

Programme Specification

Integrated PhD in Education (2017-18)

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.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of Study	Full-time
Duration in years	5
Accreditation details	None
Final award	Doctor of Philosophy (PhD)
Name of Award	Integrated PhD in Education
Interim Exit awards	Master of Philosophy (MPhil) Postgraduate Certificate in Higher Education Postgraduate Diploma in Higher Education
FHEQ level of final award	Level 8
UCAS code	N/A
Programme Code	7152
QAA Subject Benchmark or other external reference	N/A
Programme Lead	Christopher Downey (cdowney)
Pathway Lead	Christopher Downey (cdowney)

Programme Overview

Brief outline of the programme

This is a full-time taught research degree leading to the award of Doctor of Philosophy. 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 substantial research project leading to submission of a PhD thesis.

Your contact hours will vary depending on your module/option choices. Full information about contact hours is provided in individual module profiles.

Learning and teaching

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, research supervision.

Assessment

The assessment of research skills and subject specialist knowledge will typically be through a portfolio of coursework consisting of written assignments, academic presentations. Transferable skills and knowledge assessment will be through formal formative feedback; Research Thesis assessment will be through examination of the thesis combined with a Viva Voce examination.

Special Features of the programme

N/A

Please note: As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's [programme validation process](#) which is described in the University's [Quality handbook](#).

Educational Aims of the Programme

The aims of the programme are to:

- develop your knowledge and understanding in the context of education research;
- enable you to acquire skills and understanding in a range of research approaches;
- develop and extend your specialist subject knowledge;
- gain transferable skills designed to broaden your skills and knowledge;
- enable you to plan and undertake a substantial research project in an education related field that can make an original contribution to the body of knowledge.

Programme Learning Outcomes

Knowledge and Understanding

On successful completion of this programme a student will have 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

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Subject Specific Intellectual and Research Skills

On successful completion of this programme a student 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.

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Transferable and Generic Skills

On successful completion of this programme a student will be able to:

- C1. give a presentation, using 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.

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Subject Specific Practical Skills

On successful completion of this programme a student 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.

Programme Structure

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

Route 1 Pathway

Part I

Typical course content

Students should select one of the two routes.

This Integrated PhD in Education consists of an initial taught component designed to develop your research and discipline specific skills followed by undertaking a substantial research project (referred to as the Level 7 Dissertation) in the field of Education.

The taught element combines units in both research methods and discipline-based topics (providing a grounding in relevant theoretical work and exploring specific case studies), supplemented by workshops offering further research and subject specialist training. You will have the opportunity to select a number of units of study from across the postgraduate provision at the Southampton Education School and our Faculty Doctoral Training Partnership.

Programme details

Please note: In this section the term “Part” is used to denote the structure of the academic content of the programme, as indicated in the programme structure diagram below. The term “Year” refers to the indicative time period during which elements of the programme will be studied (based on a full-time mode of study and no suspension or extension of candidature) and refers to the normal academic year spanning October to September.

Part I

Part I of the programme is assessed at Level 7 in the National Qualifications Framework (NQF) which is equivalent to master’s level. It comprises a modular taught element consisting of 60 ECTS/ 120 CATS of study in research methods and discipline specific topics undertaken during Year 1 which can lead to an intermediate award of a Postgraduate Diploma in Education Research Methods. Alongside this, during Year 1 and extending into Year 2, students commence work on a Level 7 Dissertation module equivalent to a further 30 ECTS/ 60 CATS of study credit (described in detail below). This part of the programme is designed to provide a strong foundation of research methods skills which you will then use to reviewing the existing research literature and to designing and developing your own research in greater depth and with greater rigour. The skills developed during Part I of the programme will be extremely valuable to students who successfully progress through to the thesis stage of the Integrated PhD.

Progression beyond Part I of the Integrated PhD will require you to achieve a minimum mean average mark of 60% including a pass at 60% or higher in the Level 7 Dissertation module.

Research methods and discipline specific modules – 60 ECTS/ 120 CATS

All students study a set of core modules which focus on the development of foundational research skills. The core modules can be supplemented by option modules in more specialist research methods and specific research designs where these are relevant to your proposed research study. It is also possible to select option modules within our MSc Education programme to help develop your understanding of key aspects of Education theory and practice, and from the wider suite of modules at postgraduate level offered across the university. Option modules are chosen in consultation with your academic supervisor and the Integrated PhD Programme Leader.

