



**Researching Higher Education:  
20 years of the Doctoral Programme in  
Educational Research**

**HANDBOOK OF STUDENTS AND  
ALUMNI**

**1995 - 2015**



[www.lancaster.ac.uk/fass/edres/](http://www.lancaster.ac.uk/fass/edres/)

## Table of Contents

Dr David Allan, Edge Hill University.....	4
Associate Professor Deborah Anderson, Kingston Business School.....	4
Dr Martin Armer, Lancaster University .....	5
Patrick Baughan, City University, London .....	5
Dr Pete Boyd, University of Cumbria.....	6
Dr Keith Brown, Teeside University.....	6
Fiona Christie, University of Salford .....	7
James Corazzo, Sheffield Hallam University.....	7
Dr Elaine Cox, Oxford Brookes University .....	8
Dr Graham Cox, Portsmouth University .....	8
Professor Alan Davidson, Robert Gordon University .....	9
Dr Hilary Duckett, Plymouth University.....	9
Dr Dianne Dawes, Self Employed – Student Support and Change in Practice Research – Hon. Research Fellow: University of Cumbria .....	10
Professor Linda Drew, Glasgow School of Arts.....	10
Professor Joëlle Fanghanel, University of West London .....	11
Dr Pádraig Gallagher, Letterkenny Institute of Technology .....	11
Collette Gavan, Edge Hill University .....	12
Dr Jacquelyn Haigh, University of Bradford.....	12
Dr Ann-Marie Houghton, Lancaster University .....	13
Professor Ray Land, Durham University .....	13
Dr Aileen Lawless, Liverpool John Moores University.....	14
Jonathan Louw, Oxford Brookes University .....	14
Dr Rebecca Marsden, Lancaster University.....	15
Dr Jan Maskell, Partner at Appreciative Learning .....	15
Dr Jan McArthur, Lancaster University.....	16
Geraldine McKay, Heriot Watt University .....	16
Joan McLatchie, Edinburgh Napier University.....	17
Deborah Mitchell, Bangor University .....	17
Judi Morgan, University of Central Lancashire.....	18
Dr LesleyAnn Morgan, Retired .....	18
Dr Patricia Owen, Keele University.....	19
Elaine Pattison, Newman University .....	19

Dr Fiona Powley, University of Cumbria.....	20
Dr Susan Scoffield, Manchester Metropolitan University.....	20
Professor Alison Shreeve, Buckinghamshire New University.....	21
Dr Lois Smith, Middlesex University, Dubai.....	21
Dr Simon Stephens, Letterkenny Institute of Technology.....	22
Sandra Wearden, Lancaster University .....	22
Karen Whelan, Queensland University of Technology.....	23
Dr Julie Williams, Edge Hill University .....	23
Dr Ian Willis, University of Liverpool .....	24
Shin Pyng Wong, Sunway University .....	24
Dr Diane Wright, Manchester Metropolitan University.....	25
The Red Robe Club .....	25

## **Dr David Allan, Edge Hill University**

david.allan@edgehill.ac.uk

### **Cohort 12 Year of Graduation: 2012**

**Thesis Title: “Disengagement to re-engagement: A journey of self-knowledge for 14-16 pupils in alternative learning.”**



While managing an alternative learning programme for 14-16-year-olds in Knowsley, I began a part-time PhD in Educational Research at Lancaster University. This enabled me to continue working full time and to take advantage of the flexible structure of the doctoral programme. The varied modules of the programme facilitated opportunities for me to undertake both qualitative and quantitative research and to investigate a range of areas, such as borough-level implementation of government policy, learners’ perceptions of compulsory education, and the interplay between learning and work. After achieving my PhD in December 2012, I moved into higher education and joined

the research team in the Faculty of Education at Edge Hill University. At present I hold a research fellowship and am currently principal investigator for a project on Lesson Study, a Japanese strategy for teachers’ professional development. The project explores primary teachers’ perceptions of using Lesson Study to enhance pedagogical knowledge exchange.

## **Associate Professor Deborah Anderson, Kingston Business School**

D.Anderson@kingston.ac.uk

### **Cohort 9 Year of Graduation: 2009**

**Thesis Title: “Professional Learning in the Workplace: A case study in higher education.”**



I applied to the PhD because I wanted to underpin my teaching with rigorous research principles. As a former marketing practitioner (not an academic), I felt it was important to gain academic credibility with colleagues and it seemed logical to make teaching practice the subject of my studies. The experience at Lancaster was transformational both professionally and in terms of friendships. The residentials established strong links between staff and students and provided a true sense of belonging which helped motivate everyone on the course. Since graduating I have continued to have a teaching focus, but have developed a thread of research into

teaching practice which has led recently to promotion to Associate Professor and to the award of a National Teaching Fellow, achievements I could not have done without the PhD.

