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# Research Training as a Key to a Europe of Knowledge

## **CASE STUDY RESEARCH TRAINING: ONE GOAL – DIFFERENT ROUTES**

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## ONE GOAL

- A labour market for a global economy
- A shift in where societies need doctoral skills
- Recognition by the European Higher Education Area (EHEA) of the doctoral level as a 'third cycle'
- Berlin Summit 2003 recognised the importance of research training
- Reassessment of the needs of the knowledge society



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## **THE SKILLS EMPLOYERS SEEK**

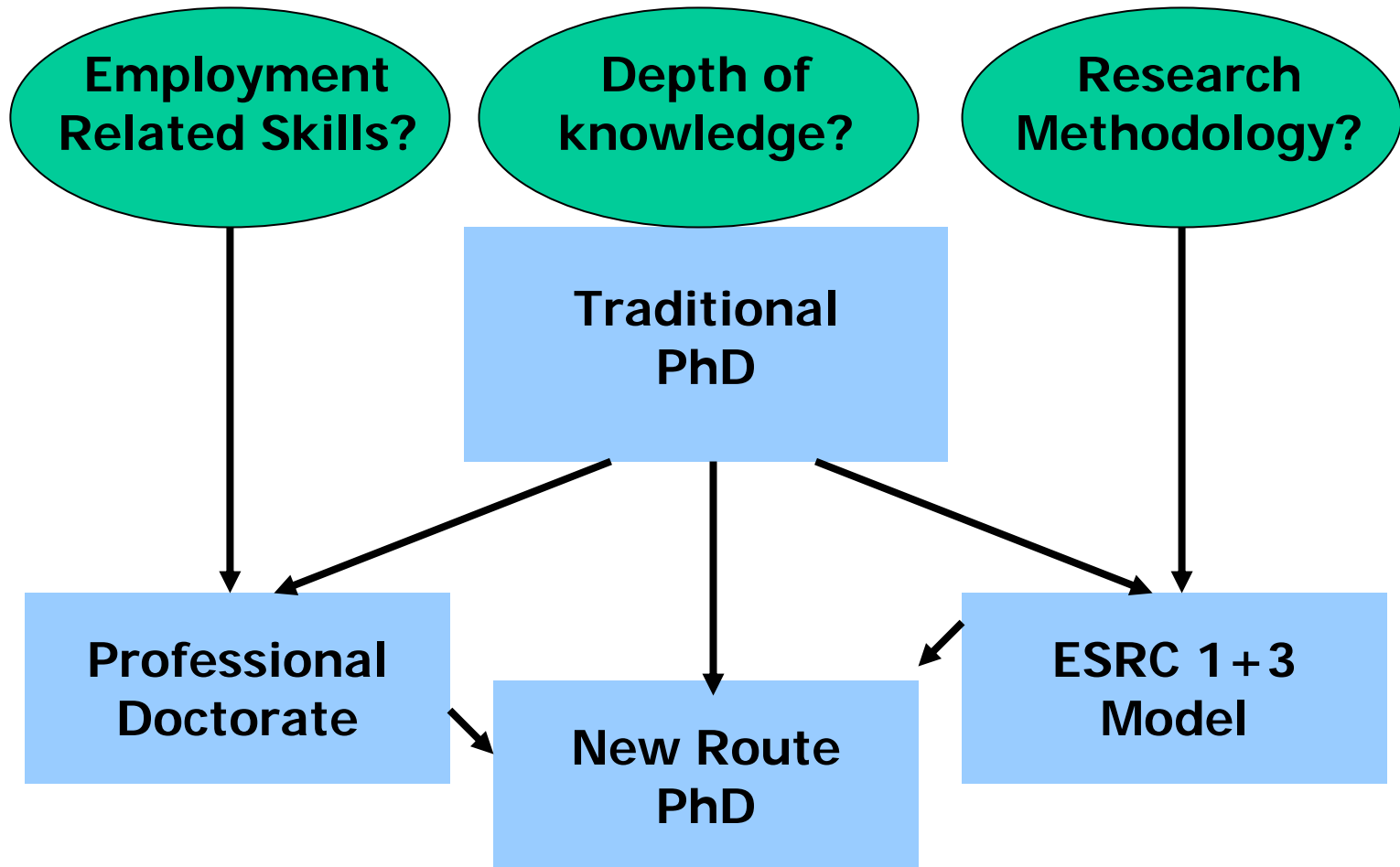
**(Findings of the UK study of doctoral graduates)**

- Ability to learn
- High levels of concentration and assimilation
- Speed of acquiring new skills
- Lateral thinking – making connections ‘out of the box’
- Problem solving
- Analytical thinking
- Critical judgement
- Autonomy and confidence



# REASSESSMENT OF THE NEEDS OF THE KNOWLEDGE SOCIETY

Diverging Models, 1992 onwards





## THE TRADITIONAL PhD

- European model
- Contribution to knowledge through original research or advanced scholarship
- Knowledge of research methods
- Employment – related skills



## **THE NEW ROUTE PhD**

Consortium of 34 universities developing a new approach

Model is a conventional PhD with embedded subject teaching throughout the process

