Programme Specification

Doctorate in Clinical Practice: Academic Year 2017-18

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of study	Full time and part time
Duration in years	Three to four years following standard progression for a FT student
	Four to seven years following standard progression for a PT student
Accreditation details	n/a
Final award	Doctorate in Clinical Practice
Name of award	Doctorate in Clinical Practice
Interim Exit awards	MSc in Clinical Practice
	Postgraduate Diploma in Clinical Practice
FHEQ level of final award	8
UCAS code	n/a
QAA Subject Benchmark or other external reference	QAA Subject Benchmarks in Audiology, Midwifery, Nursing, Occupational Therapy, Physiotherapy, and Podiatry
Programme Leader	Dr Tracey Harding
Date specification was written	01-10-2012
Date Programme was validated	February 2013
Date specification last updated	April 2017

Programme Overview

Teaching and Learning

- The principles of adult learning are adopted throughout the programme using enquiry-based and problem-solving approaches, with particular emphasis on the application of knowledge. A variety of learning and teaching methods will be used to promote the use of a wide range of skills to meet differing learning styles and needs. Content delivery will enable students from diverse backgrounds to achieve the learning outcomes.
- The strategies used in this programme will include: virtual or face-to-face interactive lectures, on-line forums, tutorials, practical sessions, group discussions, problem-based case scenarios, student-led seminars, and self-directed learning. Specialist lecturers from differing professional/academic backgrounds will facilitate learning to ensure you are offered a breadth and depth of perspectives.
- Prior to commencement of the programme, students may nominate and agree a senior colleague to act in the role of practice mentor. The practice mentor will act as a critical friend, especially in relation to module assessments and the development of a research proposal that aligns with service improvement goals, health service and health policy priorities, organisational structures and agendas.
- A personal development plan, following the principles of the Researcher Development Framework, will support the development of transferrable and generic skills (see http://www.vitae.ac.uk/researchers/1218/Postgraduate-researchers.html).

Assessment methods

- The programme will employ a range of forms of assessment, with a view to supporting the development in particular of negotiating and influencing skills, and engagement with the world of health care and health care organisations;
- An academic needs analysis and personal development plan will be used to support and review these skills;
- The range of assessment methods for the taught (modular) component of the programme will include context mapping, round table discussions, oral presentations, written essays, interviews, proposals for service development, report for a manager or executive board, viva voce examinations and a research thesis.
- The programme also includes three annual formal progression reviews to assess progress with your clinically-focussed research project (see *Progression Requirements* below).

As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration, however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our Disclaimer to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's programme validation process which is described in the University's Quality Handbook.

Educational Aims of the Programme

The aim of the programme is to provide you with an interprofessional opportunity, in a research-led environment, to acquire knowledge and skills within the context of global health care that are relevant to your discipline and health care domain. You will be working with experienced research supervisors from the day of your registration in shaping your research and throughout your registration period. Successful completion of this programme will equip you to undertake high level leadership and strategic roles in a health care context anywhere in the world.

The aims of the programme are to:

- enable the creation and interpretation of new knowledge, through original research, to extend the forefront of your area of health care practice;
- support the development of leadership, change management and service improvement skills whilst recognising of the dynamic and complex nature of global health and social care;
- foster the development of a capacity for analysis, constructive criticism, originality and independence of thought, and a detailed understanding of techniques for research and advanced academic enquiry;
- equip you with the knowledge and skills to identify, undertake and utilise a high quality research project, which contributes to professional knowledge bases, health care practice, and/or service improvement;
- enhance the development of clinical, organisational and service level decision-making skills and ability to manage complex problems in health care within an ethical framework, whilst enabling others to make sense of and critically utilise knowledge in practice.

Successful completion of this programme will also help you to achieve the core dimensions of the NHS Knowledge and Skills Framework (2004).

Programme Learning Outcomes

Having successfully completed this programme you will be able to:

- demonstrate leadership and innovation in your chosen health care context, and the qualities and transferable skills necessary to exercise personal responsibility and largely autonomous practice in complex and unpredictable health care environments;
- evaluate and utilise existing research relevant to your field of health care practice; conceptualise, design and implement a project for the generation of new knowledge and understanding, with clear potential for service improvement; and communicate your ideas and conclusions clearly and effectively to specialist and non-specialist audiences;
- make informed judgements on complex issues in your specialist field;
- influence care and/or service delivery, through your leadership role and/or application of a detailed understanding of service improvement and managing change;
- influence and set strategic service improvement and research agendas;
- demonstrate advanced scholarship of a quality to satisfy peer review.

