. Students will be required to re-enrol for a complete year annually at the specified time. Registration cannot be completed without payment of the full fee for the year.

### **Period of Registration**

The programme is offered on a part-time basis only and the period of registration is normally 72 months. Where is good reason (such as sickness or other personal circumstances) students may apply for an extension beyond the normal maximum.

### **Interruption of study**

In some cases (as, for example, a change in professional or personal circumstances) a student may seek approval for an 'Interruption of Study'. In years 2 to 3 the request must be submitted to the appropriate Programme Director and approved by the Joint Programme Examination Board. It may not exceed one year. For permission to interrupt study during the *Research Project* module permission must be sought from the appropriate committee at the University of registration according to the procedures specified in the doctoral regulations.

### **Accreditation of Prior Learning**

In some programmes prior experiential learning may be accredited towards a professionally-focused degree. However, this is rare at doctoral level. In the case of professional doctorates professional experience which has been comprehended at master's level is a pre-requisite for entry to the programme. Consequently, APEL would not normally be considered for applicants to this programme. Peer learning is an important part of the programme experience at doctoral level and should not be negated by APEL.

Prior learning achieved on programmes at other recognized higher education institutions may be accredited (APL) 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. Any certificated prior learning under consideration will require verification, such as the presentation of relevant certificates and/or confirmation from the award-bearing body.

If you feel you have a case for APL, please raise this in the first instance with one of the Programme Directors who will advise you as to what to do next. Applications for APL will be processed through the normal procedures for the University with which you are registered.

**The dates for the weekends in 2016** are as follows:

February 5-7 (Roehampton)

April 15-17 (Roehampton)

June 10-12 (Kingston)

September 9-11 (Kingston)

Oral presentations for the *Preparation and Presentation of Research Proposal* module take place on 17 September 2016 at Roehampton University and may take place on subsequent dates if appropriate.

### **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 will ensure that the intended learning outcomes are clearly demonstrated. You are normally expected to attend all the sessions in the specified modules at the weekend conferences.

All assessment tasks will be double-marked in relation to the specified criteria. Each module assignment in years 1 and 2 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. Where this cannot be obtained a third marker from the programme team should provide an independent judgement and this recommendation will go forward to the EdD Joint 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 prior to 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.

The assessment strategy requires clear evidence of an argument in the context of relevant research literature with recommendations for its implications for professional practice where appropriate. You will also undertake the presentation of position papers on issues which are negotiated with tutors. These work in progress papers are critically evaluated in seminar discussion, followed by their revision and submission in response to the specified module learning outcomes. These assessment points are both formative, in that they inform the process of gradually focusing on a research proposal, and summative, so that satisfactory progress in the acquisition of requisite professional and methodological expertise can be demonstrated.

Progression to the next year, or phase, is normally dependent on gaining successful outcomes in all summative module assignments in each year. Module assignments are made available to the external examiner, to monitor the standards obtained on the programme and whose reports contribute to quality assurance processes. It is expected that you will reflect on knowledge acquired in year 1 and 2 modules in preparation for the *Preparation and Presentation of Research Proposal* and the *Research Project* modules.

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 in *The Framework for Higher Education Qualifications (2008)* descriptor specifications for doctoral level qualifications. 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.

### **Relevant QAA Benchmarking Statement**

The descriptor provided for this level of the FHEQ is for any doctoral degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 8 qualifications.

Descriptor for a higher education qualification at level 8: Doctoral degree

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 will be 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.

QAA *The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ)* (Revised edition August 2008, web versions updated October 2008, 23-24). <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWN108/FHEQ08.pdf>

### **Format of assignments and further guidance**

All assignments must comply with the normal conventions of academic writing. Doctoral students are expected to be conversant with these conventions, but if you are unsure, you should consult your tutors. The main requirements include:

All assignments should be written in standard English. Written components must be word-processed on A4 paper, 1.5 or double-spaced on one side only, with all references acknowledged and presented according to the Harvard system. Students should familiarise themselves with university guidance on the avoidance of plagiarism.

The following sources should be consulted:

Kingston University Learning Resource Centre *Faculty of Health, Social Care and Education: School of Education Guide to Harvard Referencing* (2014)  
<http://www.kingston.ac.uk/library/pdfs/>

University of Roehampton Learning Resource Centre <http://www.roehampton.ac.uk/is/>

Please also refer to Pears, R. and Shields, G. (9<sup>th</sup> edn. 2013) *Cite them right: The Essential Referencing Guide* (Basingstoke: Palgrave Macmillan). *Cite them right* is available to view in full text online via the university's e-resources.

Students are normally expected to obtain feedback from a module tutor on one draft of the assignment, within a reasonable period prior to submission, either as a whole or in parts, and are normally expected to do so. All module assignments should have a focus, which is negotiated and agreed between the student and module tutor within the frame of the assessment criteria. Note that *where a topic is undertaken other than that specified in the module guide, this must be approved in writing by the module leader*. Please give consideration to focus, coverage, quality of analysis and argument and presentation. 'Wordage' should be treated as a maximum, 4,000 words for 20 credit modules and 5,000 words for 30 credit modules.

As befits a professionally-focused programme covering diverse aspects of education, assessment will take many forms. Further guidance on preparing assignments is available in the module guides. In summary the assessment scheme is as follows:

<i>Module</i>	<i>Assessment</i>
Professionalism in Education	4000-word assignment with a professional focus
Professionalism & Professional Practice	4000-word essay arising from a seminar paper
Educational Research: Philosophy & Practice	4000-word essay
Design & Method in Educational Research	Critical self-reflection on working papers and trialing of research methods (4000-words)
Perspectives on Teaching & Learning	5000-word essay
Current Issues in Teaching & Learning	Portfolio of 2000-word position paper (revised in light of seminar paper) and 3000-word essay
Preparation & Presentation of Research Proposal	One-hour oral presentation in a seminar setting and 6000-word research project proposal
Research Project	40000-50000-word research project (thesis)

### **Deferments**

In exceptional circumstances, a student may request to defer submission of coursework by applying in writing to the programme director of their university of registration not less than seven working days before the submission date. The reasons for this deferment must be clearly stated and appropriate evidence provided (for example, a doctor's certificate). Deferments will not be allowed unless a sound case is made.

### **Dates for Submission of Coursework**

The module assignments are submitted electronically. For submission via Moodle full instructions will be provided in separate documentation.

Please place each one in a simple folder and do not put individual pages of an assignment into separate plastic envelopes within a folder. The assignments should be submitted in person or by recorded delivery to reach the Programme Administrator by 2.00pm on Monday 1 November 2016. *If there is any variation in this arrangement for 2016 detailed advice will be given in a timely way.*

### **Address of Programme Administrator**

Ms. Hina Huseem

Departmental Administrator (Postgraduate Taught Programmes and EdD)  
School of Education  
Froebel College  
University of Roehampton,  
Roehampton Lane,  
London SW15 5PJ.

