# Programme Specification

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>Doctor of Education</th>
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<tbody>
<tr>
<td>SCQF Level:</td>
<td>11/12</td>
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<tr>
<td>SCQF Credit Value:</td>
<td>540</td>
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## Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme
- The revised EdD programme remains unchanged in its key purposes: to provide professional development for mid-career professionals through systematic enquiry into issues of policy, professionalism and practice related to their own work.

## Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student's personal development planning (PDP) and future employability.

### Knowledge and understanding
- Demonstrate critical understanding of the principal theories, principles and concepts related to professional work, learning, practice, and policy.
- Demonstrate critical, detailed understanding at the forefront of a particular specialized field related to professional practice.
- Demonstrate understanding generated through personal research that makes a significant contribution to the development of the practice issue under study.

### Subject-specific skills and other attributes
- Use a significant range of the principal skills, techniques, practices and materials associated with enquiring into professional practice.
- Apply a range of research approaches and methods of enquiry in critically understanding published research.
- Design and execute a research project to deal with new problems and issues.
- Demonstrate originality and creativity in the development and application of new knowledge, understanding and practices.
- Practise in the context of new problems and circumstances.

### Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes
- Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues.
- Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas, information and issues.
- Develop creative and original responses to problems and issues.
- Deal with very complex and/or new issues and make informed judgements in the absence of complete or consistent data/information.

## Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features
- The EdD is intended to provide continuing professional development for practitioners already employed or in mid-career, rather than career entry for any specific vocation. Career outcomes of the programme therefore are related to graduates’ improved practice, improved capacity for integrating research knowledge and methods of enquiry into their practice, and increased opportunities for
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<th><strong>Professional/statutory body accreditation or recognition:</strong></th>
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**Further details:**

- **Entry requirements:** [http://www.stir.ac.uk/postgraduate/how-to-apply](http://www.stir.ac.uk/postgraduate/how-to-apply)
- **Programme structure:** [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)
- **Relevant Subject Benchmark statement (if applicable):** [http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx](http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx)
- **Scottish Credit and Qualifications Framework:** [http://www.scqf.org.uk/The%20Framework/](http://www.scqf.org.uk/The%20Framework/)

**Introduction/revision date:** September 2012