

## PROGRAMME SPECIFICATION

**for the award of****Professional Doctorate in Nursing****Managed by the Faculty of Health and Life Sciences****delivered by Department/School of Nursing**

<b>Date approved:</b>	31/01/2017
<b>Applies to students commencing study in:</b>	09/2017 .

## RECORD OF UPDATES

<b>Date amended*</b>	<b>Nature of amendment**</b>	<b>Reason for amendment**</b>
<b>None at present</b>		

## SECTION 1: GENERAL INFORMATION

<b>Awarding body:</b>	Oxford Brookes University
<b>Teaching institution and location:</b>	Oxford Brookes University
<b>Language of study:</b>	English
<b>Final award:</b>	Professional Doctorate in Nursing (DNurs)
<b>Programme title:</b>	Professional Doctorate in Nursing (DNurs)
<b>Interim exit awards and award titles available:</b>	MSc in Nursing Research
<b>Brookes course code:</b>	HL82
<b>UCAS code:</b>	-
<b>JACS code:</b>	E00
<b>HECoS code:</b>	-
<b>Mode of delivery:</b>	Blended learning (face to face/on-campus and on-line)
<b>Mode/s and duration of study:</b>	Part-time 5 years normal expected duration with a maximum of 7 years.
<b>QAA subject benchmark statement/s which apply to the programme:</b>	The thesis element must comply with the QAA Quality Code for Higher Education Chapter 11: Research Degrees
<b>Professional accreditation attached to the programme:</b>	None
<b>University Regulations:</b>	The programme conforms to the University Regulations for the year of entry as published/archived at:  <a href="http://www.brookes.ac.uk/regulations/current/specific/">http://www.brookes.ac.uk/regulations/current/specific/</a>

## SECTION 2: WHY STUDY THIS PROGRAMME?

Professional doctorates in health care have emerged in the UK over the past twenty years. With its research focus on professional practice, the professional doctorate is a part-taught, doctoral-level award, equivalent to the traditional PhD or DPhil. There are however few programmes that support the development of nursing as a discipline in its own right and this programme will help nurses who remain within the clinical arena to develop knowledge and skills related to research methods and methodologies.

The main aim of the Professional Doctorate in Nursing (DNurs) is to help professionals to manage their own learning in order to promote high levels of critical understanding and professional application. The DNurs has been designed to offer the opportunity to study nursing theory and practice and develop research skills in order to carry out doctoral level research. The programme is for qualified nurses who are working within clinical practice and wanting to explore practice in greater depth and through the application of research knowledge and skills. It offers the opportunity to explore nursing theory and research methodologies through a programme of taught modules, which will provide a basis for the final thesis. The thesis gives the opportunity to research a specific issue of professional concern in depth, and to demonstrate a new contribution to nursing knowledge. During the programme the students will become independent, critically reflective and competent researchers.

The distinctive aim of the DNurs is to promote critical self-reflection and knowledge acquisition secured through a sequence of structured learning which provides taught, supervised and cohort-based experiences. The research issues will emerge from nursing practice through the critical review and systematic application of appropriate theories and research. Thus, it relates to the professional context and involves critical reflection on the development of the profession. To this end the programme requires students' exploration and challenge of theory related and relevant to nursing and practice, and is concerned with the synergy between professional practice, intellectual endeavour and leadership. Significantly, the DNurs provides a 'cohort-based' doctorate, and an opportunity to develop a strong researcher-practitioner community. The expectation is that the cohort based approach will provide strong peer support for students while they are undertaking their doctoral journey. It is anticipated that the identification of research questions will emerge from nursing practice through the critical review of practice and systematic application of appropriate theories and research. It relates to the professional context and involves critical reflection on the development of the profession. To this end it requires exploration and challenge of theory that is relevant to nursing and practice, and is concerned with the synergy between professional practice, intellectual endeavour and leadership.

In summary, this professional doctorate programme aims to provide a deeper knowledge, understanding and awareness of nursing. It will provide opportunities; to study the methodology and methods of health care research, especially nursing research, and ensure the development of research skills. The programme aims to develop and produce independent, reflective, and competent researchers by providing the opportunity (through thesis completion) to undertake professionally relevant research which creates new knowledge and contributes to professional knowledge in nursing.

