6th INTERNATIONAL CONFERENCE ON PROFESSIONAL DOCTORATES

Professional Doctorates in a Changing Landscape

CONFERENCE PROCEEDINGS

22nd – 23rd March 2018
Location Here
Welcome Message from the Chair & Deputy Chair
of the ICPD-2018 Steering Group

Conference Programme

Conference Information

About the Conference Organisers

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Keynote Panel Discussions

Paper Abstracts

Paper Presentations

Symposium: Professional Accreditation

Workshops

20:20 Presentations

Round Table Discussions

Impact Case Studies & Poster Displays

Biographies & Paper Index
The Conference Steering Group extends a warm welcome to delegates attending the 6th International Conference on Professional Doctorates (ICPD-2018) at Friends House in central London. It follows the 5th Conference held in Belfast in March 2016 and is aimed at those delivering professional and practice-based doctorates, those who support and participate in these programmes, employers with interest in professional doctorates and those wishing to learn more about the latest developments in this rapidly changing sector of the higher education environment. 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.

This year we have focussed upon contributions that address how graduates’ academic and professional experiences affect them professionally and personally and how the outcomes of research have influenced academic and professional communities, and/or society. In particular we are highlighting the so called ‘impact’ of research that applies to practice oriented doctorates that seek to make direct change in organisations and professional fields. To this end we aim to expand the bank of impact case studies that were presented and compiled after the last conference. Where possible, contributors are invited to provide an impact case study with their conference contribution and/or present a portfolio of case studies in a poster session (see http://www.ukcge.ac.uk/events/icpd-impact-posters.aspx).

Contributions encompass how doctoral outcomes and achievements benefit the workplace in all its manifestations, including for example in: social justice and welfare; medical and psychological; environmental, and risk settings. Panel discussions from employers and from doctoral candidates on this topic have been set up and we anticipate that these sessions will be as positive and successful as the Candidate panel was in the last conference as contributors relate their first hand experience of undertaking a professional doctorate or of employing a professional doctorate candidate.
Plenary presentations, papers, workshops, round table discussions, institutional impact case studies, a symposium and posters will focus on the conference themes: curriculum development in collaboration with industry and commerce, professional and statutory bodies, pedagogy, including novel modes of delivery, professional impact and transformation, and the candidate experience. There is also an opportunity for conference papers to be published in a special issue of the Work Based Learning e-journal international, subject to the normal refereeing process.

Our conference is opened by a plenary given by Dr David Docherty CEO for the National Centre for Universities and Business, an organisation based just minutes from the conference venue. David’s insight into the subject of University Business Collaboration, which has become a much discussed topic internationally will be much anticipated.

Another of the conference’s plenary speakers is Professor Pamela Burnard, Professor of Arts, Creativities and Education at the University of Cambridge with her forward thinking take on the unique qualities of Professional Doctorates. Finally Professor Michele Tiraboschi, Professor of Labour Law, University of Modena and Reggio, will bring insights from Italy about the employer perspective.

International delegates to the conference include academics, doctoral candidates, employers and other stakeholders in Professional and Practice Doctorates. We look forward to learning more about professional doctorate experiences from a range of colleagues from different locations thus reflecting the diverse and complex nature of doctoral research and learning that focuses on practice.

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

Professor Carol Costley, Middlesex University and Chair, ICPD Organising Committee
Gill Clarke, UKCGE and Deputy Chair, ICPD Organising Committee
## Conference Programme

### Wednesday 21st March

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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>6.00PM</td>
<td>Pre-Conference Drinks Reception</td>
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<td>At Searcy's Champagne Bar, St Pancras Station</td>
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### Thursday 22nd March

#### Conference Day 1

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<th>Time</th>
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<tr>
<td>9.15AM</td>
<td>Registration</td>
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<td>With Tea &amp; Coffee</td>
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<tr>
<td>9.45AM</td>
<td>Welcome &amp; Introduction</td>
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<td></td>
<td>Professor Carol Costley, Middlesex University and Chair ICPD</td>
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<td>Gill Clarke, UKCGE &amp; Deputy Chair ICPD</td>
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<tr>
<td>10.00AM</td>
<td>Keynote Presentation</td>
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<tr>
<td></td>
<td>The Importance of University and Business Partnerships – page 19</td>
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<td></td>
<td>Dr David Docherty, CEO, National Centre for Universities and Business, UK</td>
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<tr>
<td>10.40AM</td>
<td>Tea &amp; Coffee Break</td>
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<tr>
<td>11.00AM</td>
<td>Paper Presentation</td>
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<tr>
<td></td>
<td>Tracing the emergence of public health leaders through a work-based</td>
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<td>professional doctorate: stories from the field - past and present</td>
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<tr>
<td></td>
<td>page 26</td>
</tr>
<tr>
<td></td>
<td>Dr Lois Meyer, University of New South Wales, Australia</td>
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<td></td>
<td>Primary theme - The candidate experience</td>
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<td>Secondary theme - Professional impact and transformation</td>
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<td></td>
<td>Taking a professional doctorate in public health: a case study of</td>
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<td>students on the London School of Hygiene &amp; Tropical Medicine’s DrPH</td>
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<td></td>
<td>programme – page 27</td>
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<tr>
<td></td>
<td>Dr Jennifer Gosling, Gillian McKay &amp; Joshua Robinson, London School</td>
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<td>of Hygiene &amp; Tropical Medicine, UK</td>
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<td>Primary theme - The candidate experience</td>
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<td></td>
<td>Reflexive Digital Bricolage: The ART of Digital Reflection – page 28</td>
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<td>Dr Paul-Alan Armstrong, University of Sunderland, UK</td>
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<tr>
<td></td>
<td>Necessity of the Implementation of the Vocational Doctorate Degree</td>
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<td>Program in Georgia – page 29</td>
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<td></td>
<td>Dr David Cherkezishvili, East European University, Georgia</td>
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<td>industry and commerce, professional and statutory bodies</td>
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<td>Secondary theme - Professional impact and transformation</td>
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</table>
### Conference Day 1

**11.30AM**

5 minute change over period

**11.35AM**

| Paper Presentation | Perspectives on the doctoral viva: student, supervisor, examiner and chair. One and the same? – page 30 Dr Keith Halcro & Dr Yvonne Robb, Glasgow Caledonian University, UK
| Primary theme - The candidate experience |
| Paper Presentation | The impact on the organization that results from undertaking a professional doctorate – page 31 Dr Mariangela Lundgren-Resenterra, University of Applied Sciences and Arts, Switzerland
Dr Peter Kahn, University of Liverpool, UK
| Primary theme - Professional impact and transformation
Secondary theme - Curriculum development in collaboration with industry and commerce, professional and statutory bodies |
| Paper Presentation | Abductive Research Design: trusting the agential knowing of the practitioner as researcher – page 32 Dr David Adams, Dr Kate Maguire & Ian Helps, Middlesex University, UK
| Primary theme - Pedagogy including novel modes of delivery
Secondary theme - The candidate experience |
| Paper Presentation | The Doctor of Philosophy (Innovation) PhD.I: Contextualised, project-based research, development and implementation of an innovation – page 33 Dr Philip Thomas, Dr Eliza Kent & Annette Kilarr, University of New England, Australia
| Primary theme - Curriculum development in collaboration with industry and commerce, professional and statutory bodies
Secondary theme - Professional impact and transformation |

**12.05PM**

5 minute change over period

**12.10PM**

| Paper Presentation | The Professional Doctorate of Pharmacy in developing countries – Sudan Initiative – page 34 Prof Abdalla Elbadri & Prof Magdi Awadalla, Sudan Medical Specialization Board, Sudan
| Primary theme - Professional impact and transformation
Secondary theme - Curriculum development in collaboration with industry and commerce, professional and statutory bodies |
| Paper Presentation | Report on the Erasmus + Project on Best Practice in Professional Doctorate Supervision in Europe – page 35 Dr Annette Fillery-Travis, University of Wales Trinity Saint David, UK
Dr Kate Maguire & Dr Nico Pizzolato, Middlesex University, UK
Dr Andrew Loxley, Trinity College Dublin, Ireland
Elena Prodi, ADAPT, Italy
Dr Nora Stel, MSM, Netherlands
Dr Linda Robinson, Chester University, UK
| Primary theme - Pedagogy including novel modes of delivery
Secondary theme - Curriculum development in collaboration with industry and commerce, professional and statutory bodies |
| Paper Presentation | Developing a Professionally-led Professional Doctorate Structure in Social Work – page 36 Prof Brian Taylor, Ulster University, UK
Marian O’Rourke, Northern Ireland Social Care Council, UK
Dr Karen Winter, Queen’s University Belfast, UK
| Primary theme - Curriculum development in collaboration with industry and commerce, professional and statutory bodies
Secondary theme - Professional impact and transformation |

**12.40PM**

Lunch
Including an opportunity to view the Impact Case Studies and Poster Displays (please see page 12)
### Conference Day 1

**22ND MARCH**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>1.35PM</td>
<td><strong>Paper Presentation</strong>&lt;br&gt;<strong>Journeying through the Professional Doctorate: Exploring results from PRES 2017</strong>&lt;br&gt;Dr Claire Slight, Higher Education Academy, UK&lt;br&gt;<strong>Primary theme</strong> - The candidate experience&lt;br&gt;<strong>Secondary theme</strong> - Professional impact and transformation</td>
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<tr>
<td>1.35PM</td>
<td><strong>Paper Presentation</strong>&lt;br&gt;<strong>The Journey Together</strong>&lt;br&gt;Prof Peter Larmer &amp; Prof Liz Smythe, AUT, New Zealand&lt;br&gt;<strong>Primary theme</strong> - Professional impact and transformation&lt;br&gt;<strong>Secondary theme</strong> - The candidate experience</td>
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<tr>
<td>1.35PM</td>
<td><strong>Paper Presentation</strong>&lt;br&gt;<strong>Innovative and Culturally Responsive Leadership Models for a Changing Educational Landscape</strong>&lt;br&gt;Dr Eric Mayes &amp; Stephanie Fakharzadeh, Johns Hopkins University, USA&lt;br&gt;<strong>Primary theme</strong> - Pedagogy including novel modes of delivery&lt;br&gt;<strong>Secondary theme</strong> - Professional impact and transformation</td>
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<td>2.05PM</td>
<td><strong>5 minute change over period</strong></td>
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<td>2.10PM</td>
<td><strong>Workshop</strong>&lt;br&gt;Professional doctorate student identities page 55&lt;br&gt;Dr Janet Lord, Manchester Metropolitan University, UK&lt;br&gt;Dr Elizabeth Parr, Liverpool Hope University, UK&lt;br&gt;Dr Stephen Rayner, University of Manchester, UK&lt;br&gt;Dr Rachel Sharkey, Manchester Grammar School, UK&lt;br&gt;<strong>Primary theme</strong> - Professional impact and transformation&lt;br&gt;<strong>Secondary theme</strong> - The candidate experience</td>
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<tr>
<td>2.10PM</td>
<td><strong>Round Table Discussions</strong>&lt;br&gt;<strong>Group 1</strong> - see page 10 for list of papers</td>
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<tr>
<td>12.40PM</td>
<td><strong>Tea &amp; Coffee Break</strong></td>
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<tr>
<td>3.35PM</td>
<td><strong>Keynote Presentation</strong>&lt;br&gt;The employers’ perspective of practice doctorates page 21&lt;br&gt;Professor Michele Tiraboschi, Professor of Labour Law, University of Modena and Reggio Emilia, Italy</td>
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<tr>
<td>4.15PM</td>
<td><strong>Keynote Panel Discussion</strong>&lt;br&gt;The Experience of Employers page 23&lt;br&gt;Ian Helps, Director, Consalia&lt;br&gt;Dr Shaun Lundy, Technical Director, 4site Consulting Ltd Property &amp; Facility Risk Management Services&lt;br&gt;Dr Andrew Mountfield, Chairman, Brightcon Group Consulting</td>
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<td>4.45PM</td>
<td><strong>Day 1 Close</strong></td>
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<tr>
<td>6.15PM</td>
<td><strong>Social Activities</strong>&lt;br&gt;Further details can be found in your delegate pack</td>
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<tr>
<td>8.00PM</td>
<td><strong>Conference Dinner</strong>&lt;br&gt;At Brown’s Restaurant Covent Garden</td>
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### Conference Day 2

**FRIDAY 23RD MARCH**

#### Conference Programme

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9.30AM</td>
<td>Day 2 Registration</td>
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<td>With Tea &amp; Coffee</td>
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<tr>
<td>9.45AM</td>
<td>Morning Welcome</td>
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<td>9.55AM</td>
<td>Keynote Presentation</td>
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<td></td>
<td>What's unique about the professional doctorate? Voicing the experiences of professionals in a changing landscape? – page 22</td>
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<td></td>
<td>Professor Pamela Burnard, Professor of Arts, Creativities and Education and Doctorate of Education Manager, University of Cambridge, UK</td>
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<tr>
<td>10.35AM</td>
<td>Keynote Panel Discussion</td>
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<td>The Candidate Experience – page 25</td>
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<td></td>
<td>Jordan Dolfi, NC State University</td>
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<td>Gail Milburn, Teesside University</td>
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<td>Rev Dr Richard Parsons, Parish priest / Lecturer in Religious Studies</td>
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<tr>
<td>11.05AM</td>
<td>Tea &amp; Coffee Break</td>
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<tr>
<td>11.25AM</td>
<td>Paper Presentation</td>
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<tr>
<td></td>
<td>From Practitioner to Researcher: creativity in practitioner research – page 40</td>
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<td></td>
<td>Dr Ruth Caleb, Middlesex University / Metanoia Institute, UK</td>
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<td></td>
<td><strong>Primary theme</strong> - The candidate experience</td>
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<td><strong>Secondary theme</strong> - Professional impact and transformation</td>
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<td>11.55AM</td>
<td>Paper Presentation</td>
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<td></td>
<td>Preparing Interdisciplinary Science PhD students for diverse career paths: A case study in skills and pedagogical practices – page 41</td>
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<td></td>
<td>Dr Sabrina Gordon &amp; Dr Rosemarye Taylor, University of Central Florida, USA</td>
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<td><strong>Primary theme</strong> - Curriculum development in collaboration with industry and commerce, professional and statutory bodies</td>
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<td><strong>Secondary theme</strong> - Professional impact and transformation</td>
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<tr>
<td>12.20PM</td>
<td>Workshop</td>
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<td>Moving on productively from the 'Provision of PDs in English HEIs' Report – page 56</td>
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<td></td>
<td>Prof Carol Costley &amp; Dr Pauline Armsby, Middlesex University, UK</td>
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<td>Gill Clarke, UKCGE, UK</td>
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<tr>
<td>12.20PM</td>
<td>20:20 Presentations</td>
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<tr>
<td></td>
<td>20 slides, 20 seconds per slide</td>
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<td>See page 13 for list of papers</td>
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### Conference Day 2

#### Friday 23rd March

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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>12.00PM</td>
<td><strong>Paper Presentation</strong>&lt;br&gt;Dr Who? Identity Work in DBA Students – <em>page 42</em>&lt;br&gt;Dr Susan Kirk &amp; Dr Konstantina Kougianou, Nottingham Trent University, UK&lt;br&gt;Prof Carley Foster, University of Derby, England&lt;br&gt;Prof Emma Parry &amp; Dr Colin Pilbeam, Cranfield School of Management, UK&lt;br&gt;Dr Claire Collins &amp; Louise Hillier, Henley Business School, UK&lt;br&gt;<strong>Primary theme</strong> - The candidate experience&lt;br&gt;<strong>Secondary theme</strong> - Professional impact and transformation</td>
<td>Paper Presentation</td>
<td>Redesigning a Practitioner Focus in an Education Doctorate for Community College Leadership – <em>page 43</em>&lt;br&gt;Dr James Bartlett, Dr Michelle Bartlett, Jordan Dolfi, Dr Audrey Jager, Dr Rey Garcia &amp; Dr Diane Chapman, North Carolina State University, USA&lt;br&gt;<strong>Primary theme</strong> - Professional impact and transformation&lt;br&gt;<strong>Secondary theme</strong> - Curriculum development in collaboration with industry and commerce, professional and statutory bodies</td>
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<td></td>
<td><strong>Paper Presentation</strong>&lt;br&gt;The Curious Practitioner: from reflective practice to critical collaborative inquiry in doctoral research – <em>page 44</em>&lt;br&gt;Dr David Adams &amp; Prof Brian Sutton, Middlesex University, UK&lt;br&gt;<strong>Primary theme</strong> - Pedagogy including novel modes of delivery&lt;br&gt;<strong>Secondary theme</strong> - Professional impact and transformation</td>
<td>Paper Presentation</td>
<td>The Shape Shifting of Professional Doctorates – <em>page 45</em>&lt;br&gt;Dr Margaret Malloch, Victoria University, Australia&lt;br&gt;<strong>Primary theme</strong> - Curriculum development in collaboration with industry and commerce, professional and statutory bodies&lt;br&gt;<strong>Secondary theme</strong> - The candidate experience</td>
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<td><strong>Paper Presentation</strong>&lt;br&gt;Translational Research in the Professional Doctorate – <em>page 46</em>&lt;br&gt;Dr John Fulton &amp; Prof Alastair Irons, University of Sunderland, UK&lt;br&gt;<strong>Primary theme</strong> - Professional impact and transformation&lt;br&gt;<strong>Secondary theme</strong> - Curriculum development in collaboration with industry and commerce, professional and statutory bodies</td>
<td>Paper Presentation</td>
<td>Round Table Discussions&lt;br&gt;Group 2 - see <em>page 11</em> for list of papers</td>
</tr>
<tr>
<td>12.30PM</td>
<td>Lunch&lt;br&gt;Including an opportunity to view the Impact Case Studies and Poster Displays (please see <em>page 12</em>)</td>
<td>Lunch</td>
<td>Workshop – continued&lt;br&gt;20:20 presentations – continued</td>
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<tr>
<td>1.30PM</td>
<td><strong>Paper Presentation</strong>&lt;br&gt;The Curious Practitioner: from reflective practice to critical collaborative inquiry in doctoral research – <em>page 44</em>&lt;br&gt;Dr David Adams &amp; Prof Brian Sutton, Middlesex University, UK&lt;br&gt;<strong>Primary theme</strong> - Pedagogy including novel modes of delivery&lt;br&gt;<strong>Secondary theme</strong> - Professional impact and transformation</td>
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<td>2.05PM</td>
<td>Paper Presentation</td>
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<td></td>
<td>A Systematic Review of Research on Professional Doctorates - page 47</td>
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<tr>
<td></td>
<td>Dr Denise Hawkes, UCL Institute of Education, UK</td>
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<td>Dr Sridevi Yerrabati, Sohar University, Oman</td>
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<td><strong>Primary theme</strong> - Pedagogy including novel modes of delivery</td>
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<td>Tea &amp; Coffee Break</td>
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<td>2.55PM</td>
<td>Paper Presentation</td>
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<td>The researching professional development framework: a new resource for professional doctoral researchers - page 50</td>
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<td></td>
<td>Dr Hilary Lindsay, The Open University, UK</td>
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<td>3.25PM</td>
<td>5 minute change over period</td>
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<tr>
<td>3.30PM</td>
<td>Closing Plenary</td>
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<td>Conference Review - Further details can be found in your delegate pack</td>
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<tr>
<td>4.00PM</td>
<td>Departure &amp; Close</td>
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**Conference Day 2**

**Conference Programme**

- **2.05PM**
  - Paper Presentation
  - A Systematic Review of Research on Professional Doctorates - page 47
  - Dr Denise Hawkes, UCL Institute of Education, UK
  - Dr Sridevi Yerrabati, Sohar University, Oman
  - **Primary theme** - Pedagogy including novel modes of delivery
  - **Secondary theme** - Professional impact and transformation

- **2.35PM**
  - Tea & Coffee Break

- **2.55PM**
  - Paper Presentation
  - The researching professional development framework: a new resource for professional doctoral researchers - page 50
  - Dr Hilary Lindsay, The Open University, UK
  - **Primary theme** - The candidate experience
  - **Secondary theme** - Professional impact and transformation

- **3.05PM**
  - Paper Presentation
  - The experience and cascade effect of doctorate students and graduates - page 51
  - Dr Kathleen Stoddart & Dr Carol Bugge, University of Stirling, UK
  - **Primary theme** - Professional impact and transformation
  - **Secondary theme** - The candidate experience

- **3.25PM**
  - 5 minute change over period

- **3.30PM**
  - Closing Plenary
  - Conference Review - Further details can be found in your delegate pack

- **4.00PM**
  - Departure & Close
**Round Table Discussions**

Each 30 minute paper will be presented twice, allowing delegates to participate in two discussions

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### GROUP 1

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Round Table Discussions

Each 30 minute paper will be presented twice, allowing delegates to participate in two discussions

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### Impact Case Studies and Poster Displays

Displayed for the duration of the conference

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FRIDAY
23RD MARCH
11.25AM

20:20 Presentations

20 slides, 20 seconds per slide

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Assessing Mode 2, context-based, knowledge within DProf programmes
Dr Christine Davies & Dr Eunice Kimaliro, University of Wales Trinity Saint David, UK
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Using MOOCs to manage the expectations of DBA students: A tutor reflection
Dr Hala Mansour, The University of Northampton, UK
Primary theme – Pedagogy including novel modes of delivery
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‘Falling in love again…’: challenges to overly extrinsic understandings of the motivation of professional doctorate students in Law
Prof Elaine Hall, Northumbria University, UK
Rory O’Boyle, Law Society of Ireland, Ireland
Primary theme – Professional impact and transformation
Secondary theme – The candidate experience

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For love or for money: why pursue a doctorate?
Dr Denise Hawkes & Aleksandra Griazina, Institute of Education, UCL, UK
Primary theme – Professional impact and transformation
SESSION VENUES

Conference sessions will take place in the following rooms:

- The Light
- Hilda Clark 1
- Hilda Clark 2 & 3
- Marjorie Sykes
- The Catering Areas

The Light and The Catering Areas are located on the ground floor. The Hilda Clark rooms and Marjorie Sykes are located on the first floor.

