

**Contested identities of physiotherapy lecturers: applying Personal
Construct Theory in three higher education institutions**

by

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Abstract

Introduction: Physiotherapy education has been situated in UK Universities for only twenty-seven years. Little is known about the factors that influence physiotherapy lecturers in the construction of professional identity in academia. Further, little is known about the impact of culture and goals of the institution on the construction of identity, and whether the drive for research-informed practice in physiotherapy influences professional identity formation. Current literature suggests that despite the occupational prestige afforded to physiotherapy, the profession holds a highly contested position within the Higher Education system. This thesis seeks to explore the experiences of eleven physiotherapy academics working within universities reflecting the stratified Higher Education system in the negotiation and construction of their professional identity in a contested environment.

Design: A case study design, semi-structured interviews and repertory grid interviews were used to explore the organisational, personal and professional factors influencing the work and identity of physiotherapy lecturers. Construction of identity is considered from a psychological perspective using Kelly's Personal Construct Theory.

Participants: Eleven physiotherapy academics working in three different institutions.

Analysis: An in depth thematic analysis of semi structured interview data was completed creating three typologies of 'Teacher', 'Academic -Researcher' and 'Physiotherapist'. Element analysis and Principal Component Analysis was applied to Repertory Grid Data revealing the individual superordinate constructs for professional identity of physiotherapy lecturers.

Results: The findings revealed widespread retention of a first order identity as a physiotherapist or based on a pastoral role. Assimilation of additional identities commensurate with the academic environment was influenced by a number of personal, professional and institutional factors.

Conclusion: Participants with a strong core role identity were better positioned to negotiate the complex factors within the institution and construct a professional identity for furtherance of the profession. This was irrespective of the primary identity of the participant.

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Chapter One

Introduction

1.0 Introduction

The education of physiotherapists has been situated in the University setting for only 27 years (Barclay 1994). During this period there has been evidence of this professional occupation experiencing challenges in the interpretation and development of a knowledge base (Sim 1985, Richardson 1992, 1999, Robertson 1996, Morris 2002, Mercer, Galvin and Jones 2002, Bithell 2005), negotiation of research capacity within a University setting (Sackley 1994, Wrightson and Cross 2004) and physiotherapy holding a highly contested position in the University (Nicholls 2018). However, despite the high occupational prestige afforded to physiotherapists (Turner 2001) and the increasingly significant role within higher education (Nicholls 2018) there remains very limited insight into the physiotherapists who have chosen to move away from the clinical environment and construct a professional identity within academia. This thesis presents mixed methods findings from 11 physiotherapy lecturers working within three case institutions (High, Medium and Low Tariff Universities) to provide new insight into how physiotherapists working within academia construct their professional identity and the potential influence for the furtherance of the profession of physiotherapy.

This chapter presents a brief history of the development of the physiotherapy profession (Table 1.0) and is followed by an overview of professional identity articulated within physiotherapy specific literature (*subsection 1.1*). The 'insider' status of the author is presented as part of the initial reflexive statement (*subsection 1.2*) with research questions for the thesis (*subsection 1.3*) and articulation of the emerging conceptual frame for this thesis, Kelly's Personal Construct Theory (Kelly 1955, 1991) in subsection 1.4. An overview of the thesis (*subsection 1.5*) precedes a final summary of the introductory chapter (*subsection 1.6*).

Table 1.0. History of the Physiotherapy Profession (Thornton 1994, Robinson 1994, Barclay 1994, Richardson 1999, Nicholls 2018)

Organisation	Summary
<i>The Society of Trained Masseuses (STM) and the Incorporated Society of Trained Masseuses (ISTM) 1894 – 1920.</i>	The formation of the Society of Trained Masseuses in 1894 by four nurses to legitimise ‘medical massage’
<i>The Chartered Society of Massage and Medical Gymnastics 1920 – 1943</i>	From 1927 the conjoint examination (in massage and medical gymnastics) was established as the minimum qualification for membership to the society.
<i>The Chartered Society of Physiotherapy (CSP) 1943 – present day</i>	The final change to the Society’s name to ‘ <i>physiotherapy</i> ’ was made in 1943; the new curriculum was launched alongside the National Health Service in 1947. In 1978, physiotherapists were granted autonomy in patient care.
<i>Teacher training under the Chartered Society of Physiotherapy (from late 1960’s)</i>	All applicants to the physiotherapy teacher training had to have a minimum of two years post qualifying experience. Whilst the majority of the training of applicants remained the responsibility of the principal of the school, the Chartered Society of Physiotherapy offered an annual two-week intensive course for the study of ‘teaching method’.
<i>Development of the Physiotherapy Degree Programme 1956 -1992</i>	The Educational Advisory Board of the Chartered Society of Physiotherapy declined the original request for a degree programme in Physiotherapy in 1956. This decision was taken on the grounds that it ‘ <i>would stress the academic rather than the practical nature of the profession</i> ’ (Thornton 1994 pp17A). Early in the 1970’s a number of training schools moved from the hospital site to the local polytechnics and the first four-year degree course at Belfast was approved in the autumn of 1976. This movement of physiotherapy training schools into local polytechnics continued into the 1980’s. The first physiotherapy degree programme in England was established in London in 1981 and in Scotland in 1982. The student admission requirements for physiotherapy increased in 1983 to a minimum two ‘A’ level profile. The major change in Government policy towards paramedical degree courses in 1988 saw a rapid development of physiotherapy honours degree programmes and by 1989, 50% of physiotherapy courses were graduate programmes, this moved to 100% by 1992. The CSP withdrew the DipTP and allowed polytechnics to begin teacher training for physiotherapy staff.
<i>The changing face of pre registration physiotherapy education 1992-2019</i>	In 2019, there are 35 HEI’s offering undergraduate and pre-registration MSc Physiotherapy degree education in England. A number of new providers of physiotherapy education are in development including London and Bedfordshire.

1.1. Professional Identity in Physiotherapy

Higgs et al (1999) defined a profession as *'a body whose membership is accorded after a long effective training under the control of experts in a university context, which guarantees the quality and effectiveness of members' work'* (pg. 23). Morris (2002) described this as the presence of a unique disciplinary knowledge base and exclusivity of members (by examination) (Erault 1994) alongside occupational control, a 'noble work ethic', a commitment to task and maintenance of standards (Popkewitz 1994, Southon and Braithwaite 1998). However, for some, this definition lacks inclusivity, specifically the focus of the work of the profession of physiotherapy in service to the public (Richardson 1999).

This thesis is not concerned with the debate of the professional or semi-professional status of physiotherapy (Friedson 1970, Abbott and Meerabeau 1988) but seeks to understand how a group of physiotherapy lecturers articulate their professional identity within an academic workplace. The on-going discussion of the professionalisation of physiotherapy is recognised in some of the critical discussion of this literature (Chapter 2), and in acknowledgement to the occupational nature of this work, I have articulated physiotherapy as a *'professional occupation'* within this thesis. Within physiotherapy specific literature authors have described the professional identity of physiotherapy as multidimensional and within an academic context, physiotherapy lecturers have been tasked with serving 'two masters', the profession of physiotherapy and higher education (Morris 2002).

This thesis is founded on the contested position that the profession of physiotherapy holds within academia (Nicholls 2018). The ability of physiotherapy lecturers to successfully negotiate their professional identity within academia requires an ability to balance the requirements of their work as academics, researchers, teachers and physiotherapists within major Institutional structures. To support discussion of findings and examine the specific influence of the university structure on the participants of this thesis, literature-presenting models of professionalism within the vocational occupational environment (Bathmaker 2006, Colley, James and Diment 2007, Bathmaker and Avis 2012) have been applied as a frame for this study. The specific factors affecting the profession of physiotherapy resulting in a contested state (Nicholls 2018) and the models of professionalism are critically discussed in Chapter 2 with final conclusions in Chapter 8.

1.2. Reflexivity and Initial Reflexive statement

In 2006 I joined the physiotherapy department in a research-intensive university as a Teaching Fellow in Physiotherapy. Following a decade in clinical practice, punctuated by active engagement with postgraduate study and culminating in a specialist clinical position, I was quietly confident in my abilities and anticipated recognition within the department for my extensive clinical experience and conferment of credibility amongst students and academic peers. What I did not anticipate was a complete renegotiation of my professional identity, significant levels of uncertainty and the difficult realisation that my extensive clinical experience was regarded as largely irrelevant by the echelons of this university. This led me to question my identity as a physiotherapist and over the next few years, the question of my professional identity and those that I worked alongside became more significant. This initial question became the drive for this thesis, and through the journey of my research work I have used a research diary (Robson 2002), and supervisory sessions to consistently employ reflexivity in my interactions with participants and my responses to them on both a personal and professional level. Reflexivity has been described as '*where researchers turn a critical gaze towards themselves*' (Finlay 2003:3). Through the research I gained insight into the significance and necessity of reflexivity (Finlay 1998), and an understanding that research is co-constituted, a product of participants, researcher and their relationship (Finlay 2003). Within my detailed reflexive statement (subsection 8.15), I have discussed my 'insider' status, as a physiotherapist and lecturer, and I have used Finlay's (1998) 'four subjective elements' to discuss my personal assumptions, expectations, behaviour and emotional reactions as I continued my work towards this thesis. Therefore, this work reflects how I (as a researcher) have managed to construe my own complex experiences as a physiotherapist and lecturer but also how I have managed my own position to retain the participant experience throughout this study.

1.3. Research Questions

1. What are the academic requirements for physiotherapy lecturers working in different HEIs offering pre-registration physiotherapy education in England?
2. Do physiotherapy lecturers describe conflicting academic identities?

3. Do the culture and goals of the university influence the physiotherapy lecturer's academic identity formation?

4. How do physiotherapy lecturers navigate a professional occupational pathway that will sustain an academic and research identity for the physiotherapy profession?

1.4. Emerging Conceptual Frame – Kelly's Personal Construct Theory

Kelly's Personal Construct Theory (1955, 1991) emerged as an appropriate conceptual frame for this study and is presented as a theory of man's personal enquiry (Kelly 1966). PCT is a psychological theory based in realism within which Kelly was interested to determine how an individual observes their world through transparent patterns or templates, which they create and then attempt to 'fit' over the realities of the world they have composed (Kelly 1991:7). The person at the centre of Kelly's work is described as an '*active meaning-giving creator of understanding*' (Peck 2015:260). The meaning given to events or situations is individual and organised into an integral system consisting of more or less complex relationships. These meaning units are described as 'constructs'.

The individualised nature of PCT and as a psychology of personal inquiry, permitted access to a participant's personal 'snapshot', taken at a particular point in time, allowing interpretation of the complex individual factors, both hidden and visible, affecting the construction of professional identity amongst this group of physiotherapy lecturers.

1.5. Overview of the thesis – summary of chapter contents

Following the introductory chapter, the thesis has been written across seven further chapters. **Chapter Two** presents a critical synthesis of literature considering professionalisation of physiotherapy as pre-registration education moved into the academic setting. Specific consideration is given to the articulation of a 'knowledge base' in physiotherapy and the professional discussions around development of research proficiency within academia. **Chapter Three** is a discussion of Kelly's Personal Construct Theory (1955, 1991), its emergence during this thesis and application to the interpretation of findings. The Repertory Grid Interview, the specific methodology of Kelly's Personal Construct Theory is introduced at the conclusion of this chapter. **Chapter Four** presents the design, methods

(semi-structured and repertory grid interview) and detailed discussion of analysis using qualitative thematic (Braun and Clarke 2006, 2013) and quantitative Principal Components Analysis (PCA) (Field 2013). **Chapters Five, Six and Seven** are findings chapters. Each chapter presents a different case institution and a discussion of the institutional context, departmental structure and particular history before presenting participant data and analysis. **Chapter Eight** is the discussion. This chapter draws together the findings within models of professionalism (Bathmaker 2006, Colley, James and Diment 2007, Bathmaker and Avis 2012) responding directly to the research questions posed within this thesis, culminating in two models of physiotherapy education. The reflexive position of the researcher and limitations of the thesis are elucidated.

1.6. Summary

This chapter has introduced the thesis as an exploration of the construction of professional identity in a group of physiotherapy lecturers. The researcher's position as an 'insider' in this work and a reflexive position throughout the research process has been acknowledged alongside the discussion of professional identity within physiotherapy specific literature. The emerging conceptual frame for this thesis, Kelly's Personal Construct Theory (1955,1991) is introduced as an individualised psychological approach to interpret complex factors using a 'personal snapshot' from each participant captured at a particular point in their professional career.

Chapter Two

The contested evidence base in physiotherapy

2.0. Introduction

This chapter presents a critical debate of the profession of physiotherapy within an academic context. The first body of literature (*subsection 2.1*) considers physiotherapy described as ‘paradox’ within Higher Education. The professional identity of physiotherapists working in academia is articulated (*subsection 2.2*). Identity development within a university setting specifically considering the defined knowledge base in physiotherapy (*subsection 2.3*) and the development of a research culture as part of professional identity in physiotherapy are considered (*subsection 2.4*). The impact and significance of this research culture are discussed in relation to the global context, specifically considering the requirements for education of physiotherapists of the future through international curricular design (*subsection 2.5*). Barriers and influences experienced by physiotherapists as they take their early steps into an academic work environment is heard through their own voices (*subsection 2.6*) and the final discussion (*subsection 2.7*) presents a critical discussion of *Models of Professionalism*, initially articulated in vocational occupational literature. These models are included to provide a frame to explore the experiences of academic staff within the thesis.

2.1. The paradox of physiotherapy

Nicholls (2018) argues that physiotherapy is in a *‘paradoxical situation in that it cannot easily develop a new future precisely because of its past’* (pg.5). Despite being regarded as a well-respected profession, benefitting from years of close association with the professions of medicine and nursing, physiotherapy can also be viewed as an ‘exclusive profession’ which takes a very limited view of the body, movement, function and health. In Nicholls’ view, this has led to *‘a rather unsophisticated view of a profession’s role within society’* (pg.5). Williams (2005) also questions the lack of a critical perspective within physiotherapy, founded in the professions initial alignment with medicine, which now fundamentally impedes the professions ability to encourage, and engage with, criticism of its own development. Physiotherapy as a profession lags behind in critical self-scrutiny with the profession rarely asked to think about its individual or collective culture. For Nicholls, *‘there*

must be something specific to physiotherapy culture itself that discourages practitioners from examining their own culture. This is the nature of the physiotherapy paradox' (pg. 6).

Nicholls therefore suggests that a lack of self-critique alongside an ability to move away from a strong biomedical view of the body and function has continued to inhibit growth and development of the profession. The very culture of the physiotherapy profession has then become its biggest restriction to progress. Very early literature, Noronen and Wikström-Grotell (1999) described the uncertainty of paradigm in physiotherapy. These authors asserted that *'research is needed to define the ontological basis of physiotherapy. Identity cannot be found with prejudiced research work and without connection to everyday practice'* (pg.178). Reflecting the discussion of Nicholls, this early publication also drew attention to the strong positivistic approach to research within physiotherapy, which could only change after a 'revolution'. Noronen and Wikström-Grotell (1999) describe physiotherapy as *'seeking its paradigm'*. For them, the basis of establishment of a paradigm within the profession was founded in the development of physiotherapeutic research capturing culture, experience and understanding, capturing the humanistic side of the profession. Whilst acknowledging the significance of knowledge developed from a positivistic scientific base, it was now essential for the profession to *'study, describe, interpret and evaluate different notions about physiotherapy'* (pg.176). The requirement of the profession to become self-critical and develop a new culture in contemporary literature is described above, but this discussion suggests that a profession without development of a professional identity inhibits the development of a stable professional culture. Despite a two-decade span between these publications, the education system within physiotherapy is articulated both by Nicholls (2018), Noronen and Wikström-Grotell to hold a central role in research. This requirement for physiotherapy academics forms the focus in the discussion of the contested evidence base in physiotherapy.

2.2. Professional Identity in Physiotherapy

In her 2007 editorial, discussing the role of regulatory reform and integrated care in medicine, Davies argued that it is essential that the public, professionals and policy makers are *'parties to shared understandings and shared expectations of just what a state-supported promise of professionalism can deliver'* (pg. 233). While Davies referred

specifically to the profession of medicine, this editorial is pertinent to the profession of physiotherapy as a profession under regulation (specifically, the Health and Care Professions Council). The HCPC have the power to determine 'fitness to practice' based on regulatory standards of professionalism. Despite the framework provided by the regulatory body, there remains a significant discussion within the profession of physiotherapy about what constitutes its 'professional identity'. Literature discussing the professional identity of physiotherapy, the knowledge base and development of a research culture are now considered.

Richardson (1999) stated that physiotherapists need a clear view of the purpose and intent of their profession and a *'conscious awareness of a professional identity...to pursue professional goals in changing practice contexts throughout the span of their careers'* (pg.462). In her discussion paper, she drew attention to the difference between 'professionalism' and 'professionalisation'. 'Professionalism' was described as *'professionals' ability to achieve a task'* including the manner adopted by professionals in the conduct and organisation of their work, especially in unpredictable and highly complex situations (Southon and Braithwaite 1998) including values and attitudes (Friedson 1970). 'Professionalisation' was described as *'embracing the concrete features of occupations ...such as increasing numbers of members of a profession, specified attributes of a group and identification of traits of its members'* (Johnson 1972 in Richardson 1999:464).

In 1985, Julius Sim claimed that it would be a 'futile task' for physiotherapy to seek full professional standing stating that while physiotherapy manifests many recognised professional attributes, (selective entry, provision of service, ethical standards, professional association and acceptance by society) which permits the ability to demonstrate a genuine sense of 'professionalism', he also described the requirement of a professional practice to be built upon *'a substantial corpus of theoretical knowledge, applicable...to the concrete problems of living'* (Goode 1969). Vollmer and Mills (1966) concluded that *'professionalism may be a necessary constituent of professionalisation but professionalism is not a sufficient cause for the entire professionalisation process'* (Richardson 1999:464).

Autonomous practice in physiotherapy suggests that physiotherapy has attained a professional status (Friedson 1970). However, the pursuit to change practice goals as described by Richardson (1999) suggests that professional identity within physiotherapy has been challenged by the articulation of a specific knowledge base (Morris 2002).

2.3. Professional Identity development in a University: creation of a knowledge base

Following the movement of physiotherapy education from hospital schools into Universities (by 1992), a number of publications questioned the professional identity of physiotherapists working within the academic context. Within these scholarly reports and opinion pieces, the narrative focussed to articulation of the knowledge base in physiotherapy, potentially questioning the underpinning abilities of physiotherapy lecturers being equipped to deliver a research-focussed training.

Richardson (1992) is a key example of a publication at this time in which she questioned if the educational preparation and practice expectations of graduate physiotherapists were aligned. She asserted that the development of the profession should be underpinned by *'continual examination of its knowledge base and practice to ensure that high standards of competence in professional practice and an unambiguous professional profile are maintained within the changing world of healthcare'* (pg.23). She described the development of the profession through education as a 'watershed moment'. Specifically, to manage the scrutiny of other professions, physiotherapy is required to respond to demands of conflicting ideologies and be able to state their own. She cited Rothstein (1986) as describing a crisis of confidence in the profession; *'we as a profession may be doing more things, but in no way have we developed a true sense of who and what we are'* (pg.25).

Education of physiotherapists has moved from knowledge acquisition to application and problem solving. Throughout the literature at this time, the drivers and developers of the physiotherapeutic body of knowledge were viewed as those based in clinical practice. For Richardson (1992), this was best achieved by facilitation of multidisciplinary and professional working parties to promote a 'fora of discussion' to elucidate the implications of new technology and treatment approaches. Palastanga (1990) asserted that physiotherapy education should reflect demands of clinical practice and in agreement with

Larson (1977) Morris (2002) described the necessity of educating students to provide the best 'service quality' to meet the needs of the patient.

Within related literature, there was recognition of the improvement of physiotherapy knowledge with 'academisation' of the physiotherapy knowledge base, specifically moving from tacit and craft knowledge to theoretical knowledge (Ohman et al 1999). The development of theoretical knowledge may have reflected the move into a university setting and the potential development of a critical and questioning style of education within these departments. Despite this, there was still a question of an underpinning 'physiotherapy theory'. Physiotherapy was not only a novice profession within an academic context, but also a profession built on 'borrowed' theoretical concepts, with no clear theoretical direction (Tyni-Lenne 1989, Krebs and Harris 1990, Parry 1992, Bithell 2005). Without an established 'physiotherapy theory' the ability to hold a professional identity was questioned (Helders et al 1999, Bithell 2005). For Bithell, *'we may have simply enhanced our toolbox of therapies by improved evidence for claims of efficacy'* (2005:iii).

Within this literature, it is apparent that during the transition of physiotherapy education, commentators remained focused in their view that knowledge generation occurred outside the academic environment potentially perpetuating the pre-University educational experience of physiotherapists at this time. Richardson (1992) and Morris (2002) specifically reflect this in the articulation of a 'fora of discussion' to capture expert opinion and research considering the *'actions, reflections and appraisals of practising physiotherapists'* (1992:25) suggesting a competency based approach rather than questioning the basis for practice and intervention coupled with the prioritisation of 'service quality' in students applying to study pre-registration physiotherapy. The influence of an educational system previously focused to clinical practice continued to be evident in the concerns raised at this time of physiotherapists working in academia being able to 'deliver the goods'. Richardson (1993) expressed concern about a 'theory-practice' gap, implicating the ability of physiotherapy academics to retain an awareness of current clinical practice. Cavanaugh (1993) raised similar concerns about physiotherapy graduates being 'unfit for practice' resulting from a training based in an academic culture rather than an integrated curricula informed by clinicians.

Bithell (2005) argued for a dialogue between the clinical and research community about the nature of theory to improve practice and 'debunk' common sense and traditional approaches adopted by professionals (Thompson 1995), whilst acknowledging that theory developed through academic research tends to be difficult to adopt in professional practice. Argyris and Schön (1974) described inconsistencies between 'espoused theory', a theoretical position to which a profession is formally committed, and 'theory-in-use' which reflects professionals' actions in practice. For Blithell (2005), the young profession of physiotherapy has a unique opportunity to develop further theoretical knowledge in a way that will shape the profession well. In her words, this requires the development of a framework of theory able to embrace propositional knowledge alongside professional craft knowledge and personal knowledge of clinicians using a rigorous approach to incorporate into the professional knowledge base.

2.4. Research in a professional occupational frame: development of a research culture in physiotherapy academia

Recent and more dated literature (Nicholls 2018, Noronen and Wilkström- Grotell 1999) has described the significance of a research culture in physiotherapy to underpin a paradigm in physiotherapy and drive the profession forward. Each of these authors describe a significant role of physiotherapists within higher education in the development of research within the profession, but the profession reflects one of its most significant challenges to be the development of a research base. In a far-sighted article published in 1967, Carlin argued that the movement of physiotherapy education into universities presented an unrivalled opportunity for work in an environment imbued with academic freedom (Mercer, Galvin and Jones 2002). Sackley (1994) described the requirement for a focused and co-ordinated approach to research to build the profession's knowledge base and detailed the first 'hard evidence' of research involvement from physiotherapists working in the UK in the late 1970s and early 1980s in the form of master's and doctoral study. The professional body of physiotherapists (CSP) did not respond until the late 1980s by providing small grants and support for research and development and a focus group for research issues (in collaboration with outside agencies or professionals from other disciplines).

At this time, research was a highly individualised concern with development of the first degree programmes by research fellows (funded by the Department of Health and Social Security in 1978). This combination of teachers and clinicians was the first to develop the pre-registration degree programmes in physiotherapy. This haphazard approach to development of knowledge (Sackley 1994) led to a continuation of 'talking and thinking about knowledge in physiotherapy' (Robertson 1996). Interestingly, the focus of Robertson's work (1996) was repeated by Bithell (2005) who also described the lack of appropriate methodologies as a significant limitation to the development of a coherent theoretical framework that adequately describes and explains practice and suggests and directs research methodologies and questions. This cyclical discussion within the profession suggests a lack of forward movement and a repetitive barrier to development of a professional identity within an academic context.

Robertson (1996) criticised the continued focus on the development of individual knowledge (Higgs and Titchen 1995, Sparkes 2002), which argued for all physiotherapists to understand epistemology and '*gain a deep understanding of the nature of knowledge*' (Robertson 1996: 534). In her view, the physiotherapy profession could be built on a 'practitioner-scientist model', specifically alignment of the profession with scientific research focused to the scientific method. In this discussion, Robertson acknowledged that physiotherapy could be considered a 'craft' rather than a science but by drawing on similar principles, and through constant revision and improvement, a body of increasingly reliable knowledge would develop. This fundamentally consensual process means that knowledge is public, rather than an individualised private approach to research.

The introduction of an all degree-based training for physiotherapy students by 1992 (Ilott and Bury 2002), required physiotherapy teachers to register for higher degrees to gain acceptance in the academic environment (Potts 1996). Nixon et al (2000) described this as 'an immense pressure for physiotherapy educators within universities' to add to the existing body of knowledge. Despite this progression towards the development of a research-based profession, questions were continually raised within the profession concerning the specific role of the physiotherapy educator (Richardson 1993). In 2002 Sparkes called for

physiotherapy educators (teachers) to embrace educational research to define the professionalisation of physiotherapy academia. Nixon et al (2000) and Nixon (2001) cited a 'crisis of identity' for academics, especially those in a practice-based discipline who are pressured to undertake research to elevate their status to a profession. Sparkes (2002) proposed the primary identity of physiotherapy educators to be 'teachers' (or academics) risking retention of the identity of 'physiotherapist' in the academic environment. For her, this would lead to a dichotomy in the identity of physiotherapy educators who should be concerned with pedagogical activity and '*research should be an activity associated with clinical researchers*' (pg. 488). She questioned the role of physiotherapists working in academia to progress the discipline of physiotherapy through scientific and clinical research and asserted that they should direct their work towards effectively developing and nurturing students as future promoters of the discipline, in order to promote individual and occupational professionalisation. These suggestions question the necessity of university based education, suggesting an immediate and permanent theory-practice gap between physiotherapists working in an academic environment (Morris 2002).

Prior to these discussions, the requirement to develop research capacity within the therapy professions was recognised by the Department of Health (DOH) in 1997 with the establishment of a register of therapy researchers. Within two years of establishment, 56.8% of the physiotherapists on the register held combined posts involving research and higher education or clinical practice or both. This demonstrated an increased engagement and application of research within the allied health professions more widely, (including the ability to combine academic and clinical research) and may have presented an underestimation of research work due to the voluntary nature of the register (Wrightson and Cross 2004). However, by the early 2000s the estimated number of physiotherapists holding PhDs was 102, suggesting that despite Sparkes' concerns a proportion of academic physiotherapists at this time were driving clinical research forward within an academic environment.

Despite the movement towards a research active profession, there remained a challenge in the development of students' abilities in research and evidence based practice beyond the articulation of research skills within the classroom (Palastanga 1990, Wrightson and Cross

2004, Scurlock-Evans, Upton and Upton 2014). For several physiotherapy teachers who had gained research skills, this did not progress to the attainment of external research grants (Sackley 1994) and it was viewed as unsurprising that some of the initial physiotherapy graduates students were unable to '*spontaneously continue with research*' (pg 25A), suitable to meet the ambition of the profession (Hunt, Adamason et al 1998).

The challenges to the development of a specific 'researcher identity' and synthesis of clinical, teaching and research skills amongst physiotherapy academics continue to be reiterated in recent literature; capturing the experience of physiotherapy academics alongside their professional colleagues working in nursing and midwifery. Research by Clegg (2008) described negotiation of an academic identity as 'complex' as different universities and departments have differing views of 'scholarship' (for example, recognising innovation in teaching and pedagogical work), which may make creation of alternative identities less constrained by a research focussed culture. Henkel (2005) described a 'researcher reputation' as the strongest academic currency in a university, alongside enhancement of the university strategic reputation in increasing income generation and demonstrating broader influence within a professional frame.

Boyd, Smith and Beyaztas (2015) and Boyd and Smith (2016) obtained survey responses from participants from both research intensive and teaching focused universities. Participants in these studies reported numerous professional development opportunities and expectations presenting a burden in terms of workload, with academics in all health professions often prioritising teaching at the expense of research. Despite this, academics recognised the development of a 'researcher identity' as the only mechanism for career advancement. For some physiotherapy lecturers within these studies, research opportunities allowed maintenance of patient interaction, meeting the desire of physiotherapy lecturers to maintain their identity as clinical physiotherapists. For others, overall conclusions suggested that a number of academic staff working in health fields avoid the requirement to 'juggle' their roles by subverting the requirement for research work, instead emphasising the teaching, administrative and professional aspects of their work. This may be influenced by the individual agency of the lecturer or organisational influence of the institution (Boyd and Smith 2016).

2.5. Internationalisation of the curriculum

The requirement for physiotherapy academic staff to prepare their students for an international profession encourages them to deliver education to enhance the student learning experience, alongside development of the knowledge base of physiotherapy, integrating professional practice, education and research (Broberg, Aars, Beckmann et al 2003). The significance of equipping physiotherapy students with appropriate research skills and underpinning knowledge founded in evidence-based practice, is not a new discussion within physiotherapy (Palastanga 1990, Richardson 1993, Wrightson and Cross 2004, Scurlock-Evans, Upton and Upton 2014), but the potential impact on those training into the profession, continues to be a significant discussion point within the professional internationally. Physiotherapy academics are described as 'sitting at either end of a continuum of the particular value and relevance to physiotherapy' by Turnbull (1994) who articulated physiotherapy as an 'academic professional education', which is perceived as theoretical and unrealistic in clinical settings. At the other end of this continuum are Shepard and Jensen (1990) who argued that physiotherapy education was too focused to technical skill acquisition. Broberg et al. attempted to address these positions through development of a framework of curriculum design alongside a consortium of six European partners in physiotherapy across a four-year period. The significance of a researcher identity within physiotherapy was described by the consortium as a foundation to develop new knowledge, within practice and revised to continually improve development of the profession. Evidence-based practice and different research methodologies should provide insight into both biomechanical and psychosocial aspects of the individual and the consortium recommended that all physiotherapy students should be introduced to research training early in their careers and equipped to develop research projects as they progress through their training as physiotherapists and beyond.

The challenges facing physiotherapy academics in the preparation of students to become competent, safe and evidence-based practitioners is raised as a concern in other international literature; Chipchase, Williams and Robertson (2007) highlighted tensions in design and delivery of physiotherapy curriculum while working within an evidence-based paradigm with lecturers noting incongruity in developing and teaching material in areas that

may lack high level efficacy, but are still used in commonly in contemporary practice. For Chipchase, the lack of self-examination of physiotherapy education and specifically the use of evidence-based practice within this field is highly concerning; citing Parsall and Bligh (2001), physiotherapy education, *'rather than being evidence-based, appears to be experience-based or perhaps even exposure-based'* (Chipchase, Dalton, Williams, Scutter (2004: 134). For Chipchase et al. to achieve an evidence-based approach to education, three key things must be achieved; the promotion and value of educational research within the profession specifically considering different ways of educating students; cross institution collaboration and finally an appreciation of the complexity of the educationalist / student / client interaction – grades and measures of student satisfaction do not signify the best educational practice. Barradell (2017) summarises these concerns in her paper discussing the future of physiotherapy education in her statement that whilst physiotherapy education must be founded on knowledge and skills, physiotherapy educators must equip their students with agency to navigate uncertain and changing futures. This can be done from a position of research informed practice and awareness and incorporation of internationalisation of the physiotherapy profession.

2.6. Transition into the university: the academic perspective

Literature in this area considers the experiences of physiotherapists who have moved from a clinical to academic environment, within their first few years. Findings from these studies, Hurst (2010), Smith and Boyd (2012) and Murray, Stanley and Wright (2014) reported very similar experiences for physiotherapy academics working within a number of institutions. This was articulated by Hurst (2010) who described the requirement of a 'double professionalism' involving knowledge base in a subject area and in education (Beaty 1998, Sparkes 2002). She drew alignment with teaching literature and reported that new academics initially cling to a professional credibility of which they are familiar and comfortable, with a second professional identity emerging through skill acquisition (Nias 1989, Murray et al 2014).

A definite career change, punctuated by periods of uncertainty and anxiety and a desire to seek credibility amongst students and colleagues led to the retention of the identity of clinical physiotherapist to support teaching, possibly striving to remain closer to their

professional roots (Hurst 2010, Smith and Boyd 2012, Murray et al 2014). For the mixed professional participants in Smith and Boyd's study (2012) a 'managing self' theme reflected the enjoyment of a new role and work context with great satisfaction in the development and nurturing of new professionals reflecting satisfaction and comfort in maintenance of a shared clinical understanding.

The most significant challenges were reflected in the management of workload, assessment and creating time for research work. Murray et al (2014) described participants '*spending much time in teaching preparation, at the expense of research or other activities*' (pg. 393). Smith and Boyd (2012) reported that a number of participants described steps to engage with a research agenda (recognised as both a personal and professional priority) but many found it difficult to create space for this alongside their teaching role and despite acknowledging the requirement for 'academic credibility' (attainment of a Doctorate) with some participants describing the pressure to publish as very strong, linked to departmental and institutional priorities.

Hurst (2010) Smith and Boyd (2012) and Murray et al (2014) reported that both peer support and mentorship supported the transition into a new professional role with individuals and groups providing significant support. Despite this, the transition to an 'academic identity' was punctuated with identity struggles, specifically when to stop using a clinical practitioner title (Murray et al 2014). Hurst (2010) described this response as highly individualised, influenced by clinical and life experiences. In her study, Hurst described participants who self-identified as an 'academic' remaining close to their 'first order identity' as a physiotherapist. Amongst these physiotherapy lecturers, this was viewed as underpinning their second-order identity of academic.

2.7. Professionalism within physiotherapy academia

This chapter has critically considered the contested state of physiotherapy education; specifically the acculturation of a researcher identity for development of a strong foothold in academia for the profession; and to equip students for internationalisation of the profession. Henkel (2005) and Becher and Trowler (2001), describe a more corporate and managerial approach in university departments, which impacts significantly on academic

autonomy. To contextualise the potential influence of different universities on the construction of professional identity amongst physiotherapy lecturers, related literature (published in the occupational vocational field of Further Education), has been drawn on to provide a framework of professionalism within universities. Articulation of professionalism within the occupational vocational academic environment is initially discussed and models of professionalism described within literature reflecting an educational institutional environment are then presented.

Professionalism has been defined as *'the ability to meet prescribed targets'* (Gleeson and James 2007) with an *'implicit assumption that professional status is permanent once it has been attained'* (Colley, James and Diment 2007: 174). Gleeson and James (2007) presented a critical account of *'casualization, work intensification and de-professionalization among professionals'* (pg. 452) and described a response to this in 'blurring' of management and practitioner roles which results in the requirement for greater flexibility. Gleeson and James (2007) assert that between the different notions of flexibility and permeability, two contrasting views of professionalism are located. The first deterministic view describes participants being subject to external rules and constraints. This view suggests that the professional is *'conditioned by material changes in working practices'* (pg 452). The second, voluntaristic position describes professionals as agents with power and through creative engagement, compliance and resistance construct meaning and identity (Hoyle and John 1995, Ball 2003).

2.8. Models of Professionalism

Data collected from a number of academic staff working in vocational occupational departments considering how teachers make sense of their professional identity in FE settings have been described in the context of models of professionalism (Bathmaker 2006, Colley, James and Diment 2007, Bathmaker and Avis 2012). I include these to frame my discussion of participant data in this professional occupational environment. The models are not intended to depict a clear-cut, distinct form of professionalism, but have been developed from the literature to capture key findings from this research, underpinned by key theoretical literature.

2.8.1. Corporate or Organisational Professionalism

An early model of professionalism is described as 'Corporate Professionalism' (Evetts 2005, Bathmaker 2006, Bathmaker and Thomas 2009) or 'Organisational Professionalism' (Colley, James and Diment 2007, Evetts 2009) and is characterised by devolution of management to a local or institutional level. Professionals working within this model do so by demonstrating their commitment to the institution. Ball (2003) described professionals working within this model as having to undergo a '*major values shift*' with a '*conscious alliance*' with the aims of the Institution as its primary focus. Colley, James and Diment (2007) describe a 'micro control' taking priority over professional practice. Universities are expected to operate as independent businesses, where they are responsible for their own work, and widely encouraged to seek new markets. Physiotherapy as a profession is particularly competitive, and programmes are often in direct competition with other local providers to attract the best students, however, this independence is paired with increasingly tightened mechanisms of accountability and measurable outputs. Bathmaker (2006) suggests that, '*managerial – entrepreneurial cultures appropriate a discourse of professionalism which defines professionalism from above, in the interests of the organisation*' (pg 129).

2.8.2. Critical Professionalism

Critical professionalism is described by Beane and Apple (1999) and Bathmaker and Avis (2012) as a response or resistance to Corporate or Organisational professionalism. Debates of critical professionalism are rooted in concerns for social justice and equity (Bathmaker 2006) and academics working from this position are characterised by an open flow of ideas and faith in each individual with a *collective capacity* to solve problems. Beane and Apple (1999) described these academics are driven by an idealised set of values to promote and extend the democratic way of thinking. Bathmaker (2006) described two subdivisions of this model; '*Authentic Professionalism*' and '*Collaborative Professionalism*'.

2.8.3. Authentic and Collaborative Professionalism

Bathmaker (2006) articulated *Authentic Professionalism* as an awareness of 'self' as a professional with a strong interest in others (particularly students) and an ability to effectively critically reflect on practice, underpinned by three key features. The first is professional identity, building on professionals' response to their own experience (in this

thesis a mixed clinical and academic experience), secondly, a significant commitment to students and finally, an individual commitment to their specialist field (Ball 2003, Newman and Associates 1996, Bathmaker 2006). Authentic teachers were contrasted with '*teachers who have been colonised and reformed by performative discourses*' (Ball 1999, 2003). Further development of authenticity, was reported by Lingard et al (2003) in educational literature, where these authors described authenticity in the form of productive pedagogies. From this perspective, authentic professionalism within education is founded in intellectual quality, connectedness, a supportive classroom environment and engagement and valuing of difference. *Collaborative Professionalism* emphasises relationships and collaboration with professional colleagues as a significant feature of professional identity (Bathmaker 2006).

2.8.4. Personal Professionalism

Personal Professionalism is described in the literature as a rejection of Corporate or Organisational professionalism. Bathmaker (2006) and Bathmaker and Avis (2012) described personal professionalism to reflect (and build on) the teachers' response to their own educational experience. Features of this model include a commitment to students and the professional field, encapsulated in a strong service ethic, a desire to 'make a difference' which also has the possibility to become an '*ethics of care*' Bathmaker and Avis (2012 pg 6). Bathmaker and Avis cautioned that this may result in collaboration (and collusion) to achieve results, regardless of mechanism of attainment. A concern for academics who have developed their professional identity founded in personal professionalism is a potential inability to withstand the pressure to conform to the demands of corporate professionalism. Personal Professionalism differs from Authentic Professionalism in the ability to become drawn away from an independent critically reflective position of practice to a desire to make a difference, for example attainment of good results 'at any cost'; through collaboration or collusion with students.

2.8.5. Occupational Professionalism

Occupational Professionalism reflects the emotional and ethical obligations experienced by professionals encompassing client-centred occupational values. In the effective use of this model, the discourse is constructed in the professional group and this group exercises relatively high degrees of control over conditions and conduct at work (Evetts 2005, 2009,

Colley, James and Diment 2007). It also reflects the emotional aspects of professionalism as a vocational calling focused on the identity of the practitioner themselves, alongside particular ethical obligations associated with the specific role (Cribb 2005).

2.9. Summary

The literature review has made specific focus to the contested nature of professional identity of physiotherapy lecturers. This position has been presented from literature emphasising the requirement to attain a researcher and a number of publications reflect a specific time period (mid 1980's – mid 1990's) when professional identity of physiotherapy lecturers was scrutinised due to the relocation of physiotherapy education from hospital 'schools' to polytechnic and university departments. The attainment of 'professionalism' (Richardson 1999) and the possible 'futility' of attempting to attain this (Sim 1985) were articulated in literature at this time, alongside concerns of a 'crisis in confidence' in physiotherapy lecturers at this 'watershed moment' (Richardson 1992). The generation of specific theoretical knowledge for the profession (Ohman et al 1999) provided insight into the changing face of physiotherapy education at this time, but a focus to 'service quality' (Morris 2002) and a lack of consistency in the development of a specific physiotherapy theory, based on 'borrowed concepts' (Bithell 2005) suggested a lack of clarity within the profession and earlier, a level of suspicion of the ability to produce graduates who are 'fit for purpose' (Richardson 1993, Cavanaugh 1993).

The requirement to develop a specific research based approach within physiotherapy was discussed by a number of authors with recommendations to move from an individualised to collaborative approach (Sackley 1994, Robertson 1996), suggestions for development of physiotherapy research using 'scientific method' (Robertson 1996), a lack of clear methodologies for research (Bithell 2005) and a dichotomy of research work and teaching (Sparkes 2002) all suggested that physiotherapy academics are still in the early stages of developing a cohesive approach to research within a university environment. The necessity for physiotherapy academics to equip their students for an international stage is discussed in international literature and the delivery of an evidence- and research-based curriculum is reported (Broberg et al 2003, Chipchase et al 2004,2007). The self-reported experience of physiotherapy clinicians moving into academic departments within the initial years revealed

a 'double professionalism' (Hurst 2010) and prioritisation of teaching ahead of research activity potentially limiting the acculturation of a broader professional identity within this context (Smith and Boyd 2012, Murray et al 2014).

The final section of this chapter introduced 'models of professionalism' drawn from original research in vocational occupational environments (FE) developed to capture key findings from this research (Bathmaker 2006, Colley, James and Diment 2007, Bathmaker and Avis 2012). This framework applied and critically discussed in Chapter 8. Further development and understanding of how professional identity is constructed is articulated in a conceptual frame in chapter 3.

Chapter Three

Conceptual Frame

3.0. Introduction

Kelly's Personal Construct Theory (PCT) (Kelly 1955, 1991) has been described as a theory concerned with *'how we try and make sense of the world and the events that constantly bombard us'* (Fransella 1995: 41) adopting a position that *'sees people as adventurers, capable of pushing the boundaries of their lives as they experiment with alternative interpretations of their changing world in an attempt to increase predictability'* (Walker and Winter 2007:454).

This psychological theory of an individual's personal inquiry (Kelly 2003) has emerged as an appropriate theory underpinning the second data collection period of this study which considers the complex (and sometimes hidden) factors affecting how an individual may interpret different influences in their life, specifically the construction of a new professional identity. PCT is particularly suitable for the interpretation and discussion of participant findings as it provides scope to consider the holistic, personal and emotional factors affecting construction of identity. This exploration is captured through the creation of superordinate themes explored within the discussion (*Chapter 8*).

This chapter will present a succinct discussion and synthesis of Kelly's PCT through the writings of Kelly, philosophers and psychologists' influencers of or by PCT. The chapter culminates in a discussion of the theoretical link with Kelly's method, the Repertory Grid.

3.1. Kelly's Personal Construct Theory

The initial discussion of PCT is discussed in terms of the nature of personal constructs (Kelly 1955, 1991).

3.1.1. The Nature of Personal Constructs

A construct refers to the distinction that is made between events (Kelly 1966). Fransella (2015) asserts constructs are most simply described as a *'jargon term embedded centrally*

within George Kelly's (1955) Personal Construct Theory. It is a porthole through which we peer to make sense of events swirling about us' (pg. 32). Constructs are developed over the years by each individual, modified as they are used and sometimes found wanting. They are also *bipolar* and indicate what aspects of a situation are similar to *and thereby* different from other aspects of that situation. Importantly, a concept is only concerned with similarities, constructs form the basis for predictions (Fransella 1995). Walker and Winter (2007) assert that critical to the construct system's development for each individual are processes such as the *validation cycle*. This is how ways of making sense of the world are tested and revised or buttressed.

Constructs and concepts are not totally different, in that they both involve notions of abstraction. A *concept* is a property of things as they really are. In contrast, a *construct* is something created by an individual, personally. Therefore, its reality exists, not in the things themselves, but in the interpretative act of an individual person. A fundamental principle of PCT is that change can only really come about if a person is able to find alternative ways of *construing*. *Construing* is not *thinking* or *feeling*, but the act of discriminating experientially. It is the way in which an individual has perceived that certain events around them are repeating themselves and are thereby different from other events. Fransella (1995) asserts that *experiencing* and *construing* are part and parcel of the same process and cannot be used one without the other. Within this thesis, the challenges facing participants in the negotiation of their new identity reflected an ability to discriminate experientially. Kelly also integrated emotional experiences within his theory by relating them to an awareness that our *construing* system is in a state of transition or *it is inadequate for construing the events that confront us*. The need to engage with interpretation of transition is deconstructed in the discussion of participant data in chapter 8.

Specific features of constructs include their bipolar nature: they can be used to discriminate between things, events and people and they all have a 'range of convenience', for example, constructs are a way in which some things are seen as the same *and in that way*, as different from others but also reflect the relevance to each individual. Each individual's actions reflect the application of the construct poles, as we behave in accordance with our constructions (Walker and Winter 2007).

Constructs are the basis of anticipation and prediction, therefore when we interpret (construe) a situation in a certain way we are making predictions about what will come next. Each individual then orders their constructs in a hierarchical nature with superordinate constructs acting as the most significant overarching constructs directing each individual's identity. Kelly asserted that we have certain freedoms and our freedom of choice lies in moving from one pole of constructs to the other. This choice is also made on the basis of our perceptions of what will lead to a greater elaboration and understanding of our whole construct system (Kelly 1991).

3.1.2. The personal construction of one's role: The 'Ideal' Self

The *self* can be considered a proper construct. Kelly defined applications of the self as a construct which makes the self an individual, differentiated from other individuals (Kelly 1991, Adams-Webber 2003), which are in turn construed (Walker and Winter 2007). Once the self has been conceptualised it is viewed as the superordinate construct.

This definition of the self implies that each individual's *core role identity* involves a relatively stable pattern of perceived similarities and differences between the *self* and others (Adams-Webber 2003) carried across a variety of situations (McWilliams 2013). The *self-construct* can then be viewed as 'personal prototype' giving each individual a standard against which to compare and evaluate impressions of others (Gara 1982).

3.1.3. Fundamental Postulate

Kelly's PCT is based on a fundamental postulate which states, '*A person's processes are psychologically channelized by the ways in which he anticipates events*'. A postulate is '*an assumption in nature so basic that it antecedes everything which is said in the logical system it supports*' (Kelly 1991:32).

Through this psychological theory, an individual is considered at a particular point in their professional life. This thesis is interested in the way each individual constructs their identity (dependent on their previous experiences and their interpretation of their 'fit' or barriers to fully adopting the identity). For participants this is a complex discussion with numerous dimensions of experience based in established and 'new' identities.

3.1.4. PCT: unique contribution of this study

PCT was introduced as the conceptual frame for this thesis following the emergence of significant factors influencing the construction of identity within a professional occupational group during the first data collection for this thesis (semi structured interviews with 11 physiotherapy academic staff). The challenges and complexity of factors affecting construction of identity within this professional occupational group led to the consideration of different theoretical frames and PCT (Kelly 1955, 1991) emerged.

3.2. Corollaries

Kelly (1955, 1991) amplified his theory by stating certain propositions that follow from the fundamental postulate but also elaborate it in greater detail. These propositions are presented in 11 *corollaries*. The corollaries capture notions such as decision-making, creativity and other matters that fall in line with PCT. To appreciate the nature of corollaries and the relevance of these to this study, the discussion and definition of ‘the self’ is briefly revisited. Within this discussion it was implied that each individual’s *core role identity* involves a relatively stable pattern of perceived similarities and differences between the *self* and others (Adams-Webber 2003). He asserted that the Individuality, Commonality and Sociality corollaries (Appendix A) provide the conceptual foundation for a new model of role relationships, the basis of an individual self-construct and stability of the core role identity (Adams-Webber 2003).

3.3. PCT: Philosophical Position

Kelly’s PCT (1955, 1991) was developed from the practice of psychotherapy and at the time of his initial publications in 1955, PCT was considered innovative, presenting a new position moving away from the two main theories of personality at this time, psychoanalysis and behaviourism. Kelly’s work emphasised individual perception and construction viewing the person as self-directed. Butt (2007) described the uniqueness of Kelly’s theory as ‘*the secret of personality...was to understand the highly individual ways in which people make sense of the things they face*’ (pg. vii).

PCT was one of the first theories to present a more holistic view of the individual opposing the reductionist views of behaviourism. One of Kelly’s most important contributions was his

rejection of the *body-mind dichotomy*. Mead first elaborated a dualism, the separation of self from others and established what Kelly refers to as sociality '*the construction of others' constructions of the world and of oneself*' (Butt and Warren 2015:42). For both theorists, the self is a social construction, with Kelly emphasising no requirement to distinguish between internal and external events, stimulus and response or the organism and their environment (Kelly 1955). In this theory the individual is viewed as a holistic being, influenced by their feelings and emotions.

Kelly asserted that each individual seeks to improve his constructs by increasing his repertory, altering them to find a better 'fit' but also subsuming them with *superordinate* constructs or systems. In this study, an individual fully adopting a new identity within a professional occupational environment commensurate with the institution may see this. Importantly, a construct is tested in terms of its *predictive* efficiency (Kelly 1991:9). The survival of a construct in the person's repertoire depends on its success in anticipating events, therefore those that do not successfully anticipate events become obsolete or discarded (McWilliams 2013).

3.3.1. Philosophical Position: Constructive alternativism

In considering his own model of science '*constructive alternativism*', each individual is described as 'man' and viewed in the context of a scientist seeking to confirm predictions (Fransella, 1995). In Kelly's own language, representation has to be understood as an *interpretation* and is used by Kelly in defining *constructive alternativism* alongside the notion of *construing* (Chiari and Nuzzo 2003). Constructive alternativism does not argue against the collection of information, neither does it measure truth by the size of the collection of information (Bannister and Fransella 1971).

For Kelly, (1991) all thinking is based in part on the prior experiences or convictions of the individual. Constructive alternativism stresses the importance of events and looks to man to propose what the character of that import will be (Kelly 1966). The construction of reality for any individual is '*an active, creative, rational and emotional affair*' with each man evolving '*a set of constructions which he tests out and may ultimately discard in favour of a*

new set of constructions if the former fails to adequately anticipate events' (Pope and Keen 1981: 29).

Kelly's statement of *constructive alternativism* is '*we assume that all of our present interpretations of the Universe are subject to revision or replacement'* (Kelly 1991:11). In this, there are always some alternative constructions available to choose in dealing with the world. It is also not a matter of indifference *which* set of alternative constructions are imposed by an individual on their world. When placing a construction of our own upon a situation, if what we expect to happen does happen our expectation is confirmed; however, even when events are reconciled with a construction we cannot be sure that they have proved it true. Kelly asserted that the best each individual could do is observe outcomes with confidence but know that neither anticipation nor outcome is ever a matter of certainty. It is therefore important to recognise that we are not dealing with that which is always conscious. Where such constructs are subconscious, an individual may not have awareness of why they think they behave the way they do in certain situations.

3.4. Changing construction

The ability to determine the direction of movement of an individual's desire for motivation was captured in the fundamental postulate in that '*A person's processes are psychologically channelized by the way in which he anticipates events'* (Kelly 1991:32). In the ability to change a construction, Kelly specified particular factors and conditions that are favourable or unfavourable in affecting the ability to change a construction. These factors are discussed theoretically here but will be developed within the *Discussion (Chapter 8)* to gain understanding of each participant's ability to form a new identity within the academic context.

3.4.1. Validation

The *Fundamental Postulate* introduces the notion that each individual expects some kind of 'pay off' for his efforts. Each person commits himself or herself to anticipating a particular event and if this event takes place then their anticipation is *validated*. If not, (in that it fails to take place) it is *invalidated*. Therefore, for Kelly, *validation* represents the (subjectively construed) compatibility between an individual's prediction and the outcome he observes.

In contrast, *invalidation* represents incompatibility (subjectively construed) between an individual's prediction and the outcome observed. Kelly (1991) reported Poch's (1952) findings that revealed if an individual's predictions were invalidated, participants would turn to other construct dimensions in their repertoire. She also reported a tendency to '*shift their construct system with respect to the aspects employed in the invalidated predictions*' (Kelly 1991: 111). In summary, *validation* affects the construction system at various levels with constructs closest to those on which the original prediction was based being most affected by validation experiences.

3.4.2. Conditions favourable to the formation of new constructs

Kelly (1991) cited three key factors that create favourable conditions to formation of new constructs. They are *use of fresh elements*, *experimentation* and *availability of validating data*.

(a) Use of fresh elements

Elements (identities) for this study were developed by participants and therefore captured unique individual interpretation of each identity as discussed through the methods of this study.

(b) Experimentation

Constructs (as viewed in a scientific context) are viewed as being '*tried on for size*' and are viewed propositionally, as proposed representations of reality.

(c) Availability of validating data

The construct is a framework for making predictions and if it does not work, there is a tendency to alter it (within the construction system). If 'returns' on the prediction are unavailable or delayed, it is likely that the individual will postpone changing the construct under which the prediction was made.

3.4.3. Conditions unfavourable to the formation of new constructs

Three conditions affect the ability of an individual to form new constructs. These include: *threat*, *preoccupation with old material* and *the interpretation of experience*.

