



Course Handbook

On-Line

Doctor of Professional Practice (DProf)

Community and Social Care: Policy and Practice

2020/21

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School of Social Work, Care and Community Care



Please read this Handbook in conjunction with the University's Student Handbook.

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1. Welcome to the course

Welcome to the School of Social Work Professional Doctorate in Community Social Care Policy and Practice (Dprof CSC: PP) on line programme. In this handbook you will find detailed information about your programme of study. This course has been designed to ensure that research teaching and learning within the School of Social Work meets the needs of both UK and international students and their employers. It is designed in such a way that all the content will be provided and delivered in an interactive teaching and learning style electronically on line. The course is delivered online by a range of staff within the School who have experience of undertaking research, publishing across a range of disciplines and/or teaching about research to undergraduate and postgraduate students.

The programme is designed for UK based and international post graduate students who are committed to developing their research skills in a practice or policy social care context, as independent researchers. There are six taught modules on the programme which are designed to ensure that you have opportunities to develop existing skills and to build on your experience and knowledge of social research. Following successful completion of the taught component, students will undertake a 50,000 word research thesis. They will be required to gain ethical approval for their research and further guidance will be given regarding this process.

We value and actively seek student views about their on line learning experiences and welcome your comments on the course throughout your study with us. Please read this handbook carefully and note down important dates and events. We hope you enjoy your studies with us and we look forward to working with you.

1.1 Rationale, aims and learning outcomes of the course



This course will equip you with the essential knowledge and skills to undertake research in community practice, social work, and/or social care or policy. The programme aims:

The programme aims to enable participants to make an original contribution to professional knowledge through advanced academic enquiry. Participants will create, synthesise, interpret and critique new knowledge through practitioner research and advanced scholarship. The programme aims to support participants to develop as expert practitioners in their chosen area of practice and contribute to the enhancement and promotion of community practice within communities of practice and their wider contexts. Participants will apply critical understanding of how applied research can inform, develop, and impact upon professional community practice and the development of social policy.

On successful completion of the programme students will have demonstrated an advanced ability to:

| A. Knowledge and Understanding |
|---|
| <ol style="list-style-type: none">1. Demonstrate a critical understanding of theoretical, and philosophical approaches to the generation and creation of knowledge and its application within a professional context2. Create new knowledge through practitioner research and advanced scholarship, contributing to the professional knowledge of a specified area of community practice3. Appraise and synthesise a substantial body of knowledge at the forefront of their discipline or area of practice and its application |
| B. Subject-specific skills |
| |

On successful completion of the programme students will have demonstrated an advanced ability to

1. Critically evaluate the local, national and international contexts in which applied community research takes place, is funded and evaluated
2. Critically appraise standards of good research practice in their organisation and/or discipline and apply them in the context of their own research
3. Understand the nature, process and application of research models and theories and reflect upon their potential value in community practice settings to enhance community and practice objectives, ethos.
4. Critically appraise techniques for research and advanced practitioner inquiry
5. Critically appraise the political, economic, social and professional contexts to the generation and creation of knowledge and its potential impact on society and practice.

C. Thinking Skills

On successful completion of the programme students will have demonstrated an advanced ability to:

1. Critically analyse information and make informed judgments on complex issues relevant to advanced professional practice, the community and professional context and change
2. Demonstrate the ability to synthesise ideas and generate and communicate alternative views informed by critical argument and debate
3. Reflect critically upon the impact of research upon practice, the organisation and the professional practitioner, and the relationships between them and also how this affects the wider political context the profession operates within.
4. Adopt a critical, authoritative, reflexive and ethical stance towards practice, policy and the research that informs it.

D. Other skills relevant to employability and personal development

At the end of the programme of study students will be able to demonstrate research skills appropriate to advanced professional practice as illustrated by:

1. the ability to engage with uncertainty in professional and research practice;
2. the ability to make complex and informed ethical judgements in relation to researching community practice;
3. the collection, critical evaluation, presentation and use of information to inform and evaluate advanced professional practice within current political and organisational contexts.
4. advanced skills of networking, team working and project management
5. the ability to conceptualise the interplay between research and the wider political/social and economic context.