Knowledge and Understanding

Having successfully completed this programme you will be able to demonstrate knowledge and understanding of:

1. the theoretical basis of research and evidence-based practice;
2. research cultures, direction and capacity building in the health care professions;
3. health care leadership within the complex and changing culture of health and social care;
4. health care practice, service development and improvement, management and evaluation;
5. governance, health care ethics and law;
6. a specified health care and professional domain.

Subject Specific Intellectual and Research Skills

Having successfully completed this programme you will be able to:

- engage in academic enquiry and critical analysis relevant to your practice;
- use critical reflection as a means to evaluate and enhance practice;
- utilise creative, innovative approaches towards problem-solving by drawing on an extended knowledge base;
- identify and appraise information through the use of varied information sources and strategies for retrieval and critical appraisal in order to determine the appropriateness of knowledge to your health care arena;
- analyse research methodologies and methods for data collection, analysis and interpretation and dissemination and evaluate their suitability to your practice and your own research;
- identify researchable questions from an area of health care practice, bearing in mind the potential for these to contribute to service improvement, evaluate their viability, and undertake/commission research to answer these;
- design and execute a research project;
- lead and manage change in service/practice development and improvement;
- manage and synthesise knowledge effectively in order to develop an evidence-based/research culture in the health care environment.

Transferable and Generic Skills

Having successfully completed this programme you will be able to:

- critically appraise and analyse situations;
- formulate, justify and implement creative strategies in complex situations;
- work effectively, both autonomously and within teams;

- manage information in order to confidently present it in oral and written formats debating complex issues and ideas;
- communicate effectively with a wide range of individuals using a variety of means;
- lead practice in your chosen health care field and accept personal accountability;
- manage projects and transform health care practice;
- evaluate your own academic, professional and practice performance;
- be responsible for on-going personal and professional learning.

Programme Structure

This interprofessional programme is the result of a collaboration between the Faculty of Health Sciences and the Institute for Sound and Vibration Research. The programme comprises two distinct components:

1) a major piece of clinically focussed research leading to submission of a thesis;
2) a modular taught component.

The relative proportion of student effort required to complete components 1 and 2 is approximately two thirds to one third respectively. The University of Southampton Doctoral College provides a focal point for doctoral training and researcher development. It provide high-quality training and resources for postgraduate researchers from all disciplines and act as a hub for Southampton's vibrant and inspiring doctoral research community.

The programme has a 4 year full-time and 7 year part-time registration period with a minimum completion period for full-time students of 3 years and for part-time students 4 years. The taught component will normally be completed within the first two years for full-time students and within four years for part-time students. Candidates who are registered for, but do not complete the doctoral programme may be eligible for the award of MSc in Clinical Practice if they have successfully completed modules amounting to 60 ECTS points and a research dissertation equivalent to 30 ECTS points; or the award of Postgraduate Diploma (PGD) in Clinical Practice if they have successfully completed modules amounting to 60 ECTS points (ECTS = European Credit Transfer Scheme).

1) *Health care focused research thesis (180 ECTS points)*
Students are required to submit a research thesis of around 45-50,000 words on an approved topic related to their practice domain. The thesis must be the result of work done mainly while registered for the degree and should demonstrate a substantive, original, theoretically informed contribution to knowledge and practice development in relation to the student's health care domain. A viva voce examination will be conducted in accordance with Faculty regulations for examination of doctoral theses. Students will have two research supervisors appointed at the outset of their programme, who will be designated 'main' and 'co-ordinating' supervisors. These roles are normally undertaken by the same person. Preparation for the research thesis begins in Year 1 of registration and continues throughout the period of registration. Students must have successfully completed the taught component of the doctorate programme prior to submitting their thesis.

2) *Modular taught programme*
The taught programme consists of 90 ECTS points (50 at doctoral level and 40 at Master's level) to be gained through a combination of core modules, some of which may be chosen from the portfolio of modules offered by the Faculty. Each credit represents 10 hours of student learning and endeavour, including contact time with lecturers/supervisors. The core programme comprises five core (compulsory) modules, with a further 20 ECTS points being selected from an approved range of modules offered within the University provided their place in a cohesive personal pathway is justified. You may choose to take EITHER the level 7 core module The Essence of Decision-making OR the level 7 core module Diagnostic Assessment and Decision-making. The option modules are designed to help you to develop/apply your clinical decision-making skills in the workplace or other necessary skills relevant to your professional domain. Recognition of Prior Learning (RPL) may also be available.

