

Course Handbook
Professional Doctorate Computing
2019/20
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School of Physical Sciences & Computing



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

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Head of School. This applies to the materials in their entirety and to any part of the materials.

Mission and Values

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

Our values:

- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

Student Charter

The Student Charter has been developed by the University and the Students' Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or 'contract' between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. [Read the full Student Charter](#)

Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan [Equality and Diversity Policy](#) for further information.

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1 Welcome to the Course

Welcome to the School of Physical Sciences & Computing at the University of Central Lancashire (UCLan) and congratulations on your acceptance to the Professional Doctorate in Computing. This is recognition of your professional standing and represents an excellent personal opportunity to innovate aspects of your current practice while studying for this Doctoral Award.

This course aims to develop and enhance understanding of professional practice through academic research. On completion of the course you will have achieved a high degree of personal development and produced an original piece of work that furthers professional knowledge. It has two stages.

Stage One uses an existing Masters course in Computing, designed for practicing professionals, allowing you to develop practitioner inquiry and research skills alongside your professional understanding of your field.

Stage Two combines taught elements with doctoral research into a topic related to practice culminating in a doctoral thesis and oral examination.

The purpose of this handbook is threefold. First, it aims to address many of the administrative and logistical questions that you may have during the early stages of your study. Secondly, it addresses many academic issues including the scheme of work that will be necessary to progress through this award. Finally, the handbook provides a description of the tools that you will be using throughout your study. This handbook should be used alongside other university guides.

We are aware of the challenges of mixing academic study with a professional occupation. To assist, you will be supported by a team of academics and administrators, who are here to help. If you have a problem or question, either phone or email any of them. Contact details are in this handbook.

I would like to take this opportunity to wish you the very best in your studies.

Peggy Gregory

1.1 Rationale, aims and learning outcomes of the course

The Professional Doctorate provides an alternative award to the traditional PhD. The Professional Doctorate is designed for professionals working in the Computing and IT sector who are interested in furthering their development as expert practitioners. The Programme provides an opportunity for doctoral study AND relevant professional enhancement to appropriately qualified/experienced practitioners within Computing and IT. As such, the Programme is designed to produce “doctoral level thinkers and doers in specified areas of professional practice” (Powell & Long, 2005, p.27).

On successful completion of the programme you will have demonstrated the ability to:

- Design and conduct an investigation into a contemporary professional issue in Computing resulting in a significant and demonstrable contribution to professional knowledge and practice, whilst also extending academic knowledge.
- Critically assess, select and implement appropriate research methods within complex professional contexts.

- Synthesize, interpret and apply relevant theoretical frameworks to research findings to generate original knowledge and contribute to practice within your professional area.
- Engage in and manage a process of reflective development leading to the enhancement of your own professional practice and performance within a specific domain.

The Learning outcomes of the programme are:

A. Knowledge and Understanding
At the end of the Programme, students will be able to: A1 Identify and critically evaluate and synthesise relevant theoretical and research developments within their area of professional practice; A2 Demonstrate a critical understanding of a range of research methods in Computing research A3 Critically analyse ethical issues arising from undertaking research within organisational settings and how these might be addressed A4 Create, synthesise and interpret new knowledge through original research and advanced scholarship of a quality to extend the forefront of the relevant domain, satisfy peer review and, where appropriate, merit publication.
B. Subject-specific skills
At the end of the Programme, students will be able to demonstrate: B1 An ability to critically analyse and synthesise the complexities associated with contemporary professional issues, the links between them and their application in organisational contexts. B2 Identify and challenge current assumptions and accepted practice within their area of professional practice B3 An ability to design and implement an appropriate programme of applied research and defend its rationale. B4 An ability to write up the research in the form of a Doctoral thesis and to provide an oral defence of the research.
C. Thinking Skills
At the end of the Programme, students will be able to: C1 Critically analyse information and make informed judgments on complex issues relevant to advanced practice and research in their performance domain. C2 Synthesise ideas and generate and communicate alternative views informed by critical argument and debate. C3 Manage complex research tasks independently, and deal with problematic situations that arise
D. Other skills relevant to employability and personal development
At the end of the Programme, students will be able to: D1 Communicate effectively in writing and orally theoretical, research and professional understanding and recommendations to academic and professional communities D2 Identify learning needs and be autonomous in planning and managing their own learning; D3 Demonstrate a reflective and thoughtful approach to their research, professional development and practice.

