# University of Huddersfield Programme Specification

| 1. | Awarding institution | University of Huddersfield |
| --- | --- | --- |
| 2. | Teaching institution  | University of Huddersfield |
| 3. | School and Department | School of [School Name] |
| 4. | Course accredited by | N/A |
| 5. | Mode of Delivery | Full-timePart-time |
| 6. | Final Award | Doctor of Education (EdD) |
| 7. | Course Title | N/A |
| 8. | UCAS Code | N/A |
| 9. | Subject benchmark statement | [QAA Doctoral Degree Characteristics Statement Feb 2020 (Category 3)](https://www.qaa.ac.uk/quality-code/characteristics-statements) [The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies:](https://www.qaa.ac.uk/quality-code/qualifications-frameworks)4.18 Descriptor for a higher education qualification at level 8 on the FHEQ |
| 10. | Date of Programme Specification Approval | February 2021 TBC |

## 11. Educational Aims of the Courses

| **Guidance on aims for named awards:** |
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| Provide brief educational aims specific to the proposed course/s. These focus more on the nature of the intended student experience (in contrast with the ‘Intended Learning Outcomes’ which focus on the nature of student achievement). The vocabulary used to express the aims should reflect the level of the course in the QAA Characteristics Statement. [End of guidance text.] |

**These are proposed standard aims for the award [text taken from CourseFinder/characteristics statement] any additional school-specific aims could be added below**

The Doctor of Education is a research degree for experienced educational professionals and is equivalent to the PhD. It differs from the PhD in providing formally assessed research training during the first year. The course recruits from a wide variety of educational contexts and offers a comprehensive programme of study and training in quantitative and qualitative research techniques.

You will follow a structured programme that includes a taught phase, a research phase and generic skills training together with evaluation of your subject-specific research skills which will be monitored through progress reviews. This will prepare you for the examination of your research degree itself which will focus on the quality and originality of your thesis or equivalent, and your defence of it at the oral examination ('viva' or 'viva voce').

[Taken from University of Liverpool with some alterations:]

The educational aims of the award are:

1. 1 offer an international, research-intensive, high-level education to educational professionals in Higher Education who wish to enhance their skills in dealing with the complex problems posed in their profession;
2. extend postgraduate researchers’ capacity for educational leadership, as directed towards visible and transformative impact in their own institutional or professional setting;
3. enable postgraduate researchers to engage in rigorous theoretically-informed practitioner research that extends the actionable knowledge available to educational professionals;

create a vibrant professional network of educational leaders across the world, encompassing both postgraduate researchers and staff from the programme.

## 12. Course Learning Outcomes (CLOs)

[Taken directly from Section D of the regulations for award (professional doctorates)]

On completion of the course, you will have demonstrated:

1. The creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication.
2. A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice.
3. The general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and where necessary, to adjust the project design in the light of unforeseen problems.
4. A detailed understanding of applicable techniques for research and advanced academic enquiry.

Typically, holders of the qualification will be able to:

1. Make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences.
2. Continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

A professional Doctorate is awarded to a candidate who:

1. Successfully completed an approved taught programme of study.
2. Critically investigated and evaluated an approved topic, resulting in an independent and original contribution to knowledge in a relevant professional discipline.
3. Demonstrated an understanding of research methods appropriate to the chosen field.
4. Presented and defended work by viva examination, to the satisfaction of the examiners.

## 13. Course Structures and Requirements, Levels, Modules, Credits and Awards

| **Guidance on Section 13.1 [taken from PGR validation checklist]** |
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| * Any interim awards/exit routes available need to be clearly identified, together with any requirements for the conferment of such awards (e.g. number. of credits of any taught modules that must be completed for any named award), and are clearly defined as named/unnamed, as appropriate
* Thesis requirements and exam arrangements must be identified and in keeping with Section A4 of the Regulations for Awards (Research Degrees). Any deviation proposed for new formats must make clear equivalent values and conform to the relevant Characteristic Statement and University regulations; any deviations are also subject to approval by the Dean of the Graduate School and the Assistant Registrar (PGR and Events).

