



UNIVERSITY OF
PORTSMOUTH

COURSE SPECIFICATION

Professional Doctorate in Education

Quality Assurance, Academic Standards and Partnerships

Department of Student and Academic Administration

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COURSE SPECIFICATION

Course Title	<i>Professional Doctorate in Education</i>
Final Award	<i>EdD</i>
Exit Awards	<i>PgCert Professional Research Methods PgDip Professional Research Methods MA Professional Research Methods</i>
Course Code / UCAS code (if applicable)	<i>R2417PTC</i>
Mode of study	<i>Part time</i>
Mode of delivery	<i>Campus</i>
Normal length of course	<i>4-6 years</i>
Cohort(s) to which this course specification applies	<i>September 2022 onwards</i>
Awarding Body	<i>University of Portsmouth</i>
Teaching Institution	<i>University of Portsmouth</i>
Faculty	<i>Humanities and Social Sciences</i>
School/Department/Subject Group	<i>School of Education and Sociology</i>
School/Department/Subject Group webpage	<i>https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/our-academic-structure/faculty-of-humanities-and-social-sciences/school-of-education-and-sociology</i>
Course webpage including entry criteria	<i>https://www.port.ac.uk/study/courses/edd-professional-doctorate-in-education</i>
Professional and/or Statutory Regulatory Body accreditations	<i>None</i>
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	<i>8</i>

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the [Course and Module Catalogue](#) for further information on the course structure and modules.

Educational aims of the course

The [Course Specification Guidance Notes](#) include advice on what to include in this section.

- To provide a framework for personal, professional and academic development at doctoral level with a view to making an original contribution to knowledge and professional practice in educational organisations and processes.
- To provide an opportunity for participants to explore and analyse their personal and professional roles in relationship to educational contexts.
- To develop a professional approach to research practice in education through a consideration of the philosophical dimensions of research methodology and the use of appropriate advanced research techniques.
- To provide a framework in which participants can generate original knowledge through the research of educational contexts in their own area of professional involvement.
- To enable and encourage graduates of the programme to disseminate the results of their research with a view to contributing to the debate or influencing policy and practice.
- To enhance the development of reflective practice through discussion and networking with others who may be working in different professional contexts.
- To make a significant contribution to the status of education as an academic and professional discipline, through the advancement of knowledge and professional practice within the sector and through the development of advanced practitioner researchers.

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their [Framework for Higher Education Qualifications](#) document.

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	<i>Current theoretical and research developments within the discipline relating to their area of professional practice</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
A2	<i>Theoretical and philosophical bases of qualitative and quantitative methodologies in educational research</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
A3	<i>Ethical issues arising from undertaking research within practice settings and how these might be addressed</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
A4	<i>Concepts relating to professionalism, professional knowledge and professional practice within educational contexts and their own professional practice</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>

Add additional rows as required.

B. Cognitive (Intellectual or Thinking) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	<i>Apply high level skills needed for advanced academic study in contexts that are complex, unpredictable and require new strategic approaches</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
B2	<i>Research, analyse, synthesise and evaluate information and evidence so as to transfer new theoretical, research and professional understanding into areas of practice and beyond</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
B3	<i>Critically analyse the methodological, theoretical and ethical dimensions of research and show a critical awareness of potential limitations and constraints</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
B4	<i>Justify research methodologies and research paradigms on which their enquiry is based</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
B5	<i>Think critically about problems to produce innovative solutions and create new knowledge</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>

Add additional rows as required.

C. Practical (Professional or Subject) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	<i>Select appropriate qualitative and/or quantitative research methodologies to enable them to conduct research leading to the generation of original knowledge in relation to their professional practice</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
C2	<i>Conduct in-depth and effective searches of relevant literature, research and other sources and critically evaluate the results</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
C3	<i>Interact and network with a multi-disciplinary cohort of students to gain and share insights with others</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
C4	<i>Contribute to the development of professional practice in education by the dissemination of their understanding through a variety of formats</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
C5	<i>Manage complex research tasks independently, and deal with problematic situations as they arise</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
C6	<i>Plan a research strategy for their proposed area of investigation which demonstrates relevance to their own area of professional practice, and submit this for academic peer review</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
C7	<i>Exercise professional standards in research and research integrity, including ethical, legal, and health and safety aspects</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>

Add additional rows as required.

D. Transferrable (Graduate and Employability) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	<i>Appreciate the need to engage in research with impact and to be able to communicate it to diverse audiences, including the public</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
D2	<i>Plan, manage and deliver projects, selecting and justifying appropriate methodological processes while recognising, evaluating and minimising the risks involved</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
D3	<i>Support and collaborate with colleagues, using a range of communication and networking skills to influence practice and policy in diverse environments</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
D4	<i>Manage change effectively, prioritise time, resources and workloads and respond to changing professional demands</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
D5	<i>Build relationships with peers, senior colleagues, students and stakeholders with sensitivity to equality, diversity and cultural issues.</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
D6	<i>Identify learning needs and be autonomous in the planning and management of their own learning</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
D7	<i>Demonstrate a reflective, thoughtful and flexible approach to their research, professional development and application to their own area of practice</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>
D8	<i>Provide authoritative solutions when presented with complex practical, ethical or educational problems within a professional context</i>	<i>Lectures and seminars</i>	<i>Portfolio and thesis</i>

Add additional rows as required.

Academic Regulations

The current University of Portsmouth [Academic Regulations](#) will apply to this course.

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the [MyPort](#) student portal.

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our [Policy for Listening to and Responding to the Student Voice](#) where you can also find further information.

Reference Points

The course and outcomes have been developed taking account of:

- [University of Portsmouth Curriculum Framework Specification](#)
- [Quality Assurance Agency UK Quality Code for Higher Education \(particularly Chapter B11: Research Degrees\)](#)
- [Quality Assurance Agency Framework for Higher Education Qualifications](#)
- QAA Doctoral Degree Characteristics Statement
- Higher Education Credit Framework for England
- Qualifications and Credit Framework (QCF)
- The Vitae Researcher Development Framework
- Vocational and/or professional experience, the scholarship and the research expertise of academic members of staff

Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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