

Developing Doctorates in Leadership: Exploring an alternative model

3rd December 2014

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The Bergen Communiqué (2005)

States that:

“doctoral level qualifications need to be fully aligned with the EHEA overarching framework for qualifications using the outcomes-based approach.

The core component of doctoral training is the advancement of knowledge through original research. Considering the need for structured doctoral programmes and the need for transparent supervision and assessment, we note that the normal workload of the third cycle in most countries would correspond to 3-4 years full time.

We urge universities to ensure that their doctoral programmes promote interdisciplinary training and the development of transferable skills, thus meeting the needs of the wider employment market.

We need to achieve an overall increase in the numbers of doctoral candidates taking up research careers within the EHEA.

We consider participants in third cycle programmes both as students and as early stage researchers.”

1. Doctoral Descriptors

Bergen Communiqué (2005) (Bologna)

Content knowledge: a systematic understanding of a field of study and mastery of research associated with that field; capable of critical analysis, evaluation and synthesis of new and complex ideas

Design and completion of a research project: to conceive, design, implement and adapt a substantial process of research with scholarly integrity

Contribution to knowledge: 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

Communication: with peers; scholarly community, and with society in general, promoting their expertise, contributing to a knowledge based society

Quality Assurance Agency (2008) GB

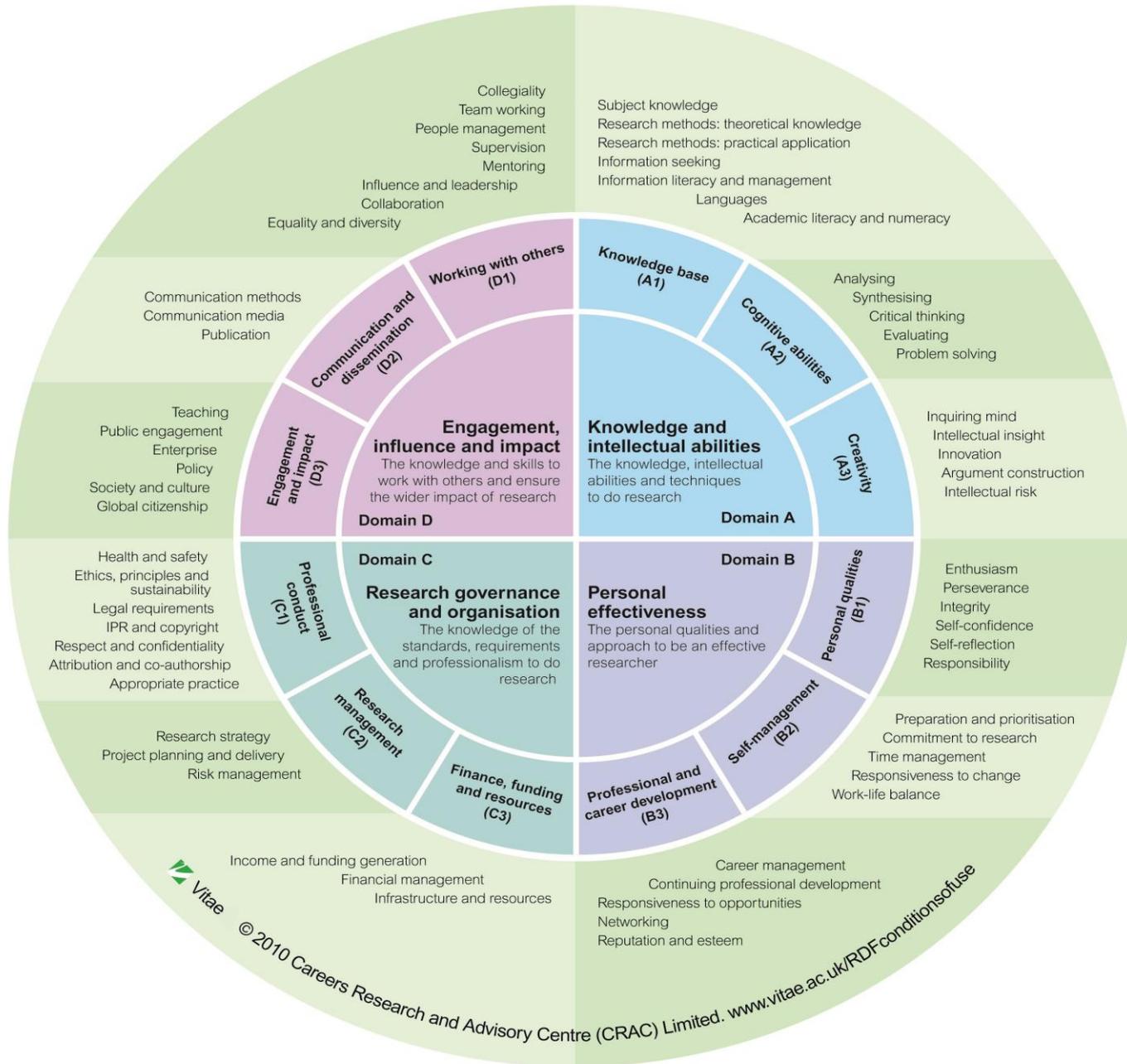
Content knowledge: a systematic acquisition of knowledge, both comprehensive and contemporary in an area of professional practice + critical awareness of related issues;

