EdD HANDBOOK
Session 2016/17
Welcome to the School of Education, University of Leeds. We are very pleased that you have chosen to study with us.

The School of Education is a diverse community, with active researchers working in a wide range of disciplines related to Education. We are an international school and you will meet students and staff from around the world, giving you the opportunity to form long-lasting research networks and collaborations. Through your supervisory team you will join one of our School's highly regarded academic groups, recognised worldwide for the quality of their research. Research findings originating in the School of Education have influenced policy and practice in the UK and overseas.

We hope that you will take full advantage of all of the support and expertise available here and that you treat the School as your home. We have a dedicated student support officer and you are entitled to regular academic supervision. Your studies will be supported by an online system (GRAD https://research.leeds.ac.uk) which helps you and your supervisor to record your progress and achievements. We have excellent research student facilities, including recently refurbished desk spaces, IT and library services, and communal areas for meeting with other research students and academics or for holding research events.

We listen to our research students and respond to their ideas and feedback. We encourage our students to make the most of their time with us and as such we arrange a variety of events including conferences and seminars as well as residential weekends and social trips. We are a lively, friendly and nurturing community and we wish you all the best with your studies.

Kind regards,

Dr Aisha Walker
Dr Matt Homer

Postgraduate Research Tutors
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1. Postgraduate Research Community and Research Culture

We have approximately 120 postgraduate research (PGR) students in the School of Education. Most are full-time students, some study part-time. We offer two routes to obtaining a doctorate: a PhD or an EdD. The PGR community is very active in the School and there are many opportunities to link up with other students. This section outlines some of the ways in which the development of the PGR community and the wider academic research culture is supported within the School.

1.1 PGR representative

Each year a student volunteers to take on the role of PGR rep. They are an important point of contact and a very useful source of information. They represent PGR student views at Student-Staff forum and at the Faculty Graduate Board. This year the PGR rep is Rumana Hossain. Rumana can be contacted via email - ed13rh@leeds.ac.uk

1.2 The Coach House

At the heart of the School of Education is a space for PGR students; ‘The Coach House’. It is behind the main Hillary Place building and can be accessed inside via staircase 2 or outside near the car park spaces and loading bay. Here you will find a seating area, space to have drinks and snacks, a kitchen and a 40 seat presentation space with computer, projector and audio visual equipment. Postgraduate events are often hosted here and it is an ideal place to meet up with other students. You can book this room to host a postgraduate student meet up or activity, please contact Louise Greaves to arrange this.

1.3 The Common Room

As you enter Hillary Place you will find a common room to the left of the foyer. This is another student space. It is open to all students, so in there you may meet undergraduates, taught postgraduates and postgraduate research students. There is a kitchen area, vending machine, seating areas and usually a big stack of magazines and books. The noticeboard in the common room is a good place to find out about opportunities and events taking place in the School and the University.
1.4 PGR student offices

There are a number of postgraduate student offices located in Hillary Place and EC Stoner. You will be assigned a space in one of these and be given a desk, computer, locker and access to a printer. Offices are organised so that there is a mix of students from the different academic groups who will be at different stages in their studies.

1.5 Social Media

The School of Education use various social media resources to ensure students are able to network and share ideas. For the 2015/16 cohort only, a private Facebook group has been created (please see link below). This will be a great way to meet your peers and is strongly recommended.
https://www.facebook.com/groups/1620546484895266/

Other social media groups include:

- **SoE Facebook page**
- **SoE Twitter**
  - @EduLeedsUni
- **The Education Society (EDSOC) Facebook page**
  - https://www.facebook.com/groups/306078269514270/
- **EDSOC twitter**
  - @UoL_EDSOC
- **EDSOC email**
  - edsoc.leeds@gmail.com
- **White Rose School of Education Community Facebook page**
  - https://www.facebook.com/groups/LSoE4PGR/
1.6 Presentation practice

PGR students are encouraged to develop their presentation skills whilst working on their thesis. The School of Education schedules ‘mock’ conferences each month between September and January, in which you will be encouraged to present your findings to date. Although these presentations are not assessed, you will receive feedback from a small audience of students and academic staff.

1.7 Conferences

We strongly recommend that PGR students attend the two conferences listed below, both take place annually in semester 2.

Research Students Education Conference (RSEC)

This conference is organised and run by PGR students in the School of Education. Each year a committee is set up around September time to plan the conference. It is supported by funding from the School of Education and is publicised to PGR students in Education across the White Rose Universities (Leeds, York and Sheffield). The conference is a full day and includes student presentations, posters, workshops led by academic staff and an external keynote speaker. There is an archive available with information about past RSEC conferences available at http://www.education.leeds.ac.uk/research/research-students-education-conference
Education, Social Sciences and Law Conference (ESSL)

The ESSL PGR Conference is also a student-led event bringing research students together from across the Faculty of Education, Social Sciences and Law to present their research interests in a friendly and supportive environment. The conference is always well attended and is a great social networking occasion, giving an opportunity to exchange ideas and learn from the experiences of students in other Schools within the Faculty.

1.8 Social activities

Martin Pelan regularly organises social events. In the past these have included a burns night celebration, Christmas parties, residential weekends and day trips. If you have any ideas for future events please contact Martin Pelan, Matt Homer, Aisha Walker or Rumana Hossain.

If you are interested in playing football then Martin also co-ordinates the School of Education 5-a-side team (crowned league champions in 2015!) please get in touch with him for more details.
1.9 White Rose Doctoral Training Centre (WRDTC)

The School of Education is part of the **White Rose Social Science Doctoral Training Centre (WR DTC)**, of which the University of Leeds is a member together with the universities of Sheffield and York. The DTC at Leeds spans across six faculties, encompassing all social sciences disciplines, and is connected to the **Leeds Social Sciences Institute (LSSI)**.

