



**Senate**

<b>Paper title</b>	<b>QMUL Framework for Professional Doctorates</b>
<b>Outcome requested</b>	Senate is asked to <b>consider</b> the draft framework and to <b>approve</b> the use of the framework for the development of professional doctorates.
<b>Points for Senate members to note and further information</b>	<p>The framework has been developed through a Task and Finish Group, following initial discussion of the issues at the Queen Mary Senior Executive (QMSE) and the Research Degrees Programmes and Examinations Board (RDPEB). Background information and the policy context is outlined in the paper. The draft framework is provided in Annexe A.</p> <p>The framework has been considered and updated following a meeting of the RDPEB on 21 May 2014 and Taught Programmes Board on 28 May 2014. Both boards <b>recommend</b> that Senate adopts the framework for professional doctorates.</p>
<b>Questions for Senate to consider</b>	<p>Senate is <b>asked to consider</b>:</p> <ul style="list-style-type: none"> <li>• the proposal that these programmes are known as 'professional' rather than 'specialist' doctorates in line with practice across the sector (para. 4 main paper);</li> <li>• the definition of specialist / professional doctorates (paras.1-2 in Annexe A) ;</li> <li>• the balance of activity between directed study and research (paras. 5-6 in Annexe A);</li> <li>• the provision that the requirements of any accrediting body <b>may</b> take precedence over the framework, at the discretion of QMUL and if agreed via the appropriate governance route (para. 9 in Annexe A). The starting point will always be that QMUL Academic Regulations should take precedence;</li> <li>• where a candidate is unable to complete the full doctorate programme, but meets the requirements for a level 7 programme they may be recommended for that degree at the discretion of the relevant postgraduate Subject Examination Board. The programme submission should include information about alternate awards as appropriate (para. 13 in Annexe A).</li> </ul>

	<ul style="list-style-type: none"> <li>the proposed joint governance approach to programme development (para. 15). Each proposal will be considered by a joint sub-group of RDPEB and TPB, and subject to approval by both Boards. The terms of reference and membership of the joint sub-group will be agreed by RDPEB and TPB;</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>to <b>approve</b> the use of the framework for the development of professional doctorates.</li> </ul>
<b>Regulatory/statutory reference points</b>	<p>The key external reference points are the Framework for Higher Education Qualifications in England, Wales and Northern Ireland and the Quality Assurance Agency's Doctoral Degree Characteristics paper – full references in the paper.</p> <p>The draft Academic Regulations for Research Degrees for 2014-15, also for discussion at this meeting of Senate, have been edited to include the changes necessary on the adoption of the framework.</p>
<b>Strategy and risk</b>	<p>Professional doctorates are well-established across the sector and are offered in a number of Russell Group universities – some examples are outlined in the table in Annexe B. Each proposal will be considered by a joint sub-group of RDPEB and TPB, and subject to approval by both Boards. Request to establish such programmes are expected to be low in number, and will be considered on the academic merit of the proposal and its fit with the QMUL Research Strategy.</p>
<b>Reporting/consideration route for the paper</b>	<p>For approval by Senate.</p>
<b>Author</b>	<p>Dr Rhiannon Thompson, Research Degrees Office (action to be taken forward by Mary Childs, ARCS)</p>
<b>Sponsors</b>	<p>Professor Susan Dilly, Vice-Principal (Teaching and Learning)</p> <p>Professor Joy Hinson, Director of the Doctoral College and Chair of the Research Degrees Programmes and Examinations Board</p>

