



St Mary's
University
Twickenham
London

Doctor of Education (EdD)

Programme Handbook
October 2022

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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. 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 seventh year of the St Mary’s EdD programme and the first validated by St Mary’s. We trust that your time at the University will be enjoyable, stimulating and rewarding and we wish you every success in your studies.

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 become members 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 Zoom 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	Module Leader EDD7001 Engaging with Research 1 EDD7005 Engaging with Research 2	christine.edwards-leis@stmarys.ac.uk
Dr Jane Chambers	Module Leader EDD7002 Yourself as Researcher 1	jane.chambers@stmarys.ac.uk
Dr Mark Price	Module Leader EDD7003A Research Skills and Methods 1 EDD7004 Yourself as Researcher 2 EDD7006 Research Proposal	mark.price@stmarys.ac.uk
Dr Mary Mihovilovic	Module Leader EDD7003B Research Skills and Methods 2	mary.mihovilovic@stmarys.ac.uk

Other Useful Contacts

Kim Wright Education Research Administrator	Email: kim.wright@stmarys.ac.uk Tel: 020 8240 4164
Academic liaison team For help with using research catalogue	Email: liaisonlibrarians@stmarys.ac.uk
IT Services	Email: helpdesk@stmarys.ac.uk Tel: 020 8240 4061
Student Fees Office	Email: feesoffice@stmarys.ac.uk Tel: 020 8240 4035
Shuet Kwan Tang Registry	Email: shuetkwan.tang@stmarys.ac.uk Tel: 020 8240 4000

Calendar and Key Dates

Friday 7 th October 2022 Saturday 8 th October	4.00pm to 7.00pm 9.00am to 5.00pm	Induction and Session 1: Teaching
Friday 2 nd December 2022 Saturday 3 rd December	5.00pm to 7.00pm 9.00am to 5.00pm	Session 2: Teaching including EDD7002/4 Presentations
Friday 3 rd February 2023 Saturday 4 th February	5.00pm to 7.00pm 9.00am to 5.00pm	Session 3: Teaching
Friday 17 th March 2023 Saturday 18 th March	5.00pm to 7.00pm 9.00am to 5.00pm	Session 4: Teaching
Friday 19 th May 2023 Saturday 20 th May	5.00pm to 7.00pm 9.00am to 5.00pm	Session 5: Teaching
September 2023 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	Jane Chambers
EDD7003A Research Skills and Methods	7	20	Mark Price
Phase 1: Year 2			
Module	Level	Credits	Module Leader
EDD7004 Yourself as Researcher: Practitioner Research in Context	7	20	Mark Price
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	Mark Price
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 phases. In the first phase 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 phases 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

<p>EDD7001 Engaging with Research: Knowledge Truth and Values in Research Module Leader: Dr Christine Edwards-Leis 20 credits</p>
<p>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.</p>
<p>EDD7002 Yourself as Researcher: Professional Identity and Values Module Leader: Dr Jane Chambers 20 credits</p>
<p>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?</p>
<p>EDD7003A Research Skills and Methods Module Leader: Dr Mark Price 20 credits</p>
<p>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</p>

<p>techniques for collecting and analysing data, acquire insight into their strengths and limitations, and gain hands-on experience through supervised completion of exercises.</p>
<p>EDD7004 Yourself as Researcher: Practitioner Research in Context Module Leader: Dr Mark Price 20 credits</p>
<p>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.</p>
<p>EDD7005 Engaging with Research: Research, Practice and the Political Module Leader: Dr Christine Edwards-Leis 20 credits</p>
<p>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.</p>
<p>EDD7003B Research Skills and Methods Module Leader: Dr Mary Mihovilovic 20 credits</p>
<p>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.</p>
<p>EDD7006 Research Proposal Module Leader: Dr Mark Price 60 credits</p>
<p>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.</p>

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 phase 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 phase 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/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 or other unforeseen events may interfere with our intention of holding all sessions in face-to-face format. We have established Zoom meeting details for each cohort in the programme and students have the option to join the sessions in that medium. If face-to-face meetings are required to be cancelled, 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. Meeting details for the year are:

EdD Year 1 2022 2023

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting

<https://stmarys.zoom.us/j/86257701592?pwd=MDBVcDdnMG1HVWVseUc2b2dEV3ROUTo9>

Meeting ID: 862 5770 1592

Passcode: 275935

EdD Year 2 2022 2023

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting

<https://stmarys.zoom.us/j/89904074782?pwd=LopXQ1pic1YxTHNLKzJpeVRnYoxJQTo9>

Meeting ID: 899 0407 4782

Passcode: 213293

Assessment Schedule – Phase One, Years 1 and 2

Year 1 2022/2023						
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 17 th April 2023	Christine Edwards-Leis
EDD7002	Yourself as Researcher: Professional Identity & Values	Presentation (hard copy/notes)	15 mins	15%	Saturday 3 rd Dec 2022	Jane Chambers
		Reflective Portfolio	4-5,000 words	85%	Monday 29 th May 2023	

EDD7003A	Research Skills & Methods 1	Research Design	2,500 - 3,000 words	50%	Monday 26 th June 2023	Mark Price
		Research Exercise Portfolio & Skills Record	2,500 - 3,000 words	50%	Monday 20 th March 2023	

Chronological submission points for Year 1 Cohort 2022-2023

Saturday 3 rd December 2022	EDD7002 Presentation
Monday 20 th March 2023	EDD7003A Research Exercise Portfolio and Skills Record
Monday 17 th April 2023	EDD7001 Reflective Essay
Monday 8 th May 2023	EDD7002 Reflective Portfolio
Monday 26 th June 2023	EDD7003A Research Design

