

FULL COURSE PROPOSAL FORM

(research degree programmes only)

**for NEW COURSES and
COURSE AMENDMENTS
with RESOURCE IMPLICATIONS**

Please consult with the Head of the Postgraduate Research Service before completing this course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and to assign a Postgraduate Research Officer/Manager to provide advice on completing the form. Taught programme course proposal forms and guidance can be found via the Learning and Teaching Service website.

Course Title(s)		new course? <i>note 1</i>		If no, please give existing course code	
Professional Doctorate in Health and Social Care (ProfD)		Y			
School(s) of study & Faculty					
HSC in FMH					
Proposer & proposer's school					
Professor Nicola Spalding and Dr Jenny Moore HSC					
Proposed start date (of new course or of changes)					<i>note 2</i>
Oct 2018					
This proposal requires: <i>note 3</i>		Prior approval by Council		Prior approval by PGR Executive	
		Y		Y	

This form is in 4 parts:

- Part 1** **Summary and Rationale**
- Part 2** **Business Case**
- Part 3** **Academic Case including Programme Specification**
- Part 4** **Approvals and Notification**

The initiator is responsible for completing parts 1-3

FULL COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

Course One				
S1	a	SCHOOL(S) OF STUDY	HSC (UEA) With potential for subsequent joint venture with Pharmacy (UEA) and the Department of Health Sciences (UoS)	
<i>note S1c</i>	b	FACULTY or FACULTIES	FMH, SCI, (UEA), Faculty of Health Science and Technology (UoS)	
	c	JOINT COURSE? (ie owned/taught by more than one School)	YES <input checked="" type="checkbox"/>	
			NO <input type="checkbox"/>	
d	NAME OF COURSE DIRECTOR (Home School)	Prof Nicola Spalding Dr Jenny Moore		
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	Dr Penny Cavanagh (UoS)	
S2 <i>note S2a</i>	a	COURSE TITLE	Professional Doctorate in Health and Social Care	
<i>note S2b</i>	b	COURSE CODE		
<i>note S2c & S2d</i>	c	AWARD	Doctorate (ProfD)	
	d	EXIT AWARD(S) AND TITLE(S)	ProfM	
	e	FULL/PART-TIME (please specify)	Part time (but moving to full time in 2-4 years if demand)	
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	UEA Norwich	
	g	AVAILABLE FROM:	Oct 18	
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)		
	b	ACCREDITING/VALIDATING BODY (if relevant)		
		Website (URL)		
		Date when accreditation/validation may take place		
S4 <i>note S4</i>	LEVEL	Research Masters		
		Doctoral	X	
		Other research degree		
S5 <i>note S5a</i>	a	DURATION (years or months)	5 + 1 years	

<i>note</i> S5b	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Part time (0.4FTE) (but moving to full time in 2-4 years if demand)			
S6 <i>note</i> S6	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED		YES		NO	X
			If YES, does this conform with the UEA's code of practice on placements?			
S7 <i>note</i> S7	RELEVANT SUBJECT BENCHMARK STATEMENT(S)		FHEQ (level 8), RDF			
S8 <i>note</i> S8	ENTRY REQUIREMENTS		Master's degree Research experience preferable Practice experience (normally minimum 3 years)			
S9	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case					
S10	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case					
S11 <i>note</i> S11	FURTHER INFORMATION available via		N.B. The arrangements for Suffolk involvement are currently being reviewed by Vivien Easson with Stef Thorne (UoS).			
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities					
<i>note</i> S12	<p>The Professional Doctorate is intended to be undertaken on a part-time basis. It is designed so that health and social care professionals can advance their applied research skills, and demonstrate an original contribution to knowledge in their practice. Thus it supports both the professional and their work place to build research capacity and evidence based practice through original research or the original application of existing knowledge or understanding.</p> <p>The School of Health Sciences is well established, with excellence already recognised in teaching and research in health and social care in pre-registration and post registration taught programmes and in PhDs. This programme builds on this expertise and experience to support health and social care professionals wishing to advance their education in applied research. The programme has been designed to meet the needs of professionals working in health and social care who can draw on their everyday practice and work contexts to work towards a doctorate.</p> <ul style="list-style-type: none"> • The programme supports practitioners to research professional, social, or organisational issues of relevance to them as a professional and their organisation. • Students will acquire competency as an independent researcher; to design and conduct research and to disseminate the outcomes to others in their field. • The programme structure of taught and independent elements allows students to draw on the range of experiences of fellow-students and the staff team in a mutually supportive environment. <p>Entrants to the professional doctoral programme will register initially for the degree of ProfM and then progress to ProfD over the first two years, subject to successful completion of coursework and ethics approval for their proposed research.</p>					

****Please copy and paste the above table for additional (related) courses****

S13	RATIONALE FOR PROPOSAL
note S13	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.
	<p>The Professional Doctorate in Health and Social Care is an interdisciplinary, postgraduate level programme which has been designed to meet the needs of senior health and social care practitioners who wish to develop and lead evidence-based interventions within their own sphere of practice. The applied nature of the programme develops candidate's research capability and enables them to manage complex problems and advance their practice. It is an award at the highest academic level that is distinct from the PhD in that it fosters pioneering professional development relevant to the needs of the individual's professional working situation. It is a modular programme that facilitates a flexible delivery to suit individuals (content and pace).</p> <p>The programme meets the UEA, strategic objectives to work in partnership to improve the quality of health and social care through our education and research led teaching which are research informed, challenging and innovative and are at the forefront of practice.</p> <p>The development of a ProfD supports expansion of a professional knowledge base and advancement of expertise from within practice in response to Health service demands associated with improved life expectancies and health technologies. Lee (2011) asserts that this has increased requirements for proactive, evidence-based responses and advocates the ProfD as a way of integrating theory, practice and research. Similarly, Salter (2013) suggests that the emergence of the <i>knowledge worker</i> has prompted institutions to develop academic programmes to prepare doctoral graduates who have the skills demanded by the workplace. Consequently, the market for doctorate degrees in Health and Social care has changed dramatically, with the aim of most professional doctorate programmes to prepare advanced practitioners with a focus on practice-based applied knowledge. Another argument for the development of a ProfD is that many health and social care professionals are experiencing 'credential creep' (Salter, 2013) which is the escalating demand over time for more academic degrees when hiring for advanced professional positions, with Rolfe and Davies (2009) suggesting that the doctorate is increasingly seen as a prerequisite for senior positions. This is mirroring the trend in the USA as the American Association of Colleges of Nursing (2004) identified that nurses engaged in advanced practice roles should be educated to doctoral level. This is the same for allied health professions. A ProfD at the UEA has the potential therefore to support international recruitment.</p> <p>Rolfe and Davies (2009) further suggest that ProfD's are a preferred alternative to doctoral development by health care staff, who they claim are dissatisfied with the PhD because of it's emphasis on Mode 1 knowledge (apprentice learning from a skilled academic researcher) rather than mode 2 knowledge (Knowledge generated by the practitioner for practice, <i>facilitated</i> by the academic as researcher). Fulton et al (2012) locate the ProfD firmly within the Mode 2 typology associated with practitioner research and practice-based knowledge. Also, Smith suggests that ProfD's are preferred because of the flexible and collegiate nature of delivery.</p> <p>Much of the relevant health policy literature appears to support the enhancement of opportunities for advanced qualifications up to doctoral level in the workplace. The Browne Report (2010) suggested that investment be targeted on 'courses that are a priority for the public interest'. This comment was consistent with the employer-led focus of the Smith Report (2010), which commented on the need to ensure access</p>

to part-time postgraduate qualifications combined with employment. Smith also noted that there was significant potential to expand 'tailored' postgraduate training for employees as part of CPD, Smith also noted that the growth of professionally orientated doctorates was helping to meet employer needs in private and public sectors, and recommended that UUK and Sector Skills Councils 'encourage best practice in development and delivery of courses ... to meet the needs of employers'.

In parallel, there is a growing emphasis on developing a workforce within health and social care that accelerate the spread of evidence-led health and care solutions. The recent mandate embedded within the shared outcome frameworks of NHS England; Health Education England and Public Health England (2015) express the need to develop a more flexible workforce that is able to respond to changing patterns through research and innovation.

