Faculty of Education Health and Wellbeing

Institute of Health Professions

Professional Doctorate in Health & Wellbeing

COURSE GUIDE
2016/17

Course Code: HW001V31UV
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Your Course Guide
This Course Guide has been designed to help you plan your course. Read this Guide now in full. You will need to be familiar with the structures and processes on which your course rests.

When you enrol, you will have access to your 'Course Hub' via our online learning system 'WOLF'. Your course hub contains resources and further support structures to help you during your studies.

Key Documents
This Course Guide should be read in conjunction with the following resources:
• the university's Postgraduate Student Guide;
• the Student Charter,
• and the information on your Faculty’s Student Offer
• the University’s Policies and Regulations, and

You may also contact your Student Office (STAR) for queries related to the administration of your overall programme.

<table>
<thead>
<tr>
<th>Please enter the contact details for your Personal Tutor for your future reference:</th>
<th>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</th>
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<tbody>
<tr>
<td>Your local Academic Faculty Office is:</td>
<td>Faculty of Education Health and Wellbeing, MC125, MC Building Wulfruna Street Wolverhampton WV1 1SB Academic Support: 01902 518600</td>
</tr>
<tr>
<td>Your STaR Office (Here to Help) is:</td>
<td>Student, Transnational and Research Office Student Centre North, MX Building, Camp Street, Wolverhampton WV1 1AD email: <a href="mailto:internationalTNE@wlv.ac.uk">internationalTNE@wlv.ac.uk</a></td>
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</table>

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome
On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

Pauline Fuller, Award Leader
paulinefuller@wlv.ac.uk

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Building and room number</th>
<th>Telephone number</th>
<th>Email</th>
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<tbody>
<tr>
<td>Dr Pauline Fuller</td>
<td>Award Leader</td>
<td>MH122</td>
<td>01902 323545</td>
<td><a href="mailto:paulinefuller@wlv.ac.uk">paulinefuller@wlv.ac.uk</a></td>
</tr>
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</tr>
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<tr>
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</tr>
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</tr>
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<tr>
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<td>WN301</td>
<td>01902 323962</td>
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<tr>
<td>Pauline Lim</td>
<td>Faculty Enabling Tutor</td>
<td>WP109</td>
<td>01902 518868</td>
<td><a href="mailto:P.Lim@wlv.ac.uk">P.Lim@wlv.ac.uk</a></td>
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<tr>
<td><strong>STUDENT ADVISORS</strong></td>
<td><strong>HERE2HELP STUDENT CENTRE</strong></td>
<td><strong>PERSONAL TUTOR</strong></td>
<td><strong>SKILLS FOR LEARNING</strong></td>
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<tr>
<td>Dedicated staff employed within the Faculty to support your University experience</td>
<td>Each campus has a Student Centre, commonly known as 'Here2Help'</td>
<td>An academic member of staff will act as your personal tutor for the duration of your Degree.</td>
<td>Trained and professional staff supporting your academic work</td>
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<td>Links to our Graduate Interns</td>
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<td>Based in our Learning Centres</td>
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<td>Online and in person support and guidance</td>
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<td>Pre-entry support</td>
<td>Enrolment &amp; module registration Submitting work &amp; examinations Academic regulations – one week extensions &amp; extenuating circumstances Leave of absence Student finance issues Student enabling centre Careers &amp; counselling appointments</td>
<td>Support for your academic development and progression Personal (pastoral) guidance A consistent point of contact throughout your studies. Three meetings per year.</td>
<td>Transferable support on your academic study skills: General skills guidance Academic writing support Referencing Searching for literature</td>
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<td>General support about study and student life</td>
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<td>Guidance – referral to University services Knowledge of the Faculty and its Courses</td>
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<tr>
<td>Contact: <a href="mailto:FEHWSupport@wlv.ac.uk">FEHWSupport@wlv.ac.uk</a></td>
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<td>Regular drop in sessions &amp; appointments</td>
<td>City - MX building 01902 321150 Walsall - WA building 01902 323135 Log a call – e:vision helpdesk (Help&gt;contacts)</td>
<td>Check who your tutor is on e:vision Meet with your personal tutor at regular intervals Visit SAMS to book an appointment <a href="http://FEHWSams.wlv.ac.uk/">http://FEHWSams.wlv.ac.uk/</a></td>
<td>Skills for Learning website Workshops Drop-in sessions Appointments Study guides Online resources Twitter, Facebook, Skype (wlv_skills) and YouTube</td>
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<td>City – MC building</td>
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<td>Walsall – WN &amp; WP building</td>
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<td>Burton Campus</td>
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*** Visit the Student Support homepage for more information ***

