

PROCESSES PROCEDURES STRUCTURES SUMMARIES

No	Authors	year	Full reference	Type of source	country	Research questions	Methodology employed	sample	Key findings
1	Andrew Martin	2012	Supervising doctorates as a distance: three trans-Tasman stories Quality Assurance and 20 Iss 1, 42 – 53	Academic journal	Australia	Paper investigates the skills and understandings necessary for mediating the supervisor student relationship with faceless encounter	Literature review interview-based narratives case study of three part-time students	Three case studies	Findings reveal the importance of productivity dialogue and mutual trust and knowing which interactions help bridge the gulf.
2	Armsby Pauline	2012	Accreditation of experiential learning at doctoral level Journal of Workplace Learning Vol24 Iss 2 133 – 150	Academic journal	UK	Paper outlines some of the in issues related to enabling the accreditation of prior experiential learning and to illustrate the effects for candidates	Qualitative evaluation study that uses in-depth reflective and critical analysis semi structured telephone interviews, focus group and questionnaires	12 graduates there advisers and consultants and examiners	Some development of understanding about work based epistemology is by all the participants and changes in the candidates understanding of their professional identity. The pedagogic processes described in this paper appear to work effectively with doctoral level candidates.
3	Armsby Pauline	2013	Developing professional learning and identity through the recognition of experiential learning at doctoral level	Academic journal	UK	The aim of the research was to explore how professional learning and identity may be developed through the	Case study interview questionnaire focus group participant observation	32	The article raises the questions should ontological development be a legitimate concerned for higher education? What kinds of learning process might help professionals learn about themselves? How might

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			International Journal o Lifelong education 32:4, 412 – 429			recognition of experiential learning in professional doctorate education.			doctoral education include professional learning and identity? The process of collating and justifying an RPL process enable the learner to recognise learning needs expertise and develop self-confidence. Knowledge production must still hold an important place but this work suggests that some recognition of the pre-candidates prior experience would provide an effective mechanism for them to integrate with their programme of study and develop their confidence as a professional.
4	Belzer Alisa, Ryan Sharon	2013	Defining the problem of practice dissertation: where's the practice, what's the problem	Academic journal	USA	Paper describes the evolution of the conceptualisation of 'problem of practice' dissertation and Ed de program.	Literature review and analysis of students dissertation topics and questions	21 students	Paper makes a distinction between traditional PhD and professional practice dissertations was the authors still feel that specifics of a problem of practice dissertation remain sketchy however they provide a definition. Practice beyond the graduation appears to be of importance to their value.
5	Carr Susan, Lhussier Monique,	2010	The supervision of professional doctorates: experiences of the	Academic journal	UK	This is a position paper that argues the supervisory			The authors conclude that specific tools are required to make explicit the dialogical relationship between a

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	Chandler Colin		processes and ways forward Nurse Education Today 30 (2010) 279 – 284			approach required for professional doctorate students is different than the PhD students as students and supervisors face unique challenges in balancing academic requirements with practice			particular project and the cultural social educational and political aspects of its environment proposing a potential of soft systems methodology. It offers methodological suggestions that could independent applied research at doctoral level.
6	Cherry Nita	2012	The Paradox and fog of supervision Quality Assurance and Education Vol 20 Iss1, six – 19	Academic journal	Australia	The purposes of the paper is to explore paradoxes inherent in the supervision of doctoral students and to offer the concept of praxis as a way of effectively engaging with these paradoxes rather than denying or avoiding them.			The writer offers another metaphor of that voice this allows the construction of identity and authority through language. This is particularly helpful in that graduate supervision is often seen as a process of redefining identity and how when in supervision both parties become aware of their voice and how they work together it is in the interests of the research.
7	Crossuard Barbara	2008	Developing alternative models	Academic journal	UK	This paper reports on	In-depth case study including	11 students	Notion of peer learning at the heart of research being central

