
Supporting Mentoring of the Professional Doctorate

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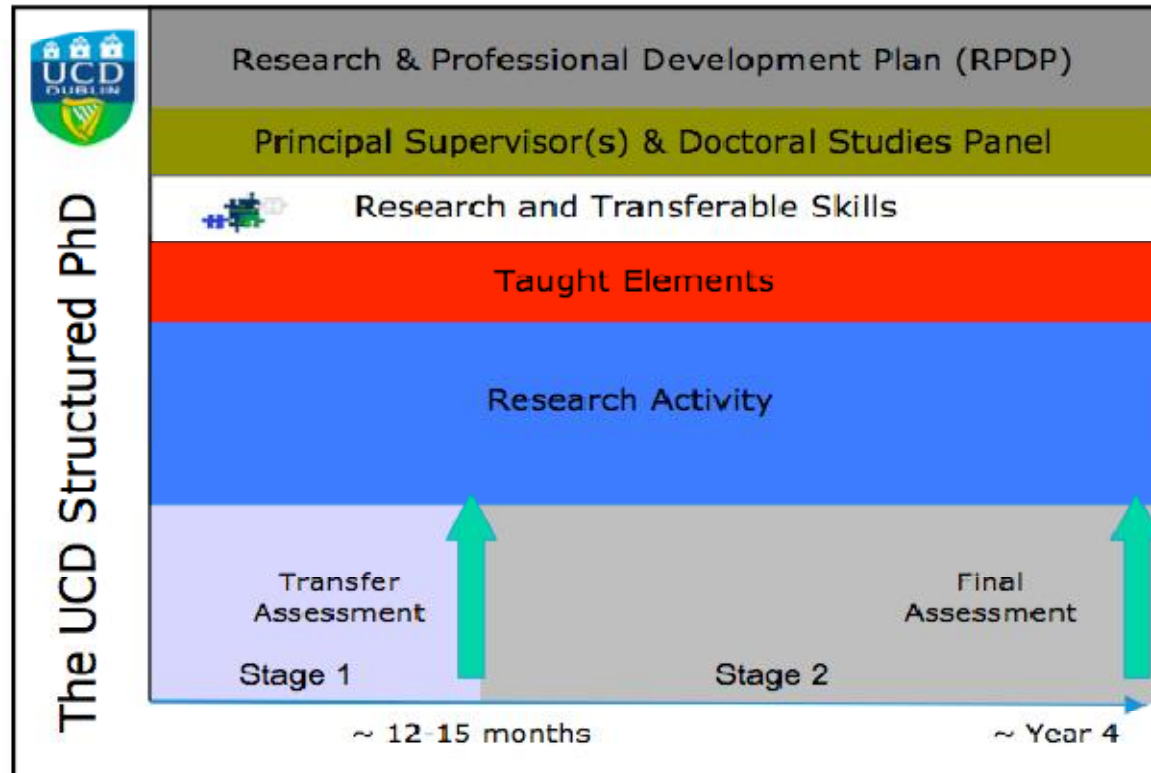
Irish Context

- n Development of Graduate Schools
- n Structured PhDs / RPDPs
- n Structured Training - Students
- n Supervisor 'Training' support & development
- n 4th Level Ireland (IUA – 4th level development)
- n Inter-disciplinarity (collaboration, flexibility, responsiveness, mobility)

- n Prof Doc vs PhD (unlike US) – practice oriented and aimed at individuals with substantive professional experience



UCD Structured PhD - RPDP



2006



Current Supervisor Support - Ireland

- n IOTI, IUA, NAIRTL
- n Research Supervisor Support & Development
(*eg. DIT / UCD Model*)
 - Roles / Responsibilities
 - Expectations
 - Student Life Cycle
 - Monitoring, Assessment, Ethics, Regulations
 - Case Studies, workshops...
- n Pilot UCD

PhD / Professional Doctorate ?