1. For many years the PhD was the main doctoral qualification in the UK. Since the 1990's Doctorates other than PhD have emerged, leading to the development of a 'professional' doctorate; 'practice-based' or 'practice-led doctorate' (QAA, 2014). UKCGE (2011) describe the ProfD as a highly structured research award, which supports the acquisition and embedding of generic and practice-related skills, focused on the perceived needs of the professional conducting research in their domain. Hoddell (2002) also suggests that ProfD's are designed to meet the specific needs of a professional group external to the University in order to develop the capability of individuals to work within a professional context. Therefore this programme is designed to support health and social care professionals who wish to advance their continuing professional development, whilst also advancing development within their organization through research. This programme will provide an opportunity for individuals to situate professional knowledge developed over time in a theoretical academic framework (QAA 2014). Similarly, UKCGE (2011) assert that the ProfD equips workers with appropriate skill sets and competences in practice-led research – in order to enhance the individual's performance and to facilitate their development into a leadership role in their particular professional sphere of influence.
2. To generate educational provision diversity to complement existing programmes in the school.
3. To capitalise on existing infrastructure and expertise by offering a quality local postgraduate provision for nursing and allied health professionals
4. To align with competitor institutions who already provide professional doctorates.

Educational Aims of the Programme

The Professional Doctorate in Health and Social Care aims to enable practitioners to advance their knowledge to develop their practice through:

- Critical evaluation and enquiry of current professional health and social sciences literature, policies and practice in an innovative and substantive manner.
- Ongoing critical evaluation and reflection on personal and professional development both in individual practice and in the context of their professional arena.
- Implementation of effectively detailed knowledge of a significant range of research methods and advanced academic enquiry to conceptualise and design a research study for the generation of new knowledge at the forefront of their practice.
- Effective project management to undertake a high quality research project which contributes to professional knowledge bases; health and social science practice and/or service improvement.
- Original research and advanced autonomous scholarship to make an original contribution to practice knowledge that extends the forefront of the

	<p>discipline and merits publication.</p> <ul style="list-style-type: none">• Communication of original and creative insights into new and complex ideas to specialist and non-specialist audiences to inform innovation and contribute to the changing environment of health and social science.
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FULL COURSE PROPOSAL

Part 2 BUSINESS CASE

note BC

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, PGR, Faculty Dean, PLN, ARM
BC1.1	How does the proposal fit with the University's Corporate Plan?	
<p><i>note BC1.1</i></p>	<p>Vision 2030 goals for institutional success. (in italics extracts quoted from the corporate plan):</p> <p>1. Student success <i>'We will be renowned for enabling quality through innovation, inspiring our students to achieve their wider fulfilment and capability goals, and for meeting changing expectations'</i></p> <p>Provision of an additional high quality professional doctorate will equip graduates to advance their skills in developing and enhancing services and advance their employability options in health and social care settings.</p> <p>2. Research success <i>'Our reputation will be for the quality of our research and for its global reach and influence in tackling major challenges.'</i></p> <p>The Professional Doctorate in Health and Social Care is an interdisciplinary, postgraduate level programme designed to meet the needs of senior health and social care practitioners who wish to develop and lead evidence-based interventions within their own sphere of practice. The applied nature of the programme develops candidate's research capability and enables them to manage complex problems and advance their practice. By association the UEA can benefit from the impact of students research which has the potential to enhance health and social care.</p> <p>3. Staff success <i>'The support and development of our staff will be critical in our Vision.'</i></p> <p>A professional doctorate will be offered as an additional route for a doctorate for staff in the school, faculty or wider, to the existing PhD or EdD.</p> <p>4. Global success <i>We aim to enhance our strong international reputation and become increasingly competitive in a challenging global market.'</i></p> <p>The ProfD will enable us as a school of Health Sciences to build on the work so far in internationalisation. Success and impact from the students' research will also be of benefit to the school by association.</p> <p>The curriculum will be informed by some of the key research being undertaken at the UEA and UoS</p> <ul style="list-style-type: none"> • Stroke rehabilitation • Dementia research and innovation • The health needs of those in later life and at the end of life and long-term conditions • Public health and primary care policy • Medication adherence • Health literacy • Medicines management • Health education • Workforce • Improving access to health care, with a particular focus in emergency and urgent care • Research into mental health services for young people 	

	<ul style="list-style-type: none"> • Professionalism • Digital health technology • Dignity and compassion • Ethics in relation to working with those who have learning disabilities / dementia in relation to capacity 						
BC1.2	Proposed Recruitment Strategy						
<i>note BC1.2</i>	<p>Applicants will be required to have a Master's degree. Research and practice experience is required.</p> <p>It is anticipated that the recruitment strategy will be multifaceted and involve inclusion of the Course Profile Pages on the UEA and UoS website, course brochure, course animation, Google AdWords campaign, and press advertising. Targeting through NHS Trusts networks. This list is not exhaustive and advice is welcomed from the PGR office and ARM.</p> <p>Criteria for admission All applicants are interviewed prior to entry on the programme. Students accepted to study for the award must demonstrate that they have: Suitable and equivalent professional qualifications and experience in the relevant health or social care discipline. Normally 3 years post-qualifying experience. Evidence of development in an area of expert practice and/or management and leadership skills. A postgraduate master's level degree in a suitable health or social care discipline. Demonstrate a drive to inform and direct present and future practice in their professional domain. Evidence that their host organisation is prepared to maintain a relationship with the candidate during the programme in order to support practice-based research. A practice-based research supervisor who will be identified as an exemplar in practice and will be appointed as an Associate Tutor (AT) in the School of Health Sciences, at the UEA.</p>						
BC1.3	Partnership and commercial sensitivity						
<i>note BC1.3</i>	<table border="1"> <tr> <td>Has this proposal, in outline, been approved by the Partnerships Office?</td> <td>YES</td> <td>X</td> </tr> <tr> <td></td> <td>NO</td> <td></td> </tr> </table>	Has this proposal, in outline, been approved by the Partnerships Office?	YES	X		NO	
Has this proposal, in outline, been approved by the Partnerships Office?	YES	X					
	NO						
	Please paste their comments below						
	The Partnerships Office already work closely with the PGR service and the University of Suffolk to support and develop PGR partnerships. As the arrangements for this course are firmed up in terms of how the arrangement with Suffolk will work, the Office will offer our support and expertise as required.						

BC2 <i>note BC2</i>	MARKET RESEARCH	Consult with Market Research team
BC2.1	What other and type of institution offers identical and/or similar courses in the UK?	
	<p><u>HESA Data Analysis of Professional Doctorate in Health Sciences 2012/13-2014/15</u> The data is provided from HESA in February 2016 which identifies all first year students between 2012 and 2014. Courses included in the analysis were pre-selected due to their title including the terms 'Professional', 'Doctorate' and 'Health'.</p>	

	<p>Main Findings There were 21 institutions offering a total of 31 courses in a professional Doctorate in a health subject between 2012 and 2014. Of the 31 courses, 15 saw an increase of students between 2012 and 2014.</p> <p>The University of Bath attracted the highest volume of students, and account for 15.4% (213 students) of the sector across the three years. The title of the course attracting these students is Professional Doctorate in Health (<i>DHealth</i>) and it has seen a small rise in students across 2012-2014 from 70 students to 72.</p> <p>In regards to location, the closest competitor is Anglia Ruskin University offering Health and Social Care (<i>Professional Doctorate</i>). Anglia Ruskin attracted a total of 56 students between 2012 and 2014. The number of students rose from 16 students in 2012 to 22 in 2014.</p> <p>Since the above market research we are also aware of professional doctorates at the University of Essex for health and social care professionals and Kings College London, various routes (23.1.17).</p>	
BC2.2	Are there any likely international competitors? (Please give brief details)	
	Yes, numerous.	
BC2.3 <i>note</i> BC2.3	What is the annual number of applicants currently applying nationally for similar courses, and what are the entry requirements for these competitor courses?	
	In total, there were 1379 students starting courses in a Professional Doctorate in a health subject across 2012-14. Numbers of students rose between 2012 and 2013 from 460 to 471, but saw a decline in 2014 from 471 to 448 (excluding Essex).	
BC2.4	What is the evidence for current and future demands for the course from <ul style="list-style-type: none"> • potential students? • employers (public services, private sector, the professions etc) 	
	<p>Potential students. Two (out of 28) MSc OT pre-registration students said they would be interested to pursue doctoral studies but this would be later in their careers after they had at least two years clinical experience (June 16). Approximately five students on the NIHR MSc Research programme expressed an interest in doing our ProfD (Jan 2017)</p> <p>Informal conversations with research departments in two local NHS Trusts suggest interest in the course. They said there was potential for them to support staff because they could have some input and control over projects that they felt were beneficial to their organisation (compared to a PhD). They appreciated that students from their organisation could support their Trusts service improvement agenda and support their aim to be a research active organisation.</p> <p>Current staff: one current member of staff is interested in doing a ProfD (and would look elsewhere if this course is not available).</p>	
BC2.5	Can current and projected demand be met from existing provision?	
	Nationally:	Unknown.
	Regionally:	ARU and University of Essex are nearest. Depends how far people can travel for part time study. (Not clear how much of ARU programme is distance learning.) At Essex one of the modules is weekly taught contact over a year.

