UNIVERSITY OF BATH

Programme Specification

(please see the notes at the end of this document for a summary of uses of programme specifications)

*Fields marked with * must be completed for the initial submission for Stage One approval to the Board of Studies and to the Academic Programmes Committee*

GENERAL INFORMATION	
Awarding Institution//Body	University of Bath
*Teaching Institution**	University of Bath
Validated/Franchised/Licensed (if appropriate)	N/A
*Programme accredited by (including date of accreditation)**	N/A
Programme approved by (including date & minute number of Senate)	19.02.1997 Minutes S 10282
Final award	Doctor of Education (EdD) MPhil.(exit) PG Diploma (exit) PG Certificate (exit)
*Programme title**	EdD MPhil PG Diploma in Education PG Certificate in Educational Studies
UCAS code (if applicable)	
*Subject Benchmark Statement**	
*Intended level of completed programme (in line with FHEQ eg 5, 6, 7,)**	Doctoral (level 8) MPhil, PG Diploma, PG Certificate (level 7)
*Duration of programme & mode of study**	Full time: 5 years maximum; 2 years minimum (RHED-AF01) Part time: 8 years maximum; 3 years minimum (RHED-AP01)
*Date of Specification preparation/revision**	October 2013, Updated 12.11.14
*Applicable to cohorts (eg. for students commencing in September 2013 or 20013/14-2014/15)**	For students commencing January 2014 onwards. Additionally: Exit award regulations are applicable to all students who are registered on the programme by January 2014. Regulations regarding time for submission of assignments will apply to all students - from January 2014.

Synopsis and academic coherence of programme*
The Doctor of Education (EdD) degree is aimed at experienced educational practitioners/ professionals and sets out to place them at the leading edge of their professional field in

terms of knowledge, awareness and understanding. The EdD degree has four key features. It:

- Is characterized by the high-level academic study of a range of educational and professional issues;
- Comprises four tutored units and a supervised research component (the Research Enquiry);
- Enables the student to make a contribution to knowledge through unit assignments, and through the research enquiry;
- Focuses on the interplay and relationship between advanced professional issues and academic enquiry.

Educational aims of the programme*

The EdD sets out to meet the international need for the advanced professional development and training of both educators and those concerned with educational policy and administration, by:

- providing an advanced programme of study so that graduates can exercise more effective leadership roles within their chosen area of professional and practical competence;
- providing a relevant, applied research background so that graduates of the programme can make practical decisions in full cognisance of the theoretical, empirical, political and moral dimensions of educational decision-making;
- demonstrating the practical relevance of educational research to pedagogical and policy-formation contexts and to decision-making processes.

Intended learning outcomes * (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)
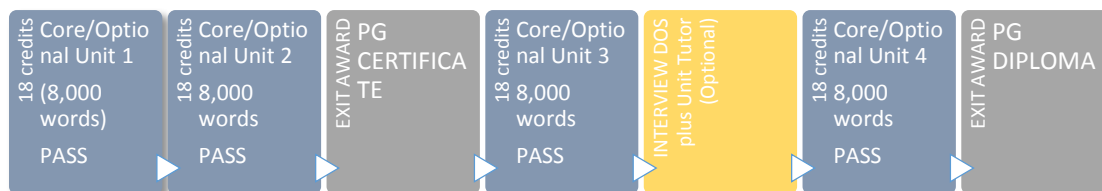
➢ Knowledge & Understanding:	a)Select, value and use a range of research methods, techniques and approaches in different contexts, as appropriate, and evaluate their appropriateness, reliability and representativeness (assessed by coursework) *PG Certificate, PG Diploma.*
	b)Make informed judgements on complex issues of practice and policy, often in the absence of complete data (assessed by coursework) *PG Diploma.*
	c)Design and/ or carry out a piece of small scale research according to the principles of academic integrity and ethical research practice (assessed by coursework) *PG Diploma.*
	d)Understand, evaluate, select and implement a range of research methods that have coherent and justified philosophical foundations, are valid for particular research questions and are appropriate to particular settings (assessed by coursework and the Research Enquiry or Dissertation) *MPhil., EdD.*
	e)Make informed (MPhil.; EdD) and innovative (EdD) judgements on complex educational issues of practice and policy, often in the absence of complete information and be able to communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences (assessed by coursework and the Research Enquiry or Dissertation) *MPhil., EdD.*
	f)Understand the principles of academic integrity and ethical research practice and apply these principles to the processes of research and scholarship (assessed by coursework, culminating in the Research Enquiry or Dissertation, and by the successful submission of an application for research ethics approval) *MPhil., EdD.*