## QMUL Framework for Professional/Specialist Doctorates

1. Recent proposals for the establishment of new doctorate programmes (particularly the DClinDent) have elicited discussions within QMUL of the appropriate governance arrangements for such programmes. Following on from such discussions, QMSE agreed that the Research Degrees Programmes and Examinations Board (RDPEB) should consider whether there is value in developing a bespoke framework for specialist doctorates that builds on the Academic Regulations and offers useful guidance for staff who may wish to explore the development of such programmes.
2. Following initial discussions at RDPEB and with the Vice Principal (Teaching and Learning) a Task and Finish Group was established to consider the detail of such a framework before review by RDPEB and Taught Programmes Board (TPB) and, ultimately, Senate. This joint approach acknowledges that, while the majority of a specialist/professional doctorate programme is designated as Level 8 doctoral programmes in accordance with the QAA Framework for Higher Education Qualifications, most such programmes include significant elements of directed study and innovation in practice as well as research. Some elements of directed study (constituting a minority of the programme) may be at Level 7.<sup>1</sup> This paper presents the Framework as agreed by the Task and Finish Group and updated by RDPEB (Annex A), as well as the background information considered by these groups.
3. The existing Academic Regulations for Research Degree Programmes make provision for two specialist doctorate programmes – the DrPS (Doctor in Professional Studies) and DClinDent (Doctor in Clinical Dentistry). In practice, no such programmes have ever been run at QMUL and no student has been admitted to either of these degrees. As it stands, however, these specialist doctorates are governed by the general requirements outlined in the Regulations (regarding matters such as maximum duration of study), and the broad criteria for assessment are included in the appendix to the Regulations. The Task and Finish Group has recommended that ARCS should review the Regulations to ensure consistency with the proposed framework, and this will be included in a broader review of the Research Degree Regulations in 2014-15 to be considered by the Research .

### Nomenclature

4. Across the sector, including with the QAA framework and other national and international policy documents, doctorate programmes that include the name of the discipline within the degree title, are normally referred to as ‘professional doctorates.’ Within the University of London Regulations, such programmes were known as ‘specialist doctorates’.<sup>2</sup> RDPEB and Taught Programmes Board **recommend** that the term ‘professional doctorate’ is adopted at QMUL.

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<sup>1</sup> *The framework for higher education qualifications in England, Wales and Northern Ireland August 2008*, QAA 2008, pp.23-5, accessed via <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>.

<sup>2</sup> See [http://www.london.ac.uk/fileadmin/documents/about/governance/Regulation\\_1\\_UoL\\_Awards.pdf](http://www.london.ac.uk/fileadmin/documents/about/governance/Regulation_1_UoL_Awards.pdf).

## Policy framework and practice across the HE sector

5. A professional doctorate differs from a traditional research degree programme (PhD) in that graduates are expected to be able to synthesise and integrate academic and professional knowledge. The output must be credible both theoretically and in a practice-based context, making both a theoretical and applied original contribution to knowledge. In some cases, the practice-based elements attract professional accreditation, where the qualification is a pre-requisite of employment within the profession. The QAA Doctoral Degree Characteristics paper, published in 2011, and which builds on the Framework, states that ‘...such degrees [professional doctorates] can provide an opportunity for individuals to situate professional knowledge developed over time in a theoretical academic framework.’ (see extract from this paper in Annex D) Normally, such doctorates are assessed at the end of the programme through submission of a thesis and/or portfolio and an individual oral examination, as for traditional PhDs. Reflecting other formally assessed work completed during the programme (e.g. modules assessed by examination or coursework), the final thesis is normally of a shorter length than is required for a PhD.<sup>3</sup> Professional doctorates may or may not be credit-based. Where credit is awarded, the normal credit volume for a doctorate programme is 540 credits, with a minimum of 360 credits at the level of the qualification (i.e. level 8).<sup>4</sup>
6. The QAA guidance also ensures that UK doctorate programmes are compatible with the equivalent European frameworks, developed as part of the Bologna process. Thus programmes that sit within the UK national frameworks are recognised and accepted across Europe. Level 8 programmes in the UK Framework, which include traditional-route and specialist/professional doctorates, correspond to third-cycle qualifications in the European Framework. In the document describing the correspondence between the systems, it is also stated that ‘Professional doctorate programmes include some taught elements in addition to the research dissertation. Practice varies but typically professional doctorates include postgraduate study equivalent to a minimum of three full-time calendar years, with level 7 study representing no more than one-third of this.’<sup>5</sup>
7. Although a new departure for QMUL, professional doctorates are well-established across the sector and are offered in a number of Russell Group universities – some examples are outlined in the table in Annexe B. In terms of governance arrangements, professional doctorates are typically classified as a sub-set of research degrees,

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<sup>3</sup> *Doctoral degree characteristics*, QAA 2011, p.14 accessed via [http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Doctoral\\_Characteristics.pdf](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Doctoral_Characteristics.pdf).