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			of doctoral supervision with online formative assessment Studies in Continuing Education, 30:1, 51 – 67			empirical research into formative assessment within the professional doctorate in education conducted in a blended learning environment.	critical discourse analysis semi structured interviews.		to the tutors pedagogic design which created opportunities for formative assessment. Online forums allow the texts arising from peer engagement to be overseen by the tutor. Power relations and issues of division of labour were addressed. Students were encouraged to consider themselves as developing identities as researcher. The value for collective models of supervision reported on. Peer learning networks offer a less dyadic model of doctoral supervision that nevertheless does not lose sight of academic power and authority
8	DeBeer Marie, Mason Roger	2009	Using a blended approach to facilitate postgraduate supervision Innovations in Education and Teaching International Vol46 No2, 213 – 236	Academic journal	UK South Africa	Paper explores the feasibility of using a blended approach to postgraduate research degree supervision	Case study		Findings show that a blended approach improves the supervision process, reduces the administrative workload of the supervisor and creates a dynamic record of the supervision process. Implication that traditional supervision practice should be modified to include digital procedures.
9	Fenge Lee Ann	2012	Enhancing the doctoral journey: the role of group supervision in	Academic journal	UK	Article raises questions concerning what constitutes group	Short written questionnaire	10 students 4 supervisors	Choice of studying for professional doctorates appears to be strongly linked to the identity students have of

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			supporting collaborative learning and creativity Studies in Higher Education Vol37 No4 June 2012, 401 – 414			supervision and the opportunities it offers for wider learning opportunities by developing an enriched learning environment through peer learning. Pedagogical approach enables professional doctorate students to engage reflexively with discursive processes around their identity is researching professionals.			themselves as practitioner researchers and that this study is rooted in professional practice. Group supervision on professional doctorate programs enable students to engage with the changing and contested professional/researcher identities through discursive processes and enables reflexivity about the nature of practice to take place. The useful balance against the administrative focus of individual supervision.
10	Flint Kevin, Carol Costley	2010	Critical perspectives on researching the professional doctorate. (editorial) Work Based Learning a Journal one (one). One – 14	Academic journal	UK	Professional doctorates provide an account of some of the complex relationship between power and knowledge where professional doctorates are	An editorial useful scoping introduction to this special edition of the journal		Highlights broad differences between PhD's and professional doctorates. Evolution towards pedagogical models that are more closely geared to practising professionals. Epistemological roots of research are interrogated; the notion of impact in relation to the development of the self; the

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						irrelevant tool for the analysis and transformation of practice.			emphasis is research as local and its relation to context; challenge to confront issues of agency structure and power.
11	Glover Stuart	2010	Cohort-based supervision of postgraduate creative writers: the effectiveness of the university-based writers workshop New Writing: the International Journal for the Practice and Theory of Creative Writing, 7:2, 123 – 136	Academic journal	Australia	Paper examines the benefits of cohort-based supervision in the context of postgraduate creative writing	Case study including surveys and interviews		Author claims that cohort-based supervision is practical and that the creative writing workshop is a refined model of cohort-based supervision and that cohort-based candid schedule suggests authorship is a more collaborative task than is conceived.
12	Grant Barbara	2003	Mapping the pleasures and risks of supervision Discourse Studies in the Cultural Politics of Education Vol24 No2 August 2003	Academic journal	New Zealand	Author delineates a map of supervision which is informed by contemporary theories of education	Analysis of transcript data and written notes	Two supervisions	Supervision is a complex and unstable process filled with pleasures and this risks. The author sees this view as potentially useful for informing practice. Helpful repositioning of supervision should be respected and a culture developed where supervision is not depended upon the sole vehicle for the education of research students but where both get stimulus and support from a department. The author

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									sees the need for a more chaotic view of pedagogy that is capable of infusing our teaching and research practices.
13	Grant Barbara	2009	Uneasy translations: taking theories of supervision into teaching London Review of Education Vol7 No2 July 2009, 125 – 134	Academic article	New Zealand	Author reflects upon teaching theories of supervision whilst being aware of a sense of severance between her teacher and researcher selves and considers how teaching and research linked together.	Reflection upon own practice		Supervision is an intriguingly ambiguous a liminal space flavoured with intimacy and personality and framed by institutional expectations and regulations. Initially considers a map of layered relations, competing and contradictory discourses, the bondage of master slave, the play of improvisation.
14	Grant Barbara	2010	Improvising together: the play of dialogue and humanity supervision Arts and Humanities in Higher Education 2010 9:271	Academic journal	New Zealand	Author explores how the fixed and asymmetrical institutional positions of supervisor and student can have a dynamic playful and more mutual character.	Analysis of transcript supervision		Useful metaphor of polar polyphonic walking on egg shells that underpin the concept of improvisation which in itself draws attention to the vibrancy of supervision and its reciprocity. Improvisation troublesome power relationships are not evaded but have implications for institutions.
15	Halse Christine, Malfroy Janne	2010	Re-theorising doctoral supervision as professional work	Academic journal	Australia	Article asks the question what do doctoral supervisors do	Life history interviews with doctoral supervisors into		Doctoral supervision is theorised as professional work that combines five facets: the learning alliance, habits of