All plenary sessions will take place in The Light. 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 Friends House.

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 boards.

ROUND TABLE DISCUSSIONS (RTDS)

RTDs will take place in The Light.

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 Catering Areas. Your main opportunity to view the posters will be during the lunch and refreshments breaks. Please note that there are two separate areas where posters will be displayed (both outside The Light), please make sure that you take opportunity to visit both areas in order to view all of the posters.

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.

LUNCH & REFRESHMENTS
Lunch and refreshments will be served in the catering area, located on the ground floor, outside The Light. Please note that there are two separate areas where catering will be served, both located outside The Light.

CONFERENCE DINNER
The Conference dinner will take place at Brown’s Restaurant which is located in Covent Garden. A map is included in your delegate pack with directions to the restaurant.
You will also find details timings for the dinner and information about pre-dinner social activities on the reverse of the map.

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

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

DISCLAIMER
Any opinions expressed – including, but not limited to, those given during oral presentations, or those written in paper abstracts – are those of the presenters/authors and do not necessarily reflect the opinions of the ICPD Organising Committee, Middlesex University or UK Council for Graduate Education
At Middlesex we are proud of our many achievements and our international reputation as an innovator in higher education. We are grateful to those who have recognised and rewarded academic and organisational endeavour and expertise. For example, since 1996 Middlesex University has been proud to receive three Queen’s Anniversary Prizes and a Queen’s Award for Enterprise.

Middlesex University aims to be a global University. Based in North London, Middlesex recruits widely across the world and works in partnership to deliver outstanding higher education in many countries. Our internationalism is key to our future ambition as North London’s university of choice.

In 2006 the University announced that the majority of its London activities would gradually be based at its Hendon Campus. An ambitious programme of development of the Hendon campus continues.

As well as a successful PhD programme, Middlesex offers an Ed. D. an Arts D. and a highly successful Doctorate in Professional Studies that has a large generic programme plus pathways in different subject areas both within the university and with partners.

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.
UKCGE is the UK Council for Graduate Education. It was founded in 1994 under the Chairship of Professor Robert Burgess to champion the interests of graduate education.

UKCGE was granted Charitable Status in 1997 by the Charity Commission for England and Wales (Registered charity number 1061495). UKCGE’s Non for Profit (NFP) model permits a drive to develop Postgraduate Education for the Postgraduate Education sector by the Postgraduate Education sector. To its members UKCGE communicates valuable information and research, facilitates networking through events and forums, provides an influential lobbying function and produces relevant publications.

MISSION STATEMENT:

“UK Council for Graduate Education is the leading independent representative body for Postgraduate Education in the UK. Its mission is to be the authoritative voice for postgraduate education in the UK, providing high quality leadership and support to its members to promote a strong and sustainable postgraduate education sector.”

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 postgraduate education (whether as students, academics, administrators or managers) regular opportunity to participate in special interest networks.

THE COUNCIL IS:

• an authoritative voice for the HE sector on postgraduate activity in the UK
• a developer and communicator on policy relating to postgraduate education
• a developer and promoter of best practice in the delivery of postgraduate programmes
• a developer and promoter of best practice in the administration of postgraduate programmes
• a provider of appropriate information, services and publications for these issues

UKCGE PROMOTES:

• the interests of graduate education across all disciplines
• a distinct identity for graduate education and research in Higher Education
• quality measures for graduate education and research conducted in HEIs
• the effective leadership and management of postgraduate students
• the effective provision and funding of graduate education
• the status, education and training of postgraduate students
• effective infrastructural provisions for graduate education (including funding)
• equal opportunities for students in graduate education
• the professional development and status of staff and supervisors in HEIs
The ICPD Steering Committee would like to thank the following people for their assistance throughout the planning of the Conference.

Dr David Adams, Senior Lecturer: Doctorate in Professional Practice, Middlesex University – d.adams@mdx.ac.uk

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Kate Payne, Administrative Officer, UKCGE – katie.payne@ukcge.ac.uk

Dr Nico Pizzolato, Senior Lecturer, Middlesex University – n.pizzolato@mdx.ac.uk

Professor Brian Sutton, Business School, Middlesex University – b.x.sutton@mdx.ac.uk

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Deputy Chair: Gill Clarke, Oxford University & Vice-Chair UKCGE Executive Committee – gill.clarke@gtc.ox.ac.uk

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Professor Ian Haines, Emeritus Professor, London Metropolitan University, Executive Secretary, UK Deans of Science & former member UKCGE Executive Committee – i.haines@btopenworld.com

Dr Gordon Weller, Programme Leader: DProf (Health), Middlesex University – g.weller@mdx.ac.uk

Conference Manager: Angus Burns, Events Officer, UKCGE – a.n.burns@ukcge.ac.uk
David Docherty is Chief Executive of the National Centre for Universities and Business, and Chairman of the Digital Television Group, the industry body for digital television in the UK.

He was the first BBC Director of New Media and Deputy Managing Director of BBC Television. After leaving the BBC he led cable company Telewest’s (now Virgin’s) drive into broadband content and services as MD Broadband, and has been Chief Executive of two television and interactive media companies.

In the public sector, he was Chair of Governors of the University of Bedfordshire, and a member of various government advisory panels on new media, technology, and higher education. He serves on the Research Excellence Framework Panel and the Strategically Important and Vulnerable Subjects Committees for the Higher Education Funding Council of England (HEFCE) as well as HEFCE’s Enterprise and Skills Committee. He is on the Engineering and Physical Sciences Research Council (EPSRC’s) Digital Economy Panel, the Arts and Humanities Research Council (AHRC’s) Creative Economy Board and the Technology Strategy Board (TSB’s) Interim Advisory Board for the Digital Economy Catapult.

David’s other activities include serving on the Steering Groups of DESCRIBE, The Future of Innovation in Television Technology Taskforce (FITTT), and Going Global 2013, and serving on the Panels of REF 2014 and the Space Advisory Panel. He is also a member of the National HE Stem Programme Advisory Forum, the UK-IRC Advisory Board, the Universities UK Employability Business and Industry Policy Network, and the Gateway to Research project board.

He has served on the management board of The Society of Authors, written extensively on media and technology convergence for the Guardian, the Financial Times and other national newspapers and is in regular demand as a speaker at the world’s leading media and education conferences. David has senior level experience as a member of the BBC’s Board of Management, Telewest’s Executive Board, YooMedia and CSC Media Board, and as Chairman of the University of Bedfordshire.
This is the online networked age, but even Facebook’s Mark Zuckerberg, Godfather to the era, is now obsessing, rightly, about ‘meaningful groups’ that merge digital with real world interaction and impact. Business-university collaboration is about meaningful groups, if anything.

Time and again the same themes emerge: universities want too much IP, they are hard to negotiate with, we must change teaching and learning to increase employability, schools are a narrow pipeline to create the flexible graduate workforce of tomorrow. Part of the reason why the debate seems to be on a loop is that inquiries are static snapshots, and, no matter how intelligently gathered and sifted, the evidence is often out of date by the time the paper hits the shelves.

Furthermore, it is incredibly difficult to sift through the teaching and research practices of 164 higher education providers and 201,380 academic staff to create simple models of their behaviour. The same is true of business. Both as employers and innovators, successful firms are driven by a restless and ragged engagement with a fluctuating and unstable economy. Change is in their DNA.

National Centre for University and Business (NCUB) research shows clearly that academics have been opening up the doors and windows of their ivory towers for decades.

- 63% participate in external networks,
- 47% offer informal advice,
- 55% give invited lectures,
- 41% give lectures for the community.

So, it is even more important that we offer digital social partnership platforms to people born at the same time as the World Wide Web and the global Internet. Scaling up meaningful communities must be at the heart of being the best place in the world to do business-university partnerships and now is the time to do it.
The employers’ perspective of practice doctorates are addressed from his experience of industrial / professional doctorates. Michele’s work with ADAPT in particular and all his networks in industry give him a unique perspective of the abilities doctoral candidates bring to a range of industries and positions within them.

The main problems and perspectives of this kind of doctorates are discussed as a teacher, labour law Professor and coordinator of ten years experience in ADAPT, with nearly 400 students (300 with a scholarship and 100 with a higher level apprenticeship).
In this keynote I will conceptualise the purpose and distinctiveness of the professional doctorate and the transformations of identity and self that characterize the journey for researching professionals. What should it be? Who should do it? Why is it worth doing? I will explore how the professional doctorate may be understood in the practices of diverse researching professionals at different phases and stages of their doctoral journey. I will share some lived-through debates and deliberations about the placing of ‘practice’ at the nexus of the workplace, the university (doctoral programme) and leading professional change in a changing landscape.
IAN HELPS
Director, Consalia, Global Sales Transformation Specialists
ihelps@consalia.com

Ian joined Consalia in 2011, bringing with him expertise in growing businesses by transforming their sales and account management functions.

Ian has worked for major companies, including BP, Shell and E.ON, where he held a variety of roles including strategy manager and European business development manager, focused on major transnational deals. Whilst at Shell, he was a global consultancy manager, where he launched and turned around businesses throughout the world. He has also been on the supplier side, as VP of global accounts for Invensys plc, tripling the sales of global accounts in just over 2 years.

He is a member of the Practice Advisory Board for the Cranfield MSc in Strategic Marketing.

Ian’s longer-term focus is to support the development of greater professionalism in the area through specific sales and marketing accreditations, allied to a more robust foundation for the commercial professions through validated research.

DR SHAUN LUNDY
Technical Director, 4site Consulting Ltd Property & Facility Risk Management Services
shaun.lundy@4siteconsulting.co.uk

Shaun Lundy is Technical Director, 4site Consulting Ltd Property & Facility Risk Management. 4site Consulting is a specialist Health & Safety Consultancy serving both the Commercial and Residential Property Management Industry. 4site was established in 2006 in response to the growing demand from Landlords and Property Managers for a common sense and down to earth support service covering all the Health & Safety compliance requirements specific and relevant to the needs of the property management industry. We are in the fortunate position to have achieved excellent working relationships with our clients who trust us to look after their portfolio of properties across the UK. We cover a large number of properties which means we can provide a high quality service at competitive costs.

As a family business that is steadily growing through referral, we are focused on maintaining and improving the level of personal service our clients have come to expect. Our office staff and our own qualified, experienced advisors have been carefully selected to allow consistency of advice and support for clients large and small.

We are committed to supporting the Property Management Industry and have invested heavily in our IT and support systems such as our website. The webite provides our clients with an online resource allowing access to a wealth of industry relevant Health & Safety support material, information and report management facilities.
Dr Andrew Mountfield has held the position of Chairman of Brightcon since 15 January 2016. He has been a consultant in the field of strategy and performance management for many years and has worked with organizations active nationally and globally, in a range of industries.

His consultancy work focuses on the following topics:

- Design and optimisation of organisational strategies
- Creating target operating models and design and implementation of organisational changes
- Leadership coaching on issues of strategic management for the CEO and CFO
- Designing performance management solutions at business and employee levels
- Creating planning and control solutions
- Developing optimisation approaches to predictive analytics and forecasting
FRIDAY 23RD MARCH 10.35AM

The Candidate Experience

JORDAN DOLFI
North Carolina State University
jjdolfi@ncsu.edu

Jordan Dolfi is Program Associate, Master of Liberal Arts & Sciences Program and Professional Education Programs in the Asheville Graduate Center. She is also studying for a Doctorate in Education at North Carolina State University.

GAIL MILBURN
Teesside University
g.milburn@tees.ac.uk

Gail Milburn is a Senior Lecturer in Dental Care Education at Teesside University. Gail is also currently in her third-year studying for a professional doctorate in Health and Social Care.

REV DR RICHARD PARSONS
Parish priest / Lecturer in Religious Studies
reparsons@hotmail.co.uk

Rev Dr Richard Parsons recently completed a DProf for Religious Leaders at the University of Middlesex. He is a parish priest in the Diocese of Westminster.
This paper reports on a longitudinal research study tracing the profile and experiences of doctoral candidates in one work-based professional doctorate offered through an Australian university. Begun in 2009 as an innovative collaboration between a government health system and the university, the DrPH was designed to foster a cadre of senior public health leaders who could generate applied research to provide evidence-informed population health practices for the state. In 2013 the DrPH was opened to attract emerging health leaders and be delivered in partnership with health service workplaces shifting the nature of the program from a university-enterprise partnership in one geographical location, to a complex arrangement of multiple partnerships by the university with a diversity of health services. The program now had over thirty candidates with an expanding global reach in diverse geographical locations from the World Health Organisation in Geneva, to a hospital in Shanghai, to a health policy unit in the Northern Territory of Australia.

It is within this evolving landscape of the program, over time and space, that the perspectives and formation of the doctoral candidates as public health leaders is considered. In particular the paper presents the longitudinal outcomes of the study to date, tracing the learning and career trajectories of fifty practitioners who have completed or are currently participating in the program. Drawing on an iterative series of in-depth biographical narratives and focus groups over a seven-year period the findings reveal the shaping of public health leader identities and practices since the program’s inception. A golden thread weaves across the findings of the individual and collective narratives attesting to the central role of embedded workplace research in this professional doctorate for becoming, and being seen to be, a public health practitioner-researcher and leader.
The Doctorate in Public Health (DrPH) at the London School of Hygiene & Tropical Medicine (LSHTM) is the only professional doctorate in public health in the UK. Drawing students from across the world, the programme provides doctoral level training for the future leaders of health service organisations around the world. The majority of the students come from outside the UK, which leads us to ask the questions:

1. What drives students to pursue the DrPH degree at LSHTM?
2. How do students’ perceptions inform our understanding of the similarities and differences between a DrPH and other types of Professional Doctorates (PD) or terminal research degrees?

The specific aims of this case study are to (1) understand the perceptions of current DrPH students and recent graduates with respect to their motivations for selecting the DrPH at LSHTM over other professional doctorate programmes or a traditional PhD, (2) explore the experiences of these students and graduates with respect to how LSHTM’s DrPH programme enhanced their professional and academic development, and how this relates to their career objectives, and (3) consider the experience of LSHTM DrPH students with what is known in the literature about motivations for students to pursue a PD.

The study employs a mixed methods design. We will undertake semi-structured interviews of a sample of current/recent DrPH students (n=10-15) and will send a self-administered online questionnaire to all current and recent DrPH graduates, within 5 years of degree completion (n=102). This is a small study, being undertaken in preparation for a larger project with an international comparison. Fieldwork will commence in January, with the survey and interviews running simultaneously. Analysis of the qualitative work will be on-going and the survey data will be analysed from mid-February. The results will be combined with insights from a recently conducted internal review of LSHTM’s DrPH programme to create practical and empirical recommendations, used as a foundation for further research on the DrPH programme and cohort, and make empirical contributions to the wider body of existing research on doctoral degrees and professional doctorates.
This paper presents the conceptualisation of arts based research methodologies, digital reflection (Kirk and Pitches, 2013; Armstrong, 2015) and professional identity as reflexive digital bricolage. This paper will present the concept of reflexive digital bricolage and its transformational impact on professional development for professionals working towards a Professional Doctorate. This is through the creation of digital reflections using a digital platform MAHARA to make sense of identities by developing their reflexive consciousness as professionals through self-reflection as method (Franks, 2016). This leads to the evolution of the researching professional case history presented by Armstrong and Bryans (2016).

The ART of digital reflection argues reflexive digital bricolage creates reflexive space through Active Research Informed Transformation of professional identity. The learners use a range of diagnostic and creative personal cultural texts (Findlay, 2005; 2013) as data to embody active imagination (Macintosh, 2010) and artistic imagination (Winter et al, 1999).

The emergence of art based methodologies from notable scholars including Findlay (2005, 2013) Cahbmann-Taylor and Siegesmund (2008) where artful ethnography allows for embodiment (Barleet, 2013, Pelias, 2013) is at the heart of reflexive digital bricolage. Central to Professional Doctorate education is reflection and reflexivity and with the emphasis on self-reflection as method (Franks, 2016). This paper argues the use of personal cultural texts including lyrics (Armstrong, 2015, Alexander, 2016), poetry (Saunders, 2003, Burchill, 2010) drawings, photographs, dance and sculpture (Ellis, 2005) develops reflexive consciousness in professionals. The embodiment of a postmodern epistemology allows for the construction of praxis (Eikeland, 2013) as well as providing the Researching Professional with ontological permission to speak in their voice as a form of multi-voicedness.

This paper will present this conceptualization and argue for the emergence of arts based methodologies as at the centre of Professional Doctoral education.
Since the restoration of Georgian independence, one of the most important tasks is the enhancement and quality of education, as the development of the country in the modern conditions is impossible without raising intellectual capacity of human resources and its proper utilization. According to the Global Competitiveness Report 2016-2017, Georgia takes 59th place out of 138 countries, but its further improvement is hampered by: Quality of the education system (96th place), Capacity for innovation (116th place), industry collaboration in R&D (119th place). Due to all above mentioned the business is less competitive and unemployment is at a high level in the country (both, direct and latent) and GDP per capita (3,853 USD) is low. The existing challenges are complex and require a systematic solution one of which is the implementation of the Vocational Doctorate degree program in Georgia. The Vocational Doctorate Degree Program will support:

- Increase business interest to prepare professional staff in Georgian universities for their needs. This also will provide additional financial funds for scientific research (only 0.16% of GDP was spent on scientific studies in 2016).
- Raise country’s innovative potential, receive new knowledge and implement the innovation methods into practice.
- Business competitiveness, GDP enhancement and creating additional work places.
- Attract young researchers to Georgian universities.

