

## 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>1-5 years part-time</b>
Intended Award	<b>PgD Education Studies</b>
Named Exit Awards	<b>PgC Education Studies</b>
Entry Requirements <sup>4</sup>	<b>Typical Offer: Have a Bachelors Honours degree 2:2 from a UK university or other recognised degree-awarding body; have experience working in an educational setting.</b>
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 2022-23 academic year.<sup>5</sup>

### Course Summary

The PgD in Education Studies course is an innovative programme designed for people with experience of working in an educational setting who wish to focus on their professional development alongside a postgraduate qualification. The PG Diploma in 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 participants with the opportunity to engage critically with contemporary educational research and develop an informed understanding of different methodologies and research techniques. The course is suited to anyone with practice experience and provides a clear progression route for those who have completed level 7 qualifications such as the PgC or Postgraduate Certificate Academic Practice (PGCAP).

<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](#) and further details about Disclosure and Barring Checks (DBS) can be found on the [University's DBS webpage](#).

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

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### 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, and knowledge about theory and practice in the field of education
2. Have a critical awareness of knowledge, current problems and/or new insights, much of which is at, or informed by, the forefront of field of study, area of professional practice and/or research area
3. Be able to clearly construct and organise written arguments in a scholarly manner, following academic convention
4. Clearly communicate oral arguments to a specialist and non-specialist audience
5. Be able to critically evaluate recent and relevant educational research and scholarship in an informed and systematic way
6. Be able to demonstrate originality in the application of knowledge for example to problem solving in new or unfamiliar environments or showing creativity through the dealing of complex issues
7. Be able to act autonomously, and exercise initiative, making decisions in complex and unpredictable situations; applying ethical judgement
8. Have a detailed and critical understanding of the research process making connections between methodological assumptions, research design and research findings
9. Be able to evaluate and critique research methodologies and methods

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

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### 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: 120 credits from the following			
IPLESTM**	Independent Learning: Extended Project	40	Option
IPLESTM**	Independent Learning: Short Project	20	Option
IPLESTM**	Applying Theory in Educational Research	20	Mandatory
IPLESTM**	Principles of Educational Research	20	Mandatory
IPLESTM**	Technology Enhanced Learning and Teaching	20	Option
IPLESTM**	Mentoring and Coaching in Education	20	Option
IPLESTM**	Leadership for Educational Change and Improvement	20	Option

\*Optional module 'Enhancing Practice to Empower Looked After Children: Trauma, Attachment and Educational Provision' (20 credits) is available online from the MA Childhood Studies

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 Campus. The MA is taught flexibly in blocks face-to-face on Saturdays and Friday afternoons and synchronous or asynchronously online to enable full time teachers to attend sessions. Usually, 20 credit module requires attendance at 2 full Saturday and 2 Friday afternoon sessions though there is some variation between modules. Workshops run each term to support students with their dissertations. Students will normally be expected to undertake a total of 180 hours of independent study - an average of 15 hours in a week but should be prepared for this to vary based on assignment deadlines and class exercises.

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### 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	Not applicable
Part-time UK	£915 per 20 credit module
Full-time EU/International	Not applicable
Part-time EU/International	£1,215 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](#).