➢ Intellectual Skills:	g)Apply a systematic and coherent approach to critical analysis, evaluation and synthesis of ideas, information and issues that is well-grounded in existing educational research and literature (assessed by coursework) *PG Certificate, PG Diploma, MPhil., EdD.* h)Identify, conceptualise and communicate original and well-grounded insights and responses to important issues of educational policy and practice that demonstrate advanced scholarship of a quality to satisfy peer review, extend the forefront of practice and merit publication (developed through unit assignments and assessed by the Research Enquiry or Dissertation) *EdD.*
➢ Professional Practical Skills:	i)Recognise and judge the value, relevance and reliability of information drawn from multiple sources (theory, research, policy and emerging practice) (assessed by coursework) *PG Certificate, PG Diploma.* j)Identify and address complex and/or emerging issues in education and make informed judgements in the absence of complete or consistent information (assessed in the coursework) *PG Certificate, PG Diploma, MPhil., EdD.* k)Continually develop and enhance participant's own practice through critical reflection and practical action with the aim of improving conditions for the development of all involved in the educational enterprise (assessed in unit assignment coursework and the Dissertation if applicable) *PG Certificate, PG Diploma, MPhil.* l)Recognise and judge the value, relevance and reliability of information drawn from multiple sources (theory, research, policy and emerging practice) and interpret that information in ways that cultivate improvements to practical activity and decision-making (assessed through coursework and the Research Enquiry or Dissertation) *MPhil., EdD.* m)Continually develop and enhance participant's own practice and influence the practice of others through critical reflection and practical action with the aim of improving conditions for the development of all involved in the educational enterprise (assessed in unit assignment coursework and the Research Enquiry) *EdD.*
➢ Transferable/Key Skills:	n)Present complex and novel ideas effectively in a range of ways to communicate developments in educational philosophy, theory, policy and/or practice to a range of different audiences, including conference presentations, lectures, policy documents, and professional peer-reviewed publications (assessed by performance in the Upgrading Interview and participation in required postgraduate skills development) *MPhil., EdD.* o)Use networked learning technologies as a means of developing one's own professional practice and scholarship (developed by contributions throughout the programme) *PG Certificate, PG Diploma, MPhil., EdD.*

Structure and content of the programme (including potential stopping off points)

*(Append the relevant **programme description (PD) form(s)** and cross reference below)*

The structure of the EdD programme is designed to facilitate the participation of educational practitioners, many of whom work full-time with little formal leave to study. In addition, the

programme recruits internationally, with only a very small number of students applying to attend the programme in residence on a full-time basis. For these reasons, the programme is based on a modular approach, combining intensive, week-long residential units and units delivered via distance learning and culminating with individual supervision during the preparation of the Research Enquiry (thesis). This model permits flexibility, while preserving the integrity of the academic experience for students.

The programme comprises two phases, an initial Unit Phase that entails passing four tutored units and a Research Enquiry Phase that includes supervised research and the completion of a thesis. This is illustrated in Figure 1 and Figure 2 below.

Figure 1: EdD Programme Student Progression: Taught Phase (typically 2-4 years PT)

| 18 credits | Core/Optional Unit 1 (8,000 words) PASS | 18 credits | Core/Optional Unit 2 8,000 words PASS | EXIT AWARD | PG CERTIFICATE | 18 credits | Core/Optional Unit 3 8,000 words PASS | INTERVIEW DOS plus Unit Tutor (Optional) | 18 credits | Core/Optional Unit 4 8,000 words PASS | EXIT AWARD | PG DIPLOMA |

Key: Blue= coursework; Grey= Award; Pink= Progression point.

Upon satisfactory completion of the taught component of the programme (having passed 4 units, normally obtaining at least two 'Merit' grades or higher) within three (FT) or five years (PT) of registration students can progress to the Research Enquiry Phase.