Code	Core/ Option	Unit title	ECTS points (level)
HLTH8011	Core	Leading, Implementing and Communicating Research	20 (Level 8)
HLTH6095	Core	People, Politics, Practice: Contextualising health care research	10 (Level 8)
HLTH6118	Core	Governance in Action	10 (Level 7)
HLTH6079 or HLTH6074	Core	The Essence of Decision-making OR Diagnostic Assessment and Decision-making	10 (Level 7)
HLTH8009	Core	Leading Innovative Services for Quality Improvement	20 (Level 8)
Various	Core (selected)	Various	20 (Level 7)
N/a	Required	Research thesis	N/a

3) Progression requirements

Students' progress is monitored by the Programme Lead, the supervisory team, and the Postgraduate Examination Board. The Special Consideration Panel may agree a suspension of candidature, extension to a submission date or a further attempt at a summative piece of work, after having considered a request from the student accompanied by written justification and support by the supervisory team. Information regarding the regulations for special considerations can be found here: http://www.calendar.soton.ac.uk/sectionV/special-considerations-research.html

In summary, for taught programmes, students are allowed to revise and re-submit a failed piece of work on one occasion only and normally within three months of the notification of failure. In exceptional circumstances a third attempt may be offered at the discretion of the Postgraduate Examination Board. A student who fails a module at the second (exceptionally third) attempt will be deemed to have failed the programme and will have their registration terminated or will be awarded an exit award.

For the research programme, students will normally be assigned two research supervisors within a supervisory team, who will be responsible for the supervision of the student's research project and for providing academic advice to the student. Both students and supervisors are required to submit written reports on progress at six months, and thereafter annually, and students are required to submit regular activity reports using PGR Tracker, the University's online student progress monitoring system. The University of Southampton may at any time review the progress of an individual student. If this is unsatisfactory and if, after due warning, there is insufficient improvement, the Faculty Programmes Committee may recommend termination of candidature to Senate (see http://www.southampton.ac.uk/quality/pgr/research_degree_candidature/termination_withdrawal.page).

<u>Academic needs analysis and annual formal progression reviews</u>
You should complete your Academic Needs Analysis no later than one month after beginning your programme. This is submitted though PGR Tracker.

<u>First Formal Progression Review</u>
You will be required to undertake your first formal progression review by the end of month 10 (full-time) or month 21 (part-time). For this, you will need to submit a written report (approximately 5000 words) representing a substantial contribution towards a research proposal suitable for peer review. This should contain, as a minimum, a concise literature review and justification of your proposed research, your research questions and/or aims and objectives, and an outline of methods (including ethical considerations).

The first formal progression review will also constitute the summative module assessment for HLTH8011 - Leading, Implementing and Communicating Research.

A progression review meeting (viva voce) will be held with one of your supervisors and an independent assessor to consider your knowledge and understanding of your project, your understanding of the wider context of the work, your progress to date and your plans to develop the project. The panel may recommend that you progress to the next stage of your project or may require re-examination. If re-

examination is required, the format of the examination will remain the same, and must be completed by the end of the 12th month (full-time) or 24th month (part-time) of your candidature. The panel of the second examination may recommend either that you progress to the next stage or that your candidature is terminated.

The supervisory team is the main source of advice for students but you can also seek advice from the Student Office, any member of the Graduate School team, or have matters raised at Postgraduate Research Programme Committee meetings through your student representatives.

Second Formal Progression Review
The second formal progression review constitutes your Interim Assessment. Successful completion of the Interim Assessment is a requirement for submission of your final doctoral thesis for examination. The second formal progression review must be completed by the end of month 21 (full-time) or month 42 (part-time).

The Interim Assessment will take the form of a viva voce examination based on a written report of no more than 10,000 words, on progress to date. The report should include:

- the rationale for your study
- details of background literature and design of the research
- a clear outline of the overall project plans, including:
  - plans for data collection for all aspects of the project
  - a plan (including key methods and methodology) for data analysis
  - an indication of the objectives and timescale for the remaining period of study and a list of areas still to be considered (e.g. literature), if appropriate
- details of any data collected should be provided as an appendix.

A viva voce examination will be held at which two independent assessors will examine you on any aspect of your Interim Assessment report, research to date and future plans for your project. The examiners must be satisfied that you have the potential to undertake independent research and produce a doctoral level thesis within the timescale of the programme. Examiners may recommend a pass and progression to the next stage or re-examination. If re-examination is required, the format of the second examination will remain the same and must be completed by month 24 (full-time) or month 48 (part-time). The panel of the second examination may recommend a pass and progression to the next stage, transfer of candidature to MClinP, or termination of candidature. All reports will be returned to the Faculty Graduate School Office, and the outcome is confirmed by the Graduate School Directorate and reported to the Faculty Programmes Committee.

