



The  
University  
Of  
Sheffield.

## 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

### Programme Details

1. Programme title	Doctorate in Education
2. Programme code	EDUR94
3. QAA FHEQ level	8
4. Faculty	Social Sciences
5. Department	School of Education
6. Other departments providing credit bearing modules for the programme	Not applicable
7. Accrediting Professional or Statutory Body	Not applicable
8. Date of production/revision	Significant amendment approved August 2019

Awards	Type of award	Duration
9. Final award	EdD	Part 1 - 2-4 years Part 2 - 2-4 years
10. Intermediate awards	MA Educational Studies EDUT084	

### Programme Codes

11. JACS code(s) <i>Select between one and three codes from the <a href="#">HESA website</a>.</i>	X200		
12. HECoS code(s) <i>Select between one and three codes from the <a href="#">HECoS vocabulary</a>.</i>	101088		

## Programme Delivery

13. Mode of study	Part-time
14. Mode of delivery	Part-time blended learning (includes both face-to-face learning and online learning)

## 15. Background to the programme and subject area

The Sheffield EdD is a long-standing part-time doctoral programme which has been designed to respond to the needs of education professionals who wish to undertake doctoral research part-time whilst working. The programme has now been running for over 20 years and is continuing to grow in strength and popularity. The programme involves a combination of online distance learning and study weekends and aims to provide transformative learning experiences both online and face to face. The programme focuses particularly on encouraging students to view themselves as having the potential to contribute significantly to their professional, community, practitioner and academic contexts.

## 16. Programme aims

The Doctorate in Education aims to develop:	
<b>A1</b>	critical understanding of a range of theoretical, methodological and ethical issues in interdisciplinary educational research.
<b>A2</b>	specialist expertise in an area of educational theory, curriculum and policy, pedagogy and practice, relating to relevant philosophical, historical and contemporary debates.
<b>A3</b>	the capacity to independently design and undertake empirical or theoretical research, data analysis and interpretation.
<b>A4</b>	reflexivity in relation to socially just research in 21st century education contexts.
<b>A5</b>	the ability to be impactful in their own professional or community contexts and in wider national and international spheres.

## 17. Programme learning outcomes

<b>Knowledge and understanding</b>		
On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:		
		<b>Links to Aim(s)</b>
<b>K1</b>	a range of theoretical, methodological and ethical issues in interdisciplinary educational research.	A1
<b>K2</b>	an area/s of specialism or expertise identified by the student as part of the programme, drawn from educational theory, curriculum and policy, pedagogy and practice, and relating to relevant philosophical, historical and contemporary debates.	A2
<b>K3</b>	a range of empirical or theoretical approaches to education research, ethics, data analysis and interpretation.	A3

<b>K4</b>	the value of reflexivity in education research as a means of informing socially just policy and practice.	A4
<b>K5</b>	ways in which research can be impactful in professional and community contexts and in wider national and international spheres.	A5
<b>Skills and other attributes</b>		
On successful completion of the programme, students will be able to:		
<b>S1</b>	design and carry out education research which is informed by relevant theoretical, methodological and ethical approaches and philosophical, historical and contemporary debates.	A1 and A3
<b>S2</b>	independently design and undertake empirical or theoretical research and data analysis and interpretation.	A2 and A3
<b>S3</b>	undertake research and professional practice that is underpinned by a commitment to social justice in 21st century education contexts.	A4
<b>S4</b>	undertake research which is impactful in professional and community contexts and in wider national and international spheres.	A5

## 18. Learning and teaching methods

We share a vision of the EdD as a productive induction into an interdisciplinary, academic community which includes innovative research groups and clusters and a shared departmental commitment to the role of education research in advocating for social justice.

Our decentred approach will be key to providing support which enables students to become increasingly able to work confidently and independently, and to lead peer learning initiatives in Part 2.

The programme will be taught via a blended mode. The face-to-face study schools are highly valued by existing students, both as a time to engage with teaching staff but also as an opportunity to develop relationships with peers, in order to support learning and engagement throughout the programme. Three study schools will run in three distinct weekends per year, accommodated in university teaching spaces.

A key area of development for the programme will be the quality of online materials which will enable a more 'flipped' approach to the study schools, more effective support for assignments and more opportunities for collaborative and dialogic study throughout the programme. Extensive use will be made of existing relevant moving image and digital content as teaching resources, and these will also be an important aspect of assessment. The VLE for the EdD will be fully redesigned in order to make full use of appropriate digital tools which are compatible with our aspirations and ethos.

The new programme will reflect the dynamic nature of our research groups and clusters and areas of expertise of staff. Students will opt to join a research centre at the beginning of their programme and will be encouraged to play an active role in the life of the centre. School of Education and Faculty of Social Sciences research centres are committed to ensuring that their activities are available to online and distance learning students to this end.

