4th International Conference on Professional Doctorates
10th – 11th April 2014
Wales Millennium Centre, Cardiff
Conference Proceedings
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Published in 2014 by the UK Council for Graduate Education
ISBN 978-0-956-3812-7-9

4th International Conference on Professional Doctorates
Welcome to ICPD-2014

The evolving doctorate: meeting the needs of practitioners and professions

The Organising Committee extend a very warm welcome to the Fourth International Conference on Professional Doctorates in Cardiff. Since establishing the ICPD series in London in 2009, we have been most encouraged by the positive response from colleagues involved in Professional and Practice-based Doctorates throughout the world.

The interest in practice oriented doctorates has grown steadily over the last few decades, so that research and developments in this area have attracted colleagues from a wide variety of subject areas. ICPD-2014 follows the third Conference held in Florence at Easter 2012 and is for those delivering doctoral programmes at the leading edge of doctoral education internationally, those who support and participate in these programmes, and those wishing to learn more about the latest developments.

Building on the achievements of earlier events, the Cardiff Conference will cover many facets of the Professional and Practice-based Doctorates – the scope includes the work of organisations and associations connected with professional practice, quality issues surrounding Professional and Practice-based Doctorates, and will explore international perspectives and issues around pedagogy in Professional Doctorate learning. This conference showcases the Ed D the DBA and the Eng D with symposia in each of these areas.

The conference addresses the distinct and overlapping purposes of Professional Doctorates, that often require significant immersion in professional activity, reflecting the networked society and engagement with employers and other stakeholders. The issues for Professional Doctorates are of concern because of their application to professional creativity and purposes that are not manifest in the more conventional approaches to doctorates.

Our four plenary speakers have distinctive backgrounds and experience in developing and/or publishing in relevant areas and reflect the continuing interest in current developments in Professional Doctorates expressed particularly by academic colleagues, employers, potential graduate students (who are often engaged in full-time work) and a wide range of other stakeholders, especially in Europe, North America, Australia and the UK.

This year we honour Professor Alison Lee with a memorial lecture. Her work on doctoral education and her support for the conference series has been much appreciated by organisers and all those involved in ICPD. The conferences have grown in popularity with an increase in numbers attending for each conference, together with a growing international representation. We hope you derive benefit from and enjoy the conference.

Professor Carol Costley, Chair, ICPD Organising Committee
Gill Clarke, Deputy Chair, ICPD Organising Committee

Welcome Message
Conference Programme

Conference Day 1

11.00am Tea & coffee

11.20am Presented Paper Innovative pedagogy in online doctoral education: Exploring the impact of situating experiential learning within a professional context – page 28 Dr Chadia Abras, Dr Christine Eth & Dr Stephen Pape, Johns Hopkins University, USA

11.50am Workshop Session The Professional Doctorate by Public Works as a research degree: Pedagogical issues in the critical engagement with significant outputs in the public domain with evidenced impact – page 66 Dr David Adams, GoodWork Academy, UK, Dr Kate Maguire, Middlesex University, UK

12.20pm Round Table Discussions RTO Session A For details of papers in this session please see page 9

12.50pm Lunch

1.00pm Presented Paper We’re all cast into a ‘state of exception’ in a post-9/11 world: deconstruction, history, identity, biopolitics in the practice of research – page 39 Dr Kevin Flint, Nottingham Trent University, UK

1.30pm Round Table Discussions RTO Session B For details of papers in this session please see page 9

1.50pm Presented Paper A Subtle Game: the interplay of course assessment, outcomes and research for participants studying for a professional doctorate – page 32 Dr Ruth Pilkington, University of Central Lancashire, UK

2.20pm Presented Paper Harnessing the Hybrid: the new Collaborative Doctoral Partnership Scheme – page 35 Dr Valerie Johnson, The National Archives, UK

2.50pm Presented Paper ‘Doctorateness’ in the Making of Disciplines. What do experts say on the issue? – page 38 Prof Fredrik Nilsson, & Anne Solberg, Telemark University College, Norway

3.20pm Poster Introductions Session 1 For details of posters presented during this session please see page 11

3.50pm Tea & Coffee Available

4.00pm Presented Paper Has the PhD a future as the highest level degree for professionals? – page 33 Dr Margaret Malloch, Victoria University & Prof Len Cairns, Monash University, Australia

4.30pm Presented Paper Inter-professional Approaches for Professional Doctorate Healthcare Programs – page 36 Prof Patricia Komuniecki, The University of Toledo, USA

4.30pm Poster Introductions Session 2

4.45pm Poster Introductions Session 3

5.00pm Close

Thursday 10th April

1.50pm Presented Paper A Comparative Qualitative Study on Mobility of Doctoral Students: A Case Study from Germany (Saxony) and Czech Republic (North Bohemia) – page 41 Dr Angelique Leszczykowi-Schwerk & Alena Fröde, Technische Universität Bergakademie Freiberg, Germany, Kristyna Rybova, Jan Evangelista Purkyně University, Usti nad Labem, Czech Republic

2.20pm Presented Paper Has the PhD a future as the highest level degree for professionals? – page 33 Dr Margaret Malloch, Victoria University & Prof Len Cairns, Monash University, Australia

2.50pm Presented Paper Inter-professional Approaches for Professional Doctorate Healthcare Programs – page 36 Prof Patricia Komuniecki, The University of Toledo, USA

3.20pm Poster Introductions Session 1 For details of posters presented during this session please see page 11

3.50pm Tea & Coffee Available

4.00pm Presented Paper A Conceptual Framework & Signature Pedagogy to Develop Scholar Practitioners and Leaders of Change – page 42 Dr Wendy Ruona & Prof Karen Watkins, University of Georgia, USA

Presented Paper

Symposium

The Carnegie Project on the Education Doctorate: Bridging the Researcher / Practitioner Gap

Featuring the following papers:

Carnegie Project on the Education Doctorate: A Content Analysis of all Submissions for 2013-2014 Dissertation in Practice Award – page 57 Dr Valerie A. Storey, University of Central Florida, USA

Edupreneurs: Redesigning the Practitioner’s Ed.D. – page 58 Dr. Mark Wasicsko, Northern Kentucky University, USA

Labs of Practice as Signature Pedagogy – page 59 Dr. Thomas Vitale, University of Central Florida, USA

4th International Conference on Professional Doctorates

4th International Conference on Professional Doctorates
Conference Day 1

Conference Dinner – City Hall, Cardiff

7.00pm Pre-dinner drinks reception
Featuring a performance from the Cardiff Male Choir

7.45pm Conference dinner

Conference Day 2

Thursday 10th April

9.15am Tea & coffee

10.00am Presented Paper
The impact of doctoral studies on individuals and their practice: developing resilience – page 45
Prof Gail Sanders, University of Sunderland, UK

10.30am Presented Paper
Dr Denise Hawkes, Institute of Education, UK

11.00am Tea & coffee

11.20am Round Table Discussions
For details of papers in this session please see page 10

11.50am Presentation
It made all the difference in the world: Psychological and social support in the professional doctorate – page 49
Dr Mark Hager & Dr Frances Turner, Menlo College, USA

12.20pm Lunch

Friday 11th April

11.50am Workshop Session
Competing approaches to knowledge creation in professional doctorate programmes: identifying the alternatives – page 68
Dr Paul Chryssweth, University of Salford, UK

12.20pm Round Table Discussions
For details of papers in this session please see page 9

12.50pm Lunch

1.50pm Presented Paper
Staff development for a professional doctorate: a socio cultural analysis of the use of action learning sets – page 52
Dr Hazel Messenger, London Metropolitan University, UK

1.50pm Presented Paper
Investigating the use of social media in and beyond the professional doctorate classroom: debating its value for actively building engaged communities of practice – page 53
Dr Katy Vigurs, Staffordshire University, UK

2.20pm Round Table Discussions
For details of papers in this session please see page 10

2.50pm Presented Paper
Is There a 'We' as a Well as an 'I' in Professional Expertise? – page 56
Prof Paul Gibbs, Middlesex University, UK

2.50pm Round Table Discussions
Session reserved for the repeat of popular Round-Table-Discussions

3.40pm Symposium
The DBA
Featuring the following papers:
- Student experience and student progress through a professional doctorate: a longitudinal study – page 63
Prof Lynette Ryals & Dr Emma Parry, Cranfield School of Management, UK
- Back to the Future: Grounding Practice in Subjectivism and First-Person Research – page 64
Dr Eleanor Doyle, University College Cork, Ireland
- Integrating the practitioner and the researcher; a retrospective study of 10 years delivering a Doctorate in Business Administration – page 65
Dr Eoin Plant, Dr Sarah Oerton & Prof Catherine Farrell, University of South Wales, UK
### Conference Day 2

**Friday 11th April**

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<td>3.20pm</td>
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<td>For details of posters presented during this session please see page 11</td>
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<tr>
<td>4.00pm</td>
<td>Plenary Presentation</td>
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<td>Rethinking Professional Doctorates - page 23</td>
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**Tea & Coffee Available**

### Session A

**Thursday 10th April – 11.50am – 12.20pm**

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<td>Doctoral Candidates’ International Field Experiences: Potential Impact on Policy and Leadership Practice</td>
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<td>Dr Rosemarye Taylor, University of Central Florida, USA</td>
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<td>The Quandary of Leadership Development in the Professional Practice Doctorate: Exploring Content and Context</td>
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<td>Dr Mary Ellen Glasgow, Duquesne University, USA</td>
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<td>The Challenge of Embedding Peer Assisted Learning in an Interdisciplinary, Cross Sectoral Professional Doctorate</td>
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<td>Dr Cilla Ross &amp; Dr Leon Henry, London Metropolitan University, UK</td>
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<td>Page 75</td>
<td>Affordances and Challenges: The Professional Doctorate in Hong Kong</td>
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<td></td>
<td>Dr Helen Boulton, Nottingham Trent University, UK</td>
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### Session B

**Thursday 10th April – 12.20am – 12.50pm**

| Page 76 | The Professional Doctorate: A Paradigm Shift in the Definition of Research |
|         | Dr Thomas Cox, University of Central Florida, USA                    |
| Page 77 | In search of equality and equivalence in professional doctorate Health and Social Care programmes for students and staff |
|         | Prof Robert McSherry & Dr Josette Bettany-Saltikov, Teesside University, UK |
| Page 78 | The Importance of Supervision and Programme Pedagogy in Facilitating the Development of a Researcher-Practitioner Identity |
|         | Dr Dawn Duke, Dr Laura Simonds & Dr Marcela Acuña-Rivera, University of Surrey, UK |
| Page 79 | The role of Doctoral level CPD in professional organisations         |
|         | Prof Hemda Garelick, Middlesex University, UK                       |
| Page 80 | Joint Supervision: A model for successful doctoral outcomes?        |
|         | Dr Val Poultenry, University of Derby, UK                           |

### Session C

**Friday 11th April – 11.50am – 12.20pm**

| Page 81 | Crossing Borders with Critical Friends: Facilitating Innovative Doctoral Program Adoption |
|         | Dr Valerie Storey, University of Central Florida, USA                |
| Page 82 | "It takes two to tango": Mature students’ experiences of the doctoral supervisory relationship |
|         | Dr Ana Vitória Baptista, University of Aveiro, Portugal             |
| Page 83 | Assessing Reflexivity in Practice Research                          |
|         | Dr Gail Simon, University of Bedfordshire, UK                       |
| Page 84 | The Development of a Non-Modular Professional Doctorate             |
|         | Dr Ian Frame, Anglia Ruskin University, UK                         |
Organisations learning; the contribution to organisation practice of the professional doctorate graduate
Dr Gordon Weller, Middlesex University, Hillary Burgess, University of Leicester & Jerry Wellington, University of Sheffield, UK

Professional Doctorate Projects: Some Challenges for Research Ethics Compliance
Prof Scott Fleming, Cardiff Metropolitan University, UK

Advanced Practice Development and the Professional Doctorate in Pharmacy
Dr Elizabeth Mills & Prof Patricia Black, Keele University, UK

The place of knowledge production in reflecting societal needs: A critical space for practitioner doctorates in new knowledge production – an Althusserian perspective
Dr Mehmet Ali Dikerdem, Middlesex University, UK

Session D
Friday 11th April – 12.20am – 12.50pm

Organisations learning; the contribution to organisation practice of the professional doctorate graduate
Dr Gordon Weller, Middlesex University, Hillary Burgess, University of Leicester & Jerry Wellington, University of Sheffield, UK

Professional Doctorate Projects: Some Challenges for Research Ethics Compliance
Prof Scott Fleming, Cardiff Metropolitan University, UK

Advanced Practice Development and the Professional Doctorate in Pharmacy
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The place of knowledge production in reflecting societal needs: A critical space for practitioner doctorates in new knowledge production – an Althusserian perspective
Dr Mehmet Ali Dikerdem, Middlesex University, UK

Session E
Friday 11th April – 2.20pm – 2.50pm

Academic Writing: Taught or Caught?
Grace Poulter & Dr Siva Sockalingam, Glasgow Caledonian University, UK

Emerging Dimensions of Rigor in the Action Research Dissertation
Prof Karen Watkins, Dr Wendy Ruona & Aliki Nicolaides, The University of Georgia, USA

Accessing and representing different forms of Practice Knowledge; challenges for a professional doctorate
Dr Kathleen King, Ashridge Business School, UK

Accommodating conventional wisdom: lessons from a first generation professional doctorate in a positivist discipline
Dr Paul Chynoweth, University of Salford, UK

Session F
Friday 11th April – 2.50pm – 3.20pm

This session is reserved for the repeat of some of those Round-Table-Discussions discussions which were over-subscribed for their initial session. Full details will be provided on the day.

Session 1
Thursday 10th April – 3.20pm – 4.00pm

An exploration of the academic development needs for the transition from nurse practitioner to nurse educator and the role of the doctoral qualification within this
Susan Ramsdale, University of Central Lancashire, UK

Narratives from a professional doctorate student’s experiences
Dr Winifred Eboh, Robert Gordon University, UK

Leadership Composition of Professional Nursing Associations and the Emerging Struggle for Stewardship of a Practice Discipline
Dr Sandra Bellini, University of Connecticut, USA

Pragmatic Scholarship: A Case Study of Developing a Professional Doctorate by Portfolio
Peter Holgate & Dr Nick Hill, Northumbria University, UK

The same but different? A perspective on the development and validation of generic and discipline-based professional doctorates
Dr Elizabeth Wilson & Dr Elsie Reynolds, University of Wales Trinity Saint David, UK

These posters will be displayed for the duration of the Conference, with the authors giving a five-minute introduction to the poster during the following session – page?

Counterpoint: The evolution of professional nursing practice upon entry into the academy
Prof Regina Cusson, University of Connecticut, USA

‘We Still haven't found what we’re looking for’: A preliminary investigation into academic screening and selection in Clinical Psychology
Dr Jo Heyes, Staffordshire University, UK

A strategy to develop a transnational doctoral qualification and networking programme
Alena Fröde, TU Bergakademie Freiberg, Germany

Research methodologies and practice-led doctorates: a view from below
Dr Nico Pizzolato & Dr Abdulai Abukari, Middlesex University, UK

How can the impact of workplace attachments be maximised for the host organisation as well as the student?
Elizabeth Stevens & Dr Jennifer Gosling, London School of Hygiene & Tropical Medicine, UK

These posters will be displayed for the duration of the Conference, with the authors giving a five-minute introduction to the poster during the following session – page?

Session 2
Friday 11th April – 3.20pm – 4.00pm

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4th International Conference on Professional Doctorates
Page 11
The following posters will be displayed for the duration of the Conference

**Poster Displays**

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<td>Integration of health &amp; social care occupational therapy: the complexity of change</td>
<td>Susan MacGregor, Glasgow Caledonian University, UK</td>
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<td>About me, for me or with me? Service user and carer involvement on the Staffordshire &amp; Keele Clinical Psychology Doctoral Training Programme</td>
<td>Dr Stephanie Hutton, Staffordshire University, UK</td>
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<td>Utilising Direct Observed Procedural Skills (DOPS) enhanced by video as a learning tool</td>
<td>Roddy McLeod, Dr Neil M Harrison, Prof Jean S Ker &amp; Robert Smith, University of Dundee, UK</td>
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**Research Student Poster Displays**

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<td>An investigation into how a globalised lifestyle, international capital and an international schooling experience influence the identities and aspirations of young people</td>
<td>Jonathan Young, St. John’s International School, Belgium</td>
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<td>Conflict and politics of oil in the Niger delta region of Nigeria: a review of the corporate social responsibility strategies of the oil companies</td>
<td>Beloveth Nwankwo, University of Derby, UK</td>
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<td>108</td>
<td>The impact of government policy on quality management implementation in Nigerian universities</td>
<td>Niyi Adetunji, Cardiff Metropolitan University, UK</td>
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**Conference Information**

**Session Venues**

Conference sessions will take place in the following rooms:
- Weston Studio
- Victor Salvi Room
- Seligman Room
- Sony Room
- David Morgan Room
- Function Room 6
- Awen Foyer

All the rooms are located on Level 2, with the exception of the Weston Studio which is situated on Level 1. There is a lift between Levels 1 and 2.

All plenary sessions will take place in the Weston Studio. 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 are within close vicinity of each other and each room will be closely signposted. There will be an individual room timetable posted on the door to each room, this is to aid you in locating the right session.

**Session Sign-Up Sheets**

Sign-up sheets for non-plenary sessions will be available on notice boards in the Awen Foyer.

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 (RTD)

RTDs will take place in the Victor Salvi Room.

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.

RTD session F is reserved for those Round-Table-Discussions which were over-subscribed for their initial session. RTD authors who are happy to lead their discussion for a second time indicate so by adding their details to the list on the board in the Awen Foyer.

Conference Dinner

The Conference dinner will take place in the Marble Hall of Cardiff’s City Hall.

The pre-dinner drinks reception – which includes a performance from the Cardiff Male Choir – begins at 7.00pm, with seating for dinner expected to take place at around 7.45pm.

City Hall is located approximately 2 miles from the Millennium Centre. Return transport has been arranged for the dinner. This will collect from and return to the four main Conference hotels (The St David’s, The Future Inns, The Novotel and the Maldron). Please see the notice board in Awen Foyer for a detailed timetable.

Dietary Requirements

If you have any dietary requirements please advise the serving staff.

Extended Abstracts

Unlike in previous years this brochure contains only the shortened abstract for each paper. Copies of the extended abstracts are available electronically.

Throughout this brochure you will see a number of QR codes and URLs. Accessing these will direct you to the extended abstracts for each paper.

QR codes can be scanned by any smart phone, using any QR reader app. These apps can be downloaded free-of-charge from your phone’s app store. Alternatively please direct your browser to the URL given next to the QR code.

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.

About the Conference Organisers

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. The ambitious programme of development of the Hendon campus is now complete.

As well as a successful PhD programme, Middlesex offers an Ed. D. an Arts D., a DBA and a highly successful Doctorate in Professional Studies that has a large transdisciplinary 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 transdisciplinary programmes run directly from the Institute and take a practitioner-led 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 Institute supported the work of The Centre for Excellence in teaching and learning in WBL; http://www.mdx.ac.uk/wbl; http://www.mdx.ac.uk/wbl/ sponsors of this conference.
The UK Council for Graduate Education was founded in 1994 to champion the interests of graduate education. Its first Chair was Professor Robert Burgess, currently Vice-Chancellor of the University of Leicester.

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.’

Charity Statement:
UKCGE was granted Charitable Status in 1997 by the Charity Commission for England and Wales (Registered charity number 1061495). The Council’s not-for-profit 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.

In this, our 20th anniversary year, UKCGE is proud to be contributing to the ICPD4 conference, one of our most successful ventures, in partnership with Middlesex University

About us
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 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 administration 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

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Special thanks also go to colleagues in Cardiff for their assistance with the organisation of venues:

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Geoff Cook  
Conference & Events Co-ordinator, City Hall  
gecook@cardiff.gov.uk

Brenda Manley  
Events Secretary, Cardiff Male Choir  
www.cardiffmalechoir.co.uk

Faye Tanner  
Business Tourism Executive, Meet in Cardiff  
faye.tanner@cardiff.gov.uk

The Alison Lee Memorial Lecture  
Thursday 10th April  
10.00am – 10.30am

Professor Alison Lee  
Professor of education at University of Technology, Sydney, died in September 2012. She was the founding director of the University of Technology, Sydney’s Centre for Research in Learning and Change. Professor Lee became a leading authority on doctoral education, publishing a series of co-edited texts; Changing Practices of Doctoral Education (2008), Publishing Pedagogies for the Doctorate and Beyond (2010) and Reshaping Doctoral Education: International Approaches and Pedagogies (2012).

Described as “A truly major scholar” who transformed our understanding of doctoral research” (Times Higher Education 4th October 2012) Alison was intricately involved in establishing ‘The International Doctoral Education Research Network’ (IDERN) which was formed in 2007 to provide the possibility for researchers on doctoral education around the world to generate dialogue on knowledge creation and doctoral pedagogy.

The ICPD had been communicating with Alison regarding her involvement as a keynote speaker firstly at ICPD 2 which took place in Edinburgh in 2010 and again at ICPD 3 which took place in Florence in 2012. Alison became an external international adviser to the conference series. We were in close contact with her during the time leading up to the 2012 conference and were overwhelmed with her encouragement for the ICPD conference series and her very positive outlook and enthusiasm for Professional Doctorate education.
The Alison Lee Memorial Lecture

Thursday 10th April
10.00am – 10.30am

Educating for Practice: A Lifeworld Perspective

Professor Gloria Dall’Alba
University of Queensland, Australia

Gloria Dall’Alba is currently Associate Professor of Higher Education in the School of Education at the University of Queensland in Brisbane, Australia. She coordinates UQ’s Graduate Certificate in Higher Education. She has previously held appointments at RMIT University and the University of Melbourne, as well as in Sweden at Karolinska Institute and Gothenburg University.

Gloria’s research interests include education for the professions, higher education pedagogy, workplace learning and qualitative inquiry. Her research draws substantially upon hermeneutic phenomenology, especially relating to notions of learning, teaching, professional practice, and inquiry. She has published extensively on a range of issues relating to higher education, workplace learning and research inquiry in book chapters and in journals such as Studies in Higher Education, Educational Philosophy and Theory, Review of Educational Research and Organization Studies. Her recent books are Learning to be Professionals (Springer) and Exploring Education through Phenomenology: Diverse Approaches (Wiley-Blackwell).

Conventional approaches typically conceptualise practice as two separate entities: the practitioner and the work to be performed. The individual practitioner is seen as independent of the work. This dualist ontology has been questioned over the years. In recent decades, practice-based approaches have intensified the critique (e.g., Lave & Wenger, 1991), arguing that a dualist conceptualisation does not capture key aspects that only manifest while work is being performed.

From a lifeworld perspective, practitioners are not separate from their work, but we are always already entwined with others and things in our various practice worlds, for example, the world of occupational therapy, archaeology and so on. In this lecture, I identify some key features of adapting such a perspective, with brief illustration from empirical research on biotechnology.

Originating in phenomenology, the concept of the ‘lifeworld’ highlights entwinement of life with world. As Merleau-Ponty (1962) pointed out, our entwinement with world means we engage in the world through our body, enacting and embodying our knowing as we perform various activities. We can see this embodiment in skilful performance, as well as when someone is learning complex practice.

Similarly, Heidegger (1962) sees our modes of knowing, such as architecture and physics as not limited to knowledge, but “a way of Being-in-the-world” (p. 409). Not only do we enact what we know, but we embody these ‘ways of being’ in the world.

In research on the practice of biotechnology, students and experienced researchers not only learned about and enacted gene manipulation, drug synthesis, and using specialised lab equipment, but also how to be scientists. This is because learning incorporates not only what we know or can do (an epistemological dimension), but also how we are learning to be (an ontological dimension).

Our entwinement with world makes learning possible. Through highlighting this entwinement, a lifeworld perspective has much to offer in advancing research on practice and educating for practice, including in professional and practice-led doctorates.

References

To view a copy of the presentation and for other related materials please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_99

The Alison Lee Memorial Lecture

Thursday 10th April
4.30pm – 5.00pm

Tame and wicked doctorates: Knowledge and practice in the corporate university

Professor Gary Rolfe
Swansea University, UK

Gary Rolfe is Professor of Nursing in the College of Human and Health Sciences at Swansea University. He qualified as a mental health nurse in 1983 and has an academic background in philosophy and education. He teaches reflective practice, practice development and the philosophy and practice of research, and has published ten books and over one hundred journal articles and book chapters on philosophical aspects of practice, research methodologies, practice development and education. He has been invited to speak at conferences across the world, including keynote presentations in USA, Canada, Australia, New Zealand and throughout Europe. Since moving to Swansea University in 2003 he has worked with practitioners across West Wales to establish the Wales Centre for Practice Innovation. Gary co-wrote and teaches on the College’s professional doctorate which is aimed specifically at the needs of health professionals. His most recent book, ‘the University in Dissent’, explores the challenges faced by the corporatisation of the university in the 21st century.

Whilst the professional doctorate is becoming ever more accepted and established in our universities, it continues to have its critics who complain that it is less rigorous than the traditional PhD, and in some cases that it is not at a sufficiently high academic level for the award of a doctoral degree. Some have even called for its abolition.

Distinguishing in this way between the PhD and the professional doctorate is unhelpful and unfair; rather than evaluating the latter according to the criteria of the former, we need to think about what each approach has to offer to its students. By definition, most of the students enrolled on professional doctorates are practitioners, many from the ‘people professions’ such as nursing, health care and education. In this paper, I will explore the requirements of these practitioners for knowledge and theory which will help them to cope with the so-called ‘wicked problems’ encountered in the swampy lowlands of everyday practice. I will suggest that the propositional knowledge created by the traditional technical rational approach to doctoral research is inadequate for addressing unique and intractable problems which cannot be articulated in advance and for which there are often no solutions. In its place, I will offer the idea of the ‘wicked doctorate’ which is conducted in the midst of practice by the practitioner herself, which blurs the distinction between knowing and doing and between the roles of practitioner, researcher and theorist.

To view a copy of the presentation and for other related materials please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_98
Ingrid will base her plenary presentation on her wide experience of research and publications in the field of Professional Doctorates. A summary of Ingrid’s plenary talk will be distributed in your delegate’s pack.