Year 2 2020/21						
Module Code	Module Name	Assignment Type	Word Count	Weighting	Submission Date	Tutor
EDD7003B	Research Skills & Methods 2	Article Analysis	2,500-3,000 words	50%	Monday 20 th January 2023	Mary Mihovilovic
		Research Exercise Portfolio & Skills Record	2,500 - 3,000 words	50%	Monday 24 th April 2023	
EDD7005	Engaging with Research: Research, Policy & the Political	Essay	4,000 words	100%	Monday 27 th March 2023	Christine Edwards-Leis
EDD7004	Yourself as Researcher: Practitioner Research in Context	Presentation	20 mins	20%	Saturday 3 rd Dec 2022	Mark Price
		Research Inquiry and reflective commentary	3,500 words	80%	Monday 29 th May 2023	
EDD7006	Research Proposal		10-12,000 words plus oral exam	100%	Submission of proposal 26 th June 2023	Mark Price

			of up to one hour		CDRI held Sept 2023	
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Chronological submission points for Year 2 Cohort 2022-2023

Saturday 3 rd December 2022	EDD7004 Presentation
Monday 20 th January 2023	EDD7003B Research Design
Monday 27 th March 2023	EDD7005 Reflective Essay
Monday 24 th April 2023	EDD7003B Research Exercise Portfolio & Skills Record
Monday 29 May 2023	EDD7004 Research Inquiry and reflective commentary
Monday 26 th June 2023	EDD7006 Research Proposal
September 2023	CDRI (oral examination)

Exam Board

Year 1 and 2 Cohort: Wednesday 6th September 2023

External Examiner: Dr Jane Andrews, University of West of England

Assessment Overview – Year 1

Module	Assessment mode	Module Leader
EDD7002 Youself as Researcher: Professional Identity and Values (20 credits)	LO1 (15%) <u>Presentation (hard copy, notes): 15 mins (no discussion)</u> On the professional context: personal location within it and identification of key current trends and issues LO1, 2, 3, 4 (85%) <u>Reflective portfolio, 4-5000 words</u> 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.	Dr Jane Chambers
EDD7001 Engaging with Research: Knowledge, Truth and Values in Professional Domains (20 credits)	LO 1, 2, 3 (100%) <u>Reflective essay, 4,000 words:</u> 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 4 (50%) <u>Research Design 2500-3000 words</u> 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 Mark Price

	<p><u>Second Assessment</u> LO 1, 2, 3 (50%) Research Exercise Portfolio and Skills Record <u>2,500 -3,000 words</u> 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</p>	
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Assessment Overview Year 2

Module	Assessment mode	Module Leader
<p>EDD7004 Youself as Researcher: Practitioner Research in Context (20 credits)</p>	<p>LO 1 (20%) Presentation, 20 mins (no discussion) Critically reflect on the policy context for practitioner research in your professional field.</p> <p>LO 2, 3, 4 (80%) <u>Research Inquiry and reflective commentary, 3,500 words</u> 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.</p>	Dr Mark Price
<p>EDD7005 Engaging with Research: Research, Policy and the Political (20 credits)</p>	<p>LO 1, 2, 3 (100%) <u>Reflective essay, 4,000 words</u> 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</p>	Dr Christine Edwards-Leis
<p>EDD7003B Research Skills & Methods (20 credits)</p>	<p><u>First Assessment</u> LO 4 (50%) <u>Article Analysis, 2,500 -3,000</u> Select two to three empirical research articles in an area of your choice. Analyse the way in which the research was conducted. Pay particular attention to the relationships between theory, methods and claims in terms of an ethical duty to demonstrate quality of design. Assess what ethical issues might be involved and measures actually or potentially taken to address these.</p> <p><u>Second Assessment</u> LO 1, 2, 3 (50%) <u>Research Exercise Portfolio and Skills Record, 2,500 -3,000 words</u> 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</p>	Dr Mary Mihovilovic

	presenting a portfolio demonstrating sustained and reflexive engagement.	
EDD7006 Research Proposal (60 Credits)	LOs 1-6 (100%) <u>Research Proposal, 10-12000 words plus oral examination of up to an hour</u> 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)	Dr Mark Price

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. There is innovative use of assessment pieces so that work in one module is used for assessment in other modules. An example of this joined up use of assessment to maximise the reflection and learning is shown in the diagram below.

EDD7003A Research Skills & Methods (Year 1)

You will complete a Research Design task for a pilot study related to your potential area of research

50% of module grade

EDD7004 Yourself as Researcher (Year 2)

You will use the pilot study designed in EDD7003A as a reflection piece for your portfolio.

80% of module grade

EDD7006 Research Proposal (Year 2)

You will use the pilot study designed in EDD7003A as a reflection piece for the development of your research proposal.

A significant portion of the 12,000 word proposal.

A further example of how assessment pieces provide opportunities for iterative critique is through the presentation in EDD7004 Yourself as Researcher and the essay for assessment in EDD7005 Engaging with Research in Year 2. This opportunity to revisit a topic provides depth of analysis using multiple lenses which is key to the development of Level 8 critical analysis skills.

EDD7004 Yourself as Researcher (Year 2)

Presentation, 20 mins

Critically reflect on the policy context for practitioner research in your professional field.

20% of module grade (Due in December of academic year)

EDD7005 Engaging with Research (Year 2)

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

100% of module grade (Due later in same academic year)

Result of 2 lenses

You can use the same policy context for both assessment pieces. The use of two lenses and dissemination styles mean that you can explore the issue in more depth. Also, summative assessment feedback from the presentation can be used formatively for the development of the essay.

