Doctor of Education (EdD)

Programme Handbook
October 2020

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EdD Programme Handbook 2020/2021 Updated 02/0920

Welcome

On behalf of the Institute of Education we would like to extend a very warm welcome to the Doctor of Education (EdD) programme at St Mary's University. Validated by our partner University Liverpool Hope, the EdD has been specifically designed for professionals working in a variety of education-related, public service and charity sectors and who are ready to make the next step to doctoral study in part-time mode. We are, therefore, delighted to welcome you to the sixth cohort of the St Mary's-LHU EdD programme. We trust that your time at the University will be enjoyable, stimulating and rewarding and we wish you every success in your studies at St Mary's University.

This handbook provides you with information regarding the EdD programme and should be read in conjunction with other related documents on the EdD Moodle home pages. Phase 1 of the programme is taught over five study sessions in each of two academic years of registration followed by Phase 2 where students are part of our Post Graduate Research programme and typically complete this over a period of two to four years.

During your studies our principal mode of communication between each of the study weekends will be via the St Mary's virtual learning environment (VLE) 'Moodle' site and your personal St Mary's University student email account. It is therefore important that you log in regularly to your account in order to access all the on-line resources. Course materials for each taught module will be available on Moodle as well as providing the platform for the e-submission of assignments, tutor feedback and marks for each of the taught components.

Please let us know immediately of any change in your contact details or any change of circumstance affecting your studies, so we can advise you regarding your best course of action (e.g. requesting extensions, applying for Mitigating Circumstances, or suspending study). Please use your St Mary's email address when corresponding with staff. In addition, there will be a support provided through your personal academic tutor who will meet with you, either via Skype or face-to-face in the periods between the weekend sessions.

In the meantime, we wish you every success with your studies and please don't hesitate to ask if you require further information or clarification of any aspect of the programme

Best Wishes

Dr Christine Edwards-Leis
EdD Programme Leader

EdD Module Leaders and Course Team

Dr Christine Edwards-Leis EdD Programme Leader	Module Leader EDD7001 Engaging with Research 1 EDD7005 Engaging with Research 2	Email: Christine.edwards-leis@stmarys.ac.uk Tel: 020 8240 4254
Dr Jane Chambers Department Head Snr Lecturer Education	Module Leader EDD7003A Research Skills and Methods 1	Email: jane.chambers@stmarys.ac.uk Tel: 020 8240 4000
Dr Mary Mihovilovic Snr Lecturer Education	Module Leader EDD7003B Research Skills and Methods 2	Email: Mary.mihovilovic@stmarys.ac.uk Tel: 020 8240 4000
Dr David Fincham Snr Lecturer in Catholic School Leadership	Module Leader EDD7002 Yourself as Researcher 1	Email: david.fincham@stmarys.ac.uk Tel: 020 8240 4170
Dr Carolyn Healy Snr Lecturer Theology	Module Leader EDD7004 Yourself as Researcher 2	Email: caroline.healy@stmarys.ac.uk Tel: 020 8240 4000
tba	Module Leader EDD7006 Research Proposal	Email: Tel: 020 8240 4000

Other Useful Contacts

Claire Tapia   Email: Claire.tapia@stmarys.ac.uk
Head of Research Services   Tel: 020 8240 4164

Academic liaison team   Email:
For help with using research catalogue   liaisonlibrarians@stmarys.ac.uk.

IT Services   Email: helpdesk@stmarys.ac.uk
                                                  Tel: 020 8240 4061

Student Fees Office   Email: feesoffice@stmarys.ac.uk
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Shuet Kwan Tang   Email: shuetkwan.tang@stmarys.ac.uk
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Calendar and Key Dates

Friday 9th October 2020 Saturday 10th October	4.00pm to 7.00pm 9.00am to 5.30pm	Session 1: Teaching
Friday 4th December 2020 Saturday 5th December	4.00pm to 7.00pm 9.00am to 5.30pm	Session 2: Teaching including YaR Presentations
Friday 5th February 2021 Saturday 6th February	4.00pm to 7.00pm 9.00am to 5.30pm	Session 3: Teaching
Friday 19th March 2021 Saturday 20th March	4.00pm to 7.00pm 9.00am to 5.30pm	Session 4: Teaching
Friday 21st May 2021 Saturday 22nd May	4.00pm to 7.00pm 9.00am to 5.30pm	Session 5: Teaching
September 2021 Dates to be negotiated	Each session approx. 1.5 hours including feedback	Year 2 Confirmation of Doctoral Registration Interviews (CDRI)

Programme Aims

The programme aims to provide:

1. An environment fostering the integration of academic and professional knowledge and values, through:

      (i) the sharing of lived research and professional practice; and,

      (ii) critical and self-reflexive consideration of the nature and context of practitioner research, making links to the student's own professional context and identity.

2. Research skills and knowledge such that students are able to conceptualise, design and implement a rigorous and original research project leading to the generation of new knowledge, applications or understanding in an educational field;

3. An advanced level of critical engagement with literature in the field of educational research;

4. An informed insight into the interactions between context, policy and practice; and,

5. Opportunities for students to communicate effectively their research and ideas to academic and practitioner audiences.

