

RELATIONSHIPS SUMMARIES

No	Authors	year	Full reference	Type of source	country	Research questions	Methodology employed	sample	Key findings
1	ANDREW, M.	2012	Supervising doctorates at a distance: three trans-Tasman stories quality education, volume 20 issue one pages 42 to 53	Academic journal	Australia	To describe the challenges of post traditional distance PhD supervision and suggests pedagogical interventions to bridge the distance. Skills and understandings necessary for mediating that supervisor supervisee within faceless encounters	Grounded in literature review interview-based narratives case study of three part-time PhD students	Three	Importance of proactivity, dialogue and mutual trust and the necessity of knowing which interactions, including a moderated supervision is and fast turnaround electronic communications, potentially help to bridge the gulf
2	Blass, E., Jasman, Anne, Levy, Roger	2012	Supervisor reflections on developing doctoral this in practice based doctoral students Quality Assurance in Education volume 20 issue one pages 31 to 41	Academic journal	UK	To share the reflections of a group of five academics who started supervising practice based doctoral students at a similar time in the same institution	Collaborative research process exploring supervision practices	Five	Insight into doctoral development process from the supervisor's perspective and offers reflections on the supervision process itself, as well as insight into the difficulties that can be encountered when researching own practice
3	Burgess, Hilary, Weller, Gordon,	2011	Tensions in the purpose and impact		UK	to explore the emerging and	online interview questionnaires,	50 dissertati	Implications of the research: for practice: curriculum of

RELATIONSHIPS SUMMARIES

	Wellington, Jerry		of professional doctorates Work Based Learning a Journal Vol. 2 No 1	Academic journal		often surprising tensions for those who have undertaken a professional doctorate and the impact on their doctoral identity	doctoral thesis face-to-face and telephone interviews	ons written narratives transcribed voices	professional doctorates and how should they be assessed and examined for policy: difference professional doctorates and PhD's parity of esteem 4 <sup>th</sup> theory: conception of professional knowledge? Dissemination of professional knowledge what is doctoralness in 2011 context
4	Carr, Susan, Lhussier, Monique, Chandler Colin	2010	The supervision of professional doctorates: experiences of the processes and ways forward processes and ways forward Nurse Education Today 30 279 – 284	Academic journal	2010	How do supervisors gain develop and share knowledge of appropriate tools to facilitate the doctorate is a successful process in the evolving art professional doctorate supervision, further complicated by current supervisors being experienced in traditional PhD form	Mapping of literature on subsystems methodology, case example of fictional student	not applicable	new supporting methodologies such as the one proposed are needed for students and supervisors: use of a subsystem methodology styled as a Venn diagram of theory practice research helping students to conceptualise the doctoral project has process rather than being driven by outcome

RELATIONSHIPS SUMMARIES

5	Cherry, Nita	2012	the Paradox and fog of supervision site for the encounters and growth of practice persons and voices Quality Assurance in Education Vol 1 iss 1 Pages 6 to 19	Academic journal	Australia	What are the paradoxes inherent in the supervision of doctoral students and to offer the concept of praxis of a way of effectively engaging with complex and paradoxical dimensional is of supervision	Draws upon work of others particularly Grant	Not applicable	Generative metaphors suggest useful ways of engaging with the intensity individuality and murkiness of supervision
Six	ZEegers, Margaret; Barron, Deirdre	2012	Pedagogical concerns in doctoral supervision: a challenge for pedagogy Quality Assurance in Education of Vol 20 issue one pages 20 – 30	Academic journal	Australia	Pedagogy is a crucial element in plying active involvement of both student supervisor in the process of teaching and learning better	Drawing on Australian higher degree research supervision practice	Not applicable	The problematical nature of power differentials in supervisor supervisee relationship and the taken for granted nests of discursive practice this is from the perspective of the students are departure from the bulk of the literature
Seven	Crossouard. Barbara	2008	Developing alternative models of doctoral supervision with online formative assessment, Studies in Continuing Education 30: 51– 67	Academic journal	UK	Research into formative assessment conducted in a blending learning environment within	Case study	11	Use of the discussion forum advantageous for supporting students in their development as researchers, creating relationships. Presents evidence that brings formation formative assessment and doctoral education together which could become productive for encouraging greater

