5th International Conference on Professional Doctorates
Candidate and Graduate Experiences, Outcomes and Achievements

Conference Proceedings
15th – 16th March 2016
Titanic, Belfast

#icpd2016
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The Conference Steering Group extends a warm welcome to delegates attending the 5th International Conference on Professional Doctorates (ICPD-2016) at the iconic Titanic, Belfast conference centre in Northern Ireland. Since establishing the ICPD series in London in 2009, we have been encouraged by the positive response from colleagues involved in professional and practice-based doctorates internationally. The impact of these highly focused doctorates on candidates’ careers and professional development is the main emphasis for the 2016 conference and we are hoping once again to attract colleagues from a range of fields.

ICPD-2016 follows the 4th Conference held in Cardiff in April 2014 and is aimed at those delivering professional and practice-based doctorates internationally, those who support and participate in these programmes, and those wishing to learn more about the latest developments in this rapidly changing sector of the higher education environment.

Building on the achievements of earlier events, the Belfast conference will address the impact of professional doctorates on the organisations and professional fields of candidates and on the careers of those embarking on and graduating from these programmes, exploring candidates’ and graduates’ academic and professional experiences. Within this overarching theme, plenary presentations, papers, workshops, round table discussions, institutional impact case studies, a symposium and posters will focus on five sub-themes: cultural, social and resource perspectives, curriculum development, pedagogy, quality assurance and professional impact.
One of the Pro-Vice-Chancellors from Queen’s University, Belfast has kindly agreed to open the conference and welcome delegates to the city. This year, our conference is opened by a plenary given by Middlesex University’s Vice-Chancellor. Another of the conference’s plenary speakers is the Chair of the Board of Directors for the Carnegie Project on the Education Doctorate and also Professor of Practice at the University of Maryland. On this theme we are also pleased to include a Symposium on the Carnegie Initiative on the Doctorate in the US that includes contributions relevant to at least four of the sub-themes. Additionally, we have as a plenary speaker (via video link), the Secretary-General of the Volkswagen Foundation (VolkswagenStiftung), an independent foundation that supports academic research in Germany, providing around €150M annually. This year we are delighted to announce that for the first time we have a candidate and graduate plenary panel on day 2, who will speak about their individual experiences, including their reasons for embarking on a professional doctorate and the impact their degree is having on their career and professional development.

Our contributors include colleagues from Australia, China, Italy, Nigeria and the US, as well as from a wide range of UK universities and we look forward to learning more about professional doctorate experiences in these locations.

We very much hope you derive benefit from and enjoy the conference, making the most of the many networking opportunities available.

Professor Carol Costley, Chair, ICPD Organising Committee  
Gill Clarke, Deputy Chair, ICPD Organising Committee
### Conference Programme

**Tuesday 15th March**

#### Registration with Tea & Coffee

#### 9.10am

**Welcome & Introduction**

Professor David Jones, Pro Vice Chancellor for Students & Learning, Queen’s University Belfast, UK

Professor Carol Costley, Middlesex University & Chair of the ICPD-2016 Organising Committee, UK

#### 9.50am

**Plenary Presentation**

Professional doctorates and the 21st century university – page 18

Professor Tim Blackman, Vice-Chancellor, Middlesex University, UK

#### 10.00am

Presented Paper

Professional doctorates in education, social work and social care: a comparative analysis – page 25

Dr Karen Winter & Dr Sarah Miller, Queen’s University Belfast, UK

Themes:

- Curriculum development
- Professional impact

Presented Paper

The incremental impact of Clinical Doctorate study and programme Graduates on safe, effective and person centred care – page 26

Dr Kathleen Stoddart & Dr Carol Bugge, University of Stirling, UK

Prof Angela Wallace, NHS Forth Valley, UK

Theme: Professional impact

Carnegie Symposium

Comparison of EdD and PhD (Education) in UK and US Universities – page 49

Dr John Fulton, University of Sunderland, UK

Dr Valerie Storey, University of Central Florida, USA

Theme: Curriculum development

Definitions of Doctor of Education Students’ Problems of Practice: Student and Program Perspectives – page 50

Dr Stephen Pape, Dr Chadia Abras & Dr Christine Eith, Johns Hopkins University, USA

Theme: Professional impact

5 minute change over period

#### 10.40am

Presented Paper

Advancing professional practice through work-based doctoral studies – page 27

Dr Lindesay Irvine, Queen Margaret University, UK

Themes:

- Pedagogy
- Professional impact

Presented Paper

Critical Evaluation of a DProf Programme and its Contribution to the Health & Safety Professional Body IOSH – page 28

Dr Shaun Lundy, University of Greenwich, UK

Prof Hemda Garelick & Dr Gordon Weller, Middlesex University, UK

Theme: Professional impact

The EdD in Transformational Teaching and Learning: A Model for a New Practitioner Doctorate – page 51

Dr Patricia Walsh Coates, Kutztown University of Pennsylvania, USA

Theme:

- Cultural, social and resource perspectives
- Pedagogy

#### 11.10am

Tea & Coffee Break

#### 11.30am

Presented Paper

Advancing professional practice through work-based doctoral studies – page 27

Dr Lindesay Irvine, Queen Margaret University, UK

Themes:

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- Professional impact

Presented Paper

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The EdD in Transformational Teaching and Learning: A Model for a New Practitioner Doctorate – page 51

Dr Patricia Walsh Coates, Kutztown University of Pennsylvania, USA

Theme:

- Cultural, social and resource perspectives
- Pedagogy

NB A break for Tea & Coffee will be taken at a suitable time during the Symposium
## Conference Day 1

**Tuesday 15th March**

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<tr>
<td>12.00pm</td>
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</table>
| 12.05pm| **Workshop**                                                         | **Beyond programme evaluation: How do you measure the impacts and outcomes of your professional doctorate programme in health and social care?** – page 57 | Prof Robert McSherry & Dr Josette Bettany Saltikov, Teesside University UK  
Prof Kenneth Walsh, Prof Kim Walker, Dr Elizabeth Cummings & Dr Karen Ford, University of Tasmania Australia  
**Theme:** Professional impact |
| 1.05pm | Lunch                                                                |                                                                                             |
| 1.55pm | **Poster Introductions**                                             | Please see page 12 for list of presentations                                                  |
| 2.20pm | 5 minute change over period                                          |                                                                                             |
| 2.25pm | **Presented Paper**                                                  | **Preparing for the Post-Reflexive Turn in Professional Doctorate Research** – page 29       | Dr Gail Simon, University of Bedfordshire, UK  
**Themes:** Pedagogy  
Professional Impact |
|        | **Presented Paper**                                                  | **The first ever professional doctorate in nonprofit and philanthropic studies** – page 30  | Dr Heather Carpenter, Grand Valley State University, USA  
**Themes:** Cultural, social and resource perspectives  
Curriculum development |
|        | **Presented Paper**                                                  | **Professional impact and identity development in the DBA** – page 31                       | Dr Mark Hager, Dr Frances Turner, Dr Donna Little & Dr Stephanie Dellande, Menlo College, USA  
**Theme:** Professional impact |
| 2.55pm | 5 minute change over period                                          |                                                                                             |
| 3.00pm | **Presented Paper**                                                  | **Research pedagogies for professional doctorates: a sense making approach** – page 32     | Dr Kate Maguire, Middlesex University, UK  
**Theme:** Pedagogy |
|        | **Presented Paper**                                                  | **Applied Research Training Programmes: the Significance of the Professional Doctorate** – page 33 | Dr Caroline Bligh, Leeds Beckett University, UK  
**Themes:** Cultural, social and resource perspectives  
Professional impact |
|        | **Presented Paper**                                                  | **Developing doctoralness: experiences of feedback on the Doctorate in Education in a UK university** – page 34 | Dr Gill Adams & Dr Caroline J. Cripps, Sheffield Hallam University, UK  
**Themes:** Pedagogy  
Professional impact |
| 3.05pm | Lunch                                                                |                                                                                             |
## Conference Day 1

### Tuesday 15th March

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<tr>
<td>3.30pm</td>
<td>Tea &amp; Coffee Break</td>
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<tr>
<td>3.55pm</td>
<td>Presented Paper</td>
<td>Integrating the CPED Model in an Executive Format Community College Leadership Doctorate – page 35</td>
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<td></td>
<td>Dr James Bartlett, North Carolina State University, USA</td>
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<td>Themes:</td>
<td>Curriculum development</td>
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<td>4.25pm</td>
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<td>4.30pm</td>
<td>Plenary Presentation – Presented via Video Link</td>
<td>Confined to the Formation of Scholars? The changing role of doctoral training in a knowledge-based society – page 19</td>
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<td>Dr Wilhelm Krull, Secretary General of the Volkswagen Foundation, Germany</td>
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<td>5.05pm</td>
<td>Day 1 Close</td>
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<td>7.00pm</td>
<td>Pre-Dinner drinks Reception</td>
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<td>7.15pm</td>
<td>Jig Troupe</td>
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<td>Irish Dancers</td>
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<td>7.45pm</td>
<td>Conference Dinner</td>
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<td>Time</td>
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<tr>
<td>8.50am</td>
<td>Registration for Day 2 Delegates – Tea &amp; Coffee available</td>
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| 9.00am  | Plenary Presentation                                                                       | Innovation and Change in Graduate Education: Using an Outside-In Strategy to Transform the Professional Doctorate in Education in the US – page 21  
Professor David Imig, Chairperson of the Board of Directors for the Carnegie Project on the Education Doctorate and Professor of Practice, University of Maryland, USA |
| 9.35am  | 5 minute change over period                                                                |                                                                                                                                  |
| 9.40am  | Presented Paper                                                                             | Examination of Student and Staff Experiences of an Independent Negotiated Study Approach to Individual Learning on a Professional Doctorate Programme – page 37  
Dr Margaret-Anne Houston, Pauline Bell & Dr Lindsey Carey, Glasgow Caledonian University, UK  
Themes: Curriculum development Pedagogy                                                                 |
|         | Presented Paper                                                                             | The proliferation of professional doctorates: Insights into supply and demand, and implications for future delivery – page 38  
Dr Robin Mellors – Bourne, Careers Research & Advisory Centre (CRAC), UK  
Themes: Cultural, social and resource perspectives Professional impact                                                                 |
|         | Presented Paper                                                                             | Using subjectivity to investigate impact of doctoral processes – page 39  
Dr Margaret Volante & Dr Mehmet Ali Dikerdem, Middlesex University, UK  
Dr Ayse Ferda Ocakci, Koç University, Turkey  
Theme: Professional impact                                                                 |
|         | Institutional Impact Case Studies                                                           | From a professional practice issue to impact; doctoral projects changing practice – page 52  
Dr Ian Frame & Dr Geraldine Davis, Anglia Ruskin University, UK  
Theme: Professional impact                                                                 |
|         | Insider Research and Impact on an Institution (University) – page 53                       | Dr Pauline Armsby, University of Westminster, UK  
Theme: Professional impact                                                                 |
|         | Doctor of Professional Studies: Quality of Professional Impact Matters – page 55           | Dr Kate Maguire, Dr Margaret Volante, Prof Hemda Garelick & Dr Gordon Weller, Middlesex University, UK  
Theme: Professional impact                                                                 |
| 10.10am | 5 minute change over period                                                                |                                                                                                                                  |
| 10.15am | Presented Paper                                                                             | Why do a Professional Doctorate? Evidence from Prospective EdD Students – page 40  
Dr Denise Hawkes & Dr Sue Taylor, UCL Institute of Education, UK  
Themes: Cultural, social and resource perspectives Professional impact                                                                 |
|         | Presented Paper                                                                             | An exploration of impact & engaged scholarship among DBA students – page 41  
Dr Carley Foster, Prof Helen Shipton, Dr Susan Kirk, Dr Michael Zhang & Dr Konstantina Kougianou, Nottingham Trent University, UK  
Theme: Professional impact                                                                 |
<p>| 10.45am | Tea &amp; Coffee Break                                                                         |                                                                                                                                  |</p>
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| 11.05am| Workshop **SuperProfDoc- The First Results of a European Scoping of Best Practice in Supervision of the Modern Doctorate** – page 59  
Dr Annette Fillery-Travis, Dr Kate Maguire & Dr Nico Pizzolato, Middlesex University, UK  
Dr Andrew Loxley, Trinity College Dublin, Ireland  
Dr Francesca Sperrotti, Adapte, Italy  
Dr Rosemarye Taylor & Dr Thomas Vitale, University of Central Florida, USA  
Dr Anne Lee, Private Consultant, UK  
**Themes:** Curriculum Development Pedagogy |
| 11.05am| Workshop **Is there a Doctor in the House? Causes and Remedies of “Prolonged” Academic Procrastination in Doctoral Education** – page 61  
Dr Sarah Noonan, University of St. Thomas, USA  
**Theme:** Pedagogy |
| 12.05pm| Lunch                                                                  |
| 12.55pm| **Poster Introductions** Please see page 10 for list of presentations |
| 1.20pm | 5 minute change over period                                           |
| 1.25pm | **Plenary Panel Discussion**  
**The Professional Doctorate Student Experience** – page 24  
Dr PJ Boyle, HSE, Ireland  
Roisin Curran, Ulster University, UK  
Colton Tapoler, University of Central Florida, USA  
A Professional Doctorate Student, Queen’s University Belfast, UK  
5 minute change over period |
| 2.00pm | **Presented Paper**  
**Putting ‘professionalism’ at the heart of professional doctorates: the Institution Focused Study** – page 42  
Dr Susan Taylor, UCL Institute of Education, UK  
**Themes:** Curriculum development Pedagogy |
| 2.05pm | **Presented Paper**  
**Stakeholders and the Design of Doctorate Curricula for Practising Professionals** – page 43  
Dr Pauline Armsby & Dr Steven Cranfield, Westminster University, UK  
Prof Carol Costley, Middlesex University, UK  
**Theme:** Curriculum development |
| 2.05pm | **Presented Paper**  
**Beyond the Doctorate: How Health Psychologists Use their Qualification** – page 44  
Dr Mark Forshaw, Liverpool John Moores University, UK  
Dr Jennifer Weston, Horizon Shine Limited, UK  
**Themes:** Cultural, social and resource perspectives Professional impact |
| 2.05pm | **Presented Paper**  
**Understanding how The Carnegie Project on the Education Doctorate Assisted U.S. Schools of Education to Redesign their Doctorate of Education Programs** – page 45  
Dr Jill Perry & Dr Debby Zambo, Carnegie Project on the Education Doctorate, USA  
**Themes:** Pedagogy Professional impact |
| 2.35pm | Tea & Coffee Break                                                    |
### Wednesday 16th March

#### Conference Day 2

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<th>Time</th>
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| 2.55pm | Presented Paper: Professional Doctorates beyond the Professions: Developing Doctoral Researchers for Future Leadership – page 46 Prof Margaret Topping & Heather McGregor, Queen’s University Belfast, UK  
Themes: Curriculum development Professional impact  |
|        | Presented Paper: Investigation of the Practical Characteristic of the EdD and the Training Situation of the EdD in China – page 47 Li Yonggang & Prof Ma Aimin, East China Normal University, China  
Themes: Quality assurance Professional impact  |
|        | Presented Paper: An International collaboration and partnership: Enhancing the quality of health and social care professional doctorates student’s supervisory and support experiences – page 48 Prof Robert McSherry & Dr Josette BettanySaltikov, Teesside University, UK  
Prof Kenneth Walsh, Prof Kim Walker, Dr Elizabeth Cummings & Dr Karen Ford, University of Tasmania, Australia  
Themes: Curriculum development Quality assurance  |
|        | Free Discussion Session  
This session will feature a facilitated discussion amongst all attendees and will cover some of the issues which have been raised during the Conference. Delegates will also have opportunity to raise any other issues they would like to see covered.  |
| 4.00pm | 5 minute change over period  |
| 4.05pm | Plenary  
Closing Summary Session  |
| 4.30pm | Close & Departure  |
### Round Table Discussions

Each 30 minute discussion will run twice, allowing delegates in the session to each attend two-presentations.

#### 12:05pm & 12:35pm

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<td>62</td>
<td>Supporting DBAs in-house to raise faculty doctoral completions: An AACSB ruse or real boost to legitimacy?</td>
<td>Dr Julie Davies, University of Huddersfield Business School, UK</td>
<td>Cultural, social and resource perspectives, Professional impact</td>
<td>Dr Julie Davies, University of Huddersfield Business School, UK</td>
<td>Cultural, social and resource perspectives, Professional impact</td>
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<td>63</td>
<td>Doctoral Students and Their Advisors: A US-centric Perspective</td>
<td>Dr Rosemarye Taylor, Dr Thomas Vitale, Colton Tapoler &amp; Kari Whaley, University of Central Florida, USA</td>
<td>Pedagogy</td>
<td>Dr Rosemarye Taylor, Dr Thomas Vitale, Colton Tapoler &amp; Kari Whaley, University of Central Florida, USA</td>
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<td>64</td>
<td>Constraints on Creativity: Developing Doctorates under Multiple Regulations</td>
<td>Dr Mark Forshaw &amp; Dr Martin Eubank, Liverpool John Moores University, UK</td>
<td>Curriculum development, Quality assurance</td>
<td>Dr Mark Forshaw &amp; Dr Martin Eubank, Liverpool John Moores University, UK</td>
<td>Curriculum development, Quality assurance</td>
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<td>65</td>
<td>Technology and the DProf student: supporting the ‘insider researcher’ and the ‘academic outsider’</td>
<td>Dr Christine Davies, University of Wales Trinity Saint David, UK</td>
<td>Pedagogy</td>
<td>Dr Christine Davies, University of Wales Trinity Saint David, UK</td>
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<td>66</td>
<td>Proposing Autoethnography as a Methodological Approach for Critical Reflexivity by Professional Doctorate Students</td>
<td>Dr Catherine Hayes &amp; Dr John Fulton, University of Sunderland, UK</td>
<td>Quality assurance, Professional impact</td>
<td>Dr Catherine Hayes &amp; Dr John Fulton, University of Sunderland, UK</td>
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#### 2:25pm & 2:55pm

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<td>67</td>
<td>Partnership the key to a successful Professional Doctorate Programme?</td>
<td>Dr Elizabeth Cummings &amp; Prof Kim Walker, University of Tasmania, Australia</td>
<td>Cultural, social and resource perspectives, Professional impact</td>
<td>Dr Elizabeth Cummings &amp; Prof Kim Walker, University of Tasmania, Australia</td>
<td>Cultural, social and resource perspectives, Professional impact</td>
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<td>68</td>
<td>Promoting transformative learning in doctoral level education: the value of a reflection-based CPD module</td>
<td>Dr Gerardine Matthews-Smith, Dr Richard Whitecross &amp; Prof Thomas Garavan, Edinburgh Napier University, UK</td>
<td>Curriculum development, Professional impact</td>
<td>Dr Gerardine Matthews-Smith, Dr Richard Whitecross &amp; Prof Thomas Garavan, Edinburgh Napier University, UK</td>
<td>Curriculum development, Professional impact</td>
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<td>69</td>
<td>Practice based innovation underpinning the scholarship of a Professional Doctorate</td>
<td>Dr Philip Thomas, &amp; Prof Ray Cooksey, University of New England, Australia</td>
<td>Curriculum development, Professional impact</td>
<td>Dr Philip Thomas, &amp; Prof Ray Cooksey, University of New England, Australia</td>
<td>Curriculum development, Professional impact</td>
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<td>70</td>
<td>The Dark Romanticism of Vivas: Issues and Preparation</td>
<td>Dr Adam Barnard, Nottingham Trent University, UK</td>
<td>Curriculum development, Pedagogy</td>
<td>Dr Adam Barnard, Nottingham Trent University, UK</td>
<td>Curriculum development, Pedagogy</td>
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<td>71</td>
<td>Research about Chinese doctor of education Training Situation</td>
<td>Prof Ma Aimin &amp; Li Yonggang, East China Normal University, China</td>
<td>Curriculum development, Pedagogy</td>
<td>Prof Ma Aimin &amp; Li Yonggang, East China Normal University, China</td>
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| 72    | DBAs for GCC citizens: A call to acknowledge cultural origins and supervisors’ impacts on nation building | Dr Julie Davies, Huddersfield University, UK  
Dr Yusra Mouzugh, Muscat University, Oman | Cultural, social and resource perspectives, Professional impact                                  |
| 73    | Mixed Reality Experiences in the M. Ed. Educational Leadership Program: Student Perceptions of Practice & Coaching through TeachLive™ | Hilary Buckridge, Orange County Public Schools and University of Central Florida, USA | Professional impact             |
| 74    | Grasping the nettle of doctorateness: a framework for thinking critically about curriculum design | Dr Elaine Hall, Northumbria University, UK  
Dr Alison Gifford & Dr Lizzie Mills, Keele University, UK | Curriculum development, Pedagogy                                                             |
| 75    | What benefits does studying for a Professional Doctorate in Pharmacy bring to students? | Dr Alison Gifford & Dr Lizzie Mills, Keele University, UK | Professional impact             |
## Poster Introductions

### Tuesday 15th March

**1:55pm**

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<td>76</td>
<td>An Analysis of School District-Level Policy and Guidelines Related to English Learners’ Enrollment and Achievement in Advanced Courses</td>
<td>Marjorie Ceballos, Orange County Public Schools, USA</td>
<td>Cultural, social and resource perspectives, Professional impact</td>
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<td>77</td>
<td>Exploration of the experience of doctoral students in part 2 of the Professional Doctorate programme</td>
<td>Dr Yvonne Robb, Dr Keith Halcro &amp; Grace Poulter, Glasgow Caledonian University, UK</td>
<td>Pedagogy</td>
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<td>78</td>
<td>Developing as a teacher: a study of early career teachers in Nigeria</td>
<td>Olufunke Fasoyiro Synergies For Education Nigeria</td>
<td>Cultural, social and resource perspectives, Pedagogy</td>
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<td>79</td>
<td>Autoethnography.....A story of me</td>
<td>Louise McKnight, Birmingham City University, UK</td>
<td>Cultural, social and resource perspectives, Professional impact</td>
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<td>80</td>
<td>Faculty Effectiveness in Doctoral Candidate’s Dissertation Topic Choice</td>
<td>Dr Thomas Cox, University of Central Florida, USA</td>
<td>Cultural, social and resource perspectives</td>
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### Wednesday 16th March

**12:55pm**

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<td>81</td>
<td>Delivering a Professional Doctorate through distance learning</td>
<td>Dr Alison Gifford &amp; Dr Lizzie Mills, Keele University, UK</td>
<td>Cultural, social and resource perspectives, Pedagogy</td>
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<td>82</td>
<td>An interdisciplinary approach in graduate education for fostering innovation: Osaka University’s Cross-Boundary Innovation Program</td>
<td>Dr Goro Yamazaki, Osaka University, Japan, Prof Ivan Brenes, Osaka University, USA</td>
<td>Cultural, social and resource perspectives</td>
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<td>83</td>
<td>Influencing Professional Practice in Rights of Light</td>
<td>Dr Peter Defoe, Calfordseaden LLP / Anglia Ruskin, UK, Dr Ian Frame, Anglia Ruskin University, UK</td>
<td>Professional impact</td>
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Session Venues

Conference sessions will take place in the following rooms:

- The Titanic Suite
- The Olympic Suite
- The Britannic Suite
- The Bridge Suite
- The Andrews Gallery

The Titanic, Olympic & Britannic Suites are located on level 5, the Bridge is located on level 6 and the Andrews Gallery is located on level 2 of the building.