BC2.6	Where is/what are the competitive advantage(s) for UEA?
	<p>A literature review has highlighted that the substantial growth in provision of health related ProfD programmes in the UK and the evidence that the ProfD is emerging as a popular doctoral route for senior practicing health and social care practitioners. This suggests that there may be a critical mass of potential students in the East of England. Consequently, there is a strong case for the development of a professional doctorate in the Faculty of Medicine and Health Sciences (FMH) and School of Pharmacy (UEA), and the Department of Health Sciences (UoS).</p> <p>There may be the potential to develop this further for international applicants. The pharmacy team at UEA are one of the national leaders in pharmacy practice research. We currently hold over £4 million in grant income. The School of pharmacy was 1st for research outputs in the previous REF. Bhattacharya last year won the Pharmacy Research UK award.</p>

BC3 <i>note</i> BC3	MARKET DEMAND AND RECRUITMENT	Consult with Careers and Employability team
BC3.1	What graduate career opportunities may be available?	
	<p>This programme provides an opportunity for health and social care professionals to advance their careers. Throughout the literature there is evidence that the professional doctorate is now established as an appropriate and relevant qualification for enabling individuals to develop their research skills and for advancing their profession and professional practice. Fell and Haine (2011) indicates that the applied nature of the ProfD can be expected to transform the candidate's capacities to contribute new, research-focused ideas in the workplace, while making an impact both on the workplace environment and on the employer's capacity to develop innovative strategies to resolve professional challenges.</p>	
BC3.2	Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSRBs)?	
	Two local NHS Trusts (Research Departments)	

BC4 <i>note</i> BC4	STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM
BC4.1	Student Numbers	
a	Proposed student target intake	number
<i>note</i> BC4.1	Full Time (Home/EU)	
	Full Time (International)	
	Part Time (Heads)	30
	Distance Learning (Heads)	
	Minimum viable intake (full time equivalents)	12 (or lower for first two intakes)
	Maximum viable intake (full time equivalents)	30
N.B. Depending on demand this programme could be offered biennially (which could alternate with the EdD year of intake).		

BC4.2	Tuition Fees	
	Please select the relevant fee schedule:	
	a) Standard Home/EU and International Classroom	
	b) Standard Home/EU and International Lab <i>Please consult with FFM</i>	
	c) Other <i>Please provide brief details</i>	£2,650 as for EdD 2018/19 rate to be confirmed in July 2017
BC4.3	Length of period of study and registration	
	What is the proposed length of period of study?	5 years part time (0.4 FTE)
	What is the proposed length of registration-only period?	1 year

BC5	IMPACT	
BC5.1 <i>note BC5.1</i>	EQUALITY AND DIVERSITY	Consult with Equality & Diversity Manager and Widening Participation team
a	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	YES
		NO x
b	If yes, what steps will be taken to attract non-traditional students to the course/School? (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)	
c	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a DBS disclosure be required?	
	Yes. DBS required for conducting research, but the students are likely to be employees in health and social care settings where a DBS will have been carried out already, and they are likely to have professional registration.	
BC 5.2 <i>note BC5.2</i>	CURRENT STUDENTS AND/OR APPLICANTS	
a	Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	YES
		NO x
	Will be discussed at FMH Research student forum (2017) and FMH graduate School Executive.	
b	Will any current students or applicants be affected by this proposal?	YES
		NO (go to 5.3) x
c	Evidence of consultation of current students and written consent obtained Please briefly describe what consultation has taken place and what responses there	

	have been. Is there full support from all members of the relevant student cohort(s)?		
	N.A.		
d	Informing applicants What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/ conditional firm or conditional insurance offers.		
BC5.3 <i>note</i> BC5.3	ACADEMIC STAFF	Consult with HOS, Dean of Faculty	
	What is the impact / what are the resource implications of the proposal on academic staff?		
a	Please give an indicative number of <u>additional</u> teaching or supervising hours required within the school to deliver the new course/changes to the course in any one year		84 taught hrs per cohort (years 1-2) (not including PGR induction programme) 75 hrs per students X 2 supervisors = 150 hrs supervision per student (years 3-5).
b	Is a new discipline or specialism being introduced that requires a new appointment?	YES	
		NO	x
c	Are new appointments required to meet any additional hours?	YES	Maybe
		NO	
d	If yes to either b or c above, how many of what type (e.g. Teaching and Scholarship, Teaching and Research) and at what level?		
	HSC has recently recruited new staff, (ATS and ATR, all grades), who have the potential to contribute to the teaching and students supervision. Expressions of interest will be invited to all staff in both UEA schools and the UoS department.		
e	What is the source of funding for new academic staff?		
	Course Fees		
f	Are there any implications outside the sponsoring School/s e.g. specific PPD or advanced training required?		
	No		

g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?		
	This will all be new teaching, with opportunity for sharing of teaching and supervision with MED, Pharmacy (UEA) and the University of Suffolk.		
BC5.4 <i>note</i> BC5.4	COURSE RATIONALISATION	Consult with HOS, Dean of relevant Faculties, PLN	
a	DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?	YES	x
		NO	
	If YES, please specify Course name, UCAS Code(s) / Course codes		
	EdD in EDU		
b	IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?	YES	
		NO	x
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?		
c	Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above		

BC6	PHYSICAL RESOURCES		
BC6.1 <i>note</i> BC6.1	What new or additional facilities and /or equipment are required for the delivery of this course?		
a	Classroom and study facilities	PGR study space: hot desks for 30 (0.4fte) students	
b	Computer equipment	As above	
c	Other equipment		
d	Consumables		
BC6.2	What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?		
	None anticipated.		
BC6.3	Are there any other special arrangements on which this course proposal will depend? (E.g. placements, year abroad).	YES	
		NO	x
	If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?		
BC6.4	Are there any start-up costs (e.g. any initial publicity and promotion?)	YES	x
		NO	
	If yes, please give details:		

	Publicity campaign Setting up of website Marketing costs
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BC7 <i>note</i> BC7	IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES	
COMPLETION OF THIS SECTION TO BE COORDINATED BY POSTGRADUATE RESEARCH SERVICE MANAGER		
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.		
<i>note</i> BC7	What is the impact of the proposal on support staff and resources in the office for which you are responsible?	
Date of circulation:	23 rd May 2016	
BC7.1	Dean of Students (DOS)	
	Students returning to formal study may seek support to refresh their study skills. The students will have full access to the on-line resources provided by the Learning Enhancement Team. Linda Shepherd, Deputy Dean of Students, on behalf of Dean of Students 24.5.16	
BC7.2	Deputy Dean of Students (accommodation)	
	Part-time students are not eligible for University accommodation. Linda Shepherd, Deputy Dean of Students (Residences and Services) 24.5.16	
BC7.3	Director of Information Services (ISD)	
	I don't think that the proposed course should impact on IT resource provision Jonathan Colam-French, Director of Information Services, ISD 26.5.16	
BC7.4	Director of Library Services (LIB)	
	<p>The proposal for a course "Professional Doctorate in Health and Social Care" should be accommodated at UEA without problems for the UEA Library Service. As the course is a Doctoral level qualification with entrants requiring a Master's degree, it is hoped that students will be familiar with academic study and can readily make use of the quality library facilities and services available on campus and beyond.</p> <p>We would advise that thought be given to the availability of academic resources and would advise tutors contact us as soon as possible to alert us to any proposed materials e.g. new journal titles or online software that may be under consideration for supporting this course, especially in regard to any that may not be currently available via UEA Library collections. We would advise tutors alert us at an early stage should there be shortfall of books or concerns over access to library material. Basic orientation to and training in the use of UEA Library resources should be given. It will be helpful if the course considers which specific resources and which routes of access to these resources will be required of the students and that this is conveyed to the UEA Library prior to the course commencement. This will assist the UEA Library in giving useful advice in support of the course.</p> <p>Nick Lewis, Library Director 24.5.16</p>	