Mentoring

- n Professional Doctorate development linked to changing roles of university – economy (supervisor ?)
- n Individual/ groups Panel (UCD)
- n Mentoring the professional scholar vs the scholarly professional* - who is the student? new CPD



* *Gregory, 1995*

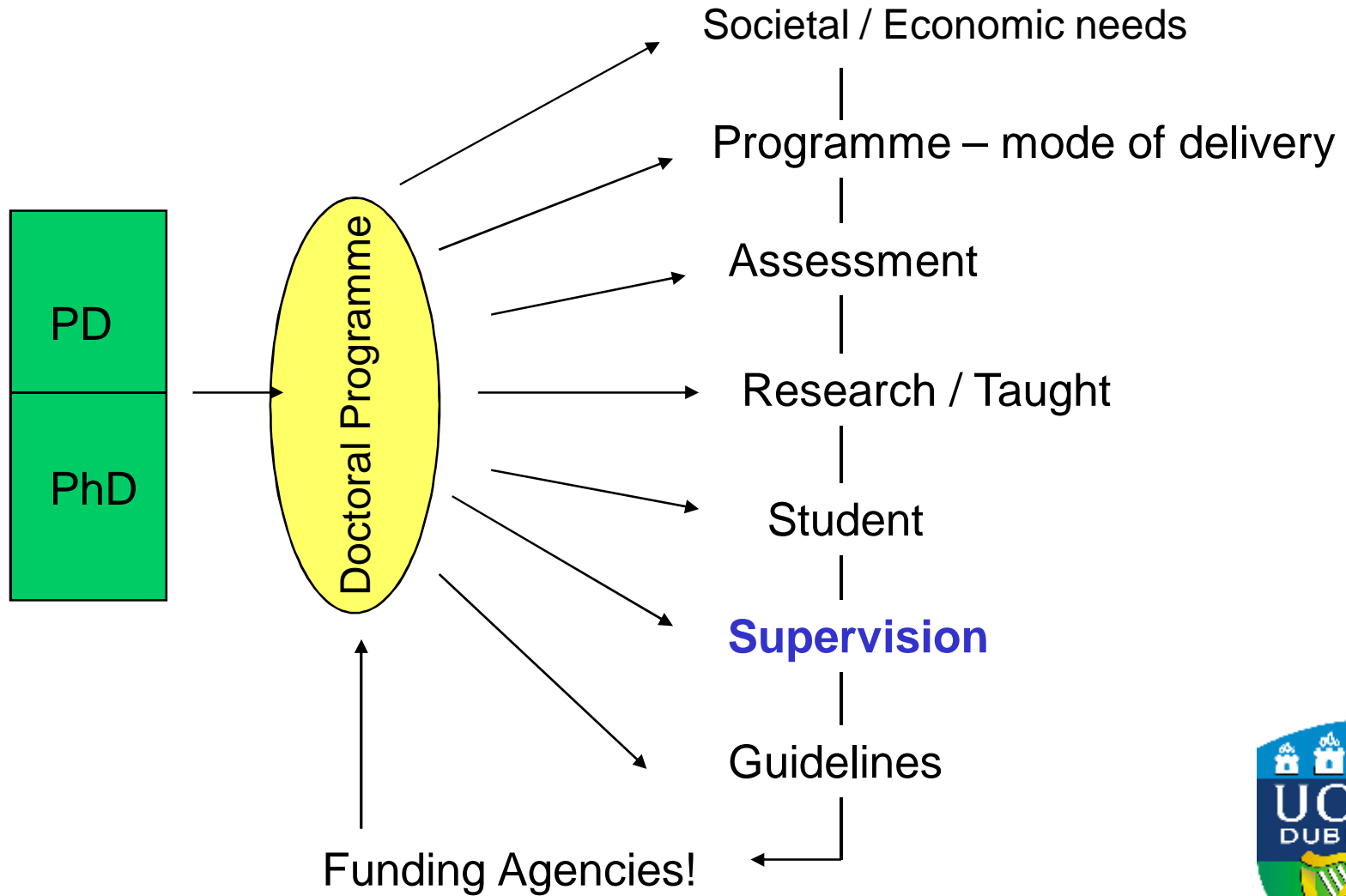
Issues specific to the award of Professional Doctorate

- n Distinctions Prof Doc & PhD
 - n Qualification descriptors
 - n Level of study
 - n Title of award
 - n Entry requirements
 - n Recognition by Professional Bodies
 - n Structure of Professional Doctorate
 - n Overarching issues (logistical management)
 - n US vs Australia, Europe, New Zealand, Ireland, UK
- Existing guidelines, PhD's only

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Ability to clearly distinguish – Identify input



Doctoral Programmes in Europe - EUA Initiative / Project

- n ***Structure and Organisation of doctoral programmes***
 - Considerable diversity - Nomenclature