To implement the Vocational Doctorate Degree Program in Georgia it’s crucial to overcome legal obstacles, as in the Law of Georgia on Higher Education, mentions only the Academic Doctorate (PhD) hence there is a need to add a vocational Doctorate. Other following documentation needs modification as well. The National Center for Education Quality Enhancement has already begun working on the project for policy-changing within the existing higher education regulatory legal papers.
Tribe & Tunariu (2016) suggest the doctoral viva can be an enjoyable experience which offers students a rigorous platform to demonstrate their knowledge, but also an experience that can leave students dispirited. Irrespective of the emotions it engenders, Carter & Whittaker (2009) maintain the doctoral viva has changed little in 50 years. Its primary aim is to test the student’s knowledge is of doctoral standard, but Jackson and Tinkler (2003) also identified its value in ensuring authenticity as well as a means of testing the candidate’s oral skills and deciding borderline cases. The question is whether the academic’s view of the viva is coloured by his/her experience as a student or do institutions have robustly developed quality assurance mechanisms in place (Share 2016) to counter Watts (2012) concerns of a potentially flawed system.

The research used a semi-structured questionnaire to interview staff and students about their experiences. The interviews were recorded and transcribed to enable thematic analysis to be undertaken. Initial findings suggest that whilst universities have sought to better prepare doctoral students, supervisors, examiners and convenors there is still room for improvement, for example in the use of mock vivas for students and better staff training in supervising, examining and chairing. There is also the suggestion that inexperienced doctoral supervisors / examiners / convenors draw on their experience as a doctoral student, however as their experience grows this becomes less evident. A concern though is that many of the most experienced doctoral academics are retiring or nearing retirement, a consequence of the employment surge enjoyed by many British universities in the 1990s. Financial pressures have meant academic numbers have not been sustainably managed, consequently it appears that there are insufficient doctoral supervisors / examiners / chairs, a situation which may only worsen, unless possible solutions are examined.
Research on the impact of professional doctorates on students and their organizations has reported contested outcomes. We undertook a study that investigated interplay between agential and structural dimensions, to develop a causal explanation of how organizational change may, or may not, result from the learning that arises from undertaking a Doctor of Education (EdD) programme.

The research used a combination of grounded theory techniques along with critical realist perspectives to explore causal mechanisms in play. Semi-directed interviews were conducted with 16 participants, five of whom were from an EdD focused on the study of Higher Education offered by a UK university. The remaining 11 participants were work colleagues of these students who were well placed to comment on organizational change.

The study found in certain cases that the sharing of professional concerns with work colleagues generated social relations between human agents that allowed collective meta-reflexivity and corporate agency (Archer, 2007), giving rise to organizational change (that is, structural elaboration). Collective meta-reflexivity refers to the capacity to engage in dialogue with others around shared concerns, in ways that entail both a pursuit of social ideals and an awareness of the nature of that pursuit. Moreover, variation in the candidates’ impact on their organizations was seen to arise from the extent to which agency was aligned to organizational priorities and agendas. This further raises the issue of whose interests are served during organizational change, highlighting the importance of meta-reflexivity that promotes wider social ideals.

Learning on a professional doctorate thus needs to be conceived not simply in relation to producing knowledge for one’s personal growth, but also in terms of mastering a discourse that crosses both research and professional practice and through one’s capacity to draw others into that discourse in an organizationally-relevant and yet critical fashion.
A critical engagement with the practitioner’s own positionality is an initial and established step on a practitioner doctoral programme which not only supports an insightful research project but acts as a bridging into the more demanding requirements of a doctoral level piece of work. However professional practitioners can soon become adrift in a sea of methodologies whose explanations for existence and application can be both wondrous and obscure. This workshop explores the practitioner’s expertise in facilitating the choice of methodology and the implications for both the candidate and supervisor. We would argue that all practitioner research engages with the particular and the complex through the agency of the individual researcher and their agential knowing (Barad 2003) and this has influence on the research design. A number of approaches are specifically in tune with complexity including bricolage (Kincheloe & Berry 2004) and transdisciplinarity (Maguire 2018) which view complexity from both an ontological and epistemological perspective.

We have been developing, with new practitioner researchers, the use of their own experience and abductive reasoning to produce a research design without first searching for an established methodology. Abductive reasoning makes inferences, takes a best guess based on what is observed and experienced of a phenomenon or phenomena. This ‘from fertile ground upwards’ approach involves the researcher exploring their own ontology and current theories in use, conceptualising or mapping their practice and their position in it, identifying the gaps and surprises, using as a guide the possible influences on design that exist in the agential knowing eye of the researcher, a set of questions posed to help with this, and an examination of personal and professional integrity in choice making. In this way the researcher is able to produce a first draft of their own situated research design and justification. At this stage established methodologies can be introduced to help increase the articulation and justification which may modify and enhance the original design. We look forward to participants responses to these ideas from the professional doctorate in transdisciplinary practice at Middlesex University.

REFERENCES


To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
The Doctor of Philosophy (Innovation) PhD.I: Contextualised, project-based research, development and implementation of an innovation

THURSDAY 22ND MARCH
11.35AM

DR PHILIP THOMAS, DR ELIZA KENT & ANNETTE KILARR
University of New England, Australia

PRIMARY THEME – Curriculum development in collaboration with industry and commerce, professional and statutory bodies
SECONDARY THEME – Professional impact and transformation

Innovation as a basis for doctoral research projects delivering a significant context specific and scholarly contribution to applied academic and practice based knowledge creation.

The University of New England has developed the Doctor of Philosophy (Innovation) or PhD.I. This doctorate is tailored so as to enable individual candidates to develop their research skills, and make advances within their professional context, while contributing significantly to scholarly knowledge. This PhD is designed to provide a novel scholarly contribution to the candidate’s professional context, and to expand the candidate’s skills base. It also aims to develop the professional applied knowledge of academic and industry-based supervisors involved in the programme. 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 an Australian doctoral degree. The PhD.I is supported by an online Research Learning Program and serves to bridge the gap between academic thinking and professional context practices. This is achieved through project driven acculturation into academia. The research involves the conceptualising and theorising of the innovation process within the methodologies of systems thinking and developmental evaluation. This involves the practice and articulation of expertise and engagement in an innovation project that includes reporting the inception, development, implementation and impact of the project, leading to an examinable portfolio that deeply reflects on those processes. Considerations of the epistemological and administrative challenges of the development and ongoing acceptance of this doctorate will be discussed.
Since the beginning of pharmaceutical education in Sudan in the 1960s, there has been a gap between pharmaceutical education and the professional practice of the graduates. This has caused the graduates not to keep pace with changes in the pharmacy profession worldwide. Thus, it was necessary to fill the existing gap through establishing higher professional training. In 1995, the Sudan Medical Specialization Board (SMSB) was established to train medicine graduates as professional clinicians. In 2003, the SMSB approved the proposal submitted by some pharmacists to establish a fellowship in pharmacy profession and accordingly, the Pharmacy Specialization Board (PSB) was born. To date, more than 100 pharmacists have been graduated with the fellowship in Management of Pharmaceutical Services. Unpublished data shows that the performance of those pharmacists was improved remarkably at their work place. This has evoked the PSB to promote the fellowship to a 4 years professional doctorate of pharmacy in 2015. No doubt, this promotion required the PSB to inject more taught courses and to increase the duration of onsite training and research. Currently, four programs are running namely, Clinical Pharmacy, Hospital Pharmacy, Quality Assurance and Management of Pharmaceutical Services. Having completed the taught courses, the candidates are now pursuing onsite rotational training as registrars in Khartoum State hospitals.

The current presentation discusses the rationale, vision, mission and objectives of the professional doctorate of pharmacy in Sudan. It also sheds light on the existing syllabuses, methods of student assessment and evaluation of the programme. The nature of the research projects is also explored.
The Erasmus+ funded project SUPERProfDoc has now completed its three year enquiry into the supervisory practice on modern doctorates across Europe and is disseminating its findings.

Context: The purpose of doctoral education has widened considerably over the last decade. No longer is it considered primarily as the training ground for future academics. Instead, it has found currency in a range of professional fields; as a ‘fit for practice’ credential as in the Psychology arena, professional development for senior practitioners or as a means of enhancing technology transfer between industry and academia. Academia has responded by developing a range of programme structures and curricula to meet the perceived needs of the market. This has occurred in the institutional (HEI) context of increased regulation, monitoring and centralisation of research training. The supervisory teams of these modern doctorates are therefore faced with providing support for their candidates whilst working with a increased regulation within new doctorate forms and structures.

**RESEARCH:** A trans-European consortium of doctoral centres won funding to gather the best supervisory practice across the modern doctoral forms of Industrial PhDs, EdDs, DBAs, Prof Docs and Professional Doctorate. Using a mixed methods approach including survey and semi-structured interviews the consortium gathered the rich experience of supervision from both the supervisors’ and the candidates’ perspective.

**FINDINGS:** The results have uncovered a range of practices covering induction, pre-work, learning contracts and relationship development that have been collated into a framework of practice that provides a road map for good supervisory work. It is not a prescriptive model but a framework that allows the development of a pedagogical process that is appropriate for the student base, (multi-)disciplinary field and outcomes required.
Professional doctorates are attractive to the social work profession as an applied discipline. As expertise grows, a structure is required at doctoral level to support knowledge and skills development. However there is a temptation for university-led social work programmes to become too removed from practice.

This presentation will share ideas and progress in creating a framework of professional requirements at doctoral level leading to a professional doctorate through collaboration between social work employers, universities and the professional regulatory body, the Northern Ireland Social Care Council. Once approved, this Framework will shape the curriculum for a variety of approaches to supporting learning to achieve the award including:

- Approved programmes provided by a university-led partnership with employers,
- modular, self-directed learning led by employers with university support, and
- accreditation of prior learning.

The professional doctorate scheme addresses the post-qualifying learning needs of the most experienced staff who undertake innovative work to develop practice, services and training. To ensure organisational impact, partnership working between academia and employers is an essential core principle, building on our previous experience of developing a Master’s-level post-qualifying framework (Taylor et al., 2010).

The workplace will benefit from growth in expertise and evidence-informed development to improve service quality in social work and related multi-professional contexts (HSCB, 2015). For the profession this scheme should enhance the regulatory model for CPD in meeting Croisdale-Appleby’s (2014) emphasis on social workers as practitioners, professionals and social scientists.

REFERENCES


How do professional doctorate candidates’ experiences compare to those of other postgraduate researchers? Using the results from the 2017 Postgraduate Research Experience Survey (PRES), this paper explores 3,246 respondents’ experiences of studying professional doctorates from across 95 UK institutions.

PRES is a valuable tool for exploring the impact of postgraduate research study upon the professional development and careers of those who undertake them. The survey explores the experience in terms of, amongst other things, professional development, research skills and opportunities participated in. The survey has been run by over 100 UK institutions on a biennial basis since 2011 and is part of the Higher Education Academy’s student surveys which support enhancement of students’ academic experiences.

The paper will ask a number of questions:

- What implications do the differences in demographic makeup between PhD students and professional candidates have for supporting positive experiences?
- What are professional doctoral candidates’ motivations and career plans?
- How do issues of wellbeing relate to professional doctoral candidates’ experiences?
- How do professional doctoral candidates’ develop during their programme?

By comparing these questions over the past three years we can understand trends for Professional Doctorates, and place these experiences into context against other postgraduate researchers. The survey data therefore provides a valuable opportunity to understand these experiences within a broader context, with implications for UK and international Professional Doctorate provision.
AIMS AND OBJECTIVES

To showcase a thriving New Zealand Interprofessional Professional Doctorate in Health.

How the paper is relevant to the conference theme

The AUT Doctor of Health Science (DHSc) thrives because of the synthesis of the four themes guiding this conference. It is built on a pedagogy informed by Heidegger (inviting meditative thinking of lived experience) and Dewey’s notion that both means and ends matter. We see the role of teaching staff is to ‘let learn’ rather than ‘teach’. We have a diverse interprofessional mix of both students and teachers. We enrich each other’s thinking in bringing questions to stretch boundaries of thinking and challenge assumptions. Students are encouraged to research their own world of practice, using approaches that bring change as part of the research process. A leadership thread in the programme fosters self-awareness of leadership strengths. Many of our students are promoted during or after the programme. Transformation thus happens at both a personal and practice level. None of this is possible without the ethos of caring for students and promoting community. The step-by-step process provides valued structure. Students see the teachers as authentic, genuine in their understanding of practice and in their willingness to guide the way forward.

THE EVIDENCE BASE FOR THE CONTENT

The evidence for our impressions is based on the continued growth of the programme and two rounds of invited student feedback, received via email. In both cases we were impressed by the effort and thoughtfulness students put into telling us what worked.

EXPECTED CONCLUSIONS

The DHSc at AUT thrives because it provides a step-by-step structure, it closely links to practice, gets students thinking, builds a rich supportive student-teacher community, and produces research that has already achieved change in the process of the ‘doing’.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Over the past 20-30 years, the landscape of the public education system in the United States has gone through some drastic changes. Not only have the changing demographics of America’s population led to ideological and pedagogical shifts regarding best practices for teaching an increasingly diverse population, but new policies have also impacted the structures of funding and accountability that shape the Pre-K through 20 educational landscape.

According to the National Center for Education Statistics, the 2014-2015 school year was projected to be the first year that students of color (non-white) students attending public schools would outnumber white students in American schools (Digest of Education Statistics, 2013). Though students of color have historically been referred to as “ethnic minority” students, these students now make up an estimated 50.3% of the school population, meaning that, collectively, they represent a greater proportion – a majority – of the population than white students (Maxwell, 2014). Research from scholars in the field of multicultural education indicates that there are often cultural differences and possible mismatches between the home culture of students of color and the cultural expectations of American schools (Gay, 2010; Delpit, 2006).

Educators focused on bridging the cultural mismatches between home and school recommend employing culturally relevant pedagogies (Ladson-Billings, 1995; Delpit, 2006; Gay, 2010). Culturally relevant pedagogy consists of practices that demonstrate an awareness and understanding of all students’ cultures and adjust instructional practices to meet the cultural norms and values of students (Ladson-Billings, 1995, Gay, 2010).

Ethically, of course, providing a high quality education for students of color should be a priority regardless of what percentage of the population they represent, but, from a practical sense, these changing demographics make it even more essential for their needs and concerns to be at the forefront of our educational policy, practice and reform.

These changing social realities of Pre-K schools have a direct impact on institutions of higher education. Some researches (Ladson-Billings, 1995, Delpit, 2006, Gay, 2010) suggest that colleges and universities that place a priority on bridging potential cultural incongruences between the student body and institution employ culturally relevant pedagogies. Culturally relevant pedagogy consists of practices that demonstrate an awareness and understanding of all students’ cultures and adjust institutional and instructional practices to meet the cultural norms and values of a diverse student body (Ladson-Billings, 1995, Gay, 2010).

This paper proposes a new leadership framework for training higher education faculty and administrations that takes into consideration recent changes in the American educational landscape – through the lens of an innovation online doctorate program.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Candidates who undertake practitioner doctorates generally start off filled with enthusiasm but also with trepidation. Frequently they are experts in their practitioner fields, having worked in their specialism for many years. Many have been away from education for several decades and do not consider themselves as academics. The transition from practitioner to becoming a doctoral student is a major challenge which incorporates giving up power and prestige to become a beginner, a naive traveller on an unknown (and often costly) challenge with a destination that is desirable yet feared. This requires sensitive supervision, considered in this presentation, to support the candidate’s self-esteem and confidence which may well dip at times throughout the doctoral journey.

At the beginning of their doctoral degree, candidates are often unsure of the difference between a traditional PhD and a practitioner doctorate. One of the major differences is the requirement for their research to produce outcomes that influence their academic and professional communities. This presentation will explore ways in which postgraduate learning can be innovative as well as academically rigorous. It will also examine the ways in which the dissemination of research findings can be developed creatively to make the greatest evidence-based impact.

This will include innovations including working collaboratively on a doctoral project, discovering the positive aspects of working jointly, along with the challenges that may occur along throughout the process. Creative methods of disseminating results will be discussed, which will ensure that the expert practitioner community benefits from the evidence arising out of candidates’ research. As a result of their professional doctorate, candidates are able to journey from expert practitioner to becoming research-led leaders in their field.

**DR RUTH CALEB**
Middlesex University / Metanoia Institute, UK

**PRIMARY THEME** – The candidate experience

**SECONDARY THEME** – Professional impact and transformation
This case study intended to collect and analyze responses from stakeholders of the UCF Modeling and Simulation graduate program regarding the ways in which interdisciplinary (IDS) science PhD students could be prepared for diverse career paths. A mixed methodology study was executed and quantitative survey (N=96) and qualitative interview (N=10) data were collected to address three research questions. Overall, stakeholders for this case study were found to represent the three main career paths of academia, government, and industry. Survey data were utilized to gauge the level of importance that survey participants perceived for various survey scales and items. The scales that were rated with the highest means were Ethics, Teamwork, and Career Management (M=3.67, SD=.41) and Interdisciplinary Skills (M=3.67, SD=.36), while the lowest mean was reported for the Professional Science Skills scale (M=3.19, SD=.54).

Interview data revealed limitations of the historically accepted apprenticeship model to include an emphasis on academia-only career preparation and a lack of standardization regarding highly individualized advisor-student relationships. And finally, survey and interview participants reported that alternative pedagogical methods to prepare IDS science PhD students for diverse career paths should include internships in each career sector, while also presenting the barriers to implementing internships regarding faculty commitments and time available to advise and help students procure such relationships. Study recommendations point to preparing IDS science PhD graduates for diverse career paths by emphasizing math, technical, communication, and interdisciplinary skills using experiential learning opportunities such as internships and an IDS project-based curriculum.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
“Many Professional Doctorate students have struggled (to varying degrees)…with the physical and mental capacity to combine high-level study, the demands of (sometimes senior level) professional employment and commitments to family and home” (CRAC, 2016:48). This is coupled with the idealised transition to become an ‘Engaged Scholar’ (Van de Ven, 2007) as they take on a more academic persona. We argue that these challenges experienced by Professional Doctorate students in completing their studies can be best understood through an identity lens. This interpretivist study, involving three UK universities, is designed to explore how Doctorate of Business Administration (DBA) students engage in identity work as they transition through their studies. The focus is on the extent to which these senior managers, with the associated power and status inherent in their positions, accommodate the identity of ‘student’ and whether and how their identity shifts as a result of this process. The implications of these identity changes and the impact they have on their ability to complete their doctoral studies, addressing the work-based problem they set out to investigate, is of key interest. The research questions guiding this study are, ‘What role does identity work play in a DBA student’s doctoral journey?’ and ‘What interventions can and should DBA supervisors and the course managers make to help the students to overcome perceived obstacles?’. Preliminary findings suggest that students experience critical incidents in their doctoral journeys. These are occasions, which may recur, where they struggle to continue with their studies and, depending upon whether or not appropriate interventions are made, may suspend or withdraw from the programme completely.
Redesigning a Practitioner Focus in an Education Doctorate for Community College Leadership

FRIDAY 23RD MARCH
12.00PM

DR JAMES BARTLETT, DR MICHELLE BARTLETT, JORDAN DOLFI, DR AUDREY JAGER, DR REY GARCIA & DR DIANE CHAPMAN

North Carolina State University USA

PRIMARY THEME – Professional impact and transformation
SECONDARY THEME – Curriculum development in collaboration with industry and commerce, professional and statutory bodies

At North Carolina State University, a significant process of curriculum and course redesign has occurred to revision the professional Education Doctorate (Ed.D.) in Adult and Community College Education (ACCE). The 2016 program redesign is part of a larger initiative titled Envisioning Excellence for Community College Leadership to strengthen the role of North Carolina State University in outreach and engagement with community colleges including graduate education, professional development, and support of other initiatives in the community college. The professional doctoral program is one of the strategies to develop a pipeline of mid-level and senior executive leadership for North Carolina Community Colleges and beyond.

In redesigning the doctoral program to focus on the mission to develop executive leader practitioners, the guiding principles and the design guidelines of the Carnegie Project for the Education Doctorate (CPED, 2017) were used in conjunction with cutting edge content from the field including modules developed from the Aspen College Excellence program (Aspen, 2014), national standards for community college executive leaders such as the American Association of Community College (AACC) Standards (AACC, 2014) and Aspen Institute’s Qualities of Exceptional Leaders (Aspen, 2014), and innovative education reform that integrates concepts such as improvement science and concepts of continuous improvement.