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 Phase One of the EdD and may be assessed for Progression to Phase Two, having *matched* 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

The CDRI event format and documentation

The CDRI panel is formed by the supervisory team created collaboratively by the programme team toward the end of the second year of Phase 1. Each supervisory team has at least two members: a Director of Studies and a Research Supervisor. An additional member, usually but not always, a Research Advisor may be appointed. The supervisory team completes an Initial Report in preparation for the CDRI which is sent to an independent chair (usually but not always a member of the EdD tutor group) prior to the event. At the event, the chair coordinates the viva and the student is required to respond to questions and ideas raised by their supervisory team. If successful, the student progresses to Phase 2 of the programme and joins the St Mary's Doctoral College as a Post Graduate Research Student. If unsuccessful, the student is able to resit either/or the written proposal and the oral viva. More detail regarding this process will be provided during Year 2 of Phase 1.

Staff Student Consultative Committee

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 a Staff-Student Consultative Committee (SSCC) exists as a formally constituted group designed to enable discussion, reflection and advice on the all aspects of the programme from the student standpoint. SSCCs are held during the taught weekends and will be convened by SSCC coordinator. A student from each cohort will represent their group on this committee. You will be advised of your cohort's representative and we urge you to participate in the process by offering suggestions and feedback on a regular basis.

Weekend Sessions

The sessions for each weekend commence on Friday evening at 4 or 5pm. Saturday sessions commence at 9am and end around 5pm. 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 if we need to commence working online. Note that we will provide catered lunches on weekends 1 and 5. We also will be holding philosophical discussions, that are optional, at the Alexander Popes, Twickenham on a Friday evening.

Weekend 1

EdD1: 7 th October 2022	Year 1 K17	Year 2 K18
1. 4pm to 5pm	1. Introduction Session: <i>Ed D Team</i>	1. Research Proposal <i>Mark Price</i>
2. 5pm to 7pm	2. Engaging with Research 1 <i>Chris Edwards-Leis</i>	2. Research Methods 2 <i>Mary Mihovilovic</i>
7pm onwards	Extended Philosophical discussion: What is truth? <i>Venue: Alexander Pope</i>	
EdD1: 8 th October 2022	Year 1 K17	Year 2 K14
9am to 10.30am	Research Methods 1 <i>Mark Price</i>	Engaging with Research 2 <i>Chris Edwards-Leis</i>
Break		
11am to 12.30pm	Research Methods 1 <i>Mark Price</i>	Engaging with Research 2 <i>Chris Edwards-Leis</i>
Lunch Break	Catered Lunch K17	
1.30 to 3pm	Yourself as Researcher 1 <i>Jane Chambers</i>	Yourself as Researcher 2 <i>Mark Price</i>
Break		
3.30 to 5pm	Yourself as Researcher 1 <i>Jane Chambers</i>	Yourself as Researcher 2 <i>Mark Price</i>

K21 Writing Retreat Space

Weekend 2

EdD2: 2nd December 2022	Year 1 K17	Year 2 K18
5.00pm to 7.00pm	Research Methods 1 <i>Mark Price</i>	Engaging with Research 2 <i>Chris Edwards-Leis</i>
7pm onwards	Extended Philosophical discussion: What makes us human? <i>Venue: Alexander Pope</i>	
EdD2: 3rd December 2022	Year 1 K17	Year 2 K14
9am to 10.30am	Yourself as Researcher 1 Presentations <i>Jane Chambers</i>	Yourself as Researcher 2 Presentations <i>Mark Price</i>
Break		
11am to 12.30pm	Yourself as Researcher 1 Presentations <i>Jane Chambers</i>	Yourself as Researcher 2 Presentations <i>Mark Price</i>
Lunch Break 12.30 to 1.00pm	SSCC 12.45 to 1.00pm	
1.00pm to 2.30pm	Engaging with Research 1 <i>Chris Edwards-Leis</i>	Research Methods 2 <i>Mary Mihovilovic</i>
Break		
3.00pm to 4.00pm	Engaging with Research 1 <i>Chris Edwards-Leis</i>	Research Methods 2 <i>Mary Mihovilovic</i>

K21 Writing Retreat Space

Weekend 3

EdD3: 3rd February 2023	Year 1 K17	Year 2 K18
5pm to 7pm	Engaging with Research 1 <i>Chris Edwards-Leis</i>	Research Methods 2 <i>Mary Mihovilovic</i>
7pm onwards	Extended Philosophical discussion: What is knowledge? <i>Venue: Alexander Pope</i>	
EdD3: 4th February 2023	Year 1 K17	Year 2 K14
9am to 11am	Research Methods 1 and 2: Quantitative Methods <i>Michael Hast</i> Online	Research Proposal <i>Mark Price</i>
Break: 11.00 to 11.30	SSCC 11:15 to 1130	
11.30am to 1.30pm	Research Methods 1 <i>Mark Price</i>	Yourself as Researcher 2 <i>Mark Price</i>
Break 1.30pm to 2pm		
2.00pm to 4.00pm	Yourself as Researcher 1 <i>Jane Chambers</i>	Engaging with Research 2 <i>Chris Edwards-Leis</i>

K21 Writing Retreat Space

Weekend 4

EdD4: 17th March 2023	Year 1 K17	Year 2 K18
5pm to 7pm	Engaging with Research 1 <i>Chris Edwards-Leis</i>	Research Methods 2 <i>Mary Mihovilovic</i>
7pm onwards	Extended Philosophical discussion: What is friendship? <i>Venue: Alexander Pope</i>	
EdD4: 18th March 2023	Year 1 K17	Year 2 K14
9.00 to 11.00	Research Methods 1 <i>Mark Price</i>	Engaging with Research 2 <i>Chris Edwards-Leis</i>
11.00 to 11.30	Break or SSCC (in K18)	
11.30 to 12.30	Presentation Dr XXXX EdD experience	
12.30 to 1.00	Break	
1.00 to 3.00pm	Yourself as Researcher 1 <i>Jane Chambers</i>	Yourself as Researcher 2 <i>Mark Price</i>
Break		
3.00 onwards	Independent study or tutorials	Research Proposal <i>Mark Price</i>