## Dr Martin Armer, Lancaster University

m.armer@lancaster.ac.uk

### Cohort 19



Whenever I teach I find myself asking questions, "Why is this in the curriculum?", "Why is it done this way?" "How does this relate to the wider world beyond the seminar room?". However, I lacked the intellectual tools and confidence to know how to begin investigating these questions. The PhD in Educational Research at Lancaster, in helping me acquire these research skills, is enabling me to develop as a researcher in Medical Education. In addition I am part of a cohort of like minded people from across the disciplines and around the globe.

## Patrick Baughan, City University, London

P.Baughan@city.ac.uk

### Cohort 14



When I changed both job and subject focus (from the sociology of work to educational development), it made some sense for me to begin a PhD. This partly reflected the fact that I was also transferring from an academic related to an academic role, so I needed to begin a PhD too. Suggestions were made and different colleagues suggested different things, but I knew I had to make up my own mind about which PhD, undertook some research, and in the end opted for the Lancaster programme. The structure and content both looked appealing and I was aware too that this was (and is) a well-regarded programme. I'm now working on my Part 2

thesis which focuses on sustainability in higher education. The programme has made me look at higher education in different and broader-based ways than I previously had done: an obvious example is how I consider and interpret policy documents now, in a far more questioning manner. It has also given me a more complete and analytical stance on my own professional practice. Finally, I've become more confident about getting my work published. There are many challenges involved in combining full-time work with PhD study, but it's a worthwhile journey.

## **Dr Pete Boyd, University of Cumbria**

pete.boyd@cumbria.ac.uk

### **Cohort 9 Year of Graduation: 2007**

**Thesis Title: “Becoming a Professional Educator: the professional development of new lecturers in nurse and teacher education as boundary-crossing activity.”**



Pete Boyd completed the doctoral programme in Educational Research in 2007 with a thesis entitled ‘Becoming a Professional Educator’ which was focused on the academic work and identity of university lecturers in Teaching and in Nursing. This research is strongly related to Pete’s continuing role as an academic developer and he is now focused more on research capacity building rather than directly on the enhancement of teaching. Pete is an Associate Professor in Professional Learning at the University of Cumbria with a continuing record of research publication on academic work and the professional learning and identity of educators, as well as a series of research publications on assessment in higher education. In a well-established partnership with colleagues at the University of Porto, Pete’s current work is considering the research-teaching nexus beyond the confines of the University by investigating research-informed practice by teachers and their position within the field of Teaching.

## **Dr Keith Brown, Teeside University**

Keith.Brown@tees.ac.uk

### **Cohort 1 Year of Graduation: 2000**

**Thesis Title: “A Case Study of the Changes to Engineering Education in the UK from 1987 to 1999.”**



I joined University of Sunderland after a long career in industry and studied the Cert Ed at Sunderland which gave me the impetus to conduct research into higher education. I was in the first cohort and really enjoyed the programme graduating in 2000. I then progressed at Sunderland to Director of the International Office and in 2006 moved to Teeside University to establish the Centre for International Development becoming a member of the University’s Corporate Executive Team.

Whilst I haven’t undertaken much research since completing the PhD it has helped me enormously in my subsequent career in understanding how HE works, the policy framework for HE and in the internationalisation of HE.

## **Fiona Christie, University of Salford**

f.christie@salford.ac.uk

### **Cohort 18**



As a higher education careers guidance practitioner, I chose the programme as it had the flexibility to allow me to research within my field of expertise and to put this within a wider educational and theoretical context. Already the programme has allowed me to delve into questions of interest that have bugged me for years and given me a good framework to do this, enriching what I do professionally. The teaching input of the part 1 residentials and being part of a cohort have been a great motivator.

## **James Corazzo, Sheffield Hallam University**

j.corazzo@shu.ac.uk

### **Cohort 18**



I chose this programme partly for its reputation and structure and partly because several of its alumni had completed their PhD's on Art & Design education and this was an area of significant interest to me. I'm coming to the end of my second year of study, and although I'm some way off completing, the programme has already changed the way I approach research, broadened my perspectives on the pedagogy of my discipline and transformed the way of have come to understand the currents that run through higher education. I have also become part of a supportive network of tutors and research students. I'm starting to think about the confirmation stage and in process of preparing to submit my first 'proper' research papers for publication.

## **Dr Elaine Cox, Oxford Brookes University**

ecox@brookes.ac.uk

### **Cohort 1 Year of Graduation: 1999**

**Thesis Title: “Mentors - Born or Made? A study of mentor development in a community mentoring context.”**



Elaine was in the first cohort of the PhD at Lancaster and graduated in 1999. She is now a principal lecturer and the leader of the coaching and mentoring programmes in the International Centre for Coaching and Leadership Development at Oxford Brookes University. Since completing the PhD she has continued to publish and has written a number of books as well as peer reviewed papers. The PhD enabled her to be entered into the REF at Oxford Brookes in 2007 and 2013 and provided the writing discipline necessary to pursue a career as an author as well as a researcher and academic.