Figure 2: EdD Programme Student Progression: Research Enquiry Phase (typically 2-4 years)

| Candidature DOS + Supervisor | 198 credits | Research Enquiry 45,000 words Submit | Viva | MPhil |
| | | | | EdD (270 credits) |

Key: Blue= coursework; Grey= Award; Pink= Progression point

"Educational Research: philosophy & practice" and "Educational Policy: theory and practice" are the core units and are crucial for success in the degree. Students must take and pass the two core units among their first three units in order to progress within the programme. They are encouraged to take "Educational Research: philosophy and practice" as their first or second unit.

Students also need to pass two optional units to complete the taught phase of the programme. The optional units currently offered include:

- Educational Management, Leadership and Administration
- International Education: philosophy and practice
- Language, Culture and Education
- Learning about Learning
- Reading Paper*
- Pilot Research Enquiry*

It is envisaged that optional units are withdrawn or included as developments in the field occur and students' needs change. Each unit provides a sophisticated background in the research literature that represents the leading edge of that particular field. Each core unit is offered at least once each academic year. The optional units are offered in rotation, taking into consideration students' interests. Some units are also offered online as distance or 'directed learning' units.

The option of supervised independent study (* above) is available through either a Reading Paper or a Pilot Research Enquiry, for which students may apply to the Director of Studies. These independent study units are normally only available to students who have completed both core units and one optional unit and are deemed to be capable of independent work as judged by the Director of Studies and a unit tutor based on feedback from previous assignments and their proposal for the independent study unit.

The flexible approach of the programme enables students either to use the units to give a broad base to their Research Enquiry or to follow a clear pathway through the programme by the selection of related units that clarify the final focus of the Research Enquiry. For example, students wishing to focus on educational leadership in the thesis could choose Educational Management, Leadership and Administration as one of their optional units. For students interested in Higher Education, the Reading Paper offers the opportunity for a student to work individually with a member of staff to focus on this aspect of their work.

Completing the units in the modular programme involves visiting the University of Bath for the first unit with the possibility of completing one or two of the other three units online and at a distance. At least two units need to be completed visiting the University of Bath. In order to be able to progress to the research enquiry phase, all four taught units should be completed within the first three (FT) or five (PT) years of registration in the programme.

The Research Enquiry is a tutor-supported piece of research that draws on students' modular study and existing work and/or interests to write a thesis of a length of up to 45,000 words.

Details of work placements / work-based learning / industrial training / study abroad requirements

N/A

Details of support available to students (e.g. induction programmes, programme information, resources)

All taught students will be allocated a Personal Tutor and postgraduate research students a supervisor who are responsible for monitoring and supporting the academic progress and general welfare of their students.

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: http://www.bath.ac.uk/students/support/.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation play scheme to provide childcare for older children during the school holidays.

Induction
Full-time students: At the beginning of each academic year all new full-time research students in the Department are invited to an induction programme which will introduce students into the research community and the Department in addition to outlining administrative procedures, support and facilities in the Department. Details of the content and timing of the induction programme(s) will be posted on the Department and Faculty websites. A centrally organised induction programme complements the departmental programme.

Part-time: Induction for part-time EdD students is arranged during their first unit, which must be a residential unit. The induction programme introduces students to the Department in addition to outlining administrative procedures, support and facilities in the Department.

All research students are affiliated with one of the Departmental research groups. Additional support is provided to part-time students studying at a distance to engage with the research group as a primary research community.

Training for Research Students
Doctoral research students should engage in training at each stage of their research programme. Students in the Research Enquiry phase are expected to undertake 5 days (or 10 if full time) of skills development activities each year. Training comprises formal and informal elements, with both internally and externally based formal elements of the programme. This includes formal training, attendance at conferences, seminars and workshops. It includes subject specific knowledge, skills as a researcher and more generic key skills. To succeed in EdD studies, as well as developing research skills and subject specific knowledge, students will also need to develop a range of academic (key) skills which will help them to become an independent learner. Many of these skills are transferable to the workplace and will therefore also benefit their professional career.