(a) Threat

Threat is considered to be the most significant condition affecting formation of new constructs. A *threat* is defined as '*a characteristic of a construct's relation to the superordinate constructs in a system*' (Kelly 1991:116).

For an individual, their construct may be threatened when it is determined to be incompatible with the higher order constructs on which that person is dependent for their identity. For an individual who perceives elements from which to form a new construct as a threat (for example, if they elicit a construct which is basically incompatible with the identity that they have formed) the incompatibility may make the elements (in this case, specific professional identities) threatening for the individual.

(b) Preoccupation with old material

For some individuals, old constructs are impermeable and are no use in dealing with future events. An individual who is preoccupied with old material may have established specific habits to deal with the old material and this may inhibit their ability to deal directly with new elements. Kelly termed this '*habitualised*' constructs.

(c) No laboratory

The language of 'no laboratory' reflects Kelly's original discussion of each individual as 'man as a scientist'. It is impossible for an individual to form new constructs if they do not have an appropriate environment to 'try them out'. In this thesis, participants have discussed construction of their professional identity, therefore some participants who have described challenges in the construction of an identity may not have been given the most appropriate 'laboratory' to achieve this.

Within this study, the implication is that of a dynamic context requiring individuals to be flexible and evolve in response to their changing environment in order to adapt. The individual rendering them more or less flexible can trade off conflict between intrinsic personal need and external change factors. The landscape of higher education is changing with institutions becoming more competitive as marketisation of the sector drives institutions to define their own identity (USPs) as a tool to attract students. Academics may

find themselves required to meet moving goalposts and be adaptive to a change in emphasis or direction (for example, following establishment of a new VC, or an increased drive to meet research targets). This may be a particularly challenging in an institution where there is a lack of operational leadership and strategic guidance.

3.5. Methodological implications – the Repertory Grid

Kelly (1991) developed the Repertory Grid (RG) as a method for eliciting personal constructs. The focus of the repertory grid is to develop role constructs: in this study, the grid is used as a method of eliciting insight into how physiotherapy academics construct their identity within a professional occupational context, particularly how each participant viewed a specific identity and its relationship to another. Fransella (1995) described it as Kelly's original method for *'inviting a person to provide their idiographic signature'* (pg.89). By using the repertory grid in this study, the formation of a system of constructs and the superordinate construct provided a unique insight into the intrinsic and extrinsic factors affecting identity construction in this academic group.

In a reflection of Kelly's personal construct theory and *'methods of investigation of people's strategies for making sense of things'*, Butt (2008) presented the person as a construct which *'nicely emphasises the processes of perception and construction at the core of each individual. How we act is the product of a network of meanings and interpretations'* (pg.39). Fransella and Bannister (1977) describe behind each single act of judgement that a person makes (consciously or unconsciously) lies an implicit theory about the realms of events within which he is making judgements. Repertory grid is a way of exploring the structure and content of such implicit theories, the way in which our system is evolving and its limits and possibilities. As a method of data collection in this study, the repertory grid provided a view of the 'hidden self' – including the revelation of the emotional and moral drivers underpinning their professional identity. The RG was able to go further than a traditional interview where 'impression management' may influence what the participant chooses to present to the researcher. PCT is of value as it offers a method which can triangulate traditional interview methods and explore identity in more depth. Superordinate themes (from constructs developed at higher levels of abstraction (Yorke 1978)) were developed from the RG data and used as a specific point of discussion of the potentially 'hidden self', of

each participant. These issues are articulated in the context of PCT within the Discussion (*Chapter 8*).

3.6. Conclusion

This chapter presented a theoretical discussion of Kelly's PCT contextualised to this thesis considering the influencing factors in the identity formation of physiotherapy academics working within a professional occupational field. Key aspects of PCT have been articulated to reflect the relevance of this theory from the mid point of this study and links are drawn to the key corollaries and fundamental philosophy underpinning this theory.

The chapter culminates in a discussion of the theoretical link to the repertory grid as a method. The conceptual frame will now underpin methodological discussion and application of the repertory grid (*Chapter 4*), and the construction of identity will be discussed through the development of superordinate constructs and relevant corollaries in the final discussion (*Chapter 8*).

Chapter Four

Research Design: Methods and Methodology

4.0. Introduction

This thesis explores the construction of professional identities amongst 11 physiotherapy lecturers at three different institutions to understand the potential influences, tensions and negotiations that are required to construe and reconstruct a professional identity within this professional occupation. This chapter describes and justifies the methodological underpinnings of the study, as well as the methods used for data collection and analysis.

4.1. Justification for this study

This study provides new insight into the professional identity of selected physiotherapists who chose a career in academia. To date there is limited literature about the development of this novice academic career in a professional occupational group from the perspective of the academics working within this context (Hurst 2010, Smith and Boyd 2012, Murray et al 2014). The findings from this study will provide further insight into the profession and help to understand the potential barriers and expectations of physiotherapists moving into an academic career and the influence of the University within which they are employed.

4.2. Research Questions

1. What are the academic requirements for physiotherapy lecturers working in different HEIs offering pre-registration physiotherapy education in England?
2. Do physiotherapy lecturers describe conflicting identities?
3. Do the culture and goals of the university influence the physiotherapy lecturer's academic identity formation?
4. How do physiotherapy lecturers navigate a professional occupational pathway that will sustain an academic and research identity for the physiotherapy profession?

4.3. Research Design

4.3.1. Definition and Justification of Case Study

Yin (2009) describes case study as allowing researchers to retain holistic and meaningful characteristics of real life events. In this research an exploratory approach is taken to address the research questions of the study and a case study design allows the examination of contemporary events using multiple methods and multiple sources of evidence to understand complex constructs where the boundaries are uncertain or poorly defined. An investigation of a construct such as professional identity would necessarily involve an understanding of the relevant contexts through which such an identity might evolve. Case study methods lend themselves to this type of enquiry because of their commitment to understanding a particular phenomenon or case within its real-life contexts.

Thomas (2011) emphasises the usefulness of case study in allowing the researcher to look at something in detail, rather than attempting to collect data to generalise from. In this thesis, the case study design has been chosen to allow exploration of *how* physiotherapy academics have constructed their identity and the influences on them in this construction. In Thomas' words, *'in a case study...nothing is lost in their [participant] refraction through our own understanding as interpreting inquirers'* (2011: 7). Case studies, used as a research strategy, follow formal methods, and usually involve detailed fieldwork by a single investigator who undertakes systematic analysis of documents, as well as interviews with key informants. The data generated by these methods are both qualitative and quantitative.

4.3.2. Definition of the Case

The challenges posed to researchers in the definition of a case are well documented within the literature (Stake 1978, Yin 2009, Thomas 2011). For the purposes of this study, the primary unit of analysis is each participant (Yin 2009), but the Institution that each participant works within is described as a 'bounded case' (Thomas 2011) reflecting the containment of each participant within a specific institutional structure. Therefore while the identification of individual participants reflects the basis of the research questions (Yin 2009) and the analytical focus of the study (arisen from a point of personal interest) (Thomas 2011), the case institutions are a significant influence on the participants and therefore each is considered separately with data presented for each institution

encompassing the participants within it (*Chapters five, six and seven*). Each case institution is a university and for this study three case institutions were included: each was chosen as they delivered a pre-registration physiotherapy programme (either at Bachelor or Master level or both). Pre-registration physiotherapy education is described as students entering the University with no previous physiotherapy qualification. For students studying on a pre-registration physiotherapy route (at either Bachelor or Master level), they are not able to practice, or hold the protected title of 'Physiotherapist' until they have satisfied the academic and clinical requirements of their degree programme. At this point, they become eligible for registration with the Health and Care Professions Council, which confers the right to practice physiotherapy in the United Kingdom.

The following data were identified as constituent to the case institutions, and relevant to understanding the construction of professional identity by each individual participant:

- Institutional data e.g. strategic plans, specific documentation pertaining to the 'role of the academic'
- Anonymised demographic data about the physiotherapy academic staff of each institution
- Semi-structured interview data from physiotherapy academics at each institution
- Repertory Grid interview data from physiotherapy academics at each institution

4.3.3. Naturalistic Generalisation

Case study research has the capacity to generate knowledge by developing an understanding of complex phenomena and offering these to a wider audience for further discussion and exploration. Knowledge generated by case study methods may be '*considered through a process of analytic generalisation*' (Kvale and Brinkman, 2009:263). In this situation, the researcher should offer a detailed account with supporting evidence that readers can interrogate and use to judge any claims made by the researchers towards generalisation. Yin (1994) also refers to 'analytic generalisation' through which a case study is used to expand and generalise theories rather than enumerate frequencies (statistical generalisation).

4.4. Research Ethics Approvals

Research ethics approval was granted by the Humanities and Social Sciences Ethical Review Committee at the University of Birmingham. Primary data collection (survey and semi-structured interview) was granted ethical approval in 2014. The second data collection (repertory grid) was granted in 2017. Relevant research ethics issues are addressed for each data collection method and analysis (where relevant) in the sections that follow.

4.5. Field Procedures (accessing field sites and sources of information)

4.5.1 Sampling

Decisions regarding sampling were taken early in the planning of the research and the population of the study was defined from the outset. The sample did not seek to be representative of the academic population as a whole. For this study and to suit the requirements of the context of the study and the research questions a ‘purposive’ or ‘focused’ sampling approach was taken (Hakim 2000, Thomas 2011). This is defined by Hakim (2000) as useful in qualitative designs to *‘focus selectively on particular persons or social groups of special interest for the research topic in question’* (pg. 170).

To address the research questions applied in this context, particular cases selected for inclusion in the case study design had to meet the following criteria:

- The university must run a pre-registration physiotherapy programme based in England. In Scotland and Ireland physiotherapy programmes have a standard four-year structure and are not directly comparable to physiotherapy programmes run in England.
- Three different types of HEI were accessed to permit sampling of physiotherapy academic staff working within ‘Research Intensive’, ‘pre-1992’ and ‘post-1992’ universities. These sites were chosen to access participant perspectives within different points of a stratified Higher Education system.
- All participants had to be academic staff with a recognised qualification in Physiotherapy (primary degree, secondary degree or Graduate Diploma). All academic staff had to be based at a university setting for at least part of their usual working week. This was necessary to access participants with specialist

(Physiotherapy) knowledge, who were familiar with the academic environment and regarded themselves as having the necessary skill set to work within a university on a full- or part-time basis.

4.5.2. Selection of Cases

a) Selection of cases

Four field sites (institutions) were initially approached to participate in this study. They were identified based on the type of institution (a research intensive institution, a pre-1992 institution, a post-1992 institution and a privately funded physiotherapy programme). Three institutions participated in the study as the fourth institution (an established post-1992 university) declined to participate after reviewing the PIS. The three case institutions each had a different focus and experience of delivering pre-registration physiotherapy education. The cases are as below:

- High Tariff University – Research Intensive University offering an established BSc and (pre-registration) MSc physiotherapy degree routes
- Medium Tariff University – pre 1992 University with a developing research profile offering an established BSc and (pre-registration) MSc physiotherapy degree routes
- Low Tariff University – post 1992 University with a newly validated privately funded physiotherapy programme offering a BSc physiotherapy degree route.

b) Approach and gatekeepers

Each institution was approached by direct contact to a gatekeeper, (the programme director or programme leader) for physiotherapy at the relevant institution.

c) Recruitment

Was undertaken with the gatekeepers' permission. Following consent to participate in the study, the gatekeeper cascaded the participant information sheet (PIS) (Appendix C) and researcher contact details by email to all academic staff at the location. Participants then contacted the researcher directly for more information and provided consent to participate in the research.

4.5.3. Methods

Three data collection methods were used: one quantitative method (Repertory Grid), and two qualitative methods (document analysis and semi-structured interviews). A Programme Leaders Survey was also sent to each gatekeeper.

a) Programme Leaders' Survey Data

Aim: The aim of the programme leaders' survey data was to ascertain the *actual requirements* for physiotherapists to achieve an academic contract within the department in which they were employed. This was an important part of 'scene setting' for each of the three case institutions as it provided an opportunity to consider the expectations of individual participants as discussed in comparison to the culture and influence of the University (as described within Institutional documentation). It also provided insight into the possible changing face and expectations of the institution in relation to the participants, some of whom have been employed within the University for a prolonged period of time. This information is not available in the public arena.

Development of the survey instrument: The survey was developed following consideration of the Strategic Plan (and if available, specific documentation relating to working as an academic at the Institution) at each case site. The programme leaders were given scope to indicate presence of research staff, 'banding' of academic staff and the weighting of each within the department.

Recruitment and Participants: Purposive sampling (Bryman 2008) was undertaken as described in subsection 4.5.1. The programme leader was contacted by email and invited to complete a short survey detailing the requirements of academic staff within their department (Appendix D). Following receipt of the survey, a general invitation was sent by the programme leader (acting as gatekeeper) to all academic staff inviting them to participate in the research.

I was fortunate to have established good relationships with academic staff and programme leaders at each of the participating HEIs for this project and I was given ready access to academic staff. The 11 academic staff that I subsequently interviewed across the three university sites were generous in their support and provided detailed semi-structured

interview data and nine participants also provided repertory grid data. A number of academic staff agreed to meet with me at the end of their working day and two participants invited me to their home to complete their interviews.

Table 4.1 – Participants and Case Institution

Location	Institution Type	Population – total academic staff (FTE)	Total participants at site
High Tariff HEI	Russell Group HEI Urban location	15	3
Medium Tariff HEI	Pre-1992 HEI Urban location	17.4	4
Low Tariff HEI	Post-1992 HEI Privately-funded course Urban location	10	4

Research Ethics considerations: Programme leaders at the universities who consented to participate are known in a professional context to the researcher, therefore a number of risks were considered in relation to the project. First was a feeling of obligation to participate in the research to assist the researcher. Each programme leader was given seven days to consider the invitation to participate and offered the right to withdraw from the research project at any time without giving a reason. In addition, there was a small risk of the programme leader having unrealistic expectations of the outcome of the research and attempting to unduly influence the researcher. The full ethics application for this research is held in Appendix B.

Data analysis: Formal data analysis was not completed for the course leader surveys. This information was written as a narrative to contextualise the specific requirements for each physiotherapy department as part of the data chapters.

b) Qualitative method: Semi-structured Interviews

Aim: Semi-structured interviews are considered to be a valuable method of collecting qualitative data. Brinkmann (2018) describes interviews as having an *'embodied presence'*,

which enable interpersonal contact, context sensitivity and conversational flexibility to the fullest extent' (pg. 578). Semi-structured interviews were chosen to access the knowledge producing potentials of each participant by allowing flexibility in following up angles deemed important by the interviewee, specifically to enable participants to discuss construction of their professional identity within an institutional context. The flexibility of a semi-structured interview allowed each interviewee to emphasise *how* they understood issues and events (Frankfort-Nachmias and Nachmias 1996) reflecting the description of interviews as a social practice in which the analytic focus is on the situated interaction (Brinkmann 2018, Brinkmann and Kvale 2015). This was considered appropriate in this highly situated context where the exploratory study created interview data constructed between the interviewer and interviewee (Rapley 2001: 304).

Method: Design and piloting of the semi structured interview schedule

Several authors provide advice on the principles of designing a semi-structured interview schedule and the types of questions to avoid (Gillham 2000, Robson 2002, Kvale 2007, Bryman 2008). These recommendations were used as a starting point for design of the semi-structured interview schedule which was refined in discussion with my doctoral supervisors (CR and AMB). Relevant literature was used to develop the interview questions, by reviewing the key findings of research relating to professional identity (Table 4.2, 4.3, 4.4).

The final draft of the interview schedule was used in the first interview (with Kate) as a pilot interview and if necessary, the interview schedule would have been further refined based on the data gathered from this respondent. Following the pilot interview, no adjustments were made to the interview schedule. 'Prompts' were used in all interviews to gain insight from participants in the common areas of the interview and to provide a deeper insight into the participants' interpretation of their experiences in construction of their identity (Gillham 2000, Robson 2002). 'Probes' are also an integral part of interviewing, and were used to gain a deeper understanding of each physiotherapy academic's particular experiences (Barriball and White 1994, Frankfort-Nachmias and Nachmias 1996, Robson 2002, Gillham 2000).

Method: Justification and Choice of Interview Questions

Detailed discussion of the choice and development of the interview questions is presented in tables 4.2 – 4.4, the semi-structured interview is held in Appendix E.

Table 4.2. How do physiotherapy lecturers construct and describe their academic identity?

Associated interview questions	Key findings in literature / areas for exploration
<ul style="list-style-type: none"> • Tell me about your career as a clinical physiotherapist • How did you make the move from being a practitioner to an academic? • Why did you choose a career in academia? • How would you describe your role / work within this department? • What do you think are the most significant differences between the two roles? • Can you describe a critical incident that has occurred during your time as either a clinical physiotherapist or an academic that has had a significant impact on your career path? 	<ul style="list-style-type: none"> • How the academic views themselves in terms of their professional career. Hurst (2010) describes, 'double professionalism', 'practitioner bond professionalism'. How new lecturers experience the transition from clinical practice to lecturer position (Boyd and Lawley, 2009). Hurst (2010) physiotherapy specific focus. • Professional-academic identity in a new 'academic' discipline (nursing education). Findlow (2012) described a 'three-dimensional' identity problem. She reports that nursing within HEI is 'culturally limited'. Exploration of this phenomenon within physiotherapy, are physiotherapy academics aware of this? • Smith & Boyd (2012) suggested that nurses, midwives and allied professional to medicine (AHP's), experienced particular difficulty relinquishing their 'professional role' with many making their 'academic' focus to teaching over research. • Consideration of academic identity, not as a fixed property, but part of the 'lived complexity of a person's project'. Theorisation of possible ways in which the 'life world' of academics is being experienced (Clegg 2008). • McNamara (2008, 2010 a, b, c) debate and position papers describing significant opposition to movement of nursing education into HEI's in Ireland. Critical incidents in influencing career direction (Gale, 2011) were also used to develop a research question to interrogate the decision making by physiotherapy academic staff in the development of their career pathway.

Table 4.3. How does the institutional identity of the HEI influence the lecturer’s academic identity?

Associated Interview questions	Key findings in literature / areas for exploration
<ul style="list-style-type: none"> • How did you come to work at this HEI? • How would you describe the identity of this HEI? • How would you describe the position of the physiotherapy programme at this HEI? How do you think this programme is viewed by the HEI? • How would you describe the department that you work in? • How would you describe this HEI in terms of its priorities? 	<ul style="list-style-type: none"> • Academic induction (PGCE, academic mentorship) as nurse and teacher educators move from a professional to an academic role (Boyd 2011). • Gale (2011) suggests that HEI’s are pressurising academics to bring their own identity into line with the ‘corporate’ identity of the HEI. • Research activity of nurse academics in 4 HEI’s was also included to underpin interview questions about the priorities of the HEI (Hill, Lomas, and McGregor 2003).

Table 4.4. Are physiotherapy lecturers on a developmental pathway that will sustain an academic/ research pathway for the physiotherapy profession?

Associated interview questions	Key findings in literature / areas for exploration
<ul style="list-style-type: none"> • What do you think about physiotherapy education being moved into HEI’s? • What do you consider a strength of physiotherapy education being moved into HEI’s? • Do you think that training physiotherapy students in an HEI is equipping them well for their professional career? • What do you consider to be a limitation of educating physiotherapists in HEI’s? • Can you think about a physiotherapy colleague who works in practice that you know well? What is their opinion about physiotherapy education being delivered in HEI’s? • Do you think there is a synergy between academic work and current clinical practice? • To what extent does the CSP offer leadership in the education of physiotherapists in HEI’s? 	<ul style="list-style-type: none"> • Publications exploring the ‘community of practice’ in the development of academic identity (Andrew, Ferguson, Wilkie et al 2009, Andrew 2012) and literature describing the ‘nursing identity’ were used to develop interview questions in this section. • Selected policy documentation (Dearing Report 1997) were also used to develop these interview questions.

Recruitment: Interviewing of participants was completed over an 11 month period.

Recruitment of participants is as described in subsection 4.5.3a.

The survey information returned to me by programme leaders provided detailed information about the types of contract on which academic staff working within each department were employed. This allowed me to ascertain if the participants at each site represented a reasonable 'cross section' of the types of positions employed within each department. At each of the HEI locations I gained access to a variety of academic staff.

Conducting of Interviews: Each interview was recorded (using an audio recorder and iPad) and transcribed verbatim. All participants were offered a summary of the interview, four participants requested and were sent a summary of their interview. Interviews were conducted at a time and location that the participant felt comfortable with. Largely interviews were conducted on the University campus in an office or a quiet individual room. Two participants invited me into their homes to conduct their interviews. Each interview took between 1.5 – 3 hours.

Table 4.5. Participant Information

Institution	Date of Interview	Participant (by pseudonym)	Job Title and Other Role	Demographic Information
High Tariff University	11.4.14	Ruth	Physiotherapy Lecturer.	Female [redacted] GradDipPhys, MSc, PhD
High Tariff University	13.10.14	Caroline	Senior Lecturer in Physiotherapy	Female [redacted] BA, PhD
High Tariff University	15.5.14	Bob (female)	Physiotherapy Teaching Associate	Female [redacted] GradDipPhys, MSc
Medium Tariff University	6.3.14	Roberta	Senior Lecturer in Physiotherapy.	Female. [redacted] GradDipPhys, MSc, PhD
Medium Tariff University	3.4.14	Emma	Lecturer in Physiotherapy.	Female. [redacted] GradDipPhys, MSc , PhD
Medium Tariff University	19.2.14	Kate	Lecturer in Physiotherapy.	Female [redacted] BSc (Hons) Physiotherapy, PhD
Medium Tariff University	1.10.14	Christine	Lecturer in Physiotherapy.	Female. [redacted] GradDipPhys, MSc
Low Tariff University	20.11.14	Louise	Senior Lecturer in Physiotherapy	Female [redacted] BSc (Hons) Physiotherapy, MA, EdD
Low Tariff University	20.11.14	David	Senior Lecturer in Physiotherapy	Male, [redacted] GradDipPhys, MSc
Low Tariff University	17.2.15	Sarah	Senior Lecturer in Physiotherapy	Female [redacted] BSc, MSc
Low Tariff University	17.2.15	Claire	Senior Lecturer in Physiotherapy	Female [redacted] BSc (Hons) Physiotherapy.

Analysis: Braun and Clarke (2006) in their discussion of thematic analysis recognise that thematic analysis is *'a poorly demarcated and rarely-acknowledged, yet widely used analytic method'* (pg. 81). In this mixed methods study, semi-structured interviews have been coded to identify themes using thematic analysis as described by Braun and Clarke (2006) (detailed in Table 4.6). Thematic analysis (Braun and Clarke 2006, 2013) was chosen as the form of analysis of data in this study for a number of reasons. Primarily, thematic analysis is flexible. The application of thematic analysis is to identify themes and patterns across a data set in relation to the research questions, and it can be applied to identify themes through a 'bottom up' way (on the basis of what is found in the data set) or in a 'top down' fashion (to explore particular theoretical ideas). In this study themes were generated within three typologies described by participants (teacher, academic-researcher and (clinical) physiotherapist) through a 'bottom up' process.

Braun and Clarke (2006, 2013) argue that thematic analysis is not a passive process with themes 'emerging' from data, but an active process between researcher and participant making researcher reflexivity extremely significant. The positionality of the researcher and their influence in the development of constructs is reiterated in literature discussing development of the repertory grid (Kelly 1955, 1991, Fransella 2003, Yorke 1978). Within this study, researcher reflexivity was maintained through the use of a diary, memo notes and through discussions during the supervisory process. (A detailed reflexive account is given in subsection 8.15).

A 'theme' is something that captures something important in the data (in relation to the research question). Braun and Clarke (2006) describe a significant level of flexibility in determining size, impact and significance of themes in a researcher's data set. They emphasise that the most significant themes may not be the most frequently occurring. This approach was applied to the semi-structured interview data reflecting the specific research questions for the thesis, and also to allow more detailed focus to specific (most significant) aspects of this data set. This was especially relevant in the development of elements from this data set in the preparation of the repertory grid.

Further description of themes can be made at a 'semantic' or 'latent' level. The thematic analysis of this data set was conducted at a latent level. This is defined as *'identifying and examining underlying ideas, assumptions and conceptualisations'* (Braun and Clarke 2006:90). This provided further essential insight for development of elements and allowed me to present a number of significant elements to participants in discussion of their development of constructs in the repertory grid.

Table 4.6. Phases of Thematic Analysis (Braun and Clarke 2006, 2013)

Phase	Description of the Process
1. Familiarising yourself with your data:	Following each interview memo notes were made and initial impressions of the interview content were captured. Each interview was transcribed verbatim and transcripts were read and re-read alongside the audiorecording to clarify any specific issues within the interview discussion.
2. Generating initial codes:	Initial coding was started by looking across all interview transcripts and several similar features started to emerge. For example the issue of credibility, the transference of the principles of patient care to working with students, ethics and values in professional practice. A number of examples were then grouped across the data set.
3. Searching for themes:	Within the data, participants described a number of similar themes which became three main themes across all data sets, these were the identities of teacher, academic-researcher and (clinical) physiotherapist. Some codes were situated across more than one theme, for example, credibility as an academic-researcher and as a clinical physiotherapist.
4. Reviewing themes:	Themes were then revisited and the development of specific subthemes within each typology was considered against coded extracts and an analytic 'map' started to emerge across the data.
5. Defining and naming themes:	Each subtheme was refined and labelled to reflect the specific examples for the participant. Some were shared across the data set, others were individual to the participant.
6. Producing the report:	Key coded examples were chosen to represent participant discussion within each typology and subtheme. Narrative was written to contextualise the participant discussion and this was articulated alongside the institution's documentation to signify specific response or influence of the institution to each participant.

Interview findings: Three identities of (*clinical*) *Physiotherapist, Teacher and Academic-Researcher* were identified across all interview data and used as the main themes across the data set. Within these themes, subthemes were developed to reflect the specific nuances within each participant's data set and some subthemes emerged across a number of participants including discussion of credibility and influence of research and evidence-based practice.

Transcription: Verbatim transcription was completed using a professional transcribing service. I re-read and listened to each interview on several occasions to capture specific nuances within the data set and also made reference to my research diary and memo notes (made at the time of the interview) to clarify any aspects of conversation that were specifically pertinent during coding of data.

Development of the Repertory Grid from the Interview data: Following thematic analysis of the interview data (Braun and Clarke 2006, 2013), elements were identified from the data set and a repertory grid was developed (Kelly 1991, Fransella 2003, Yorke 1978). The 11 original participants were contacted by email and invited to complete repertory grid analysis by skype call or in person. Due to the significant time lapse between initial interview and repertory grid (maximum of three years), participants were offered a summary of their interview to revisit the context and main aspects of the interview discussion. Repertory grid data collection was started in early 2017 and completed in June 2017. Nine participants from three HEIs completed the repertory grid.

c) Quantitative method: Repertory Grid

Aim: The Repertory grid interview is the primary data collection tool associated with Kelly's Personal Construct Theory (PCT) (1955, 1991) and was used as a second data collection method to give further insight into how physiotherapy lecturers construct their professional identity in an academic context. The fundamental postulate of Kelly's PCT underpins the application of the repertory grid as the grid is formed of *constructs* (the ways in which an individual anticipates events), and *elements* representing events (in the person's life experience) (Bell 2003).

Development of the Repertory Grid Interview: In constructing a repertory grid, Yorke (1978) and Jankowicz (2004) identified three main considerations:

- a) Elicitation of elements and constructs
- b) Location of elements on construct dimensions
- c) Method of analysis of the grid
- a) Elicitation of elements and constructs

Elements and constructs can be defined by the researcher (Yorke 1978) and in this research the constructs were elicited by each individual as they are personal to them (Fransella 2003). To make the repertory grid personal to my participants the elements were developed from themes in the semi-structured interview (specific identities in the professional context). This allowed me to present elements to my participants which would identify the most significant influences in the formation of their identity (Fransella 2003). A large number of identities were described across the 11 interviews and therefore to reduce the total number of elements to allow meaningful application of the repertory grid, similar roles were grouped together (Table 4.7). Yorke (1978), Jankowicz (2004) recommend that the total number of elements doesn't exceed a dozen to allow participants enough discrimination to rank elements on each construct. It is recognised that some elements will fall outside the range of convenience of certain of the constructs.

In standard grid elicitation procedures, elements are determined first, and constructs elicited from distinctions made from these elements. Choice of elements is crucial. Bell (2003) critiqued studies using the 'Kellyian' process of defining the sample of elements by giving the respondents 'role titles', e.g. 'ethical person' as a basis for choosing elements. These studies, Mitsos (1958) Williams (1971), McFayden and Foulds (1972) described greater consistency over time and greater intensity and consistency indices in the use of role titles in comparison to the use of elements selected randomly from a list (e.g. named acquaintances) (Mitsos 1958). Further supporting evidence was supplied by Bell et al (2002) who examined the sources of variation in grid data collected in a variety of ways and found that elements usually accounted for about four times as much variation as did constructs. A further issue in consideration of elements is the context in which they are construed. In discussing the development of constructs with each participant, the context of each

element was defined to try and avoid participants ‘switching’ contexts during development of constructs to ascertain the construction of a professional identity in their current role. Table 4.7 provides a summary of element definition provided to each participant to maintain consistency in interpretation of each identity within their own context.

Table 4.7. – Development of Elements for the Repertory Grid

Element	Synthesis of elements	Additional explanation for participants
Lecturer	Lecturer, Senior Lecturer	
Pastoral Role	Personal tutor or academic tutor	One institution uses ‘academic tutor’ as students who require pastoral support are referred to services outside the academic programme
Teacher	Teacher, Teaching Associate	
Physiotherapist	Physiotherapist, Clinician	‘Physiotherapist’ and ‘clinician’ were used interchangeably by participants
Researcher	Researcher, Post-Doctoral Researcher	
Administrator	Year Leader, Clinical Education, Admissions, Programme Lead	
Ideal Self		The self in this study is considered a proper construct

Diagram 4.0. – Reflective process in development of the Repertory Grid elements



A central feature of a construct is that it is the basis of our predictions about ourselves in relation to the world. The highly personal and individual nature of construing is based on a careful joint endeavour between an interviewer and an interviewee. Burr et al (2014) described this as a 'democratic process' in which it is important that the researcher makes suggestions only. To ascertain the personal and highly individual account of each participant in this study, a Kellyian (Kelly 1955, 1991) procedure for eliciting constructs from each respondent was followed in the repertory grid for each of the nine participants. At the beginning of each Repertory Grid Interview, I used a Qualifying Phrase to establish the basis of the Repertory Grid with each participant (Jankowicz 2014). The Qualifying Phrase was *'the purpose of this RG is to find out how the participant thinks about each element. To do this, the elements will be compared systematically'*.

Role titles were used to present elements to each participant. Three elements were introduced to each participant at a time, the participant was then asked to respond 'in what way two are alike but *different* from the third'. Each triad then elicited a bipolar construct;

one pole the 'emergent similarity pole' (contained the two elements that are alike) and the 'implicit contrast pole' (the element that is different) (Zuber-Skerritt 1987). Bender (1974) described a significantly greater tendency to produce important constructs when the successive triads were varied by two elements at a time, rather than one. His assertion was that by changing one element at a time, the researcher may present a new element which has little significance for the respondent and therefore, they may be forced to give a construct of lesser personal importance. This technique was repeated with successive triadic combinations until all 12 possible triadic combinations had been discussed. (Triadic combinations are detailed in Appendix F).

Specific consideration to the use of the triadic procedure to elicit constructs includes the need for researcher reflexivity. A criticism of Kelly was that his triads were chosen to serve his own purpose (Yorke 1978), therefore there is a risk that the resulting repertory grid will contain '*artefacts of the researcher's perception of the problem*' (Yorke 1978:65). To minimise researcher influence the triads were chosen at random for each of the nine participants with each element included the same number of times.

b) Location of elements on construct dimensions

The second part of the repertory grid involves rating the elements to ascertain the relationship between the created construct (at the emergent and implicit pole) and each elements. As each pair of constructs were developed, I introduced rating to each construct on a scale from 1-5, where 1 is the construct on the left hand pole (representing the emergent similarity pole) and five is the construct on the right hand pole (representing the implicit contrast pole). Each participant was asked to 'rate' each of the elements by assigning a numerical value (between 1-5) to indicate where they felt each element was most represented. A participant example is given in Table 4.8.

In creation of Table 4.8 (with participant Ruth), following creation of each construct, for example (in row 1); 'Collaborative engagement' from a pairing of Ideal Self and Lecturer, and 'Imparting Knowledge and Skills' for the identity of Teacher. During the process of 'rating', Ruth was then asked if she felt that the identity of 'lecturer' sat closer to 'collaborative engagement', or 'imparting knowledge and skills'. Ruth ranked lecturer in this

combination at '1' suggesting alignment of lecturer with 'collaborative engagement'. This process was repeated for each element against the first created constructs and so on until each element was ranked against each construct. When each identity (element) had been ranked for the first triadic combination, we moved on to create the second triadic combination and the process was repeated until all triadic combinations created by the participant had been created and rated.

c) Data analysis

Process analysis and Principal Components Analysis (PCA) were used to analyse the data from each participant's repertory grid. Element analysis was conducted as a final point to determine the relationship between elements and the Ideal Self.

i) Process analysis

Process analysis was completed during the repertory grid interview. Jankowicz (2004) described this as using the *process* by which the information is obtained to provide an informative background to other analysis when 'results' are considered. Process analysis was completed as I discussed the development for each construct with the participant and formation of the emergent and implicit pole. I developed a pro forma (Appendix G) to capture details about how the participant responded to the qualifying phrase, particularly if the participant seemed to follow or avoid this. I also took notes about how comfortable or straightforward the participant found development of constructs during the discussion of each triad of elements. I spent time on any elements that fell outside the participant's range of convenience and specific comments made by participants were noted. Finally, any additional comments or emotions expressed by the participant during the repertory grid were recorded.

ii) Simple element analysis

A simple element analysis was completed for the RG data for each nine participants to help identify the differences between the rankings. To provide context to the discussion of this process, an example repertory grid and the resulting tabulated repertory grid element analysis is given below.

Table 4.8. Repertory Grid (Ruth)

Triadic combination	Construct Emergent Pole (Ranking of 1)	Lecturer	Pastoral Role	Teacher	Physio	Researcher	Administrator	Ideal Self	Construct Implicit Pole (Ranking of 5)
1.	Ideal Self & Lecturer 'Collaborative engagement'	1	2 ¹	5	2	2	4	1	Teacher 'Imparting knowledge and skills'
2.	Teacher & Pastoral Role 'Guiding and nurturing'	4	1 ³	1	3	4	2	4	Lecturer 'Advancing knowledge'
3.	Researcher & Physiotherapist 'Generating research questions'	5	2 ³	3	1	1	3	3	Lecturer 'Disseminating research'
4.	Lecturer & Physiotherapist 'Practice based education'	1	2 ¹	2	1	3	5	2	Administrator 'Functional Role executing tasks'
5.	Pastoral Role & Physiotherapist 'Person centred'	3	1 ²	3	1	4	5	3	Administrator 'Coordinator'
6.	Lecturer & Researcher 'Creating and disseminating new knowledge'	1	5 ⁴	3	3	1	4	2	Pastoral Role 'Student centred care'
7.	Physiotherapist & Researcher 'Advancing professional knowledge'	2	3 ¹	5	2	1	3	2	Teacher 'Imparting knowledge and skills'
8.	Administrator & Pastoral Role 'Soft relationship'	4	1 ³	5	3	4	2	3	Teacher 'Academic relationship'
9.	Teacher & Pastoral Role 'Programme Related'	1	2 ¹	1	4	5	2	3	Researcher 'Self related and departmental related'
10.	Pastoral Role & Administrator 'Student focussed'	2	2 ⁰	3	3	4	1	5	Ideal Self 'personal and professional identity'
11.	Researcher & Physiotherapist 'Clinically relevant research'	2	3 ¹	3	4	2	4	5	Ideal Self 'Self validation'
12.	Ideal Self & Administrator 'Established'	2	2 ⁰	2	1	5	1	3	Researcher 'Emergent'

Differences in ratings are calculated on the first pair of elements on the first construct, in this example, for the construct 'Collaborative engagement' the difference between the score of lecturer and pastoral role is calculated (represented by superscript). It doesn't matter which element holds the highest numerical score (Jankowicz 2004). This is completed for all constructs for the element of lecturer and pastoral role. When this is completed, the difference between element one (lecturer) is compared with element three (teacher) for each construct and this continues until the difference between each element has been summed. The total difference for each element is then summed along each column and this process continues until the difference between all elements for all constructs have been completed.

In this example, the total summed difference for
'lecturer' and 'pastoral role' =

$$1+3+3+1+2+4+1+3+1+0+1+0 = 20$$

In this study, the Ideal Self is assumed to have a ranking of 1, and in conjunction with PCA, the simple element analysis helped identify which identity each participant rated most closely to their Ideal Self. This is discussed for each participant in findings chapters five, six and seven.

Table 4.9. Simple element analysis (Ruth)

Element (Identity)	Lecturer	Pastoral Role	Teacher	Physiotherapist	Researcher	Administrator	Ideal Self
Lecturer	X	20	18	18	18	24	14
Pastoral Role	20	X	16	14	26	16	20
Teacher	18	16	X	20	25	18	20
Physiotherapist	18	14	20	X	18	20	14
Researcher	18	26	25	18	X	27	16
Administrator	24	16	18	20	27	X	22
Ideal Self	14	20	20	14	16	22	X

iii) Principal Components Analysis

Repertory Grid data was analysed using Principal Components Analysis (PCA) (IBM SPSS Statistics 20). PCA is a statistical technique applied to a single set of variables when the researcher is interested in discovering which variables in the set form coherent subsets that are relatively independent of each other (Tabachnick and Fidell 2013). Variables that are correlated with one another but largely independent of each other are described within subsets termed *components*. Components are thought to reflect underlying processes that have created the correlations among variables. The aim of PCA is to reduce a set of variables into a smaller set of components and provide an operational definition for an underlying process using observed variables (Field 2013, Tabachnick and Fidell 2013). In this study, PCA was used to measure different elements used by the participants in the construction of their professional identity within an academic context. The calculation of correlation coefficients for each pair of variables creates the *R matrix* (Table 4.10).

Table 4.10. R Matrix – Ruth

		Correlation Matrix											
		Collaboration	Knowledge	Evidence	Knowledge and experience	Person centred	Creating and disseminating	Clinical practice	Soft relationship	Programme related	Student focussed	Research	Established
Correlation	Collaboration	1.000	-.730	-.056	.491	.334	.432	.804	.211	-.344	-.375	.014	-.308
	Knowledge	-.730	1.000	.099	-.213	.224	-.853	-.841	.295	.491	.513	-.047	.488
	Evidence	-.056	.099	1.000	-.099	.291	-.228	.254	.215	-.812	-.304	-.123	-.272
	Knowledge and experience	.491	-.213	-.099	1.000	.766	.288	.081	-.295	.068	-.333	.155	.038
	Person centred	.334	.224	.291	.766	1.000	-.326	-.038	.266	-.032	-.097	-.073	.271
	Creating and disseminating	.432	-.853	-.228	.288	-.326	1.000	.538	-.722	-.284	-.521	.358	-.600
	Clinical practice	.804	-.841	.254	.081	-.038	.538	1.000	.139	-.718	-.334	.101	-.488
	Soft relationship	.211	.295	.215	-.295	.266	-.722	.139	1.000	-.047	.382	-.366	.333
	Programme related	-.344	.491	-.812	.068	-.032	-.284	-.718	-.047	1.000	.539	.085	.548
	Student focused	-.375	.513	-.304	-.333	-.097	-.521	-.334	.382	.539	1.000	.255	.654
	Research	.014	-.047	-.123	.155	-.073	.358	.101	-.366	.085	.255	1.000	-.388
	Established	-.308	.488	-.272	.038	.271	-.600	-.488	.333	.548	.654	-.388	1.000

The diagonal elements of the R-matrix are all one because each variable will have a perfect correlation with itself. The off diagonal elements are the correlation coefficients between pairs of variables. PCA tries to explain the maximum amount of *total variance* in a correlation matrix by transforming the original variables into linear *components*. Therefore, this technique looks for variables that correlate highly with a group of other variables, but *do not* correlate with variables outside of that group.

Communalities

The *total variance* (as described for the R matrix above) will have two components: some of it will be shared with other variables (*common variance*) and some will be unique to that measure (*unique variance*). Unique variance is a term applied only to variance that can only be attributed to one measure. A third type of variance is also possible; *random variance* is applied to variance attributed to one measure but not reliably so. The proportion of common variance present in a variable is known as *communality*.

When interpreting communalities within the data set, a variable that has no *unique variance* (or *random variance*) will have a communality of one. A variable that shares none of its variance with any other variable would have a communality of zero. PCA works by assuming that all of the variance in the data set is *common variance* (with no *random variance* at all) and the communality of every variable is one (Table 4.11.). This transposes the original data into linear components. Therefore, PCA is concerned only with establishing which linear components exist within the data and how a particular variable might contribute to that component.

Table 4. 11. Communalities Table (Ruth)

	Initial	Extraction
Collaboration	1.000	.972
Knowledge	1.000	.973
Evidence	1.000	.970
Knowledge and experience	1.000	.996
Person centred	1.000	1.000
Creating and disseminating	1.000	.981
Clinical practice	1.000	.986
Soft relationship	1.000	.942
Programme related	1.000	.954
Student focused	1.000	.933
Research	1.000	.999
Established	1.000	.802

Justification for the use of PCA

For this study, PCA was used as a mechanism for exploring the data, not to test a hypothesis. PCA is a technique that assumes that the sample used is the population, i.e. results cannot be extrapolated beyond the particular sample. In this example, Ruth is one participant in a sample of physiotherapy academics. Therefore, the conclusions drawn from the data are restricted to the particular sample collected and generalisation of results is not attempted beyond these specific participants.

Theoretical basis for PCA

PCA uses a correlation matrix from which variates are calculated. The number of variates calculated will always equal the number of variables measured. Variates are described by the *eigenvectors* associated with the correlation matrix. The elements of the *eigenvectors* are the weights of each variable on the variate. The largest *eigenvalue* (associated with each of the eigenvectors) provides a single indicator of the substantive importance of each component. PCA retains components with relatively large eigenvalues and ignores those with relatively small eigenvalues.

Table 4.12. Total Variance (Ruth)

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.519	37.658	37.658	4.519	37.658	37.658	3.270	27.248	27.248
2	2.407	20.056	57.714	2.407	20.056	57.714	2.584	21.536	48.783
3	2.015	16.794	74.508	2.015	16.794	74.508	2.337	19.471	68.255
4	1.459	12.155	86.663	1.459	12.155	86.663	2.011	16.754	85.009
5	1.110	9.248	95.912	1.110	9.248	95.912	1.308	10.903	95.912
6	.491	4.088	100.000						
7	2.241E-016	1.868E-015	100.000						
8	4.587E-017	3.823E-016	100.000						
9	-8.078E-017	-6.732E-016	100.000						
10	-1.596E-016	-1.330E-015	100.000						
11	-2.897E-016	-2.414E-015	100.000						
12	-4.911E-016	-4.093E-015	100.000						

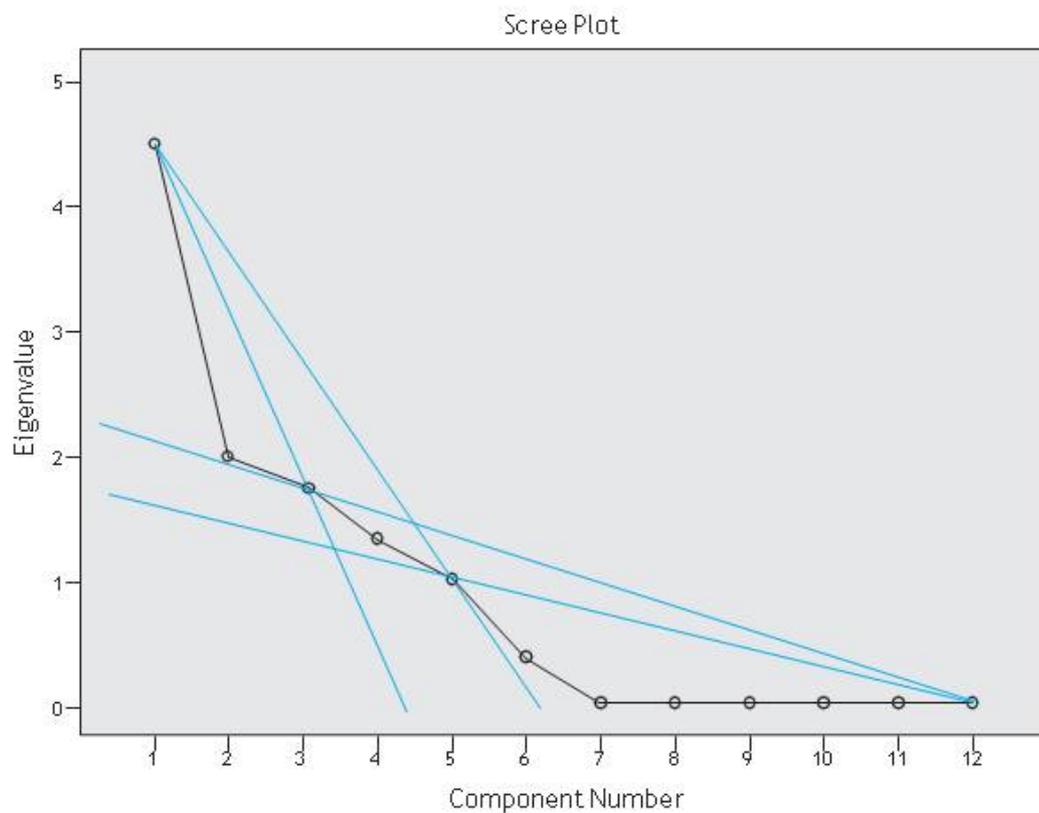
SPSS (IBM SPSS Statistics 20) displays the eigenvalue in terms of the percentage of variance explained (for example, in Table 4.12. , component one explains 37.658% of total variance). The other factors then explain smaller amounts of variance. SPSS extracts all factors with eigenvalues greater than one, leaving a total of five factors.

In the column '*extraction sums of squared loadings*' the eigenvalues associated with these factors are displayed again (and the percentage of variance explained). In the column '*rotation sums of squared loadings*' the eigenvalues of the factors after rotation are displayed. Rotation optimises the factor structure and this equalises the relative importance of the factors (to an extent). The process to reach the final '*rotation sums of squared loadings*' is discussed within subsection '*interpretation of data*'.

Component extraction

In PCA not all components are retained. The process determining the number of components retained is known as *extraction*. Cattell (1966) developed the *scree plot* (plotting the *eigenvalue* on the Y axis against its component on the X axis). Through the use of a scree plot the relative importance of each component becomes apparent. Commonly there will be a few components with high eigenvalues and many components with a (relatively) low eigenvalue. The *point of inflexion* is where the slope of the line changes dramatically (when drawing a line representing the horizontal and vertical axis), and therefore the point where these lines meet. Cattell (1966) suggested this was the point to determine the retention or rejection of components (Diagram 4.1).

Diagram 4.1. Scree Plot with inflexion points (Ruth)



There is discussion within the literature about the accuracy of scree plots and the use of the inflexion point to determining retention of components. Stevens (2002) argued that in a larger sample (> 200 participants), the scree plot provides a 'fairly reliable criterion' for component selection. Other researchers have taken a more cautious approach, for example, Kaiser (1960) recommended retaining all components with an eigenvalue of greater than 1. This criterion is based on the idea that the eigenvalues represent the amount of variation explained by a component and that an eigenvalue of 1 represents a substantial amount of variation. Joliffe (1972, 1986) reports the *Kaiser criterion* as too strict and suggested retaining all components with an eigenvalue of greater than 0.7.

When evaluating these approaches in detail, it is reported (Field 2013) that Kaiser's criterion overestimates the number of components to retain, but there is some evidence that it is accurate when *either* the number of variables is less than 30 and

the resulting communalities (after extraction) are greater than 0.7 or the sample size exceeds 250 and the *average communality* is equal to or greater than 0.6. For this research, due to the sample size (fewer than 200 participants (Stevens 2002)), the *Kaiser criterion* was used to extract components. This criterion is the 'default' used by SPSS (IBM SPSS Statistics 20) and was applied to the data from this study.

When considering the data produced by PCA using SPSS (IBM SPSS Statistics 20) (with Kaiser criterion applied) it is important to understand that the number of components to extract are calculated and then re-estimated for the communalities. The components that are retained will not explain *all* of the variance in the data (because some of the information has been discarded) and therefore, the communalities after extraction will be less than 1. The retained components do not map perfectly onto the original data but *reflect the common variance present in the data*. If the communalities represent a loss of information then they are important statistics. The closer the communalities are to 1, the better the components are at explaining the data.

Component Rotation

Component rotation allows calculation of the *degree* to which variables load onto components. Generally most variables have high loadings onto the most important component and small loadings onto all other components. This characteristic makes interpretation of data difficult so *component rotation* is used to discriminate between components. The simplest way to consider this is to visualise components as an axis along which variables are plotted, then *component rotation* effectively rotates these axes. Through this mechanism, the clusters of variables are intersected by the component to which they most relate, the variables are loaded maximally onto only one component (the component that intersects the cluster) and minimised on the remaining components. If an axis passes through a cluster of variables, these variables will have a loading of approximately zero on the opposite axis.

Orthogonal Rotation

Orthogonal rotation will rotate components while keeping them independent (or unrelated) and orthogonal rotation ensures the components remain uncorrelated (Field 2013, Tabachnick and Fidell 2013) This type of rotation was chosen for this data set to allow consideration of the independent elements used in the Repertory Grid so conclusions could be drawn in relation to a specific identity for each participant.

Varimax Rotation

Is one of three types of orthogonal rotation offered when using PCA with SPSS (IBM SPSS Statistics 20). Varimax rotation was selected for component rotation of the data as it attempts to maximise the dispersion of loadings within components and tries to load a smaller number of variables highly on each component, resulting in a more interpretable cluster of components. Field (2013) and Tabachnick and Fidell (2013) recommend the use of varimax rotation for a first analysis as it is a good general approach that simplifies the interpretation of components.

Within the discussion (*Chapter eight*) the limitations of applying PCA to naturalistic data will be considered. It is therefore important to emphasise that the Repertory Grid data has been used as a second mechanism of analysis (following the semi-structured interviews) to provide a 'hidden' aspect of each participant's identity construction. This analysis should not be viewed as an attempt to minimise the impact of the naturalistic data described by each participant.

When each data set was entered into the PCA model, the PCA modelling was set to exclude all factor loadings with a correlation of <0.03 . This is a standard calculation when using PCA with SPSS (IBM SPSS Statistics 20) (Field 2013). When interpreting this matrix *all constructs* have been weighted onto each component. 'Gaps' in each matrix table are not visible as their correlations are <0.03 .

Interpretation of Data

Table 4. 13. Rotated Component Matrix (Ruth): Correlational value of constructs

	Component				
	1	2	3	4	5
Clinical practice	.924		-.347		
collaboration	.906			.384	
knowledge	-.888	.418			
Soft relationship		.931			
Creating and disseminating	.582	-.769			
Student focussed		.667	.451		.395
established	-.365	.535	.512		
evidence			-.963		
Programme related	-.430		.866		
Person centred				.948	
Knowledge and experience				.926	
research					.979

Within table 4.13., the correlation (both positive and negative) of each construct is presented and its relative 'weight' is presented within the different components. The components are ordered with the first component extracting the *most* variance and the last component extracting the *least* variance (Tabachnick and Fidell 2013).

Within the matrix it can be seen that there are loading of some constructs across a number of different components. For example, within matrix table 4.13. the construct of *knowledge* is loaded into component one and two. In this situation, the value of each construct is then considered, and the correlational value (-1-+1) provides information about the relationship to the other constructs within that component. The 'positive' or 'negative' relationship amongst the constructs within each component are considered in detail in each participant's data to help develop which constructs have the most significant influence on the development of their identity.

Recruitment and participants: 11 original participants were contacted by electronic letter and invited to participate in the repertory grid data collection. Nine participants agreed to complete a repertory grid.

Ethical considerations: Research ethics approval was granted by the Humanities and Social Sciences Ethical Review Committee at the University of Birmingham in March 2017. The ethical risks of obligation (to assist a colleague in their research) were recognised in this amendment (Appendix B) and each participant was given seven days to consider the invitation to participate and offered the right to withdraw from the research project at any time without giving a reason. In addition, there was a small risk of the programme leader having unrealistic expectations of the outcome of the research and attempting to unduly influence the researcher.

d) Qualitative method: Retrieval and Analysis of Institutional Documentation

Aim: The aim of analysing key institutional documents was to ascertain the 'public' message delivered by the University in relation to their expectations and ambitions for the University and this provided a basis to distinguish between the different case sites. Some of the institutional documents articulated key messages about the expectations of their academic staff and if available, individual specific documentation about the role of academic staff within the institution was retrieved. Themes identified within the institutional documentation also provided a point of triangulation for participant data (Bryman 2008).