1.2 Course Team

Course Leader:

Peggy Gregory	CM012	01772 893284	ajgregory@uclan.ac.uk
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Tutors:

Matt Horton	CM219	01772 895151	mplhorton@uclan.ac.uk
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Dan Fitton	CM218	01772 893277	dbfitton@uclan.ac.uk
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Janet Read	CM217	01772 893285	jcread@uclan.ac.uk
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Gavin Sim	CM227	01772 895162	grsim@uclan.ac.uk
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Katie Taylor	CM010	01772 893321	kjtaylor@uclan.ac.uk
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1.3 Expertise of staff

The course team have substantial experience of teaching at this level. They have research interests and industrial/academic experience relevant to your course. Peggy Gregory and Katie Taylor are members of the Agile Research Network (ARN), a group that actively researches agile practice in industry. Other members of the course team research into Human-Computer Interaction, have an interest in User Experience Design practice, and are members of the Child- Computer Interaction group (CHICI). They will use their research experience and knowledge to enrich the postgraduate learning experience. Details of staff publications and interests are available on the School website.

1.4 Academic Advisor

Your Academic Advisor is Peggy Gregory and she will provide additional academic support during the course. She will be the first point of call for many of the questions that you might have. Peggy Gregory will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning. Following enrolment, Peggy Gregory will contact you by email and confirm mutually convenient times when she can offer supervision and support. General information about Research Student Support can be found in the [Student Handbook for Postgraduate Research](#) .

We recognise that you are all adult learners who may have significant external responsibilities that may be 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, which promotes access to a variety of resources and materials designed to meet the learning needs of part-time students.



1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and is located in the Computing & Technology Building which is 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.

Course specific information is also available via school Blackboard sites.

Your Hub is C&T Hub in CM235

Telephone is 01772 891992/891993

Email contact is CandTHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded as unread.

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 remember to regularly use and check your university email account. You will need to use Blackboard to access information about specific modules, your timetables, information on progression, details of exams etc.

The team will generally be available between Monday to Friday 9am-5pm and appointments can be made through their university email addresses.

1.6.1 General information for students

Academic staff are involved in a range of activities, including teaching across a number of different courses, attending meetings inside and outside the university and undertaking scholarly research. We afford a high level of priority to student emails and telephone messages but realistically responses are unlikely to be instant, as staff are often not at their desk.

The Academic regulations state that Academic and Administrative staff are not permitted to give out marks via email or on the telephone. Students can access their results via 'MyUCLan' and/or Blackboard, and will be shown how to do this.

1.6.2 Emails

Students should use appropriate language in emails at all times.

Where staff are away from the University, they will routinely use their automated email response facility/voicemail, which will clearly state a return date. This will ensure that students are aware when staff are on leave or working away from the University.

Staff aim to respond to emails from students within 3 working days (unless they are on annual leave), by providing an acknowledgement of the email, even if the matter cannot immediately be resolved. However, students are politely reminded that the answer to many queries lies in

module or course handbooks and they should consult these first to try and find an answer. This helps to ensure that students who are in genuine need of assistance will receive a prompt response.

If students do not get a response in 3 working days, they should email the member of staff again. If there is still no response and the matter remains unresolved, students are advised to bring the matter to the attention of another member of staff, such as their course leader for further progression.

1.6.3 Feedback

Students will receive feedback in a written form, on Blackboard, face-to-face, or via Skype. This feedback is central to their progression and development on the course. This needs to be recognised and valued as a form of communication. It is extremely important for students to take time to understand their feedback, as well as accessing their mark. If students do not understand the feedback they have been given, they should seek clarification from the member of staff who will explain it to them. It should be noted that all Adobe Connect Sessions are recorded and available for students to review/revise at a later date.

