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NEW DOCTORATE, NEW CHALLENGES: A REFLEXIVE CONSIDERATION OF THE DEVELOPMENT OF A PROFESSIONAL DOCTORATE IN CRIMINAL JUSTICE

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Context

- ® Professionalisation in the criminal justice sector
- ® First PD in Criminal Justice in UK (2007 start)
- ® Complete educational pathway – 'cradle to grave'
- ® Sector representation
- ® UoP framework for professional doctorates
- ® Programme structure

Professional Development and Review:
reflection of professional practice, models of learning, skills gaps
etc. (30 credits)

Advanced Research Methods - qualitative and quantitative
approaches, regardless of those that will be used in the final project.
(45 credits)

Publication and dissemination – opportunities to
disseminate through a variety of formats and produce an article or
artefact suitable for publication. (30 credits)

Project Proposal - completion of the specified form which
is presented through the Faculty RDC for consideration. (15 credits)

Theme 1 – Articulating the differences between a professional doctorate and a PhD

- ④ Locus of staff experience is in the PhD
- ④ Representing the differences to a potentially sceptical audience?
- ④ Our current PhD students are professionals
 - (same people, same doctoral outcomes so what is the difference?)
- ④ Traditional conceptions of knowledge

Theme 2 – Researcher positionality

- ④ Range of perspectives in criminology
- ④ Stepping outside the organisation and becoming a student
- ④ Validity (desirability) of 'insider' research'
- ④ Ontological – can you investigate things you are part of?
- ④ Epistemological – equating 'academic' knowledge with validity and reliability –
 - Different does not mean not as good

Theme 3 – The nature of the professional doctorate thesis

- ④ Issue of length
- ④ Relationship with previous assignments
- ④ Using the first person “makes me physically sick!”
- ④ Reflective account - appendix or discussed at viva and not in the thesis
- ④ Choosing CJ external examiners – no experience of prof docs

Discussion Questions

Prof docs challenging knowledge within the academy and its construction

Disciplinary differences - where are these issues / where not?

To what extent are these becoming issues for PhDs as well?

Different but equal? – status of the qualification