



**Additional information for examiners
appointed to report on applications for
the degree of**

Doctor of Education

The EdD thesis

Examiners are specifically asked to bear in mind that the thesis submitted for examination for the degree of EdD represents part of the requirements for the degree. A separate statement about the structure of the EdD degree and the thesis component is included.

Regulations for the award of EdD

The [Ordinances, Regulations and Programmes of Study for Research Degrees](#)¹ detail the formal regulations and requirements for all of the University's research degrees. The Learning Outcomes are attached. A separate statement about the structure of the EdD degree and the thesis component of the degree is also attached.

EdD Postgraduate Researchers (PGRs) are required to study modules totalling 150 credits and must achieve marks at or above 60% in 60% of their credits and no mark below 50% in the remaining 40% of their credits²

To qualify for the award of the degree of Doctor of Education each candidate must complete the requirements of the prescribed programme of study, training, professional practice and supervised research in education³, must meet the required learning outcomes and satisfy the examiners that his/her achievement is of sufficient merit and that his/her thesis contains evidence of originality and independent critical ability and matter suitable for publication through:

- (a) presenting a thesis on the subject of his/her advanced study and research, *and*
- (b) presenting him/herself for an oral examination and such other tests as the examiners may prescribe.

Types of Recommendation

Examiners are asked to submit one of the following recommendations:

- (a) that the degree of EdD be awarded
- (b) that subject to editorial and presentational corrections, the degree of EdD be awarded
- (c) that subject to the correction of minor deficiencies, the degree of EdD be awarded
- (d) that the application be referred for resubmission for EdD
- (e) that the degree of EdD be not awarded (with no opportunity for resubmission)

No candidate may be recommended for a degree other than that for which he/she has applied.

Structure and content of the EdD programme of study

The EdD consists of two parts: taught modules and research. Normally PGRs complete the taught modules in the first phase of the programme, at the same time beginning to outline their research proposal. In the second phase of their study they focus on their research under the supervision of their

¹ Ordinance X (Research Degrees) http://ses.leeds.ac.uk/info/22168/student_support-related_policies/646/ordinances

² Please see the EdD programme of study entry in the Ordinance and Regulations booklet for further information. <http://www.leeds.ac.uk/rds/handbooks.html>

supervisor(s). The EdD programme of study is published alongside the Ordinance and Regulations. Examiners may view this at: <http://www.leeds.ac.uk/rds/handbooks.html>

Taught Modules: The composition of the taught modular courses is stated in the EdD programme of study entry alongside the Ordinance and Regulations: <http://www.leeds.ac.uk/rds/handbooks.html>. EdD PGRs are required to study modules totalling 150 credits³ and must achieve marks at or above 60% in 60% of their credits and no mark below 50% in the remaining 40% of their credits. **An individual taught module profile is attached to the Examiners' report.**

Research: EdD PGRs undertake research in their specialist area, and submit a thesis of approximately 55,000 words. PGRs are required to submit a thesis for examination of up to 55,000 words in length in the area of their specialist field of study and satisfy the examiners as specified in Ordinance X and its associated Regulations. The EdD thesis is less widely-ranging in scope than the PhD thesis, and is typically closely related to the PGR's professional context and concerns. However, it is of equivalent standard to the PhD thesis and is judged on the criteria of independent critical ability and originality in its contribution to the field of study. It is also expected that the thesis will contain matter suitable for publication.

[Learning Outcomes / Transferable Key Skills / Learning Context / Assessment](#)

The University's learning outcomes/level indicators for its different academic awards have been developed in the expectation that the learning outcomes will be achieved irrespective of the manner and location of the research and/or delivery of the programme followed by the students concerned. These general statements will be subject to continuous review by the Graduate Board.

Achievement is assessed by the examination of the thesis and performance under oral examination. However, examiners will not be expected to monitor/assess all the Learning Outcomes at the time of the viva. The main emphasis of the viva will be upon the research achievement and it may be difficult at that stage to assess expertise in '*generic and subject/professional skills*'. Instead, an ongoing process of monitoring and evaluation should be recorded within the Faculty/School (in the University's system for maintaining a record of the research degree candidature). Within three months of the commencement of study the University requires a training needs analysis to be conducted, and a training plan to be agreed between the PGR and the Supervisor(s). The PGR's progress against the training plan is then reviewed regularly. Examiners may ask that the School make available these records at the viva to enable them to audit the arrangements that have been made. This will typically include the training plan, training record and any relevant extracts from the progress reports where progress with the agreed training plan is reviewed. Examiners are not required to comment on achievement against the learning outcomes as part of their report form, although comments are invited.

For PGRs commencing study before 01 September 2011 the University learning outcomes reflected the then RCUK Joint Statement of Skills for postgraduate research students (JSS). The JSS was subsequently superseded by the Researcher Development Framework (RDF). The RDF incorporates the content of the JSS but also expands the statement to cover researcher skills and attributes from postgraduate researcher through to senior academic. The introduction of the RDF led to some minor modification of the University learning outcomes. Reflecting that there are still pre-2011 candidates registered at the University both pre and post 2011 learning outcomes are included here. Although the learning outcomes are ostensibly the same, examiners should refer to the learning outcomes appropriate for the registration date of the PGR (the Internal Examiner can check this in GRAD).

³ In the absence of Accredited Prior Learning (APL). Students who have achieved master's level accreditation for study within an approved university or equivalent institution may apply for accreditation of up to a maximum of 90 credits in taught components of their EdD programme.