Students and their supervisors (at the Research Enquiry stage) or their assignment tutors (at the taught stage) have joint responsibility for identifying students' principal training needs and for identifying appropriate developmental opportunities to meet these. Students are expected to be proactive in this role and adopt the use of an (e-) Personal Development Plan (PDP) as a vehicle for identifying, reporting and monitoring their progress. Further details regarding training will also be available via induction and the Education Research Students Moodle page:
http://moodle.bath.ac.uk/course/view.php?id=1966

Information on the university's centrally co-ordinated skills programme can be found on: http://www.bath.ac.uk/learningandteaching/rdu/. This central web-page captures relevant training, sites and opportunities (internal and external to the University) and provides students with the appropriate starting points for identifying and acquiring training and development.
Research Skills Online courses are available on:
http://www.bath.ac.uk/learningandteaching/rdu/courses/elearning.html

Much of the training is coordinated at Faculty level through the Faculty of Humanities and Social Sciences Graduate School. A list of offerings specifically recommended for postgraduate research students in the HSS Graduate School is available here:
http://www.bath.ac.uk/learningandteaching/rdu/courses/pgskills/hss.html#

Further details regarding training will be available via induction and the department and HSS Graduate School web pages. This is the central place for locating training opportunities.

Admissions criteria (including arrangements for APL/APEL)

Academic requirements
  o First or 2:1 Honours degree (or equivalent) in an appropriate subject, from a recognised university.
  o Advanced qualification (MEd, MA or MPhil) in education or a related field. *Alternatively, the successful completion - normally obtaining a performance of 60% or above in each unit - of two Masters level education-focused units at the University of Bath will be considered, one of which should be the Research Methods in Education unit.*

Professional requirements
  o Appropriate professional experience in the practice of education or a related field. Students in the programme will normally be expected to have at least 3 years of experience.

English Language requirements
Certificates must be dated to within two years of the start of the programme of study.
  o IELTS 7.0 (with not less than 6.5 in each of the four components) or
  o TOEFL 600 (paper-based test) *or* 250 (computer-based test) with a score of not less than 4 in TWE *or* 100 (internet-based test) with not less than 24 in each of the components.

References
  o Two references are required. At least one of these should be an academic reference, although two academic references are preferred. *If an applicant is unable to obtain an academic reference (e.g., due to the passing of several years since the completion of an advanced qualification), s/he may be asked to complete successfully the Masters level Research Methods in Education Unit. The expected average performance in this unit for admission into the EdD programme will normally be 60% or above.*

Credit for Prior Study and Achievement

If a student has recently completed doctoral level study or has appropriate achievement at doctorate level at another recognised higher educational institution within or outside the UK, s/he may be able to transfer credit from this course towards the unit study component of the EdD. S/he may be awarded credit for appropriate prior achievement in relation to the

relevant taught units of the EdD programme. The university does not permit exemptions of fractional units.

Accreditation of prior experiential learning is possible based on a publication of similar length (currently 8,000 words plus/minus 10%) and quality to an EdD assignment, obtained in the previous five years to the request for accreditation of prior experiential learning, which shows that the learning outcomes of the EdD unit for which recognition of prior learning is being sought have been achieved to an appropriate standard.

The maximum amount of taught credits that a student can gain from prior learning is the equivalent to two whole units (50% of the Unit study component of the course). The student will subsequently not be allowed to study units for the EdD at the University of Bath which are focused on the area for which accreditation of prior learning has been obtained. The Director of Studies, in consultation with the relevant unit tutor(s), will provide a ruling on the degree of overlap between the content of the Bath EdD units that the student proposes to take and the prior certified learning of the student.

The fee for credit transfer to the EdD is 50% of the actual fee level if no tutor assessment is required and 75% of the actual fee if tutor assessment is involved. Applications for credit transfer will only be accepted from those already registered as students on the University of Bath EdD programme, must be supported by evidence from the awarding institution, and credit must have been awarded within the preceding five years.

The maximum period of registration for students who have been awarded 18 credits (1 unit) thanks to prior learning will be reduced by 6 months for full-time students, and 1 year for part-time students. The maximum period of registration for students who have been awarded 36 credits (2 units) thanks to prior learning will be reduced by 12 months for full-time students, and 2 years for part-time students. The maximum period allowed to complete the taught component of the programme will be reduced by the same amounts of time for each of the cases outlined. Grades are not awarded for accreditation of prior learning. As stated in QA45, such units are excluded from the calculation of the average based on the units taken at the University of Bath only.

Summary of assessment and progression regulations

The programme does not fall within the New Framework for Assessment: Assessment Regulations. Postgraduate Commonality Rules and QA35 apply. An exemption from the Postgraduate Commonality rules has been approved by which retrieval of failure of up to 18 credits is permitted for students exiting with the Postgraduate Certificate.

