Course Handbook

Professional Doctorate in Health
2020/21
Course Leader: Dr Victoria Hall Moran
School of Health Sciences

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

Contents

1. Welcome to the course

This course provides a supported route to a Professional Doctorate award in Health which focuses on you as researcher-practitioner developing and creating new professional knowledge and practice in a wide range of health settings. It has two Stages:

Stage One uses both core and option modules from both the research and professional practice perspectives many of which are also included in the many Master's awards in Health. This allows you to develop both research and practitioner inquiry and skills alongside your CPD and professional understanding of your field.

Stage Two Is the doctoral thesis and oral examination. There are no taught modules at this stage.

These encourage you as a professional practitioner to develop a critical perspective, researching, enhancing and contributing to your enhanced knowledge and understanding. The Professional Doctorate (PrD) provides a framework for you to do this in an environment that respects the nature of professional health practitioners, allowing you to contribute to your own original knowledge and understanding **and** to that of wider professional communities. The notion of the '*researcher-practitioner*' or '*scholarly practitioner*' working within, and contributing to, knowledge within communities of practice is fundamental to the award at all levels.

Learning is situated firmly with you, as a practitioner, researching and developing your own knowledge and generating impact within your organisation and practice. Practice-focused research, the collegial process of knowledge development, critical reflection, and reflexivity around self and practice are all central to the award. The structure throughout therefore involves an iterative and progressive process of constantly refining and developing your research into your practice. The culmination is the doctoral level of contributing new and original knowledge to your own and others' professional and practitioner knowledge base. Through your research informed practice you will engage as part of a community of scholarly professionals in charge of generating and shaping practitioner knowledge. At Stage 2, the programme enables you to complete your doctoral thesis in a way that recognises the importance and centrality of your work and context as a professional scholarly practitioner.
We believe you will find the whole course stimulating, challenging and an opportunity to recognise and award your professional expertise and understanding generating benefit for yourselves, your employer and your learners.
Welcome to the course!
Victoria Hall Moran (Course Leader)

1.1 Rationale, aims and learning outcomes of the course

The programme has been designed to provide a progression route for participants on applied Health Masters awards and acknowledges the professional focus, work and knowledge of practitioners in a wide range of sectors and roles.

The core principles of the PrD are:

- Flexible progression through Stage 1 focussing on the development of skills and enhanced professional practice through enquiry.
- Situating the Health Practitioner-researcher at the heart of knowledge creation: the 'Scholarly Health Professional'.

- Critical reflexivity and personal, professional and practice development.
- Collaborative working with and engagement in learning and research communities of practitioners.

The Quality Assurance Agency states that:

"*All UK doctorates require the main focus of the candidate's work to be their contribution to knowledge in their discipline or field, through original research, or the original application of existing knowledge or understanding. In professional and practice-based doctorates the research may be undertaken in the workplace and so have a direct effect on organisational policy and change, as well as improving personal practice.*"

http://www.qaa.ac.uk/docs/qaa/quality-code/doctoral-degree-characteristics-15.pdf?sfvrsn=50aef981_10
[accessed 23/10/2018].

The programme is delivered part-time. The professional orientation to this programme encourages original contribution to the way in which theory is applied or knowledge created within the professional health setting. This is in line with the QAA definition of the professional doctorate:

"*The professional doctorate is a practice-based (or practitioner work-based) doctorate and is often taken on a part-time basis. Professional practice is at the heart of the professional doctorate which is usually open to experienced professionals who are employed in any area of work, including those in emerging professions and disciplines. Key features include: the degree has a practice based rather than an exclusively institutional focus; candidates are normally working while completing the doctorate and already possess significant professional experience. Successful completion of the degree normally leads to professional and/or organisational change that is often direct rather than achieved through the implementation of subsequent research findings.*" (QAA, 2011 p. 22)

The aim of this Professional Doctorate is to develop senior practitioners with the skills and capacity to apply critical thinking skills to practice and work at an advanced professional and inter-professional level.

Programme Aims

By the end of the PrD, students will be able to:

1. Create, synthesise, interpret and critique new knowledge through original research and advanced scholarship of a quality to satisfy peer review, extend the forefront of their discipline and merit publication

2. Play a leading role in the promotion, development and support of a research culture within practitioners' own communities of practice and its wider context

3. Critically appraise and apply techniques for research and advanced academic enquiry

4. Apply critical understanding of how applied research can inform, develop, and impact on professional practice and processes of change.

5. Be able to communicate your ideas and conclusions clearly and effectively to specialist and non-specialist audiences in clinical and research contexts

6. Reflect critically upon the inter-relationship between policy, research and developing professional practice.

Programme Learning Outcomes

Knowledge and Understanding:
At the end of the programme of study you will be able to:
A1. Apply a critical understanding of theoretical, and philosophical approaches to the generation and creation of knowledge and its application within a professional context.
A2. Create, synthesise and interpret new knowledge through original research and advanced scholarship of a quality to satisfy peer review, extend the forefront of your discipline and merit publication
A3. Contribute to the extension of knowledge in your professional community.
A4. Critically analyse problems and opportunities and recommend strategies for implementing and supporting a research culture within the context of your professional practice
A5. Systematically acquire, understand, appraise and synthesise a substantial body of knowledge at the forefront of your discipline or an area of practice
A6. Develop and use skills in the collection, critical evaluation, presentation and use of information to inform and evaluate advanced professional practice and research within the current political and managerial contexts of health and social care as appropriate for your professional discipline.

Subject-specific skills
At the end of the programme of study you will be able to:
B1. Critically evaluate the local, national and international context in which research takes place, is funded and evaluated
B2. Critically analyse approaches to the development of a research culture and ethos within an identified area of practice
B3. Critically appraise standards of good research practice in your institution and/or discipline
B4. Critically appraise techniques for research and advanced academic enquiry
B5. Undertake a period of independent study in the context of a research dissertation
NB Subject specific skills refer to the subject of professional research rather than specific clinical or practice professional arenas. Hence, some practice specific modules have been adopted as option modules which meet the requirements for alignment to professions rather than research.