Level 7 Dissertation module – 30 ECTS/ 60 CATS

During the second half of Year 1 students commence work on the Level 7 Dissertation module. Work on this

module extends across into Year 2 and is designed to support the transition to working on your PhD research project and thesis. In this module you will have an opportunity to apply the skills developed from the other core and optional modules to refine, develop and strengthen your initial research proposal which you will then submit for assessment. Work on the module then culminates in the writing of a report similar in style and length to an academic article or research paper, and a presentation of the report in the style of a research conference presentation. The written material produced for assessment in this module will be directly relevant to your proposed research project and so can be developed into material for the PhD thesis. Teaching on the Level 7 Dissertation module will consist of a combination of workshops in key academic communication and research development skills together with individual supervision by a member of academic research staff.

Or transfer to MSc Education, and on successful completion of either the Level 7 Dissertation (EDUC6446) or the MSc Education dissertation EDUC6342 for 30 ECTS/ 60 CATS, and payment of a top- up tuition fee, may be awarded MSc Education (Research Methods)

Part I Core Route 1

PASS at minimum average mark of 60%

Code	Module Title	ECTS	Type
EDUC6446	Level 7 Dissertation	30	Core
RESM6001	Philosophy of Social Science Research	5	Core
RESM6003	Qualitative Methods 1	5	Core
RESM6004	Quantitative Methods 1	5	Core
RESM6002	Research Design and Practice	5	Core
EDUC6353	Understanding Education Research	10	Core

Part I Optional (Route 1 and Route 2)

The option modules shown below constitute an indicative list; there will always be choice but the options might vary between years. A full list of modules and rules will be available to you via the Student Record Self-Service system once you enrol at the University. Option modules are selected in consultation with the Programme Director/Supervisor:

Code	Module Title	ECTS	Type
EDUC6461	Applied Quantitative Methods in Education Research	5	Optional
EDUC6457	Globalisation and Education Policy	10	Optional
EDUC6283	MA (Ed) Flex Assignment 3	30	Optional
EDUC6455	The Social context of education and lifelong learning	10	Optional
EDUC6459	Applied Mixed Methods in Education Research	5	Optional
EDUC6460	Applied Qualitative Methods in Education Research	5	Optional
EDUC6344	Investigating Innovations in Learning and Teaching	10	Optional
EDUC6345	Leadership in Education	10	Optional
EDUC6347	Learning and Teaching	10	Optional
EDUC6281	MA (Ed) Flex Assignment 1	10	Optional
EDUC6282	MA (Ed) Flex Assignment 2	20	Optional
EDUC6349	Management in Education Organisations	10	Optional
RESM6006	Qualitative Methods 2	5	Optional
RESM6007	Quantitative Methods II A	5	Optional
RESM6005	Survey Design	5	Optional

Route 2 Pathway

Part I

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The taught element combines units in both research methods and discipline-based topics (providing a grounding in relevant theoretical work and exploring specific case studies), supplemented by workshops offering further research and subject specialist training. You will have the opportunity to select a number of units of study from across the postgraduate provision at the Southampton Education School and our Faculty Doctoral Training Partnership.

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Progression beyond Part I of the Integrated PhD will require you to achieve a minimum mean average mark of 60% including a pass at 60% or higher in the Level 7 Dissertation module.

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research development skills together with individual supervision by a member of academic research staff.

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Part I Core Route 2

Code	Module Title	ECTS	Type
EDUC6464	Foundational Qualitative Methods in Education Research	5	Core
EDUC6463	Foundational Quantitative Methods in Education Research	5	Core
EDUC6446	Level 7 Dissertation	30	Core
EDUC6462	Principles of Education Research Design	10	Core
EDUC6353	Understanding Education Research	10	Core

Part I Optional (Route 1 and Route 2)

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Code	Module Title	ECTS	Type
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EDUC6459	Applied Mixed Methods in Education Research	5	Optional
EDUC6460	Applied Qualitative Methods in Education Research	5	Optional
EDUC6344	Investigating Innovations in Learning and Teaching	10	Optional
EDUC6345	Leadership in Education	10	Optional
EDUC6347	Learning and Teaching	10	Optional
EDUC6281	MA (Ed) Flex Assignment 1	10	Optional
EDUC6282	MA (Ed) Flex Assignment 2	20	Optional
EDUC6349	Management in Education Organisations	10	Optional
RESM6006	Qualitative Methods 2	5	Optional
RESM6007	Quantitative Methods II A	5	Optional
RESM6005	Survey Design	5	Optional

Part II

Work on the research project and PhD thesis should commence at the start of Year 2. Initially this coincides with work for the report and presentation that are part of the Level 7 Dissertation module described above. Students who successfully complete all the elements of Part I with the required mean average mark of 60% will be able to formally progress through to complete work on the research project and thesis.