1.7 External Examiner

The External Examiner for the Professional Doctorate is? You can access External Examiner reports electronically via Blackboard.



2. Structure of the course

The Professional Doctorate in Computing runs Part-time.

The course length is 6-7 years (3 years MSc) + 3-4 years (Professional Doctorate Thesis). Stage One will be delivered in burst mode over 6 weekends per year; Stage Two, the doctoral part of the course, will be managed through monthly supervisions with your supervisory team. An overview of the course is given below. There are no optional modules. Students who have come onto the course after taking the MSc Agile Leadership (or the previous title MSc Agile Software Projects) or an equivalent MSc course, may need to take the CO4807 Research Methods module (and possibly some others) before they can embark on Stage Two of the course..

STAGE ONE

Years 1&2

CO4830 IT Projects & Programmes
20 credits

CO4608 Agile Systems Development
20 credits

CO4820 Critical Analysis
20 credits

CO4603 Complexity & Collaboration
20 credits

CO4754 User-centred Systems Des & Evaluation
20 credits

CO4807 Research Methods
20 credits

Year 3

CO4804 Masters Project
60 credits

STAGE TWO

Year 4

CO5001 Reflective Practice
20 credits

CO5000 Thesis
340 credits

Year 5

Year 6

Year 7

2.2 Modules

CO4830 IT Projects & Programmes

This module aims to explore IT project and programme management approaches. It does this by looking at theoretical underpinnings, discussing and comparing different styles of project and programme management, examining a range of techniques used to tackle the problems of project management, and exploring the human and organisational factors that affect the running of IT projects and programmes.

CO4608 Agile Systems Development

This module explores the application of a range of agile methods in software and product development projects; eliciting requirements, estimating, prioritising, timeboxing, prototyping and planning implementation. It also includes reflection on the need to involve all stakeholders, helping them to understand what technology can and cannot do for them, and devising continuous improvement strategies.

CO4820 Critical Analysis

The module aims to develop students' research, critical analysis and academic writing skills to Masters level. This includes finding and reading academic literature, writing a literature review, critical thinking and writing, understanding research methods, interpreting data and statistics, critiquing academic papers, designing and conducting a simple experiment, designing and conducting a survey, reporting the results from an experiment or survey in an appropriate style, referencing, citing and quoting, writing an academic paper

CO4603 Complexity & Collaboration

This module develops your agile leadership skills so that you are better able to contribute positively to agile projects. The module will do this by providing methods for building cooperative teams and providing a safe learning environment, coping with problem behaviour, managing conflict and reaching consensus, creative problem-solving for messy situations, critically reflecting on interpersonal situations, coping with uncertainty, and encouraging reflection on one's own behaviours and the effect they may have on other people.

CO4754 User-centred System Design & Development

This is an inherently practical module that introduces the principles of user-centred design and evaluation. The module is delivered in two halves, the first half develops design skills and awareness of different methods, the second considers evaluation. The module also ensures awareness of relevant ethical and legal considerations and encourages a critical approach to methods used.

CO4807 Research Methods

This module aims to prepare students for undertaking empirical research into Computing practice. The module explores a wide range of research methods that can be used to investigate Computing and Technology, including those that investigate people. Students will learn about writing research questions, choosing an appropriate research method, selecting

a data collection approach, data analysis, defining concepts, developing measures and models. You will also explore the philosophical assumptions underlying different research methods.

CO4804 Masters Project

In this module you will undertake a research project that explores a practice-related problem or challenge that you have identified. Through this module you will develop the ability to undertake an empirical investigation, use appropriate data collection and analysis techniques, use theory appropriately, write up a research study appropriately, work independently, critically reflect on your work and the work of others.

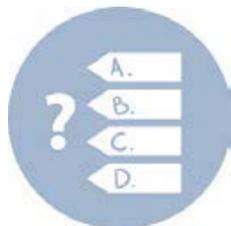
CO5001 Reflective Practice

In this module you will explore the current context of Computing practice in relation to the area of interest that you have identified for your thesis. You will engage in critical analysis and reflection on challenges for Computing practitioners through reading, discussion with other practitioners and personal reflection. You will examine Computing practice in the light of current theories and innovative practices with a view to developing a research outline.