All plenary sessions will take place in The Titanic Suite. Specific room allocation for all other sessions will be indicated on the separate copy of the Conference programme found in your delegate’s pack.

All of the rooms will be clearly signposted and there will be an individual room timetable posted on the door to each room. Should you require any assistance in finding the right room, please speak to a member of the Conference team or one of our colleagues from Titanic.

Session Sign-up Sheets

Sign-up sheets for non-plenary sessions will be available by the registration desk. Please note that sign-up sheets contain one line per delegate, if all lines have been completed then the session is full and you are kindly asked to select an alternative session.

If you have pre-selected your sessions via email prior to the conference, then you may check your selections on these sheets.

Round Table Discussions (RTDs)

RTDs will take place in the Titanic Suite

Each RTD will be allocated to a specific table. The table number for each RTD will be indicated on the separate copy of the Conference programme found in your delegate’s pack.

It is not possible to sign up for specific RTDs in advance; places are available on a first-come-first-served basis. However each RTD will take place twice allowing a second opportunity to attend.
Posters

All Posters will be displayed in the Andrews Gallery. Your main opportunity to view the posters will be during the lunch breaks and the scheduled poster introduction sessions. However, you are more than welcome to visit the Andrews Suite at any time during the conference to view the posters. Poster Introductions will take place in front of the relevant posters within the Andrews Gallery.

Session Handouts

Where available, copies of plenary presentations are included in your delegate’s pack.

Copies of other presentations, and any related handouts, will be circulated at the start of the relevant session. Please note that not all sessions will have related handout materials.

Extended Abstracts

This brochure contains shortened abstracts for each paper. Copies of extended abstracts for each paper are available on the Conference website – to access them please visit: http://www.ukcge.ac.uk/profdocs

Lunch & Refreshments

Refreshments (which will be available on arrival, as well as during morning & afternoon breaks) will be served in the Bridge Suite.

Lunch will be served in the Andrews Gallery

Conference Dinner

The Conference dinner will take place in the Titanic Suite.

The pre-dinner drinks reception will begin at 7pm and will include (at 7.15pm) a display of Irish Dancing, by Jig Troupe. Dinner will be served from 7.45pm.

Dietary Requirements

If you have any dietary requirements, or require any information about food allergens, please speak to a member of the serving staff.

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The Institute for Work Based Learning at Middlesex University developed the unique pan-institutional Doctoral framework in which a wide range of pathways for people from all professional backgrounds can be followed. The Doctorate in Professional Studies (DProf), and the Masters in Professional Studies (MProf), allows individuals and groups from the private, public and voluntary sectors to negotiate high level customised programmes which focus on their professional and organisational needs.

The Doctorate in Professional Studies by Public Works (DProf PW) and Masters (MProf PW) enable established professionals with substantial evidence of already having contributed significantly to organisational and/or professional development to draw together a focussed account of their achievements. The pan-university remit of the Institute for Work based Learning means that the generic programmes run directly from the Institute take a transdisciplinary approach to research and curriculum. The focus is upon learning that takes place in the context of work and which meets the aims of individuals in paid and unpaid work, their organisations, communities and professional fields. The need for the application of existing epistemological approaches to contextualised learning and to reveal and clarify other issues form the intellectual and research basis for the Institute. The Institute has a major role in supporting the work of The Centre for Excellence in teaching and learning in WBL: http://www.mdx.ac.uk/wbl/cfe/index.asp sponsors of this conference.
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UKCGE Executive Committee 2013

UKCGE helps its members contribute to the development of the UK’s postgraduate education sector by systematic enquiry into, creative thought about, and critical analysis of issues relating to tertiary education. Council activities underpin the organisations overarching mission statement, while membership of UKCGE gives people involved in post graduate education (whether as students, academics, administrators or managers) regular opportunity to participate in special interest networks.

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- the effective leadership and management of postgraduate students
- the effective provision and funding of graduate education
- the status, education and training of graduate education
- effective infrastructural provisions for graduate education (including funding)
- equal opportunities for students in graduate education
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The dominant model of a university as research-led and academically selective is out of step with 21st century conditions. Students and employers want practice-based teaching; student achievement is increasingly discussed as a function of the quality of teaching rather than selection at entry; and the separation of knowledge and action, long challenged by philosophers, is both an impediment to the development of creative economies and a continuing excuse for portraying academic and vocational education as separate and unequal. If we are to challenge this dominant model then the PhD comes into question as well, certainly as the mainstream rather than a specialised route to a higher degree. The professional doctorate, rather than being a poor second cousin to the PhD, is an exemplar of what the 21st century university should be about: professional formation and personal development. Its lack of recognition and funding is not a reflection of its value but of the extent to which higher education under-values practice and society under-values professional excellence because of the hegemony of a narrow conception of both scholarship and professionalism.
Confined to the Formation of Scholars? The changing role of doctoral training in a knowledge-based society

Dr Wilhelm Krull
Secretary General of the Volkswagen Foundation, Germany

Since 1996, Dr. Wilhelm Krull has been running the Volkswagen Foundation – following his studies in German, philosophy, education and politics, an appointment as a DAAD lecturer at the University of Oxford, and leading positions at the Wissenschaftsrat (German Science Council) and at the headquarters of the Max-Planck-Gesellschaft (Max Planck Society). Besides his professional activities in science policy as well as in the promotion and funding of research, he was and still is a member of numerous national, foreign and international committees.

At present he is the Chairman of the Board of the Foundation Georg-August-Universität Göttingen, a member of the Scientific Advisory Commission of the State of Lower Saxony and of the Board of Regents of the Max Planck Institute for Biophysical Chemistry in Göttingen, the Max Planck Institute for Psychiatry in Munich, the Max Planck Institute for Gravitational Physics in Potsdam and Hanover, as well as further Max Planck Institutes in Potsdam and Radolfzell.

In 2004/05, he was member of a commission of experts for the evaluation of the Science Foundation Ireland. In 2005, he chaired the founding committee for the new Academy of the Sciences in Hamburg. Together with a commission of leading personalities in the German higher education system, and closely connected with the German Initiative on Excellence to be launched in the same year he formulated a framework for a future-oriented higher education and research system in Germany. Since then Dr. Krull has been chairing several boards and committees in Germany and abroad, among them the Board of the Austrian Science Fund (FWF) in 2010-12, the Evaluation Panel for the Danish National Research Foundation (DNRF) in 2013, and currently the Panel for the Evaluation of the Danish Independent Research Council (DFF). Since 2011 he has been a member of the International Advisory Board of the University of Helsinki, and since 2012 a member of the Research, Innovation, and Enterprise Council (RIEC) of the Prime Minister of Singapore. In 2015, he was appointed a member of the Senior Advisory Group of the European Academies Science Advisory Council (EASAC).

Wilhelm Krull devotes himself to the furtherance of foundations on the national and international level. From 2003 to 2005, he was Chairman of the Hague Club, an association of some 25 major European Foundations and from 2006 to 2008 he chaired the Governing Council of the European Foundation Centre. From 2008 to 2014, Wilhelm Krull was Chairman of the Bundesverband Deutscher Stiftungen (Association of German Foundations).

In the recent past, Dr. Krull received the following distinctions: In 2001, he was honored with the Leibniz-Medal of the Academy of Sciences and Literature Mainz, in 2007, he received the Swedish Order of the Polar Star, in 2009, he was appointed Honorary Senator of the University of Konstanz, and in 2010, he received the State Award of Lower Saxony. In June 2012, Dr. Krull was awarded an honorary professorship by the Faculty of Arts & Sciences at Washington University, St. Louis.
Among postgraduate qualifications the doctorate is often seen as the ‘jewel in the crown’, in particular with respect to a career in academia. At the forefront of doctoral training has been the formation of future scholars who should become ‘stewards’ of their discipline. More recently, however, a process of differentiation has evolved which considerably widens the spectrum of ‘professional’ and ‘practice-based’ doctorates.

The keynote will address some of the major tensions and challenges doctoral students as well as their supervisors are confronted with.

Among others the following questions will be raised: Who takes responsibility for striking a balance between knowledge-creation and experiential learning as well as between self-activation and guidance? What institutional arrangements have to be made to allow for a sufficient degree of diversity of doctoral programmes and for also maintaining high quality standards? How can we achieve higher retention and completion rates? To what extent should doctoral training be internationalized?
I Innovation and Change in Graduate Education: Using an Outside-In Strategy to Transform the Professional Doctorate in Education in the US

Plenary Presentations

Wednesday 16th March 9.00am – 9.35am

Candidate and Graduate Experiences, Outcomes and Achievements

Professor David Imig

Chairperson of the Board of Directors for the Carnegie Project on the Education Doctorate and Professor of Practice, University of Maryland, USA

David Imig is a Professor of Practice in the College of Education at the University of Maryland. He teaches courses in teacher education policy and practice, school and teacher leadership at the university located between Baltimore and Washington, DC. A founder of the Carnegie Project on Education Doctorate (CPED), a national organization of some 85 graduate schools of education, he is co-leading an effort at Maryland to transform doctoral education to focus on “expectations, outcomes and achievements” of four professional cohorts of EdD students in large metropolitan school districts in areas surrounding the campus. Prior to coming to College Park in 2006, Imig was the president and chief executive officer for the Washington, DC-based American Association of Colleges for Teacher Education for twenty-five years. The organization, which has a membership base of more than 850 colleges and schools of education, represents the leaders and faculty of colleges and schools of education in the US. Imig and his colleagues directed numerous initiatives directed at enhancing the preparation and professional development of school personnel. Imig has also served as chair of the NCATE executive committee, the National Policy Board for Educational Administration and the Forum for Education Organization Leaders, as well as the National Society for the Study of Education and conducted program reviews and served on numerous college and university advisory committees in the US and abroad. He holds a life-long service award from the UK-based Universities’ Council for the Education of Teachers (UCET).

The Carnegie Project on the Education Doctorate (CPED) is a decade old effort to transform the professional doctorate in education. The original intent of the initiative was to focus on “the professional expectations, outcomes and achievements” of scholarly practitioners in PK-20 schools, colleges and other learning organizations. Using Kotter’s mobilization theory (1996), we will explore the impact of an “outside-in” strategy to affect change in graduate schools of education in the US. Purposes for the effort, formulation of the strategy, enactment of the reform effort, competing designs and a recasting of the effort as an “inside-out” strategy will be considered from the perspective of both the originators of the effort and the recipients of the strategy for change.

The origin of the reform effort took place at the Carnegie Foundation for the Advancement of Teaching at Stanford. The Foundation was finishing studies of the doctorate in a dozen fields and professional education in another half dozen areas (Golde & Walker, 2006; Walker, Golde, Jones & Bueschel, 2009). A theory of action was enunciated at a time when leaders in the education school community, governmental officials, and those concerned with the ranking of all graduate-level research programs were attempting to differentiate and distinguish between the existing research doctorate in education (PhD) and the professional doctorate of education (EdD). Prestige, reputations and resources were “on-the-line.” There was a “sense of urgency” as
education deans gathered at Stanford to build the initiative. Modest resources were allocated by CFAT, later to be supplemented by grants from the Spencer Foundation and the Fund for the Improvement of Secondary Education, but the effort was robust and attracted the attention of policy makers, academics, and professionals.

The purpose of the initiative was to strengthen both degrees – but the action taken by CFAT was the establishment of a mobilization effort to address the perceived “insufficiencies” of the professional practice degree. A call was issued in October 2006 and two-dozen graduate schools of education responded by becoming “proofing sites” for the testing of new practices in doctoral education. New courses, new “milestones,” new pedagogies, new assessments, new research methodologies and new sites for studying practice, new delivery systems, new forms of a capstone experience, and new means for cross-institutional collaboration and data-sharing were envisioned. Part-time students but full time professionals drawn from more diverse populations was a primary goal. A distinctive EdD framework was imagined with proficiency and readiness, mastery and accomplishment. The product of that effort was CPED – a free standing NGO with a mission to “proof” the testing of new practices.

At the so-called proofing sites there was predictable “push back” (or what Rogers (1995) and other theorists identify as “resistance”). One of those was the University of Maryland, where CPED was housed and its leadership served in a clinical capacity within the College. At one time, the “outside-in” initiatives were framed in one part the College while engagement with colleagues in the interpretation and “sense-making” of the ideas was in another. As a result, gradually the original “outside-in” mobilization effort was altered to become an “inside-out” strategy with participants at now some 85 colleges and universities pursuing institution specific strategies but within a loose framework of guiding principles and pedagogical concepts. Struggles over defining accountability standards and forms of self-regulation, workplace-based outcomes and definitions of “high quality,” forced a reconsideration of the form and function of CPED. The so-called “democratization” effort brought more faculty and stakeholder voices into the consortium but it also resulted in a more diffuse agenda. Rather than the promulgation of a set of standards and outcomes for all CPED EdD programs (and a recommended framework for program design and conduct), the consortium is currently re-crafting its mission statement to position itself as a “knowledge hub” or center of a large network improvement community that is striving to change the professional practice doctorate in education. The consortium now embraces study and engagement, validation and agreement, diffusion and innovation as its purposes involving the multiple voices of faculty and students, practitioners and academics, stakeholders and policy makers determined to recast the professional degree in education as the “degree of choice.”

Kotter’s eighth step in his theory of change calls for the anchoring of the change strategy in the culture of the institution. The challenges of doing so in an increasingly hostile environment for education schools will be explored. While the consortium moves into a new phase of its work, the sustainability of the accomplishments to-date are threatened. While CPED is pressing institutions to reinvent the professional degree for education, higher education (and, in particular, graduate schools of education) in the US are experiencing unprecedented challenges and great changes. Desperate to generate new resources and to garner the support of practitioner communities (as potential doctoral students), members of the consortium are pushing the boundaries of the professional practice degree. Long tarnished relationships with neighboring school districts (LEAs) are being polished and leaders in those districts are now participants in every aspect of the planning, delivery and evaluation of the new doctorates. Workplace considerations are made with every new program decision.

The lingering effects of the economic recession, ballooning student debt, an increasingly skeptical political class, challenges to traditional norms, increased accountability, the press for alternative and non-university preparation of teachers and school heads (principals), increasing competition from a host of non-university “providers” and the emergence of “quick and ready” EdD programs, represent significant challenges to the effort. A host of books portend the end of higher education (and schools of education) as we know it – with Carey’s The End of College: Creating the Future of Learning and the University of Everywhere (2015), Selangor’s College (Un)Bound: The Future of Higher Education (2015) and Christensen’s The Innovative University: Changing the DNA of Higher Education from the Inside Out (2011), shaping a dialogue. CPED is “being smart” in exploring the possibilities of more efficient and
effective delivery of programs. It is exploring Improvement Science as a means to reframe the enterprise and to provide more coherence across the consortium. It is enlarging the conversation by inviting a fourth cohort to join CPED in 2017 and is seeking ways to further empower faculties engaged in this work. If the challenges facing CPED represent the proverbial “glass half-empty” – then the “glass half-full” is the new EdD which offers graduate schools of education a viable way to reengage their external constituencies in the design and delivery of not only doctoral level education – but all aspects of all courses and programs that impact the lives of everyone in those communities. This is an imperative strategy for the coming decade and it challenges conventional thinking about traditional faculty roles and responsibilities. The sustainability of CPED now rests with faculties and leaders at some 85 very different graduate schools of education.
Dr PJ Boyle
HSE, Ireland

PJ Boyle is Clinical Nurse Specialist in Migrant Health at the Health Service Executive (HSE) in Dublin, Ireland. In 2012 he completed a Doctorate in Professional Studies (Health), Transcultural Health Care, Organisational Leadership at the Middlesex University School of Health & Social Sciences in the Institute of Work Based Learning.

Roisin Curran
Ulster University, UK

Roisin Curran is an academic developer based in the Staff Development Unit at Ulster University, Northern Ireland. She is undertaking a Doctorate in Professional Studies (Education) with the University of Westminster and is currently writing up her research on staff student partnerships. Her research on the lived experience of staff and students working together as partners is informing a new Ulster Learning Model which advocates an active collaborative transformative experience for all students. She is a tutor on the Postgraduate Certificate in Higher Education Practice and one of the leads on the University’s Professional Development & Recognition Scheme aligned to the UK Professional Standards Framework. She is project lead on the ‘What works? Student Retention & Success Change Programme (2012-15)’ and is a Principal Fellow of the Higher Education Academy.

Colton Tapoler
University of Central Florida, USA

Colton Tapoler is a current doctoral candidate at the University of Central Florida pursuing his EdD in Educational Leadership. He received his Masters degree in Publishing from Pace University in New York City and two Bachelors degrees in English Education and English Literature from the University of Central Florida. Colton is currently working as a Lead Instructor at the Florida Virtual School, where he was named a district wide Teacher of the Year finalist, and also as a Graduate Assistant at the University of Central Florida for the Educational Leadership program. He is currently assisting with the research of the Erasmus Consortium on the supervisory practices of modern doctorate faculty members.

PJ, Roisin and Colton will be joined on the panel by Professional Doctorate student from Queen’s University, Belfast, details will be provided in your delegate pack.
Queen’s University Belfast runs a number of professional doctorates. The focus of this paper is a comparative analysis of the professional doctorate in education and the professional doctorate in childhood studies. While there is evidence that doctoral level qualifications are aspired to by professionals in education, social care and social work, wider structural issues have an impact on the professional-in-practice profile and perceptions about the value of doctoral level qualifications. In education in Northern Ireland, doctoral level qualifications have been aspired to for a considerable length of time and applicants are supported in their endeavours to further develop their profiles. The result is that year on year there is an over demand for the places available. In social care and social work in Northern Ireland, the current professional post qualifying framework recognises qualifications up to Masters Level only and there is therefore no recognition of doctoral level qualifications. It is argued that, in light of recent UK wide reviews of social work training, where there is an increased emphasis on qualified workers as professionals, practitioners and social scientists (familiar with and able to conduct research), that there is an opportunity for the profession to follow in the steps of education and embrace doctoral level qualifications. Drawing upon current experiences of marketing, recruitment, the framework of delivery, curriculum content and featuring examples of successful students work and profiles across both programmes, barriers, efforts so far and future opportunities are discussed.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
A growing body of international evidence suggests that research by nurses, midwives and allied health professionals (NMAHP) is pivotal to the development and delivery of safe, effective and person-centred care. Increased NMAHP research capacity and capability are required in health services serving the increasing number of people with complex health problems and multiple morbidities. Increased capacity and capability means that NMAHP will be best placed to deliver evidence-based care and contribute to the development and delivery of practice developments and interventions. However, international evidence about impact on and contribution to practice by professional doctorates lacks strength. Starting with that evidence we will debate the relationship between professional doctorate study and practice before exploring our experience.

Stirling’s Clinical Doctorate programme is designed for experienced clinicians who retain a clinical focus. Our aim is to explore the potential of Clinical Doctorate study and the contributions of programme graduates in progressing safe, effective and person-centred care. We will use student (5) and graduate (5) case studies to show how capacity and capability can be grown founded upon experience of, and exposure to, clinical research. Cases will include NMAHP working and researching in diverse fields of practice. Cases will comprise those that illuminate: clinical relevance; changes to practice; methodological innovation; career progression; involvement in research. We also propose to illuminate a wider picture of clinical academic development by cross-case analysis. In that analysis we propose to show that there is a range of ways to support and develop clinical academic leaders of the future. We will illustrate that Clinical Doctorate study and programme graduates make a difference incrementally. We suggest that right from the beginning of their clinical academic journey their new ways of thinking and research experience have an impact on patient care and influences practice in their field.
Professional doctorates have developed rapidly in the last 10 years as an alternative to PhD study and several generations of these exist ranging from discipline specific doctorate (DEd, DBA,EngD) to the more generic (DProf). A third generation; where the individuals negotiate and direct their studies, have also emerged. These work - based doctorates focus on the participant’s substantial experience in their individual fields of practice and their extensive base of real-world knowledge. They allow practitioners to work at and extend the leading edge of their profession or organisational area. There is potential for significant impact in both the participant’s personal and professional development and the profession or community of practice where they undertake the work. Little evidence from systematic studies has been identified in relation to the impact of the work-based professional doctorate. A small scale evaluative study using qualitative methods of semi structured interviews was undertaken with doctoral students on a work-based doctorate. Students were at various points of the doctoral journey and were asked to identify what impact the doctoral programme had made on both their professional development and their fields of practice. All students indicated that doctoral studies had had a significant impact on their communities of practice making a significant contribution to practice that is of value. Similarly the work-based doctoral approach was identified by participants as being critical to their development as a leading member of a professional community of practice. All were able to identify that the doctoral studies gave them authority to debate on an equal footing with others in various professions.