The WRDTC deals with the administration of **ESRC** scholarships as well as offering a comprehensive collaborative training programme which can be accessed by all social science PhD researchers at the three universities (regardless of their source of funding). The WRDTC offers training and opportunities at discipline level (**Pathways**) as well as more general, interdisciplinary opportunities, including **advanced training** on methodologies, an annual Spring Conference and a student-led seminar series. Besides training, the WRDTC aims to facilitate networking and collaboration across the social sciences and across the three institutions.

To find out more about the WRDTC and what it offers, and to start establishing networks, all new PhD students in the social sciences at Leeds, Sheffield and York are invited to attend the WRDTC Welcome Event on 23 October 2015. More information and a booking form for this event will be available on the WR DTC website **http://wrdtc.ac.uk/**
2. Support and Useful Documents

2.1 Contacts

2.1.1 The Student Administration Office (SAO)

The SAO deals with administrative aspects of doctoral degrees and is situated on the first floor of the Hillary Place building in the School of Education. It is accessible via the staircase from the foyer outside the student common room.

The office is open from **10am to 4pm**.

**Sue Long**  
Student Education  
Co-ordinator and Team Leader  
(0113) 3434671  
s.a.b.long@education.leeds.ac.uk

**Louise Greaves**  
PGR Secretary  
(0113) 3431131  
l.e.greaves@education.leeds.ac.uk

Louise is in the SAO Hillary Place Monday to Thursday, **9am to 4pm**.
2.1.2 Student Support Officer

Our Student Support Officer is situated in room G.21 on the ground floor of the Hillary Place building in the School of Education. It is at the back of the foyer, at the bottom of the staircase opposite the student common room.

Office hours are normally Monday-Friday, 9am to 5pm.

Martin Pelan    Student Support Officer    (0113) 3434570
m.pelan@leeds.ac.uk

2.1.3 Postgraduate Research Tutors (PGRT)

Dr Aisha Walker is in room G.10 on the ground floor of the Hillary Place building in the School of Education. From the foyer take the door on the right which leads onto the main corridor, Aisha’s room is on the left hand side through 2 sets of doors. Aisha can be contacted on 0113 3434633 or S.A.Walker@education.leeds.ac.uk

Dr Matt Homer is in room 10.79 in the EC Stoner building in the School of Education. He can be contacted on 0113 3434654 or M.S.Homer@leeds.ac.uk

Office hours vary so please email for an appointment.
2.1.4 Director of EdD

Dr Yvonne Griffiths is in room 1.12 in Hillary Place in the School of Education. She can be contacted on 0113 3439788 or Y.Griffiths@leeds.ac.uk

2.1.5 PGR Student contact details

So that we can contact you easily, please make sure that the Student Administration Office has your up-to-date address, phone numbers and e-mail address. We will contact you regularly using your university email so please ensure that you check this often.

If your details change during the year, regulations require that you let the Student Administration Office know immediately.

Please note that you are able to forward University emails to your personal email address, instructions for this can be found at http://it.leeds.ac.uk/info/24/email

2.1.6 Contacting academic staff

You can find a full list of academic staff showing their telephone extension number and email addresses on the following webpage http://www.education.leeds.ac.uk/people/academic/

2.1.7 Contacting all PGR students

If you have a notice that you would like to be circulated to all PGR students please contact Louise Greaves who has a mailing list which is regularly updated.

2.1.8 PGR notices

Notices are generally sent out via email. However you may also like to check and post on the Common Room noticeboard and the PGR noticeboard (located next to the student administration office).
## 2.2 Induction

Our induction procedure is designed so that you will be introduced to the key PGR contacts in the School.

Induction begins at the point at which your application has been successful. Kimberley Petch is the main point of contact in the pre-registration phase. She provides all successful applicants with login details to access a dedicated section of the School of Education website which hosts useful induction information.

The full induction process is outlined on the next page.

In addition to this for students who join as the start of semester 1 there is also a welcome session scheduled, this year it is due to take place on Friday 23rd September at 10am in the Coach House.
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| **1** | On first day report to desk in foyer of Hillary Place to notify *Kimberley Petch* (K.Petch@education.leeds.ac.uk) of arrival.  
Hillary Place is marked number 70 on the campus map. [http://www.leeds.ac.uk/site/custom_scripts/campus_map.php](http://www.leeds.ac.uk/site/custom_scripts/campus_map.php) |
| **2** | Initial registration (either online or at Student Services Centre, Ziff Building).  
Print certificate of registration.  
Obtain student ID card. |
| **3** | Meet with *Louise Greaves* (L.E.Greaves@education.leeds.ac.uk)  
Provide details of research student administration.  
Obtain handbook (paper and electronic copies)  
Introduction to PDR system.  
Mail delivery/pigeonhole provided. |
| **4** | Meet with *Martin Pelan* (M.Pelan@leeds.ac.uk)  
Workspace allocation and locker key provided (where applicable).  
Photocopying and printing procedures explained (and paper issued).  
Health, safety, emergency, out of hours and security procedures explained.  
Access to academic facilities explained.  
Introduction to social facilities, EDSOC, the students union and support services.  
Provide the contact information of the student representatives on student-staff forum and faculty committees.  
Provide contact details of student buddy.  
Provide relevant campus and city maps. |
| **5** | Meet with Aisha Walker [S.A.Walker@education.leeds.ac.uk](mailto:S.A.Walker@education.leeds.ac.uk) and Matt Homer ([M.S.Homer@education.leeds.ac.uk](mailto:M.S.Homer@education.leeds.ac.uk))  
Introduction to the role of the PGRT.  
Overview of school research culture  
Signposting to activities and opportunities within the EESL Faculty, the University and the White Rose DTC.  
Welcome email to be sent out to the School introducing new student. |
| **6** | Initial meeting with *supervisors*. |
2.3 Online Resources

2.3.1 The School of Education (SoE) website

We recommend that you check the SoE website regularly for up to date information, news and details of upcoming events. It can be found here http://www.education.leeds.ac.uk/

2.3.2 The Virtual Learning Environment (VLE)

Announcements may also occasionally be posted on the PGR area of the VLE. Here you will also find useful documents and forms. https://vlebb.leeds.ac.uk/webapps/blackboard/content/listContentEditable.jsp?content_id=3000681_1&course_id=85303_1
2.3.3 GRAD System

It is an essential university requirement that all PGR students and supervisors use the GRAD system (previously PDR). It can be found at https://research.leeds.ac.uk

As a minimum you need to use GRAD to record all supervision meetings, to create a training plan and to upload transfer documents. Louise Greaves and your PGRTs have access to GRAD and use it to monitor PGR students’ progress. Six monthly and annual progress reports completed by your supervisors will also be uploaded to GRAD.

