

De Montfort University

Course Template

1. Basic information

- Course Name: Doctorate in Health Science
- Course Code: PH192T
- Level (UG, PG): Postgraduate Doctorate
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: School of Nursing and Midwifery
- PMB: NRMW
- Offered at:
- Type (single, joint.): SI
- Highest Award : Doctor Of Health Science
- All possible exit awards : Master of Science; Postgraduate Certificate; Postgraduate Diploma; Institutional Postgraduate Credit
- Award notes : The decision to make any of the following awards is at the discretion of the Professional Doctorate Board (Assessment) and Higher Research Degrees Committee:

The award of Doctorate in Health Science is made on successful completion of 120 credits at level 7 (taught modules - HEST 5001, 5005, 5016, 5017 and 5018) and 420 credits at level 8 (thesis and viva voce).

The award of MSc in Health Science Research is made on successful completion of 120 credits at level 7 (taught modules - HEST 5001, 5005, 5016, 5017 and 5018) and the equivalent of 60 credits at level 7 (thesis) should the thesis and / or viva voce (420 credits at level 8) not meet the criteria.

The decision to make any of the following awards is at the discretion of the Professional Doctorate Board (Assessment) and Faculty Postgraduate Board:

· The award of MSc in Health Science Research is made on successful completion of 120 credits at level 7 (taught modules - HEST 5001, 5005, 5016, 5017 and 5018) and 60 credits at level 7 (thesis).

· The award of PG Dip in Health Science Research is made on successful completion of 120 credits at level 7 (taught modules - HEST 5001, 5005, 5016, 5017 and 5018).

· The award of PG Cert in Health Science Research is made on successful completion of 60 credits at level 7 (taught modules - HEST 5001 and HEST 5005).

The decision to make any of the above awards is at the discretion of the Postgraduate Board and / or Professional Doctorate Board as appropriate

Professional Body Recognition

- Accreditation by Professional/Statutory body:

No

- Exemption by Professional/Statutory body:

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|--|----|
| | No |
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- Details

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 - Modes of attendance: Main MOA: Part-Time
 Other MOA:
 - Mode Notes: The programme is available on a part time basis: it entails a mix of classroom and blended learning with a substantial degree of E-learning using the Blackboard VLE
 - Course leader: Jane Elizabeth Ruddy

2. **Entry Requirements and Profile**

Honours degree, normally 2:1 or equivalent in a relevant subject Two years of relevant practice or experience

Current employment in the specific area of professional practice relevant to the Doctoral study

You must provide a suitable practice adviser for one period of Doctoral study

You will be invited to attend an interview day as part of the application process

If English is not your first language an IELTS score of 6.5 or equivalent is essential.

3. **Course Description**

Characteristics and Aims

The Doctorate in Health Science offers the flexibility to enable participants to build their knowledge and skills in designing and conducting programmes of research in their respective Health Care Fields. Participants will develop, in parallel, their individual practice based research ideas, culminating in the completion of a piece of novel, independent research, which is peer reviewed and submitted for examination at Doctoral level. The programme is underpinned by the following principles: 1. Use and contribute to evidence at the forefront of practice 2. Develop critical thinking and high level analytical skills 3. Develop inter professional understanding and collaboration 4. Emphasise personal and professional development planning for continuing professional development, including writing for publication and presentation of research The Doctorate in Health Science aims to enable health and social care practitioners, drawn from a broad practice base to: 1. Engage in programmes of research in their practice areas 2. Develop as expert practitioners in their practice areas 3. Develop inter professional working in their practice areas 4. Develop leadership and management expertise including the ability to influence and inform policy making in the context of their practice area.

Teaching, Learning and Assessment Strategies

The teaching and learning strategy aims to develop independent researchers who are able to integrate theoretical knowledge of research into professional practice. Students will be actively engaged in the pursuit of original knowledge in their respective professional fields.

Teaching and learning within the programme recognises all the experiences that students bring to and receive in the formal education context. Learning is viewed as a process by which students expose, employ and develop, existing knowledge and understanding. Teaching is designed to engage students in order to activate and motivate them to apply their existing knowledge and skills, to integrate new knowledge and skills, and to transfer this learning into professional practice.

The teaching and learning strategy places emphasis on students as complex social and psychological beings for whom teaching and learning is a social process. In this sense students

both engage with and inform the process of study. All taught modules involve classroom based contact and e-learning with the mix varying between and within modules.