To gain the degree of EdD candidates must:
- successfully complete two core and two optional units in the Taught Phase; normally having obtained at least two 'Pass' and two 'Merit' grades;
- successfully defend a thesis in a viva voce at the completion of the Research Enquiry Phase.

Taught phase assessment
Each unit will normally be assessed through an assignment of 8,000 words – excluding references and Annexes - with a maximum 10% variation either way. Each unit assignment includes a 200 word (max) abstract (not included in overall word length). Students may be requested to also pass an oral or written defence of their submission. The Unit Convenor, in consultation with the Director of Studies, designates individual assignment tutors for each student to support work on assignments and to serve as the First Internal Examiner in assessing the assignment. Tutors will normally be unit convenors, unless otherwise agreed between the unit convenor, the Director of Studies and the proposed tutor. Students negotiate the details of each assignment with their designated assignment tutor for the relevant unit.

Assignments are due 9 months after the completion of a study week for residential units. For directed learning units, assignments are due 9 months from the start of the unit, which takes

into account time spent on developing the assignment as part of the structure of the directed learning unit.

Extensions for the submission of unit assignments are only granted in exceptional circumstances at the discretion of the Director of Studies, who may consult with the unit assignment tutor. Extensions will normally be granted for a maximum of 3 calendar months. To request an extension, a student must submit a Unit Assignment Extension Request form to the Director of Studies and programme administrator before the date on which the assignment is due. A further extension will not normally be granted, except under very exceptional circumstances, at the discretion of the Director of Studies, who may consult with the unit assignment tutor. Part-time students are strongly encouraged to complete the taught element of the programme within 4 years of their initial registration and are required to complete the taught element within 5 years in order to progress to the Research Enquiry. Full-time students will be strongly encouraged to complete the taught element of the programme within 2 years of their initial registration and are required to complete the taught element within 3 years in order to progress to the Research Enquiry.

Requests for suspension will be treated according to standard University procedures, and their development in the Programme Handbook.

A submitted assignment normally will be assessed by the First Internal Examiner (designated assignment tutor) and by another member of staff appointed as Second Internal Examiner by the Director of Studies, normally in consultation with the Unit Convenor. Either the First or Second Internal Examiner will normally be the Unit Convenor. Both Internal Examiners will then agree a provisional grade and provide written feedback. If no agreement can be reached, the assignment will be marked by a third marker. If the third marker agrees with the grade previously given by one of the markers the majority prevails. If the third marker does not agree with the two previous makers a discussion will be held between the three markers. This will be chaired by the Director of Studies or a member of staff of the Department of Education designated by the Director of Studies if the Director of Studies has been one of the markers. If no agreement can be reached during the discussion, the chair will decide on the grade to be proposed to the Board of Examiners; this must be one of the grades awarded by a marker. All grades are provisional and subject to formal consideration by the EdD Board of Examiners and the Faculty Board of Studies.

A sample of marked assignments will be subject to scrutiny by External Examiners. Grades are confirmed at the twice-yearly EdD Board of Examiners meetings, which typically occur in July and in December. Students will be notified of the outcome of the Board of Examiners meetings.

The regulations allow for one resubmission of a failing assignment, within a period of 9 months from the Board of Examiners' decision. If a core unit is failed and the resubmitted assignment also fails, the unit may not be retaken and the student will be required to withdraw from the programme. If an optional unit is failed and the resubmitted assignment also fails, the student is not permitted to retake the same unit but may select another optional unit. In the case of a subsequent fail in that optional unit or any other unit, the student will be required to withdraw from the programme. Under no circumstances students are allowed to take more than five units.

Once students have completed the third unit, they may be asked to take part in a tutorial to discuss their progress and to prepare for the Research Enquiry Phase.

Research enquiry assessment
The 45,000 word Research Enquiry will be assessed by the same arrangements and criteria as to those for the award of a PhD.

Progression and exit points

Exit points are:

PG Certificate in Educational Studies: After having completed (with a pass grade or above) two units, of which at least one must be a core unit. Students will only be permitted to have retrieved failures in up to 18 credits towards the award of the Postgraduate Certificate.

PG Diploma in Education: After having completed (with a pass grade or above) four units, of which two must be core units. Students will only be permitted to have retrieved failures in up to 18 credits towards the award of the Postgraduate Diploma.