Thinking Skills
At the end of the programme of study you will be able to:
C1. Critically analyse information and make informed judgments on complex issues relevant to advanced practice and research in your practice context
C2. Demonstrate the ability to synthesise ideas and generate and communicate alternative views informed by critical argument and debate
C3. Reflect critically upon the impact of research upon practice, the organisation (if appropriate) and the healthcare professional, and the relationships between them.
C4. Adopt a critical, reflexive and ethical stance towards your practice, policy and the research that informs it.

Other skills relevant to employability and personal development
At the end of the programme of study you will be able to:
D1. Demonstrate the ability to manage and cope with uncertainty in professional and research practice, providing professional leadership as appropriate.
D2. Demonstrate the ability to make complex and informed ethical judgements in relation to healthcare research.
D3. Demonstrate advanced skills of networking, team working and project management.

See Appendix 1 for the complete Programme Specification for this Course. The Programme Specification shows how individual module elements feed into the above outcomes. The programme is structured around a core thread of research modules with practice and professional modules providing focus for reflexivity and development at Stage One. At Stage

Two you will be provided with a supervisory team to guide you through the process of research in practice.

Upon successful completion of the course the candidate will be awarded a Professional Doctorate in Health from the University of Central Lancashire.

1.2 Course Team

Course Leader

Dr Victoria Hall Moran
Reader in Maternal & Child Nutrition, School of Community Health & Midwifery, University of Central Lancashire, Preston PR1 2HE. Tel: 01772 893830 Email: vlmoran@uclan.ac.uk
http://www.uclan.ac.uk/staff_profiles/dr_victoria_hall_moran.php
Roles: Course enquires; Progression monitoring; Module leader

Deputy Course Leader/Admissions Tutor

Prof Lois Thomas
Professor in Health Services Research, School of Community Health & Midwifery, University of Central Lancashire, Preston PR1 2HE. Tel: 01772 893643 Email: lhthomas@uclan.ac.uk
http://www.uclan.ac.uk/staff_profiles/dr_lois_thomas.php
Roles: Course admissions; Module leader

Other Members of the Course Team: The course team also includes module leaders of Level 7 modules during Stage 1. Please contact the module leader for extensions to assessment deadlines in Stage 1.

1.3 Expertise of staff

Victoria is a Reader in the Maternal and Infant Nutrition and Nurture Unit (MAINN) at the University of Central Lancashire. Victoria is a nutritionist whose research interests are in the field of maternal and child nutrition, specifically the micronutrient requirements of pregnant and breastfeeding women. She has worked as a researcher and lecturer at UCLan since 1998 and has methodological expertise in mixed methods and systematic review. She has been a Research Degrees Tutor and Course Leader at UCLan for over ten years. Victoria also works a day a week as a methods advisor for the NIHR Research Design Service and is Editor in Chief of the journal *Maternal & Child Nutrition*.

Lois is a Professor in Health Services Research. Her research is focussed on implementation and evaluation of complex interventions. She is particularly interested in innovative methods of transferring research evidence into practice, and of managing service user involvement in research. Lois has been a health services researcher since 1996, and has methodological expertise in questionnaire design (HTA), systematic review (Cochrane), evaluating complex interventions and implementation science (NIHR). Her specialist topic interest is in urinary incontinence after stroke. Her other subject-related interests are in knowledge transfer and evidence based practice, such as the use of clinical guidelines in nursing.

The Course Team comprises a highly experienced research active team of staff and you will be supervised by a member of staff with PhD or professional doctoral background. As a member of a doctoral programme you will be joining our research team and will be able to

contribute to and share in the lively research culture through conferences, events, access to external speakers and sharing your work in progress.

Specialist research teams in the Faculty of Health & Wellbeing are engaged in applied health care and sports focused research, contributing to enhancement of policy and health improvement of individuals, families and public services.

Our research themes within the Faculty are: Stroke and Older People, Mental Health Nursing, Children's Nursing, Midwifery, Maternal and Infant Nutrition and Nurture, Health and Sustainability, Allied Health, Health Implementation Science, Cancer Care, Professional Ethics, Football, Sport Studies, Coaching and Performance, Applied Sport and Exercise Sciences, and Nutritional Sciences and Food Safety, Social Work, Interpersonal Violence and Harm, Psychosocial Welfare, Children and Young Peoples Participation, and Citizenship and Community.

Visit our Research home page for more information.

1.4 Academic Advisor

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

1.5 Administration details

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

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk

1.6 Communication

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.

E-mail is a popular and effective method of communication and we encourage you to use this form of communication whenever appropriate. Please note that your course leader may not respond immediately to your email. All staff will try to respond within 3 working days. Messages relating to the course may

be sent to students via announcements through the Virtual Learning Environment (VLE Blackboard) site which also appear as pop-up messages.

You will be encouraged to network with other students on your course by email links and informal networking. There will be opportunities to interact and meet with colleagues (School staff and other students) through invitations to research presentations and student conferences.

Please note that lecturing staff have many responsibilities, such as being course leaders and module leaders, undertaking scholarly activity and research, teaching on a variety of modules and courses and undertaking administrative activities to facilitate the smooth operation of courses. This means they may be away from their office for large periods of time. Lecturers' calendars are accessible by the administration staff in the School of Health Sciences Office. If you are having difficulty contacting your course or module leader or one of the lecturers, they can be contacted by leaving a message on their telephone voice mail or their e-mail address.