Email: [TaughtPG@Roehampton.ac.uk](mailto:TaughtPG@Roehampton.ac.uk)

Tel: tba

**The assignments should only be sent via Moodle and to the programme administrator and not via email or as print copies to individual module tutors.**

*You are strongly advised to make and keep a hard copy and a copy electronically as a safeguard against loss.*

### **Return and feedback on assignments**

The first and second markers will provide feedback on the assignment cover sheets. Where requested by the student, oral feedback will be provided by the module leader at a time to be negotiated once the Joint Programme Examination Board has met and agreed grades. It is your responsibility to make this arrangement with your tutor.

### **The role of the External Examiner**

The role of the External Examiner is to ensure that the academic standards being applied to the assessment of students' work and in the award of degrees are comparable to those of similar programmes in other universities in the UK as defined by the qualification descriptor of the Higher Education Qualifications Framework.

In respect of the modules in year 2 and the *Preparation and presentation of Research Proposal* module in year 3, they

- see representative samples of assignments and evaluate standards
- scrutinise marking and moderation procedures
- observe and report on the procedures of the Joint Programme Examinations Board
- advise on the content, learning outcomes and assessment criteria of the modules.

The role of the External Examiners who are appointed to scrutinize the Research Project and make recommendations for the award is determined by the university of registration and follows the procedures specified for doctoral examinations.

### **Assessment Criteria and marking scale**



For all modules excepting the *Preparation and Presentation of Research Proposal* and *Research Project* the following assessment criteria and marking scale applies, all at level 8:

- (a) To what extent does the work address the set task and engage with the problematic of the topic?
  - A. To a high degree.
  - B. To a considerable degree.
  - C. Minimally or not at all.
  
- (b) How well-structured, coherent and comprehensive is the work?
  - A. Very well structured, very coherent, very comprehensive.
  - B. Clearly-structured, coherent and comprehensive.
  - C. Poorly structured, incoherent and failing to cover the necessary ground.
  
- (c) How deeply and critically analysed are the issues raised by the task?
  - A. Deep analysis and penetrating critique.
  - B. Reasonable depth of analysis and critical insight.
  - C. Little or no analysis and lacking in criticality.
  
- (d) 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?
  - A. Literature very relevant, deeply critical and tellingly applied.
  - B. Literature mostly relevant, critically appreciated and effectively applied.
  - C. Little or no relevant literature, un-analysed, and applied inadequately or inappropriately.
  
- (e) How relevant is the work to the professional role and challenges of the student?
  - A. Highly professionally relevant.
  - B. Of professional relevance.
  - C. Largely irrelevant.
  
- (f) [Where appropriate] To what extent has the empirical data used in the work been validly secured, soundly justified, and effectively applied?
  - A. Highly appropriate and demonstrably valid empirical data, with a strong rationale, tellingly applied.
  - B. Appropriate and valid empirical data, with a rationale, applied to some effect.
  - C. Invalid and/or un-rationalized data, applied without effect.

- (g) To what degree does the work achieve a quality worthy of dissemination to critical professional colleagues?
- A. Fully worthy of dissemination.
  - B. Some ideas, outcomes and findings worthy of dissemination.
  - C. Not worthy of dissemination.
- (h) 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)?
- A. Very well-written and fully in accordance with the conventions.
  - B. Mostly well-written and with minor errors of convention.
  - C. Poorly written and/or does not accord with the 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 year 1 and 2. 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. Students should refer to the Student Handbook and to the module guides where these criteria are listed.

### **Preparation and Presentation of Research Proposal module**

On the successful completion of the year 1 and 2 modules students will be required to confirm the area in which they wish to research for their Research Project and the type of research outcome they intend to produce. The two points of assessment for the *Preparation and Presentation of Research Proposal* module are normally undertaken within one calendar year. Any delay in the completion of the module could reduce the available time for undertaking the *Research Project* module.

The Oral Presentation and the Research Proposal report will be assessed on a Pass/Fail basis. The assessment criteria for the Oral Presentation and the written Research Proposal report is specified in the module description. A pass in the oral presentation is a necessary condition for progression to the submission of the Research Proposal report,

normally six weeks after the oral presentation. At each point of assessment for this module there will normally be opportunity to be reassessed on one occasion only.

The Pass grade will be awarded at both points of assessment in the module to a proposal which provides a clear and convincing case for a feasible research project, which has the potential to produce a report satisfying the FHEQ descriptors for successful work at doctoral level and which accords with the conventions of academic writing. The Research Proposal report is assessed independently by two markers, one of whom is normally the lead tutor for the project. In cases of disagreement on the recommended grade the report must be independently marked by a third member of the programme team. Each Research Proposal report is normally read by one of the external examiners and by a representative of the appropriate university committee to ensure that a pass outcome in the module is comparable to the processes for confirmation of registration for research degrees in that university.

Consequently, in addition to the role of markers from the programme team, and the involvement of external examiners to ensure parity with equivalent processes in other institutions, the University of Roehampton registered students will be assessed by a representative of the Department of Education Research Student Coordinating Group (ERSCOG). Similarly, the work of Kingston University registered students will be assessed by a representative of the Faculty of Health, Social Care and Education Research Degrees Committee (FRDC). Normally, the representatives of ERSCOG and FRDC are not members of the programme team. They are members of the EdD Joint Programme Examination Board (JPEB) for the purpose of examining students on the *Preparation and Presentation of Research Proposal* module, which facilitates delegated responsibility for the examination of this module. Progression to the *Research Project* module is subject to the approval of the appropriate university committee.

## **Research Project module**

After the approval of the research proposal student progression becomes the responsibility of the relevant university committees. Students are managed under the institutional regulations for research degrees at the university of registration. The approval of the supervisory team, annual monitoring and progression, appointment of examiners, conduct of the examination and confirmation of the joint award are all subject to institutional processes and approvals at the university of registration.

Consequently, EdD students on the *Research Project* module undertake the same explicit review stages to which PhD students are subject, involving individuals independent of the supervisor(s) and the student, using clearly stated schedules, appropriate records of meetings and evidence based decision-making on progression and submission of the research project for examination.

Kingston University

At Kingston University the relevant committees are the Faculty of Health Social Care and Education Research Degrees Committee and the University Research Degrees Committee.

Students registered at Kingston University should refer to the following sources of information:

*Kingston University Research Students Handbook* which can be accessed on and off site using your student ID and password at

<http://student.kingston.ac.uk/C16/C10/ResearchStudents/default.aspx>

*Kingston University Faculty of Health, Social Care and Education. Guide for Research Students* which can be accessed on and off site using your student ID and password at

<http://student.kingston.ac.uk/C16/C10/ResearchStudents/default.aspx>

Ms. Michelle Griffiths is the administrator for the EdD programme based in the School of Education, Faculty of Health, Social Care and Education, Kingston University, Kingston Hill, Kingston upon Thames, Surrey KT2 7LB.

