This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities provided.

This document is published on the University website and will be a publicly available record of the named programme.

Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Institution</td>
<td>None</td>
</tr>
<tr>
<td>Programme Name</td>
<td>Doctor of Nursing/Doctor of Midwifery/Doctor of Professional Health Studies</td>
</tr>
<tr>
<td>Award e.g. BSc (Hons), MA etc.</td>
<td>NURS D; MID D; PHS D (Dietetics; Genetic Counselling; Occupational Therapy; Physiotherapy; Podiatry; Radiography; Speech and Language Therapy; Sport and Exercise Psychology; Paramedicine)</td>
</tr>
<tr>
<td>Faculty</td>
<td>Health Sciences and Sport</td>
</tr>
<tr>
<td></td>
<td>The aim of the programme is to develop a critical mass of clinically focused senior Nurses, Midwives and Allied Health Professionals, who can apply rigour and understanding to the processes of evaluating, administering, designing and implementing research relevant to practice, and who can evaluate the effectiveness of their own practice/practice development.</td>
</tr>
<tr>
<td>UCAS Code (UG only)</td>
<td></td>
</tr>
<tr>
<td>Programme Code</td>
<td></td>
</tr>
<tr>
<td>Mode of Study</td>
<td>Full Time X Part Time X</td>
</tr>
<tr>
<td>(if both please provide two Degree Programme Tables in the Outline Programme Structure)</td>
<td></td>
</tr>
<tr>
<td>Location/Method of Study</td>
<td>On Campus – UK X On Campus – International X</td>
</tr>
<tr>
<td>Admission Points</td>
<td>September X January □ Other</td>
</tr>
<tr>
<td>(if more than one entry point please provide a Degree Programme Table for each in the Outline Programme Structure)</td>
<td></td>
</tr>
<tr>
<td>Length of Programme</td>
<td>6 years PT; 4 years FT</td>
</tr>
<tr>
<td>SCQF Level</td>
<td>12</td>
</tr>
<tr>
<td>Total Credit Value</td>
<td>540</td>
</tr>
<tr>
<td>ECTS Credit Value</td>
<td>N/A</td>
</tr>
<tr>
<td>Relevant QAA Subject Benchmark</td>
<td>N/A</td>
</tr>
<tr>
<td>Professional Body Accreditation (all relevant accreditations to be listed)</td>
<td>Name of accrediting body:</td>
</tr>
<tr>
<td></td>
<td>Required for programme: No</td>
</tr>
<tr>
<td></td>
<td>Date of Accreditation: XX / XX / 20XX</td>
</tr>
<tr>
<td></td>
<td>Date of Renewal: XX / XX / 20XX</td>
</tr>
</tbody>
</table>
Section 2 Overview

PROGRAMME SUMMARY

A comprehensive summary of the programme.
The aim of the programme is to develop a critical mass of clinically focused senior Nurses, Midwives and Allied Health Professionals, who can apply rigour and understanding to the processes of evaluating, administering, designing and implementing research relevant to practice, and who can evaluate the effectiveness of their own practice/practice development.

Key Features of the Programme (including what makes it distinctive)

Specific objectives of the programme are to enable students to:
- have a critical overview of nursing/midwifery/allied health professional knowledge;
- have detailed and leading knowledge in the forefront of one or more areas of practice;
- have the knowledge and understanding generated through personal research related to practice;
- understand research from the proposal stage to dissemination of the findings;
- develop the skills and knowledge base required to collect, analyse and report qualitative and quantitative data, taking account of ethics, reliability and validity;
- understand the relationship between research and policy and the meanings of evaluation, its terminology, practice and use;
- critically examine some of the theoretical foundations that underpin health research and analysis;
- apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues.
- design and complete practice-focused, empirical research which is reported in a thesis of a including a paper which is prepared for publication/published. The thesis is expected to make an original contribution to the evidence base for practice.

PROGRAMME AIMS

Overarching Programme Aims
On successful completion of this programme, you should be able to:

1. apply rigour and understanding to the processes of evaluating, administering, designing and implementing research relevant to practice
2. have the knowledge and skills to participate in and to conduct practice related research
3. function as a clinical academic health care practitioner

WHAT WILL I BE EXPECTED TO ACHIEVE?

