

Professional, Statutory & Regulatory Body accreditation		
Reference points:	Internal	Faculty of Arts and Human Sciences QA Committee
	External	Framework for Higher Education Qualifications (QAA, 2008) SEEC Credit Level Descriptors 2010
B. Course Aims and Features		
Distinctive features of course	<ul style="list-style-type: none"> ▪ An emphasis on a strong and clear set of core values encapsulated in the term 'social justice' ▪ The application of professional practice in education in a wide variety of settings and at all stages from early years to post-compulsory (further and higher education) ▪ The aim to foster reflective and reflexive practice in the context of participants' ontological position, core values and professional /personal identity (through critical reading of the literature, participation in a community of practice and engagement in research). ▪ The opportunity for individuals to make an original contribution to knowledge and develop a specialism ▪ The opportunity for suitably qualified and experienced academics to APEL onto the dissertation part of the programme. <p>Research culture</p> <p>Participants will be able to become part of the research culture of the University, School and Department through:</p> <ul style="list-style-type: none"> ▪ participating in the Research Summer School, Education Research groups and LSS Research Centre seminars, LSBU internal and external research events (such as relevant lectures within the LSE public lecture series); ▪ interacting with researchers, readers, tutors, Visiting Professors / Fellows and peers from a range of research fields in education and allied areas; ▪ being supported in publishing in journals and other media, attending conferences, and making presentations; <ul style="list-style-type: none"> ▪ Interacting with communities external to LSBU, on-line and in person, gaining feedback from other participants and tutors. <p>Supervisors' training</p> <p>The University Staff Development Unit runs regular courses for supervision. In addition the Department of Education has begun a programme of mentoring new supervisors and will run seminars on research supervision in education for suitable EdD tutors.</p> <p>Advisory panel</p> <p>An advisory panel will be established to include the external examiners of the taught part of the course and experts in the field of educational research, to be able to offer specialist advice where necessary.</p>	
Course Aims	<p>The aims of the programme are to:</p> <ul style="list-style-type: none"> ▪ enhance critical and reflective practice in participants as educators; ▪ enhance informed and critical awareness of issues of social justice (inclusion, diversity, equity and local and global sustainability); 	

	<ul style="list-style-type: none"> ▪ enhance skills in accessing resources and in critical reading of research literature; ▪ provide in-depth up-to-date knowledge on research and policy developments in the field; ▪ develop the complex understanding and skills required for influencing change in policy and practice; ▪ provide further experience in and in-depth knowledge of a range of research methods in education as appropriate to different research issues; ▪ Integrate theory with practice in a focused research study of the course participants' own choice. At doctoral level, demonstrating originality in approach and relevance for practice in order to make a significant contribution to the chosen field.
<p>Course Learning Outcomes</p>	<p style="text-align: center;">A. Participants will acquire knowledge and understanding:</p> <ul style="list-style-type: none"> • Depth of knowledge as applied to specialist areas of Education • Knowledge of the implications of theoretical complexity and alternative approaches a critical awareness of current issues in education which is informed by leading edge research and practice in the field • The ability to critique theoretical frameworks and apply them to practice • Appropriate techniques sufficient to allow detailed investigation into relevant educational issues • Creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in education <p style="text-align: center;">B. Participants will develop their intellectual skills such that they are able to:</p> <ul style="list-style-type: none"> • Develop critical awareness of issues of social justice (inclusion, diversity, equity and local and sustainability) consistently apply their knowledge and area specific and wider intellectual skills • Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to a range of audience • Take responsibility for continuing to develop their own knowledge and skills. • Develop conceptual understanding that enables the evaluation of the rigour and validity of published research and assess its relevance to new situations • Demonstrate an understanding of the ways in which research concepts are interpreted and used by different researchers • Present differing research plans/models from different research perspectives <p>The assessment of modules includes critical essays, portfolios, and small scale research studies.</p> <p style="text-align: center;">C. Participants will acquire and develop practical skills in supporting learning and teaching such that they are able to:</p> <ul style="list-style-type: none"> • Develop critical awareness of issues of social justice (inclusion, diversity, equity and local and global sustainability) • Acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations

- Extrapolate from existing research and scholarship to identify new or revised approaches to practice
- Conduct research into educational issues that requires familiarity with a range of educational research sources and appropriate methodologies, and for such to inform the overall learning process
- Demonstrate the ability to write a strategy for change

D. Participants will acquire and develop transferable skills such that they are able to:

- Develop the capacity to inform, interrogate and reinterpret professional orientations, practices and contexts through the perspectives of the philosophical, psychological and sociological concepts encountered on the module.
- Independently and autonomously synthesise ideas and create responses to problems that expand or redefine existing knowledge and/or develop fresh approaches in new situations.
- Be adaptable, and show originality, insight, and critical and reflective abilities which can all be brought to bear upon problem situations
- Evaluate and integrate theory and practice in a wide range of situations
- Be able to communicate effectively both orally and in writing, using a range of media
- Be pro-active in recognising the need for change and have the ability to manage change
- Make decisions in complex and unpredictable situations
- Design practical plans from a number of different research perspectives

D. Assessment

- [inform students about the availability/definition of formative assessment; and
- provide an overview of summative assessment (the types of assessment used by the course, the percentage of assessment by coursework and the frequency of assessment)].
- Indication about progression eg must pass all modules

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

Course participants will normally have a good Masters degree in education or related disciplines (such as an MSc in Social Research Methods) from a UK university or its overseas equivalent and will normally be required to have at least three years' experience in their professional area.