K21 Writing Retreat

Weekend 5

EdD5: 19th May 2023	Year 1 K17	Year 2 K18
5pm to 7pm	Research Methods 1 <i>Mark Price</i>	Engaging with Research 2 <i>Chris Edwards-Leis</i>
7pm onwards	Extended Philosophical discussion: What is kindness? <i>Venue: Alexander Pope</i>	
EdD5: 20th May 2023	Year 1 K17	Year 2 K14
9.00 to 11.00	Engaging with Research 1 <i>Chris Edwards-Leis</i>	Research Methods 2 <i>Mary Mihovilovic</i>
11.00 to 11.30	Break or SSCC (in K18)	
11.30 to 12.30	Presentation Dr XXXX EdD experience	
12.30 to 1.00	Catered Lunch K17	
1.00 to 3.00pm	Yourself as Researcher 1 <i>Jane Chambers</i>	Research Proposal <i>Mark Price</i>
3.00 onwards	Independent study or tutorials	Independent study or tutorials

K21 Writing Retreat

Marking Criteria

Assessment items have requisite learning outcomes that are assessed by tutors. Grade descriptors for the various assessment items are shown below. These descriptions guide the tutors in establishing an agreed grade for your piece of work.

Assessment Descriptors at Level 7 (Masters)

University Assessment Criteria – Coursework Essays - FHEQ Level 7

Relevant Assessment: EDD7001, EDD7005

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Doctoral skills
0-39: Fail	Demonstrates little knowledge or understanding of the field. Demonstrates significant weaknesses in the knowledge base, and/or simply reproduces knowledge without evidence of understanding.	Very little or no critical ability. Poor, inconsistent analysis.	Failure to evidence or discuss/apply appropriate examples of literature relating to current research and advanced scholarship in the field References to literature/evidence and use of academic conventions are flawed, and/or inconsistent Argument absent, or lacking any clarity and/or logic.	Demonstrates little or no skill in selected techniques applicable to own research or advanced scholarship. Lacks any understanding of how established techniques of research and enquiry are used to create and interpret knowledge.	Significant weaknesses evident in key areas such as communication, problem-solving and project management. Inability to adapt.
40-49: Fail	Demonstrates knowledge of the field and awareness of current evidence and issues, but with some notable weaknesses Lacks knowledge and understanding of some key areas.	Some appropriate analysis, but some significant inconsistencies which affect the soundness of argument and/or conclusions. Demonstrates very limited critical ability.	Can evidence and discuss/apply examples of literature relating to current research but lacks critical engagement. References to appropriate literature/evidence and use of academic conventions are insufficient and/or inconsistent. Argument is attempted, but lacks in clarity and/or logic.	Demonstrates some skill in selected techniques applicable to own research or advanced scholarship, but with significant areas of weakness. Lacks sufficient understanding of how established techniques of research and enquiry are used to create and interpret knowledge.	Demonstrates generally effective communication and problem-solving skills, but with some problematic areas of weakness. Limited ability to adapt.

50-59: Pass	Demonstrates a sound knowledge and understanding of material within a specialised field of study. Demonstrates an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted.	Provides evidence of relevant and sound analysis within the specialised area, with some ability to evaluate critically. Is able to analyse complex issues and make appropriate judgements.	Can evaluate critically examples of literature relating to current research and advanced scholarship in the field. Makes consistently sound use of appropriate academic conventions and academic honesty. Able to communicate argument, evidence and conclusions clearly to specialist and non-specialist audiences.	Demonstrates understanding of and skills in selected techniques applicable to own research or advanced scholarship. Shows some originality in the application of knowledge, and some understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.	Demonstrates capabilities to support effective communication in a range of complex and specialised contexts. Shows consistent ability in tackling and solving demanding problems. Can plan and direct own learning. Demonstrates ability to advance own knowledge and understanding, and to develop new skills. Demonstrates the independent learning ability required for continuing doctoral development.
60-69: Pass (with Merit)	Produces work with a well-defined focus. Demonstrates a systematic knowledge, understanding and critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study or area of professional practice.	Is able to evaluate methodologies critically and, where appropriate, to propose new hypotheses. Is able to deal with complex issues both systematically and creatively, making sound judgements in the absence of complete data.	Is able to evaluate critically a range of literature relating to current research and advanced scholarship in the discipline. Makes consistently good use of appropriate academic conventions and academic honesty. Able to communicate very effectively arguments, evidence and conclusions to specialist and non-specialist audiences.	Displays a comprehensive understanding of and skills in techniques applicable to own research or advanced scholarship. Shows originality in the application of knowledge, together with a good understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.	Demonstrates very effective communication in a range of complex and specialised contexts. Demonstrates self-direction and some originality in tackling and solving demanding problems. Can act autonomously in planning and implementing tasks at a professional or equivalent level. Demonstrates the skills and attitudes needed to advance own knowledge and understanding, and to develop new skills. Demonstrates the independent learning ability required for continuing doctoral development.
70-79: Pass (with Distinction)	Produces work of exceptional standard, reflecting outstanding knowledge and understanding of material. Displays exceptional mastery of a complex and specialised area of knowledge and skills, with an exceptional critical awareness of	Shows outstanding ability to evaluate methodologies critically and, where appropriate, to propose new hypotheses. Is able to deal with a range of complex issues both systematically and creatively, making excellent judgements	Is able to evaluate critically, with exceptional insight, a range of literature relating to current research and advanced scholarship in the discipline. Makes consistently excellent use of appropriate academic conventions and academic honesty. Able to communicate at a very high level arguments, evidence and conclusions to	Employs advanced skills to conduct research and, where appropriate, advanced technical or professional activity, accepting accountability for related decision making. Displays an exceptional grasp of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge,	Demonstrates very high level communication skills in a range of complex contexts, and ability to write at publishable standard. Demonstrates autonomy and notable originality in tackling and solving demanding problems. Shows a high level of consistency and autonomy in planning and implementing tasks at a professional or equivalent level. Demonstrates the skills and attitudes needed to advance own knowledge and understanding, and to develop new skills to a high level. Demonstrates the independent