Professor Ingrid Lunt
University of Oxford, UK

Professor Ingrid Lunt is Director of the Doctoral Training Centre (DTC) at the University of Oxford. She was formerly Director of Graduate Studies in the Department of Education at the University of Oxford and before that Dean of the Doctoral School at the Institute of Education, University of London. Her research interests are doctoral education, and higher education, particularly in a comparative perspective, and she is currently engaged in researching Social Science DTCs. She has a career-long passion for doctoral supervision, and for finding ways to ensure that this works as productively as possible for all students.

In the past 20 years, professional doctorates have moved from the margins to the mainstream of postgraduate research degree provision. Over this time programmes have developed a clear identity and increasingly well defined position in the production of practice relevant research and knowledge. People have gradually come to understand what it means to study for a professional doctorate. However, the scope and reach of professional doctorate programmes has enlarged, and the conditions under which participants work and study have changed significantly in recent years. The initial reference point for these programmes, the PhD, has also transformed, and universities have faced numerous challenges from increasing competition and the internationalization of higher education globally to funding concerns and research concentration locally. Given this shifting landscape, it is apposite to re-consider the place of the professional doctorate and, both as providers and participants, what we are trying to achieve and how we attempt to achieve it.

Andrew Brown is a sociologist of education with a particular interest in doctoral education and research capability and capacity building. He was Programme Leader for the EdD at the Institute of Education University of London (IOE), where he subsequently served as Dean of the Doctoral School. For the past two years, he has been working in Singapore as Director (Research) of the Institute for Adult Learning, part of the Singapore Workforce Development Agency, where he founded three research centres and initiated a programme of policy and practice relevant research in adult vocational education. He has been visiting professor at the National Institute of Education, Singapore and the Hong Kong Institute of Education. He has conducted research on professional doctorates (published as ‘Professional Doctorates: Integrating Professional and Academic Knowledge’ with David Scott, Ingrid Lunt and Lucy Thorne) and worked as a consultant on higher education and research capacity building projects in Europe, Africa, Asia and South America. He is currently Professor of Education in the Department of Lifelong and Comparative Education and Centre for Higher Education Studies at IOE, from 1st September 2013, Dean of the Faculty of Policy and Society.

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To view a copy of the presentation and for other related materials please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_97

To view a copy of the presentation and for other related materials please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_96
The authors of this paper are currently professional doctorate students in the Manchester Institute of Education at the University of Manchester. As we have progressed through the programme, we have experienced significant changes in our professional identities. We are interested in the relationship between these changes and our pedagogic, discursive and social experiences as learners. We aim through this enquiry to conceptualize those changes, to understand better the symbiotic relationship between our identities as researchers and as practitioners, and to contribute our findings to the University’s review of the EdD programme.

A total of 8 EdD students who have been part of the same cohort in the EdD Education programme agreed to participate in a three-stage process. Stage 1 is the production of individual narrative experiences and reflections; Stage 2 is semi-structured interviews; and, Stage 3 is a focus group where the thematic analysis from Stages 1 and 2 is examined. Our findings show that there are individual as well as group theorisations about how professional identities are understood and articulated, and our contribution through this paper is to examine the relationship between the espoused aims of a programme and how this is interplayed with the professional learning of students.

Importantly, we show the complexity and non-linearity of learning and how the bespoke approach to research design and the writing of research papers enables and supports this.

The findings from this study can benefit both doctoral researchers and those who facilitate their learning. They also contribute to knowledge about the range of global approaches to professional and practice-led doctorates. Our research forms the basis of a longer-term study of a cohort of doctoral researchers through and beyond their doctoral studies.

To view the extended abstract (and other related material including slides and handouts) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_20

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This paper seeks to illuminate the decision making that needed to be addressed in the course of the development of a doctoral programme concerned with the integration of research with clinical practice in the fields of counselling psychology and psychotherapy. The practitioner programme in question is itself based on an integrative model for thinking and practice adding a further layer of complexity that is also illuminated in some detail. The design of the programme has included the assessment of UK Quality Assurance Agency (QAA) designations of what constitutes a doctoral standard as well as the requirements of particular professional bodies in terms of the development of competencies that will lead to relevant professional registrations.

The paper outlines the ways in which QAA doctoral descriptors were adapted to the language of the fields of counselling psychology and psychotherapy and put together into a coherent frame of reference that reflected practice based doctoral activity. It then provides a critical review of research that was designed to enable the assessing team to clarify and monitor the competencies of applicants to the programme. This included the running of focus groups with staff team members to tease out descriptions of competencies that would need to be assessed at the point of intake to the programme. Analysis of focus group data, together with a consideration of QAA requirements, has led to the development of a coherent assessment procedure that is described in some detail. These intake procedures were then followed up in terms of the subsequent performance of candidates in the first year of the programme. The research and assessment activities described have become an on-going part of evaluation procedures for the course and are contributing to more international involvement of the evaluation of progress and outcomes in education activities of this kind. The paper concludes with some reflections on the need for transparency and further research on the articulation of standards for professional doctorates.

To view the extended abstract (and other related material including slides and handouts) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_60
Generic professional doctorate programmes may ensure the viability of professional doctorate programmes (Park 2007). However, we suggest that the benefits extend far beyond programme sustainability and other institutional advantages. One benefit is the opportunity afforded to students through learning in a multiprofessional cohort. This has particular resonance in the disciplines of health and wellbeing in which successive policies have identified the imperative for multidisciplinary approaches to workforce development (e.g. DH, 2012, DH 2013a, DH 2013b).

The aim of this paper is to present the findings of a study conducted to explore the personal meaning that students hold regarding the value of multiprofessional engagement in a professional doctorate programme for health and wellbeing professionals.

The purpose of the study was to explore the personal meanings that doctoral students ascribe to the value of studying within a multiprofessional context. Data were generated through four focus group discussions and two individual interviews. 23 students from four cohorts participated in the study. This approach situates the study within a social constructionist theoretical perspective and is located therefore in a qualitative paradigm (Crotty, 1998). Data were analysed using a thematic approach (Braun and Clark, 2006).

This paper will address one major theme emerging from the data; different but the same, and three associated subthemes namely “travelling alone together”, “being clear and getting clear” and “finding new worlds.” These describe the students’ experiences of finding themselves as a lone professional sharing a journey with others from completely different backgrounds and the transformative impact this has on their academic and professional development. The findings of this study that trace this transformative effect over the four year duration of the doctoral journey provides a unique insight into how multiprofessional learning can be harnessed to inform pedagogical practice at doctoral level.

References

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DH (2013b) Delivering high quality, effective, compassionate care: Developing the right people with the right skills and the right values


Innovative pedagogy in online doctoral education: Exploring the impact of situating experiential learning within a professional context

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

Through substantive examination of teaching and learning practices (Bransford, Brown, & Cockings, 2000), the online program of study and its interconnected core course curriculum and specialization courses are designed using online teaching and learning best practices and a learner-centered iterative approach to design (Webber, 2012). The cycle of instruction is built on an inquiry-based model (Çorlu & Çorlu, 2012; Hwang, Zhuang, & Huang, 2013) that fosters collaboration, student-engagement, and encourages a self-guided and reflective approach to learning. The combination of this innovative approach to online learning design and the equally innovative approach to doctoral education where the students are carefully guided to refine their POP provides a context in which students apply their learning to their context of professional practice.


Presented Papers

Thursday 10th April
11.20am – 11.50am

Professional doctorate research methodologies: new possibilities from beyond the social sciences

Dr Paul Chynoweth
University of Salford, UK

The methodological approaches used by professional doctorate students often mirror those used by full-time academics within their fields of study. Costley & Armsby (2007) found that these are often dominated by a narrow range of social science approaches and argue that alternative techniques could usefully be developed for use specifically in a practitioner research context.

This paper argues that different styles of practitioner research have different objectives and that not all are adequately served by research approaches drawn from the social sciences. Indeed, the dominance of social science approaches within the professional doctorate academic community may betray a restricted view of what can potentially constitute valid research and a lack of awareness of other possibilities.

Using a synthesis of the two models articulated separately by Frayling (1993) and Archer (1995) in an art and design context, the paper explores the distinction between three styles of practitioner research, namely that which is undertaken into practice, for practice and through practice. It equates the former approach with research in the sciences, including the social sciences, but suggests that the two alternative approaches – research for and through practice – are likely to be more appropriate for insider practitioner researchers undertaking professional doctorates.

Both of these alternative approaches are seen to free the researcher of the retrospective, description-driven analysis of what Simon (1969) refers to as the explanatory sciences. Instead, in drawing on Simon’s alternative notion of the design sciences, they encourage the researcher to look to the future and to design and develop solutions to real world problems that are capable of implementation in practice. The paper goes on to distinguish research for and through practice and to identify the nature of the respective methodological approaches that are appropriate for each.

References

Thursday 10th April
11.20am – 11.50am

Exploration of the Potential Role of Professional Doctorates in Practitioner Accreditation within Professional Associations

Dr Annette Fillery-Travis
Institute for Work Based Learning, Middlesex University, UK

Training Course Accreditation is used by the majority of Professional Associations to control the curriculum of professional training in their field and monitor the standard of its delivery. Often the provision of such training is through academic institutions and there are a number of established academic frameworks for assessment of practice in professions such as nursing, veterinary practice and education (Lamont, M, 2013). The focus of such frameworks is generally the robust and testable designation of a newly qualified professional as ‘fit to practice’.

Individual professional accreditation however does not stop at entry level and many Professional Associations seek to provide a range of credentials for their members to achieve as their careers mature. The use made of academic frameworks for assessment of such credentials reduces before or just after Chartered level in most professions. The designation of Fellowships and Senior Fellowships is often assessed by practitioner committees within the Professional Association itself.

In this paper we ask whether Professional Doctorates (either through new research or through Public Works) have a role or contribution to make to professional accreditation at these higher Fellowship levels. Using a review of accreditation practice we explore whether the criteria used within professional associations to assess ‘fellowship potential’ of a member should be or indeed is already congruent with those applied within professional doctorates (Fillery-Travis, 2012). We then consider the case of the World Wide Association of Business Coaches who have identified the Middlesex Transdisciplinary Professional Doctorate as its preferred doctoral route. Does academic assessment add to the robustness of the assessment for Fellowship or does it privilege the ‘academic perspective’ in the highest professional credential available to Professional Associations?

References

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To view the extended abstract (and other related material including slides and handouts) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_70
Progression and completion are long-term concerns in doctoral education and professional and practice-led doctorates have particular issues related to the largely work-based and part-time nature of the candidates and programmes. In responding to this we designed our professional doctorate in Education to specifically address needs of part-time doctoral candidates for support, a sense of belonging and structures to support progress and completion (Manathunga, Smith & Bath, 2004). The result is a professional doctorate course that applies constructive alignment models and responds to doctoral threshold concepts around the learning and teaching of a professional doctorate (Trafford & Leshem, 2009; Kiley, 2009). The programme meets research requirements for transfer and examination and runs as a course which generates challenges in progression and completion (Manathunga, Smith & Bath, 2004).

The paper uses an evaluative design to explore how students perceive the course process and it draws on evidence from assignments and feedback to expose the particular challenge of a curriculum designed as a course to meet doctoral requirements (Caffarella & Barnett, 2000). The outcomes of discussion will support greater understanding of the interplay between the benefits of a course for participants, the effect of course delivery and assessment and research allowing student creativity and exploration.


Kiley, M. 2009 Identifying threshold concepts and proposing strategies to support doctoral candidates Innovations in Education and Teaching International Vol. 46, No. 3, August 2009


As a central factor in the design, the core team has applied Modes 3 and 4 knowledge models to the award. This has supported the deconstruction of subtle doctoral knowledge into modules and learning outcomes. However these factors impact on the student experience, learning processes and outcomes. The paper uses an evaluative design to consider, including the work of Shulman et al (2006) and Olson and Clark (2009) and previous work by the authors of the paper, which underpin the ideas suggested for a way forward.

The paper argues that professional doctorates may be seen to be superior to the modern PhD award and by their structure, focus and intent, provide a relevant alternative with a close focus on the individual’s learning and work. This is a valid and important focus for doctoral research making a contribution to professional knowledge and practice.

References


Malloch, M., Professional Doctorates: An Australian Perspective, in the Work Based Learning e Journal, vol. 1, No.1, Middlesex University, 2010

In 2005, the Arts and Humanities Research Council introduced a Collaborative Doctoral Award (CDA) scheme. This was designed to extend scholarship outside the Higher Education Institutions (HEIs) by awarding studentships jointly to a university and a non-HEI. At the same time, it initiated what was initially termed Academic Analogue status, later Independent Research Organisation (IRO) status, where institutions that met certain criteria were awarded this status that enabled them to lead on funding applications to AHRC.

In 2013, the CDA scheme was changed to a new scheme, the Collaborative Doctoral Partnership (CDP) scheme, whereby these IROs and other non-HEIs could apply in their own right for studentships, for which they, rather than the university, select the doctoral subject and then advertise the studentship to universities/students. Under this new scheme, in January 2013, 55 of these studentships annually for the next 3 years were awarded to a group of 18 organisations, and the first cohort of students have just started their doctoral study. The CDP group is acting in concert to deliver training etc. and believes that this is the largest funded cohort of practice-led arts and humanities doctorates in the UK.

The shift to professional and practice-led choice of doctoral subject has shifted the balance of power in this area to cultural institutions, and, given the numbers of studentships and the institutions involved, this has the potential to raise the practice-led doctorate to a position of some influence in the arts and humanities doctoral field. Moreover, AHRC has stipulated that the doctorate must support the institution’s work, and with a much sharper focus on practice-led training, there are serious pedagogical implications for this shift.

This paper, submitted on behalf of the wider CDP group, will explore some of the challenges, opportunities and implications presented by the new scheme.

Inter-professional Approaches for Professional Doctorate Healthcare Programs

Prof Patricia Komuniecki
The University of Toledo, USA

The University of Toledo (Ohio, USA) is a comprehensive, state research university with an enrollment of 21,000 including 4,500 graduate and professional students in 12 colleges. There are 40 doctoral programs, including seven professional doctorates, and 128 master’s programs, including 10 professional degrees. The presentation will focus on innovative approaches to inter-professional education (IPE) for healthcare students seeking the following professional doctorates: Doctor of Physical Therapy (DPT), Occupational Therapy Doctorate (OTD), Doctor of Nursing Practice (DNP), Doctor of Medicine (MD), and Doctor of Pharmacy (PharmD). In addition, these approaches also can involve students in professional master’s programs including speech-language pathology, social work and physician’s assistant (PA) programs. Three IPE doctoral initiatives will be discussed: new didactic courses (including the Management of Patient Care course), use of Simulation Centers, and a Clinical Skills Center course. In all these approaches, the graduate learning environment includes team teaching with faculty from four colleges: Health Sciences, Nursing, Medicine and Life Sciences, and Pharmacy and Pharmaceutical Sciences. Further, these approaches are designed to include professional doctoral students from all four colleges, so that the learning and practice environments include medical students working side-by-side with nurses, PA’s, PT, OT and PharmD students in a manner designed to best approximate the clinical environment. All these experiences emphasize team building skills and a strong appreciation for the varied professional backgrounds of the team members in order to deliver high quality patient-centered care. Notably, all the professional doctoral programs at The University of Toledo are accredited by the appropriate national professional accrediting bodies (LCME, CCNE, ARCPA, CAPTE, ACOTE and ACPE) and these groups have been very supportive of these new inter-professional approaches.

To view the extended abstract (and other related material including slides and handouts) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_33

The shifting doctoral landscape in Art & Design: relocating support networks in line with para-academic aspirations

Jacqueline Taylor
Birmingham City University, UK

As well as providing support for progression and completion, institutions are required to develop researchers’ skills and have an awareness of employability as enshrined by various funding and research bodies (RCUK, QOA, Vitae, AHRC). The ecology of Art & Design doctoral study has significantly evolved over the past ten years, largely due to the increase in practitioners undertaking PhDs and practice-led researchers (Mottram et al, 2007:26). Resultantly, the reasons for undertaking a PhD in Art & Design and students’ expectations of how it affects their professional development have changed.

This paper will examine key findings of a research project I undertook in the 2012/13 academic year with Dr Sian Vaughan at Birmingham Institute of Art & Design, one of the largest Art & Design research cohorts in the UK. Our study explicates students’ motivations and aspirations for undertaking Art & Design doctoral research today in relation to employability. Former and current students that started to work towards or completed their PhD after the year 2000 completed in-depth qualitative surveys which enabled us to get substantial qualitative and narrative responses and detailed insights into students’ perspectives.

I will situate demographic shifts in relation to increasing numbers of current students’ aspirations to have ‘para-academic’ careers (Macfarlane, 2011; Whitchurch, 2012) which blur previous distinctions of working ‘inside’ or ‘outside’ academia within and beyond the University context. I will argue that the entwining of academic, practitioner and industry roles has forged a new trans-disciplinary landscape which has impacted the student experience, whereby doctoral students increasingly undertake multiple paid and unpaid roles alongside their PhD study to gain experience beyond the thesis and skills training even if they are full-time and funded. I will argue that within this shifting landscape, new modes of doctoral support and training must be developed to accommodate students’ changing developmental needs through pedagogical frameworks that support employability as embedded within it.

To view the extended abstract (and other related material including slides and handouts) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_82
The expectations with regard to quality of research in the fields of Architecture, Design and Arts as well as its education are constantly higher. In organised research education, academic standards of ‘designerly’ research are being taught and discussed, and the PhD students learn to master the research craft. The final trial is the assessment of the doctoral thesis, where a committee decides whether an expected level of ‘doctorateness’ has been achieved.

During the last years a discussion has emerged on how to define the concept of ‘doctorateness’ in the contemporary situation of developments in different fields of knowledge, both in traditional academic disciplines as well as in creative fields. This research project “Doctorateness in the Making Disciplines” studies how the concept of ‘doctorateness’ could be considered in our own field of architecture, design and arts, and arts and design education. The aim of the project is to provide a more operative definition of ‘doctorateness’, which could become a pedagogical tool to be used in research education, in dialogues with professionals on field-specific knowledge and in assessment of doctoral work.

The earlier stages of the project were reported at the previous conference on Professional Doctorates (Dunin-Woyseth and Nilsson, 2012). This paper concerns the most recent stage which is based on the planned expert symposium where a group of international experts in assessment of doctoral work in creative fields will be requested to elaborate on their understanding of concepts of “doctorateness” and on field-specific criteria for adequate assessment of research in the Making Professions.

It is expected that the insight derived from the symposium will be the next step in the research project on the way to developing approaches for establishing appropriate protocols and standards for doctoral examination processes in practice-based fields.

History continually unfolds and presses into the present; man makes his own history not of his own making, at least that was the paradox at the heart of Karl Marx’s standpoint in moving to understand what we do in practice. And, as one possible locus for the deconstruction of practice in contemporary research we might start with the cultural theorist, Stuart Hall’s, conception of identity: ‘identities are the names we give to the different ways we are positioned by, and position ourselves within, the narratives of the past’. Indeed, in one such narrative, following the 9/11 terrorist attack on the twin towers and President Bush’s Patriot Act issued on 26 October 2001, the legal status of the individual was erased, producing an unclassifiable being. Moreover, in this context and in searching for a place to commence deconstruction we might ask from where does this ‘state of exception’ arise in our history? With help from Georgio Agamben this study returns to Aristotle’s distinction between ‘bare life’ and the ‘good life’. The deconstruction of archives will show that consonant with structure of the language of qualitative research and the sovereign powers of the human sciences variously used to express the ‘good life’, in the biopolitics of contemporary research ‘bare life’ for us all is rendered as a ‘state of exception’. One particular implication of the reproduction of such biopolitics is here examined in relation to three dominant contemporary conceptions of ‘doctorateness’. Here Kevin Flint’s deconstructive reading of practice points the way towards the exploration of a radically different conception of doctorateness to those in vogue in the literature - that challenges the gathering powers of language driving the extant order in the multiplicity of forms of social and educational research.

Bibliography

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A Comparative Qualitative Study on Mobility of Doctoral Students: A Case Study from Germany (Saxony) and Czech Republic (North Bohemia)

Dr Angelique Leszczawski-Schwerk & Alena Fröde
TU Bergakademie Freiberg, Germany

The new innovative research project “Promovieren in Sachsen – International” (To do a doctorate in Saxony – International) was launched 2013 at the Centre for Advanced Study and Research (GraFA) at the Technical University Bergakademie Freiberg/Germany, in cooperation with the University of Jan Evangelista Purkyně (UJEP) in Ústí nad Labem in Czech Republic. The aim of the project is to develop a qualification programme during the doctorate, which is economy-related and orientated on sustainability.

In our paper we will focus on our study on mobility of doctoral students (as part of the project) and analyse their motivation for a doctorate at the Technical University of Freiberg. We will present first results of our qualitative study and show that individuality, on the one hand, and different motivations to do a doctorate and various types of mobility are crucial on the other hand. Moreover the results of the study on mobility will be compared with the Czech University to transfer it to the development of an aimed-at qualification programme for doctoral candidates consisting of different modules related to research, science and management/leadership as well as creating a recruitment strategy. Furthermore we will discuss the differences and similarities of the doctorate at the universities located in the region of Saxony and North Bohemia.

To sum up, the paper will shed light on the motivation and mobility behaviour of doctoral candidates, which includes the comparison of two universities with different systems of higher education and doctorates to develop further an innovative qualification programme for doctoral candidates of both universities.
A Conceptual Framework & Signature Pedagogy to Develop Scholar Practitioners and Leaders of Change

Dr Wendy Ruona & Prof Karen Watkins
The University of Georgia, USA

Thursday 10th April
4.00pm – 4.30pm

In the full submission, we will explore the conceptual foundation of an Ed.D program at the University of Georgia (United States) that aims to provide a rigorous alternative for doctoral education in applied fields. Our conceptual framework is grounded in a distinctive notion of how a doctorate for professional practice is distinctive from a more traditional Ph.D. degree. We emphasize developing professionals that are (1) Scholar-Practitioners (Ruona & Gilley, 2009) and (2) Leaders of Change (framed in a way that emphasizes values rooted in humanism and social constructionism).

This conceptual framework led us naturally to action research as a signature pedagogy (Olson & Clark, 2009; Shulman, 2005). We intend for students to create actionable knowledge (Argyris, 1996)—knowledge that is generated when we address real problems of significant concern and help practitioners know what to do to address those problems. Action research uniquely fosters developing leaders of change and integrating practice and research, in that it requires the researcher to collaboratively engage a system in a change process, while generating new knowledge that adds to the knowledge base (Coghlan & Brannick, 2010).

The full paper (and corresponding presentation) will describe the theoretical undergirding of the conceptual framework, explain the specific ways that the curriculum and doctoral experiences bring it to life, and discuss how action research dissertations enable us to tie it all together to develop students as scholarly leaders. In addition, we’ll share some initial findings from a qualitative study of our alumni and current students related to their experiences as related to the conceptual framework and signature pedagogy.

Key References


So who wants to do an EdD anyway?
Evidence from the IoE EdD 1996-2013

Dr Denise Hawkes
Institute of Education, UK

Friday 11th April
10.00am – 10.30am

In thinking about the future developments on the Ed.D. programmes at the Institute of Education, it is important to consider who elects to undertake an Ed.D. in the first instance. This paper looks back across the students who have undertaken the Ed.D. since 1996 and the International Ed.D. since 2001 and considers which professional settings they have come from. Looking across different professional settings, we compare completion times and progression markers such as the completion of the taught courses across the Ed.D. and International Ed.D. It is hoped that understanding which groups of professionals complete the Ed.D. in a timely fashion and which groups take longer will help by providing evidence as to which additional resources could be most useful to produce. In addition such information will provide evidence as to which professional settings have the largest institutional constraints for the Ed.D. candidate to navigate and therefore where additional support may be needed for timely completions of the programme.

To view the extended abstract (and other related material including slides and handouts) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_19
Professional doctorate education (the doctor of nursing practice (DNP)) in nursing in the U.S. has surpassed research doctoral preparation for the first time. While there are standards establishing essential competencies in the practice arena, the academy remains undecided about the form that the end of program requirements should take. This inability to reach consensus on end of program scholarly outcomes presents problems for the discipline of nursing for several reasons: inconsistency in preparation for utilization of research skills following graduation, uncertainty in the marketplace about research capabilities of new DNP graduates, inadequate preparation of DNP graduates to become part of the professorial ranks, and loss of valuable contributions to the discipline of nursing due to inadequate preparation as scholars. In addition, if inadequately prepared DNP graduates become the predominant doctoral workforce, then the science of nursing will also be negatively impacted. This session will provide an overview of strategies to enhance scholarship and scholarly productivity during the DNP program, including criteria for testing essential competencies with a final general examination following the completion of coursework and a clinical practice dissertation aimed to produce a beginning scholar not only for the discipline of nursing, but also for the multidisciplinary marketplace. Final products to be addressed also include the publishable manuscript, a poster presentation and oral defense of the dissertation. Steps to increase quality in professional doctoral programs are of paramount importance if the DNP is to be valued both in the U.S. and internationally.

The University of Sunderland has run a professional doctorate programme for seven years. To date 23 students have graduated from the programme, drawn from a range of professions, including pharmacy, management, engineering, education, the caring professions, and the arts. Our programme seeks to develop personal transformation and enhanced reflexivity in candidates. We have evidence to show (Smith et al, 2011) that its multidisciplinary nature helps to free candidates from their existing norms and explore different perspectives. We encourage candidates to explore their own value set, in order to gain a deeper understanding of their professional identity. We are aware of the resistance candidates may face in the workplace when they seek to challenge existing attitudes, and when their doctoral studies unravel values which may conflict with those of their colleagues or their employer. It is important that we provide our graduates with tools which will enable them to overcome or develop resilience to such conflict and resistance. This paper will explore the continuing journey of our graduates, now they have had a chance to reflect on their own personal transformation. The methodological approach taken is the thematic analysis of a set of narrative accounts, obtained from the graduates. Interestingly, early signs from the data suggest that, for many, the professional doctorate has been a major factor in career development and change, with 13 of the 23 subjects having changed jobs during or after graduation. It is important that, as a community committed to practice-based doctorates, we prepare our graduates for the conflicts that personal change can initiate. This paper will begin to explore this complex area, and provide qualitative data to illuminate the issues involved.

