The Professional Doctorate: An Overview

There is an amazing breadth of information available on the Professional Doctorate, which is well established in Australia and the United Kingdom, somewhat established in the United States, and found only rarely in Canada.

The following pages are intended as an overview of broad research that the Faculty of Graduate Studies recently carried out on Professional Doctorate programs. This overview consists of

- a definition of the professional doctorate
- a look at program design, length of program and exit requirements
- a list of helpful resources that were accessed during our research
- a sampling of information taken from websites about a variety of kinds of professional doctorates,
- and a working list of professional doctorates in different subject areas that our research has turned up so far.

We believe this overview will be helpful as a first step for anyone thinking about the possibility of moving in this direction.

Unlike the traditional PhD, Professional Doctorates are usually offered on a cost-recovery basis and students are not provided with support packages. Rather, they pursue this designation – often on a part-time basis – in conjunction with and as a part of their professional development as working professionals.

The entirety of our research can be found in a very thick binder full of information about Professional Doctorates of various kinds along with a number of scholarly articles on this degree option. If you would like to borrow this resource binder, please contact Cathy Ugulini, executive assistant to the Dean, cugulini@brocku.ca

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Definition of Professional Doctorate

The Professional Doctorate is discipline-specific and aimed primarily at practitioners in the field. While there are many variations evident in the models used in Australia, the United Kingdom, the United States, and Canada, the following general observations can be made.

The goals of the doctorate are to provide postgraduate opportunities in professional fields for students related to their capacity for leadership in the professions.

In terms of its difference from PhD programs of study, the professional doctorate is not designed, as is the PhD, primarily to equip candidates to be researchers. Rather it is related to practice, the application of knowledge in the workplace, particularly in relation to professional practice.

Programs of study include project activity and a research component. The exit requirement is normally either a "dissertation" (alternatively referred to as a "thesis") or a major report or project based on the research undertaken. The thesis or project is expected to make a distinct contribution to professional practice or policy.

At the same time, as with other doctoral programs, graduate courses will provide both the background students need for understanding the academic context for the practice-based research and work they will be undertaking. These courses will reflect current, up-to-date research in the discipline that is foundational to the study to be undertaken by the doctoral candidates.

Often there is an experiential component built into the program, as well, whether as a practicum or as a community-based research project (whether in the not-for-profit or for-profit sector) related to the field of study of the doctoral student.

Research undertaken as part of a Professional Doctorate is geared towards directing and informing change and making a difference in the workplace and/or professional context. The students opting for this degree program are generally experienced in the workplace or in community settings where they have already undertaken work related to the focus of their doctoral work. Hence the coursework component of the degree is designed to build on candidates' professional expertise by exposing them to leading and challenging ideas in their field.

Most often, therefore, when an exit project is examined, examination committees or panels are likely to include experts from the professions in addition to traditional academic examiners.

While Professional Doctorates may be pursued individually, as is the case with PhD students, there are cases where the professional doctoral program is designed for delivery to a cohort of students who move through the program together and form a tight, cohesive

support group as they pursue their degree studies together. In the United States such cohort programs have been recognized as particularly responsive to the needs of non-traditional students, such as those drawn from minority populations with strong ties to communities that they serve.

The overall evaluation of the doctoral candidate (in terms of measures of success) is often somewhat broader than is the case with the conventional PhD, which is research-based and highly focused. The candidate for the professional doctorate is expected to demonstrate:

- a broad practical knowledge;
- a critical understanding of research ethics, and of the literature, theories, methodologies and/or debates of their discipline;
- strong research skills and practices;
- strong presentation and communication skills;
- sound work practices and collaborative skills.

Professional Doctorates – Program Design

Professional Doctorate Programs are usually 3-4 years in length, combining research and scholarship with doctoral-level coursework. They may also include experiential components related to professional practice and enquiry, as appropriate.

The research and scholarship component of a Professional Doctorate is likely to include:

- the development of new research methods and new data analysis;
- planning and undertaking relevant research, developing the thesis or project proposal, and subsequently the preparation of the exit document, whether it is a thesis or a project-based report.
- producing written documents, including an exit requirement, reflecting research and scholarship;

Required courses typically include:

- doctoral-level courses in research methods and data analysis;
- other courses at doctoral level that provide advanced knowledge related to recent theoretical and practical developments in their field.

Generic skills component

- Because the focus is on practice, candidates enrolled in a Professional Doctorate will be provided with opportunities for training in skills relevant to their field of study and its applicability.
- Typically each student cohort will also be offered program-related training that will support the timely completion of the degree.

Typical program lengths

Most of these degrees can be pursued either full time or part time. Completion times for part-time studies are typically four to seven years in length, depending on the degree of intensity of the part-time schedule. (NOTE: The resource binder includes a more detailed listing of typical program lengths.)