1.7 External Examiner

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

External Examiner: Dr Josette Bettany-Saltikov PhD, MSc, MCSP
Senior Lecturer in Research Methods
University of Teesside

2. Structure of the course
2.1 Overall structure

The professional doctorate is a part time course which combines work-based learning and research, alongside taught elements to support and frame professional knowledge construction and reflection. It is a two stage programme and can be done on site at the UCLan Preston campus or by distance learning (with a requirement to attend your viva on campus). Normally, you will join the doctoral programme at the start of Stage One or transfer onto the award after completing the taught modules. However, some students will join the award at Stage 2 (level 8 study) with advanced standing, having completed Stage One in the form a compatible Masters award.

There are two Stages of Study at postgraduate level with a duration of **5-7 years**.

Stage One involves completion of 120 credits at NQF Level 7 providing an exit award of the UCLan Postgraduate Diploma in Health.

Stage Two involves completion of a thesis at NQF Level 8 which is the completion of a written submission of approx 40,000-60,000 words on your applied professional research. Target award PrD. Total credits = 420 at Level 8. Students with a relevant masters may be able to enter with advanced standing directly into Stage 2.
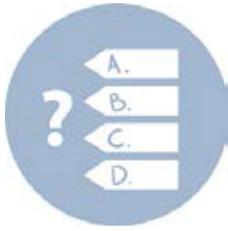
Total credits 540 at Level 7 and 8.

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.

Some optional modules may not be available every year, due to specific requirements for a module to be run (such as minimum numbers). Please discuss with your course leader.

If you consider that you may have already achieved some of the learning outcomes of the programme through previous learning, please consult your course leader and gain advice from the APL Coordinator to find out whether you can make a claim for accreditation of prior learning for part of your course. You cannot APL elements of Stage Two.

Stage 1: minimum 2 years, part-time						Stage 2
Years 1-2			Years 2-3			Years 3-7
Module number	Module name	Credits at level 7 or above	Module number	Module name	Credits at level 7 or above	Level 8 study
NU4025	Introduction to Postgraduate Research OR	20	HP4006	Research, Ethics and Governance	20	PG5002 Thesis 420 credits at level 8 Plus oral examination
EZ4014	Introduction to Postgraduate Philosophically-based Research	20				
NU4086	AND Applying Methods in Health Research OR	20	Plus two 20 credit level 7 module from the range of modules available (see Appendix)			
NU4026	Advanced Research Methods	20				
Plus one 20 credit level 7 module from the range of modules available (see Appendix)			At completion of these stage 2 modules (120 credits at level 7) the student can exit with **PGDip Health as an exit award** **OR** complete a 60 credit dissertation (NU4053) and exit with **MSc Health as an exit award** **OR** Progress to **PrD**			
						Award PrD

2.3 Course requirements

See Academic Regulations: Appendix 13 for information on the award of professional doctorates. You are required to achieve an overall average mark of 60% or over on 120 credits at level 7 as part of Stage One, and to have passed the 420 credits doctoral thesis and oral examination.

To be recommended for the award of PrD you must have:

- achieved an overall minimum grade of 60% in the module requirement for the taught component specified for the award;
- passed the research element (Doctoral Thesis) by submission of a 65,000-75,000 word thesis and oral examination. Both will be judged by a formal process involving external and internal assessors (see 5.1)
- International students will require an International English Language Testing System grade 7 or above with no sub-score lower than 6.5.

2.4 Module Registration Options

Discussions about your progression through the course normally take place in April 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.

At Stage One you will have regular discussions with the Course Leader about your progress and the contribution made by programme elements to your professional learning and development. Broader discussions about module choice and your progression will take place around the annual enrolment period. These provide an opportunity for you to make plans for your study over each academic year. The course team will tell you about the various modules / combinations available and you will agree on the most appropriate (and legal) course of study for you.

Progression to Stage Two will involve discussions with the Course Leader and Deputy Course Leader and will depend on achievement of an overall grade of at least 60% in Stage 1. During Stage 2 you will undergo a yearly Annual Assessment of Progress exercise an annual process by which schools formally assess the progress of each research student, providing a method for evaluating student progress towards the target award within the required timescales. It allows students to work with their supervisory team on a plan of work for the forthcoming year.

2.5 Study Time
2.5.1 Weekly timetable
A timetable will be available once you have enrolled on the programme, through the student portal.

2.5.2 Expected hours of study
Completing a part-time professional doctorate means that you will normally be employed with a busy programme of work. Doctoral study also involves expectations of commitment and study.

At Stage One, the normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per credit you need to achieve (i.e. 200 hours for a 20

credit module) – this includes attendance of taught sessions at UCLan or online (around 36 hours per module) and time spent in private study.

At Stage Two, you will be allocated a supervisory team. Supervision meetings are tailored to the needs of the student, the research topic and the stage of the project. Students are responsible for negotiating their own supervision schedule. Students will normally meet their supervisor(s) once a month and no less than once every two months. Where a project requires a different pattern of supervision meetings, this will be set out in a learning agreement at the start of the research degree. There should be a meeting of the full supervisory team and student as part of the Annual Progression Monitoring exercise. The student should refer to the University Research Supervision Handbook for more details. Additional support and training will be available to you through the Research Student Registry.

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:

Victoria Hall Moran

Students can check their attendance record through myUCLan

3. Approaches to teaching and learning

3.1 Learning and teaching methods

It is appreciated that this is a part-time programme, but it is also doctoral level study and the programme will involve a minimum of 10 hrs study per week including preparation for the course, research of your own, reading and exploratory as well as reflective inquiry.

The programme is also about you and your practice and developing practitioner knowledge through research, so you will find the activities demanding, challenging but also stimulating as you will be engaging in research that is about you, your role, your students, their learning and your daily practice. The benefits you will accrue should be relevant and rewarding to you and rewarding and your employer.

The programme will include regular workshops and study days over the year. These will also include invited speaker sessions to maximise the experience and opportunity in the programme to engage in and critique wider and diverse research paradigms.