## **Dr Graham Cox, Portsmouth University**

Graham.cox@port.ac.uk

### **Cohort 6 Year of Graduation: 2006**

**Thesis Title: “Practice in a dispersed professional community: A case study of associate lecturers at the Open University.”**



I started the Educational Research Programme as a staff development opportunity supported by my then employer, The Open University. On leaving the institution, the programme became even more important, giving me invaluable insights into my own situation and, with this understanding, allowing me to open new doors of opportunity.

## Professor Alan Davidson, Robert Gordon University

a.t.davidson@rgu.ac.uk

### Cohort 1 Year of Graduation: 2004

**Thesis Title: "Implementation and Impacts of SHEFC Quality Assessment in a Single Institution."**



**WHY:** Design of the Doctoral Programme fitted my context and needs; Reputation of the Department and the University.

**BENEFITS:** Personal development in HE research that was rigorous and challenging, and which helped me cope with the culture shift from my engineering background to a wider social science perspective. Residential sessions: very good use of time; extremely engaging and challenging teaching; wonderful interactions with fellow students in my cohort; attractive campus and surrounding area.

Opportunities for coursework assignments and thesis that were relevant to my work role and context. Development of skills in evaluation and working with policy that have proved invaluable in my subsequent career. Self confidence and credibility, to take on new challenges and more senior roles.

**WHAT I AM DOING NOW:** Dean with institutional responsibility for strategy and policy for enhancement of learning, teaching and assessment and departmental line manager responsibility for educational staff development; e-Learning infrastructure and staff development; study skills and access support for students. Also active in external quality assurance and enhancement in Scotland, UK and internationally.

## Dr Hilary Duckett, Plymouth University

hilary.duckett@plymouth.ac.uk

### Cohort 5 Year of Graduation: 2004

**Thesis Title: "Reconstructing Leadership - The Perspectives of Academics at a New University."**



and leadership role.

I completed the PhD in Educational Research in 2004. I thoroughly enjoyed my studies and feel the programme has benefited me in so many ways. I have developed a deep knowledge of pedagogy and the freedom to specialise in educational leadership has helped to me to progress in my career. I feel I use the knowledge and experience from my studies continuously in my academic

The programme provided an excellent grounding in research and the peer group learning was intensive but hugely developmental.

Thanks very much to the teaching team and my peer group.

## **Dr Dianne Dawes, Self Employed – Student Support and Change in Practice Research – Hon. Research Fellow: University of Cumbria**

Dianne@thedawes.net

### **Cohort 10 Year of Graduation: 2010**

**Thesis Title: “Researching the Integration of Disparate Practices in Health and Social Care: a case study.”**

I was introduced to the programme by a colleague who understood my struggle with juggling a full time job as Programme Leader for Social Work studies at the new University of Cumbria with studying for a research doctorate on a part-time basis with Organisational Research at the University of Lancaster. I was engaged in researching the effectiveness of changing practices in the area of inter-professional working and integrated care and was keen to use this for my PhD. The doctoral programme gave me the confidence of a structure for the study; a rationale for developing research thoughts and ideas; the luxury of a peer group to develop the learning process and a support and supervisory team of some of the best Academics in the field. The sense of achievement of being awarded the PhD forthwith was an amazing experience.

I am currently involved in education research and international student support and development whilst farming vines and making wines in South Africa.

## **Professor Linda Drew, Glasgow School of Arts**

l.drew@gsa.ac.uk

### **Cohort 4 Year of Graduation: 2003**

**Thesis Title: "The Experience of Teaching in Art, Design and Communication."**



I chose the Doc Prog because it wasn't an EdD but a full PhD with a good PT mode which fitted really well with my work at the time, teaching on a PG Cert Learning and Teaching and leading curriculum development on a new degree in Fashion Studies. I was already a fan of the literature in learning and teaching which emanated largely from Lancaster and Sweden (Ramsden, Hounsell, Marton & Saljo etc) and I felt that being located in a department which produced work of that quality was the one for me. Not only did I develop an identity and a practice as an educational researcher, I have published, edited a journal and peer reviewed research in the field and supervised PhD students to completion. This identity has been a key part of my developing role in Higher Education leadership and this has been recognised in the conferment of a Professorship in HE Art and Design Pedagogy."

## **Professor Joëlle Fanghanel, University of West London**

joelle.fanghanel@uwl.ac.uk

### **Cohort 7 Year of Graduation: 2006**

**Thesis Title: “Accounting for Academics' Pedagogical Constructs: Re-balancing Psychologicistic and Structuralist Approaches.”**



Joëlle Fanghanel is Professor of Higher Education and Director of the Institute for Teaching, Innovation and Learning at the University of West London (UK). Her research is focused on academic identities and disciplinary cultures; the academic role, and education for a globalised world. She is presently President of the International Society for the Scholarship of Teaching and Learning (ISSOTL) and Co-Chair of the Heads of Educational Development Group (HEDG). Her recent book *Being an Academic* examines the impact of higher education policies on academic practices and identities (Routledge, 2012). She is presently co-editing a book on dimensions of marketisation in HE with Peter John (to be published in 2015).

