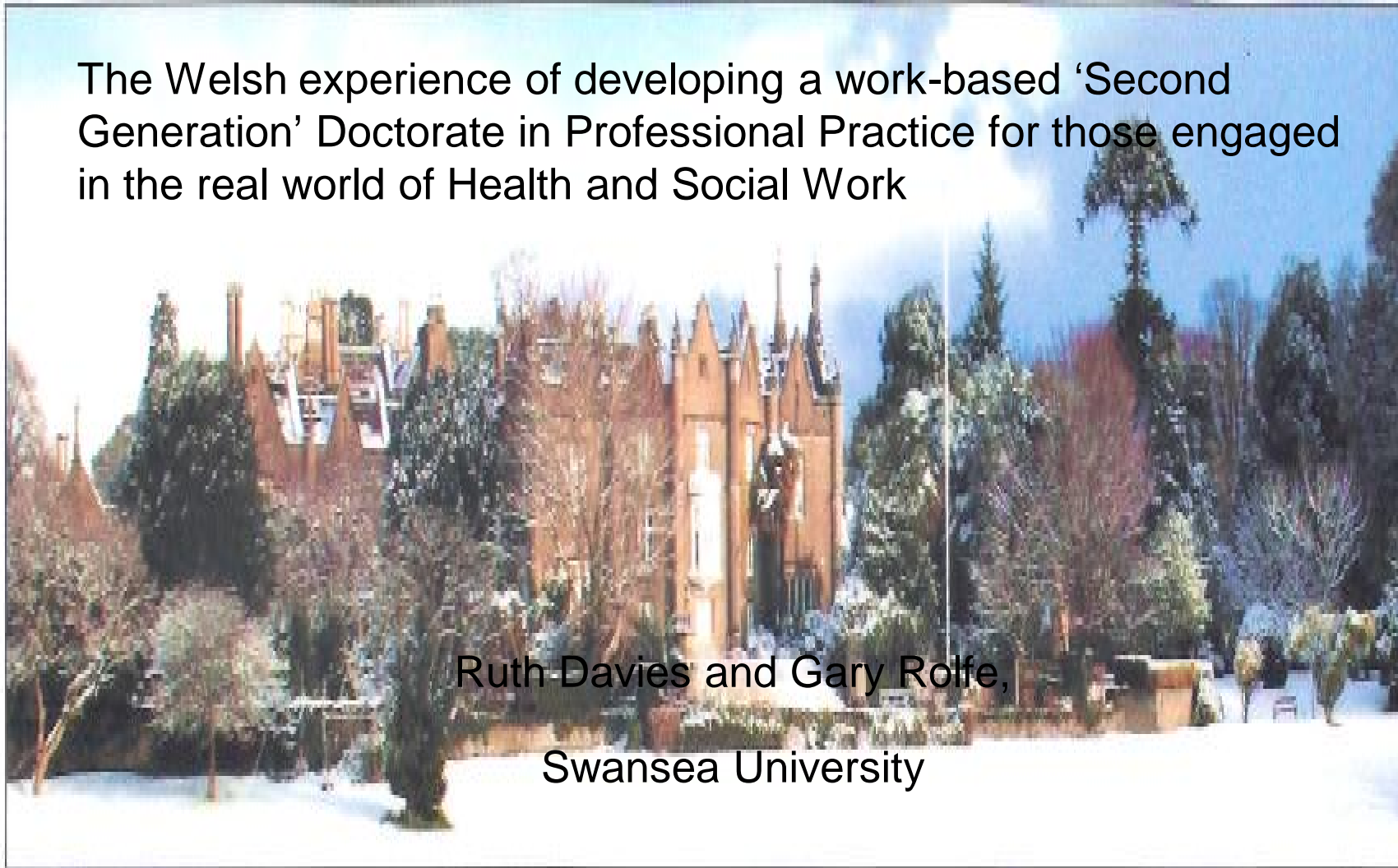


The Welsh experience of developing a work-based 'Second Generation' Doctorate in Professional Practice for those engaged in the real world of Health and Social Work



Ruth Davies and Gary Rolfe,  
Swansea University

Swansea University

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# Background

- Replacement for the D.Nurs Sci
- Recognition that we needed a professional doctorate that meets the needs of stakeholders
- Recognition that we needed a PD that was multidisciplinary and open to professions associated with health and social work

Stakeholder meetings began 2007 and included representatives from:

- Local trusts, senior executives, managers, practitioners
- School of Medicine, School of Human Science, School of Health Science
- PhD and D Nurs. Sci. Students
- Institute of Health Research

# Stakeholders wanted a doctorate that would:

- Lead to change/s in practice
- Show measurable benefits to patients/clients/communities
- Be rooted in the real world of practice
- Give them a closer engagement with the process and Swansea University
- Include aspects of management, leadership, reflective practice
- Not include taught modules, assessments, examinations.
- In short a work-based doctorate

# This was a radical and innovative proposal which led to:

- Meetings with Faculty, Swansea University (who during this time developed regulations for Professional Doctorate)
- Meetings with IHR and Research Committee SHS
- Review of the literature in relation to Professional Doctorates, key texts on 'knowledge- economy' (Druker, 1994) and 'knowledge production' (Gibbons et al., 1994) as well as Bologna and other international authors and trends

