Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from The University of Sheffield

1	**Programme Title**	Literacy and Language in Education
2	**Programme Code**	EDUR32
3	**JACS Code**	X300
4	**Level of Study**	Postgraduate
5a	**Final Qualification**	EdD
5b	**Position in the QAA Framework for Higher Education Qualifications**	(D) Doctoral Level
6a	**Intermediate Qualification(s)**	MA Educational Studies in Literacy and Language
6b	**Position in the QAA Framework for Higher Education Qualifications**	(M) Masters' Level
7	**Teaching Institution** (if not Sheffield)	Not applicable
8	**Faculty**	Social Sciences
9	**Department**	Educational Studies
10	**Other Department(s) involved in teaching the programme**	Not applicable
11	**Mode(s) of Attendance**	Distance Learning
12	**Duration of the Programme**	4-8 years (Part-time)
13	**Accrediting Professional or Statutory Body**	Not applicable
14	**Date of production/revision**	January 2007,March 2016

15. Background to the programme and subject area

The School of Education has had an excellent reputation for its well-established research degree programme leading to the awards of MPhil and PhD for many years. Building on the School's expertise in this area, the EdD programme was introduced in 1995 to meet the needs of experienced professionals in education and related fields who prefer a more structured programme. The EdD programmes offered by the department have a strong reputation in the UK and internationally.

The programme is designed to meet the needs of professionals working in a wide range of literacy and language education and training related areas. It aims to provide students with both a thorough grounding in the philosophy, principles and practice of educational research, and a critical understanding of key contemporary and global issues affecting all types and sectors of education and training in relation to issues of language and literacy including within schools, communities and other settings.

The programme has been developed on the principle of commitment to educational research and the desire to relate that research to the issues that practitioners in literacy and language contexts face in their own professional contexts. The programme has been developed with flexibility to give students the opportunity to pursue the enquiries that are relevant to their professional contexts. This distance-learning programme offers a varied and stimulating research-led programme, with regular weekend study schools and guest lectures by key researchers in the field. Students are invited to Departmental research seminars and international conference are considered to be an important part of the School's research community.

16. Programme aims

The EdD aims to:

- provide a broad and flexible research-based programme that is relevant to a range of professional and managerial careers within the field of language and literacy education.
- provide a supportive, structured and effective learning environment in which experienced professionals in education and related fields are enabled to explore professional concerns within a critical framework, and to undertake original, high-quality independent research.

17. Programme learning outcomes

Knowledge and understanding:

On completion of the MA in Educational Studies students will be able to demonstrate:

K1	A critical and comprehensive understanding of literature on language and literacy educational theory, policy and practice, including that relating to key philosophical, historical and contemporary debates.
K2	Knowledge of relevant theoretical, methodological and ethical issues in educational research.
K3	A critical understanding of research methodologies, methods and techniques relevant to the field of educational studies and literacy and language.

On completion of the EdD in Literacy and Language in Education, in addition to the above, students will be able to demonstrate:

K4	An understanding of a substantial body of knowledge at the forefront of an area of literacy and language education.

Skills and other attributes:

On completion of the MA in Educational Studies, students will be able to demonstrate:

S1	Expertise in critically evaluating literature in the field of language and literacy educational studies, including recent scholarly publications, and relating these to the social and cultural contexts of professional practice.
S2	An ability to identify, review and develop their personal and professional values and relate these to current concerns at the level of theory, practice and policy.

On completion of the EdD in Literacy and Language in Education, in addition to the above, students will be able to demonstrate:

S3	The ability to carry out an independent, sustained study which makes a substantial contribution to the body of knowledge in language and literacy educational studies.
S4	A capacity to design and undertake independent theoretical and/or empirical research, with due regard to its ethical implications.
S5	The ability to defend their study in a viva voce examination.
S6	An awareness of, and ability to use, methods of dissemination of research findings, such as seminar presentations and the production of texts of various kinds for submission for possible publication.