BC7.5	Careers Manager (CCEN)
	<p>We would not foresee an HSC course to place demands on us as they are very self-contained when it comes to employability development. I could not see anything that would suggest resource implications but happy to speak to either organiser or Lisa Taylor (AD Employability from October) if needed.</p> <p>James Goodwin, Joint Head of Careers – Academic Engagement 8.6.16</p>
BC7.6	Head of Postgraduate Research Service (PGR)
	<p>The additional work to be completed within the PGR Service to support this proposed programme falls under two main categories: regulatory and quality assurance work; and admissions and lifecycle delivery.</p> <p>With respect to the regulatory and quality assurance work:</p> <ol style="list-style-type: none"> 1. I believe that we can absorb this within existing resource, with the proviso that inevitably other projects will be slightly delayed while we ensure that the documentation goes through all committees (including Council since this would be a new degree title) and work with HSC to develop the programme. One of the important pieces of work will be correct set up of the programme on SITS. <p>With respect to the impact on admissions and lifecycle delivery:</p> <ol style="list-style-type: none"> 2. I note that we currently have a team of 3FTE supporting all FMH PGR provision: a Grade 7 Officer, a Grade 5 Administrator and a Grade 3 Clerical Assistant, with cross-cover to other teams to cover annual leave. This team is already at full capacity and the increased demands from the ClinPsyD programme to administer OSCEs/OSPEs (estimated at 0.4FTE requirement) have only been met with a strong focus on efficiency (e.g. automation of some tasks); reduction of support in other areas (such as support for the FMH student conference); temporary support staff at peak times; and transferring some duties (by agreement) to FMH local support. The FMH team do not believe that they can administer another professional doctorate without additional resource. 3. If approved, in 2016/17 the additional workload is around admissions, and is primarily at Grade 3 and, if it exceeds capacity, could be covered by appropriate use of temporary support at peak times while we gauge the likely size of the programme intake. For the period October to May, I note that FMH application volume has risen by 45% in 2015/16 compared to 2014/15 (from 388 to 562) including a 130% rise in non-ClinPsyD applications (93 to 211), which cuts into the time available for lifecycle delivery within the team. We would anticipate admissions to go through the standard application form on Hobsons, and would want to know whether to put something in place for this by the end of July, which could be removed if programme was not approved. 4. For lifecycle delivery, we have looked at the work required by comparison with the EdD programme as carried out by the SSF team, and note that in that case there is a PGR liaison post within EDU who deals with arranging the timetable, speakers, updating Blackboard and other duties (alongside other tasks). On the basis that HSC is not expecting to cover this within local support, I note that this would be harder to cover via temporary support because of the nature and timing of the work, so it needs to be considered as additional Grade 3 work through the year. In general the expected lifecycle work is spread across Grades 3/5/7 and we would look to request additional resource during 2016/17 (potentially across all teams to support professional doctorates in general, if these are a strategic direction for UEA, and/or in combination with other growth areas) depending on the numbers attracted by the programme and the complexity of delivery. I don't anticipate this being more than 0.4FTE in total while the programme remains part-time, Home/EU, but the workload

	<p>rapidly increases in scale and complexity if the programme moves to cohorts of full-time international students.</p> <p>5. It needs to be clear whether there is any requirement to have a Board of Examiners (by comparison with EdD, where there is one per cohort) to consider the results of the taught element, in addition to processing around the thesis. It also needs to be clear whether and when candidates would go through probation, so that we can set up systems correctly.</p> <p>6. I would strongly urge the programme designers to consider the length and structure of the programme (and discuss with colleagues aware of the EdD), and the expectations around numbers of pieces of coursework, to avoid a programme where many candidates need to make extenuating circumstances requests, intercalate or extend – this is bad for the student experience and also contributes to administrative workload in processing concessions cases.</p> <p>Vivien Easson, Head of Postgraduate Research Service 9.6.16</p>
BC7.7	Head of International Office (ARM)
	<p>No resource for international recruitment in short-term as PT course. If this ultimately becomes FT (in 2-3 years), then international recruitment could be incorporated within current activity unless there was a drive to attract significant international numbers (in which case advertising and in-country recruitment initiatives would need to be factored in).</p> <p>Karen Blackney, Head of the International Office, ARM 23.5.16</p>
BC7.8	Director of Planning Office (PLN)
	<p>There will be no direct significant impacts on either Planning or Finance. Please note that the current fee quoted would count as a non-standard fee and would need to be formally requested when the Fees Paper is compiled each year. The standard fee for Research Degree programmes is £2,061 (2016/17) per half year. There should be no issue charging the higher fee should that be required provided it is clear in all your advertising and publicity that this is the relevant fee.</p> <p>Once course has been approved please ensure that the Faculty Associate Dean advises the student number target as part of the annual target setting meetings.</p> <p>Ian Callaghan Director of Finance, Planning & Governance 06.06.2016</p>
BC7.9	Any other service or department
<i>note</i> BC7.9	None contacted

BC8	ADDITIONAL COMMENTS
COMPLETION OF THIS SECTION TO BE COORDINATED BY POSTGRADUATE RESEARCH SERVICE MANAGER	
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.	
<i>note</i> BC8	Is there anything further to add to the proposal from the perspective of your service and expertise?

Date of circulation:	Note to HSC exec: sent to PGR office 21.4.16 for circulation.
BC8.1	Market Research Manager (on Section BC2)
	<p>Comment from the Business Intelligence Unit - Analysis of HESA data on student numbers for courses offered at other institutions was carried out by the Business Intelligence Unit to inform the development of this course and this is accurately presented in the course approval form.</p> <p>Rebecca Price, Market Research Manager 25.5.16</p>
BC8.2	Careers Manager (on Section BC3)
	Nothing further to add.
BC8.3	Equality & Diversity Manager (on Section BC5.1)
	<p>Given the profile of nursing generally and the overall gender balance within the School I suspect the course may have substantially more female than male applicants. If this is correct, the School should ensure thought is given to how to attract more male applicants.</p> <p>Helen Murdoch, Head of Equality and Diversity 7.6.16</p>
BC8.4	Director of Planning Office (PLN) (on full Business Case)
	No additional comments.
BC8.5	Faculty Finance Manager (on full Business Case)
<i>note BC8.5</i>	Approved – subject to no further additional delivery costs. Sally Bailey on behalf of Helen Latham. 7.6.16

BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
<i>note BC9</i>	<p>These comments are helpful for us to continue our planning, noting in particular the points raised by the Head of PGR services. As a result we have:</p> <p>Increased the length of the programme from 4 years to 5 + 1, 0.4fte</p> <p>Added credit rating across the modules/years of studies.</p> <p>We have had a meeting (13.12.16) to explore shared provision of the programme, with UEA Director of Research and a number of potential partners. The School of Pharmacy (UEA) and the University of Suffolk have had the opportunity to contribute to the course proposal and programme specifications.</p> <p>25.4.17 It has been agreed with the Head of the Postgraduate Research Service to have all students registered in HSC in 2018, with input for teaching and supervision from Pharmacy and UoS where appropriate. This will enable us to trial the programme for the first cohort. We can then broaden to a shared and partnership provision thereafter. Vivien Easson to take forward.</p>

FULL COURSE PROPOSAL

Part 3 ACADEMIC CASE (including Programme Specification)

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Masters Degrees by Research				
	Master of Philosophy				
	PhD				
	PhD Integrated Studies				
	PhD by Publication				
	Doctorate in Clinical Psychology				
	Doctor of Education/Master of Education				
	Doctor of Medicine				
	Doctor of Laws, Letters and Science				
	New programme. Professional Doctorate (ProfD)				X
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES	x	NO	
AC1.2b	Are any modules assessed on a pass/fail basis?	YES	x	NO	
AC1.2c	If so, how many modules and what is the credit volume for each module?				

	<p>The ProfD contains taught elements in years 1-2, supported by independent study, whilst years 3-5 are based on a supervised research project.</p> <p>(0.4fte = 17 hours study a week, 47 weeks a year) 1 day of taught = 7 hours, Year 1 (part time) 1 module, 2 days = 14 hours taught + 286 independent study, 30 credits (Oct-Jan) 1 module, 4 days = 28 hours taught + 572 independent study, 60 credits (Feb-July)</p> <p>Year 2 (part time) 1 modules, 6 days = 42 hours taught + 858 independent study, 90 credits (Oct-July)</p> <p>Years 3-5 + 1 (part time) Doctoral thesis of independent study with supervision 360 credits</p> <p style="text-align: right;">Total Credits = 540</p>
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AC2 note AC2.1	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS				
Stage Note AC2.2	Level (delete as appropriate)	Year of course	Weightings	Progression requirement	Exit Award Note AC2.3
Stage 0	Level 8				
Stage 1	Level 8	1 (part time)	90 credits	pass	
Stage 2	Level 8	2 (part time)	90 credits	pass	ProfM
Stage 3	Level 8	3-5 + 1(part time)	360 credits	pass	
Stage 4	Level 8				

AC3	BOARD OF EXAMINERS				
AC3.1	Is there an existing Board of Examiners?	YES		NO	X
AC3.2a	If YES, which existing board will be responsible for the course?				
AC3.2b	If NO, please enter details for new board of examiners where required.	Board of Examiners required for each module and then internal and external examiner for each student for thesis viva			
	Are any new external examiner(s) required?	YES	x	NO	
AC3.3b	If yes, how many?	1 / 2 per student (1 for external students and 2 for internal UEA staff member)			

Not all new research degree courses will require a programme specification. Please check before completing.

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code <i>note S2b</i>	Year
Professional Doctorate in Health and Social Care (ProfD)		2018

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave. Where this is the case, the University will endeavour to inform students.