	current problems and/or new insights at the forefront of the field.	in the absence of complete data.	specialist and non-specialist audiences.	and excellent understanding of how established techniques of enquiry create and interpret knowledge in the discipline	learning ability required for continuing doctoral development.
80-100: Pass (with Distinction)	Produces work of exceptional standard with clear potential for publication, reflecting outstanding knowledge and understanding of material. Displays exceptional mastery of a complex and specialised area of knowledge and skills, critical insight into leading-edge thought, and advances new conceptual understandings.	Shows outstanding ability to evaluate methodologies critically and, where appropriate, to propose new hypotheses and/or methodological approaches. Is able to deal with a range of complex issues both systematically and creatively, making excellent judgements in the absence of complete data.	Is able to evaluate critically, with exceptional insight, a range of literature relating to current research and advanced scholarship in the discipline. Makes consistently excellent use of appropriate academic conventions and academic honesty. Able to communicate at a very high level arguments, evidence and conclusions to specialist and non-specialist audiences. Skills are commensurate with published peer-reviewed literature.	Demonstrates very highly developed research skills across a range of appropriate technical and professional domains. Displays an exceptional grasp of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge, and outstanding understanding of how established techniques of enquiry create and interpret knowledge in the discipline to a level commensurate with published peer-review literature.	Demonstrates very high level communication skills in a range of complex contexts, and ability to write at publishable standard or commensurate with professional practice. Demonstrates very high autonomy and notable originality in tackling and solving demanding problems. Shows an exceptional level of consistency and autonomy in planning and implementing tasks at a professional or equivalent level. Demonstrates the skills and attitudes needed to advance own knowledge and understanding, and to develop new skills to a high level. Demonstrates the independent learning ability required for continuing doctoral development.

University Assessment Criteria – Reports - FHEQ Level 7

Relevant Assessment: EDD7002 portfolio, EDD7003A, EDD7003B, EDD7004 portfolio

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Doctoral skills
Mark band					
0-39: Fail	Gaps in systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Some inaccuracies in the understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.	Some evidence of analytical intellectual skills, but for the most part descriptive. Language and structure inappropriate. Gaps in evidence of using ideas at a high level of abstraction. Ideas/findings sometimes illogical and contradictory. Generalized statements made with scant evidence. Significant errors or omissions in statistics or their interpretations. Conclusions lack relevance. Gaps in critical responses to theoretical discourses	Evidence of little reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Gaps in evidence of substantial investigations to address areas of theory or practice. Academic conventions used inconsistently and significant weaknesses in referencing.	Limited evidence of the research skills identified in the programme specification. Significant weaknesses evident, which suggest that the candidate has not yet gained the research skills required. Limited ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.	Limited evidence of adaptation of making connections between known and unknown areas. Limited identification, evaluation and capability supporting effective communication in a range of complex and specialised contexts
40-49: Fail	Unsatisfactory systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Unsatisfactory understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.	Unsatisfactory evidence to support findings/views, but evidence not consistently interpreted. Language and structure inappropriate. Unsatisfactory of using ideas at a high level of abstraction. Unsatisfactory critical responses in theoretical discourses. Statistics when used show areas of weakness. Some relevant conclusions.	References to a few relevant sources. Some omissions and minor errors. Basic level academic conventions evident and largely inconsistent, with lapses. Unsatisfactory evidence of substantial investigations to address areas of theory or practice. Referencing conventions generally followed although some weaknesses.	E&R skills: Unsatisfactory undertake reasonably straightforward research tasks with minimum guidance. Unsatisfactorily communicated in writing at a standard appropriate for graduate-level employment, and with limited weaknesses. Work is presented with areas of weakness in supporting graphs, tables and other resources. Unsatisfactory ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.	Unsatisfactory evidence of adaptation of making connections between known and unknown areas. Unsatisfactory evidence of identification, evaluation and capability supporting effective communication in a range of complex and specialised contexts

<p>50-59: Pass</p>	<p>Evidence of systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Evidence of understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.</p>	<p>Evidence of some logical, analytical thinking and synthesis. Language and structure appropriate. Can analyse new and/or abstract data and situations without guidance. Use of statistical analysis and accurate reporting of statistics where appropriate. An emerging awareness of different stances and ability to use evidence to support the argument. Evidence of using ideas at a high level of abstraction. Evidence of critical responses in theoretical discourses. Valid conclusions.</p>	<p>Knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed independently. Evidence of some investigations to address areas of theory or practice Academic skills applied. Referencing conventions generally followed accurately.</p>	<p>E&R skills: Can undertake reasonably straightforward research tasks with minimum guidance. Can communicate in writing, at a standard appropriate for graduate-level employment. Adopts style and register appropriate for audience. Work is presented satisfactorily, embedding graphs, tables and other resources when required. Evidence of ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.</p>	<p>Evidence of adaptation of making connections between known and unknown areas. Identification, evaluation and capability supporting effective communication in a range of complex and specialised contexts</p>
<p>60-69: Pass (with Merit)</p>	<p>Good systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Good understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.</p>	<p>Sound, logical, analytical thinking, synthesis and evaluation. Very clear language and structure. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence. Independent use of statistical analysis and insightful and accurate reporting of statistics where appropriate. Ability to communicate ideas and evidence accurately and convincingly. Good evidence of using ideas at a high level of abstraction. Good evidence of critical responses in theoretical discourses Sound, convincing conclusions.</p>	<p>Good knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed independently with accuracy and assurance. Good academic skills, consistently applied. Good evidence of substantial investigations to address areas of theory or practice. Referencing conventions followed accurately and consistently throughout.</p>	<p>E&R skills: Can successfully complete a range of research-like tasks, including evaluation, with very limited external guidance. Can communicate well in writing and at a standard appropriate for graduate-level employment. Adopts style and register to engage audience(s). Work is presented effectively and professionally, embedding graphs, tables and other resources effectively when required.</p>	<p>Good evidence of adaptation of making connections between known and unknown areas. Good identification, evaluation and capability supporting effective communication in a range of complex and specialised contexts</p>
<p>70-79: Pass (with Distinction)</p>	<p>Excellent systematic understanding of specialised field of study</p>	<p>Thoroughly logical work, supported by judiciously selected and evaluated evidence. Excellent</p>	<p>Excellent knowledge of research informed literature embedded in</p>	<p>E&R skills: Can very successfully complete a range of research-like tasks,</p>	<p>Excellent evidence of adaptation of making connections between known and unknown areas. Excellent</p>

