

Title: **The Role of the Educational Development Centre in the Design and Implementation of a Professional Doctorate**

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Abstract:

Session outline: Until comparatively recently, the professional doctorate was, in British universities, at least, very much 'the new kid on the block'. However, as the first generation of professional doctorates are joined by a second, increasing numbers are being offered by universities (Escalate, 2003; Maxwell, 2003; UK Council for Graduate Education, 2001). Not unexpectedly, government agencies (for example, UK Council for Graduate Education) and academia (Scott, 2004) are giving much attention to the development of such professional doctorates and their implications are being considered across a wide range of issues:

- aims and purpose of the degree
- content, focus and curriculum design
- learning and teaching strategies
- the development and support of the professionals involved in their delivery

A preliminary literature review has been undertaken. It has examined the development of the professional doctorate (with particular reference to the EdD) in the United Kingdom. It also sought to examine any literature about the role of the educational development centre in the design and delivery of such a professional doctorate and the implications for both educational and staff development.

Key issues: It is the links between these two areas that has raised issues about the role of the educational development unit that will be the main focus of this presentation. What issues revolving around learning and teaching in the EdD can be identified? What is the role, responding or initiating, of the educational development centre in the identification of these issues – and in the design and implementation of a professional doctorate?

Session outcomes:

- delegates will have knowledge of the developments in the professional doctorate
- they will have considered some of the underlying issues in doctorate design and the contribution that the EDU could make to such developments
- they will have considered what organisational and professional factors help and hinder such EDU involvement

References:

Escalate (2003) Conference Report The Professional Doctorate in Education: Futures and Challenges www.escalate.ac.uk/diary/reports

Maxwell, T. (2003) From First to Second Generation Professional Doctorate, *Studies in Higher Education*, Vol. 28, No.3, August, pp.279-291

Scott, P. (2004) Professional Doctorates Buckingham: Open University Press/SRHE

UK Council for Graduate Education (2001) Report of the Working Group on Professional Doctorates, London

Suggested 45 mins session outline:

Timing	activity	content
20 mins	Interactive presentation	Findings of literature review
25 mins	questions and discussion	