Teaching and Learning activities will comprise seminars, workshops and lectures. It will primarily focus on interactive and discursive participant centred activity to ensure you are encouraged to 'make sense' and explore your research informed practice development. You will also be encouraged through E-learn and through assignments to continue debates and discussions beyond the classroom in the virtual environment, supported by the team where appropriate. Assignments will be especially important as they will be an opportunity for you to progress your research, synthesise and explore your knowledge and practice critically and reflexively as is appropriate for the researching professional.
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Your research throughout Stage 2 will be a considerable focus for your learning and development and the taught input will allow you to iteratively and progressively develop your research around your chosen area supported by peers, your supervisor and programme content.

3.2 Study skills

As a professional doctorate student, structured support for your research and learning progression is provided through taught modules. The course content has been structured so as to encourage a consistent iterative progression for skills development and critical understanding about your research at this level.

If you require additional support your supervisor and course leader will make suggestions that may include approaching the library team, or some of the other student support or research support services at UCLan.

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

 'Ask Your Librarian'

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

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"
"I need to find research articles, where do I start?"
"How do I find the Journal of ...?"
"How do I use RefWorks?"

3.3 Learning resources
3.3.1 Learning and Information Services (LIS)

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.

The Course Team works closely with LIS to ensure that we have core provision in respect of modules to meet your primary needs. In addition you will have access to journals and the electronic resources at UCLan, as well as other libraries and of course resources from within your own organisation.

Library opening times can be found
at: https://www.uclan.ac.uk/students/study/library/index.php

 'Ask Your Librarian'

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

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"
"I need to find research articles, where do I start?"
"How do I find the Journal of ...?"
"How do I use RefWorks?"

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

Materials will be available through E-learn and these resources will be structured around the modules you attend reflecting progression and research development. In some cases you will be expected to complete activities and engage in discussion via E-learn. See Module Handbooks for details

The course team will also make selected module readings available through E-learn, but your primary research will be through journals, texts and the reading you engage in as part of the research process. It will therefore reflect your particular needs and research focus including policy, and organisational documents as well as wider subject specific reading.

3.4 Personal development planning

The Course is about you, your research and your practice and is therefore very much about your professional learning and development. You will have begun the course motivated by professional and personal interests and even career imperatives which are recognised in the content and nature of the award.

3.5 Preparing for your career

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

Careers offers a range of support for you including:-
- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

The professional doctorate in health is about developing your professional self and your ability to lead and contribute to the development of work and research. As such, this award is about career, professional and personal development and expertise and your organisational impact. The team will use the taught programme and associated research events, as well as your growing confidence as a member of a research community to maximise your engagement with a wide and diverse group of applied educational researchers giving you a rich experience and opportunities that will shape your reflection and professional self.

4. Student Support

Support is provided for you through the course as outlined below. You are also encouraged to make full use of student support services centrally and to make use of support from the University Research Student Registry.

Your first contact for any support issues should be the Course Leader as your allocated Personal Tutor or your Supervisor/supervisory team. The team is a close one and experienced in issues of supporting professionals with busy lives researching and studying alongside work, so please do not hesitate to contact us should you need.

4.1 Academic Advisors

There will not be formal allocation of an Academic Advisor in this award: rather you will automatically be allocated to the Course Leader on enrolment. You will be allocated a Supervisory Team at the end of Stage 1 on the basis of your research interests and they will supervise your project in Stage 2. You will meet with the Course Leader every year as part of Annual Progression Monitoring in Stage 2.

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.

4.3 Students' Union

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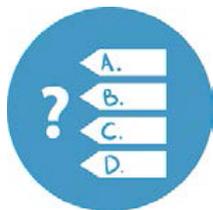
5. Assessment

5.1 Assessment Strategy

To gain the doctorate, candidates need to pass both the 'taught' and 'research' elements. After completing Stage 1, you work toward Stage 2. The assessment on the PrD has been carefully planned to support and complement your research and learning, and in particular to maximise your ability to progress your individual doctoral research. You will find it is characterised by a requirement to engage in critical reflexivity and interrogation of your own research and that of others and to reflect the research planning and development cycle. Our use of the full calendar year for the award means that you can maximise periods of reduced academic demand for reflection and writing as befits a practitioner-researcher, especially given the way you may make use of your practice to situate and focus your research.

As a general rule, modules will emphasise process orientations to assessment and there will tend to be a discursive assignment and writing activity to allow you to engage with appropriate critical discussion of research with peers, and to complete individual work contributing to your research development. The year-long modules 'Research and Practice' and 'Consolidating Research and Practice' are particularly important in allowing you to articulate and gain feedback on your research progress. Finally, as befits doctoral work, you will be expected to produce a final doctoral thesis and to defend this in an oral assessment.

All assignments on 'taught modules' must be completed and students must achieve an overall grade of 60% or over to progress onto Stage 2. The doctoral thesis and oral exam will be accompanied by a final judgement from the examiners as outlined below:

(i)that the candidate pass the research element of the award;
(ii)that the candidate pass the research element of the award subject to minor amendments being made to the thesis to the satisfaction of the internal examiner;
(iii)that the candidate be referred and be permitted to resubmit the thesis for re-examination without a further oral examination;
(iv)that the candidate be referred and be permitted to resubmit the thesis for re-examination and undergo a further oral examination

5.2 Notification of assignments and examination arrangements

You should note that in the School of Health Sciences all assignments are electronically submitted. The main reasons are:

1. to allow for originality reports to be run from Turnitin;
2. to ensure that time of submission can be reliably recorded.

The exceptions are those assignments that do not lend themselves to electronic submission, e.g. live presentations and performances, observed teaching practice, sign language assignments, interactive group work, etc.

