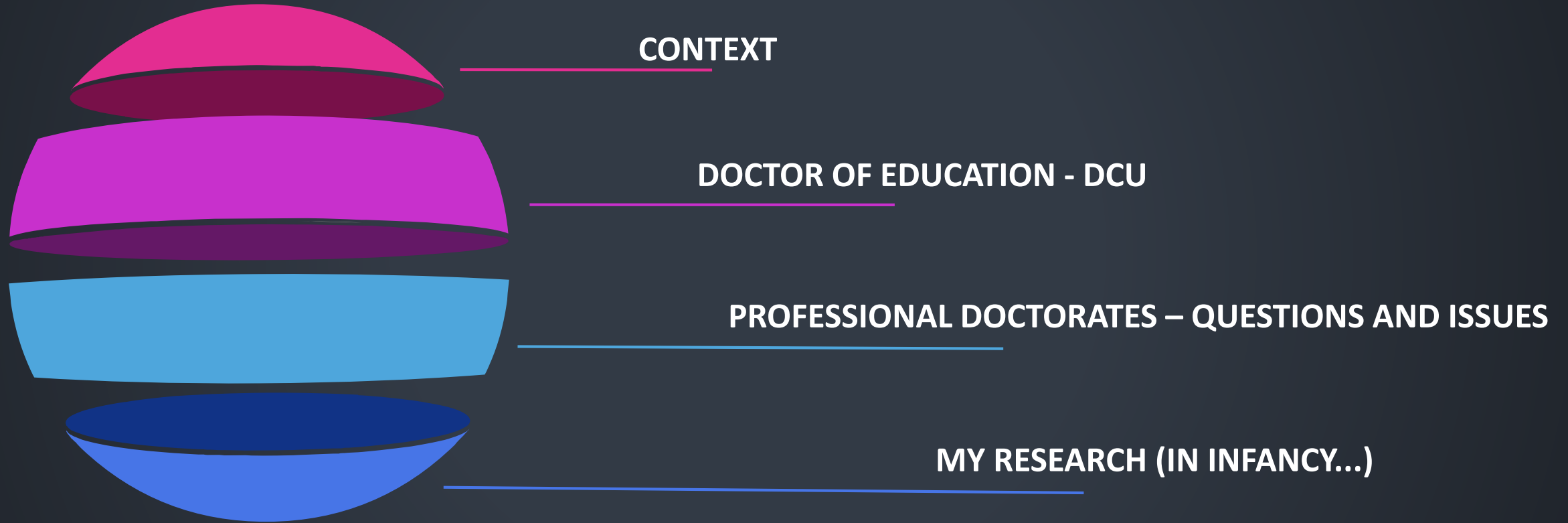


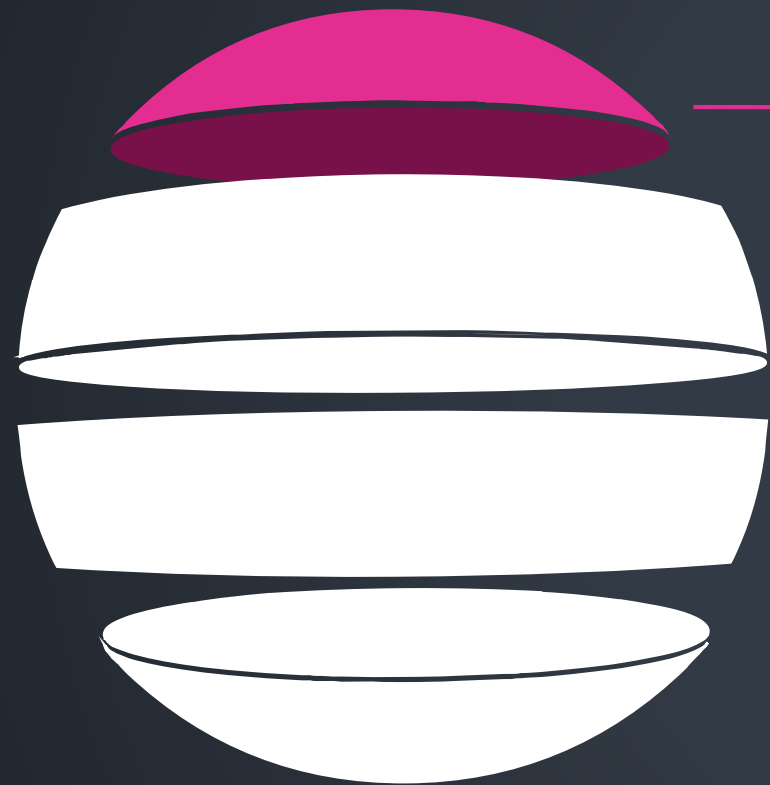
# PROFESSIONAL DOCTORATES

Alternative Doctorates for Established Professionals

Rachel Keegan  