Of the programs surveyed, average program length was as follows:

2 Years Full-Time – 15

3 Years Full-Time – 84

4 Years Full-Time – 25

5 Years Full-Time – 1

6 Years Full-Time – 3

2 Years Part-Time – 1

3 Years Part-Time – 30

4 Years Part-Time – 89

5 Years Part-Time – 35

6 Years Part-Time – 14

Program Components and Exit Requirements

Of the programs surveyed (259), program design was as follows:

1) Coursework/Papers/Workshops/Group & Individual Project Work/Dissertation or Portfolio
Total: 93

Education (30)
Educational Psychology (4)
Health & Social Care (23)
Practical Theology (3)
Architecture
Policing
Criminal Justice (2)
Business Administration/Mgmt (20)
Psychology (2)
Social Sciences (3)
Professional Practice (3)
Information Science
Public Administration (2)
Statistics

2) Research Papers/Thesis & Oral Defence
Total: 10

Education (3)
Psychology (2)
Legal Practice
Business Administration (2)
Built Environment
Social Practice

3) Coursework/Group & Individual Project Work/Thesis or Project & Oral Defence
Total: 46

Education (17)
Educational Psychology
Engineering (6)
Health & Social Care (7)
Art & Design (Creative Industries)
Theology (2)
Business Administration (9)
Childhood Studies
Applied Linguistics
Professional Practice (2)
Applied Social Research

4) Coursework/Group Design Project/Placement
Total: 3

Engineering (EngD programs at Delft University of Technology; Biopharmaceutical & Process Development EngD)

5) Coursework/Placements/Doctoral Thesis or Portfolio & Oral Defence
Total: 73

Educational/Child/Adolescent Psych (11)
Clinical Psychology (21)
Human & Health Sciences (11)
Psychology (15)
Counselling Psychology (10)
Dentistry (5)

6) Coursework/Thesis or Portfolio or Creative Work or Mixed Media Format or Research Project or Exhibition & Oral Defence
Total: 34

Education (6)
Psychology
Creative Industries (3)
Theology (4)
Business Administration (8)
Health & Social Care (8)
Professional Practice (2)
Info Tech/Security (2)

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A Sampling of Professional Doctorate Programs

The following information is taken from university websites.

DURHAM UNIVERSITY, UK
http://www.dur.ac.uk/dbs/degrees/research/dba/
Doctorate in Business Administration

Distinct from the traditional PhD qualification, the Durham DBA offers candidates an opportunity to engage in a supervised programme of applied business research that facilitates dissemination of cutting-edge practitioner-oriented research within an industry or sector, and knowledge transfer between business and academe. Managers who hold the Durham DBA take back to their organisation increased understanding and knowledge of today's complex business world.

The DBA is also offered with our partner institution, Fudan University in Shanghai, China.

The DBA thesis is more structured than a traditional PhD thesis. It takes the form of three inter-linked pieces of empirical work, with an introductory chapter and a final summary and reflective overview chapter, making the thesis is one coherent piece of work of no more than 60,000 words.

The precise nature of the research programme varies, but potential ways of organising the three-project structure might include:

- An exploratory piece of research investigating an issue (e.g. causes of accidents within an organisation); an intervention to address the issue (e.g. an accident-reduction intervention); and an evaluative piece of research (e.g. revising the organisation to determine the success/failure of the intervention).
- A macro-level analysis of a business situation (e.g. an organisational ecology study of the counterfeiting industry); a micro-level analysis of that situation (e.g. a psychological study of consumer behaviour toward counterfeit goods); and an integrative piece of research (e.g. development of a strategy for addressing counterfeiting based on both preceding analyses).
- A systematic literature review (NOT a normal review) to analyse what research has been done in an area (e.g. a review of the literature on behavioural interventions to improve sexual health); a macro or micro investigation of a specific gap identified (e.g. interviewing policy makers on strategies to combat HIV infections, or a behavioural intervention to change sexual health attitudes); and a final evaluative piece of research (e.g. development and piloting of a new policy initiative, or revisiting the previous intervention to see if changes in sexual health attitudes have been lasting).

CRANFIELD UNIVERSITY, UK
http://www.som.cranfield.ac.uk/som/p982/Programmes-and-Executive-Development/Doctorates/PhD-or-Executive-Doctorate

Executive Doctorate

The School offers a PhD programme on both a full-time and part-time basis and an Executive Doctorate (DBA) on a part-time basis only.

As a postgraduate, 'post-experience' School, all of our students come to us with several years' management experience. The average age is higher than might be the case on doctoral programmes in other business schools. Our PhD students are mostly in their mid-thirties, and our Executive Doctorate students in their early forties.