Reference
Johns Hopkins University EdD: Innovation in Professional Practice Doctoral Education

Dr Stephen Pape, Dr Chadia Abras, Dr Christine Eith & Dr Joan DeSimone
Johns Hopkins University School of Education, USA

At the foundation of the Johns Hopkins University (JHU) School of Education Doctor of Education program is knowledge in the theory and research related to three core areas: (1) the Science of Learning including innovations informed by mind and brain research and emerging technologies; (2) educational organizations, contexts, and systems; and (3) analytical methods of applied research and evaluation. To address the growing need of educators and educational leaders, JHU has developed an innovative, integrated, and coherent online Doctor of Education (EdD) program based on Boyer’s (1997) expanded definition of scholarship, where students enter with a stated Problem of Practice (POP) and develop their chosen research through multidisciplinary coursework and an Applied Dissertation situated within their context of professional practice.

This presentation will highlight the cohesive program structure with a focus on connecting doctoral education to professional practice through a professionally contextualized POP. The strategically designed online course content builds throughout the program connecting themes and issues examined in early courses to be revisited in more detail from different perspectives in later courses across the curriculum. These multiple perspectives are connected with professional practice through the student’s POP and integrated into the projects within coursework. Students examine the POP within the very first courses and continue refining it as they progress through the program and through their chosen area of specialization culminating in an Applied Dissertation. Further connecting the academic and the professional, courses examine real-world cases from both theoretical and empirical perspectives that, in some instances, will result in an analysis-driven recommendation to a professional organization.

Data will be presented on the success of integrating the academic and professional spheres through online doctoral education, with particular attention given to the application of a POP as a vehicle for students to create a valued impact within their professional organization.


To view the extended abstract (and other related material including slides and handouts) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_48

‘Thank goodness for the cohort’!

Dr Brian Ellis & Dr Yvonne Robb
Glasgow Caledonian University, UK

This paper will present a thematic analysis of data collected in the reflective diaries of the first six Professional Doctorate Cohorts in Glasgow Caledonian University during the period 2007-2012. In stage I of the programme when students are undertaking the taught modules the diary is made available in the classroom for the students to record anything they wish to say about their programme. The diary for the cohort is also brought to the professional doctorate student conference at the beginning of stage II when students present and defend their research proposals.

The preliminary qualitative analysis shows that there is a strong cohort effect all through stage I of the programme and concerns are expressed at the beginning of stage II when the student will no longer be studying as part of the cohort, but as a more “isolated” doctoral student attending supervisory meetings with their Director of Studies and second supervisor. A rigorous thematic analysis will be carried out on the data using the framework suggested by Braun and Clarke (2006).

The quantitative data from assessment boards and progression of research students shows that the majority of students complete part I successfully and timeously, but that in stage II the progress for many is much slower than anticipated.

Bringing both the qualitative data from the cohort diary and progression figures together would strongly suggest that we should try to maintain the powerful benefits of the cohort effect in Stage II (research stage) to enhance timely completions.

Reference

To view the extended abstract (and other related material including slides and handouts) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_42
Our students are already immersed in transformative change within their professional roles; such projects matter to professional doctoral students’ career development and personal growth. Our curriculum change put explicit signposts to the next generation of leaders and bridging the research-practice nexus. Achieving real-world impact, growing the stakeholder community of scholar-practitioners, and working within the HE sector, highlighting the opportunities of a DBA student already transitioning to academia. She is afforded a unique social support network: her colleagues and faculty mentors helped her master the specialized discourse of the research community (Hager, 2009). Co-workers modeled “thinking like a scholar thinks, writing like a scholar writes” for her new community of academics and practitioners. Conversations with colleagues reinforced her commitment because “they knew what I was going through.” Her faculty mentors/advisors understood the DBA’s focus upon contribution to managerial practice. Together, these two communities of peers and advisors demonstrated ethical and nurturing developmental support. Recommendations for program delivery and supervisor development include:

- Capitalize on specialized support networks of professional doctoral students already employed in the HE sector.
- Identify advisors and mentors at multiple levels of the sr./jr./peer spectrum to afford multiple models of scholar-practitioner integration and discourse mastery.
- Train supervisors in securing/identifying psychosocial developmental support networks.

References


To view the extended abstract (and other related material including slides and handouts) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_58

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Friday 11th April
11.20am – 11.50pm

Ethical Dimensions of Supporting International Research for Students in an Online Professional Doctorate Program

Jenny Sherer & Dr Leilani Endicott
Laureate Online Education, USA

For many students living in regions with limited educational opportunities, attending a university with an online program facilitates a higher degree which may not be otherwise possible. Furthermore, because they are able to remain in their home country, they are able to conduct applied research that directly benefits their home community of practitioners.

However, while such programs offer greater flexibility for students, the international differences also create unique challenges when considering the two countries’ laws, ethical standards, and research quality procedures. Local laws, social customs, and infrastructure may conflict with a university’s standard research procedures. Students are put in the difficult position of facing university requirements that were originally designed for research conducted in the university’s country. The students may be forced to compromise the study’s overall benefit to the professional community if the university does not thoughtfully engage with international researchers on these challenges.

As an online institution offering multiple professional doctorates, Walden University supports students conducting research in countries all over the world. While there are university regulations which must be followed, it is also imperative to identify where compromises can be made not only to support the student but also to ensure the research is conducted in a culturally appropriate manner. Thus, to better support students we use a principle based approach, which focuses on upholding the university’s identified ethical principles, as opposed to relying solely on fixed rules. Through the presentation of case studies, ethical standards that should be considered will allow for discussion of how this approach provides better support for professional doctorate students and ultimately, higher quality applied research in international settings.

To view the extended abstract (and other related material including slides and handouts) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_56
Staff development for a professional doctorate: a socio-cultural analysis of the use of action learning sets

Dr Hazel Messenger
London Metropolitan University, UK

The Doctor of Business Administration (DBA) course at London Metropolitan University adopts the use of student action learning sets as part of its pedagogical approach. Called Participatory Research Groups (PRGs) these action learning sets provide students with the opportunity to discuss their research progress and to receive critical support from their peers and the participating member of the staff team.

In order to provide support for their own development, the staff team have formed themselves into a parallel action learning set which is guided by an independent chair from the university’s research staff. Research into the development of pedagogies appropriate for professional doctorates is an emerging area, and this staff action learning set has been found to provide a successful and mutually supporting environment where issues associated with developing practice can be explored. This has been in marked contrast to the experience with some of the student-focused PRG’s, which have been characterised by lack of engagement.

Taking a socio-cultural view of the two action learning sets provides a way of making comparisons, and identifying issues that restrict or enable development and growth. As explained by Rogoff (2003), humans develop by changing participation in the socio-cultural activities of their communities, which also change. The action learning sets could be described as purposeful learning cultures, but analysis of them is not an easy task. Help comes from Cultural Historical Activity Theory (CHAT), as developed by Engeström (1987), and the Russian concept of ‘activity’, best translated into English as “high level thinking doing and being of an individual [or group] in a given social context” (Ryle, 1999:413).

This approach has provided the staff team with the tools to enable them to analyse the complex situations that they are involved with, and may provide other academic teams with information that can support the development of their own professional doctorate pedagogies. This paper explores the history, construction and operation of both learning sets with a specific focus on staff development and its transferable application in other academic contexts.

References

Investigating the use of social media in and beyond the professional doctorate classroom: debating its value for actively building engaged communities of practice

Dr Katy Vigurs
Staffordshire University, UK

Increasingly, doctoral students see learning through ‘a range of relationships’ as crucial to their progress and development as researchers (Leonard et al., 2006). The literature on students’ experience of doctoral education identifies a number of key themes. For example, the process of undertaking doctoral study necessarily involves a change of identity for students – “becoming a researcher’ in addition to ‘being a professional’ – and it is argued that this process of identity-formation should be an explicit part of the doctoral learning process (Drake, 2011; Green, 2009; Leonard and Becker, 2009; Crossouard and Pryor, 2008). But how does this happen in practice and is it effective?

Drawing on Minocha and Petre (2012) and Mollet et al. (2010), the workshop will focus on the potential role of social media to encourage the development of interactive, virtual academic networks and constructive social relations with individuals/organisations beyond the supervisory team. The workshop seeks to explore whether social media can be strategically harnessed to build useful connections with other academics, practitioners and doctoral students.

The workshop will begin with a brief ‘think piece’ followed by facilitated small group discussions that will feed into a large group debate.

References
The supervision of professional doctorates in two universities: Experiences of the processes and ways forward

Dr Jane Harden
Cardiff University, UK

Prof Susan Carr & Dr Monique Lhussier
Northumbria University, UK

This paper presents the joint experiences and approaches to professional doctorate supervision from two institutions; Northumbria University and Cardiff University. It argues that the supervisory approach and arrangements required for a professional doctorate student are different than that required for a traditional PhD candidate. Professional doctorate students, like PhD students, are required to make an explicit contribution to knowledge. Their emphasis, however, needs to be in producing knowledge that is theoretically sound, original, and of relevance to their practice area.

This is of increasing importance within healthcare with the growing emphasis on patient driven translational research. As such, the students and their supervisors face unique challenges of balancing academic requirements with praxis. We argue that supervision requires specific tools to make explicit the dialogical relationship between a particular project and the cultural, social, educational and political aspects of its environment.

A soft systems methodology has the potential to highlight the emergent aspects of a doctoral practice development project, their respective and evolving supervisory interactions. This focus of this paper is therefore not about guiding supervision in a managerial sense, but rather at offering methodological suggestions that could underpin applied research at doctoral level.


Higher education currently seems to concentrate on the expedient, developing skills that can function in securing employment in the world of work. Valuable as this may be as a way to satisfy politico-education as an edifying process, where personal development represents an unsettling of a questioning individual seeking as their primary goal to find a place in the world. Such a purpose is disturbing; troubling; uncertain. Yet it is the reality of professional life. Admittedly it is less easy to sell to potential professional than a course offering an illusory sense of certainty, promoted through an instrumental and linear trajectory of students as highly-paid professionals, in a world hewn from the busy-ness of others. In this Weltanschauung, the fetishism of desire In this view, one seeks to find a place in the world of ‘others’ in which one achieves satisfaction from how others see, and demand, one to be. This Rousseauian interpretation does not lead to a sense of profound happiness, which I propose is willed by personal agency and will discuss in the paper. This profound happiness is only aroused from rest beneath the dormant cover of desire satisfaction by troubling students and professional throughout their life through their practice.

This paper presents a model of profound happiness and discusses how this might be sustained through professional identity formation that is facilitated by a currere (Gibbs, 2013) of professional development.

2013 The phenomenology of practice: A currere for professional practice, Studies in Continuing Education

In a long struggle to strike a balance between the practice of education and research in education, the field has been implementing various designs of doctoral programs in attempts to meet the needs of a pluralistic society. In the USA (re)design of Ed.D. programs has been influenced by several movements within the field. The first of these was the work by Shulman, Conkin, Bueschel, and Garabedian (2006) at the Carnegie Foundation for the Advancement of Teaching highlighting the way education, unlike other fields (e.g. law and medicine) had not succeeded at differentiating doctoral preparation for practicing professional and doctoral preparation for new researchers. A four-year study of education schools (Levine, 2005, 2007) had also echoed similar concerns. Additionally, attention was drawn to the lack of rigor of educational research (Levine, 2007; Young, 2008) specifically targeting Ed.D. programs (Shulman, Golde, Bueschel & Garabedian, 2006).

In 2007, 25 colleges and schools of education (Phase 1) came together under the aegis of the Carnegie Project on the Education Doctorate (CPED) to transform doctoral education for education practitioners. An important component of the consortium’s (re)design effort is the Dissertation in Practice. Shulman (2005) described the Dissertation in Practice as the culminating experience that demonstrates the scholarly practitioner’s ability to solve problems of practice, exhibiting the doctoral candidate’s ability “to think, to perform, and to act with integrity” (p. 52).

The purpose of the presentation is twofold: First, to describe and place CPED in an international context; and second, to discuss the results of a mixed methods analysis of 25 Dissertations in Practice from varied institutions submitted in 2013 to CPED Dissertation in Practice Award Committee. The discussion is organized within the framework of CPED’s Working Principles and structured around a collaboratively constructed rubric. To make the discussion more concrete, specific actual examples are cited.

References


Interest in practitioner-scholar doctorates is booming and with it is increasing expectations for tangible outcomes that informs practice and positively impacts practitioner efficacy (Perry, 2012). Six years ago, with these outcomes in mind, Northern Kentucky University set out to design a new breed of doctorate for experienced educational leaders that combined five innovative design features that are applicable to any practitioner-scholar doctorate. This presentation will elaborate on these concepts applied to U.S. school superintendents and relate them to the Carnegie Project on the Educational Doctorate (CPED).

Learning Associates
In our program teaching and learning is, by intention and design, a bidirectional process. The model asserts several innovative design features including the democratic context in which the superintendent participants and program faculty become learning associates - mutually teaching and learning together (Olson & Clark, 2009).

Focus on the Effective Leader as Effective Person
A significant focus is developing the superintendents’ dispositions - their attitudes, values and beliefs - that impact peoples’ and organizations’ facility to institute change. Our mantra - the person you are is the leader you become - is reinforced throughout the program and with a 360 degree Individual Leadership Self-Assessment (ILSA) process.

Competency-based
The program includes 36 competency-based outcomes replacing traditional grading and credit-earning practices with job-embedded applications with measurable impact on the learning associates’ school districts.

International Experience
An integral part of our program includes an international study experience. Each learning associate is required to participate in a week-long visit to a mutually selected country and explore its governmental, political, cultural, and social systems to better understand the underpinning reasons for its success in the international educational arena. Our first study tour was held in Helsinki, Finland and our 2014 study experience will be in the province of Ontario, Canada.

Collaborative, Action-research Capstone
Among the most edupreneurial elements is shifting the culminating experience from a one-dimensional, individual, traditional, five-chapter dissertation to a collaborative multi-faceted/multimedia approach that includes a capstone project and an authentic, school district-focused research project.

References

Perry, J. A. (September 2012). To Ed.D. or not to Ed.D. Phi Delta Kappan, 94 (1), 41-44.
Britain’s first Industrial Doctoral Centre for Offshore Renewable Energy (IDCORE) is an initiative of the Energy Technologies Institute and the Research Councils UK (RCUK) energy programme and is run by the Universities of Edinburgh, Exeter and Strathclyde, Scottish Association for Marine Science, and HR Wallingford. IDCORE works in partnership with renewable energy companies specialising in offshore wind, wave and tidal energy and those in the sector’s supply chain to deliver world-class industry focused research in offshore renewable energy and train industry leaders of tomorrow. IDCORE provides an unrivalled opportunity for companies to work closely with leading research universities in the sector and to host highly qualified, motivated and enthusiastic students. EngD projects can centre on single research project with a submission of a thesis or on several linked projects for a portfolio, giving more flexibility than a traditional PhD.

One of the principles of IDCORE is that research projects are proposed and directed by sponsoring companies. Projects can focus on any aspect of offshore renewable energy and should aim to make an original contribution to company procedures and practices or to knowledge in general. Though such approach makes the Centre truly tuned with industry needs, it also has got its implications. It means that the Centre is also affected by the issues which affect industry, e.g. uncertainty about energy prices, government funding for renewables, state of the economy, etc.

Aims of the presentation
To share experience on difficulties of delivering IDCORE’s highly ambitious objectives:
- Pitfalls for an academic body trying to establish its place among industrial players
- Engaging with industry’s preconceptions on working with academia
- Acquiring professional body accreditation
- Managing industry and students’ expectations while working within constraints of current economic climate

To view the extended abstract (and other related material including slides and handouts) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_52

Translating research ideas into applied products and practice is critical to our knowledge economy. However, crossing what has been coined the technological ‘valley of death’ is challenging, in part because it entails bridging the gap between the very different worlds of academia and industry. In the UK, Industrial Doctorate Centres (IDCs) have been at the forefront of training professionals who are able to work within industry and apply theory to practice by producing Doctors of Engineering who undertake their doctoral research primarily within industry, but are also trained to doctoral academic standard. We will share the experiences of the IDC within the Centre for Environmental Strategy, which has more than 20 years’ experience with over 100 companies. We have conducted research into the motivations, benefits and challenges faced by the industrial sponsors, the academic supervisors and the research engineers (REs) themselves so as to inform and drive future innovations within the programme. Initial focus groups identified the broad interests involved and then more extensive individual interviews were conducted to give depth of understanding. The study uses a range of Personal Construct Theory investigative tools (Kelly, 1955, Denico and Pope, 2001) which facilitate the elicitation and exploration of constructs providing rich descriptions of the benefits and challenges experienced by each group. By analysing the perspectives of these three key stakeholders, this paper will discuss examples of tensions between the world of academia and that of industry, and determine how these tensions are experienced and dealt with by the REs. Most importantly we will highlight areas of mutual benefits of this type of doctoral training exploring implications for future developments which include how these aspects can be enhanced to overcome challenges and expand industrial engagement.

To view the extended abstract (and other related material including slides and handouts) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_62
Dr Dorothy Evans
University of Strathclyde, UK

The University of Strathclyde (UoS) acknowledged the importance and need for an Advanced Manufacturing Industrial Doctorate Centre (AMIDC) which is jointly supported by the University’s department of Design, Manufacture and Engineering Management (DMEM) and their industry-focused research centre, the Advanced Forming Research Centre (AFRC). The Engineering Doctorate (EngD) students work with both Industry and academia during the four year programme, giving students an unparalleled opportunity to engage with these companies in an academically accredited manner. This presents the students with a unique learning opportunity and further adds an important element of experience of working in the engineering industry, both at the strategic high level and at the operational day-to-day level. So far, the industrial partner companies have all been large Original Equipment Manufacturers (OEM’s). These companies all have their own well-managed research design and engineering methods and procedures, these methods and procedures are sometimes at variants with the EngD programmes running within the university. It is therefore critical to match the company and the needs of their intended research need and the EngD programme as run within the university and importantly the skill set and interest areas of the EngD students.

This paper will describe in principal the organisation and implementation of EngD programmes to suit a variety of OEM’s and the particular management differences that have to be considered to ensure a successful outcome for the company, the student and the university.

To view the extended abstract (and other related material including slides and handouts) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_47

Given recent calls for academic research to have greater impact on practice, the need for professional doctorates producing relevant and actionable research is paramount (Banerjee & Morley, 2013). In producing this research, professional doctorate candidates (here, DBA students) need to develop more “scholarly” attributes including a positive attitude towards evidence-based research (Salipante & Smith, 2012). The output of a professional doctorate should therefore be both the research itself and a “practitioner-scholar” (Tensaki, 2011: 212).

The achievement of these goals is hampered, however, by the slow progress and high drop-out rates characteristic of professional doctorates. Our research suggests that failure in this group of time-poor high-achievers is due in part to difficulties in reconciling their practitioner approach with the more evidence-based requirements of academia.

Using longitudinal data from video diaries of 21 students from a single DBA programme, we examine their initial motivation for completing the DBA and then their reflections on their experiences, attitudes and motivations at an average five points during their 4-6 year DBA programme. These personal accounts are compared with the outcomes of key stage progress reviews during the same period. The results are illustrated and explained using extracts from exit interviews with two of the students and with their supervisors. The results show that DBA students move through a number of distinct stages during their DBA journey. Regardless of initial motivation, most students reach a stage where it is necessary to reconcile their practical expertise with the need for a more evidence-based approach to decision-making. This can be extremely stressful and have substantial negative impacts on their motivation. Moreover, the difficulty in balancing the DBA with other commitments was apparent. From this data we can suggest that these two issues are important in facilitating the successful completion of a professional doctorate programme. We analyse this process and indicate a noticeable transition in students, linked to fluctuating motivation. We examine the relationship between this transition and academic progress.

Our results suggest certain initial conditions that may signal weaker progress and could be screened for on application. They also indicate that certain PhD teaching and supervision practices may be less effective in the DBA arena and highlight other supervision / institutional interventions that particularly help DBA students.
The orientation of the DBA (Business Economics) Programme at the School of Economics, University College Cork, Ireland, is towards enhancing effectiveness in professional business practice. Over several decades, Economics has become increasingly formal, and some would argue more precise, yet too often in contexts of less and less importance especially to those with a practice orientation. This paper delves into the rich conceptual past of Economics to identify the theme of Subjectivism as one holding promise for research into practice. Subjectivism allows practitioners to ground research on foundational concepts where emphasis is required on images and meanings made of events and circumstances as these are what governs practice. A key foundational thinker, Penrose (1959), offers conceptual depth to be applied by practitioners both in new business practice and in reflection on practice. Penrose’s insights reveal four conceptual underpinnings of growing firms related to meaning-making capabilities of managers.

More recent research into Economics-related first-person research (Arnsperger, 2010) provides the method by which self reflection and new practice can generate valid ‘data’ for investigations of effectiveness in practice, highlighting the complementary natures of first-, second- and third-person research. Thus, subjectivism and first-person research are key elements underpinning the programme pedagogy which is outlined in this paper offering a range of fruitful research directions.

To view the extended abstract (and other related material including slides and handouts) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_43

Integrating the practitioner and the researcher; a retrospective study of 10 years delivering a Doctorate in Business Administration

Professional doctorates have become increasingly prevalent in many faculties across universities. This paper reflects on the changing environment of professional doctorates in management over the last 10 years. It examines what we have learnt as we move to revalidate and redesign our programmes. The paper examines the needs of the profession, increasing international landscape and the pedagogical challenge of shifting the researcher back into the practitioner world where there is an expectation that policy locally should be improved.

This paper principally examines the University of South Wales’ experience as a starting point. A key aspect of the professional doctorate programme is the balance between academic robustness, contribution to knowledge and contribution to practice.

While robust and scholarly contributions to knowledge are an essential component, our taught doctoral programme is underpinned by epistemological and methodological approaches to management research which encourage students to make contributions to professional practice. Action-orientated projects, conferencing and networking opportunities, as well as social forums and dinners, are embedded into the delivery of the DBA programme at the University of South Wales. In this way students at various stages of the doctoral process, postdoctoral researchers and academics from different disciplines can meet to exchange ideas and experiences and to forge communities which bridge the gap between theory and practice, academics and practitioners. In this paper, we explore how this can best be achieved and reflect on success in the light of student feedback.

University of South Wales, UK
Dr Eoin Plant, Dr Sarah Oerton & Prof. Catherine Farrell

To view the extended abstract (and other related material including slides and handouts) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_22
Thursday 10th April 11.50am – 12.50pm

The Professional Doctorate by Public Works as a research degree: Pedagogical issues in the critical engagement with significant outputs in the public domain with evidenced impact

Based on research into the practice and assessment of the Professional Studies Doctorate by Public Works we propose a workshop to explore understandings of the programme as a research degree by considering the following propositions: it is research into the dynamic relationship between self and the world through critical reflection and positioning; it problematises practice; it exhibits the process of effective innovation; it requires transdisciplinary understanding of the assumptions, motivations and influences on practice and is subject, through examination, to critical peer review.

To explicate the challenges of framing and delivering an award that starts with doctoral practice and is subject, through examination, to critical peer review.

To open the discussion we imagine Antonio Stradivari as a candidate. Antonio took his secrets to the grave. No one since has been able to tap into his knowledge or match his skill. As the knowledge embedded in high end achievement is often tacit, it resides in the ways of being and doing of its practitioners, leaving traces in the people and materials it has impacted. We suggest that this programme acts as the translational bridge between the tacit knowledge of the expert practitioner and those who seek to learn from such knowledge and continue its development.

The professional body – enabling the candidate to practice effectively, according to appropriate professional standards and the state/society – requiring economic growth for human development will be discussed.

This workshop explores some of the issues involved in designing curricula for professional doctorates.

Concerns and influence of stakeholders, such as (Mc Alpine and Norton, 2009):
- The candidate – who is aspiring to personal and professional development;
- The employer – that requires a proficient, confident, autonomous practitioner;
- The university as doctoral provider – aiming to enhance higher education to reflect the needs of society;
- The professional body – enabling the candidate to practice effectively, according to appropriate professional standards and the state/society – requiring economic growth for human development will be discussed.

These include:
- the place of theory and practice and the relationship between them in the professional doctorate, especially in comparison to the more long-established PhD (Costley, 2013);
- the demand for elearning to expedite the educative process, and
- the selection of a pedagogic approach to facilitate learning (Neumann, 2007; Lee, 2008)

The state/society – requiring economic growth for human development will be discussed.

The workshop aims to open debate about what issues could inform the development of professional doctorate curricula. For example, in relation to doctorate education, doctorates have traditionally been seen as ‘loss leaders’, with candidates uses as research assistants aiming to enter the academic sphere, reflecting the same career goals as their supervisors. However with professional doctorates, universities may aim to cover their full cost or provide them as a way of making a surplus. This has implications for the type of student attracted.

The workshop will provide a forum for the discussion of these topics and will include:
- a) a short presentation of a few simple case studies
- b) discussion groups around the above topics and other concerns raised by participants
- c) a plenary session aiming to synthesise the key point to enable some conclusions for the effective development of professional doctorate curricula.

References
http://eprints.mdx.ac.uk/11307/
Successive UKCGE reports on the development of professional doctorate provision in the UK have painted a picture of a highly fragmented landscape across disciplines with little agreement on curriculum design, programme content, or modes of assessment (UKCGE 2002; Powell & Long 2005; Brown & Cooke 2010; Fell et al 2011). Although all universities apparently subscribe to the notion of a universal standard of doctoral knowledge (see, for example QAA 2008), this is difficult to reconcile with the diversity of approaches to the professional doctorate that are currently in evidence across the sector.

In particular, whilst accepting the ‘creation and interpretation of new knowledge’ as a useful general benchmark for doctoral awards (QAA 2008, p. 23), institutions have taken vastly differing approaches when articulating what this means in practice for students enrolled on particular professional doctorate programmes. Without wishing to oversimplify the range of approaches taken, it is clear that some institutions continue to define the knowledge outputs from these programmes in broadly similar terms to those of the PhD whilst others self-consciously draw upon alternative traditions of knowledge creation to define outcomes that are unique to the professional doctorate.

Particular aspects of these emerging approaches have been famously highlighted in the literature, for example in terms of “second generation” professional doctors (Maxwell 2003), or those generating “development” rather than research (Lester 2002). However, the nuances of individual programme philosophies and designs are often obscured by such binary distinctions. Indeed, many non-traditional approaches – for example those subscribing to work-based learning models – themselves conceal significant differences of understanding in terms of the way that knowledge is viewed, constructed, and evaluated within a professional doctorate context.

