



The 3rd International Conference on Professional Doctorates (ICPD-3) will be held at The European University Institute, Florence, Italy.

This follows the successful Inaugural Conference in London, November 2009 and ICPD-2 in Edinburgh, April 2011. Programme summaries from ICPD-1 and ICPD-2 can be accessed on the website below.

Six broad themes will incorporate leading-edge developments in doctoral education arising from professional and practice-led doctorates. ICPD-3 will feature internationally renowned plenary speakers.

Contributions are invited for submitted Papers, Workshops, Round-table Discussions and Posters.

Submission of preliminary  
300-word abstracts: 1st November 2011  
Confirmation of abstracts: 1st December 2011  
Extended abstracts: 31st January 2012

Information about ICPD-3, including delegate rates and early booking to ensure your participation, can be found on the Conference website at:

[www.ukcge.ac.uk/profdocs](http://www.ukcge.ac.uk/profdocs)



## 3rd International Conference on Professional Doctorate (ICPD-3) 2-3 April 2012 European University Institute Florence

### Call for papers



**Middlesex  
University**



UK Council for Graduate Education

jointly hosted by the Middlesex University  
and the UK Council for Graduate Education

# Conference themes

Interest over the past two decades in the development of professional and practice-led doctorates has generated some major questions regarding the place of these programmes at the leading edge of doctoral education on the global stage.

Six themes have emerged on critical issues in the development of doctoral education and research related to improving practice. Papers, ideas for Workshops, Round-table Discussions and Posters addressing one or more of these themes are invited:

## [1] **International perspectives on benchmarking doctoral qualifications**

This theme will focus on issues arising from benchmarking exercises for all doctoral qualifications, including a debate about the role of the Qualifications Framework for the European Higher Education area and the global position on research-based doctorates described in a USA report (2010) and in the Australian Qualifications Framework. The perspectives of various stakeholders, including regulatory agencies, the academy, prospective employers/sponsors and candidates will also be considered.

## [2] **Developing practices and changing knowledge regimes**

What are the questions around complex relationships between professional practice, research, the dissemination of knowledge, power and professional development in the scholarly work of those studying on professional doctorate programmes?

How important is the context of practice for the development of professional knowledge, and to what extent does the focus on research education in PDs provide a useful tool for the analysis and transformation of practice-led ways of working and thinking?

## [3] **Philosophical and educational developments in pedagogy**

Approaches to learning for, in and through work using a multiplicity of forms of research education open a number of topical issues. What are the ontological and epistemological considerations when engaging with research approaches for practitioner-researchers? Are there new approaches to doctoral training and professional development? How can the most effective ways of supervising/advising and mentoring PDs be identified and implemented? In addition there remains the matter of the approaches used to ground critical, reflective practice.

## [4] **Employer/community developments in professional practice**

Much can be learned about the development of practice in the workplace through PD research from the perspective of employers and community-based agencies. What are the outcomes of this research and are work practices changing as a result?

Workplaces can open up new possibilities for developing knowledge about relations between structure, power and agency. There are also related issues concerning forms of tacit knowledge and of situated knowledges produced and drawn upon in the workplace. How are practices variously understood by employers and other stakeholders in the workplace? How do they and their communities understand the contributions made by PDs?

## [5] **Sustainability issues of different models of professional doctorate**

PDs have mainly developed within specific discipline-based boundaries such as health, engineering and psychology – although some are more multi or transdisciplinary, such as education, professional studies and professional practice. In some professions recent graduates or early-career practitioners are attracted to a PD programme; some seek a licence to practice; other doctoral candidates enter their study with substantial experience. What are the significant issues arising from the continuing debate about the relative status and merits of PD vs. PhD? How should such issues be addressed on a sustainable basis in the context of insufficient funding from governments and other agencies?

## [6] **Standards, quality assurance and quality enhancement issues**

The complex interplay between the development of knowledges grounded in the Higher Education Academy and the improvement of practices generated in the workplace, often in a variety of international settings, creates questions concerning the challenges for developing consistency of standards and enhancing the quality of PDs. These include validation and audit practices, staff training, postgraduate research training, and the content of courses.