Third Formal Progression Review
The third formal progression review must be completed by the end of month 33 (full-time) or month 66 (part-time). You will need to submit a report including details of your progress since the Interim Assessment, details of the proposed structure of your thesis including a plan for each chapter and details of progress in each section, and a work plan for the remainder of your candidature up to submission of your final thesis. A progression review meeting with your supervisory team will be held to determine that sufficient progress has been made and that you are likely to submit your final thesis within candidature. The progression review meeting will also determine what is required prior to you being eligible for nominal registration. The panel may either recommend that you progress to the final stage of your candidature or that you be re-examined. If re-examination is required, this must be completed by the end of month 36 (full-time) or month 72 (part-time). The format of the written submission for the re-examination will remain the same, but the progression review panel will constitute one supervisor and an independent assessor. The panel must determine that there is sufficient evidence to support a submission of the final thesis within candidature, and that you will be able to successfully defend your work in a viva voce examination. The re-examination panel may either recommend that you progress to the final stage of candidature, submit your work for MClinP, or that your candidature is terminated.

The Faculty Graduate School directorate may review the progress of an individual research student at times other than the formal progression reviews. If progress is unsatisfactory and if, after due warning, there is insufficient improvement, the Faculty Programmes Committee may recommend termination of candidature to Senate
(see http://www.southampton.ac.uk/quality/pgr/research_degree_candidature/termination_withdrawal.page).

Students registered for the programme are required to plan and agree their learning in consultation with the relevant Programme Lead within the Faculty in which they are registered. The health care focused research component of the programme is continuous throughout the period of registration. Core modules are delivered either in short blocks or on a day-a-week attendance basis to facilitate access by students in clinical practice. Some modules which form part of other programmes in the University, may

follow a different format. Opportunities for distance learning using lecture-capture technology, e-mail, video- and/or phone-conferencing, on-line forums, blogs, wikis and other resources are also available. To share experiences with fellow students, members of the Doctorate in Clinical Practice will be invited to drop-in sessions and postgraduate research forums to provide peer support, develop critical dialogue, and provide the opportunity to present and discuss your research ideas with fellow postgraduate researchers and academic staff.

Special Features of the programme

There are no Special Features for this programme.

Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. Costs that students registered for this programme typically also have to pay for are in included in Appendix 1.

Support for student learning

There are systems for the support of student learning in the Faculty as well as available from central University facilities.

In the Faculty you will be able to access:

- knowledge about your course through the Faculty induction programme, the Blackboard on-line learning system, student handbook, module guides, timetables, programme leader, module leaders, course administrators and your supervisory team;
- support for your learning through the programme leader, your supervisors and the module leaders;
- structural support for your learning through the Faculty's computer workstations and other Postgraduate learning facilities;
- collegial support from other Postgraduate research students and groups across the Faculties;
- links with established research groups within the Faculty.

The University provides:

- learning and personal support from the library, iSolutions, and Enabling Services (Dyslexia Service, First Support, Disability Support, University Counselling Service, Wessex Needs Assessment Centre, Assistive Technology Service);
- career advice from Career Destinations and guidance on accommodation from the Accommodation Office;
- support for international students through a tailored induction programme and the International Office;
- support for students who are parents from the Early Years Centre;
- sport, well-being and recreational opportunities from the Jubilee Sports Centre, sports grounds, water sports courses, Nuffield Theatre, Students' Union and Turner Simms Concert Hall.

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

- on-line student evaluation questionnaires/exercises for each module of the programme;
- end of programme evaluation;
- acting as a student representative on the Postgraduate Research Committee, the Staff-Student Liaison Committee, by providing feedback to student representatives for reporting, and (more informally) through the programme leaders' breakfast and lunch-time 'drop-in' meetings;

- students' and supervisors' periodic monitoring research reports;
- Postgraduate student surveys.

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- external examiners, who produce an annual report on the quality of assessment progression processes;
- annual module review;
- periodic programme review overseen by the Faculty with external advice;
- training and coaching for both new and experienced supervisors;
- Higher Education Review by Quality Assurance Agency.

An annual public engagement event is held, organised in conjunction with the Public and Patient Involvement team at the NIHR Research Design Service South Central. The purpose of this event is to consult with members of the public with experience of receiving health care, or of being a carer themselves, on priorities for the development of health services and delivery of care. Recommendations from this event will be fed into on-going development of the DClinP programme. Service users are invited to participate in module workshops (e.g. *Essence of Decision-making*) as a means of validating the relevance and appropriateness of module learning and assessment processes.

