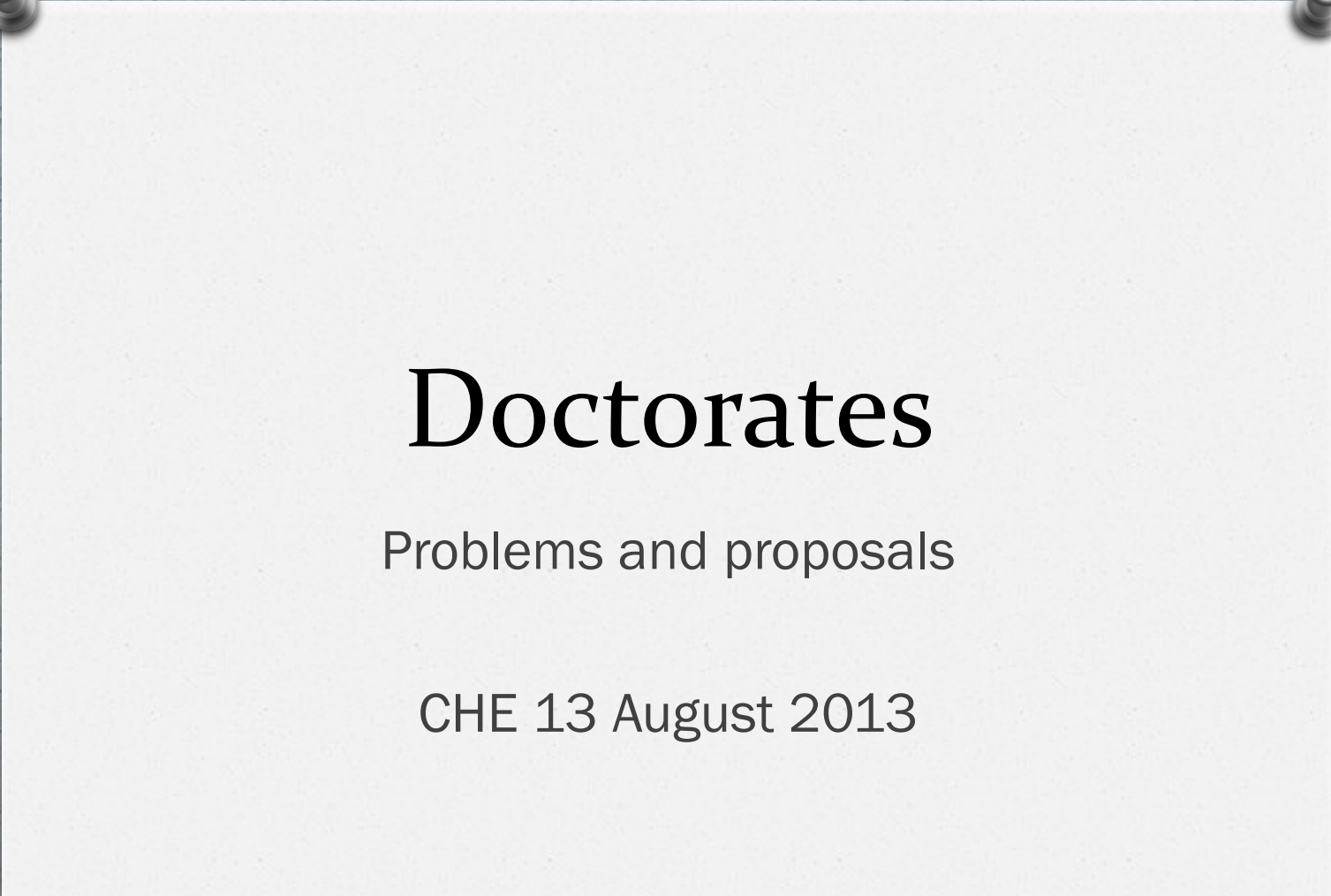




Doctorates

Problems and proposals

CHE 13 August 2013

Purposes

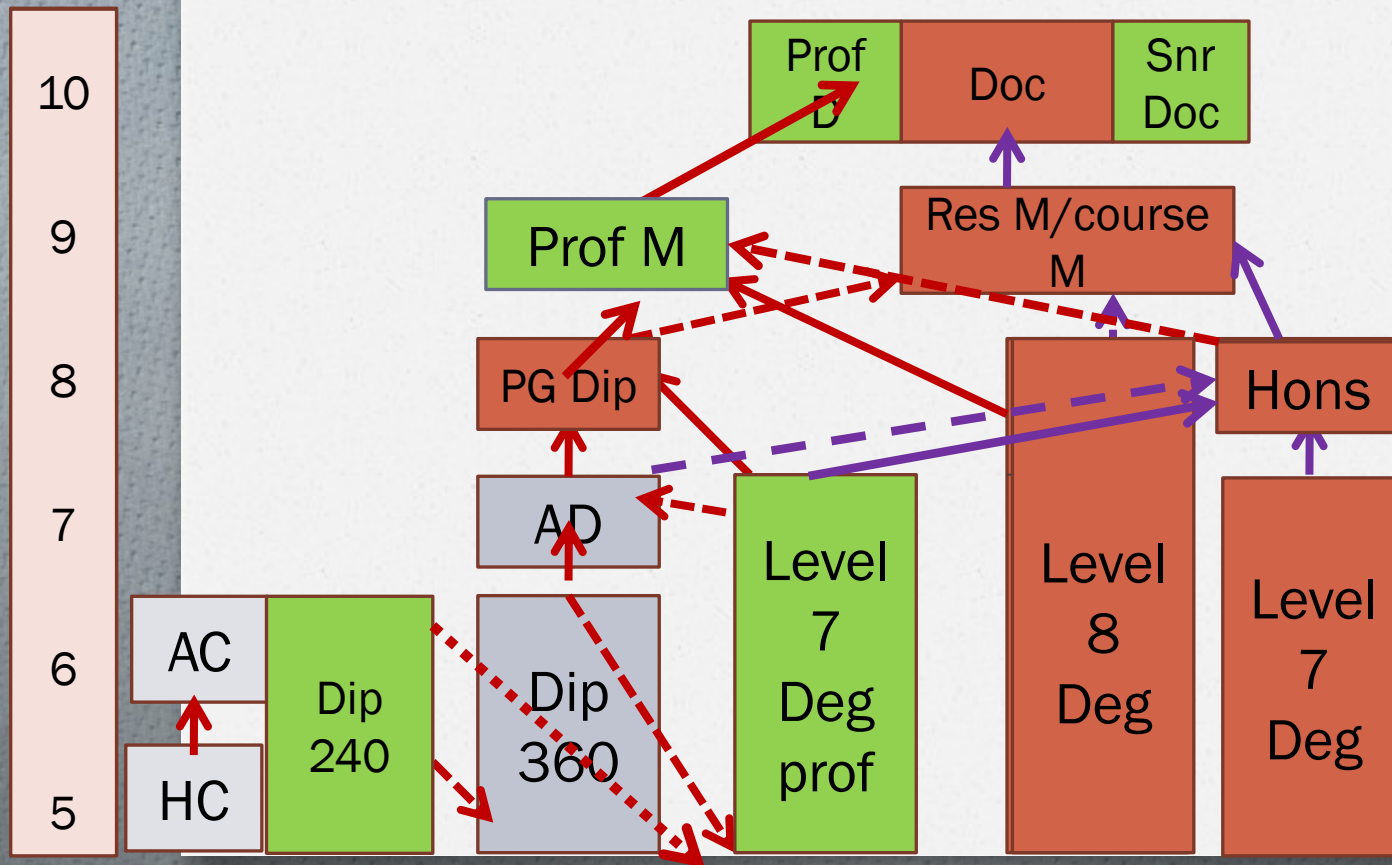
- o To achieve greater clarity on the characteristics, form, nature and parameters of this qualification type
- o To achieve a greater level of consistency in types of offerings and naming conventions across the system
- o To ensure that there is greater flexibility in the framework while maintaining quality and standards
- o To provide a framework in which growth in doctoral output is enabled.

Processes

- o Revision of HEQF (2011-2012)
- o Reference Group on doctoral offerings (2011-2012)
- o HEQSF Alignment 2013

HEQF review

- o Asked for submissions
- o Consultation
- o Internal process of review
- o Comment



Reference Group on doctoral offerings

Prof Dave Woods (chair)

Prof Anthony Staak

Prof Peter Mbatia

Prof Thandwa Mthembu

Dr Molapo Qhobela

Dr Andrew Kaninko

1. Level
10

2. Programme?

3. HEQF

access

quality

4.
Purposes

5. Forms/
format

7. Traditions

6. New
forms?

8.
Institutional
type

The problems in context

- o 1. Framework and levels – level 10 outcomes...
- o 2. Programme? Individual thing, belongs to University not Faculty... accreditation?
- o 3. The different doctoral offerings are currently not distinguished from each other in the present HEQ(S)F

- o 4. The current doctoral format – thesis only – may be restrictive and not in line with developments elsewhere.
- o 5. The essential characteristics of a PhD as opposed to other doctoral degrees are not fully explicit
- o 6. The proposed professional doctorate is new in our context and its shape, form and desirability yet undefined or untested.
- o 7. How the DTech as an existing offering will fit into the framework is as yet unclear – conversion?

