



Course Handbook
Professional Doctorate in Elite Performance
2018/19
Aine MacNamara
School of Sport & Wellbeing



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

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Contents

- 1 Welcome to the Course**
- 2 Structure of the Course**
- 3 Approaches to teaching and learning**
- 4 Student Support**
- 5 Assessment**
- 6 Classification of Awards**
- 7 Student Feedback**
- 8 Appendices**
 - 8.1 Programme Specification(s)**

1. Welcome to the course

We would like to welcome you to the School of Sport & Wellbeing. More significantly, we would like to congratulate you on your acceptance to the Professional Masters in Elite Performance. This is recognition in the first instance of your professional standing within the different domains that this award serves. Moreover, this represents an excellent opportunity to innovate aspects of your current practice while studying for this Masters Award.

The Award is managed by Áine MacNamara and Professor Dave Collins. Dave is the Director of the Institute of Coaching & Performance (ICaP), while Áine is the Course Leader for this award. Between us we will ensure that you are exposed to a dedicated and enthusiastic team of staff who will provide a challenging and engaging experience that will facilitate your success on this programme. In return we look for a similar level of enthusiasm and engagement from you. Through our mutual commitment working together we can ensure a worthwhile learning experience for all.

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 the course. This handbook should be used alongside other university guides and should be kept in a safe place.

As a team of academics and administrators, we are here to help. If you have a problem or question, either phone or email us. Our numbers and email addresses can be found in this handbook.

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



Áine MacNamara
Course Leader - M. Prof. EP



Professor Dave Collins
Professor of Coaching & Performance

1.1 Rationale, aims and learning outcomes of the course



This programme is an exciting and original initiative, capable of providing a high level, vocationally focussed award to a broad range of professionals, including, but not limited to, coaches (sport and business), scientists in support roles, medical/paramedical practitioners, uniformed and other structured service providers, and all involved in performing arts. The aim of the overall programme is encapsulated in this quote.

“The Professional Doctorates need to be seen and treated as research degrees that produce doctoral thinkers and doers in specified areas of professional practice and by different means.”

(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 a specific performance domain that demonstrates a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in their professional context.
- Critically assess, select and implement appropriate research methodologies and methods within complex professional contexts.
- Synthesise, interpret and apply relevant theoretical frameworks and research findings in relation to complex performance contexts and issues.
- Engage in and manage a process of reflective development leading to the enhancement of your own professional practice and performance within a specific domain.
-

1.2 Course Team

As part of the DProf. EP, you will be in constant communication with the course leader and your appointed Personal Tutor/Director of Studies. Furthermore, you will be assigned a small supervisory team that will be able to facilitate your studies. Below represents those staff that you will be in constant contact with throughout the course of the DProf. EP.

| Name | Role | Address | Telephone | Skype Address | E-Mail |
|--------------------|---|------------------|----------------|--------------------|--|
| Áine MacNamara | Course Leader – M. Prof. EP | Greenbank 156 | 00353879908054 | ainemacnamara | amacnamara1@uclan.ac.uk |
| Dave Collins | Professor of Coaching & Performance | Greenbank 156 | | DCShrek | DJCollins@uclan.ac.uk |
| John Kiely | Senior Lecturer | Greenbank 156 | | | jkiely@uclan.ac.uk |
| Andrew Cruickshank | Lecturer | Greenbank 156 | | Cruickshank.andrew | acruickshank@uclan.ac.uk |
| Chris Carling | Senior Lecturer in Elite Performance | Greenbank 156 | | | CCarling@uclan.ac.uk |
| Tim Holder | Senior Lecturer | Greenbank 156 | | | tholder@uclan.ac.uk |
| Victoria Reid | Course Administrator | Greenbank 153 | | | sstoicap@uclan.ac.uk |

1.3 Expertise of staff

The staff central to the delivery of this award have both research and professional experience. Professor Dave Collins has both considerable research expertise with over 100 peer-reviewed publications and extensive applied experience in all the potential domains that this award serves. As the nature of the award is domain specific, staff pertinent to your domain will be introduced at the beginning of the award. Those staff will be required to have extensive applied experience with some research supervision experience. You are encouraged to read the mini biographies of staff on the School web page and check out information about their publications. Just go to:- http://www.uclan.ac.uk/management/ssto/about_the_school/academic_staff.php

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic 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, including developing skills in self-awareness, reflection and action planning.