1.2 Course Team

The course team consists of:

Dr Stephen Gethin-Jones 01772 895464 SGethin-jones@uclan.ac.uk

Dr John Wainwright 01772 893460 JPWainwright@uclan.ac.uk

Dr Stephen Gethin-jones is the course leader of the programme.

1.3 Expertise of staff

The school has a wealth of research expertise with a variety of research interest that enables you as a student to draw upon to develop your research interests. We have six professors who cover all areas of community development and practice in the fields of community engagement, social work and social policy. The course team have all published and are experienced at supervision doctoral students. Please go on the staff profile website to see the expertise within the school.

1.4 Academic Advisor/Supervisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

Your initial supervisor will be allocated to you when you commence the course and will be a member of the School staff. As your supervisory support will be online via email, adobe or Skype, once your supervisor is allocated to you, they will make contact and confirm mutually convenient times that they can offer supervision and support.

General information about Research Student Support can be found in the Student Handbook for Postgraduate Research:

http://www.uclan.ac.uk/study_here/assets/research_student_handbook_1819.pdf

1.5 Administration details



Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Brook Building

Community, Health and Midwifery

Nursing

Health Sciences

Social Work, Care and Community

telephone: 01772 891992/891993

email: BrookHub@uclan.ac.uk

1.6 Communication



We understand how important it is for you to have accurate information and to be clear about how we communicate with each other. The course leader and administrative staff will normally communicate with you via email. Please therefore remember to regularly use and check your university email account.

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us emails from other addresses they risk being filtered out as potential spam and discarded unread which means staff may not receive them.

More specifically, as this is an online course module leaders and teams will always use blackboard/online tools (e.g. announcements) to routinely communicate with you about particular modules. Again you need to use Blackboard to access information about specific modules.

We intend to reply to specific queries (either individually or using Blackboard) as soon as possible, but within 3 working days.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. External examiners reports are published on blackboard for students to release.

The External Examiner for this course is:

TBC

2. Structure of the course



The course is designed to be totally online and does not require attendance at UCLan (with the exception of the Viva voice. However students will have the opportunity to utilise UCLan facilities and attend research seminars with fellow doctoral students

2.1 Overall structure

The modules available for the on line programme are listed below. These can be undertaken only on a part time 12 months basis.

| Programme Structure | | | | Semester of Delivery |
|---------------------|-------------|---|---------------|----------------------|
| Level | Module Code | Module Title | Credit rating | |
| Stage 1 | | | | Year 1 |
| Level 7 | SW4800 | Themes & Perspectives in Social Research | 20 | Semester 1 |
| Level 7 | SW4801 | Doing Social Research | 20 | Semester 2 |
| Level 7 | SW4802 | Developing Research Skills in Social Care | 20 | Semester 3 |
| | | | | Year 2 |

| | | | | |
|---------|--------|--|----|--|
| Level 7 | SW4803 | Statistical and Quantitative analysis in community practice | 20 | Semester 1 |
| Level 7 | SW4804 | Designing & Planning Your Research Project Methods & Methodology | 20 | Semester 2 |
| Level 7 | SW4712 | Responding to Contemporary Issues in Social Work and Social Care | 20 | Semester 3 |
| Level 7 | SW4037 | Dissertation | 60 | Exit Award Only |
| Stage 2 | | | | Years 3-7 |
| Level 8 | SW5800 | Practice Doctoral Thesis (50,000 word) | | Doctor of Community Social Care: Policy & Practice |

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. Students have to complete six modules in the taught element of the course, with credit allocated up to a maximum of 120 credits per taught element.

SW4800 Themes and Perspectives in Social Research: This module will provide an overview of the key issues and debates associated with the production and evaluation of research for practice in social care. It will consider the key paradigms and methodologies that inform and shape social research.

SW4801 Doing Social Research: This module will enable students to develop skills for conducting and managing social research projects. Students will engage with ethical issues related to the design of research projects and will relate these to a range of different research methods

SW4802 Developing Research Skills in Social Care: This module will develop a range of skills which will enable students to build a career in social research whether in the world of academia or in the world of business and industry

SW4803 Statistical and Quantitative Analysis in Community Practice: This module will enable students to develop an understanding of the use of quantitative research methods and analysis. Student will also develop practical skills around the use of SPSS for the analysis of quantitative data.

SW4804 Designing & Planning Your Research Project Methods & Methodology: This module will allow students to gain an understanding of the process of designing research from both an ethical and methodological perspective. By the end of the module students will understand how to create a research proposal.