This paper will discuss the current redesign and provide examples of how the program has integrated practitioners that “Emphasize the generation, transformation, and use of professional knowledge and practice” (CPED, 2017). Three innovative methods used to incorporate practitioners and professional practice into the curriculum include co-teaching, paired mentors, and case studies created by practitioners. Co-teaching pairs a faculty member and a practitioner to co-facilitate. The mentoring program pairs a practitioner and 3-4 students. Practitioners wrote case studies exposing students to practice. Further, the voice of current students reflecting on their experience in the redesigned courses will be included.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
The conference theme recognises the changing landscape of professional doctorates and the complex environment in which practitioner-researchers work. Practitioners inhabit a complex environment of competing priorities and shifting power dynamics, and they achieve their goals by marshalling the various capabilities of a fluid network of committed professionals. In an organizational sense all solutions are the result of a co-creation process, change results from the collective efforts of the many rather than the diligent application of the thoughtful individual. Against this background it could be argued that the mantra of reflective practice no longer works as an organising concept for advanced practitioner research. Good practice is no longer a question of acquiring knowledge about key theories in the field, or a set of operational skills. It is rather about developing an agility to respond to the unexpected with insight and good judgement - to bring an inquisitive mind to the work.

This paper explores our emerging approach to the development of practitioner-researchers on the Professional Doctorate in transdisciplinary practice at Middlesex University. Curiosity has been the subject of research in psychology for more than a century (Kashan & Silvia, 2008) but its importance to practice-based research is undeveloped. We contend that the curious practitioner is fully immersed in their practice, alert and receptive to whatever exists and prepared for whatever might happen.

Dewey wisely pointed out that a higher stage of curiosity arises out of the influence of social stimuli (Dewey, 1910). We are therefore repositioning our approach to develop a multi-dimensional toolkit that positions the individual practitioner as a node within a cohort of professional researchers sharing and building upon each others experience in order to conceptualize their own practice. Our aim is to deepen their reflective and reflexive practices as they craft a critical self-narrative that equips them to design an inquiry into their practice that is rooted in their own professional identity and role whilst being positioned within their uniquely rich operational context. We contest that the development of the curious practitioner requires more than just polishing cognitive skills; we need to develop a rigorous questioning disposition (Berger, 2014) and persistence against the odds (Sansone and Smith, 2000).

The aim is to develop and channel the practitioner’s natural curiosity about themselves as professionals and the challenges and opportunities they face in their context, in order to equip them to make a research-based difference in their organisation, community or field of practice.

REFERENCES


To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
The doctorate has traversed time, space and place: its agenda has shifted from learned medieval dissertations to practice oriented research grounded in the candidate’s own professional work. This paper delves into the shifting doctoral landscape to explore the changes to this level of academic endeavour and considers future developments for doctorates.

In the 1980s and 1990s professional doctorates steadily increased in the UK and Australia in particular, with an emphasis on workplace learning and professional education.

Currently there are 269 professional doctorates worldwide, with 222 in the United Kingdom. The remaining few programs are scattered throughout Europe and Australia, India and the USA (https://www.findaprofessionaldoctorate.com).

The Professional Doctorate in Australia has almost disappeared, considered as unprofitable in times of financial restraint. They have however inspired revisions to the PhD such as introduction of compulsory coursework hurdles, and development of an Integrated PhD, a master’s year pathway to a PhD. There is a compression of graduate study in general (Cassuto, 2016) and questions as to what is taught and how, with good supervision, flexibility, quality, and timeliness of theses, are on the agenda.

This qualitative research employs critical reflection as the method for bringing data from various sources together. Research into a range of models of the professional doctorate, into the reflections on the experience by graduates in the UK and Australia, and from the author’s own participation in this space, designing, reviewing, leading and managing programs, is drawn upon.

Grove (2017) reports that 9% of doctorates in England are workplace-focused. The paper concludes considering whether the linking of the work and lives of the candidates can be maintained and built upon in a professional doctorate. In conclusion it explores what the doctorate will look like in the next decade and what shape is relevant for the fourth industrial revolution?
Translational Research refers to the translation of research findings from laboratory based research into clinical practice and as such is mainly used in medicine and health related disciplines, more recently the concept has widened, for example in pedagogical practice and the translation of findings from epidemiological studies to public health practice. It is an approach which is particularly relevant in the practice based professional doctorate.

This presentation will examine the ways in which translational research can be used in the context of the professional doctorate, the relationship of knowledge to practice, the relative contributions of evidenced based and tacit knowledge and the issues which can arise in translating knowledge into practice. The focus will then be on the interaction of evidenced based knowledge and tacit knowledge in the translation of knowledge and research findings. Models of translational research and ways in which the process can be structured will be outlined against a variety of disciplines. The roles which can be taken in translational research will be explored and the implications for professional doctorate studies will be considered in detail.

The final part of the presentation will be around the impact on practice which a structured approach to translational research has and the ways in which doctoral level outcomes can benefit the workplace in terms of enhanced quality, and more effective, contemporary and evidenced based working practices. This will be demonstrated through a case study, of a successful professional doctorate which used a model of translational research to implement “positive behavioural support” with people with autism.
Alongside the growing numbers of professional doctorate programmes being offered within universities in the past 20 years, there has been a growth in the academic literature associated with various aspects of these research degrees. This systematic literature review draws on the evidence of 193 academic papers to map out the existing academic knowledge about professional doctorates and highlight the gaps that this special issue aims to address. We use a simple vote counting approach to categorising the identified papers, considering: the type of professional doctorate studied, the country in focus, the main themes explored, the research methods used and the year of publication. This review highlights the need for academic work in this area to move beyond individual case studies of practice on programmes towards developing principles of practice for professional doctorates a whole. This paper hopes to start that academic conversation.
In recent years PhDs have undergone significant changes in face of the emerging knowledge society economy. PhDs have increasingly become a focus of attention for policies and strategies at institutional, national and European level, perceived as a resource "that should not be left exclusively in the hands of the disciplinary and scientific communities" (i.e., universities) (Kehm 2007: 1). Therefore, universities were required to make important adjustments in doctoral training (Huisman et al., 2002; Park, 2005). New forms of PhD have arisen, particularly the ‘professional doctorates’. In Portugal these PhDs are represented by industrial PhDs, which benefit from the national research funding body’s support. Currently, 6 industrial PhD programmes exist in 4 Portuguese universities.

This paper aims to understand whether curriculum development of industrial PhDs is actually being promoted in collaboration with industry. Does this collaboration distinguish industrial PhDs from traditional PhDs? Does collaboration with industry occur in other ways? Answering these questions will allow to understand if the so called industrial PhDs are replicating the traditional ones under a new name. The study resorts to both document analysis and interviews. Documents include proposals of new study programmes and self-assessment reports of existing programmes submitted to the Portuguese accreditation agency. Interviews will be conducted with the PhD programme coordinators.

Findings suggest a poor collaboration with industry in curriculum development. Industrial PhDs seem to be still very much governed by the ‘traditional’ doctoral model, in which the curricular component is the sole responsibility of academics. However, collaboration with industry is present in other guises: development of the thesis in an industry environment; definition of research topic and supervision in collaboration with industry; presence of industry representatives in examination panels; their collaboration in teaching and in research.
A distinctive feature of professional doctorate programmes is that candidates are expected to demonstrate an impact on professional practice, in addition to a contribution to academic knowledge. However, research undertaken by the Careers and Research Advisory Centre for HEFCE in January 2016 noted that the evidence of impact on professional practice workplace was relatively scarce. The limited research that has been undertaken in the education, business, engineering and health and social care contexts suggest that whilst the impacts on the practitioner’s career trajectory and professional identity may be significant, the direct benefits to the employer and the workplace are less distinct.

In response to a call for more research to explore these impacts, a research project is underway at the University of Portsmouth to explore the impact of undertaking a professional doctorate on professional practice in the criminal justice sector. The Professional Doctorate in Criminal Justice has been running since 2007 and there are more than 40 graduates from the programme, from a range of practitioner backgrounds. The initial phase of the project analysed the doctoral theses of successful candidates to identify their intended contribution to practice and tracked how their career trajectory had developed following the completion of the programme. The second phase of the project will involve interviews with the authors of the theses to discuss whether these intentions have been realised, how they perceive the doctorate has impacted on their professional lives and how they now understand and conceptualise the relationship between academic and professional knowledge.
This paper describes how a learning framework developed by an Open University EdD student evolved into an online resource, available to all EdD Doctoral researchers at The Open University, aimed at helping them develop as researching professionals. The original framework emerged from research into patterns of learning in the accountancy profession and was built around three dimensions of learning; cognitive, intrapersonal and interpersonal. The framework reflected the nature of being a professional, that professionals learn as they practise their craft. In similar vein professional doctoral researchers are continually seeking to blend research and practice. This link was recognised and a second piece of research undertaken which explored the learning experiences of EdD students and graduates in order to develop a resource that could support their ongoing learning. Nine aspects of learning emerged from that research which can be grouped around the three areas, working as a researcher (cognitive), developing ways of thinking (intrapersonal) and moving on with your research (interpersonal). In the online resource each of the nine areas is supported by quotes from interviewees and points for doctoral researchers to consider. Each researcher is then encouraged to draw up their own researching professional development plan. The framework was initially piloted with first year professional doctoral researchers who particularly valued how it helped them consider their identity as a researcher and how they might make a difference through their research. The development of the resource has already been described (Lindsay, Kerawalla and Floyd, 2017). This paper will share the results of the piloting of the framework and the plans for the further dissemination of the resource.

REFERENCES

Information is gathered nationally and within Higher Education Institutions from postgraduate students about their experiences. That evaluative data includes areas such as teaching and learning, assessment and feedback, organisation and management, learning resources and facilities. Data is also gathered about engagement, experience and overall satisfaction. Whilst the evaluation of this data is informative and indicative of improvement areas in taught elements of doctorate programmes, it does not capture the wider dimensions of professional doctorate student and graduate engagement and influence beyond their academic institution.

Emergent and developed doctoral characteristics are described by the QAA and expressed in Vitae. However, Vitae is focussed upon the professional and career development of researchers in a research environment and overlooks practice impacts. In these terms, we do not have sufficient evidence about the progression and development of professional doctorate students and graduates, in this instance – clinical doctorate students.

Those undertaking and completing a professional doctorate are expected to contribute to, and be influential in, their field of practice as an academic practitioner. We conceptualise this as a cascade effect in which the practice-focussed research engagement and experience as student or graduate combines and travels into their field of practice. To address the lack of evidence about a cascade effect, we intend to survey 50 clinical doctorate students and 10 graduates. We will report from their perspectives as follows:

- The difference being on the programme is making/made to them
- The difference being on the programme is making/made to those around them and to their field of practice

We will report thematic analysis of aspects such as impacts on others (including patients), on their field of practice and beyond. Analysis will also include impacts such as career progression, publications and contributions to practice and policy development.
The success of a professional practice doctorate relies upon a successful relationship between the candidate and mentor. The role of supporting a candidate in a doctorate can be considered the pinnacle of academic process, but the nature of research in professional practice is different. Therefore when these tensions come together in a learner-directed qualification, many of the traditional processes and structures have to be challenged - in particular the "supervision" of the traditional doctorate is inappropriate. In professional practice, terms such as facilitation, mentoring and coaching are used, but there is no consensus over the required capabilities of such people. In this paper we describe a facilitation, mentoring and coaching model developed for an undergraduate independent learning pathway approach and explore the extension of this first to a professional practice Masters degree, and now to the newly introduced professional practice doctorate at Otago Polytechnic (New Zealand). The facilitation model combines “fit”, “relationships”, “skills, knowledge and attitudes”, “learners first” and the ability to maintain a “dance” of the ever-changing relationship. We ask whether this model extends to the post-graduate arena, and whether the set of capabilities is indeed possible - or are we describing a unicorn? We describe how this new model has been applied to the identification and training of mentors for a new Doctor of Professional Practice programme. We expect this paper will be useful in helping to describe the necessary characteristics of academic staff supporting professional doctorates.
The domains of researcher development have been clearly outlined in Vitae’s (2011) Researcher Development Framework (RDF). This provides guidance for the development of the content and level of knowledge, behaviours and attributes expected from researchers, including students on Professional Doctorate programmes. Therefore, programme teams should be cognisant of embedding these during curriculum development.

In the process of developing a 3.5 year Doctorate in Physiotherapy (DPT) pre-qualifying programme, which grants licence to practice, we required to develop a curriculum that balanced training for researcher development as well as professional development for practice. Due to an absence of a professional development framework at doctoral level for pre-qualifying healthcare programmes, we adapted Vitae’s RDF and recycled it into a Professional Development Framework (PDF). The programme team used the PDF in the design of the curriculum in terms of clarifying the knowledge, behaviours and attributes of professional development for Physiotherapy practice.

The aim of this workshop is to share our experiences of how we developed our understanding of doctorateness in relation to professional development. In addition, we provide the opportunity for those with an interest in professional development to discuss and share:

1. How to define doctorateness of professional development,
2. How to scaffold learning to achieve doctorateness within a 3.5 year programme,
3. How to assess professional development at doctorate level.
Many psychology professions, such as clinical or health psychologist, require a training which involves completion of a Professional Doctorate. This is unusual if not unique in the UK. It means that the professional doctorate has a different emphasis and status in psychology in comparison with other disciplines. In addition, we have accreditation by the British Psychological Society and our regulatory authority is the Health and Care Professions Council, and HEIs are also partners in this venture. In this session we present the history of the development of this training and discuss the benefits and pitfalls associated with having a professional doctorate as a professional training route.
The identity of a professional doctorate student includes a practitioner identity and a researcher identity. An understanding of the relationship between these identities is key to students and course facilitators of professional doctorate courses. Our earlier work, based on a Wengerian conceptual framework and the work of Margaret Archer, showed how doctoral students related to one or more modes of identification in ‘landscapes of practice’ (engagement, imagination and alignment). As insider researchers in this process ourselves, although we have all now graduated from the doctoral programme, we have also been interested in our own reflexivity as well as that of other doctoral students.

This project adds to extant research on the candidate experience of professional doctorates. The comparison of data from different cohorts at different stages of the programme illuminates the transformation that students experience during and as a result of a professional doctorate.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Following the HEFCE report (http://www.hefce.ac.uk/news/newsarchive/2016/Name,107351,en.html) on Professional Doctorates (PDs) this workshop considers some of the issues raised including the comparability/equivalence of doctoral outcomes, professional accreditation, impact and practical perspectives on PD degrees and graduate attributes.

We first address the frequent question of comparability and what makes the PDs distinctive. The report suggests that the research within a PD directly relates to, and is rooted in, the professional practice of the candidate and that PD programmes are targeted at professionals and practitioners working in a professional context.

The UKCGE, currently has a working group on the quality and reputation of the UK doctorate. The group’s objectives include plans to develop a statement from UKCGE on the equivalence of doctorates, taking account of UK-wide and international perspectives. The overview of the working group encompasses all doctorates, whether Professional or Doctors of Philosophy, whether interdisciplinary, practice or discipline-based, doctorates by published work and so on. This workshop will report on the working group and consider how PDs fit into the deliberations of the working group so far.

The QAA Doctoral Degree Characteristics statement http://www.qaa.ac.uk/en/Publications/Documents/Doctoral-Degree-Characteristics-15.pdf is a starting point and it is acknowledged that the characteristics relate to the degree rather than the candidates, although the most recent edition of the statement includes a brief section on candidate attributes. Case studies of people undertaking a range of differing degrees can illuminate how different doctoral pathways can meet the quality expectations in doctorate degrees.

In this workshop we go on to examine the positive outcomes and benefits of PDs, their potential for REF impact and the wider networks such as employers and professional bodies that can find them of considerable benefit, both to organisations and individuals.

Moving on from what they are, we hope to spend most of the time addressing their positive attributes.

**WORKSHOP OUTLINE:**

10 m summary of the report’s findings and outline of themes and perspectives, acknowledging the wider international perspective
20 m break out groups for each area
  1. strategy and sustainability
  2. quality and reputation
  3. delivery
  4. standardisation and admin data
20 m 4x5m feedback from each group
10 m Plenary on what the feedback suggests for agendas for further research.
Doctoral programmes in Professional Practice generally comprise a taught, cohort-based Part 1, followed by a self-directed, research-based Part 2. At University of Wales Trinity Saint David (UWTSD), Part 1 of the Doctorate in Professional practice is generic, and involves modules covering professional learning, and skills in research methods and academic communication. This is predominantly ‘Mode 2’ knowledge which is trans-disciplinary, and application-orientated, and this is an increasingly important part of the changing landscape of DProf study. The assessments for these modules can be considered summative in the context of the completed modules, but formative with respect to the programme, and hence they should be stepping stones on the path to doctoral-level research. These assessments typically follow the pattern of other higher education assignments, and are dominated by written accounts. However, it may be that other forms of assessment are more appropriate for the skills and candidates being assessed.

The purpose of the research outlined here was to ascertain perceptions of the current UWTSD DProf Part 1 assessment regime to gauge its relevance to the programme.

Focus group discussions were undertaken with separate DProf cohorts, and also with tutors, with two main objectives:
- To ascertain perceptions of current modules assessments
- To gauge views on alternative forms of assessment

The analysis of outputs will be discussed in the context of improving the design and type of assessment for highly mixed cohorts of candidates focusing on ‘Mode 2’ knowledge.
The main aim of this paper is to reflect on the initiative to build an active engagement environment for off-site potential students with the DBA programme at the University of Northampton. The MOOC was designed to support those students who self-organised their participation according to learning goals, prior knowledge and skills, and common interests (McAuley, Stewart, Siemens, & Cormier, 2010, p. 4). Using MOOCs with our potential DBA candidates aimed to help them understand the criteria and the level of doctoral studies at the University of Northampton. It has been designed to help them produce a proposal according to the required standards to the doctoral studies at the university.

The paper will provide an account for exploring The MOOC main resources used (for example, videos, Open access materials for students to use about research and materials on how to write a research proposal for DBA). It will also provide a reflection on the main activities for the MOOC were designed to encourage students to build up their research skills and knowledge and to be prepared for this high level of research study.

The presentation will also reflect on the main challenges in designing the MOOC for the DBA students is considering the culture, the research level and research skills of those students that is varied from one cohort to another.

REFERENCES


Dr Hala Mansour
The University of Northampton, UK

PRIMARY THEME – Pedagogy including novel modes of delivery
SECONDARY THEME – The candidate experience
This presentation will explore the current understanding of motivation to undertake professional doctorates, taking in academic literature and cultural markers which tend to emphasise:

- ‘Moving up’: changing expectations in various professional and academic contexts, including 'qualification inflation'
- ‘Moving on’: desire for career change and other extrinsic drivers.

These discourse strands also take quite specific epistemological positions:

- attempting to isolate and measure elements in the ecology or within the individual that predict completion or drop out
- looking at the student experience through an interpersonal relationship lens focusing on supervisor and peer group influence.

We argue that these ways of framing the doctoral student experience are fine as far as they go but that there is a gap. Our recognition of this gap has been prompted by the experiences of our students and their framing. Drawing on narrative data from a cohort undertaking the new DLaw programme delivered by Northumbria University with the Law Society of Ireland, we will look again at motivations for undertaking professional doctorates. These narratives will spring from collaborative linguistic and thematic analysis of the standard application forms, an exercise that will form part of the doctoral identity strand of the DLaw training.