There are essential differences in the programmes' structure and mode of delivery:

- The PhD, both full-time and part-time, comprises a compulsory taught element over the first year of study followed by several years of supervisor-supported research.
- The Executive Doctorate is delivered in a part-time executive education format so students from around the world can accommodate intensive doctoral study whilst maintaining their careers.

But the real distinction lies in the content and purpose of the degrees. As one of the School's students notes: *It seems to me that the School offers two types of doctoral degrees – one for professional researchers (PhD), the other for researching professionals. My company is a useful example. Our former Chairman holds a PhD and is a full-time academic at Harvard Business School. Our company president and full-time management consultant has a DBA. That is the real distinction we need to draw – it is between the content and purpose of the degrees and not the course format."*

INSTITUTE OF EDUCATION, UNIVERSITY OF LONDON, UK
http://www.ioe.ac.uk/study/researchDegrees/RED9_EDU999.html

Education EdD

The EdD is for experienced professionals from education and related fields who would like to extend their professional understanding and develop skills in research, evaluation and high-level reflection on practice.

Education EdD (International)

The programme is designed for an international body of practitioners who would like to extend their professional expertise and training and develop skills in research, evaluation and reflection on practice. It is relevant to all academic staff in universities and colleges, school teachers, health professionals, and other professionals, including those working in international organisations. It is also suitable for senior administrators in schools, universities and educational and government bodies.

LIVERPOOL JOHN MOORES UNIVERSITY, UK
http://www.ljmu.ac.uk/courses/postgraduate/59590.htm
Professional Doctorate in Education

The Doctor of Education (EdD) programme is equivalent in level and intellectual challenge to a PhD, but is designed specifically to work around educational practitioners by providing the flexibility of a modular structure. It also allows Doctorate students to design their own programme of study.

Like a PhD, the Doctorate requires a substantial amount of research. However, it also takes into consideration the demands on an educational practitioner by dividing this research across a number of distinct but well-connected projects over the course of the programme. Participants on the doctorate are highly motivated and passionate about a range of issues that are of high interest to specific professional groups. They are often leaders in their field, working with government and other agencies developing ideology, policy and practice. Currently, the outcomes of study represent a significant new contribution to a body of applied knowledge or practice; past students have demonstrated innovation in the application of knowledge to a stated occupational or professional area. Work produced is presented at conferences and is of sufficient quality for submission to academic and professional journals.

Health – Professional Doctorates
http://www.ljmu.ac.uk/courses/postgraduate/76391.htm
The PD is an alternative to the PhD for staff working in health and social care organisations wishing to research and develop their professional practice at doctorate level. The PD is equivalent in level and intellectual challenge to PhDs but differ in significant ways. PD has an "assessed" taught element and is modular and credit based. The structure of the PD award gives the student considerable flexibility in designing his/her own programme of study.

LONDON METROPOLITAN UNIVERSITY, UK
http://www.londonmet.ac.uk/pgprospectus/courses/policing-security-and-community-safety.cfm
Policing, Security and Community Safety

This is the first doctoral-level qualification in the UK which is specifically designed for professionals working in law enforcement and policing who wish to hone both their professional and research skills. Designed in consultation with the Metropolitan Police Service, the West Midlands Police, the Serious Organised Crime Agency and the Child Exploitation Online Partnership, this unique course provides both theoretical and relevant practical skills development for those who wish to further their careers in policing, security, community policing and social research methodology.

In particular, the course aims to produce professionally competent and informed practitioners who have a sophisticated understanding of wider policing theories and advanced research skills and abilities. As well as developing teamwork, leadership and presentation skills, the course will help you acquire the skills and knowledge to tackle complex occupational or professional problems in challenging and diverse situations.

http://www.londonmet.ac.uk/pgprospectus/courses/personnel-and-development.cfm
Personnel and Development

This unique programme has been created specifically for seasoned practitioners in HR or related fields who are seeking a doctoral level qualification which is also wholly relevant to their professional practice, unlike many traditional PhDs. Developed in close consultation with the Chartered Institute for Personnel and Development (CIPD), this is the first Professional Doctorate in Personnel and Development to be offered in the UK. Successful completion of the programme will provide you with a work-based doctoral level qualification, that also fully covers the CIPD Advanced Practitioner standards. The work of the Comparative Organisation and Equality Research Centre, and the Management Research Centre support this programme. The Trades Union Congress (TUC) Library in the University's Learning Centre is another study asset. Other distinctive features of the programme include facilitated action learning sets and a one-week overseas study visit to a major city. The University's provision in Business and Management was rated 'Excellent' in recent subject reviews by the Quality Assurance Agency for Higher Education, and the Business School benefits from three professors who are renowned HR practitioners and researchers, with experience in supervising doctoral level students.