We recommend that you get into the habit of using GRAD regularly. User guides explaining how to use GRAD from the point of view of supervisors and PGRs are available here https://research.leeds.ac.uk/do/activity/graduate-school (click on GUIDES from the page).

2.3.4 Desktop Anywhere

This is an incredibly useful tool which makes remote access working much more efficient. Desktop Anywhere allows you to access your University M Drive from a mobile phone, tablet or computer anywhere. This can be especially valuable when conducting fieldwork or if you need to work flexibly between the university and home. It means that you do not have to store anything on USB drives as the university provides every student with secure storage space on the M Drive.

It is strongly recommended that you use this facility to store your PhD data as it is secure and backed up regularly.

Another benefit of this system is that you can remotely access university subscribed software such as SPSS and STATA and R.

To register for Desktop Anywhere please go to http://it.leeds.ac.uk/info/69/desktop_anywhere
2.3.5 The Portal

The portal is another very valuable online tool for accessing university information. Once logged in you can find links to the following:

- Email via Outlook 365
- VLE
- PDR
- Careers service
- IT department
- Library catalogue
- University news and announcements
- …plus many other links…

2.3.6 Research student administration website

This is a very useful website which can be found at http://students.leeds.ac.uk/info/10112/research_degrees.
Here you will find information about all stages of the PhD.

We recommend that you read the University PGR handbook http://www.leeds.ac.uk/rsa/handbooks.html.

You can also download a range of guidance relating to research training, the transfer process and producing your thesis from this website.

2.4 Facilities

2.4.1 Workstation facilities

The School endeavours to provide all full-time research students with access to a designated study room shared with other PGR for the 3 year period of their study here. Each full-time student is provided with their own desk and computer, plus printing facilities. Part-time students are provided with shared computing and office facilities in our ‘hot-desking’ space. Shared hot-desking facilities are also provided to full-time students who studies extend past their third year, or who have submitted their thesis and are completing corrections.

Research students are currently located in a number of dedicated rooms in the EC Stoner building and the main School of Education offices at Hillary Place. Room allocations are confirmed and monitored by Martin Pelan. If you have any requests or queries regarding your room, please inform Martin as soon as possible. Further information on room availability etc. will be given to you at the start of your studies.

Please note: there is a no-smoking rule covering public space and shared accommodation in the University. In addition, hot food and hot drinks should not be consumed in the research study rooms.

2.4.2 Library facilities

The university has outstanding library facilities, details of which can be found at http://www.leeds.ac.uk/library/

2.4.3 Computing facilities

Please access the following site for full information on University computing facilities: http://iss.leeds.ac.uk/info/290/for_students

The School of Education has two ICT Rooms. One is in Hillary Place (ICT Room 2, Rm G.19 HP) and the other is in the E.C. Stoner Building (ICT Room 1, Rm. 8.94 (ECS). Students log on to these clusters using their ISS usernames and passwords, allocated at registration. There is Education-specific software installed on these PCs, relevant to Education courses. Laser printing is available for a small charge per page via the ISS printing service. Technical problems with computers in these rooms should be e-mailed to support@education.leeds.ac.uk
The ISS Education Cluster and the school’s ICT Rooms are normally open from 9am to 5pm, but may be booked by staff for classes.

2.5 Policies

2.5.1 Research degree candidatures Code of Practice

The Code sets out a framework of shared responsibilities between the University, supervisors and candidates with the aim of delivering successful research degree programmes and to inspire all our research students to develop their full potential. It can be found at http://ses.leeds.ac.uk/info/22173/research_degree-related_policies/674/research_degree_candidatures_code_of_practice

2.5.2 ESSL Faculty Protocol for the implementation of the University’s Code of Practice for Research Degree Candidatures

Each faculty publishes a supplementary protocol which provides details of how the Code is implemented within the local context this is available on the Faculty website at http://graduate.essl.leeds.ac.uk/documents-for-students/

2.5.3 Student complaints procedure

These arrangements for complaints in the School of Education follow the University Code of Practice (see The University Research Students’ Handbook).

http://www.leeds.ac.uk/rsa/handbooks.html

Level 1: Registering Dissatisfaction

If your complaint is generic in nature you might wish to leave a note in the Suggestion Box in the Common Room in Hillary Place. This box will be emptied on a regular basis and matters raised will be directed to the most appropriate person. Suggestions may be left anonymously and students using this route will not normally be seeking explicit redress or dialogue.

Level 2: Informal Discussion of a Problem

If the complaint arises in the School of Education, first try and resolve the problem in an informal way with the course area, service or person concerned. If the issue is not resolved satisfactorily, students may wish to discuss matters and seek advice as appropriate from their personal or academic tutor.