Tel: 0208 417 5073; Email: [Michelle.Griffiths@Kingston.ac.uk](mailto:Michelle.Griffiths@Kingston.ac.uk)

For ethics guidelines and an ethics application form refer to the following source of information *Ethics: Guidance and procedures for undertaking research involving human subjects* <http://www.kingston.ac.uk/research/policies/index.htm>

University of Roehampton

At the University of Roehampton the relevant committees are the Department of Education Research Student Coordinating Group (ERSCOG) and the University Research Degrees Board (RDB).

Students registered at the University of Roehampton should refer to the following source of information on the Graduate School website:

*The Quality and Standards Handbook for Research Degrees Programmes.*

[www.roehampton.ac.uk/graduateschool/currentresearchstudents/Current%20research%20Students.html](http://www.roehampton.ac.uk/graduateschool/currentresearchstudents/Current%20research%20Students.html)

The *Quality and Standards Handbook for Research Degree Programmes* provides information for current students undertaking a research degree at Roehampton University. It includes full details of the procedures for research degrees as well as useful information on Facilities, Services and Training, Codes of Practice, University Policies, Ethics and Intellectual Property, Committee Structures and Dates, Tuition Fees and Bursaries.

For ethics guidelines and an ethics application form refer to the following source of information: *Ethics Documents which provide guidance and procedures for undertaking research* <http://www.roehampton.ac.uk/Corporate-Information/Ethics/Ethics-forms>

Details of the Departmental Research Administrator, who is based in the Richardson Building on the Digby Stuart campus, University of Roehampton, Roehampton Lane, London SW15 5PJ are to be advised.

Tel: 0208 392 3460; email: tba

### *The Research Project*

The *Research Project* takes the form of a thesis of 40,000-50,000 words and must be presented in accordance with the requirements of doctoral regulations at the university at which the student is registered. Any plan for a submission of creative or mixed mode work is subject to obtaining appropriate university approval in advance.

You will be allocated a Principal Supervisor/Director of Studies and at least one other supervisor according to the topic of your research. In some circumstances, for example, inter-disciplinary studies, an additional supervisor might be designated. Your supervisory team will provide individual guidance and support, both face-to-face and electronically. It will advise on literature, methodology and research strategy, comment on data interpretation, give feedback on working papers and draft sections/chapters of the final document and monitor your progress.

### **The management of the programme**

There is a unique structure of committees and executive roles which provide the context within which the programme is managed because it is offered jointly by the two universities. The Joint Programme is governed by one set of specific Programme Regulations which is collectively approved by the partner universities.

The management of the programme in fulfilment of the quality assurance processes comprises:

Each University has a Programme Director responsible within their institution for the smooth and efficient running of the Joint Programme.

#### Joint Institutional Group (JIG)

JIG has responsibility for collaborative planning and oversight of the programme as an inter-institutional venture and comprises the Heads of School/Department, the programme directors and their nominees and the programme administrators. Meetings of the JIG are convened and chaired by Heads of School/Department in rotation.

#### Joint Programme Board (JPB)

The JPB is responsible for the delivery, monitoring, evaluation, development and overall arrangements for quality assurance for the joint programme. It has the following membership: heads of School/Department, programme directors and their nominees, module leaders, module tutors, student representatives, tutors for the *Preparation and Presentation of Research Proposal* module (where appropriate), a representatives of Learning Resources (from Kingston and Roehampton University in rotation) and representatives for quality assurance in the two universities, one representing the

Research Degrees Board (University of Roehampton) and one representing the Faculty Research Degrees Committee (Kingston University). It is chaired by the Chair of Programme Directors and meets at least once each semester.

#### Joint Programme Examination Board (JPEB)

The JPEB is responsible for the assessment of students and for recommending progression and for intermediate academic awards. It has the following membership: heads of School/Department, programme directors and their nominees, module leaders, module tutors, external examiners, tutors for the *Preparation and Presentation of Research Proposal* module (where appropriate). It is chaired by Heads of School/Department in rotation.

The Board meets at least once per year and is chaired by a Dean/Head of school. The Board has devolved authority from the two universities to undertake examination responsibilities for the modules in years one and two and the Preparation and Presentation of Research Proposal module undertaken in year three of the programme.

Responsibility for recommending progression through the *Research Project* and for final academic awards following the research project shall reside with the appropriate research degrees body of the University at which the student is registered.

The programme directors are:

University of Roehampton: Dr Julie Shaughnessy  
Department of Education, Froebel College, Roehampton University, Roehampton Lane,  
London SW15 5PJ Tel: 0208 392 3000; email: [j.shaughnessy@roehampton.ac.uk](mailto:j.shaughnessy@roehampton.ac.uk)

Kingston University: Dr Keith Grieves  
School of Education, Kingston University, Kingston upon Thames, Surrey KT2 7LB Tel:  
0208 417 5100; email: [k.grieves@kingston.ac.uk](mailto:k.grieves@kingston.ac.uk)

The planning, preparation, delivery and marking of each module are the responsibility of the module leader.

The module leaders for 2016 are:

Professionalism in Education: Dr Anthony Thorpe

Educational Research: Philosophy and Practice: Dr Alaster Douglas

Perspectives on Teaching and Learning: Dr Jean Ashfield

Professionalism and Professional Practice: Dr Keith Grieves

Design and Method in Educational Research: Dr Ruth Wood

Current Issues in Teaching and Learning: Dr Julie Shaughnessy

Preparation and Presentation of Research Proposal: Dr Julie Shaughnessy & Dr Keith Grieves

Supervision and tutorial advice on the *Research Project* is the responsibility of the individual student's principal supervisor/director of studies. Where it is felt that additional expertise should be available to the student, one or more co-supervisors will be appointed, comprising the supervisory team.

All matters of joint administration for the programme are handled by:

Ms. Hina Huseem, Departmental Administrator (Postgraduate Taught Programmes and EdD)  
Address: School of Education, Froebel College, University of Roehampton, Roehampton Lane,  
London SW15 5PJ.

Email: [TaughtPG@Roehampton.ac.uk](mailto:TaughtPG@Roehampton.ac.uk) Tel: 0208 392 3315

For matters relating specifically to Kingston University regulations and administration contact:  
Ms. Michelle Griffiths, School of Education, Kingston University, Kingston Hill, Kingston upon  
Thames, Surrey KT2 7JB.

Email: [michelle.griffiths@kingston.ac.uk](mailto:michelle.griffiths@kingston.ac.uk) Tel: 0208 417 5073

### **Library and Learning resources**

Students on the EdD programme register at either Kingston University or the University of Roehampton and have full access to the substantial range of print and electronic resources of their 'home' university. The resources offered by the Learning Resource Centres at both universities are monitored to ensure comparable provision for all students.

