

Professional Doctorate in Sport, Exercise and Health Science

Programme Specification

Primary Purpose

Course management and quality assurance.

Secondary Purpose

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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Course Details

1. Named Awards

Professional Doctorate in Sport, Exercise and Health Science

2. Course Code (and UCAS Code if applicable)

Course code: C2608P

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

n/a

6. QAA Benchmark Groups

The degree will be aligned to the requirements of the Framework of Higher Education in England, Wales and Northern Ireland and the QAA Code of Practice for Research Degree Programmes and QAA Doctoral Degree Characteristics.

7. Document Control Information

March 2017

8. Effective Session

September 2017

9. Author

Dr Gemma Milligan

10. Faculty

Faculty of Science

11. Department

Department of Sport and Exercise Science

Curriculum

12. Educational Aims

The global aims for this programme are to provide:

- Opportunities to explore professional roles and implement research investigations in order to improve one's contribution in a service delivery setting.
- Support for research and professional development learning so that graduates can make decisions relevant to their profession and generate new knowledge.
- An award of the highest academic level that is distinct from the PhD, and that is clearly relevant to the needs of the individual's professional working situation.
- Graduates with opportunities to enhance their practice through systematic enquiry and reflection on the relevance of their learning to their own professional context.

- Graduates with the cognitive, practical, professional and transferable skills to enable them to assume independent practitioner roles within their profession.
- Graduates with opportunities to disseminate their research and professional skills to a variety of audiences and via a range of forms.

The specific aims for this programme are to:

- Develop, implement and maintain personal and professional standards and ethical practice.
- Apply sports exercise and health science and related methods, concepts, models, theories, and knowledge derived from reproducible findings.
- Research and develop new and existing sport, exercise and health methods, concepts, models, theories and instruments in psychology.
- Communicate sport, exercise and health knowledge, principles, methods, needs, and policy requirements.

13. Reference Points

- University of Portsmouth Curriculum Framework Document (Sept, 2016).
- University of Portsmouth Regulations for Professional Doctorates (Sept, 2016).
- The scholarship and research expertise of academic members of staff.
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education.
- QAA Framework for Higher Education Qualifications (FHEQ, 2008).
- QAA Code of Practice for Research Degree Programmes (Oct, 2013).
- QAA Doctoral Degree Characteristics (Sept, 2015).

14. General Learning Outcomes

The doctoral programme is divided into two parts. Essentially, Part 1 is the ‘taught’ component and Part 2 the ‘professional research and development’ component. All students will enter the programme having either:

- Already completed a Masters which have common learning outcomes and standards. The nature of the Masters degrees means students will have substantial ‘taught’ subject specific knowledge when entering Part 1. This will equate to 120 credits accredited through the University’s Recognition of Prior Learning process. NB: this must include 30 credits of study equivalent to MSc level Applied Research Methods within the last 5 years.
- Relevant professional qualifications and/or experience equivalent to 120 credits that could be accredited through the University’s Recognition of Prior Learning process. NB: this must include 30 credits of study equivalent to MSc level Applied Research Methods within the last 5 years.
- If students cannot be accredited through the University’s Recognition of Prior Learning process, they must undertake the required 120 credits of units relevant to the specific sport,

exercise and health discipline within years 1 and 2. NB: this must include 30 credits of study equivalent to MSc level Applied Research Methods.

On completion of Part 1 of the programme of study (i.e., 2 x 30 L8 credits) students will be able to:

- Identify learning needs, be autonomous in the management of their own learning and demonstrate a reflective and self-critical approach to the application of their learning to their professional practice.
- Integrate theory of qualitative or quantitative research methodologies with professional expertise to propose strategies to solve problems relevant to sport, exercise and health science.
- Evaluate the various sources of research information available, conduct effective searches and critically appraise the value of the material collected and use it to plan appropriate interventions.
- Present an article for publication in a scientific or professional journal article or conference.
- Critically discuss the methodological, ethical and financial limitations of their proposed plan of investigation and be aware of the implications of such constraints.
- Plan a research protocol and prepare an application for ethical approval and demonstrate the likely relevance of the work to producing new knowledge and improving practice.

On completion of Part 2 (1 x 360 L8 credit project unit) of the programme students will be able to:

- Be autonomous in the planning and management of their own learning.
- Demonstrate a reflective approach to their research and professional development.
- Interact and network within a multidisciplinary team so as to conduct research and professional development.
- Research, analyse and evaluate information so as to transfer new theoretical, research and professional understanding into areas of practice and beyond.
- Be aware of the changing professional context and manage the processes of change to enable the solving of problematic situations as they arise.
- Using appropriate and reasoned methodology, make a significant, original contribution to professional practice.
- Provide authoritative solutions when presented with practical, ethical and research problems within a professional context.
- Disseminate their theoretical, research and professional understanding and recommendations to critical communities using a variety of formats.
- Demonstrate the relevance and innovative approaches of their research and professional development to the practice of a sport, exercise and health science.

Level 7

Postgraduate Diplomas are awarded to students who have demonstrated:

- A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.
- A comprehensive understanding of techniques applicable to their own research or advanced scholarship
- Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
- Conceptual understanding that enables the student to evaluate:
 - Critically current research and advanced scholarship in the discipline.
 - Methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
- Continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

- The qualities and transferable skills necessary for employment requiring:
 - The exercise of initiative and personal responsibility.
 - Decision-making in complex and unpredictable situations.
- The independent learning ability required for continuing professional development.

Level 8

Doctoral degrees are awarded to students who have demonstrated:

- The creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication.
- A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice.
- The general 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 in the light of unforeseen problems.

- A detailed understanding of applicable techniques for research and advanced academic enquiry.

Typically, holders of the qualification will be able to:

- Make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences.
- Continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

And holders will have:

- The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

15. Learning Outcomes

All learning outcomes have been designed to meet the Framework of Higher Education in England, Wales and Northern Ireland and the QAA Code of Practice for Research Degree Programmes and QAA Doctoral Degree Characteristics.

A. Knowledge and Understanding of:

- A1. Current professional developments within their area of practice.
- A2. Models of evidence based practice, evaluation and audit used to inform and innovate practice within their professional area.
- A3. The theory and practice of qualitative and quantitative research methodologies and techniques appropriate to sport exercise and health science.
- A4. The ethical and governance frameworks applicable to research within their chosen area of study.
- A5. Critical reflection for own learning and professional practise.
- A6. Styles of scientific writing and publication processes within the sport, exercise and health science and specifically within their own professional domain.

B. Cognitive (Intellectual or Thinking) Skills, able to:

- B1. Integrate knowledge of science and/or social theory to analyse problems or opportunities related to practice and justify strategies to inform practice.
- B2. Formulate questions, critically appraise, synthesise and evaluate evidence so as to transfer theoretical, research and professional understanding into areas of practice.
- B3. Critically discuss the methodological, ethical and financial limitations of their proposed plan of investigation and be aware of the implications of such constraints.

B4. Critically appraise the value of theoretical perspectives and research evidence collected and use it to effectively and logically challenge current concepts, thinking and approaches.

C. Practical (Professional or Subject) Skills, able to:

- C1. Outline changing professional context and manage the processes of change to enable solving of problematic situations as they arise.
- C2. Use appropriate and well-reasoned methodology, and make a significant and original contribution to professional practice.
- C3. Independently, critically challenge current assumptions relevant to the profession.
- C4. Provide authoritative solutions when presented with practical, managerial, business, ethical and research problems within a professional context.
- C5. Evaluate the various sources of information such as relevant library databases and conduct rigorous library/information-based searches.
- C6. Select appropriate qualitative and quantitative methodologies and techniques to conduct research and professional development within their profession.
- C7. Demonstrate the relevance and innovative approaches of research and professional development to the specific area of practice.
- C8. Manage dilemmas and value conflicts in a way which takes forward professional practice.
- C9. Attain critical and creative mastery of the latest available knowledge within the area of professional practice.
- C10. Take responsibility as a leading practitioner, innovator and manager of others in a community of practice and beyond.
- C11. Plan a research/professional development protocol and prepare an application for approval and demonstrate the likely relevance of the work to the area of practice.