## **Dr Pádraig Gallagher, Letterkenny Institute of Technology**

Padraig.Gallagher@lyit.ie

### **Cohort 9 Year of Graduation: 2007**

**Thesis Title: “Graduate employability: The socialisation of graduates and how they come to know within the SME workplace.”**



The move from industry to higher education was the catalyst for my decision to undertake a PhD. The model offered by the Educational Research Department at Lancaster, particularly the structured nature of the programme, seemed to suit my circumstances. I found the programme challenging but at the same time satisfying and rewarding both from a professional and personal development viewpoint. The programme provided a world class educational experience and allowed me to enhance my knowledge and understanding in relation to academia and higher education and specifically graduate employability. The programme also provided me with the confidence to write funding proposals and to disseminate the results of my research through publication.

There is no doubt that the professional, courteous and supportive nature of the team at Lancaster was a key success factor of the programme.

## Collette Gavan, Edge Hill University

gavanc@edgehill.ac.uk

### Cohort 13



Joining this programme has had a major impact on my work, both as a researcher and lecturer. The structure of the programme has helped to further develop my research techniques, and has offered new themes in the context of educational research. The taught element of the programme has been exceptional for developing critical argument, enhancing writing and publication opportunities and, importantly, debating current issues with both tutors and peers within my cohort; the key skills necessary for an academic career. I have not only been able to develop the conceptual aspects of my research in a supportive environment, but proactively implement this within my teaching thereby demonstrating the value and impact that the outcomes of the research has had in the modules I teach. I strongly feel that undertaking this programme has provided an enabling influence on my work, and empowered me to seek new research challenges in the future.

## Dr Jacquelyn Haigh, University of Bradford

jhaigh3@bradford.ac.uk

### Cohort 10 Year of Graduation: 2010

**Thesis Title: "Exploring the transition from graduate midwife to professional practitioner."**



I decided to apply to Lancaster Educational research to do my PhD because I was looking for further professional development opportunities after completing an MSc in Health Professional Education. The Lancaster programme appealed to me because of the shared learning opportunities with peers outside the field of health and away from my home university. The residential helped me to focus on my own learning and development away from the pressures of day to day commitments. I particularly enjoyed the taught modules and was able to publish papers based on each of my assignments, thanks to the excellent formative feedback received from the course tutors.

Since completing the PhD in 2010 I have focussed more on innovations in my teaching practice than on research per se. My contribution to the development of excellent teaching and learning in Higher Education was rewarded by the award of National Teaching Fellow in 2013. My research interests are curriculum design to develop autonomous learners and the use of ePortfolios to support reflective learning in practice.

## **Dr Ann-Marie Houghton, Lancaster University**

a.houghton@lancaster.ac.uk

### **Cohort 3 Year of Graduation: 2003**

**Thesis Title: “The Initial Guidance Learning Project: A framework for exploring the pre-entry informal learning of part-time PhD students learners.”**



I enrolled on the programme as it offered an ideal opportunity to combine research training, networking with other colleagues and a chance in part 1 to pursue a number of research interests relating to my work. My thesis enabled me to pursue an interest in educational guidance and adult learning applied to a different group of learners – part time PhD students. An aspect of the programme I did not expect to be influential was Module B, which encouraged a creative and reflective approach to reflecting on my own and others professional practice. I am therefore pleased that in this 20th year, I will be picking up responsibility for working with current participants to reflect on the policy, practice of Higher Education today and delighted that there are colleagues able to offer an international perspective as well as insights from FE.

## **Professor Ray Land, Durham University**

ray.land@durham.ac.uk

### **Cohort 1 Year of Graduation: 2000**

**Thesis Title: “Agency and Context in Educational Development.”**



I joined the first cohort of the ‘Doc Prog’ in the mid 1990s. Having worked for many years teaching in FE in London I had moved into HE as an educational developer. I was attracted by the broad range of analytical perspectives in the programme, many of which I still find useful 20 years later. The Lancaster experience gave me a discourse and a way of practising in HE research. Halfway during the programme I moved to Edinburgh University where I soon became involved in large-scale funded projects. Within six months of gaining the PhD I was appointed Director of the Centre for Teaching, Learning & Assessment, and, three years later, it helped me gain my first professorship, at Coventry. I subsequently moved to a chair at Strathclyde and later to Durham where I am currently Professor of Higher Education and Director of Durham’s Centre for Academic Practice (CAP).

## **Dr Aileen Lawless, Liverpool John Moores University**

a.lawless@ljmu.ac.uk

### **Cohort 3 Year of Graduation: 2007**

**Thesis Title: "Becoming a Community of Reflective Practitioners."**



I enrolled on the programme because I wanted to be 'taught' how to do a PhD. I was aware of Lancaster's reputation and I was impressed by the structure of the programme and the support offered. At the first residential I quickly realised that I needed to do a lot more thinking and I was introduced to a wealth of material which challenged my thinking. I also realised how much reading I needed to do and that I needed to develop confidence in my writing ability.