	and interrelationship with other relevant disciplines. Excellent understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.	language and structure. High quality analysis, developed independently or through effective collaboration. Independent use of advanced statistical analysis and insightful and accurate reporting of statistics where appropriate. Ability to investigate contradictory information and identify reasons for contradictions. Excellent evidence of using ideas at a high level of abstraction. Excellent evidence of critical responses in theoretical discourses Strong conclusions.	the work. Consistent analysis and evaluation of sources. High-level academic skills consistently applied. Excellent evidence of substantial investigations to address areas of theory or practice. Referencing conventions followed accurately and consistently throughout.	including evaluation, with a significant degree of autonomy. Can communicate in writing professionally and confidently for diverse audiences, at a high standard appropriate for graduate-level employment. Work is presented very effectively and professionally, embedding high quality graphs, tables and other resources effectively when required. Excellent ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.	identification, evaluation and capability supporting effective communication in a range of complex and specialised contexts
80-100: Pass (with Distinction)	Exceptional systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Exceptional understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.	Exceptional work; judiciously selected and evaluated evidence. Very clear structure and language. Very high quality analysis, developed independently or through effective collaboration. Independent use of advanced statistical analysis and insightful and accurate reporting of statistics where appropriate. Ability to investigate contradictory information and identify reasons for contradictions. Exceptional evidence of using ideas at a high level of abstraction. Exceptional evidence of critical responses in theoretical discourses Highly persuasive conclusions.	Outstanding knowledge of research-informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently and professionally applied. Exceptional evidence of substantial investigations to address areas of theory or practice. Referencing conventions followed accurately and consistently throughout.	E&R skills: Impressive ability to draw on own research, and that of others, to formulate meaningful research questions. Exceptionally successful in a wide range of research tasks, including evaluation, with a high degree of autonomy. Can communicate findings with real professionalism, adapting writing style easily for given audiences. Presentation of work of an extremely high quality, embedding high quality graphs, tables and other resources effectively when required. Exceptional ability	Exceptional evidence of adaptation of making connections between known and unknown areas. Exceptional, evaluation and capability supporting effective communication in a range of complex and specialised contexts.

				to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.	
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University Assessment Criteria – Presentations - FHEQ Level 7

Relevant Assessment: EDD7002 and EDD7004 presentations

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Presentation skills
Mark band					
0-39: Fail	Gaps in systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Some inaccuracies in the understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.	Some evidence of analytical intellectual skills, but for the most part descriptive. Gaps in evidence of using ideas at a high level of abstraction. Ideas/findings sometimes illogical and contradictory. Generalized statements made with scant evidence. Significant errors or omissions in statistics or their interpretations. Conclusions lack relevance. Gaps in critical responses to theoretical discourses.	Evidence of little reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Gaps in evidence of substantial investigations to address areas of theory or practice Academic conventions used inconsistently.	Poor evidence of ability to undertake research-related tasks even with external guidance. Poor evidence of depth of research and critical ability to assess information and make clear deductions. Little evidence of ability to analyse the appropriateness of the enquiry methodologies used.	Dull or otherwise uninspirational presentation. Does not effectively engage audience. Poor or weak use of presentation tools e.g. AV. Poorly timed.
40-49: Fail	Unsatisfactory systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Unsatisfactory understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Unsatisfactory evidence to support findings/views, but evidence not consistently interpreted. Unsatisfactory of using ideas at a high level of abstraction. Unsatisfactory critical responses in theoretical discourses	References to a few relevant sources. Some omissions and minor errors. Basic level academic conventions evident and largely inconsistent, with lapses. Unsatisfactory evidence of substantial investigations to address areas of theory or practice Referencing conventions generally followed although some weaknesses.	Basic evidence of ability to undertake research-related tasks even with external guidance. Basic evidence of depth of research and critical ability to assess information and make clear deductions. Insufficient evidence of ability to analyse the appropriateness of the enquiry methodologies used.	Uninspirational presentation that does not effectively engage audience. Poor or weak use of presentation tools e.g. AV. Poorly timed.
50-59: Pass (Threshold)	Evidence of systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Evidence of understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Evidence of using ideas at a high level of abstraction. Evidence of critical	Knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed independently. Evidence of some investigations to address areas of theory or practice Academic skills generally applied.	Adequate evidence of ability to undertake research-related tasks even with external guidance. Adequate evidence of depth of research and critical ability to assess information and make clear deductions. Adequate evidence of ability to analyse the appropriateness of	Uninspirational but adequate presentation. Audience generally engaged. Weak use of presentation tools e.g. AV. Some minor errors in timing.