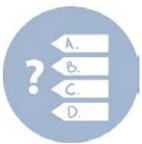
SW4712 Responding to Contemporary Issues in Social Work and Social Care: The module seeks to give students the opportunity to undertake a period of advanced study on a project which draws upon contemporary issues in their specialist area of practice. Students will negotiate and agree the precise focus with the designated project supervisor. They will

develop a critical and advanced understanding of the impact of the issue within the broader context of legalisation and policy that inform and mandate practice.

SW4037 Dissertation. This module allows students who do not wish to move onto a doctoral thesis to exit with an alternative Masters level award. Please note this module is not undertaken by students progressing onto a doctoral.

SW5800 Doctoral Thesis. This is a nominal module which will cover the original research element of the doctorate and the production a doctoral thesis (50,000word)) for examination at the viva voice...

2.3 Course requirements



Students are expected to attend online seminars as arranged by the module or course leader.

2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules available and you will both agree on the most appropriate (and legal) course of study for you.

Once students have successfully passed the taught element, they can transfer onto the doctoral thesis stage or choose an alternative exit award.

2.5 Study Time

Students are expected to commit a significant amount of study time in order to develop as a doctoral student.

2.5.1 Weekly timetable

See module handbooks for details of online taught sessions, which may be synchronous or asynchronous

You will be sent your timetable for the online sessions at the start of each module.

2.5.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit (taught element) you need to achieve – this will include interactive teaching and learning sessions on line and time spent in private study. This will mean that you will be expected to commit fourteen hours per week in a combination of online and private studies.

2.5.3 Attendance Requirements



You are required to access all timetabled on line learning activities for each module. To make maximum use of the learning activities provided online it is important that you stay fully engaged in the process and experience of interactive online learning throughout the length of the course.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Notification of illness or exceptional requests for leave of absence must be made to:

Brook Building

Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
Telephone: 01772 891992/891993
Email: BrookHub@uclan.ac.uk

3. Approaches to teaching and learning

This programme adopts an innovative approach in its teaching and learning methods. It is based on the premise that significant learning is acquired by doing, and that learning involves the whole person participating in learning activities. To achieve this the course uses a range of online materials and interactive lecturers via adobe connect and self-directed study. This delivery plan provides students with the opportunity to develop and apply their understanding of research.

Teaching will draw on interactive and distance learning through online activities that let students experience the challenges around research and enable the individual to apply their learning and reflect on their own value base. Through the use of examples and case studies students will be able to develop their own research portfolio.

The course team are committed to supporting students to develop effective study skills. It is acknowledged that some of you may be anxious about studying or returning to study after a long period of time and the daunting task of studies at doctoral level. The course team will offer feedback and advice regarding any study skills support which may benefit you.

You are advised, in any case, to explore support, guidance and online tutorials offered by WISER or the Learning Information Services within the university. These services are not just applicable to students who may be finding it difficult to readjust to study but are just as useful for students who wish to raise their grades to a higher level. Further information can be found on their webpages:

WISER https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_group_id=331

We recognise that you are all adult learners who may have significant external responsibilities (e.g. associated with your employment and/or personal circumstances). We understand you may have multiple demands on your time and have designed the programme to include extensive use of Blackboard (elearn), which promotes access to a variety of resources and materials designed to meet the learning needs of part time students. To summarise, modules use a range of learning opportunities available online including: taught interactive adobe sessions; workshops; seminars and self-directed off site study. More specifically, the course is delivered by a diverse range of experienced research active staff from within the School of Social Work and other Schools. You can access information (e.g. about staff research interest and publications) via staff profiles (available through appropriate School web pages). In addition specialist staff such as those from the University Learning Information Service may contribute to modules where their particular expertise will enhance your learning experience. As this course is also provided for

international students, interactive taught sessions and workshops will be provided at a time that is appropriate to your specific international time zone.