MPhil.: After having completed (normally with at least two 'Pass' and two 'Merit' grades) four units, of which two must be core units, and having successfully defended a Thesis which meets the requirements for the award of an MPhil. For this, the thesis must satisfy the examiners as giving evidence of originality of mind and critical judgement. The exit award of MPhil is an outcome from the viva voce examination for the degree of EdD. The range of outcomes which the Board of Examiners may recommend to the Board of Studies is set down in Regulation 16.

If a student wishes to transfer from the EdD to the MPhil. programme before the submission of the EdD Research Enquiry the student will need to follow University regulations for such transfer, including Regulation 16. This means that a student seeking to transfer to an MPhil. without having submitted a Research Enquiry would have to have planned such transfer well before the maximum EdD period of registration. Students wishing to take this route are advised to request such transfer as soon as possible, given that the period of registration for the study of an MPhil. is significantly shorter than the EdD registration period. If the transfer to MPhil is taking place after the expiry of the maximum period permitted for an MPhil., an extension of studies may be required.

Progression:

Students must complete the two core units within the first three units that they take.

Candidature: Students who have successfully completed four units within their first three (FT) or five (PT) years of registration, including the two core units, but have not obtained at least two 'Merit' grades may be offered the PG Diploma in Education. They will not normally be permitted to progress. Students who have completed four units including the two core units within their first three (FT) or five (PT) years of registration, who do not wish to continue on the programme may also take the PG Diploma in Education.

When the Board of Examiners and the Faculty Board of Studies have approved all grades, students will be provisionally accepted for the Research Enquiry Phase. Those going on to the Research Enquiry will consult with the Director of Studies about assigning a lead supervisor and a co-supervisor with whom the student can finalise a proposal for their Research Enquiry, discuss training requirements, and elaborate a timeline. The student completes a candidature form in consultation with their supervisor(s). The candidature form, along with a completed Ethical Implications of Proposed Research form, must be approved by the lead supervisor and the Director of Studies prior to being submitted for approval to the Faculty Research Students' Committee. When candidature is approved, the student is formally registered for the Research Enquiry Phase. The student may well have begun informal work developing the Research Enquiry before this time, but collection of primary data should not occur until after appropriate approvals are secure.

Indicators of quality and standards (e.g. professional accreditation)

Indicators of Quality and Standards

(For more general information on each part of the framework, click on the link)

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

1. A Quality Assurance Code of Practice, and associated regulations and policies :
   http://www.bath.ac.uk/quality/cop/statements.html

2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:
   Governance:
   http://www.bath.ac.uk/quality/documents/QA03PSGuidQSGov.doc
   Review and Monitoring:
   http://www.bath.ac.uk/quality/documents/QA03PSGuidQSRevMon.doc

3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information:
   http://www.bath.ac.uk/quality/documents/QA03PSGuidQSASD.doc

   Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

   http://www.bath.ac.uk/quality/documents/QA03PSGuidQSStuVoice.doc

A more detailed overview of the University's Quality Management framework is set out in this summary document: http://www.bath.ac.uk/quality/documents/approach-to-quality-management.pdf

The University's management of its academic standards and quality is subject to external institutional review by the Quality Assurance Agency on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, the enhancement of learning opportunities. The University was commended on its provision of information.

Sources of other information

Further information on the programme can be obtained at:
http://www.bath.ac.uk/study/pg/programmes/doct-of-educ

Information about the Department of Education can be found here:
http://www.bath.ac.uk/education/

Further information on the Faculty of Humanities and Social Sciences Graduate School is available here:
http://www.bath.ac.uk/hss/graduate-school/

The University's Regulations are available at: http://www.bath.ac.uk/regulations/

………………………………………….. Dean/Head LPO   ………………………. Date

The programme specification, and revised versions must be signed by the Dean of Faculty/School/Head of Learning Partnerships

Annex 1 Programme Description for the EdD

Full-time programme

Programme code	RHED-AFD01
Programme title	Doctor of Education (EdD)
Award type	Doctoral
Award title	Doctor of Education (EdD) (after completion of stages 1 with at least two 'Merit' grades and stage 2) The following exit awards are available: PG Certificate in Educational Studies (after completion of 2 units, including one core unit) PG Diploma in Education (after completion of 4 units, including 2 core units) MPhil. (after completion of stage 1 with at least two 'Merit' grades and an MPhil. thesis)
Mode of Attendance	Residential (intensive study week)/ distance learning.
Length	2-5 years FT
State any designated alternative programme(s)	
Approving body and date of approval	Amended FLTQC 12.11.14