*** Also visit the Students Union Advice and Support Centre for impartial guidance **
**Student Voice**
The Student Voice is a partnership between the University and the Students’ Union, put in place to make sure students’ opinions & feedback are heard at every level of university governance, from course level to the University’s governing body.

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. Faculty Reps are elected during the Spring Elections and have meetings with Senior Management within their Faculty. They are an essential link between Course Reps, the Students’ Union and management within each Faculty. To find your Faculty Rep: Faculty Representatives

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union – Student Voice

For independent advice and guidance on all matters related to being a student e.g. academic, finance, and housing issues, contact the Students’ Union’s Advice and Support Centre by telephone or e-mail Advice and Support.

**Responding to Student Feedback “You said / We did”**
The course has not been in operation for very long since it was last re-validated, so we have not had long for student feedback to be received. However we have responded during the 14-15 academic year to student’s requests regarding the hand in dates for work due in during semester 2. These requests related to giving more time to hand in the work for 3 modules and the due dates were changed by a month in each case. This was done with speed and in rapid response to concerns raised by students via their student representative.

In response to one student request made in October 2014, we instituted the role of an academic advisor in academic year (14-15). The academic advisor assists students with their deliberations about developing a research proposal at the end of their second year. All our second year students were allocated an academic advisor in January 2015 and have found this relationship useful. If the relationship works well for both parties, the academic advisor will become one of the student’s supervisory team when they move on to the Thesis module (8HW006) in their third year.

**Student Charter**
The University’s FEHW Research student offer has been developed primarily by the Students’ Union and informed by student views. The Charter is not a contract, nor is it intended to be legally binding; it is a set of shared expectations which establishes the values and standards we are seeking to promote across all of our learning community. The Charter applies to all students on all courses and reflects our normal expectations of your experience at University. On occasions different types of study and interactions will mean necessary variations from time to time. However, what is important to us is that, whatever you are studying, your experience is a great one.
About the Course

This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Dr Pauline Fuller - Course Leader on 01902 323545 or paulinefuller@wlv.ac.uk

The educational aims of the course are: to “develop an individual’s professional practice and to support them in producing a contribution to professional knowledge” QAA (2008, p25). The standard of the Doctorate is at the level expected of a candidate who has engaged in advanced learning from taught and project sources which achieve organisational change and/or excellence in professional practice resulting in original work worthy of publication.

Each module is described in a detailed module guide, including learning outcomes, which will be available at the first scheduled teaching session. Details are also given about the assessment methods used in the module and the way in which these relate to the learning outcomes expected.

Learning outcomes

On completion of the programme participants will address the following outcomes.

1. Demonstrate the systematic acquisition and understanding of a substantive professional body of knowledge.
2. Creatively design and undertake an approved project, demonstrating a range of high quality research skills and a detailed understanding of research techniques and advanced academic enquiry.
3. Develop increased capacity for originality, constructive critique and analysis and demonstrate through research an original contribution to practice knowledge.
4. Develop personal and professional skills, fostering reflective practice and the ability to manage complex problems in practice.
5. Demonstrate robust and rigorous engagement with opportunities for inter-professional shared learning and a critical understanding of processes and theories to initiate and support change in professional practice.
6. Communicate through the dissemination of work that is of publishable quality and create accessible ways of communicating within relevant communities.