Through the lens of recent research into lawyers’ physical and mental wellbeing, burn-out and attachment to their careers, we will present the ‘spare time’ doctorate as having the potential to enhance professional engagement and attachment to the career as currently lived – neither ‘moving up nor on’. The professional doctoral experience itself can be seen, phenomenologically speaking, as an opportunity to reconnect with professional identity and efficacy, to ‘fall in love again’.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Growing numbers of doctoral students and those holding doctorates can be found in the UK. At the same time as universities have seen a growing demand for places on doctoral programmes there have been reductions in the numbers of jobs in UK Higher Education, with current academics facing less favourable terms and conditions than previous generations and ever increasing metrics on which they are judged. This begs the question, why do a doctorate at all? In general, the return to education style studies have found a smaller return for a doctorate than a masters/undergraduate degree. This meta-analysis will bring together the papers that provide a separate return to doctoral education and try to understand how this return to doctorate has changed over time. Of course, most who undertake a doctorate do not seek a financial return, but with growing interest by UK policy makers to continue to grow doctorates, through the PhD loan scheme for example, it is timely to consider if this is likely to be a wise investment for the next generation of doctoral candidates in the UK.
Both, Ph.D. and Ed.D. programs exist with the goal of developing executive leaders for community colleges. Shulman, Golde, Bueschel, and Garabeian (2006) state “The purposes of preparing scholars and practitioners are confused” (p. 25). A debate exists on the purpose of programs aligning students intended labor market outcomes, such as, does an individual seeking to be a researcher/teacher need to develop different skills than an individual desiring to be a community college President. The Carnegie Project on the Education Doctorate (CPED) has sought to differentiate and reclaim the Ed.D. to prepare practitioners (Perry & Imig, 2008, Perry, 2015). With this shift, the historical dissertation demonstrating student’s ability to conduct research needs critically examined.

A goal of the education doctorate in Adult and Community College Education at NC State University is to develop community college executives that focus their leadership on creating a culture that supports the use of data for creating successful student outcomes while continuously improving and enhancing organizational performance. Work from Deming, Juran, and Shewhart have provided a foundation for methods to improve performance. Improvement methods have been borrowed from manufacturing, healthcare and other business settings. Educational leaders are being challenged to not only produce absolute high student outcomes but also continuously improve the outcomes of students (Wyner, 2014). These methods can address the challenge to continuously improve. In Learning to Improve: How America’s Schools Can Get Better at Getting Better, Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015) built upon previous improvement work and demonstrate improvement science as a method to improve educational outcomes. This session will explicitly describe how improvement science can frame dissertation research.

REFERENCES


To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Doctoral student completion is one of the most challenging initiatives for higher education. Accreditors, regulators, and students demand institutional accountability for student completion. Institutions struggle to determine better approaches to their dissertation processes without sacrificing rigor or quality. Lovitts (2007) cites the dissertation provides ‘the most powerful, objective measure of the success of a department’s [School’s] doctoral program’. Drawing back the curtain of secrecy and allowing transparency in doctoral student completion is warranted more than ever. With skyrocketing student debt and regulators banging on doors demanding more transparency into higher education’s processes, the common unstructured approach to dissertation completion needs revitalization to support today’s diverse student community. Being accountable to support students through development of their dissertation while ensuring faculty have the right resources and processes to maintain delivery of a rigorous, scholarly work is the new challenge facing graduate institutions. A structured dissertation model, with evaluation criteria for pacing, is required. Tracking student progress through their dissertation, instituting interventions when necessary, and ensuring dissertation committee collaboration is invaluable to sustaining timely student pacing through their dissertation. Evaluating key data points throughout the dissertation process provides insight into student challenges and allows early intervention to maintain student pacing and timely completion.
How can institutions best support professional doctorates? What are the needs of the professional doctorate community and how can we give them the support they need?

This paper examines the issues, preferences and approaches to supporting researchers where the doctorate may be just one of many jobs! How to engage with the prof doc community who may be off site or on campus deeply committed to another primary role.

The results of a recent institutional Training Needs Analysis and candid feedback is presented. There’s particular focus on what professional doctorate researchers do not want and how universities can better support their diverse needs. The actions and impact of the feedback are discussed with the opportunity to exchange approaches and practice with others in the room.

Alternative practices to increase engagement with skills training are shared such as lunch n learns, 5-9 delivery instead of 9-5, personalised development plans, and the use of digital technologies. During the session, participants are encouraged to develop their own institutional action plans and strategies to engage with the professional doctorate community.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
An Exploratory Study of USA Candidates' and Recent Graduates' Perceptions of Modern Doctorate Supervision

Dr Kari Whaley, Dr Rosemarye Taylor & Dr Thomas Vitale
University of Central Florida, USA

Dr Colton Tapoler
Florida Virtual School, USA

Primary Theme – The candidate experience
Secondary Theme – Pedagogy including novel modes of delivery

This session is focused on two completed dissertation studies that explored professional doctorate candidates’ and recent graduates’ perceptions of their doctoral supervision experience. These studies were conducted as a non-funded US partner of the Erasmus+ SuperProfDoc Project. In these mixed methods studies, both interview and survey data were collected. Interviews took place with 18 doctoral candidates and graduates. 255 candidates and graduates completed the survey. Participants were from 33 states and represented disciplines of physical therapy, nursing, health, education, and business.

Participants identified the most important competencies of a doctoral supervisor as having good communication skills and to understand the doctoral process. Doctoral candidates and graduates indicate that participants preferred structure in the advising process, helpful and timely feedback, regular communication, emotional support during the doctoral research journey, and a professional relationship that transitions from hierarchical to collegial as the candidate moves to completion of the modern doctorate process. The results demonstrate the importance of communication and relationship development between supervisor and candidate, as well as setting clear expectations for supervisors to take for an individualized approach to supervision.

These studies identified the following opportunities that professional doctorate programs and supervisors could focus their efforts on: providing or attending supervisory training and approach supervision with a planned framework, facilitate a coaching and mentorship relationship with advisees, and set clear expectations that are reiterated throughout the entire duration of the modern doctorate experience. Implications for preparation of academic advisors for modern doctorate candidates may be helpful in supporting their successful completion.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
The development of a Doctorate of Professional Practice poses significant challenges for an institution - such professional practice research in the workplace has been described as "surfing on the edge of chaos". The pedagogy requires a form of delivery that is not just novel, it may be challenging and even disruptive for institutional norms and processes yet requiring the highest possible level of academic standards. In this paper we describe the process of operationalising a Doctorate of Professional Practice at Otago Polytechnic (New Zealand) that represents the first doctoral degree for the Polytechnic.

The newly approved (2017) curriculum document describes a post disciplinary qualification that focuses on the candidate’s emergent framework of practice. We describe how operationalising the programme has required a rethink of many of the accepted norms of academia: a different relationship with ethics, mentoring rather than the traditional supervision of doctoral students, a practitioner thesis, and candidates who are already experts in their fields. There have also been challenges in operationalising this degree from a resourcing perspective in terms of the availability of appropriately qualified mentors. This has required a strategic approach to appointing and training a mentoring team to work with the learners - in order to build capacity within the organisation to grow the Doctoral programme. We expect this review to be useful for future developers of professional doctorates and to prompt discussion about appropriate academic standards.

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
Retention in doctoral programs is a widely known and researched topic when discussing the success of doctoral students to complete a degree past ABD status. Doctoral attrition rates in the United States range from 30 – 50% with contributing factors varying from personal issues and financial hardships to programmatic problems and feelings of isolation. Over the past ten years, organizations such as the Carnegie Project on the Education Doctorate and the PhD Project have engaged the doctoral community in dialog focusing on policies and practices to raise retention rates in graduate study. One of these practices centers on the importance of program environment, particularly when evaluating the early cohort experience.

This paper focuses on the importance of building a strong sense of community within a doctoral cohort through offering a series of unique retreat programs aimed at strengthening personal relationships and forging professional bonds outside of the academic classroom. After conducting an intensive admission process to accept the inaugural cohort into Kutztown University’s Education Doctorate in Transformational Teaching and Learning, faculty and administration orchestrated a series of group bonding experiences that served to connect both faculty and cohort members as a learning community. From whitewater rafting to social justice retreats, faculty and students – considered learning associates – engage in experiences designed to strengthen socialization processes from both a psycho-social and cognitive-structural lens. As one cohort member expressed after the first month, “This is already far beyond what I could have conceived as far as interpersonal relationships and communication, in addition to an outlet to confer with like-minded individuals, all in the pursuit of transforming education and ourselves as teachers.” By offering cohort experiences that forge a sense of group identity while simultaneously celebrating their unique aspects of self, Kutztown faculty hope to strengthen completion rates within the EDD program.
Prevailing attitudes towards reflexive knowledge ensure that the academic integrity this process necessitates, remains the subject of constant scrutiny in the context of professional doctorate programmes. Central to this issues is a changing educational landscape in relation to a) how reflexivity is framed as an academic endeavour b) how educators facilitate the contextualisation and framing of reflexivity as an academic pursuit and c) how both are reconciled with the praxis of these theoretical approaches.

AIMS AND OBJECTIVES

i) To engage professional doctorate academics, stakeholders and students in active debate about the challenges of ensuring academic integrity in reported accounts of critical reflexivity in the context of doctoral theses.

ii) To debate the need for the inclusion and facilitation of critical reflexivity in doctoral theses in 21st Century doctoral education pathways.

iii) To provide an overview of epistemic cognition and its direct link to professional doctorate capacity for applied critical reflexivity in academic writing and justification of positionality.

RELEVANCE TO DESIGNATED CONFERENCE THEMES

The emergence of the Teaching Excellence Framework (TEF) has broader implications for postgraduate educational provision. Positioning the notion of critical reflexivity in the context of learning analytics and tangible metrics is neither desirable or necessary in demonstrating the inherent worth of the development of higher order critical thinking skills, capacity for critical introspection and the means of articulating these skills sets in academic fora. This Round Table presentation addresses the key challenges to pedagogic practice of ensuring the facilitation of these processes in the context of interdisciplinary practice.

EVIDENCE BASE FOR ROUND TABLE CONTENT

Evidence based examples from the iterative evolution of an international interdisciplinary Professional Doctorate programme, will drive discussions, using examples from pedagogic practice.

EXPECTED CONCLUSIONS

Participants will gain an additional insight, from a pedagogic perspective, into the challenges of facilitating critically reflexive practice at doctoral level and the associated challenges this presents in relation to the notions of critical synthesis and systematic inquiry.
The purpose of this presentation is to share how faculty engaged curriculum revision processes that resulted in embedding education experiences for graduates to become leaders in schools and higher education institutions. The experiences focused on leading, serving, and transforming complex and changing educational environments. This work was completed as part of the program’s membership in the Carnegie Project on the Educational Doctorate aimed at strengthening the educational doctorate.

The presentation will share the process by which faculty participated in development activities that led to adopting signature pedagogies that facilitate content instruction and dissertation completion within a three-year program of study. These pedagogies help students name and frame a problem of practice in an educational system and work with key stakeholders to identify, implement, and study solutions. The time frame and focus on developing scholarly practitioners prompted novel modes of delivery. The session will share examples of novel delivery methods utilized in the program including how study abroad enhances graduates’ learning experiences.

The doctorate was redesigned based on a framework for organizational improvement (Archbald, 2014) that views problems of practice as opportunities for learning and improvement for both the institution and the scholarly researcher, our EdD Candidate. In addition, the program incorporates Carnegie Foundation for Advancement of Teaching core principles that adopt a rigorous approach to improvement that allows the field to “learn fast to implement well.” (Bryk, Gomez, Grainow, & LeMahieu, 2015).

The presentation will share research findings based on the triangulation of data from completed problem of practice dissertations, faculty reflections on the benefits and challenges of teaching in this innovative educational doctorate, and graduate students’ reflection on their experiences as part of this program.

Presentation will show faculty development strategies, innovative pedagogies, examples of novel delivery methods, and examples of student experiences.
INTRODUCTION

In research conducted by Kirsi Pyhältö, Jenna Vekkaila, and Jenni Keskinen (2015), 24% of candidates and 20% of doctoral supervisors said that coaching was a significant part of the supervision process (p.9). Coaching was the second most commonly reported task of the supervisor, second only to assistance in research.

Assistance with research can entail many things, but arguably the most important way a supervisor can coach and mentor a doctoral candidate is to model conducting research that connects their investigation with their organization—that is, to place their research in context. Catherine Snow (2015) advocated for conducting educational research in the context through partnerships with education organizations. Earlier contributions (Donovan, Snow, & Daro, 2013) advocated for partnerships of researchers with education organizations for practice-embedded research (PEER) as a new approach, in contrast to the researcher being external to the practice and relying on the organization for access or data only.

The purpose of this paper is to emphasize the important role that the supervisor can play in advising students toward a behavior of conducting research in the context of the organizations in which they work as professionals.

AIMS AND OBJECTIVES

The objectives of this paper presentation are to elucidate several dimensions of the two main concepts and their relationship with each other.

1. The first goal is to describe doctoral supervision in detail, faculty perceptions key advising roles, candidates’ perceptions of effective supervisor activities, and the gaps between the two perspectives.

2. The second goal is to describe the strengths and challenges of utilizing sources in organizations as a means of gathering data and conducting research.

3. The third goal is to suggest ways in which faculty can use effective advising strategies to help candidates navigate complexities and overcome the challenges of conducting research in their professional organizations.

EVIDENCE BASE

The paper and presentation will provide as evidence, recent and current literature related to doctoral advising, recent original research results conducted by the authors regarding the effective advising role of faculty, as well as the anecdotal experiences of the authors based on many years of doctoral supervision.

EXPECTED CONCLUSIONS

It is expected that the presentation of this paper will provide insight into advising that informs the practice of candidate supervisors, especially in the area of overcoming challenges in finding the research setting, including data collection and meeting the organizational needs if possible. Additionally, participants will leave with examples of how a high research university program successfully built relationships with executives leading to use inspired research. They will also gain knowledge of relevant findings leading to changes within organizations. Pitfalls of the use-inspired and in-context research will also be shared to assure candidates’ success.
This roundtable will explore an approach to professional doctorate curriculum development. This draws on the principles of a spiral curriculum (Bruner, 1960) to create a coherent student experience for a new cohort of international students from China. The context is a part-time linear professional doctorate in education in which cohort-based taught sessions and supervision run concurrently.

The doctorate in which this project is set started in 2005 with a group of 10 students and a small group of teaching staff. Most staff attended all the taught sessions and curriculum development was co-constructed based on identified student needs within the frame of the key Programme themes of professional learning and development, and approaches to research. This involvement of so many staff and students in sessions and in curriculum development helped students experience the Programme as coherent. As the doctorate has grown over time, with currently more than 50 students and 9 teaching staff, the nature of curriculum development has changed. Taught sessions have been developed based on learning from teaching the student cohorts, and year teams have been introduced to build a strong coherent Programme for that particular year. But connections between aspects of the programme may be more fragile. Experience of working with international students and scholars in other areas of School activity suggests these connections need more explicit framing of their learning, and developments in this area could support home students too.

At the roundtable we will share a diagrammatic representation of the way we have used the concept of a spiral curriculum to make it more explicit for students, and curriculum development principles such as selecting content which alters participants’ understandings rather than focusing on informational content (Nelson, 2006), and which stimulates ‘second thoughts’ (Britzman, 2003:4) that involve reviewing the taken for granted in a curriculum (Phelan, 2015).
Familial Hypercholesterolaemia (FH) is an autosomal dominant inherited condition characterised by increased blood cholesterol levels which leads to xanthomas and coronary heart disease. Prevalence of FH worldwide as well as in the UK is 1 in 250-500. Almost 85% of people with FH still remain undiagnosed. FH is predominantly caused by mutations in the three main genes LDLR, APOB and PCSK9. Currently, FH is diagnosed by measuring blood cholesterol levels and by Simon Broome criteria. Only few people are able to avail a genetic test due to cost implications and time associated with the screening methods.

**AIM**

The main aim of this study is to set up Next Generation Sequencing (NGS) methodology for genetic screening of FH and to translate NGS from research into routine diagnostics.

**METHODS**

A retrospective cohort of 94 patients known to have FH and suspected to have FH were selected for targeted sequencing on LDLR, APOB, PCSK9, LDLRAP1 and APOE genes on Illumina MiSeq platform. Data analysis was performed on BaseSpace and Galaxy. Sanger sequencing was performed as a gap filling for NGS.

**RESULTS**

In 58 patients, in whom no FH related variants were found, NGS allowed the identification of FH variants in 24 patients which were not reported previously by the reference lab. Of these, 14 patients had variants identified in LDLR gene, 10 patients in APOB and 10 patients had variants reported in APOE. It was also found that 10 patients had variants identified in both their LDLR and APOB genes, 4 patients with LDLR and APOE and 3 patients with APOB and APOE.

**CONCLUSION**

NGS allowed the identification of FH variants in patients which were not previously reported by the reference lab. This study has demonstrated the practical utility of NGS as a diagnostic platform for genetic disorders for the NHS in future.
This poster reports on a pilot study for a doctoral (EdD) project, which was an investigation of how one school reviewed its legal status in the context of government policy imperatives in England, including the drive to convert schools into academies. The aim of the project was to chart, follow, understand and explain the decision-making processes over a period of one year. I examined the discourses and debates about the options that were available to the school and the ‘what’, ‘when’, ‘how’ and ‘why’ of changing legal status from a local-authority maintained school to an academy, which is an independent state school.

The aims of my thesis project were:

(a) to study the ways in which the values and leadership practices of the sample population of educational leaders - head teacher, senior leadership, other leaders in the school, governors, members of external bodies - were revealed and interplayed through the decision-making processes

(b) to study how theorising about systemic change can aid understanding of policy enactment.

In preparation for the thesis project, I undertook pilot work in a similar school at the point of academisation. The poster presents a comparison of the two schools and their situations.

This was one of the first real-time studies of what it is like to go through the process of academisation. In addition to that methodological contribution, the study also developed theory, by conceptualising the outcomes of the ethnographic research and relating them to the dynamics of identity and the complex reality of systemic change in England.
Dr Philip Thomas
University of New England, Australia

Primary Theme – Professional impact and transformation

In Australia the assessment of research engagement and impact is currently being trialed, and will likely become part of the assessment of Excellence in Research for Australia (ERA). This change has been driven by the Watt Report 2015 - Review of Research Policy and Funding Arrangements. A recommendation in that report is to assess the economic, social and other benefits of university research through an impact and engagement assessment framework. This focus on reporting engagement and impact adds a new dimension to the reporting of research performance by universities and one that in many cases will require a retrospective examination of completed research projects and programs. Acknowledging that in the future there will be a need for the education and training of researchers in identifying and documenting the engagement and impact of their research outcomes, it will also be important that these skills are embedded in higher degree research programs. The University of New England (UNE) Doctor of Philosophy (Innovation) or PhD.I program is supported and guided by a tailored Research Learning Program (RLP) that scaffolds a candidate’s contextualised research during the development of an Innovation project Portfolio.

This examinable research portfolio is a detailed account of a candidate’s Innovation project research, including development and implementation within a described industry, profession or other specific context. The portfolio contains a rigorous account of the candidate’s doctoral level research, with the requisite narrative of the emerging innovation project’s development capturing rich accounts of engagement and impact from within the described community of research context. Within our current understanding of what is meant by engagement and impact, presented here is an example of how the PhD.I program directs candidate’s identification and documentation of research engagement and impact within an underlying epistemology that acknowledges the inherent contribution to scholarship from this approach.
There exists debate on the impact of professional doctorates on students and their work organisations. The study investigates therefore the underlying mechanisms triggered through the interplay between agential and structural dimensions to develop a causal explanation of how organisational change may, or may not, result from the learning that arises from undertaking a Doctor of Education (EdD) programme.

The study used a combination of grounded theory techniques with the critical realist perspective to explore the causal mechanisms at play. Semi-directed interviews were conducted with 16 participants, five of whom where students from an EdD programme focused on Higher Education offered by a research-driven university based in the UK. The remaining 11 participants were work colleagues of the doctoral students who were well placed to comment on organisational change.

The study found that in certain cases the sharing of professional concerns with work colleagues generated social relations triggering collective meta-reflexive deliberations and corporate agency (Archer, 2007), which in turn gave rise to organisational change (structural elaboration). In cases where such interrelationships were not possible, restricted collective meta-reflexivity or even its absences, maintained the status quo and thus generated structural reproduction.