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			Studies in Higher Education Vol 35 No 2 February 2010, 79 to 92			and how might they work be theorised	five broad disciplines		mind, scholarly expertise, techne contextual expertise
16	Halse Christine, Bansal Peter	2012	The learning alliance: ethics in doctoral supervision Oxford Review of Education Vol 38 No 4 August 2012, 377 – 392	Academic journal	Australia	The paper is concerned with the ethics of relationships in doctoral supervision and asked the question what practical and theoretical approaches appropriate given the changing and increasingly diverse nature of doctoral education. They explore the paradigms of apprenticeship person centred scientific technical and sociocultural.			The writers propose a new relationship as a learning alliance which builds on the idea of the therapeutic alliance in medicine it is the implicit agreement that they are jointly responsible student supervisor and University for ensuring a fruitful doctoral experience and a high quality degree. It shifts the focus from individual students and the dyadic relationship and foregrounds the role and relationships of multiple agents. It draws on new and's configurations of responsibility in his articulated as an ethic of responsibility..
17	Hecq Dominique	2009	Interactive narrative pedagogy as heuristic for	Academic article	Australia	Paper addresses the disciplinary and methodological			Engagement is found in considering the fields of psychoanalysis writing and pedagogy and transference. An

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			understanding supervision in practice led research New Writing: the International Journal for the Practice and Theory of Creative Writing 6:140 – 50			specificity of the PhD in practice led research and advocates an interactive narrative pedagogy.			interactive narrative pedagogy can become a powerful tool for ensuring that the voices of disempowered students are heard. Enhancing students creativity well-being and social recognition
18	Lee Anne	2008	How are doctoral students supervised? Concepts of doctoral research supervision Studies in Higher Education Vol33 No 3 June. 2008, 267 – 281	Academic journal	UK	The paper seeks to offer conceptual approach towards research supervision as a different paradigms than the functional one.	Interviews	12 supervisors	Functional enculturation critical thinking emancipation and developing a quality relationship were identified as the five main approaches to supervision. The impact of the supervisor’s own experience of being supervised was noted
19	Lee, Nancy Jane	2009	Professional doctorate supervision: exploring student and supervisor experience Nurse Education Today 29 (2009) 641 – 648	Academic journal	UK	Paper focuses on the processes and issues students and supervisors give priority	Data from three sources: student perceptions and experience obtained during a group workshop; similar event with from research supervisors; to supervisors to		Professional doctorate research supervision could or should embrace critical engagement with issues related to the leadership of research in professional practice moving beyond research and methodological issues. However students preferred to utilise support networks within the professional doctorate itself to address professional issues

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							students one-to-one discussions		
20	Lee Nancy Jane	2010	Making research supervision work for you strategies for getting the most out of doctoral research supervision Nurse Researcher 20 1017, to	Article	UK	Paper outlines characteristics of doctoral research and write a presents practical strategies along with potential ethical issues			Practical approach has author outlines principles of good supervision for choosing supervisors and managing the supervisory process.
21	Lester Stan	2012	Creating original knowledge in and for the workplace: evidence from a practitioner doctorate Studies and Continuing Education, 34:3, 267280	Academic journal	UK	Paper explores how the workplace is being acknowledged as a site knowledge production	Examination of doctoral outputs	33 theses	Real-life projects concerned with development and change rather than explicitly with research can be a powerful source of new knowledge if pursued with intellectual rigour and critical reflection in a practitioner doctorate context. The writer moves to a typology of workplace knowledge with practice as research and research for practice and research within practice. Practical work activities that are approach with researching and critically reflective orientation can be a powerful source of contextual insights but have academically and professionally valid knowledge as well giving rise to new concepts models