[End of guidance] |

**13.1** X

 **Timeline and milestones for PhD** [directly from Regulations for Awards (Research degrees)]

| **Full-time** |  | **Part-time** |  |
| --- | --- | --- | --- |
| Month 1 | Registration and Induction | Month 1 | Registration and Induction |
| Year 1  | Taught elements of the programme | Year 1 - 2 | Taught elements of the programme |
| End of month 33 | Apply for writing-up periodorApply for additional time | End of month 69 | Apply for writing-up periodorApply for additional time |
| By end of month 36 | Submit thesisor Enter Writing-upor Continue active research during additional time | By end of month 72 | Submit thesisor Enter Writing-upor Continue active research during additional time |
| A least 3 months before thesis submission an ‘on track to submit’ meeting must take place between the student and the supervisory team |

## 14. Teaching, Learning and Assessment

| **Guidance on completing section 14 [taken from PGR validation checklist]** |
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| This section needs to:* Demonstrate how progression, PDP and supervision arrangements conform to Section 2.1 Category 3 of the QAA Doctorates Degree Characteristics Statement
* Demonstrate how the assessment conforms to Section 2.1 Category 3 of the QAA Doctorate Degree Characteristics Statement
 |

**14.1** Write your text here.

**This is proposed standard text for the award [text taken from QAA characteristics statement] any additional school-specific information could be added below**

 Your programme is a professional doctorate in Education (EdD) and contains an initial taught element with lecture and seminar content and where the final award of the doctorate is based on a supervised research project, during which time you are registered by the University of Huddersfield. The taught elements are assessed, and a grade is given, at which point you are able to progress to the Doctoral research phase of the programme, transfer to an alternate programme, progress to the MRes or withdraw from the programme with the PGDip / PGCert.

 As a professional doctorate this programme is rooted in the academic discipline of Education as well as in the profession of Education. You will be required to make an original contribution to knowledge by conducting an independent research project the form of which is usually a thesis. However, the University has guidelines for a number of alternative format thesis submissions to support alternative methods where this is an approved practice.

 Your research project will usually be located within your professional Educational practice and your output may involve practice-related materials with the research drawing on your professional practice within the Education setting. If your research arises from practice alone, and you spend most of your time learning in the work environment and are not working in an academically related professional field you are most likely to complete a practice-based doctorate. In both practice-based and professional doctorate settings, your research may result directly in organisational or policy-related change.

 This Professional Doctorate is assessed through the submission of a thesis and an individual oral examination ('viva' or 'viva voce'). As part of the assessment the examiners' criteria you will be assessed on the extent to which you understand current techniques in the subject.

## 15. Support for Students and their Learning

| **Guidance on completing section 15** |
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| Provide a brief statement of student support both at University level and at the level of the School and/or Course. If the set-up of a course requires additional or bespoke support, such as part-time routes, and January starts, please ensure this is clearly evidenced in this section.University level: You might include references as follows:* “The Library (library and computing facilities) provides induction and ongoing support for all students”.
* “A distributed network of learning support units is available to all students.”
* “Student Services provides specialist advice in the areas of careers advice, pastoral care and chaplaincy, day care nursery, counselling, accommodation and welfare, financial support, disability support, a shop for part-time work, sports facilities etc.”
* “The International Office provides help and support for all overseas students.”

School level: You might include school-based induction, learning support units, and personal tutor systems. Please provide a link to the School PGR online resource and you might also refer to the School PGR handbook (if this is distinct from the online resource)Course level: You might refer to the PGR Course Handbook (or specific online resource) where this is available, [End of Guidance on Section 15] |

**15.1** Support for students undertaking this course operates at University, School and Course level as follows:

**15.2 University Level**

The University provides a range of centralised support services to students. This includes:

**15.2.1 Wellbeing Services**

There are a range of support options available through the wellbeing Service. The [wellbeing webpages](https://students.hud.ac.uk/help/wellbeing/) provide a more detailed explanation of these but support includes:

* Wellbeing and mental health support
* Welfare support
* Counselling
* Getting Back on Track with your studies
* Groups and workshops
* Self-help resources
* Support for student parents

The wellbeing Service also enables students to access a free, confidential platform called Togetherall. [Togetherall](https://togetherall.com/en-gb/) has a range of self-help options to support emotional and mental wellbeing including advice, information and guidance, groups and courses to address emotional and mental health difficulties and support forums.