For example, both universities offer an A-Z list of thousands of electronic journal articles which are searchable individually and deliver full text articles on and off campus. Also, they offer a wide range of international databases, such as Education Research Complete and the Web of Knowledge, and many others covering related disciplines such as psychology and management. In addition, all students are introduced to a web based bibliography and reference manager which enables them to store their research and output citations and references.

Under the terms of the Sconul Access scheme, students registered at both universities can borrow books and use the computers to access the Internet and Microsoft Office software at the partner university and at an unlimited number of other higher education libraries. And all students have access to the British Library's interlibrary loan service, which delivers journal articles in electronic form.

Information on facilities available at the Learning Resource Centres, using the Library and online resources, opening hours and locations, library news and obtaining help with study, such as how to reference, finding appropriate resources and complying with copyright can be found at the following Student portals:

Kingston University: <http://icat.kingston.ac.uk>; <http://blogs.kingston.ac.uk/education>

University of Roehampton: <http://www.roehampton.ac.uk/library>

There are different types of study space available within the library buildings, including space for silent study and bookable group rooms. There are a number of different spaces to access the computer network, either via university computers or personal laptops. In addition, both universities offer a dedicated computer suite for research students.

An introduction to the range of information resources available via both universities and other sources, such as the British Library's EthOS (theses) and Zetoc (searching and alerting) services, is an integrated feature of the year 1 programme. Updates are provided with additional supporting information in year 3 of the programme by individual arrangement. There are opportunities to attend information skills workshops for research students at the Learning Resource Centres.

If you have particular queries, please contact the members of staff who support the EdD programme at your University of registration, who are:

**Kingston University**

Mr. Clive Allnutt

Tel: 0208 417 7385

Email: [C.Allnutt@kingston.ac.uk](mailto:C.Allnutt@kingston.ac.uk)

**University of Roehampton**

Ms. Julie Harrison

Tel: 0208 392 3771

Email: [J.Harrison@Roehampton.ac.uk](mailto:J.Harrison@Roehampton.ac.uk)

**Computing Facilities**

Extensive computing facilities are available in each of the Universities, and both institutions run software course which you may attend. These are advertised from time to time, and details are available on the web (see above).

**Kingston** has a dedicated computer suite for research students (not 24 hours) in the Graduate Centre. All the software you will need to use for information retrieval will be accessible in the Nightingale Centre (Learning Resources Centre) at Kingston Hill. If you have particular requirements contact the Programme Director or Clive Allnutt and they will advise you on the appropriate person to contact.



**Roehampton** has two 24 hour-access computer suites and there is a dedicated computer suite (not 24 hours) for research students. All the software you need to use for your studies should be accessible in the dedicated suite. If you have particular requirements or need specialist help, contact the Programme Director or Julie Harrison (see above) and they will advise you on the appropriate person to contact.

## **Ethics**

Much educational research involves the study of other human beings. This may involve empirical research using questionnaires, observations and interviews, and in some cases may involve the setting up of quasi-experimental situations in which individuals undertake different kinds of experience. At one time, some educational research involved secret observation of teachers and students but such approaches are no longer considered ethically acceptable. In an age of increasing concern for individual liberty, freedom of information and litigation, all universities have procedures for the ethical approval of research involving human subjects. This is particularly important for educational research where children or other vulnerable groups may be involved.

Ethical issues will be most evident when you embark in your project, but they will arise in earlier parts of the programme too. For example, modules in year one and two might include exercises or assignments where you will be working with, and/or collecting data from, professional colleagues or others (such as children and their parents).

It is essential that you acquaint yourself with issues in the ethics of educational research and ensure that your work on the programme falls within the boundaries of good ethical practice. Most texts on educational research contain chapters on ethics.

You are also strongly advised to consult *BERA Ethical Guidelines for Educational Research 2011* which is available as an online resource at <http://bera.ac.uk/wp-content/uploads/2014/02BERA-Ethical-Guidelines-2011.pdf>

For the *Research Project* ethical approval will be required from the university of registration using the procedures specified below. These procedures and current developments in ethical practice for educational research will be introduced in the Preparation and Presentation of Research Proposal module. Towards the completion of your Research Proposal and its submission for examination you will be advised of the schedule for submission of your research Proposal for ethical approval. This is a separate procedure from module assessment but depends on ethical issues being clearly embedded in the development of the proposal. You should consult module tutors for university specific information of requirements. Further details are as follows:

### **Kingston University**

Ethical procedures for research projects at doctoral level are handled in Education by representation on the Faculty of Health, Social Care and Education Research Ethics Committee (FREC), under the delegated authority of the University Research Ethics Committee. See the

publication *Ethics. Guidance for Staff and Students undertaking research involving human subjects* (Kingston University, June 2012), which is available at

<http://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations/documents/ethics.pdf>

The ethics application form can be downloaded from

<http://www.kingston.ac.uk/research/research-policies-and-guides/>

### **University of Roehampton**

Ethical procedures for research projects at doctoral level are handled by the Ethics Board, which is a Committee of Senate. For the terms of reference and membership of the Board, its Ethical Guidelines, the Student Application Form for Ethical Approval and a proforma for a Participant Consent Form refer to: *Ethics Documents which provide guidance and procedures for undertaking research* at

<http://www.roehampton.ac.uk/Corporate-Information/Ethics/Ethics-Forms/>

### **Complaints and Grievance procedures**

In the event that you have a complaint about some aspect of the programme, the services provided by the Universities, a member or member of staff or of the student body, we would like you to raise this in the first instance with the person(s) or department against which you wish to complain or about whom you have a grievance. Misunderstandings can often be resolved without recourse to formal procedures and it is everyone's interests to do this if at all possible. If this is not possible, or has not been effective, please raise the matter with the Programme Director for the University in which you are registered. If this is inappropriate or unsuccessful, you should consult the formal procedures for the University with which you are registered.

Details of the formal complaints/grievance procedures for each University may be found at:

**Kingston:** <http://student.kingston.ac.uk/YourRights/>

In *Student Space* click on *Rules and Regulations* then *Your Rights* and then *Student Complaints Procedure* which includes how to get assistance and support with a complaint.

**Roehampton:** <http://www.roehampton.ac.uk/studentdirectory/complaints/asp>

This includes procedure for complaints about programmes, students or staff, and services. There is also a statement of your rights should a complaint be made against you.

### **Equality**

The University of Roehampton is committed to providing diversity and equality of opportunity and aims to create a culture and environment in which students and staff are treated fairly irrespective of race, religion or belief, ethnic or national origin, marital/civil partnership status, sex, sexual orientation, gender reassignment, disability, age or parental, pregnancy or maternity status. This statement can be found at:

<http://www.roehampton.ac.uk/humanresources/diversityandequalops/index.html>

Kingston University is committed to the fair and equal treatment of all individuals regardless of race, sex, disability, age, socio-economic category, sexual orientation, religion or belief. It wishes to create a positive, inclusive and diverse working, learning and social environment, free from unfair discrimination, prejudice, intimidation and all forms of harassment.