All course areas in the School of Education have a Student Representative who can take up issues through the Staff-Student Forum. Student representatives often
publicise details of how they may be contacted on a course notice board. If you do not
know who your course area representative is and how to contact him or her, Katherine
Ingham, Resources Manager Senior Administrative Officer in the School of Education
will advise you. She can be contacted on 0113 343 9784 or by email: K.A.Ingham@leeds.ac.uk. The School of Education has a student support officer, Mr
Martin Pelan, who will provide assistance and support to complainants if this is
required. Martin is based in room G.21 of the Hillary Place building and can be
contacted on Leeds 343 4570 or by email: Martin Pelan m.pelan@leeds.ac.uk

Level 3: Formal Procedures in the School of Education

If you cannot get a satisfactory answer through informal channels, or if your complaint is
of a kind that makes informal resolution inappropriate, you should contact Dr Matt Homer
or Dr Aisha Walker, our Postgraduate Research Tutors. At this point, you are entitled to
lodge a formal complaint. The final assessor of local complaints is the Head of the School
of Education, Professor Mark Pike, to whom formal written complaints should be notified.

Once Professor Pike has received formal notification of a complaint, he will arrange to
meet with you to discuss your concerns within 10 working days, or as mutually convenient.
He will then seek to resolve the problem and report back to you within a further five
working days. In certain circumstances (in particular when your complaint concerns the
head of department or service) it might be more appropriate to raise an issue with the
Dean for Teaching and Learning, or the Dean for Research for your Faculty.

You are encouraged to seek advice from the University Union when making a formal
local complaint, and if the problem is not resolved, when pursuing this further at
University level.

2.5.4 Guidelines for working outside normal hours and/or lone working

Research student study facilities are located in the EC Stoner building and in Hillary
Place. Both buildings are open to students and staff during ‘normal’ office hours (i.e.
Monday to Friday, between 9.00am-5.00pm), except during University holidays.
Research students seeking to access the study rooms outside of these hours can do
so, although there are some restrictions, as detailed below.

Weekdays

Unrestricted access to the research student study rooms at Hillary Place, the Coach
House and the EC Stoner building will be available Monday to Friday, between
8.00am-10.00pm.

Out of hours working

In line with University guidelines, access to the study rooms outside of the hours
indicated above should not be regarded as a right and is only normally granted for a
minimum amount of time.
Should you need to access the study rooms outside of these hours, you must contact Martin Pelan beforehand, to arrange for a Lone Working Approval form and health and safety assessment to be completed.

Further information on Lone Working can be found at the Health and Safety Service website http://www.leeds.ac.uk/safety/lone_working/index.htm

Security/Safety
Leeds is a large vibrant city, and the vast majority of students do not experience any safety problems during their time at the University. However, you can help stay safe at Leeds by following the guidance provided on the Security Services website http://www.leeds.ac.uk/estate_services/security/CrimePrevention.htm

**Any urgent security matters should be reported to Security Services on 32222 – for matters that are not urgent then you should use 35494/35495.**

Finally, you should never leave your study area unattended without ensuring the door is locked and you must never provide someone else with your key fob and/or access to the building. **Any student found to have done this is putting their fellow student’s safety at risk and may be asked to surrender their key fob.**

**2.5.5 School Of Education: Equality & Diversity Policy Statement**

The School of Education is strongly committed to Equal Opportunities generally, and in particular is keen to ensure that its policies and practices actively support this commitment. To that end the School of Education will aim to:

- ensure quality of access to courses of study;
- recognise the diversity of students’ needs and preferences, including family circumstances and respond flexibly and sympathetically;
- adopt institutional strategies and procedures which promote equality of opportunity;
- ensure that the content of courses, the materials used and the approaches adopted take appropriate account of social diversity and individual differences;
- provide a working and learning environment that is free of intimidation or discrimination;
- ensure that all students and staff are aware of the policy's existence;
- develop a plan for implementation and monitoring.

Students and staff should be aware that the School of Education is committed to the University’s policy on equal opportunities and wishes to extend equality of opportunity to all students and staff regardless of class, gender, sexual orientation, ethnic or
national origin, creed, physical and sensory ability and age, subject to normal conventions on retirement.

**The Equality Unit**
The University of Leeds is committed to delivering a world class, innovative and flexible learning environment for students as well as a supportive and Professional working environment for our staff. Equality issues are absolutely central to delivering on these aims.

[http://www.equality.leeds.ac.uk/](http://www.equality.leeds.ac.uk/)

In order to support these aims the School of Education has put in place the following:

1. **The Equal Opportunities Committee**
   In order to support Equal Opportunities, develop effective systems and practices which support the policy’s implementation and provide a forum for staff and student discussion of equal opportunities issues, an Equal Opportunities Committee has been set up.

   Representation on the committee will be sought at the beginning of the academic year.

2. **Equal Opportunities Notice Board**
   Situated in the main foyer - Hillary Place - the notice board has details of courses, minutes of meetings, general information on Equal Opportunities and harassment, points of contact etc.

If you have any queries regarding equal opportunities the School of Education contact is:

Dr Mohammad Javad Ahmadian [M.J.Ahmadian@leeds.ac.uk](mailto:M.J.Ahmadian@leeds.ac.uk)

### 2.5.6 School Of Education: Health and Safety Policy Statement

The School of Education is committed to high standards of health, safety and welfare and it is departmental policy to improve them and create a safe environment for all our staff, students and visitors. Our key objectives in this respect are to prevent accidents and injuries and to provide a safe place of work. The School of Education recognises its obligations under the Health and Safety at Work Act 1974 and will so far, as is reasonably practicable:

- set standards that comply with all relevant statutory requirements so that the health and safety of staff, students, visitors and the general public are not adversely affected by the activities of the School;
- provide and maintain equipment and a working environment without undue risks to health and safety;
• train all staff to be aware of their own responsibilities in and to provide information, instruction and training on the particular hazards and risks which exist within their particular working/study areas;
• ensure that these objectives are being fulfilled through the School’s monitoring procedures. These include raising safety issues at regular internal meetings of interest groups and more specifically through bi-annual safety committee meetings.