SA situation

- o ASSAf study – not enough doctorates, not enough flexibility in HEQF
- o 80% traditional universities, 17% comprehensives, 3% UoTs
- o DTechs – 5 in 2005, 38 in 2007, possibly 50 in 2009, 471 registrations
- o One-size-fits-all – DTechs to PhDs; at the same time introducing professional doctorate...
- o HEQF – “value-neutral” in terms of which institutions can offer which qualification types – PQM DHET responsibility

Table 1: Summary of SAQA registered Doctoral qualifications by Title and Field of Study

Field of Study	Qualification Title				
	Doctor of Philosophy	Doctor of Technology	Other Doctorates	Senior Doctorates	Total by Field
01	41	10	0	7	58
02	12	30	25	1	68
03	34	49	113	2	198
04	14	12	30	21	77
05	28	3	54	0	85
06	18	29	9	6	62
07	80	1	53	12	146
08	9	5	23	0	37
09	115	42	70	13	240
10	128	21	6	33	188
11	9	15	5	0	29
12	22	23	10	4	59
Grand Total	510	240	398	99	1247

Key to fields of study

- 01 Agriculture and Nature Conversation
- 02 Culture and Arts
- 03 Business, Commerce and Management Studies
- 04 Communication Studies and Language
- 05 Education, Training and Development
- 06 Manufacturing, Engineering and Technology
- 07 Human and Social Studies
- 08 Law, Military Science and Security
- 09 Health Sciences and Social Sciences
- 10 Physical, Mathematical, Computer and Life Sciences
- 11 Services
- 12 Physical Planning and Construction

Similarities

- ◊ Entry requirements – Master's degree (Hons + experience)
- ◊ Research-based – thesis
- ◊ Naming conventions within a field of study common
- ◊ Different names – hard to see difference – PhD in Nursing, Doctor of Nursing, DTech in Nursing...
- ◊ DTechs in all fields
- ◊ Many in Human Resources, Nursing, Auditing, Leadership, Public Management

Differences and observations

- o Differ in titles and credit values, range 120-480, sometimes 200-300 credits difference
- o Some anomalous titles e.g. Doctor of Philosophy and Literature
- o Some designators and fields of study not obviously aligned e.g. DCom in Services, DCom in Sports Management, DCom in Industrial Psychology

Observations

- o All done by thesis
- o “of Technology” indicates institution and not always technological nature of field
- o Differences between PhDs and Doctor of... not immediately evident, though latter appear to be in more applied or professional fields – Business and Commerce, Health Sciences
- o Current purpose statements do not explain the differences

Professional doctorates

- ◊ Need to investigate nature and desirability
- ◊ Consider how they may address some of the issues regarding doctoral provision in SA
- ◊ Anticipate undesirable consequences
- ◊ Consider issues of nomenclature – PhD vs D? Applied?

The wider context

- o Internationally, discussions on “doctorateness”
 - changing nature, purpose and form of doctoral degrees:
- o Nature – purely academic research? Focus on product rather than learning outcomes?
- o Purpose – “stewards of the discipline”?
- o Form – thesis only? Some coursework? Other forms – papers, portfolios etc.?

In US – have had doctoral programmes with a taught component for decades

UK and Aus – professional doctorates since early 90s, now in 2nd generation.

	TRADITIONAL DOCTORATE	PROFESSIONAL DOCTORATE
TARGET	Aspiring academics and researchers before they enter the community of scholars	Practising career professionals in senior positions
DOMAIN OF TOPIC	Any topic to advance knowledge in the field of study	Topics that will further the development of professional or industrial practice
RESEARCH TYPE	An original investigation to gain new knowledge (without being limited to practical application)	Applied research to gain new knowledge with practical aims and objectives
RESEARCH FOCUS	On a perceived gap in the literature or discipline	On projects of direct relevance to their own professional practice
STARTING POINT	A review of the literature of the field	A problem in professional practice that needs investigation and resolution
OUTCOMES	An original contribution to knowledge through research	Original contribution to the field of practice or own development as a professional
ADMISSIONS	Prior academic qualifications at appropriate level	Prior qualifications plus significant experience of professional practice
TAUGHT COMPONENT	Usually no credited taught component	On field of study and research training.
MODULARITY	Unitary thesis done on individual basis	Modular and credit-rated programmes included
PROFESSIONAL DEVELOPMENT	Pre-service training in research	In-service professional development
MODE OF STUDY	Full-time or part-time	Part-time attendance, location of research project in workplace
ORIENTATION	Theoretical	Integration of theory and practice
COHORTS	Individual, can enrol at any time	Enrolment through cohorts, structured support
DURATION	Variable per individual	Fixed duration, usually 4 years part-time for cohort
FORM	Unitary thesis of 40-100 000 words	Mini-thesis, multiple projects, portfolios of papers
ASSESSMENT	Thesis assessment and viva voce	Taught components assessed, research component as for thesis
BREADTH OF STUDY	Focus on depth in one area	Greater breadth, interdisciplinarity and more than one topic