The teaching staff comprise of:

Name	Role	Teaching Experience
Dr Helen Walthall	Programme Lead and Module Leader	Extensive PG taught experience. Experienced Doctoral supervisor
Dr Chris Bulman	Module Leader	Extensive PG taught experience. Doctoral supervisor
Dr Sue Schutz	Module Leader	Extensive PG taught experience Doctoral supervisor
Dr Helen Aveyard	Module Leader	Extensive PG taught experience. Experienced Doctoral supervisor
Dr Verna Lavendar	Module Leader	Extensive PG taught experience. Experienced Doctoral supervisor

## SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

### 3.1 ACADEMIC LITERACY

- draw from theoretical frameworks used in nursing contexts to engage critically in theoretical analysis of nursing issues;
- use knowledge and skills in research methodology to influence professional nursing practice;
- extend the current limits of theoretical and research understanding and demonstrate a contribution to the creation of original knowledge in nursing

### 3.2 RESEARCH LITERACY

- demonstrate a comprehensive knowledge of research paradigms, methodologies and approaches appropriate to the study of nursing;
- select from a range of research methods to develop a nursing research project;
- make a significant contribution to the wider nursing community and to nursing practice by successfully completing a substantial and original research project;
- develop using the researcher development framework to ensure personal and professional development as a nursing researcher

### 3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- manage personal learning by identifying own learning needs, clarifying personal values, setting personal objectives, managing own time and evaluating own performance;
- demonstrate autonomy and leadership within the realms of nursing practice, especially in relation to the assessment and resolution of research and professional problems.

### 3.4 DIGITAL AND INFORMATION LITERACY

- identify, locate, evaluate and use information relevant to nursing and wider health care related research; organise and manage complex data sets;
- use appropriate technology to identify, analyse and evaluate high quality information; engage productively in relevant online communities and adopt appropriate technologies for communication.

### 3.5 ACTIVE CITIZENSHIP

- Show a high level of awareness and management of ethical dilemmas likely to arise both in research and professional practice;
- Participate professionally in research and specialised nursing communities, reflecting on own and others' practice to enable analysis and development of own and other's professional practice to inform nursing care delivery

## SECTION 4: CURRICULUM CONTENT & STRUCTURE

### 4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
P49501	Researcher Development Framework	20	7	C	Coursework 100%
P49502	Concepts in Nursing Practice 1	20	7	C	Coursework 100%
P49203	Evidence Based Practice	20	7	C	Coursework 100%
P49504	Exploring the landscape of Nursing Research	40	7	C	Coursework 100%
P49506	Concepts in Nursing Practice 2	20	7	C	Coursework 100%
P49508	Systematic Review	40	7	C	Coursework 100%
P49510	Research Methodologies	40	8	C	Coursework 100%
P49213	Work Based Learning	20	7	C <i>(for MSc Nursing Research only)</i>	Coursework 100%
P49512	Research Proposal and Ethical Approval	40	8	C	Coursework 100%
	Thesis	300	8	C	Coursework 100%

**Key: C = Compulsory Module**

**The programme diagram:**

<b>Professional Doctorate in Nursing</b>			
<b>Year 1</b>			
Semester 1	Concepts in Nursing 1 (20 M-level credits)	Researcher Development Framework (20 M-Level credits)	
Semester 2	Evidence Based Practice (20 M-Level credits)		
Semester 3 (Summer)	Exploring the Landscape of Nursing Research (40 M-Level credits)		
<b>Year 2</b>			
Semester 1	Systematic Review (40 M-Level credits)		
Semester 2	Concepts in Nursing 2 (20 M-level) credits	Research Methodologies (40 D-level) credits	**Work Based Learning (20 M-level) credits
Semester 3 (summer)			<b>Only complete if exiting with MSc</b>
<b>Exit Point: MSc in Nursing Research (180 credits)</b>			
<b>Year 3</b>			
Semester 1	Research Proposal and Ethical Approval (40 D-level credits)		
<b>Registration of thesis proposal (see regulations for guidance)</b>			
<b>Years 3, 4 and 5 (exceptionally Years 6 or 7)</b>			
Semester 2 & 3 Year 3	Thesis (300 D-level credits)		
Semester 1, 2, 3, Year 4 and 5			
<b>Submission of Thesis followed by viva voce examination</b>			
<b>Exit Point: Professional Doctorate in Nursing (160 M level and 380 D level credits)</b>			

#### 4.2 PROGRESSION AND AWARD REQUIREMENTS

All modules on the programme are compulsory and students have to achieve a pass mark on all modules to progress. If students wish to exit with the interim award, they need to have successfully completed all compulsory level 7 modules, and then undertake a single work-based learning project to gain 180 credits at level 7. The WBL project will enable them to undertake a research/evaluation project within their clinical area and build upon the research knowledge gained within the programme to date.

Students will be monitored annually as a Research degrees student but will follow specific PG Taught regulations during year 1 and 2 and semester 1 of year 3.:

<http://www.brookes.ac.uk/documents/regulations/2012-13/specific/b4/>

#### 4.3 PROFESSIONAL REQUIREMENTS

N/A.

### SECTION 5: TEACHING AND ASSESSMENT

All those taking part in the DNurs Programme are experienced professionals, and the methods of teaching, learning and assessment recognise the high standards demanded by this group. The programme has been designed to support the development of an increasingly active and independent researcher and writer by providing a blend of learning approaches designed to promote intellectual autonomy. These include face-to-face seminars and workshop activities; guided online activities; student-led seminars, and individual tutorial and supervision sessions.

