



Professional Doctorate Awards in the UK

Stuart Powell and Elizabeth Long

UK **Council** *for* **Graduate Education**



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CONTENTS

Preface	6
1 Introduction	7
1.1 Diversification of Doctoral Awards	7
1.2 Origins of this Report	7
1.3 The Survey	8
1.4 Definition of Professional Doctorate	8
1.5 Layout of Report	9
2 Main Conclusions	9
3 Professional Doctorates – Background	10
3.1 Number and Range of Professional Doctoral Programmes	10
3.2 Origins of the Professional Doctorates	11
3.2.1 A Doctoral Level of Professional Qualification	11
3.2.2 International Origins of the Professional Doctorate	12
3.3 Growth of the Professional Doctorate	13
3.4 Relation to Professional Discipline	13
3.5 Criteria for the Award of a Professional Doctorate	14
3.6 The Distinction Between the PhD and the Professional Doctorate	15
4 Responses to the Survey	16
4.1 Use of Area Specific Rather than a Generic Title	16
4.2 Use of Common/ Uncommon Nomenclatures	18
4.3 Awards Planned for the Future	19
4.4 Numbers of Students Studying for the Various Awards	20
4.5 Institutions that do not Offer Professional Doctoral Programmes	21
4.6 Professional Doctoral Programmes Within the Pre-1992 and Post-1992 Higher Education Institutions	21
4.7 Higher Doctorates in Relation to Professional Doctorates	22
4.8 Doctor of Medicine in Relation to Professional Doctorates	23
4.9 A Professional Doctoral Award as a Licence to Practice	24
4.10 The use of MProf, MRes and MPhil (Research Methods)	24
4.11 Taught Elements in Professional Doctoral Programmes	25
5 General Conclusions	26
5.1 Nomenclature	26
5.2 An Alternative Route to Achieving a Doctoral Level of Study	27
References	28
Tables (1a – 2)	
Table 1a Institutions Offering Awards Currently	30
Table 1b Institutions Planning to Offer Awards in the Future	32
Table 2 Number of Institutions Currently Offering Awards, Highest to Lowest	33

Appendices (1-4)

Appendix 1	The Questionnaire	35
Appendix 2	Professional Doctorates, their Nomenclature and Student Numbers	37
Appendix 3a	Institutions Currently Offering Awards, Professional Doctorate Subject Areas and Student Numbers	63
Appendix 3b	Institutions Planning to Offer Awards in the Future and Professional Doctorate Subject Areas	67
Appendix 4	Verbal Comments Received from Institutions	69
	UKCGE Published Titles	71

Professional Doctorate Awards in the UK

The UK Council for Graduate Education is an organisation established to promote the interests of graduate education in all disciplines in higher education institutions. The Council was established in 1994 and has over 129 institutional members.

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PREFACE

This report and discussion paper is about the Professional Doctorate Award in the UK – focussing upon the range of awards available and the nomenclatures used. The survey that is reported here arose from requests from member institutions of the UKCGE that the Council might develop some kind of register of such awards. The lists of such awards that are given in the appendices are not a register in the proper sense – the Council does not require its members to register any awards that they make. However, the various appendices do include all the responses that were returned to the Council and hence provide those working in the field with a reference list of awards currently available, those planned at the time of going to press and approximate numbers of students studying for the various awards.

It is important to stress that while the survey relates to member institutions of UKCGE and therefore the data reflects the situation as it pertains to that membership, the views expressed in the comments and conclusions are those of the authors. Therefore, those views do not necessarily represent an agreed stance of the UKCGE or its membership.

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1 INTRODUCTION

1.1 Diversification of Doctoral Awards

The last ten years has seen a significant diversification in the kinds of doctoral awards offered by Higher Education Institutions in the UK (Green and Powell, 2005). This diversification has been accompanied by a range of different practices with regard to modes of delivery of supervision and training and requirements in terms of 'curriculum' and related assessment. Perhaps the most clearly differentiated area of doctoral study is that of the Professional Doctorates (UKCGE, 2002). Such doctorates are typically characterised by a significant taught element and by delivery to cohorts rather than to individual students. A Professional Doctorate may be described as one where the field of study is a professional discipline and where students are supervised within professional contexts and/or within the university but in relation to that context. A closer definition may be more elusive than this description as is evidenced by some of the responses to the survey that underpins this report.

1.2 Origins of this Report

In December 2004 the UK Council for Graduate Education (UKCGE) held a workshop on professional doctorates, which provided information and discussion on national developments in professional doctorates across the range of disciplines. At this workshop it was noted that there was wide variation in approach to the Professional Doctorate across the institutions present. The variation can be summarised as encompassing: 'course' structure, learning methods, use of credit rating, ways of assessing, professional accreditation and use of titles.

In particular, the wide range of titles that are currently in use was discussed, with a resulting consensus that the proliferation of titles was potentially confusing for students, employers and indeed for the universities themselves. Further, there was general agreement that there is a need to have descriptors that are recognisable and useful both nationally and internationally. Some attendees suggested that it would be useful to adopt one general title for all professional doctorates – such as DProf. It was recognised in this discussion that there was no available register or list of the titles currently in use in the UK – the exact extent of the range of titles in use (and hence of any 'issue') was uncertain and largely a matter of conjecture and local knowledge.

As a result of this discussion it was suggested that UKCGE act on a national level to clarify the range and nomenclatures of professional doctorates and create some kind of register of Professional Doctorates,

In order to gather the relevant data to achieve this, the UKCGE undertook a national survey of its 129 member institutions in March and April 2005.

1.3 The Survey

The survey was undertaken in March and April 2005 and involved an email survey of the UKCGE's 129 institutional members. Non-respondents were sent a further three reminders. The final response rate was 84 out of 129 – i.e. 65%.

A copy of the survey can be found at Appendix 1. It was decided to keep the survey brief and specific to the issue of nomenclature – though clearly there were other issues arising from the workshop that could have been pursued. Exceptionally to this deliberately restricted approach was the decision to include in the survey a question related to the number of students who were studying for the various awards. It was felt that this question should be included in order to gain some understanding – however approximate – of the volume of the various awards across the sector. A comments section was included in the questionnaire and entries made there by respondents are referred to in the text of this report. Some informal telephone interviews were undertaken with a number of institutions whilst following up queries with their responses. The information received during these interviews can be found at Appendix 4.

1.4 Definition of Professional Doctorate

In the questionnaire a description of a professional doctorate was given in order for respondents to be able to discern if particular awards fell within the remit of the survey.

'An award at a doctoral level where the field of study is a professional discipline and which is distinguished from the PhD by a title that refers to that profession.'

A note was added to the effect that if a respondent was in doubt as to whether or not to include a particular award in the response then it should be included in the comments section of the questionnaire. For the most part this option was not taken up by respondents. It is clear from responses however that there are differing perceptions of how Professional Doctorates may be delineated and these differences are picked up in section 4 of this report. Some respondents noted a concern with the lack of certainty surrounding the definition of a Professional doctorate, for example, '*..concerned that there is a misunderstanding at a national level of what is meant by a professional doctorate, both in the academic and employment markets*' (Appendix 4). This lack of clear understanding extends beyond the UK, with the European Universities Association (EUA) (www.eua.be) noting in informal correspondence that 'strong opposition' to the UK Professional Doctorate from other European partners resulted from 'misunderstanding' or 'lack of information' of it. EUA also suggested that 'no other country awards professional doctorates comparable with the UK ones'.

In short, there may be a general common understanding of what a Professional Doctorate is but a precise definition acceptable by all is harder to achieve because of differences across the sector in terms of how the award is organised and delivered – particularly perhaps in relation to the balance between ‘taught’ and ‘research’ components and the way in which assessment of doctoral level of achievement is achieved. The specific instance of whether or not an MD is a professional doctorate or not is addressed in Section 4.8.

1.5 Layout of Report

This report is set out as follows:

- the main conclusions of the survey are summarised;
- some background is given on the development of professional doctorates as awards within the UK higher education system;
- the outcomes of the survey are described;
- conclusions are drawn.

2 MAIN CONCLUSIONS

(i) Since the UKCGE report into Professional Doctorates in 2002 there has been a marked increase in the number of different Professional Doctorate Awards offered by UK universities.

(ii) The number of titles is likely to continue to increase with the dominance of Engineering, Education and Business persisting. There are also indications of increasing differentiation in professional areas where such awards already exist and the addition of awards in ‘new’ areas of professional work.

(iii) There is some unease across the sector about the proliferation of titles and the increasing differentiation of award that this reflects.

(iv) One major distinction of the Professional Doctorates is the use of the professional area as part of the nomenclature. This stands in contrast to the ‘traditional’ PhD where no qualifier is used. Yet the nomenclature of professional doctoral awards is not routinely standardised. This lack of standardisation in the nomenclature of academic awards is not, of course, restricted to Professional Doctorates though it may seem that here diversity is the rule rather than the exception.

(v) There is a tension between the usefulness of increased specificity and the confusion caused by increasing differentiation of titles – and particularly perhaps of the abbreviations of those titles that candidates are entitled to make use of in their professional work. Arguably, if a title is not widely recognised in the profession then its usefulness is diminished.

(vi) New named awards combined with small numbers of students studying them imply that some students at least will be moving on through their

profession with an award that very few other professional colleagues will have.

(vii) It is not clear that the notion of cohort-based learning is universally applied in the professional doctorate context.

(viii) To treat Professional Doctorate awards as synonymous with 'taught programmes' would seem erroneous given that comments indicate that for some institutions at any rate the amount of teaching within a Professional Doctorate programme is variable and may be minimal. The balance between 'taught' and 'research' components may be as much dependent on the nature of the professional area as on the institution and it may vary considerably in terms of whether or not the award of the doctorate is also a licence to practice.

(ix) A higher proportion of the pre-1992 sector are offering Professional Doctorate awards than the post-1992 and though the overall number of institutions offering in this way is smaller in the pre-1992 sector than in the post-1992 sector they are offering a greater number of awards in total.

3. PROFESSIONAL DOCTORATES - BACKGROUND

This section gives the background to the issues raised in the presentation of the outcomes of the survey. Readers whose interest is primarily in the outcomes of the survey may wish to go directly to Section 4 where the responses are summarised and discussed.

3.1 Number and Range of Professional Doctoral Programmes

The increasing prevalence of professional doctoral programmes in the UK was evidenced by UKCGE when it surveyed the number of such programmes in the three years from 1998 to 2000 (UKCGE, 2002).

Professional Doctorate Programmes in UK Universities – 1998 to 2000

Year	PD Programmes
1998	109
1999	128
2000	153

Source: UKCGE 2002

In the report of 2002, UKCGE also indicated the range of disciplines covered by professional doctoral programmes in 1998.