Dublin City University  
Ireland

# TODAY...

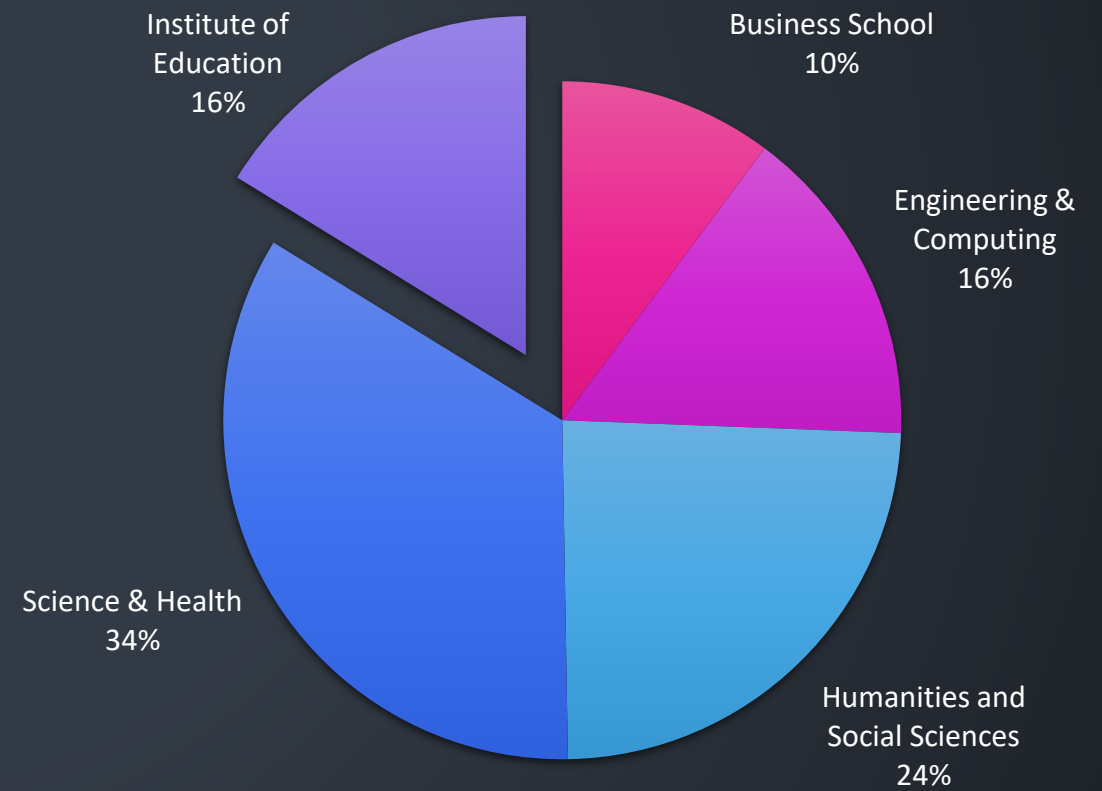




**CONTEXT**



- Established 1989
- 17,000 students
- Over 750 graduate researchers over five faculties





