Programme Specification: Post Graduate Research

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	Faculty of Medicine and Health Sciences (FMHS) Professional Doctorate: Doctor of Pharmacy (DPharm) Doctor of Health Education (DEdHealth) Doctor of Social Work (DSW) Doctor of Public Health (DPH) Doctor of Counselling (DCouns) Doctor of Nursing (DNur) Doctor of Midwifery (DMid) Doctor of Health Sciences (DHealthSci) Doctor of Health Sciences (Physiotherapy) (DHealthSci (Physiotherapy)) Doctor of Health Sciences (Radiography) (DHealthSci (Medical Imaging))
Award type	Professional Doctorate
Mode of study	Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 8
Normal length of the programme	6 years part time with a 2-year taught component at the start (possibility of extending this to a maximum of 8 years)
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	The latest information about tuition fees can be found at this link*: https://www.keele.ac.uk/study/postgraduateresearch/feesandfunding/postgraduateresearchfees/

How this information might change: *Please read the important information at http://www.keele.ac.uk/student-agreement/. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.*

** We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at http://www.keele.ac.uk/studentfunding/tuitionfees/*

2. Overview of the Programme

The FMHS professional doctorate programme is designed to meet the needs of a range of health care

professionals/educationalists wishing to attain the highest level of professional and academic achievement. The programme of taught modules combined with the research component allows students to undertake study and research that is clearly relevant to their professional practice, will support them to contribute to professional knowledge in their field of practice and will enable their career development. A number of routes within the programme as a whole are available to capture the array of health professional backgrounds and ensure applicability to the professional practice and professional development.

A professional doctorate provides a rigorous programme of advanced study and research, equally rigorous to the purely research orientated PhD. The taught modules which occupy the first two years of the programme provide opportunities to develop students' skills and knowledge in key areas to facilitate career development, whilst the research component allows for development of skills in critical appraisal and the ability to develop the rationale, methodology and methods for research studies. The modules also allow development of other transferable skills such as project management, problem-solving, information management and academic writing.

The FMHS professional doctorate utilises the expertise of the academic team across the Faculty of Medicine and Health Sciences and potentially experts from the clinical field as well to support the student's development, research and scholarship; many of whom are nationally and internationally renowned researchers in their own field.

Within the FMHS professional doctorate, students may wish to exit at key points instead of completing the whole programme and in doing so may be awarded either a postgraduate diploma or masters in advanced practice or health sciences. This design is intended to provide flexibility for professionals who are studying whilst working in high pressured health service roles.

3. Aims of the programme

The FMHS professional doctorate aims to:

- Enable you, the student to acquire and apply the clinical and professional knowledge base and skills that you have identified as necessary to develop your role as an advanced/consultant level practitioner
- Enable you to develop and use research skills to become an independent, reflective and competent researcher capable of undertaking doctoral research relevant to your area of professional practice
- Enable you to conceptualise, design and implement projects for the generation of significant new knowledge and/or understanding
- Develop your ability to use an evidence base to make informed decisions on complex issues in your specialist fields and adopt an innovative approach to tackling and solving problems
- Provide you with a structured learning programme that will enable you to understand and evaluate critically advanced academic work, that meets your professional development needs for career enhancement
- Enable you to further develop the self-discipline of private study, self-directed learning and reflective practice for life-long learning

4. What you will learn

Learning outcomes describe what you should be able to do if you make full use of the opportunities for learning that are provided to develop and demonstrate knowledge and understanding, and skills. In addition, by completing the FMHS professional doctorate programme you will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility, leadership and largely autonomous initiative in complex and unpredictable situations in professional environments.