18. Teaching, learning and assessment

Development of the programme learning outcomes is promoted through the following teaching and learning methods:

The programme's teaching is research-led. Research-led teaching is fostered through scholarly activity of staff, appropriate use of research in the relevant fields and the development of students' own research skills. Students are encouraged to develop as active and independent learners and teaching and learning activities have been developed which are appropriate to these aims. The programme is taught via distance learning. Distance learning within this context is defined using the terms identified within the Quality Assurance Agency (QAA) Guidelines on Distance Learning (March 1999). The provision offered is best described by the dimension 'Learning supported from the providing institution remotely from the student'. In Part I of the EdD programme, students, attend three weekend study schools per academic year and are supported by a tutor throughout the programme. Students are provided with learning resources which support independent study and research e.g.

key readings. MOLE is used to provide discussion forums and access to additional resources.

The following teaching and learning methods are used at study-school weekends in Part I of the programme:

Lectures: Used to develop students' engagement with key information, develop subject-specific knowledge and understanding, cognitive and analytical skills and stimulate critical reflection.

Seminars (Staff- and student-led): Used to develop students' subject-specific knowledge and understanding, cognitive and analytical skills and a range of key transferable skills e.g. presentation skills, discussion skills. Generally, contain activities which promote discussion and reflection.

Student presentations: Used to develop a range of key transferable skills e.g. presentation skills. To develop other students' engagement with key information and subject-specific knowledge and understanding.

Independent study: Students are supported in their independent study through the provision of specific learning materials which enable students to examine and analyse their educational ideas and draw critically on their own experience, synthesising theory, research and practice.

Tutorials: Used to respond to students' enquiries and provide feedback on coursework. To promote further reflection and analysis through discussion and questioning. To develop students' ability to reason effectively and communicate arguments and points of view clearly. Students may also arrange to come to Sheffield for tutorials when necessary. Students have one-to-one supervision throughout the course through the use of face-to-face tutorials, email, telephone and SKYPE contact.

The following table demonstrates how these methods relate to the learning outcomes:

	Lectures	Seminars	Student presentations	Independent Study	Tutorials
K1	✓	✓		✓	✓
K2	✓	✓	✓	✓	✓
K3	✓	✓		✓	✓
K4	✓	✓		✓	✓
S1	✓	✓	✓	✓	✓
S2	✓	✓	✓	✓	✓
S3	✓	✓		✓	✓
S4	✓	✓		✓	✓
S5		✓			✓
S6	✓	✓	✓	✓	✓

Assessment takes place through the submission of six 6,000-word assignments in Part I of the programme. In Part II of the programme, students submit a thesis of between 50,000 and 60,000 words and undergo a viva voce examination. The following table demonstrates how these methods relate to the learning outcomes:

	Assignments	Thesis and Viva Voce
K1	✓	✓
K2	✓	✓
K3	✓	✓
K4		✓
S1	✓	✓
S2	✓	✓
S3		✓

S4	✓
S5	✓
S6	✓

During Part II of the course, students work on a thesis on an agreed topic, under the supervision of a member of academic staff, over a minimum two-year period. Attendance at residential weekends is optional during Part II but most students appreciate the opportunity these provide for academic stimulation and support. Part II students are warmly invited to attend plenary sessions, including lectures provided for Part I students given by guest speakers or academic staff. In addition, a number of teaching sessions, presentations and seminars are arranged throughout the weekend, usually facilitated by a member of the academic staff, to enable Part II students to share and discuss their on-going research.

Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:

Opportunities to demonstrate achievement of the programme learning outcomes are provided through the following assessment methods: Essays (K1-4; S 1-2); Research proposal (K2-3; S4); Thesis (K1-3; S1, 3, 4); Viva Voce examination (S5).

