

# University of Plymouth

Faculty of Arts, Humanities and Business





personal tool for on-going development of these ideas.

In the third research itself is put under the lens. By now you will have considerable knowledge of research in many areas of professionalism. In this module you look at approaches to research bringing ideas together initially through considerations of ontology, epistemology and ethics, and leading to an examination of individual research methods as appropriate tools for different studies.

Underpinning is the assumption that by bringing academic and research skills to bear on professional practice we can improve it. Two particular theoretical positions provide a backbone to the modular programme: pragmatism and social theory. Pragmatism is emphasised at all levels: knowledge is considered in relation to its usefulness rather than its truth; the relation between what is known and how it is known is emphasised; and the usefulness and limits of various claims to knowledge are evaluated throughout. Thus, although each module has a social theory core, other philosophical, social and psychological perspectives are also considered for their contribution to a wider understanding.

An emphasis on the dissemination of your research is a key component of the programme. Programme assessments feature the production of research papers and presentation at conferences, but the emphasis on writing encompasses



## **7. Programme Aims**

The Professional Doctorate in Education (EdD) aims to support the further development of experienced professionals, who will normally already have completed studies at masters level or equivalent.

To do this, the programme will develop conceptual knowledge and research capacity that will enable you to:

make informed judgements on complex issues in specialist fields, often in the absence of complete data.

to communicate your ideas and new highly advanced information clearly and effectively to specialist and non-specialist audiences.

continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

develop the qualities and transferable skills necessary to lead professional thinking in complex and unpredictable situations.

## **8. Programme Intended Learning Outcomes (PILOs)**

On completion of the Professional Doctorate in Education, you will be able to demonstrate:

1. a comprehensive understanding of a substantial body of knowledge which is at the forefront of an area of professional practice.
2. autonomous strategic decision making that drive the development of new knowledge in highly abstract and complex learning, work, and practice contexts.
3. the ability to conceptualise, design, implement and adapt a research project related to professional practice, which generates new knowledge at the forefront of the discipline.
4. a detailed understanding of applicable techniques for research and advanced academic enquiry leading to professional change.
5. highly advanced awareness of ethical and professional values and codes of conduct.
6. comprehensively organised and communicated new and highly advanced information in highly complex contexts, using criteria at the forefront of knowledge, and of a quality that merits publication.

## **9. Admissions Criteria, including RPL**

That they are working in a professional context where they are responsible for supporting learning. Candidates not currently working in a professional context, but