Proposed typology – general characteristics

General characteristics

Purpose: The advancement of knowledge through original research for academic or professional contexts

Outcomes: Doctoral graduates must:

- Have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field
- Have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity
- Have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication
- Be capable of critical analysis, evaluation and synthesis of new and complex ideas
- Be able to communicate with their peers, the larger scholarly community and with society in general about their areas of expertise
- Be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge-based society.

(adapted from Dublin Descriptors, 2004)

- Have fulfilled the requirements of a Level 10 qualification:

These include the demonstration of intellectual independence in the pursuit of advancing knowledge or solving problems at the forefront of a discipline or area of professional practice, in an ethical and accountable manner, such that the output can be clearly communicated to specialist and non-specialist audiences using the full resources of an academic or professional discourse.

(adapted from SAQA Draft Level Descriptors for the NQF)

Doctor of Philosophy

- **Purpose:** the advancement of knowledge through original research primarily for academic contexts
- **Specifications:** Level 10, 360 credits
- **Thesis** of 40-100000 words
- **Orientation:** academic, theoretical
- **Character:** high level research to make significant and original academic contribution at the frontiers of a discipline or field. Discipline likely to be general academic in nature
- **Target:** Aspiring academics and researchers before they enter or while in a community of scholars
- **Topic:** Any topic to advance knowledge in the discipline or field of study
- **Focus:** Generally on a gap in the literature

Doctor of ... "field"

- **Purpose:** the advancement of knowledge through original research for academic or professional contexts
- **Specifications:** Level 10, 360 credits
- **Thesis** of 40-100000 words or portfolio of publishable papers
- **Orientation:** academic, integration of theory and practice
- **Character:** high level research to make significant and original academic contribution at the frontiers of a discipline or field. Discipline likely to have a professional orientation
- **Target:** Aspiring academics and researchers before they enter or while in a community of scholars
- **Topic:** Any topic to advance knowledge in the discipline or field of study
- **Focus:** Generally on a gap in the literature

Professional Doctorate

- **Purpose:** the advancement of knowledge through original research primarily for professional contexts
- **Specifications:** Level 10, 360 credits
- **Thesis/projects/professional portfolio** and coursework (not more than 40%)
- **Orientation:** professional, applied
- **Character:** high level research to make significant and original contribution to solving problems in a professional context. Context likely to be inter-disciplinary
- **Target:** Practising career professionals with extensive experience
- **Topic:** Topics that will further the development of professional or industrial practice
- **Focus:** on projects of direct relevance to professional practice

Doctor of Philosophy

- **Research type:** original investigation, empirical or conceptual, not necessarily related to practical application
- **Assessment:** external examination of thesis
- **Admission requirements:** An appropriate Master's degree
- Done on basis of **individual** admission
- **Duration:** Variable according to individual, normally 3-4 years
- Full-time or part-time
- **Abbreviation:** PhD in "field", DPhil, DLitt
e.g. PhD in Biology

Doctor of ... "field"

- **Research type:** original investigation, empirical, applied
- **Assessment:** external examination of thesis
- **Admission requirements:** An appropriate Master's degree
- Done on basis of **individual** admission
- **Duration:** Variable according to individual, normally 3-4 years
- Full-time or part-time
- **Abbreviation:** D"field" e.g. DCom

Professional Doctorate

- **Research type:** original investigation/s, aims to develop new knowledge to solve practical or theoretical problems relevant to professional practice
- **Assessment:** external examination of coursework and thesis
- **Admission requirements:** An appropriate Master's degree and professional experience
- Done on basis of admission to **cohort**
- **Duration:** Fixed duration for cohort
- Usually part-time, may include appropriate forms of WIL
- **Abbreviation:** D"field" e.g. DPharm, DPsych, DEng, DEd

<http://www.professionaldotorates.org.uk/profdocs.html>