D. Transferable (Graduate and Employability) Skills, able to:

- D1. Disseminate theoretical, research and professional understanding and recommendations to critical communities using a variety of formats.
- D2. Manage and make professional use of resources (e.g., human, financial and physical) where appropriate.
- D3. Manage information and research data.
- D4. Manage change effectively, prioritise time and workloads and respond to changing professional demands.
- D5. Command the attention and respect of others in providing professional and intellectual leadership, inspiration and motivation.
- D6. Present articles for publication in a scientific or professional journal or other media.
- D7. Interact and network within a multidisciplinary team to conduct research and develop professionally.

- D8. Identify learning needs and be autonomous in the planning and management of their own learning.
- D9. Demonstrate a reflective and thoughtful approach to their research and professional development.
- D10. Demonstrate a reflective and self-critical approach to the application of their learning to their professional practice.

16. Learning and Teaching Strategies and Methods

The central orientation and values that inform the teaching and learning strategy embedded in the programme are to provide a learning experience that meets students' needs, which is underpinned by research-led teaching, and a supportive and enabling learning environment. The programme will be conducted within a demonstrable research culture, as evidenced by the active publication record of members of the programme team and other staff allied to delivery and supervision.

During the 'taught' Part 1 element of the programme, students will partake in lectures, tutorials, workshops, and presentations [A3, A4, A6, B2, D3]. Students will attend a monthly group workshop session throughout the duration of the programme, which will have a specific learning and teaching theme [A1, A2, A3, A4, A5, A6] and provide a supportive environment for reflective practice, the development of practice skills, and peer-debate and development [C3, C4, C5, C6, C7, C8, D3, D6, D8, D9, D10]. Students will also have a quarterly one-to-one tutorial with their supervisor(s) to reflect on and develop research [B1, B2, B3, B4, D9, D10, C9, C10], professional development and practice philosophy and values [C1, C2, C3, C4, C5, C6, C7, C8, C11], and toward the communication of sports science knowledge [D1, D2, D3, D4, D5, D6, D7, D8, C11].

17. Assessment Strategy

Assessments will involve a series of coursework assignments; presentations of various formats, reports and development of a portfolio of evidence; formal oral presentation of portfolio and thesis and defence of this work in a *viva voce* situation.

A. Knowledge and Understanding will be assessed through:

Coursework as critical reports and portfolios (A1, A2, A3, A4, A5, A6), oral presentation (A1, A3, A5); review article or primary research publication (A6), development of a reflective practice portfolio together with a final thesis and commentary (A1-A6), report of analysis of data (A3).

B. Cognitive (Intellectual or Thinking) Skills, will be assessed through:

Reports of critical appraisal of primary or secondary research (B2); individual research case studies pertinent to own area of professional practice; oral presentations (B1, B3, B4); report of analysis of data, portfolio of evidence, together with a final thesis and commentary (B1, B3, B4).

C. Practical (Professional or Subject) Skills will be assessed through:

Research protocol (C11), detailed report of professional research and development in a thesis format (C1-C10), publications in refereed journal (C7, C9) formal oral presentation of portfolio and thesis, ability to defend their work in a *viva voce* situation (C1-11).

D. Transferable (Graduate and Employability) Skills will be assessed through:

Portfolio of critical reflection (D 8, D9, D10), a detailed report of professional research and development in a thesis format (D1-D9), publication/s in refereed journal (D1, D5) formal oral presentation of portfolio and thesis, ability to defend their work in a *viva voce* situation (D1-D10).

18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)¹ for full details on the course structure and units

The Professional Doctorate in Sport and Exercise and Health Science will be offered part time over 3-6 years. The professional doctorate comprises 540 credits. Completion of Stage 1 requires 120 level 7 credits from a compatible MSc, professional qualification and/or experience that could be accredited through the University's Recognition of Prior Learning process. Stage 2 comprises Part 1 (the taught component made up of 60 level 8 credits) and Part 2 (the research and practice component made up of 360 credits). Students who have completed Stage 2, Part 1 may exit with an MSc Advanced Professional Research (120+60 credits). Standard University rules apply. The regulations must be consulted for a full description of exit awards.

19. Employability Statement

The programme learning outcomes are achieved through activities that are based in, or are derived from, students' professional context and practice. All unit assessments are located in the specific work-based context of the student. The Professional Development and Review unit requires students to reflect explicitly on their current professional role and their future personal and professional development. Formal and informal links with employers and alumni are maintained through workshops, events and networking opportunities.

All students are supported beyond graduation via reference writing from personal tutors and access to the Departmental Careers Tutor and University's Careers Service for support (i.e. Purple Door). Tutors also continue to provide informal support and advice to ex-students where requested. Graduates of the Department are also able to keep in touch through the university Alumni service. Alumni members are often invited to return to the department to support activities aimed at fulfilling our employability strategy (e.g., by giving talks).

¹ www.port.ac.uk/unitwebsearch

Course Management

20. Support for Student Learning

- The Course is managed by a Course Leader
- Extensive induction programme introduces the student to the University and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- Access to the Graduate School development programme
- University support services include careers, financial advice, housing and counselling
- The Academic Skills Unit (ASK)
- The Additional Support and Disability Advice Centre (ASDAC)
- Faculty Learning Support Tutors
- Excellent library facilities
- Student course and unit handbooks provide information about the course structure and University regulations
- Feedback is provided for all assessments
- Personal Development Planning (PDP) for all awards

21. Admissions Criteria

A. Academic Admissions Criteria

All applicants are to be interviewed prior to entry on the programme.

For entry onto Stage 1 of the programme, admission will require the applicant to demonstrate:

- i. Engagement with an appropriate professional environment that will enable students to achieve the programme learning outcomes AND
- ii. A 2:1 honours degree (or equivalent) in a suitable sports, exercise or health science discipline. Please note applicants with a 2:2 honours degree may be considered if sufficient professional experience has been gained.
- iii. An outline of the units to be taken, from one of the established flexible-learning Masters programmes, (30 credits of which must be Level 7 research methods), this is to enable student to obtain the 120 credits at Level 7 required to progress into Level 8
- iv. An outline of the research and development activity planned for Level 8 units of the course that provide an indication of:
 - the focus for research
 - the course participants professional role
 - potential service development or leadership activities

For entry onto Stage 2 (level 8) of the programme, admission will require the applicant to demonstrate:

- i. Engagement with an appropriate professional environment that will enable students to achieve the programme learning outcomes AND
- ii. A postgraduate Master's level degree in a suitable sport, exercise and health discipline OR
- iii. An MPhil Degree OR
- iv. A 2:1* honours degree (or equivalent plus 120 credits at Master's level) both in a suitable sport, exercise and health discipline (30 credits of which must be Level 7 research methods) OR
- v. A 2:1* honours degree (or equivalent) in a suitable sports and exercise discipline (plus successful completion of 120 credits at Master's level from one of a established flexible-learning Masters programmes, 30 credits of which must be Level 7 research methods), before progression to Level 8 units.
- vi. An outline of the research and development activity planned for Level 8 units of the course that providing an indication of:
 - the focus for research
 - potential research strategies
 - the course participants professional role
 - potential service development or leadership activities

** Please note applicants with a 2:2 honours degree may be considered if sufficient professional experience has been gained.*

The unit coordinator of the Professional Research and Development unit and the pathway course leader will assess the suitability of the outlined activities for the course and the ability of the relevant University department and named work-based and professional advisors/mentors to support the research and development activities.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review
- Head of Department's Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance for each programme
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports

- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees
- National Postgraduate Taught Experience Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- Board of Studies with overall responsibilities for operation and content of course
- Head of Department
- Associate Dean (Academic)
- Associate Dean (Students)
- Associate Head (Education)
- Associate Head (Research)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies
- Student Staff Consultative Committees
- Unit and Course level student feedback questionnaires
- University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB)

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes
- All academic staff encouraged to seek Higher Education Academy membership

- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations²](#)).

24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

N/A

B. Periodic Programme Review (or equivalent)

As a new course a Periodic Review has yet to be held.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015³](#)*).

D. Others

None.

² www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/

³ www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](#)⁴ and [School/Department](#)⁵ websites

⁴ www.port.ac.uk/

⁵ www.port.ac.uk/aboutus/