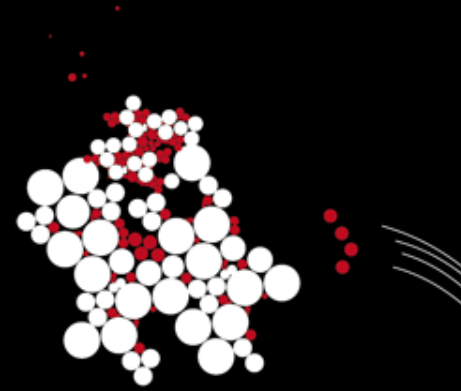


UNIVERSITY OF TWENTE.

International experiences with Professional Doctorates



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OUTLINE

- Factors underlying the development of Professional Doctorates
- Main characteristics of ProfD's
- Who offers ProfD's?
- How do ProfD programs look like?
- Quality, assessment and profiling

DEVELOPMENT OF ProfD's

- ProfD's were known before the PhD
 - Juris Doctor (JD) in 1870 and Doctor of Education early 1900
 - From 1980 ProfD's further developed in Australia, US & Canada
 - In England since 1992: EngD, EdD, PsychD
 - New Route PhD: Practice-based, work-based or practitioner doctorates
 - Reaction to rigid academic attitude (but still about 10% of total # doctorates)
 - Generate knowledge for economic and social problems, practical applications
- Functions:
 - Increase research in underrepresented disciplines
 - Collaboration with industry
 - Link with professional associations
 - High tuition, while groups reduce costs

MAIN CHARACTERISTICS OF ProfD's

- PhD: specialised research, result: dissertation & scientific knowledge

- ProfD all other activities leading to the same level:
 - Pre-service or in-service: qualify for a profession or professional development
 - A taught doctorate, contribute to knowledge & professional practice
 - Integration with the professional practice (real-life cases)

- Reference to discipline or professional area in title

- Features of ProfD:
 - Not researchers but analytical professionals
 - Professional experience required
 - More structure and support
 - Recognition of previously acquired competencies

WHO OFFERS ProfD's?

- In Anglo-Saxon world at universities in a broad sense:
 - UK: post-1992 universities (pre-1992 uni's also getting active)
 - US: after debate whether a divide is harmful, now all decide what fits best
 - Canada: institutions decide on degrees, but ProfD's fully tuition dependent
 - Norway: PhDs from colleges that gained university status regarded as second rank. Tendency towards a ProfD

HOW DO ProfD PROGRAMS LOOK LIKE?

- Most ProfD programs are part-time, but
 - Strict timeframes, also for program elements
 - Education periods, obligatory intensive summer schools
 - In PhD's research is 75% in ProfD substantially less:
 - University of Western Australia: 33% education, 64% research
 - University of British Columbia: 66% education, 34% research
 - University College Dublin: education 1 yr; professional practice 1,5-2 yrs; research 1 yr
 - Manchester/Southampton (EngD): 50% education, 50% research
 - PDEng in the NL: 2 yrs designer programs
 - Often a lot of interaction between candidates and companies

HOW DO ProfD PROGRAMS LOOK LIKE?

Structure of a EngD program

Component Education (~25%)	Component Research (~75%)
Modules drawn from an MSc, MBA or Diploma programma	Industrially relevant with potential for making an innovative contribution
<p style="text-align: center;">EngD Competences</p> <ul style="list-style-type: none"> • Expert knowledge of an engineering area • Appreciation of industrial engineering & development culture • Project & programme management skills • Teamwork & leadership skills • Oral and written communication • Technical organization skills • Financial engineering project planning & control • The ability to seek optimal, variable solutions to multi-faceted engineering problems & to search out relevant information sources • The evaluation of the environmental impact of industry & how to minimize it 	

Bron: Tina Barnes, UKCGE/ University of Warwick (2011)

QUALITY, ASSESSMENT AND PROFILING

- European ProfD should fit the European Qualification Framework
 - Level 10, using similar descriptors as the PhD
 - Australian QF more explicit: at least 2 yrs research; program to be developed with professional organisations
 - New Zealand: at least 2/3 research
- Supervision and assessment normally by academics
 - Significant contribution to professional practice (innovation, model, prototype, evaluation instrument,
 - Publications in academic and professional journals
 - Dissemination in “communities of practice”
- ProfD in areas with little research tradition (profiling)

THANK YOU FOR YOUR ATTENTION !

QUESTIONS ?

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