Professional Doctorates in the different disciplines - 1998

Doctor of Education
Doctor of Engineering
Doctor of Clinical Psychology
Doctor of Psychology
Doctor of Educational Psychology
Doctor of Counselling Psychology
Doctor of Occupational Psychology
Doctor of Clinical Science-Psychotherapy
Doctor of Psychoanalytic Psychotherapy
Doctor of Business Administration
Doctor of Administration
Doctor of Finance

Source: UKCGE 2002

This highlights the diversity of subjects covered by professional doctoral programmes in 1998. Although UKCGE did not have access to the data on the number of students engaged in these programmes, the existence of the programmes draws attention to the range of kinds of study that fell within the notion of doctoral education at that time. The survey that is the basis of this current report reveals a marked increase on the 1998 picture. In crude terms, the 12 doctoral awards noted above have increased in number to 51 currently being used, with nine new awards planned.

It is also noteworthy that the Doctor of Medicine is missing from this list – yet clearly existed in 1998. It is included in this current report because it was returned by a significant number of respondents – its place as an award is discussed in Section 4.8.

3.2 Origins of the Professional Doctorates

3.2.1 A Doctoral Level of Professional Qualification

Green and Powell (2005) suggest that the Professional Doctorate has its origins in a dissatisfaction with the PhD as a qualification appropriate for advanced professional work outside of academia. In addition, in an increasingly complex and interrelated world some would argue that a doctoral level of study is a prerequisite for those working at senior levels within the professions. Indeed it is arguable that, at all levels, professional workers need to put into practice the research-based, analytical approaches to problem solving that are the hallmarks of doctoral level study. In a more pragmatic sense, where a first degree is a prerequisite for entry to many professions then there may well be a need for additional, advanced qualifications.

3.2.2 International Origins of the Professional Doctorate

Professional doctorates as recognisable today had their origins in North America and subsequently in Australia. Allen et al (2002) note that the Doctorate in Education was developed in Canada with the purpose of enabling teachers and lecturers to further their professional education at the highest level. To this end a programme of study leading to a Doctor of Education award (EdD) was established at the University of Toronto in 1894. Since that time however the trajectory of popularity in respect of the award has not been inexorably upwards. Indeed, Allen et al (2002) describe a decline in the overall number of programmes over recent years with more universities tending to rethink and then redesign the award of PhD rather than continue to develop separate professional doctorate awards.

The first professional doctorate award (again, an EdD) was developed in the USA in 1921. The subsequent development of Professional Doctorates in the USA has been distinctive in that:

- it has been seen typically as a pre-service, high-level qualification rather than an award gained by senior, experienced professionals 'in-service';
- programmes of study have been offered in professional schools (e.g. in schools of psychology) as well as in universities;
- more taught coursework has been involved than in the PhD (which in the USA in any case usually involves substantial amounts of such coursework);
- there has been a tendency towards shorter dissertations and to, sometimes extensive, periods of supervised professional practice.

The situation in Australia more closely resembles that in the UK – in terms of the origins of the award - with the first award being established in 1984 and the EdD appearing around the same time as in the UK (Scott et al, 2004). Both Bourner et al (2001a) and Poole and Spear (1997) suggest that in Australia and in the UK the 1990s were the decade in which Professional Doctorates became established in subjects such as education, business, law, psychology, health sciences, humanities, design and architecture. The origins of the Professional Doctorates may be similar in the two countries, but subsequently there has been a stronger focus in Australia on a so-called 'second generation' of such doctorates (Maxwell, 2003). This second generation has been typified by increased flexibility of delivery, more integration with the professional workplace and more widespread use of a portfolio model of assessment rather than 'coursework plus dissertation'. This movement may have served to minimise the dominance of the university sector in terms of its tendency to give academic knowledge precedence over professional knowledge.

3.3 Growth of the Professional Doctorates

In the UK there has been a sharp increase in the number of professional doctorate programmes over a relatively short time span. UKCGE (2002) quote figures for such programmes as noted earlier (that is, 109 in 1998; 128 in 1999 and 153 in 2000). Bourner et al (2001a) quote an approximate 20% increase per year over recent years.

The UKCGE Report (UKCGE 2002) noted that the Professional Doctorates, in the UK at least, originated predominantly within the pre-1992 sector: by 1998, 26 of the 35 universities in this category 'offered at least one professional doctorate compared with only 12 of the new universities' (p. 24). The Report also noted that following these early beginnings growth has been largely in the post-1992 universities (citing evidence in Bourner et al, 2001b). It may be then that staffing requirements relating to cohorts of students at doctoral level may initially have militated against the adoption of these same degrees in the new university sector initially; however growth in expertise and experience in that sector has since been mirrored by development of an increasing number of new Professional Doctorate awards.

UKCGE (2002) also noted that 'the whole professional doctorate market is significantly skewed towards the public sector' (p. 39). The EdD was reported as having the largest share of the market with the 'various psychology related professions occupying a further big tranche' (p.39).

This pattern of increasing diversity of areas and sub-areas for professional doctoral study and the increasing numbers of students undertaking such study is reflected in the survey being reported here.

3.4 Relation to Professional Discipline

In a Professional Doctorate the field of study may subsume different academic disciplines. For example, an EdD programme of study may involve investigations that make use of conceptual understandings from, *inter alia*, psychology and sociology. Necessarily, a Professional Doctorate will be closely related to the development of practice within the profession(s) concerned; indeed, it may be accredited by a professional body and result in a professional qualification – to varying degrees a 'licence to practice'. It follows that, typically, the professions in which professional doctoral programmes have developed are those where there is a strong practice element that, in turn, is mediated by intellectual understanding and reflection. UKCGE (UKCGE, 2002) noted that the main professional areas that had developed doctoral programmes were:

- Engineering, where the EngD was seen as a way of fast tracking talented engineers – deemed to be in need of training in high level problem solving skills allied with sophisticated technical expertise and the ability to collaborate effectively in team-based industrial situations.

- Education, where a dissatisfaction with a contribution to the field by researchers that was felt by many to be too remote from the actual needs of teachers practising at the 'chalkface'. The EdD typically seeks to constantly bring evidence based research tools to bear on practical issues within teaching and learning and within the management of the educational system.
- Clinical Psychology where the kinds of masters level courses, accredited by the British Psychological Society, for those with a first degree in psychology wishing to specialise in clinical work have been extended to take in doctoral level study. The DClinPsych is now accepted as the entry-level qualification to engage in clinical practice.

The Professional Doctorate may have begun within the three areas noted above but other fields of disciplinary study have also developed doctoral awards. Perhaps the most predominant are Nursing (e.g. DNurse) and Business Administration (e.g. DBA). This current survey describes a situation wherein the number of professional areas involved in doctoral study has broadened considerably.

It is perhaps also important to note here that increasingly the professions are marked by a need for inter-disciplinary working and hence professional workers at the highest level are required to be able to operate effectively at the interface between disciplines. Again, to know a lot about a very little is often not sufficient for doctoral level professionals – the kind of education they require reflects the need for this interdisciplinary, intellectual activity (Powell, 1999). Interdisciplinarity is evident in some of the areas cited in this current report. Indeed it may be that awards such as Doctor of Professional Studies (Health and Social Care), which appears in Table 1a (p.30) and Appendix 2 are indicative of this kind of interdisciplinarity.

3.5 Criteria for the Award of a Professional Doctorate

A significant part of the lack of clear definition of Professional Doctorate awards relates to lack of common understanding of what might be reasonable criteria for the award. It is argued by some in the literature (e.g. Green and Powell, 2005) that professional doctorates should be awarded for work that has parity of level with the 'traditional' PhD – accepting here that the routes to the two awards will differ as will the kinds of experience of learning for the students. In one sense it may seem a matter of emphasis: where the PhD typically demands evidence that the candidate has made a substantial and original contribution to knowledge and has the ability to make a continuing contribution at this level so the professional doctorate will make similar demands but in relation to professional practice.

Of course there is scope here for considerable overlap. It is hard to differentiate in some fields between what would count as one kind of contribution or the other. For example a doctoral student researching into the learning of children from ethnic minorities for whom English is a second language might be contributing to professional understandings about effective teaching in relation to such children and/or to general understandings about

the sociological impact of ethnicity on culture or about the psychology of learning in a second language. Thus the boundaries between the ways in which different kinds of knowledge are understood and used are fuzzy.

Despite the fuzziness described above it is typically the case that the PhD is awarded on the basis of a substantial written piece of work, often described as a thesis, that is examined by *viva voce*. In the case of the professional doctorate the situation may be similar though the submission might be presented as a portfolio and the *viva voce* (where held) may need to take into account the candidate's progress through a whole programme of study. In this sense therefore a distinction between the two kinds of doctorate awards may become apparent in the way in which the criteria for the respective awards are framed – contribution to knowledge on the one hand and the achievement of set learning outcomes (as evidenced in a portfolio) on the other. This current survey did not specifically search out information in relation to criteria for awards. This may be a useful avenue for future investigations.

3.6 The Distinction between the PhD and the Professional Doctorate

Amongst other things, it was a perceived need for a high-level of professionally related skills in programmes of doctoral study and a focus in those programmes on practice rather than on 'academic knowledge' (Maxwell, 2003) that led to the rise to the notion of Professional Doctorates as distinct from the PhD (Green and Powell, 2005).

Yet in both these instances the boundaries are not clear. The Framework for Higher Education Qualifications (FHEQ)

(<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp>) in the UK indicates a need for employment related skills to be part of the doctoral qualification. This rather obscures the first of these points of differentiation between the PhD and the Professional Doctorates. Similarly, that same framework does not separate out 'practice' from any notion of 'academic knowledge' and in any case it is arguable that such a separation is hard to sustain in increasingly complex professional worlds.

As if to confirm the lack of differentiation between the awards in question, the Higher Education Statistics Agency (HESA) (www.hesa.ac.uk) data does not differentiate between PhD and Professional Doctorate numbers.

In as much as the distinctions between Professional Doctorates and the PhD are less than clear cut, the question arises as to why the distinction by title is needed at all. It is possible to conceive of students following different pathways to the same kinds and levels of academic achievement and all receiving a singular doctoral award – the PhD. Indeed in other parts of Europe, for example in Scandinavia, some universities offer 'industrial PhDs' – in some senses equivalent to many of the awards discussed in this report and sometimes offered in partnership with industry, but not differentiated by title. Indeed it could be argued that the HE sector in the UK is in danger of proliferating the kinds of nomenclature available for this level of doctoral study without addressing the real purpose of the distinctions. The current survey did not seek information on any rationale for the adoption by universities of new

titles though it is apparent from some of the comments made that the roots of this, for some at least, are in the need to give students recognition for the particular kind of professional disciplinary study in which they have engaged. In short, engineers need to be able to indicate that their high level of achievement has been about engineering. More pertinently, where the award is also a licence to practice (as in, for example, the DClinPsy) then the rationale for a specific title becomes clear.

An alternative to the notion of retaining the title of PhD for all doctoral awards whether or not they are focussed on professional practice is to categorise any with a professional focus as a 'DProf' or as a Doctor of Professional Studies. This device, in one shape or another, is employed by four of the institutions that responded to the survey (see Table 1a, p.30). In these responses such an award is typically either (i) a set of professional doctorates collected together and delineated from the PhD or (ii) a generic notion of doctoral study within professional domains in which an individual candidate negotiates a programme of study that is at doctoral level, makes use of core modules on methodology etc and is within his/her particular profession.