This workshop seeks to assess the variety of approaches to knowledge creation on existing professional doctorate programmes, with a view to articulating an inventory of the range of available viewpoints from delegates at the conference. The inventory so-produced will provide an indication of the overall spread, and relative commonality, of the various approaches to professional doctorate knowledge creation. This, in turn, will assist ongoing efforts (for example, Armsby & Dreher 2011) to develop a common metric or ‘yardstick’ for the professional doctorate which is distinct from those used for the PhD.

The workshop will utilize small group parallel sessions to capture the views and experiences of all participants, and to group these into common themes. The group outputs from the parallel sessions will then be pooled via a plenary session which will seek to identify emerging areas of consensus, or of disagreement. The workshop findings and inventory will be recorded by its facilitator and shared with participants after the session as a basis for further discussion and research.

References


This proposal is grounded in recent recommendations for change in educator and leadership preparation, and the increasingly directive educational policies that accompany them, call for change (Obama, 2011; Zimpher & Jones, 2010). In redesign of the Ed. D. in Educational Leadership to become the Executive Ed. D. in Educational Leadership, faculty created nine new courses, one of which was Instructional Leadership. The foci of the Instructional Leadership course are urban and international issues and practices with the intent to improve leadership practice of graduates. Within this course an international option exists for students to have a field investigation of policies and practices in locations of their choosing beyond the borders of the US. In the first cohort of 25 students, 11 selected to visit Toronto, Sweden and Finland, Italy, Spain, or Iceland. Included in their course responsibilities was to share insights connected to contemporary urban leadership literature and to advocate for educational policy or practice inspired by the international field experience. Artifacts including the advocacy presentation and handouts were analyzed to identify commonalities and themes related to student insights. Perceptions of ministries of education/national leadership and policy, district/province leadership and policy, school level leadership/practice, teacher preparation, leader preparation, student achievement accountability, and professional accountability will be shared in the presentation.

Professional doctorate graduates are expected to create knowledge that improves their practice and that of other persons (Lee, Brennan, & Green, 2009). As scholar practitioners, with useful research and investigation, graduates can influence decision makers, policy makers, and practitioners. Benefits to stakeholders can be provided as they research in context to learn first-hand (Garber, Creech, Epps, Bishop, & Chapman, 2010). Otherwise, they mine data or accept others’ international research which artificially separates the data from the practice, and can lead to ill informed conclusions (Costley & Flint, 2011). In context learning generates new ideas and applications not present in the university or organization to improve pedagogy, policy, and resources (Morgan-Flemming, Simpson, Curtis, & Hull, 2010). By integrating international field research, theory and leadership practice as professional doctorate programs should, graduates will expand their thinking and be more effective (Scott, Lunt, & Thorne, 2004). Experiences beyond the US can reduce narrow, nationalistic thinking and limiting choices (Shahjahan & Kezar, 2013). To improve impact, professional doctorate research should be in the field, that is in the practice (in this case internationally) and not just on the practice (Costley & Flint, 2011).

For Each and Every Child—A Strategy for Education Equity and Excellence (Department of Education, 2013) and Urban Education: A Model for Leadership and Policy (Gallagher, Goodyear, Brewer, & Rueda, 2012) identify student learning needs beyond the local context and yet they are the same. Graduates of the Executive Ed. D. in Educational Leadership are being prepared to be effective by thinking beyond local borders. Effective leaders are those whose students’ learning is maximized regardless of out of school factors of poverty, language, context, or family conditions (Glickman, Gordon, & Ross-Gordon, 2007). Graduates are prepared to be effective leaders with internationally informed practice.

To view the extended abstract (and other related material) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_01
The Quandary of Leadership Development in the Professional Practice Doctorate: Exploring Content and Context

Thursday 10th April 11.50am – 12.20pm

Dr Mary Ellen Glasgow
Duquesne University, USA

The concept of leadership development in professional or practice doctorate education is one of great debate. How much attention should be given to leadership development to the detriment of one’s field or discipline? The development of leadership capacity and efficacy is critical to the professional practice doctorate. Critical questions related to leadership development in professional doctorate education need to be asked and answered. How does the professional doctorate learn important leadership skills in the practice environment? Leadership development is characterized as the expansion of a person’s capacity to be effective in leadership roles and practices (Van Velsor, McCauley, & Ruderman, 2010). The emerging doctoral leader will need to learn how to actively participate in recognized processes for creating change, such as shaping culture, solving problems, building alliances, or securing resources with the proper development and support. However, the process of personal leadership development is best conducted in the formative years of doctoral education to assure graduates’ maximum impact on the profession. It is also known that leadership development is largely contextual – different settings will require different expectations of leaders and different practices. Therefore, a variety of leadership developmental experiences is recommended for the educational journey. The elements of effective leadership development curricula are exhaustive. Key developmental programs include a personal leadership assessment and understanding of and experience with leadership challenges. These programs provide support that requires students to reflect on their strengths and developmental learning needs and to respond to challenges while receiving mentoring and feedback. Essential leadership development areas include leading oneself, self-awareness, leadership values, leading others, the ability to build and maintain relationships, ability to develop others, ability to think creatively, and the ability to initiate and implement change (Van Velsor, McCauley & Ruderman, 2010). Going forward, professional doctorates can make a conscious choice about why, when, how, and where they will lead. By knowing one’s self, one’s purpose, and one’s strengths, a professional doctorate can walk a path of leadership filled with purpose and meaningful impact. Many of the problems we face in the academic or practice environment are a result of poor leadership; the solutions to these problems will be found as a result of strong leadership, hopefully solutions elucidated by leaders (King, Altman, & Lee, 2011). The need for leaders possessing diverse thinking cannot be underscored.

Leadership role development addresses the need for heightened leadership during times of change, and illustrates how leadership content and experiential learning can support professional doctorates in making effective transitions that develop their unique talents and strengths (Dreher & Smith Glasgow, 2011). This paper will explore the journey towards leadership development by representing its many domains and challenging conventional curricula.


To view the extended abstract (and other related material) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_08
This paper addresses how we are meeting the challenges of embedding processes of Peer Assisted Learning across our DProf in Researching Work at Working Lives Research Institute.

The DProf in Researching Work teaches across the humanities and social sciences and recruits from a wide range of professional, specific interest backgrounds, including those from trade unions, the voluntary sector, academics and social entrepreneurs who all share a general interest in researching work.

The programme is organised to meet the needs of participants from diverse ethnic, age, gender and educational backgrounds and is committed to a social justice model of emancipatory learning.

Following course re-validation we have introduced Peer Assisted Learning to facilitate reflection and to underpin our processes of formative assessment. We have, for example, introduced formative peer review of draft assignments and peer networking and support for learners at different stages of their Doctoral Programme.

In the context of this diverse constituency the aims of the paper are:

1. To understand the impact of Peer Assisted Learning on developing a community of learning practice
2. To understand the impact of Peer Assisted Learning on facilitating individual and collective learning
3. To reflect on the impact of Peer Assisted Learning on our own professional practice as educators

We will utilise data collected from our focus group module evaluation sessions and supplement this with semi-structured interviews with those participating in Peer Assisted Learning. For us, working on the Professional Doctorate has demanded new approaches to teaching and learning thus we also draw upon our experiences of delivering the DProf to reflect on our own professional practice.

To view the extended abstract (and other related material) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_39

This paper will address some of the affordances and challenges of delivering the Professional Doctorate in Hong Kong. While there is an increasing amount of literature focussing on internationalisation in the United Kingdom (UK) Higher Education (HE) agenda, there is still little which focuses on British Universities delivering courses internationally from the perspective of those lecturers with the responsibility of delivery in the classroom. This paper will identify some of the key affordances and challenges related to pedagogy for UK tutors focussing on cross cultural and sociocultural aspects of learning.

In the UK we have a substantial literature base on which to build our learning and teaching pedagogies in Higher Education (such as Krathwall, Blooms, Biggs, Kolb) and an increasing body of literature to develop our pedagogical strategies to encompass teaching multi-cultural groups in UK Universities, but the literature examining taking our Western-based cultural pedagogy to Eastern countries for delivery is relatively sparse. Hofstede (1985) opened the debate relating to cultural differences focussing on the social positions of teachers and students; differences in the relevance of curriculum; and patterns of student/teacher and student/student interaction. Ryan and Louie (2007) question acceptance of Eastern and Western cultural stereotypes and Marambe et al (2012) further unpick some of the myths around the Eastern learner, although Hong Kong was part of Britain for many years so could be considered to have Western educational pedagogies, but the educational experience of doctoral students has been very different to those in the UK.

Experiences from UK tutors visiting Hong Kong to deliver the Professional Doctorate has found Hong Kong students to be Eastern in their approach to learning which poses challenges to Western pedagogies. This paper will discuss some of these identified challenges, but also share some of the affordances of delivering a Western developed course in an Eastern value laden University.

To view the extended abstract (and other related material) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_83
The traditional definition of the final project (dissertation) of a doctoral degree has always been understood to be "an original contribution to knowledge". This definition is daunting for many doctoral students when they learn the reality that few researchers make enormous breakthroughs that shift the foundation of an entire field of study. Hence, it is more a research training process only. Consider the professional doctorate and its impetus for shaping a new definition of research. Can the scope of the definition of research be expanded to such phrases as: apply this theory in a different setting, evaluate the effects of this procedure, solve a puzzling oddity or review this little-known historical event. Kuhn’s (1970) work on paradigm shifts in natural science lead to a debate with social scientists where the central argument is that paradigm shifts are major changes in the explanatory schemes of the science, which happen only rarely when the traditional academic PhD framework become more and more limiting. Has the inadequacies of the previous framework have inadequate when the USA and the rest of the world have an increased emphasis on professional preparation and highly experienced graduates? If so, does defining the research in a professional doctorate allow for a better job of aligning doctoral program structure to the task of graduating professionals that can go directly into a career with theoretical knowledge and also "real world" experience? These questions must be answered if the professional doctorate is to have a very distinct identity of its own.


Within the United Kingdom (UK) The Quality Assurance Agency (QAA) (2011 p2) highlights the "systems, policies and procedures that are conducive to an excellent experience for research students". The inference of ‘equality’ (fairness, parity, and likeness) and ‘equivalence’ (difference, similarity and uniformity) appear to be the same for a PhD/ Professional Doctorate student and staff supporting the students.

Over the past decade we have witnessed a proliferation in the popularity, development and diversity of professional doctorate programmes (Melles 2009). These programmes are described as "advanced study and research which, whilst satisfying the university criteria for the award of a doctorate, is designed to meet the specific needs of a professional group external to the university and which develops the capability of individuals within a professional context" (UKCGE 2002 p31).

The challenge facing universities today is; how do we ensure and recognise ‘equality’ and ‘equivalence’ for the Professional Doctorate alongside the PhD both for the student and staff in an environment which has predominantly remained unchanged over time?

The aim of the round table discussion (RTD) is as follows; reflecting and sharing upon the challenges and opportunities from 8 years of our experiences of supporting a variety and diversity of health and social care students on a Doctor of Health and Social Care (DHSC) Programme. To explore the issues of ‘equality’: fairness and parity e.g. with regards to taking on the role and responsibility of Director of Study, creating supervisors for completions, career progression and impact on scholarly based activities. Is this perception a national/international trend? To establish if students are aware of issues surrounding ‘equality’ and ‘equivalence’. Finally, we would recommend the need to establish a National/International Professional Doctorate Network for Health and Social Care providers of these programmes.

References


Co Author: Dr Josette Bettany-Saltikov Institute of Health and Social Care, Teesside University, Middlesbrough, England.
The research-practice (or science-practice) gap is a commonly observed and written about phenomenon in a range of applied disciplines (Henriques and Sternberg, 2004). Professional doctorates seek to develop professionals who are able to cross this gap and to develop the dual researcher-practitioner identity. We propose a round table discussion that will focus on identifying elements of pedagogy that best support doctoral candidates as they undergo this identity transition. Within the context of the University of Surrey’s Clinical Psychology Doctorate Programme, we undertook initial research to better understand this identity transition in doctoral trainees. We asked clinical trainees to define academic, applied and personal incidents that they perceived have allowed them to, or have inhibited them from, integrating the knowledge structures of clinical research and practice. We will present original data showing that, by the end of their doctoral journey, clinical trainees identified themselves as researcher-practitioners, while none indicated having this identity at the onset of their studies. The importance of supervisor guidance during the development of the researcher-practitioner identity was highlighted by the clinical trainees, as was the value of reflective practice. Some found that their clinical placements challenged their researcher identity as did evaluations which were viewed as ‘tick-box’ exercises. From this data we find that supervision and the pedagogy of the doctoral programme both play an important role in supporting the transition to a researcher-practitioner identity. Within the round table discussion, we will invite participants to share their experiences of identity transformations within the context of professional doctorates. In light of this experience and our data, we will draw out specific ways in which pedagogy and supervision can be enhanced to support professional doctorate students as they develop identities incorporating both researcher and practitioner.

To view the extended abstract (and other related material) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_61

The role of Doctoral level CPD in professional organisations

This study focused on professional bodies and the way that they implement and utilise Continuous Professional Development (CPD) to develop both the individual and overarching professional practice. We were particularly interested in the role that Professional Doctorates play in CPD and practice development. Our initial research (Weller, Garelick, Naylor and Sherry, 2010 ) indicated that there is congruence between the objectives of the professional doctorate and that of many professional organisation CPD programmes, especially in terms of leading change and ethical practice.

This research paper explores the expectations that professional organisations have of their members in relation to CPD at the higher levels and the role of research informed practice within it. We also aimed to probe further into understanding the role of the professional doctorate in this context.

The research was a qualitative study and involved analysis of participant responses to understand how professional bodies/organisations consider the role and value of CPD beyond that of “further training”. We have also investigated how professional doctorate learning may be introduced to influence effective change. In our earlier research on the concept of ‘the learned professional’ we found that many professional organisations recognise higher level professional development, though not necessarily at doctoral level.

A two stage data collection process was used, involving representatives of professional organisations completing an online survey. A selected proportion also undertook a telephone interview based on a semi-structured question set.

This study further sought to explore the notion of power and the insider researcher within the professional context and how development may be extended through doctoral research within the scope of their practice.

An outcome of this research includes a structured thematic analysis of the data collected along with guidelines on linking CPD to professional doctoral research. The study will also aim to produce a series of professional case studies that illustrate how professionals have utilised their practice relevant to their professional organisation CPD in completing a professional doctorate.

To view the extended abstract (and other related material) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_76
Our current doctoral model of supervision is predicated on a joint supervision model where the student is guided and supported by a Director of Studies (DoS) and a second supervisor. In times of increasing consumerism doctoral candidates have the status of consumer as well as that of a student and a joint or team approach to supervision may be one way of reducing the risk of academic incompetence and increasing the chances of successful completion (Watts, 2010). In some circumstances students may be supported by more than two supervisors depending on the nature of the research. This is currently seen as good practice within the sector, allowing for cover during supervisor absence and the opportunity for the student to seek two opinions of their research. Doctoral students trust their supervisors to guide and support their studies for many years and invest trust in the current supervision model of joint supervision during their period of thesis preparation. As programme leader for the EdD and module leader for the Independent Research module, part of my role is to secure the most appropriate supervision package for each doctoral candidate. All supervision is comprised of rational (intellectual) and emotional endeavour; striking this appropriate balance for both the student and his/her supervisors is usually ‘a best fit’. Sometimes due to the length of the programme supervisors change; having two supervisors helps to provide a measure of consistency for the student. This research looks at the nature of this academic partnership between the two supervisors and proposes to understand how this working relationship impacts on the progression of the student. Beyond covering for absence or responding to administration, what is the nature of this joint academic leadership, how can it be made more effective to support the student (and the supervisors); how can it be made more effective? Does the relationship change as the thesis takes shape over a period of many years? Our doctoral team has been recently debating the role of (particularly) the second supervisor and it is apparent there are many different perspectives how this should be affected in practice. The outcomes of this ethnomethodological approach will be used first to raise awareness of supervision pedagogy and practice and second to illuminate best practice by supervisors working with EdD candidates. Perspectives of doctoral candidates will triangulate findings from supervisors to evaluate the efficacy of our current model of supervision and seek to propose recommendations for best practice moving forward.


This paper introduces the concept of Critical Friend Groups with an emphasis on how they represent an effective support mechanism for doctoral program redesign. The paper is grounded in the change effort of the Carnegie Project on the Education Doctorate (OPED) to engage schools of education in distinguishing the Education Doctorate as the professional practice doctorate for the field and in an analysis of the benefits of Critical Friend Groups over traditional mentoring relationships for facilitating and supporting institutional change. Highlighted throughout this paper are: (1) an overview of the development of Critical Friend theory, (3) Critical Friends protocols, and (4) the benefits and challenges of applying a Critical Friend approach to professional practice doctoral program redesign.
The international context has been emphasising the existence of an increasing number and a greater diversity of students enrolling in postgraduate studies in general, and in doctoral programmes in particular. Additionally, the growth of different forms of doctorates and the diversity in students’ profiles reinforce the need to understand two main aspects: (i) the kind of impact these facts have in the quality of the research and supervision processes; and (ii) how students and supervisors attribute meaning to their own experiences, concerns, difficulties and expectations, as well as the complexities of their role, and the competences they need to develop/enhance.

Considering the contextual background, which reveal our concerns and motivations, the author intends to analyse mature students’ views of the doctoral supervisory relationship. On the one hand, it will be taken into account their expectations regarding supervisors’ ideal role and what they actually experienced, and on the other hand, their reflections both on the ideal role of a doctoral student and on their own practice.

This is a qualitative study that utilised an exploratory focus group to explore in-depth conceptions of mature students doing a doctorate, and at the same time analyse the coherence and proximities of their opinions. Although the focus group only involved four students, an individualistic approach to the data was emphasised to capture the actual, grounded experience of the group as a whole as well as each individual contribution. To achieve the objective previously identified, a descriptive and reflective perspective regarding the results was adopted.

Findings show mature students’ conceptions on (i) the competences of the ideal profile of a doctoral supervisor while reflecting, simultaneously, on their supervisors’ actual practice; and (ii) the competences of the ideal profile of a doctoral student while self-reflecting on their practice as well. Nevertheless, when focusing on the practices they experienced, the participants observe not only their own difficulties as students, but also the difficulties of their supervisors, mainly due to their expectations and characteristics as mature students.

According to what has been stated, this presentation will allow us to engage in supra-national and supra-disciplinary discussions (i) in what regards the supervisory relationship established between a mature supervisor and a mature student, (ii) considering the close inter-relation between lifelong and lifewide learning principles and the doctorate; and (iii) considering possible implications and recommendations directed to Higher Education institutions. This presentation may thus discuss implications not only for future research but also for practice.

With the increase in Professional Doctorates in the human sciences and human arts, practitioners are finding it useful to allow the reflexive nature of their professional practice to influence their research methods and writing styles. Practically and ethically, reflexivity plays a key role in the development of individual and organisational practice and is increasingly used in qualitative research for developing new knowledge and supporting new ways of knowing. Doctoral researchers around the world are experimenting in different ways and to differing degrees with the place of reflexivity in their research. Some simply use it to situate themselves with transparency in the research to set a context for the research. Others employ a research method based entirely on reflexivity, perhaps using reflexivity to research themselves as a practitioner. Dissertation structures and writing styles are part of the reflexive research process. This workshop aims to invite reflexivity in examiners and doctoral researchers with the challenge of how to assess the use, contribution and quality of reflexivity in professional practice research. This workshop aims to invite reflexivity in examiners and doctoral researchers to familiarise themselves with how reflexivity can be presented, recognised and accounted for in doctoral research and what criteria are needed to assess it.
Purpose
This research considers the design and operation of a non-modular professional doctorate to meet the needs of professionals working in the built environment who wish to obtain a doctoral qualification. It seeks to identify the essential components and support mechanisms to provide an alternative to other forms of doctorate which draws on their strengths while addressing some of their shortcomings. It answers questions regarding the suitability of a programme which can successfully operate within a reasonable timeframe.

Research Design
The research is set in a real-life phenomenological paradigm concerning the experience and development of candidates registered for a professional doctorate. The conceptual framework governed both the design of the research and the design of a two-stage curriculum. Regular intervention and evaluation using action research methodology produced findings through multiple sources of evidence. Data were collected from course interviews.

Findings
The work found that a community of practice focused on learning and the continuous development of candidates, provides a suitable vehicle for professional doctorate work. Candidates benefit from engaging in carefully constructed summative and formative assessment with prompt feedback. The assessment informed regular workshops containing an active learning format supplemented through additional support from a virtual learning environment. Crucially, all three components are required to support each other by drawing on their individual strengths.

Conclusion
This action research project made a modest but significant contribution to curriculum development at doctoral level. The research developed a model which enabled academic practice to help candidates improve their professional practice. Self-motivated candidates with appropriate supervisory support can complete a professional doctorate within a realistic timeframe when there is carefully constructed synergy between their doctorate, its supporting mechanisms and their own professional practice.

Key words: Non-modular education, professional doctorate, community of practice, assessment, workshops, virtual learning environment, work-based learning.

This presentation will outline our recent research with employers of professional doctorate graduates. The research on encouraging transference of skills from doctoral study to the workplace was reported in July, 2013 (Burgess, 2013) and has been funded through the Higher Education Academy. Our last two papers (Burgess, Weller and Wellington, 2011 and 2013) have considered in detail the experience that professional doctorate graduates experience within the doctorate lifecycle from starting their research through to completion and integration into their organisation practice. We found that there are many complexities that are not apparent on the surface, with no clear picture of knowledge transfer documented in the literature on the emergence of the learning organisation (Senge, 1990).

This presentation focuses upon our research on the employer and organisation perspective of the impact of professional doctorate graduates. Five employers representing the Voluntary, Health and Social Care sectors have contributed to our study. We have been interested in going beyond possible contribution in terms of economic benefits to the organisation in order to explore the deeper themes of integration into a learning community and how this relates to the characteristics of the learning organisation concepts of mastery; systems thinking, personal mastery, mental models, a shared vision, and team learning (Senge, 1990).

The presentation will report on our findings to date and welcomes critical discussion on how we can understand doctoral graduate impact on organisations.

References


Professional Doctorate Projects: Some Challenges for Research Ethics Compliance

Prof Scott Fleming
Cardiff Metropolitan University, UK

Professional doctorate research is often characterised by empirical investigation of an organisation and its workforce and/or an intervention study intended to enhance corporate effectiveness. For researchers (and their supervisors / mentors) these kinds of projects also present some challenges if the highest standards of research ethics are also maintained. In this presentation I address three of these challenges.

First, the challenge of securing (properly) voluntary (fully) informed consent from ‘participants’ in the study. General concerns have been raised about this aspiration (McFee, 2010), and leaving these aside, for certain kinds of research design (e.g., questionnaire, interview) this is unproblematic and there are well established governance protocols. For other methodological approaches – for instance, ethnography and autoethnography, as well as other kinds of reflective practice – (i) Who are the ‘participants’? (ii) Can the participants be known about in advance? (iii) To what extent, if any, should the authentic, honest views of a researcher about another person be subject to a process of consent by that person?

Second, the challenge of acting appropriately when confronted by ‘guilty knowledge’ (Fetterman, 1984) and implications for anonymity and confidentiality. This is especially important when the research is sensitive (Bell & Newby, 1977; Renzetti & Lee, 1993).

Third, the challenge of an intervention study that is unsuccessful and may actually be harmful to the organisation involved and/or to the persons within it.

Insofar as the first challenge about voluntary informed consent can be addressed satisfactorily (and that is a contestable premise), it remains a cornerstone of good research ethics practice. Additionally, however, in addressing each of these themes I argue in favour of a commitment to non-malfeasance and advocate the principle of ‘McFee’s friends’ (Fleming, 2013) as a conceptual point of departure.

To view the extended abstract (and other related material) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_68

Advanced Practice Development and the Professional Doctorate in Pharmacy

Dr Elizabeth Mills & Prof Patricia Black
Keele University, UK

Keele University provides a Professional Doctorate in Pharmacy (DPharm) to support pharmacists to move to senior career grades and Consultant Pharmacist posts. Part 1 of the course is designed to incorporate a professional development framework for advanced practice, the Advanced Pharmacy Framework (APF) into the final academic award. Students produce a portfolio of evidence to demonstrate their achievement of the competencies within the APF and the taught modules support them to do this. Students reflect on their work experiences relevant to the advanced practice competencies within their portfolio. The portfolio is the assessment for the Advanced Practice Development (APD) (30 Credit) module. The first intake of students (5 students) has recently completed Year 1 of the course. The aim of this paper is to describe the students’ experience of the APD module within the DPharm course.

All five students completed an evaluation questionnaire at the end of Year 1 which contained open questions specifically about the APD portfolio. Common themes in their responses included:

• Linking of the course material to practice through the portfolio enables a deeper understanding of the concepts
• The need to provide evidence has made the student look at their area of practice more closely and acknowledge the specialist skills and knowledge they have and this has helped to build confidence
• It has provided clear direction and structure for further professional development
• It has allowed the students to build supportive relationships with each other over common themes and enabled them to mature and develop to be ready to take their studies to doctoral level.

The Advanced Practice Development portfolio is unique to Keele University. This evaluation has shown that it has become the cornerstone of pharmacists’ professional development. To quote one of the students ‘It has completely revolutionised my professional life. I am a much more powerful practitioner now….’
The place of knowledge production in reflecting societal needs: A critical space for practitioner doctorates in new knowledge production – an Althusserian perspective

Dr Mehmet Ali Dikerdem
Middlesex University, UK

A primary role of postgraduate provision came to be seen as continuing to build Britain’s intellectual capital in order to thrive in the so-called knowledge economy. And within these parameters doctoral education too would proceed to develop new forms to meet the changing demands of the professions and the employers. These have increasingly converged towards requirements for broad and transferable skills acquired through problem-solving and ‘applied’ research. A more ‘militant’ tendency of this understanding has argued towards postgraduate and doctoral degrees being developed and delivered in partnership with professions and employers.

Scott et al’s (1999) influential intervention, consolidated by Nowotny et al (2003), has opened up interesting debates and approaches around the theoretical and operational significance of knowledge, in terms of what knowledge is produced and in what contexts and the mechanisms which control the quality of that which is produced. The emphasis is on the contexts which generate problem-focused sites, such as the workplace, with the ‘researcher’ both as the ‘knowing subject’ as well as an active part of that which is being researched (i.e professional practices, organisations, physical and relational entities). This is problematic of the ‘insider researcher’ with its attendant conceptual tools of reflexivity, collaboration and dissemination built into the production of knowledge process, also referred to as practitioner research focused on work / practitioner enquiry.