PS1 COURSE PROFILE

note PS1

YEAR 1 profile				Level	This column will be deleted prior to publication
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
tba	Compulsory	30	Module 1: Engaging with study at Doctorate level.	Sem 1	New
tba	Compulsory	60	Module 2: Advancing Professional Practice	Sem 2	New

PS1 COURSE PROFILE - *continued*

note PS1

YEAR 2 profile				Level	This column will be deleted prior to publication
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
tba	Compulsory	90	Module 3: Planning New Knowledge	Year long	New

PS1 COURSE PROFILE - *continued*

note PS1

YEARS 3-5 profile				Level	This column will be deleted prior to publication
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
tba	Compulsory	360	Module 4: Doctoral Thesis	3 + 1 years	New

PS2 MAPPING LEARNING OUTCOMES

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 1 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Portfolio	Other
Critically reflect on previous learning to evaluate capabilities and attributes to move forward and enhance their doctoral level study								Mod 1	
Assess future learning needs and make recommendations with a rationale for meeting these needs in doctoral level study								Mod 1	
Demonstrate autonomy and reflexivity in the planning and management of learning needs								Mod 1	
Demonstrate a reflective and self-critical approach to professional practice/s	Mod 2							Mod 1	
Synthesise and evaluate various sources of literature to critically appraise the value of the evidence and challenge current thinking and approaches	Mod 2								
Make informed judgements on complex issues in health and social science fields through comprehensive situational analysis	Mod 2								
Develop coherent arguments for advancing their professional knowledge and practice	Mod 2								
Recommend an area of contribution to knowledge with critical justification of resources required	Mod 2								
Summarise their research plans with SMART (specific, measurable, achievable, realistic, time-based) goals	Mod 2								
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES - continued

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 2 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Critically appraise methodological approaches in the recommendation of a research project to generate new knowledge	Mod 3								
Conceptualise and plan detailed methods for research and advanced professional enquiry	Mod 3								
Apply the principles of ethical research practice in a detailed research proposal, for ethical approval	Mod 3								
Appraise research methods to recommend trustworthy approaches for data collection and analysis	Mod 3								
Propose a research project demonstrating the likely relevance of their work to produce new knowledge and improve practice in health and social care	Mod 3								
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES - continued

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEARS 3-5+1 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Viva	Assessment of practice	Other	Other
Demonstrate deep knowledge and understanding of the field of study and originality of thought either in the creation of new knowledge or in the novel application of existing knowledge					Mod 4	Mod 4			
Exercise personal responsibility and autonomous initiative in managing an extensive and complex project					Mod 4	Mod 4			
Be aware of the changing professional context and manage the processes of change to enable the solving of problematic solutions as they arise					Mod 4	Mod 4			
Independently, critically challenge current assumptions relevant to their profession					Mod 4	Mod 4			
Communicate original and creative insight into new and complex ideas for practice development and innovation to a range of different audiences					Mod 4	Mod 4			
Enhance their own practice and influence the practice of others					Mod 4	Mod 4			
Demonstrate critical evaluation and reflection on their research					Mod 4	Mod 4			
Other: please give details									

PS3.1 learning progression

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

note PS3.1

The programme provides an innovative and integrated blend of knowledge-based, activity based and action learning underpinned by critical dialogue, self-reflection and peer review. Emphasis is placed on facilitating learning to enable detailed analytical, leading –edge and lateral ways of thinking that enhance critical insights into professional and work place issues. Building on existing transferable attributes, facilitated learning will demand interaction, collegiality and collaboration through group-based discussions, inter-disciplinary debate and collaborative action learning. On this programme, students will join interdisciplinary action learning sets to enable them to challenge their thinking in a way that advances their work and encourages reflective practice. Already embedded in health and social science cultures, the individual’s contribution will be a unique and invaluable resource for a community of learners operating at doctoral level. The sharing of expertise will enhance understanding, and challenge and extend the scope of what is known about health and social science professional activity.

The co-curricular doctoral training that takes place will be driven by a personal development plan (PDP) developed in year one of the programme which helps students identify the direction they want to take in their learning and identifies any gaps that need to be addressed to meet the learning outcomes of the programme. Students will be supported on the programme by a combination of practice-based and University based research supervisors and the input and contributions of peers. A virtual learning environment (Blackboard) will form a platform for discussion to enable the students to peer review research designs, debate policy, practice, research governance and ethical issues. An individually compiled E-portfolio will act as a repository for evidence of reflective advanced level professional practice (Including textual, video, digital and audio sources) and for addressing gaps in student’s personal development plans

Modules are delivered over six intensive teaching days each year of study and supported via supervision and e-learning.

The taught sessions: extensive teaching days within the modules, will require progression between modules: depth of engagement with the literature and increasing in complexity around the evidence base. Students will be supported to develop their reflective skills, appraise the evidence base and synthesise the literature in order to make informed decisions for a research proposal and finally to produce a thesis.

Continuous support will also be available from two supervisors who will offer guidance and feedback to the student for the duration of their study in the planning and conduction of the research project.

The assessments are an iterative process supporting the students to initially reflect on their learning to date and skills required to complete the doctorate, to research planning and finally conducting research and reflecting on their learning from doing the research.

PS3.2 feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

note
PS3.2

Each module is provided to give support so the students can complete the end of module assessment.

Research supervisors will support the development of the students work. Formative feedback from the two research supervisors will be given on a draft of each assignment, to enhance the work ahead of summative submission. Extensive feedback from both supervisors on the assessments, normally within 4 weeks of submission and before the next module commences. Draft thesis chapters are submitted to the supervisors at planned dates from the students own plan and feedback is given on these, normally within 4 weeks of student submission.

Module 1 Assessment

4,000 word portfolio of situated learning that includes: A critically reflective report on student's formal and informal learning to date. It is retrospective and identifies why undertaking the doctorate is appropriate for them at their current stage in professional development. They will consider the support mechanisms they have in place which will enhance their development. A detailed personal development plan (PDP) including the learning sought from the programme and the work to be undertaken to achieve the learning aims and outcomes will be included.

Module 2 Assessment

8,000 word situational analysis and action plan outlining the underpinning conceptual frameworks; a brief literature review of the problem that the proposed project is intended to solve, the internal and external factors and determinants contributing to the problem; the resources required (human, physical, financial, informational) to complete the project, the desired outcomes and a projection of when the project should be completed.

Module 3 Assessment

12,000 word research proposal, including a critical literature review

Module 4 Assessment

A Doctoral Thesis of no more than 65,000 words.

Assessment will be by a thesis and a *viva voce* examination.

PS4	EXAMINATIONS	<i>note PS4</i>	
		Written	Practical (e.g. OSCEs and OSPES)
How many modules will include an exam element?		0	0
How many hours of exams are there in Stage 0? (if applicable)			
How many hours of exams are there in Stage 1?			
How many hours of exams are there in Stage 2?			
How many hours of exams are there in Stage 3?			
How many hours of exams are there in Stage 4? (if applicable)			
How many hours of exams are there in Stage 5? (if applicable)			
How many hours does the programme (as a whole) include?			

PS5	EQUALITY & WIDENING PARTICIPATION	<i>note PS5</i>	
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?		
	<p>The UEA is committed to create a learning environment for all students that is tolerant, respectful and values diversity. The School of Health Sciences fully supports this aim and through our policies and practices we are able to ensure equality of opportunity and fair treatment for students. All applicants will apply using the UEA application form and process, must all meet the admissions criteria and all will be interviewed.</p> <p>The UEA has a Disability Equality Scheme which is supported by HSC and ensures that equality of opportunity for disabled students is promoted.</p>		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
	<p>The School makes reasonable adjustments to facilitate access to the full range of its educational provision, facilities and other services. Wherever possible the School ensures that students and applicants will not receive less favourable treatment for a reason related to their race, gender, sexual orientation, religion, age or disability, providing they meet the admission requirements. Students are required to meet all the programme requirements.</p>		
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?		
	<p>The learning that takes place will be driven by a personal development plan (PDP) developed in Stage one of the programme which helps candidates to identify the direction they want to take in their learning and identifies any gaps that need to be addressed in order to meet the learning outcomes of the programme.</p> <p>Participants will be supported on the programme by a combination of practice-based and University based research supervisors and the input and contributions of peers. A virtual learning environment (Blackboard) will form a platform for discussion to enable the students to peer review research designs, debate policy, practice, research governance and ethical issues. An individually compiled E-portfolio will act as a repository for evidence of reflective advanced level professional practice (Including textual, video, digital and audio sources) and for addressing gaps in student's</p>		