Thesis - 180 ECTS/ 360 CATS

All students are expected to undertake a substantial research project, under the supervision of at least two members of our academic research staff. The project will be based on your revised research proposal, which you will have had a number of opportunities to refine and develop while working on Part I of the programme. By the

end of your work on the research project you will be required to submit a thesis of a maximum of 75,000 words which will be examined by viva voce by an internal and external examiner.

There are some important intermediate milestones during Part II of the Integrated PhD that must be passed in order to progress to final submission of the thesis. These milestones are provided to help you demonstrate the capacity of your research to fulfil the criteria expected for work assessed at PhD level (level 8 on the National Qualifications Framework - NQF).

Key timeframes and regulations associated with the progress milestones are described below. Please note that details of the most current regulations are available in the Code of Practice for Research Candidature and Supervision (<http://www.calendar.soton.ac.uk/sectionV/code-practice.html>) and the regulations there may supersede any description here.

- At the point 9 months into your work in Part II you will be expected to undertake a First Progression Review assessment with one of your academic supervisors and an independent assessor, which will focus on ensuring your work has progressed from NQF level 7 to level 8. The progression panel will assess your work at this point.
- Between months 18-21 of Part II of the programme you will be required to submit a body of written work that might form a section of your thesis for a process known as confirmation. The section of thesis will be assessed by two internal assessors at a viva voce examination. The aim is to determine your capacity to progress through to timely completion of a research project of appropriate scale and scope for the award of PhD.

You will not be able to submit your thesis for the award of PhD, if in the judgement of the assessors, you have not demonstrated sufficiently well that your research has met the necessary standard. In order to proceed through confirmation the following criteria must be met:

- a) that the research student has demonstrated the ability to manage the research project, to become proficient in the special field of research involved, and to achieve success at PhD level given adequate motivation and perseverance;
- b) that the project being undertaken is of sufficient scope, originality and theoretical interest to constitute a genuine contribution to the subject in the form of the understanding of a problem, the advancement of knowledge or the generation of new ideas.

The confirmation panel making the recommendation must have reviewed a sufficient body of written work in order to make a judgement on the above criteria. This body of work should include:

- an overview of the research problem and rationale for the project;
- a substantial literature review;
- well-developed plans for fieldwork and data analysis.

If the viva voce for confirmation is not passed you will have a further opportunity to revise and resubmit the section of your thesis, taking into account the feedback received from the confirmation panel of assessors. A date for a second confirmation panel should be set such that a final decision can be reached within the specified timescale. For full-time students, a decision from the second confirmation panel should be made by the end of the 24th month following the start of the research phase of the student's programme. The second panel may make one of three recommendations: to recommend that a student's PhD candidature is confirmed; to recommend that the student is transferred to an MPhil programme, or to recommend that the student's candidature is terminated.

Students who successfully complete confirmation will continue with their research project and the production of their full thesis of up to 75,000 words which will be assessed by a defence at a viva voce examination involving at least one external examiner and an internal examiner. The examiners will use the following criteria to assess your thesis and viva defence in order to determine if you have demonstrated the following:

- the creation and interpretation of new knowledge through original research or other advanced scholarship, or of a quality to satisfy peer review, extend the forefront of the discipline and merit publication;
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or an area of professional practice;
- the general ability to conceptualize, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;

- a detailed understanding of applicable techniques for research and advanced academic enquiry.

Successful students will complete the programme with the award of Doctor of Philosophy.

Part II Core

180 ECTS/ 360 CATS

PhD in Education Research Thesis

Intermediate milestones include:

First Progression Review Assessment (at 9 months in Part II)

Confirmation of PhD Candidature Assessment (at 18-21 months in Part II)

MPhil may be a possible outcome if PhD candidature is not confirmed at the appropriate milestone, or criteria for the PhD are not fully achieved at final examination.

