

POSTGRADUATE RESEARCH SERVICE

TRAINING PATHWAY SPECIFICATION

Pathway name	Course code (where applicable)	Year
Doctor of Education (EdD) / Master of Education (MEd, Exit award)	N/A	2017

NOTE: Whilst the University will make every effort to offer the training pathway as detailed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of sabbatical leave.

TP1 TRAINING PATHWAY SUMMARY

TP1.1	a	SCHOOL(S) OF STUDY	EDU
	b	FACULTY or FACULTIES	Faculty of Social Sciences (SSF)
	c	NAME OF TRAINING PATHWAY LEAD	Dr Irene Biza
TP1.2 <i>Note 1</i>	a	PATHWAY TITLE	Doctor of Education (EdD) / Master of Education (MEd, Exit award)
	b	COURSE CODE (where applicable)	EdD: EDUPGEDD MED: EDUPGMED
	c	FULL/PART-TIME (please specify)	PT 5 YEARS (0.5FTE) + 1 YEAR (writing up)
	d	LOCATION (UEA Norwich, Distance Learning)	UEA Norwich
	e	AVAILABLE FROM (date)	October 2016
TP1.3	EXTERNAL INPUT (please list here the input from external organisations e.g. employers, partner institutions into the development of this pathway)		
	The pathway and award was mapped against the FHEQ level 8 and the QAA qualification descriptors for doctoral degrees as part of a course review in 2014-15 and was approved by external academic colleagues during that review process.		
TP1.4	FURTHER INFORMATION (web link to further information)	FHEQ-QAA can be found at: http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf	
TP1.5	AVAILABILITY BY AWARD (please tick all that apply)		
	Masters Degrees by Research	<input type="checkbox"/>	Master of Philosophy
	PhD (3-year)	<input type="checkbox"/>	PhD Integrated Studies (4-year)
	PhD by Publication	<input type="checkbox"/>	Doctorate in Clinical Psychology

Doctor of Education / Master of Education	X	Doctor of Medicine	
MANDATORY ELEMENTS OF TRAINING			
TP1.6	<p>Entrants to this doctoral programme/pathway register initially for the degree of MEd which covers the first two years of study. Mandatory training in years one and two is comprised of two weekend study blocks (see Section TP2.3 below for further details). These study blocks are worth 10 training credits in total. After the successful completion of the second year, and with the approval of a detailed research proposal, students transfer to the EdD award and a period of independent research/study. Years 3, 4, and 5 comprise a series of mandatory but formative assignments all building towards the delivery of a final thesis which can be up to 60,000 words in length. The taught element of the course is all non-modular.</p> <p>Details of the mandatory assignments which must be delivered across each year of the programme are as follows:</p> <ul style="list-style-type: none"> • Year 1: Critical Analysis (3,500 words) and Comparative Methodology (6500 words) • Year 2: Research Proposal, including a consideration of the ethical protocols (5000 words) • Year 3: Formative Assignments, including Literature Review, Methodology, and Issues Emerging from Data and Results/Conclusions • Year 5: Delivery of Thesis, incorporating the four formative assignments (up to 60000 words) • Year 5: Oral/Viva Examination <p>Pathway students must accrue a further 10 credits of cohort, experiential, advanced, or professional development training before thesis submission, over and above the 10 credits awarded for attendance at the mandatory weekend study blocks. Overall, and in addition to contact time through training and supervisor contact, completion of the EdD pathway requires a personal independent study commitment of at least 60 hours per month.</p>		
TP2 PATHWAY LEARNING OUTCOMES			
TP2.1 Learning OUTCOMES			
<p>EdD candidates will normally be expected to have a relevant Master's degree and preferably some experience of research at admission. It is also expected that applicants will have several years of experience in a relevant professional area.</p> <p>Students graduating from the EdD pathway must be able to demonstrate, through completion of relevant Masters training, EdD/PhD training, practical experience and/or completion and submission of their thesis, that they have satisfied ALL the learning outcomes listed below. They should be able to:</p> <ul style="list-style-type: none"> • Critically evaluate journal articles in terms of their aims, evidence, claims, argument and values • Analyse and identify inconsistencies, problems, and assumptions in journal articles • Comment on the language and accessibility of journal articles • Present an analytical response to journal articles • Present structured and well-written assignments • Select appropriate methodological approaches • Critically discuss how appropriate methodological approaches would be used in their research, highlighting in particular similarities and differences with other approaches 			

