

**Programme Specification Pro-forma (PSP)**

**1. GENERAL INFORMATION**

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|---|---|
| <b>1. Programme Title:</b>              | Professional Doctorate Framework including:<br>Professional Doctorate (Health, Social Care and Nursing)<br>Professional Doctorate (Justice, Welfare and Policy)<br>Professional Doctorate (Built Environment)<br>Doctorate of Business Administration<br>Doctorate of Management<br>Professional Engineering Doctorate<br>Professional Doctorate (Public Policy and Management)                         |
| <b>2. Final Award:</b>                  | Professional Masters degree after Stage 1<br>Professional Doctorate<br>Professional Doctorate (Health, Social Care and Nursing)<br>Professional Doctorate (Justice, Welfare and Policy)<br>Professional Doctorate (Built Environment)<br>Doctorate of Business Administration<br>Doctorate of Management<br>Professional Engineering Doctorate<br>Professional Doctorate (Public Policy and Management) |
| <b>3. Exit Awards:</b>                  | (As above)  |
| <b>4. Awarding Body:</b>                | Glasgow Caledonian University   |
| <b>5. Approval Date:</b>                | Autumn 2011   |
| <b>6. School:</b>                       | Graduate School   |
| <b>7. Host Division/Dept:</b>           | Graduate School   |
| <b>8. UCAS Code:</b>                    | N/A   |
| <b>9. PSB Involvement:</b>              | N/A   |
| <b>10. Place of Delivery:</b>           | Glasgow Caledonian University   |
| <b>11. Subject Benchmark Statement:</b> | QAA (2010) Doctoral degree characteristics<br>QAA (2010) Masters degree characteristics<br>SCQF Level 11 & 12<br>KSF Level 12<br>Code of Practice for Doctoral Education<br>UKCGE Publications  |
| <b>12. Dates of Re-approval</b>         | Autumn 2011 – document updated Nov 2015   |

## **2. EDUCATIONAL AIMS OF THE PROGRAMME**

The overall aim of this Professional Doctorate Framework regardless of the specific professional outcome is to produce advanced scholarly practitioners who can question the complex relationships between professional practice, theory, policy and research. They will be able to initiate and sustain change within their places of work and upon completing the degree, demonstrate original contribution to their discipline.

### **Generic Aims:**

The proposed generic aims will enable learners to become scholarly practitioners capable of undertaking applied research:

1. Through a rigorous academic programme of learning and research with progressive and incremental goals and learning outcomes that are relevant to the participating organization or the wider social context
2. Attain research skills and techniques appropriate to the programme learning outcomes, including the ability to critically review the relevant literature, manage a database, locate all types of relevant publications and other sources of information, and use information technology to search for information, manage it and write about it
3. Demonstrate effective project management skills, including goal setting, prioritization, designing and executing data acquisition and collation, planning and organizing written work and effective time management
4. Acquire high level competencies as an ethical professional, in terms of health and safety, copyright, data protection, practice and intellectual property rights
5. As a skilled communicator, demonstrate an ability to construct, sustain and articulate an argument to a diverse audience both orally and in writing
6. Attain personal effectiveness in acquiring new knowledge, demonstrating initiative, flexibility, self reliance and independence
7. As an independent lifelong learner in a chosen field making an original contribution to knowledge and practice

### **Specific Aims for Professional Doctorate Framework:**

In addition the specific aims of this learning experience, are to enable learners to:

1. Provide a learning repertoire which enables students to develop critical and evaluative skills in research methodology
2. Facilitate a process of evaluation of methods of professional communication
3. Identify and explore the rationale for the various constraints within which professional practice should operate in contemporary societies
4. Facilitate a detailed and comprehensive evaluation of areas of planned change in professional practice / service delivery
5. To facilitate and evaluate change in the individual student by increasing skills in reflexivity

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

**Award Route (Programme) Structure for:**

**Professional Doctorate (Health, Social Care and Nursing)**

**Professional Doctorate (Justice Welfare and Policy)**

**Professional Doctorate (Built Environment)**

**Doctorate of Business Administration**

**Doctorate of Management**

**Professional Engineering Doctorate**

**Professional Doctorate (Public Policy and Management)**

Programme Structure for all students

YEAR 1	Jan	Feb	Mar	April	May	June	Sept	Oct	Nov	Dec
	Block 1 Level M			Block 2 Level M			Block 3 Level M			
	5 days			5 days			5 days			
Research Methods (70 Level M)	Cohort Study	Independent Learning		Cohort Study	Independent Learning		Cohort Study	Independent Learning		
Professional Development (50 Level M) <b>OR</b> PBMD (35 level M) & INS (15 level M)	Cohort Study	Independent Learning		Cohort Study	Independent Learning		Cohort Study	Independent Learning		