Detailed Learning Outcomes
On successful completion of this programme, you should be able to:

Knowledge and Understanding:
1. practical skills and knowledge required to plan and implement changes – based on research evidence – in health care organisations
2. the use of a significant range of principal skills and techniques associated with expert practice in one or more areas in their field of practice
3. originality in tackling practice-related problems and issues associated with patient centred care
4. self-critical, evidence based ways of working
5. demonstrate knowledge and understanding generated through personal research which provides a unique contribution to the evidence base for practice, or the evaluation of practice intervention or service design
Intellectual, Practical and Transferable Skills and other attributes:

1. practical skills and knowledge required to plan and implement changes – based on research evidence – in health care organisations
2. the use of a significant range of skills and techniques associated with expert practice in one or more areas of nursing/midwifery/allied health professional practice
3. originality in tackling practice-related problems and issues associated with person centred care
4. self-critical, evidence based ways of working
5. demonstrate knowledge and understanding generated through personal research which provides a unique contribution to the evidence base for practice, or the evaluation of practice intervention or service design

Values and Attitudes:

1. advanced literacy and advanced numeracy
2. critical and analytical skills
3. library and database skills
4. problem solving
5. creativity
6. advanced research skills
7. apply rigour and understanding to the processes of evaluating, administering, designing and implementing research relevant to practice
8. evaluate the effectiveness of their own practice/practice development
9. critical and detailed grasp of the methodological and theoretical issues arising out of the student’s study of research relevant to her/his own specialism
10. awareness of relevant debates in adjacent disciplines
11. ability to contribute to the development of practice, management, or policy, by drawing on these ideas and debates
12. ability to make connections between work in different fields, and to analyse the significance of these links
13. ability to develop theoretical and epistemological arguments
14. understanding of contemporary systems thinking, as applied to organisations
15. understanding of research utilisation
16. familiarisation with the wider literature on organisations and decision making
17. ability to critically analyse the implications of evidence-based health care
18. devise coherent strategies capable of improving clinical effectiveness
19. data analysis and graphical presentation
20. making considered and reasonable decisions based on incomplete information
21. applying broad critical and ethical principles to new clinical and research situations

HOW WILL I LEARN?

Outline of the teaching methods and approach to be used on the programme.
To achieve the learning outcomes of the programme, bespoke teaching and learning strategies have been developed. The programme draws on a variety of methods of assessment to enable students to demonstrate the achievement of the learning outcomes. All the modules are supported by ‘Canvas’

Varied teaching methods appropriate to the curriculum are used to deliver a coherent programme of study, including:
- Lead lectures
- Professorial lectures
- Seminars
- Computer based workshops
- Workshops
- Case Studies
- Data analysis
WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Outline of the assessment methods and approach to be used on the programme.

Assessment and Assessment Criteria

Taught modules (years 1 – 2 PT; year 1 FT)
- Critical review essays
- Literature review
- Statistical analysis
- Research proposal development
- Observation of expertise in practice
- Viva voce examination of the knowledge base, generic and specific cognitive, clinical and communication skills underpinning expert practice by a panel of clinical expert examiners

Assignments capture the following key elements:
- Mapping organisational factors which influence change and relate to implementation science
- Planning of strategies for implementing research based change in the student’s organization
- Critical review of literature leading to research questions
- Preparing a literature informed research proposal

The research stage (years 3 – 6 part time; years 2 – 4 full time)

Builds on learning and experience in the taught modules and involves:
- Developing a research proposal suitable for Research Ethics Committee and IRAS
- Conducting the Doctorate research that they have designed supported by research supervisors
- Constructing and submitting a thesis for examination by External and Internal Examiners with viva voce examination.

Feedback on Assessment

You will receive feedback on coursework within 3 weeks of completion of the assessment. Feedback is usually provided electronically on formal coursework. Feedback and Guidance sessions with teaching staff are available on all modules. These provide regular opportunities to discuss feedback further. More information about feedback on assessment can be found here; http://www.stir.ac.uk/academicpolicy/handbook/assessment/

Assessment Regulations

Highlight any exceptions to the assessment regulations for this programme

None

If you would like to know more about the way in which assessment works at the University of Stirling, please see the full version of the assessment regulations at:

Undergraduate
Postgraduate – Taught
Postgraduate - Research
WHAT WILL I STUDY?
Outline Programme Structure

The list below shows the compulsory modules for this programme.