Learning outcomes

Subject Specific Skills in Phase 1

By the end of their studies students should be able to:

1. Analyse and critically evaluate demanding texts and ideas in the field of educational research, both orally and in writing, and relate this to specific professional contexts;

2. Evaluate, from an informed knowledge base, practitioner approaches to educational research;

3. Construct and communicate effectively sophisticated arguments relating to educational research and practice, with appropriate theoretical and evidential underpinning;

4. Demonstrate the ability to conduct research which connects knowledge, ideas and concerns arising in academic and professional domains;

5. Critically assess and apply a variety of philosophical methodologies; and,

6. Conceptualise and design a significant and original research project in an area related to the student's professional practice.

Phase 2:

1. Successfully complete a piece of rigorous and original research in an area related to their professional practice and which demonstrates transformation of their practice;

2. Appropriately analyse and discuss their data, demonstrating originality and creativity in its interpretation;

3. Reach appropriate conclusions and findings, demonstrating a detailed knowledge and systematic understanding of the research process and any limitations of their own research project; and,

4. Effectively communicate the ethical considerations within their own research.

Key Generic (transferable) skills

Professional Skills

1. Apply, summarise and analyse key complex trends relevant to her/his profession;

2. Communicate reasoned ideas effectively within a variety of contexts;

3. Identify, engage with and respond appropriately to ethical issues in his/her professional contexts;

4. Understand and critically evaluate positions taken by others in similar and different research and/or professional contexts to her/his own;

5. Identify and disseminate the impact of his/her own research on practice and scholarly activity;

6. Build personal confidence in analysing and leading appropriate professional practice;

7. Integrate academic and professional knowledge to develop the self; and

8. Articulate with confidence his/her own educational philosophy and stance.

Academic Skills

1. Undertake independent learning, independent research, and sustained critical and self-reflexive analysis;

2. Identify key trends in research and identify how these may impact on the process of research or on professional practice in a variety of contexts;

3. Critically assess arguments and positions taken by others, both in discussion and in writing, including the ability to evaluate the quality of methods employed to produce any underpinning data or evidence;

4. Critically reflect on research methods and methodologies, systematically evaluating them in the light of recent research;

5. Gather and critically analyse his/her own data;

6. Critically reflect on her/his own research as a means of gaining detailed understanding of an academic discipline and developing innovative, creative and highly effective professional practice;

7. Present information effectively in oral and written forms, including the ability to summarise and create articulate syntheses of complex positions, and to justify conclusions and positions put forward;

8. Analyse and discuss in detail written documents, in a manner attentive to their original contexts and intended audiences;

9. Collate information independently, including constructing a full bibliography on a specific topic, using both traditional and electronic sources; and

10. Ability to ask informed questions, and identify problems and issues, around a given topic.

Programme Overview

Phase 1: Year 1			
Module	**Level**	**Credits**	**Module Leader**
EDD7001 Engaging with Research: Knowledge, Truth and Values in Research	7	20	Christine Edwards-Leis
EDD7002 Yourself as Researcher: Professional Identity and Values	7	20	David Fincham
EDD7003A Research Skills and Methods	7	20	Jane Chambers
Phase 1: Year 2			
Module	**Level**	**Credits**	**Module Leader**
EDD7004 Yourself as Researcher: Practitioner Research in Context	7	20	Caroline Healy
EDD7005 Engaging with Research: Research, practice and the political	7	20	Christine Edwards-Leis
EDD7003B Research Skills and Methods	7	20	Mary Mihovilovic
EDD7006 Research Proposal	7	60	tbc
End of Phase 1: 24 months		**180 credits**	
Phase 2: Dissertation 24- 48 months	**8**	**360**	**50-60,000 word thesis**

The EdD programme comprises 540 credits in two distinct parts. In the first part of the programme students study 7 modules totalling 180 credits. These modules are taught and assessed at level 7 and are normally undertaken over a period of two years. This is designed to enable students to develop their skills in research, writing and academic scholarship at Masters Level/Level 7 progressing to the Phase 2 Level 8 Thesis. The Higher Education Credit Framework (2008) notes that learning at Level 8 will reflect the ability to: "make a significant and original contribution to a specialised field of inquiry, demonstrating a command of methodological issues and engaging in critical dialogue with peers and accepting full accountability for outcomes."

Progression to the Phase 2 Level 8 programme is contingent upon satisfactory completion of Phase One. A key bridging component between these two parts is the Research Proposal. Emerging significantly in the second year of taught study, it culminates in a substantial proposal which will identify the significant and original contribution it is proposed to make and delineate methodologically how this will be achieved.

Modules in Phase 1 are conceived of as defined areas of generic relevance to researcher development, within which:

- particular strands of research specialism can be explored as case studies, giving insight into the nature of research in a range of professional and practitioner contexts. As noted, the specialisms of the School and Subject Area include, but are not limited to, teacher education, education studies, leadership in education, creativity in education, educational alternatives and democratic voice, pedagogy, and education policy analysis;
- skills in a range of research methods are developed;
- insight into the social, political and policy contexts of research in professional practice is fostered;
- students are encouraged to engage in self-reflexive learning, relating material studied to their own professional contexts and interests; and,
- an understanding of the philosophical underpinnings of particular research paradigms is fostered.