The main benefit from the programme was being reminded that learning can be enhanced by the support and critical friendship of tutors and peers. Giving and receiving feedback in a supportive but critical manner greatly enhanced my learning and the outputs produced. I currently 'teach' masters and doctoral students and I strive to implement the ethos of critical friendship within my own practice.

## **Jonathan Louw, Oxford Brookes University**

jlouw@brookes.ac.uk

### **Cohort 17**



I stumbled by accident into academia in my mid-forties and, having decided to stay, looked around for a doctoral programme which offered structure, opportunities for cohort support and, above all, a fast route to writing for journal publication.

Colleagues from Brookes recommended I investigate the Lancaster programme and I took the plunge in January 2012. Having recently had a paper from Part 1 accepted for publication, I can vouch for the achievability of the hoped-for fast route. And now into my third year, having just spent a summer immersed in data generation, I am starting to think through the shape of my thesis, with a clear view to post-completion

publication as well. My thanks, therefore, to all concerned, for ensuring that the discipline of academic writing is at the core of the programme from the earliest stages.

## **Dr Rebecca Marsden, Lancaster University**

r.marsden@lancaster.ac.uk

### **Cohort 14 Year of Graduation: 2013**

**Thesis Title: “UK newspapers' reflection of inequity in Higher Education: a study using critical discourse analysis.”**



I joined the Doctoral Programme when I was working as a researcher and wanted to improve my research skills. During the programme I also learned a lot more about the social sciences having previously undertaken degrees in history and computer science. Now that I've finished my PhD I've been reflecting on the experience as a whole and think that it was as much of a transformative experience as my first degree was. This surprised me as 30 years separates the two experiences. I am now working as Online Learning Support Officer in the Department of Educational Research at Lancaster University and hoping to publish at least one article arising from my thesis.

## **Dr Jan Maskell, Partner at Appreciative Learning**

jan@appreciativelearning.net

### **Cohort 12 Year of Graduation: 2012**

**Thesis Title: “No intention to learn: Unintentional learning from the assessment of competence.”**



I chose to participate in this doctoral programme as a personal development journey to take my study, research and critical thinking to a higher level. Having achieved an MA and an MSc I felt that the next, obvious stage was a PhD. I enjoyed, and benefitted from, the formality of a structured programme such as this, as well as the opportunity to pursue my own ideas through my thesis.

As a tutor on Master's level programmes and working with senior managers in many organisations I wanted to be able to demonstrate that I could work at doctoral level. This course has given me the confidence and credibility I expected.

I am now continuing to develop my consultancy, Appreciative Learning, developing individuals and organisations through a strengths development process. I am able to apply my research skills whenever I create an event for a client, drawing on my learning from the programme to produce innovative training, coaching and organisational development activities.

## Dr Jan McArthur, Lancaster University

mcarthur@exchange.lancs.ac.uk

### Cohort 10 Year of Graduation: 2010

**Thesis Title: “Knowledge and Social Justice: re-considering critical pedagogy in Higher Education.”**



I undertook the Doctoral Programme in EdRes because of the unique structure that allows for a broad appreciation of key aspects of higher education research, while supporting individual specialisation. The cohort system was an expected bonus – providing additional support and lots and lots of good times. Another bonus was to be situated in a department of such leading and diverse researchers who were also utterly committed to teaching us on the programme. The whole experience, including the inevitable ups and downs, has been enormously beneficial to me personally and professionally. I found the programme both a supportive and safe place in which to try out ideas, and also robustly challenging. It gave me the confidence to plough my own path as a researcher. It was intellectually exhilarating and has formed the basis of a much more rewarding and exciting academic career, and hopefully one making a useful contribution.

## Geraldine McKay, Heriot Watt University

g.mckay@hw.ac.uk

### Cohort 19



Having come into education as a marketing practitioner (many years ago) I have been lucky enough to be involved in International projects, course developments and programme management. I also enjoy a bit of teaching! The desire to see if I could rise to the challenge of being a successful doctoral candidate has been with me for some time, but the idea of devoting 5 years to research marketing or branding no longer seemed worthwhile. Having taught students from a variety of backgrounds, at a number of institutions and in different countries I became interested in thinking about what I was doing professionally and what effect this might have on students, particularly those studying transnationally. The Lancaster programme was appealing, incorporating periods of residential study, developmental milestones and a great reputation. In the last few months I have been introduced to many challenging ideas, a new vocabulary and a bunch of extremely supportive colleagues-fellow students, lecturing and support staff who are helping me find my research feet.

## Joan McLatchie, Edinburgh Napier University

j.mclatchie@napier.ac.uk

### Cohort 12



I chose the programme because of my interest in pedagogic research, and the desire to study at PhD level. The format of the programme was ideal for me - the residential weeks were a great opportunity to develop as a researcher, to learn in a supportive environment and to be part of a group of like-minded people. Being part of a student group is a huge advantage over a traditional PhD – I definitely wouldn't have come this far without the support of my fellow students. The teaching team is outstanding - they gave me space to grow my ideas, and guidance on how to turn them into reality. They didn't give me the answers, but instead gave me the confidence to work the answers out for myself. I know that I will always treasure the time I spent at Lancaster, as the skills that I developed here will enable me to further develop in my career as an academic researcher.