Year 1
Compulsory Modules PT
Total year 1 credit value = 80
Compulsory credits = 80
Option credits = none

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Theory and Research</td>
<td>NURPD01</td>
<td>40</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Project Management in Health Care Organisations</td>
<td>NURPD02</td>
<td>40</td>
<td>Spring</td>
<td>11</td>
</tr>
</tbody>
</table>

Compulsory Modules FT
Total year 1 credit value = 200
Compulsory credits = 200
Option credits = none

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Theory and Research</td>
<td>NURPD01</td>
<td>40</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Research Design for Clinical Practice</td>
<td>NURPD03</td>
<td>40</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Project Management in Health Care Organisations</td>
<td>NURPD02</td>
<td>40</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Expert Practice</td>
<td>NURPD04</td>
<td>80</td>
<td>Spring</td>
<td>12</td>
</tr>
</tbody>
</table>

Year 2
Total year 1 credit value = 120
Compulsory credits = 120
Optional credits = none

Compulsory Modules PT

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Design for Clinical Practice</td>
<td>NURPD03</td>
<td>40</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Expert Practice</td>
<td>NURPD04</td>
<td>80</td>
<td>Spring</td>
<td>12</td>
</tr>
</tbody>
</table>

Year 3 – 6 PT
Total credit value = 340
Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESEARCH</td>
<td>NURPD05</td>
<td>340</td>
<td>N/A</td>
<td>12</td>
</tr>
</tbody>
</table>

Year 2 – 4 FT
Total credit value = 340
Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESEARCH</td>
<td>NURPD05</td>
<td>340</td>
<td>N/A</td>
<td>12</td>
</tr>
</tbody>
</table>

READING LIST
Required and Recommended Reading for the Programme

TBC Annually
Includes epistemology and ontology, heuristics and Doctorate related materials
Section 3 Student Support

**SUPPORT FOR STUDENT LEARNING**

**Induction**
*Please include any Faculty/programme specific information here.*

Induction is provided in the first module and supported by Vitae and Compass researcher support and development tools.

Clinical Doctorate students are offered: two study days per annum; Faculty PG Conference; Faculty PG Retreat.

**Study Skills Support**

Student Learning Services are committed to providing comprehensive guidance on all aspects of effective and efficient learning. The ultimate aim of the service is to enable you to make the most of your academic studies at the University and for you to become an independent, successful learner during your time at the University of Stirling. This is facilitated through collaborative work with experienced tutors and by offering a variety of courses, workshops and tutorials.

All students, whatever stage of their academic studies, are welcome to use Student Learning Services. However the service may be particularly beneficial:

- In your first two years of study.
- If you are making the transition from college to Higher Education.
- If you have been out of education for some time.

**What we are able to do:**

- Advise you on academic skills relevant to your studies at University.
- Help you consolidate your previous learning and develop new learning strategies.
- Advise on action-plans to potentially improve grades.
- Suggest practical solutions if you feel overwhelmed by assignment work.
- Help you gain confidence in the transition to Higher Education.

More information can be found here: [http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/](http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/)

STEER is a University-wide Student Peer Support Scheme providing Mentors or Buddies for any Undergraduate or Taught Postgraduate student in their first year at the University of Stirling. The scheme aims to help you make the most of your time at the University and enable you to settle in as quickly as possible. More information can be found here: [http://www.steer.stir.ac.uk/index.php](http://www.steer.stir.ac.uk/index.php)

For Research Postgraduate Students the Stirling Graduate School as well as your own faculty will provide support. More information can be found here: [http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/](http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/)

**Academic and Pastoral Support**

**Adviser of Studies:** Advisers have an important role to play in enhancing your academic and personal development and are essential to ensuring you make the most of your time at university. Advisers provide a personalised point of contact for you to discuss academic concerns or queries within the academic community. The general purpose of the role is to provide more in-depth advice on the academic options available to you and on the academic policies and regulations within the University. More information can be found here: [http://www.stir.ac.uk/registrar/advisers/](http://www.stir.ac.uk/registrar/advisers/)