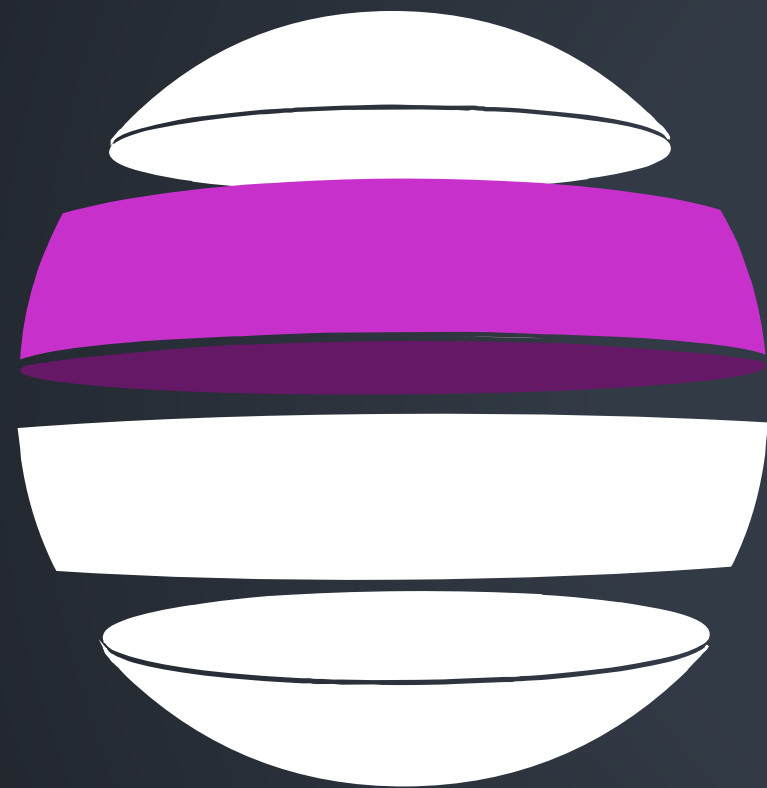
- New faculty – established 2016
- staff >125 full-time academics and a student body > 4,000
- 6 constituents schools
- The Institute of Education at DCU represents the largest critical mass of education expertise on the island of Ireland.



- Excellence through diversity!
- Graduate Studies role...
- ....and also student on Ed.D.
- PhD or Ed.D – my experience?
- Absent from policy, lack of awareness



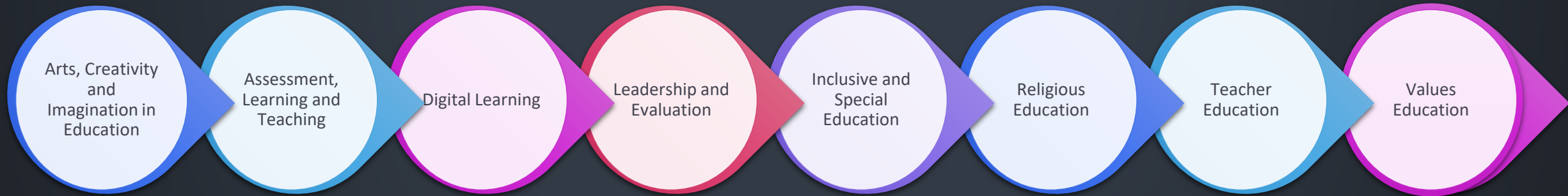
image source: <https://mty.ai/blog/faq-training-data-as-a-service-tdaas/>



## DOCTOR OF EDUCATION - DCU

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- Research degree for **experienced professionals**
- aims to **foster professional development** through research as well as **meeting the requirements of rigour and originality** expected of a doctorate.
- Areas of Professional Focus:







## Structure:

- Cohort (Intention is to foster cohort solidarity)
- Part-time
- 7 taught elements (context of profession and research)
- Independent research
- Examined in same light as PhD (Rigour and Originality)