		responses in theoretical discourses. Valid conclusions.		the enquiry methodologies used.	
60-69: Pass (with Merit)	Good systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Good understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.	Sound, logical, analytical thing; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Good evidence of using ideas at a high level of abstraction. Good evidence of critical responses in theoretical discourses Sound, convincing conclusions.	Good knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed independently with accuracy and assurance. Good evidence of substantial investigations to address areas of theory or practice Good academic skills, consistently applied.	Good evidence of ability to undertake research-related tasks even with external guidance. Good evidence of depth of research and critical ability to assess information and make clear deductions. Good evidence of ability to analyse the appropriateness of the enquiry methodologies used.	Presentation engages audience effectively through stylish and well delivered material. Good use of presentation tools e.g. AV to creatively enhance the delivery. Presentation well-timed according to the requirements of the task.
70-79: Pass (with Distinction)	Excellent systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Excellent understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.	Thoroughly logical work, supported by judiciously selected and evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Excellent evidence of using ideas at a high level of abstraction. Excellent evidence of critical responses in theoretical discourses Strong conclusions.	Excellent knowledge of research informed literature embedded in the work. Excellent evidence of substantial investigations to address areas of theory or practice Consistent analysis and evaluation of sources. High-level academic skills consistently applied.	Very good evidence of ability to undertake research-related tasks even with external guidance. Very good evidence of depth of research and critical ability to assess information and make clear deductions. Excellent evidence of ability to analyse the appropriateness of the enquiry methodologies used.	Presentation engages audience very effectively through stylish and well delivered material. Diverse approach to delivery using well-chosen presentation tools creatively. Presentation well-timed according to the requirements of the task.
80-100: Pass (with Distinction)	Exceptional systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Exceptional understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Exceptional evidence of using ideas at a high level of abstraction. Exceptional evidence of critical responses in theoretical discourses. Highly persuasive conclusions.	Outstanding knowledge of research-informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently and professionally applied. Exceptional evidence of substantial investigations to address areas of theory or practice.	Exceptional evidence of ability to undertake research-related tasks even with external guidance. Exceptional evidence of depth of research and critical ability to assess information and make clear deductions. Exceptional evidence of ability to analyse the appropriateness of the enquiry methodologies used.	All audience members engaged enthusiastically through stylish and well delivered material. Diverse approach to delivery using well-chosen presentation tools creatively. Presentation well-timed according to the requirements of the task.

University Assessment Criteria – Reflective Work - FHEQ Level 7

Relevant Assessment: EDD7006

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Doctoral skills
Mark band					
0-29: Fail	Proposal shows learning outcomes and aims are not met, or below the threshold level. Very poor knowledge and understanding of the main concepts/ theories of the discipline. Very poor critical awareness of the ambiguities and limitations of knowledge. Demonstrates a very poor understanding of how this influences any future analyses and interpretations based on that knowledge.	Proposal shows very poor work with no selected and evaluated evidence. Very poor selection of appropriate qualitative and/or quantitative analytical methods and tools. Very poor ability to highlight contradictory information and identify reasons for contradictions. Very poor conclusions.	Writing and presentation skills are very poor. Very poor command of English. Very poor knowledge and use of research literature embedded in the work. Very poor analysis and evaluation of sources. Very poor academic skills. Referencing conventions followed very poorly throughout.	Very poor research methods and/or experimental design. Very poor ability to deploy specialist equipment and/or disciplinary research skills with minimal guidance and supervision. Presentation of work of a very poor quality.	Very poor or no command of data/literature/evidence and no ability to examine the topic in some detail. Very poor or no evidence of self- reflection and sensitivity to the limits of evidence. Is very poor and inflexible in autonomously defining and solving a range of complex problems. Very poor ability to evaluate own strengths and weakness, showing no attributes for doctoral study.
30-39: Fail	Proposal shows learning outcomes and aims are mostly not met or consistently below the threshold level. Poor knowledge and understanding of the main concepts/ theories of the discipline. Poor critical awareness of the ambiguities and limitations of knowledge. Demonstrates a poor understanding of how this influences any future analyses and interpretations based on that knowledge.	Proposal shows poor work with very little reasonably selected and evaluated evidence. Poor quality analysis. Poor selection of appropriate qualitative and/or quantitative analytical methods and tools. Poor ability to highlight contradictory information and identify reasons for contradictions. Poor conclusions.	Writing and presentation skills are poor. Poor command of English. Poor knowledge and use of research-informed literature embedded in the work. Poor analysis and evaluation of sources. Poor academic skills. Referencing conventions poorly followed throughout.	Poor methods and/or experimental design. Poor ability to deploy specialist equipment and/or disciplinary research skills and requires high level of guidance and supervision. Presentation of work of a poor quality.	Poor command of data/literature/evidence and unable to examine the topic in some detail. Poor level of self-reflection, and show insensitivity to the limits of evidence. Is poor and not very flexible in autonomously defining and solving a range of complex problems. Poor ability to evaluate own strengths and weakness, showing poor levels of attributes for doctoral study.
40-49:	Proposal shows learning outcomes and aims are	Proposal shows reasonable selection and evaluation of	Writing and presentation skills are weak, with major flaws and	Passable chosen methods and where appropriate	Basic command of data/literature/evidence and

