

Course Specification

A. Course Information											
Final award title(s)	Professional Doctorate in Health and Social Care (PT)										
Intermediate exit award title(s)	Postgraduate Certificate in Health and Social Care Research Skills (60 credit). Postgraduate Diploma in Health and Social Care Research Skills (120 credit). MSc in Health and Social Care Research Skills (180 credit).										
UCAS Code		Course Code(s)	4343								
	London South Bank University										
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS										
Division	Primary and Social Care										
Course Director	Susie Sykes										
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: <i>please specify</i>										
Mode(s) of delivery	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify										
Length of course/start and finish dates	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Mode</th> <th style="width: 25%;">Length years</th> <th style="width: 25%;">Start - month</th> <th style="width: 25%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Part time</td> <td>5 Years</td> <td>September</td> <td>August</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	5 Years	September	August
Mode	Length years	Start - month	Finish - month								
Part time	5 Years	September	August								
Is this course generally suitable for students on a Tier 4 visa?	No										
Approval dates:	Course(s) validated / Subject to validation	2013									
	Course specification last updated and signed off	September 2023									
Professional, Statutory & Regulatory Body accreditation	N/A										
Reference points:	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations Academic Quality and Enhancement Website									
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements PSRB									

		Competitions and Markets Authority SEEC Level Descriptors 2021 OfS Guidance
B. Course Aims and Features		
Distinctive features of course	The title of the course is 'Professional Doctorate in Health and Social Care'. It is intended for professionally qualified and experienced health and social care professionals who wish to obtain a doctoral level qualification that is related to their professional practice. The course can lead to profession specific awards of D. Nursing, D. Occupational Therapy, D. Optometry, D. Physiotherapy, D. Radiotherapy, D. Midwifery, D. Social Work or to a generic award of D. Health and Social Care. The course is delivered on a part-time basis only and consists of a two year taught component followed by a three year supervised research phase.	
Course Aims	<p>The Professional Doctorate in Health and Social Care aims to foster in students the capacity to:</p> <ul style="list-style-type: none"> a) understand in detail, and apply, techniques for research and advanced academic enquiry which are appropriate within the fields of professional practice in health and social care contexts b) appreciate the significance of wider social, cultural, political and policy influences on professional practice and to address ethical challenges c) systematically acquire, review and appraise a substantial body of knowledge which is at the forefront of their area of professional practice d) undertake applied research at an advanced level which will contribute to the area of contemporary practice and advance development within the professional field e) design, implement and undertake a research project for the generation of new knowledge, applications or understanding at the forefront of contemporary practice in the specific professional field. f) critically evaluate, interpret and disseminate new knowledge, acquired through original research or advanced scholarship, in a scholarly and academic manner which meets the quality standards required for peer reviewed publications. 	
Course Learning Outcomes	<p>a) Students will have knowledge and understanding of:</p> <p>A1. a substantial body of specialist knowledge which is systematically acquired and evaluated; theoretical/research knowledge which is at the forefront of the professional discipline and at peer reviewed standard/publication quality.</p> <p>A2. the implications of theoretical complexity, and alternative approaches of empirical enquiry</p> <p>A3. the significance of current issues in health and social care which are informed by leading edge research, policy and practice in the participant's professional field.</p>	

A4. how gaps in knowledge can be identified and questions suitable for empirical study framed in response

A5. the relevance and implication of ethical issues and how to identify, analyse and manage of ethical dilemmas.

A6. theoretical frameworks and how to critically evaluate and apply them within the context of research and professional practice

A7. a comprehensive range of methodologies for research and advanced academic enquiry which are appropriate for investigation into issues relevant to professional practice in health and social care contexts

A8. knowledge of a range of techniques for the collection and analysis of research data and their suitability for a specific area of enquiry.

A9. creativity in the application of new knowledge, together with a practical understanding of how established techniques of research and academic enquiry are used to develop, interpret and apply knowledge in professional practice

b) Students will develop their intellectual skills such that they are able to:

B1. demonstrate critical awareness and analysis of practice and service innovation issues and consistently apply their knowledge, profession specific expertise and wider intellectual skills

B2. address complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their ideas and conclusions clearly to a range of audiences

B3. continue to undertake applied research and development at an advanced level and contribute to the development of new techniques, ideas or approaches in their professional field

B4. demonstrate conceptual understanding that enables them to evaluate the rigour and validity of published research and methodologies and assess their relevance to new situations.