## So what is the draw....

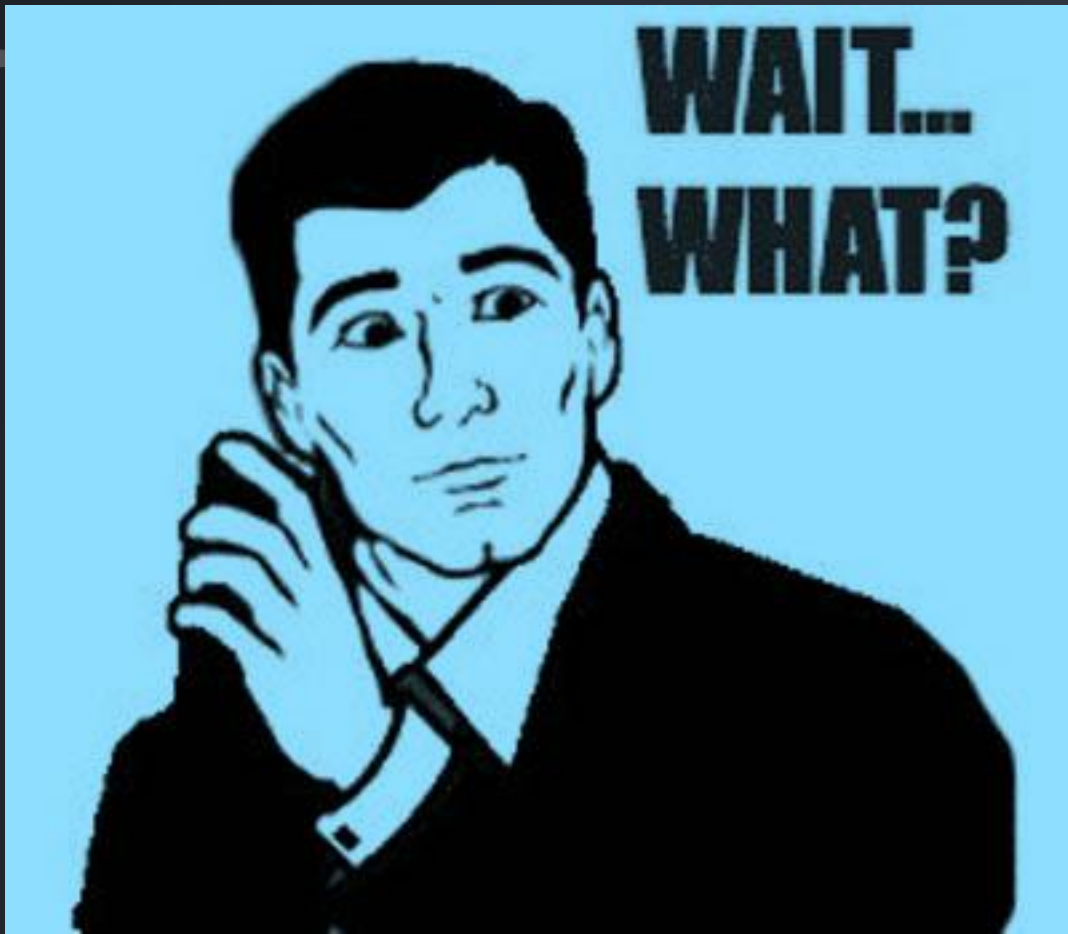
- PhD or Ed.D – My experience
  - Broader understanding beyond my proposal
  - Uncertainty about proposal direction and ‘usefulness’ of the PhD in helping me develop in my professional role
  - Cohort

*“The Ed D appealed to me as I come from a business cognate even though I have been working in education for over twenty years. I also liked the idea of **completing course work and assignments** as this supports the learning **and helps to provide background material towards the final research piece**. I have learnt an **enormous amount about the educational landscape, policy and quality** as well as much **better underpinning in methodology**. I am now more **confident about my own level of awareness in the educational domain** and in terms of methodological approaches appropriate for the type of research I am pursuing.”*