This statement can be found at

<http://student.kingston.ac.uk/C9/single%20equality%20Scheme/default.aspx>

The EdD programme is located within both policies. Under the terms of the Equality Act 2010 both Kingston and Roehampton universities have developed and implemented Single Equality Schemes (SES) to promote equality in the participation and success of staff and students. The SES and arising action plans harmonise the responsibilities contained in previous equality documents. At Kingston University the SES incorporates the Race Equality Policy, Disability Equality Scheme and Gender Equality Scheme. At the University of Roehampton the SES includes the Disability Equality Scheme and the Diversity and Equal Opportunities Action Plan. The Single Equality Schemes at both universities extend these commitments to cover Race, Disability, Gender, Age, Sexual Orientation, Religion or Belief and Socio-Economic groups.

The many policies, practices and procedures that support the Single Equality Schemes protect individuals from unfair treatment and ensure that equality, diversity and respect are promoted across both universities. Any student who considers they have been discriminated against or witness discrimination on the grounds of a protected characteristic should make contact in one of the following ways: module tutor or programme leader; Harassment Contact Scheme; Student Complaint Procedure which outlines the steps involved and the support available. Both universities undertake periodic review of all policies and procedures to ensure full compliance with the relevant legislation. These policies are relevant to, and are the shared responsibility of, everybody connected with the universities.

Disability Services at both universities aim to empower and support disabled students. Confidential services are provided at both universities to help students access additional funding and support.

For Disability and Dyslexia Support at the University of Roehampton:

<http://studentzone.roehampton.ac.uk/disability/index.html>

For Disability and Dyslexia Support at Kingston University:

<http://student.kingston.ac.uk/C0/disabilityandDyslexia/default.aspx>

## **Student Support and Guidance**

### **University services**

Student Services at both universities provide information and advice to students to resolve issues and develop skills. They offer the following services: Careers and employability, Counselling, Disability, Dyslexia, Health and Wellbeing, Money and funding, Medical centre, Childcare, IT support, legal advice.

For Student Services at the University of Roehampton, which are located at The Information Centre, Richardson Building, Digby Stuart College, see <http://www.roehampton.ac.uk/about/structure/departments/index.html>

For Student Services at Kingston University see <http://student.kingston.ac.uk/C3/GetSupport/default.aspx>

For support for research students at Kingston University see <http://www.kingston.ac.uk/research/postgraduate-research/support>  
For sources of university-wide support see <http://www.kingston.ac.uk/postgraduate/student-support/>

At the University of Roehampton all research students belong to the Graduate School in addition to their academic department. Students studying for research degrees are supported as specified at: <http://www.roehampton.ac.uk/graduateschool/>

At Kingston University facilities, training and support for the academic and social needs of graduate students are provided by the Graduate Research School. It works alongside Faculty academic and administrative staff responsible for postgraduate researchers to ensure that postgraduate research interests are represented and to introduce new initiatives to all aspects of postgraduate research activities in the University and provide advice and guidance on regulations. In particular, it supports postgraduate researchers through the delivery of the university's generic skills training, including optional sessions on transferable skills and employability which are designed to develop researchers as individuals.  
<https://www.kingston.ac.uk/dep/researchsupport/graduateresearchschool>

At both universities research centres provide focused support for research students in specific areas of educational research.

### **Programme specific support and guidance**

In addition to university Student Services the programme provides student support and guidance. Programme directors act as sources of advice for students at their university of registration throughout the period of study. Initial points of contact at module and programme level are specified in the Student Handbook (printed and electronic).

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 Moodle 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 weekend conference. The programme will ensure that the research students have sufficient information to confidently commence their studies within the context of an enabling academic and social environment.

Induction on the use of information services is an integrated feature of weekend conferences, including e-library access, for year 1 students at the first three weekend conferences. Updates on learning resources materials are provided in year 3 for students on the *Preparation and Presentation of Research Proposal* module. Full information is provided on the virtual learning environment Moodle, which is accessed through the University of Roehampton at <http://moodle.roehampton.ac.uk> . It provides access to module and programme specific learning materials and contact with the wider research environment of the two universities.

Assessment criteria for all module assignments are clearly stated in each module guide 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.

### **Fees (part time students)**

Please refer to the programme administrators and postgraduate administrators for advice on fee levels.

### **Quality Assurance**

The quality of your programme is assured through a variety of mechanisms.

The quality of provision in all UK universities and their programmes (other than teacher education) is monitored and assessed by the Quality Assurance Agency for Higher Education (QAA).

The quality of this joint award is assessed through programme validation which first occurred on 11 June 2003. Subsequently Revalidation events took place for joint award involving Roehampton and Kingston universities on 20 October 2005 and 20 September 2011. The current programme is validated for a six year period.

The quality management procedures of Kingston and Roehampton universities relating to postgraduate research degrees are an integrated feature of this joint award. The following specific procedures are undertaken by the programme directors and remain under review for the validated life of the programme:

- The scrutiny of modules and the programme at validation events and the submission to appropriate Quality Committees of any suggested modifications;
- The issuing of module guides and student handbooks to all students and stakeholders;
- The appointment of external examiners for designated phases of the programme with expertise in education;
- The production of programme annual reviews using appropriate evaluation mechanisms and specifying action plans for the year ahead;
- Module level evaluation by students and staff obtained in preparation of the programme annual review;
- Annual reporting to the external examiners;
- Collating of data on student progression including submission and completion times and rates; pass, referral and fail rates; withdrawal rates; recruitment profiles; feedback from research students.

The External Examiners have a responsibility to assure the universities that the standards applied are comparable to those of similar programmes leading to the EdD award in other UK universities, and to advise the Joint Programme Board on the aims, objectives, content and assessment modes for the programme. External examiners report annually to the University by which they are appointed.

Students play an important part in quality assurance through the completion of module evaluation forms at various points throughout the programme, through their comments on annual monitoring reports for the Research Project and through student representatives on the Joint Programme Board.

The Programme directors are accountable to their respective Heads/Deans of School/Department for any action required as a result of the evaluation and quality assurance processes.

**If you are concerned about the quality of any aspect of the programme do not wait until the evaluation forms have been distributed to raise it. Raise it immediately with the module tutor concerned or with one of the Programme Directors; the sooner we know about it the sooner we can take the necessary action.**

**For information concerning complaints and grievances see above.**

## **Curriculum Map**

The EdD programme is a research degree. It attracts 360 credits at level 8. Entry to the programme requires applicants to have an appropriate Master's degree of 180 credits. It is modular in structure. It has a taught component comprising 140 credits which are

delivered over two years. In years 1 and 2 of the programme three modules are undertaken in each year comprising 70 credits at doctoral level in each year. These six modules are compulsory. In each year four intensive weekend conferences take place comprising scheduled sessions for each of three modules for years 1 and 2. Of the 360 credits, 220 will be achieved through the planning and implementation of a research project. This part of the EdD programme can be described as the research component. The gateway to the *Research Project* is the 40 credit *Preparation and Presentation of Research Proposal* module.