RELATIONSHIPS SUMMARIES

									consideration of instructional design and pedagogic relations the potential for developing peer learning networks and a less dyadic model of doctoral supervision through online development.
Eight	Eastman, Christine and Maguire, Kate	2014	The critical autobiography and the professional doctorate at Middlesex University's research repository	University archive	UK	To combine academic knowledge with expertise in professional studies where research is into, multi and transdisciplinary how practice is positioned in the wider knowledge arenas including the academic arena	Four themed workshops		Professional learning is not solely about acquiring professional knowledge skills and competencies but concerns the negotiation of ourselves our voices are expressions our relationships are quests and our interaction the capacity to construct narrative deeply reflected a more cohesive sense of identity using critical autobiography to improve writing skills and deepen criticality should make a contribution to the research on the education of adults and close the gap between practitioner and academic knowledge
Nine	Abdullah, Melissa; Evans, Terry	2011	The relationships between postgraduate research students psychological attributes and their supervisors supervision training	academic journal	Malaysia Australia	what is the relationship between supervisors straining backgrounds and the student	survey	134 higher degree research students from an Australian university	respondents ratings of their experiences supervision skill development goals of the research project above-average. Infrastructure and intellectual climate rated as average. Respondents research experiences differ according to

RELATIONSHIPS SUMMARIES

			Social and Behavioural Sciences 31 – 793			psychosocial attributes			the supervisor’s background and it was related to their psychosocial attributes
Nine	Fenge, Lee -Ann	2012	Enhancing the doctoral journey: the role of group supervision in supporting collaborative learning and creativity Studies in Higher Education of Vol. 37 No 4, 401-414	Academic journal	UK	To explore the role of group supervision and the experience of group supervision processes	Small-scale study evaluating both student and staff experience across three cohorts of one professional doctorate programme	Response rate 10 short written questionnaire	Findings support a group learning pedagogy in which the experience of cohortness and creativity are highlighted. Group supervision enable students to engage with their changing professional/researcher identities through discursive processes and enables reflexivity about the nature of practice. Capacity to enrich the doctoral student journey
10	Fillery- Travis, Annette	2014	The framework of generic D prof programme – a reflection on its design, the relational dimensional the candidates and advisers and the potential for knowledge co-creation. Studies in Higher Education 39:4608 – 620	Academic literature	UK	An exploration of the pedagogical design of generic professional doctorate program as a framework for the creation of actionable knowledge within the practice of both adviser and candidate and their relational power dynamic. The question of practice being epistemic is	Literature-based	Not applicable	Description of the generic program at Middlesex and its relationship to the change process and critical reflection of professional development and practice where the enrichment of the candidates self-awareness is foundational as is the roles of advisers. The process is seen as epistemic practice of creative and passionate individuals operating in an ambiguous environment. The relational requirements of the coproduction of learning are explored and its power dimensional. The competencies of advisers are identified and co-creation found in process where

RELATIONSHIPS SUMMARIES

						explored as is the passionate and creative stance of practitioners. Finally there is the question of co-creation in the processes of supervision.			the adviser is a facilitator of the research.
11	Firth, Anne and Martens Erika	2008	Transforming supervisors? A critique of post liberal approaches to research supervision Teaching in Higher Education Vol, 13 No 3 279-289	Academic journal	UK	The article seeks to critique liberal approaches to supervision and argue that the self transformative work that characterises post-liberal approaches to supervision is unnecessary for excellent and exemplary performance of the duties and responsibilities of supervision	Literature-based	Not applicable	Personal transformation belongs to the nonprofessional part of the supervisors and candidates lives and is therefore of no interest to academic developers they accept that academic development is not politically neutral however the writers argue that academic developers should restrict themselves to working within the practices that constitute the role and responsibility as instituted and sanctioned by the Academy. Engaging supervisors in a programme of self transformation and healing is not something they can accommodate within the boundaries of academic development for quality postgraduate researchers
12	Flint, Kevin and Barnard, Adam	2010	Space for personal development: an exploration of space produced for the self	Academic journal	UK	An exploration of the way in which the language of doctoral study	Deconstructive reading of Heidegger's The Question	Not applicable	Reflexivity as a way of structuring thinking for research about the process for personal development. PDP open to