Higher Masters

At the end of 180 credits at level 8 you, the student, will be able to:

1. Demonstrate a detailed understanding of research techniques and advanced academic enquiry.
2. Develop personal and professional skills, fostering reflective practice and the ability to manage complex problems in practice.
3. Demonstrate robust and rigorous engagement with opportunities for inter-professional shared learning and a critical understanding of processes and theories to initiate and support change in professional practice.
4. Search for, discover, access, retrieve, sift, interpret, analyse, evaluate, manage, conserve and communicate an ever-increasing volume of knowledge from a range of sources.
5. The systematic acquisition and understanding of a substantial body of knowledge at the forefront of an academic discipline and / or an area of professional practice.
6. Develop increased capacity for originality, constructive critique and analysis and demonstrate, through advanced scholarship, an original contribution to practice and / or academic knowledge.

These will be achieved through the following learning activities:
- Face to face contact time – tutorials, workshops, seminars and one to one sessions with supervisors
- Blended learning
- Self-directed learning and independent study.

By combining traditional taught sessions with virtual technologies teaching becomes a more personalised experience and is taken outside of the classroom. Examples of the strategies for blended learning within this programme include:

- Electronic content to support modules (e.g. Wolverhampton On Line Framework – WOLF)
- Electronic feedback for students for formative work. Tutorials may be carried out electronically or face to face tutorials may be booked electronically
- Collaborative learning opportunities
- Electronic personal development will be incorporated throughout the programme and particularly within your Advanced Professional Practice portfolio. Reflection will feature within this portfolio.

Course Information
Like the traditional PhD, the professional doctorate is a research degree but it is designed to develop the individual’s capacity to work within a professional context and is considered more likely to introduce research into the nature of professional practice (UK Council for Graduate Education, 2007). The Professional Doctorate in Health and Wellbeing at the University of Wolverhampton embraces two philosophies simultaneously. On the one hand, it embodies traditional research-based purposes derived from the PhD model. From this perspective, the programme is designed to develop competent researchers through a programme of training in research methods, leading to a research thesis. The modules represent a coherent pattern of progress, from the rigorous study of research methods to the design of a research project. Secondly, there is considerable emphasis upon professional development and practice.

The innovative dimension of the programme is in its design for experienced professional practitioners, rather than for academic student researchers. It carries the explicit purpose of maintaining researchers in professional practice through work-based research that focuses on their professional needs and the needs of their organisations.

The Dearing Report (1997) emphasises throughout the importance of higher education (HE) in preparing students for employment and the need for HE institutions to work in partnership with employers, and this forms part of the University’s mission statement. The needs of purchasers have been considered by incorporating current philosophies and health policy into the pathways. Employers
who sponsor to the University are looking for a course that meets their needs. Thus this pathway aims to meet the demands of health, wellbeing, social work and care services for creativity and enterprise.

The modular approach allows the pathway to be flexible and responsive, and the design of modules allows some choice in study methods. The concept of an ‘effective practitioner’ has greater connotations than an enhanced ability to practise; these include innovation, managing change and the ability to pursue ideas to fruition. The team are mindful of the need to maximise the opportunity for strategic thinking and provide a proactive educational experience that enables practitioners to adapt to change and become proponents and creators of new professional knowledge.

The programme will focus on advanced learning that achieves major organisational change and/or excellence in professional practice rather than only research leading to a major thesis. Consequently, it will not be perceived as too abstract or too separate from the time consuming challenges and demands of professional work. Furthermore, because it will be closely integrated with existing work, it will be seen as adding value to the work of any particular professional area as well as enhancing and developing the candidate’s abilities.

In addition to the academic robustness of this doctorate, the Faculty providing this programme have a wide research background and the programme will capitalise on these particular research strengths. The University's academic year is divided into 2 semesters for the purposes of teaching but recognises the normal breaks associated with traditional holidays in December/January, March/April and July/August. 

University Academic Calendar.