In summary the 360 credits for doctoral level work are mapped in the following way:

The three modules for year 1 are:

- *Professionalism in Education*: 20 credits
- *Educational Research: Philosophy and Practice*: 20 credits
- *Perspectives on Teaching and Learning*: 30 credits

The three modules for year 2 are:

- *Professionalism and Professional Practice*: 20 credits
- *Design and Method in Educational Research*: 20 credits
- *Current Issues in Teaching and Learning*: 30 credits

The module for year 3, commencing the research component of the programme, is:

- *Preparation and Presentation of Research Proposal*: 40 credits or, for the exit award,
- *Researching Professional Practice* (M level 40 credits: see section on Intermediate award)

The module for years 4 to 6, completing the research component of the programme, is:

- *Research Project*: 180 credits

Therefore the research component comprises two modules which total 220 credits at doctoral level. It commences with the preparation, presentation and ‘defence’ of a research proposal as the verifying ‘gateway’ to the final research project. Part two of the research component is a project of 40,000-50,000 words or equivalent (180 credits). Progression to the *Research Project* module is subject to the approval of the appropriate university committee.

### **The intermediate award: Masters in Education (EdM)**

This award is available for exit from the EdD programme only at the end of year 3 of the programme, as shown on the module diagram. It normally requires the completion of 180 credits

at D level and can be offered to students who do not intend to undertake the *Research Proposal module*. There are two routes to obtaining recommendation for this award which are as follows:

- 1) To complete and pass the *Preparation and Presentation of Research Proposal* module. The completion of 180 credits at D level would allow recommendation for the award to the Joint Programme Examination Board.
- 2) The alternative exit route is as follows:  
On the completion of all modules in years 1 and 2 (140 credits) not to undertake the *Preparation and Presentation of Research Proposal* module. Instead, to undertake an approved 40 credit M level module to achieve 180 credits, comprising 140 at D level and 40 at M level. Satisfactory completion of the M level module *Researching Professional Practice* (40 credits) would entitle the student to consideration for this award. For further details of this module please refer to the Module Directory. This module may not be undertaken until a pass has been achieved in the six modules undertaken in years 1 and 2.

In the module *Researching Professional Practice* the knowledge and skills acquired in the preceding modules are applied. There is opportunity either to undertake a systematic evaluation of research literature on a specific topic relevant to professional practice or to carry out a small scale research project within a professional setting, in both cases to satisfy benchmark statements for Masters' level in the QAA *The Framework for Qualifications in Higher Education* (2008).

The satisfactory completion of either route would allow recommendation for the joint award of Master of Education (EdM) to the EdD Joint Examination Board. On the successful completion of this module and award of an EdM, it is not possible to register for the remainder of the EdD programme. It does not provide an entry route for the EdD programme.

### **The research environment at the partner universities**

There are research centres in both universities which offer specific expertise in well-defined areas of study relating to educational research. They hold regular events, workshops and seminars that enable staff and students to share and develop their theoretical and methodological knowledge and skills in Education. They also aim to engage research users and shape the academic field. You are encouraged to participate in events which are co-ordinated by these research centres. The EdD programme benefits from keynote contributions which are made periodically by research centre directors.

For Research Centre profiles in the Department of Education at the University of Roehampton see <http://www.roehampton.ac.uk/education/research>

The Centre for Education Research in Equalities, Policy and Pedagogy (CEREPP) advances research in a wide range of topics including in/equalities and social justice in education; education policy and professionalism; and curriculum and pedagogy. These research areas are linked through the Centre themes of policy, pedagogy and equalities, and via a shared



commitment to critical research analysis informing and challenging existing educational policies and practices. CEREPP seeks to shape the field of Education via the provision of accessible and relevant research that enables educationalists to advance educational improvement and social change. The London Paulo Freire Institute (LPFI) is based in CEREPP. LPFI forms part of a wider network of Paulo Friere Institutes worldwide.

Further details are available at <http://www.roehampton.ac.uk/Research-Centres/Centre-for-Education-Research-in-Equalities,-Policy-and-Pedagogy>

The Centre for Research in Beliefs, Rights and Values in Education (BRaVE) brings together staff and research students who are interested in exploring philosophical, religious and ethical issues in education. Current research includes projects on: religious identities; community and ethnicity; values, aims and rights in education; internationalization, citizenship education; inclusion and wellbeing. It has been responsible for convening conferences on human rights, spirituality and the education of the whole person.

Further details are available at <http://www.roehampton.ac.uk/Research-Centres/Centre-for-Research-in-Beliefs,-Rights-and-Values-in-Education>

The Early Childhood Research Centre (ECRC) builds upon a long tradition of enquiry in the field at Froebel College. The Centre has a wide range of research interests across the entire field of Early Childhood Studies, including history, policy and practice. Its strengths include professional development, measures of quality in early years' provision and children's thinking. A prominent feature of the ECRC is the Froebel Archive for Childhood Studies whose unique collection of materials draws researchers from all over the world.

Further details are available at <http://www.roehampton.ac.uk/Research-Centres/Early-Childhood-Research-Centre/>

The Applied Music Research Centre (AMRC) is based within two university departments, the Department of Psychology and the Department of Education and is internationally unique in its interdisciplinary expertise and interest in Music and Psychology, Music and Education, Music and Special Educational Needs, Music and Medicine and the Neuropsychology of Music. The Centre promotes and conducts world-class research, consultancy and teaching in applied music studies, and coordinates activity in these areas across the university, within the UK, and internationally. The centre is unique in offering interdisciplinary expertise in music, psychology, education, therapy, cultural studies and in the application of this expertise to community and practical issues.

Further details are available at <http://www.roehampton.ac.uk/Research-Centres/Applied-Music-Research-Centre/>

At Kingston University the Centre for Higher Education Research and Practice (CHERP) undertakes core activities relating to current and future national and international contexts in higher education. Its key work comprises academic programmes, the Kingston Academic Practice and Standards (KAPS) Framework, and Technology Enhanced Learning (TEL).

<https://www.kingston.ac.uk/dep/cherp/Pages/default.aspx>

For the *Preparation and Presentation of Research Proposal* and *Research Project* modules academic staff from the two universities, who can offer relevant supervisory expertise for specified research topics, fulfil tutorial roles in the programme with support from the programme team. For the *Research Project* module nominations for supervisory roles are subject to approval processes for research degrees at the university where the student is registered.

**Contact details of the EdD programme team for 2016 are:**

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Contributions are also made by other academic staff of Roehampton and Kingston universities and by guest lecturers on keynote occasions. Where appropriate their contact details will be provided at the weekend conferences.