Module Summaries

EDD7001 Engaging with Research: Knowledge Truth and Values in Research
Module Leader: Dr Christine Edwards-Leis
20 credits

Knowledge, Truth and Values in Research is concerned with examining the main philosophical frameworks for knowledge, truth and values, and interrogates different ways of conceptualising the process of research. Such theoretical perspectives underpin research methodologies and sit at the foundations of both the whole research process and understandings about the nature of social reality. Research paradigms can be identified through their ontology (what is reality?), epistemology (how do we know?) and methodology (how do we set about finding out?) The course, then, examines different ways in which 'knowledge' and 'truth' are constructed and the relationship of this both to questions of value and to the generation of professional knowledge. This involves exploring different methodological paradigms, including the broad distinction between objectivism/positivism, interpretivism/constructivism and critical theory, and relating this to the context of educational research. It also involves consideration of the very concept of 'professional knowledge' in research.

EDD7002 Yourself as Researcher: Professional Identity and Values
Module Leader: Dr David Fincham
20 credits

This module focuses on professional identity and values and will consider changing notions of professionalism and professionality. Students are invited to reflect on their evolving professional identities and contexts, the values and other factors that influence this, and relate their experience and understanding to theoretical models relevant to their professional identity and practice. What does it mean to be 'successful' or 'effective' within their profession? What, for example, makes for an effective leader or educator?

EDD7003A Research Skills and Methods
Module Leader: Dr Jane Chambers
20 credits

This module provides students with a practical 'toolkit' to enable them to evaluate critically research and to design and conduct independent research of their own. Students will consider the relationship between research problems, questions and design, including ethical issues, and learn to evaluate different methodological approaches. Students will be introduced to a range of techniques for collecting and analysing data, acquire insight into their strengths and limitations, and gain hands-on experience through supervised completion of exercises.

EDD7004 Yourself as Researcher: Practitioner Research in Context
Module Leader: Dr Caroline Healy
20 credits

This module focuses on the nature of professional/practitioner research and on professional contexts as sites for research, considered in theoretical, contextual and historical contexts. Students are also asked to reflect on the rationale, strengths and limitations of practitioner researcher in relation to personal, professional and policy contexts. Students are then asked to consider issues arising in relation to the purpose and use of research findings: such as tensions in the interpretation of evidence, status as knowledge, questions relating to dissemination strategies, impact, and the place of evidence-based or -informed practice. These issues are all considered in relation to a small-scale research inquiry into their own practice.

EDD7005 Engaging with Research: Research, Practice and the Political
Module Leader: Dr Christine Edwards-Leis

20 credits
Research, Practice and the Political, is concerned with the location of research in paradigms of knowledge and value explored from socio-politically informed perspectives and in relation to political, cultural and social contexts, including the realm of public policy. It covers the significance of power and politics to knowledge creation from theoretical positions informed by critical theory; competing paradigms of knowledge in national and transnational contexts within which research is sited; and the relationship between research, public policy and practice.
EDD7003B Research Skills and Methods **Module Leader: Dr Mary Mihovilovic** **20 credits**
This module provides students with a practical 'toolkit' to enable them to evaluate critically research and to design and conduct independent research of their own. Students will consider the relationship between research problems, questions and design, including ethical issues, and learn to evaluate different methodological approaches. Students will be introduced to a range of techniques for collecting and analysing data, acquire insight into their strengths and limitations, and gain hands-on experience through supervised completion of exercises.
EDD7006 Research Proposal **Module Leader: tbc** **60 credits**
In conjunction with the taught programme students undertake a detailed research proposal by supervised independent study, which acts as a bridge between the taught modules and the Dissertation: the Research Proposal (60 credits). This module directly underpins the final doctoral Dissertation. Students produce a substantial research proposal (10-12,000 words), delineating their research question, proposed methodology and methods, and siting this within a preliminary literature review. Students will also complete a research ethics clearance form and accompanying documentation (such as informed consent form; guidance for participants). This module is pass/fail and is additionally assessed by an oral examination of up to one hour.
Dissertation 50-60,000 words **Appointed Director of Studies and Supervisory Team**
The Dissertation stage lasts a minimum of twenty-four months, the outcome of which is a 50-60,000 word doctoral thesis. A professional doctorate has a dual focus – making a contribution to both theory and practice. To achieve this, the research conducted would normally involve issues concerned with practice, often within the candidate's own organisation. Individual students will be matched with a suitably qualified supervisor who will normally have oversight of the Research Proposal and form part of the supervisory team at Dissertation Stage.

Teaching and Learning

The primary goals of the EdD teaching and learning strategy are twofold. Firstly, to foster the integration of academic and professional knowledge and values. Secondly, to support the development of students as autonomous, ethical and self-reflective researchers culminating in the production of a rigorous and original research project involving the generation of new knowledge, applications or understanding in a field of education. To this end, there is a strong emphasis on individualised learning and personal critical reflection related to professional identities, values and contexts. The course will provide a structured environment in which students can engage at an advanced level with a range of academic and professional issues relevant to their own practice. The learning and teaching strategy seeks to develop the three key skills of independent learning,

independent research, and sustained critical and self-reflexive analysis integrating academic and professional considerations. Therefore, the major emphasis is on encouraging independent, self-reflexive and active learning with tutors providing appropriate support.