Students undertaking this programme of study will be enabled to:

1. Evaluate and reflect on the core skills that are required for effective communication at an interpersonal and organisational level.
2. Critically assimilate the current political challenges in health and social care and the role that culture, power and politics play when communicating with organisations in this context.
3. Critically analyse and appraise the key elements of productive team working, including effective management of workforce conflicts, and how these can inform planned change processes
4. Identify and apply strategies for implementing a change process and for networking across boundaries to build relationships and share information, plans and resources.
5. Critically reflect on the key characteristics and skills of an effective leader and how these can be used to implement change in the workplace.
6. Demonstrate a critical awareness of the principles of research and evaluation
7. Critically evaluate the research evidence base to inform the development of practice based/professional research questions.
8. Develop a knowledge base of quantitative and qualitative paradigms, methodologies and methods and their application to practice based/professional research
9. Critically evaluate the strengths and weaknesses of a range of research methodologies and methods
10. Reflect on and analyse your knowledge of the research process and methodologies and how these relate to your own proposed research, providing a rationale and justification for choices made.
11. Compose and critically debate a justified rationale for the research philosophy and theoretical frameworks

underpinning the project.
12. Discriminate between and justify different research methodologies and methods underpinning the research project.
13. Select and critically discuss the relevant data analysis methods for the proposed project
14. Develop a research proposal for the pilot study that demonstrates the ability to critically and analytically conceptualise the design of the research project
15. Critically analyse and examine the principles of research ethics and governance.
16. Crically and analytically implement a pilot study for the generation of new knowledge and understanding to iad development of your final project
17. Develop or select appropriate research tools, following a critical and analytical review, that will collect data to meet the aims and objectives of the research questions / hypothesis
18. Critically discuss and debate the ethical principles of their research project, to show an in-depth understanding and appreciaion of the research process
19. Develop the ideas emerging from the initial study undertaken in Part 1 in order to inform the research design for Part 2
20. Demonstrate the intellectual capacity to undertake independent and original doctoral level research
21. Synthesise the relevant literature in order to develop the research question(s) or hypothesis
22. Design and justify an appropriate framework for the proposed research project that effectively integrates empirical focus, context, theory and methodology
23. Confidently and concisely communicate an appropriate ethical strategy for answering the research questions or testing the hypotheses
24. Communicate ideas and arguments effectively both orally and in writing, in language that is appropriate to doctoral level study
25. Effectively answer questions from the panel about the research proposal
26. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implemening tasks at a professional level
27. Demonstrate achievement of the competencies within the competency/professional framework to the appropriate level
28. Demonstrate how they will conue to advance their knowledge and understanding, and to develop new skills to a high level.
29. Demonstrate the qualities and transferable skills necessary for professional pracice that requires: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situaions; and, the independent learning ability required for conuing professional development
30. Demonstrate that you have developed a comprehensive understanding and critical awareness of a chosen field of your professional practice, through research, enquiry and critical reflection, and created and interpreted new knowledge, principally through the production of a thesis, which is of suitable standard to satisfy the University Criteria on Doctoral work.

Keele Graduate attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical responsibility.** You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

5. How is the programme taught?

Part 1 - Years 1 and 2

Part 1 is the taught element of the programme where you will achieve the key learning outcomes/competencies required for your specific route on the FMHS professional doctorate programme, in relation to your area of professional background and your specific research project proposal. Part 1 will conclude with a thesis proposal that will inform your doctoral research for Part 2 (Year 3 onwards) of the programme.

Students on all routes of the FMHS professional doctorate programme will normally undertake all of the taught modules together to facilitate interprofessional learning and development. It will also be an important area of student/peer support as you progress through this stage and allow networking which can be continued into Part 2. The programme will also be delivered and supported by a range of staff from across the Faculty to provide a wide experience base on which you can draw to aid your own development.

During Part 1, you will study using a variety of learning media and tools, mainly through open, distance learning modules that you can undertake in your home, work place or other place of your choice. These will include online study sessions at the beginning of Part 1 as your induction onto the programme, and at various times during the 2-year period of Part 1 to participate in workshops, share progress with other students and staff through group

work and presentations, and for formative assessment. These modules have been carefully designed to incorporate activities that will develop your understanding of particular issues and concepts, application of knowledge to practice, and help you to reflect on your current practice. The Advanced Practice Development (APD) portfolio module is a learning and assessment tool that runs through both years of Part 1. Your Route lead or designated portfolio mentor will provide direction and support for Year 1 of the programme. In Year 2 of the programme you will increasingly work with your supervisors to complete the Pilot Study and the Thesis Proposal, which will take to you the progression panel examination that is the final assessment of Part 1.

