



Programme Specification Postgraduate

Applicable to postgraduate programmes

Please click [here](#) for guidance on completing this specification template.

Part A: Programme Summary Information

1.	Title of programme:	Doctor of Education	
2.	Programme Code:	D/ED	
3.	Entry Award(s):	Credit:	Level:
	<input type="checkbox"/> MA		
	<input type="checkbox"/> MSc		
	<input type="checkbox"/> PGDip		
	<input type="checkbox"/> PGCert		
	<input type="checkbox"/> PG Award		
	<input type="checkbox"/> DPS		
	<input type="checkbox"/> CPS		
	<input checked="" type="checkbox"/> Other (please specify below:	540	Doctoral

Doctor of Education (EdD) 'Higher Education' is offered as the only available pathway on the programme.

4.	Exit Awards:	Credit:	Level:
	<input type="checkbox"/> PGDip		
	<input type="checkbox"/> PGCert		
	<input type="checkbox"/> PG Award		
	<input type="checkbox"/> CPS		
	<input checked="" type="checkbox"/> Other - MRes	180	Masters

Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or if it is to have a different name from the entry qualification you must indicate this below:

Programme Specification PG

5.	Date of first intake:	March 2011
6.	Frequency of intake:	Continuous: approximately 4 entry points each year.
7.	Duration and mode of study:	Minimum 3.5 years; maximum normally 6.5 years (years including any periods of suspension). Part Time: Distance learning via the Internet
8.	Applicable framework:	Framework for Online Professional Doctorates
	Framework exemption required: Please indicate the applicable boxes:	<input checked="" type="checkbox"/> No (please go to section 9) <input type="checkbox"/> Yes (please provide a brief summary below)
		<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
	Date exemption approved by AQSC:	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
9.	Applicable Ordinance:	Ordinance 92
	New/revised Ordinance required: Please indicate the applicable boxes:	<input checked="" type="checkbox"/> No (please go to section 10) <input type="checkbox"/> Yes (please provide a brief summary below)
		<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
	Date new/revised Ordinance approved by Council:	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
10.	Faculty:	Humanities and Social Sciences
11:	Level 2 School/Institute:	School of Histories, Languages and Cultures
12.	Level 1 unit:	Centre for Higher Education Studies
13.	Campus:	Online
14.	Other contributors from UoL:	Delivered in partnership with Laureate Online Education
15:	Teaching other than at UoL:	All teaching is carried out by recognised teachers or Honorary Staff of the University of Liverpool.
16:	Director of Studies:	Dr Peter Kahn
17:	Board of Studies:	Board of Studies for Online Degrees in Education
18:	Board of Examiners:	Board of Examiners for Online Degrees in Education
19.	External Examiner(s): Name Institution Position	Dr Lisa Lucas, University of Bristol, Senior Lecturer in Education.

20.	Professional, Statutory or Regulatory body:	N/A
21:	QAA Subject benchmark Statements(s):	Education
22.	Other reference points:	<p>1. Council of Validating Universities Handbook for Practitioners: Quality Assurance of Collaborative Provision of Higher Education</p> <p>2. QAA Quality Code for the assurance of academic quality and standards in higher education: Section 1: Postgraduate research programmes; Section 2 Collaborative provision and flexible and distributed learning (including e-learning).</p>
23.	Fees:	Fees charged by Laureate, within the terms of the institutional agreement between Laureate and the University.
24.	Additional costs to the student:	Optional face-to-face residential will carry additional cost
25:	AQSC approval:	23 rd November 2010

Part B: Programme Aims & Objectives

26. Aims of the Programme

This professional doctorate is intended for experienced educational professionals and for those with an appropriate background aspiring to such roles. The programme is designed to enable students to create new forms of actionable-knowledge through collaborative research into their own practice.