All staff and students are expected to adhere to the following working practices while on the premises:

• observing all safety rules, instructions and relevant codes of practice;
• making proper use of all work items, and equipment provided;
• not intentionally or recklessly interfering with or misusing anything provided in the interests of health and safety;
• reporting to their local area representative any observed defects or damage to property or equipment;
• reporting to their local safety representative any hazards they may be aware of, e.g. the dumping of rubbish, broken furniture etc. in corridors or in front of access ways/escape routes;

2.5.7 Attendance monitoring

Please see the University's policy on Attendance Monitoring here [http://www.leeds.ac.uk/studentguide/Attendance_Monitoring_studentguide_2011](http://www.leeds.ac.uk/studentguide/Attendance_Monitoring_studentguide_2011)

2.5.8 Data Protection 1998


• Personal data will not be used by the School of Education for any other purpose than for course administration.
• Research data should never be personalised without permission from the individual. Individuals must not be identifiable in any way.
• Individuals must opt in for receiving mailshots, rather than have to opt out not to receive them. Therefore, students will be asked the following question when registering:

“Would you be willing to receive any other information concerning School of Education courses/activities which we would consider to be of interest to you in your future career?”
3. The EdD Programme

3.1 Registration

3.1.1 Recommendation for Advanced Standing (RAS)

Recommendation for Advanced Standing (RAS) (often referred to as APL or Credit Transfer) is available to EdD students. Students who have achieved Master’s level accreditation for study within an approved university or equivalent institution may apply for accreditation of taught components of their EdD programme.

All applications are considered on their individual merits and awards are made at the discretion of the School of Education and subject to the approval of the School of Education Learning and Teaching Committee and University of Leeds Graduate Board.

RAS awards will normally affect registration periods and will incur a shortening of the standard time period of registration in line with the extent of the credit exemption granted.

RAS Regulations
1. Applications for credit should normally be made at the time of application for the EdD course. In all cases, applications must be processed by the end of the first semester;

2. For credit to be eligible for transfer it must normally have been awarded within five years prior to the commencement of EdD registration;

3. RAS may be granted only against the modules within the Leeds EdD programme (i.e. against research methods and specialist modules) and may be granted only in so far as the prior learning relates to the applicant’s proposed EdD programme;

4. RAS requests will be judged by:
   - the extent to which the prior, accredited, M level learning meets the learning outcomes of the relevant modules in the Leeds EdD Programme, and
   - the extent to which the prior accredited, M level learning links to the proposed EdD study focus either in research methods and/or specialist modules;

5. The maximum credit transfer allowed is 90 credits* and this may be granted only in cases where, in addition to meeting all other regulations herewith, the
applicant can demonstrate readiness to propose and pursue their doctoral research and the likelihood that they will be able to:

- complete the remaining taught modules and the Thesis Preparation Component
- present for upgrade from provisional to full EdD status within approximately up to 36 months of part-time or up to 24 of full-time registration.

This readiness will be judged by reference to the quality and coherence of the research proposal and the interview performance;

6. All applications for credit transfer against the EdD must be made on the appropriate form/s and be accompanied by:

- evidence of the award of credit by a named institution; In all cases, marks and other references will normally also be requested from the issuing institution;
- an outline of the student’s proposed EdD programme of modules and research;
- a clearly argued case, prepared by the student, which sets out the relationship between the prior learning and their EdD programme and assists the School of Education in judging the quality of the work for which credit transfer is sought and its relevance to the proposed EdD study programme.

7. RAS is not allowable, in any circumstances, against the EdD thesis or the Thesis Preparation component.

8. Accreditation is awarded by the School of Education on the basis of the School’s judgement of the quality of the work and its relevance to the applicant’s proposed EdD programme. Subsequent changes, by a student who has been granted RAS, to their proposed EdD programme, the modules to be studied and/or the research component, will not normally be permitted unless it can be demonstrated that this will not impair the validity of the original RAS award. In all cases, the student must discuss all such changes, in advance, with their supervisor and must notify, in writing, the Postgraduate Research Tutor who will instigate a review of the RAS grant. In cases where such a change of programme may be judged to impair the validity of the original RAS award, the change of programme will be permitted only if additional modules are studied to redress such impairment.

*Students on MA, MEd or MSc programmes in the School of Education, University of Leeds, who wish to cease their MA, MEd or MSc programmes and begin the EdD programme, may apply for accreditation of up to a maximum of 120 credits in taught component.*
3.1.2 Registration periods

The time-allowance for completion of the EdD programme is between 3 years (standard) and 4 years (maximum) for full-time students and 5 years (standard) and 7 years (maximum) for part-time students.

3.1.3 Career Breaks

Career breaks of six months are available after completion of the modular requirements and before upgrade. Career breaks must be formally requested through the Student Administration Office but will be granted automatically on receipt of your application. Your application for a career break will be acknowledged by the Student Administration Office and unless you apply formally and receive an acknowledgement of your application, the career break provisions will not be applied to your registration. This provision will effectively ‘stop the clock’ on your registration and enable you to take a break without incurring any penalties on the standard and maximum registration periods. The Student Administration Office will supply relevant forms for the application.

3.2 Programme of Study

3.2.1 Overview

Please ensure that you access full details in the research student handbook and the code of practice for research degree candidatures at the following links:

- Research student handbook
  http://www.leeds.ac.uk/rsa/handbooks.html

- Code of practice for research degree candidatures
  http://www.leeds.ac.uk/rsa/policies.html

The Doctorate in Education programme has been designed to meet the needs of professionals in education and related disciplines who wish to keep abreast of a range of educational topics and refine and develop their research skills. The programme aims to provide students with the opportunity to enhance their knowledge and understanding of educational issues and to reflect on these through:

- structured, professional teaching and modular study informed by the most up-to-date research and inspection findings
- original research under the guidance two supervisors

It is expected that on applying to the EdD course students will already have identified an area of research and be able to provide some evidence and understanding of why
this field of research is pertinent to themselves and others and also of how they propose, at this stage, to conduct their EdD research. Students will be allocated supervisors in line with their research intentions and will be expected to identify modules that support their field of research. The research component of the EdD is therefore significant at the application stage and remains a key focus throughout the EdD programme. Students will be expected to make links between their modular work and their research.