It follows that since work and practitioner problems are not set within distinct disciplinary boundaries, the approach also has a transdisciplinary perspective. Built into these methodologies is the expectation of a certain level of practitioner researcher reflexivity which is meant to take into account social accountability in the knowledge production process through considering the plurality of stakeholder interests and other groups concerned with the impact and dissemination of the new knowledge created. Professional implications of the research process and its findings are consciously meant to take into account the complexity of political power relations and ethical issues. (C.Costley 2012).

An interesting cluster of literature has also grown around Elena Antonacopoulou’s (2009) notions of the co-creation of knowledge which can be applied to a variety of economic and organisational practices, as well as earlier formulations about the new historical realities of a variety of knowledges being created outside the hallowed walls of academia (D.Bourd 2001) and the issues around their recognition and validation as constituting ‘bona fide’ knowledge.

I build upon these insights and propose a provisional framework based on an adaptation of concepts borrowed from the works of French philosopher Louis Althusser (1918 – 1990).

This paper explores issues around embedding academic writing within the framework of the taught component of the Professional Doctorate (PD). We propose this approach with a view to developing student academic writing as a) part of the structured teaching programme within the taught component of the PD, b) as a preparation for the demanding writing and research challenges of the final thesis and c) in order to centralize, rather than marginalize, academic writing. Experience indicates that the challenges of academic writing faced by students, who are distance-learners and full-time workers and who have diverse educational and experiential backgrounds, can have a huge impact upon the retention and progression of PD students. Bolt-on sessions, often termed as ‘skills’ classes or workshops, can help to meet some of the problems faced by some of these students, but this skills-based approach, whilst well intentioned, does not even begin to meet the complex needs of such a diverse student body.

Embedding academic writing development is not as simple as ‘putting on classes’. Whilst academic writing development requires a multi-dimensional approach. Within the more traditional context of Higher Education (HE), academic writing is seldom taught either as part of undergraduate or postgraduate study or even as a stand-alone module within a full taught programme, yet students are primarily judged on the quality, style, composition and design of their written work. This is even more true for the PD students who stand or fall entirely on the quality of the words they produce. For PD students their academic writing developmental needs are often further complicated by their status as part-time, distance learning, lifelong learners engaged in full-time employment connected to, but separate from, their studies. As research indicates, older adult learners, when viewed through the lens of critical educational gerontology, have a very complex set of needs of which academic writing development is only one strand. Our paper, therefore, intends to disentangle some of the developmental writing needs of our student group and to propose strategies and approaches to meet these complex needs effectively and engagingly.

Grace Poulter & Dr Siva Sockalingam
Glasgow Caledonian University, UK

The more traditional context of Higher Education (HE), academic writing is seldom taught either as part of undergraduate or postgraduate study or even as a stand-alone module within a full taught programme, yet students are primarily judged on the quality, style, composition and design of their written work. This is even more true for the PD students who stand or fall entirely on the quality of the words they produce. For PD students their academic writing developmental needs are often further complicated by their status as part-time, distance learning, lifelong learners engaged in full-time employment connected to, but separate from, their studies. As research indicates, older adult learners, when viewed through the lens of critical educational gerontology, have a very complex set of needs of which academic writing development is only one strand. Our paper, therefore, intends to disentangle some of the developmental writing needs of our student group and to propose strategies and approaches to meet these complex needs effectively and engagingly.

To view the extended abstract (and other related material) please scan the QR code opposite or visit:
http://www.ukcge.ac.uk/url/ICPD2014_88

To view the extended abstract (and other related material) please scan the QR code opposite or visit:
http://www.ukcge.ac.uk/url/ICPD2014_30
Emerging Dimensions of Rigor in the Action Research Dissertation

Prof Karen Watkins, Dr Wendy Ruona & Aliki Nicolaides
The University of Georgia, USA

The University of Georgia developed a scholar-practitioner professional doctorate program that graduated its first students May 2013. As faculty of this unique endeavor, we found ourselves asking, “What constitutes rigor in an action research dissertation?” Through our practice, a preliminary model of dimensions of rigor in action research dissertations has emerged. Using completed and in progress action research dissertations and interviews with faculty, this study examines faculty understandings of rigor in the professional doctorate.

Faculty critically engage with each other in articulating evolving standards of rigor through monthly meetings, updating of critical milestone documents, in oral examinations, and in reviews of written documents. Differences in faculty’s dimensions of rigor have led to many conversations about what is and is not an acceptable action research dissertation. The purpose of this research is to use these differences both as identified by the faculty and as is evident in approved dissertations to begin to clarify our now tacit and intrinsic principles of rigor.

A facet of our faculty’s inquiry regarding rigor has been our willingness and hesitation to learn through the ambiguity of this new territory. Learning through ambiguity invites both conventional grounding in known definitions of rigor as well as engaging with the unknown, unlimited potential of emerging unexplored approaches to rigor. The methodology used in this study is qualitative analysis (Lincoln & Guba, 1985).

To view the extended abstract (and other related material) please scan the QR code opposite or visit:
http://www.ukcge.ac.uk/url/ICPD2014_57

Accessing and representing different forms of Practice Knowledge; challenges for a professional doctorate

Dr Kathleen King
Ashridge Business School, UK

The author runs a part-time doctoral programme for practitioners working on change projects in organisations and communities. This paper explores different ways of knowing (Heron and Reason, 2001) as a core aspect of the action research approach that underpins the programme. This includes tacit (Polanyi, 1958) and analogic (Bateson, 2000) as well as propositional knowing. In their experience, these wider forms of knowing have particular significance for practitioners, whose research is closely associated with complex, multi-level organisational change processes that seldom fit neatly within the abstract models offered by much organisational theory.

The opportunities of this so-called “extended epistemology” are that researchers inquire, individually or collaboratively, into material that cannot readily be accessed in conventional ways but is nevertheless “known”. It also offers a wider range of presentational forms for the research – using photography, drawing, graphic recording, music, poetry and so on.

However, there are significant challenges too. The normal criteria for judging quality in doctoral research in professional practice are based on the assumption that knowledge is propositional and that this can be fully represented in written documents. The Ashridge Doctorate faculty have therefore been in the process of developing ways to assess this work appropriately (Reason, 2006).

The author has undertaken a small qualitative research study that explores how different stakeholders experience these challenges and opportunities. Semi-structured interviews with doctoral students, graduates, faculty and examiners as well as practitioners who have benefited from the students’ research form the basis of this work.


The paper explores some of the challenges for professional doctorates in disciplinary and institutional environments where they are still a relatively unfamiliar concept. It does so via a case study of a professional doctorate programme serving the built environment professions. The programme was developed within an existing “first generation” (Maxwell 2003) institutional framework. This comprises two years of taught modular study at master’s level followed by a three-year research phase. The research phase culminates in the production of a reduced-length thesis to be assessed according to existing institutional regulations for the examination of PhD awards. The built environment disciplinary context has been described as reflecting an “ongoing adherence to natural science methodologies and reductionist approaches” and a “reluctance to embrace methodological pluralism” (Dainty 2008, p. 7). Despite these external constraints the programme has flourished. After five years of delivery it currently has in excess of fifty students enrolled with its first graduates expected during 2014. The paper identifies potential areas of conflict between the reflective, insider-researcher needs of the programme and its students, and the more conventional research expectations of its external environment. In each case the paper highlights the accommodations and compromises that were possible in order to resolve the tensions between the two, and to enable a genuinely radical professional doctorate programme to prosper in apparently inhospitable terrain.

References


I aim to explore the academic and professional credentials deemed essential to the role of nurse educator by health service employers and university staff involved in the design and delivery of nurse education. This is a hitherto unexamined area that spans academic and professional practice; as such it will inform a pathway for Continuing Professional Development (CPD) for nurses wishing to move into a career in teaching in Higher Education. The research question posed is: What academic, professional and teaching knowledge is required to design and deliver nurse education in Higher Education? A recent study into the level of academic qualifications held by university academic staff found that staff involved in delivering courses such as teaching, nursing and accountability held qualifications that were significantly lower than those delivering academic based programmes (Tight, 2012) and do not meet the current requirement by many universities for academics to hold a doctoral qualification (Browne Report, 2010, HESA, 2012).

Through the Action Research approach, the role of the Practitioner Researcher will be reinforced and its profile raised within my institution. I plan to interview academic staff (with and without a doctoral qualification, NHS clinical service managers, NHS Workforce development personnel and hold focus groups with service users engaged in nursing curriculum development and delivery. It is envisaged that the findings of the study will:

- Identify a clear CPD pathway for nurses wishing to embark upon a career in nurse education and facilitate the transition from clinician to academic
- Identify academic developmental needs within nurse educators
- Enhance the professional and academic credibility of the nurse educator within HE
- Establish how a doctoral qualification in nurse education will enhance the academic and professional credibility of nurse educators.

The action research will involve structured reflection on actual practice and will have a focus on generating outcomes to influence (and by implication improve) on-going practice.

References


Posters with Introduction

Thursday 10th April
3.20pm – 4.00pm

Narratives from a professional doctorate student’s experiences

Dr Winifred Eboh
Robert Gordon University, UK

The ideology of undertaking a professional doctorate makes complete sense however; the reality for students juggling studies, work and life can be challenging as do students of other part-time modes of further education. Providing insight into lived experiences of these students can enhance the development of future courses and the systems put in place to support the physical and psychological wellbeing of existing students.

The aim of the planned round table discussion is to explore key themes that emerge from narratives of students with the view of gaining a consensus of best practice in the ways professional doctorate students are supported.

Using a narrative design, professional doctorate students’ experiences will be documented, analysed using thematic analysis. Emergent themes and categories identified will provide a basis for round table discussions amongst contributing delegates.

The planned discussions will also encourage sharing of best practice on programme design, student guidance and engagement as well as processes used to communicate with workplace mentors/supervisors. Outcomes of discussions will be collated and circulated amongst contributing delegates.

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Thursday 10th April
3.20pm – 4.00pm

Leadership Composition of Professional Nursing Associations and the Emerging Struggle for Stewardship of a Practice Discipline

Dr Sandra Bellini
University of Connecticut School of Nursing, USA

In the U.S., nursing education takes place in a parallel system: with didactic education taking place on campus and clinical education taking place in the practice setting. The faculties delivering this parallel style of education, have been two parallel groups educators: academicians who do not practice and practicing faculty who frequently do not have roles in the academic setting.

An unintended consequence of nursing’s parallel system of education has been that academicians, the majority of whom are not involved in practice, have traditionally been the leaders of the majority of the discipline’s professional practice associations. The basis for this was that academicians held higher levels of academic degrees than their practicing colleagues; it was accepted that the best-educated nurses would be responsible for leadership of the discipline. A problem for many practicing nurses however, has been the frustration of watching a practice discipline systematically de-value practice over time, since it was not a particularly relevant activity to the leaders of the professional organizations.

This long-established system however, may be positioned for substantive change. Since the 2004 position statement by the American Association of Colleges of Nursing endorsed the professional doctorate, the Doctor of Nursing Practice degree (DNP), as the terminal practice-focused degree, the numbers of advanced practice nurses (APRNs) in the U.S. enrolled in DNP programs has rapidly increased to impressive numbers. Arguably, should a significant number of practicing nurses, now prepared with terminal degrees and active in practice, assert themselves and pursue leadership positions in professional organizations, there may be increased value placed of the role of clinical practice resulting in a more balanced and inclusive future direction of the discipline.

To view the extended abstract (and other related material) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_34
Ernest Boyer’s seminal text ‘Scholarship Reconsidered: Priorities of the Professoriate’ (1990) argued for a wider recognition of scholarship beyond the narrow focus of the traditional research paradigm. His fourfold proposal for a variety of scholarships – discovery, integration, application and teaching – responded to the inequity of reward and esteem in the academy. This model was enthusiastically developed by advocates of the Scholarship of Teaching and Learning movement (SoTL) in reasserting the value of professional educators. Glassick et al. (1997) attempted to define baseline criteria for the assessment of all forms of Scholarship in order to establish a consensual appreciation of their intrinsic qualities. These were defined as; clear goals; adequate preparation; appropriate methods; significant results; effective presentation; and, reflective critique.

Northumbria University revised its Professional Doctorate by Portfolio study programme in 2011 to provide a more flexible vehicle for postgraduate studies, which sought to recognise professional activities as valid components in the portfolio submission. Collaborative working and dialogue between the programme tutors and the initial candidates (both lecturers in architectural education) has given rise to a consideration of Boyer’s redefinition of Scholarships as having potential application in the development of the award. This paper presents a case study of the development to date of one of the candidate’s submission, and seeks to reflect upon the incorporation of Boyer and Glassick’s concepts to the structure, opportunities, and validation of the thesis.

Purpose - The aim of this paper is to report on our critical engagement with the pedagogical design and validation of a Doctorate in Professional Practice (DProf) programme in the context of the similarities and differences with a more profession-specific doctorate, in this case a Doctor of Business Administration (DBA). The DProf is an individually negotiated programme, although it includes jointly taught research methods modules, whilst the DBA is strongly subject-oriented and contains specific taught modules. It examines the opportunities and tensions between individually negotiated transdisciplinary programmes including a review of professional learning and the recognition of prior experiential learning.

Design/methodology/approach – The poster describes the essential features of a generic professional doctorate. It incorporates a review of relevant literature and provides a reflection and deliberation on personal experience.

Findings - While the interests of co-validating a DProf and DBA may originally be seen to coincide, their conceptualisation of knowledge can be in conflict, which can reveal tensions that require the programmes to be separated and individually validated.

Research limitations/implications - This study is naturally limited as it is based on the validation of two professional doctorates in one University. There is also the perception of the insider researcher which the authors are careful to acknowledge.

Practical implications - The findings emerging from this study have implications for the facilitators of work-based learning in higher education who are designing a generic professional doctorate for the first time.

Originality/value - This paper draws on current thinking of knowledge generated and used in practice and explores the possible conflict in articulating this with subject-discipline based knowledge in the context of curriculum design.
History suggests that professional nursing practice in the U.S. truly emerged in the 1960-70s with the movement of nursing education into academia. At that time, few faculty members held doctoral degrees. The main focus was professionalizing nursing and moving nursing education into the university setting. Professional organizations’ focus was on raising standards so that nursing faculty could meet the same standards as other academic faculty. Gone were the days when nursing students and their instructor ran the nursing ward; focus shifted to professional education resulting in the development of the PhD, or research doctorate in nursing. There was no time in the academic year for separate faculty practice; however, taking students into clinical was considered nursing practice. Most faculty members practiced as nurses in the summer between terms in their specialties. Tenure was not tied to research but to service to the school and contributions to the discipline of nursing. If faculty were interested in research, they did that on the weekends and evenings on their own time. The profession’s leaders were challenged to make changes to include the research mission as a vital part of academic expectations so that nursing could become an accepted member of the academy. While these changes moved faculty away from the practice setting as research productivity became an expectation, they were necessary to enhance nursing’s image as a profession and to provide an evidence base for professional nursing practice. Today, options exist for nurses with professional doctoral degrees to remain and advance in the practice setting, again led by professional nursing organizations that recognized the value of a highly educated clinical nursing workforce. This session will trace the history of nursing’s entry into the academy in the U.S. and the influence of professional nursing organizations on this process.

To view the extended abstract (and other related material) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_78

Postgraduate courses in clinical psychology are under increasing pressure to select trainees with the best potential due to the high volume of applicants and high demands of the training. Low attrition rates in clinical psychology training may suggest that those selected are essentially fit for purpose; however we should not assume this to be the case and responsibility for gate keeping the profession begins at admission. Selection processes are under increasing scrutiny with a desire for fair, reliable and valid means of selecting trainees. Seeking an appropriate balance of academic competence and personal suitability can be a challenge for those involved in selection. The aim of the study was to investigate the relationship between the academic screening exercise utilised at Staffordshire and Keele Universities Doctorate in Clinical Psychology and subsequent trainee performance on the academic requirements of the programme. Relationships between screening data, interview scores and trainee assessment records were examined using correlation, chi-square and t-test analysis. There is some evidence emerging of a significant relationship between academic screening and subsequent academic performance during training, for instance when considering whether a trainee passes an academic assignment at the formative stage or not. However the results are mixed and further research with a larger data pool is necessary. There is also a need for further examination of the data in terms of how predictive this relationship is and whether or not there is any impact on personal and professional suitability. Implications for learning and teaching are considered in relation to the development of academic critical thinking skills and the process of becoming a professional through situated learning.

To view the extended abstract (and other related material) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_40
A strategy to develop a transnational doctoral qualification and networking programme

Alena Fröde
TU Bergakademie Freiberg, Germany

The Centre of Advanced Study and Research at TU Bergakademie Freiberg and the University of Jan Evangelista Purkyně in Ústí nad Labem launched a new joint programme for the qualification of doctoral students. Although located in the border area and uplands Erz Mountains between both universities no strategic networks existed until the start of the project. The main focus lays on the establishment of new research networks to integrate doctoral students into research and innovation projects of regional companies. The project enforces the transfer of knowledge and technology between the involved universities and regional companies. The poster shows a step by step strategy as a guideline for establishing international cooperation in form of a joint transnational doctoral programme. Starting at the initial point of raising interest the design and implementation, the institutional framework (communication, responsibilities, concept, and financial resources) and long-term integration in the universities’ structures are explained. Finally the project will establish new collaborative and innovative instruments in enterprise university cooperation to strengthening research networks and promote the integration of young researchers in these networks. The lessons learnt of our initiative can be used for further development of joint international and practice-oriented doctoral programmes.

The TU Bergakademie with a department for doctoral students and graduates offers a broad range of qualification and coaching programmes, services and assistance for young researchers in the sense of academic staff development. The current concept of UJEP has an alternate approach to see doctoral studies as the third phase of graduation. For both partners the cooperation was a challenge due to different institutional structures. At the same time the approach used gave an opportunity to internationalize the respective doctoral education programmes on the foundation of new academic and enterprise network structures over the border region “Erzgebirge”.

To view the extended abstract (and other related material) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_79

Research methodologies and practice-led doctorates: a view from below

Dr Nico Pizzolato & Dr Abdulai Abukari
Middlesex University, UK

The Practitioner Doctorate, sometimes referred to as ‘third generation’ Professional Doctorate, is centred on a learner-managed pedagogy coupled with high-level professional knowledge. The Practice-Led doctorate is therefore designed to make the practitioner-candidate the principal agent in control of the programme. As a result, the programme demands the candidate to develop a research methodology highly customised to his or her professional context and project, which will eventually have an impact on the professional field, but which also needs to be ethically and epistemologically viable. However, the centrality of developing a research methodology unique for each programme and the problems associated with this, have not been adequately investigated by scholarly research on professional doctorates. This paper aims to sample a number of professional doctorates theses from a number of higher education institutions in the UK to establish the most popular methodologies among candidates; the factors influencing the choice of methodology and the range of different cases in which similar methodologies have been used. The findings will tell us a lot about the methodological and epistemological challenges of practice-led doctorates and recommendations.

Middlesex University, UK
Dr Nico Pizzolato & Dr Abdulai Abukari

To view the extended abstract (and other related material) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_55
The Organizational and Policy Analysis (OPA) project is one of the three major components of the London School of Hygiene & Tropical Medicine’s professional Doctor of Public Health (DrPH) programme. The project provides students with an opportunity to carry out independent research within a public health organisation in order to understand its structure, function and effectiveness at fulfilling its mandate. While the stated purpose of the OPA project is to contribute to the student’s educational development, the resulting report is also “intended to be practical and to provide advice to the organisation in the form of a constructive critique, identifying areas for development or improvement” (OPA Project Information & Guidelines for Students, updated 3 September 2013); however, the process of knowledge transfer is not specifically addressed, nor has it been evaluated. The purpose of this study is to explore the perceptions and realities of carrying out OPA research and communicating findings from the perspective of students and host organisations. Brief, semi-structured interviews will be conducted with key contacts identified among both groups, with the intention of framing items for an online survey. Current and former DrPH students and their host organisation mentors will then be invited to participate in the survey. Surveys will comprise items tailored to both groups of respondents and will explore negotiations between students and host organisations in arranging OPA placements, the role of student researchers within public health practice (in a non-clinical capacity), and ways in which findings effect change within host organisations. Responses to these questions will be analysed with the aim to improve the OPA process and to maximise the impact of these projects. It is anticipated that the results of this study will increase the value of the OPA experience for both students and host organisations.

To view the extended abstract (and other related material) please scan the QR code opposite or visit: http://www.ukcge.ac.uk/url/ICPD2014_67

Introduction
Traditionally occupational therapists (OT) are employed by the National Health Service or the Local Authority. The College of Occupational Therapists strategic vision has proposed that service redesign is required to implement integrated health and social care OT services (COT, 2002). Integration is defined as “the assimilation of organisations and/or services into single entities” (Maslin-Prothero & Bennion, 2010, pg2). The aim of this study is to generate new knowledge in occupational therapy practice by exploring staff perception of the integration of health and social care occupational therapy, to identify the critical success factors and the barriers to successful implementation of integrated practice in NHS Highland in Scotland.

Method
Mixed methods were used to examine the integration of OT services. Staff perceptions have been explored through an on-line survey and participation in interviews.

Inclusion criteria: All OT staff working in adult physical services (n=98).

10 interviews were completed (5 health and 5 ex-social care OT). Interviews were thematically analysed using Interpretive Phenomenological Analysis (Smith et al., 2009).

Survey: Quantitative data were generated using the valid and reliable Work Related Stress Tool (Edwards et al., 2008).

Results
Staff report their main stressor is the lack of support from non-OT managers. OT have identified co-location and shared learning to be positive factors for integration. Barriers are identified as incompatible computer systems, perceived incompetence’s, and lack of a shared vision.

Impact
Integrated health and social OT services will reduce duplication and provide co-ordinated services with a single point of access for service-users (Forsyth & Hamilton, 2008).

Ethical Issues
Sensitivity required towards staff anonymity, anxieties of the change initiatives and data protection. Ethical approval for this professional doctorate study has been gained from Glasgow Caledonian University, reference number HSL12-54.

References


Dr Stephanie Hutton
Staffordshire University, UK

About me, for me or with me? Service user and carer involvement on the Staffordshire & Keele Clinical Psychology Doctoral Training Programme

With an increased recognition of Service User and Carer (SUC) expertise in their own lived experiences (Skilton, 2011) SUC involvement in Health Education is changing. There are many benefits to students from meaningful and embedded SUC involvement (e.g. Rees, Knight & Wilkinson, 2007). Alongside public and governmental drivers to increase SUC involvement in healthcare training, professional bodies such as the Health and Care Professions Council are outlining their expectations of SUC involvement within training programmes which lead to statutory registration (Chambers & Hickey, 2012).

The Ladder of Involvement (Tew, Gell & Foster, 2004) is a framework for SUC involvement within mental health education and training. It provides specific key criteria across five levels of involvement, ranging from ‘No Involvement’ to ‘Partnership’. A questionnaire was designed based on these key criteria alongside questions about barriers to involvement and future recommendations.

The questionnaire was distributed to clinical psychology trainees (49), staff (8) and the Programme’s Service User Consultants (7) on a Professional Doctorate. The response rate was 64%. Areas of strength such as SUC involvement in Selection and Learning were identified. Areas for further development include emancipator research and accessing SUC from hard to reach populations. The main barriers to SUC were categorised into time constraints, lack of resources, accessibility problems and a lack of resources. Recommendations for improving meaningful SUC related to recruitment, training, teaching, knowledge of the SUC role/raising the profile and research.

Whilst this method assessed perceptions of involvement rather than direct measurement, specific plans for the new academic year were developed based on the findings. Longer term goals were produced and will be assessed by re-running the questionnaire in two years time.


Roddy McLeod, Dr Neil M Harrison, Prof Jean S Ker & Robert Smith
University of Dundee, UK

Utilising Direct Observed Procedural Skills (DOPS) enhanced by video as a learning tool

Introduction
Assessment processes that enhance students’ performance in procedural skills can contribute to patient safety (1).

 Aim
This study aimed to explore whether a personalised audio visual record of a procedure could enhance the acquisition and maintenance of procedural skills.

Methods
A convenience sample of 56 year 4 medical students on their clinical placements participated in the study learning to undertake a Peripheral Venous Cannulation (PVC) using simulation. Participants were randomly assigned to two groups. The experimental group received a DOPS assessment but with a standard cannulation instructional video. All students participated in the control group passed the MPS. The experimental group exhibited improved skill retention. 45 students agreed that the video encourages them to critically examine their clinical practice and enhances personal development.

Discussion
This study suggests a personalised audio visual record of performance is a useful formative learning tool and can reduce skill decay. Further research using video analysis to assess procedural skills is necessary.

References
This research project, as part of a Doctoral Program in Education with Leicester University, will focus on the aspirations of students in an international school in Belgium. Aspirations are framed and formed by both macro-level factors such as social and international capital and schooling and micro-level factors such as well-being, identity, agency, relationships and motivation: in short, via the interaction and interrelationship of self and social context. The originality of this work is in its emphasis on students’ own perceptions of the influences on their aspirations, within the geographical context of Belgium and the social sub-culture of a fluid, semi-transient international social context. Twenty children attending an international school will be interviewed on two occasions by the researcher. It is anticipated that the findings of this study will add to our understandings of international schooling and the particular needs and aspirational dispositions of students who attend them. It might usefully inform pedagogical practices and programmes of professional development for staff in order to better serve students and support them in the process of self-reflection as individuals on their current and future possibilities. This project has the possibility to help leaders in international schools in Belgium and perhaps elsewhere to analyse their own context and act as they see fit based on such reflection. Also these bodies could develop, improve, modify, test and enhance their own pedagogical practices in light of their specific conditions and in relation to their particular environments.

Conflict and politics of oil in the Niger delta region of Nigeria: a review of the corporate social responsibility strategies of the oil companies

Oil was discovered in commercial quantity in the Niger Delta, Nigeria, in 1958 shortly before independence. Since then oil production in the region has been on the increase and now makes up 98% of the country’s GDP. While Nigeria is currently the sixth largest oil producer in the world, the revenue derived from oil is not visible in the socio-economic activities and standard of living of the host communities of the Niger Delta. The region remains underdeveloped and marginalized. It lacks the fundamental amenities and infrastructure of a modern society such as, drinking water, electricity, health care facilities, good road network and employment.