5.3 Referencing

We are very aware that different subjects seem to follow different conventions for citing sources and constructing a list of references and/or bibliography at the end. This is an accident of history although you will find when you publish you will have to take account for many diverse conventions. The multiple nature of referencing can therefore be confusing, however it is something that you must learn to do as quickly as possible and as accurately as possible. It is essential to reference accurately and reliably at this level of study. Once you know how to do it, it will become second nature to you. In the School of Health Sciences the convention is to use the **'APA' system**. *Do not use any other referencing system (such as the end-note or foot-note system). You will be penalised for doing so.* Please note further guidance is provided on Blackboard.

5.4 Confidential material

In health research you are required to always respect **confidentiality**, and to maintain the **anonymity** of individuals you are referring to. There are both ethical and legal reasons for maintaining anonymity and confidentiality. You should refer to the UCLan Guidance on managing research data and ethical behaviours when researching. This forms an essential and central issue for you throughout the PrD and relates to your professional and personal values, organisational role and the tensions that emerge when researching your own practice. Remember anonymity and confidentiality are not the same thing.

The British Medical Association (BMA) define the two as:

"**Confidentiality**: The principle of keeping secure and secret from others, information given by or about an individual in the course of a professional relationship."

"**Anonymised** information: Information which does not, directly or indirectly identify the person to whom it relates."
(BMA 2005)

Do's	Don'ts
Do respect the right to privacy of an individual;	Don't name individuals;

Do change all names to fictitious ones;	Don't include identifiable stationery in your work, such as lesson plans that include teachers' names;
Do provide a statement with your assignment that all information has been anonymised;	Don't give information away that could identify an individual, including photographs;
Do reference work accurately if information is already in the public domain and handle sensitively work not in the public domain	
Do seek guidance and advice where you are unsure.	

Subjective or judgemental opinions about a colleague (even when not identifiable) are not normally acceptable. This may mean that your opinion may not be able to be kept confidential under the Freedom of Information Act and will lead to further discussion.

NB: Please note that by seeking guidance from your personal tutor/module tutor, you have the opportunity to ensure the work is not in breach of the guidance.

5.5 Cheating, plagiarism, collusion or re-presentation

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

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

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

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to

the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

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

6. Classification of Awards

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

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. Student feedback has the potential to feed into and improve the course. At Stage 2, this will be done through the Annual Assessment of Progress exercise.

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.

UNIVERSITY OF CENTRAL LANCASHIRE

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 he/she takes 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 School/Centre	School of Health Sciences
4.	External Accreditation	N/A
5.	Title of Final Award	Professional Doctorate in Health
6.	Modes of Attendance offered	Part time Distance Learning
7a.	UCAS Code	N/A
7b.	JACS Code	B990
7c.	HECOS Code	100476
8.	Relevant Subject Benchmarking Group(s)	DH (2004) The NHS Knowledge and Skills Framework
9.	Other external influences	DH (2006) Best Research for Best Health. UKCRN (2007) Developing The Best Research Professionals

	Joint Statement of the Research Councils'/AHRB'S Skills Training Requirements for Research Students QAA Code of Practice Section 1
10. Date of production/revision of this form	December 2018

11. Aims of the Programme

The aim of this Professional Doctorate is to develop senior practitioners with the skills and capacity to apply critical thinking skills to practice and work at an advanced professional and inter-professional level.

- Create, synthesise, interpret and critique knowledge through original research and advanced scholarship of a quality to satisfy peer review.
- Play a leading role in the promotion, development and support of a research culture within practitioners own communities of practice and its wider context.
- Critically appraise and apply techniques for research and advanced academic enquiry
- Apply critical understanding of how applied research can inform, develop, and impact on professional practice and processes of change.
- Communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences in clinical and research contexts in order to extend the forefront of their discipline and merit publication.
- Reflect critically upon the inter-relationship between policy, research and developing professional practice.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

At the end of the programme of study you will be able to:

A1. Apply a critical understanding of theoretical and philosophical approaches to the generation and creation of knowledge and its application within a professional context.
A2. Create, synthesise and interpret new knowledge through original research and advanced scholarship of a quality to satisfy peer review, extend the forefront of your discipline and merit publication
A3. Contribute to the extension of knowledge in your professional community.
A4. Critically analyse problems and opportunities and recommend strategies for implementing and supporting a research culture within the context of your professional practice
A5. Systematically acquire, understand, appraise and synthesise a substantial body of knowledge at the forefront of your discipline or an area of practice

A6. Develop and use skills in the collection, critical evaluation, presentation and use of information to inform and evaluate advanced professional practice and research within the current political and managerial contexts of health and social care as appropriate for your professional discipline.

Teaching and Learning Methods

Postgraduate study requires an emphasis upon both formal and informal methods of learning and the promotion of independence in its planning and organisation. The emphasis within the programme will be upon the creation of a challenging yet facilitative learning environment supporting the rapid transition to a student-led approach, which is considered essential to facilitate the development of an autonomous and proactive learner. As mature professionals, students have much to contribute to the learning process and it is believed that an interactive and creative experience will enable them to explore and innovate within their own personal learning.

A range of teaching and learning methods will be used throughout the programme and will comprise (depending on the choice of module): lectures, seminar, workshops, visiting speakers, directed and independent reading, group activities, research supervision. Some of this learning may take place on-line and ELearn will be used to support learning.

Assessment methods

Depending on choice of optional modules, assessment will include: written assignments, oral presentations and critical debate, critical reflective account, preparation of papers for Research Ethics Committee, short answer questions, development of teaching materials, development of a research tool, learning contracts, portfolio, progression meetings, dissertation viva

B. Subject-specific skills

At the end of the programme of study you will be able to:

B1. Critically evaluate the local, national and international context in which research takes place, is funded and evaluated
B2. Critically analyse approaches to the development of a research culture and ethos within an identified area of practice
B3. Critically appraise standards of good research practice in your institution and/or discipline

B4. Critically appraise techniques for research and advanced academic enquiry
B5. Undertake a period of independent study in the context of a research dissertation

NB Subject specific skills refer to the subject of professional research rather than specific clinical or practice professional arenas. Hence, some practice specific modules have been adopted as option modules that meet the requirements for alignment to professions rather than research.