These results suggest that work-based projects and outputs result in innovation and change thus advancing professional practice through application of high level practice in complex and challenging situations.

Dr Lindesay Irvine
Queen Margaret University, UK

Themes: Pedagogy, Professional impact

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Dr Shaun Lundy
University of Greenwich, UK

Prof Hemda Garelick & Dr Gordon Weller
Middlesex University, UK

Theme: Professional impact

This paper provides a critical evaluation of a real world professional doctorate programme and final project involving the review and subsequent development of a new Code of Conduct for the world’s largest health and safety body, the Institution of Occupational Safety and Health (IOSH). The health and safety profession in the UK has seen many changes over the last 10-years, in particular a stronger focus on degree education, continual professional development (CPD) and Chartered Practitioner status. In addition to these progressive changes the profession has also seen a rise in the negative media coverage. The researcher led a critical review of the existing Code as part of an IOSH standing Committee, the Profession Committee (PC) that has the responsibility among other things for examining allegations of misconduct. The project was conducted as action research and was divided into 4 cycles or stages. Stage 1 involved the critical review and benchmarking of the existing Code against other Codes using an adaptation of the Professional Association Research Network (PARN) criteria. Stage 2 involved the consultation process for the development of a new Code. This included the researcher’s role as leader of the project and an evaluation of misconduct cases reviewed by the PC. Stage 3 involved semi-structured interviews of practitioners to explore experiential accounts of ethical issues from practice to inform the guidance on the Code. Finally, Stage 4 involved the concluding consultation and consolidation of all the stages for presentation of the revised Code to IOSH Council for approval. The outcome of the project was positively received by the profession and provides a useful example of how professional doctorates can make a positive contribution to development of professional bodies.
Time is running out. At a conference, last summer, I heard fateful pronouncements by some leading qualitative researchers on the place of reflexivity in research. Surely they have a different understanding of reflexivity, I thought to myself. And then I read some of the critiques of reflexivity in research. They come, in the main, from a purely academic theatre. I have been formulating my responses to these arguments and it is these thoughts-in-progress which I want to share and discuss. Firstly, the predominant way in which reflexivity has been used and presented in research is with reference to the individual researcher. As a systemic therapist and trainer, and as the Programme Lead for the Professional Doctorate in Systemic Practice, I am familiar with a wider interpretation and use of reflexivity in professional practice and in first person practitioner research. For example, reflexive inquiry can be a relational and generative practice that shapes and takes place in the dialogical spaces between people. Furthermore, I propose a need for purposeful and unplanned connections between local reflexivity - the immediate focus in one’s research - and global reflexivity - the wider systems in which these practices occur. If we are not to find ourselves at odds with academic allies in the academy, we need to respond to these criticisms and participate in the debate about reflexivity to see if it can withstand – or even extend – critical thinking about rigour and what counts as knowing and knowledge in practitioner research.
To date, there are 42 PhD programs within the United States where people can focus on advancing knowledge in nonprofit management and/or philanthropic studies. However, previous research on nonprofit focused doctoral programs shows a disconnect between the high demand for nonprofit doctoral education and lack of supply provided (Alison et al., 2007). Although there has been some increase in doctoral level core courses in nonprofit and philanthropic studies in the past few years, there is no consistency in what topics are covered in these courses. In addition, the field is growing in number of dissertations and knowledge produced, but many dissertations appear to be focused on topics not fully covered in nonprofit-focused doctoral programs (Shier & Handy, 2014). Therefore, students who pursue nonprofit and philanthropic doctoral level education are primarily self-directed learners (Jackson et al., 2014) and it is still unknown if PhD programs focused on Nonprofit and Philanthropic Studies advance students for their intended careers in the academic or professional realm. Professional doctorates focused in philanthropy and nonprofit management may be one possible option to advance students in their non-academic careers.

This paper will discuss the multi-year process one U.S. regional university (of 25,000 students) is taking to develop the first ever professional doctorate in Philanthropy (per a directive from a major donor/university trustee). The process includes a review of literature in professional doctorates, a needs assessment conducted in the nonprofit and philanthropic practice community, a task force created by the Provost and led by a Nonprofit Management faculty member, and many meetings and discussions with university stakeholders (e.g., task force members, faculty governance, and administration) and philanthropists about the differences between a professional doctorate degree and PhD.
Universities may measure the impact of the professional doctorate with completion rates, student satisfaction and engagement. Professional doctoral graduates are presumed to make research-based contributions to organizational outcomes such as strategic planning and research-based problem solving. Participation in – and completion of – the professional doctorate may impact graduates’ identities as they transition from experienced professionals to junior scholars and then scholar practitioners with new responsibilities and new language and tools to address them.

This research extends our earlier case studies on social support (Hager & Turner, 2014) and isolation (Hager, Turner, Little & Dellande, 2015) in the doctorate of business administration (DBA) to professional outcomes these graduates and members of their cohort have experienced. Through individual reflections, participant-observer conversations and a short open-ended survey, we demonstrate contributions of social support derived from their multiple developmental networks to reducing academic and social isolation in their DBA programme. We then relate their academic and social engagement to professional outcomes such as scholarly participation and output, workplace contributions and identity development.

The DBA process and completion meant deeper engagement applying scholarship in their daily work. It could manifest as leadership of scholarly communities and presenting dissertation research at national and international venues. Participants described engaging professional communities with the dual identities of graduate students in training as researchers and senior colleagues responsible for practical expertise and day-to-day work. For DBA students already in faculty roles, the identity shift to doctoral qualified scholar represented joining the academic community of practice more fully as they were enculturated into new ways of work and being within their home communities of higher education. For some the DBA signalled growing confidence in language and scholarly “gravitas,” extending into personal identities and finding work-life harmony as students and graduates.

The session concludes with recommendations for students, faculty and programme administrators.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Dr Kate Maguire  
Middlesex University, UK  

**Theme: Pedagogy**

This paper explores outcomes emerging from critical engagements by senior professionals in their own practices and outputs at doctoral level. These offer valuable insights for current thinking on research pedagogies to achieve contextually relevant impact on practice and on the dialogic quality needed to co-produce knowledge of wider consideration to the interconnected cultural ecologies in which we live, work and learn. What is emerging resonates with Nicolini’s notion of theorising practice as sense making and locating sense making and knowing in both the ‘materials and discursive activity’ (2013) of practice cultures; in the context of the professional doctorate, a sense making of practice needs to come before the research activity and re-contextualised afterwards in the light of the findings. This sense making supports Hasse’s notion of an anthropological paradigm for practice based research in which she proposes that research is an anthropology of learning (2015). In professional doctorates, this sense making is formed through the dialogue between the metonym of academia (the supervisor/adviser) and the metonym of professional practice (the researcher practitioner) in a process of cultural exchange that focuses on what the object of research can be articulated to be (conceptualisation) and ‘what matters’ (ibid, 2015). Engaging professionals in this way requires both metonyms to penetrate deeply into the artefacts that have been produced which embody the technical and experiential knowledge of the practitioner researcher and of the practice cultures which influence the artefacts in content and form. This paper will present findings which include conceptualisations of practice; critically reflective methodologies of research practice; sense making leadership; catalytic constituents for individual change; value disclosure and shifts; assumptive and presumptive challenges; arriving at an articulation of expertise; discontinuities of self and culture; self as an obstacle to knowing and epistemologies of ignorance (Malewski and Jaramillo 2011).

**References**


To view the extended abstract for this paper, and any other related material, please visit:  
http://www.ukcge.ac.uk/profdocs
This paper draws upon existing studies in the field to articulate the Professional Doctorate as a contextually driven applied research programme and its subsequent potential to develop researchers who are REF ready.

Examining the research trajectory of people who are already immersed within a known professional body of knowledge as they attempt to negotiate entry into a research community is born out of the author’s former experiences of studying for a Doctor of Education with the Open University and current leadership of a Professional Doctorate in Education programme at Leeds Beckett University.

The author argues that Professional Doctorates provide students with a sound platform upon which to disseminate context driven outputs which have been generated from and through the students’ ability to apply research within a highly developed body of “owned” professional knowledge.

The paper’s reasoning suggests that defining Professional Doctorates as contextually driven applied research training programmes serves as a means to facilitate students in drawing upon applied research as a tool to effectively analyse and evaluate the focus of their study within a substantive body of known professional knowledge. The author puts forward the thinking that throughout the duration of an applied research training programme the Doctoral student normalises the consideration of their future dissemination strategy and its potential impact as integral within the Doctoral journey.

In relation to dissemination of research and its impact, the paper concludes that developing a student’s ability to interweave succinctly between a known professional community of practice and that of the new research community of practice is integral to contextually driven applied research - if an intention is to consider the Professional Doctorate as a means to REF ready research.

Key words
Professional Doctorate, Applied Research, Dissemination Strategy, Impact

Themes: Cultural, social and resource perspectives, Professional impact

Dr Caroline Bligh
Leeds Beckett University, UK

Applied Research Training Programmes: the Significance of the Professional Doctorate

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Dr Gill Adams & Dr Caroline J. Cripps  
Sheffield Hallam University, UK

**Themes: Pedagogy, Professional impact**

The professional doctorate aims to support candidates to develop the knowledge, skills and understanding required to research practices and issues arising in their professional work. Such candidates are at once experienced professionals and novice researchers, their experiences of critical review and feedback, important aspects of the approach to learning on the professional doctorate, posing challenges to their shifting identity as doctoral researchers. Despite the rise in professional doctorates there is limited research exploring the effects of the doctorate on student experience (Bourner, Bowden & Laing, 2001) and on professional identity (Lee, Brennan & Green, 2009). Feedback plays an important role in supporting doctoral researchers to develop their work; for example the role of expressive feedback in supporting self-regulated learning (Stracke & Kumar, 2010). However little is known about how candidates studying professional doctorates experience feedback in its various forms nor how their experiences impact upon their pedagogical practice.

This paper reports ongoing research on a Doctorate in Education (EdD) programme in a post-1992 university in England. This small-scale research project aims to explore doctoral researchers’ expectations and experiences of feedback, revealing how feedback is used and its influence on professional identity and pedagogical practice. Data generated from an initial enquiry phase using group interviews with three different groups of participants (current students, graduates and supervisors) inform a narrative study.

**References**


To view the extended abstract for this paper, and any other related material, please visit:  
[http://www.ukcge.ac.uk/profdocs](http://www.ukcge.ac.uk/profdocs)
Integrating the CPED Model in an Executive Format Community College Leadership Doctorate

Dr James Bartlett
North Carolina State University, USA

Themes: Curriculum development, Professional impact

This paper will discuss the redesign of a professional doctorate that is designed to develop community college executive leaders. Those that complete this program desire to be community college presidents, vice-presidents, or workforce development professionals. Included in the paper will be discussions about the following CPED principals: (1) Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice. (2) Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities. (3) Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships. (3) Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions. (4) Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry. (5) Emphasizes the generation, transformation, and use of professional knowledge and practice (Developed by The CPED Consortium, October 2009).

The paper describes a program that provides working professionals the opportunity to complete their doctoral studies part-time in 3 years. Specifically, it discusses course sequence and the integration of dissertation hours, completed by students grouped by research interest, each semester from the beginning of the program to ensure a timely completion. The paper will present an overview of the design of the program, development of courses integrating professional practice, and the delivery of instruction and course sequencing. The paper will describe the execution of the recruitment, orientation, students’ experiences, and evaluation of the goals. Specific aspects described in more detail include the integration of curriculum models designed to develop community college leaders, the use of technology in the recruitment of students and delivery of instruction, and the highly integrated dissertation process.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Presented Papers

Our presentation intends to provide participants with the most up-to-date evidence-based information surrounding the topic of supervising online doctoral students. We recently completed a Systematic Literature Review process on Doctoral Supervision which for completeness covered both face-to-face and online practice so as to discover research evidence both from the perspective of best practice of face-to-face doctoral supervision and how this can be applied for the growing area of online doctoral professional programmes.

The research-based literature focuses mainly on face-to-face supervision leaving a paucity of research in delivering online doctoral supervision. The presenters are both very experienced online tutors, have good experience of face-to-face doctoral supervision and currently supervise this level of student using exclusively online methods. We therefore propose to share our experience of how we use the existing research and apply this to the online arena. The researchers are two members of Faculty working for Laureate Education International Universities in their EdD programme in partnership with the University of Liverpool.

During the presentation we will provide an overview of the major theories and definitions in doctoral supervisions and supervision styles; best practices in doctoral supervision and how these can be used or adapted to use in the online environment; the value of feedback in supervision and especially how it can be received by online students who are frequently international with English as a second language; characteristics of a good doctoral supervisor and how these can be developed, particularly for online students; and the importance of the community of practice in doctoral supervision how this is best created for online doctoral programmes.

An International Systematic Literature Review on Best Practices for Online Doctoral Thesis Supervision

Prof Morag Gray
University of Liverpool / Laureate Online Partnership, UK

Dr Lucilla Crosta
University of Liverpool / Laureate Online Partnership, Italy

Themes: Pedagogy, Professional impact

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Increased demand and participation in Professional Doctorate programmes in recent years could reasonably be argued as evidence of a need for less traditional routes to academic learning. Partly in recognition of individualistic learning needs of Professional Doctoral students at a post-1992 institution, an Independent Negotiated Study (INS) module was developed as a component of the Professional Doctorate framework. The module facilitates a degree of academic latitude in learning styles, content and assessment. This approach, perhaps more than traditional modules/courses, allows students to align their own learning goals and styles with their organisation or professional field, whilst ensuring individual responsibility for learning. Through directly recognising previous learning, there is opportunity for students to negotiate a variety of professionally contextual assessment methods while fulfilling academic requirements. The student led approach ensures professional relevance for students whose learning needs and goals relate to the development of knowledge and application to practice. This therefore allows students to develop their research skills with direct application to professional practice.

Students reflect on their individual learning needs and identify module content, learning outcomes and assessment tool(s) which they articulate and defend. A Learning Contract is negotiated and agreed with an academic mentor to ensure full compliance with University Assessment and Quality procedures. Therefore, this paper aims to examine the experiences of Professional Doctoral students and academic mentors involved with the INS module. Specifically, through a series of one to one interviews, this exploratory research seeks to identify and evaluate the factors considered when writing Learning Contracts and the attitudes towards this module as a mechanism for deepening learning through the achievement of individual learning goals.
Presented Papers

CRAC, supported by colleagues at the University of Brighton, has recently undertaken a research study commissioned by HEFCE into the provision of professional doctorates by English HE institutions. This focused on an examination of the scale and scope of provision, HE institutions’ strategies for provision and how this might change in the evolving postgraduate research context. In addition, there was specific focus on the skills and attributes that programmes seek to, and are perceived to, develop in response to employers’ and participants’ demands, and how these are delivered.

HEFCE’s report was published in autumn 2015. This presentation will focus on three key areas of interest to institutions and those engaged in professional doctorate programmes:

1. Institutional strategies within the broader postgraduate research context;
2. Trends in employer demand and their likely impact on professional doctorate provision;
3. Implications for pedagogy and programme delivery.

Reviewers have noted that the report covers new ground in relation to institutional strategies, supply and demand, and especially employer demand and support for professional doctorates, and the implications for both providers and current/future participants.

Themes: Cultural, social and resource perspectives, Professional impact

Dr Robin Mellors–Bourne
Careers Research & Advisory Centre (CRAC), UK

Dr Carol Robinson
University of Brighton, UK

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Dr Margaret Volante & Dr Mehmet Ali Dikerdem
Middlesex University, UK

Dr Gulay Manav Dr Ayse Ferda Ocakci
Uskudar University, Turkey Koç University, Turkey

Theme: Professional impact

With this presentation we invite collegial conversation for how subjectivity can be used to understand the impact of professional doctorate education processes on both the candidate and the practice context and in so doing inform doctoral pedagogy. Arvidsson and Franke (2013) have addressed the learning of nurses developed during research orientated doctoral programmes. We extend this further by investigating how doctoral education processes impact on the nurse and their professional practice context.

We undertook a small scale qualitative interview study of the doctoral experience of 10 professional doctorate nurses in the UK and 6 PhD nurses in Turkey. The participants had either completed or were about to submit their doctoral project.

An agreed semi structured interview agenda was used by interviewers in Turkey and the UK. The interview was conducted face to face, by telephone or Skype and audio recorded. An initial question was ‘why did you decide to do a doctorate’? The interview continued with questions about their actual doctoral experiences before closing with ‘what should be the aim of doctoral education for nurses’? and ‘what are the factors that enable the doctoral process to achieve that aim’? Our assumption was that to answer these closing questions participants would use the system of orientation of doctoral experience engendered during the interview. A single within case analysis was undertaken to retain a phenomenological sensibility of the case within the professional context followed by a thematic case comparison for each data set. The comparison across the UK and Turkey data analysis surfaces how doctorates impact on those who complete them and in particular how the professional doctorate processes impact on the health care context: nurses being enabled through a research apprenticeship to make change happen and make it better for the patient.

References

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
With growing policy maker interest in professional doctorates, demonstrated by the HEFCE funded professional doctorate project, and a growing desire to motivate more students to take on research degrees through the PhD and research master’s loan scheme proposed in the March 2015 budget, it is timely to consider what motivates a student to undertake a professional doctorate. In addition, the broader question is whether the student motivations to complete programme such as our EdD are aligned with the desires of the policy makers to promote engagement with professional doctorates as a way to address the perceived skills gaps in the UK labour market.

This paper uses two years of interview and application data collected from our potential EdD students. This data shows that the most often reported reason for doing an EdD is having a long term problem of practice itch to scratch. The prospective students often report having observed this problem of practice as a practitioner for some time and wanting to find an answer for it, to make things work better in their work place and for their students. This problem of practice has usually led to the development of their proposal for the EdD. Additional motivations include: hoped for changes in career, a push by employers to have a doctorate and wanting to be taken seriously within the wider practitioner field.

The misalignment between the motivation of policy makers to plug a skills gap and that of potential students to scratch a problem of practice itch is evident. The paper will discuss the implications of this mismatch for programme leaders of professional doctorates both aiming to fulfil the need to ensure that the student desire to undertake the programme is met whilst helping to plug the skills gaps in the labour market in the future.
An exploration of impact & engaged scholarship among DBA students

Dr Carley Foster, Prof Helen Shipton, Dr Susan Kirk, Dr Michael Zhang & Dr Konstantina Kougiannou
Nottingham Trent University, UK

Theme: Professional impact

A key learning outcome and purpose of the DBA at Nottingham Business School is for students to reflect and report on how their study impacts upon their professional role, industry and wider society. This emphasis on impact is in-line with the wider requirements of the UK research agenda. However, defining impact and how the notion of impact might fit with engaged scholarship within a Professional Doctorate context is under-researched. Indeed, anecdotal evidence suggests that among the DBA community, course leaders have found it difficult to apply the notion of impact and engaged scholarship to a programme aimed at researching professionals in a meaningful way. The aim of this paper, therefore, is to present initial findings from the first stage of a qualitative, longitudinal study of the impact plans of 30 DBA students and their views of engaged scholarship, particularly in relation to the impact their work has or will have on their professional role, industry and wider society. The paper uses action regulation theory (Frese & Zapf, 1994) as a theoretical lens to explore how the DBA students are making the transition from industry professionals to engaged scholars.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Presented Papers

From its inception at the Institute of Education (now UCL Institute of Education), the Doctor of Education (EdD) programme has always included an initial taught course, ‘Foundations of Professionalism’. The EdD at the Institute of Education now attracts a range of senior professionals, from diverse fields such as architecture, consultancy, dentistry and medicine, education, international development and social work. During ‘Foundations of Professionalism’ these senior professionals begin to explore what is meant by professionalism, both as a broad conceptualisation, and more specifically within their own contexts. The rationale for this course is to induct new students into a range of perspectives from which professional life might be viewed and to provide opportunities for sharing perspectives across the diverse range of professional contexts.

Following ‘Foundations of Professionalism’, students undertake two further taught courses – methodology and methods training. By year three, successful candidates move into the thesis or research phase. In year two, there is a transitional phase, the ‘Institution Focused Study’, providing a bridge between taught and research phases.

The ‘Institution Focused Study’ provides an opportunity for students to revisit and re-explore in greater depth some of the conceptual ideas introduced during ‘Foundations of Professionalism’, and to conduct preliminary insider research culminating in a 20,000 word report. However, student’s planned research was often not feasible in scale or scope. Equally, students under-estimated ethical issues of insider research, and occasionally ‘lost sight’ of the emphasis on professionalism and the links to workplace practice. To address this problem, we amended the curriculum and pedagogy for the ‘Institution Focused Study’.

This paper will report the context and rationale for changes made to the curriculum and pedagogy for the ‘Institution Focused Study’ and how these changes have supported in-depth, yet feasible, exploration of candidate’s workplaces and professional life.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
The complex and changing situation in doctoral education together with the recent expansion in doctoral provision have challenged universities to provide relevant programmes that meet the needs of the various stakeholders. Park (2007) identified 8 broad categories of stakeholder, including the candidate, employers, the university institution/supervisor/department/discipline, funding bodies and the wider society, but did not include professional bodies. Consideration of stakeholders has included how doctorates can be configured in conjunction with industry (Borrell-Damian, 2009) and to offer advanced development of practice for a range of professional groups (Fell et al, 2011). The shift in stakeholder power and influence has been investigated by Halse and Mowbray (2011) who suggest that the stakeholders who are most often neglected are ‘students, doctoral supervisors (known as advisors in some countries), universities and industry partners’ (513).