- n ***Supervision Monitoring & Assessment***
 - Quality of experience & training of doctoral candidates
 - Qualifications requirements & responsibilities of supervisors
 - Supervision Models
 - Training of Supervisors

- n ***Mobility, Collaboration & Joint Doctoral Programmes***
 - Inter-institutional collaboration
 - Joint doctoral degrees



Supervision of Professional Doctorates

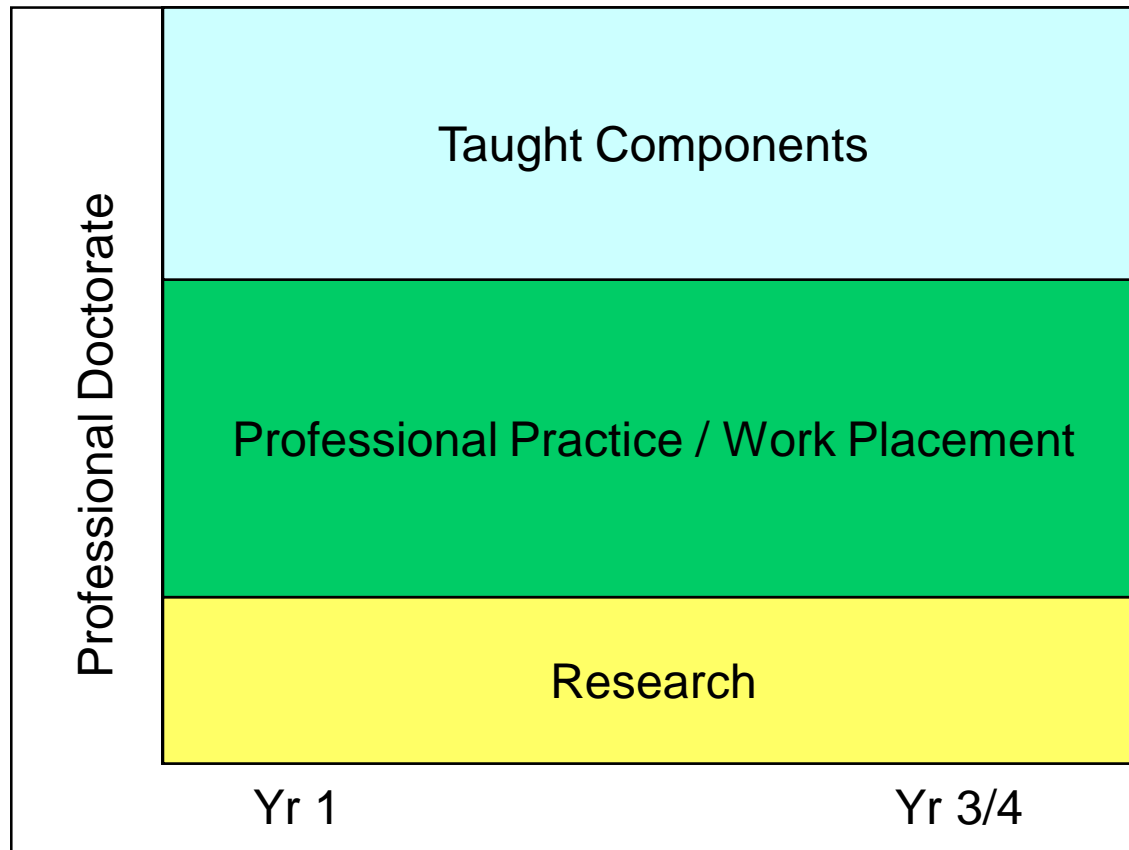
What are the challenges?.....

- n *The Professional Doctorate has different
Processes
Purposes &
Outcome (to PhD)
- n Supervisors - ensure linkage of research to practice?
- n Supervisors - ensure the recognition of practice and scholarship?
- n Industry and the professions – involved in defining goals of the Professional Doctorate?

**Yam, 2005*



Generic Prof Doc Model



- Assessment
 - Skills Training
 - Supervisory panel
 - RPDP
- ??



Who is being supervised?