Teaching and Learning Methods

Postgraduate study requires an emphasis upon both formal and informal methods of learning and the promotion of independence in its planning and organisation. The emphasis within the programme will be upon the creation of a challenging yet facilitative learning environment supporting the rapid transition to a student-led approach, which is considered essential to facilitate the development of an autonomous and proactive learner. As mature professionals, students have much to contribute to the learning process and it is believed that an interactive and creative experience will enable them to explore and innovate within their own personal learning.

A range of teaching and learning methods will be used throughout the programme and will comprise (depending on the choice of module): lectures, seminar, workshops, visiting speakers, directed and independent reading, group activities, research supervision. Some of this learning may take place on-line and ELearn will be used to support learning on taught modules.

Assessment methods

Depending on choice of optional modules, assessment will include: written assignments, oral presentations and critical debate, critical reflective account, preparation of papers for Research Ethics Committee, short answer questions, development of teaching materials, development of a research tool, learning contracts, portfolio, progression meetings, dissertation viva

C. Thinking Skills

At the end of the programme of study you will be able to:

C1. Critically analyse information and make informed judgments on complex issues relevant to advanced practice and research in your practice context
C2. Demonstrate the ability to synthesise ideas and generate and communicate alternative views informed by critical argument and debate
C3. Reflect critically upon the impact of research upon practice, the organisation (if appropriate) and the healthcare professional, and the relationships between them.

C4. Adopt a critical, reflexive and ethical stance towards your practice, policy and the research that informs it.

Teaching and Learning Methods

Postgraduate study requires an emphasis upon both formal and informal methods of learning and the promotion of independence in its planning and organisation. The emphasis within the programme will be upon the creation of a challenging yet facilitative learning environment supporting the rapid transition to a student-led approach, which is considered essential to facilitate the development of an autonomous and proactive learner. As mature professionals, students have much to contribute to the learning process and it is believed that an interactive and creative experience will enable them to explore and innovate within their own personal learning.

A range of teaching and learning methods will be used throughout the programme and will comprise (depending on the choice of module): lectures, seminar, workshops, visiting speakers, directed and independent reading, group activities, research supervision. Some of this learning may take place on-line and ELearn will be used to support learning.

Assessment methods

Depending on choice of optional modules, assessment will include: written assignments, oral presentations and critical debate, critical reflective account, preparation of papers for Research Ethics Committee, short answer questions, development of teaching materials, development of a research tool, learning contracts, portfolio, progression meetings, dissertation viva

D. Other skills relevant to employability and personal development

At the end of the programme of study you will be able to:

> D1. Demonstrate the ability to manage and cope with uncertainty in professional and research practice, providing professional leadership as appropriate.
> D2. Demonstrate the ability to make complex and informed ethical judgements in relation to healthcare research.
> D3. Demonstrate advanced skills of networking, team working and project management.

Teaching and Learning Methods

Postgraduate study requires an emphasis upon both formal and informal methods of learning and the promotion of independence in its planning and organisation. The

emphasis within the programme will be upon the creation of a challenging yet facilitative learning environment supporting the rapid transition to a student-led approach, which is considered essential to facilitate the development of an autonomous and proactive learner. As mature professionals, students have much to contribute to the learning process and it is believed that an interactive and creative experience will enable them to explore and innovate within their own personal learning.

A range of teaching and learning methods will be used throughout the programme and will comprise (depending on the choice of module): lectures, seminar, workshops, visiting speakers, directed and independent reading, group activities, research supervision. Some of this learning may take place on-line and ELearn will be used to support learning.

There will be progression points at the end of each year when the student will meet with their research degree Tutor (RDT) to assist in the choice of modules and determine progression to the next year of the course, to exit with a Masters degree or continue on the Professional Doctorate programme

Assessment methods

Depending on choice of optional modules, assessment will include: written assignments, oral presentations and critical debate, critical reflective account, preparation of papers for Research Ethics Committee, short answer questions, development of teaching materials, development of a research tool, learning contracts, portfolio, progression meetings, dissertation viva

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7. Year 1.	**Compulsory Modules**			
	NU4025	Introduction to Postgraduate Research OR	20	60 credits at level 7 Exit award of PG Certificate Health Research
	EZ4014	Introduction to Postgraduate Philosophically-based Research	20	
		AND		
	NU4086	Applying Methods in Health Research OR	20	
	NU4026	Advanced Research Methods	20	
	Plus 20 credits from the following:			
	Option modules:			
	Generic			
	NU4013	Deconstructing Practice	20	
	NU4085	Therapeutic Relationships	20	
	Research & Statistics			
	NU4091	Statistics for Health	20	
	NU4092	Design and Interpretation of Clinical Trials	20	
	NU4093	Service User Involvement in Research	20	
	NU4094	Principles and Methods of Systematic Review	20	

	NU4074	Improving Clinical Care through Implementation Science	20	
	Teaching and learning			
	NU4087	Inspiring Education	20	
	NU4096	Multi-professional support of learning and assessing in practice	20	
	Integrated Health			
	NU4080	Advancing Homeopathy Practice (requires qualification as a homeopath)	20	
	NU4081	Creative Prescribing in Herbal Medicine (requires qualification as a herbalist)	20	
	NU4124	Principles of Public Health and Social Policy	20	
	NU4084	Perspectives on Integrated Healthcare	20	
	Care management			
	NU4141	Deconstructing the consultation	20	
	NU4021	Safeguarding children in a multi professional environment	20	
	NU4153	Managing cardiac illness	20	
	Leadership and management			
	HI4001	Information and IT concepts for health and social care	20	
	HI4006	Information and communication technology for health and social care	20	
	NU4805	Leadership in practice	20	
	HI4007	Quality assurance for health and social care	20	
	NU4084	Perspectives on Integrated Healthcare	20	
	Mental Health, Philosophy & psychological well-being			
		A Philosophical History of Psychopathology	20	