<sup>4</sup> *Higher education credit framework for England: guidance on academic credit arrangements in higher education in England*, QAA 2008, accessed via <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/creditframework.pdf>.

<sup>5</sup> *The Bologna process in higher education*, QAA 2011, accessed via <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/BolognaLeaflet.pdf>.

reflecting the parity of these qualifications with traditional doctorate qualifications (PhD, DPhil) and the significance of the research component.

### **Actions required**

8. Senate is asked to **consider** the draft framework and to **approve** the use of the framework for the development of professional doctorates.

Rhiannon Thompson  
ARCS  
May 2014

## Annexe A: Draft QMUL Framework for Professional Doctorates

### Definition

1. A professional doctorate is defined as a programme that requires the creation and interpretation of new knowledge, through original research, advanced scholarship and innovations in professional practice. A professional doctorate programme differs from a 'traditional-route' research degree programme (a PhD) in that candidates are required to make both a theoretical and applied (within the context of the relevant profession or specialism) contribution to knowledge. Professional doctorate programmes normally include a significant component of directed study and lead to awards which include the name of the discipline in their title.<sup>6</sup>
2. The high-level requirements for professional doctorate programmes at QMUL are included in the Academic Regulations for research degree programmes. More detailed requirements are outlined in this framework and in the individual programme specifications approved for each professional doctorate programme.

### Programme and credit structure

3. All professional doctorate programmes should be modularised, with each module being given a credit value and associated level (level 7 or level 8). Professional doctorates include elements of both directed study and research.
4. Credit values should be assigned as outlined in the Queen Mary Academic Credit Framework on the basis that 10 hours of student commitment (divided into variable mixes of contact and private study hours) should be allocated 1 credit point. An academic year of full-time postgraduate study equates to 1800 hours, i.e. 180 credits.
5. All professional doctorate programmes should consist of 540 credits delivered over a minimum of three years full-time study (or part-time equivalent). The programme may include credits assessed and awarded at level 7, up to a maximum of 180 credits at level 7 in total.
6. The directed study element of professional doctorate programmes will normally be completed by the end of Year 2 (full-time) of the programme, and will be for a maximum of 270 credits. These elements may be assessed (by coursework, examination or both) at level 7 or level 8 – with the level 7 elements constituting a maximum of 180 credits as indicated above. Examples of the types of directed study that might be included in a professional doctorate programme are:
  - Subject-specific or specialist modules
  - Research methods
  - Pilot research studies
  - An independent study in an agreed subject area
7. The research element of professional doctorate programmes will be worth a *minimum* of 270 credits. Within the context of a professional doctorate programme, this element will reflect either innovation and originality in the creation of knowledge, and/or innovation and originality in the development of and reflection on professional practice. Assessment

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<sup>6</sup> The definition of a professional doctorate in the UK context is outlined in *Doctoral degree characteristics*, QAA 2011, p.14 accessed via

[http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Doctoral\\_Characteristics.pdf](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Doctoral_Characteristics.pdf).

of this element of the programme will be by submission of a final thesis and/or portfolio which will be assessed at level 8 (see also 11 below). Material submitted for assessment as part of the directed study element may not be resubmitted as part of the research thesis/portfolio. The specific requirements for the thesis or portfolio for each programme shall be identified as part of the programme proposal. As a general guide a submission of a minimum of 25,000 words normally would be expected.

8. All professional doctorate programmes may permit entry with accredited prior learning up to a total of one third of the credits required to be awarded a professional doctorate (180 credits). Such accredited study must not have been part of a previously awarded degree, and if the doctorate degree is not ultimately awarded but the candidate is awarded a Masters degree as an exit qualification (see 12 below), any accredited prior learning permitted on entry to the programme will not be considered for the award of the Masters degree.
9. Where the requirements of any recognised professional or accrediting body differ from those outlined in this framework, the QMUL Academic Regulations take precedence. However, the requirements of the accrediting body may take precedence over this framework at the discretion of QMUL and if agreed through the appropriate approval route.