## 19. Assessment and feedback methods

### ASSESSMENT

Our assessments will require demonstrations of critical understanding and the ability to draw on and contribute to theory, policy, methodology, ethics, pedagogy and practice in the form of:

- Traditional written assignments (M1, M2, M3, M4, Part 2)
- Face to face presentations (M1, M2, M4, Part 2)
- Digital content creation (M3, M4, Part 2)
- Group collaborations (M4, Part 2)
- Conference presentations (M4)
- Practical research related tasks (M1 and M4)

### FEEDBACK

The EdD has a strong tradition of providing high quality formative assessment, alongside summative feedback to assignments. We plan to expand this commitment by offering more opportunities for activities which combine both summative and formative approaches:

- Peer review / feedback (online and face to face)
- Dialogic individual draft feedback opportunities for two assignments (online)
- Regular online cohort 'reflective nudges' i.e. reflections, discussions, reading and tasks which tutors create in response to common / shared issues arising from the completion of independent study and assignments and for Part 2 students
- Specific actionable feedback, making links to the next assignment on the programme
- Strong support for making links between assignments and opportunities for publication / joint writing / conference presentations / policy responses and addressing issues in the students' professional / community contexts

To reflect the decentred ethos of the programme, students will receive a pass or fail grade for their work, with its emphasis on supporting students to develop individual, personal and indexical doctoral repertoires that by their nature will differ from those of any other doctoral candidate. Pass/Fail assessment can indicate that students are achieving successfully (or not) at doctoral level, whilst acknowledging that there are individual and personalized pathways to doctoral success – internationally, almost all doctorates are judged on a pass/fail basis and so a pass/fail approach in Part 1 is a coherent approach to assessment for work at this level.

Progress will be made based on dialogic formative and summative feedback and students will be encouraged at induction to fully explore the meaning of feedback they receive. Support will be offered to enable students to develop a range of responses to feedback as part of a planned individual pathway process to independent participation in a research-active context, managed through personal tutoring in P1 and supervision in P2, using the current PATs system. Students will therefore develop the knowledge and understanding, and skills required to progress from P1 to P2 and be supported in a coherent way as they progress through the whole programme?

## 20. Programme structure and student development

In Part 1, all of the students will undertake the same core modules. Part 2 is designed to be experienced as part of a cohort of peers.

In Part 1, the taught element of the programme, students will undertake four core modules:

- Module 1: Being and Becoming a Researcher (30 Credits) EDU81002 (SITS code ET8F1022)
- Module 2: Curriculum and Pedagogy (45 Credits) EDU81001 (SITS code ET8F1021)
- Module 3: Critical Issues in Contemporary Education (45 Credits) EDU81003 (SITS code ET8F1023)
- Module 4: Education Research: Theory and Practice (60 Credits, including the revised research proposal). EDU81004 (SITS code ET8F1024)

The programme is supported by the four School of Education research clusters and two Faculty research networks:

- Critical Psychology and Education Cluster
- Early Childhood Research Cluster
- Higher Education Research Cluster
- Literacy Research Cluster
- Global Childhoods, Education & Communities Network
- iHuman: Research Institute for the Study of the Human

Students will be invited to become members of at least one research cluster or network and encouraged to take an active role in their related activities, in order to develop expertise in their chosen field of study and raise or establish their own national and international research profiles.

In Part 1 study schools will be intensive, providing a significant amount of face-to-face teaching, personal tutoring and collaborative work to be undertaken overnight. Each day will be split into six hours of cohort teaching, followed by two hours of shared reading or collaborative work.

Part 1 Year One	Face to Face 1	Face to Face 2	Face to Face 3
Sat	Induction	Module 1 Module 2	Module 2
Sun	Module 1	Module 2	Module 4 Introduction

Part 1 Year Two	Face to Face 4	Face to Face 5	Face to Face 6
Sat	Module 3	Module 3	Module 4
Sun	Module 3 Module 4	Module 4	Module 4

### EdD Part 2 Structure

During Part 2 of the programme, 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 attend three optional weekend study schools in each year. The thesis is expected to be between 50,000 - 65,000 words in length. A viva voce examination is held on completion of the thesis.

### Study School arrangements

- Part 1 students are obligated to attend all study schools.
- The School of Education will provide study schools for part 2 students for their first 2 years on part 2. Part 2 students are not obligated to attend any study schools.
- If part 2 students are still on the course after the second year of part 2 they can choose to attend any study schools which are taking place, providing there is adequate capacity. However, Part 2 study school content is focussed on a progression plan that assumes completion of the EdD programme after two years of Part 2.
- Study schools are in-person only, and hybrid or remote participation is not approved as part of the programme.
- Part 1 and part 2 study schools will contain events bespoke to part 1 and part 2 and may also contain some shared events for both part 1 and 2 together.

Detailed information about the structure of programmes, regulations concerning assessment and progression, and descriptions of individual modules are published in the University Calendar available online at <http://www.sheffield.ac.uk/calendar/>.

## 21. Criteria for admission to the programme

<https://www.sheffield.ac.uk/education/research-degrees/sheffieldded/entry>

## 22. Reference points

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

Subject Benchmark Statements

<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

Framework for Higher Education Qualifications (2014)

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

University Strategic Plan

<http://www.sheffield.ac.uk/strategicplan>

Learning and Teaching Strategy (2016-21)

<https://www.sheffield.ac.uk/staff/learning-teaching/our-approach/strategy2016-21>

## 23. Additional information

**ADDITIONAL COMPULSORY COSTS FOR STUDENTS:**

Costs of attending six weekend study schools in Part 1 (Sat and Sunday) and six optional weekend study schools in Part 2 (accommodation, travel and some subsistence).

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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.shf.ac.uk/ssid>.