**Personal Tutor:** The role of a personal tutor is to help you feel part of the University community. They are a specific and consistent source of guidance, information and support for you throughout your studies. The tutor should be your first formal point of contact for general academic guidance and pastoral support. More information can be found here: [http://www.stir.ac.uk/tse/personal-tutor/](http://www.stir.ac.uk/tse/personal-tutor/)

**Support and Wellbeing:** At university you may face non-academic issues where you need some expert help or guidance. There are lots of ways we can help you in your day-to-day life at University. Student Support Services provide a range of high-quality services to assist you during the course of your studies, help prepare you for life after graduation. We aim to enhance the student experience and help you to get the most out of your time at University. More information can be found here: [http://www.stir.ac.uk/campus-life/learning-support/student-support-services/](http://www.stir.ac.uk/campus-life/learning-support/student-support-services/)
**Section 4 Programme Evaluation and Enhancement**

**METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING**

Module Evaluation
Module evaluations are carried out each year and are an important way of getting student feedback on the modules we teach. The University introduced a new programme of module evaluations in 2015 using the EvaSys system. We aim to evaluate every module we teach in every semester. You can find out more here: [http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/](http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/)

Programme Review
Programmes are reviewed annually and on a 5 yearly cycle. You can get involved in a variety of different ways: by completing module evaluations, becoming a course representative and attending Student Staff Consultative Committees, or participating in the review process itself. You can find out more here: [http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/](http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/)

External Examiner(s)
Name of External Examiner: taught modules only
Institution: DCU
*Please add as required.*

**Section 5 My Future**

**WHAT KIND OF CAREER MIGHT I GO ON TO?**

*What career avenues does this qualification open up to the student?*

All Clinical Doctorate students are experienced Nurses; Midwives and Allied Health Professions and already employed as such. Many students achieve career advancement whilst on the programme mostly to roles that draw on their clinical academic skills.

**WHAT STUDY ABROAD OPPORTUNITIES ARE AVAILABLE?**

N/A

**WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?**

N/A

**WHAT FURTHER STUDY OPTIONS ARE AVAILABLE TO ME?**

*What programmes of study could the student go on to after successfully completing this one?*

Graduates may avail themselves of postdoctoral opportunities to research with academic and clinical colleagues and as Alumni of Faculty/University.
WHAT OTHER INFORMATION DO I NEED TO KNOW?

Information that should be displayed at module registration and/or on the Degree Programme Table webpages to help students understand any programme specific requirements or agreed exceptions to regulations. This could also include useful information that will enable a student to decide to take this programme, prepare for the programme, or that will be useful to them on completion of the programme e.g. professional recognition/accreditations etc.

The ‘Clinical Doctorate’ programme is designed for experienced clinicians who wish to attain the highest goal of becoming ‘clinical academic’. This is the ideal qualification for those who retain a clinical focus with commitment to the improvement of healthcare for patients/populations. Our Clinical Doctorate is tailored to the needs of Nurses, Midwives and Allied Health Professionals. The programme has a unique practice focus, including expertise, and has been designed to prepare future leaders of practice, education and leadership. Students will join other professionals from a range of disciplines to benefit not only from the extensive knowledge delivered by the Clinical Doctorate team, but also from each other’s experiences and expertise.

Section 6 Admissions

HOW DO I ENTER THE PROGRAMME?

Admissions Criteria

- Candidates should normally hold a Master’s degree and/or a good Honours degree or equivalent from a university or college recognised by the University of Stirling.
- UK candidates should hold an appropriate nursing, midwifery or allied health professional qualification and registration.
- International candidates should hold an appropriate nursing, midwifery or allied health professional qualification and be able to provide evidence of the governance of their professional standards and professional registration (where it exists).
- Candidate should normally have at least five years post-registration/qualification
- Selection follows consideration of written application and statement.

And for those whose first language is not English:

- IELTS: 6.5 with 6.0 minimum in each skill
- Cambridge Certificate of Proficiency in English (CPE): Grade C
- Cambridge Certificate of Advanced English (CAE): Grade B
- Pearson Test of English (Academic): 60 with 56 in each component
- IBT TOEFL: 90 with no subtest less than 20