Collective meta-reflexivity refers here to the ability of students to engage in conversations with work colleagues around shared professional concerns, in ways that entail both a pursuit of social ideals and an awareness of the nature of this pursuit.

Variation in the students’ impact on their organisations was perceived to arise from the extend to which agency was aligned to political and organisational priorities and agendas. This highlights the instrumental nature of change and raises the question whose interests are served highlighting thus the importance of meta-reflexivity as a mechanisms promoting social ideals.

Learning on a professional doctorate should overcome the idea of knowledge production relevant only for the student’s personal growth. It should help the student to master a discourse that crosses both research and professional practice through the student’s capacity to engage others into that discourse in an organisationally relevant, yet critical fashion.

**KEYWORDS**

Collective meta-reflexivity, corporate agency, critical realism, impact, organisational change, professional doctorate
I work as a department head at a mid-scale, private sector bank, which is part of a big international finance group. My department is responsible for BA (Business Analytics) and DG (Data Governance). The focus of this research is the change that we (my team and I) have been delivering through the implementation of interactive dashboard applications on our new BA platform. The aims are, by exploring this ongoing initiative from a change management perspective, to improve the decision support we provide for ~4,000 internal users via changes and interventions so that the Bank can exploit data more effectively and efficiently to support decisions at various levels, and to propose a model or set of principles for the success of such initiatives.

This is a mixed methods research, underpinned by pragmatism as the research paradigm. Adopting an action research approach, I, together with my team, started with a comprehensive questionnaire to collect mostly quantitative data from our internal users. Of the 1,035 respondents, 90% found our dashboards very useful, 85% said our dashboards helped them improve their performance, 87% said they could make informed decisions by using our dashboards. Users’ openness to the changes that come with our dashboards were also relatively high, with a mean score of 79/100. On the other hand, relatively lower scores of usability, training, and support highlighted the main points for improvement. The analysis of the qualitative data from the open-ended question also supported these findings. Then we performed usability tests, and we have been making significant changes in our dashboard designs and capabilities to help users better adapt to the new method of information access.

The next step will be semi-structured interviews with selected users so that we can delve deeper into their experiences, thoughts, feelings, and expectations to guide our future actions.
This paper argues for the importance and abiding worth of the DProf programme for Religious leaders. This assertion will be contextualised both, in terms of the religious institutions which its leaders represent, and also their genre, function and purpose within the wider, contemporary society.

Religious leadership, it will be argued, should not be seen as ‘a thing in itself’, isolated from society, rather to act as a means of dialogue with society for the upbuilding and health of the community. Religious leadership should be perceived in partnership with other forms of professional leadership: educational, political, legal and medical.

In turn religious leaders ought to be selected in terms of character as well as professional knowledge: the ability to be true to religious conviction, be prophetic in an age of uncertainty but, at the same time, to demonstrate a flexibility of approach.

These general theses will be ‘earthed’ by reference to the case study of the opening of the new building at Norbury School, Harrow. There can be demonstrated religious leadership in terms of community harmony and also as an ‘educational model’ for the young offering them the opportunity to appreciate and practice dignity and respect for religious, national and social culture and practice which is different from their own experience.
Transformational change of a Palestinian internal medicine residency curriculum

THURSDAY - FRIDAY
22ND - 23RD MARCH

PROF DAVINDER SANDHU
Royal College of Surgeons in Ireland, Medical University Bahrain, Bahrain

PRIMARY THEME — Curriculum development in collaboration with industry and commerce, professional and statutory bodies
SECONDARY THEME — Professional impact and transformation

AIMS AND OBJECTIVES

• Improve the quality of resident training in internal medicine in Palestine.
• Share the experience of developing a postgraduate curriculum in an unfamiliar setting.
• Understand the learning outcomes from engaging with a Palestinian medical school.
• Ascertain the benefits and pitfalls of developing a postgraduate curriculum remotely.
• Eventually in the long term evaluate the quality of the graduates and impact on patient care.

HOW IT IS RELEVANT TO THE CONFERENCE THEME

The pedagogic experience is an unusual mode of delivery and an example of transnational education leading to curriculum development delivered remotely to make an impact on patient care.

THE EVIDENCE BASE FOR THE CONTENT

Juzoor founded in 1996, is a Palestinian NGO based in Jerusalem, dedicated to improving the health and well-being of Palestinian families. They are part of the Palestinian Health Capacity project with funding from US AID. As part of the licensing of physicians authority there is increased emphasis on patient safety and quality of healthcare. Thereby creating an updated postgraduate medical residency programme curricula is a national priority.

A new outcomes based internal medicine curriculum was created between RCSI Bahrain and Al Quds Medical School and modified for the local environment.

This was competency based and integrated with evidence based practice.

EXPECTED CONCLUSIONS

Short wins are raising the morale of the department and Juzoor on seeing the embedding of a genuine curriculum change.

Enhance the quality of the teaching, faculty development and employability of the graduates.

Improve patient care in the acute, chronic and ambulatory setting.

Appropriate use of US AID funding.

Promote and facilitate collaboration between the two medical schools in Bahrain and Palestine.

Co-ordinate future educational events such as joint research and symposia.

Disseminate the learning from this initiative to the wider education body.

To view the extended abstract for this paper, and any other related material, please visit:
http://www.ukcge.ac.uk/profdocs
A Reflection of My Experiences as a Third Year Professional Doctorate Student: a thrill-seeking adventure

Thursdays - Fridays
22nd - 23rd March

GAIL MILBURN, DR JOSETTE BETTANY-SALTIKOV & PROF ROBERT MCSHERRY
Teesside University, UK

Primary Theme – The candidate experience

AIM
To articulate and debate on a personal experience of a third-year student’s journey on a professional doctorate in Health and Social Care.

BACKGROUND
Globally the popularity, volume and diversity of Professional Doctorate (PD) programmes continues to grow (McSherry and Bettany-Saltikov 2014) running alongside the student experience. The emerging criticism of why the PD route is relevant when compared to the traditional Doctor of Philosophy (PhD) has been on the forefront of debate (Banerjee and Morley, 2013). A netnographic study conducted by Janta, Lugosi and Brown (2014) conclude PhD students feel isolated during their journey.

METHOD
An autoethnographic reflective account to qualitatively describe the experience of a third-year health and social care PD student.

The start of my adventure was to consider either the PD or PhD. Isolation and loneliness was not part of the anticipated adventure ahead and not for this potential student. PD it is! Nervous and full of anticipation could describe my induction day in addition to my excitement to pursue this journey. Since induction my adventure has been thrill-seeking. The adrenaline boost from each module has promoted positivity and eagerness for me to keep the momentum. Weekly support within the programme, module team and fellow students has maintained my focus even through times of doubt. Compared to a PhD interaction on a weekly basis is not available. Personally, the student cohort community (SCC) further enhanced my experience as it has allowed for debate, critique and feedback as an adjunct to lecturers input (McSherry and Bettany-Saltikov, 2015). Invigorating is the only word I can describe this adventurous journey. My adventure has been positive so far with a few bumps. Most of the bumps have been my own self-doubt in addition to disbelief of my ability to achieve. Arguably support, encouragement and assessment results have allowed for my self-belief to increase and for my adventure to continue. This adventure is thrill-seeking with complete enjoyment and satisfaction.

CONCLUSION
Studying the PD has been a positive decision, invigorating and thrillingly satisfying.

KEYWORDS
Professional Doctorate, Doctor of Philosophy, Autoethnographic, Student, Experience, Student Cohort Community.

REFERENCES
McSherry, R. and Bettany-Saltikov, J. A. (2014). In search of equality and equivalence for students and staff on Professional Doctorate health and Social Care programmes. Work Based e-Journals International. 4 (1) 55-70

To view the extended abstract for this paper, and any other related material, please visit: http://www.ukcge.ac.uk/profdocs
This poster is concerned with the introduction and early impact of a group supervision model on the development of a Doctoral community within a research intensive HEI. It reports on an approach used on an EdD course which is in its early stages of development. The notion and utility of group supervision will be explored within the context of the evolving and emerging focus and orientation of the EdD itself using feedback from the members of the doctoral community in question. The role of methodology and theory are particularly important in the orientation of the EdD course and they will be discussed in the presentation. The impact of the group supervision was investigated using elicitations to gather data rather than more conventional interviews. The use of the concept of event, drawn from the work of Alain Badiou, was also deployed as a means of exploring transformative change at Doctoral level and proved to be informative in the analysis of the data.
ADAMS, Dr David
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Paper presentation
Friday 23rd March 13.30 - 14.00
The Curious Practitioner: from reflective practice to critical collaborative inquiry in doctoral research........................................Page 44

Biography
David is senior lecturer in Advanced Professional Practice at Middlesex University, programme leader on Part One of the Doctor of Professional Studies, joint director of studies on the Master of Professional Practice by research, and supervisor for ten candidates currently undertaking research towards their Professional Doctorate. He has extensive international experience in media practice and international development and his professional and academic interests include action research, narrative ways of knowing, communities of inquiry, storytelling in organisations, and professional development in the 3rd sector.

ARMSTRONG, Dr Anthony
Birmingham City University, UK
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Display presentation
Growing a Doctoral community within a teaching intensive HEI..............................................................Page 79

ARMSBY, Dr Pauline
Middlesex University, UK
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Thematic workshop
Friday 23rd March 11.35 - 12.05
Abductive Research Design: trusting the agential knowing of the practitioner as researcher......Page 32

Biography
David is senior lecturer in Advanced Professional Practice at Middlesex University, programme leader on Part One of the Doctor of Professional Studies, joint director of studies on the Master of Professional Practice by research, and supervisor for ten candidates currently undertaking research towards their Professional Doctorate. He has extensive international experience in media practice and international development and his professional and academic interests include action research, narrative ways of knowing, communities of inquiry, storytelling in organisations, and professional development in the 3rd sector.

AWADALLA, Prof Magdi
Sudan Medical Specialization Board, Sudan
magdiawadalla@hotmail.com

Paper presentation
Thursday 22nd March 12.10 - 12.40
The Professional Doctorate of Pharmacy in developing countries – Sudan Initiative..............Page 34

Biography
Professor Magdi Aawadalla Mohamed is the Vice-President of the Pharmacy Specialization Board, the Sudan Medical Specialization Board. He was born in Eldammar, Sudan in March 06, 1975. He received his B.Pharm. and M.Pharm. degrees from University of Khartoum in 2000 and 2005, respectively. He was
awarded Doctor of Pharmaceutical Sciences on March 23, 2009 from Kyoto University, Japan. He works as a Professor of Pharmaceutical Chemistry at the Department of Pharmaceutical Chemistry, Faculty of Pharmacy, University of Khartoum, Sudan. He is also in charge of the internationalization of the University as he is the Deputy Director for Cultural relations.

**BARTLETT, Dr James**  
North Carolina State University, USA  
james_bartlett@ncsu.edu  
Round-table discussion  
Thursday 22nd March 14.10 - 14.40  
and repeated 14.40 - 15.10  
Integrating Improvement Science in an Education Doctorate: Reclaiming the Dissertation for Practitioners  

**BUGGE, Dr Carol**  
University of Stirling, UK  
carol.bugge@stir.ac.uk  
Paper presentation  
Friday 23rd March 14.55 - 15.25  
The experience and cascade effect of doctorate students and graduates  

**BUISSINK, Dr Nell**  
Auckland University of Technology, New Zealand  
nell.buissink@aut.ac.nz  
Paper presentation  
Friday 23rd March 14.55 - 15.25  
Dances with unicorns: capabilities of mentors for professional practice doctorates  

**CALEB, Dr Ruth**  
Middlesex University / Metanoia Institute, UK  
Ruth.Caleb@metanoia.ac.uk  
Paper presentation  
Friday 23rd March 11.25 - 11.55  
From Practitioner to Researcher: creativity in practitioner research  

**CARDOSO, Dr Sónia**  
A3ES, Portugal  
sonia.cardoso@a3es.pt  
Paper presentation  
Friday 23rd March 14.05 - 14.35  
Can you judge a book by its cover?  
Industrial PhDs in Portugal  

**Biography**  
Sónia Cardoso is a researcher both at the Agency for Assessment and Accreditation of Higher Education (A3ES) and at The Centre for Research in Higher Education Policies (CIPES). She completed her PhD in Social Sciences. Her main research interests are higher education policies, quality assurance, institutions and institutional actors’ relation with quality assurance, doctoral education, gender issues, higher education internationalization, and graduates’ competences and employability. She has been integrating several national and international research projects and studies and she is the author and co-author of several publications, under these topics. She is also a reviewer of several Higher Education journals.

Orlanda Tavares is a researcher both at the Agency for Assessment and Accreditation of Higher Education (A3ES) and at The Centre for Research in Higher Education Policies (CIPES). She completed her PhD in Educational Research at University of Porto, Portugal. Her main interest areas are policies in higher education, students’ experiences and quality assurance / enhancement. She has published her work in reference journals in the field of higher education.
CHAPMAN, Dr Diane
North Carolina State University, USA
diane.chapman@ncsu.edu

Paper presentation
Friday 23rd March 12.00 - 12.30
Redesigning a Practitioner Focus in an Education Doctorate for Community College Leadership

Biography
Dr Diane Chapman is an expert in education doctorates, particularly focusing on practitioner-focused programs. Her work in North Carolina State University integrates leadership and community college administration.

CHERKEZISHVILI, Dr David
East European University, Georgia
dcherkezishvili@gmail.com

Paper presentation
Thursday 22nd March 11.00 - 11.30
Necessity of the Implementation of the Vocational Doctorate Degree Program in Georgia

Biography
David Cherkezishvili was born on December 9, 1976 in Tbilisi, Georgia. He holds the PhD Degree of Business Administration, also Bachelor's degrees of Management and Master’s degree of Private Law.

CLARKE, Gill
UKCGE, UK
gill.clarke@gtc.ox.ac.uk

Thematic workshop
Friday 23rd March 11.25 - 12.30
Moving on productively from the 'Provision of PIs in English HEIs' Report

Biography
Dr Claire Collins is Associate Professor of Leadership Development and Behaviour at Henley Business School. She is Henley Director of Diversity and Inclusion, Academic Lead, Army Higher Education Pathway and Director of the DBA Programme. Her research is in Leadership and Development, Diversity and Inclusion, Coaching, and Leadership derailment. Teaching includes Post-Experience, Postgraduate, taught MA and MSc, and Doctoral research, at Henley and at the Rotman School of Management, University of Toronto. Claire holds a number of external examiner positions and supervises/examines Doctoral candidates. Claire is an experienced Business Coach working with a wide of senior clients.

COOK, Dr Paul
University Hospitals NHS Foundation Trust, UK
paul.cook@uhs.nhs.uk

Display presentation
Application of Next Generation Sequencing to aid in effective diagnosis of Familial Hypercholesterolaemia

Biography
Dr Paul Cook specializes in the application of Next Generation Sequencing in medical diagnosis, particularly in the field of family hypercholesterolaemia.

COSTLEY, Prof Carol
Middlesex University, UK
C.costley@mdx.ac.uk

Thematic workshop
Friday 23rd March 11.25 - 12.30
Moving on productively from the 'Provision of PIs in English HEIs' Report

Biography
Prof Carol Costley is a leading figure in the field of academic leadership and management at Middlesex University.

COX, Dr Thomas
University of Central Florida, USA
thomas.cox@ucf.edu

Round-table discussion
Friday 23rd March 13.30 - 14.00 and repeated 14.00 - 14.30
Advising Professional Doctoral Candidates Toward a Successful Research Paradigm: A Strategy for Faculty Supervisors

Biography
Dr Thomas Cox is an expert in professional doctoral education, focusing on advising strategies for faculty supervisors.

CREATON, Jane
University of Portsmouth, UK
Jane.creaton@port.ac.uk

Paper presentation
Friday 23rd March 14.05 - 14.35
The Impact of Professional Doctorates in the Workplace: Evidence from the Criminal Justice Sector

Biography
Jane Creaton is Associate Dean (Academic) in the Faculty of Humanities and Social Sciences at the University of Portsmouth, with responsibility for
curriculum development and quality assurance. She was previously involved in the development and delivery of the Professional Doctorate in Criminal Justice, but now contributes to the Professional Doctorate in Education and the Graduate School Development Programme. She is a Reader in Higher Education and her current research interests relate to academic writing, doctoral education and higher education leadership and management.

**DAVIES, Dr Christine**  
University of Wales Trinity Saint David, UK  
christine.davies@uwtsd.ac.uk  
20:20 presentations (20 slides, 20 seconds per slide)  
Friday 23rd March 11.25 - 12.30  
Assessing Mode 2, context-based, knowledge within DProf programmes

**DOLFI, Jordan**  
North Carolina State University, USA  
jjdolfi@ncsu.edu  
Paper presentation  
Friday 23rd March 12.00 - 12.30  
**Redesigning a Practitioner Focus in an Education Doctorate for Community College Leadership**

**ELBADRI, Prof Abdalla**  
Sudan Medical Specialization Board, Sudan  
Abuawab_ph@hotmail.com  
Paper presentation  
Thursday 22nd March 12.10 - 12.40  
**The Professional Doctorate of Pharmacy in developing countries – Sudan Initiative**

**FAKHARZADEH, M.Ed, Stephanie**  
Johns Hopkins University School of Education, USA  
sfakharz@gmail.com  
Paper presentation  
Thursday 22nd March 13.35 - 14.05  
**Innovative and Culturally Responsive Leadership Models for a Changing Educational Landscape**

**FILLERY-TRAVIS, Dr Annette**  
University of Wales Trinity Saint David, UK  
a.fillery-travis@uwtsd.ac.uk  
Paper presentation  
Thursday 22nd March 12.10 - 12.40  
**Report on the Erasmus + Project on Best Practice in Professional Doctorate Supervision in Europe**

**FORSHAW, Dr Mark**  
British Psychological Society, UK  
M.J.Forshaw@ljmu.ac.uk  
Symposium: Professional Accreditation  
Thursday 22nd March 13.35 - 15.35  
**Professional Doctorates as Professional Training Routes: the Curious Case of Psychology**

**Biography**  
Mark is a Trustee and Fellow of the British Psychological Society and long-standing Chair of the Membership and Standards Board, which has responsibility for overseeing all of the Society’s training, postgraduate accreditation and qualifications functions. Mark is a recognised UK expert in Health Psychology training, and has held roles in quality assurance for over a decade in the BPS, and, more widely, consulted for other organisations including the Royal Statistical Society and The Society of Chiropodists and Podiatrists.
FOSTER, Prof Carley
University of Derby, UK
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Paper presentation
Friday 23rd March 12.00 - 12.30
Dr Who? Identity Work in DBA Students.......Page 42

Biography
Dr Carley Foster is Professor of Services Marketing and Head of the Centre for Business Improvement at the University of Derby. Prior to this, Carley was a DBA Programme Director for several years at Nottingham Trent University. She has supervised many doctoral students and continues to be a Director of Studies for students at Nottingham Trent University, the University of Derby and Grenoble School of Management. Aside from her pedagogical research which investigates the experiences of DBA students, her other main research interests explore diversity issues associated with retail and marketing careers and retail service encounters.

FULTON, Dr John
University of Sunderland, UK
john.fulton@sunderland.ac.uk

Paper presentation
Friday 23rd March 13.30 - 14.00
Translational Research in the Professional Doctorate..........................................................Page 46

Round-table discussion
Friday 23rd March 13.30 - 14.00
and repeated 14.00 - 14.30
Contextualising and Framing Reflexivity for Professional Doctorate Education; Pedagogies of Praxis for a Changing Academic Landscape.....Page 67

GANDERTON, Dr Rosalind
University Hospital NHS Foundation Trust, UK
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Display presentation
Application of Next Generation Sequencing to aid in effective diagnosis of Familial Hypercholesterolaemia.................................................Page 71

GARCIA, Dr Rey
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Paper presentation
Friday 23rd March 12.00 - 12.30
Redesigning a Practitioner Focus in an Education Doctorate for Community College Leadership..............................................................Page 43

GORDON, Dr Sabrina
University of Central Florida, USA
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Paper presentation
Friday 23rd March 11.25 - 11.55
Preparing Interdisciplinary Science PhD students for diverse career paths: A case study in skills and pedagogical practices..............................Page 41

Biography
Dr. Sabrina Gordon obtained her Ed.D. in Curriculum and Instruction focusing on the unique challenges of administering interdisciplinary doctoral programs and mentoring relationships between faculty and doctoral students. She is an administrator for Modeling and Simulation graduate programs at the University of Central Florida (UCF). Her focus is on promoting a culture of research and rigor, improving retention efforts, and enhancing professional development opportunities for interdisciplinary graduate faculty and students. Dr. Gordon was the proud recipient of a 2014-2015 Professional Development Leave and recently served on the Program Committee for the Simulation Education track of the 2017 Winter Simulation Conference.

