

Programme Specification Pro-forma (PSP)

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| Programme Title | Professional Doctorate Framework |
| Exit Awards | Professional Masters (Health, Social Care & Nursing) Professional Masters (Justice Welfare & Policy) Professional Masters (Built Environment) Professional Masters (Engineering) Professional Masters (Public Policy & Management) Professional Masters (Clinical Health) Professional Masters (Contextual & Applied Professional Practice) Professional Masters (Management) Professional Masters (Business Administration) |
| Final Award(s) | Professional Doctorate (Health, Social Care & Nursing) Professional Doctorate (Justice Welfare & Policy) Professional Doctorate (Built Environment) Professional Doctorate (Engineering) Professional Doctorate (Public Policy & Management) Professional Doctorate (Clinical Health) Professional Doctorate (Contextual & Applied Professional Practice) Doctorate of Management (DMan) Doctorate of Business Administration (DBA) |
| Awarding Body | Glasgow Caledonian University |
| Approval Date | October 2006 (Approved) October 2012 (Re approved) |

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| | October 2016 (Review for January 2017) |
| School | Graduate School |
| Host Division/Dept | n/a |
| UCAS Code | N/A |
| PSB involvement | N/A |
| Subject Benchmark Statement | Stage 1 (SCQF Level 11) QAA Masters' degree characteristics Stage 2 (SCQF Level 12) QAA Doctoral characteristics – Category 3 |
| Mode of attendance | Part-time (PT) |
| Duration of programme | 4 – 6 years (PT) Stage 1: 21 months Stage 2: 27-48 months |
| Place of Delivery | Glasgow: All Professional Doctorates London: DBA and DMan Client's organisation: Professional Doctorate (Contextual & Applied Professional Practice) |
| Professional Doctorate Framework Leader | Dr Keith Halcro |
| Date of PSP | 1 September 2016 |

2. EDUCATIONAL AIM AND OBJECTIVES OF THE PROGRAMME

The Professional Doctorate's philosophy is based upon the principles of lifelong learning to create a researching professional, in effect a professional who can apply higher order analysis and reasoning skills within their own organisation and their own profession. In this respect, practice can be located in the public, voluntary or private sector, but is subject to the idea that outcomes are conditioned by the principle of the Common Good.

The aim of the Professional Doctorate Framework is to provide middle/senior professionals with an academic framework to question the complex relationships between professional practice, theory, policy and research. The process will enable the student to synthesise their professional knowledge in a body of work, most notably their doctoral thesis that will impact positively on their organisation and the profession in terms of practice and theory. Underpinning this aim is a set of objectives.

These objectives will enable learners through a rigorous academic programme to become scholarly practitioners

capable of appropriate higher level cognitive skills relevant to the participating organisation's goals and society more broadly, notably:

- 1 The ability to be an independent lifelong learner in a chosen field making an original and valuable contribution to knowledge and practice;
- 2 Provide a learning framework which enables students to develop critical and evaluative skills in research methodology;
- 3 Deepen their professional knowledge to more effectively engage and lead within their chosen sector;
- 4 Demonstrate professional project management skills, including goal setting, prioritising, designing and executing data acquisition and collation, planning and organizing written work and effective time management;
- 5 High level competencies as an ethical professional, inter alia, ethics, health and safety, copyright, data protection, practice and intellectual property rights;
- 6 Skilled oral, written and IT ability to construct, sustain and articulate an argument to a diverse audience;
- 7 Critically reflect and synthesise their learning experiences to improve individual and organisational performance;
- 8 Demonstrate through various learning activities the value of the social good to individuals, organisations and society.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

Stage 1 Taught (180 credits)

| Code | Title | credits |
|-----------|---|---------|
| MMN224304 | Professional Development OR | 45 M |
| MMN224305 | Professional Enhancement OR | 45 M |
| MMB724308 | Professional Clinical Study OR | 45 M |
| MMN224309 | Applied Innovative Practices and Professional Development | 45 M |
| MMN224306 | Group Negotiated Study | 15 M |
| MMX224307 | Research Methods | 60 M |
| MDN221448 | Project Development, Design and Management | 60 D |

Stage 2 Doctoral Thesis (360 credits)

Students can exit at two levels

| Exit Award | Number of modules | Number of Credits |
|--|-------------------|-------------------|
| Professional Masters (Health, Social Care & Nursing) | 4 | 180 |

