KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	**Faculty responsible for the programme** Faculty of Media and Communication
Final award(s), title(s) and credits Doctor of Education Creative and Media (Ed D)	
Intermediate award(s), title(s) and credits M Phil	
UCAS Programme Code(s) (where applicable and if known) NM 1415 12	**HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.** Click here to enter text.

External reference points
    QAA Doctoral Degree Characteristics
    QAA Framework for Higher Education Qualifications
    Vitae Researcher Development Framework	

Professional, Statutory and Regulatory Body (PSRB) links None	
Places of delivery EBC (conferences) + Brightspace	
Mode(s) of delivery Blended	**Language of delivery** English
Typical duration 48-84 months part-time Taught phase: 24 months Research phase: 24-48 months	
Date of first intake N/A (ongoing programme)	**Expected start dates** N/A (ongoing programme)
Maximum student numbers N/A	**Placements** N/A
Partner(s) N/A	**Partnership model** Not applicable
Date of this Programme Specification September 2019	
Version number 1.1-0919	
Approval, review or modification reference numbers FMC 1920 09	
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PROGRAMME STRUCTURE

The Educational Doctorate in Creative and Media Education is located in the Centre for Excellence in Media Practice, a research centre in the Department of Communication and Journalism in the Faculty of Media and Communication.

This programme does not include units or credits. The taught phase consists of six phases, five leading to a formative assignment and the sixth leading to the Major Review, in compliance with the BU Research Degrees Code of Practice. The phases are organised to build the elements of the doctoral thesis, up to the full data collection stage, which is conducted in the research phase.

The taught phase is delivered by tutors in CEMP / Communication and Journalism.

The research phase is aligned with the BU code of practice for research degrees. Students are supervised by two or three supervisors, at least one supervisor from CEMP / Communication and Journalism and other supervisor(s) from FMC, other areas of the University or externally, depending on the need for specialism. The quality assurance for the programme, annual monitoring and student feedback is owned by the Head of Department for Communication and Journalism and the Programme Leader, in collaboration with the Doctoral College and Faculty Research Degrees Committee in the research phase.

The diagram below is adapted to reflect the programme structure.

Programme Award and Title: Ed D Creative and Media Education								
Year 1								
Phase Name	Core/ Option	No. of Credits	Assessment Element Weightings*			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
1.1 Theoretical Lens	Core	N/A	N/A	N/A	N/A	17 + forum	N/A	N/A
1.2 Knowledge and Methodology	Core	N/A	N/A	N/A	N/A	7 + forum	N/A	N/A
1.3 Narrative from Literature	Core	N/A	N/A	N/A	N/A	17 + forum	N/A	N/A
Progression requirements: Passing assignments 1.1, 1.2 and 1.3 **Exit qualification: N/A**								

Year 2								
Phase Name	**Core/ Option**	**No. of Credits**	**Assessment Element Weightings***			**Expected Contact hours per unit**	**Unit Version No.**	**HECoS Code** (plus balanced or major/minor load)
			Exam 1	**Cwk 1**	**Cwk 2**			
2.1 Methods and Ethics	Core	N/A	N/A	N/A	N/A	17 + forum	N/A	N/A
2.2 Pilot Study	Core	N/A	N/A	N/A	N/A	7 + forum	N/A	N/A
2.3 Major Review	Core	N/A	N/A	N/A	N/A	17 + forum	N/A	N/A
Progression requirements: Major Review **Exit qualification: MPhil**								

*All assessments are weighted equally, but in the absence of credits this is N/A.

The phases with 17 hours of contact time are those including a conference. The phases with 7 hours of contact time include a virtual workshop day but do not include a conference.

From year 3, students are supervised as PGRs with no taught element, in compliance with the BU Research Degrees Code of Practice. Their progress to submission,viva and completion are subject to annual monitoring, Research Pad milestones and Faculty Research Degrees Committee.

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

The specific aims are to enable students to:

- present doctoral research and defend it by *viva voce* examination to the satisfaction of examiners, and thereby develop an enhancement of professional practice and a contribution to knowledge through original research into media education;

- conceptualise, design and initiate research at the forefront of discipline knowledge and contribute to both theory and practice, as relevant to media education;

- further enhance professional practice effectiveness through research within, or outside, current and future professional based settings;

- re-conceptualise professional practice based on research over time within, or outside, changing organisational & educational contexts; self-appraisal of actions; research findings; and new knowledge.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

BU2025 objectives re research, research environment, staff upskilling and REF.

The terms of reference for this programme are:

- QAA Doctoral Degree Characteristics
- QAA Framework for Higher Education Qualifications:
- Bournemouth University Code of Practice for Research Degrees

LEARNING HOURS AND ASSESSMENT

The taught phase consists of two years of tutor-led activity on Brightspace, four days per year of cross-cohort conference contact time and one day a year of 'real time' virtual workshop engagement. Three 5000 word (or practice equivalent, by negotiation) formative assignments are submitted each year (one per phase), following each conference / virtual workshop (the sixth assignment is the Major Review). Students book a one hour tutorial (normally by skype) before each assignment deadline. NB see appendix: Ed D review Taught Phase Formative Assignment Criteria.

The five formative assignments that are specific to the Ed D taught phase are formative (pass or refer) as they represent progress at a point in time rather. However, whilst students are not given a mark that indicates proximity to a pass threshold (or a higher range), the feedback offered is detailed and extends beyond the feedback sheet into tutorial guidance on the Brightspace forum.

NB See appendix: Ed D review Taught Phase Formative Assignment Criteria

STAFF DELIVERING THE PROGRAMME

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

NB the template provides sections for level 7 and below. This is a level 8 programme.