GÓRECKI, Prof Dariusz
University of Portsmouth, UK
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Impact case study posters
Application of Next Generation Sequencing to aid in effective diagnosis of Familial Hypercholesterolaemia.................................................Page 71

GOSLING, Dr Jennifer
London School of Hygiene & Tropical Medicine, UK
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Paper presentation
Thursday 22nd March 11.00 - 11.30
Taking a professional doctorate in public health: a case study of students on the London School of Hygiene & Tropical Medicine's DrPH programme........................................................................Page 27

Biography
Jennifer Gosling, PhD, Assistant Professor of Management at the London School of Hygiene & Tropical Medicine. Her research interests are general practice organisation and primary care reforms. She has been an Honorary Research Fellow with the Nuffield Trust and is currently undertaking a project funded by the Health Foundation, researching quality improvement work in UK general practice. She organises the module Understanding Leadership, Management and Organisation, a compulsory module for the Doctorate in Public Health at LSHTM. Her previous career was as a general practice manager for practices across London and leading a turnaround team for Newham Primary Care Trust.
**GRAZINA, Aleksandra**  
IOE, UCL, UK  
agriazina.16@ucl.ac.uk

*20:20 presentations (20 slides, 20 seconds per slide)*  
Friday 23rd March 11.25 - 12.30  
*For love or for money: why pursue a doctorate?* ................................................................. Page 60

**Biography**  
Aleksandra Griazina is a PhD student in the Department of Education, Practice and Society at UCL Institute of Education. Among her research interests are international marketing in education, student recruitment and international student mobility.  
Aleksandra graduated with a BA and MA degrees in International Relations from Saint-Petersburg State University, Russia and has held various positions in marketing and business development in ed-tech companies. Recently she has worked as a research assistant on a project entitled “Economic and Social Impacts of Doctoral Degrees”.

**GUIDRY, Dr Allen**  
East Carolina University, USA  
guidrya@ecu.edu

*Round-table discussion*  
Friday 23rd March 13.30 - 14.00  
and repeated 14.00 - 14.30  
*Rigorous, Convenient, and Relevant: A Three-Year Professional Doctorate* .................. Page 68

**HAFIZI, Dr Sassan**  
University of Portsmouth, UK  
sassan.hafizi@port.ac.uk

*Display presentation*  
*Application of Next Generation Sequencing to aid in effective diagnosis of Familial Hypercholesterolaemia* ........................................ Page 71

**HALCRO, Dr Keith**  
Glasgow Caledonian University, UK  
Keith.Halcro@gcu.ac.uk

*Paper presentation*  
Thursday 22nd March 11.35 - 12.05  
*Perspectives on the doctoral viva: student, supervisor, examiner and chair. One and the same?* ................................................................. Page 30

**Biography**  
Keith Halcro is currently the Professional Doctorate Director at Glasgow Caledonian University, having previously been Head of Subject (Management) and MBA Director. He has taught for a number of years on the Professional Doctorate programmes, as well as Masters and Undergraduate programmes in Business, Health and Engineering. His particular interest is strategy which he examined within the context of independent museums for his doctoral thesis. His research within the Professional Doctorate setting is focussed on the student experience and what helps to explain student success or failure.

**HALL, Prof Elaine**  
Northumbria University, UK  
elaine.hall@northumbria.ac.uk

*20:20 presentations (20 slides, 20 seconds per slide)*  
Friday 23rd March 11.25 - 12.30  
*‘Falling in love again…’: challenges to overly extrinsic understandings of the motivation of professional doctorate students in Law* .......... Page 59

**HAWKES, Dr Denise**  
UCL Institute of Education, UK  
denise.hawkes@ucl.ac.uk

*Paper presentation*  
Friday 23rd March 14.05 - 14.35  
*A Systematic Review of Research on Professional Doctorates* ........................................ Page 47

*20:20 presentations (20 slides, 20 seconds per slide)*  
Friday 23rd March 11.25 - 12.30  
*For love or for money: why pursue a doctorate?* ................................................................. Page 60

**Biography**  
Denise Hawkes is an applied economist with research interests in broadly applied social economics related to education and work. She is a truly multidisciplinary researcher applying econometric techniques to topics from labour economics, social policy and education. Her current research applies aspects from behavioral economics to understand better worklessness and progression to postgraduate study in the UK. She is the Academic Head for Research, Consultancy and Knowledge Transfer and EdD Programme Leader at the Centre for Doctoral Education, UCL Institute of Education. Her interests in professional doctorates are focused on their economic and social impacts in the labour market.

**HAYES, Dr Catherine**  
University of Sunderland, UK  
Catherine.hayes@sunderland.ac.uk

*Round-table discussion*  
Friday 23rd March 13.30 - 14.00  
and repeated 14.00 - 14.30  
*Contextualising and Framing Reflexivity for Professional Doctorate Education; Pedagogies of Praxis for a Changing Academic Landscape* ....Page 67
HAYES, Dr Grant  
East Carolina University, USA  
Hayesgb5@ecu.edu  
Round-table discussion  
Friday 23rd March 13.30 - 14.00  
and repeated 14.00 - 14.30  
Rigorous, Convenient, and Relevant: A Three-Year Professional Doctorate..............Page 68

HELPS, Ian  
Middlesex University, UK  
ih239@live.mdx.ac.uk  
Paper presentation  
Thursday 22nd March 11.35 - 12.05  
Abductive Research Design: trusting the agential knowing of the practitioner as researcher.......Page 32

HODGES, Dr Elizabeth  
University Hospitals NHS Foundation Trust, UK  
elizabeth.hodges@uhs.nhs.uk  
Display presentation  
Application of Next Generation Sequencing to aid in effective diagnosis of Familial Hypercholesterolaemia..........................Page 71

HENRY, Dr Patricia  
Northcentral University, USA  
phenry@ncu.edu  
Round-table discussion  
Thursday 22nd March 14.10 - 14.40  
and repeated 14.40 - 15.10  
Dissertation Transparency: Tracking student pacing and completion in an era of accountability ....Page 62

Biography  
Dr. Patricia Henry serves as Dean of the Graduate School at Northcentral University (NCU), San Diego, CA. Patricia led the re-engineering of the entire dissertation process supporting timely student completion. She has been instrumental in developing and implementing a ground-breaking dissertation pathway giving All But Dissertation (ABD) students from prior institutions a second chance to completing their doctorate. As a recognized graduate of NCU's regional accreditors' Assessment Leadership Academy, Patricia leads institutional accreditation efforts. Patricia supports NCU's graduate culture through managing research awards and honorariums, leading the institutional journal, and supervising the Institutional Review Board. Patricia resides in Central Florida.

HILLIER, Louise  
Henley Business School, UK  
Louise.Hillier@henley.ac.uk  
Paper presentation  
Friday 23rd March 12.00 - 12.30  
Dr Who? Identity Work in DBA Students.............Page 42

Biography  
Louise Hillier is the Programme Manager for the Henley Business School MSc in Business and Management Research/DBA programme. She has worked at Henley since the launch of Henley’s DBA in the early 1990s and has played a key role in developing and supporting the Programme and its students over this time.

HORDER, Lucy  
British Psychological Society, UK  
Lucy.Horder@bps.org.uk  
Symposium: Professional Accreditation  
Thursday 22nd March 13.35 - 15.35  
Professional Doctorates as Professional Training Routes: the Curious Case of Psychology........Page 54

Biography  
Lucy has managed the British Psychological Society’s accreditation processes for the last 10 years, and is responsible for working with Society members to develop, implement and review the standards that accredited programmes need to achieve, and the competencies that their graduates need to develop over the course of their training. The Society currently accredits over 70 Professional Doctorate programmes in six modalities of applied psychological practice.

IRONS, Prof Alastair  
University of Sunderland, UK  
alastair.irons@sunderland.ac.uk  
Paper presentation  
Friday 23rd March 13.30 - 14.00  
Translational Research in the Professional Doctorate..................................................Page 46

JAGER, Dr Audrey  
North Carolina State University, USA  
ajjaeger@ncsu.edu  
Paper presentation  
Friday 23rd March 12.00 - 12.30  
Redesigning a Practitioner Focus in an Education Doctorate for Community College Leadership........................................Page 43

JARVIS, Prof Joy  
School of Education, University of Hertfordshire, UK  
j.jarvis@herts.ac.uk  
Round-table discussion  
Friday 23rd March 13.30 - 14.00  
and repeated 14.00 - 14.30  
Developing a coherent professional doctorate curriculum for a cohort of international students: creating a curriculum framework......................Page 70
KAHN, Dr Peter
University of Liverpool, UK
peter.kahn@liverpool.ac.uk

Paper presentation
Thursday 22nd March 11.35 - 12.05
The impact on the organization that results from undertaking a professional doctorate ..........Page 31

KEMPENAAR, Dr Larissa
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l.kempenaar@gcu.ac.uk

Symposium: Professional Accreditation
Thursday 22nd March 13.35 - 15.35
Designing a Doctoral Professional Development Framework with a License to Practice ...............Page 53

KENT, Dr Eliza
University of New England, Australia
philip.thomas@une.edu.au

Paper presentation
Thursday 22nd March 11.35 - 12.05
The Doctor of Philosophy (Innovation) PhD.I: Contextualised, project-based research, development and implementation of an innovation ..........Page 33

Biography
Dr Eliza Kent is the Deputy Director, Graduate Studies in the Research Services Directorate at the University of New England in Australia. Dr Kent has a PhD in Early Modern English history, and has responsibility for graduate research at UNE. Dr Kent is currently particularly focused on UNE's Indigenous Academic Leadership strategy which aims at step change in the way Australian Aboriginal researchers engage with the University.

KER, Glenys
Otago Polytechnic, New Zealand
glenys.ker@op.ac.nz

Paper presentation
Friday 23rd March 14.55 - 15.25
Dances with unicorns: capabilities of mentors for professional practice doctorates ............Page 52

Round-table discussion
Thursday 22nd March 14.10 - 14.40
and repeated 14.40 -15.10
Surfing the edge of chaos meets academic rigour: Operationalising Doctorate of Professional Practice .................................................................Page 65

Biography
Glenys is the Programme Leader of the undergrad qualifications on offer through Capable NZ, a School in Otago Polytechnic specialising in work-based learning and professional practice qualifications. She works as a facilitator of learning, supporting learners to articulate their skills, knowledge and attitudes gained from their work-based learning experiences, as well as undertaking new learning to gain a degree qualification through Capable NZ’s independent learning pathways. Glenys brings to her facilitation a background in career practice, a teacher in secondary school, polytechnic and university level, and roles in senior management and leadership. Glenys is also a facilitator, mentor and assessor in the undergraduate and post graduate qualifications.

Glenys has particular interests in adult learning, management and leadership, elite sports performance, career development and in the recognition of prior experiential learning.

Glenys recently gained her Doctorate of Professional Studies (Adult Learning) through Middlesex University, holds a Masters in Career Development (Edith Cowan University), a BAppMgt (Strategic), Grad Cert in Elite Performance (Victoria University), and various other qualifications in teaching, commerce and leadership. She owns her own business Career Fit where she works with all facets of career development and management.

KILARR, Annette
University of New England, Australia
akilarr2@une.edu.au

Paper presentation
Thursday 22nd March 11.35 - 12.05
The Doctor of Philosophy (Innovation) PhD.I: Contextualised, project-based research, development and implementation of an innovation ..........Page 33

KIMALIRO, Dr Eunice
University of Wales Trinity Saint David, UK
eunice.kimaliro@uwtsd.ac.uk

20:20 presentations (20 slides, 20 seconds per slide)
Friday 23rd March 11.25 - 12.30
Assessing Mode 2, context-based, knowledge within DProf programmes .........................................................Page 57

KIRK, Dr Susan
Nottingham Trent University, UK
susankirk@ntu.ac.uk

Paper presentation
Friday 23rd March 12.00 - 12.30
Dr Who? Identity Work in DBA Students ...........Page 42

Biography
Dr Susan Kirk is a Doctorate in Business Administration (DBA) Programme Director and a Senior Lecturer in Human Resource Management and Organisational Behaviour. She is a member of the Executive Doctorate in Business Administration Council (EDBAC), a Senior Fellow of the Higher Education Academy (SHEA) and a Fellow of the Chartered Institute of Personnel and Development (CIPD). Her pedagogical research interests
are in doctoral research with impact, engaged scholarship and student identity work. Her subject research area is in global talent management and identities.

**Kirkwood, Dr Jodyanne**  
Otago Polytechnic, New Zealand  
jo.kirkwood@op.ac.nz

Round-table discussion  
Thursday 22nd March 14.10 - 14.40  
and repeated 14.40 - 15.10

**Surfing the edge of chaos meets academic rigour: Operationalising Doctorate of Professional Practice**

**KOUGIANNOU, Dr Konstantina**  
Nottingham Trent University, UK  
konstantina.kougiannou@ntu.ac.uk

Paper presentation  
Friday 23rd March 12.00 - 12.30

**Dr Who? Identity Work in DBA Students**

**Biography**

Dr Konstantina Kougiannou is Senior Lecturer in HRM at Nottingham Business School, Nottingham Trent University, UK. Konstantina has published in Human Resource Management Journal, and is an Academic Associate of the CIPD. Current research projects include investigating the impact trust and justice have on the efficacy of Information and Consultation (I&C) bodies, the effect of organisational decisions on community trust perceptions, and the role of line managers in the implementation of employee engagement.

**KRISHNAN, Satishkumar**  
University Hospitals NHS Foundation Trust/University of Portsmouth, UK  
ksk_ny@yahoo.co.in

Display presentation  
Application of Next Generation Sequencing to aid in effective diagnosis of Familial Hypercholesterolaemia

**Biography**

My name is Satishkumar Krishnan, a passionate Biomedical Scientist working at University Hospital Southampton NHS Foundation Trust. I hold a Bachelor’s degree in Medical Laboratory Technology and a Master’s degree in Biomedical Science. Currently, I am doing my Professional Doctorate in Biomedical Science at the University of Portsmouth. As a multi-disciplinary Biomedical Scientist for the last 18 years, I have worked in various areas including haematology, blood transfusion, coagulation, biochemistry and immunology – both in India and in UK. I am passionate about improving patient care and building on my own learning in the area of next generation sequencing.

**LARMER, Prof Peter**  
AUT, New Zealand  
peter.larmer@aut.ac.nz

Paper presentation  
Thursday 22nd March 13.35 - 14.05

**The Journey Together**

**Biography**

Peter is currently Head, School of Clinical Sciences at AUT University. Peter teaches across the Undergraduate, Postgraduate and the Doctor of Health Science (DHSc) programmes. Peter has been involved with the DHSc since the inception, firstly as a student and now as a paper leader. Peter’s professional background is in Private Practice Musculoskeletal Physiotherapy and he entered academia later in his career. Peter is passionate about the DHSc programme and continually inspired by the research that is undertaken within the programme. Peter’s research focus is on arthritis and outcome measures.

**LEVY, Dr Roger**  
School of Education, University of Hertfordshire, UK  
r.levy@herts.ac.uk

Round-table discussion  
Friday 23rd March 13.30 - 14.00  
and repeated 14.00 - 14.30

**Developing a coherent professional doctorate curriculum for a cohort of international students: creating a curriculum framework**

**Biography**

Hilary is passionate about personal development and in 2013 completed doctoral research with The Open University into the role of continuing professional development in the accountancy profession. She has since published academic articles and the book Adaptability: the secret to lifelong learning. She is an award-winning lecturer in finance and management and an Honorary Associate and supervisor on the OU Doctorate in Education programme.

Dr Hilary Lindsay was the 2016-17 President of the Institute of Chartered Accountants in England and Wales (ICAEW), the first academic and second woman to hold that position in ICAEW’s 137 year history.
LORD, Dr Janet
Manchester Metropolitan University, UK
j.lord@mmu.ac.uk

Thematic workshop
Thursday 22nd March 14.10 - 15.10
Professional doctorate student identities ..........Page 55

Biography
Janet Lord has worked as a teacher and lecturer in HE for many years, and has experience in school governance and educational consultancy. She has published widely, her research interests concern the student experience, assessment, the nature of critical spaces in HE, and in initial teacher education. In 2016 Janet completed her professional doctorate in education at the University of Manchester, her thesis concerned the development of identity in teachers. Janet is currently a lecturer in Education Studies at Manchester Metropolitan University.

LOXLEY, Dr Andrew
Trinity College Dublin, Ireland
loxleya@tcd.ac.uk

Paper presentation
Thursday 22nd March 12.10 - 12.40
Report on the Erasmus + Project on Best Practice in Professional Doctorate Supervision in Europe .................................................................Page 35

LUNGDREN-RESENTERRA, Dr Mariangela
University of Applied Sciences and Arts, Switzerland
mariangela.resenterra@bluewin.ch

Paper presentation
Thursday 22nd March 11.35 - 12.05
The impact on the organization that results from undertaking a professional doctorate ..........Page 31
Impact case study posters
The organisational impact of undertaking a professional doctorate ........................................Page 74

MAGUIRE, Dr Kate
Middlesex, UK
k.maguire@mdx.ac.uk

Paper presentation
Thursday 22nd March 12.10 - 12.40
Report on the Erasmus + Project on Best Practice in Professional Doctorate Supervision in Europe .................................................................Page 35

Biography
Dr Kate Maguire is Head of the Doctor of Professional Studies in Transdisciplinary Practice (TD)

MALLOCH, Dr Margaret
Victoria University, Australia
marg.malloch@vu.edu.au

Paper presentation
Friday 23rd March 13.30 - 14.00
The Shape Shifting of Professional Doctorates ..........................................................Page 45

MANN, Prof Samuel
Otago Polytechnic, New Zealand
sam.mann@op.ac.nz

Paper presentation
Friday 23rd March 14.55 - 15.25
Dances with unicorns: capabilities of mentors for professional practice doctorates ...............Page 52

Round-table discussion
Thursday 22nd March 14.10 - 14.40
and repeated 14.40 - 15.10
Surfing the edge of chaos meets academic rigour: Operationalising Doctorate of Professional Practice ..........................................................Page 65

Biography
Samuel Mann (Professor, CapableNZ, Otago Polytechnic). Sam’s focus is making a positive difference through professional practice. He developed the role of the sustainable practitioner, the Sustainable Lens and Transformation Mindset.

Inspiration: People making a difference, some of whom I’ve collaborated with on SustainableLens.org. Professor Samuel Mann teaches for Capable NZ – Otago Polytechnic’s school specialising in professional practice and work-based learning. Sam was responsible for the development of Education for Sustainability at Otago Polytechnic where they are committed to every graduate thinking and acting as a sustainable practitioner. Sam’s 2011 book “The Green Graduate”, subtitled “Educating Every Student as a Sustainable Practitioner”, sets out a framework for integrating sustainability into every course of study. His subsequent book “Sustainable Lens: a visual guide” explores the visual narrative of sustainability. This book proposes a “sustainable lens”: to act sustainably we need to first “see” sustainably.

Sam has a weekly radio show and podcast http://sustainablelens.org where he and a colleague have conversations with people from many different fields who are applying their skills to a sustainable future. In these conversations, they try to find out what motivates their guest and what it means to see the world through a
sustainable perspective. This research archive now has more than 300 interviews. Recent work focusses on the development of a Transformation Mindset.

