PROGRAMME SPECIFICATION

INTEGRATED PhD IN EDUCATION

1 Awarding Institution	University of Southampton
2 Teaching Institution	University of Southampton, Highfield Campus
3 Accreditation details	N/A
4 Final award	MPhil/Integrated PhD
5 Name of award	MPhil/Integrated PhD in Education
6 UCAS Code	
7 QAA Subject Benchmark or other external reference	8
8 Date specification was written and Programme Leader	01.11.04 Professor Michael Grenfell

9 Educational Aims of the Programme

This is a full-time taught research degree leading to a PhD in Education. It aims to integrate a knowledge base of three basic elements:

- A taught element, incorporating research skills, subject specific knowledge and interdisciplinary topics;
- Professional and transferable skills;
- A research project leading to submission of a PhD thesis.

The programme aims to develop your professional knowledge and understanding in the context of educational research. Over the course of the programme, you will acquire research methodology, skills and understanding in a range of research approaches. You will develop and extend your specialist subject knowledge. You will also gain transferable skills designed to broaden your professional skills and knowledge and enable you to critically apply these in developing your own professional role and context.

10 Learning Outcomes

10.1 Knowledge and Understanding

Having successfully completed this programme you will be able to demonstrate knowledge

and understanding of:

A1 a range of research skills, processes and methodologies;
A2 the skills needed to conduct and analyse research at doctorate level;
A3 critiques of different research designs and methodologies;
A4 how to search the literature and electronic sources for relevant related research;
A5 the ethics and politics of conducting research;
A6 how to analyse and appropriately interpret research evidence;
A7 how to present a research paper to a specific audience.

Teaching and Learning methods: The programme combines four elements: research training; subject specialist knowledge; transferable skills; and a Research Thesis. Teaching and learning methods will be appropriate for each one of these and include: lectures, seminars, group work and discussion, student presentations, training sessions, research project design and fieldwork, one-to-one tutorials.

Assessment methods: Research Skills and Subject Specialist assessment will be through written assignment; Transferable Skill and Knowledge assessment will be through formal formative feedback; Research Thesis assessment will be through a Voce Viva examination.

10.2 Subject Specific Intellectual skills

Having successfully completed this programme you will be able to:

B1 critically assess different research and subject specific methodologies and designs;
B2 synthesise library and Internet materials relating to your research and subject specific topic;
B3 construct logical arguments concerning the nature and philosophy of your subject specialism and research methodologies;
B4 analyse and interpret field data;
B5 analyse research documents;
B6 critique research and subject specific papers on design, methodology and findings;
B7 demonstrate ethical procedures and political sensitivity in conducting and writing up research;
B8 present a research paper to colleagues and/or for publication in a research journal;
B9 apply subject specific and research knowledge to your own professional context.

Teaching and Learning method: as for 10.1
Assessment method: as for 10.1

10.3 Transferable / general skills

Having successfully completed this programme you will be able to:

C1 give a presentation, using at least 3 visual aids, which is clearly structured and sustains the confidence of the audience;
C2 contribute confidently and appropriately to discussion;
C3 work effectively as part of a task-orientated group;
C4 manage a project, with due attention to time, ethics and resource management;
C5 participate in electronic conferencing;
C6 demonstrate confidence in your own ability to learn new concepts;

C7 write up research appropriately for different audiences;
C8 design a research project;
C9 summarise and critique subject specific and research literature;
C10 make use of information and communication technologies in your research and subject specialism as applicable to your professional context.

Teaching and Learning method: as for 10.1
Assessment method as for 10.1

10.4 Subject specific practical skills

Having successfully completed this programme you will be able to:

D1 design and conduct a research project;
D2 design and conduct interviews, questionnaires, and observations;
D3 analyse documents;
D4 write self-reflective analyses;
D5 synthesise relevant research literature;
D6 produce a reference list and bibliography;
D7 present a research paper for specific audiences;
D8 write up research clearly;
D9 interpret and use statistical methods;
D10 Integrate your subject specific, research and transferable skills and apply them to the practical needs of your professional context

Teaching and Learning method: as for 10.1
Assessment method as for 10.1

11 Programme Structure

This full-time programme consists of a menu of taught units, plus research seminars and research supervision.