## **The UK Council for Graduate Education defines a Professional Doctorate as:**

*‘a programme of advanced study and research which, whilst satisfying the university criteria for the award of a doctorate, is designed to meet the specific needs of a professional group external to the university, and which develops the capability of individuals within a professional context’.*

*(UKCGE,2002)*

## **NB:**

- The Professional Doctorate has the same academic status as a PhD
- At Swansea University quality assurance for both awards are based on Dublin Descriptors - Regulations for Prof Doc now in University Post Grad Handbook
- In Bologna negotiations, UK academics 'continue to uphold the importance of professional doctorates as real doctorates' (House of Commons, 2007)

# Increase at international and national level in Professional Doctorates

- 273 programmes worldwide for Nurses in over 30 countries Asia, Europe, South and North America
- In the UK first Prof Docs in Nursing began in the 1990s
- Likewise, Prof Docs in Engineering and Social Work also expanded in the 1990s within UK

# Reasons for expansion:

- Dissatisfaction with the PhD which is perceived at producing individuals too far removed from practice
- Doctoral education now perceived as the milieu in which leaders are developed for practice, research, policy and management
- The rise of the knowledge-economy and knowledge-society

# The Age of Social Transformation

*'The knowledge society will inevitably become far more competitive than any society we have yet known – for the simple reason that with knowledge being universally accessible there will be no excuses for non-performance. There will be no 'poor' countries. There will be only ignorant countries'.*

(Druker, 1994,p.12)

The ironworkers  
[Photo by courtesy of Mr. H. Hughes (Rhymney)]

# The Knowledge-Economy

*‘The generation and exploration of knowledge have come to play a predominant part in the creation of wealth’.*  
*(Department of Trade and Industry, 1998)*



# Bologna

*‘Major changes in the global labour market mean universities face a challenge to reform doctoral programmes in order to adapt to new conditions’.*

*(Doctoral Programmes for the European Knowledge Society, European University Association, 2005)*

# Professional doctorates adapting to market conditions

- Shift from Mode 1 to Mode 2 knowledge production (Gibbons et al., 1994)
- Evident in a number of programmes in Australia, New Zealand and UK
- Marking a closer engagement between the university and the workplace

# Shift from Mode 1 to Mode 2 knowledge-production

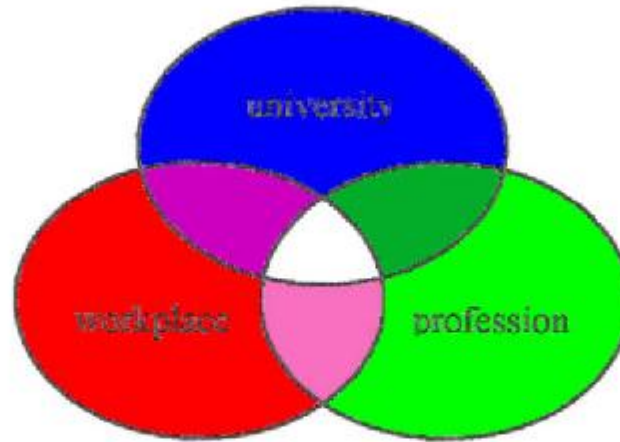
## Mode 1

- University seen as site of learning knowledge and knowledge production
- Thesis
- Seeks new knowledge
  
- University

## Mode 2

- Workplace seen as site of learning knowledge and knowledge production
- Project (s)
- Seeks improvement (advanced practice)
  
- Practice and the workplace

# Mode 2 – The hybrid curriculum



## The Hybrid Curriculum of the Professional Doctorate

(Adapted from Lee, Green and Brennan (2000) referenced in Malfroy and Yates (2003))

*‘the intersection between the university, the candidate’s profession and the particular worksite of research’*

(Malfroy and Yates, 2003,p.120)

# A six year programme:

- Candidate identifies with workplace mentor and two supervisors Three Projects which are to be researched within their own sphere of practice and workplace
- Projects must be coherent and cohesive
- End product will be a single thesis made up the 3 projects with an overarching commentary
- Public presentation of each project to stakeholders and supervisors as well as workplace mentor
- Defend thesis *in camera* to examiners

# **Six year programme structured around 3**

## **Themes:**

1. Planning research for practice
2. Initiating and managing change
3. Evaluation and synthesis of theory and practice

N.B. Emphasis throughout is on continuing reflection and critical evaluation of self and others

- *‘ The IMS study conclusions are sobering and reflect a cosy Welsh parochialism in which poor performance is tolerated’.*

Gwyn Bevan, Professor of Management Science, London School of Economics  
(AHW/IWA, June 2009,p.11)

Challenges facing the Welsh NHS  
in tackling cancer, heart disease,  
and healthcare associated infections

June 2009

## To improve the NHS we need to:

- Focus on practice
- Quality of care
- Quality of management
- Quality of leadership
- Identify solutions at local level that may be transferred and applied elsewhere



## Doctorate in Professional Practice can:

- Focus on service delivery
- Engage in research that is relevant to the practitioners own practice and workplace
- Result in a quicker turn around between research findings being identified, disseminated *and applied in actual practice*
- Should lead to a closer engagement with practice and academe that is mutually beneficial in the short and long term for all of us