- Select relevant research literature and use a broad selection of the key texts associated with appropriate methodological approaches
- Demonstrate understanding of social science research processes, associated ethical issues and correct referencing conventions
- Identify a viable area of enquiry as a research aim from within their area of practice
- Identify potential areas of contribution to knowledge
- Select an appropriate methodological approach to explore their chosen research area
- Select relevant literature (key debates/arguments) to inform their research
- Critically evaluate potential ethical issues/concerns that could arise from their enquiry and how they might be addressed
- Select appropriate research questions and instruments (or provide sound guidelines) for the collection of data through fieldwork
- Demonstrate an understanding of an appropriate time schedule
- Demonstrate their ability to conduct original investigations, test ideas and understand the relationship of their research theme to a wider field of knowledge
- Make a significant contribution to the development of understanding, e.g. through the discovery of new knowledge, the connection of previously unrelated facts, the development of a new theory, or the revision of older views

TP2.2 How will these learning outcomes be reviewed?

The learning outcomes will be reviewed every five years as part of the standard UEA course revalidation procedure.

TP2.3 Training Structure

The ESRC's 'Postgraduate Training & Development Guidelines (2nd Edition) 2015' stipulate that PGR students in the social sciences should receive high quality core training in three main areas: **(1) Research Methods; (2) Researcher Development and Transferable Skills;** and **(3) Subject-Specific and/or Relevant Theoretical Issues.** This core provision, which is reflected in the learning outcomes outlined in Section TP2.1 above, should be supplemented by relevant **advanced training** in areas appropriate to the specialist and continuing needs of the individual student. This training structure also allows pathway students to engage and learn with a variety of different disciplinary, interdisciplinary, cross-faculty, and cross-university cohorts.

Research Methods: Students registering for this pathway will typically complete/have completed a Masters programme which includes a substantial social science research methods component (see course admission criteria). Additional research methods training is nonetheless available to pathway students via both the SSF 'Researcher Development & Transferable Skills (PPD) Training Programme' and its 'Advanced Training' (AT) programme. This may be supplemented, in some cases, by attendance at relevant Masters modules/provision. Some research methods content, specific to this pathway, will also be made available in the student's home school as 'subject-specific' provision (see below).

Researcher Development and Transferable Skills (RDTS): The SSF PPD training programme delivers approximately 80 training events per annum and its various sessions and overall curriculum have been designed such that PGR students on this pathway might potentially satisfy all the ESRC's RDTS learning outcomes via appropriate and strategic attendance. 85% of the sessions are taught by a dedicated academic tutor, employed for the purpose, or by one of the universities excellent support

services (including the Learning Enhancement, Careers, Library, and FOI teams). The SSF PPD training programme is a very well attended and highly interdisciplinary forum, attracting cohorts of students from across all seven SSF schools and 35% of its regular attendees from pathways in other faculties. The 'UEA/SeNSS Online Training Series for PGR's' offers a further 20 RDTs focused training sessions per annum, in a live-taught online format. Students on this pathway can also access relevant RDTs training elsewhere, in other faculties for example, via in-house sessions run by the university's support services, or at other institutions. The RDTs programmes of the following institutions are open to PGR students on this pathway as a function of UEA's membership of the SeNSS DTP consortium: Essex, Kent, Surrey, Sussex, Reading, Goldsmiths, Royal Holloway, Roehampton, and City University.

