



## 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	<b>Programme Title</b>	Doctor of Education (Psychology and Education) (EdD) (Distance Learning)
2	<b>Programme Code</b>	EDUR36
3	<b>JACS Code</b>	X300
4	<b>Level of Study</b>	Postgraduate
5a	<b>Final Qualification</b>	EdD
5b	<b>QAA FHEQ Level</b>	8 (Doctoral Level)
6a	<b>Intermediate Qualification(s)</b>	MA Educational Studies
6b	<b>QAA FHEQ Level</b>	7 (Masters' Level)
7	<b>Teaching Institution (if not Sheffield)</b>	Not applicable
8	<b>Faculty</b>	Social Sciences
9	<b>Department</b>	School of Education
10	<b>Other Departments providing credit bearing modules for the programme</b>	None
11	<b>Mode(s) of Attendance</b>	Distance Learning
12	<b>Duration of the Programme</b>	4-8 years (Part time)
13	<b>Accrediting Professional or Statutory Body</b>	Not applicable
14	<b>Date of production/revision</b>	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 at the interface of psychology and education across a wide range of contexts. 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 relating to using psychological perspectives within educational contexts.

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 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 those 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 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 educational and child support service.
- provide a supportive, structured and effective learning environment in which experienced professionals working at the interface of psychology and education are enabled to explore professional concerns and psychological perspectives within a critical framework, and to undertake original, high-quality independent research.

## 17. Programme learning outcomes

### Knowledge and understanding:

<b>K1</b>	A critical and comprehensive understanding of literature relating to psychological theory in educational contexts, policy and practice, including that relating to key philosophical, historical and contemporary debates.
<b>K2</b>	Knowledge of relevant theoretical, methodological and ethical issues in educational research.
<b>K3</b>	A critical understanding of research methodologies, methods and techniques relevant to the field of educational studies.
<b>K4</b>	An understanding of critical psychological knowledge at the forefront of professional practice and policy making within educational settings.

### Skills and other attributes:

<b>S1</b>	Expertise in critically evaluating literature in the field of critical psychology in education, including recent scholarly publications, and relating these to the social and cultural contexts of professional practice.
<b>S2</b>	An ability to identify, review and develop their personal and professional values and examine the ways in which psychological discourses structure their professional practice at the level of theory, practice and policy.
<b>S3</b>	The ability to carry out an independent, sustained study which makes a substantial contribution to the body of critical psychological knowledge within educational settings.
<b>S4</b>	A capacity to design and undertake independent theoretical and/or empirical research, with due regard to its ethical implications.
<b>S5</b>	The ability to defend their study in a viva voce examination.
<b>S6</b>	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.

Candidates who do not proceed to, or do not successfully complete, Part II of the programme will be eligible for the award of MA in Educational Studies. Such candidates will be able demonstrate competencies in K1-K3 and S1-S2.

## 18. Teaching, learning and assessment

### Development of the 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 through distance learning.

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. (K1-K4, S2-S4, S6).

**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. (K1-K4, S1-S6).

**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. (K2, S1, S2, S6).

**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. (K1-K4, S1-S4, S6).

**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, Skype and telephone contact. (K1-K4, S1-S6).

During Part II 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 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:**

Assessment takes place through the submission of six 6,000-word assignments in Part I of the programme. (K1-K3, S1, S2).

In Part II of the programme, students submit a thesis of approximately 50,000 words and undergo a viva voce examination. (K1-K4, S1-S6).

#### **19. Reference points**

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

University of Sheffield Strategic Plan 2010-2015

University of Sheffield Mission, Vision and Identity

University of Sheffield Learning and Teaching Strategy 2011-16

Faculty of Social Sciences Learning and Teaching Strategy (2013-16)

School of Education Strategic Plan (2013-17)

Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (Doctoral level descriptors) (2008)

#### **20. Programme structure and regulations**

Part I of the EdD in Psychology and Education 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 Psychology and Education undertake five modules which are common to all EdD programmes taught in the UK: Introduction

to Educational Research; Contemporary Debates in Education; Processes in Educational Research; Approaches to Education Policy; Research Design and Management. Although the modules are shared with students undertaking the generic EdD, specific sets of readings, seminars and tutorial sessions will be offered for the students on the Psychology and Education programme. The students will be able to tailor individual assignments to issues and debates in the field of Psychology and Education. The sixth module offered in Part I, will be specific to students on the EdD in Psychology and Education.

Progression from Part I to Part II on the EdD route 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.

During Part II of the course, all 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 expected to be of approximately 50,000 words. A *viva voce* examination is held on completion of the thesis on both routes.

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 all 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 psychological paradigms within educational research in the light of contemporary developments. The focus is on research as a philosophical endeavour which thus requires researchers to be aware of how their approach fits in with their epistemological and ontological positioning and their assumptions of subjectivity. 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 psychological knowledge embedded in 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

Detailed information regarding admission to programmes is available from the University's On-Line Prospectus at <http://www.shef.ac.uk/courses/>.

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

- (a) be a graduate holding a Bachelors' degree (normally first or second class Honours or equivalent) and normally holding a Masters' degree or,
- (b) hold such other qualifications as may, on the recommendation of the School be deemed equivalent to the qualifications referred to in (a),
- (c) have a minimum of two years' professional experience within a relevant field,
- (d) have achieved a minimum standard in IELTS or equivalent of 6.5 (with a minimum of 5.5 in each component).

### **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 <http://www.shef.ac.uk/ssid>.