Aimed at international market

Further details: [www.newroutephd.ac.uk](http://www.newroutephd.ac.uk)



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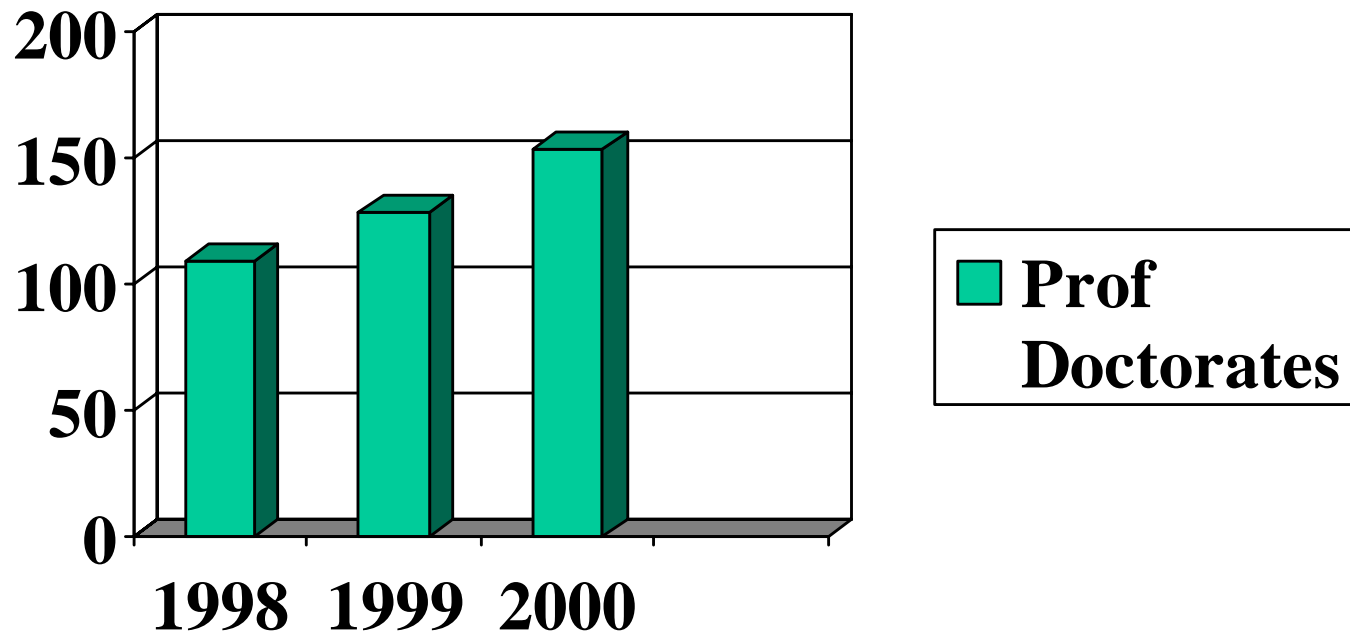
## NEW ROUTE PhD Programme Structure

- Flexible framework
- Combines a proportion of taught subject specific and interdisciplinary modules designed to enhance knowledge and skills
- Four years
  - Taught elements first two years
  - Professional Skills years 1 – 3
  - Research elements throughout