3.1 Learning and teaching methods

Teaching and learning will be through interactive methods on-line and self-directed study. Extensive use will be made of adobe and skype to provide teaching and learning sessions and workshops that are interactive and non-deductive and constructivist, through mutual shared learning and participatory dialogue. The emphasis of these sessions will be on the student being prepared beforehand by undertaking the appropriate reading, to enable open and creative learning to take place within the learning zone through adobe. To enable these creative learning spaces to develop, the programme and specific modules must be based on the principle of student led individual research and reading in preparation for the teaching and learning sessions and on-line self-directed learning.. Each module leader will provide the necessary learning materials and advice on their module web page (blackboard) and they will be available throughout the week through a discussion forum

3.2 Study skills

The course team are committed to supporting students to develop effective study skills. It is acknowledged that some of you may be anxious about studying or returning to study after a long period of time and the daunting task of studies at doctoral level. The course team will offer feedback and advice regarding any study skills support, which may benefit you.

You are advised, in any case, to explore support, guidance and online tutorials offered by WISER or the Learning Information Services within the university. These services are not just applicable to students who may be finding it difficult to readjust to study but are just as useful for students who wish to raise their grades to a higher level. Further information can be found on their webpages: Students will commence the Professional Doctorate with varying levels of academic skills. Some will have English as their second or third language and may, initially, require some additional support on the course. UCLAN provide support for students' academic work through WISER workshops, and support to access Learning and Information technology through LIS. The links for these services are below:

WISER <https://www.uclan.ac.uk/students/study/wiser/index.php>

LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_group_id=25_1

Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

3.3 Learning resources



3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)

- [Library search](#)

We recognise that you are all adult learners who may have significant external responsibilities (e.g. associated with your employment and/or personal circumstances). We understand you may have multiple demands on your time and have designed the programme to include extensive use of Blackboard (elearn), which promotes access to a variety of resources and materials designed to meet the learning needs of part time students. To summarise, modules use a range of learning opportunities available online including: taught interactive adobe sessions; workshops; seminars and self -directed off site study. More specifically, the course is delivered by a diverse range of experienced research active staff from within the School of Social Work and other Schools. You can access information (e.g. about staff research interest and publications) via staff profiles (available through appropriate School web pages). In addition specialist staff such as those from the University Learning Information Service may contribute to modules where their particular expertise will enhance your learning experience. As this course is also provided for international students, interactive taught sessions and workshops will be provided at a time that is appropriate to your specific international time zone.

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. As this course is exclusively online, the programme will make extensive use of Blackboard (elearn), which promotes access to a variety of resources and materials designed to meet the learning needs of distant learning students

3.4 Personal development planning

Personal development planning tutorials will be offered as part of this programme. Advice and guidance will be offered that encourages the student to reflect on their biographical career prior to commencing the programme and how completion of the Professional Doctorate can enable them to develop and further their career in a direction appropriate to their expectations and goals.

3.5 Preparing for your career



Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

The Professional Doctorate is designed for students who intend to further their research careers. Therefore it is designed to augment students in developing their careers through the following research routes;

- To develop a career as an independent researcher.
- To undertake research projects in a particular research setting that you may work in, or be associated to in some capacity.
- To enter into a career within academia

4. Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>

Your Supervisor will provide online support on request. Should any issues arise which impinge on your studies, your Supervisor or Research Degree Tutor (once on stage, 2) [The <i>](#) is your first point of contact and will be able to offer you guidance and support. Although your course is online, if you attend the campus you are entitled to utilise the following: [The <i>](#) is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including student administration such as Council Tax and letters to verify your status. The 'i' can also direct you to the right place to find information on Scholarships, Counselling, Student Finance, Mentoring, Studying Abroad, Disability Advice, Independent Academic Advice, International Advice, Multi Faith Centre, Pre School Centre, Medical Centre and general life in Preston/Burnley (where relevant).

4.1 Academic Advisors



Your Supervisor will provide online support on request. Should any issues arise which impinge on your studies, your Supervisor or Research Degree Tutor (once on stage, 2) [The <i>](#) is your first point of contact and will be able to offer you guidance and support

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

There is a named lead for students with disabilities within your school – this is Fiona Cameron who can be contacted via email FCCameron@uclan.ac.uk

4.3 Students' Union

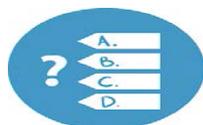
The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then the Students' Union has dedicated staff team in the [Advice and Representation Centre](#) who are on hand to help. As they are independently run from the university, they can offer truly impartial advice.