CO5000 Thesis

In this module you will design, conduct, analyse and interpret the results of a substantial investigation relevant to a particular aspect of your professional practice and write the work up as a thesis. Reflecting the doctoral status of the award, you will demonstrate the ability to create and interpret knowledge which extends the forefront of your discipline and which contributes to knowledge.

2.3 Course requirements



Weekend, burst mode teaching is used to accommodate the working professionals on the course.

On successful completion of Stage One, students will progress to Stage Two (Level 8 modules) and completion of their research thesis supported by a supervisory team.

2.3.1 Module Registration Options

Discussions about your progression through the course will take place on an ongoing basis with the course leader. It is an opportunity for you to make plans for your study over the next academic year. The course leader will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you. All Professional Doctorate students will undertake an annual progression exercise once they have registered the working title of their research project (in line with the Annual Progression Exercise for research degrees).

2.4 Study Time

2.4.1 Weekend teaching dates

Please see Blackboard for published dates for the weekend teaching

Burst Mode

Taught modules are delivered in burst mode. For each burst mode taught module, you must attend the university for two long weekends, normally pm on Friday, all day Saturday and am on Sunday. You must attend all three days of each weekend. Before the first teaching weekend you must do some reading. In weeks between the teaching weekends you must complete a practical assignment. There are examinations in May or August for some modules. See individual syllabuses to determine which modules have examinations as part of the assessment.

For the taught modules, you will:

Before the first weekend:

- Do some set reading (8-20 hours)

At the first weekend:

- Discuss your reading with staff and other students
- Attend lectures where module content is explained and discussed
- Attend workshops where you extend the range of your practical experience
- Work with other students on practical examples and reflect on these experiences
- Share your experiences and those of other students in the class
- Discuss the assignment and do early work for the assignment

Between weekends:

- Do work for the assignment and submit a written report
- Search the relevant literature and read more widely

At the second weekend:

- Attend lectures where more module content is explained and discussed
- Work with other students on a critique of some published work.
- Attend workshops where more complex and challenging practical work is attempted.
- Reflect on what you have learned and on what is still uncertain.
- Plan your further reading in preparation for an exam or assignment

After the first two years you will start working on research projects, first the Masters project and then the doctoral thesis. We recommend monthly supervisions with your supervisory team during this time, with a minimum of six supervision sessions each year. Some of the contact with your project supervisor may be by Skype, but we recommend that you see your supervisor in person at least once a term.

Burst mode minimises the dates when you must be away from work. This means that you cannot afford to miss any of these dates. If you do miss a teaching day, you may have to retake that module in a following year. However, there is some flexibility in the order in which modules are taken, so you may be able to swap a missed module with one for a later year.

2.4.2 Expected hours of study

The programme has been designed to reflect your professional considerations and offers a flexible and independent learning environment. You are expected to put in approximately **100 hours** for every **10 credits**. So, for a 20 credit module, a comparative amount of independent study should be approximately 200 hours. This indicates the amount of independent study time that you should plan to spend in reading and preparing for assignments.

2.4.3 Attendance Requirements

You are required to attend/log in for all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to: Peggy Gregory, your Course Leader on ajgregory@uclan.ac.uk or telephone 01772 893284 and C&T Hub on 01772 891992/891993 or by email CandTHub@uclan.ac.uk

2.4.4 Data Protection.

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of personal information, please contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Teaching methods include lectures, tutorials, practical classes, discussion groups, and student presentations. As well as attending classes you will be expected to follow your tutor's suggestions for weekly reading and study. Materials and instructions will all be made available on Blackboard either prior to or after sessions. As a postgraduate student you are expected to be an independent learner, and to gradually take more initiative for your learning throughout the course. You already have a background in computing and experience of academic work. You are expected to build on this by reading around the subject, finding relevant material for yourself as well as following tutor suggestions and contributing to discussion.