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.

Greenbank Building

Sport and Wellbeing

Management

Business

telephone: 01772 891992/891993

email: GreenbankHub@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 unread.

Most of our communication will take place face-to-face, over the phone or via e-mail. It is usual practice that if you phone or mail staff, they should respond within 72 hours of your message. If the staff member is unable to communicate during this time, they will notify you prior to their period of absence.

If you are based outside of the UK, then the use of Skype would be recommended. If you are not familiar with Skype or have not used it before, please go to www.skype.com, download the package (for free) and register a Skype address. Follow the very simple instructions, and you will be able to make free skype calls anywhere in the World at any time of day. Skype calls will require prior co-ordination to be available at the same time.

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.

Alan MacPherson
Senior Lecturer in Sport and Exercise Psychology at the University of Edinburgh

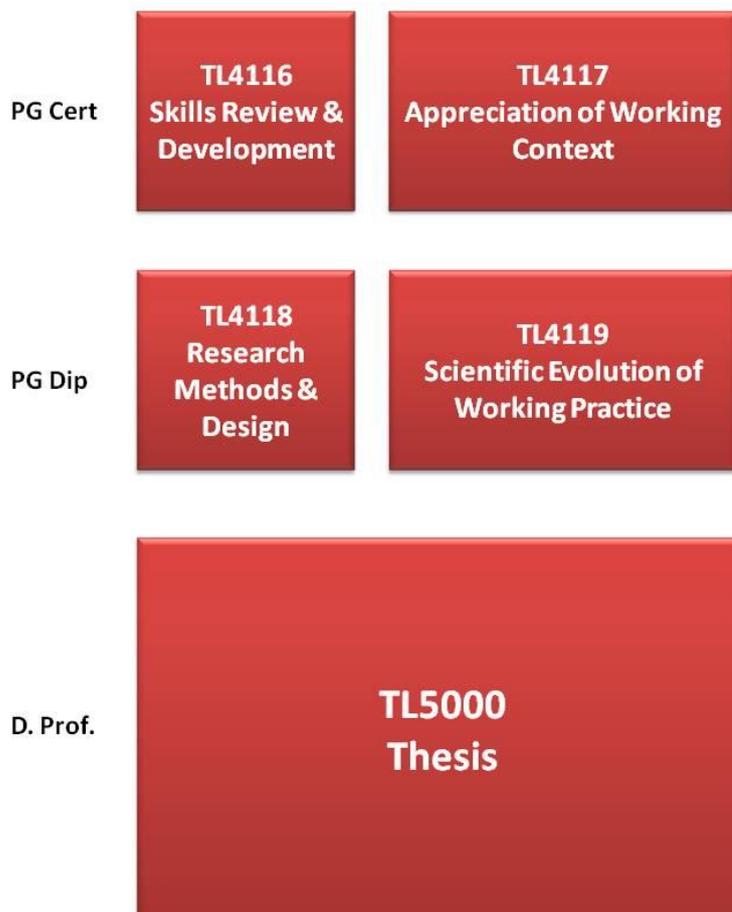


2. Structure of the course

2.1 Overall structure

The award of DProf EP. consists of two components. The first component represents the taught element of the programme. The second component comprises independent research leading to the submission of a piece of research for the professional masters qualification.

The diagram below highlights the structure of the DProf. EP, providing the level of each module. You will begin by enrolling for the postgraduate certificate modules (60 credits), followed by the postgraduate diploma (120 credits) and culminating in the dissertation (420 credits). All modules must be undertaken and successfully completed to be awarded the DProf. EP.



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. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

2.2.1 TL4116: Skills Review & Development (20 credits)

This module is designed to enable you to formulate a detailed and contemporary personal development plan (PDP) based on your strengths and weaknesses, and consideration of your current professional environment.