The service also delivers to support to students who have experienced harassment, bullying, hate incidents or hate crimes. You can find out more information about this on their [share and support page](https://students.hud.ac.uk/help/wellbeing/share-support/). The Share and Support tool is an online form which enables you to share and seek support for incidents. You can choose to complete this anonymously or provide your details so that we can contact you and offer support.

The service also supports students with GP registration so all students have access to treatment. The University Health Centre is a GP practice that is situated on the edge of campus. If you aren’t registered with a GP then you can consider registering with the health centre. You can find information about the practice on the [Health Centre web page](https://www.universityhealthhuddersfield.co.uk/).

**15.2.2 Disability Services**

Disability Services work with students who have one or more of the following: specific learning difficulties such as dyslexia; mental health difficulties such as anxiety and depression; an autistic spectrum condition; hearing impairments; visual impairments; long term medical conditions such as diabetes or cancer and physical or mobility difficulties. Where a disability or condition may have an impact on study, the service works alongside a student to identify the impact and coordinate appropriate support or adjustments. You can find out more about Disability Services on [their website](http://www.hud.ac.uk/disability-services/).

**15.2.3 Careers and Employability Service**

The Careers and Employability service provide support to students with:

* Jobs, work experience and volunteering
* CVs, applications and interviews
* Advice on further study
* Using assessment centres and psychometric tests
* Continued advice as a graduate

More information on their services can be found on [their website](https://students.hud.ac.uk/opportunities/careers/).

**15.2.4 The Student Finance Office**

The Student Finance Office services include:

* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

Further information can be found on the [student finance website](http://www.hud.ac.uk/students/finance)

**15.2.5 Computing Services**

Computing Services provide induction and ongoing support for all students. More information on the range of computing services can be found on [their website](https://students.hud.ac.uk/studies/it/).

**15.2.6 Library** **Services**

Library Services provide induction and ongoing support for all students. More information on the range of library services can be found on [their website](https://library.hud.ac.uk/).

**15.2.7 Registry**

Registryprovideinformation for postgraduate researchers on the [University website](http://www.hud.ac.uk/registry/current-students/pgr/) where you can find our PGR handbook and a range of other resources.

**15.2.8** Support offered from our [**Researcher Environment Team**](https://hudresenv.wordpress.com/about/) including training, resources and drop in sessions.

**15.2.9** [**The Academic English Centre**](https://students.hud.ac.uk/grad/graduate-school/students/support-international-pgr/the-academic-english-centre/)provides help and support to international PGRs with various aspects of academic writing and speaking.

**15.3 School Level**

* + 1. The School of [insert school] provides additional student support using a variety of approaches:

**15.3.2** Please list any further School level resources

* i.e. any research groups / centres etc

**15.4** **Course Level**

At programme level support is provided by:

* i.e. an industry based mentor for the duration of your time on the programme

## 16. Criteria for Admission

| **Guidance on completing section 16** |
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| * Briefly state the University’s (and where appropriate the professional/statutory body’s) requirements for admissions governing the course. You will find these in[Section D3 Regulations for Awards (Professional Doctorates)](https://www.hud.ac.uk/policies/registry/awards-pgr/section-d/)
* Give a brief account of additional admission requirements such as interviews.

[End of guidance on Section 16] |

**16.1** The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at University. We encourage local, national and international applications. Further information for [International Students can be found on their website](http://www.hud.ac.uk/international).