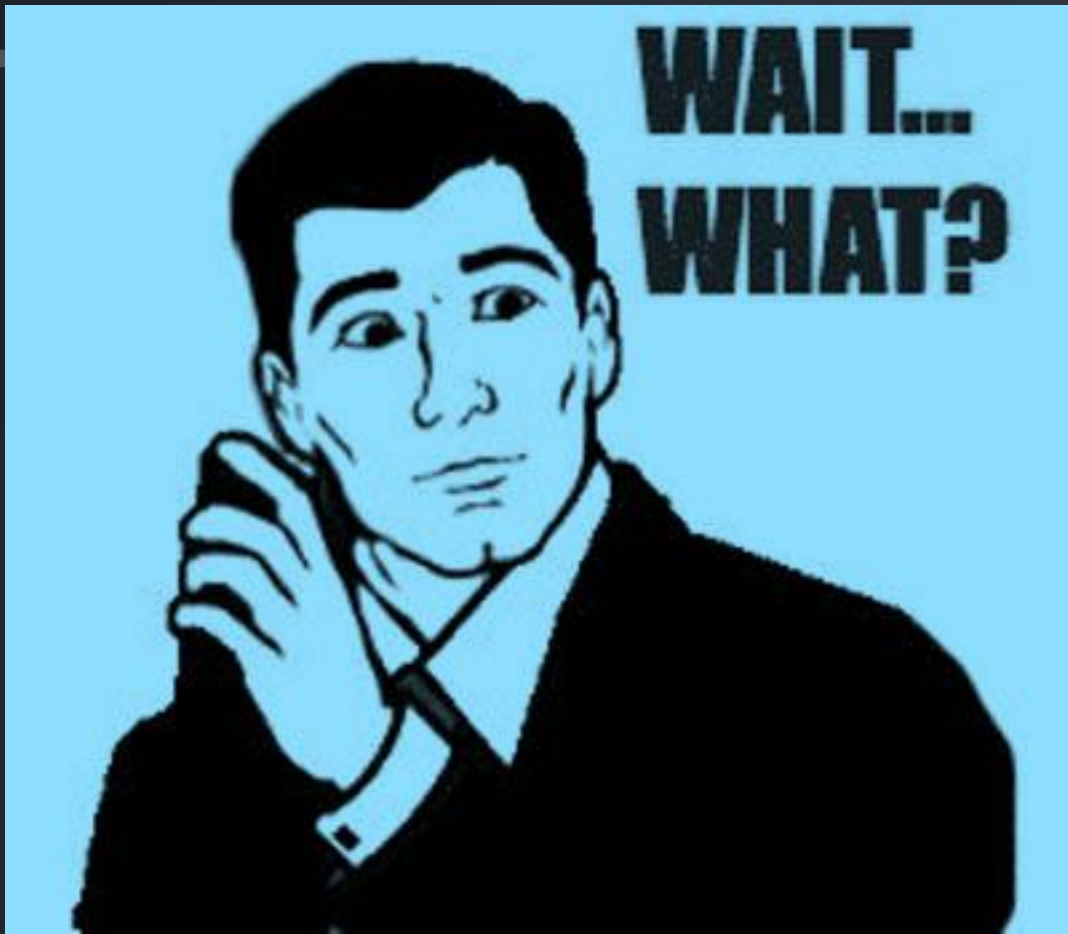
## PROFESSIONAL DOCTORATES – QUESTIONS AND ISSUES

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- Absence from policy?
- Slow uptake in other disciplines? Other Countries?
- Not being tracking nationally of uptake or completions of these award types?