Method: The documentation was analysed in respect of the third research question for this study '*Do the culture and goals of the university influence the physiotherapy lecturer's academic identity formation?*' Institutional documentation was used as a point of triangulation in the participant data (captured diagrammatically in chapters five, six and seven). All attempts were made to access equal levels of institutional data across the three case sites, but due to the developing nature of one university (The Low Tariff University), it was not possible to obtain specific individual documentation about expectations for academic staff. Due to the time scale across the two data collection periods, two strategic plans were analysed for an individual

institution to consider specific changes in institutional expectation across the periods of data collection.

Relevant documents were accessed through internet searches of the specific HEI and publicly accessible information. University strategic plans are public documents and easy to access, specific documents articulating expectations for academic staff were retrieved from specific University webpages.

Research ethics considerations: The retrieved documentation was recovered using publicly available webpages and University public webpages. The confidentiality and anonymity of participants was protected by blurring specific University information. Data analysis: The institutional documents were analysed using thematic analysis (Braun and Clarke 2006, 2013). Thematic analysis is discussed in detail in subsection 4.5.3b. *semi-structured interviews*.

4.6. Moral and Ethical Issues

The use of semi-structured interviews and repertory grid in this thesis present two specific issues that warrant further discussion. These are: confidentiality and interviewer presuppositions. Within this section 'interviews' is used as a generic term to describe key considerations for both the semi-structured interview and repertory grid.

a) Confidentiality

Within this study there were two significant issues about confidentiality. The first was my relationship with participants. I have a professional and in a few cases, personal relationship with several of the participants. This presented both strengths and limitations in the context of anonymity and confidentiality. The personal and professional relationship that I shared with a number of my participants created a strong trust relationship within the interview context and the awareness of my professional background (as a physiotherapy academic and experienced clinician) engendered a level of comfort for a number of participants. However, despite a shared work history there was the risk of an unequal power relationship with some

of the participants who described a sense of unease in discussing their experience with a 'more qualified lecturer'. Where necessary, this was discussed with participants and reassurance was given that my role was as a novice researcher, not a physiotherapy lecturer. In addition to the research ethics approval for this study, within the profession of physiotherapy, all are bound by professional and regulatory requirements (CSP 2013, HCPC 2016) providing assurance of confidentiality within a professional and research context. Any participant who described a sense of unease was offered further time to consider if they wished to participate and also the PIS was revisited to highlight that they would withdraw at any time from the study without providing a reason. All participants were happy to proceed with the interviews.

The participants were not anonymous due to participation in face-to-face interviews and the research literature advises specific care and awareness in the discussion of information that a participant may find sensitive. This is captured by Gillham (2000) who reported that if material is personally sensitive to the subject, then 'letting it go', whether anonymously or not, is like *'letting part of yourself go'* (pg. 15). Whilst I was able to establish a trust relationship with a number of participants early in the process, a number of participants discussed some personal issues including concerns about their work, department and on occasion colleagues. One participant spent time talking about experiences of embarrassment and imposter syndrome. Two participants became upset during the semi-structured interview when describing a 'critical incident' that had affected their career. Both became tearful, and were offered a 'pause' in the interview or to continue at another time. Both participants recovered their composure quickly and wished to continue with the interview and both interviews were completed. During the repertory grid data collection, one participant required a break during the data collection process. This was due to a lack in concentration and feeling overwhelmed by the process. After a 45-minute break, the participant felt able to continue and the repertory grid interview was completed.

It is not known how many participants experienced distress after the interviews were completed. All participants had access to their own University based counselling service and in the PIS all participants were offered the opportunity to withdraw from the interviewing process at any time without giving a reason. Within the PIS there were also clear limits of confidentiality and if any participant had described a risk to themselves or others or had presented information suggesting unethical practice they would be referred to the gatekeeper for the case site (programme leader or director). A professional requirement of physiotherapists is that they manage their health, specifically *'make changes to how you practice, or stop practising if your physical or mental health may affect your performance of judgement'* (HCPC 2016:8). It was therefore anticipated that any participant who had been affected by the content and discussion within the interviews would seek appropriate support. In addition to this, if any participant was unhappy with the way that the interview or repertory grid data collection had been conducted they were able to contact my Doctoral supervisors directly to discuss any concerns.

The second consideration within this study with respect to confidentiality was the interviewing of a number of participants who knew each other. Each participant was asked to choose their own pseudonym and all transcribed data was stored under the chosen pseudonym. All participant information was stored on an encrypted portable hard drive and a password-protected computer. Paper copies of interviews and SPSS data were stored in a locked filing cabinet accessible to only the researcher. Participants were able to discuss their interview or the research with others if they wished to do so, but anonymity of participants was protected by the researcher at each site by the completion of interviews at a location chosen by the participant (including on two occasions within the participant's home), and at a time convenient for the participant. This allowed participants to identify locations away from their usual working area and reduce the risk of participation being observed by others within the department. The gatekeeper and other physiotherapy academic staff at each case institution were not notified of any participants within their department.

b) Interviewer Presuppositions – process of reflexivity

The flexibility of the semi-structured interview leaves room for the interviewer's personal influence and bias and this may be exacerbated by a lack of standardisation in the data collection process in comparison to a questionnaire or closed question interview schedule (Frankfort-Nachmias and Nachmias 1996). Barriball and White (1994) describes the risk of 'social desirability' – the participant giving what they feel is the 'correct' answer whether they believe it or not, and Chew-Graham, May and Perry (2002) described easier access to professional colleagues when they were known to the interviewee. They reported that some of their professional colleagues elaborated on their responses as they regarding them as having a 'shared understanding'.

There are a number of presuppositions that were brought to this study that may have affected how I interpreted the data. These issues are explored within the discussion (subsection 8.15) but specific considerations included my participant group including professional colleagues and friends, the participants that I had an affinity for and those whom I did not. The effect my background as a clinical physiotherapist and university lecturer had on the dynamic of the interview. Also, on a more personal basis, the impact a family life has on a career in academia. These factors were recorded in my research diary and also captured (in some aspects) within 'memo notes' made at the time of interviews. Some more personal issues (including personal and sensitive aspects of data) were discussed within supervision.

4.7. Summary

This chapter has presented the design, methods and analysis used within this study. Where appropriate, justification for the specific methods and forms of analysis have been made within the context of the underpinning conceptual frame (Kelly's PCT, Kelly 1955, 1991) and within the specific professional occupational group of physiotherapy academics.

Key ethical considerations for this study have been made and key limitations of application of qualitative analysis to naturalistic data have been presented.

Individual participant data is now presented within findings chapters (*chapters five – seven*).

Chapter 5

Findings Chapter: High Tariff Institution

5.0. Introduction

This chapter focuses on the 'High Tariff' University. The 'Case Institution' is introduced using key Institutional documents including 'The Academic' and 'Strategic Plan' (2010, 2015). Thematic Analysis (Braun and Clark 2006, 2013) has been used to identify key themes within the documents and the overarching themes, subthemes and key examples are summarised in tabulated form (Table 5.0.). *The Physiotherapy Programme (Subsection 5.1.1.)* contains a descriptive discussion of survey results provided by the Physiotherapy Programme Leader at this Institution and provides context for interpreting participant responses. Data from three academic participants (Ruth, Bob and Caroline) is presented individually (*subsections 5.4, 5.7, 5.10*) and includes data reflecting their 'visible' and 'hidden' selves. Primary analysis of mixed methods data including a semi-structured interview and repertory grid interview presents each individual participant as they discuss the construction of their professional identity with respect to their work in a high tariff University. The data for each participant is summarised in a diagrammatic form at the conclusion of each participant data section.

5.1. The Case Institution

The *High Tariff Institution* was founded in the 1900s as a [REDACTED]. It is now regarded as a significant research orientated University and can boast a number of key research advancements in scientific and medical fields. The University rhetoric is embedded in excellence in research and teaching conducted by its academic staff and played out on a global stage. This is articulated through two key institutional documents; the 'Strategic Plan' and 'The [High Tariff University] Academic' which express the desire to employ academic staff who can develop and publish to an international audience.

'The [High Tariff University] Academic' defines its purpose to: *'outline the general characteristics and how these characteristics [of an academic] will be demonstrated'*

(High Tariff University 2010:3). This document defines the aspirational attributes of all academics from 'Lecturer to Professor'. 'The [High Tariff University] Strategic Plan' states the Institutional mission as '*Growing Intellectual Capital*' through both '*academic portfolio and exceptional student experience*' (High Tariff University 2015:3). These documents appear to give equal weighting to '*Research and Knowledge Transfer (RKT)*' and '*Teaching*' alongside '*Academic Citizenship*' and '*Institutional Responsibilities*'. '*Academic Citizenship*' and '*Institutional Responsibilities*' consider administrative and technical aspects supporting the academic in their work. These areas are not explored further in this chapter to maintain focus on the academic requirements of each participant's role.

There is no articulation of the 'professional identity' of academic staff entering the University within a Professional Occupational subject with an established track record as an expert practitioner, or holding significant expertise in this area. Critically, this may be viewed in one of two ways, the first that the University doesn't draw a distinction between these identities as this is viewed as something that can comfortably co-exist in this university setting or that the university doesn't recognise this identity as significant within an academic context. The university provides pre- and post- registration education in a number of professional occupational subjects.

The case institution and participants working within it represent the specific time frame of data collection (2014 – 2017) and therefore analysis and triangulation of participant data against the Institutional documents cited here are reflective of this. Thematic analysis of the institutional documents may also provide important insight into how the institution may 'measure success' of its academic staff. For each of the three participants, the influence and effect of the institution will be presented in their own words and gives insight into the construction of each participant's professional identity.

Table 5.0. Key themes and example quotations from institutional documents

Theme	Subtheme	Example quotation ('The academic' 2010)	Example quotation ('The Strategic Plan' 2015)
<p>Research and Knowledge Transfer</p> <p><i>'We are committed to carrying out research that is world leading in its originality, significance and rigour'</i></p> <p>The Strategic Plan (2015)</p>	Global Reach	<i>'[academic staff will] produce research outputs for inclusion in the REF or for equivalent peer review and of a quality that is clearly recognised as internationally excellent in terms of originality, significance and rigour'</i>	<i>'our research and our global networks place us at the leading edge of knowledge, education and influence'</i>
	Agenda Setting	<i>'[academics will] contribute to the development of their field(s) of research activity at national and international level'</i>	<i>'Our success will be seen in our enhanced performance in the next REF, and we will monitor our position annually and increase significantly our volume of world leading (4*) research'</i>
	Impact across policy and economy	<i>'seeking out and pursuing opportunities to engage directly with external organisations and the public in ways that result in direct transfer of their expertise and knowledge to the benefit of policy makers, businesses and the community, locally, nationally and internationally'</i>	<i>The fellowship scheme was launched to attract outstanding early career researchers. The fellowship provides five years of protected research time, giving fellows an unrivalled start to their academic careers'</i>
	Investment		<i>'We are increasingly a partner of choice in these areas, leading research and collaborating with the best academic, business and public sector partners'</i>
<p>Teaching</p> <p><i>'it is through our teaching and learning that students acquire the skills, approaches and modes of thought that characterise our graduates'</i></p> <p>The Academic (2010)</p>	Research Led	<i>'[academics will] undertake teaching that is research led, research informed and also, where appropriate research centred'</i>	<i>'In our research led environment, our students can develop into inquiring, analytical learners who can push the boundaries of knowledge'</i>
	Critical Thinking	<i>'[academics will] contribute to academic modules and programmes shaping and directing the students' academic understanding and skills'</i>	
	Global Citizens	<i>[academics contribute to the student academic experience that helps to] 'develop their qualities of leadership, global citizenship and social responsibility and their employability skills'</i>	<i>'Our students and our graduates are a major part of the intellectual capital we develop for our region, our nation and the world'</i>

5.1.1. The Physiotherapy Programme

The Physiotherapy programme at the University has an established history, firstly as a hospital-based physiotherapy school, then as a University based Physiotherapy programme linked and housed with the pre-registration nursing programme. During this time, the Physiotherapy programme had a prominent professional voice through the Head of School who held the academic position of Professor of Physiotherapy. Following retirement of the Head of School the Professor in Physiotherapy position was withdrawn and the most senior subject specific academic staff are Senior Lecturers. During the data collection period of this thesis, the Physiotherapy programme underwent a significant review and was separated from nursing and relocated into another College where Physiotherapy academic staff work alongside psychologists, sports physiologists and researchers. The review and reorganisation of this programme also included the 'downgrading' of some Physiotherapy academic staff. The Physiotherapy department offers pre-registration education for both BSc (Hons) and MSc awards. The Physiotherapy academic team also leads post-graduate specialist clinical MSc programmes.

The academic staff group have occupied positions from Senior Lecturer to Teaching Fellow and Lecturer Practitioner, although during the relocation some of these positions were lost. Academic staff is now split between Senior Lecturers, Lecturers and Teaching Fellows with a few Lecturer Practitioners who fulfil short-term (yearly) contracts. Contract type is divided to 'academic' (research focused) and 'educational' (teaching focus) although all academic staff at Lecturer and above is expected to hold a Doctorate. Caroline described this distinction as being drawn on the definition of 'scholarly activity', which is 'work that can be published', but not subject to quality measures as part of the REF. All staff employed on an 'academic' contract are expected to be REF returnable and generate money from research grants.

Following the relocation of the Physiotherapy programme into an established college, Physiotherapy academics are now included in college activities more broadly and the previous 'Department of Physiotherapy' is fully integrated into the College structure. These changes may be viewed in two ways: firstly, by integrating the

Physiotherapy programme within a college structure, it embeds and facilitates the engagement of Physiotherapy academics within a wider research culture. However, it is also notable that the identity of Physiotherapy has been encompassed into a wider structure and there is no senior academic (e.g. Professor) leading the Physiotherapy programme so the public voice of Physiotherapy is not independently heard.

5.2. The Participants

Participant demographic information is presented in Table 5.1

Table 5.1. Participants and demographic information

Participants	Demographic Information
Ruth	Is employed as a Physiotherapy Lecturer and her contract specifies administration, teaching and research work. She completed a PhD while employed at this Institution and now engages in a number of large research collaborations spanning her clinical speciality. Ruth has worked in Higher Education for over a decade and worked as a specialist clinical physiotherapist prior to entering educational work. Ruth is unique in this group of participants as she works exclusively with post-graduate students who are all qualified physiotherapists.
Bob (female)	Describes herself as a 'Physiotherapy Teaching Associate'. Bob has also been employed by the High Tariff University for a significant period of time and worked for several years as part of the physiotherapy programme when housed alongside nursing. Bob has a significant administrative component to her position (0.5 of her position) and provides an essential link between the academic and clinical components of the pre-registration physiotherapy programmes. Bob's highest qualification is a Master's degree. She is not expected to engage in research as part of her position in the physiotherapy programme and she has declined to register for a PhD. Bob's enjoyment of teaching and education within her specialist clinical position led her to a career in education at the University.
Caroline	Is employed as a Senior Lecturer in Physiotherapy. Caroline is employed on a Teaching and Administrative contract. She gained a PhD at a very early point in her career and significantly before Doctoral and research training became a required component of working within Higher Education. Caroline has a wealth of experience in Higher Education and was trained as a Physiotherapy Teacher very early in her career path. During her career she has experienced significant change in the development of education in physiotherapy and Caroline has worked in both hospital based physiotherapy schools and within the High Tariff University. Caroline's work as a Physiotherapy Teacher and later a University Lecturer has been interspersed with periods of clinical work. Caroline holds a significant administrative position within the Physiotherapy programme and also engages in Post-Doctoral Research. She works predominantly with pre-registration physiotherapy students.

5.3 Ruth: An ambitious academic

Employed on an 'academic' contract, visibly, she has experienced the greatest success of the three participants in the negotiation and construction of an academic identity commensurate with the institutional requirements for academic staff (as described in Institutional documentation). In relation to the typology of '*Academic Researcher*', Ruth's goals e.g. measurable outputs in research, successful grant awards and research collaborations, draws alignment with the Institutional expectations of academics through '*Research and Knowledge Transfer*'. Ruth has also discussed her work as '*Teacher*' as developing teaching from research. This construction triangulates with the Institutional expectations for academic teaching staff through *critical thinking*, (development of) *global citizens* and *research-led* teaching.

5.3.1. Interview Data

Ruth's interview data is presented under the three typologies of '*Teacher*', '*Clinical Physiotherapist*' and '*Academic Researcher*'. Subthemes are included within each typology. Where appropriate, triangulation with themes identified within the institutional documents is made.

Identity as a 'Teacher'

Subtheme: Developing teaching from specialist research

Ruth discusses her identity as a teacher developing from an initial curiosity for research in her specialist clinical area while working as a full-time practitioner. Following this experience, Ruth moved from a clinical career to a part-time and then full-time physiotherapy lecturer position.

'I was intellectually curious to then go back to do a Master's, so it was a combination of factors. Hence going back to do the Master's full-time. After that, I had an opportunity to do some teaching at a University, as an honorary lecturer there, just teaching in my specialist area and I suppose I enjoyed that and then an opportunity to do a Master's module, think about did I want to teach?...and then having the

opportunity to do that in my area of speciality was something I wasn't going to then turn down.'

Ruth's development of teaching driven by research reflects elements of the institutional documentation under the category of *Teaching*. From Ruth's interview, it is evident that she meets the Institutional requirement to demonstrate '*Critical Thinking*' and is helping to develop '*Global Citizens*'. However, of most significance is the subtheme of '*Research-Led Teaching*' and the institutional documentation makes the following statements regarding expectations of its academic staff.

'[academics will] undertake teaching that is research led, research informed and also, where appropriate, research centred' (The [High Tariff] University academic, 2010).

'In our research-led environment, our students can develop into inquiring, analytical learners who can push the boundaries of knowledge' (The [High Tariff] University Strategic Plan, 2015).

The second quotation, taken from the University Strategic Plan is extremely pertinent to Ruth who is unique in this group of participants in that she exclusively teaches Postgraduate Physiotherapists who, through their programme of study, synthesise their established clinical expertise with a strong research focus. In this way, Ruth is seeking to develop experienced clinicians into analytical inquiring learners, in this case, driving the profession of physiotherapy forward by facilitating development of expert practitioners and researchers in practice.

Identity as a 'Clinical Physiotherapist'

Subtheme: Facilitator – moving from expert to novice practitioner

During our interview, Ruth described herself as lacking 'currency' as a clinical physiotherapist and largely rejects a clinical identity. In our discussion of her role it is evident that she now looks to full-time clinical physiotherapists to deliver a significant amount of the content while she is a facilitator of this relationship.

'The programme that I run, probably 50% of the content is delivered by clinicians. Because we don't have the practical skills, we don't use those practical skills, this is my area, I don't have the currency of practical skills to be able to teach them so I see myself as a facilitator, with certain degrees or areas of expertise, but I see myself as a facilitator of enhancing the quality of I suppose that partnership between the students learning the theory and the clinician who's got the practical skills.'

Identity as an 'Academic - Researcher'

Subtheme: Institutional Factors – construction of a credible academic identity

Ruth describes multiple influences in the construction of her identity as an academic and researcher within physiotherapy, including personal and institutional influences which are largely embedded in the construction of a post-doctoral 'credible' member of the academic staff. This was the most significant and expansive identity discussed by Ruth.

In Ruth's personal articulation and construction of her identity as a researcher, she described an explicit Institutional influence and expectation.

'Whilst I am employed as a physiotherapy lecturer, it is expected that 0.4 of my time is dedicated to research...I'm supposed to be producing four or five publications a year, there is always an aspiration that they are high impact factors in terms that they are REF returnable, International impact so that would be publications.'

Positioning physiotherapy education within a high tariff university is viewed by Ruth as a positive driver for the development of physiotherapy as an academic subject. She reflects on the challenges faced by the physiotherapy department and academic staff as they re-construct their identities in a new environment.

'I think there's an argument that we have a very small research base, which is seen as a 'pro' and 'con'. The 'pro' is that we are an emerging profession, we do have something to offer, there's a benefit in any collaborative projects, or collaborative

applications, we get as many people represented on that collaboration so I think we have a part to play there.'

'It's been changed, and I think it had to change. It had to change to allow us to actually compete within a [high tariff] university, or to compete within research. So, we are now on different contracts, and there is transparency around those contracts, which I think for physiotherapy, is good.'

'...they [the University] are looking for us to be autonomous and independent in what we do and take responsibility for our roles and drive those forwards. So I think there's more expectation for us to be leaders rather than the leadership to only come from the top.'

In her discussion of Institutional Factors for the physiotherapy programme, Ruth responds warmly to changes facing the department, regarding this as a positive force for good change in the development of physiotherapy within this institution and for the profession. As part of this discussion she reflects the expectations of the institution for academic staff engagement with research as seen by the quotation below.

'[academic staff will] produce research outputs for inclusion in the REF or for equivalent peer review and of a quality that is clearly recognised as internationally excellent in terms of originality, significance and rigour'

The Academic (2010)

Subtheme: Credibility – conferred by research

Ruth asserted that the presence of physiotherapy education within an Institution with a strong research culture confers credibility on physiotherapy students and provides a pathway for the future of the profession. She described this as a mechanism for other professions to construct an identity for physiotherapy education as an 'academic' subject.

'I think it's developing the evidence base, I think it also gives it more credibility as a profession. When physios in some institutions are being taught alongside medics, so I think it helps to keep the profile of physio, or increases the credibility of physio as a profession...it's about maintaining our worth isn't it?'

'It is about promoting research and ultimately we need that in physiotherapy to make us viable in the long run, so having physio in some high tariff universities, not necessarily that it should all be, but it can only be good for the profession.'

Ruth believes that within an academic context, the next generation of physiotherapy graduates are being challenged to construct their identities to take on global responsibilities.

'I think it's being responsive to what are clearly the changes in the provision of healthcare more widely. So I think it's being responsive to develop or facilitate or teach more broader skills to our graduates so they are prepared and they are equipped for what is a much more challenging competitive commercial healthcare system. So they are no longer just physios, they are leaders, they are researchers, they are teachers, they are policy informers, policy makers.'

'So we need to have those students who do get the bug for research and they do go on to do a PhD relatively quickly, and they do go on to drive an academic career, because if they don't do it, no one else is going to drive our research base forwards.'

Ruth's discussion about academic credibility within the Institution is dichotomous. From the quotation above, Ruth is driven to develop graduates who are research informed and global competitors in the job market, aligning herself closely with both 'Teaching' and 'RKT' expectations of the University. However, when discussing her 'credibility' as an academic and researcher on a more personal level, there is evidence of less security and comfort in her identity.

On having achieved her PhD,

'I think where I am professionally in terms of finishing the PhD, I still don't feel 100% confident that I fit from a research perspective, I wonder whether I can actually achieve what I believe they want from me. I'm not sure, I don't feel that I am a leader, but I feel that I am expected to be a leader of research, which I think is a bit of a sort of paradox. I think they want us all to lead research, but I don't feel that I have the skills to lead research.'

Poignantly, in Ruth's discussion of her ideal professional identity (*Ideal Self*),

'It's Nirvana; I haven't got to it yet. Not sure I will ever reach it, not sure I can reach it.'

This final quote suggests a significant underlying tension in Ruth's construction of her professional identity and an acceptance that it may not be possible to fully construct her emerging identity as an academic and researcher that she perceives to be her Ideal Self. In this final quote, Ruth articulates that she may never be able to attain her preferred identity.

5.3.2. Repertory Grid Data

Repertory grid interviews were introduced as a second phase data collection to obtain a representation of the construct system through quantitative data (Bell 2015). The development of elements for the repertory grid from interview data has been discussed in chapter three and the repertory grid data for each participant is used to determine a 'hidden self', the identity of the participant that may not be openly articulated as through the semi structured interview.

Using the repertory grid technique, a range of constructs relating to Ruth's professional identity were elicited and ranked. These ranks were subject to a PCA revealing the relationships between the clusters of constructs within each component: due to the nature of orthogonal rotation, there is no relationship between the individual components. The components are presented in Table 5.2.

Table 5.2. Ruth - Rotated Component Matrix (Varimax)

	Component		
	Co- Constructor	Dynamic Motivator	A Coordinator
Clinical Practice	.924		-.347
Collaboration	.906		
Knowledge	-.888	.418	
Soft Relationship		.931	
Creating and Disseminating	.582	-.769	
Student Focussed		.667	.451
Established	-.365	.535	.512
Evidence			-.963
Programme Related	-.430		.866
Person Centred			
Knowledge and experience			
Research			

PCA with varimax rotation was conducted on 12 constructs taken from Ruth's Repertory Grid data. Analysis was run which revealed five factors with an eigenvalue over Kaiser's criterion of 1, and these five factors explained 95.91% of the data. The scree plot (Appendix H) was ambiguous and inflexion points could be taken at both three and five components. Whilst each of these components met the Kaiser criterion, when looking in detail at the number of variables rotated onto component four and five, it would not be appropriate to retain these final two components as there are severe limitations in drawing inferences from components containing two or three variables (Field 2013).

To provide further insight into Ruth's identity and develop her superordinate themes from the repertory grid data, element analysis of the repertory grid was also completed. This provides a clear indication of the closest relationship (presented numerically) between the elements as ranked during the repertory grid interview. The relationship between each element (identity) is considered in relation to the Ideal Self and this data is integrated into the discussion of the components to

provide insight into the relationship of the constructs within the components, but also to ascertain how each participant articulates their current identity alongside their Ideal Self in the repertory grid interview. In this analysis it is assumed that each participant would rank their Ideal Self as '1' (closest to the emergent pole) and discussion of the ranking of elements is based on this premise. Element analysis for Ruth's data is presented in Table 5.3

Table 5.3. Repertory Grid Element Analysis Ruth

Element (Identity)	Lecturer	Pastoral Role	Teacher	Physiotherapist	Researcher	Administrator	Ideal Self
Lecturer	X	20	18	18	18	24	14
Pastoral Role	20	X	16	14	26	16	20
Teacher	18	16	X	20	25	18	20
Physiotherapist	18	14	20	X	18	20	14
Researcher	18	26	25	18	X	27	16
Administrator	24	16	18	20	27	X	22
Ideal Self	14	20	20	14	16	22	X

The three significant components have been ascribed a 'label' to capture the key emphasis of the constructs within the component. This subjective interpretation is founded in process analysis of Ruth's description of each construct during the repertory grid interview and contextualised against the element analysis as described above.

Component One – 'Co-constructor'

The strong positive correlation in this component emphasises Ruth's discussion of her role as a collaborator. The identities of physiotherapist, lecturer and researcher have the smallest numerical difference with the ideal self in the element analysis (14, 14, 16) and are captured in the two constructs of 'clinical practice' and 'collaboration'. The constructs encompassed here represent the generation of evidence and developing research and understanding. For Ruth, this is developed and disseminated within a collaborative framework involving her students. The ranking of identities in this component suggest that Ruth has integrated and synthesised these three identities in the construction of her academic identity.

The opposing correlation includes constructs focussing to the teacher as a knowledge holder and academic work as a functional role. This provides a distinct contrast to Ruth's work as a collaborator.

Component Two – 'Dynamic motivator'

Component two draws attention to the interconnected relationships that Ruth describes with her students. These relationships are embedded in caring support and mentoring. The identities of administrator and pastoral role are combined and linked as a construct forming the greatest positive correlation within this component. With reference to the element analysis, these identities have been ranked by Ruth as having the greatest difference to her Ideal Self (20, 22) suggesting that although Ruth describes a strong commitment to the pastoral support of her students, her Ideal Self is shaped most closely by the identities described in component one. The weaker positive correlation of the construct 'Knowledge' recognises Ruth as a knowledge holder, but Ruth articulated this construct in relation to a two-way

relationship with her students and using her knowledge to direct and support her students to appropriate guidance within the university system.

A negative correlation with Creating and Disseminating in this component demonstrates the inverse relationship between the supportive role Ruth describes as part of her identity against the independent work as a researcher and lecturer in the creation and dissemination of knowledge.

Component Three – ‘A coordinator’

The constructs loaded to the final component articulate the functional and skill-based aspects of Ruth’s identity. The strong positive correlation with the constructs, ‘Programme related’ and ‘Established’ reflect Ruth’s skills in establishing a significant administrative component to her academic role and retaining a skill set which, ‘allows efficiency’. The element analysis shows this component containing constructs formed of elements representing the greatest difference to the Ideal Self, Teacher (20), Pastoral Role (20) and Administrator (22).

The strong negative construct loaded onto this element highlights the distinction drawn by Ruth between her ‘functional’ role and her development of evidence and evidence-based practice (captured in the construct of ‘Evidence’). The weaker negative correlation of Clinical Practice captures Ruth’s earlier discussions in her retention of a skill set, but deferring to the expertise of practising clinicians in the education of her students. A clinical role she no longer fulfils.

5.4. Summary

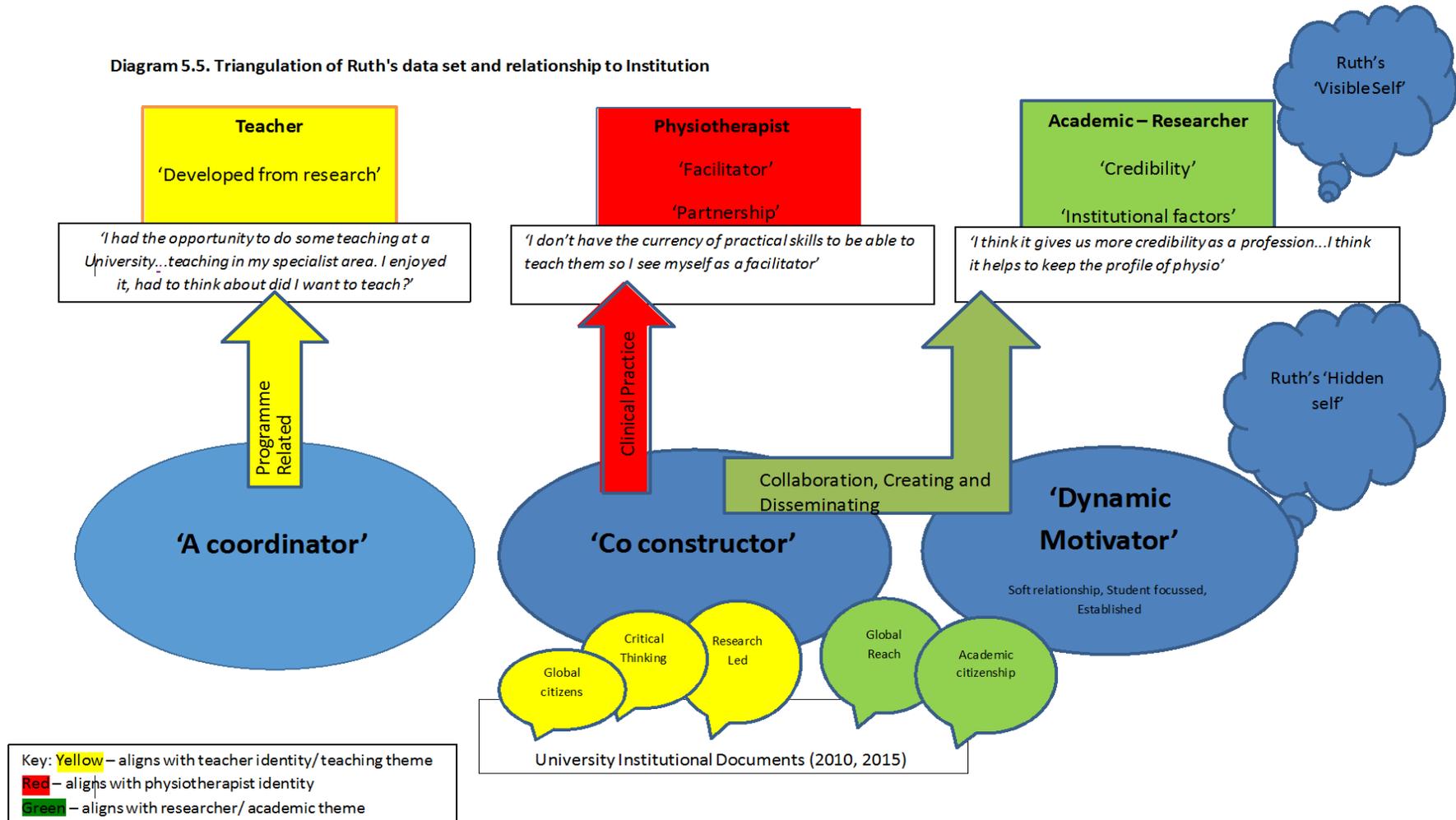
In the context of Kelly’s Personal Construct Theory (1955, 1991), Ruth’s superordinate theme from the PCA is about her collaborative role, in a number of dimensions. This includes working with other researchers in the development and dissemination of new research and also working closely with her students in the development and dissemination of knowledge. This is captured in the ‘Co-creator’ component. Element analysis demonstrates that the elements (combined as constructs) forming the greatest positive correlation within the first

component are most closely aligned with Ruth's Ideal Self, and therefore, although Ruth describes her Ideal Self as 'Nirvana' in her interview, a significant alignment with lecturer and researcher identities is seen through the repertory grid. The successful integration of a number of elements into her professional identity provides a stable basis for responding to changes within the professional occupational context suggesting that Ruth holds a strong core role identity (Adams-Webber 2003).

5.5. Triangulation of Ruth's data set and relationship to Institution.

Through her repertory grid data, Ruth's PCA demonstrates three significant components underpinning her academic identity. While there are points of triangulation here with the Institutional context this analysis also revealed a significant component of her professional identity driven by underground working (Gleeson and Knights 2006, James and Diment 2003).

Diagram 5.5. Triangulation of Ruth's data set and relationship to Institution



5.6. Bob: The reluctant academic

Bob describes the least comfort in her position as an academic within this department. She describes her work from a pastoral and emotional perspective and retains a very strong alignment with her clinical identity which Bob describes as her vocation.

5.6.1. Interview Data

Identity as a 'Teacher'

Bob's identity as a teacher is evident in her description of her professional role.

'I will call myself Physiotherapy Teaching Associate'

Subtheme: Comfortable work – preferred identity

Bob's identity as a teacher is prominent and significant throughout our interview. Her preference is to spend additional time in the classroom, working with students from other healthcare programmes.

'As part of our workload sort of unofficially we're given ... I think it's about 15 hours a year over and above what else ... that we can choose what we do. So that would be... so the extra nursing and the MBCHB would be my kind of ... those are my hours that I can take.'

Subtheme: Being me – identifying with the values of the role of a teacher

The identification with 'teaching' and adoption of a role as a teacher is a key driver in Bob's consideration of her future career, in a move that would take her away from physiotherapy as a profession.

'I suspect in five years' time I probably won't be here, but what will I be doing ... and actually having a PG Cert I can see myself doing some form of teaching because I love it. So whether that's in another university, whether that's in an FE college, whether it's something completely different, I don't know.'

Within this discussion, Bob's commitment to a teaching identity is established and very comfortable. Within the context of the Institution, Bob's commitment to development of students within a classroom is reflected within institutional document 'The Academic' (2010) within the subtheme 'critical thinking', specifically her commitment to 'shaping and directing students' academic understanding and skills'.

Identity as a Clinical Physiotherapist

Subtheme: Physiotherapy as a vocation

Bob describes her identity, *'I was going to say I'm still a physio, I'm still a clinician ... not sure I ever wasn't a physio...'*

The identity of a clinical physiotherapist, for Bob, presents a level of personal tension within the university and she struggled to describe a consistent sense of this identity within her department.

'I guess I would see the clinical side of my role as very much ... a really important part of what I do here. And in that sense I would say that I'm integral to this department and that actually I'd like to think they can't do without me. I think the role in itself is incredibly important whilst physio as an undergraduate course is here, or as a preregistration course is here, then this role I believe has to exist.'

While describing the significance and importance of her clinical physiotherapeutic identity in the university, there is also a lack of 'fit' within the 'academic' field.

'I think there are huge differences, and that's probably why at times I don't know whether I fit, because I think there's still a big ... there is a part of me that's still clinical in my kind of mind I guess.'

In the education of student physiotherapists, for Bob the identity of a 'clinical physiotherapist' is all encompassing. This supersedes academic performance suggesting that Bob does not visualise a shared identity (as a clinician and academic)

in the development of physiotherapy students. She describes concern regarding key 'vocational skills' (for example, communication) being pushed out of an academic programme.

'The important thing is that they're actually a good physio clinically...It feels like out there you are developing people, you're developing students to be good physios and that's actually what the aim is.'

'The problem with being campus-based and research-based and degree-based is the vocational potentially gets pushed out.'

Identity as an Academic - Researcher

Subtheme: Scholarly work not research

The most significant tension in our discussion of Bob's identity is captured within this theme. Bob was keen to express that she is not regarded as a researcher, but that she completes 'scholarly work' within the department and this is explicitly articulated.

'I have no research whatsoever written into my contract.'

Subtheme: Credibility – vulnerability in a research focused university

Bob's lack of a higher research degree is experienced as a place of vulnerability.

'And so it sometimes feels like actually the most important thing in this place is the research, and I'm a bit like 'Well I don't have a PhD and I'm never going to have a PhD, and I'd never want to have a PhD' – and that's my choice ... I don't even have research written in my contract ... at what point does somebody go 'Oh she doesn't have research written in her contract, we don't need her?'

'If I'm honest, what feels like the bottom of the pile – and that's probably when I'm having a bad day is when I feel the bottom of the pile.'

Bob discusses the importance of research driving the profession of physiotherapy forward, but describes challenges of providing physiotherapy education in a University structure and her concerns for student physiotherapists entering a clinical career.

'I don't know whether Physio fits. I think of Physio being a vocational degree, situated within a research university where research is a big thing ... and Physio needs more research, I absolutely believe that. And you could argue well if you don't have Physio within a research-led university, how are you going to develop your future researchers ... so I completely get that.'

'So I think ... and you're not going to get that kind of good research just by being a little training school somewhere, you know you need to be in a ... fostering that kind of research way of thinking. So I think that's my worry sometimes is when you're somewhere where actually the focus is research, and the focus for lecturers is research, actually that's where they're getting pulled, and pulled away from 'actually we've just got to teach the students how it is in the real world.'

'The longer people are in academia ... and I can feel it myself ... I mean I still do a little bit of clinical, but you can feel yourself being drawn into this kind of way of thinking, and forgetting that real world out there which feels like the coalface a lot of the time.'

Within this, Bob occupies a fuzzy space. She is unable or unwilling to engage with a defined research pathway, for example completion of a PhD, but articulates the benefit and necessity of evidence-based practice and research in the education of pre-registration physiotherapy students. However, she is unable to move away from her view of the physiotherapy profession as a vocation rather than a professional occupational subject.

5.6.2. Repertory Grid Data

Following PCA, the ranked constructs elicited from Bob's data (Appendix J) produced clusters of constructs strongly correlated to each other, these are presented in two components in Table 5.4.

Table 5.4. Bob Rotated component Matrix (Varimax)

	Component	
	Who I am	Reluctant academic
Aligns with identity	.877	.322
Developing students clinically	.846	-.381
Comfortable	.838	-.441
Student focus	.819	
Relevant	.810	-.576
Not my skill	-.786	.548
A pleasure	.708	-.414
Pastoral needs	.708	-.675
University		.915
Academic	-.331	.845
Task focus		.780
Personal role	.640	-.716

From the Principal Component Analysis Bob's elements are distributed onto two components attributed to a total of 84.52% of variance. Following addition of Varimax rotation, the rotated component matrix revealed the two components with similar weighting of constructs, 10 on component one with 11 on component two. Each component has been ascribed a label to summarise the key underpinning constructs described by Bob. The two components are also contextualised in terms of the element ratings applied by Bob in her discussion of the repertory grid data. The element analysis is held in Table 5.5.

Table 5.5. Repertory Grid Element Analysis - Bob

	Lecturer	Pastoral Role	Teacher	Physiotherapist	Researcher	Administrator	Ideal Self
Lecturer	X	31	24	30	12	13	30
Pastoral Role	31	X	9	13	41	26	5
Teacher	24	9	X	12	36	19	6
Physiotherapist	30	13	12	X	38	26	12
Researcher	12	41	36	38	X	19	40
Administrator	13	26	19	26	19	X	23
Ideal Self	30	5	6	12	40	23	X

Component One – ‘Who I am’

The cluster of elements with a positive correlation in this component reflect Bob’s personal and pastoral basis for her work. The constructs are articulated by Bob through her underpinning philosophy of caring and supporting students throughout her teaching and clinical role. For Bob, these constructs emphasise her natural talents and skills and she describes the teaching and pastoral role (reflected by constructs) as *‘shaping me as a physiotherapist’*. There is a strong alignment within the element analysis between the identities of pastoral role and teaching with the Ideal Self (5,6) and also the identity of Physiotherapist (12) within this component. Bob’s greatest sense of achievement is gained in her supporting, caring and developing students across an academic and clinical sphere.

A strong contrast is formed by the construct ‘Not my Skill’ as a negative correlation that demonstrates an inverse relationship to Bob’s position of supporting and developing students.

Component Two – ‘Reluctant academic’

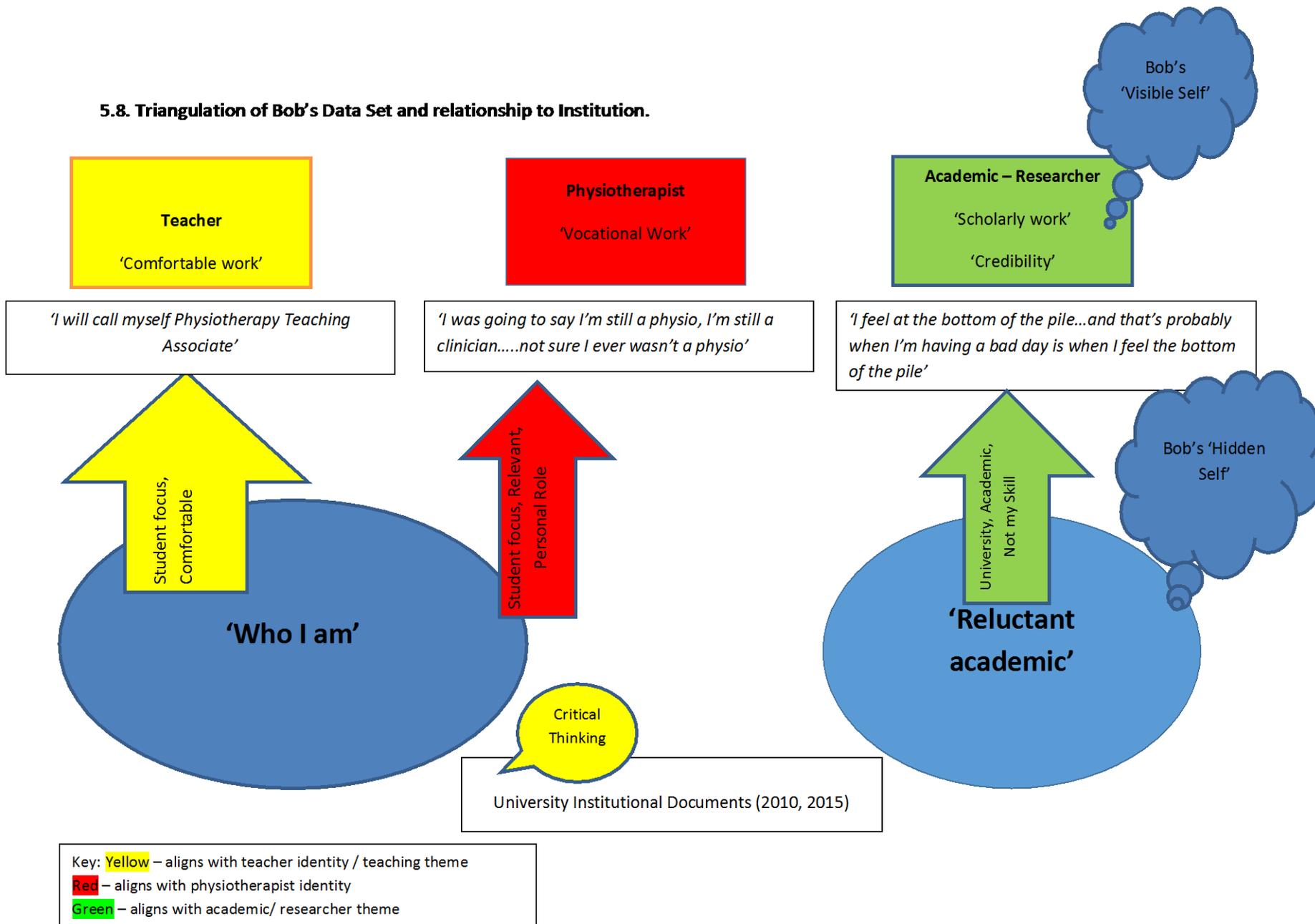
This component reflects Bob’s lack of engagement with an ‘academic role’ as she rejects the pursuit of a Doctoral level qualification and within discussion of her constructs loaded to this component, she expresses a complete lack of affinity for a defined ‘academic’ role as articulated by the Institution. In the context of the language of academia ‘lecturer’ and ‘researcher’ don’t sit comfortably with her or who she is as a person. When examining Bob’s element analysis the constructs forming the positive correlations within this component (Lecturer, Researcher, Administrator) present some of the greatest differences in Bob’s ranking against her Ideal Self (30, 40, 23). The elements with the smallest difference to Bob’s Ideal Self (Pastoral Role, Teaching, Physiotherapist) form a significant part of the negative correlations within this construct.

5.7. Summary

In the context of Kelly’s Personal Construct Theory (Kelly, 1955, 1991), Bob’s superordinate theme from the PCA is about her caring role summarised by the

positive correlations in the 'Who I am' cluster of constructs. Within Bob's element analysis there is a wide range in ranking of elements against Bob's ideal self (5-40) further supporting a fixed identity founded in pastoral qualities.

5.8. Triangulation of Bob's Data Set and relationship to Institution.



5.9. Caroline: Professional Practitioner

Caroline is the most experienced participant at this institution. She discusses a breadth of teaching and research experience within her interview but continues to retain a strong focus to the clinical work of a physiotherapist.

5.9.1. Interview Data

As for Ruth and Bob, the typologies of 'Teacher', 'Clinical Physiotherapist' and 'Academic/Researcher' were coded in Caroline's interview. Specific examples are presented within subthemes.

Identity as a 'Teacher'

Subtheme: Natural transition – movement from a clinical to teaching position

Caroline was motivated at a very early point in her clinical career to pursue a position as a Physiotherapy Teacher due to her clinical experiences working alongside other junior physiotherapists.

'Because I was finding that there were some junior staff who didn't really know what they were doing and they weren't doing it properly.'

For Caroline, the transition from teacher training to a position as a physiotherapy teacher was very straightforward.

'Now most places it was an automatic guarantee that you carried on as a teacher, but there were some schools of physio where they had this one post and once you'd finished it that was it – they didn't guarantee you a job. But here they guaranteed you a job, provided you weren't awful by the end of it. And within that you did your diploma of teaching physiotherapy, so I've got Dip TP after my name as well.'

In her current position, the construct of 'teaching' remains focal to Caroline's identity. She describes her contract with specific focus in teaching and administration.

'I suppose I'm trying to keep the BSc meeting all the requirements that it does meet. I get bits of paper to sign for various things. I have to chair programme meetings. My highest committees are learning and teaching here. And I sit on an interprofessional education committee.'

Subtheme: Student support – underpinning the teaching role

In describing her day-to-day work at the University, Caroline remains very focused on providing the best educational support for her students and constantly developing and reviewing her work as a teacher.

'Making sure the students are doing what they should be doing, making sure ... for my teaching, trying to give them what they need in order to be able to function. [Teaching with] enthusiasm, or enthusing them with what we're doing.'

Identity as an 'academic'

Subtheme: Credibility through research expertise

Following Caroline's completion of her teaching qualification and during her initial period of work as a Physiotherapy Teacher, Caroline completed her first degree. This was still ahead of complete establishment of the BSc in Physiotherapy.

'Then I did my BA after I'd done my ...[teaching qualification], in 1986.'

Caroline's ambitions for an academic career continued to blossom as she moved from a BA directly to a PhD. At this time, it was very unusual for Physiotherapy staff to hold research degrees.

'The University had said they would like all staff to get a higher degree. So I got sent to see a professor here at the University who said ... we talked about various things, she said 'Don't do a Master's, do a PhD ... 'cos you're only going to have to come back and make it more, and that'll just be more time, so why don't we just do this as a PhD?' I said 'Oh all right then' – not knowing what I was letting myself in for as a part time PhD ... and that was it.'

For Caroline, gaining her PhD was a significant part in the construction of her academic identity.

'I suppose getting my PhD had a significant impact in maintaining my credibility and maintaining my employability in the job that I've got now. Looking back if I did it again I think there might be changes that I might make and things I would have done differently.'

Despite holding a PhD, at the university where Caroline is employed, a distinction is made between 'academic' and 'educational staff'. This was articulated in Caroline's interview.

'I'm not academic lead of physiotherapy. I'm not meant to do any ... well I'm meant to do... scholarly work. But I haven't got a requirement to publish, and I haven't got a requirement to bring in grant money.'

Caroline summarises the expectation of her role as described in light of her university contract.

'Yes I'm meant to sort of review my practice and produce scholarly activity. And that there are research and teaching groups that one's meant to belong to that's meant to foster research and review.'

'I am doing research. And I've got some money ... I've got some money from the [business] centre to develop that. I am being included in [a research group]... there's a group where people who've got things that are going to have an impact are being invited to get on and sort it out, and so that they get things done for the 2020 REF so we've got an impact factor.'

Subtheme: Mismatch of an academic and professional occupational identity

Caroline articulates the construction of an academic identity viewed through the lens of the university. She described the ambitions of the university and then moves on to discuss the relevance of research in this environment.

'It has high expectations. It is trying very hard to maintain its position within the group that it's in.'

Caroline describes an on-going mismatch between a successful academic identity as a physiotherapy academic and the expectations of the university.

'I think the university have difficulty in understanding what physiotherapy is. Whereas some of the newer universities are more proactive and possibly a bit more supportive, here sometimes I feel that we are struggling to be recognised by the higher echelons as to what we actually do. Sometimes you get the impression that they're just playing along with you and ... oh yes we'll have physiotherapy, but they don't really know what we do.'

Caroline described palpable barriers to progression towards full academic membership for physiotherapists wishing to enter the academy.

'There's lack of progression between a clinical team job and an academic job. The academic barriers have risen so much there is no sort of custom and practice that people come in without a PhD and they do it here, and they are a lecturer – that doesn't happen.'

Subtheme: Developing students for the clinical arena

Caroline discussed the construction of research and its relevance to the education of student physiotherapists in both an academic and clinical context.

'... you're researching something to be used clinically. And in clinical you've got to justify why you're doing things that you are doing, which somebody is possibly working on or has worked on to prove that they actually work.'

'Rather than doing pure research that is of no use to anybody, or has very little use to anybody. Or you might be taking one very small element of a bigger picture. And as a clinician you've got to look at the bigger picture and maybe use that little bit of research.'

Identity as a 'Clinician'

Subtheme: Development of autonomous practitioners

Discussing the education of physiotherapists currently, Caroline is clear that university education is appropriate and equips physiotherapy students for a future clinical career, working as first contact autonomous practitioners.

'Um ... I think it's where it's got to be. And I think that with the development of independent prescribing, with the development of consultant physios and the way their service is going, I can see physios possibly working in GP surgeries as a practitioner and you going to see the physio if you've got a musculoskeletal problem, and you don't go and see the GP.'

The requirement for physiotherapy lecturers to embed their curriculum delivery in research and evidence is also viewed by Caroline as the best way for the future physiotherapists to construct their identities as autonomous clinical and evidence based practitioners.

'I think the evidence-based practice or practice-based evidence ... and getting the students to think about what they're doing and why.'

5.9.2. Repertory Grid Analysis

Table 5.6. Caroline Rotated Component Matrix (Varimax)

	Component			
	The researcher within me	Attributes for success	Creating a physiotherapist	Development of the personal self
Creates research	.983			
Engaging in research	.885	.444		
Research focus	.881			.391
Focus to caring	-.873			.472
Developing through learning	.763		.617	
Specialist knowledge	.758		.537	
Student engagement		-.905		
Requires organisation		.813	.564	
Simple interaction	.353	.687	.489	.395
Less pastoral			.929	
Pastoral focus				.935
Necessary		.557		.769

PCA with varimax rotation was conducted on 12 constructs taken from Caroline’s Repertory Grid data. Analysis was run which revealed four factors with an eigenvalue over Kaiser’s criterion of 1, and these factors explained 96.355% of the data. The scree plot (Appendix I) was ambiguous and inflexion points could be taken at both second and fourth components. The inflexion point was taken at the fourth component as each component (Table 5.6) retained five variables, therefore each of the components contain enough constructs to draw inferences about the identities revealed by the PCA. Each component is discussed alongside element analysis of the repertory grid data (Table 5.7).

