

Course Specification

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Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Health		
Course Code(s):	HW050V31UV	Part-time	5 Years
Course Title:	Professional Doctorate in Health and Wellbeing		
Hierarchy of Awards:	Professional Doctorate in Health and Wellbeing Professional Doctorate in Health and Wellbeing Master of Science Health Studies Postgraduate Diploma Health Studies Postgraduate Certificate Health Studies University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	05/May/2021		
Last Review:			
Course Specification valid from:	2020/1		
Course Specification valid to:	2026/7		

Academic Staff

Course Leader:	Professor Matthew Wyon
Head of Department:	Mr Ranjit Khutan

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

Applicants for a Professional Doctorate course will:

- be judged on the basis of their professional experience or professional practice. Other relevant experience, training, publications, contracts, consultancies, residencies, exhibitions, performances, written reports or other evidence of accomplishment shall be taken into consideration as appropriate to the nature and scope of the Professional Doctorate;
- have relevant professional experience at a level and for a minimum period agreed by the University at the time of course approval;

An applicant for a Research Degree shall normally hold either:

- a First, or Upper Second Class Honours Degree, or
- a Master's Degree, or
- evidence of prior practice or learning that is accepted by the Dean of Research.

An applicant whose entry award was not delivered in English, or a non-native speaker of English shall be required to demonstrate proficiency in English to at least the level of an IELTS score of 7.0, or its equivalent, to be registered as a Research Degree Student. However, if the applicant holds a Master's degree from a UK University, this requirement may be waived.

Applicants may apply for entry with advanced standing through the University's Recognition of Prior Learning (RPL) procedures if they hold appropriate experience or accredited learning, or qualifications in a health related subject. Applicants must demonstrate that the learning was appropriate to the objectives of their chosen Professional Doctorate course and met the Learning Outcomes of their chosen Professional Doctorate course. Applicants shall not be awarded credit through RPL for any Level 8 component of the course.

Distinctive Features of the Course:

Like a traditional PhD route the Professional Doctorate is a Research Degree, but it is designed to develop the individual's capacity to work within a professional context and is considered more likely to introduce research into the nature of professional practice.

The Professional Doctorate in Health and Wellbeing at the University of Wolverhampton embraces two philosophies simultaneously. On the one hand, it embodies traditional research-based purposes derived from the PhD model. From this perspective, the programme is designed to develop competent researchers through a programme of training in research methods and the production of a research thesis at both Level 7 and Level 8. The modules represent a coherent pattern of research progress and throughout the programme there is considerable emphasis upon professional development and practice

The innovative dimension of the programme is in its design for experienced professional practitioners e.g. nurses, social workers and medics, rather than for academic student researchers. It carries the explicit purpose of maintaining researchers in professional practice by undertaking research that focuses on their professional development and the needs of their organisations. The course team recognise the value of

preparing students for employment and the need for HE institutions to work in partnership with employers. The needs of employers and students have been considered by incorporating current philosophies and health policy into the pathways. Employers such as those within NHS Trusts, Local Councils and Private Health Companies who sponsor to the University are looking for a course that meets their needs. Thus this pathway aims to meet the demands of health, wellbeing, social work and care services for creativity and enterprise.

The modular approach allows the pathway to be flexible and responsive, and the design of modules allows some choice in study methods. The concept of an 'effective practitioner' has greater connotations than an enhanced ability to practise; these include innovation, managing change and the ability to pursue ideas to fruition. The team are mindful of the need to maximise the opportunity for strategic thinking and provide a proactive educational experience that enables practitioners to adapt to change and become proponents and creators of new professional knowledge.

The programme will focus on advanced learning that achieves major organisational change and/or excellence in professional practice, rather than only research leading to a major thesis. Consequently, it will not be perceived as too abstract, or too separate from the time consuming challenges and demands of professional work. Furthermore, because it will be closely integrated with existing work, it will be seen as adding value to the work of any particular professional area as well as enhancing and developing the candidate's abilities.

In addition to the academic robustness of this Doctorate, Faculty staff involved in providing this programme have a wide research background and the programme will capitalise on these particular research strengths. The University's academic year is divided into 2 semesters for the purposes of teaching, but recognises the normal breaks associated with traditional holidays in December/January, March/April and July/August.

[University Academic Calendar](#).

Educational Aims of the Course:

The educational aims of the course are to develop an individual's professional practice and to support them in producing an original contribution to professional knowledge in that area worthy of publication. The standard of this Doctorate is of the level and intellectual challenge equivalent to a PhD degree. It is fundamental to the course that it is designed to develop research and professional skills in addition to supporting the conduct of original research related to the student's professional practice. The programme of study is situated within professional practice and students will be required to show evidence that through the course of their studies, they have made a significant contribution to working practices within their professional area.