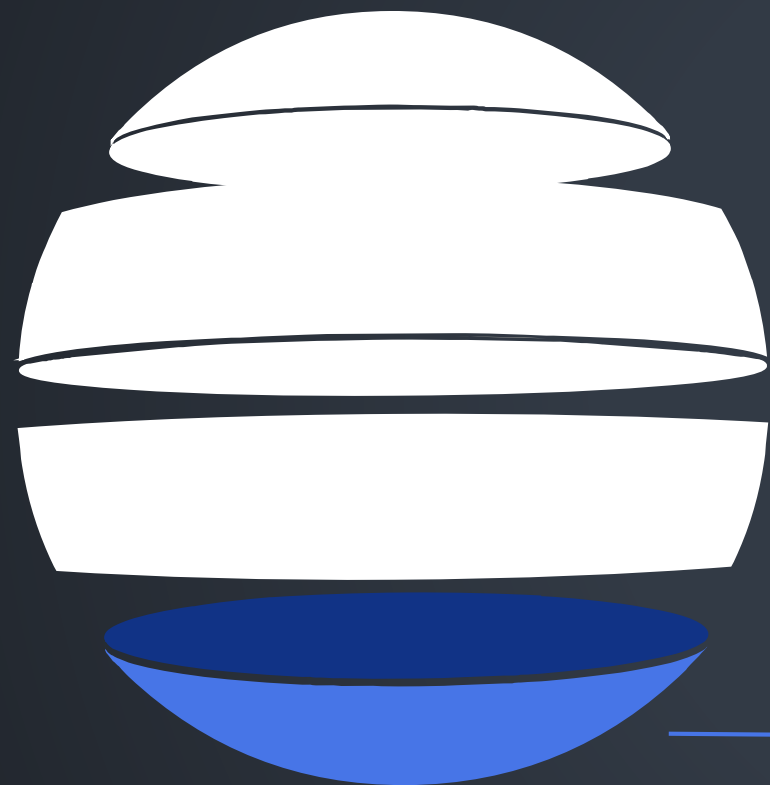


- Questions of definition/understanding:
  - What is a PD?
  - How does it differ from and compare to a PhD?
  - Differences between Ireland, UK, Australia and New Zealand on one hand and US on other

Huisman and Naidoo 2006:6

'We maintain that much of the confusion is unnecessary, provided that one is willing to accept *a priori* that there are no watertight separations between the different types of doctorates, given the traditions differing from country to country and from discipline to discipline'.





MY RESEARCH (IN INFANCY...)

# Starting Point:

QQI - The professional doctorate is an award at a doctoral level where the field of study is a professional discipline and which is distinguished from the PhD by a title that refers to that profession.

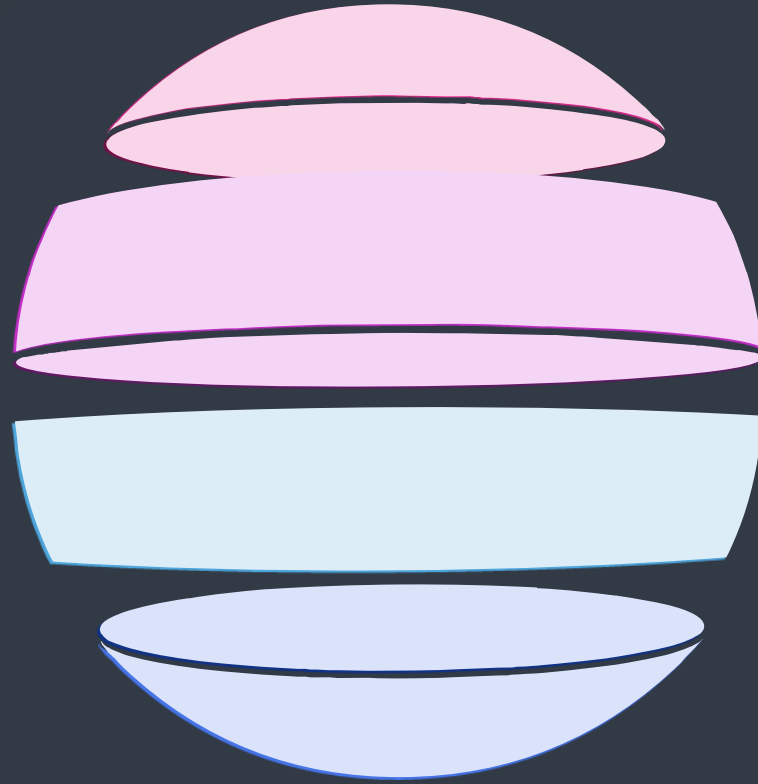
As noted the standard requires '**the creation and interpretation of new knowledge**, through original research, or other advanced scholarship, of a quality to satisfy review by peers'.