On successful completion of this module you will be able to:

| | |
|----------|---|
| 1 | Identify and critically appraise your professional development needs in the context of your current professional practice and the M.Prof programme; |
| 2 | Devise and set outcome goals for a Professional Development Plan (PDP) against these needs and your learning from the co-requisite context module, and; |
| 3 | Critically reflect upon the processes and potential outcomes of this plan, whilst also identifying possible future needs in the context of your career. |

2.2.2. TL4117: Appreciation of Working Context (40 credits)

This module enables you to complete discipline-based review of pertinent factors and theoretical constructs impacting on performance in your domain. This offers you a chance to explore the disciplinary underpinnings of performance development in your domain. This module compliments TL4111 by evaluating your own skills and that of your environment.

On successful completion of this module a student will have demonstrated that they have:

| | |
|----------|--|
| 1 | Systematically explored, identified and classified pertinent disciplines, bodies of knowledge and constructs which impact of performance, both generically and in their own domain; |
| 2 | Through reflection and discussion, arrived at a justified and practical 'balance' of knowledge sources which can effectively and efficiently account for both the level and enhancement of performance, and; |
| 3 | Developed a succinct but academically based writing style which facilitates the presentation and justification of their ideas. |

2.2.3 TL4118: Research Methods & Design (20 credits)

This module is designed to equip you with the knowledge, techniques and skills to critically appraise research and to undertake your own small project. In doing so it provides a theoretical framework upon which to base both practical and empirical approaches to research. The module is an essential pre-requisite to the Thesis.

On successful completion of this module, students will be able to:

| | |
|-----------|--|
| 1. | Display a critical understanding of the role and range of research skills and techniques available to the researcher in sport related subjects. |
| 2. | Apply a critical perspective to the theoretical and philosophical problems of method and be able to challenge given assumptions and reflect on the research practices of both themselves and others. |

| | |
|-----------|--|
| 3. | Undertake a research project using appropriate and systematic methods. |
|-----------|--|

2.2.4 TL4119: Scientific Evolution of Working Practice (40 credits)

The module extends your critical reflection on the use of pertinent knowledge sources and interdisciplinary implications for one self-identified, pertinent aspect of the domain. Normally anticipating the topic for final thesis module, you will develop a critical consideration of the ‘pros, cons and challenges’ of a specific innovation.

On successful completion of this module a student will have demonstrated that they have:

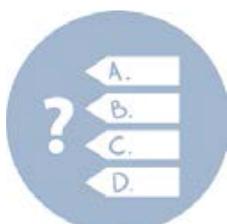
| | |
|----------|--|
| 1 | Identified, critically evaluated and synthesised one or more potential innovations to enhance performance in their chosen domain; |
| 2 | A critical awareness of potential roadblocks, limiters and/or delimiters to the potential impact of this/these innovation/s, together with ways in which these can be overcome or mediated, and; |
| 3 | Completed a critical examination of the options through which this/these innovation/s may be evaluated, both theoretically and empirically, together with potential optional pathways for subsequent refinement. |

2.2.5 TL5000: Final Thesis (420 credits)

The thesis forms the second part of your programme of study. In satisfactorily completing the previous modules, you will design, conduct, analyse and interpret the results of an applied investigation relevant to a particular aspect of your professional practice.

On successful completion of this module a student will have demonstrated that they have:

| | |
|----------|---|
| 1 | Systematically acquired a critical understanding of a substantial body of knowledge relevant to their area of professional practice. |
| 2 | Conceived, synthesised and implemented a research investigation into a genuine performance issue within their own domain, making use of appropriate methodologies and related knowledge, and; |
| 3 | Created and interpreted new knowledge through original research or advanced scholarship of a quality to satisfy peer review and extend the forefront of current theory and professional practice. |



2.3 Course requirements

The delivery of the programme

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.

How long will it take me to achieve the different awards?

The time taken to achieve the different awards is set out in table 1.

Table 1. Summary of qualifications and periods for study

| Award | Minimum period of study | Maximum period of study | Mode of study |
|--------------------------|-------------------------|-------------------------|---------------|
| Postgraduate Certificate | 1 year | 2 years | Full time |
| Postgraduate Diploma | 1 years | 2 years | Full time |
| Professional Doctorate | 3 years | 4 years | Full time |

Part time Study

We fully appreciate the demands for practitioners who want to combine part-time study with full time work and personal life. These demands have been addressed in the delivery and structure of the programme.