However, Oil mining activities in the region has resulted in ecological disaster and environmental degradation: that oil exploration led to environmental problems like soil erosion, flooding, land degradation, destruction of natural ecosystem, fisheries depletion caused by dredging. Undeniably, the multinational oil companies have contributed significantly to the environmental destruction of the Niger Delta through oil spillage, gas flaring and oil pipe explosions. Collectively, these have resulted in frustration and the subsequent aggression and conflict between the government, host communities and the oil companies.

This paper will examine the key reasons for the regions conflict and why the Niger Delta region has remained impoverished despite the regions huge contribution to the Nigerian economy for many decades. It further explores the Nigerian state’s weakness in carrying out environmental regulatory laws in a bid to check the oil company’s activities against the global memorandum of understanding regarding oil mining best practice. Finally, it will suggest possible ways of resolving this conflict.
The impact of government policy on quality management implementation in Nigerian universities

The purpose of this thesis is to uncover government policies on university education in relation to quality management implementation in the Nigerian university context. The thesis uses a critical realist paradigm and adopts a qualitative approach to unveil the causes of events and generate a practicable model of how to implement these events in the Nigerian university context.

This study rejects the positivist preoccupations with prediction, quantification and measurement used by earlier researchers to determine quality in developed countries and replicate the approach in a country like Nigeria. The study adopts a critical realist approach, since critical realism gives primary to human values of freedom and emancipation rather than material concerns, which are subject to measurement. As a result, the study was designed sequentially, so that it probes into the minds and experiences of university principal officers using rigorous semi-structured interviews to discover casual and missing mechanisms from twenty-nine principal officers in six universities.

Critical realism was adopted to analyse the themes that emerged from the empirical findings because it helps to analyse causal mismatch between reality and methodology, the blame for which is attributed to the implementation of government policies and quality management rather than philosophical inappropriateness. The use of critical realist causal analysis in this study helps to indicate underlying mechanisms that generate causal or missing mechanisms and provides a starting point for querying any unexamined ideology operating in various universities in Nigeria. The findings reveal that many competing voices are operating in different parts of the sector. This has effects on the structure, causing the mechanism to function wrongly, with a lack of a common platform to understand government policies and quality management.

Finally, the thesis’s contribution to knowledge includes reviewing of relevant literature and empirical research related to government policies on university education and quality management implementation in the Nigerian context. Its critical realist paradigm makes use of a qualitative approach to uncover how agents (principal officers) within the structure (universities) drive the mechanisms (such as government policy and quality management) that have been unexplored locally and internationally.

Chadia N. Abras, PhD joined Johns Hopkins University (May, 2011) as the Program Director of Distance Education. Her expertise is in online learning communities, communities of practice, guidelines for success in e-learning communities, and educational technology. She has conducted research and published on heuristics of success for online communities of interest, online learning communities, and distance learning best practices. She also is the author and distance learning, and user-centered designs. Her Ph.D. is in Language, Literacy, and Culture, with a focus on Educational Technology and Technology Application.
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Ali Dikerdem, Dr Mehmet
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The place of knowledge production in reflecting societal needs: A critical space for practitioner doctorates in new knowledge production – an Althusserian perspective...............Page 88

Armsby, Dr Pauline
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Workshop
Thursday 10th April 11.50am-12.50pm
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co-authors Steven Cranfield & Carol Costley

Biography
Pauline is Director of Research at Westminster Exchange, an academic department at the University of Westminster that leads innovation in learning, teaching and pedagogic research. Research interests are in work-based learning and professional doctorates, and their epistemologies and methodologies. Much used pedagogic devices in work-based learning programmes such as the Accreditation of Prior Experiential Learning (APEL), learning agreements and research and development projects are also interests, as is the use of elearning to facilitate work-based learners, and coaching and mentoring in the process of facilitating high level learning. Pauline has managed and developed a range of different professional doctorate programmes for distance provision, internationally and with collaborative partners. Recent research projects managed focus on developing and evaluating doctoral level provision.

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Round Table Discussion
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"It takes two to tango": Mature students’ experiences of the doctoral supervisory relationship ........Page 82

Biography
Ana holds a Master degree by the University of Aveiro (Portugal) in Educational Sciences on non-traditional adult students in Higher Education. Between 2009 and 2013, she has conducted her PhD at the Research Centre Didactics and Technology in Education of Trainers, within the same institution. She finished her PhD in Didactics and Training in May 2013, with distinction and honours, on the topic: “Quality of Doctoral Research Supervision - Design of a framework to evaluate and monitor the process”. At the moment, Ana is a Research Fellow, with a funded grant, within the project: “Non-traditional students in Higher Education”, also at the University of Aveiro.

Bellini, Dr Sandra
University of Connecticut School of Nursing, USA
sandra.bellini@uconn.edu
Poster with Presentation
Thursday 10th April 3.20-4.00pm
Leadership Composition of Professional Nursing Associations and the Emerging Struggle for Stewardship of a Practice Discipline ........Page 95

Presented Paper
Friday 11th April 10.00-10.30am
Enhancing rigor and scholarly outcomes in professional doctoral education in nursing................Page 44
co-author Regina Cusson

Biography
Sandy is currently the Coordinator for both the Doctor of Nursing Practice and Neonatal Nurse Practitioner Programs at the University of Connecticut School of Nursing. She holds a joint appointment between the School of Nursing and the Connecticut Children’s Medical Center, where she serves as both DNP Consultant as well as Neonatal Nurse Practitioner in the Neonatal Intensive Care Unit. Areas of interest include the development of curriculum standards for the professional doctorate at the international level. Dr. Bellini currently holds certifications both as a nurse practitioner and as a certified nurse educator.

Bettany-Saltikov, Dr Josette
Institute of Health and Social Care, Teesside University, UK

Round Table Discussion
Thursday 10th April 12.20-12.50pm
In search of equality and equivalence in professional doctorate Health and Social Care programmes for students and staff.............................Page 77
co-author Robert McSherry

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

Black, Prof Patricia
Keele University, UK

Round Table Discussion
Friday 11th April 12.20-12.50pm
Advanced Practice Development and the Professional Doctorate in Pharmacy.........................Page 87
co-author Elizabeth Mills

Biography
Patricia Black is Professor of Pharmacy Professional Development & Education and the strategic lead for postgraduate taught courses in the School of Pharmacy, Keele University. Pat has a record of leadership and innovation for her work. She was a recipient of one of the prestigious National Teaching Fellowship awards in 2011. She demonstrates vision and leading-edge thinking in her practice, particularly in relation to open, distance and flexible learning that provides pharmacists and other health professionals with a multitude of options and flexible pathways to meet their personal learning and professional development goals. Her research into the use of structured reflective learning portfolios for advanced practice roles has received national and international recognition.

Boazman, Kelly
University of Surrey, UK
k.boazman@surrey.ac.uk

The EngD symposium
Friday 11th April 11.20am-12.50pm
Walking Between Worlds: Enhancing the Benefits of Industrial-based Doctoral Training................Page 61
co-authors Dawn Duke & Chris France

Biography
Kelly Boazman is the Industrial Doctorate Centre Manager in the University of Surrey’s Centre for Environmental Strategy. Kelly has overall responsibility for the day-to-day running of the EngD in Sustainability for Engineering and Energy Systems (SEES) Programme, including business development activity, project development, student recruitment and student progression and development. Kelly is also involved with leading the IDC’s strategic objectives, in particular the development of new approaches to industrial engagement. Prior to joining the IDC, Kelly supported the Researcher Development Programme at the University and developed research interests in the learning experiences of PGD students and, in particular, the importance of cohort building and informal interaction in the successful development of research students. Kelly’s academic background is in Languages (Translation and Linguistics) and she is currently completing a postgraduate degree in Social Research Methods.

Boulton, Dr Helen
Nottingham Trent University, UK
helen.boulton@ntu.ac.uk

Round Table Discussion
Thursday 10th April 11.50am-12.20pm
Affordances and Challenges: The Professional Doctorate in Hong Kong.................................Page 75
Brown, Prof Andrew
Institute of Education, University of London, UK
a.brown@ioe.ac.uk

Plenary Presentation
Friday 11th April 4.00 - 4.30pm
Rethinking Professional Doctorates..................Page 23

Biography
Andrew Brown is a sociologist of education with a particular interest in doctoral education and research capability and capacity building. He was Programme Leader for the EdD at the Institute of Education (IOE) in London, where he subsequently served as Dean of the Doctoral School. For the past two years, he has been working in Singapore as Director (Research) of the Institute for Adult Learning, part of the Singapore Workforce Development Agency, where he founded three research centres and initiated a programme of policy and practice relevant research in adult vocational education. He has been visiting professor at the National Institute of Education, Singapore and the Hong Kong Institute of Education. He has conducted research on professional doctorates (published as ‘Professional Doctorates: Integrating Professional and Academic Knowledge’ with David Scott, Ingrid Lunt and Lucy Thorne) and worked as a consultant on higher education and research capacity building projects in Europe, Africa, Asia and South America. He is currently Professor of Education in the Department of Lifelong and Comparative Education and Centre for Higher Education Studies at IOE, from 1st September 2013, Dean of the Faculty of Policy and Society.

Burgess, Prof Hilary
University of Leicester, UK
hb144@le.ac.uk

Round Table Discussion
Friday 11th April 12.20-12.50pm
Organisations learning: the contribution to organisation practice of the professional doctorate graduate
...............................................................Page 85

Biography
Hilary joined the University of Leicester in September 2010 where she is a professor and Director of Studies in Postgraduate Studies in the Centre for Research in Education and Educational Technology (CREET). Her areas of research focus on schools as learning communities; mentoring in primary and secondary schools; and doctoral students’ learning. She has published widely in the field of primary education, teacher education and teacher professional development. She is the Chair of the National Doctorate in Education Director’s Network and a Council Member of the British Educational Research Association.

Cairns, Prof Len
Monash University, Australia
len.cairns@monash.edu

Presented Paper
Thursday 10th April 1.50-2.20pm
Has the PhD a future as the highest level degree for professionals? ..............................................Page 33
co-author Margaret Malloch

Biography
Associate Professor Len Cairns is an experienced Teacher Educator and former President and a Fellow of the Australian Teacher Education Association and until late 2013 was Associate Dean (Engagement and International) in the Faculty of Education at Monash University in Australia. He is currently an Adjunct Associate Professor at Monash and a Visiting Professor at Middlesex University.

Len has taught in courses at Universities on every continent over the past 40 years and continues to research on Workplace Learning, Capability and Online Learning as well as focusing on the present and future of Doctorates in Higher Education institutions.

Carr, Prof Susan
Northumbria University, UK

Presented Paper
Friday 11th April 2.20-2.50pm
The supervision of professional doctorates in two universities: Experiences of the processes and ways forward..............................................................Page 55

co-authors Monique Lhusier & Jane Harden

Biography
Susan Carr is Professor of Public Health Research in the Faculty of Health & Life Sciences at the University of Northumbria, England. She is also Associate Director of Fuse (Centre for Translational Research in Public Health), Visiting Professor at the University of New England, and the Federation University in Australia. Susan is Programme Leader for the Professional Doctorates Framework in Health & Social Care at Northumbria University. She has a substantial clinical, education and research history in primary care and public health. Her research is located in the Health Improvement Research Programme which is driven by a translational philosophy and focuses on knowledge articulation, understanding and responding to needs, particularly of hard to reach or disengaged populations.

Chirichello, Dr Michael
Northern Kentucky University, USA
chirichelm1@nku.edu

The Carnegie Project symposium
Thursday 10th April 1.50-2.20pm
Edupreneurs: Redesigning the Practitioner’s Ed.D. ........................................................................Page 58
co-author Mark Wasikczko

Chynoweth, Dr Paul
University of Salford, UK
p.chynoweth@salford.ac.uk

Presented Paper
Thursday 10th April 11.20-11.50am
Professional doctorate research methodologies: new possibilities from beyond the social sciences .......Page 30

Workshop
Friday 11th April 11.50am-12.50pm
Competing approaches to knowledge creation in professional doctorate programmes: identifying the alternatives ..................................................Page 68

Round Table Discussion (RTD)
Friday 11th April 2.20-2.50pm
Accommodating conventional wisdom: lessons from a first generation professional doctorate in a positivist discipline............................................Page 92

Biography
Paul leads the built environment professional doctorate at the University of Salford which he established in 2008. By profession he is a solicitor and building surveyor. Since entering higher education 20 years ago he has taught and researched in the law relating to the management of construction projects and the built environment. He is the editor of the peer-reviewed journal, the International Journal of Law in the Built Environment. His recent publications propose the concept of practice-informed research as a legitimate alternative to traditional research methodologies in vocational subject areas.

Costley, Prof Carol
Middlesex University, UK

Workshop
Thursday 10th April 11.50am-12.50pm
Issues in Designing Professional Doctorate Curricula ........................................................................Page 67

co-authors Pauline Armsby & Steven Cranfield

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

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

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

Round Table Discussion
Thursday 10th April 12.20-12.50pm
The Professional Doctorate: A Paradigm Shift in the Definition of Research.................................Page 76

Biography
Dr. Thomas D. Cox is an assistant professor of Higher Education and Policy Studies at the University of Central Florida in Orlando, FL, USA. He founded the master’s program in adult and higher education at the University of Houston-Victoria, and is very active in researching the topics of adult learners within higher education contexts. He earned an Ed.D. in Adult and Higher Education in 2004 from the University of Memphis, Memphis, TN, USA. He is currently the President-Elect of the Adult Higher Education Alliance which is a US organization with the mission of advancing adults within higher education institutions.

Cranfield, Dr Steven
University of Westminster, UK

Workshop
Thursday 10th April 11.50am-12.50pm
Issues in Designing Professional Doctorate Curricula ........................................................................Page 67

co-authors Pauline Armsby & Carol Costley

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

Carol works with organisations in the private, public, community and voluntary sectors internationally in the learning and teaching of work-based, taught and research degrees. Her role involves examining methodologies and epistemologies in work based learning (WBL) in higher education up to professional doctorate level. Looking particularly at WBL pedagogy and the development of WBL as a field of study, especially trans-disciplinarity, equity, ethics and practitioner-researcher relationships.
Cusson, Prof Regina
University of Connecticut School of Nursing, USA
regina.cusson@uconn.edu
Poster with Presentation
Thursday 10th April 3.20-4.00pm
Countertop: The evolution of professional nursing practice upon entry into the academy............Page 98
Presented Paper
Friday 11th April 10.00-10.30am
Enhancing rigor and scholarly outcomes in professional doctoral education in nursing..................Page 44
co-author Sandra Bellini
Biography
Regina M. Cusson, PhD, NNP-BC, APRN, FAAN, is Professor and Dean at the University of Connecticut’s School of Nursing. Dr. Cusson has earned degrees and advanced study certificates from St. Joseph College, the University of Maryland, and the University of Pennsylvania. She joined the University of Maryland’s nursing faculty in 1979, where she developed the first Neonatal Nurse Practitioner (NNP) program in the state. She joined the UConn School of Nursing faculty in 1998 as coordinator of the NNP program. Dr. Cusson served as associate dean for academic affairs and advanced practice for four years before becoming dean in 2011. Her current research focuses on advanced nursing practice role transition and NNP workforce issues.

Dall’Alba, Prof Gloria
University of Queensland, Australia
g.dallala@uq.edu.au
Alison Lee Memorial Lecture
Thursday 10th April 10.00-10.30am
Educating for Practice: A Lifeworld Perspective
......Page 20
Biography
Gloria Dall’Alba is currently Associate Professor of Higher Education in the School of Education at the University of Queensland in Brisbane, Australia. She coordinates UQ’s Graduate Certificate in Higher Education. She has previously held appointments at RMIT University and the University of Melbourne, as well as in Sweden at Karolinska Institute and Gothenburg University.

Gloria’s research interests include education for the professions, higher education pedagogy, workplace learning and qualitative inquiry. Her research draws substantially upon hermeneutic phenomenology, especially relating to notions of learning, teaching, professional practice, and inquiry. She has published extensively on a range of issues relating to higher education, workplace learning and research inquiry in book chapters and in journals such as Studies in Higher Education, Educational Philosophy and Theory, Review of Educational Research and Organization Studies. Her recent books are Learning to be Professionals (Springer) and Exploring Education through Phenomenology: Diverse Approaches (Wiley-Blackwell).

DeSimone, Dr Joan
Johns Hopkins University School of Education, USA
Presented Paper
Friday 11th April 10.30-11.00am
Johns Hopkins University EdD: Innovation in Professional Practice Doctoral Education............Page 46
co-authors Stephen Pape, Chaida Abras & Christine Eith
Biography
Joan DeSimone, Ph.D. is an Assistant Professor and the Coordinator of the EdD program at John Hopkins University School of Education, in Baltimore, Maryland. Her primary teaching focus has been in organization leadership, management in a diverse and global context, and implementing strategic change. She has published research in managing the return of combat veterans to the workplace.

Doyle, Dr Eleanor
University College Cork, Ireland
e.doyle@ucc.ie
The DBA symposium
Friday 11th April 1.50-3.20pm
Back to the Future: Grounding Practice in Subjectivism and First-Person Research.................Page 64
Biography
Dr. Eleanor Doyle is Senior Lecturer in Economics and Assistant Head (Academic) at the School of Economics. She is Director of the practitioner-oriented, developmental, doctoral research programme, DBA (Business Economics). She is interim Director of the Institute for Business Development and Competitiveness being developed at the School and her teaching and research relate to the integration of professional and organisational development and its impact on the environment for business and in turn on economic development and prosperity.

She is an invited member of the international Microeconomics of Competitiveness network of the Institute for Strategy and Competitiveness, Harvard Business School, led by Prof. Michael Porter (www.isc.hbs.edu/). For her contribution to this network over ten years she was honoured to be elected into the ‘Hall of Fame’ of the Institute for Strategy and Competitiveness at Harvard Business School, only the sixth person to receive this honour. (http://www.ucc.ie/en/news/Name-146199-en.html). She leads the Competitiveness Survey Group at UCC providing Irish input to the Executive Opinion Survey for the annual Global Competitiveness Report published by the World Economic Forum. (http://www3.weforum.org/docs/WEF_GlobalCompetitivenessReport_2012-13.pdf). She has developed a joint learning and development initiative between the Institute for Business Development and Competitiveness and the MBA Association of Ireland, Southern Chapter which delivered a Workshop on Overcoming Your Immunity to Change delivered by Robert Kegan, The William and Mirmar Messiah Professor of Adult Learning and Professional Development at the Harvard University Graduate School of Education (http://www.newstatesman.com/uk-politics/2010/06/human-enlightenment-change).

Professor Kegan’s constructive-developmental perspective provides a source of ongoing and valuable contribution to the DBA programme where the limits of theories in business, economics and learning for making sense of professional experience are tested and examined.

Her PhD at the University of Birmingham focused on international trade and growth, central themes in her research publications in The Southern Economic Journal, Applied Economics and the Journal of Economic Studies. The related themes of productivity, innovation and competitiveness formed the basis for research collaborations with Prof. Philip Shapiro (Manchester Business School), Dr. Adrian Kuah (Nottingham Business School), Dr. Damian Ward (Bradford University School of Management) and Fergal O’Connor (UCC) examining productivity, innovation and competitiveness implications for small open economies. This research, funded by the Department of Trade, Investment and Innovation, Northern Ireland, is informing the economic strategy of Northern Ireland. Related research has been presented in Helsinki, Dublin and Glasgow.

She presented a paper on Doctoral Study through NARLT (the National Academy for Integration of Research, Teaching and Learning) in 2009 focussing on the innovative nature of the DBA (Business Economics). Her teaching-focused publications include The Economic System published by Wiley (2005) and several case studies published in the leading European strategy textbook, Exploring Corporate Strategy (Prentice-Hall).

She contributes regularly to debates in national and international media on such topics as competitiveness nationally on The Business on Radio 1, and on the housing and financial bubbles on The World Tonight on BBC Radio 4. She is active in regional fora and was invited to participate in the South Western Regional Authority Regional Innovation Cluster & Regional Economic Competitiveness Project, is a member of the Economic and Enterprise Committee of Cork Chamber, of the Economic Development Subcommittee of CASP (Cork Area Strategic Plan 2001-2020).

Duke, Dr Dawn
University of Surrey, UK
d.duke@surrey.ac.uk
Round Table Discussion
Thursday 10th April 12.20-12.50pm
The Importance of Supervision and Programme Pedagogy in the Development of a Researcher-Practitioner Identity..............Page 78
co-authors Laura Simonds & Marcela Acuña-Rivera
The EngD symposium
Friday 11th April 11.20am-12.50pm
Walking Between Worlds: Enhancing the Benefits of Industry-Linked Doctoral Training............Page 61
co-authors Kelly Bozaman & Chris France
Biography
Dr Dawn Duke is the Head of the Researcher Development Programme. Dawn received her PhD from Imperial College in Neuroscience, but since became interested in researcher development and has been working in this area since 2008. Dawn is experienced in the design and delivery of a large range of professional skills training for researchers. She has a special interest in how to help researchers to develop employability skills so that they are able to be successful both within and outside of academia. She is also interested in creating training to support researchers through transition stages, such as the transition into research and the transition from research student to the next stage in their career, which are often particularly challenging times for researchers. Dawn is also the Director for Graduate Training for GRADnet, a graduate school created through SEPhet. See: http://www.sephet.ac.uk/
Dunin-Woyseth, Prof Halina
Oslo School of Architecture and Design, Norway
Presented Paper
Thursday 10th April 2.50-3.20pm
'Doctorateness' in the Making Disciplines. What do experts say on the issue?..............Page 38
co-authors Fredrik Nilsson, Laila Fauske & Anne Solberg
Biography
Halina Dunin-Woyseth, is an architect, PhD, and professor at the Oslo School of Architecture and Design (AHU). She was the founding head of the AHU’s Doctoral Programme and contributed to establishing a new doctoral programme at the Telemark University College (2011-2012). Her main research interests are issues of knowledge in the design professions, epistemology of architecture and philosophy of science. She has a broad teaching and research practice from Scandinavia and other countries, and has been guest professor at several universities internationally. She has lectured and published extensively, been commissioned as an evaluator by several research councils in Scandinavia, and supervised PhD students in Norway and abroad.

Eboh, Dr Winifred
Robert Gordon University, UK
Poster with Presentation
Thursday 10th April 3.20-4.00pm
Narratives from a professional doctorate student’s experiences ........................................Page 94

Ellis, Dr Brian
Glasgow Caledonian University, UK
Presented Paper
Friday 11th April 10.30-11.00am
'Thank goodness for the cohort!'........................................Page 47
co-author Yvonne Robb
Biography
Brian is currently the Deputy Director and Director of Programmes (Professional Doctorate Framework), Graduate School, Glasgow Caledonian University. He has worked with postgraduate students for twenty years, but over the last nine years has concentrated on PhD students.

Brian is active in research: currently supervising nine doctoral students; working on collaborative research in the field of activity monitoring, to assess the impact of dog ownership on activity levels in elderly people; and finally in research leadership and management, in his role as a Director of a Research Endowment Fund.

Endicott, Dr Leilani
Laureate Online Education, USA
Presented Paper
Friday 11th April 11.20-11.50am
Ethical Dimensions of Supporting International Research for Students in an Online Professional Doctorate Program..................................................Page 51
co-author Jenny Sherer
Biography
Dr. Endicott leads the research ethics departments for Walden University and the University of Liverpool online programs. She also serves on the Institutional Review Board for George Washington University. Dr. Endicott’s research and intervention partners include the Little Earth of United Tribes Family Center, Tubman Family Alliance, Army Community Services, Warriors in Transition Program, Minnesota International Center, Minnesota State Department of Education, and University of Minnesota Department of Child and Adolescent Psychiatry. Her research has been funded by the National Institutes of Health, the Center for Ethical Development, the University of Minnesota, and Walden University.

Evans, Dr Dorothy
University of Strathclyde, UK
dorothy.evans@strath.ac.uk
The EngD symposium
Friday 11th April 11.20am-12.50pm
Advanced Manufacturing Industrial Doctorate Centre: Managing the Differing Industrial Partners and Pressures in an EngD Academic Environment.............Page 62
Biography
Dr. Dorothy Evans is the Engineering Doctorate Coordinator at the Advanced Manufacturing Industrial Doctorate Centre, in the University of Strathclyde’s Design Manufacture and Engineering Management (DME) department. She has an experienced project manager and has worked in product development, marketing and business development in a number of organisations. She has extensive experience in managing complex product design, multi-technology projects through to successful completion. She has experience in creating exhibition and support materials, organising suppliers and managing clients with regard to staging high-quality exhibition and dissemination experiences on a national and international level. She has also been pivotal in establishing and managing a network of designers and creative organisations across a widespread geographical region. She holds an MA in Design Management (Staffordshire University) and a PhD from the Centre for Creative Industries at Glasgow Caledonian University. Her PhD thesis examined ‘Value-Added Design: Perception vs. Reality’.

Farrell, Prof Catherine
University of South Wales, UK
catherine.farrell@southwales.ac.uk
The DBA symposium
Friday 11th April 1.50-3.20pm
Integrating the practitioner and the researcher; a retrospective study of 10 years delivering a Doctorate in Business Administration.............................................Page 65
co-authors Eoin Plant & Sarah Oerton
Biography
Catherine Farrell is Professor of Public Management, University of South Wales. Her research interests are in the areas of citizen participation in governance and is currently researching the effectiveness of voice and choice mechanisms in schools. She has also published widely on devolution and its impact on service provision, in particular, education services. A significant part of her research profile has centred on school governing bodies.

Fauske, Dr Laila
Telemark University College, Norway
laila.b.fauske@hit.no
Presented Paper
Thursday 10th April 2.50-3.20pm
'Doctorateness’ in the Making Disciplines. What do experts say on the issue?..............Page 38
co-authors Fredrik Nilsson, Halina Dun-Woyseth & Anne Solberg
Biography
Laila Fauske is an Associate Professor PhD, at the Faculty of Art and Design Education, Telemark University College. Her research field is within Art and Design Education and concerns knowledge building and creative practice. Her doctoral thesis (2010), defended at The Oslo School of Architecture and Design, addresses Architecture as a key area within the subject Art and Crafts. Since 2012 Fauske has been engaged in a post-doc project concerning ‘Making Scholarship’ and ‘Doctorateness’ in Art and Design Education.