By combining traditional taught sessions with virtual technologies teaching becomes a more personalised experience and is taken outside of the classroom. Examples of the strategies for blended learning within this programme include:

- Electronic content to support modules on CANVAS
- Electronic feedback for students for formative work. Tutorials and teaching sessions may be carried out remotely or face to face
- Collaborative learning opportunities

Doctoral study pathway

The educational design of the Doctorate is focused heavily towards independent study. This is particularly demanding, requiring refinement of the skills of enquiry and innovation. This style of study draws on such personal attributes as motivation, self-determination and enthusiasm. As postgraduate study focuses on this style of learning, your studies will appear to be very different from a traditional taught pathway. This may take some adjustment. You will, however, be supported by your postgraduate tutorial group and by your module leaders.

The pathway is divided into 2 stages:-

Professional Doctorate – Part time study		
Stage 1:	Assessed taught modules, developing professional and research skills; to include the development and approval of a proposal for independent research in stage 2.	180 credits at level 7
		3, 20 credit modules at level 8
Stage 2:	Independent supervised research thesis and viva voce.	300 credits at level 8

Progression

Within Stage 1 you will undertake an extended piece of research at Level 7. The research area you have chosen at this stage may be developed and evolved within the Level 8 modules and final thesis.

To progress to the thesis module, you must have passed all taught modules and have produced a research proposal outlining your proposed research plan for this study and an action plan of the timings of your main outputs (such as getting ethical approval, collecting materials or data and writing up particular chapters) for the period of your thesis research study. The information in your research proposal will be used to finalise a suitable supervisory team for the duration of your Thesis research study.

Students taking this course are all engaged in professional roles, so this course is studied part time time.

Intakes:

September

Major Source of Funding:

OTHER FUNDING

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Part Time	£3200.00
2021/2	H	31	£3275.00

PSRB:

None

Course Structure:

September (Part-time)

Year 1

Module	Title	Credits	Period	Type
7HW133	Extending Research Skills to Learning from professional development	60	YEAR	Core
7SR008	Extended Dissertation	120	CRYRA	Core

September (Part-time)

Year 3

Module	Title	Credits	Period	Type
8HW010	Navigating Positionality	20	SEM1	Core
8HW008	Navigating Methodologies	20	SEM2	Core

September (Part-time)

Year 4

Module	Title	Credits	Period	Type
8HW009	Thesis Module	300	CRYRA	Core
8HW008	Navigating Methodologies	20	SEM2	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

N/A

Reference Points:

[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#)

[University Policies and Regulations](#)

Equality Act (2010)

Learning Outcomes:

PGCert Course Learning Outcome 1 (PGCCL01)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: (a) to evaluate critically current research and advanced scholarship in the discipline

PGCert Course Learning Outcome 2 (PGCCL02)

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

PGCert Course Learning Outcome 3 (PGCCL03)

Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

PGCert Course Learning Outcome 4 (PGCCL04)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

PGCert Course Learning Outcome 5 (PGCCL05)

Demonstrate the qualities and transferable skills necessary for employment requiring: (a) the exercise of initiative and personal responsibility (b) decision-making in complex and unpredictable situations (c) the independent learning ability required for continuing professional development

PGDip Course Learning Outcome 1 (PGDCLO1)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: (a) to evaluate critically current research and advanced scholarship in the discipline (b) to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

PGDip Course Learning Outcome 2 (PGDCLO2)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

PGDip Course Learning Outcome 3 (PGDCLO3)

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

PGDip Course Learning Outcome 4 (PGDCLO4)

Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences

PGDip Course Learning Outcome 5 (PGDCLO5)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

PGDip Course Learning Outcome 6 (PGDCLO6)

Demonstrate the qualities and transferable skills necessary for employment requiring: (a) the exercise of initiative and personal responsibility (b) decision-making in complex and unpredictable situations(c) the independent learning ability required for continuing professional development

Masters Course Learning Outcome 1 (MACLO1)

Use initiative and take responsibility in order to learn independently, solve problems in creative and innovative ways.

Masters Course Learning Outcome 2 (MACLO2)

Demonstrate a range of transferable academic and professional skills appropriate to a career in health & social care; such as critical analysis, presentation skills, appropriate use of academic conventions in the production and presentation of work and coherently structured arguments & evidence

Masters Course Learning Outcome 3 (MACLO3)

Use Personal Development Planning (PDP) and reflective practice, to develop autonomous self-managed learning which facilitates career and personal future planning.

