

CONTEXT SUMMARIES

No	Authors	year	Full reference	Type of source	country	Research questions	Methodology employed	sample	Key findings
1	Armsby Pauline	2012	Accreditation of experiential learning at doctoral level Journal of Workplace Learning Vol 24 Iss 2 133- 150	Academic journal	UK	The paper outlines some of the issues related to enabling the accreditation of prior experiential learning and doctoral awards. Context of increasing work based learning and work based learning itself as a field of study where the professional doctorate is one example for people not necessarily intending to become academics. Here the distinction between mode one and mode two knowledge in context is important.	Qualitative methodology semistructured telephone interviews with 3candidates 5 external examiners and 1consultants focus group of internal stakeholders. Transcripts of interviews and focus groups and analysis of external examiners report		Studies suggest that the rather elitist approach of the traditional paradigms of higher education is a knowledge provider that recognises and legitimises theoretical knowledge is giving way to a more inclusive system. Practice based knowledge and different forms of evidence of achievement can be valid. They speak of the Gannett area ethos of work-based learning. By synthesising professional knowledge with academic doctoral models the award offers the scope to develop new epistemological. The author identifies there is still tension as to how experiential learning and formal learning can be conceptualised and assessed. The question of who should judge scholarly nursing professional practice is the prevailing issue results support the value of the pedagogic approaches adopted and provide a

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						Specific References Made to the D Prof in Public Works			springboard for further research and practice development into learning facilitation skills can to coaching.
2	Burgess Hillary, Weller Gordon Wellington Jerry	Tensions in the purpose and impact of professional doctorates Work Based Learning e Journal Vol 2 No 1	Academic article	Academical are critical	The paper explores the tensions for those who have undertaken a professional doctorate and the impact on their doctoral identity it builds on their earlier research enabling the writers to explore changes in discourse and implications for the personal lives and	uk	Interview questionnaires examination of doctoral theses face-to-face and telephone interviews		Identity; values workplace tension self-development and personal growth, are all significant aspects of undertaking and completing a professional doctorate. The complexities of the context of crossing the borders between academia and the workplace creates both connections and friction, constantly challenging values, professionalism and identity

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					professional careers of those undertaking doctoral study				
3	Cornforth Sue, Claiborne Lise Bird	2008	Supervision in educational contexts: raising the stakes in a global world	Academic article	New Zealand	The paper brings together discourses from educational and clinical supervision in order to address the increasing complexity of academic life. There is resonance between the two areas as being perceived as beneficial and ethical however comparison foregrounds supervision's association with the neo-liberal economic agenda. The paper arose out of a desire to help lecturers			Writers identify for problems that require addressing around supervision practice: practices: complex and evasive embedded in power relations; relies on rigid linear discourses about development;; explores limited subjectivities; often marginalises the other. It's possibilities and distractions need closer scrutiny if not they will merely replicate the relations of power that construe the problems in the first place. They would like to take supervision in a new direction : reverse the top-down implications of super to resist a set of power relations that see supervision reduced discussion of accountability; supervision to address the deconstruction rather than maintenance of boundaries and hierarchies; a more sensible ethical

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						deal better with an increasing number of personal problems that affect the student's ability to study in tertiary environments and therefore explores the context of the students lives			practice where critically reflective supervision provides opportunities to encourage collaborative and inclusive research. The demands of a new knowledge economy do not appear to be reducing the ordinary problems of humanly living. Their hope is for a new interpretive community characterised by participation caring and reciprocity
4	Costley Carol Lester Stan	2011	Work based doctorates: professional extension at the highest level Studies in Higher Education 37 (three) 257 -269	Academic article	UK	They identify the context of professional doctorates as transdisciplinary and candidate centred in a context of researchers being produced for the knowledge economy and that the role of doctorates in career development for professions other than the			Work based doctorates still occupy disputed territory within the University yet they are capable of being conceptualised and implemented in a way that is intellectually rigourous and robust. They offer a conceptualisation of the professional doctorate outline its practices and pedagogy is explore issues of validity and outcome. Three facets need to be considered: work based doctorates of doctoral standard; work based doctorate needs to produce high-level practice that

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						Academy .They note that evidence is beginning to indicate that these doctorates have significant value in terms of organisational benefit and individual professional development.			demonstrates impact; to draw together and take forward existing experience and expertise. The University needs to create a robust conception of work based doctorate that protects it from being, like strip either by discipline-based criteria and modes of working or by the assumption that the purpose of all doctorates is to develop researchers institutions need to create a distinctive space for the work plates space doctorate. This is likely to be characterised by a paradigm of work based learning as a field in its own right and conceptions of academic rigour that are practical rooted in reflective creative paradigms and helpful to solve the issues facing contemporary society
5	Drake Pat et al	2011	The view from over here is different: relations between doctoral study and professional practice Work Based Learning e Journal Vol2 No 1	Academic article	UK Singapore Australia	The article shows the professional original doctoral knowledge arises through a reflexively combined	Three autobiographical accounts		The article raises questions regarding the practices of doctoral providers as well as challenges for students learning is inextricably related to the community of practice but this calls for a redefinition as doctoral