Fillery-Travis, Dr Annette
Institute for Work Based Learning Middlesex University, UK
annette-travis@hmd.ac.uk
Presented Paper
Thursday 10th April 11.20-11.50am
Exploration of the Potential Role of Professional Doctorates in Practitioner Accreditation within Professional Associations..........................Page 31
Biography
Annette started as a senior scientist in a Research institute from 1993-2004, with a PhD in physical Chemistry and over 60 publications. As a fellow of the Royal Society of Chemistry she served as Chair of the RSC “food Group” and was visiting professor in Colloid Science at the Sante Fe Institute, Argentina from 2000-4. Annette began a second career armed with a Masters in professional development and Science Management, as programme Director and then CEO with the professional development foundation, where she served as programme Director for the Masters degree programme in leadership development and coaching, accredited by Middlesex university. In 2010 Annette moved full time to Middlesex university to assume her current responsibilities. Her private practice has a specific focus on senior leaders within the public sector at head of Service level and above, utilising a coaching model encompassing both developmental and transformation coaching.

Annette has worked for many of the coaching professional associations, including the development team for the European Mentoring and Coaching
Council’s training course in 2006, serving as Moderator for the Accreditation process from 2006-2009. She has worked extensively with the World Wide Association of Business Coaching as special advisor to the CEO in 2009 and Chair of the Training Course Accreditation panel since 2008. She was appointed to the international Steering Group in 2008 of the Global Coaching Convention, serving on the organizing committee for the 2011 Global Coaching Convention Rainbow Conference in Cape Town, South Africa. Annette’s research interests include the role of doctorate supervisor/advisor as coach. She has recently developed and delivered an innovative programme for training research supervisors of professional Doctorate candidates.

Fleming, Prof Scott
Cardiff Metropolitan University, UK
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Round Table Discussion
Friday 11th April 12.20-12.50pm

Professional Doctorate Projects: Some Challenges for Research Ethics Compliance

Page 86

Flint, Dr Kevin
Nottingham Trent University, UK
kevinflint@ntu.ac.uk

Presented Paper
Thursday 10th April 4.00-4.30pm

We’ re all casts into a ‘state of exception’ in a post-9/11 world: deconstruction, history, identity, biopolitics in the practice of research

Page 39

Biography
In the role of Senior Lecturer in Education at Nottingham Trent University Kevin is Chair of the Special Interest Group for Practice Led Research (www.professionaldoctors.org) and Programme Leader for the Professional Doctorate Programme at Nottingham Trent University that is now also developing centres in London and Hong Kong. Kevin has worked in primary and secondary education and in the training of teachers at these levels. His completion of a doctoral study while teaching and engaging in mountaineering led to an interest in European philosophy and grounds for reflection that has changed his understanding of schooling and education. Heideggerian philosophy and some of its descendants has provided both a framework for rethinkimg the fundamentals of education, Kevin has published work challenging dominant ideas of teaching and learning, on the performance culture in teaching, on technology and systems of education on, on the pervasive ethic of improvement and on the development of professional doctorate.

Frame, Dr Ian
Anglia Ruskin University, UK
ian.frame@anglia.ac.uk

Round Table Discussion
Friday 11th April 11.50am-12.20pm

The Development of a Non-Modular Professional Doctorate

Page 84

France, Prof Chris
University of Surrey, UK
c.france@surrey.ac.uk

The EngD symposium
Friday 11th April 11.20am-12.50pm

Walking Between Worlds: Enhancing the Benefits of Industrial-based Doctoral Training

Page 61

co-authors Kelly Boazman & Dawn Duke

Biography
Chris France is Professor of Environmental Technology in the Centre for Environmental Strategy and Associate Dean for Postgraduate Researchers, at the University of Surrey. He also directs the Industrial Doctoral Centre (IDC) in Sustainability for Engineering and Energy Systems. An acknowledged expert on running Doctoral Training Centres he was an IDC Advocate on behalf of EPSRC.

Chris has worked with dozens of companies on their sustainability issues (including Rolls-Royce, Sony, HP, Ford) many of which involved looking at the sustainability of operations in a whole supply-chain context. He was one of a handful of reviewers on the recently released BIS Foresight Report on the Future of Manufacturing and has just completed a 3-year term as a Member of EPSRC’s Strategic Advisory Team on ‘Manufacturing the Future’, advising on the sustainability of manufacturing.

Fröde, Alena
TU Bergakademie Freiberg, Germany
alena.froede@grafo.tu-freiberg.de

Presented Paper
Thursday 10th April 4.00-4.30pm

A Comparative Qualitative Study on Mobility of Doctoral Students: A Case Study from Germany (Saxony) and Czech Republic (North Bohemia)

Page 41

co-authors Angelique Leszczawski-Schwerk & Kristyna Rybova

Poster with Presentation
Friday 11th April 3.20-4.00pm

A strategy to develop a transnational doctoral qualification and networking programme

Page 100

Biography
Alena Fröde is a sociologist and higher education manager. Presently she studies university and science management at the Fachhochschule in Onnabrück. Her main areas of expertise are HE course management and organizational and conceptual development of competence oriented doctoral training programmes. Currently she manages the project “Promovieren in Sachsen International” (PromiSa) at the Centre of Advanced Study and Research at the TU Bergakademie Freiberg/ Saxony. She has a strong research interest in strategic and operative management of Science and HE institutions. Homepage: http://tu-freiberg.de/grafa

Garelick, Prof Hmelda
Middlesex University, UK
h.garelick@mdx.ac.uk

Round Table Discussion
Thursday 10th April 12.20-12.50pm

The role of Doctoral level CPD in professional organisations

Page 79

Biography
Hmelda is a Professor of Environmental Science and Public Health Education whose work aims to explore the complex interplay of environmental sciences with human and organisational behaviour in public health decision making processes. As an educational practitioner she aims to embed the knowledge gained in the practitioner community through the development of workbased professional Masters and Doctorate programmes. She is Framework Leader for the Doctorate in Professional Studies (DProf) Risk and Environment Pathways in the School of Health and Social Sciences at Middlesex University.

Gibbs, Prof Paul
IWBL, Middlesex University, UK
p.gibbs@mdx.ac.uk

Presented Paper
Friday 11th April 2.50-3.20pm

Is There a ‘We’ as a Well as an ‘I’ in Professional Expertise?

Page 56

Biography
Professor Paul Gibbs is a research professor in the Institute for Work Based Learning and has published extensively on the nature of workplace and work based learning from a philosophical perspective and shares with Kevin Flint an interest in Heidegger. Paul also publishes in the area of marketing higher education where he retains a critical practitioner viewpoint. He is the Editor of the Journal Higher Education, Skills and Work Based Learning and an executive member of the Universities Association for Lifelong Learning. He supports the Arsenal.

Glasgow, Dr Mary Ellen
Duquesne University, USA
glasgowml@duq.edu

Round Table Discussion
Thursday 10th April 11.50am-12.20pm

The Quandary of Leadership Development in the Professional Practice Doctorate: Exploring Content and Context

Page 72

Biography
Dr. Mary Ellen Smith Glasgow is Dean and Professor of Duquesne University School of Nursing in Pittsburgh, Pennsylvania. Dr. Glasgow received her BSN from Gwynedd-Mercy College, MSN from Villanova University, and PhD from Duquesne University, School of Nursing. She completed a fellowship at Bryn Mawr College for Women in Higher Education Administration. In 2010, she was honored with the Villanova University College of Nursing Alumni Medallion for Distinguished Contribution to Nursing Education. She served as the Associate Editor for Oncology Nursing Forum responsible for the Leadership and Professional Development Feature. Dr. Glasgow was a Trustee of Princeton Healthcare System and was selected as a 2009 Robert Wood Johnson Foundation Executive Nurse Fellow. She has over 60 publications, 120 national and international presentations, and recently co-authored two books, Role Development for Doctoral Advanced Nursing Practice (2011), the recipient of the 2011 AIN Book of the Year Award, and Legal Issues Confronting Today’s Nursing Faculty: A Case Study Approach (2012), the recipient of the 2012 AIN Book of the Year Award. Dr. Glasgow received the Distinguished Alumna Award from Gwynedd-Mercy University and was elected as a Fellow of the American Academy of Nursing in 2013.

Gordon, Prof Frances
Sheffield Hallam University, UK
f.gordon@shu.ac.uk

Presented Paper
Thursday 10th April 10.30-11.00am

‘We’re walking paradigm’: the richness of multiprofessional doctoral education

Page 26

co-author Hilary Percy

Biography
Frances is a member of the team delivering a multiprofessional Professional Doctorate programme in the Faculty of Health and Wellbeing, Sheffield Hallam University.

Frances has practised in the multiprofessional educational context for the past 15 years. She has led a number of government funded projects in this field and was awarded a personal chair in 2007 in recognition of her national and international reputation in the field of interprofessional education working.

Frances has wide experience in the design of professional doctorate curricula and in the supervision and examination of doctorate students.
Gosling, Dr Jennifer
London School of Hygiene & Tropical Medicine, UK
jennifer.gosling@lshtm.ac.uk

Poster with Presentation
Friday 11th April 3.20-4.00pm
How can the impact of workplace attachments be maximised for the host organisation as well as the student? ......................................................Page 102

co-author Elizabeth Stevens

Biography
Jennifer Gosling is a Lecturer in Management. She has undertaken research on managerialism in general practice and the professionalisation of the Practice Manager; practice based commissioning and the introduction of polyclinics. She is currently seconded to the Nuffield Trust as a Senior Research Fellow researching Clinical Commissioning Groups’ impact on primary care development.

Hager, Dr Mark
Menlo College, USA
mhager@menlo.edu

Presented Paper
Friday 11th April 11.20-11.50am
It made all the difference in the world: Psychological and social support in the professional doctorate ...............................................................Page 49

co-author Frances Turner

Biography
Mark J. Hager is an Associate Professor of Psychology at Menlo College in Atherton, CA. Dr. Hager earned his B.A. from Golden Gate University, his Ed.M. from Harvard University, and his Ph.D. in Education & Psychology from the University of Michigan. Dr. Hager studies social-psychological influences on faculty teaching and student learning, particularly the role of mentoring and developmental relationships in educational and training settings. He is co-author (with Burgos and London) of the first edition of the very successful University of Michigan handbooks on mentoring in graduate education, used extensively throughout the United States. Dr. Hager’s recent publications include an investigation of coping strategies and job burnout (with Li, Hou, Chi and Liu); an analysis of contributions online pedagogic planners make to student learning and engagement (with Basiel, Howarth and Zoubir); and a synthesis and critique of mentoring theories in higher education (with Dominguez). Dr. Hager is a frequent speaker and consultant at national and international venues, including the US Department of Veterans’ Affairs; University of New Mexico Mentoring Institute; the American Educational Research Association; the International Congress of Psychology (Berlin); UKCGE Inaugural Conference on the Professional Doctorate; and the recent International Conference on Developments in Doctoral Education.

Harden, Dr Jane
Cardiff University, UK
jane.harden@cardiff.ac.uk

Presented Paper
Friday 11th April 2.20-2.50pm
The supervision of professional doctorates in two universities: Experiences of the processes and ways forward ......................................................Page 55

co-authors Susan Carr & Monique Hussier

Biography
Jane is a senior lecturer in the School of Healthcare Sciences at Cardiff University and is the programme director for the Doctorate in Advanced Healthcare Practice there. She has extensive experience of developing professional doctorate programmes and has successfully supervised a number of doctoral candidates to completion, as well as having examined both PhD and professional doctorate doctoral theses. Her teaching expertise lies within the fields of research methods training and health improvement methodology, with a particular focus on patient safety. Jane’s current research activity is in the management of comorbid conditions in people with dementia.

Harrison, Dr Neil M
University of Dundee, UK
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Poster Display
Using Direct Observed Procedural Skills (DOPS) enhanced by video as a learning tool .......Page 105

co-author Roddy McLeod, Jean S Ker & Robert Smith

Biography
Having graduated from the University of Dundee, Dr Harrison has been working in NHS Forth Valley and Tayside for the last 7 years. He completed postgraduate training in General Practice in Perth in 2010 and continues to work locally as a General Practitioner. Dr Harrison is currently Teaching Lead for Senior medical students in Tayside.

Hawkes, Dr Denise
Institute of Education, UK
d.hawkes@ioe.ac.uk

Presented Paper
Friday 11th April 10.00-10.30am
So who wants to do an EdD anyway? Evidence from the IoE EdD 1996-2013 ......................................................Page 43

Hendry, Dr Leroi
Working Lives Research Institute, London Metropolitan University, UK
l.hendry@londonmet.ac.uk

Round Table Discussion
Thursday 10th April 11.50am-12.20pm
The Challenge of Embedding Peer Assisted Learning in an Interdisciplinary, Cross Sectoral Professional Doctorate ......................................................Page 74

co-author Cilla Ross

Heyes, Dr Jo
Staffordshire University, UK
joanna.heyes@staffs.ac.uk

Poster with Presentation
Friday 11th April 3.20-4.00pm
‘We Still haven’t found what we’re looking for’: A preliminary investigation into academic screening and selection in Clinical Psychology .....................Page 99

Biography
I graduated from Reading University with a Psychology degree in 1996 before completing my Doctorate in Clinical Psychology at Southampton University in 2001. Since qualifying I have worked in adult mental health and substance misuse services, and more latterly with children and families. My clinical and research interests are in the areas of early intervention/prevention services with young children and families, attachment, adoption and fostering, and clinical supervision. I also provide training, supervision and consultancy input for the Department of Health’s Family Nurse Partnership programme. I have been a clinical tutor and selection lead for the Clinical Psychology Programme since September 2012.

Hill, Dr Mick
Northumbria University, UK
michael.hill@northumbria.ac.uk

Poster with Presentation
Thursday 10th April 3.20-4.00pm
Pragmatic Scholarship: A Case Study of Developing a Professional Doctorate by Portfolio .....................Page 96

co-author Peter Holgate

Biography
Dr. Mick Hill is Director of Postgraduate Research in the Faculty of Health and Life Sciences at Northumbria University. His research interests span themes including the sociology of intimacy, sociology of mental health and the role of the third sector organisations in these and related fields.

Holgate, Peter
Northumbria University, UK
peter.holgate@northumbria.ac.uk

Poster with Presentation
Thursday 10th April 3.20–4.00pm
Pragmatic Scholarship: A Case Study of Developing a Professional Doctorate by Portfolio .....................Page 96

co-author Mick Hill

Biography
Peter Holgate is Programme Leader for the Master of Architecture programme at Northumbria University, a University Teaching Fellow, and a Learning and Teaching Lead for the Faculty of Engineering and Environment. His research interests include assessment and feedback, and student well-being.

Hutton, Dr Stephanie
Staffordshire University, UK
stephanie.hutton@staffs.ac.uk

Poster Display
About me, for me or with me? Service user and carer involvement on the Staffordshire & Keele Clinical Psychology Doctoral Training Programme ..........Page 104

Biography
Dr. Stephanie Hutton is a Clinical Tutor / Senior Lecturer on the Staffordshire & Keele Clinical Psychology Doctorate and a Clinical Psychologist working with looked after and adopted children in Staffordshire & Shropshire Foundation NHS Trust. Her areas of special interest include parental mental health, attachment, adoption and fostering, and clinical supervision. She leads on Personal and Professional Development for all Trainee Clinical Psychologists on the Programme and is a member of the Service User and Carer sub-committee.
Kathleen King is Director of the Ashridge Doctorate and MSc in Organisational Change. Kathleen is interested in enabling deep individual and organizational learning in the service of change and innovation. Kathleen’s academic practice is firmly rooted in her experience as a leader and consultant. She has worked with organisations across markets and cultures, in private, not for profit and public sectors, including BBC, World Health Organisation, Credit Suisse, Unilever, NHS, Microsoft, BT. Her work includes developing executive teams, designing and delivering development programmes for leaders and consultants, coaching executives, consulting to organisations in times of change and renewal. Kathleen obtained her PhD from the Centre for Action Research and Professional Practice at the University of Bath.

Kunminiecki, Prof Patricia
The University of Toledo, USA
patricia.kunminiecki@utoledo.edu

Presented Paper
Thursday 10th April 2.20-2.50pm
Inter-professional Approaches for Professional Doctorate Healthcare Programs

Biography
Professor Patricia Kunminiecki is the Vice Provost for Graduate Affairs and Dean of the College of Graduate Studies at The University of Toledo, Ohio (USA). Prior to this appointment, she served as Chair of the Department of Biological Sciences (10 years) and Associate Dean for the College of Arts and Sciences (6 years). She is actively involved with the Council of Graduate Schools and the Association for Women in Science, and serves on the Board of Directors for the National Professional Science Master’s Association and the Ohio Board of Regents Advisory Committee on Graduate Studies.

Angelique Leszczawski-Schwerk, Dr Angelique
Technische Universität Bergakademie Freiberg, Germany
Angelique.Leszczawski-Schwerk@grafa.tu-freiberg.de

Presented Paper
Friday 11th April 4.00-4.30pm
A Comparative Qualitative Study on Mobility of Doctoral Students: A Case Study from Germany (Saxony) and Czech Republic (North Bohemia)

Biography
Angelique Leszczawski-Schwerk is a historian, slavicist and specialized journalist. She is currently working as a research fellow of the project “Promovieren in Sachsen International” (PromiSa) [To do a doctorate in Saxony International] at the Centre of Advanced Study and Research at the TU Bergakademie Freiberg/Saxony. There she also coordinates different gender equality projects and acts as gender equality officer. Her research specialty is the history of (Central) Eastern Europe and gender history; she is also interested in gender equality issues in universities.


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

Presented Paper
Thursday 10th April 1:50-2.20pm
Has the PhD a future as the highest level degree for professionals? ........................................... Page 33
co-author Len Cairns

Biography
Margaret Malloch, PhD, is the Director of Research Training, in the College of Education at Victoria University, Australia. She coordinates postgraduate research programs including the Doctor of Education. Her research focuses on workplace learning, doctoral education and vocational education and training. She is the Chair of the American Educational Research Association’s Special Interest Group, Workplace Learning, and is a Link Convenor of the Vocational Education and Training Network Board in the European Educational Research Association.

McLeod, Roddy
College of Medicine University of Dundee, UK
r.mcleod@dundee.ac.uk

Workshop
Thursday 10th April 11.50am-12.50pm
The Professional Doctorate by Public Works as a research degree: Pedagogical issues in the critical engagement with significant outputs in the public domain with evidenced impact.........................Page 66
co-author Dr David Adams

Biography
Roddy McLeod: MSc, BIN, RN, Pg Cert (ICE) FHEA started nursing career in 1997 at Dundee University. Staff nurse in Ward 22 Haemodialysis / Renal Unit and latterly as Senior Staff Nurse in Theatres, Ninewells Hospital. Took up position as tutor in April 2008 and continue to support the planning and development of procedural skills training for senior medical undergraduate students at Ninewells, Perth Royal Infirmary and Strathcarron. I also teach years 1 and 2 clinical skills within the Clinical Skills Centre at Ninewells Hospital.

McSherry, Prof Robert
Institute of Health and Social Care, Teesside University, UK
Robert.McSherry@tees.ac.uk

Round Table Discussion
Thursday 10th April 12.20-12.50pm
In search of equality and equivalence in professional doctorate Health and Social Care programmes for students and staff............................................. Page 77
co-author Jossette Bettyan-Saltikov

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

Messenger, Dr Hazel
London Metropolitan University, UK
h.messenger@londonmet.ac.uk

Presented Paper
Friday 11th April 1:50-2.20pm
Staff development for a professional doctorate: a socio cultural analysis of the use of action learning sets .......................................................... Page 52

Biography
Hazel has a Professional Doctorate in Education and is currently the full-time MBA course leader in the Faculty of Business and Law at London Metropolitan University. She comes to this role without an academic or practical background in business, rather as an educationalist with experience of leading developmental and experiential learning environments. She leads the first taught element of the DBA programme, ‘Practice-based Research’, is a Particpatory Research Group facilitator and a supervisor.

Her research interests currently include socio-cultural perspectives on learning and development, ‘creativity’ in higher education and doctoral pedagogy.

Mills, Dr Elizabeth
Keele University, UK
e.r.mills@ Keele.ac.uk

Round Table Discussion
Friday 11th April 12.20-12.50pm
Advanced Practice Development and the Professional Doctorate in Pharmacy..............................................Page 87
co-author Patricia Black

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

Moran, Dr Patricia
Metanoia Institute, London, UK

Presented Paper
Thursday 10th April 10.30-11.00am
Design and Evaluation Procedures for a Doctorate in Counselling Psychology and Psychotherapy by Professional Studies ...................... Page 25
co-author Vanja Orlands

Biography
Dr Patricia Moran is a Chartered Research Psychologist and Counselling Psychologist. She works as Research Coordinator and Research Tutor on the Doctorate in Counselling Psychology and Psychotherapy by Professional Studies (DCPsyCh); this is a joint programme between Metanoia Institute and Middlesex University. Patricia has carried out psychological research within academia and for voluntary sector organisations for most of her professional life. In her teaching she has a special interest in the integration of research into practice. She also works clinically in private practice.
Nicolaides, Aliki  
University of Georgia, USA  
**Round Table Discussion**  
Friday 11th April 2.20-2.50pm  
Emerging Dimensions of Rigor in the Action Research  
Dissertation..........................................................Page 90  
co-authors Karen Watkins & Wendy Ruona  
**Biography**  
Dr. Aliki Nicolaides is Assistant Professor of Adult Education at the University of Georgia, Athens. Dr. Nicolaides' scholarship and teachings focus on leading adult learning and practicing a developmental action inquiry approach to creating conditions for adults to advance their capacity (complexity of knowing) and competencies (skilful means to lead change) to engage paradox, uncertainty and the ambiguity generated by early 21st Century demands in work, life, and society. In both teaching and research, Dr. Nicolaides is interested in generating conditions for adults, groups and systems to learn, grow and develop the skilful means for mutual inquiry, timely action and mutually transforming power.  

Nilsson, Prof Fredrik  
Department of Architecture, Chalmers University of Technology, Sweden  
fredrik.nilsson@chalmers.se  
**Presented Paper**  
Thursday 10th April 2.50-3.20pm  
'Doctorateness' in the Making Disciplines. What do experts say on the issue? ..........................Page 38  
co-authors Halina Dun-Woyseth, Laila Fauske & Anne Solberg  
**Biography**  
Fredrik Nilsson, is an architect SAR/MSA, PhD, Professor of Architectural Theory at Chalmers University of Technology, and Partner and Chief Research Strategist at White Arkitekter AB. Research profile mainly directed to contemporary architecture and the interaction between theory and practice with a special interest in the epistemology of architecture, design theory and the implications of technology for conceptual thinking, practical design work and production. He has taught and lectured at several schools for architecture and design in the Nordic countries, and was senior professor at Sint-Lucas School of Architecture, Brussels, 2007-2009.  

Nwankwo, Beloveth  
University of Derby, UK  
belovethodoh@yahoo.com  
**Research Student Poster Display**  
Conflict and politics of oil in the Niger delta region of Nigeria: a review of the corporate social responsibility strategies of the oil companies ......................Page 107  
**Biography**  
Beloveth Odochi Nwankwo, is a second year PhD student in the University of Derby, Kedleston Road Campus, United Kingdom. Beloveth's research topic is: Conflict and Politics of Oil in the Niger Delta Region of Nigeria: a Review of the Corporate Social Responsibility Strategies of the oil Companies. Prior to doctoral studies, she acquired a BSc in Accounting in 2007, MA in Human Resources Management in 2010. She has authored some academic articles currently undergoing peer review and has presented conference papers internationally including a recent invitation by the California State University, Sacramento Center for African Peace and Conflict Resolution to present a paper on “Ethno-religious Conflict in Africa: the Nigerian Experience.”  

Oerton, Dr Sarah  
University of South Wales, UK  
sarah.oerton@southwales.ac.uk  
**The DBA symposium**  
Friday 11th April 1.50-3.20pm  
Integrating the practitioner and the researcher; a retrospective study of 10 years delivering a Doctorate in Business Administration ..............................Page 65  
co-authors Eoin Plant & Catherine Farrell  
**Biography**  
Dr. Sarah Oerton is Reader and Visiting Research Fellow, Centre for Applied Social and Public Policy, University of South Wales. Prior to this, she was Principal Lecturer and Deputy Head in the School of Social Sciences, Faculty of Business and Society, University of South Wales (formerly University of Glamorgan). Between 2010 – 2013, she took the lead role in coordinating and teaching SDS0001 'The Methodological Framework and Methods for Data Collection', one of five modules on the Doctorate in Business Administration programme. She has supervised one PhD student to completion and is currently supervising one PhD and three DBA students.  

Orlans, Prof Vanja  
Mentasia Institute, London, UK  
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**Presented Paper**  
Thursday 10th April 10.30-11.00am  
Design and Evaluation Procedures for a Doctorate in Counselling Psychology and Psychotherapy by Professional Studies .............................................Page 25  
co-author Patricia Moran  
**Biography**  
Professor Vanja Orlans is Joint Head of the Integrative Department at Mentasia Institute in London and Programme Leader of the Doctorate in Counselling Psychology and Psychotherapy by Professional Studies (DOPych), a joint programme with Middlesex University. She is a BPS Chartered Psychologist and is registered with the HCPC as both a Counselling Psychologist and an Occupational Psychologist. She is also a UKCP registered Gestalt Psychotherapist and a Senior Practitioner Member of the BPS Register of Psychologists Specialising in Psychotherapy. Vanja has a particular interest in innovations in doctoral education. She teaches and practises in London.  

Pape, Dr Stephen  
Johns Hopkins University School of Education, USA  
stephen.pape@hu.edu  
**Presented Paper**  
Thursday 10th April 11.20-11.50am  
Innovative pedagogy in online doctoral education: Exploring the impact of situating experiential learning within a professional context .........................Page 28  
co-authors Christine Eith & Chadia Abras  
**Presented Paper**  
Friday 11th April 10.30-11.00am  
Johns Hopkins University EdD: Innovation in Professional Practice Doctoral Education ...............Page 46  
co-authors Chadia Abras, Christine Eith & Joan DeSimone  
**Biography**  
Stephen Pape, PhD is Professor of Education and Director of the Johns Hopkins University Doctor of Education program. He is an Educational Psychologist with research interests focused on technology-enhanced classroom contexts and the development of online learning contexts. Recent funded projects include a randomized control trial to examine the impact of classroom connectivity technology on Algebra I achievement and an online professional development program for grades 3-5 general and special education teachers. Dr. Pape is an elected Board Member at Large for the Association of Mathematics Teacher Educators and as a Principal Panel Member for the U.S. Department of Education.  