4. RESPONSES TO THE SURVEY

4.1 Use of Area Specific Titles rather than a Generic Title such as 'DProf'

The Survey

The responses made by institutions and recorded in Appendix 2 indicate different approaches to the use of area specific titles for professional doctorates (such as Doctor of Education – EdD) as opposed to more generic titles such as 'DProf'. The responses made by institutions may be broken down into three broad categories.

(i) Specific Mention of the Professional Area The vast majority of respondents described a scenario where both descriptor of award and nomenclature relate specifically to the professional area in question. For example, the Doctorate of Midwifery is shortened to DMid.

(ii) Inclusion of the word 'professional' in the descriptor and abbreviation¹ Four institutions included the word 'professional' in the descriptor (four awards in total):

- The Professional Doctorate in Built Environment, which is shortened to Pr.DocBuilt Envir,
- The Professional Doctorate in Health Psychology (PDHP),
- Professional Doctorate in Health and Social Care (Pr.Doc Health & Social Care),
- Doctor of Professional Studies (Health and Social Care), (abbreviation not given).

¹ In some instances quoted the abbreviation was not given in the institutional response. We have included such instances in the list nonetheless on the grounds that the word 'professional' appears in the title of the award at least.

In addition, this kind of nomenclature is planned by seven institutions:

- The DProf in Advancing Practice (abbreviation not given),
- The Doctor of Professional Studies (Biomedical Sciences) (DProf),
- Professional Doctorate (School of Health) (DProf),
- Professional Doctorate in Health (DHealth), Professional Doctorate in Health and Social Care (DHSC),
- Professional Doctorate in Medicine, Health and Social Care (abbreviation not given)
- Professional Doctorate in Education (EdD),
- Professional Doctorate in Practical Theology (Pr.Doc. Practical Theology),
- Professional Doctorate Tourism (D Tourism),
- Professional Doctorate Business Administration (DBA)
- Professional Doctorate Information Systems (D Info Sys).

(iii) DProf or ProfD Three responding institutions noted that they offered the award of DProf or ProfD with no further differentiation. It is perhaps worth noting that one of these records 150 students as currently studying – one of the largest number of students in the non-medical degrees. A further one institution noted a Doctor of Professional Studies.

The case for using the title of DProf (third category above) is well illustrated in informal comments made to the Council (see Appendix 4). One university noted that it employed the title of DProf and that in this case the project title (that is effectively the ‘thesis’) differs from the award title. This project title is an individual title negotiated between institution and student. To this particular institution, this marks out the DProf from the PhD where the award is the title and in this sense the professional doctorate is more focussed on the subject area. This particular institution employs the title DProf as a cross-university professional doctorate - within it there are single validated pathways in specific subject areas. The stated intention of this use of nomenclature is to make clear what a professional doctorate is.

The second category given above assumes a half-way position between categories (i) and (iii), that is both specific professional area and indication of ‘professional’ are subsumed within the title. This offers the advantages of both the other approaches – but of course it arguably adds length to the title and, to a greater or lesser extent simplicity is therefore reduced.

Comment

The use of DProf is not widespread across the sector yet clearly there is some logic in the way in which it is seen to be used (as described in Appendix 4). The relative prominence given to title of the individual project on the one hand and to title of an award such as PhD on the other – though seemingly a small

matter – may be significant in understanding its rationale and its usefulness.

4.2. Use of Common/Uncommon Nomenclatures

The survey

According to Table 2 (p.33), the most commonly used professional doctorate awards in UK universities are, in descending order, the EdD, DClinPsy, MD, DBA and EngD (being offered by 34, 25, 23, 21 and 16 institutions respectively). These five awards are offered in 119 instances out of a total of 192; that is, when combined these five awards account for 62% of the total on offer. The remaining 38% of awards are spread thinly across the various areas. With the exception of the doctorates in Educational Psychology (7), Nursing (6), Counselling Psychology (5) all the rest are offered in less than 4 institutions. Thirty-seven institutions offer an award that no other university offers. Table 2 gives the various subject areas concerned, that is, where there is only one institution offering the award, Table 2 (p.33) differentiates by subject areas for convenience. The broad area of 'health, social care and health science' shows the greatest proliferation of profession specific titles with 13 awards offered by only one institution.

It is difficult to know without further investigation if this wide differentiation of title indicates a willingness to differentiate within existing broad professional areas so as to define narrow fields of professional expertise within them or an acknowledgement that new areas have become amenable to a doctoral level of study. Certainly, it can be noted that Table 2 (p.33) indicates that there are six branches of Psychology with their own Professional Doctorate award on offer in single institutions (that is, in aspects of psychology defined as: Analytical, Applied, Clinical (top up), Health, Forensic and Occupational).

Comment

Comments received (see Appendix 4) indicated a general unease about the proliferation of titles and the increasing differentiation of award that this reflects:

- *“This particular institution is trying to keep to a minimum the number of titles used, however they are under pressure to develop more in fields such as nursing.”*
- *“This institution felt that it could become problematic at a national level to have so many different titles.”*
- *“Concerned there is a misunderstanding at a national level of what is meant by a professional doctorate, both in the academic and employment markets. The proliferation of titles is adding to this confusion.”*
- *“Within disciplines such as psychology too many different titles are being developed, concerned that the area of professional doctorates will become too complicated.”*
- *“Would prefer each professional area to agree a clearly defined and focussed title.”*

- *“Concerned about the number of titles for professional doctorates.”*
- *“This institution believe that the proliferation of adhoc titles is confusing, especially to students and employers. Confusion is evident when awards such as the engineering professional doctorate is called EngD by one institution and DEng by another.*
- *In this institution titles are proposed by the relevant faculties and they prefer titles which reflect the subject area studied.”*

Despite these kinds of reservation it is clear that increase in numbers of titles is likely to increase. The reasoning is spelt out in one institutional comment:

- *“Professional doctorates are of interest to professionals who want to develop a career in a chosen specialism and want the title to reflect their particular career progression. In other words the title is important to the student. Also professional doctorates need to be marketed to funders and employees who also prefer to have the specialism in the title. Titles are therefore decided with marketing insight and to reflect the demand by the sector. The proliferation of titles is through demand and the nature of the qualification.”*

4.3 Awards Planned for the Future

The survey

The survey asked respondents to note any awards that were in the planning stage. Individual institutional responses are given in Appendix 3b. Table 1b (p.32) summarises the numbers of institutions planning awards and presents them in broad subject areas for convenience. Clearly, entry in the Appendix does not signify any definite commitment by institutions to develop the award – merely an indication of intention. Some responses were noted as speculative – with for example no decision made at the time of the survey of the title of the award in question; others were more definite with nomenclature and prospective numbers cited.

The pattern of development of awards noted in Section 4.2 is broadly repeated in the awards noted by respondents as ‘planned’. Again, the most popular in the planning stage are the Doctorates in Engineering (8), Education (6) and Business Administration (4). The bracketed figures here and throughout the report refer to the number of institutions planning to offer the award in the future. The one award that has joined this group of reasonably widespread awards is the Doctorate in Biomedical Sciences (5). Again with these notable exceptions all the other new awards planned are peculiar to only one or two institutions. There are some awards in the planning category that are ‘new’ in the sense of not being available currently, e.g. ‘Professional Doctorate in Practical Theology’ and ‘Professional Doctorate in Tourism’.

The areas that are seeing the greatest likely expansion of nomenclature are those of health, social care and health sciences. Here there are proposed distinct new named awards in five separate individual institutions. They broadly cover advancing practice and professional studies in health, biomedical science and social care.

Comment

The survey did not ask what awards are likely to be discontinued (though one institution did note in its comments that its EdD was 'not recruiting next year due to staff shortages', see Appendix 2). Therefore it would be potentially misleading to begin to speculate too precisely on the future scene with regard to professional doctorate awards. Nevertheless it seems that the pattern of development of these awards is likely to persist in terms of 'awards planned for the future' with the dominance of Engineering, Education and Business continuing (in addition to Medicine where the situation may remain more or less stable). Similarly, there are no indications in the responses to the survey that the proliferation of new named Professional Doctorate awards is likely to decrease in the future. Indeed, there are indications in Table 1b (p.32) of increasing differentiation in professional areas where such awards already exist and the addition of awards in 'new' areas of professional work.

4.4 Numbers of Students Studying for the Various Awards

The survey

It must be stressed here that the survey asked only for approximate numbers of students studying. The motive behind asking for an approximation only was to increase the number of responses – it was felt that asking for exact numbers would have increased the time needed to answer the questionnaire and hence would have served to decrease the number of completed forms returned.

Accepting the caveat above, the pattern of approximate numbers of students studying understandably tends to reflect, if not entirely replicate, the number of institutions offering the various awards. Appendix 3a shows that the Professional Doctorate awards with the highest numbers of student are those in Education (1864), Clinical Psychology (1775) and Medicine (1395). No other awards reckon student numbers above the one thousand mark. A second tier of awards may be identified of those with more than one hundred students recorded: Business Administration (434), Engineering (301), 'Professional Doctorates' (i.e. DProf or ProfD) (160) and Educational Psychology (135). Clearly the DProf may subsume various professional areas.

After these major awards the numbers of students are spread thinly across the various professional areas. What is worthy of note is that there are 23 awards with ten or less students studying. Within this number there are 7 individual courses with only one student studying.

Of the 37 instances where an institution is alone in offering an award (that is, the award is unique to that university), there are 15 with 5 or less students studying; in three of these cases there is only one student studying.

Comment

It is clear from the above that the professional doctorates cover a wide range of population sizes (from 1864 to 1). The awards that are most commonly offered across the sector naturally enough tend to have the most students studying.

It is not clear from the entries in Appendix 3a that the notion of cohort-based learning is universally applied in the professional doctorate scene (cohorts of 1 or 2 would seem a contradiction in terms).

It is the case then that some students will be moving on through their profession with an award that very few other people will have (unless of course that award develops in the future in terms of numbers of students studying).

4.5 Institutions that do not Offer Professional Doctoral Programmes

The survey

Of the 84 responses, 23 institutions recorded that they offered no professional doctorate awards (see Table 1a, p.30). Of these 23, five institutions had awards planned. Three had a Doctor of Engineering planned and two had a Doctor of Education planned. Other planned awards included a Professional Doctorate in Biomedical Science, Professional Doctorate in Tourism, Professional Doctorate in Business Administration and Professional Doctorate in Information Systems. Three more noted that the development of such awards was possible in the future. None of the institutions that do not offer the award added any remarks on this 'comments' section but then the survey did not ask for reasons for offering or not offering in this sense. This may be an area for follow-up.

4.6 Professional Doctoral Programmes Within the Pre-1992 and Post-1992 Higher Education Institutions

The Survey

Of the 34 pre-1992 institutions responding to the survey, 28 offered at least one Professional Doctorate award. In total this group offered 118 Professional Doctorate programmes.