MIDDLESEX UNIVERSITY, UK
http://www.mdx.ac.uk/aboutus/Schools/iwbl/our_courses/MProf_DProf/index.aspx

Doctorate in Professional Studies
At the Institute we have developed a unique pan-institutional doctoral framework that offers a diversity of routes for professionals from the private, public and voluntary sectors. The Doctorate in Professional Studies (DProf) and the intermediate Masters in Professional Studies (MProf) allows individuals and groups to negotiate high-level customised programmes that focus on their professional and organisational needs.
The DProf is an ‘applied’ alternative to a PhD, aimed at high-level professionals for whom a traditional PhD does not sufficiently address the application of professional knowledge and concepts in practice. The DProf is ‘geared specifically to addressing complex professional and organizational and social issues’.
While PhD theses typically make an original contribution to knowledge, the DProf is more concerned with making a significant contribution to practice: it requires high-level practical action, resulting for instance in significant change or development in an organisation or community of practice. The DProf project cannot be purely an academic study (and it does not need to be a research project in a conventional sense), but it needs

to reflect the application of thinking that is at least of an equivalent level to that required for a PhD.

NOTTINGHAM TRENT UNIVERSITY, UK
http://www.ntu.ac.uk/apps/pss/course_finder/105156-1/13/Art_and_Design_Professional_Doctorate.aspx?yoe=4&st=1&sv=professional%20doctorate#course

Professional Doctorate in Art and Design

The Professional Doctorate Programme (PDP) links work-based problems to personal and professional development. It is a research-based qualification equal to that of a PhD. The programme has been designed to meet the needs of working creative professionals.

The PDP will:

- help you explore the relationship between theory and practice;
- give you an opportunity to develop judgement, foresight and problem analysis;
- help you use theoretical and philosophically tuned forensic skills for your research material;
- develop your ability to design and implement a research project in your professional and educational fields;
- develop you as both a reflective and reflexive practitioner who has the adaptability to deal with organisational change and ambiguity;
- develop skills which will enable you to communicate efficiently with both academic and professional.

ROYAL ROADS UNIVERSITY, VICTORIA, BC
http://www.royalroads.ca/program/social-sciences-doc
Doctor of Social Sciences

The **Doctor of Social Sciences** (DSocSci) program is Canada's first applied research doctorate designed exclusively for working professionals. It responds to the growing demand nationally and internationally for scholar-practitioners who can provide intellectual leadership in the workplace and help build sustainable organizations, communities, and societies in an age of global interdependence.

An alternative to traditional doctoral programs, the DSocSci focuses on the interdisciplinary applications of the social sciences to complex, real-world problems of direct concern to organizations, communities, and society in general. The program of study builds candidates' knowledge of a range of applied social research methodologies and their understanding of their relevance to specific practical social purposes. The DSocSci program is based on the academic and professional expertise of the Faculty of Social and Applied Sciences (FSAS). Doctoral programs of study must therefore be

consistent with the research areas of emphasis in one or several of the FSAS schools: the School of Communication and Culture, the School of Environment and Sustainability, the School of Leadership Studies, and the School of Peace and Conflict Management.

Career professionals with a Master's degree in one of the social sciences or related disciplines who have a minimum of 10 years work experience with advanced-level decision-making authority and, those who seek to advance their applied research skills and provide analytical leadership to solve complex real-world problems. The program design is tailored to career professionals and speaks to recent Canadian research that shows two out of three PhD graduates will work in non-university settings, rather than as university professors. This degree will be of particular interest to policy analysts, senior administrators, or executives from the public, private, or non-profit sector who work in areas such as natural resource management, health care, global security, professional communication, disaster relief, humanitarian aid, conflict management, values-based leadership, environmental sustainability, or learning and technology.

Graduate scholar-practitioners will have the following abilities:

- The capacity to combine methods and concepts from across social science disciplines to more effectively examine complex social problems than is possible using traditional single or interdisciplinary approaches;
- Doctoral-level analytical and research skills that allow the study of questions with specific and immediate application to one's organization or workplace;
- The ability to create new knowledge and to provide intellectual leadership and direction to specific fields, organizations, and work settings. More

UNIVERSITY OF EAST LONDON, UK
http://www.uel.ac.uk/programmes/ava/postgraduate/summary/docfineart.htm
Professional Doctorate in Fine Arts

This doctorate is a practice-based research degree, unique to UEL. With its greater emphasis on practice, it is more appropriate for many artists than a PhD. The programme aims to enable you to develop and demonstrate a high level of professional practice through your research and creative practice. It provides a critical dialogue linking theory with creative practice. However, the written element supports and reflects on the practice, which represents the main part of the original research.

http://www.uel.ac.uk/programmes/psychology/postgraduate/summary/doc-occpsychology.htm
Doctorate in Occupational Psychology

Our professional doctorate is an applied research degree, based on a similar model to that of the PhD. It is based on a 'workplace challenge' framework in which the challenges

embedded within your professional practice and day-to-day work form an essential component of the learning, development and research process. As well as allowing you to use current work as a substrate for a research-based doctoral qualification, the programme also fulfils the Continuing Professional Development (CPD) requirements of the British Psychological Society.