This implies that there is an expectation that each learner completing a professional doctorate programme will (at some stage) **generate significant peer-reviewed product**

**from their research** (such as publications, patents etc.) or

alternatively that their **work will have a comparable peer-recognised impact on their profession.**

# CONTRIBUTION



# CONTRIBUTION



## Professional – Self

Confidence, reflective practitioner, knowledge, validating, achievement (link with intrinsic motivations of fulfilment and credibility)

# CONTRIBUTION

## Professional – Career

Career progression, career change,  
standing in professional community  
(link with extrinsic motivations –  
rewards and recognition)



## Professional – Self

Confidence, reflective practitioner,  
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# CONTRIBUTION

## Professional – Career

Career progression, career change, standing in professional community (link with extrinsic motivations – rewards and recognition)



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## Profession – Local impact

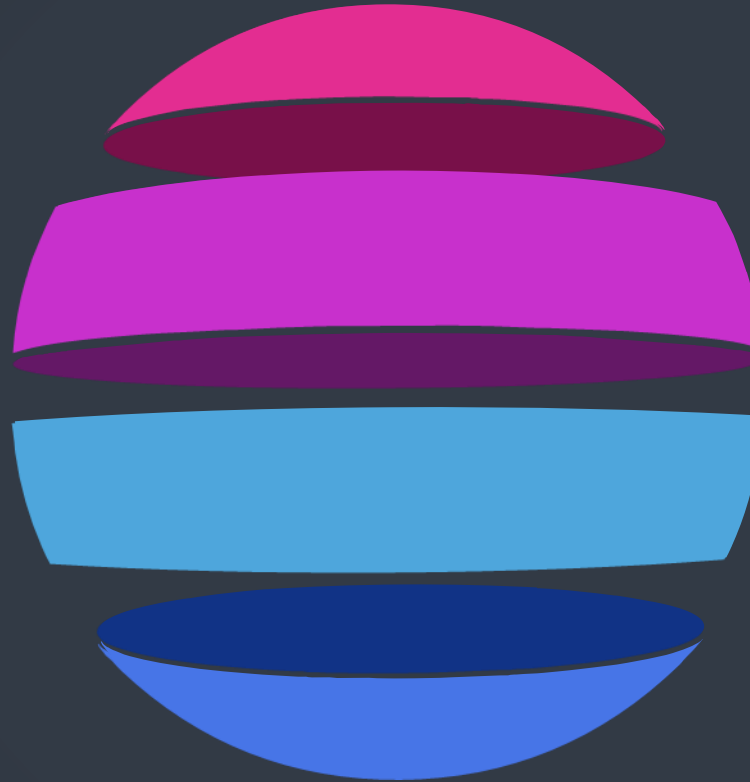
Professional colleagues, revising local practices, informing decisions

# CONTRIBUTION

## Professional – Career

Career progression, career change, standing in professional community (link with extrinsic motivations – rewards and recognition)

Profession – Wider impact  
wider professional / academic community, dissemination, supervision of other candidates, involvement in university