While an agreed definition of curriculum is elusive, holistic conceptions such as Barnett and Coates (2005) can provide a focus. In developing curricula, the values and purposes, structure and content, and pedagogy of the provision are key considerations. This work investigated the views of HE practitioners involved in the development and delivery of Professional Doctorates on the current issues in designing and delivering an appropriate curriculum, including the importance of various stakeholders. Feedback from 66 people who took part in one of two international workshops (IAPD2014 and ICDE2015) generated 100 issues or discrete ideas. Results showed that whilst staff felt the social benefits of implementing practitioner research were important, they struggled with tensions in the HE context to manage the practitioner elements, including the balance between theory and practice, recognition of practitioner methodologies and the provision of appropriate supervision. The presentation outlines the results and conclusions of this study. These help to clarify the values and purpose of doctoral education, and how stakeholder needs can be further considered in curriculum design.

References


‘Health Psychologist’ is a protected title in the United Kingdom, which the Health & Care Professions Council regulates. The standard training for a health psychologist involves a three-year BSc in psychology, a one-year MSc in Health Psychology, and a minimum of two years pursuing supervised practice, commonly on an accredited and approved professional doctorate in the domain. It is an enormous investment in terms of time and money, for both the trainees and the trainers. However, at the end of minimum of six years of training, in current austere times, there are precious few opportunities for employment for health psychologists; very few employers specifically ask for health psychologists, partly because the field is relatively new. Health Psychologists often have to compete with clinical and counselling psychologists, the former being much better established in the history of the National Health Service.

Where, then, do all these health psychologists go? In this paper, we explain the nature of what health psychologists are trained to do, and the pathways to a stable career for many health psychologists, and show how and why health coaching is one such route to successful application of the extensive training and experience. With video and other evidence from early-career health psychologists, we plot the ill-defined road from professional doctorate through to making a difference in the lives of individuals.
Presented Papers

Wednesday 16th March 2.05pm

Understanding how The Carnegie Project on the Education Doctorate Assisted U.S. Schools of Education to Redesign their Doctorate of Education Programs

Dr Jill Perry & Dr Debby Zambo
Carnegie Project on the Education Doctorate, USA

**Themes:** Pedagogy, Professional impact

Aligned with the conference theme of "The effect of professional doctorates on academic and professional experiences, outcomes and achievements in the workplace" this presentation will explain how the Carnegie Project on the Educational Doctorate (CPED) helped 21 institutions across the United States changed their EdD programs to reflect the needs of educational professionals and restructure their schools’ education policies. Evidence for this claim will come from a mixed methods study comprised of 21 case studies and 2 online surveys with closed- and open-ended items.

Analysis was performed using a grounded and descriptive approach. Results indicate CPED’s impact at the institutional, programmatic, and individual levels. At the institutional level, CPED brought cachet and changed policies. The status of EdD programs changed as did faculty’s positions and responsibilities. However, changes varied and depended on administrative support, state of the EdD at the institution (e.g., number of ABDs, understanding of an EdD), and the context in which the program was nested (e.g., community demand).

At the programmatic level CPED provided guiding principles and design concepts used to change or re/design aspects of programs from admissions (cohorts), curriculum (practical), pedagogy (adult learning), environments (varied to attract, retain, and matriculate students), and dissertations (focused on problems of practice). CPED encouraged changes from beginning to end.

At the individual level, CPED affected administrators. Engaging in a national discussion brought cachet and provided new ways to bargain for resources. At the faculty level workloads and patterns of interaction changed. Faculty gained increased responsibilities that equated to more time and this was both rewarding and problematic, especially for untenured faculty. At the student level CPED affected views of doctoral work, experiences, research capabilities, and completion rates. From these findings implications for programs across nations will be drawn.

To view the extended abstract for this paper, and any other related material, please visit: [http://www.ukcge.ac.uk/profdocs](http://www.ukcge.ac.uk/profdocs)
With significantly lower numbers of doctoral students pursuing academic careers, doctoral education needs to adapt to develop future leaders whose skills combine disciplinary excellence with a capacity for interdisciplinary and intersectoral working that creates genuinely disruptive thinkers. These are the thinkers who will have the edge in a highly competitive, global job market precisely because they have not only disciplinary expertise but also the intellectual flexibility to respond to a constantly changing professional environment.

This joint paper seeks to explore the possibilities of developing a Professional Doctorate ‘beyond the professions’. In other words, it seeks to push beyond the traditional conception of the Professional Doctorate as focused on the impact the candidate will have within his/her current organisation and specific professional field, to a vision based on preparing our brightest thinkers to tackle the challenges posed by the increasing complexity and challenges of all professional environments in the transnational age. In addition to the ‘traditional’ Professional Doctorate, therefore, this paper proposes that there is a place for a Professional Doctorate which develops skill sets to support future leaders as they operate flexibly across traditional boundaries, whether professional, global, cultural or linguistic, and whatever their current or future profession.

Taking as a case study the ongoing development of a ‘What’s Next’ culture of interdisciplinary collaboration within Queen’s University Belfast’s new Graduate School (opened in April 2015), this paper asks why a Professional Doctorate could not be an option in an disciplinary area.
Investigation of the Practical Characteristic of the EdD and the Training Situation of the EdD in China

Li Yonggang & Prof Ma Aimin
East China Normal University, China

Themes: Quality assurance, Professional impact

In late 2008, China Academic Degrees Committee of the State Council decided to set up the Doctor of Education (EdD), pilot training starting in 2010. In order to obtain the latest information about the current training situation of EdD students, the National Professional Degree in Education Instruction and Guidance Committee (China) funded us to conduct an inclusive survey. The paper firstly studies the history of EdD development in the United States, Britain and Australia and differentiating EdD from PhD. We find that practicality is an essential characteristic of EdD, which emphasizes, more than anything else, the connection between the universities, workplaces and careers, and attaches great importance to promoting students’ capability of theoretical reflection on professional practice issues, of research and of problem solving. Then we used questionnaire survey and interview methods to investigate the current training situation of 15 research universities. The findings indicate Chinese EdD candidates have a good command of professional theoretical knowledge and research methods, but they lack adequate research ability and professional practice training. In the end the article concludes that Chinese EdD programs have showed an over-academic tendency.
Presented Papers

Enhancing the quality of undergraduate/postgraduate and higher degrees students’ learning experience is paramount to them achieving the aspirations and goals associated with their chosen educational programme. A successful and/or unsuccessful outcome has the potential to impact on their employment/employability, career pathway and subsequent learning. An ongoing debate associated with ensuring that students receive the best possible outcomes is aligned to the quality of ‘supervision’ and ‘support’ (Carr et al, 2010).

A lack of sound supervision and support can have a profound impact on the progression and completion of professional doctorate and doctor of philosophy students (Savage 2013, Lee 2008). Sharing and learning from existing supervisory and support systems and processes, frameworks/models is essential in ensuring quality, student satisfaction and support and progression (Nulty et al, 2009).

Aims
The presentation aims to share the learning and experiences from an international partnership and collaboration for enhancing supervisory practices. The partnership is between the Doctor of Health and Social Care programme, School of Health and Social Care, University of Teesside, Middlesbrough, England, United Kingdom and the Professional Doctorate programme, School of Health Sciences, University of Tasmania, Hobart, Australia, their student cohorts and supervisors.

Key presentation issues
The two higher education institutions have collaborated to share and learn together the various ways to enhance the quality of learning and experience for the professional doctorate students. The areas targeted are ‘supervisory practices’ adopting a solutions-focused approach to doctoral supervision and harnessing the strengths of the students through student communities of practice.

Conclusion
The presentation highlights the lessons learnt and areas for enhancing the partnership and collaboration in order to ensure students receive the best possible supervision and support in the future.

An International collaboration and partnership: Enhancing the quality of health and social care professional doctorates student’s supervisory and support experiences

Prof Robert McSherry & Dr Josette BettanySaltikov
Teesside University, UK

Prof Kenneth Walsh, Prof Kim Walker, Dr Elizabeth Cummings & Dr Karen Ford
University of Tasmania, Australia

Themes: Curriculum development, Quality assurance

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
In the last two decades in response to societal and global needs, there has been a large growth internationally in the range and type of doctorate awards resulting in many different doctorate models with a range of specific characteristics. On either side of the Atlantic higher education institutions are diversifying their doctoral education curricula and many new kinds of doctoral programmes are emerging. Similarities and differences between the various models are at times difficult to discern particularly on an international stage. This issue is further compounded by the variety of capstone models being developed grounded by the new curricula.

This presentation will explore the variety of ways in which EdD and PhD (Education) programmes prepare candidates for their research study in the UK and the USA by a survey of 150 higher education institutions in the two identified countries; this was followed with in depth interviews with a selected sample.

There remains little differentiation between EdD and PhD programme design although there is evidence in both countries of innovative approaches to the capstone, which challenge the traditional thesis/dissertation model particularly in terms of appropriateness in demonstrating the outcomes of research learning. Whereas this is to be welcome we would raise a note of caution and concern for while the outcome product may be undergoing a metamorphosis the program design in relation to research methods suggests little change. This anomaly requires greater investigation.

A further complexity is that in the UK the EdD with the focused taught component is akin to the new route or integrated PhD; whilst in the US the articulated imperative to clearly divorce the PhD and EdD programme has yet to be evidence in programme design, specifically research courses.
Professional doctoral degrees are being examined for the knowledge contributions (Costley, 2013; Miguel & Nelson, 2007) related to students’ context of professional practice. Emerging within this work is an awareness of the central issue of a students’ Problem of Practice (POP) as a primary focus of their doctoral studies (Costley & Lester, 2012; Miguel & Nelson, 2007). According to The Carnegie Project on the Education Doctorate (2014), “A Problem of Practice is a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes”. The challenge observed in graduate education is that definitions of POPs are program specific and taken-as-shared meanings vary.

Practitioner scholars come to doctoral study with significant experience from which they have observed educational issues. The JHU SOE EdD program asks professionals to state a POP within their application materials and to develop their understanding of the problem across the first year of the program. The purpose of this study is to better understand the impact of critical thinking on students’ articulation of a problem within their professional context by investigating the changing nature of POPs across three time points: (a) application, (b) completion of first semester, and (c) completion of students’ Year One paper, which includes identification of the POP and examination of the problem within the student’s context of professional practice. POP statements will be extracted from program documents and will be supplemented with student focus group interviews. Researchers will follow a constant comparative data analysis methodology (Corbin & Strauss, 2008). Two individuals will code each data source and themes will be examined across the three time periods. Code refinement will be discussed through discussion. These trends will be examined through an examination of literature related to POPs.

References

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Dr Patricia Walsh Coates  
Kutztown University of Pennsylvania, USA

**Themes:** Cultural, social and resource perspectives. Pedagogy

This paper describes our journey in recognizing the need for a doctoral program to facilitate the emergence of a new generation, practitioner-scholar. The EdD in Transformational Teaching and Learning is designed to provide experienced educators with tools necessary to address many of our nation’s social justice and equity problems in education. The degree is designed to provide experienced educators with advanced knowledge, skills, and dispositions necessary to address one of the nation’s greatest and most challenging problems—closing achievement gaps among struggling learners and mitigate factors that impede the learning of underserved populations. The program emphasizes the melding of theory and practice through job-embedded assignments and real world learning outcomes. Thus, the degree is intentionally and specifically designed to impact the daily work of the educational practitioner in order to increase their positive impact on students. Too often, education doctorates are designed to take educators out of the classroom by preparing them for leadership roles in their districts.

This paper discusses the importance of creating doctoral programs that will keep scholar practitioners in the classroom. The focus of this doctorate on transformational classroom practice supports the professional and personal development of such high-quality teachers. Through the bidirectional creation of competence based outcomes between faculty and participants in the program, teachers co-design a program that specifically impacts their classroom practice. Traditional Teacher Education doctorates demand that the graduates contribute to what is known about teaching and learning and prepare teacher educators with these competencies. The Transformational Teaching doctorate contributes to what is known about classrooms learning and prepares classroom practitioners to share these understanding within their schools. The ultimate goal of this redefined doctorate is to empower practitioners to expand their pedagogical knowledge and skills beyond that of simple technical expertise and to become change agents in their classrooms.

To view the extended abstract for this paper, and any other related material, please visit: [http://www.ukcge.ac.uk/profdocs](http://www.ukcge.ac.uk/profdocs)
Institutional Impact Case Studies

Dr Ian Frame & Dr Geraldine Davis
Anglia Ruskin University, UK

Theme: Professional impact

Purpose
Anglia Ruskin University academics illustrate some of the professional doctorate work undertaken by candidates and staff at the University through poster display. A selection of current and past doctoral work completed by their professional doctorate candidates and supervisors is on display, providing insights into the doctoral experience at the University and how it is impacting on staff, candidates and their professional practice.

Method
A range of A1 posters are designed and presented to visualise candidates’ work at a variety of stages on their doctoral journey; from those who are just beginning to those who have completed and graduated. In addition, there are a small number of posters which illustrate the approaches taken by staff to support their candidates. The posters are from candidates and staff in the Faculty of Science and Technology and the Faculty of Health, Social Care and Education.

Findings
Although a wide range of disciplines are represented, delegates will be able to identify a number of common doctorate themes. A key aspect illustrated is the impact the doctorate is having on practice. Candidates are able to show how doctoral level work can influence their practice and bring about change. Impact is identified within and beyond the candidate’s own organisation and includes change of local policy, change in local practice, sharing of good practice within the local and wider community.

Conclusion
The professional doctorate at Anglia Ruskin University is meeting the needs of mature, professional people who wish to undertake the professional doctorate on a part-time basis. The programme is specifically designed for professional people who wish to complete a doctorate while researching their own professional practice or that of a wider professional community.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Purpose

Universities as institutions impact on their doctoral candidates through the programmes they offer, and work based professional doctorate (PD) programmes set out to guide their candidates to extend or develop aspects of the range of institutions they work in. For the internal staff of a university, work-based PD candidate institutional impact is therefore complimentary. The university’s programme impacts on the candidate, and the candidate impacts on the university. This institutional case study explores this exceptional situation.

The Doctorate in Professional Studies (Education) (DProf Ed) programme at the University of Westminster (UoW) is a part-time, work-based PD programme that caters for Higher Education professionals. Candidates from a variety of discipline backgrounds progress from modules that provide Higher Education Academy professional teacher status through a planning and practitioner research and development phase, to a work-based project that is designed to research and develop knowledge that is able to make an organisational and professional impact. The programme aims to develop HE practitioners’ knowledge of themselves, their context and its practices, and to find ways to utilise these in order to develop productive policies and practices within their organization. Wider professional impact is also expected.

Several candidates on the programme are employed by the UoW, and this set of three posters illustrates their insider research projects, which are designed to impact upon one organization; the UoW. The doctorate was developed in 2012 in order to meet the need for a doctoral qualification that enabled high-level professional practice in HE. This was to be made available externally, but also internally to enhance the university’s cultural capital in teaching and learning. The programme was therefore designed to utilise doctoral level research strategically to enhance development focused in the organisation’s core area of activity; learning and teaching. This concentration therefore has the potential to support strategic organizational development and promote research impact.

Development was intended for the individual candidates and at an organizational level, including underlining the importance of teaching and learning, and encouraging pedagogic research. It was hoped that this would support the development of the university’s teaching and learning practices and overall performance, and encourage a university community of practice focused on pedagogic research. Existing pedagogic researchers and insider doctoral researchers across the university could cohere to develop knowledge, practice and a reputation for pedagogic research nationally and then internationally. Thus, institutional impact was expected.

The posters show some of areas researched and the discrete, planned changes that each project has begun making.

- Developing Mindfulness at the University of Westminster: Professional Practice, Teaching and Research. - Jenni Nowlan
Undergraduate Progression: lessons learned from a study in a Faculty of architecture and building. - Anna Haworth

Feeling our way: An investigation of university staff experiences of participation in learning and development programmes of the ‘soft skills’ variety. - Alison Fixsen

Building Capacity for Student Engagement through a Staff-Student Partnership Approach. - Rosin Curran

The methodologies (ethnography and living theory/action research) focus on attaining a deep personal understanding of the organisation and exploring the insider struggles that influence the opportunities for taking knowledge forward. This highlights the potentially ‘disruptive’ nature of work based insider research, which may also be experienced by UoW candidates on PD programmes outside of the UoW. However, candidates on the DProf Ed, as a UoW validated programme, may consider that there is tacit organisational acceptance of this challenging, change focused approach for their research. While the programme has a ‘learning agreement’ signed by the candidates, the university as provider of the programme and the university as the workplace where the research and development will take place, the importance of strategically placed support for developments has become clear.

A number of considerations with internal staffs’ insider research and translating findings into institutional impact have emerged. Firstly, the position of the doctoral programme within the university; is it situated to integrate knowledge and practice and enable organizational development? Secondly, the positionality of the candidates in the university; what status does their candidature of the doctorate and their named role within the organization bring to their ability to make organizational change? Thirdly, how are changing organizational priorities managed for and by candidates undertaking lengthy projects that may affect their research, their role and their ability to effect change. These issues have resonance for any insider research, but the impetus derived from working, studying in and potentially changing the same institution may heighten both the positive and negative influences of these issues for this group.

The posters tentatively outline the outcomes candidates feel they have made to date. Ultimately, personal gains are likely to be measured by candidates’ eventual success in passing their doctorate. Organizational impact is likely to be influenced by the foregoing issues and may be more difficult to effect than professional impact, more conventionally assessed on one level by e.g. journal articles. PD research impact could be intensified by the kind of university/organizational focus discussed here, but the extent of the impact on the university may rely on defined, integrated, longstanding strategic support for the doctoral programme.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
The IWBL launched our innovative Doctor of Professional Studies (DProf) programme at Middlesex University in 1997 and the Doctor of Professional Studies by Public Works in 2005 (a pathway for senior professionals who already have substantial works in the public domain which influence thinking and practice in their sectors). The Doctor of Professional Studies takes 4-6 years to complete and the DProf by Public Works 1 year to 18 months. We are proud to have been at the forefront of recognising the professional knowledge, learning and research capability which candidates bring with them through credit claims for prior learning (RPL) at Masters Level 7 and Doctoral Level 8 which contribute to their overall award.

Since 2002 a number of Middlesex University Schools have developed validated specialised pathways from the cross/transdisciplinary IWBL programme and these are in specific disciplines including health, education, environmental science and business. Since the launch of our Doctor of Professional Studies programmes there have been over 300 doctoral completions. Middlesex University also has joint professional doctoral programmes with leading institutes including Metanoia Institute, the New School of Psychotherapy and Counselling, Ashridge Strategic Management Centre and the Islamic College London. Our professional doctorates draw candidates from all over the world and are recognised by a number of professional bodies.

The Doctor of Professional Studies is distinctive. It is designed for senior professionals from a wide range of fields of practice in a variety of settings who are embarking on change initiatives in their sectors, organisations or communities of practice and who are seeking enhancement of their own professional practice. The contexts of these change initiatives are often complex with far reaching implications. Our academic processes and inputs build on the considerable professional knowledge and capabilities which candidates bring and support them to carry out reliable and valid research, conceptualise and theorise practice, articulate and critique expertise and leadership and achieve outcomes directly relevant to the live issues they wish to address. The programmes are underpinned by a research active academic team who constantly engage their candidates in research ideas at the cutting edge of practice and theory to contribute to ‘what works’ at the interface of academic and professional knowledge in order to achieve ‘what matters’. What matters to our candidates is quality of impact. The question for us then is what constitutes impact in professional doctoral programmes? From the successful research projects of our alumni we know that it involves stakeholder engagement, participatory processes, dissemination and discourses that make sense to the world of work. Such discourses include critical reflection, transdisciplinarity, plurality, ethics, evolving
methodologies and negotiating complexity rather than managing it. This strong engagement with practitioners from professional sectors raises questions for us as researchers and advisers and influences how we think, theorise and inform programmes that need to maintain their position at the forefront of research into work, learning and practice.

The core task of our doctoral programme then is the eventual formation of a reliable knowledge narrative from which positive, impactful outcomes emerge both during the programme and after it has been completed.

The posters being presented are the voices of some of our alumni and candidates. Each person, in their own words, gives a summary of the work, the approach used and the quality of impact on their own professional practice and direction and that of their organisation/sector/community of practice. The posters represent a cross section of doctoral graduates and candidates, pathways and disciplines and sectors.

To view the extended abstract for this paper and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Beyond programme evaluation: How do you measure the impacts and outcomes of your professional doctorate programme in health and social care?

Tuesday 15th March 12.05pm

Prof Robert McSherry & Dr Josette Bettany Saltikov
Teesside University UK

Prof Kenneth Walsh, Prof Kim Walker, Dr Elizabeth Cummings & Dr Karen Ford
University of Tasmania Australia

Theme: Professional impact

Current healthcare leaders and those into the future are tasked with addressing the increasingly complex challenges of providing safe, quality, effective, and efficient patient-centred care with limited resources. Whilst Australia generally has a well-qualified, high functioning healthcare workforce the imperative to ensure that they are equipped to lead healthcare forward in the 21st century is paramount. To this end, doctoral education, based in the workplace and designed to improve healthcare while up skilling professionals in workplace based research, has been identified as the appropriate means to achieve these goals. The development and sustainability of a successful professional doctorate degree requires strong partnerships between the university and healthcare sector partners, enhanced by a mutual agreement, understanding of, and commitment to the integration of professional expertise and scholarly inquiry.

Rolfe and Davies (2009: 1265) identified that “Professional doctorates have arisen out of dissatisfaction with the traditional PhD which is perceived as too distant from practice; study at doctoral level is now increasingly relevant to those working outside academy”. Alongside this Walker et al. (2016) and Malloch & Cairns (2014) note the professional doctorate is both more appropriate and more useful to healthcare practitioners and organisations as it endeavour to provide ‘researching professionals’ as opposed to ‘professional researchers’.