UNIVERSITY OF GLAMORGAN, UK
http://courses.glam.ac.uk/courses/764-doctorate-in-public-leadership
Doctorate in Public Leadership

The Glamorgan DPL is aimed at the busy individual who will be coping with high levels of responsibility and trying to balance professional commitments with the ongoing need for personal and professional development.

Conventional doctoral study through a PhD typically involves the production of a research thesis through independent study. This means it can be less effective for part-time students who are in full-time employment. The Glamorgan DPL, on the other hand, offers a significantly higher level of support and structure to those participants on the award.

Through the five modules, the overall doctoral thesis is approached in a building block fashion. The first three modules are assessed by the teaching team on the Doctorate, with detailed feedback and the opportunity to make corrections if necessary.

Modules one to three will set the context for the research, explore the ideas of others in your chosen area, and set out the methods by which the student will conduct his or her research.

Modules four and five show how students have analysed their data and, most importantly, how this data relates to the work of others in this research area in the past.

The assessment papers for the final two modules are produced with the guidance of the teaching team and the student's supervisors, but will be assessed through the accepted and recognised process of a viva voce examination. The teaching team will offer students training in the conduct of such examinations when the time comes.

Because this programme is designed for busy individuals, the doctorate in public leadership is delivered through intensive study weekends and supported by guided research meetings, attendance at which is compulsory. Workshops normally take place in a city centre location in Cardiff within easy reach of the railway station and Cardiff airport.

The workshops will typically span end of week/weekend in order to minimise disruption for participants. These may be supplemented by additional update days where there will

be meetings with supervisors and other inputs where necessary. The taught workshops are spaced over approximately thirty months, with the production of the final assessment document taking place in the months following the last workshop.

The delivery is described here as “taught,” but at the Doctorate level the delivery is much more about a process of engagement between academic staff and participants. This will take place in the form of lectures and guest speakers, facilitated discussions and student presentations, for example. These activities are informed not only by what knowledge and skills are relevant to the modules, but are importantly based around the research questions and issues brought to the programme by the students.

WORKING LIST OF PROFESSIONAL DOCTORATES BY SUBJECT AREA OR FIELD

Education

EdD

-Anglia Ruskin University, UK
-Cardiff University, UK
-Institute of Education, University of London, UK (also offers EdD International in partnership with the National Institute of Education, Nanyang Technological University, Singapore [NIE])
-Keele University, UK
-King's College London, UK
-Kingston University, UK
-Leeds Metropolitan University, UK
-Liverpool John Moores University, UK
-London Metropolitan University, UK (offered through the Institute for Policy Studies in Education [IPSE])
-London South Bank University, UK
-Newcastle University, UK
-Northumbria University, UK
-Nottingham Trent University, UK
-Oxford Brookes University, UK
-Queen's University Belfast, UK (also offers EdD TESOL)
-Queensland University of Technology, Australia
-Roehampton University, UK (offered jointly by Roehampton University and Kingston University)
-Sheffield Hallam University, UK
-Teesside University, UK
-Trinity College Dublin, UK
-University of Bath, UK
-University of Birmingham, UK (Learning and Learning Contexts)
-University of Brighton, UK
-University of Bristol, UK (also offered in Hong Kong in association with SCOPE at City University of Hong Kong)
-University of Central Lancashire, UK (Applied Education Research Practice)
-University of Chester, UK
-University of Derby, UK
-University of Dundee, UK
-University of East London, UK
-University of Exeter, UK (Generic Route; Educational Psychology, Special Educational Needs [SEN]; Teaching English to Speakers of Other Languages TESOL; TESOL in Dubai)
-University of Glasgow, UK
-University of Hertfordshire, UK

-University of Huddersfield, UK
-University of Hull, UK
-University of Leeds, UK
-University of Leicester, UK
-The University of Nottingham, UK
-University of Plymouth, UK
-University of Reading, UK
-The University of Sheffield, UK (Educational Studies; Early Childhood Education; Higher Education; Language Learning and Teaching; Literacy and Language in Education)
-University of Southampton, UK
-University of Stirling, UK
-University of Sussex, UK (also offers International Doctorate in Education)
-University of the West of England, Bristol, UK
-The University of Warwick, UK
-University of Wolverhampton, UK (Educational Enquiry)
-University of Toronto, Ontario Institute for Studies in Education OISE, Ontario
-The University of Western Australia, Australia
-University of Alberta, Alberta
-Athabasca University, Alberta
-University of Calgary, Alberta
-University of British Columbia, British Columbia
-Simon Fraser University, British Columbia