The programme aims to:

No. Aim:

1	offer an international, research-intensive, high-level education to educational professionals in Higher Education who wish to enhance their skills in dealing with the complex problems posed in their profession;
2	extend students' capacity for educational leadership, as directed towards visible and transformative impact in their own institutional or professional setting;
3	enable students to engage in rigorous theoretically-informed practitioner research that extends the actionable knowledge available to educational professionals;
4	create a vibrant professional network of educational leaders across the world, encompassing both students and staff from the programme.

27. Learning Outcomes

No. Learning outcomes –Doctorate degree

1	engage in theoretically-informed research applied to their own practice, based on rigorous research methodologies and of a quality to satisfy peer review and extend the forefront of the discipline;
2	engage in reflective processes designed to provide insight into their own professional practice, on the basis of strategies that involve self-awareness, the framing of insightful questions, professional dialogue and systematic patterns of critical thinking;

3	synthesise ways in which personal, local, organisational, national, cultural and international factors influence research and the transformation of practice, dealing with the associated ambiguities
4	creatively articulate and implement, systematically investigate, and rigorously evaluate innovative forms of practice and organisation, in ways that enhance organisational cohesiveness and take account of the strategic context and the resources available;
5	inform research with an appreciation of how learning is shaped by personal and social factors, as experienced within a given environment that is influenced by underlying infrastructures, technologies, organisational factors and global trends;
6	critically evaluate how ways of knowing shape research within specific educational settings, framing professional actions in light of this understanding.

Note: In addition, the learning outcomes from each module will enable students to obtain specific depth in a conceptual and practitioner context, for each particular subject area. These are demonstrated explicitly in the module specification documentation.

Learning Outcomes	
No.	Learning outcomes – Postgraduate Award (M Res)
1	engage in theoretically-informed research applied to their own practice, based on appropriate research methodologies
2	engage in reflective processes designed to provide insight into their own professional practice, on the basis of strategies that involve self-awareness, the framing of insightful questions, professional dialogue and systematic patterns of critical thinking
3	synthesise ways in which personal, local, organisational, national and cultural factors influence research and the transformation of practice, dealing with the associated ambiguities
4	creatively articulate and evaluate innovative forms of practice and organisation, in ways that enhance organisational cohesiveness and take account of the strategic context and the resources available
5	inform research with an appreciation of how learning is shaped by personal and social factors, as experienced within a given environment that is influenced by underlying infrastructures, technologies and organisational factors
6	critically evaluate how ways of knowing shape research within specific educational settings, framing professional actions in light of this understanding.

27a. Mapping of subject-based learning outcomes:			
Learning outcome No.	Module(s) in which this will be delivered	Mode of assessing achievement of learning outcome	PSRB/Subject benchmark statement (if applicable)
1	All modules	Conduct of research investigations, and aspects of research investigations (typically set within the workplace conduct of the student); shared tasks conducted in learning teams; entire cohort discussion questions (all except 507, 509); powerpoint presentations (503, 508); Practitioner Research Thesis (511).	
2	Primarily within Doctoral Development Planning modules (512-520), and	Reflective assignments (512-520); Conduct of research investigations, and aspects of research investigations with a	

	the modules 501, 502, 505, 508 and 511.	clear reflective dimension; Practitioner Research Thesis (511).	
3	502-509, 511	Conduct of research investigations, and aspects of research investigations; shared tasks conducted in learning teams; entire cohort discussion questions (all except 507, 509); powerpoint presentations (503, 508); Practitioner Research Thesis (511).	
4	502-509, 511	Conduct of research investigations, and aspects of research investigations; shared tasks conducted in learning teams; entire cohort discussion questions (all except 507, 509); powerpoint presentations (503, 508); Practitioner Research Thesis (511).	
5	All modules	Conduct of research investigations, and aspects of research investigations; shared tasks conducted in learning teams; entire cohort discussion questions (all except 507, 509); powerpoint presentations (503, 508); reflective assignments (512-520); Practitioner Research Thesis (511).	
6	504, 505, 507, 508, 511	Conduct of research investigations, and aspects of research investigations; shared tasks conducted in learning teams; entire cohort discussion questions (all except 507, 509); powerpoint presentations (503, 508); Practitioner Research Thesis (511).	