The taught units comprise research and content courses (providing a grounding in relevant theoretical work and exploring specific case studies), plus workshops offering further research and subject specialist training. All taught units are taken by all students and taught by a team of specialists.

Most of the taught courses will be taken in year 1, some in year 2 and possibly year 3.

Research supervision will begin at the start of the programme with each student being assigned a supervisor appropriate for their subject specialism. You will meet on a one-to-one basis with this supervisor from the beginning of the programme. Your supervisor will be involved in all aspects of your work; in particular, in the planning and carrying out of your research project and production of your thesis.

You register from the beginning of the Integrated PhD as an MPhil student and follow the research training programme and other subject specific units. The upgrading process to the PhD takes place during year three. It is possible to join the integrated PhD programme at the start of year 2 if you have successfully completed another relevant Masters degree that provides you with the appropriate skills.

Credit points are awarded as follows:

120 points at level M in year 1
60 points at level D in year 2
360 points for thesis/research component

Total: 540 credit points.

In year 1, the units are at M (Masters) level; in years 2-4, they are at D (Doctorate) level.

Year 1 (M Level) (120 credit Points in total)

You will undertake an M level Research Training Programme (RTP) combined with other units in your subject specialism. The research training programme comprises of a series of taught Core and Elective units:

Core
11045 Research Skills and Processes
10988 Data Collection
10984 Philosophical Issues in Educational Research
10990 Data Analysis
11004 Quantitative Methods and Statistical Processes
Communicating and Disseminating to Different Audiences

Elective
10992 Action Research
10998 Ethnographic Research

11006 The Self in Case Study Research
11008 Small Group/Classroom Interaction Analysis
11000 Policy and Programme Evaluation
17517 Qualitative Analysis
Case Study Research

Integrated PhD students must take **four** of the Core units in year 1 (60 credit points).

You will also take three further units at M level (60 credit points). These will be selected:

Either;

1) from other Core and Elective RTP units

Or;

2) other M level units available from our Masters programmes. These programmes include such subject fields as:
    - Information Technology;
    - Curriculum Studies;
    - Language in Education
    - Applied Linguistics;
    - Biography;
    - Gender Studies;
    - Educational Marketing;
    - Educational Finance
    - Educational Management;
    - Institutional Management and Leadership;
    - Health;
    - Emotional Literacy
    - Science Education;
    - Maths Education;
    - Post Compulsory Education;
    - Sport and Physical Education;
    - Special Educational Needs;
    - Educational Evaluation;
    - Lifelong Learning;
    - Teacher Education and Training;

Year 2 and 3 (60 Credit Points in total)

Further taught units will be taken in years two and three. These units will be selected from the Research Training Programme (15 points per unit) and other Masters programmes (20 points per unit) to make up the 60 point credit. These units will be complemented by further workshops and seminars. Assessment is at D level, defined as work which is graded at A according to the Masters assessment criteria. Taught components and their assessment in years 2 and 3 will happen in close liaison with your individual supervisor. The units will also be integrated with your own research project.

In addition, you will further develop your research project plan. You will work with your

supervisor (or co-supervisor) to finalize your proposal in year 2 and begin the research and writing process. In addition to this individual supervision, students and supervisors working in related areas may, where appropriate, form research groups which work as a team. Each student or group will be attached to one of the Research Centres of the School: Pedagogy and Curriculum; Institutional and Professional Development; and Post-Compulsory Education and Training.

At the end of year 2, students jointly organise an in-house colloquium at which they each give a paper.

Years 3 and 4 (Research Thesis 360 Points in total)

The taught element of the Integrated PhD will reduce in years 2 and 3. At the same time, the percentage of time devoted to your individual research project will increase.

In year 3 you will continue to elaborate your research project with your supervisor and produce draft chapters on research literature and methodology. The taught units in year 2 may form the basis of these. You may also begin data collection and analysis.

Further workshops and seminars will be provided in order to further develop and enhance research skills, subject knowledge and transferable skills. All students will present their work, giving and receiving advice and criticism as their project develops.