	<p>personal development plans.</p> <p>A variety of teaching and learning approaches will be used to facilitate learning. These will include:</p> <p>Faculty PGR Induction Days</p> <p>Formalised learning opportunities including professional workshops and research seminars from active researchers.</p> <p>Faculty PGR training Events Programme</p> <p>Structured Action Learning sets.</p> <p>Lecture led small group seminars and participatory workshops.</p> <p>Peer presentation and review sessions focusing on critical evaluation of learning achieved, evaluated and constructed from personal development plans and action learning.</p> <p>Private independent study to support academic and applied knowledge components.</p> <p>N.B the School has an Athena Swan Bronze and is currently awaiting the outcome of their Silver application.</p>
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PS6	EMPLOYABILITY	<i>note PS6</i>
	How is employability embedded into the delivery of the course?	
	<p>Students doing the ProfD are likely to be in employment already.</p> <p>Employability is completely embedded within the programme because the purpose of a ProfD is to advance practice for the students so they can progress in their careers.</p> <p>ProfD students are likely to be midcareer professionals who wish to advance their professional practice or use practice as a legitimate research method.</p>	

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES			
<i>note</i> AC4	Number of existing COMPULSORY modules	0		
	Module outlines attached? (as Appendix 1 to this form)	YES		NO

AC5	MINOR CHANGES TO EXISTING MODULES		
<i>note</i> AC5	Please list all existing modules, compulsory and optional, to which you are proposing minor changes		
Module Code	Module Title	Minor changes proposed	

AC6	NEW MODULES		
<i>note</i> AC6	How many new modules are being proposed?	4	
Please complete a table AC6.x for each proposed new module			

AC6.1	NEW MODULE		
Module Title	Engaging with study at doctorate Level		
Level	8		
Credit Value	30		
Teaching period, eg Semester 1, Year-long	Semester 1, year 1		
Likely Module Organiser	Dr Jenny Moore / Prof Nicola Spalding		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	✓	Percentage marking?
Proposed Module Code			

Module Delivery (eg distance-learning campus based, work placement)	Study block of 2 days, plus independent study, discussion fora on blackboard and project supervision
Brief Description	A key feature of the programme is the development of the student as a critical and reflective researcher. Module 1 begins this process by providing candidates with the opportunity to undertake a review of situated prior learning; explore why undertaking a doctorate is appropriate for them at this stage of their professional development and allows them to identify their capabilities and attributes by reflecting on their knowledge skills and professional experience to date.
Aims / learning outcomes	<ol style="list-style-type: none"> 1. Critically reflect on previous learning to evaluate capabilities and attributes to move forward with doctoral level study 2. Assess future learning needs and make recommendations with a rationale for meeting these needs in doctoral level study 3. Demonstrate autonomy and reflexivity in the planning and management of learning needs 4. Demonstrate a reflective and self critical approach to professional practice/s
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<ul style="list-style-type: none"> • Fulton, J (2013) The Professional Doctorate: A Practical Guide. Palgrave MacMillen, Hampshire • Etherington, K (2004) Becoming a Reflexive Researcher – Using Our Selves in Research. Kingsley, London • Trafford, V. Lesham, S (2008) Stepping Stones to Achieving your Doctorate: Focusing on your Viva from the Start. OU Press, Maidenhead

AC6.1	NEW MODULE		
Module Title	Advancing Professional Practice		
Level	8		
Credit Value	60		
Teaching period, eg Semester 1, Year-long	Semester 2, year 1		
Likely Module Organiser	Dr Jenny Moore / Prof Nicola Spalding		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	<input checked="" type="checkbox"/>	Percentage marking?
Proposed Module Code			

Module Delivery (eg distance-learning campus based, work placement)	2 study blocks of 2 days each, plus independent study, discussion fora on blackboard and project supervision
Brief Description	This module provides students with the knowledge and skills to enable them to explore how to systematically advance their professional practice. The first stage of preparation involves a thorough analysis of the situation that led to the initiative for the proposed research project. Once the underlying problem is thoroughly understood and articulated, candidates create a business case with a comprehensive account of the requirements for the project. These requirements might include time and human resources; required deadlines for completion of the project phases and the identification of all the sources of data that will be required to advance their practice.
Aims / learning outcomes	<ol style="list-style-type: none"> 1. Demonstrate a reflective and self-critical approach to professional practice/s 2. Synthesise and evaluate various sources of literature to critically appraise the value of the evidence and challenge current thinking and approaches 3. Make informed judgements on complex issues in health and social science fields through comprehensive situational analysis 4. Develop coherent arguments for advancing their professional knowledge and practice 5. Recommend an area of contribution to knowledge with critical justification of resources required 6. Summarise their research plans with SMART (specific, measurable, achievable, realistic, time-based) goals
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<ul style="list-style-type: none"> • Aveyard, H. (2014) Doing a Literature Review in Health and Social Care. McGraw-Hill, Open University Press • Denscome, M. (2009) Ground Rules for Good Research (2nd Edn). McGraw-Hill, Open university Press • Boynton, P (2017) The Research Companion: A Practical Guide for the Social and Health Sciences 2nd Edn). Routledge, New York

AC6.1	NEW MODULE	
Module Title	Planning New Knowledge	
Level	8	
Credit Value	90	
Teaching period, eg Semester 1, Year-long	Year long, year 2	

Likely Module Organiser	Dr Jenny Moore / Prof Nicola Spalding		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	<input checked="" type="checkbox"/>	Percentage marking?
Proposed Module Code			
Module Delivery (eg distance-learning campus based, work placement)	3 study blocks of 2 days each, plus independent study, discussion fora on blackboard and project supervision		
Brief Description	To prepare students for the final independent research stage, this module explores the nature of research; notions of evidence and how to use appropriate well-reasoned methodology to advance practice within their professional area. Within this, candidates construct their research plan by developing their research question, considering the research approach, methodology and instruments which are congruent with the focus of their enquiry. Students will also obtain necessary approvals to support their independent research in preparation for the next stage.		
Aims / learning outcomes	<ol style="list-style-type: none"> 1. Critically appraise methodological approaches in the recommendation of a research project to generate new knowledge 2. Conceptualise and plan detailed methods for research and advanced professional enquiry 3. Apply the principles of ethical research practice in a detailed research proposal, for ethical approval 4. Appraise research methods to recommend trustworthy approaches for data collection and analysis 5. Propose a research project demonstrating the likely relevance of their work to produce new knowledge and improve practice in health and social care 		
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<ul style="list-style-type: none"> • Drake, P & Heath, L. (2011) Practitioner Research at Doctoral Level: Developing Coherent Research Methodologies. Routledge, New York. • Mason, J (2016) Qualitative Researching (3rd Edn). Sage, London • Denzin, K. & Lincoln (2011) The SAGE Handbook of Qualitative Research (4th Edn). SAGE Publishing: New York • Kara, H (2015) Creative Research Methods in the Social Sciences. Policy Press, London • Andres, S. Halcomb, E (2009) Mixed Methods for Nursing and the Health Sciences. Blackwell, Chichester • Davies M and Hughes N (2014) Doing a successful research project: using qualitative or quantitative methods. Palgrave Macmillian Hampshire 		

AC6.1	NEW MODULE		
Module Title	Doctoral Thesis: Generating New Knowledge		
Level	8		
Credit Value	360		
Teaching period, eg Semester 1, Year-long	Years 3-5		
Likely Module Organiser	Dr Jenny Moore / Prof Nicola Spalding		
Module Type (eg EX/CW/WW/PR etc)	CW and Viva		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	<input checked="" type="checkbox"/>	Percentage marking?
Proposed Module Code			
Module Delivery (eg distance-learning campus based, work placement)	Independent study with regular supervision		
Brief Description	In this module students will undertake the research as outlined in their research proposal. Regular research supervision will be provided. Students will complete draft thesis chapters during the three years for supervisors to give comment to develop the work further. .		
Aims / learning outcomes	<ol style="list-style-type: none"> 1. Demonstrate deep knowledge and understanding of the field of study and originality of thought either in the creation of new knowledge or in the novel application of existing knowledge 2. Exercise personal responsibility and autonomous initiative in managing an extensive and complex project 3. Be aware of the changing professional context and manage the processes of change to enable the solving of problematic solutions as they arise 4. Independently, critically challenge current assumptions relevant to their profession 5. Communicate original and creative insight into new and complex ideas for practice development and innovation to a range of different audiences 6. Enhance their own practice and influence the practice of others 7. Demonstrate critical evaluation and reflection on their research 		
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<ul style="list-style-type: none"> • Evans, D, Grub,P. Zuba, J (2011) How to Write a Better Thesis (3rd Edn) Melbourne University Press • Robson, C. & McCaonon, K. (2016) Real World Research (4th Edn) Wiley & Sons, London 		

AC 7 <i>note</i> AC7	PPD and ADVANCED TRAINING
List all specific PPD or advanced training required for students on this course.	
<p>FMH PGR induction programme shared with PhD and Clinical Psychology Doctoral students.</p> <p>Students may use other learning opportunities available including PPD advanced research training offered by FMH and other faculties.</p>	

AC8 <i>note</i> AC8	JOINT COURSES		
	Is the proposed course is a joint course?	YES	
		NO	✓
	If YES, how will the student experience be managed?		
	<p>Further consultations with Pharmacy and UoS to take place for provision from 2019 onwards. When joint, regular meetings of the programme team will take place to discuss issues as they arise, share and agree actions.</p> <p>Consultation meetings will take place with students in each study block to gain feedback and action plan accordingly.</p>		

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES		
<i>note</i> AC9	Please provide a summary of external professional feedback received. Append full reports as Appendix 2		
	N.A.		
<i>note</i> AC9	Please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3		
	N.A.		

AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION		
COMPLETION OF THIS SECTION TO BE COORDINATED BY POSTGRADUATE RESEARCH SERVICE MANAGER			

<i>note</i> AC10	Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.	
	NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal	
Date of circulation:	June 2016 / May 2017	
AC10.1	Careers Manager (CCEN)	
	<p>We would not foresee an HSC course to place demands on us as they are very self-contained when it comes to employability development. I could not see anything that would suggest resource implications but happy to speak to either organiser or Lisa Taylor (AD Employability from October) if needed.</p> <p>James Goodwin, Joint Head of Careers – Academic Engagement 8.6.16</p>	
AC10.2	Postgraduate Research Service (PGR) Manager	
	<p>My concerns regarding course length and credits have now been addressed. If approved, we will base the regulations on those for the EdD, whose structure is very similar.</p> <p>In a recent meeting with the course proposers I also suggested that the 2018 intake might be purely registered in HSC in order to develop the programme, then with intakes across HSC, PHA and Suffolk every second year thereafter (2019, 2021, 2023...) depending on demand. This would assist with marketing and admissions as it would then alternate with the EdD which recruits in the other years (2018, 2020, 2022...). They agreed this, and this is being discussed with Suffolk this week. Suffolk staff would continue to be involved in teaching for the first year and it would give them more time to look for a few Suffolk-based students who could all begin at the same time in the 2019 intake.</p> <p>Vivien Easson, Head of Postgraduate Research Service 02/05/2017</p>	
AC10.3	Equality & Diversity Manager (HR)	
	<p>Given the profile of nursing generally and the overall gender balance within the School I suspect the course may have substantially more female than male applicants. If this is correct, the School should ensure thought is given to how to attract more male applicants.</p> <p>Helen Murdoch, Head of Equality and Diversity 7.6.16</p>	

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE
<i>note</i> AC11	<p>Regarding AC10.3, the PGR Service will be discussing with Marketing colleagues how to ensure greater diversity on professional doctorates, for example more male and/or working class applicants for this course.</p>

FULL COURSE PROPOSAL

Part 4 APPROVALS AND NOTIFICATION

APPROVALS

Note AP

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY GRADUATE SCHOOL EXECUTIVE (GSE)				
AP1	APPROVAL OF THE BUSINESS CASE			
	APPROVAL/SIGNATURES	Name	Signature/ evidence of approval	Date
AP1.1	School Director of Postgraduate Research	Professor Rosalynd Jowett		23/03/17
AP1.2	Head of School (on behalf of School Board)			
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Professor Dylan Edwards		24/03/17
AP1.4	Postgraduate Research Executive (if relevant)	PGR16D070	Approved	30/03/17
AP1.5	Council (if relevant)			To follow
AP1.6	Reasons for approval being withheld (and by whom)			

AP2	APPROVAL OF THE ACADEMIC CASE			
AP2.1	Head of School	Name	Signature	Date
	Approved:	Professor Rosalynd Jowett		23/03/17
	Comments (if any):			
AP2.2	Faculty Associate Dean for Postgraduate Research (for Faculty GSE)	Name	Signature	Date
	Approved:	Dr Kenda Crozier	FMH GSE minutes	23/02/17
	Comments (if any):	Points were raised regarding the need to take care regarding recruitment and staffing strategies.		

AP2.3	PVC Research (for Postgraduate Research Executive)	Name	Signature	Date
	Approved:	Professor Fiona Lettice	PGR Executive minutes	30/03/17
	Comments (if any):	Points were raised regarding the need to ensure smooth working between HSC, PHA and Suffolk, and to set fees at an appropriate level.		
Where applicable:				
AP2.4	Secretary to Council	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

FULL COURSE PROPOSAL

<i>Note N1</i>				NOTIFICATION OF APPROVAL			
This section should be completed by Faculty GSE Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.							
FACULTY				SCHOOL			
NEW COURSE?		Y	N	If NO, please enter existing course code			
DEGREE AWARD (e.g. PhD/ClinPsyD)							
TITLE OF PROGRAMME							
START DATE				LENGTH OF COURSE			
Course Approved by:		Name of Committee Chair			Date of approval		
Faculty Learning and Teaching Quality Committee (GSE)							
Postgraduate Research Executive							
RELEVANT OFFICE INFORMED? *insert date							
Planning Office		Recruitment and Marketing		Postgraduate Research Service		UEA SU	
*		*		*		*	
sis.records@uea.ac.uk		arm.operations@uea.ac.uk		Email the PGR team responsible for the course		Email UEA SU PG Education Officer	

<i>Note N1</i>		IMPLEMENTATION ACTIONS	
COURSE NAME		NEW ROUTE CODE	
ACTION		DATE	
COURSE INFORMATION LIVE IN ADMISSIONS			
PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE			
COURSE PROFILE UPLOADED ONTO SITS			
COURSE CLOSURES COMMENCED (where appropriate)			

Regulations for the Degree of Professional Doctorate

1 SCOPE OF THESE REGULATIONS

- 1.1 These regulations govern the awards of degrees of Professional Doctorate (ProfD) and Professional Master's (ProfM).
- 1.2 The following degrees are covered by these Regulations:
- Professional Doctorate in Health and Social Care
 - Professional Master's in Health and Social Care (exit award only)
- 1.3 Candidates may register for the degree of Professional Doctorate in Health and Social Care:
- in the School of Health Sciences from 2018/19 onwards; or
 - in the School of Pharmacy from 2019/20 onwards; or
 - in one of the above Schools, but based at the University of Suffolk, from 2019/20 onwards.

2 GENERAL PRECONDITIONS TO AN AWARD

- 2.1 Candidates registered for the degree of Professional Doctorate must normally possess a relevant Master's degree from this University or another approved university or a similar qualification approved by this University, as well as a minimum of three years' experience of relevant professional practice.
- 2.2 Candidates must submit evidence of adequate training and ability to undertake the proposed course of advanced study to the satisfaction of the Head of School (or nominee), be approved by the Head of School (or nominee) as a candidate for the degree and study in accordance with these Regulations.
- 2.3 Before being admitted to the degree of Professional Doctorate candidates must:
- (1) undertake research in fields of study approved by the Head of School (or nominee);
 - (2) engage in advanced study under the direction of a teacher in the University appointed by the Head of School (or nominee). For the thesis, candidates will study under the direction of teachers in the University appointed by the School as the candidate's supervisory team;

- (3) satisfactorily present the results of the research, study and training in research projects, essays and a research thesis and pass such academic assessments as may be required by these Regulations.

3 DURATION OF COURSE

- 3.1 The period of study for the Professional Doctorate shall be five years and the period of study for the Professional Master's shall be two years. In each case this shall be by part-time study at 0.4FTE. Candidates will initially register on the Professional Doctorate programme.
- 3.2 The Head of School (or nominee) may grant permission to extend the normal period of study by a specified period not in excess of six months on the recommendation of the academic supervisor. In such a case, the Head of School (or nominee) may also extend the period within which the thesis is to be submitted, by not more than the extension in the period of study;
- 3.3 The Head of School (or nominee) may grant permission to interrupt the period of study if there are special reasons for doing so. The Head of School (or nominee) shall specify the length of interruption which may not exceed twelve months. In such a case they may also extend the period within which the thesis is to be submitted by not more than the length of the interruption. The Academic Director of Research Degree Programmes may give special permission for further extensions to the period of study on the recommendations of the Head of School (or nominee).

4 ATTENDANCE, ASSESSMENT AND PROGRESS

- 4.1 A candidate shall attend lectures, seminars, tutorials and supervisions as prescribed by the School.
- 4.2 A candidate shall be subject to assessment as follows:
- 4.2.1 ***Professional Doctorate in Health and Social Care***

Year 1: 90 credits of Level 8 modules (Modules 1 and 2)

Year 2: 90 credits of Level 8 modules (Module 3)

Confirmation of progression to the thesis element of the Professional Doctorate is subject to successfully passing all 180 credits.