YEAR 2	Jan	Feb	Mar	May	June	July	Aug	Sept	Oct -Dec
	Block 4 Level M			Block 5 Level D					
	5 days			5 days					
Research Methods (70 Level M)	Cohort Study	Independent learning		Cohort Study	Independent Learning Project Development, Design and Management (60 Level D)				Prepare research proposal for submission of Stage 2 to HDC
Professional Development (50 Level M) <b>OR</b> PBMD (35 level M) & INS (15 level M)	Cohort Study	Independent learning							

**Stage One**  
**Award route (Programme) structure for all students except DBA/DMan**

YEAR 1	Jan	Feb	Mar	April	May	June	Sept	Oct	Nov	Dec
	Block 1 Level M			Block 2 Level M			Block 3 Level M			
	5 days			5 days			5 days			
Research Methods (70 Level M)	Cohort Study	Independent Learning		Cohort Study	Independent Learning		Cohort Study	Independent Learning		
Professional Development (50 Level M)	Cohort Study	Independent Learning		Cohort Study	Independent Learning		Cohort Study	Independent Learning		

YEAR 2	Jan	Feb	Mar	May	June	July	Aug	Sept	Oct -Dec
	Block 4 Level M			Block 5 Level D					
	5 days			5 days					
Research Methods (70 Level M)	Cohort Study	Independent learning		Cohort Study	Independent Learning Project Development, Design and Management (60 Level D)				Prepare stage 2 research proposal for submission to HDC
Professional Development (50 Level M)	Cohort Study	Independent learning							

A potential exit is possible after Stage One where a student with 120 Level M credit and 60 Level D could exit with a Professional Masters Degree

**Stage Two**

YEAR 3	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Two Days January Workshop; Project Design and Methodology ↓												
Independent Research												

YEAR 4	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Two Days January Student Conference; Report on Project Progress ↓												
Independent Research												

The award of a Professional Doctorate follows successful completion of Stage Two (presentation and defence of the doctoral thesis)

## DBA

### Award Route (Programme) Structure for the Doctorate of Business Administration (DBA)

#### Stage One

YEAR 1	Jan	Feb	Mar	April	May	June	Sept	Oct	Nov	Dec
	Block 1 Level M			Block 2 Level M			Block 3 Level M			
	5 days			5 days			5 days			
Research Methods (70 Level M)	Cohort Study	Independent Learning		Cohort Study	Independent Learning		Cohort Study	Independent Learning		
Professional Business/Management Development (35 Level M)	Cohort Study	Independent Learning		Cohort Study	Independent Learning		Cohort Study	Independent Learning		

#### Notes:

1. For the Professional Business/Management Development module blocks 1 and 2 are undertaken along with other programmes within the ProfD framework.
2. Block 3 will relate to Contemporary Issues in Business and Management. For the DBA, students will attend 'business' sessions.

YEAR 2	Jan	Feb	Mar	May	June	July	Aug	Sept	Oct -Dec
	Block 4 Level M			Block 5 Level D					
	5 days			5 days					
Research Methods (70 Level M)	Cohort Study	Independent learning		Cohort Study	Independent Learning Project Development, Design and Management (60 Level D)				Prepare stage 2 research proposal for submission to HDC
Independent and Negotiated Study (15 Level M)	Cohort Study	Independent learning							

A potential exit is possible after Stage One where a student with 120 Level M credit and 60 Level D could exit with a Professional Masters Degree.

#### Stage Two

YEAR 3	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
	Two Days January Workshop; Project Design and Methodology ↓											
	Independent Research											

YEAR 4	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
	Two Days January Student Conference; Report on Project Progress ↓											
	Independent Research											

The award of a Doctorate of Business Administration follows successful completion of Stage Two (presentation and defence of the doctoral thesis).

# DMan

## Award Route (Programme) Structure for the Doctorate of Management (DMan)

### Stage One

YEAR 1	Jan	Feb	Mar	April	May	June	Sept	Oct	Nov	Dec
	Block 1 Level M			Block 2 Level M			Block 3 Level M			
	5 days			5 days			5 days			
Research Methods (70 Level M)	Cohort Study	Independent Learning		Cohort Study	Independent Learning		Cohort Study	Independent Learning		
Professional Business/Management Development (35 Level M)	Cohort Study	Independent Learning		Cohort Study	Independent Learning		Cohort Study	Independent Learning		

#### Notes:

1. For the Professional Business/Management Development module blocks 1 and 2 are undertaken along with other programmes within the ProfD framework.
2. Block 3 will relate to Contemporary Issues in Business and Management. For the DMan, students will attend 'management' sessions.

YEAR 2	Jan	Feb	Mar	May	June	July	Aug	Sept	Oct-Dec
	Block 4 Level M			Block 5 Level D					
	5 days			5 days					
Research Methods (70 Level M)	Cohort Study	Independent learning		Cohort Study	Independent Learning Project Development, Design and Management (60 Level D)				Prepare stage 2 research proposal for submission to HDC
Independent and Negotiated Study (15 Level M)	Cohort Study	Independent learning							

A potential exit is possible after Stage One where a student with 120 Level M credit and 60 Level D could exit with a Professional Masters Degree.

### Stage Two

YEAR 3	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
	Two Days January Workshop; Project Design and Methodology ↓											
	Independent Research											

YEAR 4	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
	Two Days January Student Conference; Report on Project Progress ↓											
	Independent Research											

The award of a Doctorate of Management follows successful completion of Stage Two (presentation and defence of the doctoral thesis).

**Mapping of learning outcomes outlined on page 2, to module descriptors and doctoral project**

<b>Learning Outcome</b>	<b>Research Methods70 Level M</b>	<b>Professional Development 50 Level M</b>	<b>Professional Business/ Management Development (35 level M)</b>	<b>Independent and Negotiated Study (15 level M)</b>	<b>Project Development Design and Management 60 Level D</b>	<b>Doctoral Research Proje 360 Level D</b>
<b>1</b>	√	√	√	√	√	√
<b>2</b>	√				√	√
<b>3</b>	√	√	√	√	√	√
<b>4</b>	√	√	√	√		√
<b>5</b>		√	√		√	
<b>6</b>		√	√	√	√	√
<b>7</b>	√	√	√	√	√	√
<b>8</b>	√	√	√	√	√	√
<b>9</b>				√	√	√
<b>10</b>		√	√	√		√

## 9. ASSESSMENT REGULATIONS

The Glasgow Caledonian University Assessment Regulations

<http://www.gcu.ac.uk/gaq/regulationsandpolicies/assessmentregulationsandassociatedpolicies/> apply to this programme with the following approved exceptions:

Stage 1 of the programme will be subject to the University Assessment Regulations 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 and from Stage 1 to Stage 2 at the end of Year 2.

### 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

\* NOTE The following programme specific regulations were agreed by the University Exceptions Committee in 2007

The following variations to the university post-graduate assessment regulations are in place for stage 1:

- (a) In line with standard practice, the pass mark for all assessments is 50%, however compensation between modules will not be allowed. For the Project Design and management module, award module can only be a pass or a fail.
- (b) Assessment marks for summative assessments in year one will be made available to students after ratification by an assessment board in April of Year 2.
- (c) Students who have failed more than two elements of assessment associated with the M level modules by the end of Block 4 (December year two), will not be allowed to progress to the Level D module in Block Five. They will be re-assessed in outstanding elements, but will then be required to leave the programme with any accumulated Level M credit.
- (d) Students who fail up to two elements of assessment in the M level modules will be allowed to progress to the Level D module in Block Five and will be re-assessed within block 5 in Year 2. Failure in the re-assessment, which cannot be ratified until the assessment board in October, will require the student to withdraw from the programme at that time with any accumulated level M credit.
- (e) Students who fail the assessment associated with the Level D module will be required to be reassessed in the period October – November of Year 2. Failure in the re-assessment will require the student to withdraw from the programme with their level M credit.

### 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, Professional Masters 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 therefore normally be a minimum of 25,000 and a maximum of 60,000 words.

### Role of External Examiner

An External Examiner is appointed to Stage 1 of the programme and the normal period of tenure is 5 years.

#### Duties of an External Assessor associated with the Professional Doctorate Framework:

- (a) to ensure that the standard of any award which is recommended by the Assessment Board is



comparable to the standard of similar awards conferred by Universities in the UK

(b) to be satisfied that the work and decisions of the Assessment Board are consistent with the policies and regulations of the University and best practice in Higher Education

(c) to ensure that students have been assessed fairly and within the regulations approved by the University for the programme

(d) to comment on the appropriateness and consistency of assessment practices and procedures across the modules which comprise the award

(e) to inform the University on any matter which, in the External Assessor's view, militates against the maintenance of proper academic standards

(f) to inform the Director of Quality if they decide to resign over a matter of principle in order that this may be brought to the attention of Senate as a matter of urgency

(g) to produce an annual report for consideration by the School Board and the Learning and Teaching Subcommittee, on the standards attained by students on the programme and any other matters which may seem appropriate to 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: **June 2010**