

Quality of Nursing Doctoral Education (QNDE) and Scholarly Performance of U.K. Schools of Nursing: Strategic Areas for Improvement

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UK



- 1967 – Single figures (Manchester, Edinburgh)
- 1995 – 1st professional doctorate programme (Ulster)
- 1997 – 300 PhDs (Traynor)
- 2003 – 23 professional doctorate programmes
- 2003 – 500 doctorates
- 2008 - 50 doctoral programmes- Prof D & PhD
- 2009 – 446 returned in Government Research Review



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INTERNATIONAL JOURNAL OF
NURSING
STUDIES

International Journal of Nursing Studies 43 (2006) 477–489

www.elsevier.com/locate/ijnurstu

Global quality criteria, standards, and indicators for doctoral programs in nursing; literature review and guideline development

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Received 14 February 2005; received in revised form 6 June 2005; accepted 16 July 2005

- Faculty
- Program
- Resources
- Evaluation

- Responses received from 97 doctoral students/graduates, 37 faculty and 5 Deans;
- 87% (n=84) of the student sample was female and 12% (n=12) was male;
- 30 % (n=11) of the faculty members were male and 68% (n=25) were female

Findings: Evaluation of the Doctoral Programme

	Student (n=97)	Faculty (n=37)	P
Your institution values, supports and provides rewards to students for their research and scholarly activities			
Strongly agree	20.6%	32.4%	0.029*
Agree	49.5%	56.4%	
Disagree	22.7%	5.4%	
Strongly disagree	7.2%	0	
Emphasis of the curriculum is consistent with the mission of the university and the discipline of nursing			
Strongly agree	17.5%	40.5%	0.025*
Agree	66%	45.9%	
Disagree	10.3%	10.8%	
Strongly disagree	6.1%	0	
Sufficient materials and information are available for students			
Strongly agree	15.5%	11.1%	0.032*
Agree	59.8%	41.7%	
Disagree	19.6%	44.4%	
Strongly disagree	4.1%	0	

Findings: Evaluation of the Doctoral Programme

	Student (n=97)	Faculty (n=37)	P
All students receive formal training in ethics and the protection of human/animal subjects in the research			
Strongly agree	17.5%	27%	0.001*
Agree	32%	59.5%	
Disagree	39.2%	10.8%	
Strongly disagree	8.2%	0	
Course descriptions are written and available to students and staff in detail			
Strongly agree	21.6%	37.8%	0.024*
Agree	53.6%	51.4%	
Disagree	17.5%	8.1%	
Strongly disagree	4.1%	0	
Staff members provide recommendation letters when needed and seek job opportunities for students			
Strongly agree	18.6%	40.5%	0.008*
Agree	47.4%	43.2%	
Disagree	19.6%	10.8%	
Strongly disagree	6.2%	0	

Findings: Evaluation of Faculty Members

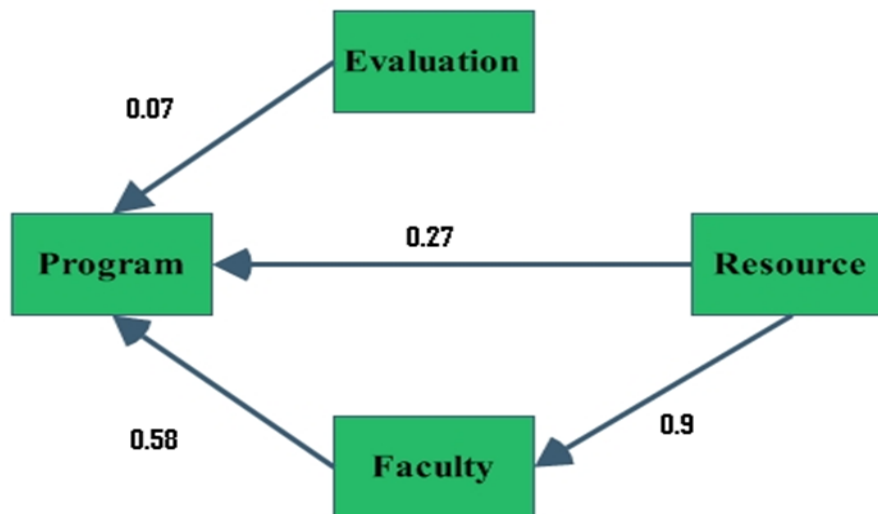
	Student (n=97)	Faculty (n=37)	P
Staff members provide students with diverse and challenging learning experiences			
Strongly agree	23.7%	40.5%	0.012*
Agree	32%	40.5%	
Disagree	36.1%	13.5%	
Strongly disagree	6.2%	5.4%	
Staff members mentor and assist students to understand the value of programmes of research and scholarship			
Strongly agree	29.9%	51.4%	0.008*
Agree	45.4%	40.5%	
Disagree	19.6%	5.4%	
Strongly disagree	1%	2.7%	

Findings: Evaluation of Faculty Members

	Student (n=97)	Staff (n=37)	P
Staff members use resources within the university and broader community to support doctoral programme goals			
Strongly agree	21.6%	40.5%	0.027*
Agree	58.8%	48.6%	
Disagree	13.4%	8.1%	
Strongly disagree	2.1%	2.7%	
Staff members devote significant time to students dissertation/thesis			
Strongly agree	39.2%	64.9%	0.005*
Agree	40.2%	29.7%	
Disagree	14.4%	2.7%	
Strongly disagree	3.1%	2.7%	

Findings: Overall Quality of the Program

	Student (n=97)	Faculty (n=37)	P
How would you rate the overall quality of your doctoral programme?			
Excellent	36.1%	18.9%	0.860
Good	33%	64.9%	
Fair	20.6%	13.5%	
Poor	9.3%	2.7%	



Key Findings

- Staff perceived the doctoral programmes, staffing & resources more positively than students;
- Many students rated supervision as excellent but no staff members rated supervision this highly;
- UK findings reflect findings of other countries in the study (Korea, Japan);
- Global implications for quality of doctoral education & how it is enhanced and monitored.

- Concerns over quality globally with the increase in doctoral nursing programmes;
- Student supervision;
- Limited research infrastructure - need more graduate schools;
- Issues around doctoral standards and variations.

- Need for a global strategy to ensure consistency & quality;
- Collaboration & development of recommendations for governments & funding agencies;
- Need to strengthen resources & infrastructure;
- Need to increase the numbers of supervisors;
- Consistency in standards.