3.2 Study skills

Students will commence the Professional Doctorate with varying levels of academic skills. Some may 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 link](#)

[LIS link](#)



3.3 Learning resources

3.3.1 Learning Information Services (LIS)

Extensive resources are available to support your studies (i.e. SPSS) provided by LIS- library and IT staff. Please refer to the Student Handbook if you require further information.

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources - e-journals and databases, eBooks, 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 distance learning students.

3.4 Personal development planning

Students on the Professional Doctorate are encouraged 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. Personal development planning tutorials will be offered as part of this programme and their Academic Advisor will be available to support the students by offering advice and guidance on how to develop their personal development plan.



3.5 Your career

Your future is important to us and to make sure that you achieve your full potential whilst at UCLAN and beyond, your course has been designed with employability learning integrated into it. The Professional Doctorate is designed for students who intend to further their research careers and develop their professional skills essential to their career progression. We encourage students to record their journey at UCLAN, which will provide the student with a permanent record of all their achievements during their time at UCLAN. The Professional Doctorate is designed to augment students in developing their careers through the following routes:

- To develop a career as an independent researcher;
- To undertake research projects in a particular research setting that you may work in already (or propose to work in), or be associated to in some capacity;
- To engage with other professionals in various Computing fields;
- To enhance your career prospects as a researching professional with the ability to contribute to new practice through the generation of original knowledge;
- To enter into a career within academia.

4. Student Support, guidance and conduct



4.1 Academic Advisors

Your Academic Advisor/Course Leader - Peggy Gregory will be your first point of contact and will provide you with online support on request.

4.2 Student Support

[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 area (where relevant).

4.3 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service at disability@uclan.ac.uk or let your course leader 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 studies successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Advisor for advice and information, disability@uclan.ac.uk. The named lead for students with disabilities within the School of Physical Science and Computing is Chris Casey ccasey@uclan.ac.uk.

4.4 Health and Safety

In the event of attending the campus you must be aware that all students at UCLAN are responsible for their own safety and for those around them. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially hazardous situations to a member of staff as soon as possible.

4.5 Conduct

All students are expected to abide by the Regulations for the Conduct of Students. You are expected to behave in a respectful manner demonstrated by using appropriate language in online learning activities. If your behaviour is considered to be unacceptable, any member of academic staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

4.6 Student Union

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston Campus, and is the hub for all student activities. Representation and campaigning for students' rights is at the core of what we do and is encompassed by our tag line of, *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

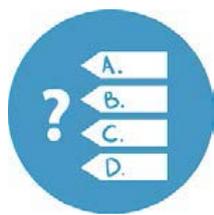
It recognises that as distance learning students you may not be able to access the Students' Union in the same way as students who are based around the campus, however, you can still get in touch with the Students' Union via email or telephone if you wish. The Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities [Opportunities Centre](#).

We hope your time at UCLan is trouble free, but should you come into difficulties around anything from academic appeals to issues with housing, benefits or debt, then our dedicated staff team in the [Student Support Services](#) are on hand to help. As their team is run independently from the university, it can offer impartial advice.

More information on all these issues, as well as details about all their (not-for-profit) commercial services can be found at <http://www.uclansu.co.uk>

5. Assessment

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.



5.1 Assessment Strategy

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 and all course work must be submitted electronically through Turnitin. This system enables students to check the originality of their work before they make their final submission. The marking criteria to be used can be found in the [Assessment Handbook](#)

5.3 Referencing

The Computing research literature covers a wide range of research approaches and several different referencing approaches are used across the field. Please follow guidance given by each module leader about the appropriate form of referencing to use. A guide to Harvard and numbered referencing is available on Blackboard. Additional guidance can be found in the [Assessment Handbook](#) which is also available on Blackboard.

5.4 Confidential material

Whilst studying for the Professional Doctorate, 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 STEMH Research Ethics committee and adhere to UCLan's Research Ethics Regulations.

5.5 Dealing with difficulties in meeting assessment deadlines

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 the relevant module leader or your academic advisor.

5.6 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments [Academic Regulations: G2.4](#). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

5.7 Cheating, plagiarism, collusion or re-presentation

You are required to sign a declaration indicating that individual work submitted for an assessment is your own. If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations: G7 and the [Assessment Handbook](#).