The thesis component is the major component of the programme. It is methodologically rigorous and contains work of publishable quality. The thesis is examined in part by viva voce. The thesis is worth 420 level 8 credits. Students cannot progress to the thesis stage without first completing 120 credits derived from taught level 7 modules.

Support for students completing the thesis stage is derived from meetings with their supervisory team. Students will be encouraged to draw on the expertise of their identified Practice Advisor. A range of communication strategies will be usefully employed to support the student in the appropriate and flexible manner including one to one meetings, email, telephone and discussion using the Blackboard platform.

Student centred learning is encouraged and developed during the taught phase of the programme and continues throughout the period of study using:

- Lectures
- Seminars
- Group Work
- E Learning
- Maintenance of a Scholarly portfolio
- Independent study
- Individual Supervision
- Library services

The teaching and learning strategy will be constantly monitored using student and lecture feedback and will be evaluated by the programme team and revised as and when necessary.

The assessment strategy is designed to measure the extent to which students are able to demonstrate the ability to achieve the learning outcomes for each module of the taught component and to ensure overall programme aims have been met by the end of the programme. In this way the programme assessment strategy ensures that students are fit for the award of the Doctorate in Health Science.

4. Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
• Knowledge & understanding	Create and interpret new knowledge, through original research and/or advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication
• Cognitive skills	Systematically acquire and understand a substantial body of knowledge which is at the forefront of the academic discipline or area of professional practice
• Subject specific skills	The ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design the light of unforeseen circumstances
• Key Skills	Detailed understanding of applicable techniques for research and advanced academic enquiry

5. Structure and Regulations

Relationship Details

<u>Module</u>	<u>Credits</u>	<u>Level</u>	<u>Take/Pass</u>		<u>Semester</u>	<u>Locations</u>
HEST5001	30.00	5	Both	1	DM	
HEST5005	30.00	5	Both	2	DM	
HEST5016	30.00	5	Both	1	DM	
HEST5017	15.00	5	Both	2	DM	
HEST5018	15.00	5	Both	2	DM	
HEST5019	60.00	5	Must Pass		Y	DM

Structure

Structure notes

- 1 The Doctorate in Health Science Programme (DHSci) is structured in two phases:
 - ' Phase One consists of five taught research modules, comprising 120 credits at level 7. This phase has to be completed prior to Phase Two.
 - ' Phase Two consists of an independent applied research project (thesis) comprising 50,000 -55,000 words and viva voce. This phase carries 420 credits at level 8
- 2 Course Specific Regs

Course Specific Differences or Regulations

- 1
- 2 PHASE ONE

Phase One of the DHSci programme incorporates five level 7 research modules within the Faculty of Health and Life Sciences. This phase constitutes the taught element of the programme.

DHSci students must achieve no less than 50% in each assessed component of the research modules and an overall average of 60% for all five modules (merit) in order to progress to Phase Two of the programme.

Students who fail a module will have one reassessment opportunity, but the mark will be capped at 50%.

Students who fail to achieve 50% at reassessment, may at the discretion of the Faculty Postgraduate Board (Assessment) exit and accept the award of module credits and / or exit with an appropriate award.

Students who fail to achieve an overall average of 60% for all five modules (merit) in Phase One of the DHSci, may at the discretion of the Faculty Postgraduate Board (Assessment):

 - transfer to another programme with the Faculty of Health and Life Sciences, or
 - exit and accept the award of module credits, or
 - exit with an appropriate award.

PHASE TWO

Progression to Phase Two - Students are not permitted to progress to Phase Two or submit for assessment the doctoral thesis until Phase One of the programme has been successfully completed and the student is in receipt of 120 credits at level 7 derived from HEST 5001, 5005, 5016, 5017 and 5018.

Thesis submission - In Phase Two the doctoral student will complete an independent research study (thesis) relevant to their practice area. The final piece of research will require students to submit for assessment 50,000-55,000 words at doctoral level (D), which will be examined in part by viva voce. Students will not be permitted to submit for assessment the thesis element

until they have satisfied all programme requirements including completion of the Scholarly Portfolio.

Numbers at sites, including partner institutions

1
2

Relevant QAA Subject Benchmarking statement(s)

1
2

6. Quality Assurance Information

QA of Workbased Learning

N/A

Liaison with Collaborative Partners

N/A

Procedures for Maintaining Standards

As per normal DMU QA procedures.

Course Handbook Descriptor

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