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						<p>understandings from practice with the academic practices of writing a thesis. At doctoral study is a process and not an event and the relationships between professional activities and research studies change over time. The context for the professional person is fluid sometimes he is a professional sometimes various a researcher and always making meaning between professional and research life. The writers interrogate the micro processes</p>			<p>success comes through presenting learning in the professional domain in a manner that is acceptable to the awarding university. Specifically the writers question whether engaging with the new community of academic practice alienates and separates from professional life and they point to doctoral candidates recognition of practice in generating a theoretical framework.</p>
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						which doctoral study makes a difference to professional life			
6	Fenge Lee Ann	2009	Professional doctorates-a better route for researching professionals? Social Work Education: the International Journal, 28:2, 165 – 176	Academic article	UK	The paper explores writers choice of a professional doctorate over traditional PhD in the role that reflection and reflexivity have been informing the focus methodology and practice development	Reflexive account		Writer gives home background and explores the difference between PhD's and D prof's whilst emphasising the importance of reflection and reflexivity as practitioner and researcher she identifies that the development of a knowledge economy requires new relationships with practice and a more collaborative stance between higher education and the wider community. She identifies the tensions of being able to embrace critical reflection and creativity within the confines of work settings and the implication for assessment. Professional doctorates challenge higher education and its control over the production of knowledge.
7	Stevenson John Malloch	2006	Managing their own programme: a case study of the first graduates of a new	Academic article	UK Australia	The article contributes by focusing on a context of those	Grounded theory	10 histories from 150 candidates	The proposition emerges that the candidate acts as principal agent of control within a demanding and

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	Margaret Cairns Len		kind of doctorate in professional practice Studies in Continuing Education, 28:1, 17 – 32			who choose to undertake a doctoral program in mid- or late career and their responses to demonstrating doctorate nurse in their continuing professional work			critical environment and the impact this has for personal and professional benefit. It suggests that the style of candidate involvement may be as significant as the program structure and partnership between university and profession. It emphasises the nature and manner of agency in a field that has become known as Lerner managed learning. The experiences they report are consistent with three key aspects of Lerner managed learning: place, agency and mindfulness. The study confirms that the candidate can be the prime agency of control. Successful justification of professional worth is the engine that drives the enhancement of personal professional credibility, capability and commitment to continuing development. They asked the question does a similar picture emerged from similar investigations of the personal accounts of candidates and other kinds of doctoral
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									programmes e.g traditional research-based PhD
8	Johnson David	2005	Assessment matters: some issues concerning the supervision and assessment of work based doctorates Innovations in Education and Teaching International, 42:1, 87 – 92	Academic article	UK	Author contends that if supervision and assessment of work based doctorate mirrors what happens on a PhD then candidates will produce work that is indistinguishable from a PhD so why is he obtaining a different doctoral award	Review of literature and discussions with academics		Candidate makes distinctions between a PhD and to work based doctorate their examination and supervision he raises questions as to how universities engage with the professional community in the supervision and assessment process
9	Loxley Andrew, Seery Aidan	2012	The role of the professional doctorate in Ireland from the student perspective Studies in Higher Education Vol 37 No 1 February 2012, three – 17	Academic journal	Ireland	The authors contextualise the professional doctorate into Irish higher education policy that has as its core a desire to produce what is being referred to as knowledge entrepreneurs and meshes	Interviews	27 students	The authors argue that current Irish policy is underpinned by restrictive and narrow view of doctoral education and it marginalise those who do not wish to see themselves will be positioned as knowledge entrepreneurs

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						with the desire for knowledge led economy in which all forms of knowledge can potentially become commodified.			
10	Marr Liz et al	2011	Advance: challenging the structure of higher education to meet the needs of adult work based learners Work Based Learning e Journal	Academic article	UK	The paper evaluates lifelong learning scheme called advance and evaluates the pilot study of this programme. It raises questions as to the idea of what a university is for in recent government policy	Market research	Seven providers 13 employers 56 learners	The pilot study demonstrated that the program could meet the needs of businesses with enthusiasm for a one-stop shop approach to online provision of information and the potential to pick and mix between institutions however if the context is about being serious to widen access and offer equality of opportunity and outcome society must engage with the change agenda and continuing grappling with raised to achieve social justice in higher education
11	Neuman Ruth	2005	Doctoral differences: professional doctorates and PhD's compared Journal of Higher Education Policy and Management Vol 27	Academic journal	Australia	Paper discusses three specific areas: recruitment and selection of students, structure and	Qualitative study interview and documentary data from six different universities	And 34 semistructured interviews doctoral students academic	Author identifies areas for debate discussion and clarification: is it important to differentiate professional doctorate from PhD's is the major difference between them lies in the target

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			No2 July 2005 173 – 188			organisation of PhD and professional doctorate programs; the perceived status of professional doctorates vis-a-vis the PhD. The findings are discussed within the context of government policy and concern to meet the needs of career professionals outside the Academy		managers and administrators	populations and selection criteria the students financial differentiation is another contrasting feature. It is important to discussion on alternatives to distinguish between discipline driven and practice driven research is in reality they overlap and blur. Wright concludes that the two doctorates are interchangeable and it could be argued that professional doctorates are no more than an expedient federal government policy which lacked a strong educational rationale. Perception of students is of the tenuous link between research and practice and as a benefit for career advancement. The author concludes that it is evident that the capacity to pay rather than the underlying purpose and structure of the degree will become the prime differentiating feature between professional doctorates in the PhD
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12	Rolfe Gary Davies Ruth	2009	Second generation professional doctorates in nursing International Journal of Nursing Studies 46 (2009) 1265 – 1273	Article	UK	The paper discusses the evolution from first generation to 2 <sup>nd</sup> generation doctorates as a response to the rise of the knowledge economy and new understandings of knowledge production. practice interface. It argues that second generation doctorates based on mode to knowledge production are relevant to the economy and have the potential to transform practice			The reconceptualisation of the professional doctorate resents particular challenges to the Academy and to the discipline of nursing which centre upon the threats posed to the power and authority of the University by the radical nature of Motu knowledge generation and application. They conclude that the discipline nursing has much to gain from embracing rather than repeated retreating from these challenges and that they prepare nurses to pay a full and active role theory
13	Scott David	2010	New sites and agents for research education in the						

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	Morrison Marlene		United Kingdom: making and taking doctoral identities Work Based Learning e Journal Vol1 No 1 2010						
14	Weller Gordon, Volente Margaret, Garelick Hemda	2011	Power, participation and partnership: methodological reflection on researching professional doctorate candidates experiences of researching in the workplace Work Based Learning e Journal Vol 2 No 1	Academic article	UK	Paper arose from earlier explanation that highlighted potential transformational learning process. Study aimed to explore the candidate experience. The earlier research indicated a disparity within the agreement in the level of stakeholder participation and commitment. Where the organisation stakeholder is not fully engaged and involved in the	Delphi technique	Two iterative cycles 17 candidates	Researchers unable to gain a new understanding of how power might operate in a workplace research project and to consider the needs and strategies of the curriculum in order to more effectively support candidates. Consequences might have implications for participation and power distribution in the management and leadership of doctoral work based research projects.

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						research project there is potential threat to the effectiveness of any change outcome. In addition analysis of power relationships is a neglected area of understanding relations of individual – collective learning particularly in the workplace			
15	Weller Gordon, Garelick hemmed, Naylor David, Sherry Richard	2010	Organisational involvement in supporting the learning professional Work Based Learning E Journal Volume 1 Number One	Academic article	UK	Since the inception of the D prof recognition of the need for the employer organisation to be an active partner in being receptive to the emerging research findings. The concept of the		Two examples of organisational resistance	These examples or vignettes show the way in which organisations can be passive and unprepared for transformative change emanating from research. There may be consequences for the organisation as well as providing insight into how the organisation can evolve as a community of practice. The writer suggests that the organisation needs to be inactive stakeholder in the

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						<p>learner to work as a person able to develop a reflective view of organisational development and change and the risks and barriers encountered through the situated Ness of the doctorate candidates and their vulnerability is noted. The paper considers the emerging role of the academic advisor and consultant and how best to understand the complex learning situation for the D prof con candidate eight highlights similarities and differences</p>			<p>research and foster the relationship with regular dialogue around the research process with the organisation. The article offers a practical approach to enhanced employer involvement which could be pursued through the means of the research methodology.</p>
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						between the traditional PhD and professional doctorates			
16	Wellington Jerry, Sykes Pat	2006	A doctorate in a tight compartment: why do students choose a professional doctorate and what impact does it have on their personal and professional lives Studies in Higher Education Volume 31 Number 6 December 2006, 723 – 734	Academic article	UK	The context highlighted here is that found in the motivations of students pursuing the professional doctorate		29 students	Authors identify a range of motivation: need for theory, deep insight into practice, the influence of critical incidents, the attraction of a challenge, and a variety of extrinsic factors. Writers contends that the variety and diversity of students has important implications for the curriculum pedagogy and assessment of DProfs.