## HISTORY OF PROFESSIONAL DOCTORATES

Professional Doctorates in UK first appeared in 1992

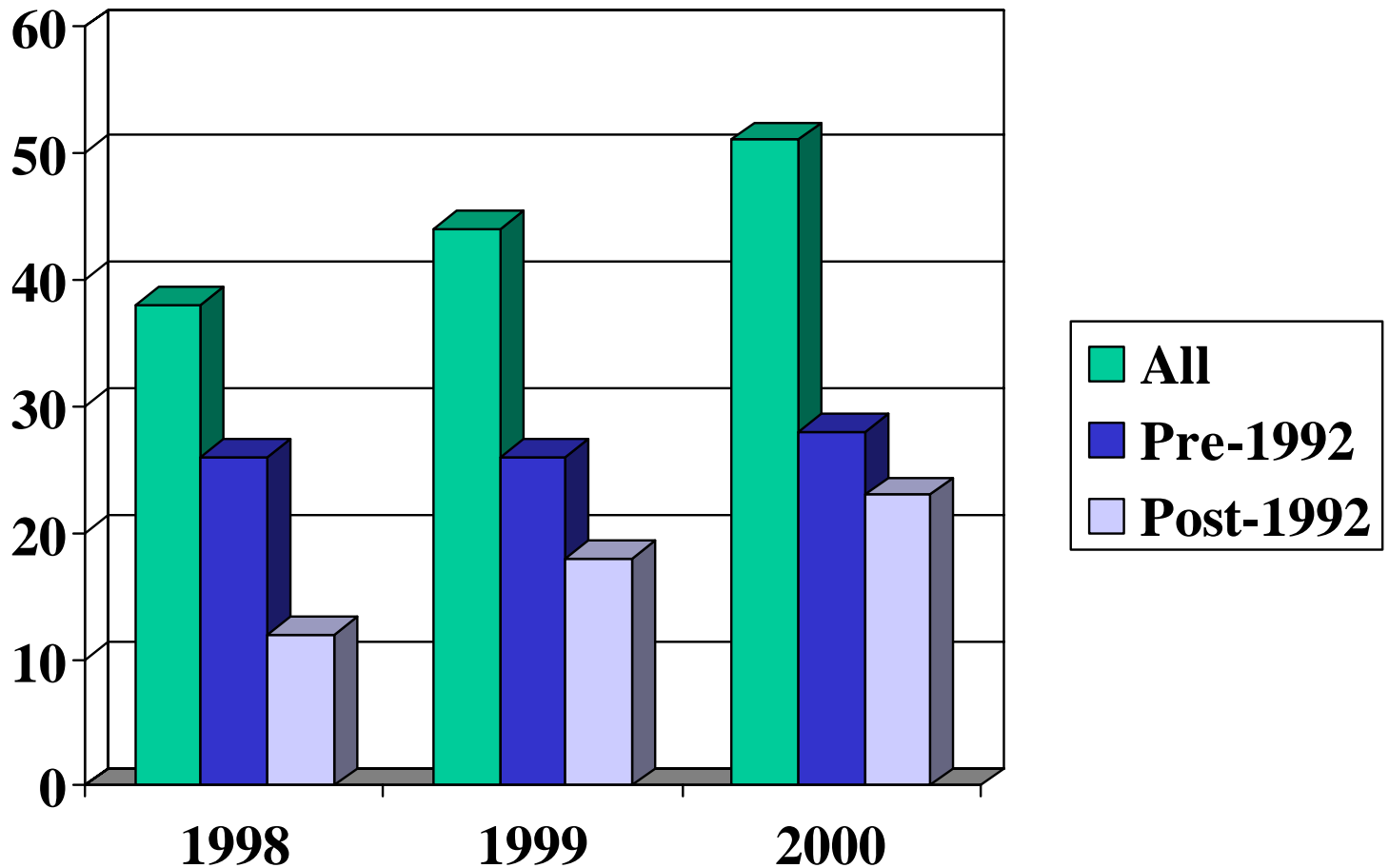






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## Which UK Universities offer Professional Doctorates





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## **SUBJECT AREAS COVERED**

1998 figures

<b>Title of Award</b>	<b>Number of Programmes</b>
<b>Doctor of Education</b>	<b>29</b>
<b>Doctor of Medicine</b>	<b>20</b>
<b>Doctor of Clinical Psychology</b>	<b>19</b>
<b>Doctor of Business Administration</b>	<b>9</b>
<b>Doctor of Engineering</b>	<b>8</b>
<b>Doctor of Psychology</b>	<b>4</b>
<b>Doctor of Educational Psychology</b>	<b>4</b>

For all other subjects, two or less awards on offer



## **MULTIPLICITY OF TITLES**

- **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**



## DIFFERENCES BETWEEN PD AND PhD

The PD is

Modular, Credit based

Usually part-time

Usually cohort based

Explicit criteria

Focus on practice

The PhD is

Integral, not credit based

Full-time or part-time

Individual (or team)

No explicit criteria

Focus on Theory



# **THE SECOND GENERATION PROFESSIONAL DOCTORATE**

*Tom Maxwell Studies in Higher Education vol 28 No 3 August 2003*

## **Features:**

- Training in research and applied studies
- The portfolio
- A programme comprising seminars, meetings and conferences
- Assessment requiring a global judgement about the scope and quality of the award
- A learning environment that provides support to facilitate learning
- A negotiated compromise between the demands of the workplace and the requirements for academic rigour



## **THE SECOND GENERATION PROFESSIONAL DOCTORATE**

- Knowledge produced in the 'context of application'
- Mode 2 knowledge more congruent with second generation

## THE SECOND GENERATION PROFESSIONAL DOCTORATE

- Lee et al  
Hybrid curriculum model which places Mode 2 knowledge at the centre of learning



Note: this model retains the universities' certification function and market



## **EXAMPLE OF PROFESSIONAL DOCTORATE REGULATIONS**

- Transparent assessment procedures
- External examiners appointed at course level and deal with thesis submissions as part of workload
- Dissertation as a final assessment
- Criterion referenced assessment throughout
- Contribution to body of learning must be related to professional practice, and should be at a similar level to PhD





## FRAMEWORK FOR DOCTORAL QUALIFICATIONS

- Develop a Framework for Doctoral Qualifications (e.g. UWE)
- Includes variation of research time required
- Gives credit requirement
- Specifies thesis length

e.g.	Supervised PhD	80000 (Hum & Soc Sci)
	Taught PhD	60000 (Hum & Soc.Sci.)
	Supervised PhD	50000 (Science & Tech)
	Taught PhD	35000 (Science & Tech)



## ISSUES TO BE ADDRESSED

- Problem of international standards in a global market
- Need to develop a common understanding of what a particular professional doctorate is
- Need to define how it contributes to professional development
- Need to offer clear regulations to be understood by students, staff and external examiners
- Need to specify the production of 'useful knowledge' drawing on the strengths of the university, the workplace and the professions