Year 1 *(for implementation with effect from 2014/15)*

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits	Notes
4	1	12 months	ED60272	**Educational Research: philosophy and practice**	**C**	**18**	**DEU**	**SRU**	**TSC**	
	1		ED60273	**Educational policy: theory and practice**	**C**	**18**	**DEU**	**SRU**	**TSC**	
	1	12 -24 months	ED60278	**International Education: Philosophy and practice**	**O**	**18**	**DEU**	**SRU**	**TSC**	**Two optional units are required**
	1		ED60277	**Educational Management, Leadership and Administration**	**O**	**18**	**DEU**	**SRU**	**TSC**	
	1		ED60279	**Language, Culture and Education**	**O**	**18**	**DEU**	**SRU**	**TSC**	
	1		ED60298	**Pilot Research Enquiry**	**O**	**18**	**DEU**	**SRU**	**TSC**	
	1		ED60297	**Reading Paper**	**O**	**18**	**DEU**	**SRU**	**TSC**	
	1		ED60281	**Learning about learning**	**O**	**18**	**DEU**	**SRU**	**TSC**	
	2	24-48 months	ED60341	**Project/Dissertation unit**	**C**	**198**	**DEU**	**SRU**	**DPC**	

Programme characteristics & decision references	
Programme Progression requirement	Progression from Phase 1 to Phase 2 requires successful completion of 4 units, including 2 core units, achieving at least 2 pass and 2 merit grades. Completion of the 4 units should be within the first three years of registration. It may also require a transfer interview.
Number of TSC	72
Number of DPC	198
Any approved exemptions	Only through recognition of prior learning (a maximum of 2 units, equivalent to 36 credits).

Part-time programme

Programme code	RHED-APD01
Programme title	Doctor of Education (EdD)
Award type	Doctoral
Award title	Doctor of Education (EdD) (after completion of stages 1 with at least two 'Merit' grades and stage 2) The following exit awards are available: PG Certificate in Educational Studies (after completion of 2 units, including one core unit) PG Diploma in Education (after completion of 4 units, including 2 core units) MPhil. (after completion of stage 1 with at least two 'Merit' grades and an MPhil. thesis)
Mode of Attendance	Residential (intensive study week)/ distance learning.
Length	3-8 years PT
State any designated alternative programme(s)	
Approving body and date of approval	Amended FLTQC 12.11.14

Year 1 *(for implementation with effect from 2014/15)*										
Part	**Stage**	**Normal period of study for this Mode**	**Unit code**	**Unit title**	**Unit status**	**Credits**	**DEU status**	**SRU status**	**Taught, or Dissertation/ project credits**	**Notes**
4	1	24 months	ED60272	**Educational Research: philosophy and practice**	C	18	DEU	SRU	TSC	
	1		ED60273	**Educational policy: theory and practice**	C	18	DEU	SRU	TSC	
	1	24 -48 months	ED60278	**International Education: Philosophy and practice**	O	18	DEU	SRU	TSC	**Two optional units are required**
	1		ED60277	**Educational Management, Leadership and Administration**	O	18	DEU	SRU	TSC	
	1		ED60279	**Language, Culture and Education**	O	18	DEU	SRU	TSC	
	1		ED60298	**Pilot Research Enquiry**	O	18	DEU	SRU	TSC	
	1		ED60297	**Reading Paper**	O	18	DEU	SRU	TSC	
	1		ED60281	**Learning about learning**	O	18	DEU	SRU	TSC	
	2	48-96 months	ED60341	**Project/Dissertation unit**	C	198	DEU	SRU	DPC	

Programme characteristics & decision references	
Programme Progression requirement	Progression from Phase 1 to Phase 2 requires successful completion of 4 units, including 2 core units, achieving at least 2 pass and 2 merit grades. Completion of the 4 units should be within the first five years from registration. It may also require a transfer interview.
Number of TSC	72
Number of DPC	198
Any approved exemptions	Only through recognition of prior learning (a maximum of 2 units, equivalent to 36 credits).