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment



5.1 Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment. Course assessments are set out in the module handbooks and are designed to meet the module and course outcomes. The assessment assignments and tasks are specifically designed to equip you with the skills to be able to undertake independent research projects. Whilst undertaking the course you will work with the course team to develop the necessary skills through completion of the specific tasks, and submission of assignments and from the written feedback on your work.

5.2 Notification of assignments and examination arrangements

Submission deadlines are listed in each module handbook are to be submitted electronically through turnitin. This system enables students to check the originality of their work before they make their final submission.

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to your course leader Stephen Gethin-Jones tel 01772 895464 email sgethin-jones@uclan.c.uk

5.2.1 Extensions and Extenuating Circumstances

Authorisation of the late submission of work requires written permission. The School with responsibility for your module will be authorised to give permission for **one extension period of between 1 and 10 working days** where evidence of circumstances has been accepted and where submission within this timescale would be reasonable taking into account those circumstances ([Academic Regulations:G3](#)).

If you wish to request an extension and have grounds for doing so, you should complete an extension request form that can be emailed to you by your personal tutor or course leader and return it to them well in advance of the deadline. We aim to inform you of a decision about granting an extension within 2 days of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on Extenuating Circumstances ([Academic Regulations: G9](#) and [Assessment Handbook](#)).

5.2.2 Late submissions

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark (i.e. 50% for level 7 work) for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0%.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0%.

5.3 Referencing

The Harvard system of referencing is used for this course and examples of this referencing system is illustrated in the references at the back of each module handbook. Additional guidance can be found in the School Assessment Handbook which is available on Blackboard.

5.4 Confidential material

Throughout this programme students will be engaged in research issues and projects that necessitate strict adherence to the principle of confidentiality and the Data Protection Act. Students will be expected to submit a research proposal to the PsychSoc School Research Ethics committee and adhere to Uclan's Research Ethics Regulations.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make

sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback



You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

There will be regular opportunities to feedback on your learning experience through on-line discussions and online Module Evaluation Questionnaires (MEQs)

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester (on-line) via the use of Adobe connect. Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year). The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;

- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements;
- Other aspects of University life relevant to student experience e.g. resources, IT, library;
- Any other issues raised by students or staff.

8. Appendices

8.1 Programme Specification(s)

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

| | |
|--|--|
| 1. Awarding Institution / Body | University of Central Lancashire |
| 2. Teaching Institution and Location of Delivery | University of Central Lancashire Preston Campus |
| 3. University Department/Centre | School of Social Work |
| 4. In and External Accreditation | n/a |
| 5. Title of Final Award | Doctor of Professional Practice (Dprof) Community and Social Care: Policy and Practice |
| 6. Modes of Attendance offered | Distance learning Part- time |
| 7. UCAS Code | n/a |
| 8. Relevant Subject Benchmarking Group(s) | n/a |
| 9. Other external influences | UK Professional Standards Framework United Kingdom Council for Graduate Education, 2002 Vitae Joint Statement of the Research Councils'/AHRB'S Skills Training Requirements for Research Students QAA code of Practice Section 1 |
| 10. Date of production/revision of this form | January 2015 |
| 11. Aims of the Programme | |
| The programme aims to enable participants to make an original contribution to professional knowledge through advanced academic enquiry. Participants will create, synthesise, interpret and critique new knowledge through practitioner research and advanced scholarship. The programme aims to support participants to develop as expert practitioners in their chosen area of practice and contribute to the enhancement and promotion of community practice within communities of practice and their wider contexts. Participants will apply critical understanding of how applied research can inform, develop, and impact upon professional community practice and the development of social policy. | |