In the first part of the programme students engage in curriculum-based study (180 credits). In the second (360 credits), students undertake a supervised Dissertation leading to the generation of new knowledge in an area related to their professional interests and practice. Guidance on core academic and research skills will be introduced in a phased manner, related to students' professional contexts, and culminate in the student's capacity to undertake a significant and original research project of their own devising. The students' role in the construction of knowledge (both individually and collectively) foregrounds the importance of their unique personal learning journeys in both the taught part of the course and in the development and execution of the dissertation element.

The key characteristics of the EdD learning environment are that it will provide:
- complex and contextual learning;
- an environment for active, constructivist, collaborative, intentional, conversational and reflective learning;
- opportunities for students to make mistakes with constructive feedback on these mistakes;
- appealing and challenging situations that are relevant for practitioners that are not exclusively built around learning goals;
- scope for specific needs, prior experiences, abilities, and motivations of participants; and,
- recognition of the affective, emotional aspects of learning.

All modules are compulsory and taken in common, with student choice built into the learning, teaching and assessment structure. Students may, however, be awarded advanced standing via the Accreditation of Prior Learning (APL) at the discretion of the St Mary's and LHU Programme Leaders (see entrance requirements). The University and Subject Area teaching, learning and assessment strategy is designed to facilitate the building of a community of peers, peer critical review and a cohesive and supportive culture. Research interests in the Institute of Education include multidisciplinary research in the field of education studies (history, philosophy, psychology and sociology of education); teacher education and professional practice; leadership in education; creativity in education; education policy analysis; educational alternatives and democratic voice.

There will be three modes of delivery: study weekends, online engagement through a virtual learning environment, and individual mentoring and supervision. There will be five study weekends during each year of Phase 1. Sessions incorporated within the weekends will be based on small group learning and teaching, and primarily take the form of seminars based on students' preparatory reading and professional experience, scenario-based learning, sharing of staff research, group discussion, groupwork and student presentations. Thus, the experience will be interactive and include the sharing of lived practice, whilst fostering the development of autonomous learning. Sessions include opportunities to engage with staff research as examples and springboards for dialogue, as well as to emphasize the doctoral researcher as participating in a community of practice.

Document and text-based workshops will familiarise students with the nature of available sources (primary and secondary); discussion and analysis in class, supplemented by independent research, will develop their understanding of research methodologies. Students will be encouraged to discern the underpinning contexts of given world views and to reflect on the professional implications of particular social, political and academic stances. Students will also be able to discuss challenging and sensitive concerns in professional settings with a community of experienced peers. These

strategies reflect the aims of the programme to promote the development of transferable skills and a commitment to the students' continuing development as researchers and professionals.

Student engagement between the weekends will be facilitated by tutorials with academic tutors as required and some set tasks that require student online interaction or offline preparation. It is also expected that students will have regular contact (at least once between taught sessions) with their personal tutors.

In Phase 2, students will be engaged in their doctoral research project and will be supervised by teams in accordance with the University's Post Graduate Research Student regulations and Code of Practice. To foster a postgraduate culture, there will be regular online forums for students to share their progress and students can also attend the teaching weekends so as to make use of the Post Graduate Student Writing Retreats that are held on the Saturday of these weekends.

Students in both phases will be encouraged to engage with the University's research culture through the activities in the Research Development Programme held at St Mary's Doctoral College more broadly. This includes a rich programme of research seminars, lectures and conferences incorporating both internal and external speakers with additional opportunities to present and publish their own research.

Blended learning and on-line tasks

Between each of the study sessions students will be supported with on-line blended-learning activities and tasks as appropriate to module requirements. These will be conducted principally via Moodle but may also involve Zoom/Teams/Skype/email or face-to-face tutorials where appropriate. Tasks will be posted on Moodle by the module leader or member of the teaching team using the discussion forum and will be typically phased over a period of time.

Covid19 outbreaks may interfere with our intention of holding all sessions in face-to-face format. In that eventuality, sessions will be conducted via Zoom/Teams according to the organisation of the session and at the tutor's discretion dependent upon the needs of the group and/or student.

Assessment Schedule – Phase One, Years 1 and 2

Year 1 2020/2021						
Module Code	Module Name	Assignment Type	Word Count	Weighting	Submission Date	Tutor
EDD7001	Engaging with Research: Knowledge Truth & Values in Research	Reflective Essay	4,000 words	100%	Monday 7th June 2021	Christine Edwards-Leis
EDD7002	Yourself as Researcher: Professional Identity & Values	Presentation (hard copy/notes)	15 mins	15%	Saturday 5th Dec 2020	David Fincham
		Reflective Portfolio	4-5,000 words	85%	Monday 10th May 2021	
EDD7003A	Research Skills & Methods 1	Article Analysis	2,500 - 3,000 words	50%	Monday 8th March 2021	Jane Chambers
		Research Exercise Portfolio & Skills Record	2,500 - 3,000 words	50%	Monday 28th June 2021	