Childhood Studies
DChild

-Queen's University Belfast, UK

Psychology
Doctorate in Psychology DPsych; Doctorate in Educational Psychology DEdPsy; Doctorate in Clinical Psychology DClinPsy; Doctorate in Applied Educational Psychology DAppEdPsy; Doctorate in Health Psychology DHealthPsy; Doctorate in (Applied) Educational and Child Psychology DECPsy or DAppEdChPsy; Doctorate in Occupational Psychology DOccPsych; Doctorate in Systemic Psychology DSysPsych; Doctorate in Psychoanalytic Psychotherapy/Psychodynamic Psychotherapy DPsychPsych; Doctorate in Analytical Psychology DAnPsych; Doctorate in Counselling Psychology DCounsellingPsych

-Bangor University, UK (Clinical Psychology)
-Cardiff University, UK (Clinical Psychology; Educational Psychology)
-City University London, UK (Counselling Psychology)

-Institute of Education, University of London, UK (Educational Psychology in Professional Educational, Child and Adolescent Psychology)
-Lancaster University, UK (Clinical Psychology)
-London Metropolitan University, UK (Occupational Psychology; Cognitive Behaviour Therapy; Counselling Psychology)
-Newcastle University, UK (Clinical Psychology; Applied Educational Psychology; Educational Psychology)
-Queen's University Belfast, UK (Clinical Psychology; Educational, Child and Adolescent Psychology [DECAP])
-Roehampton University, UK (Counselling Psychology; Forensic Psychology; Psychotherapy and Counselling)
-Staffordshire University, UK (Health Psychology; Clinical Psychology)
-Teesside University, UK (Health Psychology; Counselling Psychology; Clinical Psychology)
-Trinity College Dublin, UK (Clinical Psychology; Counselling Psychology)
-University College London, UK (Educational Psychology; Educational and Child Psychology; Clinical Psychology)
-University of Bath, UK (Clinical Psychology)
-University of Birmingham, UK (Forensic Psychology Practice; Applied Educational and Child Psychology; Clinical Psychology)
-University of Bristol, UK (Educational Psychology)
-University of Dundee, UK (Educational Psychology)
-University of East London, UK (Applied Educational and Child Psychology; Child and Educational Psychology; Child Psychoanalytic Psychotherapy; Clinical Psychology; Counselling Psychology; Couple Psychoanalytic Psychotherapy; Occupational Psychology; Systemic Psychology)
-University of Essex, UK (Psychoanalytic Psychotherapy; Psychodynamic Psychotherapy; Analytical Psychology; Clinical Psychology; Counselling Psychology; Child, Community and Educational Psychology [offered by The Tavistock and Portman NHS Foundation Trust, and validated by the University of Essex])
-University of Exeter, UK (Clinical Practice; Clinical Psychology; Educational, Child and Community Psychology)
-University of Glasgow, UK (Clinical Psychology)
-University of Hertfordshire, UK (Clinical Psychology)
-University of Hull, UK (Clinical Psychology)
-University of Kent, UK (Psychotherapy)
-University of Leeds, UK (Clinical Psychology)
-University of Leicester, UK (Clinical Psychology; Applied Psychology)
-University of Nottingham, UK (Applied Educational Psychology; Clinical Psychology [run in collaboration with the University of Lincoln]; Forensic Psychology)
-University of Plymouth, UK (Clinical Psychology)
-The University of Sheffield, UK (Clinical Psychology; Educational and Child Psychology)
-University of Southampton, UK (Clinical Practice; Educational Psychology)
-University of Surrey, UK (Clinical Psychology; Psychotherapeutic and Counselling Psychology)

-University of the West of England, Bristol, UK (Counselling Psychology; Health Psychology)
-The University of Warwick, UK (Counselling Psychology)
-The University of Western Australia, Australia (Educational Psychology)
-Memorial University, Newfoundland (Clinical Psychology – this program does not require a certain number of years of working/volunteer experience as an admission requirement; however, the program is structured in a similar manner to other Doctorate in Psychology programs)

Health and Social Care
Health and Social Care DHSC; Professional Practice DProf; Health Studies DHS; Social Work DSW; Medical Ethics DMedEth; Health Care DHC; Nursing DNurs; Midwifery DMidw; Doctor of Science DSc; Health Science DHealthSci; Social Science DSocSci; Health DHealth; Pharmacy DPharm; Clinical Research DClinRes; Health Research DHRes