## Deborah Mitchell, Bangor University

d.a.mitchell@bangor.ac.uk

### Cohort 17



I'm currently registered on part two of the doctoral programme at Lancaster. The main reason for registering for the programme was for personal / career development prospects – although a PhD is not a prerequisite for a career in University management, it certainly helps ones credibility when working in a knowledge based organisation.

My research is focussed on internationalisation, with particular reference to the acculturation of international students to UK higher education. The programme has provided me with a fantastic opportunity to develop my research skills and critical thinking ability surrounded by peers and academics of the highest calibre.

Proceeding with a part-time PhD is certainly a test of perseverance, however the structure of the programme, the interaction with peers following the same path and the supportive nature of the Department of Educational Research all contribute to your potential success – the only barrier to your achievement is in your own mind!

## Judi Morgan, University of Central Lancashire

JMorgan3@uclan.ac.uk

### Cohort 17



I got more than I bargained for joining the doctoral programme at Lancaster. I chose the course as I wanted a little structure, a more collegiate way of learning and researching and some grounding in an area I worked in but wasn't versed in. The choice turned out to be exactly what I wanted; the structure makes you read, think, talk and most importantly, write. The opportunity to write journal – length pieces has been such a formative experience, the feedback has been generous and helpful and above all the encouragement to try things out, take risks and imagine has provided a much sounder and more enjoyable basis for a thesis that I thought possible.

## Dr LesleyAnn Morgan, Retired

lesleyann.morgan@gmail.com

### Cohort 3 Year of Graduation: 2001

**Thesis Title: “Captivated By Learning (The study of an innovative organisational strategy for professional development).”**



I started academic study very late in life (MA at 49). I joined cohort 3 of the 'Taught PhD' at Lancaster; the friendships I made then have been truly enduring. After the PhD I semi-retired doing a little youth work in my locality. I freelanced as a PD consultant with the Teacher Education team at UCLAN and initiated an outreach teacher education and higher degree programme for Suffolk APU and UCLAN in Appleby. I was asked to support some National projects by CSET. One of these introduced me to the AimHigher team at Newcastle University and I provided professional development for them until my full retirement in 2012. Since PhD I have published 4 books; a further 2 books (novels) are in the pipeline. I am now a gardener (an RHS course I undertook in 1985 and which I have never capitalised upon until now) - isn't retirement wonderful!

## Dr Patricia Owen, Keele University

p.a.owen@keele.ac.uk

### Cohort 11 Year of Graduation: 2014

**Thesis Title: "Professional Education Policy, Intention and Process: Policy Analysis in the Case of Health Visiting Education."**



I undertook the PhD on recommendation- a colleague I worked with at a previous HEI, had just completed the programme and said how much she had enjoyed the mix of structure and flexibility that was offered. After considering other PhD programmes across the country, I applied because of the focus on developing knowledge through a structured approach and the thought of studying with a group of people at the same time and benefitting from that peer support.

I am pleased that the programme did live up to my expectations around supported structure along with the provision of developing your own interests. I have learnt so much by completing the two parts of the programme and have developed my own confidence in research. It has enabled me to feel confident in bidding for external projects. Although I have successfully completed the programme in May this year (2014) but not yet graduated, I am planning my publications (education policy in nursing and health visiting and research methods) and considering working towards promotion. In addition I have gained some great friends.

## Elaine Pattison, Newman University

e.pattison@newman.ac.uk

### Cohort 18



I chose to join the PhD Ed Res programme at Lancaster because I was looking for a structured, professionally supportive programme which I could follow in my spare time being employed fulltime in teacher education. Dedicated residential enabled me to set aside the necessary mental space to engage in a new form of academic reflection. Regular deadlines in the first two years also helped keep me on track and the benefits of having leaders in the field as lecturers are enormous. At Lancaster I have met colleagues from all over the world who all share an enthusiasm for their own academic development and curiosity about learning. This has led to lively debate but we also

encourage one another, set each other deadlines and have set up writing groups, all of which are a huge bonus at those times when your will is weak!

## **Dr Fiona Powley, University of Cumbria**

fiona.powley@cumbria.ac.uk

### **Cohort 3 Year of Graduation: 2002**

**Thesis Title: “Lifelong Learning or Lifelong Yearning; An analysis of Widening Participation policy implementation in Cumbria, 1999 – 2001.”**



I embarked on the PhD in Education Research in order to develop my research and writing skills, and to gain confidence in publishing my work. Undertaking the programme delivered these aspirations, and it also provided an environment for the development of a much broader range of skills and knowledge than I originally anticipated. The colleagues I met through the doctoral programme opened-up extensive networking opportunities which proved critical to my research and the subsequent development of my career. Since achieving my doctorate I have progressed through a range of academic leadership roles. My current role is as Associate Dean for Quality, Learning and Student Experience in a large and diverse Faculty; whilst I have limited opportunities to research and publish now, the theoretical frameworks and critical approaches which are a legacy of my doctoral studies still form important elements of my everyday methodologies in planning, development and leadership.