2.4 Progression Information

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 / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.5 Study Time

2.5.1 Weekly timetable

A link to your weekly timetable will be available via Blackboard, the University's online learning support site.

2.5.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

2.5.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the CAS Hub (contact details in section 1.5).

As this programme is flexible and based on independent study there will be little requirement to attend the University on a regular basis. There maybe some events throughout the year that would be advantageous for you to attend, but these would not be compulsory.

Unfortunately there are occasions when you may suffer trauma in the form of bereavements, illness and injury. This may affect your capacity to study effectively. If this trauma is prolonged then you are able to suspend your study. This is termed intercalation and may ensure that you are able to complete the award within the timeframe of the award.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Students are taught mostly through individual and joint supervision with specific members of staff. This enables the students to develop and investigate ideas relevant to their domain of professional practice with appropriate academic supervisors. This supervision is supplemented in some modules by information available through online resources.

3.2 Study skills

There are a variety of services to support students and these include WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



3.3 Learning resources

3.3.1 Learning Information Services (LIS)

Extensive [Resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

3.3.2 Electronic Resources

The students on this programme have access to the electronic library resources that will be central to their studies in specific aspects of their professional environments. In addition specific module information is supplied for the Research Methods module.

3.4 Personal development planning

The foundations of this programme are built on personal development planning. The initial modules focus on your skills audit as well as examining your current environment. The second set of modules are designed to develop your academic enquiry as well as consider the key challenges to enhance performance in your domain. Throughout these modules, the one-on-one relationship with your personal tutor/director of studies will ensure that any weaknesses are addressed and your strengths are consolidated in relation to your needs.



3.5 Preparing for your career

The DProf. EP. is designed to innovate aspects of your current domain, and as a consequence it is likely that this would consolidate your status and position, and make you more employable within this particular domain.

4. Student Support

There is a centralised Student and Academic Support Service which has [The 'i'](#) Student Information Centre as its 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.



4.1 Academic Advisors

As part of the award you will be assigned an Academic Advisor that will facilitate your learning through the taught element (postgraduate Certificate (PG Cert.) and the Postgraduate Diploma (PG Dip.)) of the programme. This individual will likely be the Director of Studies who will also facilitate the thesis element of the award. This individual will be responsible for finding the relevant expertise to offer support for your research, and ensuring that you are meeting the academic requirements of the award. Other staff will be assigned to you as additional supervisors to facilitate your journey through the DProf. EP if required.

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.

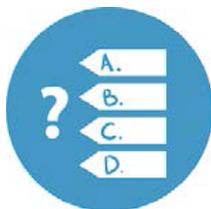
Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk.

4.3 Students' Union One Stop Shop

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.

Assignments allow you to develop your own arguments and conclusions related to set tasks as there are often many possible solutions to a particular problem. Assessment is largely based on the ability to demonstrate clearly which approach you have taken and why.

The most appropriate method of assessment has been selected in order to meet the specified learning outcomes outlined in each module.

5.2 Notification of assignments and examination arrangements

You will be notified of assessments at the beginning of each module and provided with a Module Information Pack (MIP). This MIP will contain all the information required and deadlines for submission of assignments.

All submissions should be made to your tutor and should be in 'Microsoft Word' format so that they can be edited to contain the markers feedback.

Assignments should normally go through a number of drafts and should be proof read before submission. Assignments will lose marks for poor spelling, grammar and referencing. Proof reading should include the following.

1. A spell check
2. Use of appropriate grammar (avoid the use of the first and second person, eg "my", "I", "we", "our", etc in essays and reports). Personal development assignments may, of course, use the expressions.
3. Accurate referencing (cross check from citations to the bibliography)
4. Ensuring that the assignment is clear and logical in its approach
5. Ensuring that the assignment actually addresses the set question and meets the assessment criteria

It is the lack of the above checks that often lead to assignments being awarded marks of less than 50% potentially leading to the referral of a module.