Table 5.7. Repertory Grid Element Analysis - Caroline

	Lecturer	Pastoral Role	Teacher	Physiotherapist	Researcher	Administrator	Ideal Self
Lecturer	X	30	13	27	7	14	23
Pastoral Role	30	X	25	19	30	16	13
Teacher	13	25	X	22	16	23	20
Physiotherapist	27	19	22	X	24	18	16
Researcher	7	30	16	24	X	17	22
Administrator	14	16	23	18	17	X	17
Ideal Self	23	13	20	16	22	17	X

Component One – The researcher within me

The positive correlations loaded on this component reveal the core attributes of 'being a researcher' as described by Caroline. This is articulated across the constructs as Caroline describes her teaching as embedded in research, and an essential component of lecture material. For Caroline, research can also be used as a barometer to assess effect of classroom interactions with students and she uses language including 'validation' and research as an indicator to know if 'teaching is right'. For Caroline, within an institution, research interest can present a barrier if an individual's research interests don't fall into a specialist sphere. None of the elements comprising constructs with a positive correlation within this component sit closely to the Ideal self with elements of Researcher, Lecturer and Teacher all being ranked by Caroline at the outer range in relation to her Ideal Self (range 13-23).

The strong negative correlation on this component reflects an organisational and pastoral consideration towards Caroline's students. This negative correlation provides a distinct contrast to the research focus described above.

Component Two – Attributes for success

This component captures Caroline's constructs that focus on the attributes that she ascribes to her success as a researcher. Caroline describes a level of research that she would like to see embedded in all clinical practice but the focus of constructs here describe a necessary level of organisation for success and to successfully balance different aspects of job role. The elements Physiotherapist and Administrator are included in constructs that have been correlated positively within this component and have been ranked most closely with the Ideal self by Caroline. The elements of Researcher and Lecturer are at the outer range of ranking against the Ideal Self and appear in all of the positive correlations attributed to this component.

The negative correlation in this component reflects a pastoral aspect of Caroline's constructs in her discussion of awareness and consideration in the management and education of students within a classroom setting.

Component Three – Creating a physiotherapist

The strong positive correlation for this element describes the global attributes and skills that Caroline attributes to creating a physiotherapist. These include the ability to work with students in a relationship embedded within knowledge and research but also to reach beyond knowledge transfer, in developing an empathetic personal physiotherapist. When considering the element analysis the elements forming constructs within this component are most closely aligned with Caroline's Ideal Self. This is reflected in the numerical rating applied by Caroline for pastoral role and physiotherapist (13, 16). Therefore, despite this being the third component created by the PCA, this component reflects the superordinate theme within Caroline's repertory grid data.

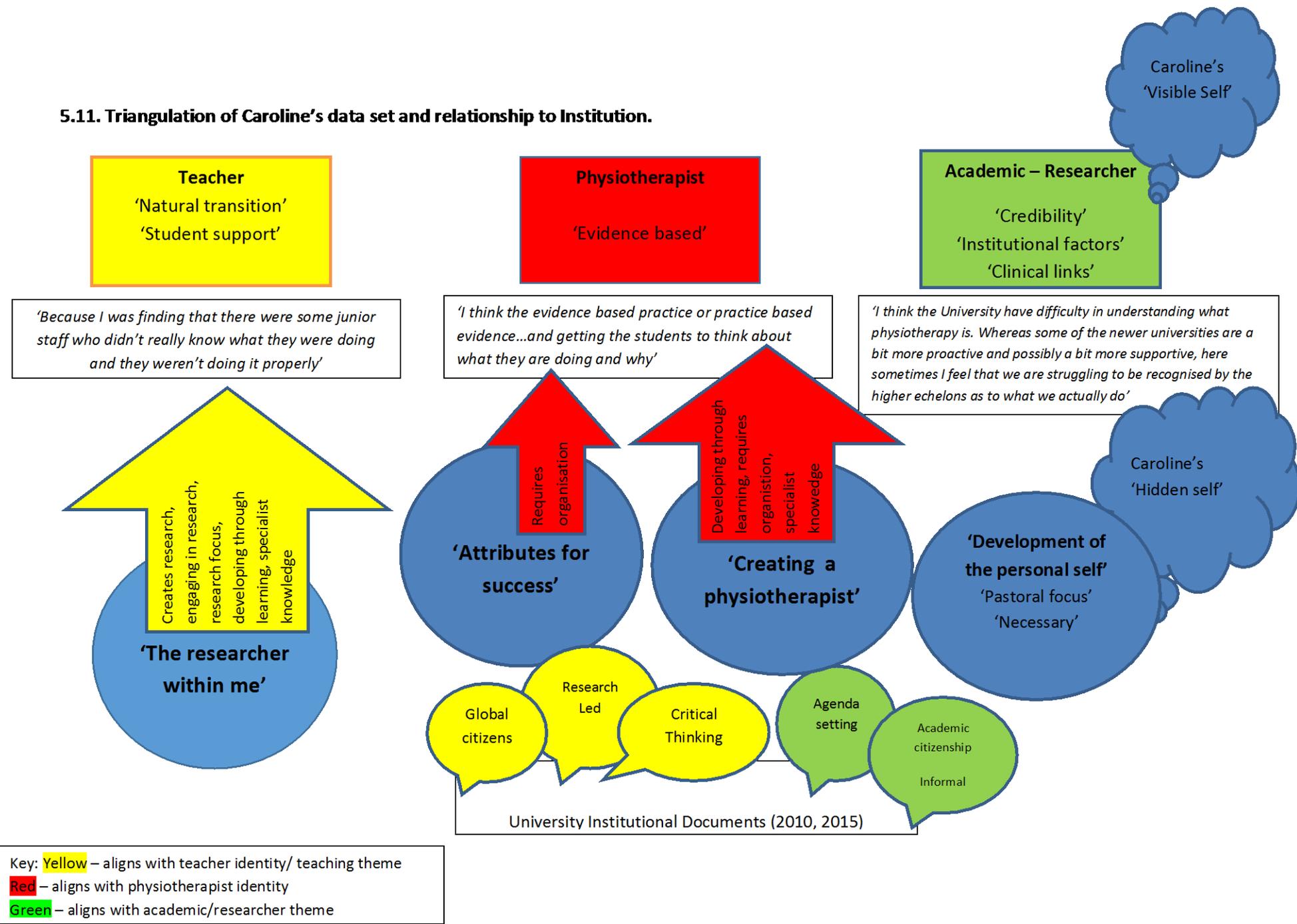
Component Four – Development of the personal self

The development of personal self reflects the underpinning consideration that Caroline places on her personal relationship in the organisation and support of students in her academic work. She describes her relationships and work within these constructs as based on a foundation of mutual respect for her students. As with 'creating a physiotherapist' there is close alignment of elements Pastoral role and also Administrator (13, 17) with Caroline's Ideal Self within this component. This provides further support to a superordinate theme based in an empathetic personal approach to her work and developing student physiotherapists.

5.10. Summary

In the context of Kelly's Personal Construct Theory (1955, 1991), Caroline's superordinate theme from the PCA is about the global attributes and skills Caroline attributes to creating a physiotherapist. This spans two of the components created by Caroline's PCA, 'Creating a physiotherapist' and 'Development of the Personal Self'. This reflects an identity embedded in personal and empathetic approach to developing and supporting her students.

5.11. Triangulation of Caroline's data set and relationship to Institution.



Chapter 6

Findings Chapter: Medium Tariff University

6.0. Introduction

A brief history of the 'Medium Tariff' University is used to set the scene (*Subsection 6.1*) and specific detail of the key factors and aims of the Institution is introduced using key Institutional Documents (*Subsection 6.1.2.*). The data collection period at this University spanned a change of Vice Chancellor and therefore two Strategic Plans (2008, 2013) have been included in the introductory information to reflect the change of focus within the University across this period of time. A further document '*The College Plan*' (2016) has also been included and reflects the new College Structure from 2013. The institutional documentation has been coded using thematic analysis (Braun and Clarke 2006, 2013) and tabulated to provide key examples (Table 6.0). Four participants are presented in this chapter (from *subsection 6.3*) and institutional documents have provided points of data triangulation with participant data (Robson 2002). The Physiotherapy Directorate is introduced in *subsection 6.1.3.* and changes within this department during the data collection periods (2013-17) are recognised.

6.1. The Case Institution

The Medium Tariff Institution was founded [REDACTED] and developed from a number of educational, technical and artistic colleges. The University is described as '*having a special approach to combine academic rigour with the practical, entrepreneurial and imaginative*' (QAA 2016). Following the change in Vice Chancellor in 2013, the University's academic provision was reorganised into three colleges. A Dean holds overall accountability and responsibility for education and research provision. At this time three Interdisciplinary Research Institutes were created to consolidate research strength within the University.

6.1.1. Institutional documentation

Two Strategic Plans (2008, 2013) have been drawn on to reflect the direction of the new Vice Chancellor and reorganisation of the University structure during the two data collection periods of this thesis. There is a significant change in language and emphasis from 2008 to the new Strategic Plan of 2013. This is most evident in discussion of research and expectations of academic staff where there is a shift from *working towards* raising awareness of research and competing in a global context to *being* a world- leading University. *Academic Freedom* in research is also acknowledged in the 2008 Strategic Plan but this is not the focus of research in 2013 where staff are expected to join a research Institute and demonstrate collaboration in research to access the best opportunities to attain sizeable research grants. The expectation of all academic staff (from 2013) is that they will be entering the University with the experience, knowledge and a track record to conduct research.

Table 6.0. Key themes in institutional documents

Theme	Subtheme	Example Quotation Strategic Plan (2013)	Example Quotation Strategic Plan (2008-2012)	Example Quotation College Plan (2016)
<p>Education and Student Experience</p> <p><i>'The University provides an inspirational education experience, instilling academic knowledge, independent learning and soft skills for employment'</i></p> <p>[Strategic Plan 2013]</p> <p>'We are committed to providing a learning experience that challenges our students and helps them reach their full potential'</p> <p>(Strategic Plan 2008)</p>	<p>Experience of Learning (2013)</p> <p>Developing distinctive graduates (2008)</p>	<p>'Students will be taken to the cutting edge of their subject through research led teaching and experiential work based learning and encouraged to embrace innovation and entrepreneurship'</p>	<p>'Excellence in teaching is a key element in our goal of providing society with confident, talented and versatile graduates'</p>	<p><i>'The TEF will become an increasingly important context with excellence in education and equality of opportunity to include addressing underachievement'</i></p> <p>'Programme portfolio needs to enable flexibility and student choice and reflect the demands of our professional programmes'</p>
	<p>Partnership (2013)</p> <p>Enhance the student experience (2008)</p>	<p>'[Academic staff] will work in partnership with our students to enhance their academic experience'</p>	<p>'We will work with our students to develop a stronger sense of shared purpose'</p>	
	<p>Cultural Competence (2013)</p>	<p>'The University will be recognised across the world as an engine of social mobility, attracting talented students from diverse backgrounds and enabling them to realise their potential'</p>		

<p>Research</p> <p>'Our research will focus on those areas in which we can integrate academic rigour with the needs of government, industry and the not-for-profit sector'</p> <p>(Strategic Plan 2013)</p> <p>'The University will continue to sustain and develop a world-class research community by building an environment that supports high achievement and is underpinned by a commitment to creativity'</p> <p>(Strategic Plan 2008)</p>	<p>Global Reach (2013)</p> <p>Engaging with the world at large (2008)</p>	<p>'Our world-leading research will deliver creative solutions to global challenges and bring economic, social and cultural benefit'</p>	<p>'We will continue to promote our achievements and enhance our profile as a world-class institution by raising awareness of our research and disseminating, communicating and celebrating it as widely as possible'</p>	<p><i>'We see collaboration and sharing of activities and good practice between our research groups as key to enhancing our research profile. We will focus our investment in terms of staff and infrastructure where we have high quality research'</i></p>
	<p>Research Culture (2013)</p>	<p>'We will strengthen our research culture, seeking to attract, develop and retain exceptional academic staff to accelerate the impact of our research'</p>	<p>'The University values academic freedom in the choice of research specialisation or diversification and recognises that research may take place in a range of organisational structure including the lone scholar and large interdisciplinary groups'</p>	<p><i>'Our minimum expectations [are] that staff produce one 3 or 4* paper per year as lead author'</i></p>
	<p>Creative and Collaborative (2008)</p> <p>Research Intensive (2008)</p>		<p>'Effective leadership is essential in achieving and embedding a long-term, sustainable culture of high quality research and we will seek to empower academic staff by nurturing leadership qualities and supporting individuals to develop their leadership potential'</p>	

<p>Global Impact</p> <p><i>'The University will build strategic partnerships with overseas universities and businesses to expand our research and education'</i></p>	<p>Knowledge Transfer (2013)</p>	<p>'We will build strategic partnerships with overseas universities and businesses to expand our research and education and deliver impact through knowledge transfer'</p>		
<p>(Strategic Plan 2013)</p> <p>'To achieve our vision of being a world class creative community, we will actively seek partnerships and collaborations with other universities and institutions both at home and overseas to enhance our research, teaching and learning'</p> <p>(Strategic Plan 2008)</p>	<p>Develop Global Citizens (2008)</p>		<p>Work based placements, exchanges and internships are extended to offer global opportunities for students to learn throughout the world and enhance their employment prospects. We will also aim to improve employability skills contained in all taught and research degree programmes'</p>	

6.1.2. The Physiotherapy Division

The physiotherapy division was created by the merging of two physiotherapy hospital schools into an Institute of Higher Education (associated with the University) between the mid 1980s and early 1990s. The physiotherapy department was relocated to the main University campus in the early 2000s.

The physiotherapy division predominantly provides pre-registration physiotherapy education for a large student cohort studying on both BSc (Hons) and (pre-registration) MSc programmes. This division also delivers a clinical postgraduate degree in Physiotherapy and the department is staffed by academics ranging from Lecturer to Reader and Professor. Of significance, following the restructuring of the University an increasing number of physiotherapy research staff have been employed within the division and there is a burgeoning reputation for clinical research. The major changes in University structure led to the creation of a dedicated 'educational lecturer' position alongside full 'academic' contracts. This has broadened access to academic positions within the Physiotherapy division by acknowledging the importance of lecturers with an educational focus alongside those working on full academic contract. The Divisional Director (Senior Lecturer) of Physiotherapy clarified that the Educational lecturers (who have a teaching focus) have the same promotional opportunities while contributing to scholarly research and specifically the Educational and Teaching research activity within the University. The Professor of College is an Allied Health Professional.

6.2. The Participants

Table 6.1 Participants and Demographic Information

Participant	Demographic Information
Roberta	Is a Senior Lecturer in Physiotherapy and has worked at the University for over 10 years. Roberta completed her initial physiotherapy training prior to the introduction of the BSc Physiotherapy degree and pursued a postgraduate research pathway while working as a clinician. She completed her PhD over a decade ago and has an established International research profile in clinical research. Roberta remains committed to teaching and has significant involvement in the delivery of both pre- and post- registration degree programmes in physiotherapy.
Emma	Joined the physiotherapy division as a Lecturer – Practitioner before relocation to the University campus. Emma held the position of Lecturer in Physiotherapy and completed her PhD during the primary data collection period of this study. She completes clinical research in physiotherapy and also delivered a significant level of teaching at both pre-registration and post-graduate level. Emma was a very experienced member of the physiotherapy team and held a significant administrative position within the department; she left the division before the Repertory Grid data collection.
Kate	Kate held the position of Lecturer in Physiotherapy at the beginning of this study but has now been promoted to Senior Lecturer in Physiotherapy. Kate joined the Physiotherapy programme as an enhanced PhD student (following a significant clinical career) and worked internationally while completing her PhD work. Kate has successfully developed a broad research profile in both clinical and educational research and also holds a significant administrative role in the department.
Christine	Christine was one of the first physiotherapists in England to be awarded a Master’s degree and joined the physiotherapy programme while based in the Institute of Higher Education. Christine works with pre-registration physiotherapy students but does not complete any research activity despite being employed on an academic contract. Christine holds a major administrative role in the department and has won University awards for success in this position.

6.3. Roberta: A clinical researcher

Roberta is explicit in her self-identification as a *'Physiotherapy Lecturer and Researcher'*, but retains a strong clinical presence and is committed to mentorship of clinical physiotherapists in their development as clinical researchers.

6.3.1. Interview Data

Identity as a Researcher - Academic

Roberta was keen to describe a specific professional identity within the academic context.

'I'm always quite quick to correct people when they say 'Oh you're a teacher then?' I say 'No, no no no, no no! – I'm not a teacher. I am a lecturer and a researcher.'

Subtheme: Paradox – The professional occupational academic

Roberta described the challenges of researching in a professional occupational subject area within the University as a 'paradox'.

'There's a real paradox in some ways that you want to do things that will influence or help to inform your professional practice in the client group that perhaps you work with, but they're often the things that you don't get so much recognition for in terms of the REF. Which then feels quite professionally at odds with your ... perhaps your research head. If I write say a chapter in a textbook and it could be peer reviewed or do guidelines which can actually help people you know develop and deliver better treatment to patients, then you don't really get the recognition at all for those.'

Roberta was interviewed before the restructuring of the University but felt that there was some increasing recognition within the University for conducting research that would be accessible to clinicians.

'It was reassuring though to hear our PVC in research actually say ... that you know actually it's not about the journal that it's in, it's about the research that's done, they'll look at the paper... it's not all about the impact factor of the journal.'

The direction of the University has moved and requires research with global impact (Strategic Plan 2013), and also within the College, the expectation of staff to produce 'one 3 or 4* paper as lead author per year' (College Plan 2016). This leads on to the second subtheme discussing working as a researcher to develop the profession.

Subtheme: Development of the Profession – Clinical academic physiotherapists

Roberta is unique in this group of participants in her desire to support the development of 'clinical academic physiotherapists' within the clinical field. Roberta describes the importance of this in her interview.

'I felt quite strongly that therapists should have a similar career option, as medical doctors, in terms of that fact that why should you have to remove yourself from clinical to become an academic. I want that joint feeding into practice and back into academia, and being connected to the clinical world.'

Roberta also highlights shortcomings in the thinking and limitations in the developmental pathway to becoming a 'clinical academic physiotherapist'.

'I think clinicians have a very tough time trying to find time to engage with thinking. I think as a profession we're too quick to give up our time. Doctors have protected sessions for research – why do we think that we are not worthy of that? So I think we've got a lot to answer for ourselves as a profession. Because physiotherapy isn't perceived as a profession that undertakes research in the workplace generally – is how I see it.'

Roberta's commitment to the development of clinical physiotherapists is a key strategy in helping to develop a research pathway within the profession. This includes development of larger clinical studies and collaboration with academics at the University. Determining the most effective clinical interventions (through research) potentially provides a significant social and economic benefit, reflecting the subtheme of 'Global Reach' (Strategic Plan 2013). The collaborative nature of Roberta's work here also reflects the ethos of the College Plan (2016).

Subtheme: Credibility – Authenticity within the University

In this subtheme Roberta describes limits in the authenticity of the University in their commitment to engaging with and employing developing academics in the professional occupational field. She feels this reflects the lack of understanding of physiotherapy as a profession and lack of appreciation and acknowledgement of the value of clinical and professional skills within this academic context.

'I think [the University] wants to really be a leading edge research uni[versity], [it] makes it incredibly hard to get promoted, you know the expectations are very high. So I think they have missed out on employing some very good people because they haven't quite met that academic profile. So I think they've not really quite grasped our profession.'

Roberta also discussed challenges posed within the department in respect of the 'value' and credibility of research. Interpretation of these measures seems largely to be based on methodology.

'You know I feel that qualitative research is not respected in the same way as quant[itative], and if you're a quantitative researcher then you know you must be better than the qualitative researchers. So I feel that we're developing a research culture, but I feel that only some voices are heard and others are just muffled and not listened to at all.'

For Roberta, this fixed focus to specific research methodology is unrealistic and she cautions against the development of physiotherapy as a profession losing itself in research findings and rejecting valuable research work on this basis.

'I think sometimes we need to have a slightly more pragmatic approach, whilst more rigorous investigation is done. You know because we don't know the answers to lots of things, so how can we say it's rubbish?'

Identity as a Teacher

Subtheme: Professional Requirement – developed from a clinical position

Roberta describes an initial attraction to teaching as a profession as part of her work as a clinical physiotherapist.

'I'd always had an interest in teaching [and I] also knew that I did enjoy teaching. Because I'd continued to teach ... I used to teach on National courses and all sorts of things when I was a clinician, so I enjoyed that aspect of things.'

Roberta's teaching work within the University continues but Roberta emphasised that the teaching must be 'useful' in terms of her research work. Teaching commitments also have the ability to compromise precious research time.

'[Basic science] has got no interest for me in terms of research, it doesn't build ... I see the fact that if I'm having to put so much time and effort into a teaching commitment I'd like it to be something that would also inform my research if possible.'

Roberta recognises the significance of excellence in teaching but feels the focus of 'education' should lie elsewhere.

'I think it would be great to have people with a real educational interest, research interest in education, because actually then I can learn from them how to make my teaching better, but still have my focus on research ... but I still want to be a good teacher.'

Identity as a Clinical Physiotherapist

Subtheme: As a researcher-synergy with a clinical identity

Roberta discusses the typology of 'Clinical Physiotherapist' in the context of creating a synthesis of clinical and academic practice. Roberta started her PhD while working as a clinician and regards this as an essential development in the profession of physiotherapy.

'There are more people with PhDs in practice because of these clinical academic training fellowship type things, so I think they're very positive. But I think as a profession we need to continue to be able to create pathways where we can have shared academic and clinical roles.'

Subtheme: Credibility – currency as a clinician

Roberta was also keen to describe the importance of working as a 'credible' physiotherapist including active involvement in clinical work.

'I always thought that actually to have any credibility I needed to have my hands being dirtied and I really enjoyed it.'

'I don't know why I should be bothered, but yes ... so I do identify myself as a physiotherapist. So I suppose if I was to meet you for the first time I would probably say that I was a physiotherapist first and then it might come out second about the fact that I work in a university as a lecturer researcher, but I had a very long career in the NHS first.'

From this quotation, it could be suggested that Roberta views her clinical history and experience as fundamental to her identity as an academic in that she can understand the profession, has a strong connection to her subject area and is 'authentic' as she has experienced this work.

6.3.2 Repertory Grid Data

Following PCA of Roberta's data, three clusters of constructs were strongly correlated with each other. These are presented in Table 6.2.

Table 6.2. Roberta Rotated Component Matrix (Varimax)

	Component		
	My academic self framed by professional values	Focussed work	Not part of me
Duty of care	.978		
Knowledge generation	.922		
Care of students	.903		
Integral link	.884		.303
Delivery of research	-.773	-.478	.352
Necessary	.695	.486	.447
Supporting students	.670		.612
Needed		.926	
Limited relationship with students	.589	.738	
Career focus	.645	.699	
Requirement			.955

The PCA with varimax rotation revealed Roberta's 11 constructs are distributed across three components giving a total of 93.023% of variance. (This is evident on her scree plot in Appendix K). There is a more significant loading of constructs onto the first component which is more strongly expressed through the findings. Each component has been ascribed a label based on the subjective discussion of the constructs (process analysis of constructs attributed to the *Emergent Pole*) during the Repertory Grid interview with Roberta (Appendix K). Element analysis of the repertory grid is presented in Table 6.3. supporting interpretation of Roberta's RG data and the relationship between identities and her Ideal Self. Within this table it is evident that the smallest numerical ranking has been applied to the identity of physiotherapist (9) with a shared ranked value for three subsequent identities (Lecturer, Researcher, Administrator (14)) and the identity of Teacher at 25, the outer range of Roberta's rankings, confirming her discussion in her initial interview about the rejection of this identity.

Table 6.3. Repertory Grid Element Analysis - Roberta

	Lecturer	Pastoral Role	Teacher	Physiotherapist	Researcher	Administrator	Ideal Self
Lecturer	X	8	37	7	6	13	14
Pastoral Role	8	X	31	11	11	12	18
Teacher	37	31	X	30	37	29	25
Physiotherapist	7	11	30	X	11	11	9
Researcher	6	11	37	11	X	16	14
Administrator	13	12	29	11	16	X	14
Ideal Self	14	18	25	9	14	14	X

Component One – ‘My academic self framed by professional values’

The first component encompasses Roberta’s articulation of her academic work as a Lecturer and Researcher as research-based, thinking and learning work. The element analysis revealed that constructs with a positive correlation within this component include identities of Researcher, Lecturer and Administrator suggesting alignment of her description of her preferred identity (within the semi-structured interview) with her RG and interview data reflecting Roberta’s identity founded in an academic frame. Within her process analysis of these constructs, Roberta describes a ‘duty of care’, empathetic and compassionate role in the management and care of her students and research participants. However, her element analysis highlights a more distant ranking of her identity of ‘pastoral role’ (18) suggesting that the most significant influence in this component is her academic identity.

Component Two – ‘Focused work’

In this component Roberta describes her work as a researcher driving her towards her Ideal Self. This component presents a particularly interesting interpretation against her presentation of a ‘jack of all trades’ in her interview, undertaking and committed to teaching, research and clinical work. Here, Roberta’s data highlights the reality of not being able to maintain a consistent effort across all domains. This is confirmed by the examination of her element analysis for constructs with positive correlations within this component dominated by the identity of Researcher.

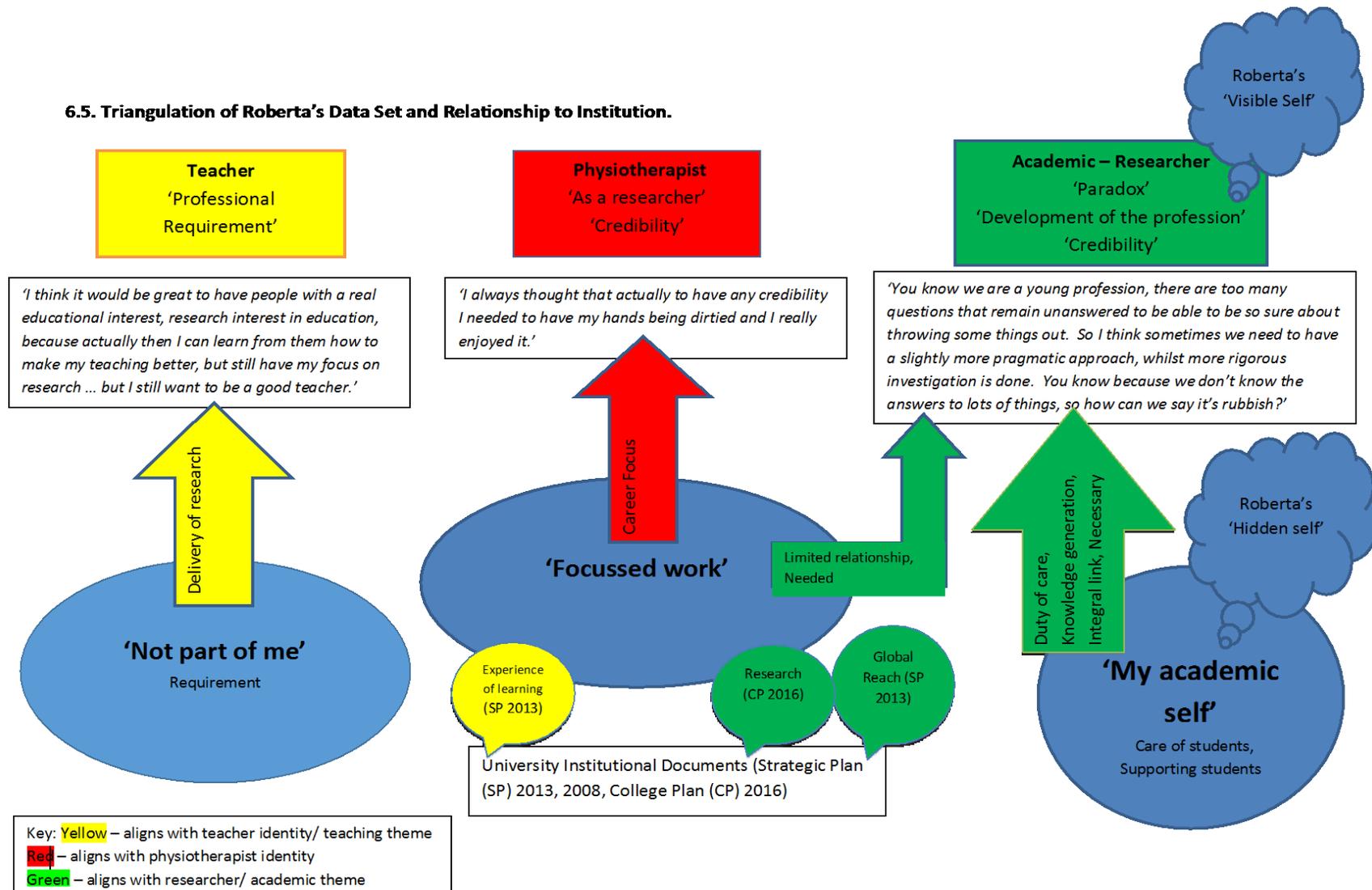
Component Three – ‘Not part of me’

The third component reflects aspects of Roberta’s contractual requirements that she least identifies with. Primarily, this includes the explicitly rejected identity of ‘Teacher’ while acknowledging that this is a small part of her work as a Lecturer. Roberta acknowledges the need to provide a level of pastoral care as part of her work at the University but this brings into play the requirement for administration which is a barrier to reaching her ‘Ideal Self’.

6.4. Summary

In the context of Kelly's Personal Construct Theory (Kelly, 1991), Roberta's superordinate theme is evidenced in the '*my academic self framed by professional values*' about her academic work in the context of thinking and learning: this reflects her strong academic focus and identity. Roberta has uniquely devoted a consistent portion of her time to supporting her clinical colleagues in the pursuit of an academic clinical career pathway and her element analysis suggests that the identity of physiotherapist remains the most closely aligned with her Ideal Self. Her superordinate theme has therefore been identified as a collaborator, working to develop academic knowledge within a collaborative frame. Through this, it seems that Roberta's clinical identity is retained through the strong professional values that remain connected to her approach to research. This fundamental drive to develop clinicians in practice and create an on-going synergy between the clinical and academic identity is unique to Roberta and she is driven to plough a furrow that may not align fully with the institutional narrative.

6.5. Triangulation of Roberta's Data Set and Relationship to Institution.



6.6. Emma: Extrinsically driven academic

Emma started her academic career as a Lecturer-Practitioner and this is the only academic department in which Emma has been employed. She recently completed her PhD and while she would like to spend an equal 'split' of her time in research, she describes feeling significantly constrained by her large administrative role.

Emma described significant changes in Institutional expectations from joining the physiotherapy programme in the early 1990s to moving into a full-time Lecturer position in the early 2000s coinciding with the establishment of the BSc Physiotherapy degree programme in the early 1990s.

6.6.1. Interview Data

Identity as an Academic-Researcher

Within the typology of '*Academic- Researcher*' four subthemes have been developed these are largely situated around specific measurable outputs. The first and most significant output for Emma was her PhD.

Subtheme: Credibility - constructing an identity as an academic-researcher

Construction of her identity as an academic-researcher was initially discussed in relation to demonstrating credibility. This was driven by her belief that completing a PhD would be a point of legitimisation within the University.

'I just had a feeling that if you didn't have those kind of credentials in a university setting you wouldn't really be viewed as a fully legitimate member of staff.'

In this quotation, Emma is describing her extrinsic motivation to complete a PhD and her desire to meet the explicit goals articulated by the University. Emma felt that moving into an academic position from a professional background could present a number of limitations to progression as a researcher. This is discussed in the second subtheme '*professional factors*'.

Subtheme: Professional Factors – development as an academic from a previous career pathway

For Emma, later entry into a ‘full’ academic position (and the attainment of her PhD) was acknowledged as a challenge in terms of career opportunities and ability to progress in comparison to academic peers working in more ‘traditional’ academic subjects.

‘Most academics outside of physio[therapy] who have a professional qualification first do their PhDs in their 20s. Whereas from personal experience, you work for 10 years or so in your profession, then you do your Master’s, then you do your PhD, and by that time your job is cluttered with all the other stuff that comes from having worked as an academic, kind of, for a long period of time.’

The *changing expectations* of the University in relation to developing as an academic researcher are captured in the third subtheme.

Subtheme: Changing expectations – the changing landscape of an academic career

Emma described the requirement to undertake a PhD as she moved into a full-time University position as *‘not explicit, but an expectation’*. The changing landscape that Emma was working within was expressed as a further driver for Emma to complete her PhD motivated by a feeling of potentially being *‘left behind’*.

‘It felt to me like the bar was getting higher and higher and higher, and that if you didn’t achieve each subsequent level then there’d be a feeling that you’re getting left behind. And left behind in the sense of not maybe having access to the more interesting work I think.’

The self-awareness that Emma demonstrated in relation to constructing her identity as an academic researcher within the department spilled over into her development and support of students. This is explored in the final subtheme within this typology.

Subtheme: Development of the Profession – engaging students in critical thinking

For Emma, the main strength of physiotherapy education being delivered within a University is the exposure of students to ‘higher level thinking’, specifically, to critically question their learning in both an academic and clinical context. Emma compares this favourably to her own pre-registration training that she characterised as ‘an apprenticeship’.

‘For the students it’s the research, the evidence base, without losing sight of the clinical handling skills, which is really important. And for the students to spend time in an environment where it’s normal to question things and to critically engage in issues ...to be exposed to that kind of culture. I think if we produce physio[therapy] graduates who can think for themselves, engage in critical thinking, then we’ve done a good job.’

From our discussion, Emma has constructed an identity as an academic-researcher grounded in a specific research training which has equipped her with a level of expertise within the division. This commitment to research and development of critical thinking and questioning underpinned her commitment to educate her students through their development of a critical lens to question findings and practice within the profession. In the completion of her PhD, Emma delivered her clinical research to national and international audiences reflecting the subthemes of both ‘Global Reach’ and ‘Research Culture’ in the Strategic Plan (2013). Engendering a research culture in the education of the pre-registration students also provides opportunity to develop academic physiotherapists of the future reflecting the University desire to continue to ‘attract, develop and retain’ academic staff of the future.

Identity as a Teacher

Emma queried whether she was ‘academic enough’ for a career in the University department and soon after moving into the Lecturer-Practitioner position she completed a single Master’s module to ‘test the water’. She described her teaching

work as 'obligatory' and something she prioritises reflecting the significance she places on being an effective teacher.

Subtheme: Institutional Influences - recognition of teaching by the University

Emma described the division as credited by students and the University for student satisfaction, particularly teaching excellence.

'We perform extraordinarily well on the NSS, and the University takes that into consideration. What seems to already be slightly moderating that view perhaps bringing the University back from an extreme position with respect to research, towards a bit more of a middle ground, are things like the NSS.'

Despite this acknowledgement from the University, Emma is guarded about the overall utility and benefit afforded to the department by an excellent NSS score. She described the University as 'business-like' in its use of this data.

'The University will strive to be ranked as high as possible, because that will bring in the high level students – high level students will generate ... well bottom line – will generate income.'

Despite this, Emma continues to question the intrinsic value placed on expertise in teaching by the University.

'With a view to [the University] becoming research-led, research-driven, there is an underlying rhetoric that suggests equal weight to learning and teaching, but I'm not convinced that having expertise in learning and teaching will carry as much weight as being an expert researcher.'

From this quotation, Emma, in similarity to Roberta, believes that working to develop a primary teaching identity provides less reward within the Institution and an awareness of hierarchy with some perceptions of reduced status associated with particular activities.

Identity as a Clinical Physiotherapist

Subtheme: Gateway to Academia – transitioning from a clinical position

Emma's discussion about her identity as a clinical physiotherapist is linked to her entry into academic work. At a mid-point in her clinical experience, she spent some time reflecting on her decision to move away from the position of clinical physiotherapist to meet an ambition.

'So there was definitely something saying I wanted to do my Master's at that point. I think having been in practice for what, eight years nearly by then and not having a BSc, not having any training really in research and evidence based practice, I think I was certainly more than ready to do my Master's and get a better understanding.'

Emma described her move from a clinical to University position as an unfamiliar world and one where she initially retained the identity of 'physiotherapist'. The retention of this identity reflects Emma's viewpoint of her training as an apprenticeship and suggests that she found herself in somewhat unfamiliar territory.

'I think coming in as a physio[therapist] and not as an academic I didn't feel I fitted into the university at all actually ... I didn't even have an induction as far as I remember, so I never got introduced to university hierarchies, procedures, the organisation – none of that ... and having never been to university, it was all a bit unfamiliar.'

Reflecting on her early clinical career, Emma described a lack of evidence base and a sclerotic approach to practice. Her desire to develop research, evidence and encourage critical discussion amongst physiotherapy students reflects her concern for the survival of the physiotherapy profession.

'I think when I qualified it felt ... perhaps that ... you know it was a bit sclerotic really – if I was doing what my senior did, who was doing what her senior did, who was doing what her senior did – where on earth were we going?'

Subtheme: Collaboration – commitment within the team

In *gateway to academia*, Emma acknowledged limitations in her pre-qualifying physiotherapy education. She also described strengths of this training and talked about key factors creating a bond amongst her colleagues, strengthening the team as physiotherapists.

'We've all come into physio[therapy] because we're driven by wanting to help and support people, and have a profession of some sort. And in that way we must be similar people in that way, and I think that professionalisation means that often, despite our differences perhaps, we end up working well together because we are fairly like-minded in where we're coming from, even though perhaps we don't even consider ourselves physios in the fullest sense anymore.'

In this quotation, Emma suggests that the professional values garnered as a physiotherapist, leave an implicit residual way of being which remains despite a change in role and context. The professionalisation described by Emma suggests a primary driver of support and development of students which may naturally lead to prioritisation of students needs (for example through teaching and tutorial support) before individual pursuit of research activity. It is evident that Emma explored the importance of her clinical training as a mechanism for maintaining a solid base to develop herself as an academic and her students.

6.6.2. Repertory Grid Data

Emma's repertory grid data is initially presented following PCA with varimax rotation on 12 constructs and the weighting of constructs onto components is presented in table 6.4.

Table 6.4. Emma Rotated component matrix (Varimax)

	Component		
	Professional Values	Mechanics	Researcher as part of identity
Developing others	.886		
Significant work	.882		
Focus on practice	.857		
Institutional value	-.811	.438	
Collaborative Work	.796	.424	.338
Integrated work	-.673	.434	
Key University Roles		.936	
Administrative		.914	
Direct responsibility		.784	.349
Rewarding and fulfilling			.957
Ideal Job	-.613		.763
Bound by Institution			

An eigenvalue over Kaiser’s criterion of 1 was identified for factors accounting for 90.835% of the data. The scree plot (Appendix L) shows the inflexion point at the fourth component. The first three components account for 77.8% of the variance in data and these are explored in detail below. In similarity with other participants repertory grid data, each component has been ascribed a label reflecting the subjective discussion in development of constructs at the emergent pole.

Table 6.5. Repertory Grid Element Analysis Emma

	Lecturer	Pastoral Role	Teacher	Physiotherapist	Researcher	Administrator	Ideal Self
Lecturer	X	18	19	19	25	17	15
Pastoral Role	18	X	15	19	27	16	13
Teacher	19	15	X	16	26	18	16
Physiotherapist	19	19	16	X	24	16	20
Researcher	25	27	26	24	X	22	14
Administrator	17	16	18	16	22	X	16
Ideal Self	15	13	16	20	14	16	X

Component One – Professional Values

This component reflects the strong professional values held by Emma, specifically a transfer of her nurturing and collaborative side that self - elected her to physiotherapy before being transferred to students. During the development of constructs within this component, Emma described enjoyment in the cultivation of physiotherapy students by supporting navigation of personal or academic obstacles. Element analysis of Emma's repertory grid reveals the pastoral role to be the closest ranked identity to her Ideal Self (13) and is part of two paired constructs with a positive correlation within this component. The identities of lecturer (15) and teacher (16) also appear in the same frequency within the positive correlation for this component, therefore suggesting that Emma has developed another professional role, beyond the identity of physiotherapist, that allows her to support and develop her students in a pastoral frame.

Component Two - Mechanics

This component captured the 'mechanics' of an academic position as articulated by Emma. The constructs within this component related to the requirement to have a good solid administrative base to support effective pastoral care and delivery of the work of a lecturer, described as the 'bread and butter' of her day to day work. Within this Emma discussed the work of a lecturer as more than being in a classroom, but having a significant role to play in pastoral care of the students. This is reflected in the element analysis of identities within this component with pastoral role, lecturer and administrator comprising constructs within this component.

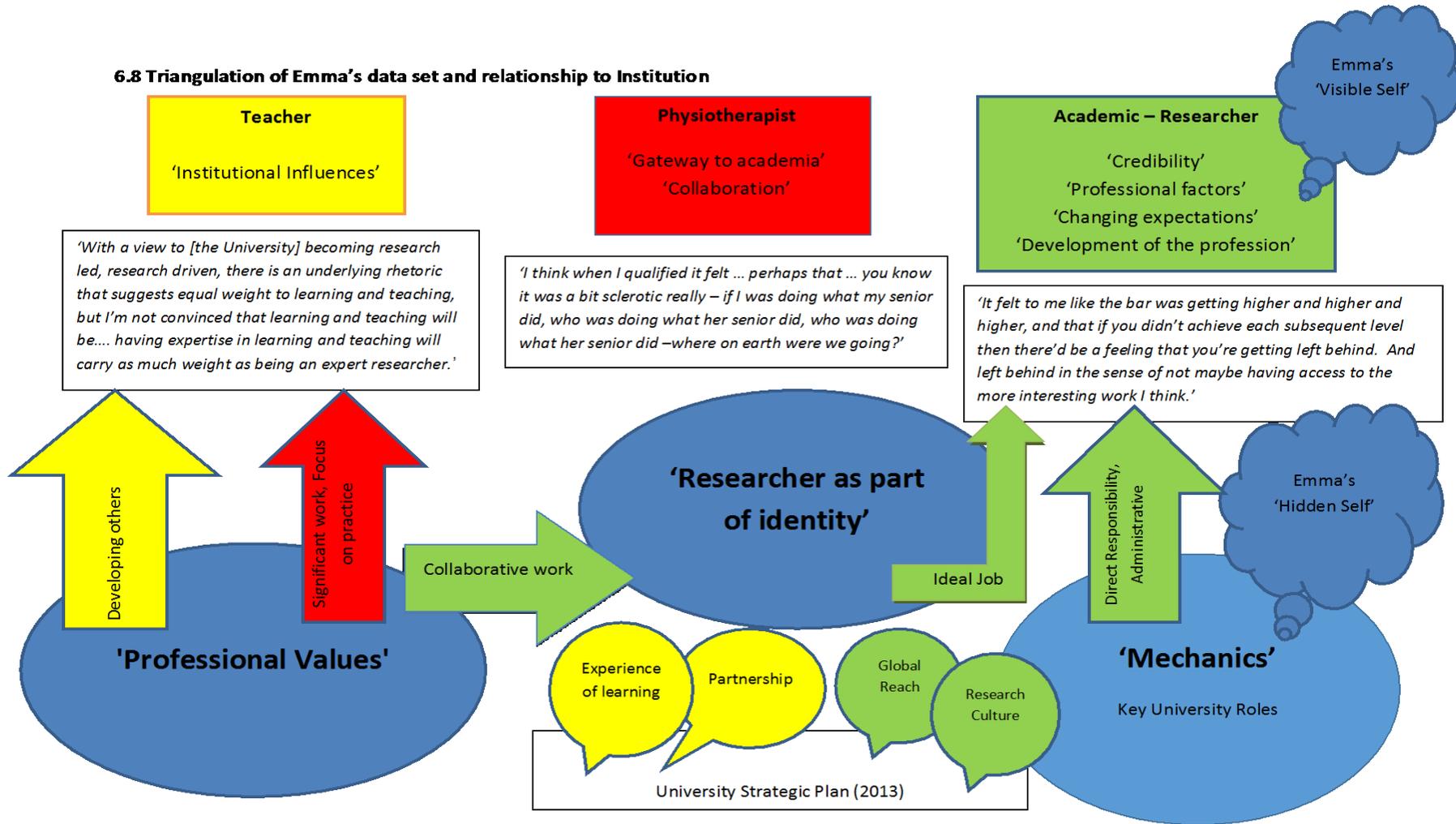
Component Three – Researcher as part of identity

The final component reflects Emma's desire to focus on research, ideally as 50% of her job. She described helping people through very difficult times as very rewarding and fulfilling work and this was reflected in her PhD research. This suggests a convergence between her pastoral instincts, expressed through her research work demonstrating an ability to integrate different identities automatically. The element analysis revealed components dominated by the identities of Pastoral Role and Lecturer, with an on-going thread of strong pastoral support throughout her work.

6.7. Summary

Analysis of Emma's repertory grid data revealed a superordinate construct (Kelly, 1955, 1991) of developing others from a personal and professional dimension. In this Emma uses her academic skills and knowledge coupled with her empathetic personal qualities to support students in their holistic development as physiotherapists.

6.8 Triangulation of Emma's data set and relationship to Institution



Key: Yellow – aligns with teacher identity / teaching theme
Red – aligns with physiotherapist identity
Green – aligns with academic/ researcher identity / theme

6.9. Kate: Intrinsically motivated academic

Kate is an experienced academic and joined the physiotherapy department as a PhD student. Kate did not view her PhD as a move into academia, but to answer a question that had *'really been bugging me'* following completion of her Master's degree and International clinical work. Her intrinsic motivation towards academic study reflected her curiosity about the wider world and she looks for research that allows her to *'participate meaningfully in the world'*. Kate articulates her entry into the academic department as fortuitous, describing herself as a member of a highly collegial team.

6.9.1. Interview Data

Identity as a Teacher

Kate characterised a significant part of her 'teaching work' as going beyond a contracted role to assist and provide pastoral support to students. She describes a very serious commitment to the development of physiotherapy students through teaching and this is aligned to the professional responsibility she feels in her work to develop the new generation of physiotherapists. This commitment also reflects the University Strategic Plan (2013) *'The University provides an inspirational educational experience, instilling academic knowledge, independent learning and soft skills for employment'* (Pg. 5).

'We have a professional responsibility for them to be the best physiotherapists that we can make them ... that we can help them be. And I think that's kind of an underlying little thing that grumbles around, which just means that that none of us are half baked in what we do – we're not half baked in our teaching and we listen.'

Subtheme: Teaching gofer – going backwards to move forwards

On an individual level, Kate described her struggle moving from an experienced and respected clinical position into an academic world. She described herself as spending the first four years within the department as *'a member, in part'*. In this quotation, Kate discusses her initial feelings as she worked alongside the physiotherapy academic staff as a PhD student.

'You've gone from a position where you've got a certain amount of clinical expertise, certain amount of responsibility, certain amount of management experience everything else ... and you suddenly become the nobody ... the nobody, literally the nobody, you're the teaching gofer – you come in, you teach, you go out and do your research.'

This quotation captures a position of having to go backwards to move forwards. Whilst Kate found a lack of recognition within the University department challenging, this was, to her, inevitable in a University where the specific clinical and teaching focus is diminishing in value. The impact of this for a professional occupational programme is a point of concern for Kate and raises a key question. Is it the clinical experience or the key professional values or ways of working that these individuals implicitly bring forward that makes the difference?

'I mean the members of staff who have been around a long time in education, been a long time in clinical practice, whose focus is absolutely the student and teaching ... and who have resisted for one reason or another, to mess up their commitment by heavy research responsibilities. Some will see that as an advantage at the point that they retire – I suspect it will have a massive implication that we don't know yet. We will have more and more staff who are teaching, who have spent very little time out in clinical practice.'

Kate suggests that an underpinning knowledge of clinical physiotherapy is advantageous in academic staff as it enables them to understand the 'job' of developing student physiotherapists. From this, Kate's assertion is that academic staff who have experience in the clinical environment are more likely to have a greater student focus and prioritise teaching rather than their research commitments.

Subtheme: Creating room for non-researching colleagues

Kate described teaching being viewed as less 'significant' in the department in comparison to research. She quantified this with a discussion of the monthly meeting dedicated to research.

'We don't have a teaching meeting where we talk about good teaching practice, those things are captured within the division meeting which is once every three months and has always got a myriad of other things in it. So yeah, how would that not implicitly say something to people in the team who are not research active? – I think it's there... implicitly it's shouting out credibility in my view.'

From Kate's perspective, as for her colleagues, Roberta and Emma, there is a 'mismatch' between expectations of teaching (articulated in contracts and at an Institutional level) and subjective value applied to teaching within the division. Therefore, whilst Kate is aligning her work in the classroom closely with the Strategic Plan (2013) in 'experience of learning', she is driven by a personal desire to develop students through her teaching rather than attainment of an Institutional measure.

Identity as a Clinical Physiotherapist

Subtheme: Synthesis of Clinical and Academic Work

Kate's development of an academic career is strongly embedded in her clinical work as a physiotherapist. She described a 'meteoric rise' through her clinical positions, culminating in a very senior clinical position. Following time working for an International organisation, Kate initially left clinical practice to pursue her PhD and she gave a personal account of a specific critical incident in her International clinical work which became the turning point in her career.

'So she [the patient] had literally six, seven, fractures of one leg and she was being treated every other day by a traditional bone healer. I spent a lot of time with her and a lot of time watching her treatments, and I was completely and utterly bemused initially by why she would go through this when in fact there was an array of

international surgeons sitting down the road who would do the surgery free of charge and just get her up on her feet and back into life.'

Kate's experience led her to question the underlying culture and context of what was happening within this environment. These discussions propelled Kate towards further academic study and subsequently an academic pathway.

'My bemusement led to me asking lots of questions and trying to understand what was going on for her to make this decision, and working with my colleagues who were equally bemused – for us all to unpick that. And it just led to all sorts of insights, it reignited my theoretical stuff that I've done in my Master's about all these different influences...and so I think that was a real push button for me to want to study again, want to explore again.'

The construction of her identity embedded in a rich clinical experience and her desire to understand and collaborate with her colleagues to develop her knowledge reflects symmetry amongst her departmental colleagues.

'It links with your experience of being a clinician I think, you know that just ... for most of us ... maybe not all, but for most of us I think it really hurts us when students don't do the best they can, you know we find ways to try and engage them more. I think what we care about most, what we believe in most, is actually who's walking out this door as a physio.'

In this, it is impossible to disassociate Kate's academic pathway from her clinical self. For her, being a clinical physiotherapist prior to entering the University and working alongside other academic staff who have undergone a similar pathway, has embodied an 'essence of physiotherapy' within the department.

Identity as a Researcher - Academic

Kate did not associate her PhD with an academic career; this came later and was 'fortuitous' in the sense that it coincided with the completion of her PhD. In discussing her construction of an identity as a researcher and academic, Kate enacted the negotiation of her new identity as she entered the University. Kate's 'starting point' as a PhD student within the department was viewed as lacking in credibility in comparison to the permanent academic staff.

'I think one of the things about coming into academia when you've been a clinician ... particularly the route that I did where I was a [PhD] student ... is you are absolutely at the bottom of the heap.'

Kate's discussion of the importance of a clinical experience prior to joining an academic team has been previously considered, but within the department and University. Kate acknowledged a number of specific barriers to the development of an academic identity.

Subtheme: Negotiation – positioning as a new academic

As a 'new academic', Kate cited challenges in negotiating her position within the department. Primarily, the expectations of the University and department were described as explicit but also 'unrealistic'.

'I have these contractual obligations, which are reinforced in the appraisal, and they will be around getting external grants, and also publication at certain impact factor journals...they're absolutely part of my contract, and the department is at one level quite ambitious slash totally unrealistic.'

One of the barriers to full engagement with a research culture in the department was a lack of collaboration and support in developing a research and academic pathway within the department. Kate verbalised this as a conundrum, with only a few academic staff successfully negotiating their place as a researcher.

'I think we have a unique problem within our school. Nurturing is not replicated within the school itself in the same way, and the support mechanisms are not there which does make it very hard. And so on one side you've got this ambition that's driving you, which is quite inspirational and is clear, you know - you can't get promotion without doing those ticking boxes, but on the other side, the mechanisms of how you do that and how you actually start on that train ...'

In her words Kate had '*wonderful dreams*' of developing international research collaborations following her PhD. Within the department, alongside the accessibility to research groups and lack of opportunity, Kate also talked about challenges of 'capacity'; not able to take time away from the physiotherapy department (the 'day job') to collect data, unless in receipt of a significant grant. Therefore, despite working in a department where there is a high level of collaboration and fundamentally 'the team works', Kate has also experienced very significant barriers to effectively accessing and developing her research skills potentially inhibiting her construction of a full identity as a researcher and academic.

Despite these challenges, in the context of the University Kate actively works within the *Research Culture* described in the 2013 Strategic Plan.

6.9.2. Repertory Grid Data

The PCA modelling extracted a single component therefore it has not been possible to use orthogonal rotation on Kate's data. One component has an eigenvalue of > 1 (Kaiser criterion) which accounts for 76.540% of variance in Kate's data set. The scree plot (Appendix M) reflects this. During Kate's Repertory Grid Interview all twelve triadic combinations were completed by Kate, but due to a single weighting being applied (all identities ranked at either the emergent or implicit pole) for three constructs in the Repertory Grid, the PCA was unable to distinguish and analyse this data and therefore a total of nine constructs are included in the PCA model.

Without varimax rotation a significant number of variations will be captured by the first factor. However, reflecting on the small amount of valid data following the PCA

and subsequent eigenvalue, it is appropriate to draw some initial conclusions from the single component, this is presented in *Table 6.6*. Element analysis is presented in *Table 6.7*. and is used as a point of triangulation in the discussion of Kate’s RG data.