The entire programme takes a minimum of 4 years and a maximum of 8 years to complete. This period can be reduced if you are able to claim some exemption from some modules. You are therefore advised to discuss your research plans with your employer or line manager at an early stage to obtain their support. This could be an agreement around study time or other resources. It is essential that you and your manager identify protected time for the period of your studies for attendance at taught modules and then in order to complete your thesis research study.

The pathway is divided into 3 stages:-

1. Stage 1 – a total of 100 credits at level 8 (modular)
2. Stage 2 – a total of 80 credits at level 8 (modular)
3. Stage 3 – a total of 180 credits at level 8 – production of thesis and viva voce

Skills development
As a research degree, it is essential that students develop skills in both quantitative and qualitative research. This will be encouraged in a number of ways:

The first Module in Stage 1 challenges the student to examine the epistemological, ontological and methodological considerations of research in health, wellbeing, social work and care.
A range of workshops are available to further develop students’ knowledge, skills and understanding of research designs, methodologies and methods of relevance to their research endeavours.

Students will have an opportunity to develop their thesis with a critical understanding of current research on their selected topic, possible ethical implications and outside body ethical approval processes, with reference to research governance issues where appropriate.

**Course Structure for Professional Doctorate Courses**

There are four taught modules. At the end of the first Module in Stage 1 (Positionality and the researcher) participants wishing to access a traditional PhD may have the option of transferring (providing a suitable supervisor and Director of Studies are located).

During your second year you will be allocated an 'academic advisor' who will advise you regarding the development of your ideas for your Doctoral Thesis research study. You will produce your first plan for this research study by writing a research proposal – in conjunction with your studies in the 4th taught module. If you work well together, your academic advisor will become one of your supervisory team when you progress to the Thesis module.

**The Modules**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Module title</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Stage 1</td>
<td>8HW003 Positionality and the Researcher</td>
<td>Two written papers</td>
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<td></td>
<td>40 Credits</td>
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<tr>
<td>Stage 1</td>
<td>8HW001 Advancing Professional Practice</td>
<td>Presentation and Portfolio and</td>
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<td></td>
<td>60 Credits</td>
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<tr>
<td>Stage 2</td>
<td>8HW004 Undertaking a Critical Literature Review</td>
<td>Written paper</td>
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<td>40 Credits</td>
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<tr>
<td>Stage 2</td>
<td>8HW005 Understanding research structures and</td>
<td>Written paper and presentation</td>
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<td></td>
<td>Processes 40 credits</td>
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<tr>
<td>Stage 3</td>
<td>8HW006 Doctoral Thesis 180 Credits</td>
<td>Viva and Thesis</td>
</tr>
</tbody>
</table>

Candidates who complete Stage 2 but do not progress to Stage 3 will be awarded a Higher Masters’ in Health and Wellbeing.

**8HW003 Positionality and the Researcher** “aims to assist students to develop their knowledge and understanding of a range of methodological, epistemological and ontological perspectives in order to position themselves within their research endeavours.”

The Learning Outcomes are:
1. Position yourself within the range of methodological and epistemological perspectives explored by communicating your position effectively in writing and in response to an audience of peers.
2. Describe and critically evaluate a range of methodological, epistemological and ontological perspectives found in research for health, social care and wellbeing.

3. Synthesise underpinning theoretical frameworks and critique existing theory

**8HW001 Advancing Professional Practice** “aims to assist students to develop:

- Systematic acquisition and understanding of a substantial body of knowledge at the forefront of a discipline or practice area.
- Make informed judgements about complex issues and communicate ideas to specialist and non-specialist fellow professionals.
- Create and interpret new knowledge through research and advanced scholarship.
- Demonstrate how research feeds into evidence based practice and evaluation.
- Initiate or contribute to change and improvement in practice.
- Develop personal and professional skills and self-efficacy.

The Learning Outcomes are:

1. Justify the selection of what is worthy of exploration in their contemporary health and social care practice, with reference to personal experience as a practitioner; local, national and international policy frameworks; extant research literature in specific and related fields of practice.

2. Plan, undertake and critically reflect upon such exploration, synthesise their understanding from it, and subject that understanding to the scrutiny of peers.

3. Evaluate the potential to influence future practice in their chosen field based on their new knowledge and understanding, and examine a range of strategies for so doing.

4. Construct an extended research proposal with a detailed theoretical and analytical framework suitable for a doctoral thesis.

**8HW004 Undertaking a Critical Literature Review** “aims to assist students to undertake a review of the literature in a specified subject pertaining to professional practice. The outcomes of this module are designed to assist you in the process of summarising existing research and planning future research in the light of generating new knowledge which is of a specific quality to satisfy peer review”

The Learning Outcomes are:

1: The skills to effectively search and review literature for an identified field of practice demonstrating the ability to integrate and synthesise ideas.

2: Demonstrate a detailed understanding of research techniques and advanced academic enquiry.

3: Develop increased capacity for originality, constructive critique and analysis.
4: Communicate ideas and arguments coherently and effectively and present them in a balanced way.

**Knowledge and understanding:** You will, through original research/advanced scholarship, create new knowledge/outcomes that address the uncertainties and ambiguities related to contemporary professional issues.

**Research skills:** You will be able to

- evaluate the appropriateness of applied methods of inquiry and articulate limitations of selected strategies.
- locate and evaluate information drawn from academic and professional sources.

**Professional practice skills:** You will be able to consider the relationship between professional and organisation values, beliefs and ethics that underpin workplace culture and personal development.

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**8HW005 Understanding research structures and Processes**

The module enables you to refine and develop your research project in preparation for your doctoral thesis work. It requires the identification of skills and support to access and foster in the research stage of the programme.

The Learning Outcomes are:

1: Creatively design a project, demonstrating high quality research skills and detailed understanding of research techniques.

2: Demonstrate effective project planning ability, with reference to ethical implications and research governance.

3: Review your own research skills and plan future personal and professional development.

4: Communicate through peer reviewed seminar presentation the capacity for originality, constructive critique and analysis

**Progression**

In order to progress to stage 3, the thesis module, you must have passed all taught modules and have produced a research proposal outlining your proposed research plan this study and an action plan of the timings of your main outputs (such as getting ethical approval, collecting materials or data, writing up particular chapters) for the period of your thesis research study. The information in your research proposal will be used to allocate a suitable supervisory team for the duration of your Thesis research study.

In order to obtain the Professional Doctorate you must complete and pass all three stages of the programme. It is possible to complete stages 1 and 2 in two years and commence stage 3 in your third year of study. Students taking this course are all engaged in
professional roles, so this course is studied part time. University regulations specify the following time allowed for completion of a doctoral level programme:

**Professional Doctorate Awards**

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<th>Normal</th>
<th>Maximum</th>
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<tbody>
<tr>
<td><strong>Full Time Students</strong></td>
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</tr>
<tr>
<td>Professional Doctorate</td>
<td>3 year</td>
<td>4 years</td>
</tr>
<tr>
<td><strong>Part Time Students</strong></td>
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<tr>
<td>Professional Doctorate</td>
<td>6 year</td>
<td>8 years</td>
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The above maximum registration periods do not include time away from study approved under the [Leave of Absence](#) procedure.

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

**Doctoral study pathway**

The educational design of this pathway is focused heavily towards independent study. This is particularly demanding requiring refinement of the skills of enquiry, and innovation. This style of study draws on such personal attributes as motivation, self-determination and enthusiasm. As postgraduate study focuses on this style of learning your studies will appear to be very different from a traditional taught pathway. This may take some adjustment. You will, however, be supported by your postgraduate tutorial group and by your module leaders.

Academic support and evaluation of progress will occur on a regular basis within the taught modules. The aim of the level 8 Doctoral modules is to provide a structured and supportive approach for the work that candidates will undertake in preparation for, and during, their final doctoral dissertation and to provide peer mentoring and networking in the spirit of a professional doctorate. It is most important that when you plan your studies with your employer, you and they agree to ensure that you are able to maintain essential protected time for success in this course.

