

OUTCOME AND IMPACT SUMMARIES

No	Authors	year	Full reference	Type of source	country	Research questions	Methodology employed	sample	Key findings
1	Brabazon Tara, Dagli Zeyep	2010	Putting the doctorate into practice, and the practice into doctorates: creating a new space for quality scholarship through creativity Nebula 7.1/7.2 June 2010	Academic journal	UK	The paper acknowledges the difficult questions surround surrounding investigating non-textual forms of communications and whether or not doctoral education should welcome this. The article probes the process of practice led research that had to manage diverse and often unsubstantiated statements about art, quality and research	A supervisor and a student reflect upon a film based doctorate		The first section of the article learns from the experience of these two participants reflecting upon the process that could assist other supervisors and doctoral students. They look at the negotiation between art and research and conclude with the problem of practice. Doctoral titles be diversified and clear descriptions criterion instructions be made so that the future of the Academy is assured diversity rigour and breath
2	Burgess Hillary, Wellington Jerry	2010	Exploring the impact of the professional doctorate on students professional practice and personal development: early indications Work Based Learning a Journal volume 1 number one 2010	Academic journal	UK	The main research question this the impact of the professional doctorate on students professional practice and personal development but in addition the data collected helped the authors to begin to conceptualise some of the problematic terms in the debate around professional doctorates	Written reflections case studies/narrative/stories from students and data from written documentation control completed PD theses reflection on their own work in this context		The authors sought to demonstrate impact on professional careers, on discourse, on personal lives,. They conclude that impact may be cognitive but equally affective. They highlight emerging issues as professional doctorate versus the PhD the nature of knowledge professional knowledge and academic knowledge the conceptualisation of the professional self on the impact

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									of personal development to the development of the profession.
3	Firth Ann, Martens Erika	2008	Transforming supervisors? A critique of postliberal approaches to research supervision Teaching in Higher Education Vol.13. No3 June 2008 279 – 289	Academic journal	UK/USA	The authors seek to show that feminist and postcolonial approaches to supervision are air to a form of critique which was founded upon the inception that certain institutions and practices of modern society are dehumanising. We argue that engaging supervisors in a process of self transformation reinforces the idea that successful supervision is a function of the supervisors recovery of a fully integrated and higher self.			The writers advocate explicit discussion of the processes of researching, time management and writing which characterise PhD candidature is part of what the supervisor teaches. They suggest that personal transformation belongs to the nonprofessional part of supervisors and candidates lives and is therefore of no interest to academic developers. They argue that academic developers should restrict themselves to working with the practices that constitute the role and responsibility the supervisor has instituted and sanctioned by the University.
4	Flint Kevin, Barnard Adam	2010	Space for personal development: an exploration of space produced for the self mediated by engagement in one professional	Academic journal	UK	This study explores the ways in which the language of doctoral student study mediates changes in the personal development of students. Based on the deconstructive reading of Heidegger the study	An exploration of the philosophy of Heidegger Fouquet and Lefebvre		In opening space for personal development planning through research mediated by philosophical discourse the very process is open to a multiplicity of questions. Rather than personal development planning through research being

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			doctorate program Work Based Learning e Journal Vol.1 No. 1 2010			begins to illuminate a range of discursive technologies that are currently shaping the self. The spaces unlocked for a range of diverse personal developments mediated by reflecting engagement. It invites further reflection on ways of thinking about personal development planning.			forever in danger of becoming a task it is continually alerted to the open-ended avenues of enquiry that carry with it the possibility of opening new coded spaces for the self. In being reflexive this particular standpoint opens a stage set for the practice of the self to a range of new research to uncover to disentangle and so unlock the possibilities of the self becoming alert to and conscious of the various discursive technologies that are shaping its very existence.
5	Kumar Swapna, Dawson Kara	2012	Exploring the impact of professional practice education doctorate in educational environments Studies in Continuing Education, 35:2, 165 – 178	Academic journal	USA	The article presents one approach to assessing the impact of an online professional practice doctorate in education on the participants work environment. Uniqueness of methodology is that it explored impact during the doctoral program and focuses on how participants apply learning within their practice and how they grow professionally.	19 Participant interviews, curriculum vitae and professional websites		The finding indicates an online professional program embedded in practice can have a powerful impact within a short time on the student’s own practice their local organisation and their colleagues at regional state and national levels and spur their professional momentum. During the first two years of the doctoral program, problems of practice drove students interests and exposure to theory and research that is students adopting a data driven or

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									<p>informed research approach. This synergy between research and theory learnt in the program and practice highlights the importance of assessing impact during as well as at the end of the professional doctorate. Impact should be assessed formatively at regular intervals. The authors found difficulty in defining impact which can be context discipline and profession specific.</p>
6	Loxley Andrew, Seery Aidan	2012	<p>The role of the professional doctorate in Ireland from the student perspective            Studies in Higher Education Vol.37, No 1, February 2012, three – 17</p>	Academic journal	Ireland	<p>This study examines the relationship between the motivations of students to undertake advanced study and their conceptions of and purposes for academic and professional knowledge.</p>	Interview data	27 students on professional doctorate program	<p>The authors argue that current government policy is underpinned by restrictive and narrow understanding of doctoral education as it marginalises those students who in their professional practice neither wish to view themselves will be positioned as knowledge entrepreneurs. They highlight that despite the rhetoric around the commodification of knowledge this is a position far removed from the motives and experiences of the students. The study properly but I is the nature of</p>

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									knowledge itself highlighting the complexities surrounding the so-called knowledge of practice divide. Students saw themselves being scholars for its own sake. This did not mean to say that they were not entrepreneurial. The authors highlight a challenge to the government how it is possible to keep the space open for a wider entrepreneurial enterprise that accommodates professional doctoral students that speaks to a different discourse.
7	Servage, Laura	2009	Alternative and professional doctoral programs: what is driving the demand? Studies in Higher Education Vol34. No 7, November 2009 765-779	Academic journal	Canada	This study examines policy documents related to doctoral reform in order to offer a critique of their functionalist underpinning in the context of the role of the universities as knowledge economies Professional doctorate is proposed as an alternative to a conventional PhD the better prepares graduates to participate			The author concludes by showing how she analysed the growth of the professional doctorate with the intent of illustrating the competitive forces driving doctoral reform warrant analysis beyond pure policy rhetoric she challenges the policy assertion that changes in doctoral lead slip studies are decorative direct reflection of changes in the labour market. She acknowledges that although this work focuses on policy level analysis she recognises

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						<p>in nonacademic careers. In this article the professional doctorate is examined from the dominant perspective of human capital theory. The article positions professional doctorates in the context of higher education reform and explains human capital theory that posits that the current global expansion of higher education reflects the need within a post-industrial or knowledge economy for workers with higher levels of skill, creativity and innovation.</p>			<p>that policy decisions filter down to material consequences for individual lives. She argues that two distinct discourses around the professional doctorate emerge: the first concerns reforms to the training and preparation of career entry professionals to meet the needs of employers who claim that conventional PhD programs have not adequately prepared graduates to work in interdisciplinary and applied research settings; the second concerns the growth of the professional doctorate is a form of accredited professional development.</p>
8	Smith et al	2011	Student perceptions of the professional doctorate Work Based Learning e Journal Vol 2 No 1 ( 2011)	Academic journal	UK	<p>This paper explores the expectations which students and employers have of a professional doctorate program. It studies the reasons which leads students to choose a professional doctorate</p>	Mixed method questionnaire focus groups	50 students	<p>Qualitative data were analysed to identify themes. For emerged: cohort where the students welcome the opportunity to work with and learn from and challenge each other experience structure and academic support, whether structured yet flexible approach was welcomed they can become frustrated with not having</p>

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									<p>clear straightforward answers, personal impact, where students recognise increasing confidence and to see the impact that they are making it seems to make passionate people more passionate about their work, mixed employer perceptions where the students indicated a mix of employer reactions to and perceptions of the program. Impact is not always recognised by employers are very clear that studying makes a bigger impact upon the professional practice of students. They conclude that there is a need to ensure that programs are effects enough to take account of the highly dynamic professional working environments in which students operate.</p>
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