### **Assessment and final examination**

10. All directed study modules within a professional doctorate programme shall have a pass mark of 50%. Such modules are only graded pass/fail for the purposes of the doctoral degree. All required modules in year 1 (full-time) of the programme must be passed to enable students to progress to the second year of study. Directed study assessment results including module marks, and progression decisions, will be considered at the relevant postgraduate Subject Examination Board. Professional doctorate students shall receive a transcript showing the marks for each taught module on which they have been assessed.
11. Students who fail assessments on directed study modules are to be allowed to re-sit the failed assessment on one occasion only. The re-sit should take place before the next year of study commences. Students will also be required to undertake a formal assessment at the end of each year of research-based study to confirm progression to the following year. The format of such assessments will be outlined in the programme specification for each professional doctorate programme.
12. The research component of the degree is examined by submission of a thesis and/or portfolio and an oral examination. Examiners for the research component and oral examination are appointed in the same way and under the same criteria as for PhD programmes: each student is examined for the research element presented as a written submission by an external and internal examiner appointed for that specific purpose. The possible outcomes of the oral examination are the same as for the examinations for a PhD, except that the award of an MPhil degree may not be recommended (instead examiners may recommend that the student is considered by the relevant postgraduate Subject Examination Board for a level 7 programme for which they meet the requirements), and if examiners recommend re-entry for the research component, this must take place within 12 months.
13. It is an expectation of all doctoral degrees that they are a 3-year commitment towards a doctoral qualification and should only be undertaken with this as the understood end point. However, in exceptional circumstances and where a candidate is unable to

complete the full doctorate programme, but meets the requirements for a level 7 programme they may be recommended for that degree at the discretion of the relevant postgraduate Subject Examination Board. The programme submission should include information about alternate awards as appropriate.

14. Where appropriate, it is possible for students initially registered on a professional doctorate programme to transfer to registration for a PhD. Such a request for transfer must be supported by the student's supervisors and the Director of Graduate Studies in the responsible School or Institute and would not normally be permitted before the end of the first year of the professional doctorate programme had been successfully completed. In such circumstances, any period of registration on the professional doctorate programme, not including the first year of full-time equivalent study, may count towards completion of the minimum period of registration for the PhD. Transfer cannot take place after the final research thesis or portfolio has been submitted for examination.

#### **Procedure for establishing new programmes**

15. Proposals for new professional doctorates, which must conform to the above framework and the Academic Regulations, will be reviewed by a sub-group comprising members of both the Research Degrees Programmes and Examinations Board and the Taught Programmes Board. RDPEB and TPB approve new professional doctorate programmes on behalf of Senate.
16. Proposals should be submitted according to the process and using the forms outlined on the QMUL Quality Assurance web pages. Programmes must receive both Part I (strategic and resources) and Part II (academic/curriculum) approval by 1 March in the academic year before the first planned intake of students.



## Annexe B: Specialist/professional doctorates in selected Russell Group universities

University	Qualification	Duration	Summary of structure
University of Bristol	EngD	4 years FT 7 years PT	4 taught units in each of years 1 and 2. Research project based in industrial partner. EPSRC-funded
	DSocSci	4 years FT 8 years PT	Not available
	EdD	4 years FT 8 years PT	7 'intensively taught' units 45,000 word dissertation
	DDS (Doctorate in Dental Surgery)	3 years FT	Programme divided between academic modules, supervised patient treatment and a research project. Material must be submitted for publication in a peer-reviewed journal during the 3 years.
	DEdPsy	3 years FT	Directed study modules in years 1 and 2 (based on campus). Research training modules in years 2 and 3. 45,000 word dissertation in years 2 and 3 (based in practice).
University of Cambridge	EdD	5 years PT	80,000 word dissertation submitted at the end of 5-year programme.
	EngD	4 years FT	25% taught