28. Skills and Other Attributes	
No.	Skills and attributes:
1	Analysis and research: the ability to develop and apply theoretical frameworks and research methodologies appropriate to issues pertaining to higher education.
2	Networking: the ability to engage fellow students and other educational professionals on an ongoing basis across organisational, cultural and geographical boundaries, in order to support the exchange of ideas and specific educational initiatives.
3	Collaboration: the ability to share complex and challenging activity with other parties in order to achieve professional goals, managing the associated interactions with others, employing a variety of forms of communication, and findings ways to span differences between the parties and to catalyse their engagement.
4	Engaging with equity: the ability to balance openness to stakeholder diversity with a commitment to enhanced forms of education and to values fundamental to the educational enterprise, attending to social justice and fairness in the face of competing priorities.
5	Leadership and personal impact: the ability to set agendas for change, draw together an associated evidence base, catalyse the engagement of others, marshal resources and structures, and see actions through.

28a. Mapping of skills and other attributes:

Skills and other attributes No.	Module(s) in which this will be delivered and assessed	Learning skills, research skills, employability skills	Mode of assessing achievement of the skill or other attribute
1 Analysis and Research	All modules.	Analysis and research both underpin learning in fundamental ways. Research is research. The capacity to engage in research and make use of research is essential for a career (and especially leadership) in higher education.	Conduct of research investigations, and aspects of research investigations; shared tasks conducted in learning teams; entire cohort discussion questions; powerpoint presentations; reflective assignments; Practitioner Research Thesis.
2 Networking	501-509, 514, 517, 520.	Networking underpins capacity for shared learning, for practitioner research that involves change in an organisational setting; and represents a core career management skill.	Learning teams, Reflective assignments (including master class completion requirement in this task).
3 Collaboration	501-509, 511.	Collaboration underpins the basis for capacity to engage in shared learning, research, and employment in many fundamental ways.	Conduct of research investigations, and aspects of research investigations; Learning teams, entire cohort discussion questions; Practitioner research thesis.
4 Engaging with equity	505, 508, 509, 511, 519.	The capacity to engage with equity is essential for research into higher, given its placing within society; it also contributes a richness in learning where different views are taken into account. Understanding of equity remains essential to careers in higher education.	Conduct of research investigations, and aspects of research investigations; Reflective assignment (audit); Practitioner research thesis.
5 Leadership and personal impact	506, 508, 509, 511, 519.	This skill is fundamental to progression in a career within the higher education sector; and to taking on higher levels of responsibility in relation to research. Leadership is also important in promoting shared approaches to learning.	Conduct of research investigations, and aspects of research investigations; Reflective assignment (audit); Practitioner research thesis.

29. Career opportunities:

The Programme aims to form educational leaders of the future, offering graduates of the programme enhanced access to a wide range of leadership positions in the field of higher education, where the truly international practitioner is in great demand

The programme offers experiences that are career enhancing through the development of enhanced research skills, the rigorous application of thoughtful practice supported by a high degree of peer support and networking that will continue beyond the programme. The

programme offers a particularly strong international dimension, drawing as it does its student body from across the world. This allows a broader than normal opportunity to explore varied educational settings and realities.

Part C: Entrance Requirements

30. Academic Requirements:

Admission to the Programme normally requires a Masters degree within a social science discipline, or its equivalent. This degree furthermore should be from a UK university or its equivalent. Alternative qualifications or other prior experiential learning, and all non-UK qualifications, which are considered equivalent to a UK Masters degree, would be subject to approval by the Director of Studies in consultation with the Postgraduate Admissions Officer; where appropriate following guidelines provided by SRAO.

The procedure for Accrediting Prior Learning is based on and consistent with the University's policy on APL, including the limitation that no more than one third of the credit for a programme can be taken through APL. Accredited Prior Learning will only be considered where it has occurred at doctoral level, and where a match can be demonstrated between the learning outcomes resulting from the prior doctoral study and those associated with one or more modules in their entirety on the programme. No Accreditation of Prior Experiential Learning will be allowed.