3.2.2 Learning Outcomes

The learning outcomes for doctoral study (listed below) can be used to identify your training needs and may provide you and your supervisors with a framework for assessing progress.

- to discover, interpret and communicate new knowledge through original research and/or scholarship of publishable quality which would satisfy peer review
- to present and defend research outcomes which extend the forefront of a discipline or relevant area of professional/clinical practice
- to demonstrate systematic and extensive knowledge of the subject area and expertise in generic and subject/professional skills
- to take a proactive and self-reflective role in working and to develop professional relationships with others where appropriate
- to independently and proactively formulate ideas and hypotheses and to design, develop, implement and execute plans by which to evaluate these
- to critically and creatively evaluate current issues, research and advanced scholarship in the discipline

3.2.3 Progress reports

You are required to complete six monthly progress reports. These allow students and supervisors to comment on research training needs, and we would expect that by the transfer point, you should be able to report on the research training that you have undertaken.

3.2.4 Phases of study

The EdD programme is structured around three key phases:

- Phase 1 - Modular study
- Phase 2 - Transfer
- Phase 3 - Research
### Full time EdD

<table>
<thead>
<tr>
<th>Year</th>
<th>Modules</th>
<th>Credits</th>
<th>Thesis Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>4 x Research Methods Modules</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>1 x Research Methods or 1 x Specialist Module</td>
<td>150</td>
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<tr>
<td>Year 3</td>
<td>Thesis</td>
<td>150</td>
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### Part-time EdD

<table>
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<tr>
<th>Year</th>
<th>Modules</th>
<th>Credits</th>
<th>Thesis Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>2 x Research Methods Module</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
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<td>150</td>
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</tr>
<tr>
<td>Year 3</td>
<td>1 x Research Methods or 1 x Specialist Module</td>
<td>150</td>
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<tr>
<td>Year 4</td>
<td>Thesis</td>
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<tr>
<td>Year 5</td>
<td>Thesis</td>
<td>150</td>
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</table>

### 3.2.5 Phase 1 – Modular study

#### 3.2.5.1 Modules

Students are required to complete 150 credits worth of modules as follows:

- 4x15 credit Research Methods Modules
- 2x30 credit* Specialist Subject Modules
- 1x30 credit* Specialist or Research Methods Module

*Please note that the 30 credit modules may be Directed Study modules.

#### 3.2.5.2 Research Methods

The ability to work flexibly using a range of research designs and methodologies is vital for your own thesis research. Understanding the vast range of approaches used in social science and educational research can be daunting, so to support this we offer a linked set of taught research methods modules. These modules are normally
run for 6 weeks and offer an opportunity to meet other students and learn of their work.

<table>
<thead>
<tr>
<th><strong>EDUC 5060M</strong></th>
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</thead>
<tbody>
<tr>
<td>Research questions and applications in education</td>
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<tr>
<td>- If audited then this module can be taken at anytime (please contact Louise to be added to the module list on the VLE).</td>
</tr>
<tr>
<td>- If taken for credit this module can run 2-4 times a year depending on demand. This module is run for PGR students as an online only module. Seminars take place using Adobe Connect software.</td>
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<table>
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<tr>
<th><strong>EDUC 5061M</strong></th>
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<tbody>
<tr>
<td>Philosophical underpinning of educational research</td>
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<tr>
<td>- Semester 2a</td>
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<table>
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<tr>
<th><strong>EDUC 5062M</strong></th>
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<tbody>
<tr>
<td>Qualitative data: processes of collection, interpretation and analysis</td>
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<tr>
<td>- Semester 1b</td>
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<table>
<thead>
<tr>
<th><strong>EDUC 5063M</strong></th>
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</thead>
<tbody>
<tr>
<td>Introduction to quantitative data analysis</td>
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<tr>
<td>- Semester 1b (1st Nov-31st Dec) or Semester 2</td>
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</table>

<table>
<thead>
<tr>
<th><strong>EDUC5064M</strong></th>
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</thead>
<tbody>
<tr>
<td>Statistical modelling in educational research</td>
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<tr>
<td>- Semester 2</td>
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</tbody>
</table>

These modules are normally worth 15 credits and run for 6 weeks (except EDUC5064M which is 30 credits and 12 weeks) and offer an opportunity to meet other students and learn of their work.

Tutors responsible for the teaching of particular modules will provide further information about the exact form of coursework required. If you are taking a module for credit then assignments need to be submitted through the VLE area using
3.2.5.3 Specialist Subject Modules

The specialist modules link closely to the expertise of the academics within the School of Education, the list of modules from which you make your choices, is available at: http://webprod3.leeds.ac.uk/catalogue/modulesearch.asp?L=TP&Y=201617&F=M&E=EDUC&N=all&S=&A=any

3.2.5.4 Directed Study Modules

The three 30 credit modules may be taken as Directed Study modules, rather than as taught modules. Any three such modules will not normally be exclusively Research Methods or Specialist in focus. Directed Study modules can be useful in providing opportunities to commence work which is directly connected to your proposed research thesis: they are normally arranged with your research supervisor and linked closely to the development and planning of your proposed research thesis. Directed Study modules may not be appropriate for all EdD programmes, however, and you must discuss any decision to undertake this form of module fully in advance with your research supervisor and Directed Study tutor.

3.2.5.5 Module Enrolment

Please complete a module enrolment form for the modules that you plan to attend, which is available at the student administration office. For further details contact Louise Greaves, l.e.greaves@education.leeds.ac.uk.

3.2.5.6 Module Assessment

Tutors responsible for the teaching of particular modules will provide further information about the exact form of coursework required. Assignments need to be submitted through the VLE area using turnitin. There is a tutorial to guide you through this submission process at http://www.leeds.ac.uk/vle/students/guides/turnitin.htm.