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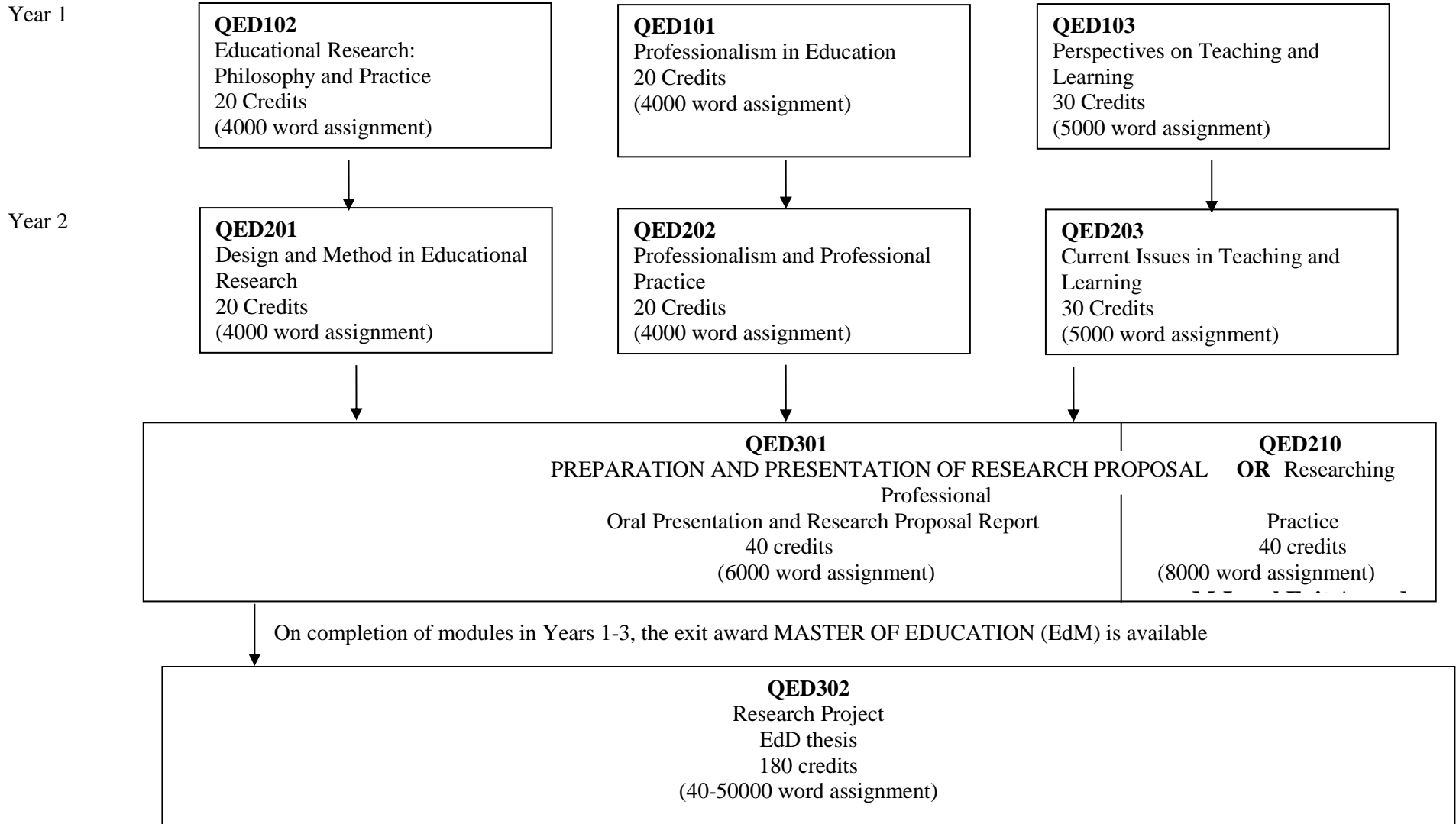
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**DOCTOR OF EDUCATION (EdD) MODULE FRAMEWORK**  
**JOINT AWARD: KINGSTON UNIVERSITY AND ROEHAMPTON UNIVERSITY**



Students must achieve a pass outcome in all modules to be awarded an EdD. Employing ‘D’ Level descriptors at all levels (360 credits) of the programme excepting the ‘M’ level exit module QED210 Researching Professional Practice. This programme builds on 180 credits at ‘M’ level. Progression must be satisfactory in each year before commencing the next year.

### Research Skills Audit: Self-Assessment

In order to gauge your level of expertise in the research methods skills that you'll be expected to acquire as part of your course, you are asked to assess yourself as 'Beginner', 'Competent' or 'Expert' on each of the research skills listed in the table below:

Area	Skill	Begin -ner	Compe -tent	Expert
<b>Core Skills</b>	Bibliographic computing skills: e. g. EndNote, literature searches Teaching skills (in HE) Communication skills: Writing Dissemination Media skills Language skills (English and/or a second language) Legality: privacy and confidentiality The attribution of ideas and intellectual property rights, including copyright; ownership of data; the Data Protection Act; informed consent Project management Team working Skills to manage effectively your own career progression and development Skills to research and retrieve information on opportunities for employment and continuing personal and career development through the use of new technology Skills in networking and negotiation Critical self-awareness and evaluation of personal and career development needs Self-reliance in career planning and decision-making Skills in self-promotion and marketing			
<b>Principles of research design</b>	Understanding research questions and testable hypotheses Approaches to design and methodology Sampling Experimental designs Understanding of the relationships between, and the rationale for using particular qualitative and quantitative research methods Understanding of the relationship between empirical research and theory generation (theory-evidence links) Understanding of the relationship between empirical research and theory testing (theory-evidence links) Understanding of the different forms of sampling, sampling error, and potential biases in the interpretation of research findings			

<b>Qualitative methods</b>	Interviews (structured, semi and unstructured) Participant and non-participant observation Case studies Life history Diaries Discourse, textual and linguistic analysis Ethnography Action research Data analysis CAQDAS – computer assisted qualitative data analysis e.g. NVivo			
<b>Quantitative methods</b>	Measurement Validity Reliability Bias Sampling theory Parametric and non-parametric statistics AnoVa – analysis of variance within and between groups Correlation and regression Surveys, questionnaires Observation (systematic, time and event sampling) Tests - attitude scales			
<b>Philosophy of Social Science Research</b>	Ethics of research The role of ethical committees Epistemological foundations Ontology Research perspectives and paradigms e. g. positivism, post-modernism, critical realism Reliability and validity			
<b>Applied research in specialist topics</b>	Visual ethnography Collecting data from young children Action research			

## **Doctor of Education programme (Kingston and Roehampton universities)**

### **End of year action planning Years 1 and 2**

#### **Introduction**

An important feature of the EdD programme is to facilitate understanding of ‘doctorateness’ and its relationship to professional practice in Education. For the purpose of review and reflection following the completion of module assignments in years 1 and 2, an action planning process maybe helpful in preparation for the coming year and towards the research proposal and research project stages of the programme.