Of the 49 post-1992 institutions responding 31 offered at least one Professional Doctorate award. In total this group offered 71 Professional Doctorate programmes.

The numbers of institutions offering Professional Doctorate Awards is similar between pre- and post-1992 sectors (28 and 31 respectively). However the proportion is higher in the pre-1992 sector and this sector has considerably more Professional Doctorate awards on offer (118 against the 71 on offer in

the post-1992 sector).

Comment

The earlier UKCGE report (UKCGE 2002) reported that in 2000 28 pre-1992 institutions and 23 post-1992 institutions were offering at least one Professional Doctorate awards.

In 2005 a higher proportion of the pre-1992 sector are offering Professional Doctorate awards and though the overall number of institutions offering in this way is smaller in this sector, they are offering a greater number of awards in total.

4.7 Higher Doctorates in Relation to Professional Doctorates

The survey

In some responses to the survey, awards were included that did not fit entirely with the notion of a professional doctorate as described earlier in this report. Some comments made by respondents in relation to these awards indicated a lack of certainty as to whether or not they 'counted' as professional doctorate awards in the sense intended in the survey. The awards in question were in the areas of: Dental Surgery (DDS), Veterinary Medicine (DVM), Divinity (DD), Law (LLD), Music (DMus) Science (DSc) 'Letters' (DLitt), Engineering (DEng) and Medicine (MD). In cases where it was clear that the award listed by a respondent did not in fact fit with the agreed description of a Professional Doctorate then it was subsequently omitted from the list.

In the authors' view the awards of this kind cited in responses may be better described as 'Higher Doctorates' and in follow-up discussions with respondents it was agreed that this was the case. What the original responses to the survey and subsequent discussions indicated was that the notion of what counts as a Higher Doctorate differs across the sector in the UK. Where the PhD and the Professional Doctorates have come to indicate mastery of a narrow field (narrow in the sense of representing approximately three years of research study only) the Higher Doctorates are typically, though not universally, seen as indicating command over a field of study and a contribution to understanding within that field sustained over a number of years (see Green and Powell [2005] for a further discussion).

In an earlier UKCGE report, Powell (2004) noted that Higher Doctorates – where they are made available in the UK – are typically awarded partially or wholly on the basis of published work and in many institutions the kinds of restrictions on eligibility would be similar to those for the PhD by Published work. Further, it is clear from responses to this current survey that Higher Doctorates are generally seen as indicating a significant contribution to a professional field and hence 'qualify' as Doctorates relating to a Profession. To add to the confusion some institutions reserved titles specifically for Higher Doctorates (e.g. the EngD noted as a Higher Doctorate distinct from professional doctorates entered by the same institution and similarly the EdD)

where others use the same title to denote Professional Doctorates (e.g. for cohorts of students following a set programme of study and submitting a portfolio for an EngD or EdD).

Comment

The issue of whether a particular named award refers to Professional Doctorate or to Higher Doctorate level is a further indication of confusion surrounding nomenclature across the sector. Such confusion is clearly not new in the context of this report but would seem particularly unfortunate as it relates to level of award not just type.

4.8 Doctor of Medicine in Relation to Professional Doctorates

The survey

The award of Doctor of Medicine (MD) was included by 23 institutions as current awards and one institution as a planned award, mostly without comment. However, four of these institutions queried the status of the award (see Appendix 3a). One [an English University] commented that it was offered but not as a professional doctorate and that it had a surgical equivalent (MS – Master in Surgery). A second [a Welsh University] commented that there was ‘diversity of opinion’ about the status of the MD and that they saw it as ‘MPhil equivalent’ though they added that ‘many institutions in England see it as doctoral level’. A third [an English University] commented that it offered an MD but that ‘it is more like a PhD’. A fourth [an English University] noted it as a Higher Doctorate.

The UKCGE (2002) report did not include the Doctor of Medicine, however it was discussed as part of the PhD tradition within the report as follows,

‘The Doctorate of Medicine (MD) occupies a somewhat anomalous position within the whole structure of doctoral qualifications. It is based on a thesis which is undertaken by a qualified medical practitioner, and the scale of the thesis and the criteria by which it is judged are rather variable across universities. At one end of the scale the work required would be far in excess of that required for a PhD, while in other cases it is rather less. There is little consistency in systems of supervision for the MD, and therefore the monitoring of completion rates and of standards are frequently not carried out to the extent that is common for the PhD.’
(UKCGE, 2002, P.16)

Institutions responding to this current survey did include it and therefore we have reflected their responses in this report. As noted above (and including here some verbal responses) some universities treat the award as being at Masters level – others do not conceive of it as a research degree whereas others include it in their response on the grounds that it is both professionally

based and at doctoral level.

Comment

The inclusion or exclusion of the Doctor of Medicine seems to be a matter of some debate across the sector. For our part we have included it here as part of the overall response of institutions. We recognise that some universities may not have returned the award and that subsequent editions of this list of Professional Doctorate awards may need to take account of a wider (or narrower) range in this respect.

The General Medical Council (www.gmc-uk.org) does not have a definition of MD. From their perspective it is left to each institution to agree the criteria for its own MD qualification and within the parameters decided by the Institution for individuals to decide what to study.

4.9 A Professional Doctoral Award as a Licence to Practice

The survey

One of the questions that the survey did not ask is whether or not successful completion of particular Professional Doctorates results in a licence to practice. It is clear from looking at the list that some of the major awards such as the DClinPsy do give formal and direct licence to practice in this sense whereas others such as the EdD and the DBA do not; though clearly in these latter cases an award may enable an individual, in an informal and indirect sense, to enter the higher reaches of the profession concerned.

Comment

The issue of an award being a licence to practice or not may be an area to be investigated in the future in as much there is a clear difference in the level of input from professional bodies external to the awarding institutions where the award is a licence to practice that particular profession. Similarly, there may also be a greater need for prescribed 'curriculum content' where such a licence exists.

4.10 The use of MProf, MRes and MPhil (Research Methods)

The survey

The survey addressed Doctoral level awards only. However, some institutions referred to Masters level work of a professional kind in their comments. Two institutions noted an MProf (one in Sustainability) and one noted an MPhil (Res Meth) Health Psychology.

Comment

There is logic about having Masters level work as well as doctoral level in the context of professional Studies generally. Another area for further

investigation may be the use of Masters level qualifications in the context of Professional Doctorates (as coordinated but separate routes or as step-off awards).

4.11 Taught Elements in Professional Doctoral Programmes

The survey

The survey did not address directly the balance within Professional Doctorate programmes between taught and research elements. Nevertheless five of the comments (see Appendix 4) made mention of this issue. These comments, repeated below, indicate some common ground in that research and taught components are suggested to exist in all Professional Doctorate programmes mentioned but lack of agreement about the nature of the balance within these programmes. The differences were not necessarily at institutional level with some comments indicating that different professional areas made different demands in terms of this balance. Each comment below is referring to the respondent's own institution:

“professional doctorates are mostly research which is largely [examined by] dissertation. There is a small taught element.”

“professional doctorates are partially taught and partially through research. The EdD, DClInPsych and MD are mostly taught with a strong training element., whereas the DBA is mostly research focussed.”

“[the institution] formally manages professional doctorates as a taught programme, but the content is largely research, with some taught elements.”

“professional doctorates are organised in a modular structure, including a taught distance module which is usually in the work place, taught direct module and research. The split between taught and research is around half and half, dependent upon the amount of accredited prior learning.

“professional doctorates are partially taught, partially research.”

Further, in the responses to the survey itself one university noted that it was in the process of approving the addition of taught/professional doctorates and another that it had no plans to develop any taught doctorates – thus treating these two as in some way synonymous.

Comment

To treat Professional Doctorate awards as synonymous with 'taught programmes' would seem to be erroneous given that comments indicate that for some institutions at any rate the amount of teaching within a Professional Doctorate programme is variable and may be minimal. The balance between

'taught' and 'research' components may be as much dependent on the nature of the professional area as on the institution and it may vary considerably in terms of whether or not the award of the doctorate is also a licence to practice.

5. GENERAL CONCLUSIONS

5.1 Nomenclature

One major distinction of the Professional Doctorates is the use of the professional area as part of the nomenclature. This stands in contrast to the 'traditional' PhD where no qualifier is used. Yet the evidence in this report is that the nomenclature of Professional Doctoral awards is not routinely standardised. For example, Professional Doctorates in Engineering can be described as the EngD or the DEng, in Education as the EdD or DEd. As can be seen in the Appendix 2 some institutions collect all the Professional Doctorates that they offer under the award title of DProf. For some institutions the title of DBA to denote a Doctorate in Business Administration proves problematic where the Diploma in Business Administration (again DBA) already exists. Universities may seek other titles to differentiate the doctorate from the diploma. This lack of standardisation in the nomenclature of academic awards is not, of course, restricted to Professional Doctorates though it may seem that here diversity is the rule rather than the exception.

The earlier UKCGE report on Professional Doctorates (UKCGE, 2002) identified the trend of increasing detail in the way in which these degrees are named. For example the UKCGE report noted that in 1998 the following named Professional Doctorates existed within the professional area of Psychology: Doctor of Clinical Psychology, Doctor of Psychology, Doctor of Educational Psychology, Doctor of Counselling Psychology, Doctor of Occupational Psychology, Doctor of Clinical Science-Psychotherapy and Doctor of Psychoanalytic Psychology. That list is extended further in the responses to this current survey with the addition of the Doctor of Analytical Psychology, Doctor of Applied Psychology, Doctor of Clinical Psychology (top up), Professional Doctorate in Health Psychology, Doctorate in Forensic Psychology Practice and Doctor of Psychotherapy.

Similarly, in Business Administration degrees such as Doctor of Management, Doctor of Administration and Doctor of Finance (all noted in UKCGE, 2002) and the Doctor of Public Management and Professional Doctorate Tourism noted in this current survey have appeared to differentiate the main field more precisely. Green and Powell (2005) note a tension between the usefulness of increased specificity and the confusion caused by a proliferation of titles – and particularly perhaps of the abbreviations of those titles – that is the letters after the name that candidates are entitled to make use of in their professional work. Arguably, if a title is not widely recognised in the profession then its usefulness is diminished.

There is a sense in which, once UK Universities abandoned the use of a single title (e.g. PhD or DPhil) for all doctoral awards including those gained

by work within a defined area of professional knowledge and expertise, the move towards ever increasing fineness of definition within titles became inevitable. Certainly, this move is not mirrored in all of our European partners; in some – though not all – countries a single title encompassing all kinds of doctoral study persists.