Staff of the university have a time allocation of 180 hours per year for scholarly activity and 70 hours for PhD level studies. Hence they have 250 hours per year and are expected to devote all this time towards attending taught modules and then conducting their research study. In addition it is always necessary for students to devote considerable amounts of personal time at weekends, evenings and from annual leave allowances towards their studies.

You are therefore advised to discuss your research plans with your employer or line manager at an early stage to obtain their support. This could be an agreement around study time or other resources. There will be a written agreement of support signed by you, your manager and award leader.
Graphical Representation of Programme Structure

STAGE 1:

Positionality and the researcher 8HW003
Advancing professional practice 8HW001

Successful completion of module assessments

STAGE 2:

Undertaking a critical literature review 8HW004
Understanding research structures and processes 8HW005

Successful completion of module assessments
Submission of Research proposal for allocation of suitable supervisory team

STAGE 3

Doctoral thesis module 8HW006

The Professional Doctorate in Health and Wellbeing (DProfHW) awarded following completion of 40,000 word thesis presented at and approved by viva voce examination
External Examiners
External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our assessment processes and regulations treat all students fairly and equitably. It is not part of their remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety via the Modules and Programmes page on e-vision in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect of their assessed work or performance. Any student issues should be relayed either directly to the Module or Course Leader

Our external examiner said:

“I am very satisfied that students are demonstrating clear evidence of meeting relevant subject benchmarks to a high standard”

“The feedback given to students is very helpful and tailored to individual students highlighting strengths and areas for development”

“Curriculum content and assessment strategy are appropriate and enable students to engage with material and become resourceful and reflexive researchers”

“Module content and design are appropriate and should equip students with knowledge and skills to execute a well organised and methodologically robust review of the literature- the outcomes are well aligned to national benchmarks of doctoral preparation.”

The current external examiner for the modules is: Dr John Albarran; Associate Professor in Cardiovascular & Critical Care Nursing

The current external examiner for the Professional Doctorate Awards is Pavlos Filippopoulos

Academic Regulations
This course follows the University’s academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an e:Vision Helpdesk call.

Exam Regulations
The University also have regulations that specifically cover examinations. Research Degree Regulations Handbook.

Attendance
The University recognises that you have made a significant investment in both time and money in choosing to study for a postgraduate degree. Our staff are committed to helping you fulfil your potential. Your attendance at, and participation in classes is a key factor in ensuring that you do so.
Attendance will help you to:

- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for and undertake assessments;
- Learn from and with your fellow students;
- Receive feedback from teaching;
- Participate in practical and group work;
- Develop your communication skills;
- Pass your modules – we know from previous experience that those who do not attend regularly are much more likely to fail.

If you are unable to attend a class please let your module leader know that you are unable to do so. They will then be able to give you advice on what was covered in the class, and what you need to do to catch up. Please do remember how important attendance is to your success. **The University considers this to be so important that it reserves the right to review the position of students who fail to attend.**

**Regulations for Progression**
The standard University regulations together with the following specific regulations apply:

Each module will normally be assessed during or at the end of the Semester in which it is studied, and in a manner appropriate to its objectives and content.

The means of assessment will be reviewed by the Examinations Board to ensure:
- That the overall loading on students is not excessive
- Comparability of standards
- That the assessment reflects the educational aims of the course as well as those of the particular module.

