

TARGET AUDIENCE SUMMARIES

No	Authors	year	Full reference	Type of source	country	Research questions	Methodology employed	sample	Key findings
1	Costley Carol, Lester Stan	2011	Work based doctorates: professional extension at the highest levels Studies in Higher Education, 37 (3). 257 – 269	Academic journal	UK	The authors make a case for doctorates that are not geared to specific professions or disciplines and that I use by senior practitioners as vehicles for professional extension and for addressing complex work issues. As transdisciplinary candidate research and development programmes they can collectively be referred to as work based doctorates			Evidence is into beginning to indicate that these doctorates have significant value in terms of organisational benefit and individual professional development and although they still occupy disputed territory within the University capable of being conceptualised and implemented.
2	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	The paper explores the model of the professional doctorate as a route for those immersed in professional practice but who wish to undertake research of the doctoral level. D prof has been described as developing researching			As social workers a practice-based discipline which is the discipline of the author she concludes that role the reflection and reflexivity have informed her research focus and that given the centrality of professional practice this doctorate is a vehicle for those practitioners who wish to become scholarly professionals.

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						professionals rather professional researchers in this part is the move towards the knowledge economy in higher education can be seen as part of the transformation from autonomous, into enterprising self			
3	Fillery Travis Annette	2014	Exploration of the potential role of professional doctorate in practitioner accreditation within professional associations	Conference paper	UK	This paper seeks to ask whether professional doctorates have a role or contribution to make with individual accreditation by professional bodies at advanced levels.			The writer concludes that she is seeking to specifically identify best practice currently used by professional associations in the UK for the assessment of practice and specifically the criteria used within professional associations to allow an exploration of their alignment within the academic criteria employed for higher degrees and specifically those applied within professional doctorates.
4	Hochbein Craig, Perry Jill	2013	The role of research in the professional doctorate Planning and Changing Vol 44 No ¼ 181-195	Academic journal	UK	The authors argue for a clearer understanding of the role of research in preparation of educational			The model they propose is towards defining the nature of the problems of practice that would allow for the development of appropriately rigorous

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						professionals at the doctorate level.			research preparation for scholarly professionals.
5	Huisman Jereon Naidoo Rajani	2006	The professional doctorate: from Anglo-Saxon to European challenges Higher Education Management and Policy Volume 18 No2	Academic journal	UK	This paper addresses the debate on the 3 rd cycle of European head higher education			The paper argues that a dual policy strategy seems appropriate in proving the traditional doctorate and allowing alternatives to flourish. Outlines differences between PhD and D-profs and what is of value to a knowledge economy.
6	Johnson David	2005	Assessment matters: some issues concerning the supervision and assessment of work based doctorates Innovations in Education And Teaching International, 42:1, 87 to 92	Academic journal	UK	The paper represents a work in progress towards authors own doctorate and his workers are curriculum designer at his institution. It is designed to raise points of concern rather than supply answers. This gives a unique view of a target audience.	Review of literature and discussion with other academics		Differences between PhD and D prof's explored the raise issues about universities seeking ways to engage with the professional community and seek its involvement in the supervision and engagement process and would academics be prepared to accept non-academics as equal partners.
7	Lester Stan	2004	Conceptualising the practitioner doctorate Studies in Higher Education Vol 29 No6 December 2004	Academic journal	UK	The author describes how 1 st and 2 nd professional generation professional doctorates and now might be 10 practitioner doctorates based on			Such a target audience may pose a challenge to traditional notions of doctoral work based on research that they can be conceptualised in a way that is both robust academically and represents a high level of adequacy for the complex

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						development projects which result in substantial organisational or professional change and a significant contribution to practice			and far-reaching problems encountered in contemporary society
8	Loxley Andrew, Seery Aidan	2012	The role of the professional doctorate in Ireland from the student perspective Studies in Higher Education Vol 37 No1 February 2012, 3 – 17	Academic journal	Ireland	This paper is set in the context of Irish higher education policy which is in the process of conducting a new role and identity for doctoral students out of the desire to produce knowledge entrepreneurs and the desire run knowledge led economy in which all forms of knowledge can potentially become commodified.	Interview data	27 students	The authors are keen to argue that the current policies underpinned by restrictive and narrow understanding of doctoral education as it marginalise those students who in their professional practice neither wish to view themselves or be positioned as knowledge entrepreneurs. In describing the motivation of such students some clarity emerges around the target audience for the professional doctorates the factors that were presented as motivators were: the enrichment of practice, being able to make a contribution to knowledge in the field of study, to learn new research skills, to enhance the professional regard of adult education, to enhance the present

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									position/salary and education, intrinsic drive to learn, the desire to write and the desire to speak in educational matters with confidence and authority.
9	Servage Laura	2009	Alternative and professional doctoral programs: what is driving the demand? Studies in Higher Education Vol 34 No7 , November 2009, 765 – 779	Academic journal	Canada	This work examined policy documents related to doctoral reform in order to offer a critique of their functionalist underpinnings. Professional doctorates are proposed as an alternative to conventional PhD's, the better prepares graduates to participate in nonacademic careers. The paper explores how professional doctorates are examined from the dominant perspective of human capital theory and alternative series emphasising conflict and competition in higher education offered			The writer concludes with some thoughts on the impacts of the policy on those whose lives are ultimately shaped by it: students who graduate graduates you may be disappointed to find that human capital theory does not deliver on its promise of status and prosperity for society's most highly educated workers

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