3.2.5.7 Taught Postgraduate Assessment Criteria: Level 5

The Taught Postgraduate Assessment Criteria is available at the following link: https://vlebb.leeds.ac.uk/bbcswebdav/pid-2099874-dt-content-rid-3099651_3/orgs/SCH_Education/Code%20of%20Practice/page_27.htm
3.2.5.8 Extension Requests and Mitigating Circumstances

Please note that applications for requesting extensions for the submission of assignments, applying for Mitigating Circumstances and the application of Academic Discretion must be made using the appropriate forms and must be made well in advance of the submission date. Details about procedures are given in the School’s Code of Practice on Assessment, also downloadable from the VLE at https://vlebb.leeds.ac.uk/bbcswebdav/pid-2099874-dt-content-rid-3099651_3/orgs/SCH_Education/Code%20of%20Practice/page_27.htm

3.2.5.9 The LEAP researcher training hub

This University hub provides information about courses for PhD students being run by the university http://www.leaptraining.leeds.ac.uk/phd-student-courses/

These courses cover areas such as the PhD process, careers, presentation skills, specific software packages, ethics and information management.

3.2.6 Phase 2 - Transfer

3.2.6.1 The Transfer Process

All EdD students in the School are first enrolled as Provisional EdD candidates, and must go through a transfer process to achieve full EdD status.

The transfer process will usually take place after completion of modular study; this is normally within 24 months of full-time and 36 months of part-time study. These are University of Leeds regulations and are the maximum times by which the upgrading panel meeting can be held. We however strongly suggest earlier times if possible.

The process begins with your supervisors convening a transfer panel and setting a date for the transfer viva. The panel normally has at least three members; one of your supervisors who will take an observer’s role at the viva, and two staff members who have not been involved in your supervision.

You then submit your transfer document to the panel members at least two weeks in advance of the viva date.

3.2.6.2 The Transfer Document

The panel wants to see written evidence which shows:

- that you can engage in sustained and focused academic writing
- a fairly detailed research design which addresses clear research foci, questions or hypotheses
- that the proposed research is feasible and can be conducted in a reasonable timeframe.

The transfer document should include the following:

(i) A report of progress to date (maximum 1,500 words), which should include:
   - a synopsis of work carried out, including modules studied and research preparation and investigation conducted
   - a critical appraisal of the ways in which the modules studied have contributed to the developing research proposal
   - a copy of all module feedback sheets and a list of module marks should be attached.

(ii) Your research proposal (we suggest 6000 words maximum), which should include:
   - Introduction. The rationale for this research and the context of the data collection.
   - Literature review
   - Methodology including theoretical framework, research questions and methodology (rationale and data collection and analysis procedures).
   - Expected results (brief)
   - Timeline (for the panel to judge feasibility)

3.2.6.3 Ethics review

You are required to complete an ethics review form for your research. **This needs to be submitted and approved before any data collection can take place** (this includes pilot data). The form is available from the Research and Innovation Service (RIS) [http://ris.leeds.ac.uk/uolethicsapplication](http://ris.leeds.ac.uk/uolethicsapplication) and there is detailed guidance available to support you to complete it [http://ris.leeds.ac.uk/ris/info/70/ethics](http://ris.leeds.ac.uk/ris/info/70/ethics)

You can contact one of the SoE ethics representatives for advice, they are:

Dr [Mary Chambers](mailto:Mary.Chambers@leeds.ac.uk), School of Education
Dr [Judith Hanks](mailto:Judith.Hanks@leeds.ac.uk), School of Education
Dr [Matt Homer](mailto:Matt.Homer@leeds.ac.uk), School of Education
Mr [Michael Inglis](mailto:Michael.Inglis@leeds.ac.uk), School of Education
Dr [Aisha Walker](mailto:Aisha.Walker@leeds.ac.uk), School of Education
Dr [Michael Wilson](mailto:Michael.Wilson@leeds.ac.uk), School of Education
You can also contact Jennifer Blaikie who is our Research Ethics Administrator ResearchEthics@leeds.ac.uk. The RIS has some excellent resources, links to relevant legislation and a twitter account https://twitter.com/UoLResEthics.

An important document for researchers is the British Educational Research Association's Revised Ethical Guidelines for Educational Research (2004), which can be viewed by going to http://www.bera.ac.uk/publications and clicking on Research Guidelines.

3.2.6.4 The Transfer Viva

The following are typical questions that panel members will have in mind as they read your research proposal and conduct the viva.

Is this research likely to advance knowledge in the field?

With regard to the research questions in relation to the proposed topic
- Are they clearly specified and adequately focused?
- Are they justified by way of educational relevance?
- Are they theoretically well grounded?
- Do they take appropriate critical account of other work in the field?
- Do they embody a degree of originality?
- Are they answerable within the scope of the degree?
- Does the proposed title appropriately reflect the research issues?

With regard to the research design and methodology
- Are the proposed research design and methodology adequately justified and likely to allow the research questions to be answered?
- Have ethical issues been addressed?

With regard to the expected results
- In what ways may the research contribute to knowledge in the field?
- What are the likely implications of the research?

With regard to the feasibility of timeline
- Is the proposed schedule of work feasible, given the time and resources available?
- Does it cover all necessary aspects of the work?
3.2.6.5 Possible outcomes of the transfer process

The panel will recommend upgrading to full EdD status to candidates who have, through the material submitted, and through the viva, convinced the panel that they have reached EdD-level work in their modular courses, and can be expected to complete the research component of the degree successfully.

Candidates who, in the opinion of the panel, do not merit upgrading to full EdD status, may be recommended one of the following:

- To apply to the University Graduate Board for a maximum of three months for full-time (six months for part-time) deferral (usually a maximum of three months) in order to prepare for a further upgrading panel, with resubmission/revision of materials. If the candidate fails the deferred upgrading panel, (b), (c) or (d) below results. Please note that (a) is sometimes recommended for ‘good’ proposals that nevertheless require extra work.
- To submit their modular work towards the award of an MA/MEd, University of Leeds. Candidates who already have a Leeds MA/MEd cannot use modules obtained as part of their MA/MEd in any such submission.
- To submit individual modules, which are additional to previous, MA/MEd. study for accreditation as free-standing MA/MEd modules. If the modules meet normal MA/MEd requirements, they may be credited as free-standing MA/MEd modules.
- To be withdrawn from EdD studies.