Applicants who do not have a Masters degree in education or a related discipline but have substantial practical experience will be required to take the PG Cert in Research Methods (an educational research module by distance learning) before beginning the EdD course.

It is possible for suitably qualified and experienced academics to use APEL to enable them to directly join the programme at the dissertation phase.

International students must have achieved an IELTS score of 8

G. Course structure(s)

Course overview

The Ed D is a part-time programme. It consists of a two year taught phase comprising 90 credits per year.

Progress to the research phase occurs in year 3 provided a 60% average has been attained in the taught phase.

Students may leave with a MEd if they have passed the taught modules with an average of 50 & above and do not intend to progress to the research phase.

H. Course Modules

Module Code	Module Title	Level	Credit value	Assessment
New	What is Education For	7	60	
New	Critical Issues in Education Change and Development part 1	7	30	
New	Critical Issues in Education Change and Development part 2	7	30	
New	Issues and Controversies in research	7	60	

I. Timetable information

[indicate:

Provide as much information as possible,

- when students can expect to receive a confirmed timetable for study commitments; and
- if there is a teaching-free afternoon set aside for e.g. sporting/cultural activities.
- Don't specify a day(s) when teaching will take place if it may be changed.
- Prospective students should be kept informed of any changes.]

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

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Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course outcomes																	
Level	Title	Code	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4
7	What is Education For? Perspectives and theories.		T D A	T D A	T D A	T D A	T D A	D A	T A	D A	D A	T A	T A	T D A	T D A	D A	T A	D A	D A	D A
7	Critical Issues in Education Change and Development part 1 & Part 2		D A	D A	T D A	T D A	D A	D A	T D A	T D A	D A	A	D A	D A	D A	D A	A	D A	D A	D A
7	Issues and Controversies in research		D A	D A	D A	D A	T D A	T D A	D A	T D A	D A	D A	D A	D A	D A	D A	A	A	D A	D A

Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	<p>Addressed Tutorials with module tutors are essential part of all taught modules and particularly when the student progresses on to the dissertation when each student will have a DOS (Director of Studies) and a second supervisor. The DOS will have at least 2 doctoral completions and the second supervisor will have appropriate subject expertise, both will have appropriate ongoing supervisor training. Occasionally, a third person is brought in to offer additional expert advice if this is required</p>
2 Supporting the development and recognition of skills in academic modules/modules.	<p>Addressed</p> <ul style="list-style-type: none"> • All taught modules require participants to engage with complex issues education at Level 7. Support for this is given through the design of taught sessions and the seminar series, which set out to be such as to engage participants in critical activity. Module tutors offer individual tutorials to course participants based on the submission of draft coursework assignments and portfolios. The Course Director provides additional tutorial support where this is appropriate and helpful. <p>Assessed</p> <ul style="list-style-type: none"> • Currently the coursework for all modules is designed to recognise academic skills through assessment against generic criteria and with reference to the learning outcomes of the specific module.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	<p>Addressed: All taught modules, the seminar series, LSBU researcher development activities and, the dissertation itself, encourage participants to engage critically in development and research of professional practice.</p> <p>Assessed: The recognition of skills of research and development is central to assessment criteria for all modules.</p>
4 Supporting the development and recognition of skills through research projects and dissertations work.	<p>Addressed: An explicit aim of the course is to provide CPD which fits the lives of busy professionals and enables them to use their activity within the course to manage their careers.</p>

5 Supporting the development and recognition of career management skills.	<p>Addressed: An explicit aim of the course is to provide CPD which fits the lives of busy professionals and enables them to use their activity within the course to manage their careers.</p>
6 Supporting the development and recognition of career management skills through work placements or work experience.	<p>Addressed: All modules are designed to build on the work of participants: participation in work-based activity is an essential feature of the course. Opportunities to network with research active professionals from beyond the cohort are built in in order to expose participants to a thriving research community and stimulate their thinking about future career trajectories.</p>
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	<p>Addressed: The course is designed to value participants' experiences over a wide range of activity. Participants are encouraged to draw on the whole range of their educational activity and to be bold and innovative in their choice of focus for development and research activity. Multiple opportunities for extracurricular activities within and beyond the university are built in, including seminars, public lectures (eg at LSE and the RSA) and summer school.</p>
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	<p>Addressed: All modules of the course set out to provide CPD which combines a focus on practice, in particular, the enhancement of learning, with the academic rigour of masters' level study in the taught phase. Throughout the EdD, students are required to reflect on their own values, value formation and ontological position in relation to their learning and practice.</p>
9 Other approaches to personal development planning.	<p>Addressed: The course emphasises and builds upon the situated nature of participants' activity. Thus, in all modules participants are encouraged to work with colleagues to plan their activity, critically reflect upon it and monitor its effectiveness. Multiple, diverse opportunities for personal development planning are evident throughout the EdD. Assessed: The student is required to maintain a portfolio throughout their journey in order to keep themselves organised and to have a useful document to enable them to look back and look forward in order to reflect and to plan</p>
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	<p>Addressed: Portfolio evidence of critical reflection on theory, research activity and practice- is a central feature of the whole EdD journey. The nature of and form that portfolio evidence might take is to be found in module descriptions. Assessed: Portfolios are assessed against learning outcomes to be found in the module descriptors. External Examiners are involved as much as possible in this process.</p>

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