Chronological submission points for Year 1 Cohort 2019-2020

Saturday 5th Dec 2020	EDD7002 Presentation
Monday 8th March 2021	EDD7003A Article Analysis
Monday 10th May 2021	EDD7002 Reflective Portfolio
Monday 7th June 2021	EDD7001 Reflective Essay
Monday 28th June 2021	EDD7003A Research Exercise Portfolio and Skills Record

Year 2 2020/21						
Module Code	Module Name	Assignment Type	Word Count	Weighting	Submission Date	Tutor
EDD7003B	Research Skills & Methods 2	Research Design	2,500-3,000 words	50%	Monday 9th November 2020	Mary Mihovilovic
		Research Exercise Portfolio & Skills Record	2,500 - 3,000 words	50%	Monday 28th June 2021	
EDD7005	Engaging with Research: Research, Policy & the Political	Essay	4,000 words	100%	Monday 26th April 2021	Christine Edwards-Leis
EDD7004	Yourself as Researcher: Practitioner Research in Context	Presentation	20 mins	20%	Friday 4th Dec 2020	Caroline Healy
		Research Inquiry and reflective commentary	3,500 words	80%	Monday 15th March 2021	Caroline Healy
EDD7006	Research Proposal		10-12,000 words plus oral exam of up to one hour	100%	Submission of proposal 12th July 2021 CDRI held Sept 2021	tbc

Chronological submission points

Monday 9th November 2020	EDD7003B Research Design
Friday 4th Dec 2020	EDD7004 Presentation
Monday 15th March 2021	EDD7004 Research Inquiry and reflective commentary
Monday 26th April 2021	EDD7005 Reflective Essay
Monday 28th June 2021	EDD7003B Research Exercise Portfolio & Skills Record
Monday 12th July 2021	EDD7006 Research Proposal
End Sept 2021	CDRI (oral examination)

Exam Board
Year 1 and 2 Cohort: September 2020

External Examiner: Dr Andy Goodwyn
Moderator: Dr Owen Barden

Assessment Overview – Year 1

Module	Assessment mode	Module Leader
EDD7002 **Yourself as Researcher: Professional Identity and Values** (20 credits)	**LO1 (15%)** Presentation (hard copy, notes): 15 mins (no discussion) On the professional context: personal location within it and identification of key current trends and issues	Dr David Fincham
	LO1, 2, 3, 4 (85%) Reflective portfolio, 4-5000 words Draw on theoretical models and literature to reflect on own professional identity and values. It is expected that students will select a particular issue or theory to reflect on after the residential weekends.	
EDD7001 Engaging with Research: Knowledge, Truth and Values in Professional Domains (20 credits)	**LO 1, 2, 3, 4 (100%)** Reflective essay, 4,000 words: Critically consider the significance of ontological and epistemological perspectives to research in your professional domain.	Dr Christine Edwards-Leis
EDD7003A **Research Skills and Methods** (20 credits)	**First Assessment** **LO 1, 3, 4 (50%)** Article Analysis, 2,500-3,000 words Select one to three empirical research articles in an area of your choice. (i) Analyse the way in which the research was conducted. Pay particular attention to the relationships between theory, methods and claims (ii) Assess what ethical issues might be involved and measures actually or potentially taken to address these	Dr Jane Chambers
	Second Assessment **LO 4 (50%)** Research Exercise Portfolio and Skills Record 2,500 -3,000 words Research Methods exercises are undertaken throughout the course both in class and via Moodle. Students present evidence of their engagement with these and maintain a skills development record. A passing grade is obtained by presenting a portfolio demonstrating sustained and reflexive engagement	

Assessment Overview Year 2

Module	Assessment mode	Module Leader
EDD7004 **Yourself as Researcher: Practitioner Research in Context** (20 credits)	**LO 1 (20%)** Presentation, 20 mins (no discussion) Critically reflect on the policy context for practitioner research in your professional field.	Dr Caroline Healy
	LO 2, 3, 4 (80%) Research Inquiry and reflective commentary, 3,500 words Undertake a small-scale research inquiry into your own practice. Write a reflective commentary relating your	

	experience to the nature and value of practitioner research in your own professional context and one or more issues that may arise in relation to the use of research findings.	
EDD7005 **Engaging with Research: Research, Policy and the Political** (20 credits)	**LO 1, 2, 3 (100%)** Reflective essay, 4,000 words 1. Identify an issue, critical incident or policy question arising in your professional life. 2. Analyse it with reference to one or more socio-political paradigms of knowledge and value, making recommendations for appropriate professional response	Dr Christine Edwards-Leis
EDD7003B **Research Skills & Methods** (20 credits)	**First Assessment** **LO 4 (50%)** Research Design 2500-3000 words Design a small-scale research project based on an element of the envisaged methodological approach/es potentially to be used in the main study, including rationale and justification for its selection.	Dr Mary Mihovilovic
	Second Assessment **LO 1, 2, 3 (50%)** Research Exercise Portfolio and Skills Record, 2,500 -3,000 words Research Methods exercises are undertaken throughout the course both in class and via Moodle. Students present evidence of their engagement with these and maintain a skills development record. A passing grade is obtained by presenting a portfolio demonstrating sustained and reflexive engagement.	
EDD7006 **Research Proposal** (60 Credits)	**LOs 1-6 (100%)** Research Proposal, 10-12000 words plus oral examination of up to an hour Design a Research Proposal for a project suitable to be researched as a doctoral Dissertation, including ethics clearances and a pilot study. Oral examination of up to an hour (pass/fail only)	TBC