For candidates commencing study from 01 September 2011 onwards

1. Learning Outcomes

Learning Outcomes *for taught components*; students will be able to

- demonstrate in-depth, specialist knowledge and mastery of techniques relevant to the discipline and/or to demonstrate a sophisticated understanding of concepts, information and techniques at the forefront of the discipline;
- exhibit mastery in the exercise of generic and subject-specific intellectual abilities;
- demonstrate a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- take a proactive and self-reflective role in the working and develop professional relationships with others;
- proactively formulate ideas and hypotheses and develop, implement and execute plans by which to develop these;
- critically and creatively evaluate current issues, research and advanced scholarship in the discipline.

Learning Outcomes *for research components*; students will be able to

- discover, interpret and communicate new knowledge through original research of publishable quality which would satisfy peer review and/or contribute to scholarship within a professional context;
- independently and proactively formulate ideas and design, develop, implement and execute plans by which to evaluate these;
- demonstrate systematic and extensive knowledge of the subject and expertise in generic and subject/professional skills;
- critically and creatively evaluate current issues, research and advanced scholarship in the relevant field of education;
- demonstrate a comprehensive understanding of techniques applicable to own research and engage with the relevant ethical or legal issues in the specialist educational field;
- present and defend research outcomes which extend the forefront of the discipline and/or relevant area of professional practice;
- take a proactive and self reflective role in working and develop professional relationships with others where appropriate;

2. Transferable (Key) Skills

Students will have had the opportunity to acquire the following abilities through the research training and research specified for the programme

- the skills necessary for a career as a researcher and/or for employment in a senior and leading capacity in a relevant area of professional practice or industry;
- evaluating their own achievement and that of others;
- self-direction and effective decision making in complex and unpredictable situations;
- independent learning and the ability to work in a way which ensures continuing professional development;

3. Learning Context

The learning context will include the critical analysis of, and decision making in, complex and unpredictable professional situations. The structure of the programme will provide research and/or professional training, breadth and depth of study and opportunities for drawing upon appropriate resources and techniques. Opportunities will be provided for students to:

- develop to a high level interests and informed opinions
- develop to a high level their design and management of their learning activities
- develop to a high level their communication of their conclusions;
- make an original contribution to the field

Students will be expected to engage in the exercise of autonomous initiative in their study and work in professional environments.

4. Assessment

Achievement will be assessed by the examination of the candidate's thesis and performance under oral examination. During the course of the programme there will also be assessment of achievement by a variety of methods in accordance with the learning outcomes of any taught modules specified for the programme. Final assessment will involve the achievement of the candidate in:

- evidencing an ability to conduct original and independent broad and in-depth enquiry within the discipline or within different aspects of the area of professional practice normally leading to published work;
- drawing on and/or developing a range of research techniques and methodologies appropriate to enquiries into the discipline/area of professional practice;
- demonstrating independent critical ability in the application of breadth and depth of knowledge to complex issues within the discipline or specialist area of professional practice;
- drawing on a range of perspectives on the area of study;
- evaluating and criticising received opinion;
- making reasoned and well-informed judgements on complex issues within the specialism whilst understanding the limitations on judgements made in the absence of complete data
- the written style and overall presentation of the thesis.

For candidates commencing study before 01 September 2011

LEARNING OUTCOMES: *Doctoral Programmes (EdD)*

On completion of the research programme students should have shown evidence of being able:

- to discover, interpret and communicate new knowledge through original research and/or scholarship of publishable quality which satisfies peer review;
- to present and defend research outcomes which extend the forefront of a discipline or relevant area of professional/clinical practice;
- to demonstrate systematic and extensive knowledge of the subject area and expertise in generic and subject/professional skills;
- to take a proactive and self-reflective role in working and to develop professional relationships with others where appropriate;
- to independently and proactively formulate ideas and hypotheses and to design, develop, implement and execute plans by which to evaluate these;
- to critically and creatively evaluate current issues, research and advanced scholarship in the discipline.

TRANSFERABLE (KEY) SKILLS: *Doctoral Programmes (EdD)*

Students will have had the opportunity to acquire the following abilities through the research training and research specified for the programme

- the skills necessary for a career as a researcher and/or for employment in a senior and leading capacity in a relevant area of professional/clinical practice or industry;
- evaluating their own achievement and that of others;
- self-direction and effective decision making in complex and unpredictable situations;
- independent learning and the ability to work in a way which ensures continuing professional development;

LEARNING CONTEXT: *Doctoral Programmes (EdD)*

For *Doctoral degrees* the learning context will include the critical analysis of, and decision making in, complex and unpredictable professional and/or clinical situations. The structure of the programme will provide research and/or professional training, breadth and depth of study and opportunities for drawing upon appropriate resources and techniques. In the case of some of the Professional Doctorates this may include clinical skills development. Opportunities will be provided for students to:

- develop to a high level interests and informed opinions
- develop to a high level their design and management of their learning activities
- develop to a high level their communication of their conclusions;
- make an original contribution to the field

Students will be expected to engage in the exercise of autonomous initiative in their study and work in professional environments.

ASSESSMENT: *Doctoral Programmes (EdD)*

Achievement will be assessed by the examination of the candidate's thesis and performance under oral examination. In the case of the Professional Doctorates this will also include the assessment of achievement by a variety of methods in accordance with the learning outcomes of any taught modules specified for the programme. Assessment will involve the achievement of the candidate in:

- evidencing an ability to conduct original and independent broad and in-depth enquiry within the discipline or within different aspects of the area of professional/clinical practice normally leading to published work;
- drawing on and/or developing a range of research techniques and methodologies appropriate to enquiries into the discipline/area of professional practice;
- demonstrating independent critical ability in the application of breadth and depth of knowledge to complex issues within the discipline or specialist area of professional/clinical practice;
- drawing on a range of perspectives on the area of study;
- evaluating and criticising received opinion;
- making reasoned and well-informed judgements on complex issues within the specialism whilst understanding the limitations on judgements made in the absence of complete data
- the written style and overall presentation of the thesis.