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									and theories as well as a different way of doing things. This kind of knowledge is trans-disciplinary.
22	Zeegers Margaret, Baron Deirdre	2012	Pedagogical concerns in doctoral supervision: a challenge for pedagogy Quality Assurance in Education Vol 20 Iss 1 , 20 – 30	Academic journal	Australia	Focus on pedagogy as a crucial element that implies active involvement of both student and supervisor in the process of teaching and learning examining the problematical nature of power differentials in the relationship and the taken for granted Ness of discursive practice. They work from the perspective of the student			Writers identify the changes approaching to approaches to learning and teaching in the research degree and calls upon the community of practice as a model that may be invoked. In a community of practice the position of the supervisor is mental may be explored what they argue is that unless supervisors themselves take up pedagogy’s in their supervision pedagogy is may have to be imposed upon them.
23	Fillery Travis	2014	The framework of generic D prof programme reflection on its design relational dimensional the	Academic journal	UK	Pedagogical design of a D prof programme as a framework for the creation of actionable			Paper describes essential features of work-based learning program, the passionate and creative stance of practitioners are considered and how their practice is knowledge

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			candidates and advisers and the potential for knowledge co-creation Studies in Higher Education			knowledge the relational dimensional's of the ad buys a candidate are identified and partially explored.			producing and validating as epistemic knowledge. The professional doctorate is then considered as to whether it is a vehicle for the co-creation of knowledge and that change may be the result for advisers as well as candidates
24	Loxley Andrew, Seery Aidan	2012	The role of the professional doctorate in Ireland from the student perspective Studies in Higher Education Vol 37 No1 , three – 17	Academic journal	Ireland	The paper explores the process of constructing a new role and identity for doctoral students who have been referred as knowledge entrepreneurs which is linked to policy in terms to the desire for knowledge led economy where knowledge can be commodified	Interviews	27 students	Authors argue that current policy government policy is underpinned by restrictive and narrow understanding of doctoral education as it marginalises those students who do not wish to view themselves or positioned as knowledge entrepreneurs. The distinction is made between knowledge factories and knowledge communities the choice between a professional doctorate and a PhD in the conceptualisation of knowledge with regard to practice.
25	Malfroy Janne	2007	Doctoral supervision, workplace research and changing pedagogic practices Higher	Academic journal	Australia article explores the changing nature of doctoral	Article explores the changing nature of doctoral supervision and pedagogic practice in	Ethnography		Uncertainty and confusion may arise to disjuncture in expectations yet the creative tensions of doctoral research found that more flexible processes were emerging. Increasing move through the

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			Education Research and Development, 24:2, 165 – 178		supervision and pedagogic practice in doctoral programs that explicitly link research with workplace practice	doctoral programs at explicitly link research with workplace practice			use of research seminars to more collective models of supervision and collaborative knowledge sharing environments. The dyadic relationship of supervision often overlooks this powerful pedagogic practice that can provide a forum for imaginative explorations about researching practice.
26	Manthunga Catherine	2007	Supervision as mentoring: the role of power and boundary crossing Studies in Continuing Education, 29:2, 207 – 221	Academic journal	Australia	Mentoring overcome some of the problematic hierarchical aspects embedded in supervision as a pedagogical practice which can be an innocent and collegial pedagogy between autonomous and rational supervisors and students however author	D Voss investigation		The author argues that mentoring is a form of academic and disciplinary self reproduction that have's paternalistic impulses. Supervisors need to be conscious of the operations of power and she has begun to explore what a more nuanced understanding of supervision might mean for people who have responsibility for providing academic development programmes

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						sees mentoring as a powerful form of normalisation and the sight of governmentality			
27	Manthunga Catherine	2009	Points of departure supervision as a contested space response Teaching in Higher Education Vol14 No 3 June 2009, 341 – 345	Academic journal	Australia	The author considers her position as a postcolonial scholar committed to indigenous peoples rights and is responding by the work of Firth and Martin who support a new contractualism with regard to supervision the focus on tasks and outcomes instead of the postliberal approaches which focus excessively on the emotional irrational dimensional is a relationship			Author defence is that her approach is thoroughly pedagogical and that story is designed to present further reflection and investigation and that the practice enables rethinking both the cognitive and the emotional to deepen the reflective understandings of the multitude of forces at play in supervision