Pass (3rd) (Threshold)	demonstrated at the threshold level. Passable knowledge and understanding of the main concepts/ theories of the discipline. Limited critical awareness of the ambiguities and limitations of knowledge. Demonstrates a passable understanding of how this influences any future analyses and interpretations based on that knowledge.	evidence. Analysis is weakly developed and heavily dependent on supervisory input. Limited selection of appropriate qualitative and/or quantitative analytical methods and tools. Passable ability to highlight contradictory information and identify reasons for contradictions. Passable conclusions.	inadequacies. Knowledge and use of research literature evident, but weak and/or misinterpreted. Passable analysis and evaluation of sources. Academic skills including referencing conventions generally followed, but with inadequacies or errors throughout.	experimental design. Ability to deploy specialist equipment and/or disciplinary research skills basic and requiring substantial guidance and supervision. Presentation of work adequate but lacking accuracy and style.	able to examine the topic to a basic level only. Basic level of self- reflection, and sensitivity to the limits of evidence. Basic ability to define and solve problems. Limited ability to evaluate own strengths and weakness, showing some but limited range of attributes for doctoral study.
50-59: Pass (2.2)	Proposal shows learning outcomes and aims are to a reasonable standard. Sound knowledge and understanding of the main concepts/ theories of the discipline. Some critical awareness of the ambiguities and limitations of knowledge. Demonstrates a reasonable understanding of how this influences any future analyses and interpretations based on that knowledge.	Proposal shows reasonable work with reasonably selected and evaluated evidence. Quality of analysis is sound, and developed with a degree of independence from supervisor. Selection of appropriate qualitative and/or quantitative analytical methods and tools. Ability to highlight contradictory information and identify reasons for contradictions. Conclusions sounds and show some ability to persuade reader.	Writing and presentation skills are sound. Reasonable command of English. Work informed by a solid knowledge of research literature. Reasonable analysis and evaluation of sources; academic skills consistently applied and generally accurate. Referencing conventions followed generally accurately and consistently throughout.	Reasonably well-chosen methods and where appropriate experimental design. Ability to deploy specialist equipment and/or disciplinary research skills with limited guidance and supervision. Presentation of work generally clear and consistent.	Command of data/literature/evidence sufficient to examine the topic in some detail. Sound level of self- reflection, and sensitivity to the limits of evidence. Professional and flexible in defining and solving a range of problems. Reasonable ability to evaluate own strengths and weakness, showing some attributes for doctoral study.
60-69: Pass (2.1)	Proposal shows all learning outcomes and aims are met well and to a good standard. Good knowledge and understanding of the main concepts/ theories of the discipline; strong critical awareness of the ambiguities and limitation of knowledge. Demonstrates a strong understanding of how this	Proposal shows good work with good selected and evaluated evidence. Analysis of good quality and developed largely independently of the supervisor. Independent selection of appropriate qualitative and/or quantitative analytical methods and tools. Can highlight contradictory	Writing and presentation skills are good: stylish and well-chosen approaches. Good command of English. Good knowledge and use of research-informed literature embedded in the work with strong analysis and evaluation of sources. Good academic skills consistently applied. Referencing conventions followed with	Well-chosen methods with appropriate experimental design where appropriate. Ability to deploy specialist equipment and/or disciplinary research skills with minimal guidance and supervision. Presentation of work of a good quality.	Good command of data/literature/evidence and able to examine the topic in some detail. Good level of self- reflection, and sensitivity to the limits of evidence. Is professional and flexible in autonomously defining and solving a range of complex problems. Good ability to

	influences any future analyses and interpretations based on that knowledge.	information and identify reasons for contradictions. Persuasive conclusions.	accuracy and consistency throughout.		evaluate own strengths and weakness, showing outstanding attributes for doctoral study.
70-79: Pass (1st)	Proposal shows learning outcomes and aims are met at a very good standard. Very strong and critical knowledge and understanding of the main concepts/ theories of the discipline; the awareness of the ambiguities and limitations of knowledge is clear and comprehensive. Demonstrates a very good understanding of how this influences any future analyses and interpretations based on that knowledge.	Proposal shows excellent use of evidence, with consistent evaluation. Excellent analysis, developed independently of the supervisor. Very good independent selection of appropriate qualitative and/or quantitative analytical methods and tools. Very good ability to highlight contradictory information and identify reasons for contradictions. Highly persuasive and convincing conclusions.	Writing and presentation skills are very clear, accurate and stylish. Very good command of English. Very good knowledge and use of research-informed literature embedded in the work. Excellent academic skills throughout. Referencing conventions followed accurately and consistently throughout.	Well-chosen methods and where appropriate, experimental design. Ability to deploy specialist equipment and/or disciplinary research skills with confidence and little guidance or supervision. Can communicate very clearly in writing with excellent presentation of work.	Excellent command of data/literature/evidence and able to examine the topic in some detail. Highly self-reflective and acutely aware of own limitations and sensitivity to the limits of evidence. Is very professional and flexible in autonomously defining and solving a range of complex problems. Very good ability to evaluate own strengths and weakness, showing outstanding attributes for doctoral study.
80-100: Pass (1st)	Proposal shows learning outcomes and aims are met to an exemplary standard. Exceptional knowledge and understanding of the main concepts/ theories of the discipline. Exceptional critical awareness of the ambiguities and limitations of knowledge. Demonstrates a very strong understanding of how this influences any future analyses and interpretations based on that knowledge.	Proposal shows exceptional work with well selected and evaluated evidence. Very high quality analysis, developed independently of the supervisor. Excellent independent selection of appropriate qualitative and/or quantitative analytical methods and tools. Excellent ability to highlight contradictory information and identify reasons for contradictions. Highly persuasive conclusions.	Writing and presentation skills are outstanding. Excellent command of English. Outstanding knowledge and use of research-informed literature embedded in the work. Excellent critical analysis and evaluation of sources. High-level academic skills consistently applied. Referencing conventions followed accurately and consistently throughout	Excellent use of well-chosen methods and where appropriate experimental design. Excellent ability to deploy specialist equipment and/or disciplinary research skills with minimal guidance and supervision. Presentation of work of an extremely high quality.	Excellent command of data/literature/evidence and able to examine the topic in some detail. High level of self-reflection, and sensitivity to the limits of evidence. Is exceptionally professional and flexible in autonomously defining and solving a range of complex problems. Outstanding ability to evaluate own strengths and weakness, showing outstanding attributes for doctoral study.