3.2.7 Phase 3 - Research

3.2.7.1 Conducting your research

Following successful transfer you are able to carry out your planned research study with the support and guidance of your supervisors.

Adjustments to your plans may be a necessary as unforeseen issues may arise, but you should aim to keep to the plan as far as possible. If you do make any changes to your study then you must submit an amendment form to the ethics committee for approval [http://ris.leeds.ac.uk/EthicsAmendment](http://ris.leeds.ac.uk/EthicsAmendment). You may need to do this a few times depending on the number of changes that you make to your protocol. Changes might include:

- Alterations to the information sheet and consent form
- An increase in the number of participants
A different recruitment strategy

3.2.7.2 Fieldwork

If you are doing fieldwork it is essential that you complete a fieldwork risk assessment form, details can be found at http://www.essl.leeds.ac.uk/professional-support-services/health-safety?tab3

It is also a requirement that you inform the School of when you will be away doing fieldwork. Please send your field work start and end dates to Louise Greaves and please indicate where your fieldwork is taking place (e.g. UK or overseas).

You should also let Martin Pelan know when you are going to be away conducting fieldwork. If you are away for a long period of time you might be asked to allow another student to use your workstation while you are away.

3.2.7.3 Software

You may need specific IT equipment or software to collect and analyse your data. See IT at Leeds for a list of supported software packages http://it.leeds.ac.uk/info/28/software_apps_and_it_equipment.

3.2.7.4 Data security

It is very important that you keep your data safe. Please use desktop anywhere to access your files when off campus http://it.leeds.ac.uk/info/69/desktop_anywhere and store data on your M drive (as this is backed up by the University). Any paper data should be stored in a locked cabinet.

3.2.7.5 The research thesis

The research thesis is a document which is a maximum of 55,000 words in length. It is a major component of the EdD programme. It is a student-driven, independent, research-based investigation that must provide evidence of originality and independent critical ability and must contain matter suitable for publication. The thesis is expected to make a significant and noteworthy contribution to academic and professional knowledge and understanding.

In planning and writing your thesis, you should pay particular attention to:

- presentation and clarity;
- integration and coherence;
- the contribution of your research to current knowledge;
• originality and creativity.

The thesis should normally include the following aspects:
• a review of literature;
• an exploration and explication of the research problem/questions you are addressing;
• a description of the research methods you are using together with a rationale for their selection;
• presentation, discussion and analysis of data;
• a critical appraisal of outcomes/findings/implications.

Detailed advice on the presentation of your thesis can be found here http://www.leeds.ac.uk/rsa/thesissubmissionandexamination/students/submitting_the_thesis/regulations

3.2.7.6 Harvard referencing

Please note that the University uses the Harvard referencing system. You are expected to format your submitted work accordingly. Guidelines can be found at http://library.leeds.ac.uk/skills-referencing-harvard

3.2.7.7 Submission and Examination

The following information can be found at http://www.leeds.ac.uk/rsa/thesissubmissionandexamination/students/overview.html

Well in advance of the date you intend to submit the thesis (at least 4 months): you should begin thinking about the process for examination entry and discussing appropriate examiners with your supervisor.

Examination Entry Form

• At least 3 months before you wish to submit – you must fill out the Examination Entry Form and pass it to your Supervisor for completion
• The Supervisor will then approach potential Examiners, complete the form and send it to the PGR Tutor and RSA for checking the eligibility of the proposed Examiners.
• There are always at least 2 examiners, one of whom is not a member of staff at the University and is appointed as External Examiner.
The Examinations Group will review and approve recommendations for the appointment of Examiners.

**Submitting the thesis**

- Candidates deposit the correct number of copies of thesis in the correct format and appropriate binding (soft binding recommended at this stage) at the Student Services Centre Counter where they must sign a Statement of Academic Integrity Form.
- RSA checks the format of the thesis and dispatches the thesis to Examiners (normally within 2 working days). If your examination entry form was not received in RSA at least 3 months before thesis submission there could be a delay with your thesis being sent out to the examiners.

**The Oral Examination (Viva)**

- The Internal Examiner makes arrangements for the oral examination. The examiners are asked to accept a timescale of 3 months in which to complete the oral examination (6 months for MD).
- The candidate attends for oral examination
- The Examiners informally notify candidate of the result (usually within 24 hours). One of the following results will be given: Pass* (or Pass subject to the correction of minor editorial corrections or stated minor deficiencies**); Referral or Fail***

**After the Oral Examination**

- The Examiners prepare an Examiners’ Report on the examination which is passed to the Postgraduate Research Tutor in the School for review before forwarding to RSA.
- The report of the Examiners is considered at the next Examinations Group meeting. In all cases the Examiners’ recommendation is subject to final approval by the Examinations Group at its meeting.
- Candidates recommended for the award of the degree with no corrections can arrange for their thesis to be hard bound in accordance with the format and presentation regulations and complete their Thesis Deposit Form.
- Candidates that have passed subject to minor errors or stated minor deficiencies should begin their corrections immediately after the oral examination and return them to the Internal Examiner by the 4 or 12 week deadline for checking and approval, along with their completed Thesis Deposit Form.
- Once the Internal Examiner has approved the corrections the candidate can arrange for their thesis to be hard bound.
- Referred candidates will receive Notes for Guidance to aid them in preparing for resubmission. These must be submitted with the Examiners’ Report for approval by the Graduate Board’s Examinations Group at one of its meetings. The Notes will be issued to the candidate by RSA after approval by the Examinations Group.
Graduation and the future!

We wish you all the very best and hope you really enjoy your time as an EdD student in the School of Education at Leeds.