| |
|---|
| 12. Learning Outcomes, Teaching, Learning and Assessment Methods |
| A. Knowledge and Understanding |
| <p>On successful completion of the programme students will have demonstrated an advanced ability to:</p> <ol style="list-style-type: none"> 1. Demonstrate a critical understanding of theoretical, and philosophical approaches to the generation and creation of knowledge and its application within a professional context 2. Create new knowledge through practitioner research and advanced scholarship, contributing to the professional knowledge of a specified area of community practice 3. Appraise and synthesise a substantial body of knowledge at the forefront of their discipline or area of practice and its application |
| Teaching and Learning Methods |
| <p>A range of on-line distance learning methods will be used throughout the programme comprising: case analyses, online discussion, visiting speakers (via visual links), directed and independent reading, work based learning, learning sets, practice focused assignments, research supervision. Learning will also be supported with the use of Elearn</p> |
| Assessment methods |
| <p>Learning will be assessed using a number of different approaches which are also designed to help students develop communication skills relevant to an advanced practitioner. These will include: Written assignments, oral presentations (via online links) and critical debate, dialogue, progression meetings and reflective logs. The final assessment includes the doctoral thesis and oral examination.</p> |
| B. Subject-specific skills |
| <p>On successful completion of the programme students will have demonstrated an advanced ability to</p> <ol style="list-style-type: none"> 1. Critically evaluate the local, national and international contexts in which applied community research takes place, is funded and evaluated 2. Critically appraise standards of good research practice in their organisation and/or discipline and apply them in the context of their own research 3. Understand the nature, process and application of research models and theories and reflect upon their potential value in community practice settings to enhance community and practice objectives, ethos. 4. Critically appraise techniques for research and advanced practitioner inquiry 5. Critically appraise the political, economic, social and professional contexts to the generation and creation of knowledge and its potential impact on society and practice. |
| Teaching and Learning Methods |
| <p>A range of teaching and learning methods will be used throughout the programme comprising: case analyses, workshops, visiting speakers (via online links), directed and independent reading, practice focused assignments, research supervision. Learning will also be supported with the use of Elearn</p> |
| Assessment methods |
| <p>Learning will be assessed using a number of different approaches which are also designed to help you develop communication skills relevant to an advanced practitioner. These will include: Written assignments, oral presentations and critical debate, progression meetings and reflective logs and dialogue. The final assessment includes the doctoral thesis and oral examination.</p> |
| C. Thinking Skills |
| <p>On successful completion of the programme students will have demonstrated an advanced ability to:</p> |

1. Critically analyse information and make informed judgments on complex issues relevant to advanced professional practice, the community and professional context and change
2. Demonstrate the ability to synthesise ideas and generate and communicate alternative views informed by critical argument and debate
3. Reflect critically upon the impact of research upon practice, the organisation and the professional practitioner, and the relationships between them, and also how this affects the wider political context the profession operates within.
4. Adopt a critical, authoritative, reflexive and ethical stance towards practice, policy and the research that informs it.

Teaching and Learning Methods

A range of teaching and learning methods will be used throughout the programme comprising: case analyses, workshops, visiting speakers (via online links), directed and independent reading, practice focused assignments, research supervision. Learning will also be supported with the use of Elearn

Assessment methods

Learning will be assessed using a number of different approaches which are also designed to help students develop communication skills relevant to an advanced practitioner.

These will include: Written assignments, oral presentations and critical debate, progression meetings and reflective dialogue. The final assessment includes the doctoral thesis and oral examination.

D. Other skills relevant to employability and personal development

At the end of the programme of study students will be able to demonstrate research skills appropriate to advanced professional practice as illustrated by:

1. the ability to engage with uncertainty in professional and research practice;
2. the ability to make complex and informed ethical judgements in relation to researching community practice;
3. the collection, critical evaluation, presentation and use of information to inform and evaluate advanced professional practice within current political and organisational contexts.
4. advanced skills of networking, team working and project management
5. the ability to conceptualise the interplay between research and the wider political/social and economic context .

Teaching and Learning Methods

A range of teaching and learning methods will be used throughout the programme comprising: case analyses, workshops, visiting speakers (via online links), directed and independent reading, practice focused assignments, research supervision. Your learning will also be supported with the use of Elearn

Assessment methods

Learning will be assessed using a number of different approaches which are also designed to help you develop communication skills relevant to an advanced practitioner. These will include: Written assignments, oral presentations and critical debate, progression meetings and reflective dialogue. The final assessment includes the doctoral thesis and oral examination.