This presentation will describe the establishment of a Doctor of Health programme through the collaboration and cooperation of St Vincent’s Private Hospital, Sydney, Australia and the University of Tasmania, Australia. The critical balance of support in both organisations has fostered a relationship of mutual respect and learning to provide a truly partnership based professional doctorate programme that responds to the changing needs of the healthcare environment.

References

Malloch M & Cairns L, “Has the PhD a future as the highest level degree for professionals?” The International Conference on Professional Doctorates, Cardiff, April 2014


Walker K, Duff J, Cummings E & Campbell S (forthcoming)

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Learning together – first supervision experiences on a professional doctorate

Dr Sally Worth
St Georges, University of London, UK

Dr Judie Gannon
Oxford Brookes University, UK

**Theme: Cultural, social and resource perspectives**

There is an increasing literature body relating to the relevance and rigour of the professional doctorate, however, in many contexts supervisors have traditionally experienced the traditional PhD route rather than the professional doctorate version (Kot & Hendel, 2012). The advantages and disadvantages of these twin tracks have been recounted widely (Neumann, 2005; Salter, 2013), however, minimal attention has been devoted to understanding students’ and supervisors’ experiences of professional doctorates when the majority of supervisors achieved their own awards through the traditional route (Harden et al., 2014). The cohort, for example, looms large as an additional feature of support for professional students (Baptista, 2014; Robb & Ellis 2014) where traditional doctoral route students often experience loneliness and isolation (Janta et al., 2014). This paper seeks to address that gap by recounting the experiences of the first cohort of a specialist professional doctorate and captures insights from the cohort of students and the supervisory team. Their journeys will be recounted from each perspective as they embarked together upon the professional doctorate and the first cohort developed its own norms and activities alongside the supervision sessions.

To view the extended abstract for this paper, and any other related material, please visit: [http://www.ukcge.ac.uk/profdocs](http://www.ukcge.ac.uk/profdocs)
Doctoral degrees are no longer simply a training ground for the next generation of academics. Different forms have evolved to encompass multi- and trans-disciplinary study by practitioners within their work context (Lester, 2004). The designation has also changed to include terms such as professional, industrial or practice-based PhDs or Doctorates (Fillery-Travis, 2012) and we identify these as ‘modern doctorates’ for the rest of this project. These developments are driven by the contribution to knowledge exchange these degrees make and how they facilitate innovation and growth within diverse sectors. But supervision of modern doctorates is not fully codified although it requires a number of capabilities (academic and professional) recognised as being beyond those needed for conventional PhD supervision such as advising and facilitation (Boud & Costley, 2007). Previous research on PhD programmes has largely focused on the competences required of candidates (Vitae, 2010) not of their supervisors. However without effective supervision, delivery of the full benefits of these degrees to the host/sponsoring organisation (and the progression and attainment of the candidates) will be compromised. This EU funded Erasmus+ project of 5 leading centres of provision for DBAs, EdD, DProf and Industrial PhDs is identifying best practice in the supervision of modern doctorates across Europe and codifying it within a framework supported by appropriate resources (training workshop, examiner list, handbook and social media) for European universities and companies to use to leverage the innovation and new knowledge these degrees can produce.

In this workshop we present the first results of the survey and interview instruments we have developed to explore the experience of Candidates, Supervisors and Sponsoring organisations of the modern doctorate. Specifically we are seeking critique of these instruments from the participants in the conference and further identification of useful forms of outputs from the project. To enable this we will run a rotating open table event within the workshop to enable as many voices as possible to contribute. There will also be the opportunity for engagement in subsequent interviews and surveys.
The authors are the Modern Doctorate Consortium funded by the EU through Erasmus +

Members of the Consortium are:

Maastricht School of Management: James Molensky
Fondazione ADAPT: Francesca Sperotti
EURODOC: John Peacock
Trinity College Dublin: Andrew Loxley
Evaluator as nominated by IAPD: Anne Lee
Chair of IAPD: Kevin Flint
Middlesex Team: Kate Maguire, Nico Pizzolato and Linda Robinson (associate).
Non-funded US partners: Rosemary Taylor and Thomas Vitale of University of Central Florida as international contributors and benchmarking partners

Our project runs from 1st October 2014 to the 30th September 2017 and is funded through the Erasmus + programme RA2 and our project number: 2014-1-UK01-KA203-001629

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Imagine entering an urgent care clinic for diagnosis and treatment of a suspected case of academic procrastination. The clinic is packed with students, and even a few professors. A triage nurse takes you to an examination room, records your blood pressure, administers a stress test, and then asks a few simple questions: “Is this a new or recurring problem? What circumstances trigger the onset of this problem, and how do you manage its effects on your life? Please rate your pain, using the number one to represent no pain and the number 10 to indicate severe pain!”

While this imaginary story may seem far-fetched, the problems associated with academic procrastination extract a real cost on students and faculty. Chun and Nam (2005) distinguished between two types of procrastinators: active and passive. “Active procrastinators... prefer to work under pressure, and they make deliberate decisions to procrastinate” (p. 245). They accomplish work efficiently by using time pressure, enjoy conditions involving greater challenge, and exert concentrated effort to complete a goal. Passive procrastinators... are paralyzed by their indecisions to act and fail to complete tasks on time” (p. 245), inverting negative consequences, such as “wasted time, poor performance, and increased stress” (p. 246).

My paper describes my experience working with 10 students suffering from prolonged academic procrastination with regard to the completion of their proposal and/or dissertation over the last five years (2010-2015). I describe causes for procrastination and then present three composite profiles of doctoral students representing the problems blocking their success. I then show how stalled out students reversed a pattern of poor performance, and earned a doctoral degree. Professors and students may benefit by learning about the unique challenges associated with tackling large research projects, the high costs associated with prolonged academic procrastination, and steps needed to reduce its occurrence.

References

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
This paper explores the antecedents and impacts of industry accreditation processes on the individual employee. Specifically, we investigate how aspirations to gain AACSB accreditation are changing the behaviours of business school faculty where institutional research policies require full-time academic staff to achieve scholarly academic or practice academic status by gaining doctorates. On the one hand, we see this as a positive development to improve research capabilities in business schools. On the other hand, we ask whether this is an ‘illusion trick’ (Alvesson, 2013: 15) where in-house professional doctorates are awarded that raises questions about the potential for conflicts of interest, inbreeding, and excessive anxiety.

Drawing on concepts of legitimacy, professionalism, and workplace identities, we identify three overlapping types of non-doctoral qualified faculty who are students registered on in-house and external PhD and professional doctoral programmes: “pragmatic”, “self-actualising”, and “histrionic.”

We contribute firstly to debates in the literature on differences and similarities between traditional PhD and professional doctorate programmes. Secondly, we ask what are the ethical dilemmas and evolving identities for faculty enrolled in their own schools as DBA students? Thirdly, we examine legitimacy at multiple levels (Bitektine & Haack, 2015) linking individuals and strategic business units (SBUs). We consider the consequences of adopting a policy of “growing one’s own” to enhance corporate reputation and employee capabilities. Through an analysis of individual narratives in one-to-one interviews with policy makers, supervisors and students, we discuss useful insights into the lived experiences of academics in business schools who are working full-time while pursuing doctorates. The findings may be extended to gain an understanding of employees who are working towards advanced qualifications in knowledge intensive organisations where their continued employment depends on successful completion of these credentials to maintain or boost the employer brand in mature industries.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Dr Rosemarye Taylor, Dr Thomas Vitale, Colton Tapoler & Kari Whaley
University of Central Florida, USA

Theme: Pedagogy

Professional doctoral education in the US has expanded from education to business, nursing, physical therapy, sociology and many other disciplines. With the purpose of developing leaders in the field who are scholarly and successful in their workplaces, the professional doctorate degree person has the expectation of improving workplace outcomes while advancing one’s career. With a dual purpose of scholarship and professional performance enhancement, the supervision or advising of professional doctoral students and the relationships between advisor and student were identified as areas needing study.

As part of the ERASMUS Prof Doc Consortium the researchers undertook the US component of this professional doctorate research. The purpose of the research was to identify perceptions of advisors’ and advisees’ related to the doctoral processes and relationships, and how the processes and relationships changed over time. Another purpose was to identify how the advisors were prepared for the role.

Method

The study design is mixed methods. An advisee and advisor survey with Likert-type items and open ended items will be administered and the participants’ anonymity will be protected. After the initial email request to faculty to participate, accompanied by the informed consent document, those not responding within two weeks will be sent another request. Faculty who participate will have the opportunity to send an informed consent to their doctoral candidates and graduates to invite them to participate in the study. Doctoral candidates and graduates will also be contacted by the researchers if known to them.

The survey portion of the research will be completed online and will be anonymous to the researcher. Only country and discipline will be used to aggregate data. Sampling targets for the survey are 100 for advisors and 100 for advisees.

For the interview portion of the study, 15 volunteers will be invited to the 30 minute interview and will be provided the informed consent document. If they agree to be interviewed they will be asked for permission to record the interview.

Interviews will be recorded and transcribed. Analysis will be based on reading and re-reading to identify common themes and notable phrases and sentences to support those themes. Themes will be reviewed by at least two of the researchers to establish agreement on themes and supporting evidence.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Many professional doctorates are developed under conditions of full academic freedom in domains where there are no restrictions or demands imposed by competent authorities or professional bodies. Such programmes can be a career ‘luxury’ for many individuals rather than a necessity. They represent a laudable attempt for candidates to have their high levels of expertise recognised and support promotion, but are not pre-requisites for practice in that discipline.

In the UK psychology context, the professional training route for practitioner psychologists is set at doctoral level, requiring programme developers to work to curriculum- and process-related standards from both the British Psychological Society (professional body) and the Health & Care Professions Council (competent authority). Anyone wishing to qualify as a Health or Sport & Exercise Psychologist must follow an accredited and approved programme of training that requires prescribed ‘Standards of Proficiency’ and of ‘Education and Training’ to be met. These programmes are usually located in a higher education institution, and therefore there is a ‘third’ university framework that must be adhered to, regardless of how easily or not it fits the external body requirements.

At Liverpool John Moores University we have simultaneously developed ‘twin’ professional doctorates in Health Psychology and Sport & Exercise Psychology (the first of its kind in the UK) by drawing on the similarities and accommodating the differences in the content requirements of each qualification. This includes some innovative shared approaches to the models, content, teaching and approaches within the programme design.

In this paper, we chart the progress and pitfalls of this venture, or rather adventure, outlining the nature of the various regulations and restrictions we had to navigate in the validation of these programmes, and to show how sometimes creativity and innovation in programme development can be accommodated even when there appears little room to move.
Technology and the DProf student: supporting the ‘insider researcher’ and the ‘academic outsider’

Dr Christine Davies
University of Wales Trinity Saint David, UK

Theme: Pedagogy

DProf students are frequently ‘insider researchers’ (Costley et al, 2010) and as such may draw on the support of their work-based community for their research. However, because they are generally part-time and distance learners, sometimes resident abroad, they may also consider themselves as ‘academic outsiders’ despite having previously undertaken graduate and postgraduate level study. DProf students are potentially vulnerable to the issues that affect other part time and distance learners, such as limited contact and isolation, and have the additional demands of a substantial work-based research project incorporating complex theories and analyses. It is therefore important to find additional ways to support these highly unique, lone researchers.

Technology has a significant potential to support learners on distance and part-time programmes (Lester and Perini, 2010). This includes institutional technology such as the Virtual Learning Environment (VLE), as well as a range of online applications. Social media, in particular, can provide opportunities to maintain contact and continuity and can also support personalisation and differentiation (Stanford et al, 2010).

Examples of technologies to support DProf study that are currently being trialed at the Wales Institute of Work-Based Learning at the University of Wales Trinity Saint David (UWTSD) include Skype, interactive mind-maps, and VLE-embedded Xerte learning objects. This paper will explore how these technologies are helping ‘academic outsiders’ to maintain contact and make progress.

References


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This round table session will explore autoethnography within the context of the professional doctorate and debate around the notion that it is an excellent way of linking theory to the practical situation. The session will commence by defining the ‘second generation’ of professional doctorates (Maxwell, 2003) where the focus is directed primarily to work-based learning and the development of work-based practice. Candidates are expected to demonstrate the development of practice and their contribution to this in a fundamentally original approach. The researcher is central in the practical or work-based situation and the process of autoethnography can structure and guide the research process, by providing structure to the process of reflexivity. The session will consider two broad approaches to autoethnography: the traditional approach and the post-modernist approach. The post-modernist approach presents challenges in the ways in which the work is presented: a central debate will be that despite the novel ways of presentation, the work should have a strong theoretical base. The session will end via a summary of the role of autoethnography in the professional doctorate. The session facilitators will present the idea that autoethnography provides a factually accurate and comprehensive overview of the professional doctorate candidate’s career trajectory. It should act as a driver of self-explication for the professional doctorate student thus providing a degree of both catalytic and educative authenticity, and provide an insight for the reader of the professional doctoral thesis.
Current and future healthcare leaders are tasked with addressing the increasingly complex challenges of providing safe, quality, effective, and efficient patient-centred care with limited resources. Whilst Australia generally has a well-qualified, high functioning healthcare workforce, the imperative to ensure that they are equipped to lead healthcare forward in the 21st century is paramount. To this end, doctoral education, based in the workplace and designed to improve healthcare while up skilling professionals in workplace based research, has been identified as the appropriate means to achieve these goals. The development and sustainability of a successful professional doctorate degree requires strong partnerships between the university and healthcare sector partners, enhanced by a mutual agreement, understanding of, and commitment to the integration of professional expertise and scholarly inquiry.

Rolfe and Davies (2009: 1265) identified that ‘Professional doctorates have arisen out of dissatisfaction with the traditional PhD which is perceived as too distant from practice; study at doctoral level is now increasingly relevant to those working outside academe’. Alongside this Malloch & Cairns (2014) note that the professional doctorate is both more appropriate and more useful to healthcare practitioners and organisations as it endeavours to provide ‘researching professionals’ as opposed to ‘professional researchers’.

This presentation will describe the establishment of a Doctor of Health programme through the collaboration and cooperation of St Vincent’s Private Hospital, Sydney, Australia and the University of Tasmania, Australia. The critical balance of support in both organisations has fostered a relationship of mutual respect and learning to provide a truly partnership based professional doctorate programme that responds to the changing needs of the healthcare environment.

References

Malloch M & Cairns L, "Has the PhD a future as the highest level degree for professionals?" The International Conference on Professional Doctorates, Cardiff, April 2014

The notion of reflection is widely promoted in educational settings as a means of enhancing critical thinking in relation to practice (Taylor 2007), a key component in professional doctorates where the outcome must impact on practice. The concept of transformative learning offers one of the most sophisticated conceptualisations of reflection within the larger frame of theory in adult learning (Mezirow 2009) and offers a clear theoretical lens to investigate levels of reflective processes demonstrated by students at this level. Developed by Mezirow (2000), transformative learning is described as a multidimensional continuous social process that engages the learner in a better understanding of themselves, their perspectives, and the meaning that has for them through communication with others. This learning process involves a complex series of interactions which takes place when learners experience an incident or question that challenge a previously held belief about the world. Because transformative learning focuses on meaning, it has a direct impact on thoughts, emotions and motivation which through this process are essentially changed. Capturing these changes requires a process which allows examination and recording over time and is achieved through students maintaining an individual learning portfolio throughout the programme which captures actual learning challenges and successes, demonstrates reflection and records how the outcome has impacted on them from a personal and work related perspective. In the first half of the programme each of the five learning units incorporate workshops to discuss content and progress in the development of the portfolio and individual one to one sessions are provided thereafter. The portfolio is submitted and accompanies the thesis to viva.

This presentation will report on this stand-alone reflective module which is integrated into our DBA programme and evaluated through the lens of both reflection and transformative learning theory. The evaluation uses an adapted version of Cook’s (2010) reflective framework to conduct a content analysis of structured self-reflections to identify components of transformative learning within reflective portfolios completed by 8 graduate students over the four years of the programme. Initial findings will be explored further in individual interviews to highlight the key findings and their relationship to future developments within the module.

References


Dr Philip Thomas & Prof Ray Cooksey
University of New England, Australia

Themes: Curriculum development, Professional impact

The University of New England’s ‘Doctor of Industries and Professions’, is a doctoral level research higher degree tailored to enable individuals to develop their research skills, advance their profession and make contribution to a professional practice. This higher degree is designed to make a significant scholarly contribution to the professional context, expand the skill base of the candidates and the professional applied knowledge of the academic supervisors involved. The degree encompasses the production and transformation of descriptive accounts of practice and innovation into knowledge, communicated through narratives within a portfolio structured thesis, which encompasses all the criteria of a doctoral award. This higher degree serves to bridge the gap between academic thinking and professional practices, achieved through project driven acculturation into academia. That is, the conceptualising and theorising of practice and the articulation of expertise and engagement, including implications of impact, into an examinable portfolio output.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
This paper addresses three areas. The first is a discussion of vivas across higher education and the widespread apprentice-master model for conducting doctoral research. The second is a review of the data on submissions for doctoral examination across a university. The finding of the article is based on a review and analysis of data concerning submission for examination and outcomes from the viva examination across three colleges across a two year period. A qualitative analysis of completed and anonymised preliminary report forms prepared by the internal and external examiners in advance of the viva, external examiners report forms quality assuring the viva process, and guidance to doctoral candidates on the result of the viva that outlines the scope and depth of recommendations to candidates. This informs the aspiration to increase the postgraduate research community of the university. The third part of the paper addresses the advice and guidance given to candidate in preparation for the viva.

Dr Adam Barnard
Nottingham Trent University, UK

Themes: Curriculum development, Pedagogy

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Research about Chinese doctor of education Training Situation

Prof Ma Aimin & Li Yonggang
East China Normal University, China

Themes: Curriculum development, Pedagogy

In 2008, the Doctor of Education (EdD) was established by Academic Degrees Committee of the State Council in China and initial priority was placed on 15 universities in 2010. In order to get the information about the present training situation and quality of EdD students in China, we designed an EdD Students Training Quality Survey Scale to investigate their views on the delivery of the EdD training in all pilot universities. In addition, semi-structured interviews with some EdD supervisors were conducted. Research reveals that: 1, with regard to students motives behind choosing EdD programs, those ranking among the principal motives are to improve the theoretical level of expertise, research capacity and professional practical ability. In contrast, the training target of EdD among teachers varies – highlighting practice, or otherwise, academic training. 2, the EdD programs put emphasis on academic competence, while the practice ability is largely neglected, as supervisors tend to be over-academic, rating academic accomplishment, theoretical knowledge and research ability, and practice ability in the order of diminishing importance. 3, teachers tend to employ the method of delivery to include combined lectures and seminars, case studies and traditional lecturing. To improve the EdD training quality, the article argues that it is necessary to define the training target norms clearly, to innovate practice training mode, and to apply supervising groups including experts in the field of practice.

Key words
EdD, Academic training, Practice training, Training quality, Course and teaching

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
UK Doctorates in Business Administration attract significant numbers of students from Gulf Cooperation Council (GCC) states. Amongst these students, some occupy highly influential roles in their home nations. While literature on management research frequently acknowledges the Americanisation of business education and research, as far as we know, no studies to date have explored how we might transcend the Anglo-American model inherent in DBA curricula in relation to GCC citizens.

In this exploratory paper, we call for DBA supervisors to guard against neo-colonial mindsets. Moreover, we stress the need for responsible supervision in supporting GCC nationals in completing theses that affect policies and practices that shape nation building. Firstly, we highlight critiques of geocentric models of management research. Secondly, we reflect on management education in the Arab world. Finally, we discuss solutions to adopt more inclusive approaches.
Hilary Buckridge
Orange County Public Schools and University of Central Florida, USA

Theme: Professional impact

In the M. Ed. in Educational Leadership program at the University of Central Florida TeachLivE™ is incorporated as an authentic practice model using the mixed reality technology with side-by-side coaching to practice parent conferencing and teacher conferencing skills. The purpose of the study is to ascertain the perceived effectiveness of the simulation experience with coaching and feedback as preparation for the challenges of school leadership, specifically administrative conferencing skills.

Research questions address the perceptions of Educational Leadership M.Ed. students as to what extent if any (a) do students believe the TeachLivE™ simulation experiences to be helpful in developing their communications skills with parents and teachers (b) do students believe the TeachLivE™ coaching feedback was helpful in developing their communications skills with parents and teachers (c) do student reflections of the TeachLivE™ experience indicate it is beneficial in increasing skill in communicating with parents and teachers (d) do students perceive the TeachLivE™ experience to be beneficial in influencing leadership behaviors as they relate to communication with parents and teachers at the end of the second semester administrative internship?

Each student receives an orientation to the experience as well as advanced copies of the four possible scenarios in a class meeting prior to the simulation. Each participant receives ten minutes of TeachLivE™ interaction time with one of the four scenarios and five minutes of coaching, observing in the partner’s session. Faculty and/or an expert coach provide just-in-time feedback/coaching at the conclusion of the ten-minute interaction. Students complete a perception survey directly after the simulation experience. Quantitative and qualitative data collected from surveys and reflections on learning shows students’ perception of the value of the TeachLivE™ experience, and the coaching feedback. At the conclusion of the M. Ed. program, students provide additional perception responses as part of the university program exit survey.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
For students embarking on a professional doctorate programme one of the key sources of anxiety is how to produce, from their existing knowledge and practice, a plan for activities and outputs that constitute ‘doctorateness’. It can seem like an unimaginable leap. The template of the traditional full-time doctoral study resulting in the artefact that is The Thesis is a poor guide, whilst the many descriptions of doctorateness (3,330 hits on Google on 15/10/15) are as partial and limited as the persons describing the elephant (Wellington, 2013) or so vague as to be on the unhelpful side of aspirational.