Part 2 - Year 3 onwards

Once you have successfully completed Part 1 you will undertake your research in Part 2 to produce your doctoral thesis for the professional doctorate which will normally be a minimum of 75,000 words. You will have a supervisor who will have been assigned in year 1 who will now be your main point of contact to take your research project forward to completion. As well as receiving personal support from your supervisor you may attend relevant courses, modules or events external to or at Keele to support your progress. Students are encouraged to build a community of practice and maintain contact with your fellow students to continue the peer support developed in Part 1 of the programme.

Programme Duration

Maximum periods of registration are specified in University Regulation C2. It is however anticipated that a student will, normally, submit their final thesis for examination between a period of 48-60 months (4-6- years) of initial registration on the programme. A student will attend an Oral Examination (viva voce), normally within 3-6 months of submitting their final thesis.

6. Teaching Staff

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

7. What is the structure of the programme?

The modules which form Part 1 of the FMHS professional doctorate programme are shown below in table 1. All the modules are compulsory modules and have to be passed to allow you to progress into part 2 of the programme. They total 180 credits, divided into 105 level 7 credits and 75 level 8 credits.

Table 1: FMHS Professional Doctorate Part 1 modules and credit rating

Part 1	**Credits and level**
Year 1 modules	
Advanced Leadership and Change Management (PHA 40185)	30 credits (level 7)
Introduction to Research Methods (PHA 40161)	15 credits (level 7)
Year 1 and year 2 module	
Advanced Practice Development (APD) (portfolio) (PHA 40130)	60 credits (level 7)
Year 2 module	
Applying Research Methods in Practice (PHA 50005)	15 credits (level 8)
Doctoral Pilot Study (PHA 50007)	30 credits (level 8)
Thesis Proposal (PHA 50009)	30 credits (level 8)

Year 3 onwards forms Part 2 of the FMHS professional doctorate programme and consists of supervised completion of the research study and its write up to formulate the final thesis for submission and examination via an oral examination (viva voce). This follows the same rules and guidelines as a PhD thesis in terms of examination standard and rules (see University PGR guidelines and Assessment Guidance); the only difference being the wordage of the final thesis. The professional doctorate thesis is smaller due to the number of words produced for the assessments completed in Part 1 of the programme. Part 2 of the professional doctorate programme equates to 360 credits at level 8.

Table 2 provides an overview of how the learning outcomes are delivered and assessed over the entire programme.

Table 2: Learning outcomes-delivery and assessment.

Learning outcomes	Module in which assessed	Principal form of assessment (assessments all summative in nature)
1. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level 2. Demonstrate the qualities and transferable skills necessary for professional practice that requires the exercise of initiative and personal responsibility, decision making in complex and unpredictable situations and the independent learning ability required for continuing professional development 3. Demonstrate achievement of the competencies within the competency/professional framework to the appropriate level. 4. Demonstrate how they will continue to advance their knowledge and understanding and to develop new skills to a high level.	Advanced Practice Development (60 credits at level 7) PHA 40130	A portfolio which reflects on learning and professional practice from structure activities relating to the achievement of the competencies within the specific framework for their professional background
1. Evaluate and reflect upon the core skills that are required for effective communication at an interpersonal and organisational level 2. Critically assimilate the current political challenges in health and social care and the role that culture, power and politics play when communicating with organisations in this context 3. Critically analyse and appraise the key elements of productive team working, including managing workforce conflicts effectively and how these can inform planed change processes 4. Identify and apply strategies for implementing a change process and for networking across boundaries to build relationships and share information, plans and resources 5. Critically reflect on the key characteristics and skills of an effective leader and how these can be used to implement change in the workplace	Advanced Leadership and Change Management (30 credits at level 7) PHA 40185	Reflective report of that focuses on an area of the student's professional practice/working environment in which the student has implemented a change, management project. The essay will include an analysis of personal, team and organisational factors that may influence the approach taken to implement change, describe the change process and reflect on the outcome of the change and what they have learnt that will inform their future practice.

