

# FACULTY OF HUMANITIES AND SOCIAL SCIENCES

## STRATHCLYDE INSTITUTE OF EDUCATION

### EDUCATION

#### Doctorate of Education

Doctorate of Education with specialism in Supporting Teacher Learning

Doctorate of Education with specialism in Philosophy with Children

Doctorate of Education with specialism in Autism

Doctorate of Education with specialism in Early Years Pedagogue

Doctorate of Education with specialism in Inclusive Education

Doctorate of Education with specialism in Educational Leadership

Doctorate of Education with specialism in Digital Technology

Doctorate of Education with specialism in Bilingual Education

Doctorate of Education with specialism in Philosophy and Culture

*For regulations relating to admissions, duration of study, examinations, progress, final assessment, award and research elements of this degree please refer to the [General Academic Regulations - Postgraduate Research Degree Regulations](#).*

*For regulations relating to taught (compulsory/optional) modules please refer to the [General Academic Regulations - Postgraduate Taught Degree Programme Level](#).*

#### Admission

1. Notwithstanding the [General Academic Regulations - Postgraduate Research Degree Regulations](#), successful applicants shall possess:
  - i. a Master's degree in Education from a university in the United Kingdom; or
  - ii. a qualification deemed by the Head of Department (or nominee) acting on behalf of Senate to be equivalent to (i) above; or
  - iii. be an experienced professional working in the area of study deemed by the Head of Department acting on behalf of the Senate to be the equivalent to (i) above.

In addition, successful applicants shall also:

- iv. possess a teaching qualification; or
  - v. possess other relevant professional qualification.
2. In all cases, applicants whose first language is not English shall be required to demonstrate an appropriate level of English.

#### Duration of Study

3. Notwithstanding the [General Academic Regulations - Postgraduate Research Degree Regulations](#), the minimum duration of study will normally be:
  - for the degree of EdD by full-time study – 36 months
  - for the degree of EdD by part-time study – 48 months
4. Notwithstanding the [General Academic Regulations - Postgraduate Research Degree Regulations](#), the maximum duration of study will normally be

for the degree of EdD by full-time study – 60 months  
 for the degree of EdD by part-time study – 96 months

### **Mode of Study**

5. The programme is available by full-time and part-time (distance learning) study. All students undertake a curriculum comprising modules which are modular in nature and consist of formal tuition, independent study and supervised research.

### **Curriculum**

6. All students shall undertake an approved curriculum as follows:

#### **Compulsory Modules**

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Credits</b>
X7825	EdD Thesis	5	360
X9646	Methods of enquiry, literature and scholarship	5	60
X9645	Advanced research methods and proposals	5	60

#### **Optional Modules**

Students shall undertake EITHER 60 credits from a choice of level 5 modules offered by the School of Education OR 60 credits within the subject specialisms listed below:

#### **Supporting Teacher Learning**

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Credits</b>
X9797	How Teachers Learn	5	20
X9798	Contemporary Contexts for Teacher Learning and Teachers' Work	5	20
X9799	Supporting Professional Learning in The Workplace	5	20

#### **Philosophy with Children**

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Credits</b>
X3902	Introduction to Philosophy & Philosophical Practice	5	20
X3901	Philosophy with Children Theory	5	20
X3903	Philosophy with Children Facilitation	5	20

#### **Autism**

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Credits</b>
X9808	Theory and Practice in Autism 1: Conceptual Frameworks in Autism	5	20
X7798	Theory and Practice in Autism 2: The Spectrum of Autism	5	20
X7799	Theory and Practice in Autism 3: Responding to the Impact of Autism	5	20

### **Early Years Pedagogue**

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Credits</b>
X7789	Taking Action: Child, Family & Community Efficacy	5	20
X9854	Creating Stimulating Learning Environments: Indoors & Out	5	20
X9802	Listening to Children & Hearing Their Voices	5	20

### **Inclusive Education**

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Credits</b>
X9743	Understanding Inclusive Education	5	20
X9744	Providing Effective Educational Support	5	20
X9701	Inclusive Pedagogy	5	20

### **Educational Leadership**

60 credits from:

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Credits</b>
X3820	Leadership for Equity, Inclusion & Social Justice	5	20
X3821	Leadership for School Improvement	5	20
X3822	Contexts for Leadership	5	20
X3832	Conceptions of Leadership	5	20
X3830	Leadership for Learning	5	20

### **Digital Technologies**

Module Code	Module Title	Level	Credits
X3862	Instructional Design and Technology	5	20
X3860	Digital Media for Learning	5	20
X3900	Technology Enhanced Learning: Theory and Practice	5	20

### Bilingual Education

Module Code	Module Title	Level	Credits
X3941	Theories and Policies in 2 <sup>nd</sup> Language: Acquisition and Bilingualism	5	20
X3942	Practice and Policies in Supporting Bilingual Learners	5	20
X3943	Action Research to Effect Change for Bilingual Learners	5	20
Or			
X7927	Gift Pedagogy 1: Language Learning and Teaching	5	20
X7928	Gift Pedagogy 2: Gaelic-medium Education	5	20
X7929	Gift Pedagogy 3: Bilingualism	5	20
And / Or			
X3842	Language Learning in a Multilingual World	5	20
X3841	Contemporary Issues in Language Teaching	5	20

### Philosophy and Culture

Module Code	Module Title	Level	Credits
X3839	Thinking About Education	5	20
X3838	Philosophy of Technology and Education	5	20
X3999	Education and Self-Formation in Cultural Contexts	5	20

### Examination, Progress and Final Assessment

- Before proceeding to the doctoral thesis stage, candidates are normally required to have passed all taught modules. Students must have passed 'X9465: Advanced Research Methods and Proposal', at the first attempt. A candidate who fails to fulfil this

requirement has the right of re-examination (See [General Academic Regulations - Postgraduate Research Degree Regulations](#)).

8. Candidates are required to perform to the satisfaction of the Board of Examiners in all aspects of the curriculum and in the thesis.
9. Candidates will normally be expected to perform to the satisfaction of the Board of Examiners in the taught component of the programme before being permitted to proceed to the thesis.
10. Candidates who fail to satisfy the Board of Examiners in any taught module may, in the light of overall performance, be permitted one further attempt to pass the relevant module normally within one year of the first attempt.
11. The final assessment will be based on performance in the coursework, the thesis and an oral examination.

#### **Award**

12. In order to qualify for the award of degree of Doctor of Education, a candidate must have performed to the satisfaction of the Board of Examiners by passing both EdD 'X9645: Advanced Research Methods and Proposal' at the first submission, and must have accumulated no fewer than 540 credits at Level 5, of which 360 must have been awarded in respect of the Thesis (60,000 words).
13. A candidate who has completed the work for the Doctor of Education but has failed to satisfy the examiners at doctoral level, may be considered by the Board Examiners for transfer to, and the award of, the Master of Education.

#### **Transfer**

14. A candidate who has accumulated no fewer than 180 credits in the taught component of the programme will be eligible for the exit award of MSc in Practitioner Research.

A candidate who has accumulated no fewer than 120 credits in the taught component of the programme will be eligible for the exit award of Postgraduate Diploma in Practitioner Research.

A candidate who has accumulated no fewer than 60 credits in the taught component of the programme will be eligible for the exit award of Postgraduate Certificate in Practitioner Research.