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28	Manthunga Catherine	2012	Supervisors watching supervisors the deconstructive possibilities and tensions of team supervision Australian Universities Review vol 54 no1 2012	Academic journal	New Zealand	Team supervision is explored as a means of intervening in the intensity of the traditional supervisor student dyad to provide students with great support and to share the burden of so supervision a pedagogy that seeks to support students engagement with new knowledges that cross institutional and epistemic boundaries. The author suggests that there is little research on the effect on the already complicated fields of power circulating in supervision	Meetings recorded follow reflection questions	Four supervision teams	Author sought to track supervisor self-regulation and peer regulation through the operations of power within team supervision and tower power circulates between supervisors drawing on Foucault's notions of governmentality technologies of self and surveillance. She argues the need for more poststructuralist into supervision pedagogy
29	Marr, Liz, Walsh Kath	2011	Advance: challenging the	Academic journal	UK	Authors identify the challenge to	Market research	Seven providers 13	Paper challenges notions of academic coherence and

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	Lomas Mike		structure of higher education to meet the needs of adult work based learners Work Based Learning e Journal Vol1 No 2			higher education in the extent to which existing systems processes and infrastructures are fit for the new purpose demanded by UK government. Paper explores evidence from lifelong learning network credit accumulation and transfer scheme advance that facilitates these by providing easier access to modules carrying credit. Programs are based on an emergence model that allows learner or employer to continually be billed and reshape the learning journey to be responsive		employers and 50 learners	provides innovative interpretation of the QA A codes of practice
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30	Maxwell TW, Kupcyk-Romanczuk G	2009	Producing the professional doctorate: the portfolio as a legitimate alternative to the dissertation Innovations in Education and Teaching International Vol 46 No 2 May 2009, 135 – 145	Academic journal	Australia	Paper outlines the potential of the portfolio as a product comparing the traditional mode of dissertation with the portfolio. Identifies the strength of the PhD dissertation and its weaknesses, explores the nature of professional doctorates describes the limitations and potential of the portfolio			Authors argue that the portfolio is appropriate for the professional doctorate that focuses on improvement in the professional workplace and that coherence and significance of key issues. Coherence can be achieved through the development of a thesis line of argument through a linking paper. Portfolios have the capacity to include different items were different audiences to ensure that the value of the research is seen in significant benefits in professional practice. Dissertation inclined to depth of treatment whereas portfolio favours bread quality is the key issue in both cases.
31	Maxwell T, Smyth Robyn	2010	Research supervision: the research management matrix Higher Education (2010) 59:407 – 422	Academic journal	Australia	Authors make a case for reconceptualised research project supervision as a consideration of: the learning and teaching process; developing the student; producing the	Email question	Eight students consulted as to the value of the framework	Their model facilitates the work of supervision: it privileges the research question, focuses on key research fixtures and their relationships. The timing of different parts introduced for practical goals to be identified. Supervisory process is all about facilitating learning and propose the tool is a generative one to assist learning practices.

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						research outcome is a social practice and use this as a theoretical base for heuristic tool, the research management matrix			One benefit to the student is the process of iterative refinement.
32	McCallin Antoinette and Nayar hoba	2012	Postgraduate research supervision: the critical review of current practice Teaching in Higher Education Vol 17 no 1 February 2012, 63 – 74	Academic journal	New Zealand	Paper critically reviews key influences affecting postgraduate supervision drawing on literature 2000 2010. Influences discussed include the research context, faculty issues, supervision pedagogy and models of supervision each area analysed the strengths and challenges and contribution to the knowledge economy			Authors propose strategy for the development of postgraduate research supervision equity development supervisor education and formalise research training for students. They show awareness of research topic being influenced by stakeholder interests and argues that a mixed model of supervision is required to allow for multiple student supervisor relationships and incorporate learning technology to provide support systems. They argue that it is imperative supervisors to understand the significance of external changes

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33	Sambrook Sally Stewart Jim	2008 developing critical reflection in professional focused doctorates: a facilitator's perspective	Developing critical reflection in professionally focused doctorates: a facilitator's perspective journal of The European Industrial Training Vol 32 Iss 5 pp 359373	Academic journal	UK	Paper aims to explore the challenges and opportunities for expediting critical reflection in management education to highlight how critical reflection has been facilitated in the context of a professionally focused doctorates	Empirical research drawn from critical reflections data from two away days of workshop qualitative data thematic analysis	16 and 12 on work shops	Findings include the need to clarify the concept for both staff and students and embed critical reflection from the beginning of the program. They show how staff might assume incorrectly that advanced practitioners arrive with a high level of maturity to engage in critical reflection and yet advanced practitioners worry about critique and perceive it as negative or failure.
34	Robinson Linda	2011	Supervision a meeting of mind and hearts Work Based Learning e Journal Vol 2 No1	academic article	UK	Paper presents coaching as andragogy for academic supervision reflecting on the perspective of the professional doctorate student making connections between experiences student and practitioner	Analysis of workshop data	15 students five supervisors	Models of supervision adult learning theory and a particular framework for coaching support empirical evidence found in personal reflection in practitioner research are integrated to show that the ontological stance of both parties influences the dynamic Positions of power need to be understood and negotiated to maximise the benefits of learning in supervision
35	Seibord, Carmel	2007	The supervisor student	Article	UK	Author claims that little has	Auto ethnography	Two students	Article explores how the experience of two students of