If the professions become ever more sub-divided in terms of specialisms then a corresponding amount of increased differentiation will occur in Professional Doctoral titles. Where specific skills and/or knowledge are required for a particular kind of professional responsibility then employers and the public may well require that the professional worker be seen to be equipped with them – that he/she is suitably, and specially, qualified. In this sense the kind of increasing differentiation noted in the responses to the survey reported here may be a natural and not unwelcome phenomenon. However, Green and Powell (2005) note that the increased differentiation may also serve to reduce the notion that a professional worker operating at doctoral level in the workplace is not necessarily constrained by the specifics of any one situation but can apply his/her skill and knowledge to new and challenging problems as they arise. In addition, it is arguable that the doctoral level professional worker should understand how his/her knowledge and skill interfaces with, and impacts upon, other areas. Green and Powell (2005) make the point that increasingly the world of the professions requires enhanced interdisciplinary abilities of its doctoral workers. Marking out defined areas of knowledge and skill within existing professional disciplines by the use of professional doctoral titles is therefore more than just a matter of the ‘naming of parts’; it reflects on understandings of the nature of professional knowledge and the roles of the most highly qualified professional workers.

5.2 An Alternative Route to Achieving a Doctoral Level of Study

The professional doctorate offers a new way of looking at the doctoral qualification. In so doing it challenges notions of the learning processes that may lead to a doctoral award and it causes a rethinking of the relationship between teaching, learning and the creation of new kinds of knowledge. Perhaps the challenge for those operating Professional Doctorates is in maintaining the confidence of academia on the one hand and of the professions on the other in terms of the Professional Doctorate being at the same level as the PhD. Confidence is needed that the awards are alternative ways of achieving the same advanced level of study and ‘contribution’.

The Professional Doctorates need to be seen and treated as research degrees that produce doctoral thinkers and doers in specified areas of professional practice and by different means.

If Professional Doctorates are to be valued and encouraged and seen as a viable and equitable part of doctoral education then clearly they need to be treated with parity when it comes to quality issues.

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Table 1a Institutions Offering Awards Currently

Subject Areas	Number of institutions currently offering awards
Health, Social Care and Health Science	
Doctor of Applied Social Research	1
Doctorate in Biomedical Sciences	1
Doctorate of Health Care – Practice/ Management	1
Professional Doctorate in Health & Social Care	1
Doctorate in Health Sciences	2
Doctorate in Health Sciences (Clinical)	1
Doctor of Health Research	1
Doctorate in Health Care – Pharmacy	1
Doctorate in Health Care – Nursing	1
Doctorate of Midwifery	2
Doctor of Nursing	6
Doctorate of Occupational Therapy	1
Doctorate of Podiatry	1
Doctorate of Physiotherapy	1
Doctor of Professional Studies (Health & Social Care)	1
Doctor of Public Health	1
Doctorate of Social Work	3
Medicine	
Doctor of Clinical Practice	1
Doctor of Clinical Science	1
Doctor of Dental Surgery	3
Doctor of Dental Surgery by Research	1
Doctor of Medicine	23
Doctor of Medical Ethics	1
Doctor of Medical Science	1
Veterinary Medicine	
Doctor of Veterinary Medicine	1
Doctor of Veterinary Medicine & Surgery	1
Psychology <i>(Note: Clearly some awards in this section could be categorised under health)</i>	
Doctor of Analytical Psychology	1
Doctor of Applied Psychology	1
Doctor of Clinical Psychology	25
Doctor of Clinical Psychology (top up)	1
Doctor of Counselling Psychology	5
Professional Doctorate in Health Psychology	1
Doctor of Educational Psychology	7
Doctorate in Forensic Psychology Practice	1
Doctor of Occupational Psychology	1
Doctor of Psychotherapy	2
Doctor of Psychology	2
Education	
Doctor of Education	34
Theology and Ministry	
Doctor of Ministry	1
Doctor of Theology	1
Doctorate in Theology & Ministry	1
Social Science	
Doctor of Applied Social Science	1
Doctor of Social Science	1

Business, Finance, Management and Tourism	
Doctor of Business Administration	21
Doctor of Finance	1
Doctor of Management	1
Doctor of Public Management	1
Architecture and Built Environment	
Doctor of Architecture	1
Professional Doctorate in Built Environment	1
Engineering	
Doctor of Engineering	16
D Prof – Professional Studies	
Doctor of Professional Studies	1
Professional Doctorate	
Professional Doctorate	3
Institutions which do not offer the award currently (Note: This number includes institutions which plan to offer awards in the future but are not currently offering awards)	23

Table 1b Numbers of Institutions Planning to Offer Awards in the Future

Note: Entries in italics are future awards that are not available in any institution and therefore are not listed in Appendix 3a. These will be added to the list of Professional Doctorates in future years.

Subject Areas	Number of institutions planning to offer awards in the future
Health, Social Care and Health Science	
<i>DProf in Advancing Practice</i>	1
Doctorate in Biomedical Sciences	5
<i>Doctor of Professional Studies (Biomedical Sciences)</i>	1
Doctor of Health and Social Care	1
<i>Professional Doctorate</i>	1
<i>Professional Doctorate in Health</i>	1
Professional Doctorate in Health & Social Care	1
<i>Professional Doctorate in Medicine, Health and Social Care</i>	1
Doctor of Occupational Therapy	1
Medicine	
Doctor of Medicine	1
Psychology	
Note: Clearly some awards in this section could be categorised under health	
<i>Doctorate of Applied Educational Psychology</i>	1
Doctor of Clinical Psychology	2
Doctor of Counselling Psychology	1
Doctor of Educational Psychology	2
<i>Doctor of Health Psychology</i>	1
Education	
Doctorate in Education	6
Theology and Ministry	
<i>Professional Doctorate in Practical Theology</i>	1
Business, Finance, Management and Tourism	
Doctor of Business Administration	4
<i>Professional Doctorate Tourism</i>	1
Architecture and Built Environment	
Doctor of Built Environment	1
Engineering	
Doctor of Engineering	8
Information Systems	
<i>Professional Doctorate Information Systems</i>	1

Table 2 Number of Institutions currently offering awards, highest to lowest

(In the 37 instances where there is only one institution offering an award then the awards are differentiated by broad subject area for convenience.)

Subject Areas	Number of institutions currently offering awards, highest to lowest
Doctor of Education	34
Doctor of Clinical Psychology	25
Doctor of Medicine	23
Doctor of Business Administration	21
Doctor of Engineering	16
Doctor of Educational Psychology	7
Doctor of Nursing	6
Doctor of Counselling Psychology	5
Doctor of Dental Surgery	3
Professional Doctorate	3
Doctorate of Social Work	3
Doctorate in Health Sciences	2
Doctorate of Midwifery	2
Doctor of Psychotherapy	2
Doctor of Psychology	2
Health, Social Care and Health Science	
Doctor of Applied Social Research	1
Doctorate in Biomedical Sciences	1
Doctorate of Health Care – Practice/ Management	1
Professional Doctorate in Health & Social Care	1
Doctorate in Health Sciences (Clinical)	1
Doctor of Health Research	1
Doctorate in Health Care – Pharmacy	1
Doctorate in Health Care – Nursing	1
Doctor/ate of Occupational Therapy	1
Doctorate of Podiatry	1
Doctorate of Physiotherapy	1
Doctor of Professional Studies (Health & Social Care)	1
Doctor of Public Health	1
Medicine	
Doctor of Clinical Practice	1
Doctor of Clinical Science	1
Doctor of Dental Surgery by Research	1
Doctor of Medical Ethics	1
Doctor of Medical Science	1
Veterinary Medicine	
Doctor of Veterinary Medicine	1
Doctor of Veterinary Medicine & Surgery	1
Psychology	
<i>*Note: Clearly some awards in this section could be categorised under health</i>	
Doctor of Analytical Psychology	1
Doctor of Applied Psychology	1
Doctor of Clinical Psychology (top up)	1
Professional Doctorate in Health Psychology	1
Doctorate in Forensic Psychology Practice	1
Doctor of Occupational Psychology	1

Theology and Ministry	
Doctor of Ministry	1
Doctor of Theology	1
Doctorate in Theology & Ministry	1
Social Science	
Doctor of Applied Social Science	1
Doctor of Social Science	1
Business, Finance, Management and Tourism	
Doctor of Finance	1
Doctor of Management	1
Doctor of Public Management	1
Architecture and Built Environment	
Doctor of Architecture	1
Professional Doctorate in Built Environment	1
D Prof – Professional Studies	
Doctor of Professional Studies	1

Appendix 1 The Questionnaire

Professional Doctorates, their Nomenclature and Student Numbers

Introduction

UKCGE is undertaking a brief survey of the range of professional doctoral awards available across the sector and the nomenclature that is used in relation to them. UKCGE will use this information to set up a register of professional doctorates.

Where possible it would also be most useful if you could provide information on the number of students studying for each award. If you cannot do this then please still return the questionnaire with the information on the professional doctorate awards and nomenclatures.

UKCGE would be grateful if institutions could return it to Elizabeth Long (e.a.long@ukcge.ac.uk) by Friday 29 April 2005.

The register is being set up in response to a suggestion from delegates at a recent UKCGE workshop on Professional Doctorates. The results of this survey and the register will be shared with all members and will be freely accessible via our website.

Name of institution	
Your own name	
Position in the institution	

Please indicate which of the following awards are available in your university.

Notes:

“Award”

Where we are uncertain of the abbreviated title used we have left a blank for respondents to fill as appropriate. We may have omitted a nomenclature which you use. If so please include as appropriate in the award column.

“Number of Students”

If it is possible, please enter here the number of students studying currently for the award in question.

Award	Available	Number of Students
Doctor of Engineering		
DEng EngD		
Doctor of Education		
DEd EdD		
Doctor of Clinical Psychology		
DClinPsych		
Doctor of Psychology		
DPsych		
Doctor of Educational Psychology		
DEdPsych		
Doctor of Counselling Psychology		
Doctor of Occupational Psychology		
Doctor of Clinical Science- Psychotherapy		

Doctor of Psychoanalytic Psychotherapy		
Doctor of Nursing		
DNurse		
Doctor of Medicine		
MD		
Doctor of Business Administration		
DBA		
Doctor of Management		
Doctor of Administration		
Doctor of Finance		
Doctor of Public Administration		
DPA		
Professional Doctorate		
DProf		

Other Awards and student numbers not listed above - please give full and abbreviated titles if possible

Note: For the purposes of this register we are taking a professional doctorate to be an award at doctoral level where the field of study is a professional discipline and which is distinguished from the PhD by a title that refers to that profession. If you are in any doubt about whether or not a particular award 'qualifies' in this sense then please note it in the 'Comments' section of the questionnaire.

Full Title	Abbreviated Title	Number of Students

Future Awards (not yet available but planned)

Full Title	Abbreviated Title	Number of Students

Comments (we have deliberately kept this questionnaire brief but any comments you wish to make in clarification of anything related to the above please include here)

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Thank you for taking part in this survey.

Professor Stuart Powell
UKCGE Honorary Secretary

Elizabeth Long
Administrator

Appendix 2 Professional Doctorates, their Nomenclature and Student numbers

We have included in this appendix the MD, even though a significant number of universities offering the award suggesting they do not treat it as a professional doctorate. This matter is discussed in the text.

