



Royal College of Art

Postgraduate Art & Design

Diversifying Doctoral Education: Enhancing Equity, Diversity, and Inclusion (EDI)

Professor Hala Mansour @halamansour
Head of Research and Doctoral Programmes

Background

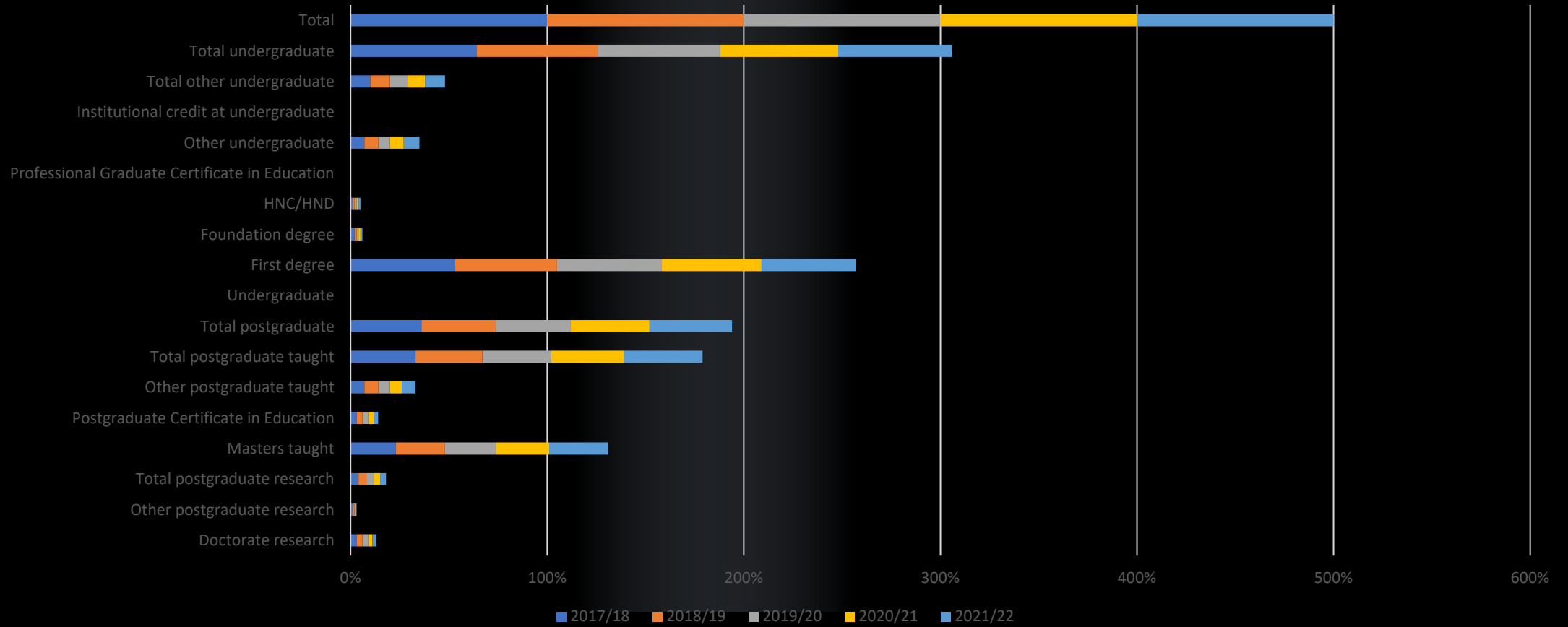
- In HE sector from 1995
- Interested in doctoral education and students experience
- Leadership and reform in HE
- Supervision and examination experience to doctoral candidates
- Designing doctoral programmes
- UKCGE trustee

Head of Research and Doctoral Programmes
at RCA





Postgraduate Research Profile (HESA)





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Understanding Diversity

- The first UK PhD was awarded – by the University of Oxford – in 1917
- Within five years, there were 774 PhDs awarded and double that number in the following five years across more than a dozen universities (Simpson, 1983)
- The PhD thesis could be seen as an ‘apprentice piece’ produced by an apprentice to a master (who was able to produce a ‘masterpiece’) who supervised the process with little institutional input



Common types of doctoral programmes in the UK

Doctor of Philosophy (PhD or DPhil)

- is the most common and familiar form of doctoral qualification. It's undertaken while registered at a higher education institution and assessed through a thesis or portfolio based on the extended research conducted

Professional or practice-based doctorates (EdD, DBA, DSocSci, DProf, etc)

- These programmes are normally located in the work environment of a doctoral candidate's profession or related to their area of practice

- 3-4 years full-time or 6-8 years part-time
- distance learning



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Understanding Diversity

- The Taught Doctorate: substantial proportion of course work
- PhD by Published Work: has existed in Germany since the 19th century (where it is called a “cumulative dissertation”)
- The Practice Based Doctorate
- The “New Route” Doctorate: The programme basically consists of three (integrated) elements: a taught component in the area of research methods and subject specialisation, another taught component in the area of transferable skills and the work on a dissertation (disciplinary or interdisciplinary).
- Other models than the research doctorate tend to be regarded as second class doctorates
- Bourner, Bowden and Lang (2001) criticised the new types of doctorates as often lacking clarity and coherence



Is it important?

- 3.1% of UK domiciled doctoral students are black compared to 3.3% of the general population.
- 46.2% of black doctoral students are enrolled on doctoral programmes in a part-time capacity within the UK. Significantly, this statistic equates to the largest percentage of part-time students across all ethnic groups (ECU, 2012; ECU 2015; HESA, 2016).
- There is very little research on PhD completion rates by ethnicity



Customised Programmes?

- Learning style based on students needs
- to embed personal and professional skills development into research degree programmes
- Time to Degree
- structured doctoral education?
- 'Thesis' reform
- The diversification of doctoral education, through new doctoral programmes and training with diverse designs and purposes



Design a New doctorate Programme

- How do you want to learn?
- EDI in Professional and industry Doctorate
- What are the key skills that the industry/society will benefit from
- Research Culture
- Kehm, BM; Freeman, RPJ; Locke, W; (2018) Growth and Diversification of Doctoral Education in the United Kingdom. In: Shin, JC and Kehm, BM and Jones, GA, (eds.) **Doctoral Education for the Knowledge Society: Convergence or**