31. Work experience:

Admission to the Programme normally requires at least three years of relevant work experience, including at least some responsibility for coordinating or managing the activity of colleagues. Students must have ongoing scope to interact with other higher educational professionals and to conduct investigative exercises in an educational setting in order to complete assessment tasks on the programme.

32. Other requirements:

Applicants whose first language is not English must provide evidence of their competence in the language (e.g. IELTS or TOEFL examinations: minimum 7 IELTS or 600 TOEFL, 250 computer based TOEFL respectively). Pre-sessional English language support will be provided when necessary.

Part D: Programme Structure

33. Programme Structure:

The Programme contains nine 30 credit-modules (each running for 10 weeks, with the exception of the first module which is carried out over an 11 week period), one 90-credit skills development module (running consecutively alongside remaining nine 30-credit modules) and a thesis conducted by practitioner research. These present modules focus on higher education, allowing students to complete a pathway designated as 'Higher Education'.

The programme structure may be summarised as follows:

- The first module introduces students to the expectations of the programme as a whole, picking out key capabilities for the doctoral practitioner.
- Eight further modules draw out the multi-layered basis for effective forms of educational practice and research, and for catalysing educational change in a student's own organisational setting. Research is carried out as part of each of these modules either as part of a group or individually.

- The ‘Doctoral Development Planning’ (DDP) module runs alongside the taught modules on the programme, further focusing attention on students’ developing capabilities as doctoral practitioners, and leading up to a plan that frames the research thesis.
- The programme concludes with a practitioner research thesis.
- Modules must be taken in a sequential order that fits with the prerequisites indicated below. The DDP modules acts as a co-requisite in each case for the counterpart 30-credit module. the indicated pre-requisites are also in place in relation to the DDP modules.

Module title		
10 credit modules (Level 8)	30 credit modules (Level 8)	Prerequisites
Doctoral Development Planning 1 (EDEV512)	Becoming a Doctoral Practitioner (EDEV501)	N/R
Doctoral Development Planning 2 (EDEV513)	Learners and Learning (EDEV502)	EDEV501, EDEV512
Doctoral Development Planning 3 (EDEV514)	Learning: Environments, Infrastructures and Organisations (EDEV503)	EDEV502, EDEV513
Doctoral Development Planning 4 (EDEV515)	Ways of Knowing: Perspectives on Educational Research and Practice (EDEV504)	EDEV503, EDEV514
Doctoral Development Planning 5 (EDEV516)	Values in Educational Research and Practice (EDEV505)	EDEV503, EDEV514
Doctoral Development Planning 6 (EDEV517)	Leadership, Policy and Institutional Change (EDEV506)	EDEV505, EDEV515
Doctoral Development Planning 7 (EDEV518)	Educational Research Methods (EDEV507)	EDEV504, EDEV515 EDEV505, EDEV516
Doctoral Development Planning 8 (EDEV519)	Action Research for Educational Leadership (EDEV508)	EDEV507, EDEV518 EDEV506, EDEV517

Doctoral Development Planning 9 (EDEV520)	Internationalisation and the Impact of Global Trends (EDEV509)	EDEV507, EDEV518 EDEV506, EDEV517
<i>180 credit module (Level 8)</i>		
Practitioner Research Thesis (EDEV511)		
<p><i>Criteria for the award of the Exit qualification</i></p> <p>Students who successfully complete at least 180 credits may exit the programme at any point with the award of the degree MRes in Education. The degree may be awarded with a merit or distinction.</p>		

34. Industrial placement/work placement/year abroad:

35. Liaison between the Level 2 Schools/Institutes involved:

N/A

Note: liaison occurs with Laureate Online Education through relevant institutional committees and through regular contact between the Director of Studies, and the Director of Online Studies and colleagues.