| 13. Programme Structures | | | 14 Awards and Credits* |
|--|--|---------------|---|
| Level | Module Title/code | Credit rating | |
| Level 7 | SW4800 Themes and Perspectives in Social Research | 20 | Exit Award of Postgraduate Certificate Researching Social Care (Requires 60 credits at Level 7) STAGE ONE Exit awards Post Graduate Diploma Community and Social Care: Policy and practice (120 credits at level 7) |
| | SW4801 Doing Social Research | 20 | |
| | SW4802 Developing Research Skills in Social Care | 20 | |
| Level 7 | SW4803 Statistical and Quantitative Analysis in Community Practice | 20 | Master in Community and Social Care: Policy and practice Requires 180 credits at level 7 requires completion of SW4037 60 credits. STAGE TWO Professional Doctorate (50,000 word thesis) Requires minimum of 420 credits at Level 8. |
| | SW4804 Designing & Planning Your Research Project: Methods & Methodology | 20 | |
| | SW4712 Responding to Contemporary Issues in Social Work and Social Care. | 20 | |
| | SW4037 Dissertation | 60 | |
| Level 8 | SW5800 Practice Doctoral Thesis | | |
| 15. Personal Development Planning | | | |
| <p>Personal Development planning is intended to provide a process by which students can reflect upon their learning and plan for their personal and career development. This will take place throughout the programme and will be supported in a number of ways.</p> <ul style="list-style-type: none"> • Advice about progression through the Professional Doctorate is given to participants at enrolment, on stage one at interview, transfer and programme entry, ensuring participants have a clear understanding of requirements and progression/exit options and can make appropriate career and study decisions. • The Stage 1 process includes a strong thread around PDP because of the focus on the developing professional practitioner in Community practice. This will form part of key assignments. The Course has E-learn tools and learning agreements to track professional development and support annual reflection on progress to participants, and students will be encouraged to use these to track skills development against national research skills and competence statements • The latter research part of the doctoral study will be supported by the use of a reflective research journal. • Reflection on learning and work in progress will take place discursively within a community of practitioners throughout the award as a space for enhancing the level of criticality and reflection. • Students will meet regularly with their tutor/supervisory team (on line) as part of the reflection module in the latter two years of the programme to review academic development and progress. • Consolidating Research and Practice will include review of academic, personal and professional development including theoretical understanding, a review of research and work in progress feeding in to the final year of the doctoral thesis | | | |

- The oral examination at the end of the doctorate provides an opportunity to reflect on development and learning from the Professional Doctorate and to plan for future and continuing professional development

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

All potential participants should meet UCLan minimum qualification for entry to doctorate of good honours degree (2.2) or equivalent and be an experienced community practitioner with a minimum of 2 years' experience at commencement of Stage 1.

All participants will be interviewed providing an opportunity to evaluate potential to benefit and succeed at Stage 2. Interviews will include discussion of the proposed research area to ensure a fit with the team research profile and potential supervisory teams.

17. Key sources of information about the programme

- Fact Sheet
- Prospectus
- Student Handbook
- Informal discussion with course leader or members of the course team
- Course website.

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| Level and Module Code | Module Title | Core (C), Compulsory (COMP) or Option (O) | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|-----------------------|---|---|-----------------------------|----|----|---|-------------------------|----|----|----|-----------------|----|----|----|---|----|----|----|
| | | | Knowledge and understanding | | | | Subject-specific Skills | | | | Thinking Skills | | | | Other skills relevant to employability and personal development | | | |
| | | | A1 | A2 | A3 | | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| STAGE 1 | | | | | | | | | | | | | | | | | | |
| SW4800 (L7) | Themes and Perspectives in Social Research | Comp | X | X | X | | | | | X | X | X | X | X | X | X | X | X |
| SW4801 (L7) | Doing Social Research | Comp | X | X | X | | | | | | | X | X | X | X | X | X | X |
| SW4802 (L7) | Developing Research Skills in Social Care | Comp | X | X | X | | | X | X | | X | X | X | X | X | X | X | X |
| STAGE 2 | | | | | | | | | | | | | | | | | | |
| SW4803 (L7) | Statistical and Quantitative Analysis in Community Practice | Comp | | | | | | | | X | X | X | X | X | X | X | X | X |
| SW4804 (L7) | Developing and planning your research project: method and methodologies | Comp | X | | | | | X | X | X | X | X | X | | X | X | X | |
| SW4712(L7) | Responding to Contemporary Issues in Social Work and Social Care. | Comp | | | | | | X | X | X | | X | X | X | X | X | X | X |
| SW4037 (L7) | MA Dissertation 60 credits | O (exit only) | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| STAGE 3 | | | | | | | | | | | | | | | | | | |
| SW5800 (L8) | Doctoral Thesis | Core | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