Table 6.6. Kate Component Matrix Table (PCA)

	Component
	The Invisible Self
Complex relationship	.947
Engagement with people	.930
Collaborative working	.928
Discussion	.917
Visible outputs	-.864
Knowledge	.852
Individual work	-.850
Sharing of ideas	.812
Practice based	.756

Table 6.7. Repertory Grid Element Analysis Kate

	Lecturer	Pastoral Role	Teacher	Physiotherapist	Researcher	Administrator	Ideal Self
Lecturer	X	11	5	5	9	11	2
Pastoral Role	11	X	8	8	20	22	11
Teacher	5	8	X	6	12	14	3
Physiotherapist	5	8	6	X	12	14	5
Researcher	9	20	12	12	X	4	9
Administrator	11	22	14	14	4	X	11
Ideal Self	2	11	3	5	9	11	X

The following narrative presents the relationship between the constructs represented by positive and negative correlations for Kate's single component.

Component One – The Invisible Self

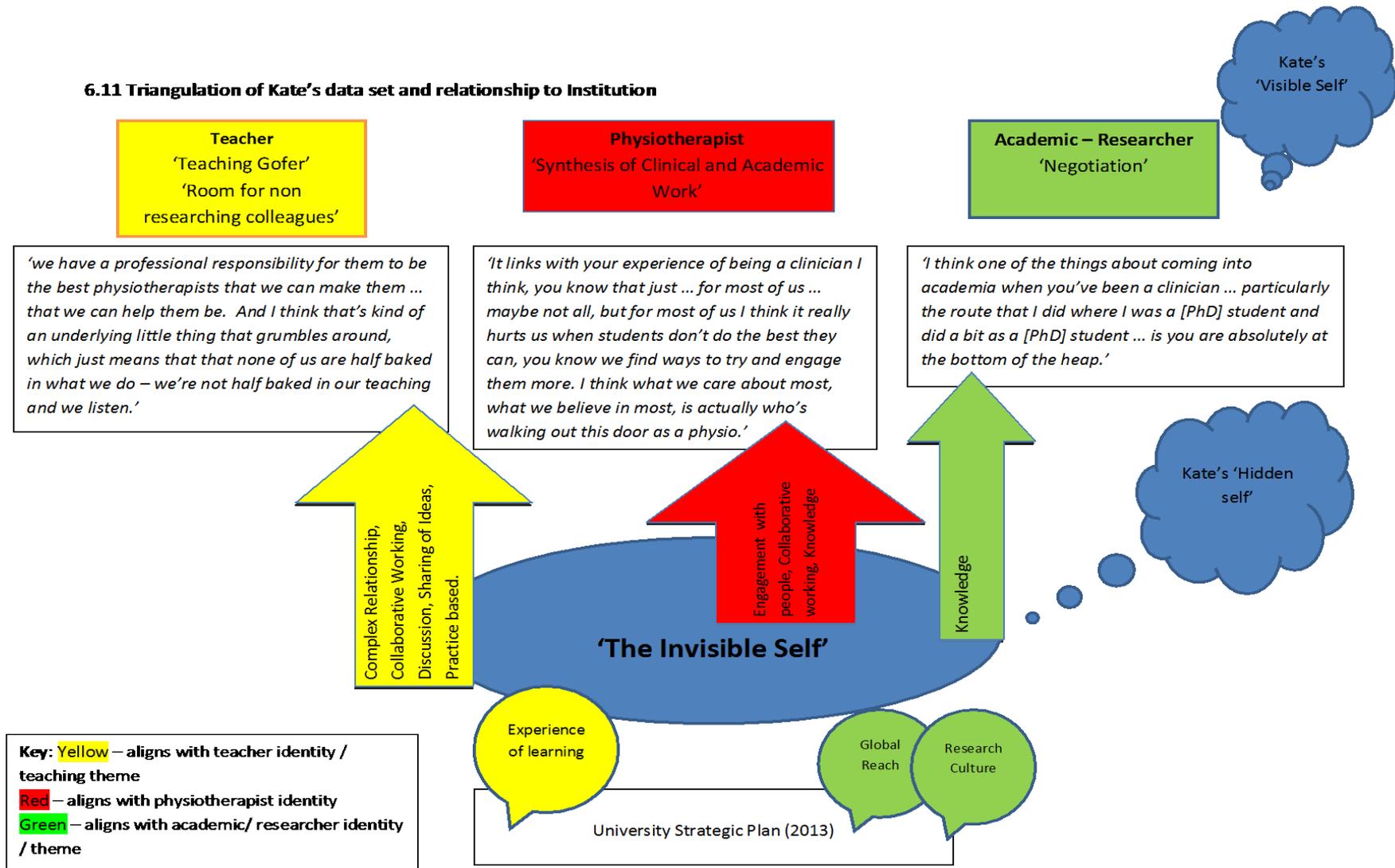
The strong positive correlations on this component encompass two key characteristics for Kate. The first captures a number of constructs that emphasise engagement with people and working based on collaboration. For Kate, teaching is a *'two way street'*, a collaborative relationship with students and openness. Engagement with people is for Kate *'essential for usefulness'*. In this, Kate describes provision of pastoral support for her students delivered from a position of understanding. The second characteristic is the requirement for a high level of knowledge and experience to be effective in a teaching and pastoral role. These roles, for Kate, mutually inform each other and suggest an identity that has well integrated professional and academic dimensions. Following examination of Kate's element analysis, identities of Lecturer (2), Teacher (3), Physiotherapist (5) are most closely ranked to the Ideal Self. The identity of Pastoral role is ranked at the outer range from her Ideal Self at 11. This therefore suggests that while Kate works in a highly collaborative way with her students and provides time and support in the development of her students outside the classroom, her identity is based on the work she does as a teacher and lecturer rather than holding a primary pastoral focus in her work. Therefore she has assimilated the identities of her academic work ahead of her pastoral commitments to her students.

The juxtaposition in this component is formed by two strong negative correlations which concern Kate's *'visible'* roles, for example aspects of her work against which she is professionally *'rated'* to measure effectiveness in role. In this component, the emphasis is firmly placed on Kate's desire to create a professional identity embedded in a collaborative frame for herself and her students. Much of this work is *'unseen'* and unmeasured.

6.10. Summary

Poor levels of congruency in the correlation coefficients produced from Kate's PCA prevented the application of orthogonal (varimax) rotation and a more equalised loading of components. Conclusions from Kate's PCA are thereby drawn with caution. From this data it is seen that Kate's superordinate theme is collaboration within teaching (Kelly 1955, 1991). This overarching theme supports an emerging theory about the core professional values and identity remaining as Kate adapts and evolves to new roles within a non-clinical context.

6.11 Triangulation of Kate's data set and relationship to Institution



6.12. Christine: A static academic

Christine joined the academic staff before the physiotherapy team was relocated into the main university campus. She completed her physiotherapy training within a hospital school and went on to become one of the first physiotherapists in England to complete a Master's degree. She is unique in the participants at this Institution in her reluctance to engage with research as part of her work and does not subscribe to the identity of an 'academic - researcher'. Christine does express a level of dissatisfaction within the department and her construction of identity is underpinned by a teaching focus. Christine declined to participate in the Repertory Grid data collection so the findings from her semi-structured interview are presented here.

6.12.1. Interview Data

Identity as a 'Teacher'

Christine's construction of her identity as a teacher working within the physiotherapy department at the Institute and later the University was described as developing across two lines. Initially, Christine described constructing her identity as a viable intellectually capable physiotherapist sufficient to '*jump through the hoops*' needed to enrol onto a Master's programme as she does not hold a BSc. Throughout the interview, Christine describes her desire to '*give teaching a try*', but in her early career, this was not something that Christine had envisaged as a career pathway. Once employed as a member of the academic team at the Institute, the second more challenging construction was to negotiate her position within a changing department, particularly the transition of the Physiotherapy programme from the Institute to the University.

Subtheme: Entering the academic environment

Christine spent a year completing a higher degree-qualifying course to gain entry to a Master's programme. This was, in her words because,

'I think it was felt at the time that physiotherapists were not very clever. They [medical academics] assumed that we didn't have the academic ability ... any academic ability. And of course we couldn't say 'Oh but I've got a bloody degree' because we were never awarded a degree ... and so it was really to prove our academic ability.'

This quotation suggests a notion of inferiority to the hegemony of medicine, and whilst the influence and the early development of the profession were directed under the auspices of the medical profession, contemporary practice roles promote collaboration and partnership. It is a risk that Christine's old practices and beliefs are being brought forward from a generation we've come from, rather than a factual description of who we are.

The significance attached to her Master's degree became explicit when Christine attended her interview.

'I got the job, you know they were looking at the time for three lecturers I think, and it was imperative that those lecturers had masters. So I think there was a relatively small pool available at the time, so they took three of us on.'

Despite the significance of this academic milestone, Christine continued to describe the identity of a teacher as synonymous with an academic position. Therefore, having equipped herself with research and critical thinking skills, she viewed her work to be fully met by her teaching work initially, and did not look to develop her identity beyond this.

'I was thinking an academic position ... and I don't think I was wrong at the time in thinking an academic position meant teaching. That was my total thinking, you know.'

Subtheme: Value and credibility within the University

Christine described a stable position within the physiotherapy department at the Institute and was comfortable in her identity as a physiotherapy teacher for the years she worked within this department. The construction of her identity as a 'teacher' underwent a significant shift when the department moved to the University campus. She felt that her credibility as an academic member of staff was called into question and she had particular concerns that her initial contract and expectations of her role were being re-negotiated within the new University department.

'I did think it was a teaching only contract, but I've subsequently been told over the years that there are expectations to do research. It was quite an unhappy time because people who wanted to teach and were happy teaching were feeling ... or made to feel quite

devalued. I was told at that time that if the University persisted in its drift towards a [research focused] university, then it would be impossible to defend my position. I was made to feel my job was sort of on the line and quite vulnerable, so from the sort of morale point of view that was sort of like.... 'Okay right, so everything I've done doesn't count, you know.'

Over the next few years, as the physiotherapy department settled into the University structure, Christine felt that a change in University focus, away from a single emphasis on research, created space to reconstruct her identity as a teaching member of staff and at a personal level, re-established her credibility. Christine discusses this in relation to some of her colleagues who have been employed on an 'Educational Lecturer' contract.

'I think to be honest if the negativity about not being involved in research had continued, it might have been an avenue I might have investigated. I feel now that we've invented this teaching-only route, so we've circumnavigated the PhD only obstacle. I think there's like a collective sigh of relief that there are more people to share responsibility, to share the workload, so that's been great.'

While Christine is open in her wish to avoid undertaking a PhD, her comments about 'shared workload' suggest that Christine's focus is strongly orientated to delivery and management of classroom content. She describes a sense of perceived responsibility, to 'keep the show on the road' thereby maintaining business continuity and a value system orientated towards the collective and towards service. This is consolidated in her description of her work at the University.

'I think I would just describe my role very simply as being a lecturer that teaches Physiotherapy. I think they [the University] wouldn't deny that our sole you know reason for being here is the education one.'

Christine's final quote in relation to her identity as a teacher provides an insight into a fixed construction of her identity, suggesting a level of resistance to the University in its right to promote multiple activities as valid parts of their portfolio. Christine's approach to teaching suggests the potential for creating an environment not based in evidence or best practice.

Her final quotation suggests Christine considers research and critical thinking as separate to learning within the classroom.

'I think it's about bringing stuff with you that's not necessarily again cutting edge or evidence based, or whatever ... because you can get that from elsewhere ... but just bringing with you stories basically, which hopefully can make some pretty poignant point that you want to make, or maybe just be entertaining, maybe be inspiring.'

Christine reflects the University Strategic Plan of 2008 in working with students to create a sense of purpose. In the use of clinical stories, she engages with students as a physiotherapist, but in her interview, the demarcation between teaching, evidence-base and research suggests that her identity as a teacher has remained fixed despite significant changes to the department and the University more broadly. Considering the physiotherapy profession specifically, Christine also contravenes the requirements of the regulatory body in her reluctance to engage with evidence-based teaching. Specifically, *'You must keep your knowledge and skills up to date and relevant to your scope of practice through continuing professional development'* (HCPC 2016:7).

Identity as a 'Clinical Physiotherapist'

Within this theme, Christine describes physiotherapy as a culture and in the context of retaining credibility within the classroom, a way of communicating and relating to students.

Subtheme: Physiotherapy as a culture

Christine's primary focus in the retention of her identity of a clinical physiotherapist is related to demonstrating her knowledge and experience through teaching, to support the clinical experience of students. This is something that Christine regards as a shared goal amongst her departmental colleagues.

'I mean I just think it's very obvious that we're here to do a job, and that is of teaching physiotherapy ... I think we're very goal orientated. I think underlying all that is this desire ... and I think it's quite strong ... to uphold standards within the NHS and to uphold and even increase the appreciation of Physiotherapy, recognition of Physiotherapy as a profession.'

Subtheme: Validity and credibility to students

Christine discussed her clinical experience as a mechanism to confer credibility within the classroom. From her perspective, students view staff as more credible if they have recent or current clinical experience.

'I think that they [the students] trust you more and have more faith in you if they know you're still in the clinical realm, or have recently exited the clinical realm.'

This suggests that Christine's professional identity as a clinical physiotherapist is quite 'fixed'. Rather than developing new lines of credibility through the use of evidence-based teaching (reflecting current clinical practice), she retains an earlier identity as a clinical physiotherapist.

Identity as an academic - researcher

Christine's discussion of her identity as an academic – researcher is described in terms of barriers and challenging expectations at Institutional and Departmental level.

Subtheme: Barriers to engagement with an academic identity

Christine described the ability to become an academic – researcher as 'almost impossible' due to a number of barriers to engagement with the research environment. The first was at a personal level, specifically her work: life balance.

'I don't feel that as a part timer with [administrative role], which is a huge huge responsibility ... that I actually have time to devote to research. And if I did it would be very snatch it here, snatch it there. And for me that's not a way I could do research. You know I would need to be much more consolidated in time that I had available to dedicate to it. So I'm not really prepared to try and do it in a way that's not going to work.'

Christine was in a unique position at the beginning of her academic career as one of the very few physiotherapists who held a Master's degree. Her research work was presented as a prestigious conference; *'[I presented at] the Royal Physiological Society meeting in*

Cambridge... There is an abstract out there somewhere with my name on it, and a couple of other names as well.'

However, this work and her subsequent research career didn't progress beyond this point. Christine described an early attempt to develop her research interests with others in the department but following the departure of two staff, the project didn't progress.

'We did start a project here, a few of us actually working together ... that was interesting ... I might look at it differently now to be honest, but at the time I wasn't sort of wholeheartedly sold that somebody would actually want to publish this.'

Throughout this quotation, Christine's lack of self-belief in her ability as a researcher is more prominent. The lack of progression of her research project suggests an underlying level of anxiety and links to her earlier description of a lack of academic confidence at the start of her career.

Subtheme: Expectations – changing goalposts within the department

Christine's lack of comfort with the identity of an academic-researcher is reinforced in her discussion of this position within the University and department. She feels a level of threat at not being recognised as a researcher or engaged in this process. From her viewpoint, this is not what Christine feels she subscribed to as a physiotherapy lecturer.

'What has been said? Things like 'Oh well we're all expected to do two papers a year, you know' – whatever it is, or three papers a year ... we're all expected to do research. And that's been said a number of times by ... not what I would call regular staff members, but sort of in the higher ranks of the staff, management.'

Christine discussed a level of discomfort in providing an imbalance, or increasing other colleagues' workload by not participating in research. In this quotation, she describes mixed feelings about her current position as a non-researching member of academic staff within the department.

'I think the way that it's been left for the last couple of years is that it'd be really nice if you could get involved on some level. But there's not the expectation ... or this is my understanding ... not the expectation that I'm going to lead something massive forwards. You know someone somewhere in the system's got to pick up the slack, someone's got to be producing the research in the department, and I'm a little uncomfortable sometimes.'

From her final discussion, while recognising the potential increasing workload to other staff members Christine remains ambivalent about involving herself in research activity. This may further reflect her feelings of being an outsider in an ambitious department and subsequently impact on her confidence to engage in research activity within the department.

Chapter Seven

Findings Chapter: Low Tariff Institution

7.0. Introduction

The 'Low Tariff' University is a developing Institution. The Strategic Plan (2013) emphasises improvements in quality, scope and scale of graduating students, teaching and a developing research profile. The university's ambitions are described as '*hopes and expectations*' and the desire to continue developing successful and sustainable growth for the future from a local to international level. The Physiotherapy Programme Leader describes the new physiotherapy department (subsection 7.1.2) and this gives the first insight into the uniqueness of this University programme. I was privileged to have interviewed the participants early in the delivery of this new degree programme and for several of the participants, at the inception of their academic careers. Three participants, David, Sarah and Claire joined the newly created physiotherapy division as experienced clinicians but with limited academic experience. Louise, Sarah, David and Claire form the main body of this chapter with three participants (Louise, Sarah and David) completing both data collection periods. Claire's discussion of construction of her identity is articulated through her semi-structured interview.

7.1. The Case Institution

The Low Tariff Institution originated as a Teaching College at the end of the Second World War. [REDACTED]

[REDACTED]. The College has grown from the mid 1990s and in the early 2000s was awarded full University status. Following opening of a new campus and development of Post graduate and Doctoral degrees from the 2010s the University has continued to grow and develop. The most recent QAA of the University was completed in 2011 and at this time, the University was described as, '*Committed to contributing to the skills and widening participation agendas of the region and has collaborative links with each of the further education colleges in the two counties*' (QAA

2011).

7.1.1. Institutional documentation

The Strategic Plan (2013) reflects the ambitions of the University in developing its research and knowledge transfer and reflecting on innovation in Teaching embedded in an inclusive context. Two Key Themes have been identified within the Strategic Plan, 'Political, Social and Economic Context' and 'Inclusivity'. The detail of the Strategic Plan with key themed examples (developed using Braun and Clarke 2006, 2013) is presented in Table 7.0.

The Low Tariff University does not provide specific published guidance or expectations for academic staff and it may then be assumed that the academic participants understand the Institutional expectations from their contract, during appraisal and interpretation of the University Strategic Plan. This suggests that the mission of the University is not supported with operational guidance on what this means in terms of expectations of staff. This may indicate a less mature organisation that is less clear about how to achieve its stated ambitions. Support for academic staff is articulated in the University QAA report (QAA 2011).

'Support for staff is underpinned by the University's framework for staff development which is integrated with the University's strategic plan. The framework has a comprehensive set of policies and processes for supporting academic staff. These are implemented alongside a new leadership development project and the Postgraduate Certificate in Learning and Teaching in Higher Education for new and existing staff' (QAA 2011).

Table 7.0. Key Theme and example quotations Institutional documents

Theme	Subtheme	Example quotation Strategic Plan (2013)	Discussion of quotation in relation to participant data
Political, Economic and Social Context	Impact in Society	<i>'Universities are engines of opportunity and personal transformation and play a very broad, constructive role in society.'</i>	The presentation of the University in terms of impact on society reads as an ambition of the University, rather than something it has already achieved. The language of being a <i>'successful'</i> University is something that is aspired to and in the final quotation, impact is described in local and regional terms, rather than in a global context.
	Growth through research and teaching	<i>'Successful universities will need to distinguish themselves in the market and be able to demonstrate that they are providing the first class education and career opportunities they promise. The University has long recognized this and is responding to these challenges.'</i> <i>'An Institution of which staff, students, alumni and partners and the people of the city and region are proud.'</i>	
	Inclusivity	Widening Participation	
	a) For the students and wider society	<i>'We believe that opening up access to higher education is a fundamental university objective and is one of the key contributions that the University makes to public benefit.'</i>	The new physiotherapy degree programme has a significant level of developmental input from local clinicians, service users and educationalists and the early introduction to clinical practice exposes the students to issues of social inclusion and widening participation more generally outside their classroom.

b) From the student body	<i>'The University aims to be an exemplar of how an institution of higher education can organise its activities to deliver outstanding public benefit, and to maximise opportunities to impact positively on its community, and society generally.'</i>	
Using pedagogy	<i>'We aim to select and admit highly motivated students who will benefit from the educational experience we offer, and who will go on to make a full contribution to society, inspired by commitment to the principles of social inclusion.'</i>	All participants described having to complete their PGCert as part of their probationary period and there was encouragement to observe peer practice in other academic units to develop innovation in teaching.
Knowledge Transfer	<p><i>'Our reputation is underpinned by a University culture which values students and seeks to foster inspirational teaching and passion for learning. We believe that high level scholarship and research are essential to the development of the curriculum and the improvement of pedagogical practice.'</i></p> <p><i>'Knowledge exchange is the application and exploration of research and scholarship activities in society, and includes within its scope innovation, enterprise and entrepreneurship.'</i></p> <p><i>Research of a high standard already exists in many parts of the University and we will seek to continue and extend this work. Through the further promotion of a culture which values first rate scholarship and research, the University will seek to increase the range and quality of the contribution that it makes to society and the local economy.'</i></p>	Scholarship and scholarly research were described by the participants at this site and the expectation of participants was that any research or scholarly activity was beneficial, there was no obligation to apply for grants and no one at this site was included in the REF. Lots of opportunities to become involved in research more widely were offered to participants (via email) but due to lack of experience, the focus remained on small projects and audits.

7.1.2. The Physiotherapy Programme

Physiotherapy is housed alongside other programmes in Allied Health as part of an Institute structure. With the exception of the Programme Leader (PL) most academic staff are at the inception of their academic careers and at the time of the initial data collection the first cohort of physiotherapy students had not graduated from the programme. The department is staffed by a small number of part-time and full-time Physiotherapy Lecturers, Senior Lecturers and Lecturer – Practitioners. The academic ‘entry’ requirement for all staff working across these contracts is a Master’s level qualification and all staff are employed on a contract requiring teaching, research and administrative work.

From the interview data, it will be seen that one participant (Claire) had not completed her Master’s degree at time of interview. Of note, none of the academic staff are included in the REF, neither is there a contractual requirement for them to generate income through research grants. The PL is a physiotherapist and the Head of Division (encompassing a number of healthcare subjects) is qualified in a related Allied Health field. The physiotherapy programme team deliver a three-year pre-registration BSc (Hons) degree programme to a small cohort. At time of data collection for this thesis, there were no plans to increase student numbers into the BSc physiotherapy degree programme.

7.2. The Participants

Table 7.1. Participants and Demographic Information

Participant	Demographic Information
Louise	Louise is an experienced academic and Senior Lecturer who left an established academic position at a High Tariff University to lead a new physiotherapy programme at the Low Tariff Institution. She has worked in Higher Education for over a decade and was awarded her Doctorate during the data collection period for this study, she was the first physiotherapist to be employed in this new department. Louise has been involved in the creation of a collaborative writing group with interdisciplinary colleagues where peer support and experience have been developed. This group have published a number of educational research papers including barriers to working in academia.
Sarah	Sarah moved from a successful clinical career into the University following a short experience of teaching at another University. Sarah holds a part-time academic position of Senior Lecturer. She has a teaching qualification and holds a specialist Master's degree.
David	David has retained a senior clinical position at a local hospital trust alongside a part-time position as a Senior Lecturer at the University. He has several years of experience as a Lecturer for a specialist clinical programme and has a Master's degree.
Claire	Claire is the most inexperienced member of the physiotherapy department at this University. At the time of interview she was part way through completion of her Master's degree but was also required to complete her PGCert. Claire has some previous teaching experience at another University as an Honorary Lecturer.

7.3. Louise: A collaborative academic

Louise describes the development of a new academic team and physiotherapy degree programme as receiving positive recognition both internally and externally. During her first interview she described her new academic team as *'working well together'*. Louise's discussion of her work as PL is punctuated by a commitment and motivation to support and develop her students and staff, while recognising the close input of local clinical physiotherapists in the design and on-going development of her programme.

7.3.1. Interview Data

Identity as a 'Teacher'

Within this typology, Louise discussed three strands contributing to her identity as a teacher.

Subtheme: Directing professional development as a teacher for my students

Within this subtheme, Louise discussed her own professional development as a teacher and development of students on her programme. Initially, Louise discussed her initial contact with the University and her first teaching opportunities.

'I did my Master's full time and then while I was doing my Master's I asked ... if there was any opportunity for me to be involved in any of the teaching at the University. I was given the opportunity to teach a few sessions...that basically confirmed to me that I wanted to teach.'

Louise's commitment to teaching and working closely with students was a driver to leave an established University despite resistance from her professional colleagues.

'... I think some people did infer that perhaps I was making a mistake and going backwards, because I was leaving a [High Tariff] university and going to a less well-known, less established university ... I did consider that, I did consider that that might not be a good move for my career, but individually for me personally it was absolutely the right thing to do. Teaching and learning are very highly valued, which is probably one of the other reasons I was very very keen to come.'

For Louise, developing her students into professionals through teaching was paramount. The education of physiotherapy students within a University presented an opportunity for students to develop within a 'culture of education'.

'I suspect that teaching in physio has developed because it's gone into a university.'

As staff you're surrounded by other academics you're working with, you've got the opportunities to hear about other types of innovative teaching. You are in a culture of education which is not just about a clinical practice. I suppose you could teach a student to just be a clinician, I think that could happen. But I think being within a university is the whole culture of learning and understanding about what you do and why.'

Louise, in similarity to Emma, was keen to avoid returning to an apprenticeship model in physiotherapy. She felt that a presence within the University and a programme developed from the current evidence base would guard against this, although Louise raised concerns that some clinicians did not view this as important.

'The evidence base for practice as well, I think that underpins why we're in a university and why we're not just doing an apprenticeship model within healthcare. I think there's still physios that think that the practice side is the only bit that's important.'

Subtheme: Driven by intrinsic motivation towards student development

Louise has a strong intrinsic drive to support the development of her students within the classroom including retaining a significant contact teaching load.

'I'm module leader for two large modules for physiotherapy and also for the foundation degree which is a generic science and health module. I'm also module leader for a module that hasn't run yet. I just teach basically ... the module that I teach can go across all of the foundation degree modules.'

Louise's time with students within the classroom was closely aligned with her work as a clinician.

'When I'm actually teaching and I'm actually with my students ... it doesn't feel that much different to my clinical role weirdly, because I still feel like I'm working with people, which is what I wanted to do. I'm helping people to understand what they need to understand, I enjoy the interaction with the students, same as I used to enjoy the interaction with patients.'

Subtheme: Engaging in Scholarly Work: an educational endeavour

Louise spent some time discussing her *scholarly work* in the context of completing an educational activity, rather than as a researcher. It is within this theme that Louise's lack of comfort in the identity of *academic –researcher* started to be revealed.

In discussing her research work Louise 'downplayed' her abilities despite publication and national conference success. Her anxieties about writing for publication were shared amongst her peers.

'I did have the target to have two publications last year, which I succeeded. [I was also] involved in writing a response to another article that was published. There's quite a few of us at work that had very similar concerns, worries, fears about writing, and since then we've developed writing groups, we've actually got a writing group together now.'

Identity as a Physiotherapist

The initial construction of Louise's identity as a physiotherapist was discussed in relation to a number of key personal factors.

Subtheme: Personal factors as a physiotherapist

Louise was a skilled sportswoman who competed at Olympic level. Her initial desire to train as a physiotherapist was supported by her coach.

'Because I'd been a [sportsperson] and my club physio had actually really encouraged me to apply to be a physio. When I was a student I used to go and do clinics with her, and then as soon as I qualified ... she invited me to go and ... basically help with massage. She encouraged me hugely.'

Despite Louise's retirement from competitive sports during her physiotherapy training, her links with the sporting world gave her access to specialist elite sporting work and this remained a significant part of her work as a clinical physiotherapist for several years alongside her full time position in the NHS.

'I should have said that as well as my NHS work I did loads of sport work as well. I worked with [several elite sporting teams]. They were all volunteer posts at that point, but I worked with them for several years. Which was fantastic, really brilliant opportunity.'

For Louise, the desire to become a physiotherapist was not founded in an ambition to achieve an 'academic' qualification. Louise trained as a physiotherapist and graduated with a degree due to changes in her training programme.

'When I applied for Physio I actually had no appreciation ... I had no perception of going to university ... I didn't want to go university particularly, I just wanted to be a physio. I actually applied for the graduate diploma ... But then literally within our first year the degree course was validated and we went into the university in the second year.'

The second aspect of this subtheme captured a significant turning point in Louise's career. Specifically, a crisis in her clinical work which affected her so severely she considered leaving the profession.

'The main reason why I felt I wanted to leave physio was a result of something that had happened on a ward that really had upset me. Something did go wrong with a patient. It wasn't terribly wrong, but upset me. I just thought that I didn't want to do it anymore...Whereas even though I didn't feel particularly confident everybody kept telling me what a good physio I was and how good I was. I don't think I ever really believed that in myself.'

Subtheme: Teaching as a physiotherapist: development of a new career pathway

The career crisis experienced by Louise as a clinical physiotherapist ultimately propelled her towards a career as an academic, fulfilling her desire to teach and maintain close interaction

with her students in this role. The synergy between clinical physiotherapy and teaching is reflected in Louise's construction of a teaching identity.

'I guess it's cos it's people centred isn't it, that's why I enjoyed being a clinician, that's why I enjoyed being an academic – I like the interaction with people, and I love working with the students ... very much so.'

Subtheme: Physiotherapists as an extrinsic influence: development of the degree programme

Louise discussed the external influence of clinical physiotherapists in the development of the degree programme. Louise describes a challenging position to deliver a new degree programme where the clinical voice is influential and focused to professional considerations within the workplace, balanced against the theoretical evidence underpinning physiotherapy education.

'Clinical staff were concerned and complaining that the students that they had on placement didn't always link the theory with the practice, and that there was often ... a lack of professionalism. And we felt that if we put them into practice very early they would see all these practices being modelled by their educators and by other professionals working in healthcare. And that then the students would learn some of these things not just through theory but through practice.'

While Louise described the potential benefit of early entry into clinical practice, she suggested that clinicians have 'raised the bar' of expectation through the University based training system.

'I think they're expecting the students ... as a band five to be way ahead of what perhaps we were expected to be as a band five. I think sometimes people have forgotten how it was, what it's like to be a student and to be a novice and to be learning and not knowing ...'

Louise vocalised the delicate balance of University based education founded in research and evidence against inclusion of dated clinical skills. In this quotation, Louise describes negotiation of this issue within her programme.

'I know you could argue that evidence base should be what you listen to, but actually there is also current practice, and we would be very foolish to ignore the practice of the partners who are going to supervise our students. So yes, so we've actually had to keep on top of what's happening in practice as well.'

Identity as an Academic - Researcher

This discussion focused on her lack of comfort in a traditional 'academic' identity and her view of her work as scholarly rather than 'research'.

Subtheme: Working as an administrator: a significant aspect of identity

As a new Programme Leader (PL) delivering a new degree, a significant aspect of Louise's academic identity was to her administrative work.

'I'm responsible for the course and the provision of the course and the staffing of the course. I'm responsible for recruiting students. I'm basically responsible for making sure that the course is delivered according to what was set out and what was planned.'

Louise was the only physiotherapy staff member for the initial validation and had to undertake a significant number of practical and administrative tasks to secure the appropriate support for her new programme. Due to the inexperience of her academic staff, Louise spent the first year of the degree programme working as a 'jack of all trades'.

'So I suppose when you think about my role, initially I was the course leader, I was the admissions tutor, I was the practice lead, I was the Year One tutor, I was welfare tutor ... so I was everything until we started appointing staff. And then actually for the first year I maintained all of those roles...Because then the staff that were appointed were part-time, and all were new to academia, none of them had worked in academia before.'

Subtheme: Engaging in Scholarly Work to develop as an academic

Louise described her contract as *'a full academic contract'* with *'responsibility for scholarly and research activity'* but aside from the successful completion of her Doctorate, Louise was given no specific research targets as part of her work. Despite this, Louise articulated a specific identity for herself as an academic.

'My research targets really are very unspecific, but it is more to do with me developing confidence in scholarly work. Because I think I would probably say that I'm going to aim towards more scholarly work rather than research work I think. I think because I'm not ... at the moment I'm not involved in and likely to be involved in any form of funded research. I don't know why I would say it's more scholarly than research, I think of research being funded and timed and managed and there's none of us that are involved in any of that at all.'

This quotation reflects a lack of defined operational support and mentorship for the development of academic staff, specifically how to gain access to large research grants, which is an integral marker for Louise in the validation of the academic researcher identity.

7.3.2 Repertory Grid Data

Following PCA of Louise's Repertory Grid data two components were created. These are presented in Table 7.2.

Table 7.2. Louise Rotated component matrix (Varimax)

	Components	
	Duty of Care	Practical Work
People orientated, emergent role	.979	
People orientated	.974	
Shared goal	.956	
An interaction	.956	
Fluid and creative	.956	
Interactive and flexible	.923	
Organisation and process	-.848	
Qualities and values	.848	
Team working	.757	.322
Comfortable with this identity	.414	.880
Explorative and interactive	.625	-.758

Eleven constructs were included in the PCA from Louise’s Repertory Grid data. The varimax rotation reveals a significant weighting to component one (73.4%). The scree plot (Appendix N) identifies an inflexion point taken at component two. Each component has been ascribed a label based on the subjective discussion of the constructs (attributed to the *Emergent Pole*) during the Repertory Grid interview with Louise.

Table 7.3. Repertory Grid Element analysis Louise

	Lecturer	Pastoral Role	Teacher	Physiotherapist	Researcher	Administrator	Ideal Self
Lecturer	X	9	2	5	22	25	5
Pastoral Role	9	X	9	6	25	30	8
Teacher	2	9	X	5	20	23	3
Physiotherapist	5	6	5	X	25	28	4
Researcher	22	25	20	25	X	11	21
Administrator	25	30	23	28	11	X	26
Ideal Self	5	8	3	4	21	26	X

Component One – Duty of Care

This component is characterised by Louise's collaborative approach to work as part of her identity as an academic.

Louise describes her work as '*involving the nature and duty of care*' underpinned by a strong collaborative relationship with students based on reciprocal respect. For Louise, the work and identity of a physiotherapist and academic (lecturer) are bound by the desire to offer comfort, care, compassion and empathy to her students as she did her patients. She describes this side of her identity as who she strives to be as her Ideal Self; the aim to be an academic but reflecting the values and attributes of a physiotherapist. The discussion of the constructs within this component are reflected in an integration of identities seen in Louise's element analysis, with the identities of Teacher, Physiotherapist and Lecturer all ranked very closely to her Ideal self (3,4,5).

Component Two – Practical work

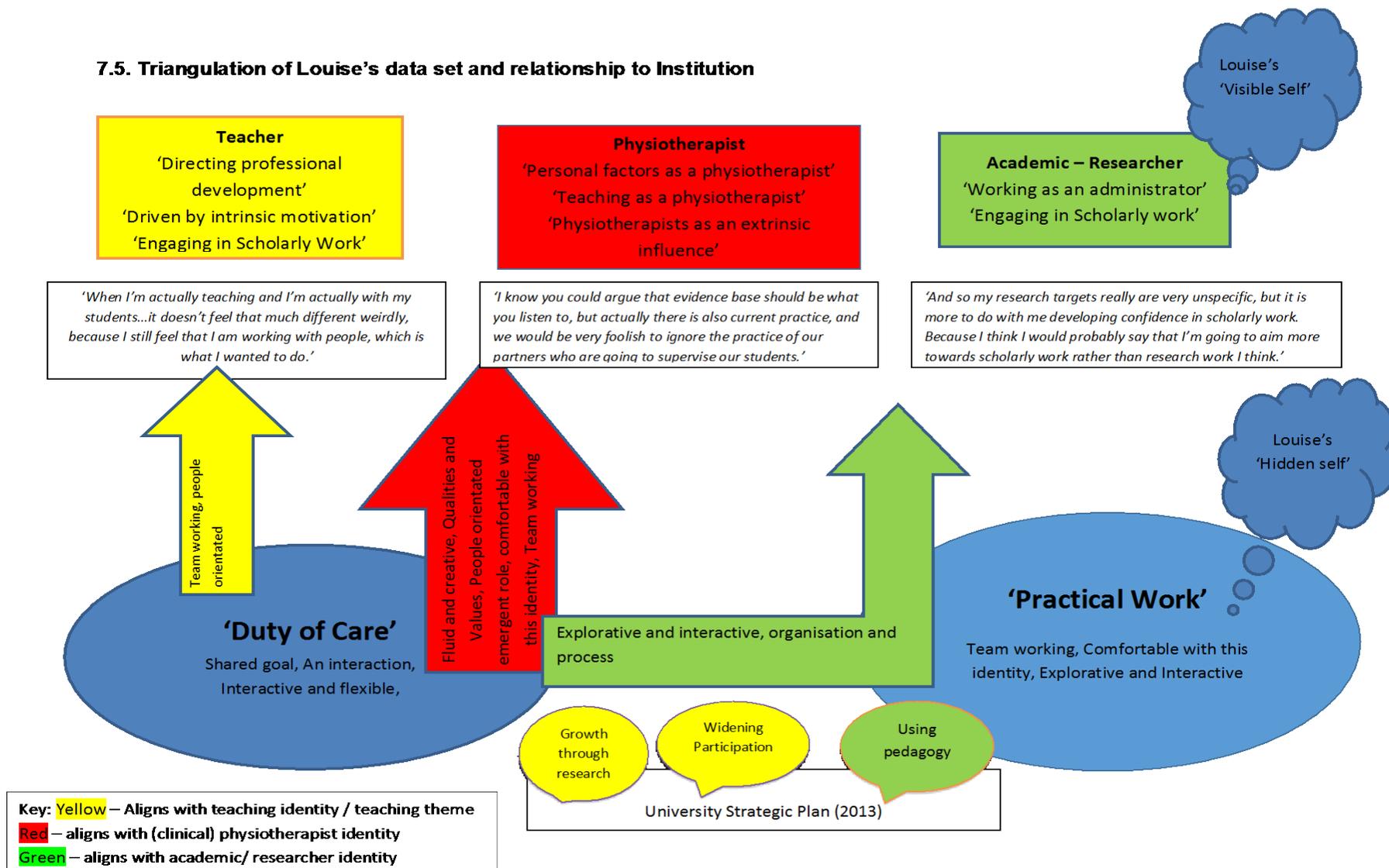
The emphasis of this component is formed by a strong positive correlation to Louise's identity as a physiotherapist (forming a large part of her Ideal Self). The remaining two constructs diverge with one forming a positive correlation to team working with the third construct (explorative and interactive) pulling away from the dominant collaborative and pastoral focus reported for component one.

Therefore, the emphasis of collaboration and the emotive underpinning of her work as an academic is lost in this component suggesting a more practical side to Louise's academic identity. The element analysis of constructs within this component again reflect the very close ranking of the identities of Physiotherapist, Teacher and Lecturer with her Ideal Self.

7.4. Summary

From Louise's data, the overriding superordinate theme (Kelly 1955, 1991) is Duty of Care underpinned by the intensely strong bond between her identity as a physiotherapist and her work as an academic.

7.5. Triangulation of Louise's data set and relationship to Institution



7.6. Sarah: An academic in negotiation

Sarah moved from a decade in clinical practice to a part-time academic position as a Senior Lecturer. The majority of her work is student facing and involves teaching and supervision of physiotherapy students and also students studying on a related generic degree programme.

7.6.1. Interview Data

Sarah's interview data is presented in order of *Physiotherapist*, *Teacher* and finally *Academic - Researcher*. The typologies and associated subthemes have been presented in this way to reflect Sarah's continued negotiation of her identity as a physiotherapist working in an academic environment.

Identity as a Physiotherapist

Dominating the discussion of identity as a physiotherapist is a deep-seated concern about her credibility as a physiotherapist working in an academic environment.

Subtheme: Credibility: the internal / external dialogue

Sarah described her clinical career positively and one of the biggest challenges for Sarah was the dilemma of relinquishing of her clinical work.

'And the plan was always to do some clinical alongside it, but that hasn't happened at the moment. And this is my big dilemma at the moment, I feel like I should be doing some clinical work. I kind of think I should be doing that, and people expect you to do that, but I don't really want to, I'm not missing it too much.'

In this, Sarah seemed to be seeking reassurance that it was acceptable to step away from a clinical role and move fully into academic work. She went on to discuss her concerns about being viewed as credible in the eyes of clinical educators and her students.

'And there is an expectation I think, the first question I get asked when I meet like practice educators 'Oh you know work at the uni, I'm just part time' 'Okay, oh do you do some clinical as well?' And when you say no they do sort of look at you a bit like 'Ooh you know, do you

still know what you're on about?' I think there is an expectation that you should still be doing some. I don't know if that's internal or external really.'

Sarah continued to describe a delayed transition from her identity as a clinical physiotherapist in her reflection on a recent clinical experience with a colleague.

'I really enjoyed and actually managed to do some stuff just in a session with this person that made them feel a lot better. And a couple of weeks later they came, just passed in the corridor and said 'Oh it's great, you know it's been much better now'. It really made me think about things again, and I thought oh I do miss that. So I think I'm still working through that, but I know that's a bit of an issue.'

Sarah's continuing negotiation between the two identities was also reflected in her discussion of external lecturers (clinicians) who provide specialist input and advice to the academic programme. While Sarah openly described uncertain negotiation of a new identity, the following quotation suggests that she already views clinical physiotherapists as different to herself, and for Sarah, the two identities are too difficult to integrate.

'However well you get on with the educators and however much teaching they come and do, they're seen as quite separate, and I think it is really hard to integrate the two.'

Subtheme: Professional development: the realities of clinical physiotherapy

Sarah was also keen to discuss the realities of clinical practice and wanted her students to understand the environment they were being trained for. This subtheme reflects the political and bureaucratic factors that became key drivers for Sarah's move away from a clinical role.

'The clinical job I loved the people, I loved the patients, but there was just lots of pressure, we weren't allowed to see patients very many times anymore, we were getting involved in lots of research projects which were fantastic and really interesting, but we weren't being given any time, extra time to do all the work. They changed a lot of our teams, changed

where we were working. And then this job came up and it was just good timing really, and I thought well I'll apply and see what happens ... and then I got it.'

Identity as a Teacher

Sarah self-identified as a teacher during her interview and described a high level of intrinsic motivation in seeking post-graduate training and education (while working as a full-time clinical physiotherapist). Within this typology, the collegiality within the physiotherapy department becomes apparent and this is a significant factor in developing Sarah's identity and assisting her transition into her new identity as teacher.

Subtheme: Influence of the Institution in the development of a new identity

Like Louise, Sarah described the University as having a specific focus to teaching. This removed a significant level of anxiety for Sarah who had previous 'ad hoc' teaching experience at a [High Tariff] University and was aware of the different emphasis to teaching and research posed by different Universities.

'It's a very teaching-focused university, and it's a very student-focused university. Having done bits of work at other universities like [High Tariff] University which are very different, very big, very research focussed, it's kind of the opposite to somewhere like that I think really.'

In specific discussion about her contractual obligations at the University Sarah interpreted her contract as a largely teaching focused commitment. She also described some latitude in expectation for research in the department.

'[It is] a bit of everything really, they don't say we should be doing 50% this, 50% that, but it is largely teaching. There isn't any sort of expectation ... they would love it if we did, but I think they appreciate at the moment we're a small team and very teaching focused.'

In this sense, Sarah suggested that while the Physiotherapy programme team were welcomed into the University, it was quite legitimate for them to prioritise teaching.

Subtheme: Scholarly Activity

Sarah was highly motivated to engage in scholarly work including educational research. This was initially influenced by her PGCE project and has been developed with colleagues including presentation at National conference and creation of other small-scale projects.

'[My colleagues and] I have got a couple of other projects we want to work on over the summer, but small-scale teaching related projects really about students and how they learn.'

Interestingly, Sarah, like Louise, doesn't view this work as research and when we discussed publication of these projects Sarah suggested that they were of limited value to the profession.

'I don't think it's highbrow enough for the Physio journal, it's probably going to be more of a teaching and learning focused journal.'

Subtheme: Intrinsic motivation: Transitioning into a teacher

Sarah reflected on the collegiality of her peers and the support of the University in gaining her formal teaching qualification in Higher Education. The shared experience of her colleagues also helped Sarah to feel that she was working within a community.

'Here it's quite nurturing and I feel like I've been able to get my PG Cert hopefully under my belt. We'd all done bits of teaching, but none of us had been you know full-time academia apart from Louise. So we kind of were all a bit in the same boat really ... which is quite nice.'

Sarah also reflected on the potential to develop as a teacher amongst her peers more widely.

'Certainly with things like the PG Cert we're encouraged to go and watch ... observe lectures from other departments so that we can get you know different ideas and things from other people...get ideas from other departments.'

Identity as an Academic - Researcher

Within this typology, two subthemes have been developed. The first considers the influence of the University on Sarah's development as an academic and researcher, the second considers the more complex interaction of factors affecting movement from clinician to academic.

Subtheme: Becoming an academic: The role of the University

Within her discussion of the identity of teacher, Sarah alluded to a degree of latitude towards the academic staff working within the physiotherapy department due to the 'newness' of the academic department. Despite this, Sarah was realistic about the fundamental work of the University and potential direction and expectation on academic staff as the department developed.

'To be sustainable as a university you need to be bringing in research money and that kind of thing...'

For Sarah, a more gentle approach by the University towards research made her feel more comfortable and secure in applying for her first academic position. The focus to research at another local University and her feeling of 'not being good enough' prevented Sarah from applying for a position there.

'I think it's very supportive [here]. So I think it's been really good for me being a new academic. Where there is much more research focus I think I'd have felt a bit intimidated and a bit like I wasn't good enough. Whereas here you can do some small bits of research, and that's still thought of as that you're engaging in research, it doesn't have to be a big RCT or something that's cost half a million pounds.'

Subtheme: Peer support to become an academic

Sarah's views the University as the right 'fit' for her. Alongside the Institutional fit, the collegiality of her colleagues and shared values helped Sarah in her first academic position

'It's really kind of ... collaborative really is probably the big word I'd use, we really do help each other out, and if someone's stuck we'll help them cos we know they'd do the same for us.'

Despite articulating her 'fit' within the University and department, Sarah continued to negotiate her new academic identity alongside her established identity as a physiotherapist.

'I think I'm still kind of transitioning into the role of an academic and I still feel very torn between clinical and academia. I'm just really enjoying working in academia really, I feel like I'm where I'm meant to be really. I do think this is like my little niche.'

7.6.2 Repertory Grid Data

Following PCA three clusters of constructs were created for Sarah's data. These are presented in Table 7.4.

Table 7.4. Sarah Rotated Component Matrix (Varimax Rotation)

	Component		
	Facilitating Learning	Personal Development	The emerging Ideal Self
Married to a teaching role	.868	.481	
Clinical Skill	.868	.481	
Established	.845	.331	.358
Equipoise	.843		.338
Adapted to a group	.670	-.664	
An absolute requirement		.932	
Necessity		.932	
Holistic	.303	.853	.386
Underpins effective teaching	.569	.716	
Significant			.985
Core work	.525	.466	.682

Sarah's PCA data is unique in the percentage variance for components one and two are 38.4%. The third smaller component is 18.4% of the data. Three components therefore represent 95.3% of the variance in her data. This variance can be viewed on her scree plot (Appendix O) where the line of inflexion lies at component three.

Table 7.5. Repertory Grid Element analysis Sarah

	Lecturer	Pastoral Role	Teacher	Physiotherapist	Researcher	Administrator	Ideal Self
Lecturer	X	15	0	5	26	27	12
Pastoral Role	15	X	14	12	23	23	15
Teacher	0	14	X	5	25	28	12
Physiotherapist	5	12	5	X	25	27	11
Researcher	26	23	25	25	X	12	16
Administrator	27	23	28	27	12	X	16
Ideal Self	12	15	12	11	16	16	X

Component One – Facilitating Learning

Within this component, Sarah articulated her academic work in the context of a teaching role and as facilitating learning. She described this as developing from her experience as a clinical physiotherapist and the work of a teacher (academic) being bounded by her experience as a physiotherapist and underpinned by her clinical skills. Sarah viewed the roles of Teacher and Lecturer as interchangeable in being there to facilitate learning for people. In Sarah's words *'physiotherapist and lecturer are facilitating people to become physiotherapists, so I can't unlink the two'*.

Within this component Sarah recognised that she would (as part of her Ideal Self) like to develop her research. Sarah's element analysis gives a narrow range of ranked scores across her identities (11-16) with the identity of researcher sitting at the outer end of this range (furthest away from her Ideal Self). The constructs within this component are significantly weighted towards identities of Physiotherapist, Teacher and Lecturer which are ranked closely together (11,12) and reflect her discussion of these identities being interchangeable.

Component Two – Personal development

Component two emphasises the pastoral and holistic nature of Sarah's work as an academic and she describes appropriate management of students' pastoral needs underpinning good facilitation of learning. While Sarah describes the significance of the pastoral aspect of her work, her element analysis reveals a small separation (by ranked value) of the identity of the Pastoral role (15) from her Ideal Self and the identity of Physiotherapist (11). Therefore, although this is articulated as a significant aspect of Sarah's work, this is not directly reflected in her element analysis.

Component Three – The emerging Ideal Self

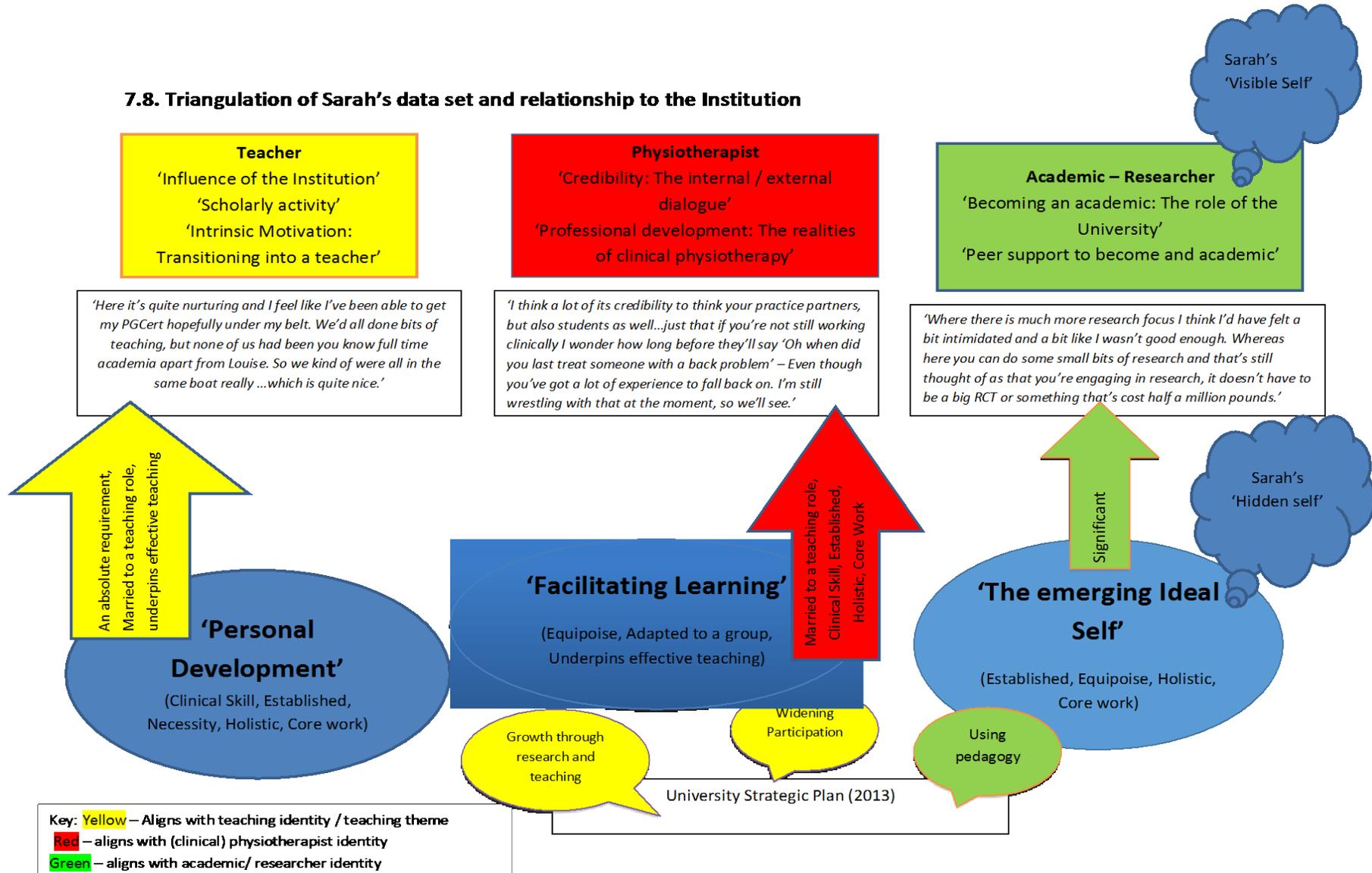
The different direction within this component draws attention to Sarah's desire to further develop herself as *'a nice mixture of clinician, researcher and lecturer'*. This construct suggests development towards a greater expansion of her academic identity beyond classroom work. However, when considering ranking the elements within this component, there is one single construct containing the identity of Researcher with all other constructs formed of other identities (Lecturer, Teacher and Physiotherapist). The identity of

Researcher is ranked furthest from Sarah's Ideal Self suggesting uncertainty in the ability to integrate this into her professional identity within an academic environment.

7.7. Summary

Eleven constructs were included in the PCA for Sarah. From the earlier discussion of her PCA the exact equal degree of variance to her first and second component it isn't possible to discern one superordinate theme within her PCA. While they have a similar underpinning, the two superordinate themes identified in Sarah's PCA are facilitating learning and personal development.