This paper reports on an attempt to operationalise the process of ‘enabling, nudging and recognising doctoral students’ conceptual threshold crossing’ (Trafford and Leshem, 2009) in a new Professional Doctorate programme in Law (the DLaw) at Northumbria University. The paper will specify and articulate the particularity of the ‘Category 3’ doctorate (QAA, 2015) and its position as a pathway for staff development and recognition (within post-1992 institutions in particular) as a way of setting the boundaries and context of what follows. The paper critically considers the status of ‘doctorateness’ as a threshold concept (Meyer and Land, 2005; Barradell, 2013; Baillie, Bowden and Meyer, 2013) and from there, explores the implications for doctoral curriculum designers (Makinen and Annala, 2010).

Using the framework for classifying and investigating learning outcomes developed by the TLRP research team (James and Brown, 2005), the paper describes the curriculum designer’s aspirations for the DLaw and how that initial model has been developed through dialogue with the first cohort of students. The paper concludes with reflection on how ‘doctorateness’ in professional doctorates might emerge from these dialogues between the two landscapes of practice (Wenger-Traynor, 2014).

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs

Dr Elaine Hall
Northumbria University, UK

Themes: Curriculum development, Pedagogy

Wednesday 16th March
11.05am & 11.35am

Grasping the nettle of doctorateness: a framework for thinking critically about curriculum design
What benefits does studying for a Professional Doctorate in Pharmacy bring to students?

Dr Alison Gifford & Dr Lizzie Mills
Keele University, UK

Theme: Professional impact

The Professional Doctorate in Pharmacy (DPharm) at Keele University has been running for 4 years. The course enables students to develop the skills, knowledge and attitudes they need to move to senior posts in their chosen area of practice.

The DPharm course is primarily a distance learning course using an on-line learning environment to provide module materials, portfolios, discussion boards and webinars for student engagement, complemented by study days at Keele. Tutor and supervisor support is available on line, by phone, email and face to face at study days. The course is in 2 parts: Part 1 of the course comprises 4 taught modules and a reflective portfolio that enables the student to demonstrate advanced levels of practice in 6 key areas identified in the nationally recognised Advanced Pharmacy Framework. Part 2 is the research phase of the course, where the student undertakes a research project based in their work place.

Students in years 2 and above were asked to complete an evaluation questionnaire that explored the skills and knowledge they felt they had gained during their studies and asked them to identify both changes to their practice they attribute to the course and unanticipated benefits or challenges.

All 10 students invited to complete the evaluation provided responses. Key areas identified in the responses were:

- The development of key skills that have enhanced their practice - leadership and management skills were particularly valued.
- Increased confidence – the reflective portfolio helps students to recognise their strengths
- Transformation of their approach to both work and career
- Achieving a work-life balance was the greatest challenge identified

The DPharm offers students far more in terms enhancing of their professional practice than just achieving a higher level degree. The depth and breadth of their studies helps to transform their approach to professional practice.
Since 2003, the number of English Learners (EL) in public school systems across the United States has been on the rise, growing from 8.7% in 2003 to 9.2% in 2014 with the majority of ELs concentrated in the country’s urban centers. The purpose of this study was to examine the relationship of school district policy, guidelines, and practices related to the enrollment and achievement of English learners in advanced coursework in middle school and high school in a large urban school district in the United States.

There is a dearth of research on the effect school district-level policies, guidelines, and practices have on the enrollment and achievement of English learners in advanced courses in middle school and high school. Existing research on English learners provides information on this group’s academic achievement on national and state standardized measurements of achievement such as the National Assessment of Educational Progress, the Florida Comprehensive Assessment Test, and other state standardized assessments. However, there is an absence of research concerning this group’s achievement in advanced courses at the middle school and high school levels. Moreover, there is an absence of research on this group’s achievement on college-level examinations (e.g., Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education).

This study contributes to the body of knowledge on the impact of educational policy, guidelines, and recommended practices on student acceleration, specifically the acceleration of English learners. The findings of this study could be used by school districts to shape the policies, guidelines, and practices that govern their organizations.

Themes: Cultural, social and resource perspectives, Professional impact

Marjorie Ceballos
Orange County Public Schools, USA

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Exploration of the experience of doctoral students in part 2 of the Professional Doctorate programme

Dr Yvonne Robb, Dr Keith Halcro & Grace Poulter
Glasgow Caledonian University, UK

Theme: Pedagogy

Background
Robb and Ellis (2013) carried out an exploration of the experiences of students in part one (the taught part) of the Professional Doctorate programme at Glasgow Caledonian University. The key theme to emerge was the importance of the cohort both for support and motivation. Anecdotal evidence from conversations with students in part 2 (the independent research study) suggests that some students begin to feel isolated in part 2 and that a maintenance of the ‘cohort effect’ may be beneficial. This is supported by the challenges some students find in completing part 2 in a timely manner.

Methodology: A simple qualitative exploratory approach will be utilised. A qualitative questionnaire will be sent to all students in part 2 of the programme to explore their experiences of part 2 of the programme. One question will ask them to compare their experience with that in part 1. The data will be analysed using Braun and Clarke’s (2006) method of thematic analysis.

Findings
The emergent themes will be presented and discussed with reference to and discussion relevant literature.

Recommendations
It is anticipated that the findings will enable us to make recommendations for the support of students in part 2 of the programme.

References

Robb, Y. and Ellis, B. (10th April 2014) The importance of the cohort: analysis of diary data collected from six ProfD cohorts. Professional Doctoral Conference in Cardiff.
The historic failings of Nigeria’s public school system have left Lagos State Education sector with challenges such as low teaching standards and a lack of basic opportunities for learning. In making improvements in Lagos State, the state Ministry of Education began the recruitment of graduates without teaching qualifications to teach in public schools in 2012.

The proposed research is about the professional learning and development of teachers in Lagos State. It explores the factors that shape the development of new teachers’ professional development using Eraut’s (2004) model of learning and context factors that affect professional growth within nursing, accounting and engineering domains. Findlay (2006) contends that the fundamental factors that influence professional learning are comparable across domains. Other commentators suggest that Erauts’ model illustrates the need to develop strategies and cultures which support teachers’ confidence, commitment and personal agency needs. The framework identifies context factors as: allocation and structuring of work; individual participation and expectations of their performance and progress and encounters and relationships with people at work. The learning factors are identified as the challenge and value of the work; confidence and commitment and feedback and support.

Eraut’s framework provides a useful lens through which to analyse the extent to which new teachers develop the attributes that support learning in how they engage with work, socialise at work and examine how they see themselves in that process. Unveiling new teachers’ professional growth through Erauts’ lenses may reveal new understanding about teachers’ in Nigeria.

A qualitative methodology is adopted to discover the cause and effect relationships about new teachers learning and development. This presents the right paradigm for study participants to discuss freely the shifts and transition in teachers’ professional identity during teacher training and in schools.

The presenter will introduce the research design, describe initial findings from the study preparatory work undertaken and then discuss questions raised by insights gained from the preparatory work.

To view the extended abstract for this paper, and any other related material, please visit:
http://www.ukcge.ac.uk/profdocs
During my first year as an Educational Doctorate student at Birmingham City University I wrote an autoethnographic piece to explore my identity from a personal perspective and how it is changing as a result of influences from my work and study. I looked at the possible impacts on my education of ‘getting to the grammar school’ as the adults in my life arranged for me to take the 11-plus examination before its imminent demise in the Local Education Authority as a result of comprehensivisation of education being encouraged by the Labour Party then in power. I reflected on the differences between my training as a diagnostic radiographer and how we currently teach radiographers and other health care professionals, with reference to changes in policy, pedagogy and widening participation in higher education. My new role as an academic is conflicted with my previous long standing role as a leader in a clinical department and as an individual confident in my field of knowledge as I have gone from being an expert to a novice in the field. This led me to think about identity- how other people see me and my role. When I told my clinical colleagues that I was going into education most of them were supportive and saw what I was doing as a promotion, but there was an undercurrent of feeling from some that I was ‘selling-out’ or escaping from real work to ‘put my feet up at uni.’ as someone said publicly. While there was a distinct point at which I became a professional radiographer, identified by me as the moment I gained the relevant qualification and state registration (although that is only one definition of becoming a professional), there seems to be no set point at which an academic can be called a professional or finally become a good academic- how will I know that I have ‘become an academic’? Since starting the Educational Doctorate programme I have become aware of new concepts- ontology, epistemology and reality. Thinking about these has helped me position myself, although as I look back to the original piece of work that I wrote I am aware that much has changed since then. Reflecting now on the piece I wrote shows me how far I have come along my journey and has made me think about where I want to go now and how my decisions can influence this. I continue to change as I become a researcher and a question still remains- who am I, where am I going and how will I know when I get there?

Themes: Cultural, social and resource perspectives, Professional impact

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
The task of deciding a dissertation topic can be one of the biggest hurdles to overcome in completing a dissertation. Likely, at the beginning of dissertation writing candidates are still processing and making meaning of much of the content from their coursework. This leads to a lack of direction and focus because everything appears to be exciting ground for research.

The reality soon follows that a topic that is practical to their professional work lives, convenience of sampling, and time constraints ultimately push students to a topic that is more focused, manageable, and practical wherein the results can be applied in real-world educational situations.

Segol (2014) declares that “the dissertation being the final and most significant deliverable in the journey to a doctorate degree, students worry early and deeply about the topic of their dissertation.” (p. 108). For this reason, research into the selection of a dissertation topic and the faculty involved in guiding student dissertations must be supplemented.
Dr Alison Gifford & Dr Lizzie Mills
Keele University, UK

Themes: Cultural, social and resource perspectives, Pedagogy

The Professional Doctorate in Pharmacy (DPharm) at Keele University enables students to develop the skills, knowledge and attitudes they need to enable them to move to more senior posts in their chosen area of practice.

The DPharm course is a distance learning course using an on line learning environment to provide module materials, portfolios, discussion boards and webinars for student engagement. There are also 2-3 complementary study days at Keele in each year. Tutor and supervisor support is provided by on line methods, phone and email in addition to face to face at study days. The course is in 2 parts: Part 1 of the course comprises 4 taught modules and a professional portfolio. Part 2 is the research phase of the course, where the student undertakes a practice based research project based in their work place.

The Keele Postgraduate Pharmacy team has significant expertise in delivering courses by distance learning but the extended duration of the DPharm course and the diverse nature of the research undertaken pose challenges for the team. In addition to academic support, tutors and supervisors need to provide motivation, encouragement and pastoral care, all at a distance from the student. Contact with students may need to be out of normal working hours, requiring flexibility from the academics involved.

Peer support is invaluable during doctoral study and using discussion boards, group activities at webinars and study days and social events around attendance days, the staff try to encourage the creation of a cohesive student group or community of practice.

Issues that still require further consideration include the need for greater supervisor involvement in negotiating the terms of the research in the student’s workplace, supervisor site visits and ensuring the quality and effectiveness of supervision at a distance.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
The Cross-Boundary Innovation (CBI) Program of Osaka University, Japan, began operations in 2012 as part of a government drive to fund non-traditional graduate programs that foster leaders who can transcend restrictive conventions. This seven-year pilot program attempts to address the shortcomings of compartmentalized graduate schools in a world that increasingly calls for creative expertise across disciplines. The CBI Program is a competitive five-year program that accepts up to 20 graduate students a year from a variety of academic backgrounds; students participate in tandem with their doctoral program. Participants are evaluated throughout the program and undergo a major qualifying exam in their third year.

The CBI curriculum, taught by university faculty and outside professionals, is primarily divided into three components. First, “Innovation Learning” emphasizes the classroom study of interdisciplinary and practical knowledge that also exposes students to different learning styles and the potentials for cooperation. Participants study a range of subjects from traditional humanities and sciences to professional fields and interdisciplinary studies; in addition, they study transferable skills, research literacy, academic English, and innovation studies. Second, courses under “Innovation Activity” provide hands-on training through inter-faculty visits, life-skills workshops, and overseas study. Third, all culminates in the integrative “Innovation Synthesis,” a project-based-learning activity that draws on students’ interdisciplinary knowledge and skills. Over several months student groups collaborate with companies, local governments, and NPOs to identify an issue and form problem-solving strategies. This experience prepares students as they proceed to the final phase and tackle a real-world problem in an individual internship outside the university setting. As the program completes its fourth year, it is expected that the results will provide useful findings into how the interdisciplinary “learning-spiral” approach can have an impact on research and career development with a foundation of broadened social and academic perspectives.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs

Theme: Cultural, social and resource perspectives

Dr Goro Yamazaki
Osaka University, Japan

Prof Ivan Brenes
Osaka University, USA
1. Issue/ Problem

Rights of Light are a common law easement and the legal basis dates back to time immemorial although the current standards and techniques employed by surveyors can be traced back to the early twentieth century. Research has shown that these standards and techniques should be challenged and replaced but this cannot occur effectively until case law admits the alternatives.

2. Method

Following acceptance of the author’s thesis setting out the arguments and research basis for new standards and techniques, a number of papers were published in referred journals. In parallel with this professional guidance notes were issued through the RICS and through the BRE which make reference to the original research.

3. Findings

The number of surveyors practicing in the field of rights of light is relatively small and it has therefore been relatively easy to canvass opinion and there are a majority in favour of review and openly admitting that a higher threshold of daylighting is necessary but there is a resistance to changing their advice to clients in the absence of legal precedent. They are however amending their reports to clients to advise that other methodologies exist but that their advice is based upon case law to this time.

4. Professional Impact

The Law Commission issued a consultation during the last Parliament requesting responses from those with an interest in rights of light and requested that the RICS produce proposals for the measurement and assessment of daylight. Many other changes have been proposed and it seems likely that this will be taken up during the course of the current parliament. Meanwhile the RICS Guidance on Rights of Light is being reissued 2015, The ISURV journal is being updated quarterly and a case is being prepared that considers alternative methodologies.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Abras, Dr Chadia  
Johns Hopkins University  
Carnegie Symposium  
Tuesday 15th March 2016 10.40am  
Definitions of Doctor of Education Students’ Problems of Practice: Student and Program Perspectives ........................................Page 50  

Biography  
Chadia Abras, PhD is the Associate Dean of Online Teaching and Learning/IT and Associate Professor at the Johns Hopkins University School of Education. Her expertise is in online learning communities, communities of practice, guidelines for success in e-learning communities, and educational technology. She has conducted research and published on heuristics of success and best practices for online communities and user-centered designs. She teaches Instructional Strategy in the Master of Education in the Health Professions program and Creative Learning and Technology in the Doctor of Education (EdD) program.

Adams, Dr Gill  
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Presented Paper  
Tuesday 15th March 2016 3.00pm  
Developing doctoralness: experiences of feedback on the Doctorate in Education in a UK university.................................Page 34  

Biography  
Gill Adams is course leader for the Doctorate in Education at Sheffield Hallam University and also teaches on mathematics education courses. Her research interests include the doctoral experience, teacher professional learning and mathematics education. Current research projects include a historical study of teacher led change and an evaluation of mathematics curriculum initiatives. Gill’s early career was in mathematics teaching and consultancy in secondary schools.

Aimin, Prof Ma  
East China Normal University  
amma@admin.ecnu.edu.cn  

Presented Paper  
Wednesday 16th March 2016 2.55pm  
Investigation of the Practical Characteristic of EdD and the Training Situation of China EdD ..........................................................Page 47  

Round Table Discussion  
Tuesday 15th March 2016 2.25pm & 3.00pm  
Research about Chinese doctor of education Training Situation ........................................Page 71  

Biography  
An associate professor of higher education in the Division of Education Science, also the deputy director of the Professional Degree Affairs Office, Graduate School of East China Normal University (ECNU). Ma Aimin received his B.A. degree in Education Administration from Henan Normal University in 1997, he earned a M.A degree in comparative education from the East China Normal University in 2004, and was awarded a PhD degree in 2013 by East China Normal University. He is an expert in professional degrees research and practice in China. His research interests mainly include comparative research on the professional graduate education between the U.S.A. and China, teacher education and so on.
Armsby, Dr Pauline
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Institutional Impact Case Studies
Wednesday 16th March 2016 9.40am
Insider Research and Impact on an Institution (University) ..................................................Page 53

Presented Paper
Wednesday 16th March 2016 2.05pm
Stakeholders and the Design of Doctorate Curricula for Practising Professionals ........Page 43

Biography
Pauline leads the development of the Higher Education Research at the University of Westminster. Research interests are in work-based learning and professional doctorates, and their epistemologies and methodologies. Much used pedagogic devices such as the accreditation of prior experiential learning (APEL), learning agreements and research and development projects are also interests, as is the use of e-learning, coaching and mentoring to facilitate high level professional learning. Pauline currently leads a PD in Higher Education and supervision training at the University of Westminster, and previously has managed and developed a range of different professional doctorate programmes for distance provision internationally and with collaborative partners. Recent research projects managed focus on developing and evaluating doctoral level provision.

Barnard, Dr Adam
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Round Table Discussion
Tuesday 15th March 2016 2.25pm & 3.00pm
The Dark Romanticism of Vivas: Issues and Preparation ...........................................Page 70

Biography
Dr. Adam Barnard is the Course Leader for the Professional Doctorate in Social Practice at Nottingham Trent University. He has worked in a variety of settings, with a range of undergraduate and postgraduate learners, for over twenty years.

His research interests are a critical perspective on the social professions having published on the Value Base of Social Care and Social Work (Barnard et al 2008); and core undergraduate text books Key Themes in Health and Social Care (Barnard et al 2011). He is currently working on Developing Reflective Practice (Routledge) and pedagogies of reflection for Doctoral Research.

Bartlett, Dr James
North Carolina State University
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Presented Paper
Tuesday 15th March 2016 3.55pm
Integrating the CPED Model in an Executive Format Community College Leadership Doctorate ...........................................Page 35

Biography
James E. Bartlett, II, PhD is an associate professor and director of the doctoral cohort program in Adult and Community College Education at North Carolina State University. Dr. Bartlett teaches course in research methods, workforce development, organizational behavior, and proposal writing. He has chaired 26 doctoral dissertations for students in Adult, Workforce, and Continuing Professional Education; Higher Education; and Educational Research and Policy Analysis. His research focuses on the improvement of post-secondary career and technical education, human resource education and workforce development issues in higher education, research methods, and doctoral education. James has presented over 200 papers at national and international conferences, as well as, published over 100 papers in journals, book chapters, and proceedings

Bell, Ms Pauline
Glasgow Caledonian University

Presented Paper
Wednesday 16th March 2016 9.40am
Examination of Student and Staff Experiences of an Independent Negotiated Study Approach to Individual Learning on a Professional Doctorate Programme ........................................Page 37

BettanySaltikov, Dr Josette
School of Health and Social Care, Teesside University

Workshop
Tuesday 15th March 2016 12.05pm
Beyond programme evaluation: How do you measure the impacts and outcomes of your professional doctorate programme in health and social care? .........................Page 57

Presented Paper
Wednesday 16th March 2016 2.55pm
An International collaboration and partnership: Enhancing the quality of health and social care professional doctorates student’s supervisory and support experiences ......................Page 48
Biography
Dr Josette Bettany-Saltikov is a Senior Lecturer in Research Methods.

Josette remains passionate and committed to her profession having qualified as a Physiotherapist in Malta in 1986, holding a master’s degree in Orthopaedic and Sports Physical Therapy from the State University of New York at Buffalo (USA). Her PhD from Kings College, University of London, investigated the Topographical, kinesiological and Psychological factors in patients with scoliosis. Josette has over 23 years experience of conducting research studies in spinal deformities and teaching research methods to nursing and allied health professionals. She has published over 40 papers in leading journals such as Spine, the Cochrane library, Physiotherapy, and Physical Therapy.

Bligh, Dr Caroline
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Presented Paper
Tuesday 15th March 2016 3.00pm
Applied Research Training Programmes: the Significance of the Professional Doctorate ....................................................Page 33

Biography
Dr Caroline Bligh is a Lecturer in Physical Therapy at Leeds Beckett University.

Brenes, Prof Ivan
Osaka University
Poster - with presentation
Wednesday 16th March 2016 12.55pm
An interdisciplinary approach in graduate education for fostering innovation: Osaka University’s Cross-Boundary Innovation Program........................................Page 82

Biography
Ivan Brenes is a Professor in the Cross-Boundary Innovation Program, an interdisciplinary graduate program, at Osaka University, Japan. He has been in charge of teaching and developing the academic English classes in the program. He earned his Master of Public and International Affairs at the University of Pittsburgh, USA, in 1992. His academic interests include language endangerment, language management, and linguistic landscapes. Recent research has focused on language revitalization efforts among linguistic minorities in Latin America and Japan, particularly with regard to choices of script and orthography.

Buckridge, Ms Hilary
Orange County Public Schools and University of Central Florida
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Round Table Discussion
Wednesday 16th March 2016 11.05am & 11.35am
Mixed Reality Experiences in the M. Ed. Educational Leadership Program: Student Perceptions of Practice & Coaching through TeachLive™ ............................................................Page 73

Biography
Hilary Buckridge is an educator and a student in professional doctorate program in education in the United States. Over her twenty-seven year career, Buckridge has served as a middle school classroom teacher for three years, a district coach for eight years and a school based administrator for 12 years at a large urban school. Over the past four years, she has served as the senior director for Advanced Academics at the school district level. Buckridge is completing her professional doctorate, studying the use of mixed reality simulations with coaching and feedback for M.Ed. educational leadership students to practice administrative conferencing.

Bugge, Dr Carol
University of Stirling
Presented Paper
Tuesday 15th March 2016 10.40am
The incremental impact of Clinical Doctorate study and programme Graduates on safe, effective and person centred care ..........Page 26

Biography
Dr Carol Bugge is a Research Fellow at the University of Stirling.

Carey, Dr Lindsey
Glasgow Caledonian University
Presented Paper
Wednesday 16th March 2016 9.40am
Examination of Student and Staff Experiences of an Independent Negotiated Study Approach to Individual Learning on a Professional Doctorate Programme ........................................Page 37

Biography
Dr Lindsey Carey is a Senior Lecturer in the School of Public, Nonprofit, and Health Administration at Grand Valley State University.