RELATIONSHIPS SUMMARIES

			mediated by engagement in one professional doctorate program Work Based Learning E Journal ,Vol 1 No. 2010			mediates change in the personal development of students.	Concerning Technology		avenues of enquiry through professional doctoral research which can be hospitable to PDP and new spaces for the self.
13	Flint, Kevin and Costley, Carol	2010	Critical perspectives on researching the professional doctorate (editorial) Work Based Learning E Journal one (one) PP. One – 14	Academic literature	UK	Introduction to the papers in this volume which explore the relationship of the professional doctorate the number of professions and higher education such as the epistemological roots of research the notion of impact in relation to the development of the self the emphasis on power professional doctorate research as organisational and the challenge to confront issues	An editorial highlighting threads of professional doctorates which could be useful and integrated	Not applicable	Editorial offers useful summaries of key themes in professional doctorates

RELATIONSHIPS SUMMARIES

						of agency structure and power are addressed			
14	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	Academic journal	Australia	The benefits and efficacies of cohort-based supervision	Case study analysis of two creative writing cohorts through surveys and interviews	21	Cohorts-based supervision is practical, creative writing workshop is a long established mode of cohort-based supervision, cohort-based ture, suggests authorship is a more collaborative task than usually conceived
15	Grant, Barbara	2003	Mapping the pleasures and risks of supervision Discourse Studies in the Cultural Politics of Education Vol.24 No2	Academic journal	New Zealand	Pedagogy of supervision informed by contemporary theories of education	Transcript of supervisor and students speaking together and reflection made by supervisor and student in response to questions posed	One Master's student and grant supervisor	Supervision has always been personal and intimate in character with many attendant pleasures and risks. Now more subject to new pressures from the market and nature of the student culture needs to be actively developed where one-to-one supervision is not depended upon the sole vehicle for the education of research students but where supervisors are expected to get stimulus and support from the community of a department. The need for a different perhaps more chaotic view of pedagogy on this is incapable of infusing our

RELATIONSHIPS SUMMARIES

									teaching and research practices 'with both an enriching optimism and a proper pessimism as to their efficacy'
16	Grant, Barbara	2006	Fighting for space in supervision: fantasies, fairytales, fictions and fallacies International Journal of Qualitative Studies Education18:3 337-354	Academic journal	New Zealand	An exploration of graduate supervision is a deeply uncertain practice in terms of roles and responsibilities stereotypes of supervisory relationships are explored	Critical analysis of research literature, a close examination of some institutional practice including student satisfaction surveys and an empirical investigation into the views of five supervisor and student pairs through interviews and supervision meetings	Five pairs	Models of supervisors such as Techno Com Psycho Loyal are explored with Grant concluding that the psychological discourses are in the ascendant as they psycho offers an opportunity for pleasuring the relations ships. Whilst this is powerful it competes with traditional academic iscourse. Discursive richness can be fruitful and produce novel ways of thinking and acting. There is the need to learn to find pleasure and possibility among uncertainties and ways to be found to bring about outcomes.
17	Grant Barbara	2008	Diagnostic struggle master slave dialogues in humanity supervision Arts and Humanities in Higher Educationvol7 9-27	Academic journal	New Zealand	Hegel's master and slave as a significant archetype for graduate research supervision exemplifying the hierarchical bond that ties supervisor and	Analysis of dialogue of supervision	One	Supervision may be a struggle between two subjects with radically different institutional and disciplinary positions. However Hegel understands these as a vital condition for emerging self-consciousness and knowledge of the world the master slave image illuminates the problematic centrality of the

RELATIONSHIPS SUMMARIES

						student together as a come to balance between the contemporary emphasis on equality between supervisor and student			thesis and the sense that supervision should insist upon the quality of individuals and the inculcation of independence. Supervision has complex functions the pedagogy through which a student is inducted into the pre-existing culture of academic research by one who has an established position. The archetype is problematic but also productive providing impetus for the student to get the work completed. Supervision is not a free space but one productively, disturbingly structured by larger forces
18	Hecq Dominique	2009	Interactive narrative pedagogy as heuristic for understanding supervision in practice led research New Writing the International Journal for the Practice and Theory of Creative Writing6:1 40-50	Academic journal	Australia	To advocate narrative pedagogy inspired by psychoanalytic teachings to consider the possibility that transference offers supervisors and candidates	Literature-based	not applicable	The supervisor as analyst helps students monitor their own discourse. Supervision often alters the systems of knowledge or belief that candidates inhabit. A supervisors task in implementing a psychoanalytical pedagogy would be to articulate and act on her desire for absolute difference and ask questions pertaining to identity such a pedagogy might play a central role in academic success personal development and social reintegration that insures the voices of disempowered students