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|--|------------|-----|
| Professional Masters (Justice, Welfare & Policy) | 4 | 180 |
| Professional Masters (Built Environment) | 4 | 180 |
| Professional Masters (Engineering) | 4 | 180 |
| Professional Masters (Public Policy & Management) | 4 | 180 |
| Professional Masters (Clinical Health) | 4 | 180 |
| Professional Masters (Contextual and Applied Practice) | 4 | 180 |
| Professional Masters (Management) | 4 | 180 |
| Professional Masters (Business Administration) | 4 | 180 |
| Professional Doctorate (Health, Social Care & Nursing) | 4 + thesis | 540 |
| Professional Doctorate (Justice, Welfare & Policy) | 4 + thesis | 540 |
| Professional Doctorate (Built Environment) | 4 + thesis | 540 |
| Professional Doctorate (Engineering) | 4 + thesis | 540 |
| Professional Doctorate (Public Policy & Management) | 4 + thesis | 540 |
| Professional Doctorate (Clinical Health) | 4 + thesis | 540 |
| Professional Doctorate (Contextual and Applied Practice) | 4 + thesis | 540 |
| Professional Doctorate (Management) | 4 + thesis | 540 |
| Professional Doctorate (Business Administration) | 4 + thesis | 540 |

8 ASSESSMENT REGULATIONS

Stage 1 of the programme will be subject to the University Assessment Regulations

<http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/assessmentregulations/University%20Assessment%20Regulations%202015-16%20Taught%20Postgraduate.pdf> with the exceptions identified below.

Assessment boards for the programme will be held in April and October of each year and will make decisions regarding progression from Level M to Level D in Stage 1 (April); and from Stage 1 to Stage 2 (October).

Assessment Regulations for Stage 1

The University post-graduate assessment regulations shall apply to all modules of Stage One of the programme, irrespective of the number and level of credit points allocated.

Assessment Regulations specific to Stage 1 of the Programme

There are no programme specific assessment regulations applicable to the Professional Doctorate , except for the module Project Design Development & Management module is doctoral level and will continue as previously to be graded as a pass or fail; in line with Doctoral Thesis grading and as agreed by the University Exceptions Committee in 2007

Students who fail Project Design Development & Management module will be reassessed in the period November of Year Two – February of Year 3. The mark will be considered at the April Assessment Board The following variations to the university post-graduate assessment regulations are in place for stage 1:

Assessment Regulations for Stage 2

Stage 2 comprises the period in which the student will undertake their research project and complete their doctoral thesis. The student's progress and final examination is undertaken in accordance with the regulations for the award of the University's degrees of Master of Philosophy, Doctor of Philosophy, and Professional Doctorate. The maximum word limit for the Professional Doctorate thesis will be dependent on the professional discipline. The wordage for the thesis will normally be a maximum of 55,000 words + 5,000 word self- reflective report (Prof Doc Clinical Health may submit a minimum of 30,000 words in line with university's pro rata policy + 5,000 word self-reflective report)

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: **September 2016**

Curriculum Map for Professional Doctorate Framework

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a check list for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (eg attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

Modules Outcomes

| Code | Title | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 |
|-----------|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| MMX224307 | Research Methods | X | X | X | X | x | x | X | X | X | X | | x | X | X | x | X | X | x | X | x | x | X | X | x |
| MMN224304 | Professional Development | x | | X | X | X | x | | X | X | X | x | X | X | X | X | X | X | X | X | X | X | X | X | X |
| MMN224305 | Professional Enhancement | x | | X | X | X | x | | X | X | X | x | X | X | X | X | X | X | X | X | X | X | X | X | X |
| MMB724308 | Professional Clinical Study | x | | X | X | X | x | | X | X | X | x | X | X | X | X | X | X | X | X | X | X | X | X | X |
| MMN224309 | Applied Innovative Practice & Professional Development | x | | X | X | X | x | | X | X | X | x | X | X | X | X | X | X | X | X | X | X | X | X | X |
| MMN224306 | Group Negotiated Study | X | X | X | X | X | | X | X | X | X | | X | X | X | x | X | X | X | X | x | X | X | X | X |
| MDN221448 | Project Development, Design & Management | X | X | X | | X | X | X | X | | X | X | x | X | | X | X | X | x | X | X | X | X | X | x |
| | Stage 2 – research stage | X | X | X | X | X | X | X | X | X | X | X | X | X | X | x | X | X | X | X | x | X | X | X | X |

