



Professional Doctorate in Security Risk Management (DSyRM)

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 Security Risk Management

2. Course Code (and UCAS Code if applicable)

C2491P

To view units and course structures please visit www.port.ac.uk/unitwebsearch and enter the 'C' code above to find the correct course.

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

N/A

6. QAA Benchmark Groups

None applicable at D level

7. Document Control Information

August 2017

8. Effective Session

2017-18

9. Author

Dr Alison Wakefield

10. Faculty

Humanities and Social Sciences

11. Department

Institute of Criminal Justice Studies

Curriculum

12. Educational Aims

The DSyRM Programme aims to:

- Provide a framework for personal, professional and academic development at doctoral level with a view to making an original contribution to knowledge and professional practice in the security risk management sector;

- Provide an opportunity for participants to explore and analyse their personal and professional roles in, or relationship to, issues of security risk management;
- Develop a professional approach to research practice in security risk management through a consideration of the philosophical dimensions of research methodology and the use of appropriate advanced research techniques;
- Provide a framework in which participants can generate original knowledge through the research of security risk management related issues in their own area of professional involvement;
- Enable and encourage graduates of the programme to disseminate the results of their research with a view to contributing to the debate or influencing policy and practice;
- Enhance the development of reflective practice through discussion and networking with others who may be working in different sectors of security risk management;
- Make a significant contribution to the status of security risk management as a discipline, through the advancement of knowledge and professional practice within the sector and through the development of advanced practitioner researchers

13. Reference Points

The programme learning outcomes have been developed taking account of:

- The successful structure and content of the D.CrimJ programme, which has been delivered by the Institute of Criminal Justice Studies since 2007, to which this programme will run in parallel, drawing on a common pool of tutors and supervisors;
- The current University of Portsmouth regulations for Professional Doctorates;
- The QAA Framework for HE Qualifications;
- The Researcher Development Framework;
- The SEEC Level Descriptors;
- Relevant sections of the QAA Codes of Practice as enshrined in the University of Portsmouth policies and procedures; and
- The experience of professional doctorate programmes in other faculties, particularly in health and social care disciplines.

14. General Learning Outcomes

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

A. Knowledge and Understanding of:

- A.1 A1. Current theoretical and research developments within the security risk management discipline relating to their area of professional practice;
- A.2 A2. Theoretical and philosophical bases of qualitative and quantitative methodologies in social science research;
- A.3 A3. Ethical issues arising from undertaking research within institutional settings and how these might be addressed;
- A.4 A4. Concepts relating to professionalism, professional knowledge and professional practice within the context of security risk management and their own professional practice.

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

- B.1 Apply high level skills needed for advanced academic study in contexts that are complex, unpredictable and require new strategic approaches;
- B.2 Research, analyse, synthesise and evaluate information and evidence so as to transfer new theoretical, research and professional understanding into areas of security risk management practice and beyond;
- B.3 Critically analyse the methodological, theoretical and ethical dimensions of research and show a critical awareness of potential limitations and constraints;
- B.4 Justify research methodologies and research paradigms on which their enquiry is based;
- B.5 Challenge current assumptions and accepted practice within security risk management and their own area of professional practice.

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

- C.1 Select appropriate qualitative and/or quantitative research methodologies to enable them to conduct research leading to the generation of original knowledge in relation to their professional practice in security risk management;
- C.2 Conduct in-depth and effective searches of relevant literature and research and evaluate the results;
- C.3 Demonstrate autonomy in the planning and management of their own learning and research;
- C.4 Demonstrate a reflective, thoughtful and flexible approach to their research and professional development;
- C.5 Interact and network with a multi-disciplinary cohort of students to gain and share insights from others;
- C.6 Contribute to the development of professional practice in security risk management by the dissemination of their understanding through a variety of formats;
- C.7 Manage complex research tasks independently, and deal with problematic situations as they arise;
- C.8 Plan a research strategy for their proposed area of investigation which demonstrates relevance to their own area of professional practice, and submit this for academic peer review;
- C.9 Critically evaluate the various sources of information and data available and conduct effective library / information based searches.

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

- D.1 Disseminate theoretical, research and professional understanding and recommendations to academic and professional communities relevant to security risk management using a variety of formats;
- D.2 Manage and make professional use of resources where appropriate;
- D.3 Manage change effectively, prioritise time and workloads and respond to changing professional demands;

- D.4 Command the attention and respect of others in providing professional and intellectual leadership, inspiration and motivation;
- D.5 Identify learning needs and be autonomous in the planning and management of their own learning;
- D.6 Demonstrate a reflective and thoughtful approach to their research, professional development and application to their own area of security risk management practice;
- D.7 Provide authoritative solutions when presented with complex practical, ethical or theoretical problems within their professional context.

16. Learning and Teaching Strategies and Methods

A1-A4 are delivered through workshops, online discussions (Moodle) and independent study. The programme of themed workshops will include seminars led by the course team and opportunities for interactive group work. Students will also have access to a Moodle site which contains relevant links and resources and which will enable discussions to continue between formal workshops. Students will be required to undertake independent study to supplement the formal teaching sessions, with appropriate guidance from a tutor or thesis supervisor.

B1 – B5 are developed through online discussions and seminars and one to one discussions with tutors and the thesis supervisor. The preparation of work for assessment provides opportunities for students to develop these skills within the context of professional practice.

The underlying concepts relating to C1 – C9 are delivered through workshops and seminars, when students will have the opportunity to acquire hands on experience with quantitative and qualitative data analysis packages. These concepts are developed through the preparation of a project proposal and the research project within input from a supervisor and the support of the student cohort.