At an appropriate time, you will submit a portfolio of your work for Upgrade. This is normally sometime in years 2 or 3, and no later than six months before the end of the programme. The procedure will follow normal University practice: the portfolio will be read and commented upon by two independent assessors. A Viva Voce will also be conducted during which you will have the opportunity to present and discuss your work. The outcome of this process for most students is a recommendation that they now aim for a PhD qualification; they 'upgrade' to PhD. However, the upgrade team may also recommend that a MPhil is a more appropriate level given the work submitted and subsequent discussion. Separate guidance and training for the Upgrade is available within the School.

In year 4, you work throughout on completion of your PhD thesis. This is done through individual supervision, and through a regular research seminar, as well as through observation circles in which students support and evaluate each other's work. All students write and submit a journal article based on their thesis, and are given training in the Viva Voce examination. You submit your PhD thesis (75,000 maximum) by the end of the immediately following September, making this a four year programme. Any extensions will follow normal University procedures. The Viva Voce examination is normally held 2-3 months after the submission date.

Furthermore, a series of seminars and workshops are held in which you will develop your professional career plan, including the vocational application of your research, as well as applying for professional posts applicable to your field.

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Support for student learning

There are systems for the support of student learning in the department as well as available from central University facilities.

In the department you will be able to access:

- The supervisory system – a research active member of staff will be assigned as your academic supervisor. The academic supervisor will offer academic guidance, act as support and guide for your independent research thesis and monitor your performance.
- The taught unit tutors. Each of the taught units, at both M and D level, has an assigned tutor. He/She will be a specialist in the field, and will teach and assess you on the unit, providing critical feedback and support.
- The Integrated PhD Co-ordinator. The Integrated PhD cohort will have their own dedicated co-ordinator, who will act to deal with both academic and pastoral matters.
- Course handbooks and web-based materials.
- Structured induction sessions for ICT (word-processing, e-mail, spreadsheets, Internet, etc.)
- Computers and desk space for full-time students.
- Photocopying facilities.
- Financial support for conference attendance.
- Individual support through tutorials.
- Formal induction to the research provision and staff's research specialisms and responsibilities.

The University provides:

- Library resources and library support in terms of targeted sessions given by the librarian responsible for education, explanatory leaflets and on-line tutorials a www.library.soton.ac.uk
- Computing facilities including e-mail and web-mail.
- Computing support from ISS in the form of organised sessions and on-line tutorials www.iss.soton.ac.uk
- Specialist support services for students with dyslexia and other disabilities.
- Study skills and learning styles advice from SAIC and at www.studyskills.ac.uk
- Learning Differences Clinic (LDC) which is part of Dyslexia Services and can conduct assessment for dyslexia and co-ordinate study skills provision www.dyslexi.soton.ac.uk
- Specialist language support tuition.
- Specialist support for students with disabilities.
- Counselling services

13 Methods for evaluating the quality of teaching and learning

You will have the opportunity to offer feedback on the quality of the programme in the following ways:

- by completing student evaluation questionnaires or other forms of evaluation for each taught unit;
- by annual report on your research supervision;
- acting as a student representative on the Research Degrees Course Board or providing feedback to student representative before the Board;
- through the staff-student liaison committee for research degrees;
- By submission to, or conversation with, the Programme Co-ordinator;
- By offering regular feedback in sessions at the point of need;
- Be completing a questionnaire on the whole Integrated PhD as a whole;
- In tutorial meetings with supervisors.
- External Examiners feedback on taught units.

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- Internal assessors of your assignments;
- External examiners, who examine your thesis;
- External examiners examine taught units;
- ESRC accreditation procedures;
- Annual unit reviews, evaluation and update;
- Internal feedback/assessment of your assignments;
- Regular monitoring by the Research Degrees Course Board;
- Periodic Programme Review;
- Staff Appraisal;
- Annual Report from the Co-ordinator of the Integrated PhD;
- Peer observation and staff teaching;
- Annual department operating statement to the University Academic Standards Quality Committee.

14 Criteria for admission

The minimum entry requirement is normally a good honours degree in education or a subject related to education.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the School of Education Research Prospectus or on line: http://www.education.soton.ac.uk/courses/research_degrees/index.php?link=course_details.php&id=162

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