Part E: Learning, Teaching and Assessment Strategies

36. Learning, Teaching and Assessment Strategies:

This professional doctorate employs a pedagogy that is based around internationally-oriented forms of collaborative inquiry, offered via online distance learning. This mode of study enables students to pursue modules via home study. Module delivery for the taught modules involves the establishment of a *virtual classroom* in which a relatively small group of students (usually around 15) work under the direction of the module instructor, using an internet-based distance learning package.

The programme for this online professional doctorate is based around practitioner research. All modules in the Programme are set at doctoral level, involving creative work on the part of the students undertaken on a systematic basis in order to increase the stock of knowledge that is relevant to practitioner contexts (e.g. in accordance with the Frascati definition of research). Each module is based around students conducting professionally focused research that is focused on the creation of new actionable knowledge.

The programme initially emphasises students conducting investigations within their own practice setting that address the conceptual and methodological basis for learning and enhanced forms of practice. It then moves to supporting students to engage in action research for educational leadership, in ways that seek to promote change within students' organisational setting.

As a Post Graduate Research (PGR) programme, each of the 30-credit modules on the programme is delivered through research-based learning, with the students in each case creating research outputs as a result of their participation:

- Scaffolding – The first two modules within the programme incorporate a higher level of scaffolding around the production of research outputs, with students engaging in additional whole-cohort discussion questions in comparison to subsequent modules.
- Research methods – Particular emphasis is afforded to research methods within modules 7 and 8, delivered again primarily through the creation of research outputs on the part of the student.
- Reflective basis – The programme pays specific attention to the underpinnings of practitioner research. The reflective accounts required of students across the programme (e.g. in particular on 501 and the Doctoral Development Planning modules) enable them to articulate the personal and professional basis on which their practitioner research is conducted. This constitutes an essential underpinning for practitioner research.
- Theoretical basis – In addition, 502 in particular involves specific work on developing the theoretical basis for practitioner research around learning, and the relationship between such understanding and the practitioner context. This again pertains most directly to the underpinnings for practitioner research.

Doctoral Development Planning – In addition to work supporting the reflective underpinnings of practitioner research, these modules further develop the capacities of the students to engage in research. Furthermore, a part of these modules are directly constituted by the production of research outputs on the part of the student, through the setting of research questions as a part of seven of the reflective accounts, and through the framing document for the thesis proposal.

36a. Learning, Teaching and Assessment methods:

Communication within the virtual classroom is asynchronous, preserving the requirement that students are able to pursue the module in their own time, within the weekly time-frame of each seminar. All communications that take place within the virtual classroom, including all assignments carried out by students and assessments by instructors, are recorded and are available for scrutiny by staff with appropriate access permissions. This enables two aspects of quality control:

- Module delivery is conducted by Laureate Online Education, and monitored by staff of the Centre for Higher Education Studies at the University of Liverpool, to ensure that defined syllabuses, procedures, and assessment processes are followed, appropriate standards are maintained, and to check that plagiarism has been detected.
- All assessment is subject to moderation both by the Centre for Higher Education Studies and by the external examiner.

The forms of inquiry employed on the programme furthermore combine rigour and theory with practical application to the professional setting. The programme thus combines practice-based learning and research with rigorous classroom scholarship. Students conduct investigations within the workplace setting that support evidence-based problem solving of direct relevance to their work and career development.

At each stage the student will be involved in and supported by peers within whole-cohort discussions and learning sets. Cohort discussions involve all students in the virtual classroom, and focus on the interpretation of scholarly readings and analysis of common issues and problems. Learning sets take place in smaller groups – typically around five students – and enable students to work on tasks that require the application of key concepts and skills. These sets function as applied problem-solving and learning groups, and operate during each taught module. The learning sets provides a forum for insightful questioning, discussion and sharing work on the programme, aids team members in identifying the appropriate professional context to carry out tasks that relate to practice, and allows for collaboration in carrying out tasks and subsequently applying

insights to practice. Each cohort discussion and learning set will be facilitated by the module instructor.

The module assessment structure is designed such that student progress is monitored on weekly basis. Therefore, student progress issues will be managed in a timely fashion during the module and throughout the programme.