Learning outcomes	Module in which assessed	Principal form of assessment (assessments all summative in nature)
1. Demonstrate a critical awareness of the principles of research and evaluation 2. Critically evaluate the research evidence base to inform the development of practice based/professional research questions 3. Develop a knowledge base of quantitative and qualitative paradigms, methodologies and methods and their application to practice based/professional research 4. Critically evaluate the strengths and weaknesses of a range of research methodologies and methods 5. Reflect on and analyse their knowledge of the research process and methodologies and how these relate to their own research, providing a rationale and justification for choices made.	Introduction to Research Methods (15 credits at level 7) PHA 40161	4,000-word report which critiques two or more research methodologies including critically reflecting on using these methodologies in exploring own practice
1. Compose and critically debate a justified rationale for the research philosophy and theoretical frameworks underpinning the project 2. Discriminate between and justify different research methodologies and methods underpinning the research project 3. Select and critically analyse the relevant data analysis methods for the proposed project 4. Develop a research proposal for the pilot study that demonstrates the ability to critically analyse and conceptualise the design of the research project. 5. Critically analyse and examine the principles of research ethics and governance	Applying Research Methods in Practice (15 credits at level 8) PHA 50005	4,000-word report which will contribute to the final proposal for the research project that will be required for ethical review in Part 2 of the professional doctorate. It will include an initial analyses of the literature relevant to the chosen area, the formulation of relevant research question(s)/aims and objectives and a justified account of the proposed, or potential , research methodology and methods that will address the research question(s)/aims and objectives, which are supported by appropriate underpinning philosophical and theoretical concepts.
1. Critically and analytically implement a pilot study for the generation of new knowledge and understanding to aid the development of their final project 2. Develop or select appropriate research tools; following a critical and analytical review, that will collect data to meet the aims and objectives of the particular research question / hypothesis 3. Critically discuss and debate the ethical principles of the research project, to show an in-depth understanding and appreciation of the research process.	Doctoral Pilot Study (30 credits at level 8) PHA 50007	8,000-word written report that includes identifying the research question(s) from the existing literature, your pilot student methodology and methods and results and a discussion of the study including reflecting on what has learnt about conducting practice-based research

Learning outcomes	Module in which assessed	Principal form of assessment (assessments all summative in nature)
1. Demonstrate the intellectual capacity to undertake original doctoral research 2. Synthesise the relevant literature in order to develop the research question(s) or hypothesis 3. Design and justify an appropriate framework for the proposed research that effectively integrates empirical focus, context, theory and methodology 4. Confidently and concisely communicate an appropriate and ethical strategy for answering the research questions or testing the hypothesis 5. Communicate ideas and arguments effectively orally and in writing in a language that is appropriate to doctoral level study 6. Effectively answer questions from the progression panel about the research proposal 7. Develop the ideas emerging from the pilot study undertaken in Part 1 in order to inform the research design for Part 2	Thesis Proposal (30 credits at level 8)	1. 5,000-word progression report detailing the proposed project which will be undertaken in Part 2 of the professional doctorate 2. A 10-minute oral presentation followed by 50 minutes of questioning from the progression panel around the proposed research which was outlined in the progression report.

8. Final and intermediate awards

Intermediate awards - Postgraduate Diploma/MSc in Advanced Practice or Postgraduate Diploma/MSc in Health Sciences

Students who do not achieve the standard required to proceed to Part 2 of the programme but have successfully completed 120 academic credits (of which 90 are level 7), can be awarded a *Postgraduate Diploma in Advanced Practice or Health Sciences (dependent on route undertaking within the professional doctorate and the subject area under study).*

Students who have successfully completed the 180 credits of Part 1, but for any reason choose not to proceed to Part 2, can be awarded an *MSc in Advanced Practice or Health Sciences.*

Please note that the "Advanced Practice" award is normally awarded to those following the Physiotherapy, Medical Imaging, Nursing, Midwifery, Social Work, Pharmacy and Counselling routes, and the "Health Sciences" award is normally awarded to those following the Education, Public Health and generic routes.

9. How is the Programme Assessed?

A variety of formative and summative assessment methods are used in Part 1, including written assignments, project proposals, project reports, e-portfolio and viva voce examinations, all of which relate to the learning outcomes for the modules within the taught element of the programme (see details above in Table 2).

