

Programme of Study for the degree of Doctor of Health and Social Care¹ Admission

1. The following may be accepted as candidates for the Professional Doctorate in Health and Social Care:
 - Graduates of an approved university or equivalent institution with an upper second class honours degree or above in a subject relevant to the proposed research;
 - Candidates should also have relevant professional training in the area of the proposed research and experience of professional engagement with current practice development and innovation.
2. Where the applicant's first language is not English, applicants for admission to the programme leading to the award of the degree of Doctor of Health and Social Care must, before they can be admitted to the University, provide evidence that they have obtained the specified band score on one of the recognised English language qualifications as follows:
 - British Council IELTS – score of 6.5 overall, with no element less than 6.0;
 - TOEFL iBT – overall score of 94 with the reading and speaking element no less than 23, listening element no less than 21 and the writing element no less than 24.
3. Students who have achieved master's level accreditation for study within an approved university or equivalent institution may apply for accreditation of up to a maximum of 60 credits in taught components of their DHSC programme². All applications for such Accredited Prior Learning (APL) are considered on their merits and awards of credit transfer are made at the discretion of the School of Healthcare's Individualised Programmes Panel (IPP), in accordance with published guidelines for the degree, and subject to approval by the relevant University committee. The following will apply:
 - (a) applications should be made at the time of DHSC application and, in all cases, applications must be processed by the end of the first semester;
 - (b) for credit to be eligible for transfer it must have been awarded within five years prior to the commencement of DHSC registration;
 - (c) accredited prior learning may be granted only against the taught modules within the DHSC programme and may be granted only in so far as the prior learning relates to the applicant's proposed DHSC programme;
 - (d) (d) accredited prior learning is not allowable, in any circumstances, against the DHSC thesis or the thesis preparation components;
 - (e) (e) other arrangements deemed acceptable by the relevant University committee, in lieu of (a) – (d) above.
4. Candidates will in the first instance be accepted as a postgraduate research student for the degree of DHSC.
5. On entry every candidate will be allocated a supervisory team comprising a lead supervisor and co-supervisor(s).

Content of Programme of Study

6. Candidates will complete a total of 180 credits³ of M level modules over the first 15 months (full-time study) or 3 years (part-time study).
7. The composition of taught modular courses will be as follows:
 - 15M credit compulsory module in transferable skills
 - 60M credits of compulsory modules in research methods

¹ This programme has been withdrawn to new applicants from 2012-13

² Candidates may apply for accreditation of up to a maximum of 90 taught credits in recognition of modules studied as part of another postgraduate programme in the School; claiming accreditation of a greater proportion of the programme would be considered on an "ad personam" basis

³ In the absence of Accredited Prior Learning (APL)

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- 15M credits of optional modules in research methods
- 30M credits of compulsory modules in knowledge and skills in leadership
- 30M credit compulsory module in working effectively within complex professional systems and practice
- 30M credit compulsory dissertation/upgrade module

Progression

8. A successful transfer is dependent upon the candidate having passed (i.e. achieved a mark of 50% or above) all taught modules which have been delivered and examined up to the point of transfer.
9. By the end of the first 15 months of full-time study, and 30 months of part-time study, candidates will complete the assignment in the Dissertation/Upgrade module, which will form the basis of an assessment for transfer to the specific doctoral degree category of DHSC. An assessment panel will be established, in accordance with the University's Code of Practice for Research Degree Candidatures, to assess each candidate for transfer to full DHSC registration. All candidates will be interviewed by an assessment panel and this will take the form of a viva voce examination.
10. A candidate who is initially unsuccessful in the transfer assessment may be given, at the discretion of the assessment panel, one further opportunity for review normally within a period of three months (six months at the maximum).
11. A candidate will not be permitted to proceed to the final thesis preparation element of the programme without successfully passing the transfer process.

Examination and Assessment

12. The normal expectation is that candidates will successfully complete modular courses (i.e. passed assessed modules at 50% or above) and accruing no less than 180 credits for the taught components by the end of Year 2 for full-time study or by the end of Year 3 for part-time study.
13. Candidates are required to submit a thesis for examination of up to 50,000 words in length in the area of their specialist field of study and satisfy the examiners as specified in Ordinance X and its associated Regulations.
14. Except with the special permission of the relevant committee, every candidate is required to submit his/her thesis for examination for the degree of Doctor of Health and Social Care by no later than:
 - (i) The end of the fourth year after his/her entry upon the approved course of full-time study and research; or
 - (ii) The end of the seventh year after his/her entry upon the approved course of part-time study and research.
15. Where the progress and quality of the candidate's research justify it, the relevant committee is empowered to reduce the required minimum period of study, as specified in Article 5 of Ordinance X provided that no candidate shall submit for examination before the completion of:
 - (i) A total of two calendar years of full-time study; or
 - (ii) A total of three years of part-time study.
16. Following examination, the examiners will be asked to make one of the following recommendations.
 - a. Pass.
 - b. Pass (subject to the correction of 'editorial and presentational corrections' or 'minor deficiencies'): these corrections must be made within four or twelve weeks respectively from the date of the oral examination. The internal examiner is responsible for ensuring that 'editorial and presentational corrections' or minor deficiencies are corrected by the candidate. The degree will not be awarded until confirmation that the corrections have been completed is received.
 - c. Referral (see 17 below)
 - d. Fail: the candidate has no further opportunity for submission.

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17. If the thesis is not considered to be of sufficiently high standard to recommend the award of the degree but there is evidence of a potential successful DHSC submission, then on the recommendation of the examiners the candidate will be granted permission to resubmit the work in a revised form for the degree of DHSC within a period of eighteen months, on one occasion only and on payment of an additional fee.
18. The recommendation of the examiners is subject to confirmation by the Graduate Board's Examinations Group which will consider the examiners' report.

Course Failure

19. Candidates will normally be deemed to have failed the course and be asked to withdraw from the programme if:
 - (i) they fail to meet the requirements for taught modular study namely: marks at or above 50% for all credit-bearing modules; or
 - (ii) they fail to satisfy the transfer assessment panel; or
 - (iii) they fail to satisfy the examiners in the research thesis. **Exit Points**
20. Candidates who leave without completion of the research thesis element of the programme may, providing that they have satisfied the relevant regulations for the award of these qualifications:
 - (i) elect to graduate with the Postgraduate Diploma in Health and Social Care;
 - (ii) elect to graduate with the degree of Master of Science in Health and Social Care.

Learning Outcomes / Transferable Key Skills / Learning Context / Assessment for the degree of DHSC

1. Learning Outcomes

On completion of the research programme students should have shown evidence of being able:

- to discover, interpret and communicate new knowledge through original research of publishable quality in Health and Social Care professional practice and/or its facilitation which satisfies peer review;
- demonstrate systematic knowledge of and the ability to critically assess, analyse and engage with the ethical and legal Health and Social Care context of their research and any ethical and legal implications of their research;
- to present and defend research outcomes which extend the forefront of practice and/or policy-making in a Health and Social Care discipline or profession or relevant area of professional/clinical practice;
- to demonstrate systematic and extensive knowledge of the subject area and expertise in generic and subject/professional skills;
- to take a proactive and self-reflective role in working and to develop professional relationships with others where appropriate;
- to independently and proactively formulate ideas and hypotheses and to design, develop, implement and execute plans by which to evaluate these;
- to critically and creatively evaluate current issues, research and advanced scholarship in Health and Social Care professions practice and/or formulating/informing future policy.

2. Transferable (Key) Skills

Students will have had the opportunity to acquire the following abilities through the research training and research specified for the programme

- the skills necessary for a career as a researcher and/or for employment in a senior and leading capacity in a relevant area of professional/clinical practice or industry;
- evaluating their own achievement and that of others;
- self-direction and effective decision making in complex and unpredictable situations;
- independent learning and the ability to work in a way which ensures continuing

professional development;

3. Learning Context

The learning context will include the critical analysis of, and decision making in, complex and unpredictable professional situations. The structure of the programme will provide research and/or professional training, breadth and depth of study and opportunities for drawing upon appropriate resources and techniques.

Opportunities will be provided for students to:

- develop to a high level interests and informed opinions
- develop to a high level their design and management of their learning activities
- develop to a high level their communication of their conclusions;
- make an original contribution to the field

Students will be expected to engage in the exercise of autonomous initiative in their study and work in professional environments.

4. Assessment

Achievement will be assessed by the examination of the candidate's thesis and performance under oral examination. During the course of the programme this will also include the assessment of achievement by a variety of methods in accordance with the learning outcomes of any taught modules specified for the programme. Final assessment will involve the achievement of the candidate in:

- evidencing an ability to conduct original and independent broad and in-depth enquiry within the discipline or within different aspects of the area of professional practice normally leading to published work;
- drawing on and/or developing a range of research techniques and methodologies appropriate to enquiries into the discipline/area of professional practice;
- demonstrating independent critical ability in the application of breadth and depth of knowledge to complex issues within the discipline or specialist area of professional/clinical practice;
- drawing on a range of perspectives on the area of study;
- evaluating and criticising received opinion;
- making reasoned and well-informed judgements on complex issues within the specialism whilst understanding the limitations on judgements made in the absence of complete data
- the written style and overall presentation of the thesis.