Assessment strategy

The assessment strategy is similarly intended to build student skills in rigorous and original research; it is also designed to foster a critical integration of academic and professional knowledge and values. Thus, critical reflection on the student's own practice is a sustained element of the assessment strategy, alongside assignments designed to enhance skills and knowledge in selected fields of study and in the theory and practice of research. Assessment will derive from reflection and discussion about key matters relating to research and professional interests. Assessments will include seminar papers, research assignments, small-scale research inquiry, reflective portfolios, textual analysis, and reflections on current policy or practice relevant to the student's professional context, data analysis, research methods exercises, research proposal production and the final Dissertation. Timely, formative and transparently managed feedback will form an important part of the assessment strategy.

In line with the University Learning, Teaching and Assessment Strategy, assessment activities have been designed to:

- enable students to demonstrate achievement in a range of assessment modes;
- offer appropriate academic challenge at doctoral level;
- ensure scope for reasonable adjustment for students with learning difficulties and/ or
- disabilities; and
- enable fair and equitable access to assessment tasks for all students.

Submission of written course work: Written assignments, feedback and marks will be submitted electronically via Moodle.

Marking Criteria

The following indicative assessment descriptors are intended to *guide* students and tutors towards the characteristics of work at Master's Level and are based on the Academic Regulations, Conventions and Procedures at:
https://www.hope.ac.uk/gateway/students/studentadministration/understandingyourdegree/assessmentofstudentregulations/

Details of marking scales and assessment descriptors can be found at: (an extract in detail below for information)
http://www.hope.ac.uk/gateway/supportandwellbeing/studentadministration/understandingyourdegree/assessmentofstudentsguidelines

The requirement for progression to the research phase of the EdD is that you achieve an aggregate Merit grade on the six taught modules, and a Merit grade on your Research Proposal. If the overall **module** grade is a pass, but below Merit, you will have an opportunity to resubmit assignments for a mark capped at B. If the overall module grade is a fail, you will have an opportunity to resit failing assessments for a mark capped at C.

Assessment Descriptors at Level 7 (Masters)

A++
Pass with Distinction
(High)
92
An **exceptional standard** of performance and achievement overall:
- Authoritative handling of complex material, demonstrating highly developed knowledge;
- understanding and application of theoretical issues and concepts;
- convincing and well-focused analysis/argument, developed with depth and precision of thought and evidence;
- well-structured and lucid presentation;
- well-developed insight and capacity for individual thought;
- imagination in approach and application;
- evidence of extensive and in-depth reading;
- a high degree of skill in handling quotations, references, footnotes, bibliographical material;
- where appropriate: authoritative handling of data (including appropriate analytical techniques);
- where appropriate: demonstration of a full appreciation of research design and the ability to give a comprehensive critique of the methodology used.
Significantly, the work may be close to publishable or of a commercial standard and extends beyond the expectations of a student at Masters level and Liverpool Hope's Research Degrees

Sub-Committee will interpret marks as implying that the student has demonstrated potential to succeed in doctoral study.

A+ A
Pass with Distinction Pass with Distinction
(Middle) (Low)
84   76
An **excellent standard** of performance and achievement overall:
- Authoritative handling of complex material, demonstrating highly developed knowledge;
- understanding and application of theoretical issues and concepts;
- convincing and well-focused analysis/argument, developed with depth and precision of thought and evidence;
- well-structured and lucid presentation;
- well-developed insight and capacity for individual thought;
- imagination in approach and application;
- evidence of extensive and in-depth reading;
- a high degree of skill in handling quotations, references, footnotes, bibliographical material;
- where appropriate: authoritative handling of data (including appropriate analytical techniques);
- where appropriate: demonstration of a full appreciation of research design and the ability to give a comprehensive critique of the methodology used.

Significantly, the work extends beyond the expectations of a student at Masters level in one or more of these aspects and Liverpool Hope's Research Degrees Sub-Committee will interpret marks as implying that the student has demonstrated potential to succeed in doctoral study.

B+
Pass with Merit
(High)
68
A **very good** standard of performance and achievement overall:
- Skilled handling of material, demonstrating a sound knowledge, understanding and application of theoretical issues and concepts;
- the ability to structure material and formulate an argument logically, along with and effective and mature written style;
- coherent and soundly structured presentation;
- evidence of wide and in-depth reading;
- skill in handling quotations, references, footnotes, bibliographical material;
- where appropriate: skilled handling of data, demonstrating sound use of statistics;
- where appropriate: ability to give detailed criticisms of the methods used and to appreciate research design.

Significantly the work approaches, but does NOT quite meet the requirements for distinction; and Liverpool Hope's Research Degrees Sub-Committee will interpret marks as implying that the student has NOT demonstrated potential to succeed in doctoral study.