(N.B. A version of this appendix will be available on the UKCGE website, www.ukcge.ac.uk, as a list and updated periodically)

Institution	Awards available Currently	Nomenclature	Approximate number of students currently studying	Future Awards (not yet available but planned)	Nomenclature	Approximate number of students	Do not Currently offer	Comments
Aberdeen, University of				Doctor of Engineering	DEng			Discussions currently undergoing regarding introduction of DEng
Anglia Polytechnic University	Doctor of Education	EdD	14					
	Doctor of Business Administration	DBA	13					
	Professional Doctorate in Built Environment	Pr.Doc Built Envir	5					
	Professional Doctorate in Health & Social Care	Pr. Doc Health & Social Care	8					
				Professional Doctorate in Practical Theology	Pr. Doc Practical Theology	20 Steady state (all stages)		

Bath, University of	Doctor of Education	EdD	118					Recently approved
	Doctor of Medicine	MD	8					
	Doctor of Business Administration	DBA	38					
		Professional Doctorate in Health	DHealth					
		Engineering Doctorate	EngD					
Bath Spa University College							√	
Birmingham, University of	Doctor of Engineering	EngD	43					
	Doctor of Education	Ed.D.	95					
	Doctor of Clinical Psychology	DClinPsych	78					
	Doctor of Educational Psychology	EdPsychD	35					
	Doctor of Medicine	MD	64					
	Doctor of Theology	ThD	16					
	Doctor of Dental	DDS	1					

	Surgery	SocSciD	4					
	Doctor of Social Science	Foren.Psy.D	3					
	Doctorate in Forensic Psychology Practice	HScD	1					
	Doctorate in Health Sciences	HScD(Clin)	0					Proposed
	Doctorate in Health Sciences (Clinical)			Doctor of Business Administration	DBA			
Bolton, University of							√	
Brighton, University of	Doctor of Education	EdD	39					
	Doctor of Nursing	DNurse	14					
	Doctor of Business Administration	DBA	6					
	Doctorate of Midwifery	DMid	5					
	Doctorate of Podiatry	DPod	4					
	Doctorate of Social Work	CSocW	1					

	Doctorate of Occupational Therapy	DOccT	5					
	Doctorate of Physiotherapy	DPT	8					
Cambridge, University of				Doctor of Engineering (for 2006)	EngD	?		
Central Lancashire, University of				Doctor of Medicine	TBC	TBC		The University is in the process of approving the addition of taught/professional doctorates to its portfolio of awards. The first programme is expected to be available from 2005-6
				Doctor of Engineering	TBC	TBC		
				Doctor of Clinical Psychology	TBC	TBC		
College of St Mark & St John							√	
Coventry University	Doctor of Clinical Psychology	DClinPsych	44					Joint award with University of Warwick
Cranfield University	Doctor of Engineering	EngD	13					
	Doctor of Medicine	DM	3					
	Doctor of Business Administration	DBA	33					

De Montfort University	Doctor of Business Administration	DBA	13					
	Doctor of Finance	DFin	4					

Dundee, University of	Doctor of Educational Psychology	DEdPsych	8					
East Anglia, University of	Doctor of Education	EdD	40					
	Doctor of Clinical Psychology	DClinPsych	73					
	Doctor of Medicine	MD	24					
	Doctor of Social Work	DSW	3					
Edge Hill College of Higher Education							√	Offer higher degree awards of Lancaster University. Currently offer the MPhil/PhD by research and have no plans to develop any taught doctorates
Edinburgh, University of	Doctor of Engineering	EngD	21					
	Doctor of Education	EdD	31					
	Doctor of Clinical Psychology	DClinPsych	108					
	Doctor of Psychology	DPsych	10					

	Doctor of Medicine	MD	286					
	Doctor of Dental Surgery	DDS	16					
	Doctor of Veterinary Medicine & Surgery	DVM&S	15					
Essex, University of	Doctor of Clinical Psychology	DClinPsych	19					
	Doctor of Educational Psychology	DEdPsych	25					
	Doctor of Counselling Psychology	?	12					
	Doctor of Nursing	DNurse	12					
	Doctor of Medicine	MD	3					
	Doctor of Analytical Psychology	DAnPsych	2					
	Doctor of Health Care – Practice/ Management	?	2					
		Doctor of Occupational Therapy		Doctor of Occupational Therapy	tba	0		

Exeter, University of	Doctor of Education	EdD	61					
	Doctor of Clinical Psychology	DClinPsych	23					
	Doctor of Medicine	MD	Unknown (dealt with through PMS-Partnership with Plymouth)					
		Doctor of Educational Psychology	DEdPsych	TBC				
Glamorgan, University of	Doctor of Business Administration	DBA	14					
Glasgow, University of	Doctor of Education	EdD	0					
	Doctor of Clinical Psychology	DClinPsych	498					
	Doctor of Medicine	MD	144					
	Doctor of Business Administration	DBA	37					

Glasgow Caledonian University	Professional Doctorate	Prof.D	8					
Glasgow School of Art							√	There are no Professional Doctorates currently awarded by the Glasgow School of Art via its accreditation arrangement with the University of Glasgow. The predominantly practice-related research degrees are awarded within the PhD framework. While there are discussions to develop alternative awards including professional doctorates, these are not yet in the validation schedule.
Gloucestershire University of				Doctorate in Education	EdD	Anticipated 25 FTE when fully operational		Currently undergoing validation for September 2005
Goldsmiths College							√	No plans to offer any at present

Hertfordshire, University of	Doctor of Engineering	EngD	5					
	Doctor of Clinical Psychology	DClinPsych	23					
	Doctor of Business Administration	DBA	6					
	Doctor of Management	DMan	37					
	Doctor of Health Research	DHealthRes	10	Doctor of Education	EdD	Available from 05/06 10 students		
Huddersfield, University of	Doctor of Education	EdD	79					
Hull, University of	Doctor of Education	EdD	40					
	Doctor of Clinical Psychology	ClinPsyD	46					
	Doctor of Psychology	PsyD	About 5					
	Doctor of Medicine	MD	About 7					
Imperial College of Science & Technology				Doctor of Engineering	?			Imperial College awards the University of London degree so the University's guidelines on Professional Doctorates would apply. Have just received approval to introduce the Engineering Doctorate but that,

								again, has gone through the University.
Institute of Cancer Research	Doctor of Medicine	MD	34					
Institute of Education	Doctor of Education	EdD	About 150					No plans for further awards. The EdD is recruiting very strongly
	Doctor of Educational Psychology	DEdPsych	2					
Keele University	Doctor of Education	EdD	40					In collaboration with Staffordshire University Offered but it is more like a PhD Health Planning and Management
	Doctor of Clinical Psychology	DClinPsych	10					
	Doctor of Medicine	MD	19					
	Doctor of Business Administration	DBA	7					
	Doctor of Medical Ethics	DMedEth	34					
Kent, University of	Doctor of Education	EdD	0					Validated programmes – no University of Kent students
	Doctor of Clinical Science	DCS	5					
	Doctor of Psychotherapy	DPY	0					

King's College London	Doctor of Education	EdD	67					*Offered but not as a Professional Doctorate. The MD offered by King's is a research degree but not a professional doctorate. It is a qualification offered by the University of London and there is also a surgical equivalent (MS - Master in Surgery)
	Doctor of Clinical Psychology	DClinPsych	62					
	Doctor of Medicine*	MD						
	Doctorate in Health Care-Pharmacy	DHC	2					
	Doctorate in Health Care – Nursing	DHC	23					
	Doctorate in Theology & Ministry	DMin	27					
Kingston University	Doctor of Education	EdD	11					
	Doctor of Business Administration	DBA	69	Doctorate in Biomedical Sciences	DBioMed			

Leeds, University of	Doctor of Education	EdD	26					
	Doctor of Clinical Psychology	DClinPsych	57					
	Doctor of Medicine	MD	92					
	Doctor of Public Management	DPM	12					
Leeds Metropolitan University	Doctor of Engineering	DEng	2 or 3					Have found this does not recruit very well- although it was recently re-validated
	Doctor of Education	EdD	10					Currently available but not recruiting next year, due to staff shortages in Education
Leicester, University of	Doctor of Education	EdD	330					
	Doctor of Clinical Psychology	DClinPsych	47					
Lincoln, University of	Doctor of Education	EdD	48					
	Doctor of Business Administration	DBA	2. Not recruiting at present and being phased out	Doctor of Clinical Psychology	DClinPsych	Planned to start this year. No students yet		

Liverpool John Moores University	Doctor of Education Doctor of Nursing Doctor of Biomedical Science	EdD DNursing DBiomedSci	10 5 2					The student numbers are the first cohorts at the institution, as Professional Doctorate programmes were validated for the first time with a 2005-6 start The Doctor of Nursing and Doctor of Biomedical Science are run concurrently
Liverpool, University of	Doctor of Clinical Psychology Doctor of Medicine	DClinPsych MD	74 140	Doctor of Engineering	Eng.D			
Liverpool Hope University College							√	Do not offer professional Doctorates
London Metropolitan University	Doctor of Counselling Psychology Doctor of Occupational Psychology	DCounsPsych DOccupational Psychology	10 10	Doctor of Education	EdD	Expect approx 20 in 2005/6		Expect <i>approx</i> 10 in 2005/6 Expect there to be a number of other professional doctorates made available during 2005/6
London School of Economics							√	Do not offer Professional Doctorates and do not have plans to do so in the future
London School of Hygiene and Tropical Medicine	Doctor of Public Health	DrPH	About 40					

Loughborough University	Doctor of Engineering	DEng	33					
Luton, University of	Doctor of Business Administration	DBA	11					
	Professional Doctorate in Health Psychology	PDHP	1					
Manchester, University of	Doctor of Education	EdD	11					
	Doctor of Clinical Psychology	ClinPsyD	70					
		DEdPsy	33					
	Doctor of Educational Psychology	DCouns	15					
	Doctor of Counselling Psychology	MD	143					
	Doctor of Medicine	DBA	13					
	Doctor of Business Administration			Doctorate of Applied Educational Psychology	DAppEdPsy	N/A		

Manchester Metropolitan University	Doctor of Engineering	EngD	0					
	Doctor of Education	EdD	56	Doctor of Biomedical Sciences	DBMS			
Middlesex University	Doctor of Psychotherapy	D.Psych	20					This is part of the DProf, but separately validated
	Doctor of Engineering	DEng	0					This was started in 1999. It has no candidates at present
	Doctor of Professional Studies with associated partnership pathways such as D.Psych and within Work based Studies	DProf	150					The D.Prof was inaugurated in 1996 and currently has a total of 170 students within its validated pathways. (This number includes the DPsych students). The Doctor of Professional Studies is a pan-university award and incorporates a number of validated pathways within it, e.g. the D.Psych listed above, and the M.Prof in sustainability which is offered as both a national and international programme
				Doctor of Education	Ed.D	12 from September 2005		
Newcastle Upon Tyne, University of	Doctor of Engineering	EngD	16					
	Doctor of Education	DEd or EdD	16					
	Doctor of Clinical	DClinPsych	67					