B5. demonstrate an understanding of the ways in which research concepts are interpreted and used by different researchers; synthesise new approaches in a manner that contributes to the development of methodology or understanding in the professional discipline

B6. formulate and justify research questions and plans from different research perspectives

c) Students will acquire and develop practical skills such that they are able to:

C1. demonstrate critical awareness and analysis of issues in research, practice and service innovation within health and social care contexts

- C2. acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new and complex situations
- C3. extrapolate from existing research and scholarship to identify new or revised approaches to practice
- C4. conduct research within specialist areas of their professional field using a range of data collection methods, research resources and appropriate methodologies and analytical techniques
- C5. demonstrate the ability to write to a high academic standard, of a quality which meets standards for publication in peer-reviewed academic/professional journals
- C6. Orally present, justify and defend research to a wider audience of peers and researchers in a position to scrutinise
- d) **Students will acquire and develop transferrable skills such that they are able to:**
- D1. inform, interrogate and reinterpret professional orientations, practices and contexts through the perspectives of philosophical, psychological and sociological concepts
- D2. independently and autonomously synthesise ideas and create responses to problems that expand or redefine existing knowledge and/or develop fresh approaches in new situations.
- D3. be adaptable, and show originality, insight, and critical and reflective abilities which can all be brought to bear upon problem situations
- D4. evaluate and integrate theory and practice in a wide range of complex situations
- D5. make informed judgements on complex issues in specialist fields and communicate their ideas clearly and effectively, both orally and in writing, using a range of media
- D6. be pro-active in recognising the need for change and have the ability to manage and influence change effectively
- D7. Exercise personal responsibility and initiative in complex and unpredictable situations within professional environments.
- D8. conceptualise, design and implement projects from a number of different research perspectives
- D9. position themselves within a wider community of researchers
- D10. be strategic in the planning and implementation of knowledge transfer across policy, practice and research environments.

C. Teaching and Learning Strategy

- [provide an overview of teaching and learning activities (e.g. lectures, courses, practical classes, fieldwork);
- indicate the importance and volume of independent learning required (including the workload involved in studying on the course);
- inform students about subject-related and generic resources, e.g. libraries, laboratories, studios;
- provide an overview of learning support (opening hours and access will be especially relevant for part-time students); and
- provide information about staff who teach on the course (e.g. if postgraduate students might be teaching, the types of class they will teach and whether the training has been provided).
- Information on the virtual learning environment and blended learning.

D. Assessment

- [inform students about the availability/definition of formative assessment; and
- provide an overview of summative assessment (the types of assessment used by the course, the percentage of assessment by coursework and the frequency of assessment)].
- Indication about progression eg must pass all modules

E. Academic Regulations

The University's Academic Regulations apply for this course: [LSBU Academic Regulations](#)

1.0 Protocol Fail / Compensation

The schools follows the university regulations apart from:

- Students/Apprentices will not be eligible for protocol fail or compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

F. Entry Requirements

- A. a recognised professional qualification which allows them to practise in one of the professions for which an award is specified: nursing or occupational therapy or optometry or physiotherapy or radiography or a health and social care profession which is recognised for registration with one of the health and social care professions councils in the UK [eg. the Health and Care Professions Council (HCPC); Nursing and Midwifery Council (NMC); the General Medical Council (GMC); the General Optical Council (GOC)].
- B. normally, a Master's degree in a relevant discipline awarded by a UK University (or overseas Master's degree of equivalent standard) *and* at least three full years' full-time experience (or equivalent) in a relevant professional area

OR

a first or upper second class Honours degree in a relevant discipline awarded by a UK University (or overseas degree of equivalent standard) *and* evidence of ability to produce work at master's level *and* at least four years of full-time experience (or equivalent) in a relevant professional area.

Accreditation of prior learning, from within LSBU or from other institutions, may be considered against Year 1 of the taught component of the programme. The amount of transfer credit awarded may NOT exceed 50% of the total value of all of the taught modules in the programme (i.e. 90 level 7 credits). For credit to be transferred, the learning must be relevant to the modules for which the claim for credit is being made. Claims for accreditation will be assessed against whole modules and not part thereof. The approval of transfer credit will follow the process outlined in the *LSBU Academic Regulations for Taught Programmes*.

G. Course structure(s)

Course overview

Year 1	
Sem 1	Sem 2
Research Principles (New Module)	
Practical Issues in Data Collection	Quantitative Data Analysis
	Qualitative Data Analysis
Year 2	
Sem 1	Sem 2
Health and Social Care Research Contexts	The Doctoral Research Proposal and Ethics
Research Methodology	
Year 3-5	
The research component and submission of doctoral.	

Placements information

N/A

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
PRD_7_005	Research Principles	7	Yr 1 sem1 and 2	40	<ul style="list-style-type: none"> • 4000 word Critical Appraisal • 4000 word review of the Critical Appraisal <p>Pass mark 50% when part 1 and 2 are combined and a minimum threshold mark of 40% for each component.</p>
PRD-7-013	Practical Issues in Data Collection	7	Yr1 sem1	20	<p>4000 word assignment</p> <p>Pass = 50%</p>
PRD-7-004	Quantitative Data Analysis	7	Yr 1 sem 2	20	<p>Presentation Weighting = 20%</p> <p>4000 word report Weighting = 80%</p> <p>Pass mark 50% when part 1 and 2 are combined and a minimum</p>

					threshold mark of 40% for each component.
PRD-7-015	Qualitative Data Analysis	7	Yr 1 sem 2	20	Presentation Weighting = 20% 4000 word report Weighting = 80% Pass mark 50% when part 1 and 2 are combined and a minimum threshold mark of 40% for each component.
PRD-8-008	Health and Social Care Research Contexts	8	Yr 2 sem 1	20	Presentation Weighting = 20% 4000 word report Weighting = 80% Pass mark 50% when part 1 and 2 are combined and a minimum threshold mark of 40% for each component.
PRD-8-007	Research Methodology	8	Yr 2 sem 1	20	4000 word report
PRD-8-006	The Doctoral Research Proposal and Ethics	8	Yr 2 sem 2	40	Mock Ethics Panel Weighting = 20% Research Proposal Weighting = 80% Pass mark 50% when part 1 and 2 are combined and a minimum threshold mark of 40% for each component.