Sam gained his PhD from the University of Otago in 1998 titled “Spatial Process Modelling for Regional Environmental Decision Making”. Previously he had completed an MSc and a BSc (Hons) in Geography. He has also completed a postgraduate certificate in Tertiary Learning and Teaching.

Sam previously taught software engineering, interaction design, project management and innovation. For five years he was Head of the former School of Information Technology. Sam is active nationally within CITRENZ, and internationally within sustainable computing (ICT4S and HCI4S).

At Capable Sam is a mentor and facilitator, focussing on post-graduate programmes, and undergraduate computing and sustainability. Sam is the Programme Director for the SIGNAL ICT Grad School’s post graduate programmes. He led the development of the Doctor of Professional Practice, and the Bachelor of Leadership for Change.

MANSOUR, Dr Hala
The University of Northampton, UK
hala.mansour@northampton.ac.uk

20:20 presentations (20 slides, 20 seconds per slide)
Friday 23rd March 11.25 - 12.30
Using MOOCs to manage the expectations of DBA students: A tutor reflection..............Page 58

MAYES, Dr Eric
Johns Hopkins University, USA
Eric.Mayes@jhu.edu

Paper presentation
Thursday 22nd March 13.35 - 14.05
Innovative and Culturally Responsive Leadership Models for a Changing Educational Landscape.....................................Page 39

MCKAY, Gillian
London School of Hygiene & Tropical Medicine, UK
gillian.mckay@lshtm.ac.uk

Paper presentation
Thursday 22nd March 11.00 - 11.30
Taking a professional doctorate in public health: a case study of students on the London School of Hygiene & Tropical Medicine’s DrPH programme........................................Page 27

Biography
Gillian McKay, MScPH, RN, is a Doctor of Public Health candidate at London School of Hygiene & Tropical Medicine focussing on policies to support resilient family planning services in times of epidemic crisis. Active engagement with networks and communities of global health practice in Africa, Europe and North America allows Gillian to contribute to research and policy in the fields of epidemic disease, maternal health, gender and human rights, the health impacts of global trends including urbanization, migration and climate change. Gillian holds a BSN from the University of British Columbia and an MSc in Public Health from the LSHTM.

MCSherry, Prof Robert
Teesside University, UK
robert.mcsheerry@tees.ac.uk

Display presentation
A Reflection of My Experiences as a Third Year Professional Doctorate Student: a thrill-seeking adventure........................................Page 78

Meyer, Dr Lois
University of New South Wales, Australia
l.meyer@unsw.edu.au

Paper presentation
Thursday 22nd March 11.00 - 11.30
Tracing the emergence of public health leaders through a work-based professional doctorate: stories from the field - past and present........Page 26

Biography
Dr Lois Meyer, in Senior Research Fellow of Postgraduate Learning and Teaching, and Director of the Professional Doctorate in Public Health (DrPH) at the School of Public Health and Community Medicine at the University of New South Wales (UNSW) Sydney. Her research principally focuses on postgraduate curriculum design and workplace learning drawing on qualitative lifecourse research methods to trace students’ learning and career trajectories in local and international settings. She is currently undertaking a number of such studies including a national study investigating the career trajectories of indigenous health workers as well as her ongoing longitudinal study on the professional identity formation and career outcomes of multidisciplinary health practitioners who undertake the work-based DrPH.

MILBURN, Gail
Teesside University, UK
g.milburn@tees.ac.uk

Display presentation
A Reflection of My Experiences as a Third Year Professional Doctorate Student: a thrill-seeking adventure........................................Page 78

Biography
Gail Milburn is Senior lecturer in Dental Care Education at Teesside University and in her third-year studying for a professional doctorate in Health and Social Care.
O’BOYLE, Rory
Law Society of Ireland, Ireland
R.OBoyle@LawSociety.ie
20:20 presentations (20 slides, 20 seconds per slide)
Friday 23rd March 11.25 - 12.30
‘Falling in love again…’: challenges to overly extrinsic understandings of the motivation of professional doctorate students in Law ..........Page 59

O’ROURKE, Marian
Northern Ireland Social Care Council, UK
marian.o’rourke@niscc.hscni.net
Paper presentation
Thursday 22nd March 12.10 - 12.40
Developing a Professionally-led Professional Doctorate Structure in Social Work ...............Page 36

Biography
Marian O’Rourke is Head of Workforce Development at NI Social Care Council, the regulator for the social work profession and for social work education and training at both qualifying and post qualifying levels. Marian has 18 years of experience working in social work education and training. She has led the development of Professional in Practice – the CPD Framework for Social Work in Northern Ireland and is responsible for its continued development. Marian has a Masters in Advanced Social Work and a professional Advanced Award in Social Work. Marian’s practice background in social work is in the field of criminal justice.

OZEL, Murat
Middlesex University, Turkey
MO759@live.mdx.ac.uk
Display presentation
Transforming Information Access: From Static Reports to Visual Analytics.............Page 75

Biography
Murat is currently the head of Business Analytics and Information Management Department at a mid-scale bank in Turkey. As an MSc statistician experienced in various areas of banking such as commercial banking, cash management, and finance, he combines data analysis knowledge and skills with banking domain knowledge to help colleagues make better informed decisions through data analysis. His research interests mainly focus on ways to implement and maintain analytics-related organisational changes and improvements.

Murat holds BSc and MSc degrees in Statistics from Hacettepe University, and is currently a DBA (Doctor of Business Administration) research student at Middlesex University.

PARR, Dr Elizabeth
Liverpool Hope University, UK
parre@hope.ac.uk
Thematic workshop
Thursday 22nd March 14.10 - 15.10
Professional doctorate student identities ......Page 55

Biography
Elizabeth Parr is currently a senior professional tutor in Initial Teacher Education and head of the Masters of Education with QTS at Liverpool Hope University. Prior to this, she led the School Direct programme which aims to deliver a dynamic school-led model of initial teacher education in partnership with school alliances. She recently completed her Doctorate of Education at the University of Manchester. Her research concerns professional perceptions of community-oriented primary schools and focuses on the diverse and hybrid role that professionals adopt in order to meet the needs of the children and wider community.

PARRY, Prof Emma
Cranfield School of Management, UK
emma.parry@cranfield.ac.uk
Paper presentation
Friday 23rd March 12.00 - 12.30
Dr Who? Identity Work in DBA Students ..........Page 42

Biography
Emma Parry is Professor of Human Resource Management and Director of Doctoral Programmes at Cranfield School of Management. She has a long standing interest in the development and impact of high quality executive doctorate programmes. In relation to this interest, Emma is currently president of the Executive DBA Council and is co-opted onto the British Academy of Management Council to oversee DBA-related issues.

PARSONS, Rev Richard
Middlesex University, Diocese of Westminster, UK
reparsons@hotmail.co.uk
Display presentation
The importance and abiding work of the DProf programme for Religious leaders .............Page 76

Biography
Rev Dr Richard Parsons recently completed a DProf for Religious Leaders at the University of Westminster. He is a parish priest in the Diocese of Westminster.
**PILBEAM**, Dr Colin
Cranfield School of Management, UK
colin.pilbeam@cranfield.ac.uk

Paper presentation
Friday 23rd March 12.00 - 12.30
Dr Who? Identity Work in DBA Students........Page 42

**Biography**
Dr Colin Pilbeam is Reader in Safety Leadership at Cranfield University. He was Director of the PhD programme at Cranfield School of Management for 6 years, which stimulated a research interest in the benefits of doctoral education and the use doctoral students make of their social networks. He has supervised more than 10 doctoral students to successful completion. He is currently co-Vice Chair for Special Interest Groups in the British Academy of Management.

**PIZZOLATO**, Dr Nico
Middlesex University, UK
n.pizzolato@mdx.ac.uk

Paper presentation
Thursday 22nd March 12.10 - 12.40
Report on the Erasmus + Project on Best Practice in Professional Doctorate Supervision in Europe........................................Page 35

**PRODI**, Elena
ADAPT, Italy
elena.prodi@icloud.com

Paper presentation
Thursday 22nd March 12.10 - 12.40
Report on the Erasmus + Project on Best Practice in Professional Doctorate Supervision in Europe........................................Page 35

**RAYNER**, Dr Stephen
University of Manchester, UK
srayner11@aol.com

Thematic workshop
Thursday 22nd March 14.10 - 15.10
Professional doctorate student identities........Page 55

Display presentation
Values and Policy Enactment .........................Page 72

**Biography**
Stephen Rayner has experience as a secondary school teacher, senior leader and education adviser, working in and with schools in the West Midlands. In July 2017, he completed a professional doctorate at the University of Manchester and was appointed to a part-time post as Lecturer in Educational Leadership and Programme Director of the MA Education (Teach First Leadership) programme. The title of Stephen’s doctoral project was Academisation: A dynamic process of systemic change in England. Stephen presented his thesis in Journal Format. Four of the chapters have been published: three in academic journals and one in an edited collection.

**RINGLER**, Dr Marjorie
East Carolina University, USA
ringlerm@ecu.edu

Round-table discussion
Friday 23rd March 13.30 - 14.00
and repeated 14.00 - 14.30
Rigorous, Convenient, and Relevant: A Three-Year Professional Doctorate........Page 68

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

Paper presentation
Thursday 22nd March 11.35 - 12.05
Perspectives on the doctoral viva: student, supervisor, examiner and chair. One and the same? ..........................................................Page 30

**Biography**
I obtained a BSc (Hons) degree from London University prior to training as a nurse at St George’s Hospital. Later on I trained as a teacher and undertook an MSc in Nursing and Health at Edinburgh University prior to gaining employment as a lecturer at Glasgow Caledonian University.

Following my PhD in 2006 I was involved in preparing Glasgow Caledonian University’s first Professional Doctorate programme in January 2007. Initially I contributed to the teaching of the Research Methods module but over the last several years I have been the module leader.

I supervise both ProfD and PhD students undertaking their research and have seven successful completions.

**ROBINSON**, Joshua
London School of Hygiene & Tropical Medicine, UK
joshua.robinson@lshtm.ac.uk

Paper presentation
Thursday 22nd March 11.00 - 11.30
Taking a professional doctorate in public health: a case study of students on the London School of Hygiene & Tropical Medicine’s DrPH programme........................................Page 27
ROBINSON, Dr Linda
Chester University, UK
lindarobinson@talk21.com
Paper presentation
Thursday 22nd March 12.10 - 12.40
Report on the Erasmus + Project on Best Practice in Professional Doctorate Supervision in Europe

ROUSE, Dr Art
East Carolina University, USA
rousew@ecu.edu
Round-table discussion
Friday 23rd March 13.30 - 14.00 and repeated 14.00 - 14.30
Rigorous, Convenient, and Relevant: A Three-Year Professional Doctorate

SANDHU, Prof Davinder
Royal College Of Surgeons In Ireland, Medical University Bahrain, Bahrain
dsandhu@rcsi.com
Display presentation
Transformational change of a Palestinian internal medicine residency curriculum

SHARKEY, Dr Rachel
Manchester Grammar School, UK
rachellsharkey82@gmail.com
Thematic workshop
Thursday 22nd March 14.10 - 15.10
Professional doctorate student identities

SIN, Dr Cristina
A3ES, Portugal
csin@cipes.up.pt
Paper presentation
Friday 23rd March 14.05 - 14.35
Can you judge a book by its cover? Industrial PhDs in Portugal

SLIGHT, Dr Claire
Higher Education Academy, UK
claire.slight@heacademy.ac.uk
Paper presentation
Thursday 22nd March 13.35 - 14.05
Journeying through the Professional Doctorate: Exploring results from PRES 2017

Biography
Dr Claire Slight has a keen interest in Higher Education, in particular understanding the student journey in terms of students' motivations, experiences, development, coping mechanisms and transitions. Claire currently works as part of the surveys team at the Higher Education Academy where she is leading on the Postgraduate Research Experience Survey in 2017. In 2015 Claire completed her PhD which explored the university to career transitions of music students studying master's degrees. Claire has experience working within a number of research roles within higher education exploring students' experiences during their time at university.

SMYTHE, Prof Liz
AUT, New Zealand
liz.smythe@aut.ac.nz
Paper presentation
Thursday 22nd March 13.35 - 14.05
The Journey Together

STEL, Dr Nora
MSM, Netherlands
stel@msm.nl
Paper presentation
Thursday 22nd March 12.10 - 12.40
Report on the Erasmus + Project on Best Practice in Professional Doctorate Supervision in Europe

STODDART, Dr Kathleen
University of Stirling, UK
k.m.stoddart@stir.ac.uk
Paper presentation
Friday 23rd March 14.55 - 15.25
The experience and cascade effect of doctorate students and graduates
SUTTON, Prof Brian
Middlesex University, UK
b.x.sutton@mdx.ac.uk

Paper presentation
Friday 23rd March 13.30 - 14.00
The Curious Practitioner: from reflective practice to critical collaborative inquiry in doctoral research ................................................................. Page 44

Biography
Brian is joint director of studies for the Middlesex Master of Professional Practice by research programme and acts as supervisor for 12 candidates currently undertaking research towards their Professional Doctorates. He has over 40 years’ management and leadership experience having worked extensively in the private and public sectors in both Europe and the United States. He is the author of a range of books on subjects as diverse as online learning to leadership. His most recent publications are a series of 3 books for the British Computer Society aimed at developing the interpersonal skills of technical team leaders.

TAPOLER, Dr Colton
Florida Virtual School, USA
coltonjamestapoler@gmail.com

Round-table discussion
Thursday 22nd March 14.10 - 14.40
and repeated 14.40 -15.10
An Exploratory Study of USA Candidates’ and Recent Graduates’ Perceptions of Modern Doctorate Supervision ................................................................. Page 64

Biography
Dr. Colton Tapoler completed his doctorate in Educational Leadership from the University of Central Florida in 2017. He holds a master’s degree in publishing from Pace University in New York City and two Bachelor’s degrees, also from the University of Central Florida, in English Literature and English Education. Colton currently works for the Florida Virtual School, an online school district in the state of Florida, serving students around the world. He works as a Subject Matter Expert in accountability, analysis, and assessment, developing research projects with universities on online education topics currently including blended learning and adaptive learning.

TAVARES, Dr Orlanda
A3ES, Portugal
orlanda.tavares@a3es.pt

Paper presentation
Friday 23rd March 14.05 - 14.35
Can you judge a book by its cover?
Industrial PhDs in Portugal ................................................................. Page 48

TAYLOR, Prof Brian
Ulster University, UK
bj.taylor@ulster.ac.uk

Paper presentation
Thursday 22nd March 12.10 - 12.40
Developing a Professionally-led Professional Doctorate Structure in Social Work ............................................................. Page 36

Biography
Brian Taylor is Professor of Social Work at Ulster University, Northern Ireland, where he has a lead role for post-qualifying, post-graduate social work education. Before joining the University, he spent ten years in professional practice and management, and fifteen years in professional training and organisation development in health and social care. Brian achieved his professional Advanced Award in Social Work (equivalent to a Master’s degree) entirely through a ‘portfolio’ route, and his doctorate through a conventional route. He has supervised 12 PhD students to successful completion. Brian Taylor is a Fellow of the Academy of Social Sciences

TAYLOR, Dr Rosemarye
University of Central Florida, USA
rosemarye.taylor@ucf.edu

Round-table discussion
Friday 23rd March 13.30 - 14.00
and repeated 14.00 - 14.30
Advising Professional Doctoral Candidates Toward a Successful Research Paradigm: A Strategy for Faculty Supervisors ................................................................. Page 69

Round-table discussion
Thursday 22nd March 14.10 - 14.40
and repeated 14.40 -15.10
An Exploratory Study of USA Candidates’ and Recent Graduates’ Perceptions of Modern Doctorate Supervision ................................................................. Page 64

Paper presentation
Friday 23rd March 11.25 - 11.55
Preparing Interdisciplinary Science PhD students for diverse career paths: A case study in skills and pedagogical practices ................................................................. Page 41

Biography
Dr. Rosemarye Taylor is a Professor of Educational Leadership at the University of Central Florida, and previously served as the Interim Associate Dean for Graduate Affairs. Her specialty is systematic leadership to improve student achievement prekindergarten through university doctoral programs. She has published seven books and numerous articles in respected journals such as Kappan, Educational Leadership, Middle School Journal, The National Staff Development Journal, Educational Research Service Spectrum, International Journal of Mentoring and...

As Principal Investigator for a Job Embedded Teacher Preparation Grant that exceeds over $10,000,000, she provided leadership to improve STEM teacher preparation. Previously, she was Co-Principal Investigator for the UCF Progress Energy Leadership Institute that represented $1,300,000 in funds to serve 13 school district leadership teams from 2003-2008.

THOMAS, Dr Philip
University of New England, Australia
philip.thomas@une.edu.au

Paper presentation
Thursday 22nd March 11.35 - 12.05
The Doctor of Philosophy (Innovation) PhD.I: Contextualised, project-based research, development and implementation of an innovation ...............Page 33

Display presentation
A Doctoral Innovation Project Portfolio
Capturing Higher Degree Research Impact and Engagement ......................................................Page 73

Biography
Dr Philip Thomas’ career includes leading or working within multidisciplinary industry based research, involving collaborative R&D with international, academic and business stakeholders.

This focus led to an adoption and implementation position working in primary industries and institutional environments and development of innovation frameworks.

Philip is currently working in the area of higher degree research education and training, where he led the redesign of a practice doctorate program, which he now coordinates. The Doctor of Philosophy (Innovation) or PhD.I, is tailored to scaffold the development, implementation and evaluation of project based research driven innovation, creating solutions within industry, professional and other specific contexts.

VITALE, Dr Thomas
University of Central Florida, USA
thomas.vitale@ucf.edu

Round-table discussion
Thursday 22nd March 14.10 - 14.40
and repeated 14.40 -15.10
An Exploratory Study of USA Candidates’ and Recent Graduates’ Perceptions of Modern Doctorate Supervision.........................................................Page 64

Biography
Dr. Kari Whaley completed her doctorate at the University of Central Florida in the Ed.D. in Educational Leadership program. Kari received a Bachelor of Science degree from Florida State University in Interdisciplinary Social Sciences and Master of Arts degree in Social Studies Education from Columbia University in the City of New York, where she published her action research graduate thesis on document based high school curriculum and its impact on student engagement. After completing her degree, Kari attended Georgetown University as a James Madison Fellow in 2013. Kari has served as a special assistant in the United States Senate, and as a high school teacher for both virtual and brick and mortar schools.

WHITNALL, Davina
University of Salford, UK
d.c.whitnall@salford.ac.uk

Round-table discussion
Thursday 22nd March 14.10 - 14.40
and repeated 14.40 -15.10
Balancing learning on the job - strategies for engaging the professional doctorate community .................................................................Page 63
WINTER, Dr Karen  
Queen’s University Belfast, UK 
k.winter@qub.ac.uk  
Paper presentation  
Thursday 22nd March 12.10 - 12.40  
Developing a Professionally-led Professional Doctorate Structure in Social Work ................................Page 36  

Biography  
Karen Winter is a senior lecturer in Social Work at Queen’s University Belfast, where she is the lead role of a professional doctorate programme and also has lead responsibility for all undergraduate degree programmes in Social Sciences, Education and Social Work. Karen spent 16 years in fieldwork in Belfast, as a family and child care social worker, team manager and Guardian ad Litem, before joining academia. She has a Masters in Social Work and obtained her PhD in 2009. She is involved in several research projects and writes widely. She has supervised 7 students to successful completion at doctoral level.

YERRABATI, Dr Sridevi  
Sohar University, Oman  
syerrabati@soharuni.edu.om  
Paper presentation  
Friday 23rd March 14.05 - 14.35  
A Systematic Review of Research on Professional Doctorates .............................................Page 47  

Biography  
Sridevi Yerrabati is an experienced economic systematic literature reviewer who uses meta-regression technique to understand key economic relationships. She is an experienced higher education teacher with more than ten years of teaching experience and is Fellow of the Higher Education Academy of the UK.