7.8. Triangulation of Sarah's data set and relationship to the Institution



7.9. David: The Clinical Specialist

David is the only male participant within this study and within his interview he discusses the possible influence of his gender on role modelling within the classroom. David has retained a senior clinical position at a local hospital trust alongside his part-time position as a Senior Lecturer at the University. He has several years of experience as a Lecturer for a specialist postgraduate clinical programme and holds a Master's degree in this area. David credits his move from a full-time clinical position into the University to a clinical mentor who has supported his academic development alongside his clinical work.

7.9.1. Interview Data

Identity as a Physiotherapist

David's clinical career involves both practice and management of a clinical service. While working as a physiotherapist David is committed to developing evidence-based practice and has a number of publications from his clinical work. The second side of this typology shines a light on David's commitment to developing students within the University setting.

Subtheme: Developing the profession through evidence-based practice

David works across a number of different clinical services which provide opportunities to evaluate efficacy of current treatments and evidence. He described being engaged in a number of projects with successful publications.

'So the most recent audit was written up, and that's just been accepted for publication but it hasn't actually gone into print yet, but it's waiting to go.'

As part of his teaching role for another specialist clinical programme, David also supports qualified physiotherapists in their clinical research and has publication success as part of this.

'I've just had two articles which have just been accepted for publication, so one was with one of my University MSc students that I supervise as part of my role with [Postgraduate clinical organisation].'

For David, there is currently a lack of clarity and 'gold standard' research in many areas of clinical physiotherapy. For him, this can be a hindrance to clinical practice.

'Equally the challenge with that is that invariably every physio article you come to at the end says more research needs to be done on this, and you're left slightly frustrated. So is that a good enough piece of work to change your practice or not?'

Subtheme: Committing to physiotherapy students development as clinicians

David described his clinical experience as valuable in the classroom, particularly in discussion with students following clinical placement.

'They can then bring that feedback back into the classroom and say you know 'I saw somebody last week on placement, David, it was just like you said' or they can say 'I saw somebody on placement last week, David it wasn't at all like you'd said in the classroom' – and we can have that discussion, so they can feed things into the course.'

As the only male participant in this study, David was asked specifically about the possible influence of his gender within the classroom. For David, this was not a significant factor in role modelling physiotherapy; however, David felt that his current position as a clinician may have made him a more attractive role model to students.

'You know the students probably think well I like so and so's style of teaching or I can imagine being a physio like that or I'd like to work with that physio or I wouldn't like to work with that physio. You know I would like to think I was you know a good role model.'

Subtheme: Developing physiotherapists- realities of clinical physiotherapy

David described the challenges of teaching 'best clinical practice' to the physiotherapy students alongside helping them to understand the realities of clinical practice.

'I think it's a challenge knowing how the face of physiotherapy has changed anyway with regard to the pressure that physiotherapists are under. You know it's all well and good when we teach people you're going to assess this, you're going to do that, and then you go out on

placement – you may see people who aren't you know writing problem lists or setting goals and doing all these things that we're saying is the wonderful way, not using outcome measures ... and think well why were they saying that the University is supposed to be doing this if the reality is people aren't doing that. And people aren't doing it cos they haven't got enough time, they're under a lot of pressure to see patients. So there's that pressure.'

Identity as a Teacher

David reflected on his experience as a lecturer on a postgraduate clinical programme and then as a teacher in a new University.

Subtheme: Becoming a teacher – the influence of mentorship

David's teaching experience started to develop early in his clinical career; he attributed his success on this pathway to an influential mentor.

'So I was very lucky in that there was somebody who's probably the most inspirational physio I've met. She was the one who really got me into the family of the [Clinical] Society, and got through the fellowship which was a lot of work to get through.'

Subtheme: Developing as a Teacher in a New University

David reported his first year of work at the University as *'very much just about doing the lecturing'* employed on a *'pretty standard contract of teaching and research [I think]'*.

The expectation around his academic position being one that is fundamentally teaching biased was expanded when I asked David about the University. David described what he considered to be the *'unique selling points'* of the physiotherapy programme and described a sense of collegiality based on the experience of himself and his colleagues. David, like Sarah seemed to gain confidence and identity from the shared sense of everyone having a similar level of experience and *'being in the same boat'*.

'Whereas the team that's been built around Louise are all very new to the idea of lecturing really, and I think we're all very enthusiastic and keen. So you know I think the team is very ... I'd say very enthusiastic and very passionate about it being successful, it's a very small team, so you know we see a lot of each other and we work together well I think.'

David reflected his new role as a teacher within the University as having a great synergy with his clinical work. In this quotation, David places emphasis on the need for excellent communication and engagement with both patients and students.

'There's obviously transferrable skills between the two roles, so a lot of it's about communication and a lot of teaching, you're trying to teach a patient to do some exercises, [and] in the same way with a student you know you're trying to teach them things, you're trying to engage with them, you're trying to encourage them and enthuse them you know about the profession.'

Identity as an Academic – Researcher

Within this typology, David discusses 'visible' and 'hidden' aspects of his academic work.

Subtheme: Moving from evidence based practitioner to an academic position

David credited his mentor with encouraging him to undertake his Master's degree which opened doors to a career in academia.

'She wanted all the people who were fellows to do their MSc, get it for teaching at Master's level. Without [my mentor] I wouldn't have done the Master's ... and having got the Master's that's opened a lot of doors for me as well like the job here.'

David acknowledges the significance of research within the University and felt that it would bring in a significant level of 'kudos' to the physiotherapy department if there were dedicated researchers.

'I think that's something we're probably lacking in that you know we've got some very talented physios within the team here but we haven't got the time to set up a sort of research thing, but it would be great PR and kudos for the University. I haven't come across those types of people here – people seem very much you know lecturers, educators.'

David asserted that the profession needs to 'justify itself' and research activity is a huge part of that. This is a significant part of the University's business and something that students should be actively engaged with from the outset.

'I think that as a profession ... you know we're all under a lot of pressure to justify our existence really, you know the tax payer's going to say you know why are we spending all this money on physiotherapy, there's no evidence behind it, so I think we need to develop that evidence base. Hopefully students come out of the university with that awareness that they need to try and justify what they're doing, they need to go to the literature to back things up rather than just do it, cos it's always been done that way.'

David then introduces a significant contradiction into his discussion as he describes the need for 'two types' of physiotherapist. In this quotation, David presents a 'black and white' view of stereotypical positions.

'So you can have some very bright students, very academic, might be suited to the world of research, but then when they've got to deal with somebody who's you know a character from perhaps a different socioeconomic class they might have challenges there with actually dealing with them on a personal level. So I think we all know of physios who might not have read the latest article, but there's a value for them within the world of physiotherapy as well, as there's a value for somebody who has read the latest article and knows that ... and we need both characters. So we don't want to exclude people who would be really really good physios and work really well with their patients, you know at the expense of just getting people in who are very academic.'

David's final discussion suggests that these contradictions may be alive in practice, but also demonstrates a very narrow viewpoint about what research and research skills are about. In this quotation, David describes a body of physiotherapists refuting research findings that challenge a clinical treatment. This inability to relinquish ineffective treatment and disregard high-quality research findings risks the validity of the profession within a clinical context.

'They're talking about dropping acupuncture out of the NICE guidance for low back pain, so there's a bit of a campaign to keep acupuncture in there. You know if it drops out of there then there's a chance the commissioners will say well we won't pay for anybody who does acupuncture on people's low back pain.'

Subtheme: Emotional investment as an academic

David described a willingness to offer his time over and above his contracted hours to support student development.

'I always look at my emails from the University every night, several times a night and over the weekend as well. Because I think I'm genuinely enthusiastic and interested to see if the students have actually done the work. If you get feedback quickly you sort of think 'Oh that's good I sent that in, and same day you sent me back some feedback' – I think that's a great way to engage with the students.'

For David this accessibility and support fulfils a need for both student and academic and could be viewed as a mechanism of validation for his position as an academic.

'I think to be fair I'm probably surprised ... in some ways perhaps slightly disappointed that students don't come back to ... don't access me more for help and advice, you know I thought they would be saying oh can we book a tutorial to go through that session.'

7.9.2. Repertory Grid Data

Three clusters of constructs were created from PCA of David's data. These components are presented in Table 7.6.

Table 7.6. David Rotated components matrix (Varimax rotation)

	Component		
	Practice based work	Credibility as a Physiotherapist- the development of an academic	The caring face
Established	.951		
Fundamental to my work	.949		
Time intensive	.939	.331	
Credibility and comfort in role	.806	.525	
Teaching and Learning	.681	.660	
Preferred identity		.957	
More rewarding		.951	
Being a physiotherapist	.498	.822	
Edifying		.642	.522
A small aspect of my role	.317	-.321	.871
Caring Role		.465	.804
Incumbent in Lecturer role	.489	.438	.635

The three components created from PCA of David's data give a weighting of 91.840%. The weighting attributed to component one and two are similar (37.1% and 35.7%) with the third component resulting in 18.9% of the total weighting of constructs.

Table 7.7. Repertory Grid Element Analysis - David

	Lecturer	Pastoral Role	Teacher	Physiotherapist	Researcher	Administrator	Ideal Self
Lecturer	X	24	6	3	33	25	11
Pastoral Role	24	X	23	26	18	20	22
Teacher	6	23	X	5	33	25	13
Physiotherapist	3	26	5	X	34	26	10
Researcher	33	18	33	34	X	24	26
Administrator	25	20	25	26	24	X	24
Ideal Self	11	22	13	10	26	24	X

Component One – Practice based work

Within this component the predominant discussion was to the administrative and skill-based components of working as a Lecturer within the University. David described transferability of skills from his work as a clinical physiotherapist to the classroom. Clinical work was described as providing 'kudos' and power in the education of student physiotherapists. David described the learning process as two-way with a similar relationship between teacher and students as with physiotherapist and patient. David identifies strongly as a physiotherapist and this is a significant factor in the development of his Ideal Self. Within this component, the Pastoral Role of the academic is very small, but this component reflects the power of holding two identities within an academic context. When considering the relationship of David's elements to his Ideal Self, numerically the identities of Physiotherapist, Lecturer and Teacher are all closely related and most closely ranked to his Ideal Self. This reflects his discussion of the alignment of Physiotherapist and Teacher identities.

Component Two – Credibility as a Physiotherapist – the development of an academic

This component reflects David's developing academic identity. The relationship between students and teacher is articulated within this component and while David did not anticipate becoming a lecturer, he finds enjoyment in the work and has a preference for working with students in comparison to responding to clinical demands. This component is formed of constructs including identities of Physiotherapist, Teacher and Lecturer and demonstrates a very similar structure to component one, suggesting that David's identity as a Physiotherapist remains integral to his work as a lecturer, and is the identity most closely ranked to his Ideal Self.

Component Three – The caring face

Three constructs were articulated by David as providing pastoral support and additional work in student development. David described this as incumbent in the lecturer role and both challenging and satisfying. While the identity of Pastoral Role is part of three constructs in this component and described by David as incumbent in his work, the ranked value of this identity at 22 separates this from his Ideal Self, suggesting that he doesn't regard this identity as an integral part of his work as an academic.

7.10. Summary

Twelve constructs were included in the PCA from David's Repertory grid data. The varimax rotation of his data revealed a similar weighting to constructs one and two with a smaller third component (18.9% of variance). The three components account of 91.8% of variance within the PCA data. The scree plot (Appendix P) identifies an inflexion point taken at component three.

From David's data, the overriding superordinate theme (Kelly 1955, 1991) is the power of possessing two identities and the transferability of this in development of students. This supports David's bounded identity of physiotherapist with the work of a lecturer in the construction of an academic identity.

7.11. Triangulation of David's data set and relationship to Institution

Teacher
 'The Influence of mentorship'
 'Developing as a Teacher in a New University'

'...you know it is teaching, you're trying to teach a patient to do some exercises, you're trying to engage with the patient or you know encourage a patient to do something they don't want to do. So in the same way with a student you know you're trying to teach them things, you're trying to engage with them, you're trying to encourage them and enthuse them about the profession.'

Physiotherapist
 'Developing the profession through evidence based practice'
 'Committing to physiotherapy students development as clinicians'
 'Developing physiotherapists: Realities of clinical physiotherapy'

'They can then bring that feedback into the classroom and say you know 'I saw somebody last week on placement, David, it was just like you said...and we can have that discussion, so they can feed things into the course.'

Academic – Researcher
 'Moving from evidence based practitioner to an academic'
 'Emotional investment as an academic'

'So you can have some very bright students, very academic, might be suited to the world of research, but when they've got to deal with somebody who's you know a character from perhaps a different socioeconomic class or with different issues, they might have challenges there with actually dealing with them on a personal level.'

David's 'Visible Self'

David's 'Hidden self'

Skill based work
 Established, Fundamental to my work, Credibility and comfort in role, Professional Identity, Incumbent in Lecturer Role

Fundamental to my work, Credibility and comfort in role, Teaching and Learning, Small aspect of role

Credibility as a Physiotherapist
 Credibility and comfort in role, Time Intensive, Teaching and Learning, More rewarding, Edifying, A small aspect of my job, Caring Role, Incumbent in Lecturer Role

Preferred Identity, Professional Identity, Credibility and Comfort in Role

The caring face
 Edifying, A small part of my role, Caring Role, Incumbent in Lecturer Role

Growth through research and teaching

Widening Participation

University Strategic Plan (2013)

Key: **Yellow** – Aligns with teaching identity / teaching theme
Red – aligns with (clinical) physiotherapist identity
Green – aligns with academic/ researcher identity

7.12. Claire: The Novice Academic

Claire's discussion of her identity is significantly influenced by both her background as a clinical physiotherapist and her work as a teacher. Claire has been qualified for a decade and holds a BSc (Hons) in Physiotherapy. She is currently engaged in developing a clinical tool for teaching and is proactive in developing this application as a research project for her Master's degree. Her significant administrative role as part of her academic work provides a high level of contact with the clinical field and this underpins her discussion of each identity.

7.12.1. Interview Data

Identity as a Teacher

Within the typology of teacher, Claire discussed collaborative and development aspects of her role, for her students and herself. Alongside other participants at this site, Claire describes comfort and identity with the collegiality of her team. Claire's identity as a teacher is considered within three subthemes.

Subtheme: Developing others through teaching

Within this subtheme the development of students and Claire's personal satisfaction of teaching leading to her own professional development are explored. Within her interview, Claire uniquely uses language that may be more attributed to a school environment, rather than a University. For example, Claire describes a level of support for *'each other's students and pupils and that sort of thing.'*

Claire's initial interest in teaching was sparked from her work as a clinical physiotherapist. When reflecting on her time as a clinical physiotherapist, Claire realised,

'I'd really enjoyed having students, my managers in the past had said to me when you have students you come alive...and when I thought back – that's when I realised that that's what I really, really enjoyed.'

Claire described her role in student development and drew alignment between caring for her patients and developing her students through their learning.

'I think it is a really important part of my role to support the students that we've got and make sure that they are progressing and that they aren't having any difficulties or problems. I do miss patients occasionally, but I don't feel like I'm missing out on that because I get that from the students. When they hand in a piece of work and you mark it, they've all passed and they get good grades, you know it's like seeing them grow and develop, and that for me is very similar to seeing your patients develop and change.'

Within the physiotherapy programme specifically, Claire was keen to emphasise the students are prepared for more than becoming physiotherapists. In this quotation, Claire articulates the personal and social skills students are trained for as rounded clinical therapists.

'The thing I think we do really well is that we're preparing our students to have more leadership skills, to be advocates for their patients, to have a bit more of an understanding around you know being able to change and be flexible. I think that's something that we do teach really well within universities rather than just how to be a good physio.'

Subtheme: Clinical influence in teaching

A strong clinical influence underpins Claire's work as a teacher and also within the curriculum more widely.

'I work quite closely with one of the consultants at [the local hospital] at the moment because we're trying to set up a [clinical] interest group for any doctors and allied health professionals.'

Claire's commitment to the clinician's perspective is emphasised in her discussion of curriculum development and being responsive to the requirements of local clinicians in delivering the physiotherapy degree programme.

'I do worry about ... how fluid the curriculum can be to make sure that we meet those ever changing demands. I do work quite closely with my clinical colleagues to make sure that [we are aware]... as to what's changing. But I think sometimes within the University because you

do have a curriculum, you know if there is significant change and you do need to be responsive to that, I don't think we can always be as responsive as quickly as we could be.'

Participants at this University have alluded to the influence of clinicians in the development of the degree programme. However, in Claire's ambition to 'keep up' with changing practice, there is also the need to maintain a level of balance. For example, it may be appropriate to allow the degree programme to become established rather than trying to accommodate external requests as a priority.

Identity as a Physiotherapist

The identity of clinical physiotherapist was articulated by Claire in the context of the University and her emotional commitment to student development.

Subtheme: Credibility as a Physiotherapist

Claire described a very easy transition into the academic team at the University and within the University itself.

'Very very quickly I felt part of the team. But not just part of the physio team, part of the University as well and the wider team. I feel like our opinions are listened to, and the vice chancellor does want to hear what we've got to say.'

While expressing an environment of collegiality and friendliness within the University itself, Claire questioned her credibility as a clinical physiotherapist working within an academic environment.

'I worry about having been out of clinical practice now for nearly two years. I'm worrying about whether my skills are becoming out of date and you know ... how quickly the NHS changes, the way services are structured and things like that.'

Claire's described feedback from clinicians where the academic environment is a preparatory stage for the real work of clinical practice.

'I think that some of the feedback I've had from some of my friends is that students do seem to be a bit more aware of changing healthcare needs, changing service delivery, working smarter, more efficiently, having ideas for you know services, so just working weekends, evenings, longer hours or different hours, shift patterns ... they feel like the university is preparing them for that, but through the clinical placements that they're offering.'

Claire was also keen to describe the role of the academic in promoting development of student physiotherapists working in wider contexts.

'I think one of the things we need to do within education is to promote the skills of physiotherapy, promote physiotherapy, and you know the role ... the role that we can have and the impact physiotherapy can have on patients, and maybe try and think a little bit more beyond our traditional roles.'

Subtheme: Emotional commitment - Transformation from physiotherapist to academic

Claire described a culmination of personal and professional factors influencing her decision to leave the clinical workplace, but her construction of a new professional identity is underpinned by a synthesis and synergy between clinical and academic work.

'So students are a bit like patients, in that you see them grow, you see them develop; you see them turn into competent clinicians. And that gives you the same satisfaction ... for me anyway ... as seeing a patient improve and get better and be able to go home, and so I don't feel like I'm missing out on that.'

The reconstruction of a professional identity in an academic environment is not purely based on classroom interaction but also a professional relationship akin to the therapeutic relationship Claire shared with her patients.

'I think a lot of the reason why we go into a profession like Physiotherapy is we want to help people, we want to care for people, we want to help people get better. I think being a lecturer is I'm helping students, I'm helping them to improve, I'm helping them to achieve their goal ... Which is to be a physiotherapist. You have a therapeutic relationship with your

patients, you have a professional relationship with your students. And I think that's a very similar relationship.'

Identity as an Academic – Researcher

Claire is in the earliest stages of developing herself as a research - active academic and a significant proportion of her academic role is described as an administrative position. On paper, Claire holds the fewest 'academic' qualifications having not yet completed her Master's degree; her scholarly activity is focused to developing innovation in teaching using a clinical tool.

Subtheme: Developing scholarly work: working towards a postgraduate qualification

Claire has not been given explicit guidance as to how she should direct her research. From this, Claire has been motivated to pursue her own interests and has directed her scholarly activity towards an area relevant to both her classroom teaching and useful for her development as a researcher.

'I'm going to a specialist interest group meeting, so that is going to form part of my sort of research activity, even though it's not formally sitting under anything at the moment. Because I've started using [clinical tool] so we're hopefully going to try and get some feedback from the students, maybe do some focus groups so I'm hoping that that will sort of start, and that's why I'm doing these visits to find out a bit more about it really, so I've got a starting point.'

Subtheme: The new academic and Influence of the University

At the time of this interview Claire was part way through her Master's degree. She described the probationary aspects of her academic contract and while completion of both Master's degree and PGCert were requirements of her probationary period, Claire did not prioritise completion of her Master's degree but focused on her PGCert. From her discussion, there was a degree of flexibility in her targets.

'The MSc at [University] you have to have completed or be due to complete the 120 credits before you can do the dissertation and because I knew I was starting the PG Cert I knew I

wouldn't finish all of my MSc modules this year. So I'm hoping to do it next year, depending on how I progress'

All participants at this University have described research activity as very fluid with Institutional expectations not explicitly (or implicitly) defined. While this alleviates a great deal of stress for a new academic there is also the need to scaffold new academics to support their development in research and identification of pathways to build an academic career. This is especially pertinent in this University as Claire goes on to discuss in her next quotation.

'I think research is very high on the agenda. And I think one of the things that the University's improved massively over the last 12 months is the amount of published research that it has produced. I think they are very pro research and very keen for the staff to have opportunities to do research. But equally have the time to do it, because I think generally that's the problem everybody has is time to fit it in. So I think traditionally it is more of a teaching university, but it is trying to push and promote the importance of research, and for staff to be able to do that.'

Chapter Eight

Discussion

8.0 Introduction

Within this chapter, the participant voice and institutional context are drawn together in the major findings and conclusions from this thesis. The chapter culminates with the proposal of specific models of physiotherapy education reflecting the impact identities have for the participant, physiotherapy students, the institution and furtherance of the profession.

Participants in this study have presented a complex negotiation of the influences underpinning construction of their identity (Kelly 1955, 1991) within a professional occupation. Findings are framed in this chapter using the models of professionalism developed within an occupational vocational environment with transferability to this professional occupation (Bathmaker 2006, Colley, James and Diment 2007, Bathmaker and Avis 2012).

To provide context to the findings as reflected in each case institution and then across case institutions, Tables 8.0 and 8.1 have been constructed to present key findings.

Table 8.0 presents each participant's 'visible' and 'hidden' self within the case institution. This table provides insight into the shared identities forming the 'Ideal Self' for participants within the same Institution and the Models of Professionalism negotiated by each participant give insight into the institutional culture and context in each of the three institutions. Of significance is the Superordinate Theme (SOP) for participants in each institution, founded in empathy, collaboration or care.

Table 8.1 presents the Models of Professionalism to draw together participants shared findings and key issues spanning the three case institutions. The shared SOP and individual identities defined as the Ideal Self are included to provide further context to the shared experiences across the case institutions.

Table 8. 0 Key Case Findings

Participant	Location	Visible Self (Semi-structured interview themes)			Hidden Self (Repertory Grid)		
		Teacher	Physiotherapist	Academic-Researcher	Ideal Self	Model of Professionalism	SOP
Ruth	High Tariff Institution	Developed from research	Facilitator Partnership	Credibility Institutional Factors	Lecturer and Physiotherapist	Corporate, Organisational, Authentic	Collaborator
Bob (female)	High Tariff Institution	Comfortable Work	Vocational Work	Credibility Scholarly Work	Pastoral Role Teacher	Critical, Personal, Organisational	Caring Role
Caroline	High Tariff Institution	Natural Transition Student Support	Evidence based	Credibility Institutional Factors Clinical Links	Pastoral Role	Authentic	Personal / empathetic approach to development
Roberta	Medium Tariff University	Professional Requirement	As a researcher Credibility	Paradox Development of the Profession Credibility	Physiotherapist	Corporate, Organisational, Authentic	Collaborator

Participant	Location	Visible Self (Semi-structured interview themes)			Hidden Self (Repertory Grid)		
		Teacher	Physiotherapist	Academic-Researcher	Ideal Self	Model of Professionalism	SOP
Emma	Medium Tariff University	Institutional Influences	Gateway to academia Collaboration	Credibility Professional Factors Changing expectations Development of the profession	Pastoral Role	Corporate, Organisational, Authentic Collaborative	Empathy
Kate	Medium Tariff University	Teaching Gofer Room for non-researching colleagues	Synthesis of clinical and academic work	Negotiation	Lecturer and Teacher	Corporate, Authentic, Collaborative	Collaboration
Christine	Medium Tariff University	Entering the academic environment	Physiotherapy as a culture Validity and Credibility to students	Barriers to engagement with an academic identity Expectations		Critical, Collaborative, Personal	
Louise	Low Tariff University	Directing professional development Intrinsic motivation Scholarly work	Personal factors as a physiotherapist Teaching as a physiotherapist Physiotherapy as an extrinsic influence	Working as an administrator Engaging in scholarly work	Teacher and Physiotherapist	Critical, Authentic, Collaborative, Occupational	Duty of Care

Participant	Location	Visible Self (Semi-structured interview themes)			Hidden Self (Repertory Grid)		
		Teacher	Physiotherapist	Academic-Researcher	Ideal Self	Model of Professionalism	SOP
Sarah	Low Tariff University	Influence of the institution Scholarly activity Intrinsic motivation	Credibility Professional Development	Becoming an academic Peer support	Physiotherapist and Teacher/Lecturer	Critical, Collaborative	Facilitator
David	Low Tariff University	Influence of mentorship Developing as a teacher	Developing the profession Commitment to physiotherapy students Developing physiotherapists	Moving from evidence based practice	Physiotherapist and Lecturer	Critical, Collaborative, Personal	Bounded identity
Claire	Low Tariff University	Developing others Clinical influence	Credibility Emotional commitment	Developing scholarly work New academic		Critical, Collaborative, Occupational	

Table 8.1 Cross case synthesis

Model of Professionalism	Participants (Institute HTU, MTU, LTU)	Shared findings	Key Issues	Superordinate themes	Ideal Self
Corporate / Organisational	Ruth (HTU) Roberta (MTU) Emma (MTU) Kate* (MTU)	Acknowledgement of legitimacy of university business, but limited recognition of this as part of the Ideal Self.	Credibility – development of the profession and also as an academic working within the institution.	Collaboration Empathetic approach	Physiotherapist Pastoral Role Lecturer*
Critical	Bob (HTU) Christine* (MTU) Louise** (LTU) Sarah (LTU) David (LTU) Claire* (LTU)	Resistance to the corporate model of professionalism from a personal perspective or poorly defined operational direction.	Prioritisation of a clinical voice and rejection of the operational direction of the Institution.	Duty of Care Caring Role Facilitation of learning and personal development Bounded identity (physiotherapist / lecturer)	Pastoral Role Teacher** Physiotherapist *did not complete repertory grid
Authentic	Ruth (HTU) Caroline (HTU) Roberta (MTU) Emma (MTU) Kate* (MTU) Louise** (LTU)	Engagement with students coupled with an ability to view own practice and work within the institution with a critical eye.	Development of students using the evidence base in physiotherapy and preparation for global practice.	Collaboration Empathetic approach Duty of Care	Lecturer* Physiotherapist Pastoral Role Teacher**

Model of Professionalism	Participants (Institute HTU, MTU, LTU)	Shared Findings	Key Issues	Superordinate Themes	Ideal Self
Collaborative	Emma (MTU) Kate** (MTU) Christine* (MTU) Louise*** (LTU) Sarah (LTU) David (LTU) Claire* (LTU)	Collective capacity and team working.	Being a physiotherapist had engendered a specific skill set and professional values creating a culture or essence of physiotherapy.	Empathetic approach Collaboration Duty of Care Facilitation of learning and personal development Bounded identity (physiotherapist / lecturer)	Pastoral Role Lecturer** Teacher*** Physiotherapist * did not complete repertory grid
Personal	Bob (HTU) Christine* (MTU) David (LTU) Claire* (LTU)	Independent and personal drivers in the delivery of education	Lack of engagement with evidence base or highly personalised approach to interpretation of research.	Caring Role Bounded identity (physiotherapist / lecturer)	Pastoral Role Physiotherapist * did not complete repertory grid
Occupational	Bob (HTU) Louise (LTU) Claire*(LTU)	High level of commitment and prioritisation to emotional and vocational aspects of their work.	Transference of skills and commitments developed with patients to students.	Caring Role Duty of Care	Pastoral Role Teacher * did not complete repertory grid

The Models of Professionalism introduced within chapter 2 are represented here in diagrammatic form as Diagram 8.0. The subsequent table (Table 8.2) presents each participant's self-described relationship to the models of professionalism (represented by a shaded block) as articulated within their interview and superordinate themes as developed from the repertory grid data. The subsequent discussion of participant data within the Models of Professionalism is articulated with critical reference to published literature, Institutional documentation and where appropriate, contextualised through Kelly's PCT (1955, 1991).

Diagram 8.0 Models of Professionalism

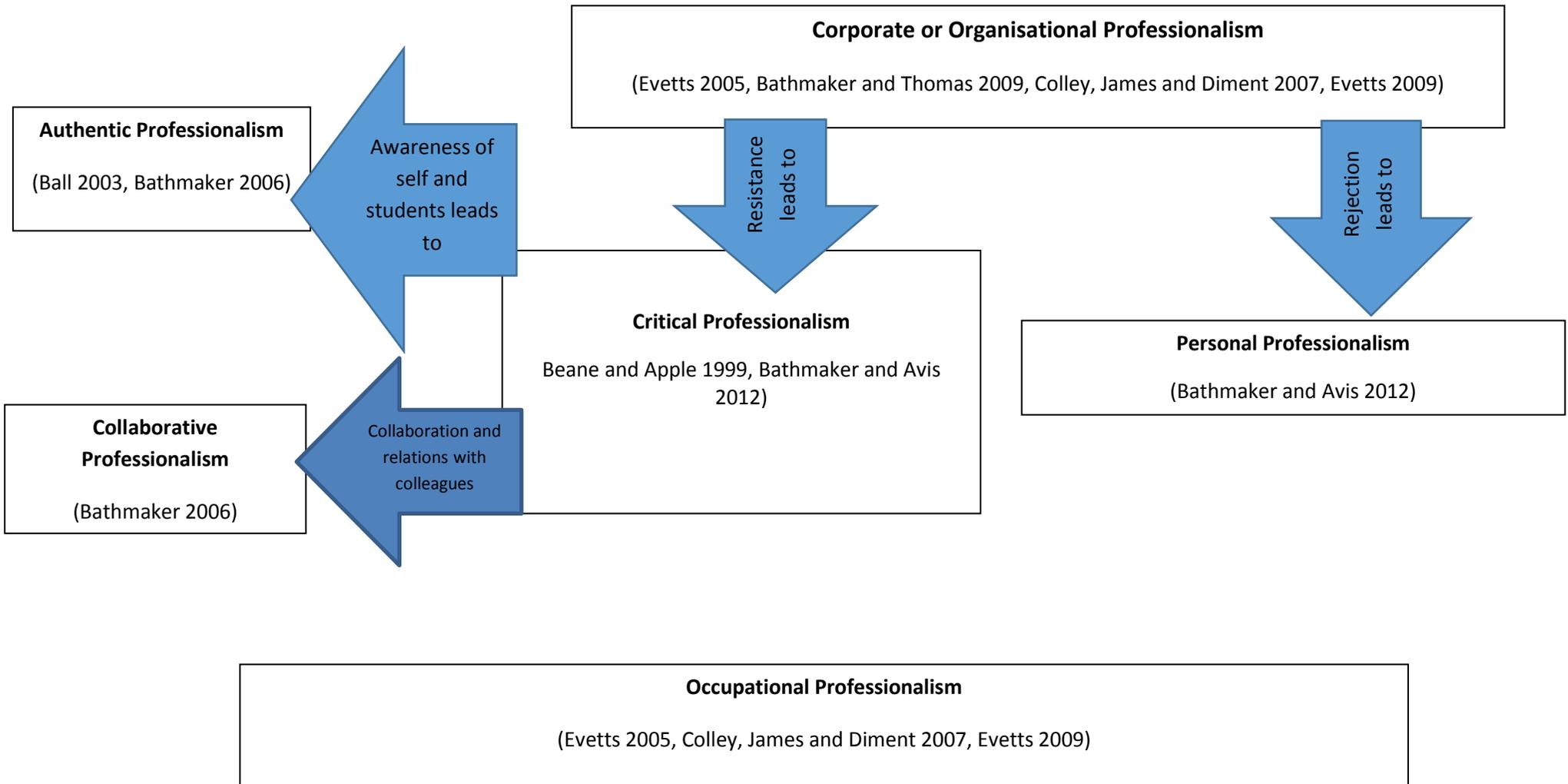


Table 8.2. Participant Data and Models of Professionalism

Participant	Corporate / Organisational Professionalism	Critical Professionalism	Authentic Professionalism	Collaborative Professionalism	Personal Professionalism	Occupational Professionalism
Ruth						
Bob (female)						
Caroline						
Roberta						
Emma						
Kate						
Christine						
Louise						
Sarah						
David						
Claire						

8.1. Corporate / Organisational Professionalism: Ruth, Roberta, Kate, Emma

This model of professionalism can be interpreted as integral to the effective functioning of an Institution and a legitimate aspect of University business. Ruth, Roberta, Kate and Emma described explicit requirements to attain prescribed contractual targets for research and grant income reflecting the Institutional literature and policies for both the High and Medium Tariff Universities (The Academic 2010, The Strategic Plan 2015, The Strategic Plan 2013, College Plan 2016).

Significantly, participants acknowledged the legitimacy of this requirement in an academic position but only some recognised this work as part of their Ideal Self. The following discussion suggests that the concrete description of professionals working within this model having to undergo a '*major values shift*' with '*micro control*' prioritised over their professional identity (Ball 2003, Colley, James and Diment 2007) was not the experience of these participants who retained key aspects of their professional identity as a physiotherapist within the academic environment.

For each Ruth, Roberta, Kate and Emma, a key aspect of their work was credibility, contextualised for development of the profession and as an academic within an institution.. This was expressed despite a feeling of paradoxical expectation, working within an environment with little understanding of the profession of physiotherapy coupled with 'unrealistic' expectations of academic staff in both the type of research to be undertaken and how to become a leader of research.

Element analysis revealed retention of the primary identity of Physiotherapist or Pastoral Role for all participants except Kate. Kate's element analysis revealed a primary identity as lecturer but each participant had synthesised other academic identities (lecturer, researcher, teacher) alongside their primary identity.

These participants have moved beyond the 'crisis of identity' (Nixon 2000, 2001) and (with the exception of Kate) have constructed a professional identity within this context founded on their primary identity as physiotherapists or based on the key qualities that had self-selected them to this profession (Sparkes 2002). The specific links drawn with the practice

environment and focus to the development of clinical academic physiotherapists confirmed the ability to merge the identities of clinical and academic physiotherapists and create new pathways for the furtherance of the profession, thereby refuting the suggestion of the need to commit to either an educational position or clinical research (Sparkes 2002), or challenged by a lack of clarity to application of specific methodology (Bithell 2005).

8.2. Critical Professionalism: Christine, Bob, Louise, Sarah, David, Claire

Critical Professionalism, (Beane and Apple 1999 and Bathmaker and Avis 2012) describes professionals responding to or resisting Corporate or Occupational Professionalism. Within this study, there are two strands of participants situated in this model. The first are participants who explicitly resist the corporate model of professionalism (Christine and Bob). The second strand (Louise, Sarah, David, Claire) also sit within this model, but there is a significant Institutional influence in the positioning of these participants.

Christine and Bob share similar concerns about their work within a University setting, specifically a level of unhappiness about changing expectations of their work and role. This included an expectation to engage with the research agenda following a long career as a 'physiotherapy teacher' and unwillingness to participate in the development of a research agenda within the department and profession more widely. These findings reflected the initial discussions of Richardson (1999) in her articulation of 'professionalism', taking a task focused approach to their work, without commitment to development of the profession through engagement with a research culture (Wrightson and Cross 2004).

The lack of operational direction from the University caused specific challenges for the second group of participants in the construction of an identity commensurate with this professional occupation (Strategic Plan 2013). The inarticulation of expectations beyond the classroom potentially inhibited the ability of these new and inexperienced academics to engage with research which was deprioritised in favour of teaching and largely viewed as an external mechanism (Hurst 2010, Murray et al 2014).

A second influence was evident in the weight attributed to the local 'clinical voice' in the preparation and delivery of this degree programme. This prioritisation was maintained even

when this contradicted the evidence base in physiotherapy. In this way there is the risk of compromising the validity of the degree programme, fundamentally prioritising a clinical rather than research-informed academic position (HCPC 2017) potentially creating a 'theory-practice gap' reflecting early discussions of dichotomy in the professional roles (Sparkes 2002, Morris 2002). Louise, David and Sarah retained the identity of physiotherapist in the element analysis of their repertory grid data with a similar synthesis of identities with 'teacher' and 'lecturer'. This suggests congruency of the identities of lecturer and teacher for these participants.

8.3. Authentic Professionalism: Ruth, Roberta, Caroline, Emma, Kate, Louise, and Collaborative Professionalism: Emma, Kate, Christine, Louise, Sarah, Claire, David.

Participants demonstrating authentic professionalism (Ruth, Caroline, Roberta, Kate, Emma and Louise) articulated specific engagement with students coupled with an ability to view their own practice and work within their institution with a critical eye. Within this model, focus was to the development of students through engagement with the evidence base and critical discussion of physiotherapy without losing sight of the global attributes and skills required for a professional career as a physiotherapist. This demonstrates a commitment to the development and furtherance of the profession reflecting an underlying commitment to the identity of physiotherapy within a clinical context.

The model of Collaborative Professionalism has been articulated in a collective way amongst groups of participants. A collective capacity and team working was articulated by Kate, Christine and Emma in their discussions of a '*culture*' or '*essence*' of physiotherapy. This was related to the idea that all academic staff having been trained as physiotherapists engendered a specific skill set and professional values that made the team approach problems in the same way (Boreham 2000). This was described as a shared interest in developing the very best physiotherapy graduates and a commitment to this on both an academic and personal level. Louise, Sarah, David and Claire described a similar collegial relationship underpinned by similar levels of experience in an academic environment, a sense of peer support with 'everyone is in the same boat' and this was articulated at both an Institutional and departmental level.

8.4. Personal Professionalism: Christine, Bob, David

The participants captured within this model primarily reflect a lack of comfort with a corporate or organisational model of professionalism, but also and more significantly in these findings, determination to continue education of physiotherapy students in their 'own way', at times to the detriment of their own sense of self and identity within the occupational professional context.

Two participants in this model describe an unwillingness to actively engage with research work with one participant viewing this as something external to her. One participant adopts a highly personalised approach to the interpretation and application of research data. Within an environment where there is significant prioritisation of the clinical voice there is the potential for limits to the application of evidence base within this context. Through the prioritisation of a clinically focussed model of education, the risk of a theory-practice gap is perpetuated potentially creating an educational model which is not commensurate with furtherance of the profession in the development of physiotherapists able to compete on a global stage creating and challenging evidence for the profession.

8.5. Occupational Professionalism: Bob, Louise, Claire

Alongside the usual University approvals, the development of a physiotherapy degree programme requires an institution to meet both professional (CSP 2013) and regulatory requirements (HCPC 2013, 2016, 2017). As such, there is a shared narrative and understanding within each university department of the conditions and conduct expected within this professional occupation. Each department has the scope to deliver education in a number of different ways through independent curriculum design and therefore there is a degree of control over conditions and patterns of work. The discussion of this model draws attention to participants who described a high level of commitment, and for some, prioritisation of emotional and vocational aspects of their work.

Within this model, Bob, Louise and Claire articulated transference of the skills and commitment that they developed with their patients to their students. For each participant, this reflected retention of physiotherapist as a primary identity and an integral part of their professional identity within an academic context. These participants keenly described

retention of a commitment developed in clinical practice and relationship with their students as a fundamental tenant of their work, articulating a 'vocational' approach to their work as physiotherapy academics. This commitment, while valuable in the support and development of students on a personal level, should not override the academic responsibilities to students for fear of reprioritisation of a 'service orientation' (Morris 2002), observed in pre-University education of physiotherapists.

8.6 Voluntarism in Professionalisation

Findings articulated within defined models of professionalism have provided insight into how and why participants have negotiated their identity within the professional occupation of physiotherapy. Alongside this an important issue of the negotiation and mediation of a professional identity as an independent agent must also be considered. Within this final aspect of discussion the theoretical construct of '*Underground working*' (Gleeson and Knights 2006, James and Diment 2003) will be considered within participant data.

8.6.1. Underground Working

Underground working is described as non-officially recognised learning and teaching practices (Gleeson and Knights 2006, James and Diment 2003). The commitment of professionals to underground working involves the input of vast amounts of unpaid time and flexible working practices, over and above what is contractually required of professionals to do the job (James and Diment 2003). Within this literature, Gleeson and Knights (2006) recognize recent research articulating responses in organizational and work structures being subject to constructions of identity via negotiated processes of 'tacit knowledge' (Eraut, 1994).

James and Diment (2003) described the outcomes of previous professional experiences shaping the ongoing working career and prospects and '*leaving a mark*' on participants. Within the findings of this thesis, participants described underground working as a mechanism to support and develop their students. This work was often recognised and acknowledged by colleagues but hidden by participants (for example, not recorded as a teaching and learning activity). Reflecting the hidden nature of this work, some of the participants described practices during informal discussion before their interview, for

example, Ruth articulated her contractual expectations during the interview but commented, *'I would put an email from a desperate student above most things'*, Bob described remaining late in her office on at least one occasion every week to *'provide pastoral support to a student'*, although this role had been centralised by the University. In another institution, reflecting on the excellent NSS results for the department, Kate told me that *'it is difficult to explain we get the NSS results that we do because we take students out for a coffee a few times a year'*.

Within Collaborative Professionalism (subsection 8.5), a number of participants described a *'culture'* or *'essence'* of physiotherapy related to the idea that all academic staff having been trained as physiotherapists engendered a specific skill set and professional values which made the team approach problems in the same way (Boreham 2000). Within this thesis, the extensive commitment of the participants to their student body and the overwhelming desire to see students succeed is evident. The findings suggests that alongside a *'collective knowledge'* possessed by participants formed by participation in the *'group'* (department) of physiotherapy, there is a widespread shared set of values and ethics underpinning the identity of these participants through which they engage with underground working practices (Gleeson and Knights 2006, James and Diment 2003). This enhances the experience of students and models a specific commitment to the profession of physiotherapy regardless of their self-described, or emerging identity within this thesis.

8.7. Critique of Models of Professionalism

The Models of Professionalism developed from vocational occupational literature (Bathmaker 2006, Colley, James et al 2007, Bathmaker and Avis 2012) have been applied to the findings of this thesis, to provide a framework to capture the complexities and multiple influences affecting construction of professional identity in physiotherapy academics. In chapter 2, the models were described and recognised as not being able to provide a *'clear-cut'*, distinct form of professionalism in this thesis and while regarded as an appropriate and valuable framework, a number of criticisms are now presented with respect to this framework, specifically applied to the findings of this thesis.

Before considering the models specifically, it is appropriate to critically discuss broader issues affecting application within the findings. The transferability of findings from literature

reporting a vocational occupational field to a professional occupation have been briefly noted in chapter 2, but an initial criticism is the multi-factorial identity that the physiotherapy academics sought to navigate, specifically identities of (clinical) physiotherapist, teacher and academic-researcher. Vocational occupational participants are not reported as having to negotiate multiple identities, as these participants are recognised as 'teachers' (Bathmaker 2006). Whilst the literature recognises the challenges facing participants from a vocational background moving into FE and establishing a new identity as a teacher, there is a lack of complexity and nuance in comparison to the professional identities of participants in thesis, which may have led to an over simplification of participants into specific models.

While it was not the intention of this research to situate each participant into a single model of professionalism; the complexity of each participants' journey to construct their professional identity has resulted in participants featuring in more than one model, and on occasion, several models. This may reduce the understanding of the most significant model for each individual participant. The inclusion of the Repertory Grid provided an essential point of triangulation in this research, but from these findings, care should be taken when applying an individual framework in complex cases, due to a lack of specificity.

Specific models within this framework require scrutiny as applied to the findings of this thesis. The initial literature (Bathmaker 2006, Colley, James et al 2007, Bathmaker and Avis 2012) suggest that individuals reflect either a corporate (organisational), or a critical stance. In this thesis, all participants initially positioned into either a corporate or critical model, however, a number of participants presented a 'mixed' response, for example, corporate professionalism coupled with authentic or collaborative professionalism. For Beane and Apple (1999), Bathmaker and Avis (2012) and Bathmaker (2006), the ability to demonstrate professionalism driven by an awareness of self with a strong interest in others (especially students) and an emphasis on relationships and collaboration with colleagues contradicts the corporate position. In this data, Ruth, Roberta, Emma and Kate, all demonstrated key aspects of authenticity with two participants, (Emma and Kate) also reflecting extensive collaboration. From this data set, the demarcation of either a corporate or critical stance does not truly exist; rather this data suggests that it is possible for these models to co-exist depending on the corporate stance of the university.

The models of Personal and Occupational professionalism have been described in the literature as a response to Corporate professionalism (Bathmaker 2006, Bathmaker and Avis 2012), reflecting a strong service ethic and emotional and ethical obligations of the professional. Participants situated within these models did have a very strong foundation of promoting ethical and emotional obligations within their work as academics.

8.8. Conclusions and Development of Theory

Final conclusions from this thesis are articulated under subheadings directly responding to the original research questions. This section culminates in the creation of two models of education of physiotherapists.

8.9. Do physiotherapy lecturers describe conflicting identities?

Participants described six identities (lecturer, pastoral role, teacher, physiotherapist, researcher and administrator) within their primary interviews. The seventh identity (the Ideal Self, Kelly 1955, 1991) was an emerging identity articulated by participants and influenced by personal and professional experiences. The experience of some of the participants within this study was that of an identity crisis (Nixon 2000, 2001, Sparkes 2002). This was not linked to the retention of a specific identity, e.g. physiotherapist or teacher, but was seen to affect those who were unable to re-construe the changing expectations within their professional lives, and reconstruct their professional identity in response to this. This was fundamentally affected by multiple identities being viewed as congruous (e.g. teacher and lecturer) or an inability or unwillingness to develop or integrate additional identities to meet the needs of the department or institution of employment. For these participants, their identity was 'fixed', underpinned with habitualised constructs (Kelly 1955, 1991) and challenges to this caused feelings of both unhappiness and insecurity.

For other participants, negotiation and regulation of a number of competing identities was achieved while constructing a professional identity that fulfilled their particular beliefs and professional interests. While not without challenges and aspects of conflict, these participants were considered 'risk takers', able to develop a new professional identity while retaining key tenants of their original identity. Kelly's PCT (1955, 1991) considered the

individual and is helpful in trying to understand participants who retained their primary identity as a physiotherapist (Bob, Christine, Ruth, Roberta) but who responded to the construction of a new professional identity in a fundamentally different way. One explanation is the presence of an individual *core role identity*. This implication is that each individual's core role identity involves a relatively stable pattern of perceived similarities and differences between the self and others (Adams-Webber 2003) across a variety of situations (McWilliams 2013).

Physiotherapy as an identity, embedded in a model concerned with the '*ethics of care*' (Bathmaker and Avis 2012), or working to 'get the job done' (personal professionalism) was seen in three participants in this study potentially suggesting a less stable core role identity, a position that made these participants (Christine, Bob, David) less comfortable taking risks, or provoked a level of discomfort when challenged to move beyond their initial 'fixed' identity. Through this there is the possibility of perpetuating practice and behaviours that have been established in a previous career pathway (e.g. clinical physiotherapy work), or based on a biography that had '*left its mark*' (James and Diment 2003) developed at a time before physiotherapy education relocated into a professional occupational position within a University. In doing so, these participants were presented with a significant challenge in managing habitualised constructs (Kelly 1955, 1991), limiting their abilities to reconstrue their professional identity within the changing expectations of a University environment. For Bob and Christine, this resulted in the rejection of aspects of an academic position (articulated in The Academic 2010, The Strategic Plan 2015, Strategic Plan 2013, College Plan 2016). For David specific emphasis and prioritisation was made to clinical teaching work, including interpretation or rejection of research findings as reflecting his own clinical priorities. The discourse of this professional group was reflected in the emotional aspects of academic physiotherapy work. For Bob, Louise and Claire, there is a strong emotional and vocational commitment to the profession of physiotherapy and an emphasis on maintaining the personal drivers that self-selected them to the profession initially, particularly a drive to 'help people'.

8.10. Do the culture and goals of the university influence the physiotherapy lecturer's professional identity formation?

Within all institutions, participants articulated concerns about the ability of the university to recognise the profession of physiotherapy, and a lack of transparency (Roberta, Caroline, Emma). The expectations and requirement to reconstruct a professional identity within this environment was also described as a negative influence (Kate, Bob, Christine) and articulation of attainment of the Ideal Self in a professional occupational context was described as beyond reach (Ruth).

There was a specific difference in the requirements of academic staff articulated through strategic and operational policies across the three institutions and during this thesis I have coined the term 'Institutional flexibility', to reflect the scope of expectations. The Low Tariff University offered little operational direction to a body of new academics delivering the pre-registration physiotherapy degree programme (Strategic Plan 2013). The lack of 'flexibility' in the High and Medium Tariff Universities (including specific articulation of annual outputs of research and teaching) were viewed as challenging by a number of participants and two participants (Bob and Christine) were unable to construe their professional identity in these universities. Despite these challenges, the influence of the institution was integrated into a new professional identity by several participants, whom through careful negotiation constructed an identity that closely aligned with their Ideal Self, whilst responding to the specific requirements of their work in the professional occupational context.

From these findings, I propose two types of educational model. The first a 'professional model': reflecting the institutional ethos at both the high and medium tariff universities. The second: a 'vocational' model, reflecting the institutional ethos at the low tariff university. Within the literature, the commitment to a 'service model' has been discussed (Morris 2002). An advantage of this is that it may lead to the retention of an 'essence' of physiotherapy, which was described as underpinning a collaborative model within academic physiotherapy departments within this thesis. The potential limitation of this model of education prioritising the clinical or 'vocational' side of physiotherapy work is an inability to integrate propositional knowledge into a theory of physiotherapy underpinned by evidence and a rigorous research base. There is a potential therefore to return to a more

apprenticeship or *'sclerotic'* training where practice is based on clinical and expert opinion. From this, it could be viewed that the low tariff institution is not equipping its academic staff to continue the development of a theory of physiotherapy (Helders et al 1999), perpetuating the risk of a 'theory-practice gap' (Richardson 1993).

The professional model of physiotherapy education recognises the negotiation and potential conflict for physiotherapists to manage personal and professional influences in the construction of a professional identity within this environment. However, there is some support from these institutions who have provided scaffolding to academics in their work, through defined expectations. This may be viewed as driving these academics forward to promote the professional profile of physiotherapy and support development of our own theoretical concepts, moving away from the *'borrowed theoretical concepts from the biomedical and physical sciences...to construct rationales for our therapies that are, in effect, hypothetical'* (Blithell 2005:iii).

The potential impact of these models of education for the furtherance and leadership of the profession are considered in subsection 8.13.

8.11. How do physiotherapy lecturers navigate a professional occupational pathway that will sustain an academic and research identity for the physiotherapy profession?

Kate was one of many participants who described a departmental commitment to *'who is walking out of the door as a physio'*. The potential impact to physiotherapy students being educated within these three universities is difficult to ascertain due to the select sample of participants and the specific time period of data collection. This section of discussion reflects possible impact for students rather than a known effect.

From these findings it may be suggested that students educated in the different models of pre-registration physiotherapy as described in this study may have a significantly different academic experience across the institutions. Walker and Winter (2007) described a *'validation cycle'* used by each individual to make sense of their world. It may therefore follow that students' who are educated in a model of physiotherapy with a strong clinical influence, may become very comfortable in the day-to-day work of a physiotherapist within

the clinical environment. However this may reflect a modelling of physiotherapy that does not fully prepare them for a career based in critical understanding and enquiry. This viewpoint reflects the discussion with participants working in the Low Tariff University, which suggests a prioritisation of focus on '*service quality*' (Morris 2002) or '*strong service ethic*' (Bathmaker and Avis 2012).

Conversely, this may not be the case. The vocational model of physiotherapy education reflects aspects of the structure of pre-registration physiotherapy education that predates the move of physiotherapy education into Universities and may act to protect the emotional and caring role of physiotherapy (Morris 2002). For physiotherapy students in the High and Medium Tariff Universities, the influence of a culture developed in well established and long standing programmes of physiotherapy education underpinned by engagement with evidence based practice and critical thinking may benefit them as critical practitioners, or draw them towards development along more established lines of academic practice (e.g. pursuit of a PhD). These students may be better equipped to challenge the profession to create global citizens of physiotherapy (Blithell 2005), providing continuing development of a theoretical knowledge base for the profession to further establish an espoused theory for physiotherapy (Argyris and Schön 1974). It has been reported in the literature that success for physiotherapy students is embedded in strong peer support within both practical and academic aspects of pre-registration physiotherapy training (Cassidy, Norris, Williams 2017) and therefore it can reasonably be suggested that the modelling of education experienced by students in each institution will be a very significant influencing factor on their development as therapists.

8.12. Creation of a Theory of Physiotherapy Education

The following discussion acknowledges the limitations of this thesis (subsection 8.16) however, the distinction in description and construction of professional identities by participants working at the low tariff university and similarities between participants at the medium and high tariff universities permits specific consideration of the potential impact for the furtherance of the profession which concludes with a suggested theory of physiotherapy education.