			coursework and 75% research project conducted in collaboration with industrial partner.
King's College London	DClinPsy	3 years FT	Academic components assessed by examination. 6 six-month assessed clinical placements. At end of year 3 candidates submit 2-volume research thesis comprising literature review, empirical and service-evaluation projects and case-studies. 45,000 words total.
	EdD/DrPS	Max 7 years PT	2 taught modules per year in years 1 and 2, assessed by coursework. Institution-based study (15,000 words) and research-based thesis of 25,000-55,000 words, both examined by viva.
	DHC (Doctorate in Healthcare (Pharmacy))		Taught modules in years 1 and 2 followed by research-based thesis.
University of Warwick	EngD	3-4 years FT	Taught modules and original research conducted with industrial collaborator. Submission by portfolio.
	EdD	3 years FT 5 years PT	PT route - Year 1: 3 Level 7 modules, must be passed at 60+. Year 2: Advanced

			research methods programme. Years 3-5: research thesis up to 50,000 words.
	DClinPsych	3 years FT	Academic and research training, clinical placements and a research thesis of publishable quality in years 2 and 3. Accredited by HPC to train clinical psychologists for work in NHS and related settings.
University College London	DDent (Paediatric Dentistry)	3 years FT	Core taught modules and an independent research project of 35,000 words across years 1-3. Patient portfolio and audit report of 7,500 words each.
	DClinPsy	3 years FT	Mixture of lectures, seminars and workshops alongside 6 clinical placements. Major research project spans the 3 years, max 40,000 words. Accredited by HPC to train clinical psychologists for work in NHS and related settings.
	DECPsy (Educational and Child Psychology)	3 years FT	Skills and knowledge development, placement experience, and research study across years 2 and 3.
	DEdPsy	4 years flexible	Taught elements delivered in years 1

			and 2 (block teaching). Assessed by 4 7,000 word assignments (1 per year) and research thesis of 30,000- 40,000 words.
	EngD	4 years FT	Taught modules and research project examined by viva.
University of Liverpool	DDSc (Doctorate in Dental Science – various specialities)	3 years FT	Core and specialist modules, doctoral thesis in years 2 and 3.
	DClinPsychol	3 years FT	Academic course, clinical placements and research including a thesis of 25,000 words. Accredited by HPC to train clinical psychologists for work in NHS and related settings.

## **Professional and practice-based (or practitioner) doctorates**

As part of the diversification of UK doctorates, qualifications have evolved, often in response to the needs of the professions, and/or the career progression of professionals working in different fields. Often, professional and practice-based doctorates are the choice of doctoral degree for mid-career professionals; in a few cases they are required for entry to a profession, namely as a licence to practise. Even if not studied for career reasons, such degrees can provide an opportunity for individuals to situate professional knowledge developed over time in a theoretical academic framework. As a result, professional and practice-based doctorates have different structures and attract candidates at distinct stages of their lives and careers.

Doctorates in which the candidate is involved in professional learning may fall in either the professional or practice-based category, depending on degree content and context, and on the candidate's circumstances. In this guide, we have chosen to combine information about professional and practice-based doctorates in one section to avoid repetition and because, at the macro level of doctoral characteristics that this guide is concerned with, it is difficult to address detailed differences. This approach may not be in line with some of the thinking about these degrees, but we have taken care to make clear the differences between the two, where they are significant. Individual institutions make the final decision about whether a qualification should be described as a professional or practice-based doctorate, using defining criteria that may differ somewhat.

Titles of professional and practice-based doctorates normally reflect the subject or field of study of the candidate and thus there is considerable variation in nomenclature. However, institutions normally use the convention of 'Doctor of...'; for example, Doctor of Education (EdD) - the first EdD programme was established at the University of Toronto, Canada, in 1894 (Scott et al, 2004) - or Doctor of Social Science. This helps to achieve a degree of consistency, with institutions making the final decisions about the titles of their academic awards in consultation with any relevant professional, regulatory or statutory body (PSRB).

Professional and practice-based doctorates normally include structured elements such as lectures, seminars, and workshops, with an emphasis on the candidate acquiring skills relevant to their professional practice, in addition to producing original research. Some programmes may also provide other forms of learning support such as e-learning, tutorials, peer learning and assessment and so on.