Masters Course Learning Outcome 4 (MACLO4)

Develop a critical understanding of differing perspectives and theories used in Health and Social Care services incorporating an inter-professional focus.

Masters Course Learning Outcome 5 (MACLO5)

Demonstrate a comprehensive, critically aware understanding of the drivers of service planning, provision and improvement

Masters Course Learning Outcome 6 (MACLO6)

Develop advanced level skills in the critical appraisal of research and design, implement and / or evaluate a substantial piece of academic, or evidence based practice, research in a selected area of health & social care

Doctorate Course Learning Outcome 1 (DOCCL01)

Substantial critical investigation and evaluation of a topic or set of related topics resulting in an independent and original contribution to practice and understanding in the field to which the topic belongs, and which is expressed in a work of publishable quality;

Doctorate Course Learning Outcome 2 (DOCCL02)

Originality is demonstrated through the discovery of new facts or methodologies, through subjecting known facts or methodologies to new insights derived from investigation, and/or through the revision, confirmation or adaptation of existing theories or methodologies to the new circumstances described in the thesis;

Doctorate Course Learning Outcome 3 (DOCCL03)

Evidence of systematic, thorough, current and detailed knowledge of the specific subject area of the research as well as the general context in which that subject area is located

Doctorate Course Learning Outcome 4 (DOCCL04)

Evidence of knowledge of an appropriate range of research methodologies and a critical evaluation of their merits;

Doctorate Course Learning Outcome 5 (DOCCL05)

Evidence of an ability to develop new hypotheses or research questions that have the capacity to extend the frontier of knowledge of the discipline;

Doctorate Course Learning Outcome 6 (DOCCL06)

Evidence of an ability to design, plan and implement a research programme to test, explore and evaluate these hypotheses or questions;

Doctorate Course Learning Outcome 7 (DOCCL07)

Evidence of an ability to analyse critically one's own findings and those of others.

Overview of Assessment:

Module	Title	Course Learning Outcomes
7HW133	Extending Research Skills to Learning from professional development	DOCCL01, DOCCL02, DOCCL03, DOCCL05, DOCCL06, MACLO1, MACLO2, MACLO3, MACLO4, MACLO5, PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5
7SR008	Extended Dissertation	DOCCL01, DOCCL02, DOCCL03, DOCCL04, DOCCL05, DOCCL06, DOCCL07, MACLO1, MACLO2, MACLO4, MACLO5, MACLO6, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6
8HW007	Navigating the Literature	DOCCL01, DOCCL02, DOCCL03, DOCCL05, DOCCL07
8HW008	Navigating Methodologies	DOCCL01, DOCCL02, DOCCL03, DOCCL05, DOCCL06
8HW009	Thesis Module	DOCCL01, DOCCL02, DOCCL03, DOCCL04, DOCCL05, DOCCL06, DOCCL07
8HW010	Navigating Positionality	DOCCL01, DOCCL02, DOCCL03, DOCCL04

Teaching, Learning and Assessment:

The curriculum aligns with the University of Wolverhampton Learning and Teaching Strategy in enabling you to achieve your full learning potential through being empowered and inspired. The curriculum is designed to be inclusive and flexible, to meet the needs of Doctoral students. You will develop and enhance ongoing skills in relation to employability, enterprise, entrepreneurship, professional practice, sustainability and global citizenship through learning that is informed by evidence-based research, practice and innovation.

This programme adopts a blended learning approach by engaging you in experiential learning and class-based activities and discussions. Collaboration with information technology and CANVAS will foster digital literacy. There is a heavy emphasis on experiential learning within the programme and further digital literacy is addressed through continuous engagement with the University's CANVAS pages. All course documents are exclusively available to you online and they you required to engage with this on a regular basis. Furthermore, in order to fulfil assignment tasks at Doctoral level you will be required to engage with IT software such as Statistical Packages for the Social Sciences (SPSS). You will be able to identify and locate information through conducting internet searches (for example, for relevant academic articles) and to critically evaluate and effectively use that information in your academic writing, as well as your own area of clinical practice.

In order to fulfil the requirements of completing a piece of Doctoral research you will be required to make an original contribution to knowledge and engage with academic articles and discussions with academic staff in order to nurture your intellectual curiosities before arriving at a research question that is of interest to you. Research is to the highest standards of rigour, with research knowledge being supported by regular

supervision and routine engagement with the doctoral college. Reflexivity in research is supported within these sessions, but also through Personal and Professional Development sessions. Attention to areas of personal and professional bias supports honesty, rigour and open communication in the reporting of data.