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

Turnitin enables you to check and make changes to your work prior to the submission deadline. You can resubmit your work to the system as many times as you wish, up to 24 hours ahead of the submission deadline. Students are strongly advised to ensure that they are satisfied that the final submission is the version they wish to be assessed.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented.

5.8 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University [Academic Regulations: Section 1](#). You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 7 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students' Union Advice Centre suadvice@uclan.ac.uk for support and advice. ([Advice and Representation Centre](#))

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 voice

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 Feedback Questionnaires (MFQs). The Students Union can support you in voicing your opinion, provide ongoing advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the UCLan Student Survey in semester 1.

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union's Student Affairs Committee (SAC), and members of Students' Council each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

7.1 Course Representatives and School Presidents.

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. A course representative can also represent the online student community. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect, being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: coursereps@uclan.ac.uk.

School Presidents are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who your School President is or more about the role visit the [Students' Union website](#) or email: coursereps@uclan.ac.uk

7.2 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.

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, Academic Advisor arrangements;
- Other aspects of University life relevant to student experience e.g. resources, IT, library;
- Any other issues raised by students or staff.

7.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information [Student Complaints Procedure](#).

8. Appendix

8.1 Programme Specification

Programme Specification

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 Physical Sciences and Computing
4. External Accreditation	n/a
5. Title of Final Award	Professional Doctorate Computing (DProf Computing)
6. Modes of Attendance offered	Part-time (on campus burst mode)
7. UCAS Code	n/a
8. Relevant Subject Benchmarking Group(s)	n/a
9. Other external influences	http://www.qaa.ac.uk/en/Publications/Documents/Doctoral_Characteristics.pdf http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-2010.pdf QAA Doctoral degree characteristics
10. Date of production/revision of this form	January 2017
11. Aims of the Programme	
1.	To develop students' professional practice through making an original contribution to professional knowledge.
2.	To develop students' ability to critically assess, select and implement appropriate research methods within complex professional contexts.
3.	To develop students' ability to synthesise, interpret and apply relevant theoretical frameworks to research findings to generate original knowledge and contribute to practice.
4.	To develop students' ability to engage in and manage a process of reflective development leading to the enhancement of professional practice.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

At the end of the Programme, students will be able to:

- A1 Identify and critically evaluate and synthesise relevant theoretical and research developments within their area of professional practice;
- A2 Demonstrate a critical understanding of a range of research methods in Computing research
- A3 Critically analyse ethical issues arising from undertaking research within organisational settings and how these might be addressed
- A4 Create, synthesise and interpret new knowledge through original research and advanced scholarship of a quality to extend the forefront of the relevant domain, satisfy peer review and, where appropriate, merit publication.

Teaching and Learning Methods

The teaching approach will differ between the level 7 and level 8 aspects of this award
At level 7 modules are taught using lectures, tutorials, group activities and discussions. The level 8 modules will be taught in small groups or individual supervision sessions with a mixture of discussion, tutorial work, online lectures and guided reading.
Learning will also be supported with the use of Blackboard, and supplemented by a variety of other methods including online tutor and peer support.

Assessment methods

At level 7 assessments will primarily be through written assignments, use of case studies, and exams. At level 8 assessments will include academic reports and case studies, a Personal Development Plan, a learning diary, and the DProf thesis and viva.

B. Subject-specific skills

At the end of the Programme, students will be able to:

- B1 Critically analyse and synthesise the complexities associated with contemporary professional issues, the links between them and their application in organisational contexts.
- B2 Identify and challenge current assumptions and accepted practice within their area of professional practice
- B3 Design and implement an appropriate programme of applied research and defend its rationale.
- B4 Write up research in the form of a Doctoral thesis and to provide an oral defence.

Teaching and Learning Methods

At level 7 modules are taught using lectures, tutorials, group activities and discussions. The level 8 modules will be taught in small groups or individual supervision sessions with a mixture of discussion, tutorial work, online lectures and guided reading. At both levels there will be a focus on discussing, and researching professional practice.
Learning will also be supported with the use of Blackboard, and supplemented by a variety of other methods including online tutor and peer support.