Draft examination papers and marking schemes will be submitted to the appropriate External Examiner. Dates for the submission of assignments (assessed coursework and practical work) will be published for each module. Work submitted later than the published date will be subject to regulations under ‘Submission of Course Work Assignments’

**Generic assessment criteria** at Level 8 (for each assessment grade)
The assessment in the DProfHW evaluates achievement at the doctoral level. Level 8 modules will be assessed on a pass/fail basis against the pathway outcomes identified in the Course Specification Template and the individual module learning outcomes. Recoverable Fail grades may be resubmitted at the next earliest opportunity.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Assessment Criteria</th>
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<tbody>
<tr>
<td>PASS</td>
<td>Learning outcomes are fully met. The assignment illustrates originality in conceptualisation of theory, practice and research. There is evidence of wide, relevant reading and a well articulated position, that is powerful and persuasive, backed up with appropriate and judicious use of evidence.</td>
</tr>
</tbody>
</table>
Work is clear, logically and coherently structured, well presented and written in an appropriate format. There is skilled synthesis and integration of theory, practice and research demonstrated throughout. Within professional practice there is evidence of meaningful and original application of principles to relevant experience, issues and the enhancement of the learning experience. A very high level of self-reflection permeates the work. The work is indicative of a high level of professional competence, and could potentially contribute to knowledge and/or practice in the field of doctoral study.

| RETRIEVABLE FAIL | Not all of the learning outcomes have been met at a satisfactory level. The assignment is considered to be retrievable, with some modification, or on completion of additional work, as appropriate. |
| FAIL | Most learning outcomes are only met to a limited or possibly no degree, and therefore cannot be deemed a pass grade and the work is not considered to be retrievable. Or no work has been submitted. |

**Note**

RETRIEVABLE FAIL means the assessment can be re-submitted at the next opportunity.

FAIL means the module must be retaken (as appropriate) at the next opportunity.

**Personal Tutor**

When you join the University you will be given a Personal Tutor. This information can be found in your e-vision homepage. Your personal tutor is someone who can offer you guidance and advice, this could be about your course, and any other issues that affect your study. In order for personal tutoring to be a beneficial and meaningful relationship for you, you need to communicate with your personal tutor.

**Academic Misconduct**

We take pride in the academic integrity of our staff and students but when academic University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

**Support for Students**

The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students’ knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:
Visit the Learning Centre or our study skills support website at
www.wlv.ac.uk/skills

- Download the Students' Union guide to Avoiding Academic Misconduct ("Write Right") - available from the Student's Union website;
- Book a Skype appointment with study skills adviser or joint the online chat service ASSIST - through the Learning Centre “Skills for Learning” website.
- Contact your personal tutor or module leader.

Remember – there is help available if you need it.

Defining Academic Misconduct

Cheating
Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.

Other common examples of cheating would include –
- Being in possession of “revision notes” during an examination
- The purchase or commission of assignments from others
- Theft of other students’ work
- Prohibited communication during an examination

Plagiarism
Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic Faculty.

The most common forms of plagiarism are –
- Cut or copied and pasted materials from websites
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
- Copying material from a text book or journal

When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

Collusion
Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.
Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

**Plagiarism Detection**
In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.

Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

**Penalties**
Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University's policy on Academic Misconduct, regulations and procedures, investigation of academic misconduct or to make an appeal or a complaint are available on the conductandappeals website.

**Timetables**
Timetabling information is available to you from your award leader and the teaching rooms allocated can be identified through the following:

1) Using the teaching timetable where you can search for and view all modules online at www.wlv.ac.uk/timetable.
2) Once you have completed your module registration, a more personalised timetable showing only those modules which you are studying will be available for you to view through your e:Vision page.
3) For more general information about timetabling and teaching rooms use the Central Timetabling Unit webpages at www.wlv.ac.uk/ctu.

**Where to get help with your course**
Our staff are very happy to see you for a face to face discussion and you will need to book an appointment with them for this. This is usually done via e-mail requests. It is important to send this message from your student e-mail address (name@wlv.ac.uk) as sometimes the university e-mail system identifies some sources of e-mail as junk and these do not reach our e-mail boxes. Always check your student e-mail for messages as often important information is missed students because they have not checked their student e-mail box. Our IT services will assist
and advise you regarding having your student e-mail forwarded to another e-mail address that you look at regularly.

For help and advice with your course as a whole you should make contact with the Award Leader – Dr. Pauline Fuller. See contact list at the start of this guide for her contact details. She will be able to advise you on a variety of matters.