-Bournemouth University, UK (Professional Practice)
-Brunel University, UK (Public Health Programme)
-Cardiff University, UK (Nursing; Health Studies; Social Work)
-Keele University, UK (Medical Ethics; Social Work)
-King's College London, UK (Healthcare: Nursing; Pharmacy)
-Lancaster University, UK (Organisational Health & Well Being; Palliative Care; Public Health)
-Liverpool John Moores University, UK (Health: Nursing; Midwifery; Public Health; Social Work; Health Sciences in Healthcare Management; Health Sciences in Health Promotion)
-London School of Hygiene & Tropical Medicine, UK (Public Health: Epidemiology & Population Health; Infectious & Tropical Diseases; Public Health & Policy)
-London South Bank University, UK (Allied Health Professions: Occupational Therapy; Optometry; Physiotherapy; Radiography…Prof Doc in Nursing)
-Nottingham Trent University, UK (Social Practice)
-Orlando University, USA (Doctor of Science in Health Promotion and Disease Prevention)
-Queen Margaret University, UK (Health Sciences; Social Sciences; Health and Social Sciences)
-Queen's University Belfast, UK (Midwifery; Nursing)
-Queensland University of Technology, UK (Health Science)
-Robert Gordon University, UK (Professional Practice: Social Work; Radiography; Pharmacy; Forensic Science; Biomedical Science; Nursing and Midwifery; Physiotherapy; Occupational Therapy)
-Royal Roads University, British Columbia (Social Sciences)
-Sheffield Hallam University, UK (Professional Studies: Centre for Health and Social Care Research; Biomedical Research Centre; Centre for Sport and Exercise Science; Sport Industry Research Centre)
-Teesside University, UK (Health and Social Care)

-Trinity College Dublin, UK (Dental Surgery: Oral Surgery; Orthodontics; Paediatric Dentistry; Periodontics; Prosthodontics; Special Care Dentistry)
-University College London, UK (Orthopaedics)
-University of Bath, UK (Health)
-University of Bradford, UK (Pharmacy)
-University of Brighton, UK (Health and Social Care: Biomedical Science; Counselling and Psychotherapy; Health Care; Health Promotion; Midwifery; Nursing; Occupational Therapy; Pharmacy; Physiotherapy; Podiatry; Social Work)
-University of Bristol, UK (Dental Surgery; Social Science Policy Studies)
-University of Central Lancashire, UK (Research for Professional Practice)
-University of Derby, UK (Health and Social Care: Art Psychotherapy; Cognitive Behavioural Psychotherapy; Drama Psychotherapy; Integrative Counselling and Psychotherapy; Nursing; Occupational Therapy; Psychodynamic Psychotherapy; Radiography; Health and Social Care Practice)
-University of Dundee, UK (Social Work; Community Education)
-University of East London, UK (Biomedical Science; Social Work)
-University of Essex, UK (Health and Social Care: Nursing; Physiotherapy; Occupational Therapy; Health Visiting [Public Health]; Midwifery; Social Care Practice Management; Health Care Education; Social Care Education; Health Services; Social Services Management)
-University of Exeter, UK (Clinical Research)
-University of Glamorgan, UK (Social Care; Health)
-University of Glasgow, UK (Health-professions Education; Orthodontics)
-University of Hertfordshire, UK (Health Research)
-University of Huddersfield, UK (Human and Health Sciences: Nursing; Midwifery; Social Work; Applied Criminology; Physiotherapy; Counselling; Podiatry; Occupational Therapy)
-University of Leeds, UK (Clinical Dentistry; Health and Social Care)
-University of Leicester, UK (Social Science)
-The University of Nottingham, UK (Health Science; proposed Doctor of Nursing Science)
-University of Portsmouth, UK (Health and Social Care: Biomedical Science; Chiropractic; Health Science; Medical Imaging; Nursing; Pharmacy; Social Work)
-University of Salford, UK (Health and Social Care)
-University of Stirling, UK (Clinical Doctorates: Midwifery; Nursing; Professional Health Studies [Occupational Therapy; Physiotherapy; Speech & Language Therapy; Dietetics and Genetic Counselling])
-University of the West of England, Bristol, UK (Biomedical Sciences; Health and Social Care)
-The University of Warwick, UK (Life Sciences)
-University of Wolverhampton, UK (Biomedical Science; Health and Wellbeing)
-University of Technology Sydney, Australia (Health Services)
-The University of Western Australia, Australia (Clinical Pharmacy; Clinical Podiatry; Podiatry; Social Work)

Business, Management…
Doctorate of Business Administration DBA; Coaching and Mentoring DCM; Governance DGov; Consultation and the Organisation DConsOrg; Public Leadership DPL; Management DMan; Public Administration DPA