5.3 Referencing

Check with your tutor the Referencing style required and ensure that you cross check from citations to the bibliography.

5.4 Confidential material

All students must remember they have an ethical and legal responsibility to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments.

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.

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.

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.

8. Appendices

8.1 Programme Specification(s)

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 |
| 3. University Department/Centre | School of Sport and Wellbeing |
| 4. External Accreditation | n/a |
| 5. Title of Final Award | Professional Doctorate In Elite Performance |
| 6. Modes of Attendance offered | Full-time Part-time |
| 7. UCAS Code | n/a |
| 8. Relevant Subject Benchmarking Group(s) | n/a |
| 9. Other external influences | <p>Green, H.G. and Powell, S.D. (2005) <i>Doctoral Study in Contemporary Higher Education</i>. Buckingham, Open University Press</p> <p>Joint Statement of the Research Councils'/AHRB'S Skills Training Requirements for Research Students</p> <p>Powell, S. & Long, E., (2005). <i>Professional Doctorate Awards in the UK</i>. UK Council for Graduate Education. ISBN 0-9543915-4-3</p> <p>QAA code of Practice Section 1</p> <p>UKCGE (2002) <i>Professional Doctorates</i>. UK Council for Graduate Education. ISBN 0-952-5751-83</p> <p>UKCRN (2007). <i>Developing The Best Research Professionals</i></p> |
| 10. Date of production/revision of this form | January 2013 |
| 11. Aims of the Programme | <p>The Programme provides an opportunity for doctoral study AND relevant professional enhancement to appropriately qualified/experienced practitioners across relevant domains of elite performance. As such, the Programme is designed to produce "doctoral level thinkers and doers in specified areas of professional practice" (Powell & Long, 2005, p.27)</p> <p>On successful completion of the programme you will have demonstrated the ability to:</p> |
| | 1. Design and conduct an investigation into a contemporary professional issue in a specific performance domain. The outcomes of this investigation should make a significant and demonstrable contribution to professional knowledge and practice, whilst also extending knowledge in pertinent academic disciplines. |
| | 2. Critically assess, select and implement appropriate research methodologies and methods within complex professional contexts. |
| | 3. Synthesise, interpret and apply relevant theoretical frameworks and research findings in relation to complex performance contexts and issues. |
| | 4. Engage in and manage a process of reflective development leading to the enhancement of |

your own professional practice and performance within a specific domain.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

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

1. Demonstrate a critical understanding of theoretical, philosophical and empirical approaches to the generation and creation of knowledge
2. Systematically acquire, understand, appraise and synthesise a substantial body of theoretical and empirical knowledge pertinent to the relevant performance domain.
3. 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 approaches taken in the Programme reflect current thinking on this type of award.

“Teaching has to become more a matter of guidance and mentoring than a didactic transfer process. It is, therefore, rather closer in many respects to the relationship between supervisor and research student, than it is to that of lecturer and undergraduate student. The boundary between teaching and research blurs at this point.”

(UKCGE, 2002, p29)

Accordingly, the vast majority of student learning is achieved through the use of guided reading, with subsequent supported synthesis and discussion through formal (e.g. with the Personal Tutor) and informal (e.g. with fellow students and peers) methods.

Learning will also be supported with the use of WebCT, and supplemented by a variety of other methods including small group discussion, presentations and data collection/analysis.

Assessment methods

Data set analysis reports; academic reports and case studies; a Personal Development Plan; a learning diary, and; the D.Prof thesis and viva

B. Subject-specific skills

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

1. An ability to critically analyse and synthesise the complexities associated with contemporary professional and disciplinary issues, the linkages between them and their application to performance contexts.
2. An ability to design and implement an appropriate programme of applied research and defend its rationale.
3. An ability to write up the research in the form of a Doctoral thesis and to provide an oral defence of the research.

Teaching and Learning Methods

As above, particularly those activities focused on the appraisal of the professional context

Assessment methods

As above, particularly the assignments focussed on the professional context.