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			relationship in developing methodology Nurse Researcher, 2007, 14, for 39 to 52			been written about the joys of joint exploration in supervision students are guided to develop research expertise and cute choose a qualitative methodology and the temptation to stand all students in ways that meet supervisor rather than the student's needs			identifying the topic and exploring with the supervisor a range of research approaches and selecting a methodology.
36	Vanstone Meredith et al	2013	Interdisciplinary doctoral research supervision: a scoping review Canadian Journal of Higher Education volume 43 number two pages 42 to 67	Academic article	Canada	The search for creative and innovative solutions to complex problems is best addressed through interdisciplinary collaborations, research intensive universities are therefore increasingly	Scoping approach to literature view where the method was driven by the guiding question what is known about interdisciplinary doctoral supervision		It is necessary to understand the distinct needs and challenges of interdisciplinary students and their supervisors to scholarship about this phenomenon

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						encouraging interdisciplinary projects in progress stems. In the context of doctoral research this may impact on several core components: student supervisor relationship, the process of forming and working with the supervisory committee, and the process and outcomes of doctoral research.			
37	Watts Jacqueline	2010	Points of departure team supervision of the doctorate: managing roles, relationships and contradictions Teaching in Higher Education Volb15 No 3 June 2010 335 – 339	Academic journal	UK	Author argues that the success of team work depends on to a large extent on the mediated management of complex variables such as individual conduct, collective action,			They find that the crib the author finds that the question still remains as to whether or not doctoral team supervision is preferable to the classic model of single expert supervisor stop the most common difficulty associated is there is less likely to be one person who is willing to take an overall view of the project in a way similar to the task

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						<p>technologies, space and communication and that the concept of teamwork itself is subject to contradictory ideas about the meaning of teams and how they should be structured. They identify the increase in the use of teams were doctoral supervision in part reflecting the growing trend towards interdisciplinarity and a 21<sup>st</sup>-century knowledge economy. This article considers some of the challenges and benefits of the practice of team supervision focusing on roles</p>			<p>undertaken by the external examiner. However in terms of the breadth and depth and subject to methodological knowledge providing any disagreements within the team carefully managed this approach offers considerable value. Team supervision clearly protects students from the traumatic upheaval caused by the loss/withdrawal of the supervisor and this benefit should not be underestimated</p>
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						and relationships within the team and on the issue of conflicting views and expectations among supervisors.			
38	Wellington Jerry and Sikes Pat	2006	The 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 Vol 31, No 6 December 2006, 723 – 734	Academic journal	UK	This article explores the motivations of students in pursuing a professional doctorate and the potential impact of these motivations upon the Academy.		29 students	The finding indicates a diverse range of motivations and content at the variety and diversity of doctoral students following the professional route has important implications for the curriculum, the pedagogy and the assessment of professional doctorates in the future
39	Whisker Gina, Robinson Gillian, Shachem Miri	2007	Postgraduate research success: communities of practice involving cohorts, guardians supervisors and online communities Innovations in Education and	Academic journal	UK Israel	The context of part-time and international students is identified and the international research community as a context for research work	Action research	Students and postdocs six postdocs 20 postgraduates and supervisors	Postgraduate research and supervisor practices both relatively isolated activities. Layers of innovative developments of communities of practice support the learning success on the PhD programme explored. Each community of practice interacts with the others leading to ongoing

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			<p>Teaching International Vol 44No3 August 2007 301 – 320</p>			<p>supervision and publication. They argue that students can be entered into the University academic community and the larger global research community by the support of communities of practice from the outset of students and supervisors interactions. They describe three innovations: one guardian supervisors; the role of mutually critical focus support in the cohort; supervisors themselves supported as a community of practice through the revision of</p>			<p>developmental learning and making a substantial contribution to the life and success of its members</p>
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						online supervision re-discussion and development.			
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