Graded elements

The following assessment elements are weighted in order to provide an end of module grade:

Cohort Discussion

Discussion Questions (DQs) are set regularly within each module, with each discussion taking place over a one week time span. (501 and 502 contain a higher proportion of such discussion questions in comparison to subsequent modules.) Discussion Questions are addressed with students across the cohort on the module as a whole, pertaining for instance to required readings and other assigned content.

Learning Team Activity

Discussion around learning team activities will be assessed regularly within each module. Rather than focussing on assigned content, the learning team activities will draw on and deepen the professional knowledge and skills of students.

Interim assignments and Final assignments

Each module incorporates at least one interim assessed paper or report, and a final assessed paper/report. The Final Report will allow synthesis of learning to occur from across the module as a whole, linking also to prior modules as relevant.

Residential

An optional residential conference may be offered at which students will meet DDP tutors and other staff. The aim of the event is to promote the sense of a community amongst students, to enhance the skills and knowledge of DDP tutors and to contribute to the ongoing invigoration of the programme with new and relevant material. The two day event will include keynote speakers, presentations from staff and students, discussion groups and less formal meetings. The presentations from keynotes and selected others will be made available to all those registered on the programme through the shared area on the VLE.

Thesis Supervision

Thesis supervision is undertaken in accord with the agreed regulations and frameworks that apply within the University to the online professional doctorates:

- Supervision of the thesis will incorporate a recognisable link from the student, to the University.
- All students will be supervised by a primary supervisor, supported by a secondary supervisor (one of whom will be a member of staff at the University).
- All supervisors will conform to criteria set out by the University that will demonstrate their appropriateness to supervise research students on the professional doctorate programme (e.g. all supervisors will be research active with relevant subject expertise).
- Those supervisors who are not employed by the University will be designated by the Faculty of Humanities and Social Sciences as Honorary Staff.

- A Student Progress Panel will operate for groups of students, to receive regular reports on the progress of each student towards their theses, and to be chaired by an appropriate member of staff at the University who is a member of the programme team.
- Separate quality assurance will operate for the supervision as a whole (ensuring consistency with the University code of practice on research student supervision).

37. Assessment information for students:

Introduction

<http://www.liv.ac.uk/tqsd/code-of-practice-on-assessment/>

<http://www.liv.ac.uk/student-administration/research/pgr-code-of-practice/>

Marking criteria:

Each student’s work in a module is assessed to provide an **end-of-module grade** that should represent work which typically has the characteristics described below (except for the thesis and for the DDP modules which are graded on a pass/fail basis):

Grade	Description
Excellent: 70-100%	Excellent work. Originality of thought or approach; good coverage of topic; clear, in-depth understanding of material; exercise of critical judgement; very well written and directed.
Good: 60-69%	Good work. Logical; thorough; factually sound; good understanding of material; exercise of critical judgement; well written and directed.
Pass: 50-59%	Competent work. Essentially correct; some evidence of critical judgement; some weaknesses in expression/presentation.
Fail: 49% and below	Inadequate or unsatisfactory work. Incomplete coverage of topic; evidence of poor understanding of material; Poor presentation; lack of coherent argument, Serious omissions; significant errors/ misconceptions; poorly directed at targets; evidence of inadequate effort.

Further making criteria

Specific marking criteria are available for Hand-in Assignments, Cohort Discussion Questions, Learning Team Participation, Power-point presentations; and Doctoral Development Planning tasks.

Assessment of both cohort discussions and learning teams is based upon the timeliness and quality of the student’s work, including attention to:

- Asking insightful questions
- Offering contributions based upon the literature and their practice
- Adding to the learning of the group
- Promoting critically collaborative inquiry
- Promoting critical reflection in team members

In the cohort discussion assessments will emphasize conceptual understanding and contributions based upon the literature. In the learning sets assessments will emphasize the collaborative application of concepts and relevant professional experience to real-world tasks.