**16.2** If you were educated outside the UK, you are required to have International English Language Testing System (IELTS) at a score of 6.0 overall with no element lower than 5.5, or equivalent will be considered acceptable (see our [Important Information for International Applicants](https://www.hud.ac.uk/international/applicants/) for a list of approved alternatives). If you have alternative qualifications or do not meet the IELTS requirement we also offer a range of [Pre-Sessional English Programmes.](http://www.hud.ac.uk/international/pre-sessionalenglishprogramme/)

**16.3** The University’s general minimum entry requirements are specified in **Section D3** of the [Regulations for Awards (Professional Doctorate)](https://www.hud.ac.uk/policies/registry/awards-pgr/section-d/)

**16.4** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:

Telephone**:** 01484 472675

Email: disability@hud.ac.uk

Further information is available on the [disability services website.](http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices)

Further advice on the specific skills and abilities needed to successfully undertake this course can be found by contacting the Director of Graduate Education and by visiting our [course finder website page](http://www.hud.ac.uk/courses/).

* 1. However, the specific entry requirements and admission criteria for the courses are detailed below:
* [If any, identify requirement here or remove 16.5]

## 17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

| **Guidance on completing section 17** |
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| Using accessible language and avoiding University jargon (including acronyms), briefly refer to the processes for quality enhancement at both University and School level.University level: Include references to:* Outcomes of periodic reviews.
* The University’s effective external examiner system.
* Mechanisms for student feedback (including independent student satisfaction survey).

School level: You might mention course evaluation questionnaires, Student Panels, student representation on committees etc. [End of Guidance on Section 17] |

**17.1 University:** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s [Quality Assurance Procedures for Taught Courses and Research Awards](https://www.hud.ac.uk/policies/registry/qa-procedures/).

**17.2 School:** X

## 18. Regulation of Assessment

| **Guidance on completing section 18** |
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| Using accessible language and avoiding University jargon (including acronyms), briefly outline those assessment regulations applying to the course which would be of interest to prospective students – for example PVC approved deviations from standard university arrangements. [End of Guidance on Section 18] |

**18.1** University research awards are regulated by the [Regulations for Awards (Research Degrees)](https://www.hud.ac.uk/policies/registry/awards-pgr/) on the University website. [Section A](https://www.hud.ac.uk/policies/registry/awards-pgr/section-a/) and [Section D](https://www.hud.ac.uk/policies/registry/awards-pgr/section-d/) apply specifically to the EdD award.

**18.2** However, the specific requirements for this award are detailed below:

* [If any, identify requirement here or remove 18.2]

**19.** **Indicators of Quality and Standards**

| **Guidance on completing section 19** |
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| Suggested indicators might include:* Postgraduate Research Experience Survey (PRES)
* Annual Board Report
* Subject reviews
* REF
* University Research Committee
* Successful research bids and grants

[End of Guidance on Section 19] |

* X

| **Guidance on other required information** |
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|  **Appendices:**Appendices must include benchmark mapping of:* Appendix 1:

[The Frameworks for Higher Education Qualifications:](https://www.qaa.ac.uk/quality-code/qualifications-frameworks)4.18 Descriptor for a higher education qualification at level 8 on the FHEQ mapped to course learning outcomes* Appendix 2:

[QAA Doctoral Characteristics statement](https://www.qaa.ac.uk/quality-code/characteristics-statements) mapped to course learning outcomes  [End of Guidance text] |

**Benchmark Mapping**

**PSD Appendix 1**

Demonstration of how course learning outcomes map onto [The Frameworks for Higher Education Qualifications](https://www.qaa.ac.uk/quality-code/qualifications-frameworks) 4.18 Descriptor for a higher education qualification at level 8 on the FHEQ

**Course learning outcomes (CLOs) mapped to QAA Qualifications Descriptor**

| **L8 Descriptor** | **CLO1** | **CLO2** | **CLO3** | **CLO4** | **CLO5** | **CLO6** | **CLO7** | **CLO8** | **CLO9** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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**PSD Appendix 2**

**Course learning outcomes (CLOs) mapped to QAA Doctoral Degree Characteristics**

Demonstration of how course learning outcomes map onto 1.4 of the [QAA Doctoral Degree Characteristics Statement](https://www.qaa.ac.uk/quality-code/characteristics-statements)

| **Degree characteristics** | **CLO1** | **CLO2** | **CLO3** | **CLO4** | **CLO5** | **CLO6** | **CLO7** | **CLO8** | **CLO9** |
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