Progression Requirements

The programme will follow the University's regulations for [Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes](#) or the University's regulations for [Progression, Determination and Classification of Results: Standalone Masters Programmes](#) as set out in the General Academic Regulations in the University Calendar:

<http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html>

Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia)
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV.
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community (18.00-08.00).
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

Associated with your programme you will be able to access:

- The supervisory system – two or more members of academic staff will be assigned as your academic supervisors. Academic supervisors will offer academic guidance, act as support and guide for your independent research thesis during Part 2 of the programme. Usually one member of your supervisory team will act as the Primary supervisor, taking the lead in supporting you through the programme and in monitoring your progress via our Postgraduate Researcher (PGR) Tracker system. You will undertake an initial needs analysis with the guidance of your supervisors and PGR Tracker will help you focus on the key milestones that mark your progression through the whole doctoral process. You will meet with one or more of your supervisors on a regular basis throughout your time working on Part 2 of the programme and summaries of your progress and supervisory reports will also be logged on PGR Tracker.
- The taught unit tutors. Each of the taught units has an assigned tutor. S/he 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. As part of the Integrated PhD cohort you will have your own dedicated co-ordinator, who will act to deal with both academic and pastoral matters.
- Course handbooks and web-based materials.
- Computers and desk space for full-time students during the period when you are in candidature.
- Photocopying facilities.
- Some allocated financial support for conference attendance and/or relevant personal development and training.
- Access to training courses provided by the Faculty Graduate School and the University Doctoral College. This will include courses in general study and communication skills, use of software and tools which support the research process (such as data analysis and referencing tools and workshops on writing for publication and presentation at conferences), workshops to support your progress on the PhD (such as preparing for a viva examination) and a number of workshops focusing on personal development to enhance your employability.
- Individual support through tutorials.
- Access to a range of Education research seminars held within Southampton Education School and research methods seminars provided in the faculty.
- Formal induction to the research provision and staff's research specialisms and responsibilities.

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each module of the programme
- Acting as a student representative on various committees, e.g. Staff: Student Liaison Committees, Faculty Programmes Committee, Faculty Graduate School Advisory Group OR providing comments to your student representative to feed back on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group
- The ways in which the quality of your programme is checked, both inside and outside the University, are:
 - Regular module and programme reports which are monitored by the Faculty
 - Programme validation, normally every five years.
 - External examiners, who produce an annual report
 - Professional body accreditation/inspection [delete if not applicable]
 - A national Research Assessment Exercise (our research activity contributes directly to the quality of your learning experience)
 - Institutional Review by the Quality Assurance Agency

Further details on the University's quality assurance processes are given in the [Quality handbook](#).

Criteria for admission

The University's Admissions Policy applies equally to all programmes of study. The following are the typical entry criteria to be used for selecting candidates for admission. The University's approved equivalencies for the requirements listed below will also be acceptable.

Postgraduate programmes

Qualification	Grade/GPA	Subjects requirements	Specific requirements
Masters Degree	Master's degree (preferred) - Pass	Any	Especially if applicant's UG degree is not in education and no evidence of prior professional experience in education.
Bachelors Degree	Upper 2nd class	Education preferred	Professional experience in education preferred if UG degree is not in education.

Recognition of Prior Learning (RPL)

The University has a [Recognition of Prior Learning Policy](#)

English Language Proficiency

The table below sets out the English proficiency requirements for this programme in terms of the IELTS test. We accept a range of other English proficiency tests including TOEFL and Cambridge Advanced/Proficiency. For full details of the recognised tests and the equivalent requirements in those tests please see www.southampton.ac.uk/admissions-language.

Overall	Reading	Writing	Speaking	Listening
6.5	6.0	6.0	6.0	6.0

Career Opportunities

Successful students who are awarded a PhD will be well qualified to pursue a career in Higher Education in research, teaching or administrative roles. They may also pursue careers in Education as teachers and institutional leadership or management positions, or within local or national government, as policy advisors or Education consultants.

External Examiner(s) for the programme

Name: Ken Jones - Goldsmiths University of London

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.

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 programme handbook.

Appendix 1:

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

Additional Costs

Type	Details
Software Licenses	Some software is made available to you while a student
Conference expenses	Accommodation, Travel - If appropriate for your research. (Some support funding is available for conference attendance).
Parking costs (including on placements at hospitals)	If appropriate for your research
Hardware	If appropriate for your research
Computer discs or USB drives	For back-up and file transfer purposes
Stationery	You will be expected to provide your own day-to-day stationery items, e.g. pens, pencils, notebooks, etc.
Textbooks	Where a module specifies core texts these should generally be available on the course collection in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source. Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.
Fieldwork: logistical costs	Accommodation, Insurance, Travel costs, Immunisation/vaccination costs, Medical Insurance, Disclosure and Barring Certificates or Clearance Translation of certificates - If appropriate for your research.
Field course clothing	If appropriate for your research
Equipment and Materials	Photography and Recording equipment - If appropriate for data collection as part of your research
Printing and Photocopying Costs	In the majority of cases, coursework such as essays; projects; theses is likely to be submitted on line. However, there are some items where it is not possible to submit on line and students will be asked to provide a printed copy.

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.