	EZ4007		
	EZ4008	Philosophy of Science and Mental Health	20
	EZ4009	Values, Ethics and Mental Health	20
	EZ4010	Philosophy of Mind and Mental Health	20
	NU4039	Promoting a safe organisation	20
	NU4038	Minimising conflict: enhancing alliances	20
	NU4015	Assessment and therapeutic approaches to personality disorder	20
	NU4309	Classification and Theory of Personality Disorder	20
	NU4019	Managing complex relationships needs and environments	20
	NU4017	Enhanced cognitive behavioural interventions for anxiety and depression in primary care	20
	CG4001	Reflexive Practitioner	20
Midwifery			
	MW4035	Maternal and Child Health – Culture and Society	20
	MW4109	Maternal and Infant Nutrition – Bio-Cultural Perspectives	20
	MW4011	Maternal Substance Misuse	20
	MW4052	Normal Birth Evidence & Debate	20
	MW4033	Psycho-social influences and impact on maternal, child and family health	20

	MW4036	Organisational Leadership and Management	20	
	MW4034	Contraception and Sexual Health Applied to Midwifery Practice	20	
	MW4031	Infant and Family Nurture and Health	20	
	MW4015	Educational Approaches within Health and Social Care	20	
Level 7. Year 2.	**Compulsory modules**			60 credits at level 7
	HP4006	Research, Ethics and Governance	20	
	Plus 40 credits from the list of option modules above			

Progression meeting

Progress to MSc Health

Level 7 Years 3-5	NU4053 EZ4030	Dissertation OR Dissertation	60	Exit Award of MSc Health Requires 180 credits at L7 or above.

Progression to Professional Doctorate

Level 8 Years 3-8	PG5002	Thesis	420	**Professional Doctorate** Requires 540 at Level 7 or above with a minimum of 420 credits at Level 8

15. Personal Development Planning

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

- You will meet with your personal tutor every semester throughout the taught component of the programme to review your academic development and progress (Stage 1).

- At the end of Stage 1 of study this meeting will comprise a more extensive review of your academic, personal and professional development including a discussion of potential areas of research
- At the end of your second year of study you will meet with members of the course team to discuss your progression on to the Thesis and the planned programme of research. At this stage a supervisory team will be allocated to you.
- Once you have progressed onto Stage 2 of the programme (Thesis) you will be required to maintain a progress file throughout your programme study which will be reviewed by the Director of Studies. 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.

There are several entry points onto the Professional Doctorate.

1. Participants will register for the Professional Doctorate on entry into Stage 1, with a first degree in an appropriate subject at 2:1 or above and professional practice experience. Advice and support will be provided by the Course Leader to ensure their profile is appropriate.
2. Participants will enter the programme having completed an appropriate Masters programme. Participants will have achieved an overall grade of 60% or over, and have completed equivalent of the compulsory research modules.

All potential participants should meet UCLan minimum qualification for entry to doctorate of good honours degree or equivalent and be an experienced healthcare practitioner.

Entry by applicants with appropriate postgraduate qualifications will be considered for entry with advanced standing.

All participants will be interviewed providing an opportunity to evaluate potential to benefit and succeed. Interviews will include discussion of the proposed research area to ensure appropriate supervisory team allocation.

17. Key sources of information about the programme
• Fact Sheet
• Prospectus
• Student Handbook
• Informal discussion with course leader or members of the course team

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)	Knowledge and understanding						Subject-specific Skills					Thinking Skills				Other skills relevant to employability and personal development		
				A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3
	NU4025	Introduction to Postgraduate Research	Comp				✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
	EZ4014	Introduction to Postgraduate Philosophically-based Research	Comp	✓		✓			✓			✓	✓		✓	✓		✓	✓		✓
	NU4086	Applying Methods in Health Research	Comp	✓		✓	✓		✓			✓	✓		✓	✓	✓	✓	✓	✓	✓
	NU4026	Advanced Research Methods	Comp	✓		✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
	HP4006	Research, Ethics and Governance	Comp				✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	NU4013	Deconstructing Practice	O	✓		✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓

Code	Module	O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
NU4085	Therapeutic Relationships	O	✓		✓			✓							✓	✓	✓	✓	✓		✓
NU4087	Inspiring Education	O	✓		✓	✓		✓					✓		✓	✓		✓	✓		✓
NU4096	Multi professional Support of Learning and Assessing in Practice	O	✓					✓							✓	✓		✓	✓		✓
NU4080	Advancing Homeopathy Practice (requires qualification as a homeopath)	O	✓		✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓
NU4081	Creative Prescribing in Herbal Medicine (requires qualification in herbal medicine)	O	✓		✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓
NU4141	Deconstructing the consultation	O	✓		✓		✓	✓							✓	✓		✓	✓		✓
NU4021	Safeguarding children in a multi professional environment	O	✓		✓			✓							✓	✓		✓	✓		✓
NU4153	Managing cardiac illness	O			✓			✓							✓	✓	✓	✓	✓		✓