### **Main characteristics**

- Professional and practice-based doctorates are based on a supervised research project and usually contain significant lecture and seminar elements. In some programmes, these elements are assessed and either a pass/fail or a mark or grade is given; such assessments may act as incremental hurdles for the candidate as part of his/her progress towards the independent research project. UK professional doctorates are designed to meet the needs of the various professions in which they are rooted, including: business, creative arts, education, engineering, law, nursing and psychology.
- Research projects in these degrees are normally located within the candidate's profession. In practice-based or practitioner doctorates the candidate's output involves practice-related materials. For example, in the performing arts, the output

involves a written commentary (which may be shorter than the traditional PhD thesis, and includes both reflection and context), and one or more other artefacts, such as a novel (for creative writing), a portfolio of work (for art and design), or one or more performance pieces (for theatre studies, dance, or music). In clinical practice-based doctorates such as the DClinPsy or the MD, the research is likely to draw on clinical work involving clinical trials or other work with patients in the practical/clinical setting; the clinically based and academic research are then combined in the candidate's thesis or portfolio.

- Professional doctorates are normally rooted in an academic discipline as well as in a profession (education, engineering, law and so on). Candidates whose research arises out of practice alone, who are not working in an academically related professional field and who spend most of their time learning in their work environment rather than in an institution, would be more likely to complete a practice-based doctorate. In both practice-based and professional doctorate settings, the candidate's research may result directly in organisational or policy-related change. Some practice-based doctorates have a general title to reflect their distinctiveness.

## Assessment

As for the PhD/DPhil, professional and practice-based doctorates are assessed through submission of a thesis or portfolio and, in the majority of cases, an individual oral examination, or viva. The institution's definition of whether the award is a professional or practice-based doctorate will have a bearing on the assessment criteria for the degree. The thesis may be of a shorter length than for the PhD to reflect the assessed work completed by candidates during the programme. In the assessment of professional and/or practice-based doctorates, examiners' criteria may include the extent to which the candidate understands current techniques in the discipline, for example through demonstrating engagement with and use of research methods and how they inform professional practice.

## 3.2 Summary of doctoral award titles with brief details of each qualification

Table 1 below is not comprehensive and does not necessarily cover all doctoral degree titles but shows some of the most common award titles and their abbreviations. It provides a quick reference guide to UK doctoral qualification titles. The UKCGE publication: Professional Doctorates in the UK 2011 (Fell et al, 2011) provides a summary of the principal professional doctorate qualifications in different disciplines at the time of publication and has been used as a reference document for some of the brief details below.

**Table 1 - Summary of the most common doctoral award titles and their abbreviations**

<i>Full title*</i>	<i>Abbreviated title and brief details*</i>
*Please note that the most frequently used versions of titles and abbreviations are included; some institutions may have chosen slight variations on these, for example 'Doctor/Doctorate in [Discipline]'. Titles and abbreviations are chosen to avoid confusion with other types of doctorate, for example higher doctorates, as mentioned below. The list is in alphabetical order.	

<p>Doctor of Business Administration</p>	<p><b>DBA</b>  The DBA is more often studied on a part-time basis by working professionals rather than full-time. Guidelines for the DBA are available from the Association of Business Schools (ABS), a professional body for the field.</p>
<p>Doctor of Clinical Psychology</p>	<p><b>DClinPsy</b>  This is a practice-based professional doctorate. The DClinPsy is different from most other professional doctorates because it provides a license to practice for UK clinical psychologists. The Health Professions Council (HPC) is the body to which individuals apply for registration as a licensed clinical psychologist. All clinical psychology training is accredited by the British Psychological Society (BPS) and also has to be approved by the HPC which is responsible for the Standards of Proficiency clinical psychologists have to demonstrate. These cover: conduct, performance and ethics, continuing professional development, and proficiency.</p>
<p>Doctor of Dental Surgery</p>	<p><b>DDS</b>  The DDS is normally offered specifically for practicing clinicians who wish to further develop their research skills and apply their research to clinical problems. It involves a clinical component as well as research methods training. The duration of the degree is three years full-time.</p>
<p>Doctor of Education</p>	<p><b>EdD</b>  The EdD was the first of the professional doctorates to be developed in the UK, beginning at the University of Bristol in the early 1990s and based on similar programmes in North America. It is predominately undertaken by practising educators.</p>
<p>Doctor of Educational Psychology</p>	<p><b>DEdPsy</b>  The DEdPsy is normally a four-year programme for full-time candidates and around six years part-time. The degree is designed to meet the needs of practising educational psychologists. Entrants are likely to have a bachelor's degree in psychology and often a master's in educational psychology, as well as at least one year's experience in the profession. Courses are usually accredited by the British Psychological Society.</p>
<p>Engineering Doctorate</p>	<p><b>EngD</b>  The EngD was introduced during the 1990s partly to increase business awareness and to develop particular skills in engineering doctoral graduates, as a result of a perception in industry that the PhD had too narrow a focus. EngD programmes are offered within research themes, including a range of industrial and engineering topics, including large-scale IT systems and environmental technologies. In recognition of the specialised nature of their training, EngD candidates are commonly called Research Engineers (REs).</p>