RELATIONSHIPS SUMMARIES

									are heard and enhance their creativity well-being and social recognition
19	Hull, Christopher et al	2013	Addressing spiritual dialogue in supervision: comparing supervisor and supervisee perceptions Journal of Psychology and Christianity Vol 32 no 130-42	Academic journal	America	The study focusing on measuring and comparing the amount of spiritual dialogue	Spiritual issues in supervision scale	54 supervisory dyads	Religious affiliation is an important variable when addressing spiritual issues in supervision. Religious affiliation or worldview may impact upon the overall supervisory process
20	Kelly, Frances	2009	Supervision satirised fictional narratives of student – supervisor relationships Arts and Humanities in Higher Education Vol8(3) 368-384	Academic journal	New Zealand	Consideration of what three fictional narratives reveal about the ways in which supervision is represented in cultural practices what kind of relationship between supervisor and student is betrayed to enable reflection on the supervisory relationship and pedagogical practice	Literature-based and explored in workshops on supervision	Not applicable	Satirical representations of supervision promote reflection on the roles that students and supervisors take up and their practice They promote heightened reflexivity and challenge the notion of the doctorate producing individuals fit for a knowledge economy

RELATIONSHIPS SUMMARIES

21	Kram, Kathy, Wasserman Ilene and Yip Jeffrey	2012	Metaphors of identity in professional practice: learning from the scholar – practitioner Journal of Applied Behavioural Science 48(3) 304-341	Academic journal	America	To deepen understandings of variations in how scholar practitioners and their professional identity as they negotiate the boundary between being a scholar and a practitioner	Clinical enquiry Interviews with young and well seasoned practitioners that sought to elicit metaphors	20	Analysis of the metaphor sharpened understanding of the perceived differences between the work of scholars, practitioners, and scholarly practitioners and identity lens shed light on how individuals are able to integrate the roles and construct a professional identity. Metaphors are a critical link between professional identity and institutional expectations. (The metaphors are very diverse but revealing)
22	Lee, Anne	2008	How are doctoral students supervised, concepts of doctoral research supervision Studies in Higher Education Vol 33 No3 267-281	Academic journal	UK	To identify the main functions of supervision:	Interviews supervisors and students	12 supervisors to students and to discussion group of students	Two key influences on supervisors approach. Their own concept of research supervision and secondly own experience. A framework of concepts functional, critical thinking, emancipation, and relationship development. for recent research supervision is offered
23	Lee, Nancy Jane	2010	Making research supervision work for you Nurse Researcher 17, 2	Extract from home book achieving your professional doctorate	UK	Presentation of practical strategies gained from own experience along with potential ethical issues with regard supervision			Principles of good supervision identified

RELATIONSHIPS SUMMARIES

24	Loxley, A and Seery, Aidan	2012	The role of the professional doctorate in Ireland from the student perspective Studies in Higher Education Vol 37 No 1 3-17	academic journal	Ireland	exploration of a new role and identity for doctoral students to produce 'knowledge entrepreneurs' and the desire for knowledge led economy	Interviews	27 students	current Irish policy for knowledge economy underpinned by restrictive and narrow understanding of doctoral education for those who do not see themselves as knowledge entrepreneurs
25	Malfroy, Janne	2005	Doctoral supervision, workplace research and changing pedagogic practices Higher Education Research and Development 24:2, 165 – 178	Academic journal	Australia	Changing nature of doctoral supervision pedagogic practice in programs that link research with workplace practice and looks to or collective models of supervision and can out collaborative knowledge sharing	Ethnographic study	39 students	Traditional pedagogical frameworks are changing no longer reliant entirely on a dyadic relationship. Relationship between supervisors and students was more collegial but still unequal due to the strong academic agenda of doctoral study despite being framed around professional practice relationship remained hierarchical but not in master/expert model postgraduate pedagogy needs to be conceptualised as the relationship between a single supervisor and student, the need for broader conceptualisation of doctoral education and the importance of collaborative knowledge sharing environments and collective models of supervision

RELATIONSHIPS SUMMARIES

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				
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