For help with the modules you take, your first port of call should be to make contact with the Module Leader. Each Module you take in this course is supported by a WOLF on-line website where you will find information about the module programme, dates and locations of sessions. The module content and teaching materials are uploaded to the WOLF site as the module progresses. You may also be able to upload your assignment/s to this site for the module for marking. This is dependent on the Module Leader’s decision about the format they wish to receive your work in. Some prefer hard copies of work.

In addition to the above sources of support you will be allocated a Personal Tutor whose role is to advise you in situations of personal difficulty that are having a negative impact on your ability to study and produce assignments / work on your Thesis research study. They will advise you regarding the various university services and procedures that may be helpful. It is very important to consult your Personal Tutor early during such a situation as it is much easier to assist you with timely interventions that to try and sort a greater difficulty out later. We also have several Student Advisors who can advise you on university procedures and services and can refer you for assistance to these.

It may be that you need additional support throughout your studies, this could be because you have a disability of some kind or require additional help. We have a very extensive Student Enabling Centre who will be happy to assess your needs. We can also refer you to our English for Academic Purposes staff if there is a need for tutorial or workshop assistance with academic writing – which can useful for those whose first language is not English.

Finally we have many staff who are devoted to making our various systems run smoothly. This may be our Admissions Department staff who can help with getting you started on your course, IT services staff, Library and Information Services staff or Student Centre staff – who will be able to sort out any difficulties you may have with payment procedures for fees, enrolment or registering for modules. All of these sources of help can be contacted via phone or e-mail and their contact details are all available on our website.
Student Support

If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

**Administration queries:** enrolment, extensions, extenuating circumstances, Leave of Absence, Course transfer, etc
- eVision helpdesk or your Student Centre

**Academic and Course related queries**
- Personal Tutor
- Course Leader
- Head of Department (by email)

**Module related queries**
- Module guide (on WOLF)
- Module Leader or Tutor

**Support for Study Skills**
- W: www.wlv.ac.uk/skills
- E: skills@wlv.ac.uk
- T: 01902 32(2385)

**IT Problems**
- W: www.wlv.ac.uk/ITServices
- T: 01902 32(2000)

**Who to Contact for help when you are studying on campus**

**Financial advice**
- W: www.wlv.ac.uk/moneymatters
- E: money@wlv.ac.uk
- T: 01902 32(1070)

**Careers & Employment Centre**
- W: www.wlv.ac.uk/careers
- E: careers@wlv.ac.uk
- T: 01902 32(1414)

**Special Needs** (Students with disabilities)
- Special Needs Tutor
- Student Enabling Centre
- W: www.wlv.ac.uk/sec
- E: sec@wlv.ac.uk
- T: 01902 32(1074)

**Personal Issues**
- Personal Tutor (see eVision for details)
- University Counselling Service
- W: www.wlv.ac.uk/counselling
- E: counsellingservices@wlv.ac.uk
- T: 01902 32(2572)

**General queries**
- eVision helpdesk or your Student Centre

**Independent academic, financial, international and housing advice**
- Students’ Union Advice and Support Centre
- W: www.wolvesunion.org/advice
- E: advice.wolvesunion@wlv.ac.uk
- T: 01902 32(2038)
Extensions, Extenuating Circumstances and Leave of Absence

The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.

Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

**Extensions** - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your STaR office. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found here.

**Extenuating Circumstances** – claims for extenuating circumstances are also submitted via your e: Vision account on or before your assessment date and again evidence to support your claim must be provided to your STaR office. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk. Further details can be found here.

**Leave of Absence** - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your STaR office. or the Students’ Union, particularly regarding the financial implications, before taking this step. Further details can be found here.

**Health and Wellbeing whilst using your computer**
As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.

**Set-up and space**
Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor to prevent glare and by cleaning your monitor regularly. If you are using a laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.
Taking a break
You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.

Alumni

We're proud of your success. Be proud of your connection with us.

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information on Graduation and Alumni please visit our Alumni website.