

ICPPD 2009-2025 and the Future of Practice Doctorates

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How the conference started

- Middlesex University had developed a Doctor of Professional Studies, 1997. We had taken inspiration from publications and a conference series in Australia. We wanted a community to develop our thinking on practice-based doctorates.
- I contacted the UKCGE in 2008 and suggested we should have a conference on this topic
- London, March 2009 the first conference on professional doctorates and new beginnings



Who attended and why

- New and Old Universities from UK and Ireland who were developing PDs
- More than 10% of delegates were from the U.S. where the EDD was having significant developments through the Carnegie Foundation
- Some delegates from Europe, Australia, New Zealand, Canada, Hong Kong and South Africa who were interested in what was variously described as a more vocational or applied, industrial, practice-led, real-world approach to doctorates.



Initial issues

- Bringing **scholarship to professional practice** in the doctoral curriculum.
- **Quality Assurance**; how PDs had equivalency with PhDs.
- **Differing doctoral purposes** required curriculum, pedagogy and achievements to refocus.
- **Personal development** of Researching Professionals (Wellington, 2013).
- **New research requirements** for impacts of research.
- **Practice-based research approaches** and methods developed in various situated contexts e.g. participatory action research.
- **Nomenclature.**

The next phase-further areas were developed

- Concepts for practice: Embodied, Experiential and Participative, Co-constructed, Emergent, Situated and Engaged
- Differing forms of doctoral outcomes were presented.
- Learning from practice-based subject disciplines.
- Critical Reflection; Schön's work, teaching reflective practices, reflecting on self.
- Ethical considerations for practice

MODES OF REFLECTION

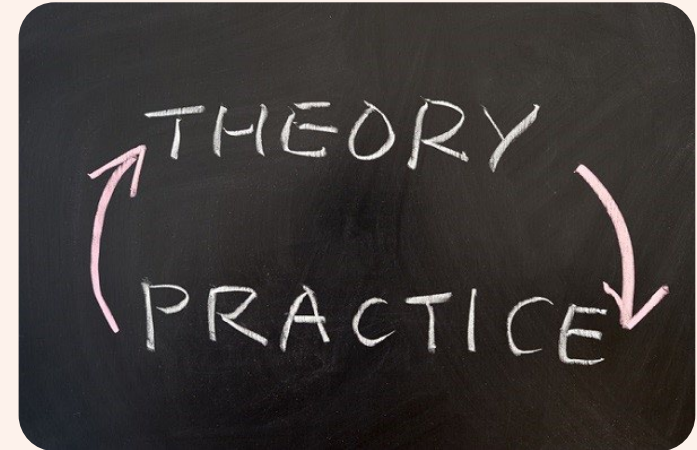


Reflection in action
Reflection on action
Reflection for action
Reflection for learning



Covid and Post- Covid

- Practice theory: A scholarly research approach with a practice-based focus and the practice turn.
- Case made for the value of practice to Doctorates.
- A decision to rename the conference to include all practice-based doctorates.
- The focus on becoming, leading professionals and/or academics.
- Literature reviews include reliable professional sources.



Areas that developed and changed

- Purposes and Outcomes
- Forms of Doctorate
- International platforms
- Inclusion
- Pedagogies
- Assessment/ examination
- 'Taught' element/ stepping stones
- Becoming peer; Academic and professional networking
- Administration/ Admissions
- Epistemologies and methodologies

What next?

- Many doctoral degrees internationally are engaging with knowledge production in practice settings, e.g. Industrial Doctorates, Practice-based PhDs, slow acceptance of PDs.
- Wider access to doctoral communities will increase our knowledge-base, cultural referencing and research opportunities.
- Doctorates in practice tend to cross disciplinary boundaries- more inter and transdisciplinary practice is likely.
- Internationalisation brings about diversity sheds light on wider possibilities for how doctorates are understood- research knowledge is accommodating a greater practice-orientated view.
- The gift of research mindedness to extend widely.

Lessons learned

- Value of Impacting Real World Practices for the Public Good- a range of doctoral outcomes of benefit to communities and organisations.
- Avoid dualism of practice and theory- create a nexus between research tools in academia and professional practice outcomes/ artefacts of doctoral research.
- Drawing distinctions between PhDs and PDs does not reflect the tendency for more PhDs to develop a practice focus.
- Changing role of h.e.
- Matters of practice are not an easier or lesser route to doctoral status

Bibliography

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- Gibbs, P. (2021). The Contribution to Climate Change Research of the Professional Doctorate and PhD: More of the Same but of a Different Flavour?. In: The PhD at the End of the World. Debating Higher Education: Philosophical Perspectives, vol 4. Eds Barnacle, R., Cuthbert, D. Springer, Cham.
- Hawkes, D. and Yerrabati, S. (2018) A Systematic Review on Research on Professional Doctorates. London Review of Education, 16.1 10-27
- Journal that supports the Carnegie Project on the Education Doctorate in the US [Impacting Education: Journal on Transforming Professional Practice](#)
- ICPPD conference publications can be found here: <https://ukcge.ac.uk/resources/resource-library/icppd-conference-publications>
- ICPPD impact case studies of doctoral candidates can be found here: [UKCGE | ICPPD - Impact Case Studies](#)