Doctor of Health Research	<p><b>DHRes</b></p> <p>The DHRes is one of a group of professional doctorates in health and social care. Doctoral candidates in these disciplines are likely to be mid or senior career professionals who already have a strong professional background in their field. Such doctorates normally include clinical research and are likely to include clinical-related improvements and/or innovations.</p>
Doctor of Medicine	<p><b>MD, or in some cases, MD (Res)</b></p> <p>The MD is not a clinical degree although applicants must usually hold an MBBS or BDS (Bachelor of Medicine, Bachelor of Surgery or Bachelor of Dental Surgery) degree or equivalent, be registered with the General Medical Council or the General Dental Council and have at least three years of clinical or scientific postgraduate experience. The period of study for the MD is usually 2 years full-time or 4 years part-time. In some universities, the MD is classed as a higher doctorate (similar to the DSc (Doctor of Science)).</p>
Doctorate in Music	<p><b>DMus</b></p> <p>In some institutions this abbreviation refers not to a Doctorate in Music but to a higher doctorate (see below). Others use titles for doctorates in music which reflect the candidate's topic, for example, 'PhD in Musical Composition'.</p>
Doctor of Philosophy	<p><b>PhD or DPhil</b></p> <p>The PhD is the most common qualification and offered in most academic subjects in the UK. The normal maximum period of study is four years full-time, eight years part-time. Most PhD programmes include research methods and other skills training. Candidates funded by UK research councils or other sponsors are required to meet their funder's criteria as well as the institutional regulations for their programme. The title may have additional information attached, for example, 'in Musical Composition'.</p>
Integrated PhD	<p><b>PhD</b></p> <p>The Integrated PhD is normally highly structured in the first two years and often attracts international candidates. As for the PhD above, this may have additional information attached, for example, 'in Molecular Biology'.</p>



Professional Doctorate	<p><b>DProf</b></p> <p>The DProf is a practice-based (or practitioner work-based) doctorate and is often taken on a part-time basis. Professional practice is at the heart of the DProf, which is usually open to experienced professionals who are employed in any area of work, including those in emerging professions and disciplines. Key features include: the degree has a practice-based rather than an exclusively institutional focus; candidates are normally working while completing the doctorate and already possess significant professional experience. Successful completion of the degree normally leads to professional and/or organisational change that is often direct rather than achieved through the implementation of subsequent research findings.</p>
Doctor of Public Health	<p><b>DrPH</b></p> <p>Entrants to the DrPH are required to have at least two years' experience in public health management and a master's degree in a cognate subject. The programme is intended for professional managers and leaders in global health and public health practice, who are faced with understanding and applying scientific knowledge in practical contexts. The programme therefore links theory and practice and is appropriate for a range of applicants, including international candidates. The minimum period of study is three years. For full-time candidates and four years for part-time candidates.</p>
Doctor of Social Science	<p><b>DSocSci</b></p> <p>This is a generic title for a group of social sciences professional doctorates, some of which may also have individual titles, in subjects including psychology, criminal justice, professional practice, health, social care and social work. Most doctorates in this group are regulated by professional, statutory and regulatory bodies (PSRBs). The minimum period of study for DSocSci and other social sciences professional doctorates is three years full-time. Part-time routes are normally available to those working full-time.</p>