More widely VITAE’s *Researcher Development Framework* highlights the importance of identifying strengths and area of development, comprising knowledge, skills and attributes, through self-reflection and explicitly articulated through the use of professional development tools. Critical self reflection is an embedded feature of the programme and this ‘tool’ joins others at your disposal to support autonomous study at doctoral level. The programme team, in contact with external examiners and mindful of national developments to enhance the quality of doctoral education, has been further exploring how the ‘impact’ of module specific learning might be blended and consolidated in a student-centred formative way on the completion of one year of study and in preparation for the next.

#### **Rationale and guidance**

In this document over which you have full control you are invited to reflect, under each heading, on two questions which might help to organise thoughts:

1. What are the qualities of doctoral work which have been demonstrated in my assignments, using examples and drawing on assessment feedback as well as my own reflections during and since their completion?
2. What are the areas of development which might enhance my doctoral work and how might I plan for these identified priorities in the next phase of the programme?

You are invited to record your achievements, describing them as fully as you might wish, and to select areas of development, which will enhance your higher level capabilities. This might be done by using reflective processes to think about progression at doctoral level using the module learning outcomes as a starting point. You might wish to discuss your marked assignments with module tutors and to share your recommendations with tutors who you will meet next year. This proforma is not assessed, nor will a copy be requested by the programme team. It is retained by you. It is your process and the extent of its use is for you to decide.

It can be used for short term planning in time for the beginning of the new academic year. It can be periodically revisited, entries can be expanded and supplemented and it can remain a ‘living document’ available to you during assignment preparation next year. This ‘record sheet’ is under development and feedback is much welcomed.

In summary, its purpose is to:

- a) enhance opportunities for critical self-reflection about researching professional practice to support more ‘holistic’ advanced understanding of ‘doctorateness’ than might be available through any one module learning experience;
- b) deepen awareness of the learning outcomes located in module assessments and how they might be confidently and consciously achieved;



- c) encourage use of an *aide-memoire*, with ‘living document’ potential, to support autonomous learning and locate positive attributes of study that might otherwise remain tacit;
- d) facilitate informal opportunities for review and reflection with peers, workplace colleagues and tutors;
- e) enable tutors to enhance and extend informal and formal learning experiences, within and beyond the programme, as suggested by your areas of development;
- f) make more explicit connections between achievement on the programme as a doctoral researcher and meeting the challenges of professional practice in Education-related fields.

There are numerous headings which could be identified if this process was to constitute a full professional learning process for researcher development. However, this action planning tool identifies a limited number of themes, all of which overlap, and are focused on thinking about learning at doctoral level through experiencing module assessment. The separate modules for each year have not been listed. Instead, the themes invite interwoven reflection across all the module experiences, which reflect the more holistic requirements of the *Research Project* in the second half of the programme.

Prompts, or notes, for each theme are provided at the end of the document. They are not to be worked through as if they were a checklist, but for you to select and reflect on one or two phrases if you so wish. Identify specific developments that you most aspire to address. Use your own lead points for each theme if you prefer. The sequence of the themes is not meaningful.

However, they might enable you to locate where you think you are on the doctoral trajectory and where you might like to be, with the developing sense of how to get there supported by the programme team. We know that you already give much thought to this complex process. Needless to say, the ‘action points’ might be specific, measurable, advantageous, realistic and time aware (SMART criteria).

**Summary** Please expand or contract the sections as you prefer and complete a short summary action plan at the end of the listed themes. Focus on your assignments in the first instance and then reflect on progress in the year as a whole. Then discuss with a tutor working with you in the next year your understanding of your priorities so that you can be supported to enhance the knowledge, skills and attributes involved in successfully completing the programme.

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## Being critical

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## Developing a professional knowledge base

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**Generating new professional knowledge**

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**Communicating to specialist and non-specialist audiences**

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**Personal qualities and doctoral research of professional practice**

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**Summary action plan for the next year of the programme**

- 1.
- 2.
- 3.
- 4.
- 5.

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**Prompts for each theme**, to be used very selectively, as complete or part statements:

**Being critical**

Bloom's taxonomy (1956) comes to mind.

Defining and explaining to yourself the lexicon of reflection, reflexivity and criticality so that the critical thinking at the apex of professional learning might be consciously employed to secure an advanced understanding of a wide range of sources and the factors that influenced their construction and meaning,

L8 statement ‘making informed judgments on complex issues in specialist fields’,  
Component features might include some of the following: locating deep rather than surface learning approaches, recognising critical and descriptive writing and their implications, asking questions to evaluate source for retrieving and analysing evidence, examining arguments and conclusions with reference to authorial perspective and contextual influences, exploring the positioning of the self in these processes, understanding and employing verbs which might demonstrate advanced understanding (being critical). Overall, strategies and techniques that might enhance thinking critically for reading, writing and listening.

### **Developing a professional knowledge base**

L8 statements ‘systematic acquisition and understanding of a substantial body of knowledge’ and ‘detailed understanding of applicable techniques for research’,  
This might include any or all of the following: contextual disciplinary knowledge relevant to your ‘situated’ practice, epistemology, the methodology of social and educational research, theoretical constructs blended with ‘subject’ knowledge to form pedagogic understandings focused on your teaching and learning responsibilities, policies and practices impacting on professional identity, other propositions and processes that inhabit your professional knowledge base.

### **Generating new professional knowledge**

Developing an awareness of what high quality research into professional settings looks like,

Locating the range of factors that problematise the ‘situatedness’ of professional practice and the multiple contexts for generating new professional knowledge,  
Recognising the interplay of disciplinary fields of knowledge and research into professional practice so that relevant and purposeful use of theoretical constructs can be made,

Thinking about creative approaches to problems of professional practice, including managing ethical dilemmas,

Developing skills necessary for employment involving autonomous initiatives in complex and unpredictable situations,

L8 statement ‘the creation and interpretation of new knowledge through original or other advanced scholarship’,

Recognising the current limits of research into professional practice and locating questions which might frame research in professional settings,

Becoming a professionally-oriented doctoral researcher.

### **Communicating to specialist and non-specialist audiences**

L8 statement ‘communicating their ideas and conclusions clearly and effectively to specialist and non-specialist audiences’,

Communicating advanced scholarship and research findings orally and in written form,

Locating dissemination opportunities to appropriate audiences in the specialist field of enquiry locally, nationally and internationally,  
Expertly demonstrating the qualities and conventions of academic writing.

### **Personal qualities and doctoral research of professional practice**

Considerations of enthusiasm, perseverance, integrity, self-confidence, innovation and all personal qualities that foster intellectual curiosity and support enquiry,  
A wide range of issues might include: work-life balance, time management, working with others, acknowledging the role of emotion in enquiry.

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