Criteria for admission

The University's Admissions Policy applies equally to all programmes of study. The following are the typical entry criteria to be used for selecting candidates for admission. The University's approved equivalencies for the requirements listed below will also be acceptable.

In order to fulfil the entry requirement you must normally have:

- a good honours degree in a relevant subject (normally first or upper second class) or a Postgraduate diploma or a Masters in a health-related subject (n.b. APCL/APEL may be available for option modules for students with appropriate Master's level ECTS points);
- a health professional qualification leading to current registration with the appropriate professional body;
- a minimum of three years relevant clinical/professional practice.

In accordance with University policy, applicants for whom English is a second language must provide evidence of competence in written and spoken English. The minimum requirement for direct entry on the programme is 6.5 IELTS overall and a minimum of 5.5 in each discipline (reading, writing, listening and speaking). Entry requirements via the University's pre-sessional English language programme are available at http://www.southampton.ac.uk/healthsciences/postgraduate/research_degrees/degrees/mphil_phd_research.page.

The admissions process

All prospective candidates are required to complete an application form, indicating their reasons for wishing to enrol and outlining ideas for their proposed research project. The names of two referees, who can comment on their academic ability and clinical experience, are requested. Part-time students in clinical practice are required to submit a letter of recommendation and support from their managers. Part-time candidates are expected to be working in their clinical speciality. Applicants will be interviewed either in person, by phone, or on-line (e.g. Skype) prior to acceptance.

Qualification	Grade/GPA	Subjects requirements	Specific requirements
Bachelor's degree Or,	2.1 Hons or higher	A relevant subject from a clinical/health or science background	Applicants should hold a health professional qualification leading to current registration with

Postgraduate Diploma or a Masters degree			the appropriate professional body. Applicants must have a minimum of three years relevant clinical/professional practice.

Mature applicants
The University of Southampton admits students on individual merit and does not discriminate on the grounds of age. The University encourages applications from mature students and is keen to support students through the application process and the transition to studying at University.

Applicants must provide evidence of recent formal study. Successful applicants must satisfy the Programme Leader that they are competent to pursue the programme. The right to refuse permission shall be reserved to the Programme Leader.

Recognition of Prior Learning (RPL)
The University has a **Recognition of Prior Learning Policy.** Applications for recognition of prior learning will be considered on a case by case basis.

English Language Proficiency Requirements (IELTS Scores)

Overall	Reading	Writing	Speaking	Listening
6.5	5.5	5.5	5.5	5.5

Career Opportunities
On completion of this programme graduates can pursue a high level career in any area of clinical practice.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the Student Handbook.

Appendix 1

Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme typically also have to pay for the items listed in the table below.

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
Stationery	N/A	You will be expected to provide your own day-to-day stationary items, e.g. pens, pencils, notebooks, fees for binding of thesis etc). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks	N/A	Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source. Some modules suggest reading texts as **optional** background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.
Equipment	Recording Equipment	You will need to meet the cost of audio or video recording equipment (e.g. for data collection), unless your doctoral funding includes provision for this.
Transcription	N/A	You will need to meet the cost of transcription of research data.
Lab costs	N/A	The cost of laboratory facilities and associated consumables should be discussed on a case by case basis: please contact you supervisor.
Clothing	Lab Coats	Lab coats and other standard protective equipment (e.g. goggles) will normally be provided.
Printing and Photocopying Costs	General	In some circumstances online submission of assessment may be permitted. However, there are some items where it is not possible to submit on line and students will be asked to provide a printed copy. You will need to meet the cost of printing should you wish to print items on printers other than those provided within the Faculty. Details on using the University's printers can be found here: http://www.southampton.ac.uk/isolutions/services/follow_me_print_for_students/faq.php.
	Thesis	Students are responsible for meeting the cost of preparing and submitting their thesis, including printing, binding and proof-reading.
Data collection: logistical costs	Accommodation Insurance Travel costs	If you are collecting data abroad, or if your data collection that requires travel and accommodation etc., you will need to meet the associated costs. Conducting stakeholder's interviews and associated transport is at the expense of the student as part of their work related activity.
Conference expenses	Accommodation Travel	In some circumstances, limited financial support may be approved by the Director, Faculty Graduate School (please ask your supervisor for details).
Parking Costs	N/A	Parking costs resulting from attendance on the Programme will be paid by students.