B
Pass with Merit
(Low)
64
A **very good** standard of performance and achievement overall:
- Skilled handling of material, demonstrating a sound knowledge, understanding and application of theoretical issues and concepts;

- the ability to structure material and formulate an argument logically, along with and effective and mature written style;
- coherent and soundly structured presentation;
- evidence of wide and in-depth reading;
- skill in handling quotations, references, footnotes, bibliographical material;
- where appropriate: skilled handling of data, demonstrating sound use of statistics;
- where appropriate: ability to give detailed criticisms of the methods used and to appreciate research design.

C+
Pass (High)
58
A **very competent standard** of performance and achievement overall:
- Satisfactory handling of material, indicating a general knowledge, understanding and application of the main theoretical issues and concepts;
- the ability to formulate an argument logically, along with a competent written style;
- a reasonably lucid and adequately structured presentation;
- evidence of wide reading;
- ability to use quotations, references, footnotes, bibliographical material;
- where appropriate: satisfactory handling of data demonstrating awareness of analytical techniques;
- where appropriate: satisfactory critique of methodology, some appreciation of research design.
The work is a sound pass, with no significant weaknesses; however, there is an overreliance on secondary sources and therefore the level of critical analysis is limited.

C
Pass (Low)
54
A **competent standard** of performance and achievement overall but with significance [sic] weaknesses:
- Satisfactory handling of material, indicating a general knowledge, understanding and application of the main theoretical issues and concepts;
- the ability to formulate an argument logically, along with a competent written style;
- a reasonably lucid and adequately structured presentation;

F+
Marginal Fail
47
The student has **marginally failed** to reach the standard required to Pass.
However, in the judgement of the marker, it would have been feasible for the student, without a lot more work, to have raised the quality to a bare pass, and the work has sufficient strengths to allow the failure to be compensated if the student
passed the module overall.

F	**F-**
Clear Fail	Comprehensive Fail
37	**27**

In general, the student has not reached the standard required to Pass at Level M[7], as evidenced by at least some of the characteristics listed below, but the work has sufficient strengths to suggest that the student would be able to pass on reassessment without the need for further tuition.
Typical characteristics:

- Insufficient knowledge, understanding and application of course material;
- failure to meet the objectives of the assignment;
- a lack of balance and adequately developed arguments;
- evidence that the student has little understanding of how to structure arguments, present evidence and use concepts;
- insufficient critical analysis;
- insufficient appropriate use of sources and data;
- poor literacy skills &/or inadequate referencing skills.

WF   **U**
Weak Fail   Unclassified
12   **2**

In general, the student has not reached the standard required to Pass at Level M[7], as evidenced by some or all of the characteristics listed below, and the substantial nature and/or extent of the weaknesses suggests that the student would need further tuition in order to be able to pass. Typical characteristics:
- Insufficient knowledge, understanding and application of course material;
- failure to meet the objectives of the assignment;
- a lack of balance and adequately developed arguments;
- evidence that the student has little understanding of how to structure arguments, present evidence and use concepts;
- insufficient critical analysis;
- insufficient appropriate use of sources and data;
- poor literacy skills &/or inadequate referencing skills.
- evidence that the student has little understanding of how to structure arguments, present evidence and use concepts; insufficient critical analysis.

Extensions, mitigating circumstances and suspension of studies

Extensions: In the event of illness or other significant impediments to study students can apply for an extension of the assignment submission point prior to the submission date. Extension requests on or after the assignment due date cannot be approved. Extensions are granted by the Programme Leader and the form to use to apply for an extension is on the programme page on Moodle. Please send the completed form to the Programme Leader and the tutor of the module for which you require consideration.

Mitigating Circumstances: This process is available to students who feel their participation in the programme or academic performance has been adversely affected by a range of more serious events, such as illness, medical or domestic circumstances, or bereavement of a close relative, etc. Applications for Mitigating Circumstances can be received before assignment deadlines but must be received not more than 28 days after the due date of the assignment. Evidence to support the application must be provided, which will then be considered by the Mitigating Circumstances committee.

Suspension: In the event that a student may need to suspend their studies they should first discuss this with the Programme Leader. Please note that suspending your studies means that you will not be able to access University facilities such as the library and IT services.

EdD Confirmation of Doctoral Registration Interview (CDRI)
When should the Event take Place, and how is it Initiated?

The process shall normally be initiated at the point at which the Board of Examiners judges that the student has Passed Part One of the EdD and <u>may be assessed for Progression to Part Two, having *matched* </u>or *exceeded the* criteria for a Master's degree with Merit by achieving:

- STRICTLY an overall aggregate mark of 60+ for all taught modules AND a mark of 60+ for the Research Proposal
- NORMALLY
    - EITHER 57.5+ overall, & 60+ for 50% of marks, including the Research Proposal
    - OR 55+ overall, & 65+ for 50% of marks, including the Research Proposal
    - OR 60+ overall, & 58 or 59 for the Research Proposal

Programme management

EdD Programme Leader	Dr Christine Edwards-Leis
Module Leaders/tutors	Dr Jane Chambers
	Dr David Fincham
	Dr Caroline Healy
	Dr Mary Mihovilovic
Director of Studies (Phase 2)	Prof James Crossley
	Dr Helen Costigane
	Prof Anthony Towey
	Prof Peter Tyler
	Prof Karen Sanders
Research Advisors	various internal and external academics
Liverpool Hope Moderator	Dr Owen Barden
External Examiner	Dr Andy Goodwyn
St Mary's Head of Research Services	Ms Claire Tapia

The EdD is managed by the Programme Leader and individual modules are managed by the named Module Leader. The contribution of the students' perspective to the teaching, design and operation of the course is vitally important to us, and in September 2018 we plan to instigate a Staff-Student Consultative Committee (SSCC) as a formally constituted group designed to enable discussion, reflection and advice on the all aspects of the programme from the student standpoint. SSCCs will be held either during the taught weekends and will be convened by SSCC coordinator. A student from each cohort will represent their group on this committee.

