

## Guidelines

### Professional Degrees with the Degree Nomenclature of Doctor

#### 1. *General Description*

- 1.1 While post-undergraduate, second-cycle professional degrees are usually given the degree nomenclature of Masters, in some cases where the length and developmental intensity of the program takes students markedly beyond the fifth year of study that is characteristic of Masters degrees, and where there is strong international precedent for the use of the term, a second-cycle professional degree may use the degree nomenclature of “Doctor”. This will not in itself confer the right on a graduate to use the honorific title of “Doctor”, since the use of the honorific is in most cases controlled by the outside accrediting body governing the profession.
- 1.2 In proposing this nomenclature, evidence that the use of “Doctor” is standard practice in major international jurisdictions in which graduates may be employed (e.g. USA) will be required.
- 1.3 A professional degree using the degree nomenclature of “Doctor” will consist of at least 300 points of study at graduate level.
- 1.4 Such a degree will meet professional accreditation requirements at a notably high level through a coherent program characterised by the cumulative acquisition of advanced professional skills and knowledge

#### 2. *Entry pathways*

- 2.1 The minimum entry requirement will be an undergraduate degree:
  - Preliminary studies in related disciplines may be required;
  - Achievement at a certain level (e.g. H2B) may be required.

#### 3. *Level of Subjects*

- 3.1 A professional degree using the “Doctor” nomenclature will consist of a coherent program of study designed to achieve outcomes appropriate to at least three years of study beyond an undergraduate degree.
- 3.2 Program coherence is demonstrated by clarity of the outcomes and the way in which each element in the program progressively contributes to their achievement so that increasingly complex skills and knowledge are acquired.
- 3.3 All subjects will be at graduate level. Subjects may cover similar material to undergraduate subjects but will be developed and taught appropriately for the graduate cohort in terms of sophistication of content and the demands made on students: this will be reflected in subject objectives, generic skills outcomes, specific skills outcomes, content descriptions, presentation in formats appropriate to higher level graduate education,, and expectations in assessment.