The reflective portfolio, which spans both years of the taught element of the programme, is key in assessing your ability to relate theory to practice, and self-evaluation of and reflection upon your own performance and continuing professional development (CPD) needs.

Each of the modes of assessment in Part 1 contribute to the overall development of the cognitive, intellectual and practical skills that you will require to pursue a doctoral project and complete the final thesis in Part 2. In accordance with University Regulations, you will attend a viva voce exam as part of the formal examination of your final thesis.

Each method of assessment is supported by clear criteria for marking; these are explained in the relevant Module Handbooks. The minimum pass mark is 50% for all modules of Part 1 unless they have pass/fail criteria. The

Programme Regulations require that you pass all modules in Part 1 to be able to progress to Part 2. In addition, students who have been required to resubmit in modules to the value of more than 45 credits in Part 1 will not normally be able to progress to Part 2.

The summative assessment is supported by a variety of formative assessment activities that include on-line discussions, formative feedback on elements of the reflective portfolio, contributions to study days and feedback on draft proposals. You will also receive feedback on the formative; but compulsory, Progress Reports in Part 2 of the programme, that you are required to submit to your supervisor where a joint report then goes to the Faculty PGR committee.

Thesis

The overall outcome of the FMHS Professional Doctorate Programme is for you to produce an account of your research in the form of a thesis which would normally be a minimum of 75,000 words. This final thesis should form a substantial contribution to knowledge and/or professional practice in a subject of relevance to the profession, and show evidence of originality, either by including the discovery of new evidence and/or by the exercise of independent critical analysis applied to professional practice in your own area of research. The Keele Doctoral Academy webpages provide further information about the study and examination procedures.

10. Accreditation

This programme does not have accreditation from an external body.

11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: http://www.keele.ac.uk/student-agreement/

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

12. What are the typical admission requirements for the Programme?

For admission to most of the FMHS Professional Doctorate Programme routes, candidates must be specific registered health care professionals. However, there is also a generic route (DHealthSci) which does not necessitate this requirement and there may also be exceptions in the public health route (DPH) dependent on the subject of intended study. You should also be working either full or part-time in an appropriate organisation where you are permitted to conduct work-based research and evaluation. In addition, candidates must normally:

Have completed a postgraduate master's degree in a relevant subject (advice on alternatives can be discussed with the route leads) or have relevant equivalent extended clinical practice. In either case evidence of study or experience of research methods must be apparent to enable successful completion of this doctoral programme.

Have a bachelors degree of 2:1 or above in a relevant area.

Have worked as a senior practitioner with evidence of an advanced practice role and evidence of experience of practice research or evaluation (e.g. postgraduate certificate in research and evaluation, published papers), at the discretion of the programme lead*

Students for whom English is not their first language must pass the academic IELTS with a minimum of 7.0 in all sub-tests. The only exception being students from a nursing background who can have a minimum of 6.5 in the written test but a minimum of 7 in all other sub tests. This is due to the NMC professional registration requirements (NMC, 2018) Please note that the IELTS exam must be no more than two years old at the start of the programme you have applied for.

*Candidates unable to provide evidence will normally be able to complete relevant research and advanced practice development modules to be eligible for entry if necessary. In any case, please contact the Programme Lead to discuss your options.

All applicants should have a research project idea on application and a brief research proposal written and submitted as part of their application. This should include the project area, rationale for this, ideas of what methodologies to be used. This can then be used on application to ensure that supervisory support will be available around that topic area and also to help the route lead to build this project with you over the first taught year of the programme.

Recognition of Prior Learning (RPL) and Recognition of Prior Certificated Learning (RPCL)

Consideration will be given to requests for RPL/RPCL in relation to Part 1 by the programme lead in conjunction

with the route lead, on application to the programme.

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/

13. How are students supported on the programme?

You will be provided with key information and guidance on structure, content and assessment, including dates for submission of your assessments for your modules, and the dates that you will come to study face to face at Keele University or participate in on line activities. You will also be provided with some general guidance on study skills.