Teaching and learning strategies will encourage you to:

- engage and explore new areas of knowledge;
- build on and deepen your existing knowledge, understanding and skills in nursing and research;
- engage in critical analysis of texts, concepts, theories and practices and reflect on a range of professional issues, questions, concepts, theories, policies and practice encountered in your studies;
- interrogate the assumptions underpinning theory and research in order to come to an understanding of the significance and limitations of theory and research;
- develop appropriately informed research skills.

The University has a virtual Graduate College which runs a range of useful training courses relating to research. These training sessions are currently delivered face-to-face, for example, 'PhD Writing Workshop', 'Time Management:', 'The Viva Examination'. New research student induction is run three times a year and this can be attended at the point of progressing to the research element of the programme. The Graduate College also runs more informal events, such as 'Networking Social Event for all Research Students and Supervisors'.

Information about these courses and events is available at:

<http://www.brookes.ac.uk/students/research-degrees-team/current-students/graduate-college/>

DNurs students can attend these courses at any stage of the programme.

The principles of Brookes Assessment Compact are demonstrated in this programme through:

- Emphasis on formative assessment and feedback
- Support in developing self-assessment skills
- Student input into the design of assessments and marking strategies
- Encouragement of students to identify learning opportunities in practice and research

Students will be assessed in each of the modules undertaken on the taught component of the programme. The types of assessments used within this programme are varied; including reflective

essays, critical analysis of evidence based practice, presentations, concept analysis and a 'portfolio of learning' based on the Vitae 'Researcher Development Framework.'

The assessment strategies are chosen because of their appropriateness regarding individual module learning outcomes, programme learning outcomes, the academic standard expected, and the different styles of learning that students' exhibit. Assessments are used as an opportunity for students to demonstrate knowledge, understanding, critical thinking, and reflective analysis required for nursing practice. The assessments are also devised to enable the students to develop their thinking towards the thesis project and for them to develop work that will inform and be part of their thesis. The compulsory modules are designed to give the students a wide variety of research methodologies and methods within the nursing and health care context. The programme is structured to ensure the assessments enable the students to obtain wide but focused research capability.

Students will register for the research degree component of the programme in semester 2 year 3. The registration forms will be completed and submitted during semester 1 year 3 for consideration by the Research Degrees Committee, Science and Technology Sub-Committee. . The thesis component of the programme involves each student having one supervisor as the Director of Studies (first supervisor) with responsibility to ensure the student receives supervision on a regular and frequent basis with members of the supervisory team. The Director of Studies will be allocated on enrolment to the programme (year 1, semester 1), shall normally have supervised one research student to completion and completed key components of the Supervisor Training Course. The remainder of the supervisory team will be allocated during year 2 of the programme and will complement the Director of Studies and the student's research interests/proposed methodology.

The thesis will be submitted at the end of year 5 (September) and viva voce will be undertaken within 3 months of submission. The word count will not exceed 60,000 words. Award of the DNurs will be made when the external and internal examiners have reviewed the written thesis and the student has successfully defended their research in the viva examination. All recommendations for the award have to be approved by the Science and Technology Sub-Committee of the Research Degrees Committee.

## SECTION 6: ADMISSION TO THE PROGRAMME

### 6.1 ENTRY REQUIREMENTS

#### **Entry criteria**

- An Upper Second or First Class Honours Degree from a UK or overseas recognised institution and/or relevant Postgraduate study.
- Must be currently registered with the Nursing and Midwifery Council in the UK or equivalent registration within their residing country.
- Must have a minimum of three years post-qualification / registration experience
- If English is not the first language, must have completed the British Council's IELTS achieving an overall score of level 6.5/ 7 or above in line with the University PG regulations. The NMC requires an overall IELTS score of 7.
- APL will only be considered for students who have graduated previously with an MPhil or MRes degree with a relevant health care focus. The students will gain entry into the programme at the level 8 stage

### 6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

Students are required to evidence they have an up-to-date DBS check completed by their employer before applying to commence their studies at the university.



## SECTION 7: PREPARATION FOR EMPLOYMENT

Increasingly, employers within the health care setting are seeking a combination of knowledge and understanding of research skills that can be applied directly to the clinical context. Many organisations are exploring what areas of staff development they are commissioning to support staff in their career development and to support clinical expert nurses to remain within the clinical area. The programme aims to provide students with the theoretical understanding and knowledge of research skills to enable them to undertake research within practice which directly relates to the clinical delivery of care/nursing. Prospective students of the programme will be qualified nurses who are already working within nursing and it is expected that on completion of the programme there will be enhanced employment and career opportunities.