	Psychology	DEdPsych	31					
	Doctor of Educational Psychology	MD	79					
	Doctor of Medicine	DBA	43					
	Doctor of Business Administration	DDS	4					
	Doctor of Dental Surgery							
Newport, University of Wales							√	<p>We currently only offer the traditional PhD at Newport. The University of Wales does have the criteria for the degree of PhD (by Published Works) which is currently under review.</p> <p>In the future we do plan to consider offering a Professional Doctorate and/or PhD by portfolio at Newport however this is currently at the early stages of discussion.</p>
Northampton, University College							√	
Nottingham, University of	Doctor of Engineering	EngD	None					We are looking into the possibility of offering a Practitioner Doctorate in some subject areas, e.g. Psychology
	Doctor of Education	EdD	89					
	Doctor of Clinical	DClinPsy	0					

	Psychology	Nurse D	2					
	Doctor of Nursing	DM	140					
	Doctor of Medicine	DBA	4					
	Doctor of Business Administration	DappPsych	21					
	Doctor of Applied Psychology	DArch	0					
	Doctor of Architecture	DASS	4					
	Doctor of Applied Social Science	DHSci	16					
	Doctor of Health Sciences							
Nottingham Trent University	Doctor of Business Administration	DBA	80					
Oxford University	Doctor of Clinical Psychology	DClinPsych	20 per year					Higher degree awarded on either publications or thesis
	Doctor of Medicine	MD	Maximum of 20 per year.	Doctor of Engineering	EngD	From 1 October 2005		

Paisley, University of							√	
Plymouth, University of	Doctor of Clinical Psychology	DClinPsych	91	Professional Doctorate in Education Professional doctorate in medicine, health and social care	EdD	Not yet known		Total number of students registered at different sites in any one year. Only intake every two years Going through the internal approval process In the early planning stages, no title confirmed
Robert Gordon University	Doctor of Engineering	EngD	Recently validated – none at present					Considering the development of Professional Doctorates for the future but it is at the early planning stage at the moment
Roehampton University	Doctor of Education Doctor of Educational Psychology	EdD PsychD	14 1					
Royal Holloway, University of London	Doctor of Clinical Psychology	DClinPsy	72					
Royal Veterinary College	Doctor of Veterinary medicine	DVetMed	4					
School of Pharmacy, University of London							√	
Sheffield,	Doctor of	EdD	191					

University of	Education							
	Doctor of Clinical Psychology	DClinPsych	66					
	Doctor of Medicine	MD	98					
	Doctor of Medical Science	DMedSci	21					
	Doctor of Dental Surgery by Research	DDSc	0					
Sheffield Hallam University	Doctor of Education	EdD	38					
	Doctor of Business Administration	DBA	21					
	Doctor of Professional Studies (Health & Social Care)	?	10	Doctor of Professional Studies (Biomedical Sciences)	DProf			The proposed DProf (Biomedical Sciences) is modelled on the DProf Health and Social Care but is specifically designed for Biomedical Scientists and related staff working in NHS Pathology laboratories
Southampton, University of	Doctor of Engineering	EngD	39					
	Doctor of Education	EdD	33					
	Doctor of	DClinPsych	76					

	Clinical Psychology	DM	65					
	Doctor of Medicine	DBA	4					
	Doctor of Business Administration	DClinP	21					
	Doctor of Clinical Practice			Professional Doctorate	DProf	7		<p>School of Health Professions and Rehabilitation Sciences - Available from October 2005 subject to validation. The title is under discussion. Our school prefers this more generic title, however Faculty may wish to change this to a Doctorate in Clinical Practice to be in line with the professional doctorate already running in the University of Southampton School of Nursing and Midwifery. This will be decided in April.</p> <p>MPhil (Res Meth) Health Psychology is offered, currently there are 6 students</p>
St Andrews, University of	Doctor of Engineering	EngD	15					
	Doctor of Medicine	MD	8					

Stirling, University of	Doctor of Education	EdD	20 (approx)					
	Doctor of Nursing	DNurse	10 (approx)					
	Doctor of Applied Social Research	DASR	1 (approx)					
	Doctor of Midwifery	DMidwif	10 (approx)					
Strathclyde, University of	Doctor of Engineering	EngD	18 Full time					
	Doctor of Education	EdD	64					
	Doctor of Business Administration	DBA	5 Part-time	Doctor of Educational Psychology	DEdPsy			
Sussex, University of	Doctor of Education	EdD	54					
	Doctor of Social Work	DSW	6					
Teesside, University of	Doctor of Clinical Psychology	DClinPsych	38					The Doctorate in Clinical Psychology (top up) is aimed at practising clinical psychologists who wish to top up their first degree and Masters qualifications to receive an award at doctoral level.
		DClinPsych (top up)	1					
	Doctor of Counselling Psychology	DCounPsy	0					
	Doctor of Business	DBA	0					

	Administration Professional Doctorate	DProf	2	DProf in Advancing Practice (new for 2005/6 in School of Health & Social care)	D.Prof Adv Prac	Target 15- 20 students		Available within a number of disciplines, including Business Studies, Chemical Engineering, Civil Engineering, Environmental Science, Social Sciences, and has an M.Prof route also (1 current student and 2 previous awards). Programmes are devised for individual students, rather than cohort based.
University College Chester							√	
University College Chichester								Accredited for all higher research degrees by the University of Southampton.
University of Central England	Doctor of Business Administration	DBA	15	Professional Doctorate in Health and Social Care	DHSC (abbreviated title not yet approved)	6		

University College Worcester							√	Award research degrees through Coventry University. Do not have any professional doctorates at present but are considering the possibility of developing them
UWIC				Doctor of Education	EdD	0 but 4 expected 05/06		Have just validated the professional doctorate programme. Expect students for 05/06. Will be developing further titles as time goes by
				Professional Doctorate Biomedical Science	DBMS	0 but 5 expected 05/06		
				Professional Doctorate Tourism	D Tourism	0 but 3 or 4 expected 05/06		
				Professional Doctorate Business Administration	DBA	0 but 3 or 4 expected 05/06		
				Professional Doctorate Information Systems	D Info Sys	0 but 3 or 4 expected 05/06		
Wales, University of, Bangor	Doctor of Clinical Psychology	DClinPsych	27					
	Doctor of Ministry	DMin	2					

Wales, University of Swansea	Doctor of Engineering	EngD	50					It seems that there is a diversity of opinion about the status of the MD/MCh. University of Wales sees it as MPhil equivalent. Many institutions in England see it as doctoral level
	Doctor of Education	EdD	0					
	Doctor of Nursing	DNursSci	45					
	Doctor of Medicine	MD (seen as MPhil-level)	5					
Warwick, University of	Doctor of Engineering	EngD	46					
	Doctor of Education	EdD	29					
	Doctor of Clinical Psychology	DClinPsych	45					
	Doctor of Medicine	MD	13					
West of England, University of	Doctor of Education	EdD	40	Doctor of Business Adminis- tration	DBA	Approved but not recruited at present		Prof docs in the fields of law and Social Science in the very early stages of planning
		Doctor of Health Psychology		DHealthPsych	Starting Sept 2005			
		Doctor of Biomedical Sciences		DBMS	Starting April 2005			

				Doctor of Built Environment	DBEnv	Starting Sept 2005		
				Doctor of Engineering	EngD			
				Doctor of Counselling Psychology	Undecided			
				Doctor of Health and Social Care	Undecided			
Wimbledon School of Art							√	
Wolverhampton University of	Doctor of Counselling Psychology		15 per year (40-50 in total)	Doctor of Biomedical Science	DBMS	Nil		Recently validated – no students yet
				Doctor of Business Administration	DBA			Not yet validated
York, University of							√	(It may be that particular departments are planning to award professional doctorates but which have not yet made plans known)
York St John College							√	Provide degrees through the University of Leeds

Additional awards received immediately prior to going to press. Please note that these awards are not included in the tables, nor are they referred to in the text.

University of Bradford

DBA: Doctorate in Business Administration: Started 1999; 4 or 5 years on a part-time basis; run internationally with NIMBAS (a Dutch Graduate School of Management in Utrecht, Holland); ca. 25 candidates per year.

DPharm: Doctorate in Pharmacy: Started 2000 on a part-time basis; run with the NHS in the North of England; ca. 5 candidates per year.

Appendix 3a Professional Doctorate Subject Areas, Institutions Currently Offering Awards and Student Numbers

Note: In this appendix where different institutions have used doctorate/ doctor, doctorate has been used

Subject Areas	Institutions offering awards currently	Approximate number of students currently studying
Health, Social Care and Health Science		
Doctor of Applied Social Research	Stirling	1
Doctorate in Biomedical Sciences	Liverpool John Moores	2
Doctorate of Health Care – Practice/ Management	Essex	2
Professional Doctorate in Health & Social Care	Anglia Polytechnic University	8
Doctorate in Health Sciences	Birmingham Nottingham	1 16 Total 17
Doctorate in Health Sciences (Clinical)	Birmingham	0
Doctor of Health Research	Hertfordshire	10
Doctorate in Health Care – Pharmacy	King's College London	2
Doctorate in Health Care – Nursing	King's College London	23
Doctorate of Midwifery	Brighton Stirling	5 10 Total 15
Doctor of Nursing	Brighton Essex Liverpool John Moores Nottingham Stirling Wales, University of Swansea	14 12 5 2 10 45 Total 88
Doctorate of Occupational Therapy	Brighton	5
Doctorate of Podiatry	Brighton	4
Doctorate of Physiotherapy	Brighton	8
Doctor of Professional Studies (Health & Social Care)	Sheffield Hallam	10
Doctor of Public Health	London School of Hygiene and Tropical Medicine	40
Doctorate of Social Work	Brighton East Anglia Sussex	1 3 6 Total 10
Medicine		
Doctor of Clinical Practice	Southampton	21
Doctor of Clinical Science	Kent	5
Doctor of Dental Surgery	Birmingham Edinburgh Newcastle	1 16 4 Total 21
Doctor of Dental Surgery by Research	Sheffield	0
Doctor of Medicine	Bath Birmingham Cranfield East Anglia Edinburgh Essex Exeter Glasgow Hull	8 64 3 24 286 3 ? 144 7