Parry, Dr Emma  
Cranfield School of Management, UK  
emma.parry@cranfield.ac.uk  
**The DBA symposium**  
Friday 11th April 1.50-2.30pm  
Experience and student progress through a professional doctorate: a longitudinal study ......Page 63  
co-author Lynette Rylas  
**Biography**  
Emma Parry is a Reader in Human Resource Management at Cranfield School of Management and Director of the International Executive Doctorate (DBA) programme. Emma’s research focuses mainly on the impact of the changing context on managing people, particularly the influence of national context, changing demographics and technological advancement. Emma leads two global research networks undertaking research into comparative HRM and cross-cultural careers and is a member of the global team for the Sloan Centre of Ageing and Work at Boston College, USA.  

Parr, Elizabeth  
Manchester Institute of Education, University of Manchester, UK  
lizparr@hotmail.co.uk  
**Presented Paper**  
Thursday 10th April 10.30-11.00am  
An investigation into the development of professional doctorate student identities ...............Page 24  
co-authors Stephen Rayner, Janet Lord & Rachel Stanley  
**Biography**  
Elizabeth Parry is currently a lecturer in Initial Teacher Education at Liverpool Hope University and also has experience as a primary school teacher in schools across the north west of England. She is currently studying for a Doctorate of Education at the University of Manchester. Elizabeth’s research concerns community-oriented primary schools and she has thus far considered international approaches to this idea as well as the experiences of educational professionals’ who work in these settings. She intends to develop her research by considering the characteristics of professionals’ perceptions and practices in community-oriented schools.
Piercy, Dr Hilary  
Sheffield Hallam University, UK  
h.piercy@shu.ac.uk  
Presented Paper  
Thursday 10th April 10.30-11.00am  
"We're walking paradigms": the richness of  
multiprofessional doctoral education  
Page 26  
co-author Frances Gordon  

Biography  
Hilary is the programme lead for the Professional Doctorate Programme in the Faculty of Health and Wellbeing at Sheffield Hallam University. Hilary Piercy has a professional background in nursing and midwifery and has been involved in professional education, both pre-registration and post registration at all academic levels for many years. Her current research interests and activities centre around the two areas of sexual and reproductive health with a specific focus on service development and improvement and pedagogical approaches in doctoral education.

Pilkington, Dr Ruth  
University of Central Lancashire, UK  
RMH.Pilkington@uclan.ac.uk  
Presented Paper  
Thursday 10th April 1.50-2.20pm  
A Subtle Game: the interplay of course assessment, outcomes and research for participants studying for a professional doctorate  
Page 32  

Biography  
Ruth Pilkington is a principal lecturer at University of Central Lancashire.

Pizzolato, Dr Nico  
Middlesex University, UK  
n.pizzolato@mdx.ac.uk  
Poster with Presentation  
Friday 11th April 3.20-4.00pm  
Research methodologies and practice-led doctorates: a view from below  
Page 101  
co-author Abdul Abukari  

Plant, Dr Eoin  
University of South Wales, UK  
eoin.plant@swansea.ac.uk  
The DBA Symposium  
Friday 11th April 1.50-3.20pm  
Integrating the practitioner and the researcher; a retrospective study of 10 years delivering a Doctorate in Business Administration  
Page 65  
co-authors Sarah Oerton & Catherine Farrell  

Biography  
Dr. Eoin Plant is Senior Lecturer, University of South Wales. Eoin is the DBA Course Leader and Module Lead for Developing the Doctoral Research Project. He co-leads the Logistics Modelling Group at the Centre for Supply Chain Operations and Procurement Excellence (C-SCOPE).

Poulter, Grace  
Glasgow Caledonian University, UK  
grace.poulter@gcu.ac.uk  
Round Table Discussion  
Friday 11th April 2.20-2.50pm  
Academic Writing: Taught or Caught?  
Page 89  
co-author Siva Sockalingam  

Biography  
Grace has worked at Glasgow Caledonian University (GCU) since 2005. Her present post, as a Lecturer in Academic Writing in the Graduate School, has allowed her to bring together a wide portfolio of skills and expertise she has developed over a long teaching career. As an English language specialist and an academic educator she has a special interest in the academic development and engagement of GCU’s Professional Doctorate students. Her research interests lie particularly in the impacts that earlier educational experiences have on the learning journey of older adults engaged in higher degree programmes.

Poultney, Dr Val  
University of Derby, UK  
v.a.poultney@derby.ac.uk  
Round Table Discussion  
Thursday 10th April 12.20-12.50pm  
Joint supervision: A model for successful doctoral outcomes?  
Page 80  

Biography  
Dr Val Poultney is the EoD Programme Leader and Assistant Head of Postgraduate Studies at the University of Derby UK. She heads up a large programme with over 100 students, comprising both UK and international students. The programme has been in existence since 1998. Her professional background is in science secondary education and Initial Teacher Education. More recently she has worked on Masters, Professional Doctorates and PhD programmes. Her research interests are centred on secondary school middle leadership, school improvement and governance.

Rayner, Stephen  
Manchester Institute of Education, University of Manchester, UK  
SRayner11@alol.com  
Presented Paper  
Thursday 10th April 10.30-11.00am  
An investigation into the development of professional doctorate student identities  
Page 24  
co-authors Janet Lord, Elizabeth Parr & Rachel Sharkey  

Biography  
Stephen Rayner has experience as a secondary school teacher, deputy head, local authority adviser and school governor. He is currently studying for a Doctorate of Education at the University of Manchester. His research focuses on the interaction between policy, values and leadership practices in English schools. He is in the third year of the EoD programme and is planning a longitudinal case study of decision-making processes in a school that is considering conversion to academy status.

Reynolds, Dr Elsie  
University of Wales Trinity Saint David, UK  
stramsdale@uclan.ac.uk  
Poster with Presentation  
Thursday 10th April 3.20-4.00pm  
"An exploration of the academic development needs for the transition from nurse practitioner to nurse educator and the role of the doctoral qualification within this”  
Page 93  

Biography  
Elsie Reynolds PGCE, BA, MA, PhD is a specialist in the field of bilingual work-based learning in Higher Education. She is Senior Lecturer at the Wales Institute for Work-based Learning at the University of Wales Trinity Saint David. She has led on the development, accreditation and validation of a range of programmes, level 4 to 8, within the Professional Practice Framework. Having specialised in the requirements for the Accreditation of Prior Experiential Learning she is curriculum lead for the accreditation of prior certificated and experiential learning across the university. She is responsible for all aspects of bilingual work-based learning, quality assurance in teaching and learning, the assessment of learning and mentoring of colleagues within the Institute.

Robb, Dr Yvonne  
Glasgow Caledonian University, UK  
y.robb@go.ac.uk  
Presented Paper  
Friday 11th April 10.30-11.00am  
"Thank goodness for the cohort!”  
Page 47  
co-author Brian Ellis  

Biography  
Yvonne Robb graduated with an honours degree in biochemistry prior to training as a nurse. She worked in intensive care before moving into nursing education. After gaining an MSc in Nursing and Health she obtained a lecturer’s post in Glasgow Caledonian University. Her PhD was awarded for a hermeneutic study of the perceptions of competence and the development of competence of registered nurses. Since then she has been involved in a number of qualitative research studies. She has been involved in the Professional Doctorate programme since its inception and is now the research methods module leader.

Rolfe, Prof Gary  
Swansea University, UK  
grolfe@swansea.ac.uk  
Plenary Presentation  
Thursday 10th April 4.30-5.00pm  
Tame and Wicked doctorates: Knowledge and practice in corporate university  
Page 21  

Biography  
Gary Rolfe is Professor of Nursing in the College of Human and Health Sciences at Swansea University. He qualified as a mental health nurse in 1983 and has an academic background in philosophy and education. He teaches reflective practice, practice development and the philosophy and practice of research, and has published ten books and over one hundred journal
articles and book chapters on philosophical aspects of practice, research methodologies, practice development and education. He has been invited to speak at conferences across the world, including keynote presentations in USA, Canada, Australia, New Zealand and throughout Europe. Since moving to Swansea University in 2003 he has worked with practitioners across West Wales to establish the Wales Centre for Practice Innovation. Gary co-wrote and teaches on the College’s professional doctorate which is aimed specifically at the needs of health professionals. His most recent book, ‘the University in Dissent’, explores the challenges faced by the corporatisation of the university in the 21st century.

Ross, Dr Cilla
Working Lives Research Institute, London Metropolitan University, UK
C.Ross@londonmet.ac.uk

Round Table Discussion
Thursday 10th April 11.50am-12.20pm
The Challenge of Embedding Peer Assisted Learning in an Interdisciplinary, Cross Sectoral Professional Doctorate

Biography
Cilla co-developed and is course leader for the Professional Doctorate in Researching Work.
She trained as a historian and has developed her expertise in teaching and learning as a result of working with ‘non-traditional’ learners in a diverse range of community and university settings. Cilla has worked extensively with trade union and adult learners and has used narrative and oral history to interrogate their learning journeys and working lives. She is particularly interested in collective learning, a recent publication being, Ross, C., et al (2012) Learning Journeys. London: TUC.

Ruona, Dr Wendy
University of Georgia, USA
wruona@uga.edu
Presented Paper
Thursday 10th April 4.00-4.30pm
A Conceptual Framework & Signature Pedagogy to Develop Scholar Practitioners and Leaders of Change

Biography
Wendy E. A. Ruona is an Associate Professor of Human Resource & Organization Development (HR&OD) at the University of Georgia (United States). She is the Coordinator of the Ed.D. program in Adult Education, Learning & Organization Development. In addition to her interest and scholarship around the professional doctorate, academic standards, and academic program quality, Wendy’s scholarship focuses on strategic talent development/talent management, organization development and change, performance improvement, and building the HRD profession (foundations, professionalization/professional identity, etc.). Wendy is Incoming President of the Academy of Human Resource Development (www.ahrd.org).

Rylas, Prof Lynette
Cranfield School of Management, UK
lynette.ryals@cranfield.ac.uk
The DBA symposium
Friday 11th April 1.50-3.20pm
Student experience and student progress through a professional doctorate: a longitudinal study

Biography
Lynette Rylas specializes in key account management and marketing b2b management, particularly relating to profitable customer management in the business-to-business context. She is a Registered Representative of the London Stock Exchange and a Fellow of the Society of Investment Professionals. She directs Cranfield’s Key Account Management Best Practice Research Club and, since 2007, has been the Director of the Demand Chain Management Community and a member of the School of Management’s Executive Board. She is the Pro-Vice Chancellor of Cranfield University.

Rybova, Kristyna
Jan Evangelista Purkyné University, Usti nad Labem, Czech Republic
Presented Paper
Thursday 10th April 4.00-4.30pm
A Comparative Qualitative Study on Mobility of Doctoral Students: A Case Study from Germany (Saxony) and Czech Republic (North Bohemia)

Biography
Kristyna Rybova is a doctoral student of demography at Charles University in Prague. She is currently working as a research fellow in the project “Promovieren in Sachsen International” (PromiSia) at the Centre of Advanced Study and Research at the TU Bergakademie Freiberg/Saxony. In this project she coordinates the cooperation between TU Bergakademie Freiberg and Jan Evangelista Purkyné University in Usti nad Labem/Czech Republic.
Her long-term research interests are the consequences of demographic changes in municipalities in the Czech Republic. She has also worked on different projects analysing the situation in Czech-German crossborder region.

Sanders, Prof Gail
University of Sunderland, UK
Gail.sanders@sunderland.ac.uk
Presented Paper
Friday 11th April 10.00-10.30am
The impact of doctoral studies on individuals and their practice: developing resistance and resilience

Biography
Gail Sanders is principal lecturer with responsibility for learning Enhancement with the faculty of Business & law at the university of Sunderland. She has extensive experience in the development of part-time programmes for practising managers, most recently focusing on innovative developments in work-based learning at doctoral level. She is a member of the core team for the university’s professional Doctorate programme, and programme leader for the Business School DBA. Gail’s main research interest is in the concept of professional identity and authentic leadership, particularly as it applies to health-care workers.

Sharkey, Rachel
Manchester Institute of Education, University of Manchester, UK
rachelsharkey82@gmail.com
Presented Paper
Thursday 10th April 10.30-11.00am
An investigation into the development of professional doctorate student identities

Biography
Rachel Sharkey has experience teaching from Key Stage 1 through to Key Stage 5 and is currently teaching mathematics to ages 9-18 in an independent grammar school. She is studying part-time for a Doctorate in Education at the University of Manchester. Rachel’s research areas include enrichment in the mathematics curriculum and how teachers’ capital can manifest itself through an enriched curriculum and teaching practice.

Sharer, Jenny
Laureate Online Education, USA
jenny.sharer@waldeina.edu
Presented Paper
Friday 11th April 11.20-11.50am
Ethical Dimensions of Supporting International Research for Students in an Online Professional Doctorate Program

Biography
Jenny Sharer is an Associate Director in the Office of Research Ethics and Compliance at Walden University. She received her M.Ed. from Texas Christian University and initially worked at a local advocacy center to promote victim’s rights and protections through community education. After a few years, she transitioned to higher education where she currently is involved with activities relating to the ethical review and conduct of research. Furthermore, she serves as the Vice Chair for the International Online Research Ethics Committee for the University of Liverpool Online Programmes. As of 2010, Ms. Sharer is also a Certified RB Professional (CIP).

Siedlecka, Ksenia
University of Edinburgh, UK
ksenia.siedlecka@ed.ac.uk
The EngD symposium
Friday 11th April 11.20am-12.50pm
Industrial Doctorate - Challenges of working with industry

Biography
Ksenia is a qualified and experienced project manager. MSc graduate from the University of Edinburgh, Ksenia has been working in postgraduate research at the University of Edinburgh since 2009 and for IDCORE since the first cohort of students joined in January 2012. Ksenia is responsible for recruitment of businesses to invest, propose research projects for IDCORE students, and engage with the Centre. She is overseeing all contractual arrangements, marketing and financial management of the Centre.

Simon, Dr Gail
University of Bedfordshire, UK
gail.simon@beds.ac.uk
Round Table Discussion
Friday 11th April 11.50am-12.20pm
Assessing Reflexivity in Practice Research

Biography
Gail Simon is principal lecturer in Systemic practice at the University of Bedfordshire.
Simonds, Dr Laura
University of Surrey, UK

Round Table Discussion
Thursday 10th April 12.20-12.50pm
The Importance of Supervision and Programme Pedagogy in Facilitating the Development of a Researcher-Practitioner Identity
Page 78

Biography
My research interest are mental intrusions (e.g. obsessional thoughts, images and urges) and compulsive activity. My research currently focuses on the role of self-concept, reasoning and doubt in clinical and non-clinical intrusions; shame and self-compassion both as elements of obsessive-compulsive phenomenology and as they relate to treatment-seeking decisions; scrupulosity (religious obsessions); and, family/parental accommodation of obsessive-compulsive problems.

Shame and its relationship with anxiety, depression, self-esteem, anger and risky behaviours in adolescents. ‘Recovery’ in young people. This work involves the conceptualization of the concept of recovery and the development of a measure of recovery that might be used by mental health professionals in evaluating clinical work with young people.

Smith, Robert
University of Dundee, UK
r.c.smith@dundee.ac.uk

Poster Display
Utilising Direct Observed Procedural Skills (DOPS) enhanced by video as a learning tool
Page 105

Biography
Anne Solberg is a PhD candidate at the PhD programme in Cultural Studies at Telemark University College, The Faculty of Art and Design Education. Her PhD project is on developing ‘Doctorateness’ in art, design and architecture. The approach of the project is twofold: A formal perspective of law and international regulations and an academic perspective of art and the epistemological foundations of Research by Art and Design, reflecting her academic background and experience in both.

Solberg, Anne
Telemark University College, Norway
anne.solberg@hit.no

Presented Paper
Thursday 10th April 2.50-3.20pm
‘Doctorateness’ in the Making Disciplines. What do experts say on the issue?
Page 38

Co-authors Fredrik Nilsson, Halina Dun-Woyseth & Laila Faule

Biography
Anne Solberg is a PhD candidate at the PhD programme in Cultural Studies at Telemark University College, The Faculty of Art and Design Education. Her PhD project is on developing ‘Doctorateness’ in art, design and architecture. The approach of the project is twofold: A formal perspective of law and international regulations and an academic perspective of art and the epistemological foundations of Research by Art and Design, reflecting her academic background and experience in both.

Smythe, Liz
Auckland University of Technology, New Zealand

Presented Paper
Friday 11th April 10.30-11.00am
Insights bring impetus for change
Page 48

Co-author Peter Larmer

Biography
Poser with Presentation
Friday 11th April 3.20-4.00pm
How can the impact of workplace attachments be maximised for the host organisation as well as the student?
Page 102

Co-author Jennifer Gosling

Sockalingam, Dr Siva
Glasgow Caledonian University, UK
s.sockalingam@gcu.ac.uk

Round Table Discussion
Friday 11th April 2.20-2.50pm
Academic Writing: Taught or Caught?
Page 89

Co-author Grace Poulter

Biography
Siva, attached to the Glasgow School for Business & Society is Module Leader of the Professional Development module on Glasgow Caledonian University’s Professional Doctorate Framework programmes. She is a Fellow of both the Association of Chartered Certified Accountants and the Higher Education Academy, Siva’s expertise and research interests centre on the complexities of contemporary organisational change. Of particular interest is dynamic capability building transformational change, which is inherently related to leadership and people dynamics and processes for learning, creativity, absorptive capacity, knowledge creation and innovation. She also has an interest in pedagogy focused on student engagement in learning.

Solberg, Anne
Telemark University College, Norway
anne.solberg@hit.no

Presented Paper
Thursday 10th April 2.50-3.20pm
‘Doctorateness’ in the Making Disciplines. What do experts say on the issue?
Page 38

Co-authors Fredrik Nilsson, Halina Dun-Woyseth & Laila Faule

Biography
Anne Solberg is a PhD candidate at the PhD programme in Cultural Studies at Telemark University College, The Faculty of Art and Design Education. Her PhD project is on developing ‘Doctorateness’ in art, design and architecture. The approach of the project is twofold: A formal perspective of law and international regulations and an academic perspective of art and the epistemological foundations of Research by Art and Design, reflecting her academic background and experience in both.

Svens, Elizabeth
London School of Hygiene & Tropical Medicine, UK
elizabeth.svensen@lshtm.ac.uk

Poster with Presentation
Friday 11th April 3.20-4.00pm
How can the impact of workplace attachments be maximised for the host organisation as well as the student?
Page 102

Co-author Jennifer Gosling

Biography
Elizabeth Stevens is a professional Doctorate in Public Health (DrPH) student at LSHTM. She is currently working on her own workplace attachment with UK-based international health charity, Lepra, to rethik its organizational advocacy strategy. Her thesis research will explore community-level approaches to address social determinants of tuberculosis in Brazil. She specializes in qualitative methods of data collection and analysis and teaches an introductory graduate-level course on this topic for the Program in Public Health at Michigan State University.

Storey, Dr Valerie
University of Central Florida, USA
valerie.storey@ucf.edu

Carnegie Project symposium
Thursday 10th April 1:50-2:20pm
Carnegie Project on the Education Doctorate: A Content Analysis of all Submissions for 2013-2014 Dissertation in Practice Award
Page 57

Round Table Discussion (RTD)
Friday 11th April 11.50am-12.20pm
Crossing Borders with Critical Friends: Facilitating Innovative Doctoral Program Adoption
Page 81

Biography
Valerie A. Storey is associate professor and director of the Executive Ed.D. in Educational Leadership program in the School of Teaching, Learning & Leadership & E.D. Education in the College of Education and Human Performance at the University of Central Florida (USA). She received her undergraduate degree from Leeds University (UK), her master’s from Manchester University (UK) and earned her Ph.D. in Educational Leadership, Policy and Organizations from Peabody College, Vanderbilt University (USA). She is an Executive Committee member of the Carnegie Project on the Education Doctorate, Chair of the Dissertation in Practice Committee, and a member of the Admission Committee.

Taylor, Jacqueline
Birmingham Institute of Art & Design, Birmingham City University
jacqueline.taylor@life.co.uk

Presented Paper
Thursday 10th April 2.50-3.20pm
The shifting doctoral landscape in Art & Design: relocating support networks in line with para-academic aspirations.
Page 37

Biography
Dr Jacqueline Taylor is an artist, researcher and lecturer based in Birmingham. She was awarded her art-practice-research PhD in 2013 at Birmingham Institute of Art & Design, Birmingham City University. She continues to work there as a post-doctoral researcher where she has developed and co-runs the BIAD Research Mentoring Initiative and as a lecturer at the University of Wolverhampton. Jacqueline’s research examines poetic interrelations between writing and painting, issues surrounding Fine Art research practice, and more recently the doctoral student experience. Her most recent publication examined doctoral art practice methodology in the Arts and Humanities in Higher Education journal.

Taylor, Dr Rosemary
University of Central Florida, USA
rosemarye.taylor@ucf.edu

Carnegie Project symposium
Thursday 10th April 1.50-2.20pm
Carnegie Project on the Education Doctorate: A Content Analysis of all Submissions for 2013-2014 Dissertation in Practice Award
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Round Table Discussion (RTD)
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Crossing Borders with Critical Friends: Facilitating Innovative Doctoral Program Adoption
Page 81

Biography
As Professor of Educational Leadership at the University of Central Florida, her specialty is systematic leadership to improve student achievement PK-20. She is Principal Investigator for a Job Embedded Teacher Preparation Grant that exceeds over $10,000,000. 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. Interest in improving teacher and leader preparation is further reflected in research on the professional doctorate, development of the Executive Ed. D, in Educational Leadership at UCF, and collaboration resulting in the creation of the International Conference on the Professional Doctorate. She also serves as President of the Florida Association of Professors of Educational Leadership and is Associate Editor of the International Journal of Educational Leadership Preparation.

Turner, Dr Frances
Menlo College, USA
fturner@menlo.edu

Presented Paper
Friday 11th April 11.20-11.50am
It made all the difference in the world: Psychological and social support in the professional doctorate
Page 49

Co-author Mark Hager

Biography
Dr. Frances Turner is Assistant Professor of Marketing at Menlo College in Atherton, CA. In addition to Menlo undergraduates, Dr. Turner has taught MBA students at St. Mary’s College in Moraga, Ca, and adult learners at the Art Institute of San Francisco and its predecessor,
Biography
Tom Vitale is a lecturer and program coordinator for the Ed.D. in Education at the University of Central Florida, College of Education and Human Performance. He received his undergraduate degree in Elementary education, as well as his graduate degrees from the University of Central Florida. Tom is currently active in the Carnegie Project on the Education Doctorate (CPED) and is the chair of the International Conference on Doctoral Education (ICDE) to be held in Orlando in 2015.

Wasicsko, Dr Mark
Northern Kentucky University, USA
wasicskom1@nkku.edu

The Carnegie Project symposium
Thursday 10th April 1.50-2.20pm
Edupreneurs: Redesigning the Practitioner’s Ed.D.

Biography
Mark Wasicsko, Ph.D. is Professor and Bank of Kentucky Chair in Educational Leadership at Northern Kentucky University. His prior experiences include serving as science teacher, faculty, department chair, dean of education, and provost. His major professional interest is investigating the human elements or dispositions that lead to long-term than average positive changes in students, colleagues, and the institutions in which they work. For over 30 years he has applied his interest to the areas of leadership, management and professional development for teachers and leaders in higher education and professionals within the public and private sectors.

Watkins, Prof Karen
The University of Georgia, USA
kwatkins@uga.edu

Presented Paper
Thursday 10th April 4.00-4.30pm
A Conceptual Framework & Signature Pedagogy to Develop Scholar Practitioners and Leaders of Change

Biography
Karen E. Watkins, Ph. D. is Professor of Human Resource and Organization Development and Associate Head of the Department of Lifelong Education, Administration & Policy at The University of Georgia. Previous roles include serving as Associate Dean for Research and External Affairs, Director of the School for Leadership and Lifelong Learning, and founding director of the Program in Human Resource & Organization Development. Author or co-author of 6 books, over 70 articles, and numerous book chapters, Karen’s scholarly interests include incidental learning, action science, and organizational learning assessment.

Weller, Dr Gordon
Middlesex University, UK
g.weller@mdx.ac.uk

Round Table Discussion
Friday 11th April 12.20-12.50pm
Organisations learning; the contribution to organisation practice of the professional doctorate graduates

Biography
Gordon is the Framework leader for the Doctorate in Professional Studies (DProf) Health Pathway in the School of Nursing and Health Sciences at Middlesex University. Previously he has worked in the field of work based learning within a number of subject boundaries including business & management, health & social care and education. His research focuses on leadership, management and professional development for teachers and learners in higher education and professionals within the public and private sectors.

Wellingt, Prof Jerry
University of Sheffield, UK
j.wellington@Sheffield.ac.uk

Round Table Discussion
Friday 11th April 12.20-12.50pm
Organisations learning; the contribution to organisation practice of the professional doctorate graduates

Biography
Jerry is a professor and head of research degrees in the School of Education at the University of Sheffield. He has supervised a large number of PhD and professional doctorate students, and has been external examiner for a wide range of doctoral theses at Universities in the UK and overseas. Currently, his main interests are in research methods and in postgraduate education. He has written forty-six journal articles and ten books on education, methods and methodology.

Biography
Liz Wilson Cert Ed, BA, MA, PhD, Chartered FCIPD, FHEA is a specialist in the field of work-based learning in Higher Education. She is Associate Professor and Head of the Wales Institute for Work-based Learning at the University of Wales Trinity Saint David. Liz works across Wales with learners and employers in SMEs, Sector Skills Councils, local authorities, the third sector and multinational companies to accredit their staff development and prior learning. She is Programme Director for the Professional Practice Framework and the Doctorate in Professional Practice (DProf) programmes. Liz is deeply committed to widening access to higher education and is an active adult learner herself, all her HE qualifications have been achieved while working full-time.

Biography
I am originally from Nova Scotia, Canada. During my 18 years in education I have had the opportunity to gain many worthwhile experiences and teach in some wonderful circumstances. I have taught in Canada, South Korea, Ukraine and Belgium. These years of teaching have shaped me both as a person and as an educator of international students. I am currently in my third year of a part time Doctorate in Education Program with Leicester University, UK. My research focuses on the factors affecting international students’ aspirations, using stimulated narratives. My conceptual framework draws on theories of cultural and international capital. Ethnicity, culture and class are central to my work.