## **Dr Susan Scoffield, Manchester Metropolitan University**

s.j.scoffield@mmu.ac.uk

### **Cohort 12 Year of Graduation: 2014**

**Thesis Title: “Communication of symbolic capital in the field of English Higher Education.”**



The Doctoral programme in Educational Research offered me an ideal opportunity for further professional development; the residential provided a great opportunity to study in a mutually supportive community of fellow researchers and has led to the establishment of a long-term network of colleagues with similar research interests. The assessments provided the opportunity to further develop my research and writing skills and the programme content has greatly enhanced my professional knowledge.

## **Professor Alison Shreeve, Buckinghamshire New University**

Alison.Shreeve@bucks.ac.uk

### **Cohort 9 Year of Graduation: 2008**

**Thesis Title: "Transitions: Variation in tutors' experience of practice and teaching relations in art and design."**



I did the programme because I had started to become involved in small scale research. Linda Drew was previously a colleague and co-conspirator and she recommended it to me. It sounded just what I needed to stretch me and focus my ideas into a more structured and rigorous approach.

I signed up! Doing the programme has meant that I have a much better theoretical and practical grasp of research. I've undertaken various projects since finishing and published outcomes which meant I was included in the REF for my University. I have also been able to help other people embark on scholarship and research.

Right now I'm a Head of School which means I don't have a lot of time to do research, but I am in the process of co-authoring a book. I am also Associate Editor of the Journal, Art Design and Communication in Higher Education.

## **Dr Lois Smith, Middlesex University, Dubai**

l.smith@mdx.ac

### **Cohort 9 Year of Graduation: 2008**

**Thesis Title: "Academic Work Practices in Translational Education: A social practice theory approach to understanding the implementation of assessment-related policy in an offshore campus of an Australian university."**



I joined the Doctoral programme in 2004 (cohort 9). I spent a long time looking for the right PhD because I was living and working outside the UK so I needed something which would offer me enough support from overseas, but which also included a taught element. Having previously studied a distance programme, I really valued a face-to-face component. The Lancaster Doctoral programme was perfect for me since it offered the face-to-face element through the residentials, but also provided me excellent support online through my supervisor and the other members of the team. I particularly enjoyed being on campus during the residentials, and they gave me a good excuse to visit the UK regularly. I thoroughly enjoyed studying on the programme and I

learnt so much from doing my thesis as well as from the expert taught sessions. After graduating in 2008, I joined Middlesex University's Dubai campus as Teaching and Learning Coordinator, and have recently progressed from Deputy Director to Acting Campus Director.

## **Dr Simon Stephens, Letterkenny Institute of Technology**

Simon.Stephens@lyit.ie

### **Cohort 10 Year of Graduation: 2008**

**Thesis Title: “2020 vision: possible futures for the Institute of Technology sector of Irish higher education.”**



My time at Lancaster was an extremely positive personal and professional experience. I am very grateful to the staff at Lancaster for imparting their core values of professionalism, creativity and quality. I found the structure and delivery of the programme to be of the highest standard. I am particularly indebted to my supervisor Professor Malcolm Tight for his positivity and the rigour of his feedback. Since my graduation I have continued to explore the interface between academia and the labour market. In 2011 I was awarded an Emerald Literati award for excellence for my work on the application of academic theory in the workplace. My next article titled

“The Supervised as the Supervisor” will be published in Education + Training in September. The article explores the impact the relationship between the experience of supervision and subsequent supervision practices.

## **Sandra Wearden, Lancaster University**

s.wearden@lancaster.ac.uk

### **Cohort 16**



I was attracted to the Doctoral Programme in Educational Research (DPER) for two reasons. The first was that the programme presented me with an opportunity to explore a number of questions I had after working on a large change management project in the education sector. The second reason I was drawn to the DPER was because of the relevance of the design of the programme to my own circumstances and learning preferences.

The first two years of the programme gave me the opportunity to re-acquaint myself with how to write academically again, and to bring myself back up to speed with the use of technology and learning in higher education settings. I also took the first two years to explore various research interests before arriving at my final choice for my thesis. There is a strong support network of students and staff in the department which has helped enormously throughout!

## **Karen Whelan, Queensland University of Technology**

k.whelan@qut.edu.au

### **Cohort 18**



Having worked within academic development and teaching leadership roles for over ten years, the decision about where to study my PhD was strongly influenced by the rich higher education research tradition of the Department of Educational Research at Lancaster. I have found being here to be of tremendous benefit, not just to my research training, but also in connecting with a community of practitioners, with both shared interests and different perspectives. I look forward to residential as a wonderful opportunity to learn and to develop my research abilities. I have felt consistently supported and encouraged by all involved.