Bithell in 2005 suggested that the knowledge base of physiotherapy had been developed from the indiscriminate application of aspects of biomedicine and physical sciences, leaving the profession with little more than a hypothetical basis for therapy. The 'globalization' of physiotherapy by the mid 1990's was viewed as a positive influence reflecting a significant increase in research activity in the profession during the preceding decade. Paired with the requirement for evidence-based healthcare this advancement in physiotherapy knowledge was described as allowing the profession '*...to push, if not at an open door, at a door that was not locked tight shut*' (Bithell 2005:iii).

The message here is explicit. The profession of physiotherapy is tasked to continue driving and developing an evidence base for its survival and to establish a physiotherapy knowledge through which future physiotherapists can be successfully prepared for their future career. In a professional occupational group, there is a careful balance to be met, Argyris and Schön (1974) described the challenges of an 'espoused theory' and 'theory in use' which determines professionals' actions in practice. Cavanaugh (1993) described criticism of physiotherapy education moving into an academic environment, producing graduates who were not 'fit for practice' having been taught to prioritise theoretical and research findings over clinical practice, thereby widening the 'theory-practice gap' (Richardson 1993).

a) Professional model of education: the high and medium tariff universities

Participants working within the high and medium tariff universities (with the exception of Bob and Christine) had integrated the development of physiotherapy knowledge into their professional identity, regardless of the identity they described as closest to their 'Ideal Self'. All of these participants conducted research reflecting their clinical focus, each facilitating the expert clinician as an integral part of their work, through programme delivery (Ruth), through the development of an academic clinical pathway (Roberta) and conducting research directly addressing key issues concerning patient safety (Caroline). The work of the participants in these institutions suggests a level of success in the marrying of an 'espoused theory' with 'theory in use' (Argyris and Schön 1974) by driving research alongside clinicians, answering clinical questions and changing clinical practice.

Within the medium and high tariff university the requirement of academic competence for entry to be the department (PhD) is unconcealed. As a new generation of physiotherapists

move into postgraduate academic training very early in their careers (for some bypassing clinical work altogether) it will become clearer over the next decade what the effect to physiotherapy education will be. For example, if the 'espoused' and 'theory in use' (Argyris and Schön 1974) discrepancy will reappear, if the 'essence' or 'culture' of physiotherapy will remain if not underpinned by a shared clinical experience and tacit knowledge amongst staff and if a 'theory-practice gap' (Cavanagh 1993, Richardson 1993) will reappear and widen.

b) The vocational model of education: the low tariff university

Findings from participants at the low tariff institution suggested an over commitment to the local clinical voice. This has overridden aspects of the curriculum content and shaped participants to respond to challenges from clinical colleagues in a reactive way. The expertise of clinical teaching at this site is overwhelming and the commitment to excellence in the classroom is evident in the preparation of students for the 'real world' of clinical physiotherapy work. The discussions with participants at this institution reflect, in part, Schön's (1987) view that scientific research on the *'high ground of theoretical problem solving is of limited application in the 'swampy lowlands' of 'professional practice'* (Bithell 2005:iv).

A collegial relationship was described by the participants at this university who felt supported by peers working alongside them with a similar experience of academia. Notably, this discussion focussed on the participants integrating into a new work environment seeking peer support for development (Hurst 2010), rather than being provided with specific operational support from the Institution of employment. The de-prioritisation of research and lack of confidence in how to apply for and conduct funded research projects presented a specific barrier to the development of academic practice within this department that may perpetuate without institutional support. This model of education presents the possibility of a retrograde step in the development of the profession, in effect returning to a 'sclerotic' state.

8.13. Final statement

The findings from this thesis suggest that physiotherapists working within universities do not consistently 'fit' the clothes of academics and the influences on each individual in the construction of their professional identity within an academic environment is multifaceted. Reflecting on the commonality, individuality and sociality corollaries (Kelly 1991), there is a shared understanding of 'being a physiotherapist' amongst the physiotherapy lecturers within this thesis but the two proposed models of education suggest that the physiotherapy lecturers have interpreted identities within the academic workplace in quite different ways obtaining a different 'fit' for their academic clothes.

Participants working within the proposed professional model of education have moved beyond discussions concerned with type of research in physiotherapy (Bithell 2005) and have retained and reconceptualised their primary identities to develop a professional identity commensurate with their personal drivers and interests whilst acknowledging a lack of fit within the university system. Therefore while not fully 'wearing the clothes' of academics, they have negotiated a recognised space within the University and developed specific structures for furtherance of the profession.

Physiotherapy lecturers working within the vocational model of education reflect the identities of new physiotherapy academics (as described by Hurst 2010, Smith and Boyd 2012, Murray et al 2014) and have not yet transitioned beyond the work of a clinical teacher. Whilst this achieves transmission of expert clinical knowledge within the classroom this hasn't allowed the participants at this site to develop a professional identity beyond a linked clinical – teaching role. At this time this fits with the expectation of the university in which they are situated, but does not provide scope for development and increasing expectations of academic staff over the next years. Without development and engagement with a specific research culture these participants are likely to be left behind in the progression of the profession of physiotherapy within an academic context.

Further development of the findings of this thesis would be valuable. They may seek to address how the physiotherapy profession addresses challenges in moving collectively towards strengthening the professional identity of physiotherapists working within

academia within a range of different working contexts. As the number of new universities providing physiotherapy education increase, it would be of value to ascertain the requirement for scaffolding and support for all physiotherapy academics to promote engagement with the academic environment to maintain their personal and professional interests but allow them to move beyond the work of expert clinical teachers.

8.14. Reflexive Statement

As part of my work as a researcher, I have been conscious of the need to observe my reflexivity and position within this work (Finlay 2003). In discussing my reflexivity I have drawn on Finlay's 'four subjective elements' (Finlay 1998) and the following account brings together key aspects of reflexivity experienced during this research process taken from my research diary, discussions as part of my supervisory process and memo notes captured during data collection. These reflect my assumptions, expectations, emotional responses and an analysis of my unconscious biases.

As a physiotherapist and lecturer I was an insider in this research with a shared understanding of both the rigors of clinical physiotherapeutic work, but also the challenging expectations of physiotherapists working in academia. Alongside some of the participants in this study, at the beginning of my academic career I experienced the sense of being an imposter. Moving into an academic world was not anticipated, but something that developed on the basis of enjoying teaching within a clinical environment. I am aware that on occasion I have felt that I am not a 'proper' physiotherapist and I do occasionally miss my work with patients.

My expectations of a shared experience with my participants was met in the language of the clinical and academic environment, and at times interviews felt more like conversations with friends, a discussion of shared experiences and ambition. It is a privilege to work in a University and I didn't anticipate that some of the participants would be unhappy and feel threatened in their work. I also felt envious of some participants who seemed to make their work seem effortless, when I have to work hard. How do they juggle it all?

As part of each interview I discussed a 'critical incident' with each participant. One of the responses reminded me of an incident I had been part of in clinical practice. Following a long career in critical care I have become adept at rigorously managing my emotional responses, but following one interview, I found myself recalling the unexpected death of a very young patient and for a brief time, I was transported back to that moment, the frustration of the medical team at the futility of her treatment, a feeling of complete helplessness at the grief of the family. Had I done the right things? Said the right things? It was difficult to maintain the position of the researcher in this situation as I could wholly relate to the participant's experiences. For this situation it was immensely helpful to 'debrief' with my supervisors.

As my work towards the thesis developed I became aware that I had a greater affinity for some participants than others. Following my maternity leave, returning to a full-time academic position and part-time study towards this thesis, I was acutely aware of the additional challenges of balancing family and work life, particularly trying to juggle the demands of my young daughter; trying to be a good parent but also remaining committed to my academic work and study. It was at this time that I became extremely conscious of the need to hide the demands of these competing interests so I was seem to be managing the workload, the study and being a parent to a young baby. By continuing with my work and study I have made specific sacrifices of family life with the intention of a securing a stable future for me, and my young child. I became acutely conscious of, and empathetic towards participants who were also juggling numerous competing interests. I found myself listening carefully to their way of managing their commitments and reflected on my ability to achieve my Doctorate and establish a more secure foothold on the academic ladder.

I then had to tackle my assumptions about the challenges facing other participants, in particular those who felt they 'didn't have time' to engage with research as part of their professional identity. I also had to consider my interpretation of findings carefully. I was aware of a greater sense of understanding for participants who had a family life but also due to the close relationships I had with some of the participants I had to observe careful boundaries in my interpretation of findings, particularly so I didn't draw on my personal

knowledge of the participant in order to interpret their data. I had to be careful not to view their experience through my own lens.

8.15. Limitations

Three key issues present limitations to the methodologies in this thesis. Due to the design and sample of this thesis, this research allows for '*naturalistic generalisation*' (Gomm et al 2000:19, Stake 1978). That is, generalisation about a group of similar cases (physiotherapy academics) rather than a general population of academic staff as a whole. Therefore, while I have tentatively suggested the creation of 'two models of education' by participants working within the three case institutions in this thesis, these conclusions should not be generalised beyond the participants at these institutions.

The data for both the semi-structured interviews and repertory grid were collected at a single time point for each participant, therefore, the data may reflect a 'snapshot' of the participant rather than a consistent viewpoint across a longer time period. Finally, there was a significant time lapse between the completion of initial interview and repertory grid (maximum of three years). Participants were offered a summary of their interview to revisit the context and main aspects of the semi-structured interview, but a period of three years may reflect a significant advancement in professional career, thereby when conducting the repertory grid interview, participants may have re-construed new influences into their professional identity and may have reported an interpretation of the elements (identities) based on their perception at this time, rather than reflecting their experiences at the time of data collection of the semi-structured interview. In effect, this may lead to two separate experiences in the construction of identity across the data collection periods for participants that may have altered the responses for RG and overall interpretation of data for some of the participants.

8.15.1 Methodological Limitations

a) Semi-structured Interviews

The flexibility of this method leaves room for the interviewer's personal influence and bias and may also introduce the possibility for 'social desirability' (Barriball and White 1994), the participant giving what they feel is the 'correct' answer whether they believe it or not. The

personal and professional relationship that I shared with a number of participants may have given easier access to professional colleagues (Chew-Graham, May and Perry 2002) and this also presents the opportunity for elaboration of responses due to a 'shared understanding' with participants feeling less judged by a researcher who works in the same field. In this research there was the potential for both social desirability and a more elaborate dialogue with professional colleagues. It was therefore essential that I was clear about my role and the basis of my research at point of meeting the interview subjects and the continual maintenance of a reflexive position through the use of memo notes and a research diary throughout this process (Finlay 1998, 2002, Robson 2002).

There was the risk of an asymmetric power relationship during the interview (Brinkmann 2018). The researcher is immediately considered to be in a position of power as they determine the nature of the research project, interview schedule, use of prompts and probes within the discussion and the overall length of the interview. While many of the participants in this study are experienced researchers, some were not and despite a significant professional history, one participant described the undertaking of Doctoral research as *'impressive, not something I would like to take on'*, suggesting the possibility of the researcher inadvertently being viewed as someone with more 'power' than the interviewee. To try and address potential issues of a power imbalance during the interviewing process, each participant was invited to ask questions about the thesis and my professional experience. To try and create the most comfortable environment for interviews, each participant determined the location and timing of their interview, this included the home of two participants.

Two participants experienced a significant emotional response during the interviewing process and I was also subject to a number of personal accounts that had to be considered reflexively following the interview process. Each participant was able to continue with the interview, but it is not known the impact of this experience on the participants. One participant required a significant break during the repertory grid interview (45 minutes) and this may have affected a consistent continuation of this process.

Interpretation of interview data was completed using thematic analysis (Braun and Clarke 2006, 2013) and development of themes from the data was discussed during supervision meetings (with CR and AMB). Analysis was completed as a single researcher, introducing the risk of researcher bias (Robson 2002) and there was limited member checking as none of the participants wanted to revisit their interview in detail. A short summary of the interview was offered by the researcher at the conclusion of the interview and again before the second data collection period due to the significant time lapse between the data collection points.

b) Repertory Grid

Participants may have experienced difficulty articulating how they constructed their professional identity as each participant was required to navigate a complex network of personal constructs and behave in an objective way to describe the numerous factors affecting their professional identity. During discussion of the triadic combination of elements and development of the construct a number of participants found it extremely challenging to articulate an 'opposite' end of the continuum (to create the implicit pole). In this situation, the use of process analysis and further discussion with participants assisted in development of constructs, in some cases support was also sought from my supervisor (CR) to effectively articulate the participant discussion as constructs.

Prior to presenting the triadic combinations to participants, the combinations were shuffled, however by chance on occasion the same element (identity) was presented sequentially in a number of different triadic combinations. This may have lead to the creation of subsequent constructs based on the initial discussion of an element. This may have narrowed the scope of discussion of constructs with the participant who may have applied the same description to create a construct (or contrast pole) for the same element regardless of the other elements contained within the subsequent triadic combinations.

The elements used in the repertory grid for this study were developed from a number of identities described by participants during their initial semi-structured interviews (Chapter Four). The number of elements (n=7) does represent a suitable range of convenience for participants in this study although it is acknowledged that this falls below the suggested

maximum of a dozen elements (Jankowicz 2004). However, the smaller number of elements does permit enough discrimination to rank elements to each construct (Jankowicz 2004). The use of PCA to analyse the RG data and the potential influence of a smaller number of data points is considered below.

The analysis of RG data using PCA (using SPSS, IBM SPSS Statistics 20) is discussed in detail in chapter four but it is important to acknowledge the potential limitations to the application of statistical testing in the interpretation of naturalistic data. While the PCA and creation of components give some indication of 'themes' in individual participant data and through this labels have been attributed to each component for each participant, in effect caution should be applied to drawing definitive conclusions in the discussion of the complex factors influencing the construction of the professional development through the weighting applied through statistical testing. The challenges for participants and the potential unrecognised feelings and influences affecting each participant in the construction of their identity (Fransella and Bannister 1977) can not be measured through application of statistical testing. Field (2013) states that PCA is purely exploratory and should only be used to inform researchers of patterns in data sets, or guide future hypotheses. In his words, this analysis should be used to make informed decisions rather than basing decisions on the anticipated outcomes. Therefore, the discussion of data for each participant from the PCA may be regarded as capturing an aspect of the naturalistic data, but it is impossible to 'measure' the complex interplay of the factors occurring within naturalistic data fully using this analysis.

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Appendices

Appendix A – Corollaries, Kelly’s PCT (1955, 1991)

Appendix B – Research ethics approvals

Appendix C – Participant Information Sheet (PIS)

Appendix D – Programme Leaders Survey

Appendix E – Semi-structured interview schedule

Appendix F – Triadic combinations Repertory Grid Interview

Appendix G –Process Analysis

Appendix H – Ruth

Appendix I – Caroline

Appendix J – Bob

Appendix K – Roberta

Appendix L – Emma

Appendix M – Kate

Appendix N – Louise

Appendix O – Sarah

Appendix P - David

Appendix A

Corollaries of Personal Construct Theory and Definition (Kelly 1955, 1991, Bannister and Fransella 1971, Peck 2015).

Corollary	Definition	Interpretation	Implications for the individual
Construction	<i>A person anticipates events by construing their replications</i>	In PCT <i>construing</i> means ‘placing an interpretation’. For Kelly, each individual creates a structure and within this framework (an abstraction) the substance takes shape or assumes meaning. This interpretation is made by the individual. Within this <i>construing</i> each individual takes note of features of a series of elements that are characteristic or uncharacteristic and then develops constructs of similarity and contrast. Therefore, basic to making sense of our world and lives, is the continual detection of repeated themes, categorisation of these themes and segmenting our world in terms of them.	Engagement with abstraction
Individuality	<i>Persons differ from each other in their construction of events</i>	No two people can play precisely the same role in the same event, no matter how closely they are associated. However, while there are individual differences in the construction of events, persons can find common ground through construing the experiences of their neighbours along with their own.	Requirement to consider in the open for comparison or a coalescence with another individual
Organisation	<i>Each person characteristically evolves, for his convenience in anticipating events, a construction system embracing ordinal relationships between constructs</i>	Different constructs sometimes lead to incompatible predictions. Therefore not only do individuals differ in their construction of events, but in the way they organise their events. For example, one may resolve them in terms of an ethical system and another in terms of self-preservation. In each individual construction system there may be several layers of ordinal relationships, with some constructs subsuming another. This is termed a <i>superordinate construct</i> and the other is the <i>subordinate construct</i> . The ordinal relationship between constructs may reverse from	Engagement with abstraction

		time to time. Within this corollary, Kelly emphasises the relationship may be one of inclusion or subsuming.	
Dichotomy	<i>A person's construction system is composed of a finite number of dichotomous constructs</i>	The assumption that all constructs follow a basic dichotomous form. Each individual abstracts information based on both similarity and contrast. The idea of bipolarity in constructs permits a variety of relationships between them.	Engagement with abstraction
Choice	<i>A person choose(s) for himself that alternative in a dichotomised construct through which he anticipates the greater possibility for extension and definition of his system</i>	Whenever a person is confronted with the opportunity for making a choice, he will tend to make that choice in favour of the alternative which seems to provide the best basis for anticipating ensuing events. This may take the form of <i>definition</i> (confirming in greater detail aspects of experience which have been actively construed), or, <i>extension</i> (reaching out to increase the range of the construct system by exploring new areas that are only very partially understood).	Requirement to choose one pole of a construct from another
Range	<i>A construct is convenient for the anticipation of a finite range of events only.</i>	There are few if any personal constructs which are relevant to everything, therefore each personal construct has a range of convenience.	Requirement to choose one pole of a construct from another
Experience	<i>A person's construction system varies as he successively construes the replications of events</i>	The fundamental postulate establishes anticipation of events as psychological processes, therefore successive revelation of events invites each individual to place new constructions upon them whenever something unexpected happens. The ongoing succession of events in the course of time continually subjects each individual's construction system to a validation process. Fransella and Bannister (1971) describe this as a person's guide to living.	Engagement with abstraction
Modulation	<i>The variation in a person's construction system is limited by the permeability of the constructs within</i>	A person's construction system varies as he successively construes the replication of events. Kelly's theory is a theory of change. He argued that man is a 'form of motion', not a static object occasionally moved to	Engagement with abstraction

	<i>whose range of convenience the variants lie</i>	motion. There are specific parameters for change and the modulation corollary is a parameter.	
Fragmentation	<i>A person may successively employ a variety of construction subsystems which are inferentially incompatible with each other</i>	New constructs are not necessarily direct derivatives of, or special cases within, one's old constructs. We can only be sure that the changes take place from old to new constructs within a larger system.	Requirement to envisage the world from a different construct
Commonality	<i>To the extent that one person employs a construction of experience which is similar to that employed by another, his psychological processes are similar to those of the other person</i>	This position does not require an assumption that it would take identical events in the lives of two people to make them act alike. It is the similarity in the construction of events that we find the basis for similar action, not the identity of the events themselves.	Requirement to consider in the open for comparison or a coalescence with another individual
Sociality	<i>To the extent that one person construes the construction processes of another, he may play a role in a social process involving the other person</i>	The person who is to play a constructive role in a social process with another person need not so much construe things as the other person does as he must effectively construe the other person's outlook. Interpersonal interaction is in terms of each person's understanding of the other.	Requirement to consider in the open for comparison or a coalescence with another individual

**UNIVERSITY OF BIRMINGHAM
APPLICATION FOR ETHICAL REVIEW**

Who should use this form:

This form is to be completed by PIs or supervisors (for PGR student research) who have completed the University of Birmingham's Ethical Review of Research Self Assessment Form (SAF) and have decided that further ethical review and approval is required before the commencement of a given Research Project.

Please be aware that all new research projects undertaken by postgraduate research (PGR) students first registered as from 1st September 2008 will be subject to the University's Ethical Review Process. PGR students first registered before 1st September 2008 should refer to their Department/School/College for further advice.

Researchers in the following categories are to use this form:

1. The project is to be conducted by:
 - o staff of the University of Birmingham; or
 - o a research postgraduate student enrolled at the University of Birmingham (to be completed by the student's supervisor);
2. The project is to be conducted at the University of Birmingham by visiting researchers.

Students undertaking undergraduate projects and taught postgraduates should refer to their Department/School for advice.

NOTES:

- Answers to questions must be entered in the space provided.
- An electronic version of the completed form should be submitted to the Research Ethics Officer, at the following email address: aer-ethics@contacts.bham.ac.uk. Please **do not** submit paper copies.
- If, in any section, you find that you have insufficient space, or you wish to supply additional material not specifically requested by the form, please it in a separate file, clearly marked and attached to the submission email.
- If you have any queries about the form, please address them to the [Research Ethics Team](#).

X Before submitting, please tick this box to confirm that you have consulted and understood the following information and guidance and that you have taken it into account when completing your application:

- The information and guidance provided on the University's ethics webpages (<https://intranet.birmingham.ac.uk/finance/accounting/Research-Support-Group/Research-Ethics/Ethical-Review-of-Research.aspx>)
- The University's Code of Practice for Research (http://www.as.bham.ac.uk/legislation/docs/COP_Research.pdf)

UNIVERSITY OF BIRMINGHAM APPLICATION FOR ETHICAL REVIEW	OFFICE USE ONLY: Application No: Date Received:
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1. TITLE OF PROJECT

How do qualified physiotherapists who become lecturers in HE make sense of their academic identity within the context of their profession as a lecturer in HE?

2. THIS PROJECT IS:

University of Birmingham Staff Research project
 University of Birmingham Postgraduate Research (PGR) Student project X
 Other (Please specify):

3. INVESTIGATORS**a) PLEASE GIVE DETAILS OF THE PRINCIPAL INVESTIGATORS OR SUPERVISORS (FOR PGR STUDENT PROJECTS)**

Name: Title / first name / family name	Professor Ann-Marie Bathmaker
Highest qualification & position held:	Professor of Vocational and Higher Education
School/Department	School of Education (Room 421)
Telephone:	0121 414 3467
Email address:	a.m.bathmaker@bham.ac.uk

Name: Title / first name / family name	Dr Carolyn Roskell
Highest qualification & position held:	Lecturer, Programme Director MSc Physiotherapy
School/Department	School of Sport, Exercise and Rehabilitation Sciences
Telephone:	0121 415 8604
Email address:	c.a.roskell@bham.ac.uk

b) PLEASE GIVE DETAILS OF ANY CO-INVESTIGATORS OR CO-SUPERVISORS (FOR PGR STUDENT PROJECTS)

Name: Title / first name / family name	N/A
Highest qualification & position held:	
School/Department	
Telephone:	
Email address:	

c) In the case of PGR student projects, please give details of the student

Name of student:	Annabel Williams	Student No:	830175
Course of study:	EdD Learning Contexts	Email address:	ACW675
Principal supervisor:	Professor Bathmaker		

Name of student:		Student No:	
Course of study:		Email address:	
Principal supervisor:			

4. ESTIMATED START OF PROJECT Date:

ESTIMATED END OF PROJECT Date:

5. FUNDING

List the funding sources (including internal sources) and give the status of each source.

<i>Funding Body</i>	<i>Approved/Pending /To be submitted</i>
This project is unfunded	

If applicable, please identify date within which the funding body requires acceptance of award:

Date:

If the funding body requires ethical review of the research proposal at application for funding please provide date of deadline for funding application:

Date:

6. SUMMARY OF PROJECT

Describe the purpose, background rationale for the proposed project, as well as the hypotheses/research questions to be examined and expected outcomes. This description should be in everyday language that is free from jargon. Please explain any technical terms or discipline-specific phrases.

Updated 23/11/12

This project is being conducted as part of a taught Doctorate in Education (EdD). Using an interpretivist methodology, data will be collected in two parts. The first part (March 2014) will be a survey, distributed to the physiotherapy course leaders at a national professional meeting. The second part of data collection (January – end June 2014) will be from physiotherapy lecturers who deliver physiotherapy education at one of four HEI's that deliver physiotherapy degrees in England. The physiotherapy lecturers will be purposively sampled to explore the experience of physiotherapists who hold a dual identity as a physiotherapist and a physiotherapy lecturer working within higher education.

Literature suggests that 'quasi'-professional groups who enter HEI's as academic staff face a number of challenges situating themselves in the 'academy'. These include moving from a role of 'expert' practitioner to 'novice' academic, maintaining 'credibility' within the classroom and developing their skills as teacher and researcher. It is suggested that physiotherapy academic staff face the requirements of an academic role as part of a complex relationship between the HEI, professional and regulatory requirements of physiotherapy and the demands of a public healthcare service with the 'service user' as its key focus (Department of Health 2012). The expectation of physiotherapy academic staff to have a critical understanding of the physiotherapy profession and to contribute to the growing body of knowledge within the profession through primary research has led to the requirement for research activity measured using a rigorous framework (the Research Excellence Framework (REF)). Physiotherapists wishing to enter academia may also be asked to complete doctoral and post-doctoral research as an integral part of their academic contract. The development of accredited privately funded training courses in physiotherapy within England also adds a new dimension to the profession with the possibility of a student body becoming more 'consumer-like' in their expectation of physiotherapy education. Further research is now urgently required within physiotherapy education to establish the challenges faced by physiotherapy lecturers as they deliver physiotherapy education in innovative and new ways. It is currently unknown how new physiotherapy graduates are prepared for the profession from the viewpoint of physiotherapy lecturing staff, and if physiotherapy lecturers are appropriately equipped to deliver a curriculum which will provide academic and clinical sustainability for the physiotherapy profession. This project is being completed to address a 'gap' in the literature considering the academic identity in physiotherapy lecturers. Physiotherapy lecturers will be recruited from different types of HEI (including a Russell's Group Institution, a pre-1992 Institution, a post-1992 Institution and a private physiotherapy education provider) in England.

The research questions for this project are:

- Where is physiotherapy training offered in England?
- Who are the physiotherapy lecturers working in different HEI's offering physiotherapy education in England?
- How do physiotherapy lecturers construct and describe their academic identity? Is there a triple academic identity?
- How does the institutional identity of the HEI influence the physiotherapy lecturers' academic identity?
- Are physiotherapy lecturers on a developmental pathway that will sustain an academic and research pathway for the physiotherapy profession?

Expected outcomes from the data collection are to gain qualitative data that will be analysed to produce key themes describing the academic identity of physiotherapy lecturers working in a variety of HEI's delivering physiotherapy education in England.

7. CONDUCT OF PROJECT

Please give a description of the research methodology that will be used

The design of this study is an interpretivist case study. Consistent with this methodology, data collection will be completed using semi-structured interviews (during a maximum data collection period between 6th January 2014 – end June 2014). The interviews will be conducted by the researcher with physiotherapy lecturers at a maximum of four different HEI's delivering physiotherapy education in England. Participants will be recruited by purposive sampling at each of the selected HEI's and invited to participate in this research study by email invitation. Permission to approach the academic staff in each institution will be sought from the Director of the Physiotherapy programme at each institution.

It is anticipated that as part of this project, participants will be recruited from the University where the researcher works and therefore there is a risk that some participants at this institution may feel obligated to help a colleague by participating in this research project.

Issues of risk to the participants are clearly outlined in section 19 and addressed in the PIS.

7. DOES THE PROJECT INVOLVE PARTICIPATION OF PEOPLE OTHER THAN THE RESEARCHERS AND SUPERVISORS?

Yes No

Note: "Participation" includes both active participation (such as when participants take part in an interview) and cases where participants take part in the study without their knowledge and consent at the time (for example, in crowd behaviour research).

If you have answered NO please go to Section 18 . If you have answered YES to this question please complete all the following sections.

8. PARTICIPANTS AS THE SUBJECTS OF THE RESEARCH

Describe the number of participants and important characteristics (such as age, gender, location, affiliation, level of fitness, intellectual ability etc.). Specify any inclusion/exclusion criteria to be used.

This research project will use purposive sampling. The participants for the pilot study will be recruited from the physiotherapy degree programmes at one of four different HEI's within England. A number of physiotherapy academic staff will be recruited from each HEI to reflect the diversity of academic roles within each department. It is anticipated that a mixture of male and female academic staff will be recruited. All potential participants will be given information about the study and the opportunity to participate. Based on other published research, it is anticipated that a total of 12-14 semi-structured interviews will be completed.

Due to the shared professional background of the academic staff, all potential participants are assumed to be competent to provide voluntary informed consent for this project.

9. RECRUITMENT

Please state clearly how the participants will be identified, approached and recruited. Include any relationship between the investigator(s) and participant(s) (e.g. instructor-student).

Note: Attach a copy of any poster(s), advertisement(s) or letter(s) to be used for recruitment.

For data collection, permission will be sought from the Director of the department to approach academic participants. Academic staff will be contacted by electronic letter (e mail) for the data collection period. To maximise potential responses from the participants, one follow up e mail will be sent to the academic participants following the initial recruitment period during the study.

The researcher is known to some academic staff that will be recruited for part of the study as she works as a member of this academic team at one potential research site. The researcher will be unknown to academic participants at subsequent sites of data collection.

10. CONSENT

a) Describe the process that the investigator(s) will be using to obtain valid consent. If consent is not to be obtained explain why. If the participants are minors or for other reasons are not competent to consent, describe the proposed alternate source of consent, including any permission / information letter to be provided to the person(s) providing the consent.

All participants will be provided with an academic participant information sheet and consent form which they will be asked to sign.

Note: Attach a copy of the Participant Information Sheet (if applicable), the Consent Form (if applicable), the content of any telephone script (if applicable) and any other material that will be used in the consent process.

b) Will the participants be deceived in any way about the purpose of the study? Yes No

If yes, please describe the nature and extent of the deception involved. Include how and when the deception will be revealed, and who will administer this feedback.

No. The participant information sheet for academic staff clearly outlines the nature and purpose of the study.

11. PARTICIPANT FEEDBACK

Explain what feedback/ information will be provided to the participants after participation in the research. (For example, a more complete description of the purpose of the research, or access to the results of the research).

Academic participants will be offered a short summary of the interview findings at the conclusion of their interview.

All participants are advised (as part of the participant information sheet) that the data will form part of a doctoral thesis and may form part of future research publications.

12. PARTICIPANT WITHDRAWAL

a) Describe how the participants will be informed of their right to withdraw from the project.

The participants are advised in the participant information sheet of their right to withdraw from the project at any time without explanation.

b) Explain any consequences for the participant of withdrawing from the study and indicate what will be done with the participant's data if they withdraw.

There are no consequences for participants who withdraw from the study. If participants withdraw from the study all original data (e.g. tape recorded data, original transcripts, notes made by the researcher during interview or observed teaching periods) will be destroyed. All anonymised and fully transcribed data will also be destroyed.

13. COMPENSATION

Will participants receive compensation for participation?

i) Financial

Yes No

ii) Non-financial

Yes No

If Yes to either i) or ii) above, please provide details.

Not applicable. This project is unfunded and there is no other method of compensation offered to participants. Participants will be advised that data collection will take place at the University site of their place of work and there will be no reimbursement (including travel costs).

If participants choose to withdraw, how will you deal with compensation?

Not applicable. This project is unfunded and there is no other method of compensation offered to participants.

14. CONFIDENTIALITY

a) Will all participants be anonymous?

Yes No

b) Will all data be treated as confidential?

Yes No

Note: Participants' identity/data will be confidential if an assigned ID code or number is used, but it will not be anonymous. Anonymous data cannot be traced back to an individual participant.

Describe the procedures to be used to ensure anonymity of participants and/or confidentiality of data both during the conduct of the research and in the release of its findings.

Participants of this project are advised that due to the data collection methods (survey and semi-structured interview) data collection will not be anonymous. Data collected using the survey will be anonymised at time of transcription and following each interview, the researcher will transcribe the data from the tape recording (and any additional notes made by the researcher during the data collection period) and all identifying information will be removed. Each subject will be allocated a pseudonym. Original recordings will be encrypted and stored in a password protected computer, or encrypted USB device. All identifying information will be removed from any 'paper' copies of interview transcripts and the original documents will be stored in a locked filing cabinet at the researcher's place of work.

If participant anonymity or confidentiality is not appropriate to this research project, explain, providing details of how all participants will be advised of the fact that data will not be anonymous or confidential.

There are limits to confidentiality in this project:

If a participant discloses information that is considered by the researcher to pose a threat to the participant or to a member of the general public, or, if a participant describes professional behaviours or practices that contravene professional standards and regulations for the physiotherapy profession (HCPC 2010, 2013) confidentiality will be broken and the Director of Physiotherapy (at the relevant HEI) will be informed.

Consent is being sought from all participants to include the use of direct quotations in the doctoral thesis and in future research publications although pseudonyms will be used in any publication. Due to the relatively small numbers of HEI's providing physiotherapy education in England, demographic information about the participant and any the University will be blurred.

15. STORAGE, ACCESS AND DISPOSAL OF DATA

Describe what research data will be stored, where, for what period of time, the measures that will be put in place to ensure security of the data, who will have access to the data, and the method and timing of disposal of the data.

All data will be stored to meet the requirements of the Data Protection Act (1998). All interview transcripts; notes (made by the researcher during periods of data collection) and audiotapes will be retained in a locked filing cabinet at the researchers' place of work.

The research data will be held for a period of 10 years.

16. OTHER APPROVALS REQUIRED? e.g. Criminal Records Bureau (CRB) checks

YES NO NOT APPLICABLE

If yes, please specify.

N/A

17. SIGNIFICANCE/BENEFITS

Outline the potential significance and/or benefits of the research

The data from this study will provide contemporary and unique information about the academic identity of physiotherapists working as university lecturers today. The data collected will provide information about the current academic pathway available to physiotherapists working as university lecturers today and the way that physiotherapy students are being educated in England today.

Participants in this study will provide data in a previously un researched area. It is anticipated through collection of this data, that valuable insights will be gained into the academic identity of physiotherapy lecturers and their opinion and expectations of the future of physiotherapy education in England including the production of graduates who are fit to work in both a clinical and academic environment.

18. RISKS

a) Outline any potential risks to **INDIVIDUALS**, including research staff, research participants, other individuals not involved in the research and the measures that will be taken to minimise any risks and the procedures to be adopted in the event of mishap

There are no material or health risks associated with participation in this project. There is a risk that academic staff may feel a sense of 'obligation' to assist a colleague in their data collection. This risk is highlighted to academic participants in the participant information and the researcher has allowed a week for academics to consider the project information before giving consent to the researcher so that academic participants can discuss the project with the researcher if they wish. There is a minimal risk that participation in this project may lead academic participants to question their choice of career and if this occurs, academic staff is referred to their mentor. All participants are advised of their right to withdraw from the project at any time without giving a reason.

It is anticipated that one of the data collection sites will be completed at the researcher's place of work and there is a small risk that the academic staff or physiotherapy programme director may have unrealistic expectations of the outcome of the project or may try to unduly influence the researcher's findings. The research questions can be made available to the programme director and academic participants on request. All participants and programme directors are also provided with contact details for the project supervisors and may ask questions of the researcher or supervisors if they wish to do so.

There are no risks or disadvantages to academic staff that chose not to participate in this project. The researcher will also keep reflective field notes to maintain my reflexivity in this research and will regularly meet with my project supervisors to discuss any concerns that I have about data collection at my own workplace HEI.

b) Outline any potential risks to **THE ENVIRONMENT** and/or **SOCIETY** and the measures that will be taken to minimise any risks and the procedures to be adopted in the event of mishap.

There are no anticipated risks to the environment and/ or society from this study.

19. ARE THERE ANY OTHER ETHICAL ISSUES RAISED BY THE RESEARCH ?

Yes No X

If yes, please specify

20. CHECKLIST

Please mark if the study involves any of the following:

- Vulnerable groups, such as children and young people aged under 18 years, those with learning disability, or cognitive impairments
- Research that induces or results in or causes anxiety, stress, pain or physical discomfort, or poses a risk of harm to participants (which is more than is expected from everyday life)
- Risk to the personal safety of the researcher
- Deception or research that is conducted without full and informed consent of the participants at time study is carried out
- Administration of a chemical agent or vaccines or other substances (including vitamins or food substances) to human participants.
- Production and/or use of genetically modified plants or microbes
- Results that may have an adverse impact on the environment or food safety
- Results that may be used to develop chemical or biological weapons

Please check that the following documents are attached to your application.

	ATTACHED	NOT APPLICABLE
Recruitment advertisement	<input type="checkbox"/>	X
Participant information sheet	X	<input type="checkbox"/>
Consent form	X	<input type="checkbox"/>
Questionnaire (Survey)	X	<input type="checkbox"/>
Interview Schedule	X	<input type="checkbox"/>

21. DECLARATION BY APPLICANTS

I submit this application on the basis that the information it contains is confidential and will be used by the University of Birmingham for the purposes of ethical review and monitoring of the research project described herein, and to satisfy reporting requirements to regulatory bodies. The information will not be used for any other purpose without my prior consent.

I declare that:

- The information in this form together with any accompanying information is complete and correct to the best of my knowledge and belief and I take full responsibility for it.
- I undertake to abide by University Code of Practice for Research (http://www.as.bham.ac.uk/legislation/docs/COP_Research.pdf) alongside any other relevant professional bodies' codes of conduct and/or ethical guidelines.
- I will report any changes affecting the ethical aspects of the project to the University of Birmingham Research Ethics Officer.
- I will report any adverse or unforeseen events which occur to the relevant Ethics Committee via the University of Birmingham Research Ethics Officer.

Name of Principal investigator/project supervisor:

Annabel Williams

Date:

November 20th 2013

Please now save your completed form, print a copy for your records, and then email a copy to the Research Ethics Officer, at aer-ethics@contacts.bham.ac.uk. As noted above, please do not submit a paper copy.

**UNIVERSITY OF BIRMINGHAM
APPLICATION FOR ETHICAL REVIEW –
REQUEST FOR AMENDMENTS**

Who should use this form:

- This form is to be completed by PIs or supervisors (for PGR student research) who are requesting ethical approval for amendments to research projects that have previously received ethical approval from the University of Birmingham.

Please be aware that all new research projects undertaken by postgraduate research (PGR) students first registered as from 1st September 2008 will be subject to the University's Ethical Review Process. PGR students first registered before 1st September 2008 should refer to their Department/School/College for further advice.

- What constitutes an amendment?

Amendments requiring approval may include, but are not limited to, additions to the research protocol, study population, recruitment of participants, access to personal records, research instruments, or participant information and consent documentation. Amendments must be approved before they are implemented.

NOTES:

- Answers to questions must be entered in the space provided
- An electronic version of the completed form should be submitted to the Research Ethics Officer, at the following email address: aer-ethics@contacts.bham.ac.uk. Please do not submit paper copies.
- If, in any section, you find that you have insufficient space, or you wish to supply additional material not specifically requested by the form, please submit it in a separate file, clearly marked and attached to the submission email.
- If you have any queries about the form, please address them to the [Research Ethics Team](#).

UNIVERSITY OF BIRMINGHAM APPLICATION FOR ETHICAL REVIEW - REQUEST FOR AMENDMENTS	OFFICE USE ONLY: Application No: Date Received:
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1. TITLE OF PROJECT

How do qualified physiotherapists who become lecturers in HE make sense of their academic identity within the context of their profession as a lecturer in HE?

2. APPROVAL DETAILS

What is the Ethical Review Number (ERN) for the project?

11-1264

3. THIS PROJECT IS:

University of Birmingham Staff Research project
 University of Birmingham Postgraduate Research (PGR) student project X
 Other (Please specify):

4. INVESTIGATORS

a) PLEASE GIVE DETAILS OF THE PRINCIPAL INVESTIGATORS OR SUPERVISORS (FOR PGR STUDENT PROJECTS)

Name: Title / first name / family name	Professor Ann Marie Bathmaker
Highest qualification & position held:	Professor of Vocational and Higher Education
School/Department	School of Education (Room 421)
Telephone:	
Email address:	a.m.bathmaker@bham.ac.uk

Name: Title / first name / family name	Dr Carolyn Roskell
Highest qualification & position held:	Lecturer, Programme Director MSc Physiotherapy
School/Department	School of Sport, Exercise and Rehabilitation Sciences
Telephone:	0121 415 8604
Email address:	c.a.roskell@bham.ac.uk

b) PLEASE GIVE DETAILS OF ANY CO-INVESTIGATORS OR CO-SUPERVISORS (FOR PGR STUDENT PROJECTS)

Name: Title / first name / family name	N/A
Highest qualification & position held:	
School/Department	
Telephone:	
Email address:	

c) In the case of PGR student projects, please give details of the student

Name of student:	Annabel Williams	Student No:	830175
Course of study:	EdD Learning and Learning Contexts		
Principal supervisor:	Professor Bathmaker		

Name of student:		Student No:	
Course of study:			
Principal supervisor:			

Date: 1st March

Updated 19/02/13

5. **ESTIMATED START OF PROJECT**

2017

ESTIMATED END OF PROJECT

Date:

28th April 2017

6. ORIGINAL APPLICATION FOR ETHICAL REVIEW AND ANY SUBSEQUENT APPROVED AMENDMENTS:

Please complete the table below for the original application and any subsequent amendments submitted

Title and reference number of application or amendment	Key points of application and/or changes made by amendment (include: aims of study, participant details, how participants were recruited and methodology)	Ethical considerations arising from these key points (e.g. gaining consent, risks to participants and/or researcher, points raised by Ethical Review Committee during review)	How were the ethical considerations addressed? (e.g. consent form, participant information, adhering to relevant procedures/clearance required)
<i>Original application</i>	<p>Aims of study: To consider how physiotherapy lecturers construct and describe their academic identity. Is there a triple academic identity?</p> <p>Participants: eleven physiotherapy lecturers working within three HEI's offering pre registration physiotherapy education.</p> <p>Participant recruitment: Permission sought from gatekeepers (programme directors for each physiotherapy programme). Consent to approach physiotherapy academic staff was granted by three physiotherapy academic departments. Interested academic staff independently contacted the researcher by email. A total of 11 participants were recruited from 3 different HEI's.</p> <p>Original data collection for this project included a two part data collection, the first survey distributed to physiotherapy programme leaders at three HEI's offering pre registration physiotherapy education. The second data collection was completion of semi structured interviews from a purposive sample of eleven physiotherapy lecturers working within three HEI's offering pre registration physiotherapy education.</p>	<p>Consent: Due to the shared professional background of the academic staff, all participants were assumed to be competent to provide voluntary consent for this project.</p> <p>Withdrawal: All participants were advised in the PIS of their right to withdraw from the project at any time without explanation. If any participant requests withdrawal from the study, all original data (transcripts, notes, voice recorded data) would be destroyed. All anonymised and fully transcribed data would also be destroyed.</p> <p>Confidentiality: Participants are not anonymous in this study as they are identifiable during semi-structured interview.</p> <p>All data was treated as confidential.</p> <p>There are limits to confidentiality in this project</p> <p>Risks: There are no material or health risks associated with this project. There is a risk that participants may be 'obliged' to assist a colleague in their data collection.</p> <p>One of the data collection sites is the researcher's place of work. There is a small risk that academic staff or programme director may have unrealistic expectations of the outcome of the project or may try to unduly influence the researcher's findings.</p>	<p>Consent: A consent form was used with all participants. This was discussed with each participant after they had read and considered the information in the PIS. Each participant was offered time to ask any additional questions about the project at point of consenting.</p> <p>Withdrawal: All participants were issued with PIS. The researcher also took PIS to discuss with the participant again at point of consenting for the project.</p> <p>Confidentiality: All participants were allocated a pseudonym of their choice. All demographic and geographical information about the participant and place of work was blurred.</p> <p>Data is stored in a locked filing cabinet at the researchers place of work. Electronic media (voice recordings) are stored on a password-protected computer accessible to the researcher only. Data will be stored for 10 years.</p> <p>Limits of confidentiality: All participants were advised of limits of confidentiality of this project in the PIS. If any participant described unethical practice or practice contravening codes of conduct for the profession, this would be reported to the programme director at their institution.</p> <p>Risks: Research questions are available to the programme director on request. Each</p>
			<p>participant was offered a summary of his or her interview.</p>
<i>Subsequent amendment 1</i>	<p>Data collection: I am seeking an amendment to complete a third data collection with the 11 original participants who completed a semi-structured interview for this project.</p>	<p>Consent, withdrawal, confidentiality and risks remain unchanged for the third data collection for this project.</p>	<p>Ethical issues arising will be addressed by the use of a second consent form. All other considerations are made in the same way.</p>

7. DETAILS OF PROPOSED NEW AMENDMENT

Provide details of the proposed new amendment, and clearly and explicitly state how the proposed new amendment will differ from the details of the study as already approved (see Q6 above).

I am seeking ethical approval to complete a third data collection with the eleven original participants (who completed semi-structured interviews as part of this project).

The third data collection involves completion of a repertory grid. The repertory grid has been developed from data collected as part of the semi structured interviews. This third data collection would require participants to meet with the researcher for one session, lasting upto 2 hours to discuss their interpretation of different 'elements' (descriptions of academic identity) within the repertory grid. The data collected will be analysed alongside thematic data from semi-structured interviews to draw final conclusions regarding each participant's academic identity.

Completion of the repertory grid with each participant will provide data for the development of subordinate and superordinate themes, supporting the final stages of analysis and interpretation of each participant's academic identity. Use of the repertory grid reflects the underpinning theoretical approach of this research using Kelly's Personal Construct Theory (Fransella and Bannister 1977, Kelly 1991, Fransella 2003, Jankowicz 2004).

The repertory grid developed as a final data collection tool is submitted as an attachment to this application.

8. JUSTIFICATION FOR PROPOSED NEW AMENDMENT

The new amendment requested reflects the requirement for a final data collection to draw together the first two stages of data collection for this project. The theoretical basis of this study, Kelly's Personal Construct Theory (1991), uses Repertory Grid as a fundamental tool to help participants describe their construction of identity.

The inclusion of this final data collection will achieve two things to benefit this study: 1. It provides participants with the opportunity to present their individual interpretation of elements described in broad terms during interviews and present their construction of their academic identity; 2. This data collection would allow me to provide full and informed responses to the research questions for this project.

9. ETHICAL CONSIDERATIONS

What ethical considerations, if any, are raised by the proposed new amendment?

One new ethical consideration is raised by this new amendment. As I have a relationship with the eleven participants for this study, having met and interviewed them on one previous occasion, I would like to contact each participant individually using an electronic letter to their work email addresses inviting them to complete a final data collection for this project.

This invitation may induce a sense of obligation in the participants, as they may feel obliged to help me complete this research project.

The invitation to participants will provide them with a week to consider and respond to the researcher. They will be advised that they have no obligation to complete this final data collection.

A copy of the electronic letter for each participant is submitted as part of the request for amendment for consideration.

Appendix C - Participant Information Sheet – Course Leaders and Academic Participants

Participant information



UNIVERSITY OF
BIRMINGHAM

Research Participant Information Sheet

Study title

Where is physiotherapy education going?

What is the purpose of the study?

The purpose of this study is to explore academic identity of physiotherapy lecturers working in Higher Education Institutions (HEI) in England. This study is being conducted as part of a Doctorate in Education (EdD) at the University of Birmingham.

This study is being conducted to explore where physiotherapy education situated in HEI's is currently positioned within an academic and professional world and the pathway that physiotherapy lecturers are creating for the future.

This study will last for up to seven months.

Why have I been chosen?

You have been invited to participate in this study as you are a physiotherapy course leader working in a HEI in England.

Do I have to take part?

No. Participation is entirely voluntary and it is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason. If you decide to withdraw from the project all data collected from you (including data that has been anonymised) will be destroyed.

What will happen to me if I take part?

If you agree to participate in this study you will be asked to complete one short survey about the physiotherapy programme that you lead.

What are the possible disadvantages and risks of taking part?

By participating in this study you are agreeing to complete one short survey. There are no material or health risks associated with participation in this project.

Participant information (course leaders) version 1.0 November 2013

Participant information

What are the possible benefits of taking part?

Participation in this study will allow me to collect data from you to build a picture of the number and types of physiotherapy education being offered in England currently. This data will be analysed alongside interview data collected from physiotherapy lecturers working in HEI's in England and used to explore themes emerging for current physiotherapy lecturers as they work and educate physiotherapy students within an HEI structure. The data you provide in the survey will provide data for my doctoral thesis and may be used in future research publications (research papers).

What if I am unhappy with the conduct of this project?

If you are unhappy with any aspect of the conduct of this project you have the right to complain. Please contact Professor Ann-Marie Bathmaker and Dr Carolyn Roskell (project supervisors) using the details provided at the end of this information.

Will my taking part in this study be kept confidential?

By participating in this study you are agreeing to complete one survey. Due to the nature of the data recorded in the survey you will not be anonymous at the time of data collection. On completion of the survey, I will remove the data from the survey and all identifying information about you will be removed and you will be allocated a pseudonym that will be identifiable to me only. All data will be encrypted and password protected and all paper copied of the survey will be retained in a locked filing cabinet at my place of work.

The data collected as part of this project will be held for 10 years. To prevent recognition of you in the thesis or future research publications your place of work will also be anonymised and any demographic data collected as part of the survey (name, employing HEI) will be blurred to protect anonymity.

What will happen to the results of the research study?

The results of the research will be used to inform my doctoral thesis (which will be submitted for a Doctorate in Education). The results may appear in the thesis or in research papers published from data collected as part of the thesis. Any research publications will be publicly available through research journals and the thesis will be stored at the University of Birmingham. You will not be identified in either the thesis or any research publication.

Who is organising and funding the research?

This research project is unfunded and forms part of the data collection towards a doctoral degree in education.

Who has reviewed the study?

The Humanities and Social Sciences Ethical Review Committee at the University of Birmingham have reviewed this study.

Contact for Further Information

Annabel Williams, Doctoral Research Student, School of Education, University of Birmingham, Edgbaston B15 2TT E. ACW675@bham.ac.uk

Participant information (course leaders) version 1.0 November 2013

Participant information

The supervisors for this research are:

Professor Ann-Marie Bathmaker, School of Education (Room 421), University of Birmingham, Edgbaston, Birmingham B15 2TT. Tel. [REDACTED]

[E. a.m.bathmaker@bham.ac.uk](mailto:E.a.m.bathmaker@bham.ac.uk)

Dr Carolyn Roskell, School of Sport, Exercise and Rehabilitation Sciences, University of Birmingham. B15 2TT. Tel. 0121 415 8604

[E. c.a.roskell@bham.ac.uk](mailto:E.c.a.roskell@bham.ac.uk)

Thank you for your interest in this study!

If you would like to participate in this project. Please email me using the contact details given above by (date).

Participant information



UNIVERSITY OF
BIRMINGHAM

Research Participant Information Sheet

Study title

How do physiotherapy lecturers make sense of their academic identity in the context of their profession?

What is the purpose of the study?

The purpose of this study is to explore academic identity of physiotherapy lecturers working in Higher Education Institutions (HEI) in England. This study is being conducted as part of a Doctorate in Education (EdD) at the University of Birmingham.

This study will last for up to seven months.

Why have I been chosen?

You have been invited to participate in this study, as you are a physiotherapy lecturer working in a HEI in England.

Do I have to take part?

No. Participation is entirely voluntary and it is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason. If you decide to withdraw from the project all data collected from you (including data that has been anonymised) will be destroyed.

What will happen to me if I take part?

If you agree to participate in this study you will be asked to complete one tape-recorded semi-structured interview with me at a time of your convenience at your place of work.

What are the possible disadvantages and risks of taking part?

Whilst there are no material or health risks associated with participation in this project, you may know the interviewer, either as a colleague who works as a member of staff within your physiotherapy programme, or as a professional peer. Due to this, you may feel obligated to assist in this project to support a colleague. The Director of this physiotherapy programme

Participant information (academic) version 1.0 October 2013

Participant information

has granted permission for all academic staff to participate in this project, but your line manager will not be informed if you choose to participate in this project.

In the event that participation in this project raises uncertainties about your professional career or lead you to question your practice, please contact your mentor or line manager for support. A short summary of the interview will be offered to you at the end of the interview.

What are the possible benefits of taking part?

Data from this study will provide contemporary and unique information about the academic identity of physiotherapists working as university lecturers today. The data collected will provide information about the current academic pathway available to physiotherapists working as university lecturers today and the way that physiotherapy students are being educated in England today.

The data you provide during the semi-structured interview will provide data for my doctoral thesis and may be used in future research publications (research papers).

What if I am unhappy with the conduct of this project?

If you are unhappy with any aspect of the conduct of this project you can contact Professor Ann-Marie Bathmaker and Dr Carolyn Roskell (project supervisors) using the details provided at the end of this information.

Due to the ethical requirements of this study and the professional standards and regulations governing physiotherapy practice (HCPC 2012, 2013) if you describe unprofessional or unethical practices during your interview, confidentiality will be broken by me and the described practice or behaviour will be referred to the programme director at your HEI.

Will my taking part in this study be kept confidential?

Due to the nature of interviewing you will not be anonymous at the time of data collection. On completion of the interview, I will transcribe the data from the tape recording (and any additional notes made during the interview). Following transcription of the data, all identifying information about you will be removed and you will be allocated a pseudonym that will be identifiable to me only. All transcripts and all digital data will be encrypted and password protected and all transcripts will be retained in a locked filing cabinet at my place of work.

The data collected as part of this project will be held for 10 years. To prevent recognition of you in the thesis or future research publications your place of work will also be anonymised and any demographic data collected as part of the interview (academic qualifications, year of graduation and clinical and academic work history) will be blurred to protect anonymity.

What will happen to the results of the research study?