You will be supported by your Route lead. They or a designated portfolio mentor will support you through the development of your advanced practice development module portfolio.

You will have access to the programme lead, module leads and programme administrator via e-mail and telephone as well as the above contact for support.

You will have contact and support with other students on the programme during face to face days but also via online chat and discussion forums on a regular basis.

You will be allocated a lead supervisor for your project and, usually later, also a second supervisor. This supervisor team will then take you through to the end of your project and the final submission of your thesis. All supervisors will be approved by the Faculty Research Committee and the University Research Degrees Committee.

You will have access to Keele's library information services on campus at the hospital site and online.

You will be supported for IT from the University's central IT services.

14. Learning Resources

You will study most elements of the programme at a distance in your home or workplace. Most modules for Part 1 are delivered through self-study, open and distance learning materials which comprise both traditional text-based resources and a range of electronic resources that can be accessed through the Keele Learning Environment (KLE). The KLE is also used to enhance student support during the programme and provide a forum for exchange of ideas and discussions of issues that arise. You will have access to support using the KLE from the University's central IT support services. Keele University Library also has additional resources for your subject, both on campus/hospital site and online. Further information can be found at: http://www.keele.ac.uk/library

You should also find out about library services that are available to you in your work and home localities.

15. Additional Costs

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. Any research costs will need to be covered by the student - these will depend on the research undertaken.

16. Quality management and enhancement

The programme lead is responsible for the day to day management of the programme as a whole, and is supported by other members of the FMHS professional doctorate team plus a network of external tutors.

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

The FMHS Professional Doctorate programme also comes under Keele's PGR Guidelines which provides the regulatory framework for Part 2 of the programme following progression at the end of the taught two years. Details can be found on the Keele Doctoral Academy webpages.

The Faculty PGR Committee along with the University Research Degrees Committee will have a key role in relation to the approval of supervisors, the approval and appointment of examiners and acts as the awarding body for Part 2 of the programme.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a

variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found on the University's Quality Assurance webpages.

17. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education (QAA): http://www.qaa.ac.uk/quality-code

b. QAA (2020). Characteristics Statement; doctoral degrees. London: QAA. Available at: https://www.qaa.ac.uk/the-quality-code/characteristics-statements/characteristics-statement-doctoral-degrees

c. Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations

d. The Career Development Organisation (CRAC). (2016). Provision of professional doctorates in English higher education institutes; report for HEFCE by the Careers Research and Advisory Centre (CRAC) supported by the University of Brighton. London: HEFCE. Available at: https://www.crac.org.uk/portfolio/research/stem-and-research-careers/provision-of-professional-doctorate-programmes-in-english-he-institutions

18. Annex - Programme-specific regulations

Programme Regulations: Faculty of Medicine and Health Sciences (FMHS) Professional Doctorate

Final Award and Award Titles	Doctor of Pharmacy (DPharm) Doctor of Health Education (DEdHealth) Doctor of Social Work (DSW) Doctor of Public Health (DPH) Doctor of Counselling (DCouns) Doctor of Nursing (DNursing) Doctor of Midwifery (DMid) Doctor of Health Sciences (DHealthSci) Doctor of Health Sciences (Physiotherapy) (DHealthSci (Physiotherapy)) Doctor of Health Sciences (Radiography) (DHealthSci (Medical Imaging))
Intermediate Award(s)	Postgraduate Diploma/MSc in Advanced Practice or Postgraduate Diploma/ MSc in Health Sciences (dependent on route undertaken and subject of study)
Last modified	March 2022
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (https://www.keele.ac.uk/regulations/)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- **No exemptions apply.**

B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

Variation 1: Students must pass all modules in part 1 in order to progress to part 2. In addition, students who have been required to resubmit in modules to the value of more than 45 credits in Part 1 will not normally be able

to progress to Part 2.

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[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here https://www.keele.ac.uk/regulations/.

Version History

This document

Date Approved: 17 June 2025

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2024/25	SIMON WHITE	11 June 2024	
1	2023/24	ALISON POOLER	18 April 2023	
1	2022/23	ALISON POOLER	19 August 2022	