Weekend Sessions

The sessions for each weekend commence on Friday evening at 5pm except for the first weekend session for our incoming students. Saturday sessions commence at 9am and end at 2pm. There will be guest speakers at some of the weekends. Please find an outline of the sessions below. Note that times can be flexible with consideration to breaks required for working online. We plan to hold the first two weekends in an online format due to Covid 19 considerations.

Weekend 1: 9th and 10th October 2020

EdD1: 9th October 2020	Year 1 Online	Year 2 Online
4pm to 7pm	1. Introduction Session: *Ed D Team* 2. **Engaging with Research 1** *Chris Edwards-Leis*	**5pm to 7pm** **Research Methods 2** *Mary Mihovilovic*

EdD1: 10th October 2020	Year 1 Online	Year 2 Online
9am to 10.00am	**Yourself as Researcher 1** *David Fincham*	**Engaging with Research 2** *Chris Edwards-Leis*
Break		
10.05 to 11.00am	**Yourself as Researcher 1** *David Fincham*	**Engaging with Research 2** *Chris Edwards-Leis*
Lunch Break		
12noon to 1pm	**Research Methods 1** *Jane Chambers*	**Yourself as Researcher 2** *Caroline Healy*
Break		
1.05pm to 2pm	**Research Methods 1** *Jane Chambers*	**Yourself as Researcher 2** *Caroline Healy*

Weekend 2: 4th and 5th December 2020

EdD2: 4th December 2020	Year 1 K107	Year 2 K115
5pm to 7pm	**Engaging with Research 1** *Chris Edwards-Leis*	**Yourself as Researcher 2 Presentations** *Caroline Healy and S Marker*

EdD2: 5th December 2020	Year 1 K107	Year 2 K110
	Yourself as Researcher 1 Presentations *David Fincham and CEL*	**Research Methods 2** *Mary Mihovilovic*
Break		
	Yourself as Researcher 1 Presentations as required *David Fincham and S Marker*	**Engaging with Research 2** *Chris Edwards-Leis*
Lunch Break		
	Research Methods 1 *Jane Chambers*	**Engaging with Research 2** *Chris Edwards-Leis*
Break		
	Research Methods 1 *Jane Chambers*	**Research Methods 2** *Mary Mihovilovic*

Note: We will review the timing of the sessions after the second weekend. The Student Staff Consultative Committee will gather feedback from tutors and students in order to make decisions that meet our needs.

Weekend 3: 5th and 6th February 2021

EdD3: 5th February 2021	Year 1 K107	Year 2 K110
	Research Methods 1 *Jane Chambers*	Yourself as Researcher 2 *Caroline Healy*

EdD1: 6th February 2021	Year 1 K107	Year 2 K110
	Engaging with Research 1 *Chris Edwards-Leis*	Research Methods 2 *Mary Mihovilovic*
Break		
	Guest Speaker	Guest Speaker / Research Proposal
Lunch Break		
	Yourself as Researcher 1 *David Fincham*	Engaging with Research 2 *Chris Edwards-Leis*
Break		
	Yourself as Researcher 1 *David Fincham*	Research Methods 2 *Mary Mihovilovic*

Weekend 4: 19th and 20th March 2021

EdD4: 19th March 2021	Year 1 K107	Year 2 K110
	Research Methods 1 *Jane Chambers*	Research Methods 2 *Mary Mihovilovic*

EdD4: 20th March 2021	Year 1 K107	Year 2 K110
	Yourself as Researcher 1 *David Fincham*	Engaging with Research 2 *Chris Edwards-Leis*
Break		
	Yourself as Researcher 1 *David Fincham*	Engaging with Research 2 *Chris Edwards-Leis*
Lunch Break		
	Engaging with Research 1 *Chris Edwards-Leis*	Research Proposal
Break		
	Engaging with Research 1 *Chris Edwards-Leis*	Research Proposal

Weekend 5: 21st and 22nd May 2021

EdD5: 21st May 2021	Year 1 K107	Year 2 K110
	Yourself as Researcher 1 *David Fincham*	**Research Methods 2** *Mary Mihovilovic*

EdD5: 22nd May 2021	Year 1 K107	Year 2 K110
	Engaging with Research 1 *Chris Edwards-Leis*	**Research Proposal**
Break		
	Guest Speaker	**Guest Speaker**
Lunch Break		
	Research Methods 1 *Jane Chambers*	**Research Proposal**
Break		
	Research Methods 1 *Jane Chambers*	**Engaging with Research 2** *Chris Edwards-Leis*

Notes: