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No	Authors	year	Full reference	Type of source	coun try	Research questions	Methodology employed	sample	Key findings
1	Sanders Gail Kuit Judith Smith Peter Fulton John Curtis Helen	2011	Identity, reflection and development networks as processes in professional doctorate development work based learning a journal volume 2 number one	Academic journal	UK	The authors seek to define fine the difference between a professional researcher and a researching professional and in so doing open two main issues the definition of profession and the mindset from professional knowledge to the critical curiosity required of a doctoral candidate.	Questionnaire	56 students	The authors identify barriers to prevent professional doctorate candidates from using their considerable practical knowledge and experience to the best effect: territorialisation and tacit knowledge. The prof doc offers an opportunity through learning communities as processes for overcoming these barriers as candidates redefined their professional identity. The questionnaire reported high levels of use of reflective practice in these processes
2	Armsby Pauline	2012	Accreditation of experiential learning at doctoral level Journal of Workplace Learning volume 24 iss 2, 133 – 150	Academic journal	UK	The paper explores issues related to enabling the accreditation of a prior experiential learning and illustrates the effects for candidates and others involved in the process of higher education.	Qualitative evaluation that uses in-depth reflective and critical analysis of prior high-level work based learning as main product of assessment. In-depth semistructured telephone interviews and questionnaire and focus group	12 graduates and those involved including the candidates themselves advisers and consultants examiners and chairs presentations	Development of understanding about work based epistemologies and changes in the candidates understanding of their professional identity. The recognition of scholarly nests in the evaluation and accreditation of professional knowledge was a key issue for external examiners. The implication is that accreditation of experiential learning is valued student centred learning and teaching method which could provide a useful entree to other pedagogy is that develop a personal understanding of

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									professional knowledge production and ability to reflect on practice
3	Armsby Pauline	2013	Developing professional learning and identity through the recognition of experiential learning at doctoral level International Journal of Lifelong Education, 32:4, 412 – 429	Academic journal	UK	Aim of the research to illustrate the effects of undertaking a D prof on the candidates professional learning and identity	Case study interview focus group questionnaire	12 graduates and staff involved in their learning	Article describes pedagogic processes that facilitate reflexive understanding of their experience and knowledge. The process provided another way of the candidates learning about themselves. Implications for the theory and practice are for an ontological turn for higher education and to re-conceptualise learning to affect ways of being rather than or as well as ways of knowing
4	Banerjee ES, Morley Clive	2013	Professional doctorates in management: toward a practice-based approach to doctoral education Academy of Management Learning and Education volume 12 number two, 173 – 198	Academic journal	Australia	Article discusses the contribution of professional doctorates in management education to more practice-based approach to doctoral education with particular reference to the DBA. The emergence of professional doctorates in the context and content of the knowledge economy is discussed. They describe the increasing value put on knowledge is a key driver of productivity and asks does the valuation of knowledge in a knowledge			The distinction between mode one and mode two knowledge is explored and the difference between PhD's and professional doctorates is not clearly and universally apparent as examiners tend to use traditional criteria: theoretical strength and methodological rigour as few universities have been able to define notions of rigour when it comes to practice-based research this remains an unresolved problem. Having scope professional doctorates they conclude that learning outcomes required to develop research practice are not clear as is the kind of research skills

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						economy differ from that in the Academy.			needed to improve practice and how they differ from an academic researcher. They conclude that research in professional doctorate starts from the assumption of reflective practice and it's this contribution is assessed based on how practice can be enhanced and that professional doctorates have the potential to bridge industry academia divide
5	Bennett Zoe, Graham Elaine	2008	The professional doctorate in practical theology: developing the researching professional in practical theology in higher education The Journal of Adult Theological Education 5. 1(2008)	Academic journal	UK	The writers make a case that the practical theology is a subject discipline renders the professional doctorate is an ideal medium for part-time practice-based research in Britain professionals and consider the doctorates claim to be an original contribution to knowledge and the scope it offers to facilitate advanced theological reflection on practice			The article describes a typical D prof in practical theology and collaboration between universities whilst outlining their structure and methodology of reflective practices particular regard to journalling residential is and day conferences. They consider practical theology is action research identifying implications for supervisors and the nature of practice in a professional doctorate.
6	Brabazon Tara Dagli Zeynap	2010	Putting the doctorate into practice, and the practice into doctorates: creating a new space for quality	Academic journal	Australia	Article probes the process of practice led research from a supervisory team that had to manage diverse and offered some system and statements about art and research. They	The story of one supervisor and student		The authors identify the problems in a situation where there must be regulations processes and protocols that maintain standards within and between institutions.. Art is not in a document they highlight the distinction between practice led

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			scholarship through creativity Nebula 7.1/7.2 (June 2010)			investigate the distinctions between the production of media artefacts inside and outside university inside and outside the doctoral program. It considers kicks context was considerations offering perspectives from the position of a supervisor and student who had to negotiate between art and research.			research and practice-based research where the former tends to display the Argus have packed as a demonstration of the research when the latter describes an artefact more deeply embedded into the cycles of scholarship they remind the reader that the goal is to lead to transformation through the discipline of academic enquiry. They suggest that the time has come to encourage and support a diversity of doctoral titles with clear descriptions, criteria and instructions examiners staff and students.
7	Brew Angela Boud David Nam Gong Sang	2011	Influences on the formation of academics: the role of the doctorate instructed development opportunities Studies in Continuing Education, 33:1, 51 – 66	Academic journal	Australia	The article explores academics engagement with research and teaching development regarding universities of social situations that are ambiguous and present conflicting opportunities for growth and development in the pursuit of personal objectives.	Survey	Six Australian universities	The contextual theoretical background and the changing nature of the academic profession is explored the findings of the survey show that the relationship between doctoral study and independent research and teaching is positive but the findings did not indicate the doctoral studies had strong influence on preparation for independent research practice or for teaching in supervision understanding the ways in which experience and development opportunities interact with academics as they develop specific academic practices is needed if

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									doctoral activities are to provide academic preparation of practice in life. Changes to doctoral and postdoctoral education are required and development provision needs to take account of how academics see their academic practice. The importance of a local supportive environment cannot be too strongly stressed
8	Carr Susan et al	2010	The supervision of professional doctorates: experiences of the processes and ways forward Nurse Education Today 30 (2010) 279 – 284	Academic journal	UK	Paper argues that supervisory approach required for professional doctorate student is different than required for a PhD student both required to make explicit contribution knowledge but the emphasis needs to be producing knowledge that is theoretically sound, original and relevance to their practice area this is particularly important in the context of health care and patient driven translational research students and supervisors face unique challenges of balancing academic requirements with Praxis			Show the potential of subsystems methodology as a means to highlight and make explicit the dialogical relationship between a particular project and the cultural, social, educational and political aspects of its environment. It offers methodological suggestions that could independent applied research at doctoral level.
9	Cameron RJ et al	2008	Caging professional	Academic journal	UK	CPD doctorate programs are likely to continue as		Small-scale survey using	

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			views of continuing professional development doctorates in educational psychology Educational Psychology and Practice: theory, research and practice in educational psychology, 24:3, 251 – 267			important sources professional development and that they serve the purposes of CPD for individuals and can defer higher status on the professional group and develop specialist skills and knowledge. The paper reports on two studies which both uncover evidence of research – practice divide but that much of the ambivalence this has now disappeared		questionnaire based on issues from earlier focus group discussions	Comparison of programs between 1999 and 2007 show that much of the ambivalence of practitioners to the academic dimensional training present in the first investigation are dissipated. Some theories/research versus practice tension still remain. For applied psychologists remain the twin challenges of linking highly specific frequently piecemeal research with the urgent and often messy demands of the real world.
10	Costley Carol	2013	Evaluation of the current status and knowledge contributions of professional doctorates Quality in Higher Education 19 (one). Pp 7 – 27	Academic journal	UK	The paper examines the status and knowledge contributions of D prof's where the purpose is to research and develop an original contribution to practice through practitioner research. The research therefore examined implications for university learning if the purposes processes and products of professional doctorates are determined by the knowledge interests and alliances of those undertaking them in relation to their	Literature review, research project		Doctoral learning that seeks to enhance practice and develop benefit to communities and organisations in professional context these to different pedagogical protocols for higher education, E.G.differently ordered approach to ethical issues of research, assessment and peer review. Key issues were developing quality assurance of professional doctorates that of a whining concept of knowledge emanating from developed in and providing change for professional contexts. They provide a way of addressing knowledge that his to extent outside disciplinary cultures and

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						professional communities. Setting contrast to the University determining the knowledge content and purpose of doctorate learning.			offer alternative views and values. Key issues therefore the nature of course design and candidates support the provides flexible patterns of research and development. Doctoral candidates in a professional doctorate usually find acknowledgement and recognition in their own their own professional area. Implications for the status and knowledge contributions of professional in practice led doctorates. What is really needed a more differentiated approaches flexible systems and awareness that acknowledges a range of knowledge contributions
11	Eastman Christine, Maguire Kate	2014	The critical autobiography and the professional doctorate. In: before, beside and after (beyond) the biographical narrative, 06 – 09 and March 2014 Magda Berg germinate unpublished			Authors identified the challenge of placing self at the centre of the writing in the professional doctorate articulation of practice and expertise critical depth.	Year-long series of workshops for professional doctorate candidates that used autobiographies biographies novels journalism poetry and essays to stimulate discussion and learning in relation to each		Outcomes included bridging academic, reflective and professional writing; deepening critical thinking and expression and understanding and practising critical biography seen as core components of professional/practitioner based doctorates. The authors hope that their contribution to thinking of critical autobiography as a form of research also ethnography would be useful and the discussion of the relevance of identity to professional learning.

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							candidates style tastes and contexts. Workshops challenge candidates to challenge their own ontological and astrological stance says		
12	Fenge LEE Ann	2009	Professional doctorates – a better route for researching professionals? Social Work Education: the International Journal, 28:2, 165 – 176	Academic journal	UK	Paper explores the model of a D prof was a route for those immersed in professional practice but who wish to undertake doctoral level research to profs of been described as developing researching professionals rather than professional researchers and as part of the move towards the knowledge economy can be seen as part of the transformation from autonomous scholar to enterprising self. Paper explores writers own journey. Field of social work	Reflexive paper		Author highlights around journey and in so doing identifies the centrality of professional practice and the distinction between mode one and mode two knowledge she also explores the complexity of having identities as a D prof student and practitioner emphasising the importance of reflection and reflexivity. She also emphasises the impact of the context of a knowledge economy requiring new relationships with practice and a more collaborative stance between higher education and the wider community.
13	Costley Carol, Flint Kevin	2010	editorial: critical perspectives on researching the professional	Academic journal	UK	I useful overview of the three generations of professional doctorates			

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			doctorate Work Based Learning a Journal volume 1 number one						
14	Flint Kevin, Barnard Adam	2010	The power of research: an exploration of critical dialogue as a model for the development professionals Work Based Learning E Journal volume 1 number one 2010	Academic journal	UK	The starting point for these writers is folk case work where the production of new forms of knowledge have become closely associated with the ubiquity of power practices. They note that a D professionalisation has been identified within a workforce that has diminished powers of control and discretion regarding their own to decision-making. They highlight that the model for research in professional doctorate is located in the space for critical enquiry between power and the domination of extent power practices, including those associated with the process of research itself they see the model lying emphasis on dialogical approach to critical hermeneutics with a strong focus on reflexivity.			The paper is intended to illustrate good practice in the development of transferable skills professional doctorates the paper seeks to investigate a rationale for and to provide a critical examination of the multi-professional structuring of their own professional doctorate research programme. This is structured around reflexivity and reflection that encourages students to continue questioning a play of power in the production of knowledge. The pedagogical model is essentially reflective and research orientated.. They conclude that the opening of critical dialogue mobilises the transformative potential of power practice without losing the rigour of complex enquiry

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						Philosophically the model creates an opening for reflexive self-determination and self empowerment it is presented as a basis for reflection on the interplay between power and knowledge and the implications for students in the standings of the production of knowledge through research.			
15	Hochbein Craig, Perry Gill	2013	The role of research in the professional doctorate Planning and Changing volume 44, number ¾, pp.181 – 185	Academic journal		The authors seek to define the nature of problems of practice and argue for a clearer understanding of the role of research in the preparation of educational professions at the doctoral level			The writers offer three ways in which professional practitioners engage research in their practice and suggest three guidelines for the development of appropriate and rigorous research preparation in at doctoral programs. As scholarly practitioners students need to be able to decipher debate design research and explicit instruction of high-quality research skill should be a hallmark of professional doctorate programs so that the practitioner can apply rigorous research preparation that address universal problems of practice as well as the potential and confines of scholarly practitioners work. Academics are challenged to design courses that extend past their

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									academic frames and to consider how the tools that scholarly practitioners need can be developed
16	Nutov Liors, Hazzan Orit	2011	feeling the doctorate: is doctoral research that studies the emotional labour of doctoral students possible International Journal of Doctoral Studies volume 6 2011	academic journal	Israel	the paper addresses the emotional labour of qualitative researchers of doctoral students in the social sciences using quantitative research. They question why it is important to study the emotional labour of doctoral students and whether or not it in itself is a topic for doctoral dissertation	Student and supervisor case study joint authorship		The paper considers the relationship between doctoral students and their supervisors, their colleagues and outside of the Academy. They conclude that they found no theory in the literature and yet believe that such a theory would enrich the existing knowledge on the execution of qualitative research in general and the improvement of service for doctoral students in particular.
17	Lester Stan	2004	Conceptualising the practitioner doctorate Studies in Higher Education volume 29 number 6 December 2000 and for	Academic journal	UK	The writer reflects on the history of professional doctorates with regard to mode one and mode two knowledge and introduces the idea of a practitioner doctorate with particular reference to the experience at Middlesex. The practitioner view of work based doctorate requires that he acts as a vehicle for real-world developments in the high-level professional capability			Practitioner doctorates may draw on technical and disciplinary knowledge but also need to engage fully with the knowledge in use that thinking practitioners develop whilst also being a academic qualification. He concludes that this practitioner doctorate provides a way forward for developing the highest levels of University awards that is both academically robust and directly relevant to professional practitioners who are concerned with leading practice and initiating change rather than

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						and needs to be adequate for the contexts encountered by senior professionals in their practice situations			being researchers. It suggests a particular challenge for universities to develop a credible source of authority based on engagement in practice rather than engagement in academic research.
18	Rolfe Gary, Davies Ruth	2009	Second generation professional doctorates in nursing International Journal of Nursing Studies 46 (2009) 1265 – 1273	Academic journal	UK	The paper discusses the evolution from 1 st to 2 nd generation doctorates as a response to the rise of the knowledge economy and new understandings of knowledge production. It is argued that second generation doctorates based on mode two knowledge production are not only relevant to the economy but also have the potential to transform practice. However the paper highlights that this reconceptualisation presents particular challenges to academia and the discipline of the nursing which centre upon threats posed to the power and authority of the University.			The paper discusses the implication of these threats in relation to the debate about the rigour of professional doctorate and conclude that the discipline of nursing has much to gain from embracing rather than retreating from the challenges posed and that such an education prepares nurses to pay a full and active role in the theory – practice interface.
19	Scott David, Morrison Marlene	2010	New sites and agents for research education in the	Academic journal	UK	The paper discusses how the introduction of new forms of doctorate are not just a consequence of			The paper discusses the implication of these reforms as they potentially threatened current hegemonic knowledge structures. The

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			United Kingdom: making and taking doctoral identities Work Based Learning E Journal volume 1 number one 2010			universities meeting increased demands but reflect internal and external pressures to modify the doctoral experience such as desire by governments to tie more closely together doctoral study and professional practice			implications of such third generation doctorates have an impact on learning structures and working practices within the workplace with the result the professional and work based knowledge is being reconstructed within the Academy, the profession and the workplace.
20	Weller Gordon et al	2010	Organisational involvement in supporting the learned professional Work Based Learning E Journal volume 1 number one 2010	Academic journal	UK	This paper considers the role of the major stakeholders the candidates the employer organisation and the University. The organisation considered to be an active partner in the research by supporting it through being receptive to the emerging research findings. They consider the concept of the learned worker as the person who is able to develop a reflective and cognisant view of organisational developments and change and consider the potential risks and barriers encountered through the situated Ness of the prof doc candidate and	Two vignettes		The authors conclude with considering a more inclusive and participatory approach to organisation stakeholder involvement and potential methodologies that may enable greater partnership in the research. It also summarises neatly the difference between a D prof candidate and a PhD

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						ultimately their vulnerability. The paper considers two examples of such resistance and analyses the support required for the learned professional doctoral candidate			
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