-Ashridge Business School [awarded by Middlesex University], UK (Organisational Change)
-Birmingham City University, UK (DBA)
-Business School Lausanne, Switzerland (DBA)
-Cranfield University, UK (Executive Doctorate DBA; Management)
-Durham University, UK (DBA) [also offers DBA program at Fudan University, China]
-Keele University, UK (DBA)
-Kingston University, UK (DBA)
-Leeds Metropolitan University, UK (DBA)
-Liverpool John Moores University, UK (DBA)
-London Metropolitan University, UK (DBA; Personnel and Development)
-Middlesex University, UK (Professional Practice Business & Management; DBA)
-Newcastle University, UK (DBA)
-Northumbria University, UK (DBA)
-Nottingham Trent University, UK (DBA – offers a cohort program for students from China; developing a similar program in the Czech Republic; also delivers the DBA in collaboration with an educational services partner in Dubai)
-Orlando University, USA (DBA)
-Oxford Brookes University, UK (Coaching and Mentoring)
-Queen's University Belfast, UK (Governance – offered jointly by Queen's University Belfast and the Institute of Public Administration, Dublin)
-Queensland University of Technology, Australia (DBA)
-University of Wales, UK (DBA)
-Robert Gordon University, UK (DBA)
-Sheffield Hallam University, UK (DBA; DBA International – a dual degree in collaboration with Business School Netherlands [BSN])
-Teesside University, UK (DBA)
-University of Bath, UK (DBA in Higher Education Management)
-University of Birmingham, UK (DBA)
-University of Bradford, UK (DBA)
-University of Central Lancashire, UK (DBA)
-University of Chester, UK (DBA; Professional Studies)
-University of East London, UK (Consultation and the Organisation)
-University of Glamorgan, UK (DBA; Public Leadership)
-University of Hertfordshire, UK (DBA; Management)
-University of Huddersfield, UK (DBA; Public Administration)
-University of Plymouth, UK (DBA; Public Administration)
-University of Portsmouth, UK (DBA)
-University of Southampton, UK (DBA)
-University of Surrey, UK (DBA)
-The University of Western Australia, Australia (DBA)

-Athabasca University, Alberta (DBA)

Engineering, Construction, Architecture…
EngD; Public Works DProfPW; Built Environment DBEnv; Real Estate DRealEst; Construction Management DConsMgt

-Anglia Ruskin University, UK (Built Environment)
-Cranfield University, UK (Enhanced Engineering Doctorate)
-Delft University of Technology, Netherlands (Bioproduct Design; Designer in Bioprocess Engineering; Process and Equipment Design)
-Middlesex University, UK (Professional Studies by Public Works, Health, Environment & Risk)
-Newcastle University, UK (Biopharmaceutical and Process Development)
-Robert Gordon University, UK (Engineering EngD)
-University of Bath, UK (Engineering; Digital Media Engineering; Systems Engineering)
-University of Bristol, UK (Systems Engineering)
-University of East London, UK (Architecture)
-University of Salford, UK (Built Environment; Real Estate; Construction Management)
-The University of York, UK (Engineering)
-The University of Western Australia, Australia (Engineering in Information and Communications Technology)

Creative Industries

-Bournemouth University, UK (Creative Industries – Digital Media)
-Nottingham Trent University, UK (Art and Design: Digital Media; Fashion Industry; Fine Art)
-Queensland University of Technology, Australia (Creative Industries)
-University of East London, UK (Fine Art)

Theology
Theology and Ministry DThMin; Practical Theology DPT; Ministry DMin

-King's College London, UK (Theology and Ministry)
-University of Birmingham, UK (Practical Theology)
-University of Chester, UK (Practical Theology)
-University of Glasgow, UK (Practical Theology)
-University of Ottawa, Ontario (Ministry)
-University of St. Michael's College in the University of Toronto, Ontario
-Emmanuel College of Victoria University in the University of Toronto, Ontario (Ministry; Theology)
-Wilfrid Laurier University – Waterloo Lutheran Seminary, Ontario

Applied Social Research, Legal Practice, Criminal Justice…
DLegalPractice; DCrimJ

-London Metropolitan University, UK (Policing, Security and Community Safety)
-Nottingham Trent University, UK (Legal Practice)
-Sheffield Hallam University, UK (International Criminal Justice)
-University of Birmingham, UK (Applied Social Research)
-University of Portsmouth, UK (Criminal Justice Studies)
-University of Stirling, UK (Applied Social Research: Drug and Alcohol Studies; Housing Studies; Advanced Social Work Studies in Criminal Justice; Social Services Management; Dementia Studies)
-The University of Western Australia, Australia (Juridical Science)

Information Technology, Information Science, Information Security
DInfSc

-Queensland University of Technology, Australia (Information Technology)
-Robert Gordon University, UK (Information Science)
-University of East London, UK (Information Security)

Applied Linguistics

-University of Huddersfield, UK

Statistics
DStat

-University of Reading, UK