

**DEFINITIVE COURSE RECORD**

Course Title	<b>PgD Education Studies</b>
Awarding Bodies	<b>University of Suffolk</b>
Level of Award <sup>1</sup>	<b>FHEQ Level 7</b>
Professional, Statutory and Regulatory Bodies Recognition	<b>None</b>
Credit Structure <sup>2</sup>	<b>120 Credits at level 7</b>
Mode of Attendance	<b>Part-time</b>
Standard Length of Course <sup>3</sup>	<b>2-5 years part-time</b>
Intended Award	<b>PgD Education Studies</b>
Named Exit Awards	<b>PgC Education Studies</b>
Entry Requirements <sup>4</sup>	<p><b>Typical Offer:</b>  <b>Have a Bachelors Honours degree 2:2 from a UK university or other recognised degree-awarding body, or a qualification at equivalent level.</b>  <b>Have access to practice. The “access to practice” criteria are:</b></p> <ol style="list-style-type: none"> <li><b>1. Access to teaching and/or supporting teaching and learning in a relevant statutory, private, voluntary and/or independent setting with a direct responsibility for learning within their educational setting;</b></li> <li><b>2. Students will be required to complete at least 225 hours in practice while on the course.</b></li> </ol>
Delivering Institution	<b>University of Suffolk</b>

This definitive record sets out the essential features and characteristics of the PgD Education Studies course. The information provided is accurate for students entering level 7 in the 2017-18 academic year<sup>5</sup>.

**Course Summary**

The Postgraduate Diploma Education Studies course is an innovative programme designed for graduates and professionals in education who wish to focus on their professional development alongside a postgraduate qualification. The PgD Education Studies course enables educational practitioners to formally engage in focused study with meaning and purpose to refine their goals in the profession and their work in their educational setting. It is based on an informed and critical approach to the academic study of education and is intended to reflect both the desires and ambitions of postgraduate students and the philosophical traditions and current development in the field. The course provides

<sup>1</sup> For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

<sup>2</sup> All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

<sup>3</sup> Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Taught Postgraduate Awards](#).

<sup>4</sup> Details of standard entry requirements can be found in the [Admissions Policy](#)

<sup>5</sup> The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

## DEFINITIVE COURSE RECORD

participants with the opportunity to engage critically with contemporary educational research and develop an informed understanding of different methodologies and research techniques.

### Course Aims

- to offer an innovative, dynamic and flexible programme that critically considers developments in the academic study of education
- to advance students' knowledge of a particular field of study in which they have prior knowledge or experience through previous study or employment and to encourage them to take ownership and responsibility for their own learning
- to advance students' knowledge of the complexity of understanding the relationship between theory, reflection and practice and the implications for policy and practice
- to provide a robust theoretical framework for students to develop an integrated and critical understanding of education and to cultivate a critical and analytical approach to contemporary methodological advances in educational research
- to develop in students a range of intellectual skills reflecting both the ethos of lifelong learning and the rigour required at level 7; a high level of autonomy and self-direction in order to facilitate the demonstration of initiative, originality alongside integrity and ethical judgement in their advanced scholarship; and to become influential and effective specialists in the field of education

### Course Learning Outcomes

The following statements define what students graduating from the PgD Education Studies course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 7 awards as set out by the UK Quality Assurance Agency (QAA)<sup>6</sup>.

1. Have a systematic understanding of knowledge about theory and practice in the field of education
2. Have a critical awareness of current problems/new insights, which is at the forefront of research and practice in education
3. Be able to write clearly for specialist and non-specialist audiences in a scholarly manner
4. Be able to critically evaluate current educational research and scholarship
5. Be able to apply knowledge originally for example to problem solving in new or unfamiliar environments or showing creativity through handling complexity
6. Have a practical understanding of how established research techniques are used to create/interpret knowledge in Education (and make sound judgements in the absence of complete data) and where applicable propose new hypotheses
7. Be able to evaluate and critique methodologies

---

<sup>6</sup> As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

## DEFINITIVE COURSE RECORD

### Course Design

The design of this course has been guided by the following QAA Benchmark:

- Education Studies (2015)

### Course Structure

The PgD Education Studies comprises modules at level 7.

Module Specifications for each of these modules are included within the course handbook, available to students on-line at the beginning of each academic year.

	Module	Credits	Module Type <sup>7</sup>
Level 7			
	Applying Theory in Educational Research	20	M
	Research Methods	20	M
Plus 80 credits from the following optional modules:			
	Theoretical Foundations	40	O
	Independent Learning: Extended Project	40	O
	Independent Learning: Short Project	20	O
	Recent Developments in Pedagogy, Curriculum and Assessment	20	O
	Special Educational Needs	20	O
	Technology Enhanced Learning and Teaching	20	O
	Mentoring in Education	20	O
	Leadership for Educational Change and Improvement	20	O
	Strategic Leadership in Education	20	O

Optional modules are available in specific terms and are subject to demand.

### Awards

On successful completion of the course, students will be awarded a PgD Education Studies. Students who leave the course early may be eligible for a PgC Education Studies on successful completion of 60 credits.

### Course Delivery

The course is delivered at Ipswich. Students studying on the MA in Education Studies are likely to have approximately 24 contact hours per 20 credit module. Contact hours will be a mix of lectures, seminars, workshops, small group activity and one to one tutorials. Face to face sessions take place in eight hour blocks on Saturdays and four hour blocks on Friday afternoons. The Virtual Learning Environment (VLE) provides opportunities for students to engage with course materials and relevant readings and for interactions with peers and tutors through discussion boards, blogs, wikis and other interactive learning tools. Students will be required to have access to practice in an educational setting and will either already be

<sup>7</sup> Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the Framework and Regulations for Taught Postgraduate Awards

## DEFINITIVE COURSE RECORD

in practice or find their own placement. Students will normally be expected to undertake 176 hours of independent study per 20 credit module.

### Course Assessment

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessment on the course overall will be 100% coursework (including essays, reports, presentations, group work, reflective learning journals and research projects).

### Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

### Course Costs

Students undertaking PgD Education Studies will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK/EU	Not applicable
Part-time UK/EU	£825 per 20 credit module
Full-time International	Not applicable
Part-time International	£1,120 per 20 credit module

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

### Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Taught Postgraduate Awards and other academic policies and procedures of the University and published on the [website](#).