The terms of reference for this programme are:

- QAA Doctoral Degree Characteristics
- QAA Framework for Higher Education Qualifications:
- Bournemouth University Code of Practice for Research Degrees – the latest version is available on the programme VLE.

The learning outcomes were validated in 2012. We are not proposing any changes. The mapping of the LOs to assessment is presented on page 13.
This programme requires students to develop and demonstrate understanding, and skills as follows;

A   Subject knowledge and understanding

This programme requires students to:

A1   demonstrate understanding of a substantial body of knowledge which is at the forefront of their area of professional practice;

A2   recognise the significance of any gaps, contradictions or weaknesses in this body of knowledge, and the potential for their own contribution;

A3   demonstrate understanding of appropriate methodological approaches based on identifiable philosophical positions;

A4   demonstrate understanding of the epistemological foundations of particular analytical tools for analysing different types of data.

B   Intellectual skills

This programme requires students to;

B1   conceptualise possible responses to engage with the gaps, contradictions or weaknesses in the knowledge base;

B2   conceptualise a strategy of research and enquiry which will generate new knowledge in their area of professional practice;

B3   evaluate and resolve issues of methodological adequacy in relation to the validity of knowledge production;

B4   defend the conceptual conclusions of the research.

C   Practical skills

This programme requires students to;

C1   systematically acquire, and discriminate between, a range of material representing a substantial body of knowledge;

C2   design and implement a research project for the generation of new knowledge;

C3   rationalise and apply appropriate research methodologies to professional situations and settings;

C4   communicate the process and conclusions of the research with rigour and precision.

D   Transferable skills

This programme requires students to:

D1   demonstrate an ability to manage their own learning and incorporate guidance and feedback from personal reflection, peer groups, co-researchers, academics and professionals;

D2   undertake a systematic critical analysis of data in order to contribute to the development of new ideas, approaches or techniques;

D3   make informed judgements about complex professional issues in specialist fields, often in the absence of complete data;

D4   communicate complex concepts, ideas and conclusions clearly and effectively to specialist and non-specialist audiences.

A wide range of mechanisms are used to facilitate learning, but students need to become self-directed learners to complete doctoral level work. Subject matter is introduced through staff-led workshops, discussions and the virtual learning environment with student learning being enhanced by research-led discussions, online tutorials and forums, which follow the formal sessions at Bournemouth University during the conferences.

Knowledge and understanding is acquired and enhanced through participation in the conferences, structured workshops; research cohort activities, individual supervision; independent reading and guided reading; field work, presentation of written and non written work for peer and supervisor comment and feedback; oral presentations and discussion of ideas, concepts and frameworks.

The Faculty of Media and Communication has a dedicated Learning Development Team to support students in their academic work.

The allocation of research supervisors after the Major Review and their roles and responsibilities are described in the Bournemouth University Code of Practice for Research Degrees.

ADMISSION REGULATIONS

An Honours degree at 2:1 or higher and a Master's degree or at least three years of continuous experience in an educational context. If English is not first language, IELTS 6.5 (Academic) or above.

PROGRESSION ROUTES

see https://intranetsp.bournemouth.ac.uk/documentsrep/8ACodeofPracticeforResearchDegrees.pdf

ASSESSMENT REGULATIONS

see https://intranetsp.bournemouth.ac.uk/documentsrep/8ACodeofPracticeforResearchDegrees.pdf

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Students are already in work so the entire programme involves work-based learning. The award of an educational doctorate offers employment enhancement, promotion to leadership roles or progression to higher education employment from other sectors.

Programme Skills Matrix

	Phases	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
L E V E L 8	**1.1 Theoretical Lens**	X			X	X	X				X			X		X	X
	1.2 Knowledge and Methodology	X		X	X	X	X	X			X	X		X	X	X	X
	1.3 Narrative from Literature	X	X		X	X	X	X		X	X			X		X	X
	2.1 Methods and Ethics	X	X	X	X	X	X	X			X	X		X	X	X	X
	2.2 Data Collection and Interpretation	X	X	X	X	X	X	X	X		X	X		X	X	X	X
	2.3 Major Review	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Programme Specification

A – Subject Knowledge and Understanding
This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:

1. demonstrate understanding of a substantial body of knowledge which is at the forefront of their area of professional practice

2. recognise the significance of any gaps, contradictions or weaknesses in this body of knowledge, and the potential for their own contribution;

3. demonstrate understanding of appropriate methodological approaches based on identifiable philosophical positions;

4. demonstrate understanding of the epistemological foundations of particular analytical tools for analysing different types of data.

C – Subject-specific/Practical Skills
This programme provides opportunities for students to:

1. systematically acquire, and discriminate between, a range of material representing a substantial body of knowledge

2. design and implement a research project for the generation of new knowledge;

3. rationalise and apply appropriate research methodologies to professional situations and settings;

4. communicate the process and conclusions of the research with rigour and precision.

B – Intellectual Skills
This programme provides opportunities for students to:

1. conceptualise possible responses to engage with the gaps, contradictions or weaknesses in the knowledge base;

2. conceptualise a strategy of research and enquiry which will generate new knowledge in their area of professional practice

3. evaluate and resolve issues of methodological adequacy in relation to the validity of knowledge production;

4. defend the conceptual conclusions of the research.

D – Transferable Skills
This programme provides opportunities for students to:

1. demonstrate an ability to manage their own learning and incorporate guidance and feedback from personal reflection, peer groups, co-researchers, academics and professionals;

2. undertake a systematic critical analysis of data in order to contribute to the development of new ideas, approaches or techniques

3. make informed judgements about complex professional issues in specialist fields, often in the absence of complete data;

4. communicate complex concepts, ideas and conclusions clearly and effectively to specialist and non-specialist audiences.