	Code	Module	O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	HI4001	Information and IT concepts for health and social care	O	✓	✓		✓							✓	✓		✓	✓	✓
	HI4006	Information and communication technology for health and social care	O	✓	✓		✓							✓	✓	✓	✓	✓	✓
	NU4805	Leadership in practice	O				✓							✓	✓		✓	✓	✓
	HI4007	Quality assurance for health and social care	O	✓	✓		✓							✓	✓	✓	✓	✓	✓
	NU4084	Perspectives on Integrated Healthcare	O	✓	✓		✓		✓	✓		✓		✓	✓	✓	✓	✓	
	EZ4007	A philosophical history of psychopathology	O			✓	✓							✓	✓		✓	✓	✓
	EZ4008	Philosophy of science and mental health	O	✓			✓	✓			✓	✓		✓	✓		✓	✓	✓
	EZ4009	Values, ethics and mental health	O	✓			✓				✓	✓		✓	✓		✓	✓	✓
	EZ4010	Philosophy of mind and mental health	O	✓			✓	✓			✓	✓		✓	✓		✓	✓	✓
	NU4039	Promoting a safe organisation	O				✓							✓			✓		✓
	NU4038	Minimising conflict: enhancing alliances	O											✓		✓	✓	✓	✓

Code	Module Title	Core/Option																		
NU4309	Classification and Theory of Personality Disorder	O	✓						✓			✓		✓			✓	✓		
NU4015	Assessment and therapeutic approaches to personality disorder	O	✓		✓	✓		✓		✓	✓			✓	✓	✓	✓	✓	✓	✓
NU4019	Managing complex relationship needs and environments	O			✓			✓	✓		✓			✓	✓	✓	✓	✓		✓
NU4017	Enhanced cognitive behavioural interventions for anxiety and depression in primary care.	O	✓		✓			✓		✓				✓	✓			✓		✓
CG4001	Reflexive practitioner	O	✓		✓			✓						✓	✓		✓	✓		✓
NU4124	Principles of Public Health and Social Policy	O	✓		✓			✓	✓	✓				✓	✓	✓	✓	✓		✓
NU4053	Dissertation	O	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
EZ4030	Dissertation	O	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MW4035	Maternal and Child Health – Culture and Society	O	✓				✓	✓	✓					✓	✓		✓			

	Code	Module	Type																		
	MW4109	Maternal and Infant Nutrition – Bio-Cultural Perspectives	O					✓	✓	✓				✓	✓		✓				
	MW4011	Maternal Substance Misuse	O					✓	✓					✓	✓		✓				
	MW4052	Normal Birth Evidence & Debate	O	✓				✓	✓					✓	✓		✓			✓	
	MW4033	Psycho-social influences and impact on maternal, child and family health	O					✓	✓					✓		✓	✓				
	MW4036	Organisational Leadership and Management	O	✓	✓	✓	✓	✓	✓	✓		✓					✓	✓	✓		✓
	MW4034	Contraception and Sexual Health Applied to Midwifery Practice	O	✓		✓		✓	✓	✓						✓	✓	✓			
	MW4031	Infant and Family Nurture and Health	O					✓	✓					✓	✓		✓				
	MW4015	Educational Approaches within Health and Social Care	O	✓				✓	✓					✓	✓		✓				
	NU4091	Statistics for Health	O	✓				✓	✓				✓	✓	✓	✓					
	NU4092	Design and Interpretation of Clinical Trials	O	✓				✓	✓				✓	✓	✓						
	NU4093	Service User Involvement in Research	O	✓				✓	✓	✓	✓			✓	✓						✓

Level	Code	Title	Type																						
	NU4094	Principles and Methods of Systematic Review	O	✓				✓	✓	✓	✓			✓	✓	✓	✓	✓			
	NU4074	Improving Clinical Care through Implementation Science	O	✓			✓	✓	✓	✓	✓		✓		✓	✓	✓	✓			✓
Level 8	PG5002	Thesis	Comp	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

19.   LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: _MSc Health

A1. Apply a critical understanding of theoretical and philosophical approaches

A4. Critically analyse problems and opportunities and recommend strategies for implementing and supporting a research culture within the context of your professional practice

A6. Develop and use skills in the collection, critical evaluation, presentation and use of information to inform and evaluate advanced professional practice and research within the current political and managerial contexts of health and social care as appropriate for your professional discipline.

B1. Critically evaluate the local, national and international context in which research takes place, is funded and evaluated

B2. Critically analyse approaches to the development of a research culture and ethos within an identified area of practice

B3. Critically appraise standards of good research practice in your institution and/or discipline

B4. Critically appraise techniques for research and advanced academic enquiry

C1. Critically analyse information and make informed judgments on complex issues relevant to advanced practice and research in your practice context

C2. Demonstrate the ability to synthesise ideas and generate and communicate alternative views informed by critical argument and debate

C3. Reflect critically upon the impact of research upon practice, the organisation (if appropriate) and the healthcare professional, and the relationships between them.

C4. Adopt a critical, reflexive and ethical stance towards your practice, policy and the research that informs it.

D1. Demonstrate the ability to manage and cope with uncertainty in professional and research practice, providing professional leadership as appropriate.

D2. Demonstrate the ability to make complex and informed ethical judgements in relation to healthcare research

D3. Demonstrate advanced skills of networking, team working and project management.

Learning outcomes for the award of: Post Graduate Certificate Health Research

A1. Apply a critical understanding of theoretical and philosophical approaches

B1. Critically evaluate the local, national and international context in which research takes place, is funded and evaluated

B2. Critically analyse approaches to the development of a research culture and ethos within an identified area of practice

B3. Critically appraise standards of good research practice in your institution and/or discipline

B4. Critically appraise techniques for research and advanced academic enquiry

C2. Demonstrate the ability to synthesise ideas and generate and communicate alternative views informed by critical argument and debate

C3. Reflect critically upon the impact of research upon practice, the organisation (if appropriate) and the healthcare professional, and the relationships between them.

C4. Adopt a critical, reflexive and ethical stance towards your practice, policy and the research that informs it.

D2. Demonstrate the ability to make complex and informed ethical judgements in relation to healthcare research.

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