I. Timetable information

Teaching is delivered in blocks and structured in the following way:

Year 1 semester 1:

Teaching block 1 (3 days) Oct

Teaching block 2 (4 days) Nov

Year 1 semester 2:

Teaching block 1 (4 days) Feb

Teaching block 2 (2 days) March

Year 2 semester 2:

Teaching block 1 (3 days) Oct

Teaching block 2 (3 days) Nov

Year 2 semester 2

Teaching block 1 (2 days) Feb

Teaching block 2 (3 days) March

J. Costs and financial support

Course related costs

- Students will cover the costs of any additional research related activities that they may choose to undertake as part of their research such as attending conferences.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

- Appendix A: Curriculum Map
- Appendix B: Personal Development Planning (postgraduate courses)
- Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Programme outcomes																	
Level	Title	Code	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	B 1	B 2	B 3	B 4	B 5	B 6			
7	Research Principles	PRD_7_005	T D A	T	T	T D A	T	T	T	A		T	T	T D A	T D A	T A	T			
7	Practical Issues in Data Collection	PRD-7-013		T			T D		T A						T A					
7	Quantitative Data Analysis	PRD-7-004		T					T A	T D A			T A		T A		T A			
7	Qualitative Data Analysis	PRD-7-015		T					T A	T D A			T A		T A		T A			
8	Health and Social Care Research Contexts	PRD-8-008			T D A	T D		T			T D	T		T						
8	Research Methodology	PRD-8-007	T D A	T D A			T D A	T D A	T D A						T D A	T D A	T D A			
8	The Doctoral Research Proposal and Ethics	PRD-8-006	D	T D A	T D A	T D A	T D A		T D A	D	T D A	T D A	T D A		T D A	T D A	T D A			
	Thesis		T D A	T D A		A	T D A	D A	D A	D A	T D A		T D A	T D A	T D A	T D A				

Modules			Programme outcomes																	
Level	Title	Code	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10		
7	Research Principles	PRD_7_005	T A		T A		T A	T D	T	T A	T A	T A	T A	T A				T		
7	Practical Issues in Data Collection	PRD-7-013		T A		T A		T D				T A				T A				
7	Quantitative Data Analysis	PRD-7-004		T A		T A		T A				T A				T A				
7	Qualitative Data Analysis	PRD-7-015		T A		T A		T A				T A				T A				
8	Health and Social Care Research Contexts	PRD-8-008	T D A				A	T A	T A		T A		T A	T A			T D A	T D A		
8	Research Methodology	PRD-8-007				T D A	A		T							T D A				
8	The Doctoral Research Proposal and Ethics	PRD-8-006	T D A	T D A	T D A	D A	A	T D A	T D A	T D A	T D A	T D A	T D A	T D A	T D A	T D A	D	T D A		
	Thesis		T D A	T D A	T D A	D A	T D A	T D A	T D A	T D A	T D A	T D A	T D A	T D A	T D A	T D A	T D	T D A		

Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7, level 8 and research stage.
1 Supporting the development and recognition of skills through the personal tutor system.	Contact with personal tutor during taught component and then with supervisor in research component. Supervisor supports student in Key Skills Development Programme.
2 Supporting the development and recognition of skills in academic modules/modules.	Addressed in all modules in the taught component Supervisors of the research component will have responsibility to ensure appropriate skills development.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	All modules are designed to support the development of skills necessary to be a researcher in professional practice in health and social care
4 Supporting the development and recognition of skills through research projects and dissertations work.	Addressed in both the taught component and the research component
5 Supporting the development and recognition of career management skills.	The programme may provide opportunities for students. Guidance will be given by research supervisors and students will be encouraged to attend conferences, make presentations and engage with relevant research communities.
6 Supporting the development and recognition of career management skills through work placements or work experience.	Professional and research collaborations in conducting doctoral research will facilitate this.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Guidance will be given by research supervisors and students will be encouraged to attend conferences, join professional and research networks, etc.

8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	Modules will assess students' ability to carry out research in the professional practice setting as part of their continuing professional development.
9 Other approaches to personal development planning.	Students will take part in activities which draw them into the research environment of the School and the University, such as attendance at seminars, the HSC PhD support programme, events hosted by the London Doctoral Academy, the annual doctoral students summer school, etc.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Facilitated by personal tutor and research supervisors. The Key Skills Development Programme (research degrees) provides a structured means of enabling students to record, review and reflect upon their overall development throughout the taught component and the research component.

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination

current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