19. Reference points

The learning outcomes have been developed to reflect the following points of reference:

School of Education Learning and Teaching Strategy

Framework for Higher Education Qualifications (2014)
http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2843#.Vtl23eZBDYA

University Strategic Plan
http://www.sheffield.ac.uk/strategicplan

Learning and Teaching Strategy (2011-16)
http://www.shef.ac.uk/lets/strategy/lts

20. Programme structure and regulations

Part I of the EdD Literacy and Language in Education programme comprises six modules. Three focus specifically upon the research process; three cover more substantive issues in the field of education. Each module is introduced at a weekend residential where lectures, seminars and individual tutorials are supplemented by the provision of a selection of printed materials and recommended reading lists. The students undertaking the EdD in Language and Literacy in Education undertake 5 modules which are common to most EdD programmes taught in the UK: Introduction to Educational Research; Processes in Educational Research; Research Design and Management; Approaches to Education Policy; Contemporary Debates in Education. Although the modules undertaken are shared with students undertaking the generic EdD, specific set readings, seminars and tutorial sessions will be offered for the students on the Language and Literacy in Education programme. The students will be able to tailor individual assignments to issues and debates in the field of Language and Literacy in Education. The fifth module offered in Part I, Literacy and Language in Contemporary Society, will be specific to students on the EdD in Language and Literacy in Education.

Progression from Part I to Part II is dependent upon successful completion of all six Part I assignments. After approval by the teaching team at the end of Part I, assignments are forwarded to the external examiners for scrutiny and are subsequently discussed by the full Board of Examiners. (Board meetings are held in October). The Board's recommendations for progression are subject to approval by the Faculty of Social Sciences. Students who do not progress to Part II, but who have successfully completed six modules in Part I, will be awarded the MA in Educational Studies (Literacy and Language).

During Part II of the course, students work on a thesis on an agreed topic, under the supervision of a member of academic staff, over a minimum two-year period. Students may attend three optional weekend study schools in each year. The thesis is required to be between 50,000 and 60,000 words. A viva voce examination is held on completion of the thesis.

Detailed information about the structure of programmes, regulations concerning assessment and progression, and descriptions of individual modules are published in the University Calendar available on-line at http://www.shef.ac.uk/calendar/regs.

21. Student development over the course of study

Part I of the programme is designed to help students to reflect on, and develop, their own current educational practice; to set this in the context of wider social, political and organizational issues and policy developments, and to critically evaluate these; to understand and engage with the processes of educational research, and to prepare a research proposal which may be taken forward into Part II of the programme.

In Part I, students are provided with a critical introduction to educational research in the light of contemporary developments. The focus is on research as philosophical endeavour which, thus requires researchers to be aware of how their approach fits in with their epistemological and ontological positioning. Such a stance demands consideration of the ethics of research, research as a moral activity, and the place of research in a democratic society. In Part I, students are also introduced to issues of research design, formulating research questions and choosing appropriate methods to use in particular instances and settings. In Part I, students are also supported in the development of skills which enable them to engage with contemporary theoretical and empirical debates about the nature of educational studies in Britain and elsewhere. The progression built into the programme with regard to the development of critical awareness, ability to synthesise research and write research reports is reflected in the range and level of tasks set at weekend study schools and reflected in the set readings. The development of key skills is targeted in Part 1 of the programme and students are introduced to methods of conducting literature searches and using databases.

In Part II of the programme, students work independently on a thesis on an agreed topic, under the supervision of a member of academic staff.

22. Criteria for admission to the programme

A candidate for the Professional Doctorate in Education (EdD) degree must:

- be a graduate of an approved university holding a Bachelors' degree (normally first- or second-class Honours or equivalent) and normally holding an appropriate Masters' degree or hold such other qualifications as may, on the recommendation of the School, be deemed by Senate to be equivalent to the qualifications previously mentioned;

- have a minimum of two years' professional experience within a relevant field;

- For applicants whose first language is not English, or who do not hold appropriate educational qualifications in English, the School requires a minimum standard in IELTS or equivalent of 7.0 (with a minimum of 6.5 in each section).

23. Additional information

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at www.shef.ac.uk/ssid.