The 'Doctoral Development Planning' modules each incorporate learning tasks that must be successfully completed in order to pass the module. Each task must be successfully completed (on a pass/fail basis) in order to pass the module.

Assessment criteria for practitioner research thesis

- Intellectual, ethical and methodological soundness of the practitioner research, including coverage of areas indicated as relevant to the construction of a practitioner research thesis.
- Critical analysis, informed by consideration of a range of factors pertinent to the doctoral level, such as the application of research technique and limitations on the extent to which knowledge is actionable.
- Original contribution to knowledge and practice, and to own personal and professional learning.
- Defence of thesis in an oral examination, judged further in relation to the capacity of the candidate to respond comprehensively and robustly to questions posed by the assessors.

38. Student representation and feedback:

The principal channel for students to communicate with their colleagues and with staff will be, in keeping with the medium for programme delivery, the Internet. Each module delivered establishes a *virtual classroom* within which the module instructor will communicate with students to deliver module materials, receive coursework assignments, and facilitate class discussions. This mechanism automatically provides a framework for students to share concerns with their colleagues and with staff, either privately or publicly within the class. Other concerns can be raised privately via the student's *Student Support Manager*. Each student is assigned for the duration of his/her studies to a Student Support Manager at Laureate Online Education, whose role includes that of acting as a personal tutor.

Additionally, there has been established a *staff-student forum* within the programme delivery software framework, i.e. in the form of email folders. Approximately one month before each meeting of the Board of Studies, this forum is opened for a period of one week. During this time, a group of student volunteers engage in a discussion with representatives of Laureate Online Education and the Centre for Higher Education Studies. The debate is viewable by all students, who can contribute comments and suggestions in a separate folder. At the end of the week, a summary of conclusions reached is drawn up for presentation to the Board of Studies. Outcomes from the Board of Studies or otherwise, are posted in an online announcements folder, which may also be used by staff to make other announcements of a general nature.

Feedback on the delivery of individual modules is provided by the issue of a questionnaire to all students; questionnaires are circulated via email. A summary of the questionnaire returns is given to the module instructor, who is asked to comment on this and any other issues arising in the delivery of the module, in the form of a report with prescribed headings. This report is further augmented by comments from a member of staff at the Centre for Higher Education Studies (the *module monitor*). Each module delivery is reviewed by the Board of Studies, which is provided with the composite module report, and, when appropriate, the questionnaire summary. An overall summary of student feedback is also presented for consideration at each meeting of the Board of Studies. These reports are also made available to the Board

of Examiners.	
Part F: Status of Professional, Statutory or Regulatory Body Accreditation	
39.	Status of Professional, Statutory or Regulatory Body Accreditation:
	N/A
Part G: Diversity & Equality of Opportunity and Widening Participation	
40.	Diversity & Equality of Opportunity and Widening Participation:
	The programme design, structure and content are consistent and compliant with the University's Diversity and Equality of Opportunity Policy.

ANNEX 1				
Annex Of Modifications Made To The Programme				
Please complete the table below to record modifications made to the programme.				
Description of modification (please include details of any student consultation undertaken or confirm that students' consent was obtained where this was required)	Minor or major modifications	Date approved by FAQSC	Date approved by AQSC (if applicable)	Cohort affected
Only one resit allowed on the Doctoral Development Planning module (introduced to ensure compliance with university regulations); Required learning tasks only to operate on the Doctoral Development Planning module (reflecting actual requirements of the approved module specifications).	Minor	May 2011		
Modifications to ensure compliance with revisions to the University's framework for online professional doctorates, with updating also relating to the Doctoral Development Planning modules.	Minor	February 2012		
Programme specification updated to the revised template, changes to ensure the specification reflects recent changes to regulations for the online professional doctorates. Changes are also being made to the assessment weightings on five pre-thesis modules at the same time.	Major	13 th May 2015		

Programme Specification PG

Changes to prerequisites, and to conditions on the MRes Exit Award	Minor	2 nd April 2019		
--	-------	----------------------------	--	--