In higher education, 'assessment' describes any process that appraises an individual's knowledge, understanding, abilities or skills. The ways in which you will be assessed at the University of Wolverhampton will:

- allow you to demonstrate that you have met the learning outcomes of your course and modules;
- enable you to reflect on your performance, following timely, meaningful and useful feedback on written assessments, seminars and peer assessments ;
- encourage you to identify your strengths and weaknesses so that the level of achievement can be measured and recorded.

At the University of Wolverhampton, varieties of modes of assessment are used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course will include a variety of teaching and learning activity, which may include: Research seminars, lectures, debates, interactive group discussions, seminars, presentations (guest speakers and PGRs), writing tasks, preparatory reading, etc.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University Support:

Our Library is the key source of academic information for students combining traditional library services with [Digital Services](#) to focus on the ways students choose to study. There is a Library on each campus, with 24/7 access provided during peak times of the year at Wolverhampton and Walsall. Each Library provides subject-specific book and journal resources, as well as diverse study environments including Digital Services and group/single study rooms. In addition to our physical stock, the University Library provides access to over 8,000 full text electronic journals, online databases and e-book versions of all reading list titles where available. Our [online services](#) are available both on and off campus. Our Library staff provide day to day support to students, and our [ASSIST](#) online chat service operates on a 24/7 basis. Our [Skills for Learning](#) service helps students to develop the skills required for successful academic study, including; Academic, Information and Research Skills. Students can access workshops and drop-in sessions facilitated by experienced learning support staff, as well as appointment via Canvas. Workshops can also be run as part of modules, at the request of tutors. Further support is provided by online skills resources including guides, tip sheets, and interactive materials and each Library has a designated collection of study skills books.

The [Student Support and Wellbeing](#) webpages offer students advice on a variety of matters linked to their Health and Wellbeing.

Please [contact the Team](#) to:

- discuss disability or specific learning difficulty support
- access advice and support for a mental health condition
- access information about supporting your mental health and wellbeing
- connect with our Chaplaincy service
- seek advice on funding and financial support
- seek advice as a [D/deaf or hearing impaired student](#)

Course Specific Support

Working in partnership with you

The pathway towards achieving your Doctorate is one with highs, lows and everything in between. However, you are not alone! Obtaining a Doctorate is a partnership between the University and you. This Student Charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the [Student Charter](#).

Student Advisors

There are student advisors within the Faculty of Education Health, and Wellbeing. They are here to support you in a professional and confidential way by either resolving or referring your query to one of our many professional services within the University. Please see the points below for some examples of their support.

- Sign posting to Support and Wellbeing Services
- Support with progression
- Advice on extensions and extenuating circumstances claims
- Support students with attainment and retention

Advisors can be contacted via E-Vision.

Where to get help with your course

Our staff are very happy to see you for a face to face discussion and you will need to book an appointment with them for this. This is usually done via e-mail requests. It is important to send this message from your student e-mail address (name@wlv.ac.uk) as sometimes the university e-mail system identifies some sources of e-mail as junk and these do not reach our e-mail boxes. Always check your student e-mail for messages as often important information is missed students because they have not checked their student e-mail box. Our Digital services will assist and advise you regarding having your student e-mail forwarded to another e-mail address that you look at regularly.

Award Leader

The Award Leader has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice. For help and advice with your course as a whole you should make contact with the Award Leader. See contact list in the Course Guide for contact details. They will be able to advise you on a variety of matters.

Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you via phone or MS Teams. A list of module leaders is available in your Course Guide on E-Vision along with their contact details. Each Module you take in this course is supported by a CANVAS on-line website where you will find information about the module programme, dates and locations of sessions. The module content and teaching materials are uploaded to the CANVAS site as the module progresses. This is dependent on the Module Leader's decision about the format they wish to receive your work in. Some prefer hard copies of work.

Research Support Tutor

For personal help you can contact your Research Support Tutor who provides advice on general matters

including:

- An understanding of the welfare and support facilities available to research students;
- The provision of effective pastoral support, referring the student where appropriate to other sources of such support, including advisors in counselling, careers or finance, Doctoral College staff and others within the student's academic community;
- Sensitivity to the diverse needs of individual students, including international students and the support that may be required in different circumstances.

Issues potentially encountered

- where students are experiencing difficulties in relation to supervision and feel they cannot discuss this with one of the supervisory team.
- acting as a buffer in the first instance between problem and University
- possible issues relating to international students studies
- general additional support

Student Enabling Tutors

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of students within the school with special needs.

Employability in the Curriculum:

Participation in this programme aims to enhance individual professional practice and expertise of all candidates. Successful graduates would be expected to take a leading role in developing excellence in fields such as management, entrepreneurship, clinical practice, teaching or student development in their own work place or institution as appropriate.



THE UNIVERSITY OF OPPORTUNITY