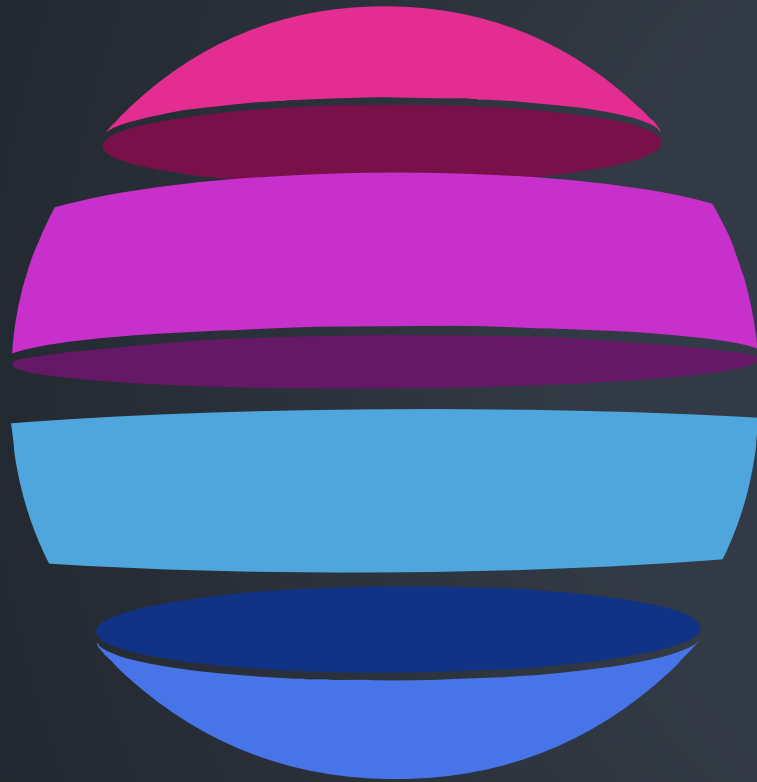


## Professional – Self

Confidence, reflective practitioner, knowledge, validating, achievement (link with intrinsic motivations of fulfilment and credibility)

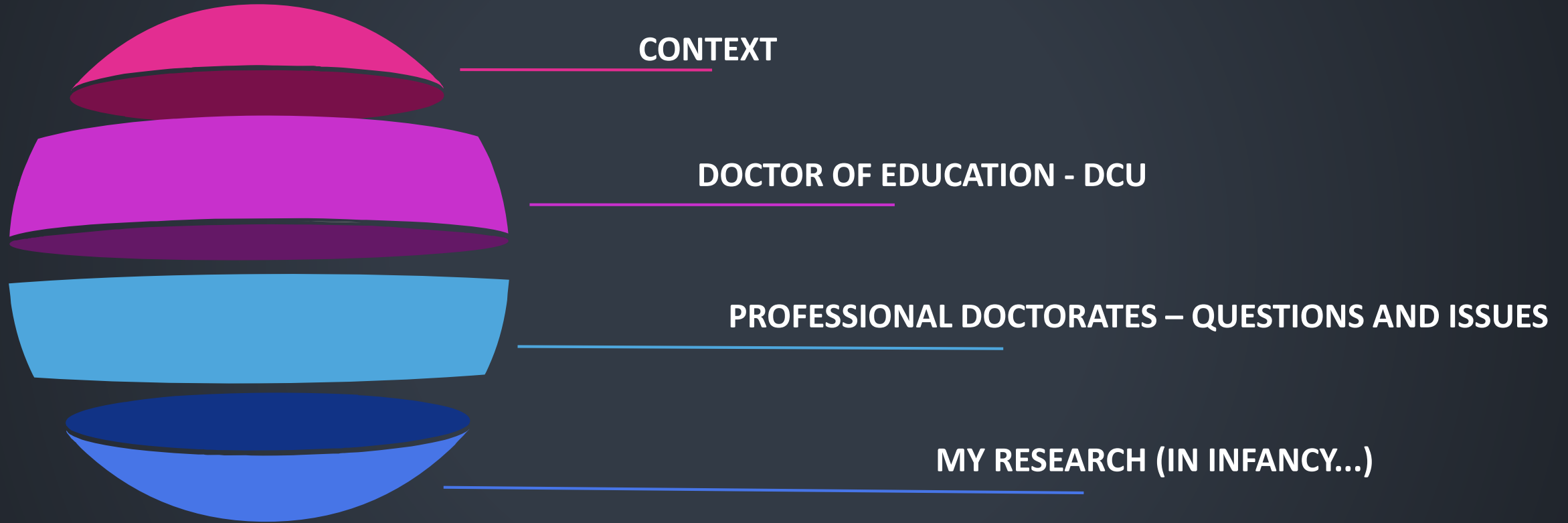
## Profession – Local impact

Professional colleagues, revising local practices, informing decisions



- Move away from existing literature
  - definition as structure and format
  - definition similarities /differences  
PhD
- Looking to contribution / output
  - Professional practice
  - knowledge generation

# TODAY...





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