- n Mature
- n Experienced (varied)
- n Focused (objectives)
- n Fee paying
- n High end CPD

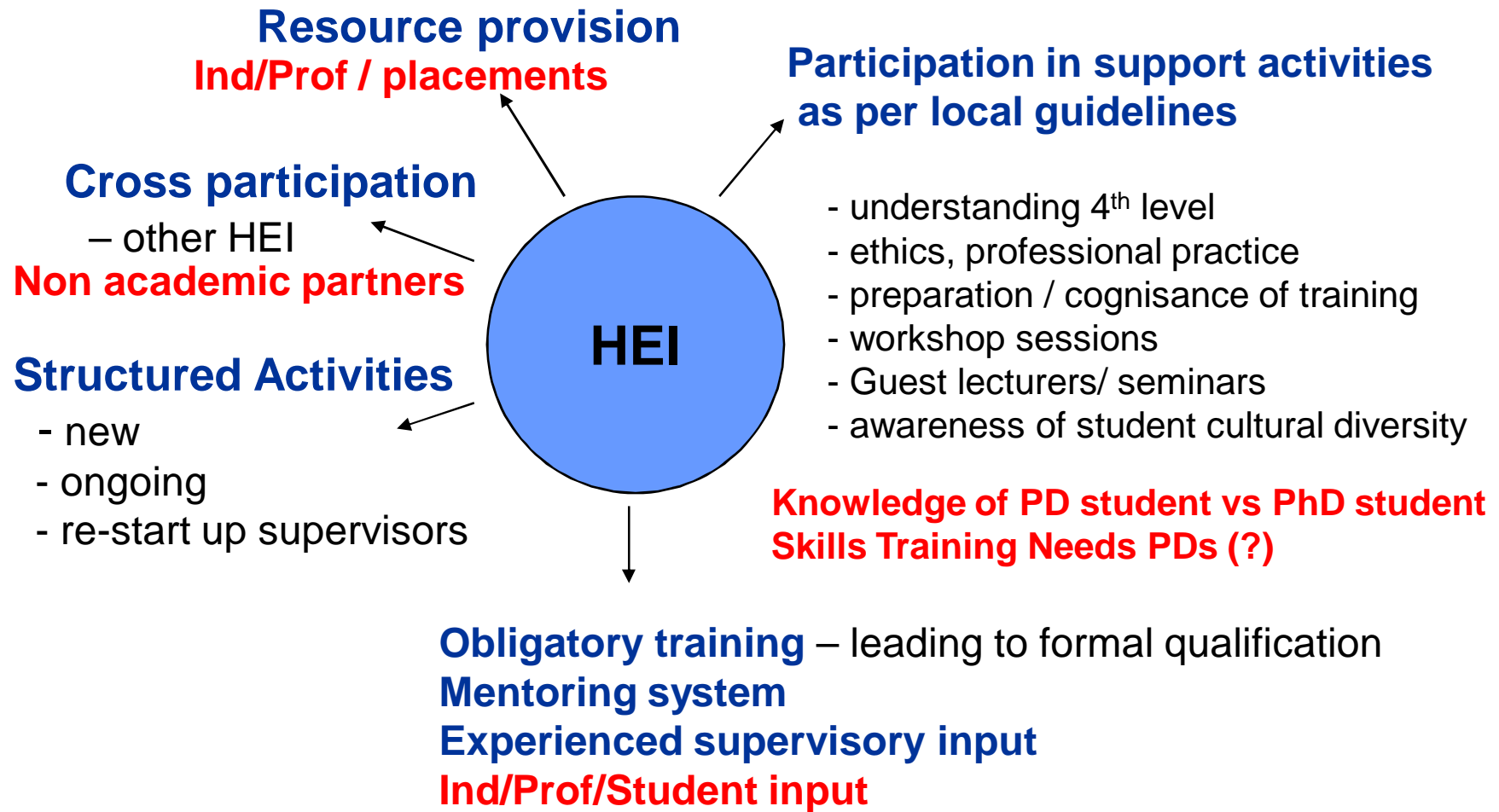


Guidelines for Support (IUQB)

- n **Suitability and Standards** (supervisors and supervision)
- n **Supervisory Committees/ Panels** (with specific definitions of responsibilities in HEI)
- n **Workloads** (evaluation, determination, guidelines for contact)
- n **Research Leadership & Supports** – Institutionally provided.....



... the institution must (should) support/provide.....



So, specifically for the Professional Doctorate....

- n Assurance of Quality and Standing of Prof Docs
- n Avoidance of ambiguity
 - Purpose
 - Level of attainment
 - Overall structure / delivery.. *clear descriptors*
- n University Policy
- n Guidelines for a code of good practice
- n Local (HEI) acceptance and support-implementation



Thank you!

Discussion.....



JCarton, ECunningham, MKennedy, UCD