Carpenter, Dr Heather
Grand Valley State University
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Presented Paper
Tuesday 15th March 2016 2.25pm
The first ever professional doctorate in nonprofit and philanthropic studies........................Page 30

Biography
Dr. Heather Carpenter is Assistant Professor in the School of Public, Nonprofit, and Health Administration at Grand Valley State University.
She earned her Bachelor’s degree in Business Administration from San Diego State University with a certificate in nonprofit management from the Nonprofit Leadership Alliance, her Master’s degree in Nonprofit Administration from North Park University (Chicago, Illinois) and her PhD in Leadership with a specialization in Nonprofit Leadership and Management from the University of San Diego. She is co-author of the Talent Development Platform: Putting People First in Social Change Organizations. She is chairing a Task Force at GVSU to develop the first ever Professional Doctorate in Philanthropy.

Ceballos, Miss Marjorie
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Poster - with presentation
Tuesday 15th March 2016 1.55pm
An Analysis of School District-Level Policy and Guidelines Related to English Learners’ Enrollment and Achievement in Advanced Courses .......................................................Page 76

Biography
Marjorie Ceballos is an educator and a doctoral student in professional doctorate program in education in the United States. Over her fifteen-year career in education, Ceballos has been a classroom teacher and school district administrator. Ceballos served as a classroom teacher for thirteen years at both the middle school and high school levels in urban schools. Over the past two years, she has worked at the school-district level, serving as a senior administrator for advanced academic programs. Currently Ceballos is working on completing her professional doctorate, focusing on a study, which examines English learners’ enrollment and achievement in advanced coursework.

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University of New England
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Round Table Discussion
Tuesday 15th March 2016 2.25pm & 3.00pm
Practice based innovation underpinning the scholarship of a Professional Doctorate....Page 69

Biography
Carol Costley is a Professor in Work Based Learning and Head of Research and Research Degrees at the Institute for Work Based Learning. She gained her PhD (1995) from the University of Surrey and she holds a Master’s Degree in Work Based Learning Studies. She also holds professional qualifications in teaching and learning.

Carol works with organisations in the private, public, community and voluntary sectors internationally in the learning and teaching of work-based, taught and research degrees. Her role involves examining methodologies and epistemologies in work based learning (WBL) in higher education up to professional doctorate level. Looking particularly at WBL pedagogy and the development of WBL as a field of study, especially trans-disciplinarity, equity, ethics and practitioner-researcher issues.

Cox, Dr Thomas
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Poster - with presentation
Tuesday 15th March 2016 1.55pm
Faculty Effectiveness in Doctoral Candidate’s Dissertation Topic Choice.................Page 80

Biography
Dr. Thomas D. Cox is an assistant professor of Higher Education and Policy Studies and the program coordinator of the Master of Arts in Community College Leadership at the University of Central Florida in Orlando, FL, USA. He has published over 20 peer-reviewed research articles in national and international journals, has edited two books, and is the current president of the Adult Higher Education Alliance (AHEA) an organization committed to the cause of adult learners within institutions of higher education. He earned an EdD in Adult and Higher Education in 2004 from the University of Memphis in Memphis, TN, USA.

Cranfield, Dr Steven
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Presented Paper
Wednesday 16th March 2016 2.05pm
Stakeholders and the Design of Doctorate Curricula for Practising Professionals ......Page 43

Biography
Steven lectures on the flexible PGCert in Higher Education to Doctorate in Professional Studies at the University of Westminster with a focus on pedagogic research, research supervision and leadership. He co-chairs a Higher Education and
Theory (HEAT) reading group:
http://hetheory.wordpress.com/. In 2013 he completed work on a JISC/HEA funded project with colleagues at London South Bank University on Building Learning Objects for Collaborative Knowledge Development (BLOCKeD):
http://www.heacademy.ac.uk/assets/documents/oer/LSBU_Final_Report.doc. He is a founder member and Editor of the Leavis Society:

Cripps, Dr Caroline J.
Sheffield Hallam University

Presented Paper
Tuesday 15th March 2016 3.00pm
Developing doctoralness: experiences of feedback on the Doctorate in Education in a UK university

Crosta, Dr Lucilla
University of Liverpool / Laureate Online Partnership

Presented Paper
Tuesday 15th March 2016 3.55pm
An International Systematic Literature Review on Best Practices for Online Doctoral Thesis Supervision

Biography
Lucilla had her first experience into Higher education in 2004 as a tutor in a blended Master in Online Education. Then she worked in the adult e-learning sector in European Commission funded projects. She gained her PhD in 2009 in the University of Lancaster and her study was related to an international comparison of two distance Master programmes in UK and Italy. She continued working as an adult trainer in a blended modality for different institutions and as post-graduate students’ supervisor at the Swiss Management Centre. She is now Honorary Senior Lecturer and Thesis Supervisor, University of Liverpool.

Cummings, Dr Elizabeth
School of Health Sciences, University of Tasmania
Elizabeth.Cummings@utas.edu.au

Round Table Discussion
Tuesday 15th March 2016 2.25pm & 3.00pm
Partnership the key to a successful Professional Doctorate Programme

Workshop
Tuesday 15th March 2016 12.05pm
Beyond programme evaluation: How do you measure the impacts and outcomes of your professional doctorate programme in health and social care?

Presented Paper
Wednesday 16th March 2016 2.55pm
An International collaboration and partnership: Enhancing the quality of health and social care professional doctorates student’s supervisory and support experiences

Biography
Liz is Graduate Research Coordinator in the discipline of Nursing and Midwifery and Coordinator of the Doctorate of Health in the School of Health Sciences. She has over thirty years experience in healthcare in Australia through a range of occupations. She is a registered nurse and midwife and has worked in both clinical and administrative positions in nursing. She also has qualifications in health informatics and ICT. Her PhD research investigated the impact of ICTs on health outcomes in chronic illness. She has been as a research fellow on a diverse range of state, national and international research projects in health and ageing, patient-centred chronic disease self-management, and the use of qualitative methods for evaluation of health information systems.

Davies, Dr Christine
UWTSD
christine.davies@uwtsd.ac.uk

Round Table Discussion
Tuesday 15th March 2016 12.05pm & 12.35pm
Technology and the DProf student: supporting the ‘insider researcher’ and the ‘academic outsider’

Davies, Dr Julie
University of Huddersfield Business School
j.a.davies@hud.ac.uk

Round Table Discussion
Tuesday 15th March 2016 12.05pm & 12.35pm
(session run twice)
Supporting DBAs in-house to raise faculty doctoral completions: An AACSB ruse or real boost to legitimacy?

Round Table Discussion
Wednesday 16th March 2016 11.05am & 11.35am
DBAs for GCC citizens: A call to acknowledge cultural origins and supervisors’ impacts on nation building
Biography
Dr Julie Davies is Subject Lead for HR, University of Huddersfield, where she facilitates DBA workshops. She researches on higher education and diversity. Julie completed a PhD at Warwick Business School in strategic management. She is a Fellow of the CIPD and HEA, a member of the CIPD’s membership committee, and chairs the membership committee for the Association of Asia-Pacific Business Schools. Previously Julie was Deputy Chief Executive at the Chartered Association of Business Schools. Julie worked in Birkbeck, City University, the Open University, SOAS, NHS and UCL and has taught in China, Kuwait, Russia and East Africa. Contact: j.a.davies@hud.ac.uk; https://www.hud.ac.uk/ourstaff/profile/index.php?staffuid=sbusjad

Davis, Dr Geraldine
Anglia Ruskin University

Institutional Impact Case Studies
Wednesday 16th March 2016 9.40am
From a professional practice issue to impact: doctoral projects changing practice ......Page 52

Biography
Director of the Doctorate of Education (EdD). Gerry has wide experience of both undergraduate and postgraduate teaching, learning and project supervision within education and health sectors, including early childhood education, higher, further and secondary education, and health professional education. She is an active researcher, leading research projects, leading the Doctorate in Education, delivering research training and supervising doctoral candidates. She has experience of examining PhD and EdD theses across the UK. Her main research focus is professionalisation of the workforce through education to impact on professional practice. Gerry’s most recent funded project with primary school teachers in Essex won the British Educational Research Association/British Curriculum Forum/Routledge Taylor-Francis Curriculum Journal Prize for collaboration, July 2015.

Defoe, Dr Peter
Calfordseaden LLP / Anglia Ruskin
pdefoe@calfordseaden.co.uk

Poster - with presentation
Wednesday 16th March 2016 12.55pm
Influencing Professional Practice in Rights of Light .............................................................Page 83

Dellande, Dr Stephanie
Menlo College

Presented Paper
Tuesday 15th March 2016 2.25pm
Professional impact and identity development in the DBA ...................................................Page 31

Dikerdem, Dr Mehmet Ali
Middlesex University

Presented Paper
Wednesday 16th March 2016 9.40am
Using subjectivity to investigate impact of doctoral processes ............................................Page 39

Eith, Dr Christine
Johns Hopkins University

Carnegie Symposium
Tuesday 15th March 2016 10.40am
Definitions of Doctor of Education Students’ Problems of Practice: Student and Program Perspectives ..............................................Page 50

Biography
Christine Eith, PhD is an Assistant Professor and the Co-Director of the Doctor of Education program at Johns Hopkins University. She is a sociologist with undergraduate and graduate teaching experience in sociology, criminology, and education research. Her primary teaching focus has been in research methods, theories of criminal and delinquent behavior, and social stratification. She has published research in the areas of school violence and delinquent behavior, the dynamic between police and the public, and crisis communication. Her current research focuses on effective online pedagogy in doctoral education and the impact of community disorganization on student perception of safety in school.

Eubank, Dr Martin
Liverpool John Moores University

Round Table Discussion
Tuesday 15th March 2016 12.05pm & 12.35pm
Constraints on Creativity: Developing Doctorates under Multiple Regulations .......................Page 64

Biography
Dr Martin Eubank is Subject Leader in Sport Psychology at Liverpool John Moores University and an Associate Fellow of the British Psychological Society. In his role as Chief Assessor on the BPS Stage 2 Qualification in Sport and Exercise Psychology and as a member of its board, he has good oversight of the Sport and Exercise psychology professional training provision in the UK. He has substantial
experience as a sport and exercise psychology lecturer, researcher, supervisor, assessor, accredditor and external examiner, and is the programme leader of the first professional doctorate in Sport and Exercise Psychology to be validated in the UK.

Fasoyiro, Miss Olufunke
Synergies For Education
faso37@gmail.com
Poster - with presentation
Tuesday 15th March 2016 1.55pm
Developing as a teacher: a study of early career teachers in Nigeria

Fillery-Travis, Dr Annette
Middlesex University
a.fillery-travis@mdx.ac.uk
Workshop
Wednesday 16th March 2016 11.05am
SuperProfDoc- The First Results of a European Scoping of Best Practice in Supervision of the Modern Doctorate

Ford, Dr Karen
Research and Practice Development in the Tasmanian Health Service and Senior Clinical lecturer with the University of Tasmania
Workshop
Tuesday 15th March 2016 12.05pm
Beyond programme evaluation: How do you measure the impacts and outcomes of your professional doctorate programme in health and social care?

Forshaw, Dr Mark
Liverpool John Moores University
mj.forshaw@ljmu.ac.uk
Round Table Discussion
Tuesday 15th March 2016 12.05pm & 12.35pm
Constraints on Creativity: Developing Doctorates under Multiple Regulations

Presented Paper
Wednesday 16th March 2016 2.05pm
Beyond the Doctorate: How Health Psychologists Use their Qualification

Biography
Dr Mark Forshaw is Subject Leader in Health & Applied Psychology at Liverpool John Moores University, a Trustee and Fellow of the British Psychological Society, President of the Institute of Health Promotion & Education, and as Chair of the Membership & Standards Board of the BPS has oversight of all professional training in psychology in the UK. He has substantial experience in the provision of professional doctorates in psychology, and equivalent professional body qualifications. He has conducted many accreditation and approval visits, and has been the external examiner for professional training at a number of UK HEIs.

Foster, Dr Carley
Nottingham Trent University
carley.foster@ntu.ac.uk
Presented Paper
Wednesday 16th March 2016 10.15am
An exploration of impact & engaged scholarship among DBA students

Biography
Dr Carley Foster is a Reader in Retail Management at Nottingham Business School. She has also been a DBA course leader at this institution since 2013. She supervises a number of doctoral students, including DBA students and teaches qualitative research on the DBA programme.

Frame, Dr Ian
Anglia Ruskin University
ian.frame@anglia.ac.uk
Poster - with presentation
Wednesday 16th March 2016 12.55pm
Influencing Professional Practice in Rights of Light
Institutional Impact Case Study
Wednesday 16th March 2016 9.40am
From a professional practice issue to impact: doctoral projects changing practice ......Page 52

Biography
Director of the Professional Doctorate (DProf) in the Faculty of Science and Technology, Ian developed a professional doctorate for the Engineering and the Built Environment Department at Anglia Ruskin University in 2004. It was the first course of its kind in the UK and was specifically designed for professionals who were already working full-time in the industry. The scope of the professional doctorate was widened to our Faculty of Science & Technology subject areas in 2013. Ian has supervised nine doctoral candidates to completion. He is a Principal Fellow of the Higher Education Academy and has been a regular contributor at doctoral conferences in the UK and abroad. His other teaching and research interests include building services, modelling sustainable architecture, and work-based learning.

Fulton, Dr John
University of Sunderland
John.fulton@sunderland.ac.uk

Round Table Discussion
Tuesday 15th March 2016 12.05pm & 12.35pm
Proposing Autoethnography as a Methodological Approach for Critical Reflexivity by Professional Doctorate Students........Page 66

Gannon, Dr Judie
Oxford Brookes University

Workshop
Tuesday 15th March 2016 12.05pm
Learning together – first supervision experiences on a professional doctorate................Page 58

Biography
Originally a manager in the international hotel industry, Judie holds a degree in Hotel & Catering Business (University of Huddersfield) and an MA in Industrial Relations (Warwick University). Her PhD (Oxford Brookes University 2007) explored the development of international hotel companies and the implications for managerial development and resourcing. She also completed a PG Cert in Coaching and Mentoring, and supervises students on the Doctorate in Coaching & Mentoring. In 2008 she founded and led the development of the Bacchus Mentoring programme where over 150 hospitality and tourism industry executives mentor final year UG and PG students. Judie has supervised many professional and traditional doctorates over the last eight years.

Garavan, Prof Thomas
Edinburgh Napier University

Round Table Discussion
Tuesday 15th March 2016 2.25pm & 3.00pm
Promoting transformative learning in doctoral level education: the value of a reflection-based CPD module..........................Page 68

Garelick, Prof Hemda
Middlesex University

Presented Paper
Tuesday 15th March 2016 11.30am
Critical Evaluation of a DProf Programme and its Contribution to the Health & Safety Professional Body IOSH ........................................Page 28

Institutional Impact Case Studies
Wednesday 16th March 2016 9.40am
Doctor of Professional Studies: Quality of Professional Impact Matters..............Page 55

Gifford, Dr Alison
Keele University
a.j.gifford@keele.ac.uk

Poster - with presentation
Wednesday 16th March 2016 12.55pm
Delivering a Professional Doctorate through distance learning..................Page 81

Round Table Discussion............................................
Wednesday 16th March 2016 11.05am & 11.35am
What benefits does studying for a Professional Doctorate in Pharmacy bring to students?........Page 75

Biography
Dr Alison Gifford is a Postgraduate Programme Manager in the School of Pharmacy at Keele University, with responsibility for the development and management of the Professional Doctorate and Masters courses. Alison has a professional background in hospital pharmacy and in particular oncology and then moved into pharmacy education and training before working in academia. Her PhD explored pharmacists’ informal learning in practice and she then undertook postdoctoral research into patients’ use of a reporting scheme for adverse drug reactions. Her current research interests include research supervision and the impact of professional doctorates on practice.
Gray, Prof Morag
University of Liverpool / Laureate Online Partnership
morag.gray@online.liverpool.ac.uk
Presented Paper
Tuesday 15th March 2016 3.55pm

Biography
Morag went into higher education in the 1980s and gradually gained promotion until she became an Associate Dean. Morag completed her PhD in 1997 in the University of Glasgow. The focus of her PhD was investigating the effect of mentoring and supernumerary status on how student nurses learn in the ward environment. She was working full-time as a head of school when she was undertaking her PhD part-time so has insight into the inherent challenges this brings. She is now an Emeritus Professor Edinburgh Napier University, an Honorary Senior Lecturer and Thesis Supervisor, at the University of Liverpool.

Hager, Dr Mark
Menlo College
mhager@menlo.edu
Presented Paper
Tuesday 15th March 2016 2.25pm
Professional impact and identity development in the DBA ..................................................Page 31

Biography
Mark Hager is an Associate Professor in Psychology at Menlo College.

Halcro, Dr Keith
Glasgow Caledonian University
Poster - with presentation
Tuesday 15th March 2016 1.55pm
Exploration of the experience of doctoral students in part 2 of the Professional Doctorate programme.............................................Page 77

Hall, Dr Elaine
Northumbria University
elaine.hall@northumbria.ac.uk
Round Table Discussion
Wednesday 16th March 2016 11.05am & 11.35am
Grasping the nettle of doctorateness: a framework for thinking critically about curriculum design .............................................Page 74

Biography
Dr. Elaine Hall joined Northumbria School of Law as a Reader in Legal Education Research in 2013 having been Lecturer in Research Methods at

Newcastle University. Her research has been directed towards the experience of teaching and learning from the early years to old age, as curriculum-specific, metacognitive and professional practices. She is Programme Leader of the DLaw, a new professional doctorate programme developed for colleagues in the Law School who have come to academia from the legal profession.

Hawkes, Dr Denise
UCL Institute of Education
denise.hawkes@ucl.ac.uk
Presented Paper
Wednesday 16th March 2016 10.15am
Why do a Professional Doctorate? Evidence from Prospective EdD Students..................Page 40

Hayes, Dr Catherine
University of Sunderland
catherine.hayes@sunderland.ac.uk
Round Table Discussion
Tuesday 15th March 2016 12.05pm & 12.35pm
Proposing Autoethnography as a Methodological Approach for Critical Reflexivity by Professional Doctorate Students..........Page 66

Houston, Dr Margaret-Anne
Glasgow Caledonian University
m.a.houston@gcu.ac.uk
Presented Paper
Wednesday 16th March 2016 9.40am
Examination of Student and Staff Experiences of an Independent Negotiated Study Approach to Individual Learning on a Professional Doctorate Programme.................................Page 37

Irvine, Dr Lindesay
Queen Margaret University
lirvine@qmu.ac.uk
Presented Paper
Tuesday 15th March 2016 11.30am
Advancing professional practice through work-based doctoral studies...............................Page 27

Biography
Dr Lindesay M C Irvine PhD, MSc, BA, FHEA, RNT, RGN

Working in higher education for over 20 years, I became the programme leader for a Professional doctorate in health/social sciences in 2013. My main academic interests are in how and why people learn and change through education, along with a continuing enthusiasm for helping people achieve the best they can by facilitating their learning. I have facilitated work-based
learning at all levels of study since 1995, but have been particularly interested in using it in the professional doctorate as a means of engaging students in developing their own learning with relevance to their professional practice. My professional background is as a nurse in caring for older people however, I developed an interest in education following studying for an MSc in Nursing and Education in 1988.

Kirk, Dr Susan
Nottingham Trent University

Presented Paper
Wednesday 16th March 2016 10.15am
An exploration of impact & engaged scholarship among DBA students ..............................................Page 41

Biography
Dr Susan Kirk is a DBA course Leader and a researcher in identities and global mobility. She is a Senior Fellow of the Higher Education Academy and has many years of undergraduate, postgraduate and professional teaching experience in the fields of human resource management and organisational behaviour.

Kougiannou, Dr Konstantina
Nottingham Trent University

Presented Paper
Wednesday 16th March 2016 10.15am
An exploration of impact & engaged scholarship among DBA students ..............................................Page 41

Biography
Dr Konstantina Kougiannou is a Lecturer in HRM at Nottingham Business School. Current research projects include the impact of trust and justice on the operation and effectiveness of Information and Consultation bodies; the impact of multi-foci justice on counter-productive work behaviour and the effect of organisational decisions on community trust perceptions.

Lee, Dr Anne
Private Consultant

Workshop
Wednesday 16th March 2016 11.05am
SuperProfDoc - The First Results of a European Scoping of Best Practice in Supervision of the Modern Doctorate ..............................................Page 59

Little, Dr Donna
Menlo College

Presented Paper
Tuesday 15th March 2016 2.25pm
Professional impact and identity development in the DBA ..............................................................Page 31

Loxley, Dr Andrew
Trinity College Dublin

Workshop
Wednesday 16th March 2016 11.05am
SuperProfDoc - The First Results of a European Scoping of Best Practice in Supervision of the Modern Doctorate ..............................................Page 59

Biography
Shaun has over 25 years’ experience as both an academic and practitioner in the field of health, safety & Environment. Shaun is the Academic Portfolio Leader for BSc and MSc degree programmes in Safety, Health, Environment and Occupational Hygiene at the University of Greenwich. He also currently sits on the Health and Safety Executives Myth Busters Challenge Panel set up by the UK Government to scrutinize dubious health and safety decisions in the public interest. Shaun is also a non-executive at 4Site Consulting and the technical editor for Agora business publications on H&S and also a board member for SHP online. Shaun volunteers at IOSH serving as Vice-Chair of the Professional Standards Committee and has a keen interest in education, competence, ethics and leadership in relation to health and safety practice.