The concepts underpinning D1, D2, D5 and D6 are delivered through interactive workshops led by the course team. D2-D7 will be developed through the tutorial and peer support in developing an article for publication and a presentation.

17. Assessment Strategy

A1-A4 are assessed in Part 1 through a range of coursework assignments including:

A portfolio which will:

- Require students to review the student to review the philosophies and theories underpinning research and knowledge, and develop and justify their methodological position as a practitioner- researcher;
- Address the design of qualitative and quantitative research instruments, requiring require students to justify, evaluate and critique their choice of research method and the use of the instrument in the investigation and critically analyse the relevant practical, theoretical and ethical issues associated with this; and
- The preparation of a research proposal.

In Part 2 students are assessed on A1-A4 through the final thesis and the *viva voce* examination.

B1 – B5 are assessed in Part 1 through coursework assignments comprising:

- A portfolio which requires students to develop and demonstrate their critical appraisal skills by undertaking a critical review of a key article in their field of study; critically reflect upon their own motivations, skills and personal development needs for undertaking a doctorate; and assess the level of professionalism and state of professional practice in their field of study.
- A portfolio addressing the design of qualitative and quantitative research instruments which will require students to justify, evaluate and critique the choice of research method and the use of the instrument in the investigation and critically analyse the relevant practical, theoretical and ethical issues.
- A report or journal article ready for submission to a named peer reviewed journal or professional publication.

- The preparation of a research proposal.

In Part 2 students are assessed on B1-B5 through the final thesis and the viva voce examination.

C1 – C9 are assessed in Part 1 through coursework assignments comprising:

- A portfolio which requires students to develop and demonstrate their critical appraisal skills by undertaking a critical review of a key article in their field of study; critically reflect upon their own motivations, skills and personal development needs for undertaking a doctorate; and assess the level of professionalism and state of professional practice in their field of study.
- A portfolio addressing the design of qualitative and quantitative research instruments which will require students to justify, evaluate and critique the choice of research method and the use of the instrument in the investigation and critically analyse the relevant practical, theoretical and ethical issues.
- A report or journal article ready for submission to a named peer reviewed journal or professional publication.
- The preparation of a research proposal.

In Part 2 students are assessed on C1-C9 through the final thesis and the viva voce examination.

D1 – D7 are assessed through coursework, including the preparation of a report or journal article ready for submission to a named peer reviewed journal or professional publication; a lecture or presentation at the ICJS Winter Study School or similar forum; a report which provides a critical reflection on the student's learning and development.

In Part 2 students are assessed on D1-D7 through the final thesis, a viva voce examination and a presentation given to an invited audience prior to the viva voce examination.

18. Course Structure, Progression and Award Requirements

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

The professional doctorate comprises 540 credits:

- Stage One requires 180 M level credits in a relevant subject area.
- Stage Two comprises Part 1 (the taught component made up of 120 level 8 credits – four units of 30 credits at level 8) and Part 2 (the research component made up of 240 credits at level 8).

There is an exit award offered for 120 level 8 credits in the form of the "Postgraduate Diploma in Advanced Professional Research". Direct entry to Stage Two is the normal route into the programme.

19. Employability Statement

The Professional Doctorate in Security Risk Management is aimed at practising professionals who are either engaged in or working in security risk management. The overall aim of the course is to develop researching professionals who are able to reflect on practice and in due course able to contribute to practice through the generation of original knowledge. The possession of a higher qualification is not necessarily a requirement of a security risk management career but the skills that students on the DSyRM programme are intended to enhance their career prospects. Features of the course that enhance student employability include:

- An emphasis on personal reflection and reflective practice;
- The ability to network with other students working within the security risk management field;
- Opportunities to develop expertise in the dissemination of findings through a variety of mediums;
- The development of critical thinking skills and the ability to take different perspectives;
- The development of academic and professional self-confidence;
- Access and introduction to the wider security risk management community with whom ICJS is either working or in-touch.

¹ www.port.ac.uk/unitwebsearch

Course Management

20. Support for Student Learning

- The course is managed by a Course Leader supported by the other Unit Co-ordinators.
- An extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor in years 1 and 2 and a supervisory team in years 3 and 4. They are responsible for pastoral support and guidance.
- University support services include careers, financial advice, housing, counselling, etc.
- The Academic Skills Unit (ASK).
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities.
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.
- Student course and unit handbooks provide information about the course structure and University regulations, etc.
- Detailed typed feedback is provided for all assessments in addition to feedback given by tutors and general feedback in the block teaching sessions.

21. Admissions Criteria

A. Academic Admissions Criteria

Holders of a relevant Masters degree may enter the programme directly. The expectation is for a Masters degree to be achieved at Merit level.

Applicants must be professionally engaged in security risk management in a way that enables them to achieve the programme learning outcomes. Typically, the applicant will be engaged professionally in the broad area of security risk management, for example:

- Corporate security
- Commercial security
- International security
- Security training sector
- Business continuity and crisis management
- Policing
- Military

A short research proposal and two references are required and all applicants are interviewed.

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.
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.
- Faculty Research Degrees 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).
- 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, eg Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).

D. Staff Development Priorities

- Academic staff members 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.
- All academic staff members are 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 members 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

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

- 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)

February 2015. Fitness of purpose and effectiveness of monitoring and review procedures confirmed.

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 2015](#)*³).

D. Others

None.

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 [Institute of Criminal Justice Studies](#)⁵ websites

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

⁴ www.port.ac.uk/

⁵ <http://www.port.ac.uk/institute-of-criminal-justice-studies/>