Assessment methods

At level 7 assessments will primarily be through written assignments, use of case studies, and exams. At level 8 assessments will include academic reports and case studies, a Personal Development Plan, a learning diary, and the DProf thesis and viva.

C. Thinking Skills

At the end of the Programme, students will be able to:

- C1 Critically analyse information and make informed judgments on complex issues relevant to advanced practice and research in their performance domain.
- C2 Synthesise ideas and generate and communicate alternative views informed by critical argument and debate.
- C3 Manage complex research tasks independently, and deal with problematic situations that arise

Teaching and Learning Methods

At level 7 modules are taught using lectures, tutorials, group activities and discussions. The level 8 modules will be taught in small groups or individual supervision sessions with a mixture of discussion, tutorial work, online lectures and guided reading. At both levels there will be a focus on critical thinking and critical discussion of issues.
Learning will also be supported with the use of Blackboard, and supplemented by a variety of other methods including online tutor and peer support.

Assessment methods

At level 7 assessments will primarily be through written assignments, use of case studies, and exams. At level 8 assessments will include academic reports and case studies, a Personal Development Plan, a learning diary, and the DProf thesis and viva.

D. Other skills relevant to employability and personal development

At the end of the Programme, students will be able to:

- D1 Communicate effectively in writing and orally theoretical, research and professional understanding and recommendations to academic and professional communities
- D2 Identify learning needs and be autonomous in planning and managing their own learning;
- D3 Demonstrate a reflective and thoughtful approach to their research, professional development and practice.

Teaching and Learning Methods

At level 7 modules are taught using lectures, tutorials, group activities and discussions. The level 8 modules will be taught in small groups or individual supervision sessions with a mixture of discussion, tutorial work, online lectures and guided reading. At both levels there will be a focus on self-development.

Learning will also be supported with the use of Blackboard, and supplemented by a variety of other methods including online tutor and peer support.

Assessment methods

At level 7 assessments will primarily be through written assignments, use of case studies, and exams. At level 8 assessments will include academic reports and case studies, a Personal Development Plan, a learning diary, and the DProf thesis and viva. There will be a focus on elements which reflect on personal skills and the challenges of the professional context.

13. Programme Structures*

14. Awards and Credits*

Level	Module Code	Module Title	Credit rating	
Level 7 Comp (Stage One)	CO4603	Complexity & Collaboration	20	PgCert Computing 60 credits at Level 7 or above PgDiploma Agile Leadership 120 credits at Level 7 or above MSc Agile Leadership 180 credits at Level 7 or above Professional Doctorate Computing (DProf) Requires 540 credits consisting of 360 credits at Level 8 and 180 credits at Level 7
	CO4608	Agile Systems Development	20	
	CO4754	User Centred System Design & Evaluation	20	
	CO4804	Masters Project	60	
	CO4807	Research Methods	20	
	CO4820	Critical Analysis	20	
	CO4830	IT Projects & Programmes	20	
Level 8 Comp (Stage Two)	CO5000	Thesis	340	
	CO5001	Reflective Practice	20	

15. Personal Development Planning

Personal Development planning will take place throughout the programme and will be supported in a number of ways.

- Ongoing interaction with the Academic Advisor/Director of Studies.
- Maintenance of a Learning Diary
- Completion of the Epigeum course material
- At the end of the second year of study the student will meet with members of the course team to discuss his/her progression on to the Doctoral thesis and the planned programme of research

- Once progressed onto the research component of the programme students will be required to maintain a progress file which will be reviewed by DoS and other members the supervisory team.

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.

To be considered for admission to the DProf Computing Programme students should meet the following criteria:

- An Honours degree of 2.ii or above or a Degree and substantial relevant industrial experience, of a BCS post-graduate diploma plus PGD project, or qualifications or experience deemed by the University to be equivalent

AND

- Provide evidence of professional practice in an IT or Agile domain, through holding a professional position in the domain.