Subject-Specific and/or Relevant Theoretical Issues: The EdD pathway structure is comprised of four 'Study Block Weekends' as follows: Study Block 1 (Year 1: October): Introduction to Educational Research; Study Block 2 (Year 1: March): Theory and Methods Part One; Study Block 3 (Year 2: October): Theory and Methods Part Two; and Study Block 4 (Year 2: June): Data Analysis. All are mandatory. See also Section TP1.6 above for details of required assignments and expectations for independent study. The School of Education & Lifelong Learning additionally runs a 'Research Seminar Series' which students of this pathway can attend. The seminar series is co-ordinated by the School's PGR Director, provisioned by its ATR staff, and sessions run once every two weeks. Essential readings are provided and these are discussed in the sessions relative to the students' own research interests. Pathway students can also benefit from the School of Education & Lifelong Learning's 'Annual Public Seminar Series', which invites eminent educational researchers to deliver seminars in the school and which focuses on research in education and development. Other training opportunities the 'Biennial Doctoral Student Conference for Social Science', which is organised and run by students in the School of Education and Lifelong Learning and which is open to all PGR's studying education related topics across the SeNSS DTP consortium. Students on the EdD pathway can also attend weekly writing workshops to support their thesis writing, which run all year, and an annual workshop on writing for publication in the field of educational research.

Advanced Training: SSF additionally provides an Advanced Training programme for the benefit of PGR students across UEA, the SeNSS DTP consortium, and which is open at a small fee to PGR students or early-career researchers worldwide. The programme generally features between 20-25 training sessions per annum, with a minimum one-day duration, which focus on a variety of methodological, theoretical, and substantive topics, all taught at an advanced level. The AT programme sessions are organised and delivered by world class researchers drawn from across the faculty's seven different schools and contributions are also made by colleagues in the School of Environmental Science in the Faculty of Science, the School of Politics, Philosophy, Language and Communication in the Faculty of Arts & Humanities (HUM), and the School of Health Science in the Faculty of Medicine and Health Science (FMH).

TP3 PATHWAY COHERENCE AND EMPLOYABILITY

TP3.1 Learning Progression

How will progression in terms of skills, knowledge and understanding be reflected in the pathway between activities/courses in any one year and across the years as research degree candidates make progress through their course of study?

See Section TP1.6 above. In their first two years, students on this pathway are led through four ‘Study Block Weekends’ which lead their development toward independent study. In years 3, 4, and 5 the focus then moves to the production of a thesis, again aided by formative assignments. During their five years of study, pathway students are also encouraged to access additional research methods, researcher development and transferable skills, and advanced training which is made available to them via the School of Education and Lifelong Learning and the Faculty of Social Sciences (see Section TP2.3 above). This additional training is chosen in accordance each student’s specialist and continuing needs.

TP3.2 Feedback Cycle

Please explain how feedback from supervisors and others will support the coherence of the programme. How will this feedback impact on subsequent activities/courses?

Teaching staff, supervisor, and student views and feedback are heard at regular course committees and through the school’s staff/student consultative forum. The faculty Graduate School Executive, PGR student forum, supervisors training sessions, and school level PGR meetings/committees, as well as student feedback collected across the SSF training programmes, are used to facilitate discussion and to support the relevance, efficacy, and effectiveness of the additional training provided at faculty level. SSF reviews all its training provision each year in April – which incorporates feedback from PGR Directors, supervisors, and students - with the aim of ensuring that our programmes are comprehensive and coherent in their coverage and that they will satisfy the majority of student training needs across the coming academic year.

TP3.3 Employability

How is employability embedded into the pathway?

The EdD training process and the final thesis is focused on the delivery of a defined contribution to both academic knowledge and professional practices within the student’s chosen field (for example, teaching, nursing education, educational administration, children’s services, and so on). In this way, the pathway acts as a complement to the students’ own career trajectory and builds employability within their chosen field by supplementing their experiences of professional practice with defined academic/research skills and knowledge. Students on the pathway are also encouraged to attend relevant RDTs (PPD) training sessions focused particularly on academic skills and career development.

Notes

1. Pathways may correspond to a particular degree programme within a School (e.g. Doctorate in Clinical Psychology) or to programmes within a particular Faculty or other Graduate School, or to cross-institutional programmes within a Doctoral Training Partnership.

2. Pathways may choose to specify learning outcomes to be achieved in individual years of the programme or to be achieved by the end of the programme.