~~Confirmation of registration on the Professional Doctorate is subject to successfully passing all 180 credits and obtaining ethics approval for the proposed research from the School's Ethics Committee.~~

Years 3 to 5: Doctoral Thesis (up to ~~6560~~,000 words),

equivalent to 360 credits

4.2.2 **Professional Master's in Health and Social Care**

Year 1: 90 credits of Level 8 modules (Modules 1 and 2)

Year 2: 90 credits of Level 8 modules (Module 3)

Passing all modules within Years 1 and 2 shall be necessary and sufficient for the exit award of Professional Master's in Health and Social Care, providing that either that (a) the candidate is not planning to continue on the Professional Doctorate in Health and Social Care; or (b) this is offered as in 7.5 below when the award of Professional Doctorate is not being recommended.

- 4.3 There shall be an annual review of work leading to the thesis, undertaken by the candidate and supervisory team and monitored by or on behalf of the Head of School (or nominee). The supervisory team shall also report to the Head of School (or nominee) at any time when the candidate appears not to be making satisfactory progress, is otherwise not fulfilling the conditions that have been laid down or appears unlikely to reach the standard of the degree;
- 4.4 In order to proceed to the thesis element of the Professional Doctorate programme a candidate must satisfy the examiners that there is a reasonable expectation that they will successfully complete the programme for the degree for which they are registered.
- 4.5 At the end of the first and second year the Board of Examiners shall review the candidate's progress to date. A candidate who has failed any module may be permitted by the Board of Examiners, on one occasion only, to be reassessed.
- 4.6 In circumstances where a reassessment, because of its nature or timing, cannot with reasonable practicability be completed within the year of study to which it relates, the examiners may permit a candidate to proceed to the next year of the course on condition that:
 - (1) the reassessment shall be arranged and completed as soon as practicable in accordance with a timetable to be stipulated by them; and
 - (2) the examiners shall consider the outcome of the reassessment at the earliest feasible opportunity.
- 4.7 A candidate who fails to satisfy the examiners in any reassessment of work completed in the first or second year and conducted in accordance with the regulations in this section shall normally be required to withdraw from the University.

5 SUBMISSION OF THE THESIS

5.1 The degree shall be awarded on the recommendation of the examiners at the assessment or reassessment undertaken:

5.1.1 In the case of candidates registered for the degree of Professional Doctorate in Health and Social Care, in respect of the thesis produced in the final year of study, provided that they are satisfied in all respects as to performance in the final assessment or permitted reassessment. In the thesis and examination the candidate is required to show distinct ability to conduct original investigations, to test ideas (whether the candidate's own or those of others) and to understand the relationship of the theme of the investigations to a wider field of knowledge. The thesis should show evidence of adequate industry and application. The candidate is also expected to show understanding of the relationships of the special theme to a wider field of knowledge. The thesis should represent a significant contribution to the development of understanding, for example, through the discovery of new knowledge, the connection of previously unrelated facts, and/or the development of a new theory or the revision of older views. The thesis shall not exceed 60,000 words in length.

5.2 A candidate who wishes to submit a thesis must apply to the Head of Postgraduate Research Service (or nominee). A thesis may be presented for examination at any time after the beginning of the last six months of the candidate's prescribed period of study provided that not more than the following times have elapsed since the date of registration as a candidate for the degree:

Professional Doctorate in Health and Social Care: Six years

5.3 The Academic Director of Research Degree Programmes may give special permission for extensions to the period within which the thesis must be presented on the recommendation of the Head of School (or nominee) concerned.

5.4 A candidate for the degree shall, not later than three months before the submission of the thesis and in any case no later than three months before the end of the period of advanced study and research, submit for approval to the appropriate Head of School (or nominee) the precise title of the thesis to be examined.

6 APPOINTMENT OF EXAMINERS

6.1 The Head of School (or nominee) shall recommend for approval by the Faculty Associate Dean of Postgraduate Research the names of two or more examiners for the thesis, at least one of whom shall be an external examiner. This recommendation shall normally be made not

later than three months before the expected date of the submission of the thesis.

7 EXAMINATION

- 7.1 A candidate shall be examined orally on the thesis and on subjects relevant to it. The examination shall normally be held within three months of the date of the submission of the thesis. Exceptions to this shall require approval by the Academic Director of Research Degree Programmes.
- 7.2 Prior to the oral examination of the thesis the examiners shall each prepare independent preliminary reports regarding the candidate's performance.
- 7.3 In exceptional circumstances the Academic Director of Research Degree Programmes may, on sufficient grounds submitted by the examiners and on the recommendation of the Head of School (or nominee), excuse the candidate from the oral examination or agree to its replacement by a written examination.
- 7.4 The examiners having examined the candidate shall send their joint final report and recommendation to the Head of School (or nominee) concerned. If the examiners do not agree in their recommendations or if for any other reason the Head of School (or nominee) of the School needs a further opinion, the Head of School (or nominee) shall recommend to the Academic Director of Research Degree Programmes the appointment of an additional external examiner who shall conduct a further examination of the candidate.
- 7.5 The Head of School (or nominee) having considered the final report and recommendation of all the examiners shall then proceed in one of the following ways:

Candidates for the degree of Professional Doctorate

- (1) if the thesis and performance in the oral examination are of sufficient merit it shall recommend that the candidate be approved for the award of the degree of Professional Doctorate.
- (2) if the thesis and performance in the oral examination are of sufficient merit, but that minor corrections are required, it shall recommend that the candidate be approved for the award of the degree of Professional Doctorate, subject to completion of minor corrections within six months.
- (3) if the thesis and performance in the oral examination are not of sufficient merit for the degree of Professional Doctorate but there is reasonable expectation that the thesis, if revised, could reach the

standard required for the degree, the Head of School (or nominee) shall recommend either that the candidate be asked to submit a revised thesis or that the candidate be given the option either of submitting a revised thesis or of being approved for the award of Professional Master's providing that the required taught elements have been passed to allow an award of that degree. A candidate who is given this option shall be allowed a period of not more than fourteen days from receipt of formal notification of the outcome of the examination to decide which of these alternatives to accept. A candidate who submits a revised thesis shall do so within one year and may be required to undergo further oral examination. A candidate shall not be allowed to submit a revised thesis on more than one occasion.

(4) if the thesis and performance in the oral examination are not of sufficient merit for the degree of Professional Doctorate and the Head of School (or nominee) is not of the opinion that the candidate should be permitted to submit a revised thesis, it shall recommend that the candidate be approved for the award of the degree of Professional Master's provided that the required taught elements have been passed to allow an award of that degree.

7.6 In all cases the recommendations of the Head of School (or nominee) shall be laid before the Head of Postgraduate Research Service (or nominee) who shall ensure that appropriate action is taken on behalf of the Senate.

8 FINAL SUBMISSION OF THESIS

8.1 A candidate shall submit two copies of the research thesis in accordance with rules approved by the Senate.

8.2 If a candidate is approved for the award of the degree, the Head of Postgraduate Research (or nominee) shall deposit one copy of the research thesis in the University Library, where it shall be available for consultation. The second copy shall be deposited with the School of registration. The Head of the School (or nominee), at the request of the candidate, may determine that a particular thesis shall, for a period of up to three years specified by the Head of School (or nominee), be available only to those who have written permission to consult it.

9 MODIFICATIONS FOR CATEGORY A CANDIDATES, INCLUDING STAFF CANDIDATES

9.1 Candidates for the degree of Professional Doctorate or Professional Master's will be designated as Category A (including faculty of Schools and such other candidates as the Senate shall determine) or Category B. Candidates in Category B shall study the degree of Professional

Doctorate or Professional Master's in accordance with Regulations 1 to 8 above. Category A candidates shall be permitted to proceed to the degree of Professional Doctorate or Professional Master's in accordance with Regulations 1 to 8, subject to the following modifications.

- 9.2 In the case of Category A candidates, references to the Head of School in Regulations 2 (General Preconditions to an Award), 3 (Duration of Course) and 7 (Examination) shall be interpreted as references to the Academic Director of Postgraduate Research Degree Programmes, or to their nominee if they have a conflict of interest. Thus the examination of any Category A candidate for the degree of Professional Doctorate shall be conducted exclusively by external examiners appointed by the Senate on the recommendation of the Academic Director of Research Degree Programmes.
- 9.3 In the case of Category A candidates, references to the Head of School in Regulation 4 (Attendance, Assessment and Progress) shall be interpreted as references to the Faculty Associate Dean of Postgraduate Research, or to their nominee if they have a conflict of interest.
- 9.4 In the case of Category A candidates, references to the Faculty Associate Dean of Postgraduate Research in Regulation 6 (Appointment of Examiners) shall be interpreted as references to the Academic Director of Research Degree Programmes or to their nominee if they have a conflict of interest.
- 9.5 The Academic Director of Research Degree Programmes shall be advised of any application from any Category A candidate to continue the period of study as a candidate for the degree after ceasing to be a member of staff.