	Institute of Cancer Research Keele (<i>*Offered but it is more like a PhD</i>) King's College London (<i>*Offered but not as a professional doctorate</i>) Leeds Liverpool Manchester Newcastle Nottingham Oxford (<i>*Higher degree awarded on either publications or thesis</i>) Sheffield Southampton St Andrews Wales, University of Swansea (<i>*Seen as MPhil level</i>) Warwick	34 19 ? 92 140 143 79 140 20 (max per year) 98 65 8 5 13 Total 1395
Doctor of Medical Ethics	Keele	34
Doctor of Medical Science	Sheffield	21
Veterinary Medicine		
Doctor of Veterinary Medicine	Royal Veterinary College	4
Doctor of Veterinary Medicine & Surgery	Edinburgh	15
Psychology		
<i>*Note: Clearly some awards in this section could be categorised under health</i>		
Doctor of Analytical Psychology	Essex	2
Doctor of Applied Psychology	Nottingham	21
Doctor of Clinical Psychology	Birmingham Coventry East Anglia Edinburgh Essex Exeter Glasgow Hertfordshire Hull Keele King's College London Leeds Leicester Liverpool Manchester Newcastle Nottingham Oxford Plymouth Royal Holloway, University of London Sheffield Southampton Teesside Wales, University of Bangor Warwick	78 44 73 108 19 23 498 23 46 10 62 57 47 74 70 67 0 20 91 72 66 76 38 27 45 Total 1755
Doctor of Clinical Psychology (top up)	Teesside	1
Doctor of Counselling Psychology	Essex London Metropolitan Manchester Teesside Wolverhampton	12 10 15 0 45 Total 82
Professional Doctorate in Health Psychology	Luton	1

Doctor of Educational Psychology	Birmingham Dundee Essex Institute of Education Manchester Newcastle Roehampton	35 8 25 2 33 31 1 Total 135
Doctorate in Forensic Psychology Practice	Birmingham	3
Doctor of Occupational Psychology	London Metropolitan	10
Doctor of Psychotherapy	Kent Middlesex	0 20 Total 20
Doctor of Psychology	Edinburgh University Hull	10 5 Total 15
Education		
Doctorate in Education	Anglia Polytechnic University Bath Birmingham Brighton East Anglia Edinburgh Exeter Glasgow Huddersfield Hull Institute of Education Keele Kent King's College London Kingston Leeds Leeds Metropolitan Leicester Lincoln Liverpool John Moores Manchester Manchester Metropolitan Newcastle Nottingham Roehampton Sheffield Sheffield Hallam Southampton Stirling Strathclyde Sussex Wales, University of Swansea Warwick West of England	14 118 95 39 40 31 61 0 79 40 150 40 0 67 11 26 10 330 48 10 11 56 16 89 14 191 38 33 20 64 54 0 29 40 Total 1864
Theology and Ministry		
Doctor of Ministry	Wales, University of Bangor	2
Doctor of Theology	Birmingham	16
Doctorate in Theology & Ministry	King's College London	27
Social Science		
Doctor of Applied Social Science	Nottingham	4
Doctor of Social Science	Birmingham	4

Business, Finance, Management and Tourism		
Doctor of Business Administration	Anglia Polytechnic University Bath Brighton Cranfield De Montfort Glamorgan Glasgow Hertfordshire Keele Kingston Lincoln Luton Manchester Newcastle Nottingham Trent Nottingham Sheffield Hallam Southampton Strathclyde Teesside University of Central England	13 38 6 33 13 14 37 6 7 69 2 11 13 43 80 4 21 4 5 0 15 Total 434
Doctor of Finance	De Montfort University	4
Doctor of Management	Hertfordshire	37
Doctor of Public Management	Leeds	12
Architecture and Built Environment		
Doctor of Architecture	Nottingham	0
Professional Doctorate in Built Environment	Anglia Polytechnic University	5
Engineering		
Doctor of Engineering	Birmingham Cranfield Edinburgh Hertfordshire Leeds Metropolitan Loughborough Manchester Metropolitan Middlesex Newcastle Nottingham Robert Gordon Southampton St Andrews Strathclyde Wales, University of Swansea Warwick	43 13 21 5 2 33 0 0 16 0 0 39 15 18 50 46 Total 301
Professional Doctorate		
Professional Doctorate	Glasgow Caledonian Middlesex Teesside	8 150 2 Total 160

Appendix 3b Institutions Planning to Offer Awards in the Future and Professional Doctorate Subject Areas

Note: Entries in italics are future awards which are not available in any institution and therefore not in appendix 3a. These will be added to the list of Professional Doctorates in future years.

Subject Areas	Institutions planning to offer awards in the future
Health, Social Care and Health Science	
<i>DProf in Advancing Practice</i>	<i>Teesside</i>
Doctorate in Biomedical Sciences	Kingston Manchester Metropolitan UWIC West of England, University of Wolverhampton
<i>Doctor of Professional Studies (Biomedical Sciences)</i>	<i>Sheffield Hallam</i>
Doctor of Health and Social Care	West of England, University of
<i>Professional Doctorate</i>	<i>Southampton</i>
<i>Professional Doctorate in Health</i>	<i>Bath</i>
Professional Doctorate in Health & Social Care	University of Central England
<i>Professional Doctorate in Medicine, Health and Social Care</i>	<i>Plymouth</i>
Doctor of Occupational Therapy	Essex
Medicine	
Doctor of Medicine	Central Lancashire
Psychology	
<i>*Note: Clearly some awards in this section could be categorised under health</i>	
<i>Doctorate of Applied Educational Psychology</i>	<i>Manchester</i>
Doctor of Clinical Psychology	Central Lancashire Lincoln
Doctor of Counselling Psychology	West of England, University of
Doctor of Educational Psychology	Exeter Strathclyde
<i>Doctor of Health Psychology</i>	<i>West of England, University of</i>
Education	
Doctorate in Education	Gloucestershire Hertfordshire London Metropolitan Middlesex Plymouth UWIC
Theology and Ministry	
<i>Professional Doctorate in Practical Theology</i>	<i>Anglia Polytechnic University</i>
Business, Finance, Management and Tourism	
Doctor of Business Administration	Birmingham UWIC West of England, University of Wolverhampton
<i>Professional Doctorate Tourism</i>	<i>UWIC</i>

Architecture and Built Environment	
Doctor of Built Environment	West of England, University of
Engineering	
Doctor of Engineering	Aberdeen Bath Cambridge (for 2006) Central Lancashire Imperial College of Science and Technology Liverpool Oxford West of England, University of
Information Systems	
<i>Professional Doctorate Information Systems</i>	<i>UWIC</i>

Appendix 4 Verbal Comments Received from Institutions

Note: These comments were received verbally and taken down verbatim, This was whilst following up queries with certain institutions.

Comments
<p>Professional Doctorates in this particular institution are given the titles of their subject area, such as Doctor of Education, EdD and Doctor of Nursing, DNursing. Market research carried out by this institution has shown it is best if the title of the award reflects the particular specialism, rather than using the generic Professional Doctorate title. Reasons for this include the fact that professional doctorates are of interest to professionals who want to develop a career in a chosen specialism and want the title to reflect their particular career progression. In other words the title is important to the student. Also professional doctorates need to be marketed to funders and employees who also prefer to have the specialism in the title. Titles are therefore decided with marketing insight and to reflect the demand by the sector. The proliferation of titles is through demand and the nature of the qualification.</p> <p>This particular institution is trying to keep to a minimum the number of titles used, however they are under pressure to develop more in fields such as nursing.</p> <p>This institution reported that the area in which there is the most growth is in the field of education. Other large growth areas are health and business.</p> <p>This institution felt that it could become problematic at a national level to have so many different titles.</p> <p>The institution formally manages professional doctorates as a taught programme, but the content is largely research, with some taught elements. They also manage professional doctorates via individual faculties rather than through the research degree committee.</p>
<p>Concerned there is a misunderstanding at a national level of what is meant by a professional doctorate, both in the academic and employment markets. The proliferation of titles is adding to this confusion.</p> <p>Within disciplines such as psychology too many different titles are being developed, concerned that the area of professional doctorates will become too complicated. Would prefer each professional area to agree a clearly defined and focussed title.</p> <p>Within this institution professional doctorates are mostly research which is largely dissertation. There is a small taught element.</p>
<p>Concerned about the number of titles for professional doctorates</p> <p>At this institution the award title used is DProf. The project title (thesis) differs from the award title. The project title is an individual title which is negotiated with the student. This differs from the PhD where the award is the title, the professional doctorate is more focussed on the subject area.</p> <p>This institution uses the title DProf, this is a cross university professional doctorate. Every student studying is known as a DProf. Within the DProf there are single validated pathways in subject areas.</p> <p>The institution recently reviewed whether to continue using the title Dprof and decided they would. They believe it makes it clear what a professional doctorate is.</p> <p>The professional doctorates are organised in a modular structure, including a taught distance module which is usually in the work place, taught direct module and research. Accredited prior learning is taken into account. The split between taught and research is around half and half, dependent upon the amount of accredited prior learning. The length of the project can be negotiated, again dependent upon the amount of accredited prior learning.</p> <p>The institutions growth areas are within the professional areas such as nursing studies, business areas and law and accountancy.</p>

The number of students studying for professional doctorates at the institution has grown from 0 to 170 in seven years, so it has been a massive growth area.

The professional doctorate offered is an international degree, with links in Hong Kong and South Africa.

The DProf programmes are devised for individual students to do different projects, rather than cohort based. Available within a number of disciplines, including Business Studies, Chemical Engineering, Civil Engineering, Environmental Science, Social Sciences. It also has an M.Prof route so students graduate with the title MProf or DProf.

Professional Doctorate titles have to be agreed by academic policy in principle

The Professional doctorates are partially taught, partially research.

Have no growth areas locally currently but felt that nationally there is expansion in the Doctor of Education area.

This institution believe that the proliferation of adhoc titles is confusing, especially to students and employers. Confusion is evident when awards such as the engineering professional doctorate is called EngD by one institution and DEng by another.

In this institution titles are proposed by the relevant faculties and they prefer titles which reflect the subject area studied.

At this institution the professional doctorates are partially taught and partially through research. The EdD, DClinPsych and MD are mostly taught with a strong training element., whereas the DBA is mostly research focussed.

There are no growth areas in professional doctorates at this institution, they are restrained by funding.

UK Council for Graduate Education

Published titles – all available from the UKCGE website, <http://www.ukcge.ac.uk>

ISBN	Title
0 9525751 0 8	Graduate Schools (1995)
0 9525751 1 6	The Award of the Degree of PhD on the Basis of Published Work in the UK (1996)
0 9525751 2 4	Practice-Based Doctorates in the Creative and Performing Arts and Design (1997)
0 9525751 3 2	The Status of Published Work in Submissions for Doctoral Degrees in European Universities (1998)
0 9525751 4 0	Preparing Postgraduates to Teach in Higher Education (1999)
0 9525751 5 9	The International Postgraduate: Challenges to British Higher Education (1999)
0 9525751 6 7	Research Training for Humanities Postgraduate Students (2000)
0 9525751 9 1	Quality and Standards of Postgraduate Research Degrees (1996)
0 9525751 7 5	Research Training in the Creative and Performing Arts and Design (2001)
0 9525751 8 3	Professional Doctorates (2002)
0 9543915 0 0	Research Training in the Healthcare Professions (2003)
0 9543915 2 7	The Award of PhD by Published Work in the UK (2004)
0 9543915 1 9	A review of Graduate Schools in the UK (2004)
0 9543915 3 5	Confidentiality of PhD Theses in the UK – Report and Discussion Paper (2005)



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