## **Dr Julie Williams, Edge Hill University**

julie.williams@edgehill.ac.uk

### **Cohort 11 Year of Graduation: 2010**

**Thesis Title: “An Ethnographic Analysis of the Socialisation of Nurse Lecturers and the Influences which shape Nursing Curricula in Higher Education. Using Bourdieu's reflexive ethnography. Dialogic interviews with 20 experienced nurse lecturers in four universities in NW England.”**



I undertook this programme because I needed to challenge myself and learn not only how to become a researcher but how best to understand how knowledge is created, shared and sustained. There was also the distinct advantage of learning from being with a cohort of people from very different professional and academic backgrounds, which was hugely beneficial for me personally. I have engaged in a local study group, convened informally, which was a significant source of peer support throughout the programme, and beyond. I have been a strong advocate for the programme and have actively influenced a number of people in their decision to apply for this programme, some of whom have since graduated.

The programme is well respected both nationally and internationally, and has helped in advancing my career in higher education. Not only did I benefit from a number of promotions whilst I was a student on the programme I have been fortunate in continuing to develop my career since completing the programme. I am currently the Director of Nurse Education at Edge Hill University.

## Dr Ian Willis, University of Liverpool

ian.willis@liverpool.ac.uk

### Cohort 11 Year of Graduation: 2010

**Thesis Title: “How important is the local when thinking global? Internationalisation at a research led university.”**



Initially, I was drawn to the programme because of good reports from existing students and the structure of the programme: residentials and two years of broad-based study before focusing for the thesis stage. The fact that the cohort were mid-career HE professional was important as was the reputation of the University and the teaching staff.

In terms of benefits, it was hugely satisfying on a personal level. Professionally, doors opened that simply depended on having a PhD, including being part of the design, development and delivery team of an online EdD. Other areas of my work were enhanced by the learning gained: more knowledge and confidence in running an M level programme, invitations to be an external reviewer, leading on international projects, promotion. It's not possible to claim that these wouldn't have happened without the PhD but I am certain that having the doctorate made a difference.

## Shin Pyng Wong, Sunway University

shinpyngw@sunway.edu

### Cohort 19



There are two main reasons I enrolled in the PhD Educational Research – Higher Education programme in the Department of Educational Research, Lancaster University. First, studying PhD in LU provides me the opportunity to work with professors who have expertise in the field of higher education (HE) educational research, and guides me to explore the HE research areas through scholarly discussions. The second reason is that the LU doctoral programme is recognised worldwide for its outstanding academic performance, teaching quality, student experience, internationality, research and facilities. Doing the PhD in LU, which has

one of the best higher education systems in the UK, helps me to gain experience that cultivates independence, perseverance, inner strength and intercultural communication skills. Having obtained the PhD degree in the LU prepares me for a long-term career with government and private higher educational institutions in the field of educational policies and practices.

## Dr Diane Wright, Manchester Metropolitan University

D.l.wright@mmu.ac.uk

### Cohort 10 Year of Graduation: 2013

**Thesis Title: "Social Reproduction and Social Transformation: The mediating role of Higher Education in facilitating female entrepreneurship."**



I was attracted to the Doctoral Programme in Educational Research primarily because of the structure and discipline of the programme. Knowing how busy life can be in HE, and how priorities can all too frequently shift, I was keen to enrol onto a programme that would have milestones (such as the residentials). These residentials provided me with a focus and a deadline to work towards as well as being something to look forward to. They provided an opportunity to get away from the workplace, focus on studying, and enjoy socialising with new friends. Consequently, I managed to remain on track for the first couple of years, which stood me in good stead when beginning the thesis.

My first discipline was marketing and so the first two years were very useful in providing a grounding in both education and research methodologies. The mix of disciplines introduced into the programme, through the range of lectures as well as via fellow students, served to broaden my outlook in preparation for the thesis. Since graduating last December I have taken on a new role as Head of the Department of Management at MMU Business School. This career move would not have been possible without a PhD since MMU now has a policy that all academics require a PhD.

### The Red Robe Club



The Red Robe Club consisted of four members of Cohort 11 from Liverpool (though others attended Club sessions). The purpose was to provide academic and personal support. Club sessions were held monthly during the six years that the members worked their way through the

programme and took place in a variety of dinner venues in Liverpool. All landmark events – first assignments, submission of thesis, successful vivas were celebrated with appropriate libations.

We are writing this for the anniversary book in order to let future students know how valuable we found this activity (indeed also enjoyable) and to encourage them to develop similar networks. Club meeting discussions were not always academically focused but they were always supportive of the activities of the individual members and their need for support.

FYI: The first two members of the cohort graduated in 2010 and the final two in 2013 with their Red Robe Club members as part of the graduation procession.

Club members (left to right): Dr. Julie Williams, Dr. Denise Boyle, Dr. Rumona Dickson and Dr. Ian Willis.