The results of the research will be used to inform my doctoral thesis (which will be submitted for a Doctorate in Education). The results may appear in the thesis or in research papers published from data collected as part of the thesis. Any research publications will be publicly available through research journals and the thesis will be stored at the University of Birmingham. You will not be identified in either the thesis or any research publication.

Participant information (academic) version 1.0 October 2013

Participant information

Who is organising and funding the research?

This research project is unfunded and forms part of the data collection towards a doctoral degree in education.

Who has reviewed the study?

The Humanities and Social Sciences Ethical Review Committee at the University of Birmingham have reviewed this study.

Contact for Further Information

Annabel Williams, Doctoral Research Student, School of Education, University of Birmingham, Edgbaston B15 2TT

E. ACW675@bham.ac.uk

The supervisors for this research are:

Professor Ann-Marie Bathmaker, School of Education (Room 421), University of Birmingham, Edgbaston, Birmingham B15 2TT Tel. [REDACTED]

E. a.m.bathmaker@bham.ac.uk

Dr Carolyn Roskell, School of Sport, Exercise and Rehabilitation Sciences, University of Birmingham B15 2TT Tel. 0121 415 8604

E. c.a.roskell@bham.ac.uk

Thank you for your interest in this study!

If you would like to participate in this project. Please email me by (date).

Participant information (academic) version 1.0 October 2013

Appendix D – Programme Leaders Survey

Research Project ‘Where is physiotherapy education going?’

Name:

Title:

Professional Responsibilities / Roles:

Employing HEI:

Name of department (e.g. Department of Rehabilitation, College of Medicine):

Please indicate which of the following professional programmes are based within your department / college:

Occupational Therapy	
Radiography	
Speech and Language Therapy	
Medicine	
Nursing	
Dentistry	
Sports Science	
Other (please specify)	

Please indicate the types of physiotherapy degree programmes run within your department and the average annual numbers of students enrolled into each programme:

Physiotherapy Degree Programme	Average annual intake of students into each programme
BSc (Hons) Physiotherapy (Full time route, 3 years)	
BSc (Hons) Physiotherapy (Part time route, 4-5 years)	
Pre-registration MSc Physiotherapy (Full time route, 2 years)	
Situated Learning Programme (for physiotherapy assistants)	
Post-graduate MSc (please specify)	
Other (please specify)	

Please indicate the number of HCPC registered academic staff working for your programme, the requirements of their contract and the type of contract they are employed:

Professional Position	Academic Requirements for position (e.g. PhD / Professional Doctorate, Masters Degree)	Contract type (please indicate as follows: 1 -teaching only 2-teaching / research 3 – research only 4 -teaching/research/administration 5 – other (please specify)	Is this position included in the REF?	Is this position expected to generate grant money?
Professor / Dean / Chair				
Senior Lecturer / Principal Lecturer / Researcher				
Main Grade Lecturer				
Teaching Fellow				
Clinical Tutor				
Lecturer-Practitioner				
Other (please specify)				

Thank you for completing this survey. Please return this by (date) to Annabel Williams at e. mail. ACW675@bham.ac.uk

Appendix E – Semi-structured Interview Schedule

Interview Schedule v 1.0 November 2013

'How do qualified physiotherapists who become lecturers in HE make sense of their academic identity within the context of their profession as a lecturer in HE?'

Demographic Information (This information will be blurred at time of transcription and a pseudonym allocated to each participant)

Name of participant:

Male / Female:

BME:

Qualifications in physiotherapy and subsequent postgraduate qualifications (including year of graduation):

Job Title:

Other responsibilities (research lead, examinations officer etc.):

What type of contract are you employed on? (E.g. two-legged teaching and research, three-legged teaching, research and practice element etc.).

If there is a research component of contract: What type of research activity are you engaged in?

- *Conference attendance and presentation?*
- *Research papers? Which and where do you publish?*
- *Research grants?*
- *What are your research targets?*
- *Are you included in the REF?*

Location & type of HEI (including other programmes linked with or part of this college / school):

What college/ faculty/ school are you part of?

Construction of academic identity

Tell me about your career as a clinical physiotherapist

How did you make the move from being a practitioner to an academic?

Why did you choose a career in academia?

How would you describe your role / work within this department?

What do you think are the most significant differences between the two roles?

Can you describe a critical incident that has occurred during your time as either a clinical physiotherapist or an academic that has had a significant impact on your career path?

(Prompter questions relating to movement from a clinical into an academic role)

How does the institutional identity of the HEI influence the physiotherapy lecturer's academic identity?

How did you come to work at this HEI?

How would you describe the identity of this HEI? (Prompter question, e.g. a teaching or a research institution)

How do you think the identity of this HEI affects your career and role here?

How would you describe the position of the physiotherapy programme in this HEI?

How do you think this programme is viewed by the HEI?

(Example prompter questions)

- *Money generation?*
- *The HEI actively supports and promotes this programme?*
- *The HEI is quite unsupportive but due to income generation the programme will remain*

Can you give some examples of this?

How would you describe the department that you work in..?

- *Culture*
- *Ethos*
- *Staffing*

How would you describe this HEI in terms of its priorities?

Interview Schedule v 1.0 November 2013

Are physiotherapy lecturers on a developmental pathway that will sustain an academic/ research pathway for the physiotherapy profession?

What do you think about physiotherapy education being moved into HEI's?

What do you consider to be a strength of physiotherapy education being moved into HEI's?

Do you think that training physiotherapy students in an HEI is equipping them well for their professional career? (Why? In what way?)

What do you consider to be a limitation of educating physiotherapists in HEI's?

Can you think about a physiotherapy colleague who works in practice that you know well. What is their opinion about physiotherapy education being delivered in HEI's?

Do you think there is a synergy between academic work and current clinical practice?

To what extent does the CSP offer leadership in the education of physiotherapists in HEI's?

Interview Schedule v 1.0 November 2013

Please can you take me through last week and complete the following diary with your information for this week. Please include all academic and clinical commitments.

Example Working Diary Week

	<i>Early morning</i> 7-9am	<i>Morning</i> 9-12noon	<i>Midday</i> 12noon – 2pm	<i>Afternoon</i> 2pm – 5pm	<i>Early evening</i> 5-8pm	<i>Evening</i> 8-midnight
<i>Sunday</i>						
<i>Monday</i>						
<i>Tuesday</i>						
<i>Wednesday</i>						
<i>Thursday</i>						
<i>Friday</i>						
<i>Saturday</i>						

Interview Schedule v 1.0 November 2013

Discussion of academic diary:

Is this a typical week?

Which aspects of your week would you describe as the most challenging?

Which do you consider obligatory?

Which are you most motivated by?

(Why and exploration of each aspect)

Do you feel that you belong in this department? (Probe yes, no response)

How long did it take for you to feel settled here...to fit in? (If 'no' above, explore barriers to this).

What do you think are the most significant challenges in the next 10 years for physiotherapy education?

Are there any other comments that you would like to make in relation to your role as a physiotherapy lecturer in this HEI?

Thank you and closing comments.

Offer interview summary.

Appendix F – Triadic Combinations Repertory Grid

Triadic combinations were shuffled for each participant to reduce the possibility of obtaining the same identities in sequence

Triadic Number	Elements
1	Lecturer, Ideal Self, Teacher
2	Pastoral Role, Lecturer, Teacher
3	Lecturer, Physiotherapist, Researcher
4	Administrator, Lecturer, Physiotherapist
5	Pastoral Role, Administrator, Physiotherapist
6	Pastoral Role, Lecturer, Researcher
7	Teacher, Physiotherapist, Researcher
8	Pastoral Role, Administrator, Teacher
9	Pastoral Role, Teacher, Researcher
10	Pastoral Role, Ideal Self, Administrator
11	Ideal Self, Researcher, Physiotherapist
12	Researcher, Ideal Self, Administrator

Appendix G – Example Process Analysis – Bob

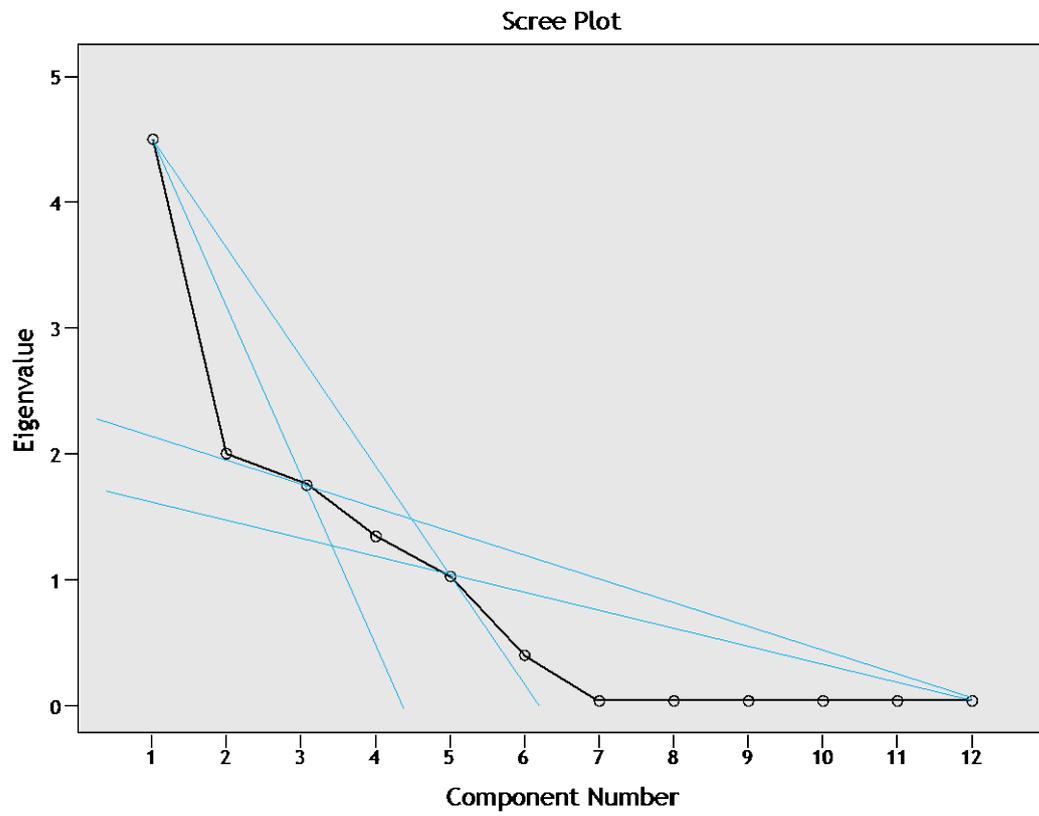
Triadic number	Comments – emergent pole	Comments – implicit pole	General discussion points
1	<p>Ideal Self & Teacher</p> <p>I see myself as a teacher. A teacher is not didactic; it's more about developing students whether lecturing, supervision or helping with learning issues.</p>	<p>Lecturer</p> <p>I associate this with having a PhD. This is not what I have or aspire to. This doesn't translate to clinical research element.</p>	<p>Within the clinical role, Bob is also developing students. Putting learning together.</p>
2	<p>Teacher & Pastoral Role</p> <p>A teacher developing students sits closely with the Pastoral Role. The two provide a crossover (bridge) between an academic and clinical role.</p>	<p>Lecturer</p> <p>This doesn't have a pastoral role.</p>	<p>The Pastoral Role sits within clinical. Bob is looking to develop students clinically and academically. May have a pastoral role in developing the student as a person. Bob views students in a pastoral light.</p>
3	<p>Lecturer & Researcher</p> <p>PhD, so a significant part of this identity is as a researcher (or it should be) at a redbrick university. Research should inform teaching but this is more expected as a lecturer.</p>	<p>Physiotherapist</p> <p>Need to have physiotherapists who are researchers and lecturers but a physiotherapist doesn't sit as naturally as Lecturer and Researcher together.</p>	
4	<p>Lecturer &</p>	<p>Physiotherapist</p>	<p>Reflecting an</p>

	<p>Administrator</p> <p>A university combination and role.</p>	<p>Clinical and outside of the university.</p>	<p>extremely personal viewpoint of Bob.</p>
5	<p>Pastoral Role & Physiotherapist</p> <p>This is what made me want to be a physiotherapist in the first place. Working in paediatrics and then moving into a university role.</p>	<p>Administrator</p> <p>A lot of administration results in a pastoral outcome.</p> <p>The pastoral role is an administrative role within the university.</p>	<p>Significant discussion about this triadic combination.</p> <p>This combination was more blurred for Bob. The talents, skills and gifts that she has have brought her into her current role. She loves the pastoral role and still works clinically.</p>
6	<p>Lecturer & Researcher</p> <p>This doesn't sit with my skills and who I am as a person. I feel that Lecturer and Researcher are linked at this Institution. This doesn't sit so comfortably (with me).</p>	<p>Pastoral Role</p> <p>This is where my skills lie; it gives me a buzz.</p>	
7	<p>Teacher & Physiotherapist</p> <p>This is closely linked. A lot of physiotherapy is teaching (staff, patients etc.) This is where I feel I am at.</p>	<p>Researcher</p> <p>This is nothing to do with the person I feel that I am. Doing research leaves me stone cold.</p>	<p>Bob's engagement in students' research is in her supervision of pre registration physiotherapy students completing their research</p>

		I feel that I enjoy low-key research with students. I enjoy engaging with research (as a participant).	dissertations.
8	<p>Teacher & Administrator</p> <p>There is a lot of administration in the teaching role (e.g. timetabling, organising speakers etc.). I also consider this link from a clinical viewpoint.</p>	<p>Pastoral Role</p> <p>Could be connected to teacher and administrator but this is about caring for students.</p>	<p>This presented a challenge to Bob as she considered how she wished to organise the elements in this triadic combination.</p> <p>Bob discussed this triadic combination in relation to the clinical role of the physiotherapist.</p>
9	<p>Teacher & Pastoral Role</p> <p>In university and on placement supporting students both have a pastoral aspect. I can't be a good teacher without having a 'pastoral role'.</p>	<p>Researcher</p> <p>Sits very separately from this. Sitting in a lab (although this is stereotypical!)</p>	
10	<p>Pastoral Role & Ideal Self</p> <p>The pastoral role is 'me'. I love caring for students and people.</p>	<p>Administrator</p> <p>I enjoy this role but this is separate. I like administration but on my terms. It feels more detailed.</p>	<p>A good day is resolution of a problem or difficult situation (pastoral role).</p>
11	<p>Ideal Self & Physiotherapist</p>	<p>Researcher</p>	

	<p>Physiotherapy is what I wanted to do for a long time. Teaching and placement coordinator is a role that I want to do; it has shaped who I am.</p>	<p>I find it too hard and I don't always see the point.</p>	
12	<p>Administrator & Ideal Self</p> <p>I quite like some administration. It gives me a sense of achieving things. Understanding the need for administration and organisation, there is something within myself that fits with that.</p>	<p>Researcher</p> <p>Not a key part to my role.</p>	<p>Administrator and Ideal Self as a role here and it is part of my identity here.</p>

Appendix H – Ruth RG Data



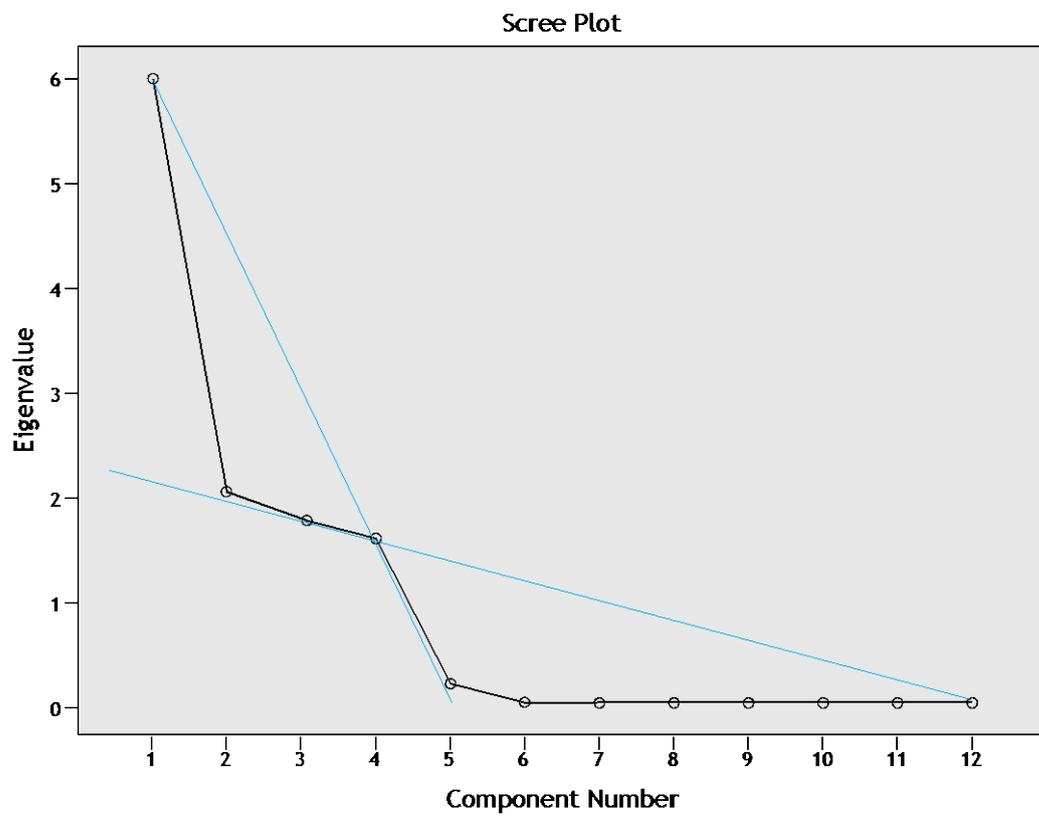
Repertory Grid Interview -Identity of Physiotherapy Academics

Participant: Ruth Location: Site A Date: 20th April 2017

Triadic combination	Construct Emergent Pole	Lecturer	Pastoral Role	Teacher	Physiotherapist	Researcher	Administrator	Ideal Self	Construct Implicit Pole
1.	Ideal Self & Lecturer 'Collaborative engagement'	1	2	5	2	2	4	1	Teacher 'Imparting knowledge and skills'
2.	Teacher & Pastoral Role 'Guiding and nurturing'	4	1	1	3	4	2	4	Lecturer 'Advancing knowledge'
3.	Researcher & Physiotherapist 'Generating research questions'	5	2	3	1	1	3	3	Lecturer 'Disseminating research'
4.	Lecturer & Physiotherapist 'Practice based education'	1	2	2	1	3	5	2	Administrator 'Functional Role executing tasks'
5.	Pastoral Role & Physiotherapist 'Person centered'	3	1	3	1	4	5	3	Administrator 'Coordinator'
6.	Lecturer & Researcher 'Creating and disseminating new knowledge'	1	5	3	3	1	4	2	Pastoral Role 'Student centered care'
7.	Physiotherapist & Researcher	2	3	5	2	1	3	2	Teacher

	'Advancing professional knowledge'								'Imparting knowledge and skills'
8.	Administrator & Pastoral Role 'Soft relationship'	4	1	5	3	4	2	3	Teacher 'Academic relationship'
9.	Teacher & Pastoral Role 'Programme Related'	1	2	1	4	5	2	3	Researcher 'Self related and departmental related'
10.	Pastoral Role & Administrator 'Student focussed'	2	2	3	3	4	1	5	Ideal Self 'personal and professional identity'
11.	Researcher & Physiotherapist 'Clinically relevant research'	2	3	3	4	2	4	5	Ideal Self 'Self validation'
12.	Ideal Self & Administrator 'Established'	2	2	2	1	5	1	3	Researcher 'Emergent'

Appendix I – Caroline RG Data



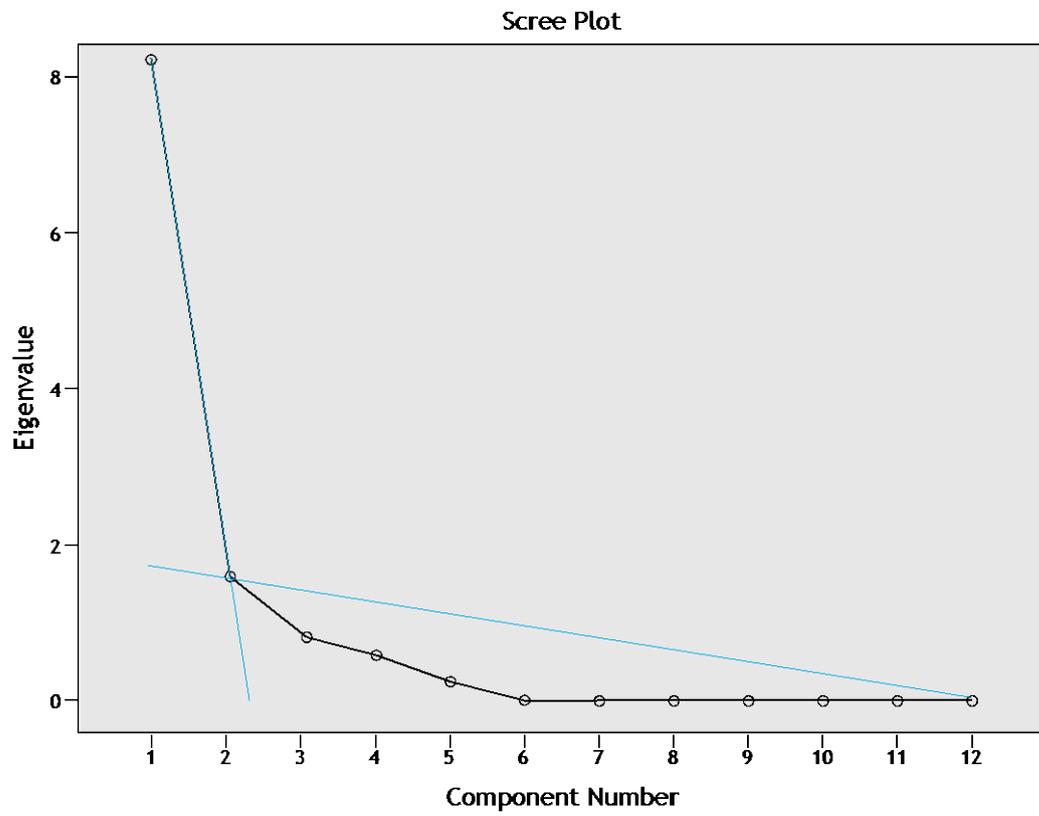
Repertory Grid Interview -Identity of Physiotherapy Academics

Participant: Caroline Location: Site A Date: 8th May 2017

Triadic Combination	Construct Emergent Pole	Lecturer	Pastoral Role	Teacher	Physiotherapist	Researcher	Administrator	Ideal Self	Construct Implicit Pole
1	Lecturer & Teacher 'Developing through learning'	1	5	1	3	2	3	5	Ideal self 'Developing through peer support'
2	Lecturer & Teacher 'Specialist knowledge'	1	5	1	3	2	2	4	Pastoral Role 'Non specialist knowledge'
3	Researcher & Lecturer 'Creates research'	1	5	1	5	1	4	3	Physiotherapist 'Applies research'
4	Lecturer & Administrator 'Necessary'	1	3	4	5	1	1	2	Physiotherapist 'Unnecessary'
5	Administrator & Pastoral Role 'Pastoral focus'	1	1	3	5	4	1	3	Physiotherapist 'Not pastorally focussed'
6	Researcher & Lecturer 'Engaging in research'	1	5	2	4	1	3	3	Pastoral Role 'Engaging in care'
7	Teacher & Researcher 'Research focus'	1	3	1	5	1	3	3	Physiotherapist 'No research focus'

8	Pastoral Role & Administrator 'Focus to caring'	4	1	5	3	4	1	3	Teacher 'Not caring'
9	Teacher & Pastoral Role 'Student engagement'	3	1	1	3	5	2	3	Researcher 'No student engagement'
10	Pastoral Role & Administrator 'Less pastoral'	4	4	4	4	4	4	5	Ideal Self 'More pastoral'
11	Researcher & Physiotherapist 'Requires organisation'	4	5	5	4	4	4	5	Ideal Self 'Requires interaction'
12	Researcher & Administrator 'Simple interaction.'	1	5	4	4	1	1	5	Ideal Self 'Complex interaction'

Appendix J – Bob RG Data



Repertory Grid Interview -Identity of Physiotherapy Academics

Participant: Bob

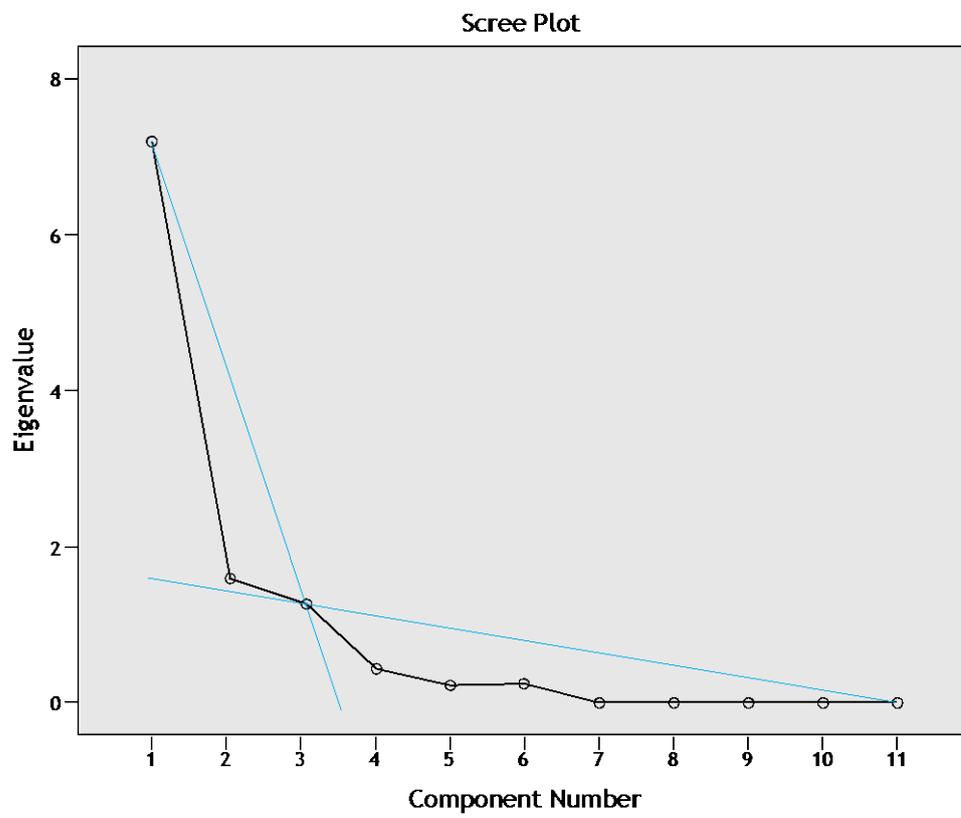
Location: Site A

Date: 5th May 2017

Triadic combination	Construct Emergent Pole	Lecturer	Pastoral	Teacher	Physiotherapist	Researcher	Administrator	Ideal Self	Construct Implicit Pole
1	Ideal Self & Teacher 'Developing students clinically'	5	1	1	2	5	2	1	Lecturer 'Developing students academically'
2	Teacher & Pastoral Role 'Pastoral needs'	5	1	1	1	5	4	1	Lecturer 'Academic needs'
3	Lecturer & Researcher 'Academic'	1	3	2	5	1	2	3	Physiotherapist 'Clinical'
4	Lecturer & Administrator 'University'	1	3	2	5	1	1	3	Physiotherapist 'Clinical'
5	Pastoral Role & Physiotherapist 'Personal role'	5	1	1	1	5	5	1	Administrator 'Professional Role'
6	Lecturer & Researcher 'Not my skill'	1	5	4	4	1	3	5	Pastoral Role 'my personal skill'
7	Teacher & Physiotherapist 'comfortable'	3	2	1	1	5	3	1	Researcher 'uncomfortable'

8	Teacher & Administrator 'Task focus'	1	5	1	3	2	1	2	Pastoral Role 'Person focus'
9	Teacher & Pastoral Role 'student focus'	1	1	1	1	5	2	1	Researcher 'non student focus'
10	Pastoral Role & Ideal Self 'A pleasure'	3	1	2	3	5	5	1	Administration 'An obligation'
11	Ideal Self & Physiotherapist 'Relevant'	4	1	1	1	5	3	1	Researcher 'Irrelevant'
12	Administrator & Ideal Self 'Aligns with identity'	3	2	2	4	5	1	1	Researcher 'Divorced from identity'

Appendix K – Roberta RG Data



Repertory Grid Interview -Identity of Physiotherapy Academics

Participant: Roberta

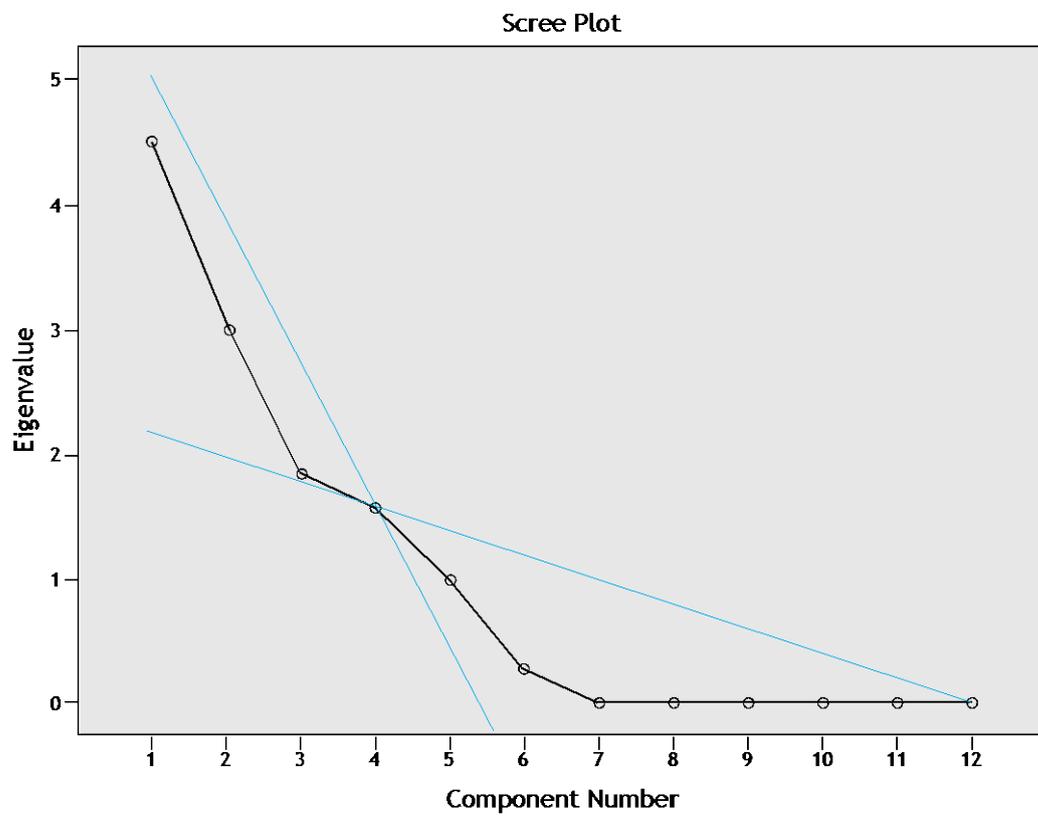
Location: Site B

Date: June 1st 2017

Triadic combination	Construct Emergent Pole	Lecturer	Pastoral Role	Teacher	Physiotherapist	Researcher	Administrator	Ideal Self	Construct Implicit Pole
1	Teacher & Lecturer 'Delivery of research'	3	3	1	3	5	2	3	Ideal Self 'Developing research'
2	Lecturer & Pastoral Role 'Integral link'	1	1	5	1	1	2	3	Teacher 'Not linked'
3	Lecturer & Researcher 'Knowledge generation'	1	2	5	3	2	3	4	Physiotherapist 'Application of knowledge'
4	Lecturer & Administrator 'Necessary'	1	2	5	1	1	1	3	Physiotherapist 'Unnecessary'
5	Pastoral Role & Administrator 'Supporting students'	2	1	5	3	2	1	3	Physiotherapist 'Training students'
6	Researcher & Lecturer 'Limited relationship with students'	1	3	5	2	1	3	1	Pastoral Role 'Significant relationship with students'
7	Physiotherapist & Researcher 'Career focus'	1	2	5	1	1	2	1	Teacher 'Not part of career'

8	Administrator & Pastoral Role 'Care of students'	1	1	5	3	1	2	3	Teacher 'Limited care'
9	Pastoral Role & Researcher 'Duty of care'	1	1	5	2	1	3	3	Teacher 'Limited care'
10	Pastoral Role & Administrator 'A requirement'	3	3	5	3	5	2	4	Ideal Self 'No requirement'
11	Ideal Self & Researcher & Physiotherapist Unable to differentiate this triadic combination as this describes Roberta's Ideal Self								
12	Researcher & Administrator 'Necessary'	3	5	5	3	2	1	2	Ideal Self 'Unnecessary'

Appendix L – Emma RG Data



Repertory Grid Interview -Identity of Physiotherapy Academics

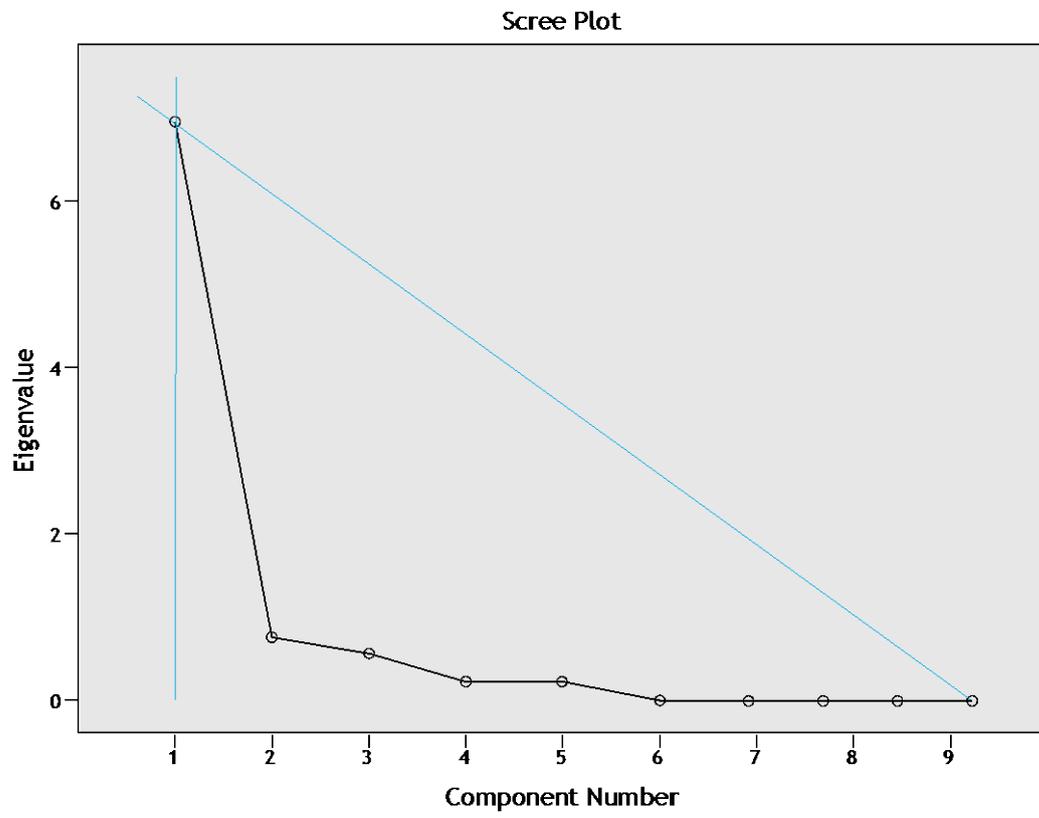
Participant: Emma Location: Site B

Date: 1st May 2017

Triadic Combination	Construct Emergent Pole	Lecturer	Pastoral Role	Teacher	Physiotherapist	Researcher	Administrator	Ideal Self	Construct Implicit Pole
1	Lecturer & Ideal Self 'Integrated work'	1	3	5	3	1	3	2	Teacher 'Simple work'
2	Pastoral Role & Lecturer 'Direct responsibility'	1	2	5	4	4	4	2	Teacher 'Indirect responsibility'
3	Lecturer & Physiotherapist 'Significant work'	1	2	2	1	5	3	3	Researcher 'Minimal work'
4	Administrator & Lecturer 'Administrative'	1	3	3	5	3	2	3	Physiotherapist 'Practice'
5	Pastoral Role & Administrator 'Key university roles'	1	2	3	5	4	2	3	Physiotherapist 'Not a university role'
6	Pastoral Role & Lecturer 'Collaborative work'	2	1	2	3	5	3	2	Researcher 'Individual work'
7	Teacher & Physiotherapist 'Focus on practice'	2	3	1	1	5	3	3	Researcher 'Focus to research'

8	Pastoral Role & Administrator 'Bound by Institution'	4	1	5	3	3	2	3	Teacher 'Personal freedom'
9	Pastoral Role & Teacher 'Developing others'	3	1	2	3	5	3	4	Researcher 'Developing personal interests'
10	Pastoral Role & Ideal Self 'Rewarding and fulfilling'	3	2	2	3	3	5	2	Administrator 'Inefficient, unrewarding'
11	Ideal Self & Researcher 'Institutional value'	2	4	3	5	1	3	2	Physiotherapist 'No institutional value'
12	Researcher & Ideal Self 'Ideal job'	4	3	3	4	1	5	1	Administrator 'Minimal aspect of ideal job'

Appendix M – Kate RG Data



Repertory Grid Interview -Identity of Physiotherapy Academics

Participant: Kate

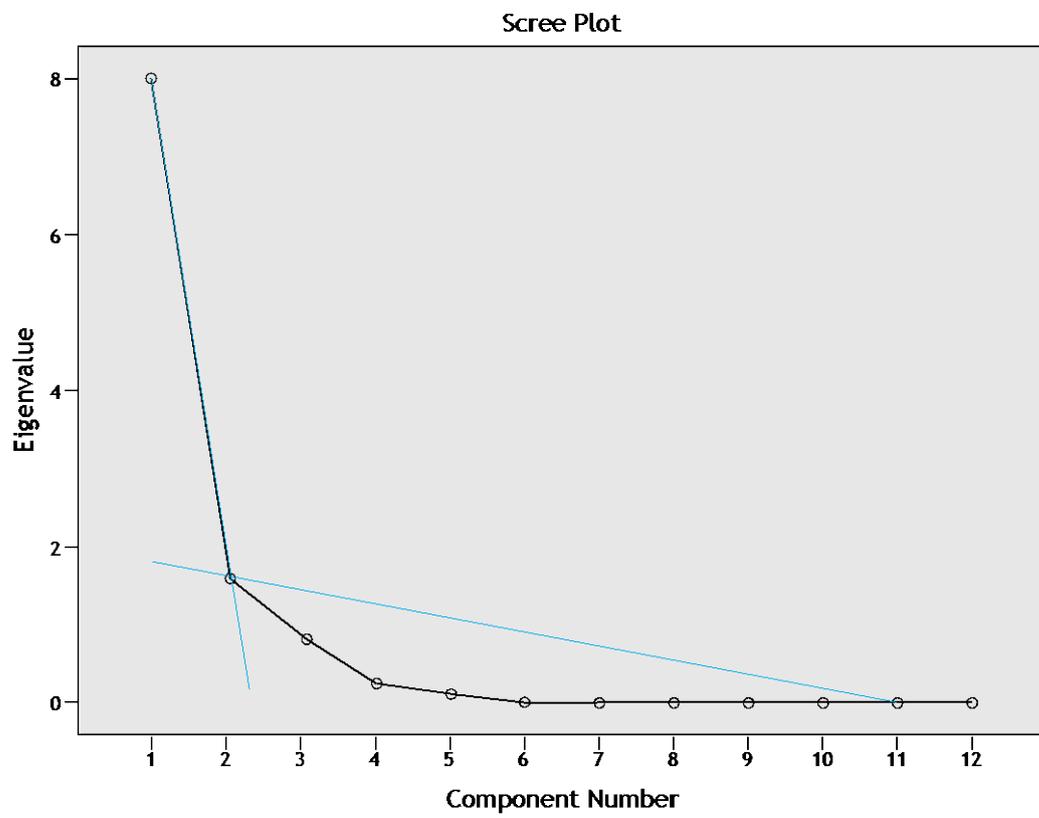
Location: Site B

Date: 22nd May 2017

Triadic Combination	Construct Emergent Pole	Lecturer	Pastoral Role	Teacher	Physiotherapist	Researcher	Administrator	Ideal Self	Construct Implicit Pole
1	Teacher and Ideal Self 'Sharing of ideas'	1	1	1	2	3	4	1	Lecturer 'Didactic'
2	Teacher and Pastoral Role 'Discussion'	2	1	1	2	3	4	2	Lecturer 'One sided'
3	Lecturer and Researcher 'Individual work'	4	4	3	4	2	2	3	Physiotherapist 'Interaction'
4	Lecturer and Physiotherapist 'Knowledge'	3	2	2	2	3	4	3	Administrator 'Process'
5	Pastoral Role and Physiotherapist 'Engagement with people'	3	2	3	2	4	4	3	Administrator 'Disengaged'
6	Researcher and Lecturer 'Visible outputs'	2	5	3	3	2	2	3	Pastoral Role 'Invisible outcomes'
7	Physiotherapist and Teacher 'Collaborative working'	3	1	3	3	4	4	3	Researcher 'Independent working'

8	Teacher and Pastoral Role 'Complex relationship'	3	1	3	2	4	4	3	Administrator 'Simple relationship'
9	Teacher and Pastoral Role 'Practice based'	2	1	1	2	3	2	2	Researcher 'Distant from practice'
10	Administrator and Pastoral Role 'Changing demands'	5	5	5	5	5	5	5	Ideal Self 'Demands remain stable'
11	Ideal Self and Physiotherapist 'Grounded'	1	1	1	1	1	1	1	Researcher 'Lack of grounding'
12	Researcher and Administrator 'Undervalued'	5	5	5	5	5	5	5	Ideal Self 'Appropriately valued'

Appendix N – Louise RG Data



Repertory Grid Interview -Identity of Physiotherapy Academics

Participant: Louise

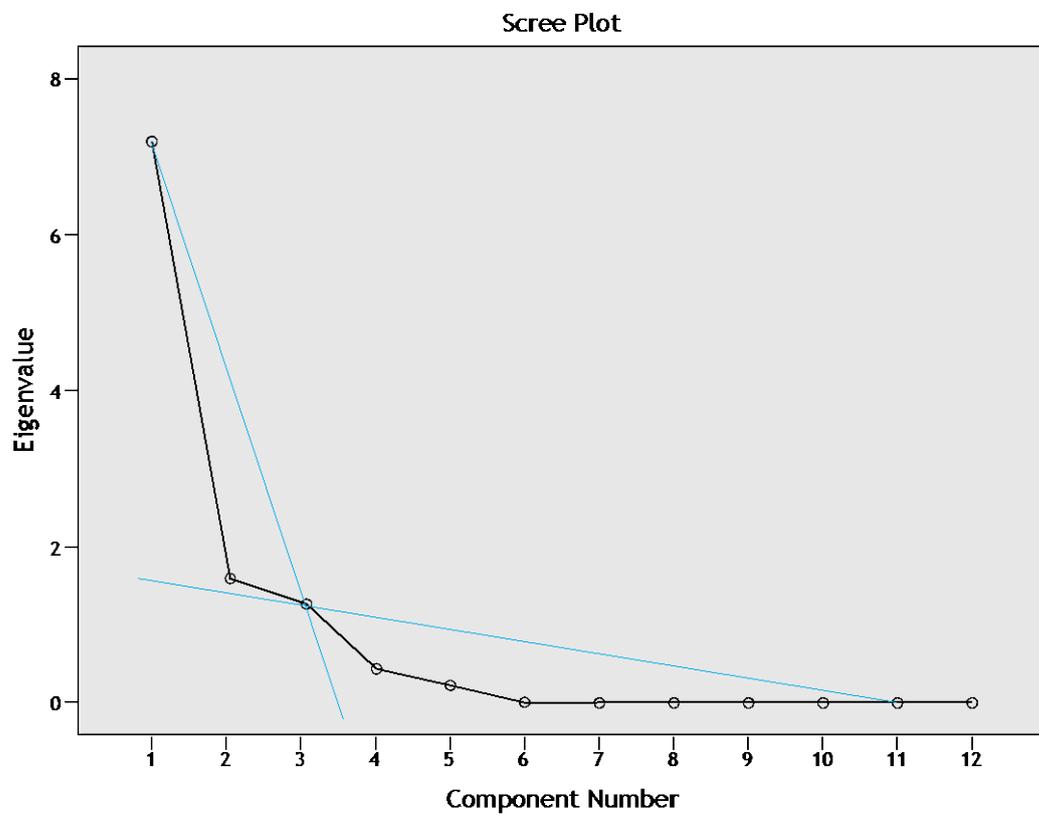
Location: Site C

Date: 6th June 2017

Triadic Combination	Construct Emergent Pole	Lecturer	Pastoral Role	Teacher	Physiotherapist	Researcher	Administrator	Ideal Self	Construct Implicit Pole
1	Lecturer & Ideal Self 'Interactive and flexible'	1	1	2	2	3	4	2	Teacher 'Rigid and structured'
2	Lecturer & Pastoral Role & Teacher Louise is unable to create an emergent and implicit pole for these triads as they sit together for her.								
3	Lecturer & Physiotherapist 'Fluid and creative'	3	2	3	2	4	5	2	Researcher 'Structured opposing creativity'
4	Lecturer & Physiotherapist 'Qualities and values'	3	1	3	2	4	4	3	Administrator 'Tasks and process'
5	Pastoral Role & Physiotherapist 'People orientated, emergent role'	2	1	2	1	4	5	1	Administrator 'Process orientated, fixed role'
6	Pastoral Role & Lecturer 'Shared goal'	1	1	1	1	4	4	1	Researcher 'Singular goal'

7	Teacher & Physiotherapist 'Team working'	1	3	2	1	4	4	2	Researcher 'Individuality'
8	Pastoral Role & Teacher 'People orientated'	1	1	1	1	4	5	1	Administrator 'Task and process orientated'
9	Pastoral Role & Researcher 'Explorative and interactive'	2	1	2	2	1	5	2	Teacher 'Linear'
10	Pastoral Role & Ideal Self 'An interaction'	1	1	1	1	3	3	1	Administrator 'Process'
11	Physiotherapist & Ideal Self 'Comfortable with this identity'	1	1	1	1	4	1	2	Researcher 'Discomfort with this identity'
12	Researcher & Administrator 'Organisation and process'	3	5	3	4	2	2	3	Ideal Self 'Social interaction'

Appendix O – Sarah RG Data



Repertory Grid Interview -Identity of Physiotherapy Academics

Participant: Sarah

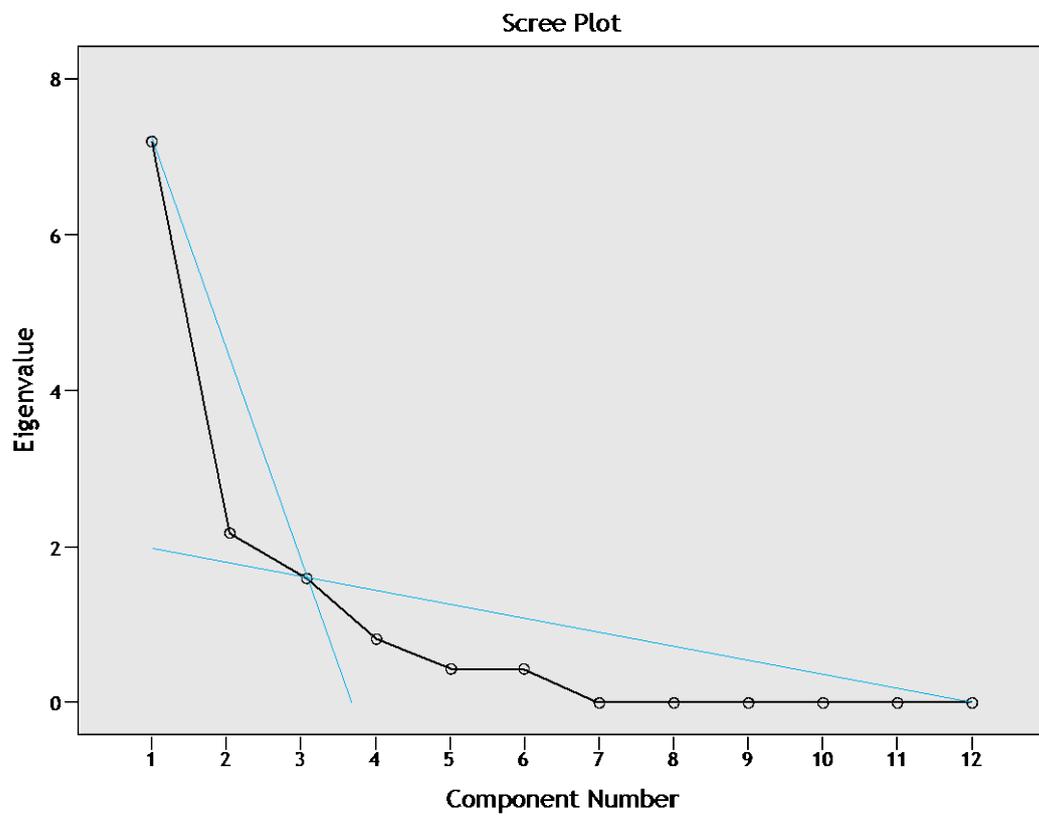
Location: Site C

Date: 6th June 2017

Triadic Combination	Construct Emergent Pole	Lecturer	Pastoral Role	Teacher	Physiotherapist	Researcher	Administrator	Ideal Self	Construct Implicit Pole
1	Lecturer & Teacher 'Equipoise'	1	4	1	1	4	5	5	Ideal Self 'Imbalance'
2	Lecturer & Teacher 'Adapted to a group'	2	5	2	3	3	3	3	Pastoral Role 'Tailored to the individual'
3	Lecturer & Physiotherapist 'Clinical skill'	1	2	1	1	5	3	3	Researcher 'Academic endeavour'
4	Physiotherapist & Lecturer 'Core work'	1	2	1	2	3	5	2	Administrator 'An adjunct'
5	Pastoral Role & Physiotherapist 'Holistic'	2	1	2	2	4	5	2	Administrator 'Fractional'
6	Pastoral Role & Lecturer 'Necessity'	3	2	3	2	4	4	3	Researcher 'Optional'
7	Physiotherapist & Teacher 'Married to teaching role'	1	2	1	1	5	3	3	Researcher 'Divorced from teaching work'
8	Teacher & Pastoral Role	1	1	1	2	5	5	2	Administrator

	'Underpins effective learning'								'Underpins effective organisation'
9	Teacher & Pastoral Role 'An absolute requirement'	3	2	3	2	4	4	3	Researcher 'An awareness is advantageous'
10	Ideal Self & Pastoral Role & Administrator Unable to draw a distinction between these roles								
11	Ideal Self & Physiotherapist 'Established'	1	3	1	1	4	4	2	Researcher 'Developing'
12	Ideal Self & Researcher 'Significant'	2	3	2	2	1	5	2	Administrator 'Insignificant'

Appendix P – David RG Data



Repertory Grid Interview -Identity of Physiotherapy Academics

Participant: David

Location: Site C

Date: 13th June 2017

Triadic Combination	Construct Emergent Pole	Lecturer	Pastoral Role	Teacher	Physiotherapist	Researcher	Administrator	Ideal Self	Construct Implicit Pole
1	Ideal Self & Lecturer 'More rewarding'	1	4	3	1	3	5	1	Teacher 'Less rewarding'
2	Lecturer & Teacher 'Time intensive'	1	5	1	1	5	2	2	Pastoral Role 'Small time requirement'
3	Physiotherapist & Lecturer 'Credibility and comfort in role'	1	4	1	1	5	3	1	Researcher 'Not part of my role'
4	Physiotherapist & Lecturer 'Preferred identity'	1	3	1	1	2	4	1	Administrator 'Not part of my identity'
5	Administrator & Physiotherapist 'Fundamental to my work'	1	4	1	1	5	2	3	Pastoral Role 'Not a key aspect of my work'
6	Lecturer & Pastoral Role 'Incumbent in Lecturer role'	1	2	2	2	5	4	2	Researcher 'Not part of my role'
7	Physiotherapist & Teacher 'Teaching and learning'	1	4	1	1	5	4	1	Researcher 'Not part of teaching and learning'

8	Teacher & Pastoral Role 'Edifying'	1	2	1	1	2	4	3	Administrator 'Uninformative'
9	Teacher & Pastoral Role 'A small aspect of my role'	3	1	1	3	5	3	4	Researcher 'Not part of my role'
10	Pastoral Role & Ideal self 'Caring Role'	3	1	2	1	4	5	2	Administrator 'Technical work'
11	Physiotherapist & Ideal Self 'Being a Physiotherapist'	1	4	1	1	3	4	2	Researcher 'Not my identity'
12	Ideal Self & Administrator 'Established'	1	3	1	1	5	1	3	Researcher 'Developing'