Maguire, Dr Kate
Middlesex University

Institutional Impact Case Studies
Wednesday 16th March 2016 9.40am
Doctor of Professional Studies: Quality of Professional Impact Matters..........................Page 55

Workshop
Wednesday 16th March 2016 11.05am
SuperProfDoc - The First Results of a European Scoping of Best Practice in Supervision of the Modern Doctorate ..............................................Page 59

Presented Paper
Tuesday 15th March 2016 3.00pm
Research pedagogies for professional doctorates: a sense making approach...Page 32
Manav, Dr Gulay  
Uskudar University  
Presented Paper  
Wednesday 16th March 2016 9.40am  
Using subjectivity to investigate impact of doctoral processes ........................................Page 39

Matthews-Smith, Dr Gerardine  
Edinburgh Napier University  
g.matthews-smith@napier.ac.uk  
Round Table Discussion  
Tuesday 15th March 2016 2.25pm & 3.00pm  
Promoting transformative learning in doctoral level education: the value of a reflection-based CPD module ..................................................Page 68

McGregor, Ms Heather  
Queen’s University Belfast  
Presented Paper  
Wednesday 16th March 2016 2.55pm  
Professional Doctorates beyond the Professions: Developing Doctoral Researchers for Future Leadership ..................................................Page 46

Biography  
Heather is a learning and development and change management professional with 20 years’ experience in the design and development of learning and change management interventions across both the public and not-for profit sectors. Heather has been involved in leadership training in Cancer Research UK where she developed programmes at Executive Board level and at Save the Children where she developed innovative management and leadership programmes which supported the charity to achieve an award for best charity to work for. She has been working at Queen’s University for five years and is responsible for the leadership and management of the Postgraduate Researcher Development Programme. This programme supports the personal and career development of research students through a combination of training, personal development and student-led activities.

McKnight, Mrs Louise  
Birmingham City University  
Louise.mcknight@bcu.ac.uk  
Poster - with presentation  
Tuesday 15th March 2016 1.55pm  
Autoethnography.....A story of me .................Page 79

Biography  
Louise McKnight is a registered diagnostic radiographer who worked in the NHS in a variety of clinical setting for several years. She has been a lecturer in diagnostic radiography at Birmingham City University for two years. As a committed early career researcher, she is in the second year of the Educational Doctorate at BCU. Current research interests include methods of teaching research throughout the curriculum and exploring methodologies such as grounded theory and using visual media to offer a postmodern perspective on presentation of research results.

McSherry, Prof Robert  
Teesside University  
Robert.McSherry@tees.ac.uk  
Workshop  
Tuesday 15th March 2016 12.05pm  
Beyond programme evaluation: How do you measure the impacts and outcomes of your professional doctorate programme in health and social care? ........................................Page 57

Presented Paper  
Wednesday 16th March 2016 2.55pm  
An International collaboration and partnership: Enhancing the quality of health and social care professional doctorates student’s supervisory and support experiences ........................................Page 48

Biography  
Rob’s enthusiasm, motivation and passion for the nursing profession are unwavering, with almost thirty years’ experience he continues to support and facilitate teams in the quest for excellence in practice. In December 2010 Rob was awarded a Fellowship to the Faculty of Nursing and Midwifery from the Royal College of Surgeons in Ireland Dublin (FFNMRCSI) for his significant contributions to nursing and the Higher Education Academy, National Teaching Fellowship (NTF) 2011 in recognition of his excellence in learning and teaching. Rob is Adjunct Professor University of Tasmania, visiting Professor Tehran University of Medical Sciences and previously visiting professor with Nanh-Bita University, Ghana and Clinical Associate Professor with the Australian Catholic University, Brisbane, Australia.

Mellors-Bourne, Dr Robin  
Careers Research & Advisory Centre (CRAC)  
robin.mellors-bourne@crac.org.uk  
Presented Paper  
Wednesday 16th March 2016 9.40am  
The proliferation of professional doctorates: Insights into supply and demand, and implications for future delivery ..........................Page 38
**Miller, Dr Sarah**  
Queen's University Belfast

Presented Paper  
Tuesday 15th March 2016 10.40am  
**Professional doctorates in education, social work and social care: a comparative analysis** .........................................................Page 25

Presented Paper  
Wednesday 16th March 2016 2.55pm  
**Professional Doctorates beyond the Professions: Developing Doctoral Researchers for Future Leadership** ........................................Page 46

**Mills, Dr Lizzie**  
Keele University

Poster - with presentation  
Wednesday 16th March 2016 12.55pm  
**Delivering a Professional Doctorate through distance learning** ........................................Page 81

Round Table Discussion  
Wednesday 16th March 2016 11.05am & 11.35am  
**What benefits does studying for a Professional Doctorate in bring to students?** .................Page 75

**Biography**  
Dr Elizabeth Mills is the Director of Postgraduate Studies in the School of Pharmacy at Keele University, responsible for the development of the Postgraduate Programmes including the Professional Doctorate. Her background was initially in community pharmacy before branching out into education and development through a PhD developing the General Level Competency Framework for primary care. This work has received national and international recognition. She has extensive experience of supporting students to use professional development frameworks. She has completed research into quality management systems in pharmacy pre-registration training and the use of workplace based assessments.

**Noonan, Dr Sarah**  
University of St. Thomas  
sjnoonian@stthomas.edu

Workshop  
Wednesday 16th March 2016 11.05am  
**Is there a Doctor in the House? Causes and Remedies of “Prolonged” Academic Procrastination in Doctoral Education** .....Page 61

**Biography**  
Dr. Sarah Noonan serves as a tenured member of the Leadership, Policy, and Administration Department at the University of St. Thomas in Minneapolis, Minnesota. As member of the “core” doctoral faculty, Dr. Noonan has supervised over 25 dissertations, and teaches graduate courses in leadership, research, and academic writing. An author of three books, Dr. Noonan writes about the scholarship of teaching and leadership. She previously held positions as a superintendent of schools and director of teaching and learning. A university classroom consultant, Dr. Noonan presents workshops on peer reviews of teaching, online learning, and innovative educational methods in higher education.

**Ocakci, Dr Ayse Ferda**  
Koç University

Presented Paper  
Wednesday 16th March 2016 9.40am  
**Using subjectivity to investigate impact of doctoral processes** ........................................Page 39

**Biography**  
Dr Ayse Ferda Ocakci is the Programme Coordinator of the Professional Doctorate in Education at Koç University. She is an educational psychologist with research interests focused on technology-enhanced classroom contexts and the exploration of online learning contexts. Recent funded projects include a randomized control trial to examine the impact of classroom connectivity technology on Algebra I achievement and an online professional development program for grades 3-5 general and special education teachers. Dr. Ocakci is presently serving as a member of the National Council of the American Psychological Association's Research Committee.

**Pape, Dr Stephen**  
Johns Hopkins University  
stephen.pape@jhu.edu

Carnegie Symposium  
Tuesday 15th March 2016 10.40am  
**Definitions of Doctor of Education Students’ Problems of Practice: Student and Program Perspectives** ........................................Page 50

**Biography**  
Stephen Pape, PhD is Professor of Education and Co-Director of the Johns Hopkins University Doctor of Education program. He is an Educational Psychologist with research interests focused on technology-enhanced classroom contexts and the development of online learning contexts. Recent funded projects include a randomized control trial to examine the impact of classroom connectivity technology on Algebra I achievement and an online professional development program for grades 3-5 general and special education teachers. Dr. Pape is presently serving as a member of the National Council of Teachers of Mathematics’ Research Committee.
Perry, Dr Jill
Carnegie Project on the Education Doctorate
JillAPerry@cpedinitiative.org

Presented Paper
Wednesday 16th March 2016 2.05pm
Understanding how The Carnegie Project on the Education Doctorate Assisted U.S. Schools of Education to Redesign their Doctorate of Education Programs................................Page 45

Biography
Dr. Jill Perry is the Executive Director of the Carnegie Project on the Educational Doctorate (CPED) and a Research Associate Professor in the Department of Administration and Policy Studies at the University of Pittsburgh. Dr. Perry received her PhD in International Education Policy from the University of Maryland. Her research focuses on professional doctorate preparation in education, organizational change in higher education, and faculty roles in change. She is a Fulbright Scholar and a returned Peace Corps Volunteer. Dr. Perry is also the Board Chair of the Research & Innovation Advisory Board of the International Higher Education Teaching and Learning Association.

Pizzolato, Dr Nicola
Middlesex University
n.pizzolato@mdx.ac.uk

Workshop
Wednesday 16th March 2016 11.05am
SuperProfDoc- The First Results of a European Scoping of Best Practice in Supervision of the Modern Doctorate ................................Page 59

Poulter, Mrs Grace
Glasgow Caledonian University

Poster - with presentation
Tuesday 15th March 2016 1.55pm
Exploration of the experience of doctoral students in part 2 of the Professional Doctorate programme........................................Page 77

Robb, Dr Yvonne
Glasgow Caledonian University
Y.Robb@gcu.ac.uk

Poster - with presentation
Tuesday 15th March 2016 1.55pm
Exploration of the experience of doctoral students in part 2 of the Professional Doctorate programme........................................Page 77

Robinson, Dr Carol
University of Brighton

Presented Paper
Wednesday 16th March 2016 9.40am
The proliferation of professional doctorates: Insights into supply and demand, and implications for future delivery .........................Page 38

Shipton, Prof Helen
Nottingham Trent University

Presented Paper
Wednesday 16th March 2016 10.15am
An exploration of impact & engaged scholarship among DBA students ........................................Page 41

Biography
Dr Helen Shipton is Professor of HRM and Head of Doctoral Programmes, at Nottingham Business School. A speaker at events like Leeds Business School Doctoral Symposium (Jan 2016) and Cranfield/ BAM DBA Workshop (Nov 2015) Helen has published in top journals including Human Resource Management Journal and British Journal of Management.

Simon, Dr Gail
University of Bedfordshire
gail.simon@beds.ac.uk

Presented Paper
Tuesday 15th March 2016 2.25pm
Preparing for the Post-Reflexive Turn in Professional Doctorate Research ...............Page 29

Sperotti, Dr Francesca
Adapte

Workshop
Wednesday 16th March 2016 11.05am
SuperProfDoc- The First Results of a European Scoping of Best Practice in Supervision of the Modern Doctorate ................................Page 59

Stoddart, Dr Kathleen
University of Stirling
k.m.stoddart@stir.ac.uk

Presented Paper
Tuesday 15th March 2016 10.40am
The incremental impact of Clinical Doctorate study and programme Graduates on safe, effective and person centred care ..........Page 26

Biography
Dr Kathleen M Stoddart: Doctor of Nursing/Midwifery/Professional Health Studies Programme Director, School of Health Sciences, University of Stirling.
Kath Stoddart has worked in the School of Health Sciences at Stirling University for some years, prior to that she was a senior and experienced Registered Nurse. As Director, she concentrates on supporting and developing the Doctorate Programme, plus research activity. Current research is related to clinical leadership, practice-focused development and people’s experience of health care.

Kath fulfills the role of Clinical Academic Consultant role (Honorary Appointment) within NHS Forth Valley. This activity enhances the credibility of the Clinical Doctorate Programme which demands detailed engagement with the NHS and Scottish Government Health Department priorities and strategies both locally and nationally. The strong clinical academic focus includes strategic development; operational issues; clinical leadership; and care assurance and governance.

Storey, Dr Valerie
University of Central Florida
Carnegie Symposium
Tuesday 15th March 2016 10.40am
Comparison of EdD and PhD (Education) in UK and US Universities .........................Page 49

Tapoler, Mr Colton
University of Central Florida
Round Table Discussion
Tuesday 15th March 2016 12.05pm & 12.35pm
Doctoral Students and Their Advisors: A US-centric Perspective .....................Page 63

Taylor, Dr Rosemarye
University of Central Florida
rosemarye.taylor@ucf.edu
Round Table Discussion
Tuesday 15th March 2016 12.05pm & 12.35pm
Doctoral Students and Their Advisors: A US-centric Perspective .....................Page 63

Workshop
Wednesday 16th March 2016 11.05am
SuperProfDoc- The First Results of a European Scoping of Best Practice in Supervision of the Modern Doctorate .........................Page 59

Taylor, Dr Susan
UCL Institute of Education
s.taylor@ioe.ac.uk
Presented Paper
Wednesday 16th March 2016 2.05pm
Putting ‘professionalism’ at the heart of professional doctorates: the Institution Focused Study .................................................Page 42

Presented Paper
Wednesday 16th March 2016 10.15am
Why do a Professional Doctorate? Evidence from Prospective EdD Students ..........Page 40

Biography
Sue Taylor is course leader for the Institution Focused Study, the first research component of the EdD at the University College London, Institute of Education. She is also programme leader for the Post Graduate Diploma in Social Science Research Methods, an access route for widening participation into doctoral studies for non-traditional students. Her primary research foci are on adult professional learning and development and on curriculum design for developing generative learning. Recently she has focused on the use of andragogy through blended learning, particularly in relation to postgraduate research students.

Topping, Prof Margaret
Queen’s University Belfast
m.topping@qub.ac.uk
Presented Paper
Wednesday 16th March 2016 2.55pm
Professional Doctorates beyond the Professions: Developing Doctoral Researchers for Future Leadership ..................................Page 46
**Biography**
Margaret Topping is Professor of French Literature and Visual Culture, and Dean of the Graduate School, at Queen’s University Belfast. Her research trajectory has developed from an early disciplinary focus on one of France’s canonical writers, Marcel Proust, to a firmly interdisciplinary approach to debates linked to travel, tourism and migration, and to the ethics and aesthetics of cross-cultural representation. She is the author of Proust’s Gods, Supernatural Proust, Phototextual Journeys: Ethics and Aesthetics, and A Sense of Place in European Travel Narratives (the latter two forthcoming). Particular focal points of her current research are the ethical role and responsibilities of public spaces such as museums and archives in negotiating diversity, as well as the possibilities for creating enhanced connectivity, cohesion and social wellbeing in post-conflict or postcolonial societies through community-based initiatives such as cultural festivals or urban art projects. Increasingly what unites and drives her research interests is a passion to communicate better the public value of the arts and humanities.

**Turner, Dr Frances**
Menlo College
Presented Paper
Tuesday 15th March 2016 2.25pm
**Professional impact and identity development in the DBA** .......................................................Page 31

**Vitale, Dr Thomas**
University of Central Florida
Workshop
Wednesday 16th March 2016 11.05am
SuperProfDoc - The First Results of a European Scoping of Best Practice in Supervision of the Modern Doctorate ........................................Page 59

**Volante, Dr Margaret**
Middlesex University
m.volante@mdx.ac.uk
Presented Paper
Wednesday 16th March 2016 9.40am
**Using subjectivity to investigate impact of doctoral processes** ........................................Page 39

**Walker, Prof Kim**
University of Tasmania and St Vincent’s Private Hospital in Sydney
Workshop
Tuesday 15th March 2016 12.05pm
Beyond programme evaluation: How do you measure the impacts and outcomes of your professional doctorate programme in health and social care? .............................Page 57

Presented Paper
Wednesday 16th March 2016 2.55pm
An International collaboration and partnership: Enhancing the quality of health and social care professional doctorates student’s supervisory and support experiences..........................................................Page 48

Round Table Discussion
Tuesday 15th March 2016 2.25pm & 3.00pm
**Partnership the key to a successful Professional Doctorate Programme**..............................Page 67

**Biography**
Margaret describes herself as a methodologist. After her undergraduate training in the scientific method, she trained as a nurse. During her professional development as a nurse and becoming a nurse lecturer, she began to appreciate the contribution of qualitative research to understanding and knowing the world. Her awakening to narrative methods was continued into her PhD using biographical approaches to investigate the learning and professional practice of nurses and health visitors. These formative learning experiences are reflected in her research interests of narrative based methods of enquiry and in particular biographical approaches to investigating change and development.

**Walker, Prof Kim**
University of Tasmania and St Vincent’s Private Hospital in Sydney
Workshop
Tuesday 15th March 2016 12.05pm
Beyond programme evaluation: How do you measure the impacts and outcomes of your professional doctorate programme in health and social care? .............................Page 57

Presented Paper
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An International collaboration and partnership: Enhancing the quality of health and social care professional doctorates student’s supervisory and support experiences..........................................................Page 48

Round Table Discussion
Tuesday 15th March 2016 2.25pm & 3.00pm
**Partnership the key to a successful Professional Doctorate Programme**..............................Page 67

**Biography**
Kim is currently conjoint professor of healthcare improvement at St Vincent’s Private Hospital Sydney and the School of Health Science, University of Tasmania. He works with multidisciplinary teams of health professionals on implementation research projects related, among others, to improving systems, processes and governance in respect of patient care quality and safety. In so doing he also supervises higher degree research candidates and collaborates with colleagues on a range of initiatives designed to upskill the workforce and build research and scholarly capacity for the future. Kim launched the Doctor of Health Degree in Sydney in collaboration with Dr Liz Cummings and others and the program is now flourishing with over a dozen candidates enrolled since 2014.
Wallace, Prof Angela  
NHS Forth Valley  
Presented Paper  
Tuesday 15th March 2016 10.40am  
The incremental impact of Clinical Doctorate study and programme Graduates on safe, effective and person centred care........Page 26

Walsh, Prof Kenneth  
University of Tasmania and the Tasmanian Health Service – South.  
Workshop  
Tuesday 15th March 2016 12.05pm  
Beyond programme evaluation: How do you measure the impacts and outcomes of your professional doctorate programme in health and social care?...........................Page 57

Biography  
Dr Kenneth D. Walsh, RPN, RGN, BNurs (UNE), PhD (Adelaide).  
Fellow of the Joanna Briggs Institute, Professor of Translational Research in Nursing and Midwifery, Faculty of Health, School of Health Sciences, University of Tasmania and the Tasmanian Health Service – South.  
Since 1999 Kenneth has held joint university and health service appointments. He has held clinical chairs in health services and universities in Australia and New Zealand. Kenneth has extensive experience in developing effective, evidence based and person-centred workplace cultures and building university/health service collaborations.  
Kenneth has an excellent understanding of interdisciplinary workforce collaboration and development and has led health service research and practice development programs aimed at building the workforce capacity in clinical research and person-centred care.  
This work has been underpinned by collaborations to build the practical and theoretical base for health service reform and development in order to improve patient outcomes. His work on building engagement and solution-focused approaches for practice change has seen Prof Walsh invited as a visiting scholar to seven universities in the UK and Australia.  
Currently Kenneth supervises ten higher degrees research students and has supervised 30 Doctoral and Masters Research candidates to completion. He has authored over 80 referred journal articles, book chapters, research reports and monographs.

Walsh Coates, Dr Patricia  
Kutztown University of Pennsylvania  
coates@kutztown.edu  
Carnegie Symposium  
Tuesday 15th March 2016 10.40am  
The EdD in Transformational Teaching and Learning: A Model for a New Practitioner Doctorate........................................Page 51

Weller, Dr Gordon  
Middlesex University  
Presented Paper  
Tuesday 15th March 2016 11.30am  
Critical Evaluation of a DProf Programme and its Contribution to the Health & Safety Professional Body IOSH ........................................Page 28

Institutional Impact Case Studies  
Wednesday 16th March 2016 09.40am  
Doctor of Professional Studies: Quality of Professional Impact Matters.................Page 55

Weston, Dr Jennifer  
Horizon Shine Limited  
Presented Paper  
Wednesday 16th March 2016 2.05pm  
Beyond the Doctorate: How Health Psychologists Use their Qualification ....................Page 44

Biography  
Dr Jennifer Weston is a practitioner health psychologist and health coach specialising in health promotion and behaviour change. She is director of Horizon Shine Ltd, a psychological support service providing high quality health coaching interventions to individuals or groups of people with either short-term or long-term health conditions. She is a visiting lecturer at the University of Central Lancashire and Liverpool John Moores University delivering regular training in health behaviour change and another area of expertise, systematic reviewing. She has published over 20 Cochrane reviews and protocols with the Cochrane Epilepsy Group.

Whaley, Ms Kari  
University of Central Florida  
Round Table Discussion  
Tuesday 15th March 2016 12.05pm & 12.35pm  
Doctoral Students and Their Advisors: A US-centric Perspective.........................Page 63
Whitecross, Dr Richard
Edinburgh Napier University

Round Table Discussion
Tuesday 15th March 2016 2.25pm & 3.00pm
Promoting transformative learning in doctoral level education: the value of a reflection-based CPD module

Winter, Dr Karen
Queen's University Belfast
k.winter@qub.ac.uk

Presented Paper
Tuesday 15th March 2016 10.40am
Professional doctorates in education, social work and social care: a comparative analysis

Worth, Dr Sally
St Georges, University of London
sworth@sgul.ac.uk

Workshop
Tuesday 15th March 2016 12.05pm
Learning together – first supervision experiences on a professional doctorate

Yamazaki, Dr Goro
Osaka University
yamago@cbi.osaka-u.ac.jp

Poster - with presentation
Wednesday 16th March 2016 12.55pm
An interdisciplinary approach in graduate education for fostering innovation: Osaka University’s Cross-Boundary Innovation Program

Yonggang, Mr Li
East China Normal University
liyg924@126.com

Presented Paper
Wednesday 16th March 2016 2.55pm
Investigation the Practical Characteristic of EdD and the Training Situation of China EdD

Zambo, Dr Debby
Carnegie Project on the Education Doctorate

Presented Paper
Wednesday 16th March 2016 2.05pm
Understanding how The Carnegie Project on the Education Doctorate Assisted U.S. Schools of Education to Redesign their Doctorate of Education Programs

Zhang, Dr Michael
Nottingham Trent University

Presented Paper
Wednesday 16th March 2016 10.15am
An exploration of impact & engaged scholarship among DBA students

Biography

Biography
Goro Yamazaki is an Associate Professor in the Cross-Boundary Innovation (CBI) Program at Osaka University. He is trained in the discipline of cultural anthropology and earned his PhD in Human Sciences from Osaka University. He has been a staff member of the program since 2012 and has worked on curriculum development, especially concerning the long-term project-based learning course. He has also carried out research in the field of cultural anthropology and has conducted research projects on organ transplantation in Japanese society. His research interest is in the effect of new technologies on human experiences.