

## Overview

<b>Programme Code</b>	36056
<b>Programme Title</b>	Doctor of Education
<b>Awarding Institution</b>	Liverpool John Moores University
<b>Programme Type</b>	Professional Doctorate
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Programme Leader</b>	Diahann Gallard
<b>Link Tutor(s)</b>	

## Awards

<b>Award Type</b>	<b>Award Description</b>	<b>Award Learning Outcomes</b>
Target Award	Doctor of Education - EDD	See Learning Outcomes Below

<b>Alternate Award Names</b>	
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## External Benchmarks

<b>Subject Benchmark Statement</b>	
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## Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Part-Time, Face to Face	September	LJMU Taught	54 Months

## Aims and Outcomes

### Educational Aims of the Programme

The programme emphasises the development of leading edge knowledge to enhance professional practice in education. The focus is education in its broadest sense. It will achieve this through supporting candidates to:

- Contribute to the creation of new knowledge through original research and other aspects of advanced scholarship.
- Extend the forefront of educational practice by producing academic work that merits publication.
- Systematically analyse a substantial body of contemporary knowledge associated with their area of professional practice.
- Conceptualise, design and implement research that generates new knowledge, applications or theoretical understanding at the forefront of professional practice in education.
- Critically reflect on the relationship between theory and practice in education.

### Learning Outcomes

Code	Description
PLO1	Extend expert knowledge associated with professional practice in education.
PLO2	Develop higher order academic skills associated with criticality, reasoning, independent learning, personal management and presentation.
PLO3	Systematically analyse contemporary knowledge at the forefront of educational practice.
PLO4	Apply the principles of effective research design, management, analysis and dissemination to a research problem in education.
PLO5	Critically reflect on professional practice in an educational context.
PLO6	Deconstruct complex and specialised research knowledge, theory and skills associated with professional practice in education.
PLO7	Critically evaluate current research, research techniques and methodologies in education.
PLO8	Critically appraise the methodological, theoretical and ethical dimensions of educational research.
PLO9	Contribute to the development of professional practice in education.
PLO10	Disseminate high quality information to expert and non-expert audiences in line with academic conventions.

## Programme Structure

### Programme Structure Description

In line with the Professional Doctorate Framework, the programme has two levels: a masters component and a substantial doctoral phase. These total 540 credits of which 180 are at masters level. In this programme, all masters level credits will be through Recognition of Prior and Experiential Learning (RP(E)L) of an appropriate and relevant qualification and professional experience. This will typically include a level 7 qualification that meets two key criteria: a focus on education and a substantive research element, including a dissertation or major project. However, potential candidates with a masters qualification in a field other than education, may be considered for entry onto the doctoral phase as long as they can demonstrate significant professional experience in an education setting. The Doctoral phase comprises 360 level 8 credits, all of which must be completed successfully to obtain the award of Professional Doctorate. This phase is split into two stages. Stage one is a taught element worth 60 credits that culminates in a research proposal. All these credits must be passed before the candidate can progress to the second stage. This is a research thesis that includes a substantive reflective element (worth 60 credits) and is assessed through a viva voce examination.

Programme Structure - 360 credit points	
Level 8 - 360 credit points	
Level 8 Core - 360 credit points	CORE
[MODULE] 8001EDDOC Planning for Research 1: Theory and Practice in Educational Inquiry Approved 2022.01 - 20 credit points	
[MODULE] 8002EDDOC Planning for Research 2: Research Design Approved 2022.01 - 10 credit points	
[MODULE] 8003EDDOC The Education Professional Approved 2022.01 - 10 credit points	
[MODULE] 8004EDDOC Theory, Practice and Policy in Education Approved 2022.01 - 20 credit points	
[MODULE] 8005EDDOC Thesis Approved 2022.01 - 240 credit points	
[MODULE] 8006EDDOC Reflection Approved 2022.01 - 60 credit points	

Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>

### Approved variance from Academic Framework Regulations

#### Variance

The following variance was approved by the Chair of Education Committee in June 2018: To offer the Stage 1 introductory module as two modules (10 credits and 20 credits) rather than a single, 30 credit module.

## Teaching, Learning and Assessment

Taught elements of the programme will broadly operate around a seminar model that will incorporate some didactic techniques (such as lectures) with a strong complement of interactive and discursive methods including discussion, peer presentation, action learning sets, workshops and tutorials. There will also be an explicit focus on self-directed study. The taught element of the programme will be delivered in three blocks. Each of these will be three full days in duration. The teaching blocks will be supplemented by interactive online activities to support students' learning between face-to-face sessions and maintain engagement. Teaching on the thesis phase is based on a supervision model, whereby each student will be guided through the production of their thesis and associated reflective account by an appropriately qualified member of academic staff. The assessment strategy for the taught element is based on preparation for the thesis phase and the dissemination of knowledge. Consequently, two of the major assessed pieces will 'mimic' journal articles with an expectation that the material is deemed to be of publishable quality. The final assessment in the taught phase will be a research protocol that will support each student's transition to the thesis phase. Assessment in the thesis stage is through the submission of a major project and an integrated reflective piece. This will be assessed through a viva voce in line with the LJMU Professional Doctorate Framework.

## Opportunities for work related learning

The programme is a professional doctorate and candidates will work in a professional, work-based capacity

## Entry Requirements

Type	Description
Relevant work experience	experience commensurate with undertaking a professional doctorate. This usually means that you will have a professional role in a compulsory, tertiary, workplace or lifelong educational setting.
Postgraduate degree (required for research programmes)	to demonstrate successful masters level study or equivalent
IELTS	IELTs (or equivalent) score of 7.0, with at least 6.5 in each category
Undergraduate degree	a good first degree (usually 2:1)
Alternative qualifications considered	experience commensurate with undertaking a professional doctorate. This usually means that you will have a professional role in a compulsory, tertiary, workplace or lifelong educational setting.  In exceptional cases, students with a Masters in a different subject area who can demonstrate substantial experience in education may be eligible

## Extra Entry Requirements

International students requiring a student visa are not eligible to study this programme