Design and completion of a research project in which unexpected and problematic aspects of investigation have been dealt with competently.

Research knowledge: a detailed understanding of a range of research paradigms, strategies and procedures

Contribution to knowledge: unique data, informed judgments, novel interpretations, innovative method, new knowledge, replication in a new context in a field of study or in advanced professional practice through original research or advanced scholarship

2: Vitae Researcher Development Framework (RDF) 2010



Current PhD Models (1)

Candidates: Involve individual students working with their supervisors (research-career focus)

Learning Experience: May (or may not) have common taught elements such as statistics or data analysis. Student is restricted to the learning opportunities offered by their university

Subject Expertise: located in specific locations- 'silos'

Common issues: timely completion; publishing papers; isolation; mature students who hold senior positions unable to 'let go' and be supervised 'as a student'; lack of mentoring for new supervisors; time needed to build completions

PhD (Alternative Model) (2)

- 1. Candidates:** Doctorate is focused on developing middle and senior leaders who are mature, experienced professionals, drawn from Higher Education; professional bodies and companies;
- 2. Cross-disciplinary integrated approach with leadership focus:** education; humanities, sciences; health; business
- 3. Collaboration:** Brings together students from clusters of universities to create viable cohorts and communities of practice, sharing experiences and expertise & guest lecturers. Individual students belong to the 'home' university but may spend real or virtual time with the partner universities and complete professional internships;
- 4. Focus on publications and disseminations:** to create a visible evidence-base that showcases 'cross disciplinary' leadership and a European dimension.

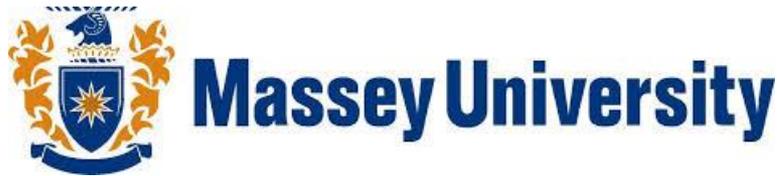
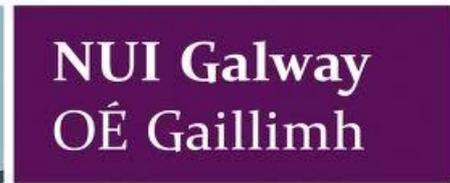
PhD (Alternative Model) (2)

5. Core Leadership Courses: Epigeum on-line/ blended University Leadership and Management Programme

Core modules:

- Leadership and management in the Higher Education Context
- University cultures and organisational management
- Strategic planning
- Managing people
- Managing resources

6. Professional Accreditation: Completion of the core modules can lead to accreditation by Higher Education Academy (HEA) (www.heacademy.ac.uk)



Next steps

1. Audit-Where are we?
2. What do we want to achieve?
3. Timeframe?

The ELITE Project would like to:

- Consult with interested groups
- Explore opportunities for collaboration
- Explore opportunities for piloting an alternative PhD model
- Explore opportunities for developing staff