Applicants who already have an MSc qualification in a relevant subject will be eligible for APEL for some or all of the level 7 taught modules. Direct entry onto Stage Two of the programme will normally be on the basis of having achieved a Merit or Distinction in a Master's project, having completed the equivalent of a Research Methods module, and written a credible research proposal.

The Application Process involves the candidate making a formal application which should normally contain:

- A completed University Postgraduate Programme application form with supportive evidence of qualifications
- An appropriate CV to detail academic and professional experience
- Two references, including one from a senior practitioner or manager.
- If relevant, evidence of competence in English Language to IELTS 7.

ALL applicants will be interviewed prior to acceptance on the course and if appropriate an AP(E)L application will be considered.

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	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	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3
7	CO4603	Communication & Complexity	Comp	√		√		√	√			√	√		√		√
	CO4608	Agile Systems Development	Comp	√				√	√			√	√		√		√
	CO4754	User-centred System Design & Development	Comp	√	√			√				√	√		√		
	CO4804	Masters Project	Comp	√	√	√	√	√	√	√		√	√	√	√	√	√
	CO4807	Research Methods	Comp		√	√		√				√	√		√		
	CO4820	Critical Analysis	Comp	√	√	√		√				√	√		√		
	CO4830	IT Projects & Programmes	Comp	√		√		√	√			√	√		√		√
8	CO5000	Thesis	Comp	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	CO5001	Reflective Practice	Comp	√		√		√	√			√	√		√	√	√

19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: MSc Agile Leadership

- A1 Identify and critically evaluate and synthesise relevant theoretical and research developments within their area of professional practice;
- A2 Demonstrate a critical understanding of a range of research methods in Computing research;
- A3 Critically analyse ethical issues arising from undertaking research within organisational settings and how these might be addressed;
- B1 Critically analyse and synthesise the complexities associated with contemporary professional issues, the links between them and their application in organisational contexts;
- B2 Identify and challenge current assumptions and accepted practice within their area of professional practice;
- B3 Design and implement an appropriate programme of applied research and defend its rationale;
- C1 Critically analyse information and make informed judgments on complex issues relevant to advanced practice and research in their performance domain.
- C2 Synthesise ideas and generate and communicate alternative views informed by critical argument and debate;
- C3 Manage complex research tasks independently, and deal with problematic situations that arise;
- D1 Communicate effectively in writing and orally theoretical, research and professional understanding and recommendations to academic and professional communities;
- D2 Identify learning needs and be autonomous in planning and managing their own learning;
- D3 Demonstrate a reflective and thoughtful approach to their research, professional development and practice.

Learning outcomes for the award of: PGDip Agile Leadership

- A1 Identify and critically evaluate and synthesise relevant theoretical and research developments within their area of professional practice;
- A2 Demonstrate a critical understanding of a range of research methods in Computing research;
- A3 Critically analyse ethical issues arising from undertaking research within organisational settings and how these might be addressed;
- B1 Critically analyse and synthesise the complexities associated with contemporary professional issues, the links between them and their application in organisational contexts;
- B2 Identify and challenge current assumptions and accepted practice within their area of professional practice;
- C1 Critically analyse information and make informed judgments on complex issues relevant to advanced practice and research in their performance domain.
- C2 Synthesise ideas and generate and communicate alternative views informed by critical argument and debate;
- D1 Communicate effectively in writing and orally theoretical, research and professional understanding and recommendations to academic and professional communities;
- D3 Demonstrate a reflective and thoughtful approach to their research, professional development and practice.

Learning outcomes for the award of: PGCert Computing

- A1 Identify and critically evaluate and synthesise relevant theoretical and research developments within their area of professional practice;
- B1 Critically analyse and synthesise the complexities associated with contemporary professional issues, the links between them and their application in organisational contexts;
- C1 Critically analyse information and make informed judgments on complex issues relevant to advanced practice and research in their performance domain.
- C2 Synthesise ideas and generate and communicate alternative views informed by critical argument and debate;
- D1 Communicate effectively in writing and orally theoretical, research and professional understanding and recommendations to academic and professional communities.