C. Thinking Skills

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

1. Critically analyse information and make informed judgments on complex issues relevant to advanced practice and research in their performance domain.
2. Demonstrate the ability to synthesise ideas and generate and communicate alternative views informed by critical argument and debate

Teaching and Learning Methods

| | | | | |
|--|--------------------|--|----------------------|---|
| As above, particularly those elements focused on self development | | | | |
| Assessment methods | | | | |
| As above, particularly the PDP | | | | |
| D. Other skills relevant to employability and personal development | | | | |
| At the end of the Programme, students will be able to demonstrate: <ol style="list-style-type: none"> 1. The ability to manage and cope with uncertainty in professional and research practice, with confidence to provide professional leadership as appropriate. 2. An ability to reflect upon and critically assess professional practice and behaviour in order to underpin future professional development and effectiveness | | | | |
| Teaching and Learning Methods | | | | |
| As above, particularly the development of self-focused PDPs | | | | |
| Assessment methods | | | | |
| As above, particularly 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 | TL4117 | Appreciation of working context | 40 | PgCert in Elite Performance 60 credits at Level 7 or above PgDiploma in Elite Performance 120 credits at Level 7 or above Professional Doctorate in Elite Performance Requires 540 at Level 6 or above with a minimum of 420 credits at Level 8 |
| | TL4116 | Skills review and development | 20 | |
| | TL4119 | Scientific evolution of working practice | 40 | |
| | TL4118 | Research Methodology and Design | 20 | |
| Level 8 | TL5000 | Thesis | 420 | |
| 15. Personal Development Planning | | | | |
| Personal Development planning will take place throughout the programme and will be supported in a number of ways. <ul style="list-style-type: none"> • Ongoing interaction with the Personal Tutor/Director of Studies. • Maintenance of the Learning Diary • Completion of the Skills Review and Development module • 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 throughout programme study which will be reviewed by DoS, the Personal Tutor and, when appropriate, other members the supervisory team. This file will be used to not only provide a vehicle for reflection and record learning experiences and achievements but also to determine goals and plans of action. | | | | |
| 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 D.Prof EP Programme students should normally meet or exceed the following criteria:

- Provide evidence of the intellectual capacity for study, through for example:
 1. Holding an approved undergraduate degree in a subject relevant to the proposed performance domain.
 2. Evidence for having undertaken or holding an equivalent and relevant professional qualification
 3. Demonstrate the generation of professional development materials or other knowledge transfer resources.
- Provide evidence of a significant experiential profile in the performance domain, through for example:
 1. Holding a position or role in the promotion of elite performance for at least five years.
 2. An appointment or professional position in the domain held for at least three years.
 3. Professional qualifications in the domain at the highest level.
- Provide evidence of the capacity to develop and deploy a significant contribution to the performance domain, through for example:
 1. A supporting reference from a high ranking official within the performance domain.

The D. Prof 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 your academic and professional experience
- An outline proposal of 1000 words, describing the challenges currently faced in your performance domain
- Two references, including one from a high ranking official in your performance domain
- If relevant, evidence of competence in English Language to the above level.

The application will then be reviewed by a Selection Panel chaired by the Programme Director. Candidates will normally be asked to attend the University for a formal selection interview. (Alternative arrangements will be made for candidates unable to travel to the University)

Decisions will be made on a consideration of all aspects of the applicant's portfolio, through which significant strengths in one area may be used to offset perceived weaknesses in another. APEL to advanced standing on the Programme may also be awarded, accrediting applicants with having already met, or demonstrated the capacity to immediately meet, the learning outcomes of one or more of the Stage One modules.

All candidates will be informed of the University's decision in writing.

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 | |
| LEVEL 7 | TL4117 | Appreciation of working context | (Comp) | √ | √ | | √ | | √ | | √ | √ | |
| | TL4116 | Skills review and development | (Comp) | √ | | √ | √ | | √ | | √ | √ | √ |
| | TL4119 | Scientific evolution of working practice | (Comp) | √ | √ | √ | √ | | √ | √ | √ | √ | √ |
| | TL4118 | Research Methodology and Design | (Comp) | √ | | √ | | √ | √ | | | √ | |
| LEVEL 8 | TL5000 | Thesis | (Comp) | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |