



UNIVERSITY OF  
PORTSMOUTH

## **COURSE SPECIFICATION**

# **Professional Doctorate in Security Risk Management (DSyRM)**

**Academic Standards, Quality and Partnerships  
Department of Student and Academic Administration**

**July 2021**

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## COURSE SPECIFICATION

Course Title	Professional Doctorate in Security Risk Management
Final Award	<i>DSyRM</i>
Exit Awards	<i>PGCert Professional Research Methods, PGDip Professional Research Methods, MSc Professional Research Methods</i>
Course Code / UCAS code (if applicable)	R2491PTC
Mode of study	<i>Part Time</i>
Mode of delivery	<i>Campus</i>
Normal length of course	<i>4 years</i>
Cohort(s) to which this course specification applies	<i>September 2021 onwards</i>
Awarding Body	<i>University of Portsmouth</i>
Teaching Institution	<i>University of Portsmouth</i>
Faculty	<i>Humanities and Social Sciences</i>
School/Department/Subject Group	<i>Faculty of Humanities and Social Sciences</i>
School/Department/Subject Group webpage	<a href="https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/our-academic-structure/faculty-of-humanities-and-social-sciences/school-of-criminology-and-criminal-justice">https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/our-academic-structure/faculty-of-humanities-and-social-sciences/school-of-criminology-and-criminal-justice</a>
Course webpage including entry criteria	<a href="https://www.port.ac.uk/study/courses/dsyrm-professional-doctorate-in-security-risk-management">https://www.port.ac.uk/study/courses/dsyrm-professional-doctorate-in-security-risk-management</a>
Professional and/or Statutory Regulatory Body accreditations	
<a href="#">Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level</a>	<i>Level 8</i>

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the [Course and Module catalogue](#) for further information on the course structure and modules.

## Educational aims of the course

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 advances 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

## Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their [Framework for Higher Education Qualifications](#) document.

The Course Learning Outcomes for this course are outlined in the tables below.

### A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	<i>Current theoretical and research developments within the discipline relating to their area of professional practice;</i>	<i>Lectures, seminars, tutorials, group work, workshops, use of reading lists, Moodle sites</i>	<i>Essays, reports, portfolios, presentations, case studies</i>
A2	<i>Theoretical and philosophical bases of qualitative and quantitative methodologies in criminological research;</i>	<i>Lectures, seminars, tutorials, group work, workshops, use of reading lists, Moodle sites</i>	<i>Essays, reports, portfolios, presentations, case studies, opportunities for formative assessment</i>
A3	<i>Ethical issues arising from undertaking research within institutional settings and how these might be addressed;</i>	<i>Lectures, seminars, tutorials, group work, workshops, use</i>	<i>Essays, reports, portfolios, presentations, case studies</i>

		<i>of reading lists, Moodle sites</i>	
A4	<i>Concepts relating to professionalism, professional knowledge and professional practice within the context of criminal justice and their own professional practice</i>	<i>Lectures, seminars, tutorials, group work, workshops, use of reading lists, Moodle sites</i>	<i>Essays, reports, portfolios, presentations, case studies, opportunities for formative assessment</i>

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

<b>LO number</b>	<b>Learning outcome</b>	<b>Learning and Teaching methods</b>	<b>Assessment methods</b>
B1	<i>Apply high level skills needed for advanced academic study in contexts that are complex, unpredictable and require new strategic approaches;</i>	<i>Lectures, seminars (some student led), tutorials, group work, workshops, prompt critical engagement with the literature</i>	<i>Essays, reports and presentations which all require bibliographic research and critical analytical and evaluative skills. The culmination of this knowledge will be presented in the research-based thesis</i>
B2	<i>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;</i>	<i>Lectures, seminars (some student led), tutorials, group work, workshops</i>	<i>Essays, reports and presentations which all require bibliographic research and critical analytical and evaluative skills. The culmination of this knowledge will be presented in the research-based thesis</i>
B3	<i>Critically analyse the methodological, theoretical and ethical dimensions of research and show a critical awareness of potential limitations and constraints;</i>	<i>Lectures, seminars (some student led), tutorials, group work, workshops</i>	<i>Essays, reports and presentations which all require bibliographic research and critical analytical and evaluative skills</i>

B4	<i>Justify research methodologies and research paradigms on which their enquiry is based;</i>	<i>Lectures, seminars (some student led), tutorials, group work, workshops</i>	<i>Essays, reports and presentations which all require bibliographic research and critical analytical and evaluative skills</i>
B5	<i>Challenge current assumptions and accepted practice within security risk management and their own area of professional practice</i>	<i>Lectures, seminars (some student led), tutorials, group work, workshops</i>	<i>Essays, reports and presentations which all require bibliographic research and critical analytical and evaluative skills The culmination of this knowledge will be presented in the research-based thesis</i>

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

<b>LO number</b>	<b>Learning outcome</b>	<b>Learning and Teaching methods</b>	<b>Assessment methods</b>
C1	<i>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;</i>	<i>Group discussions to encourage application of general theories to relevant specific strategic and operational issues grounded in the students' own experience</i>	<i>Essays, reports and presentations which all require bibliographic research and critical analytical and evaluative skills The culmination of this knowledge will be presented in the research-based thesis</i>
C2	<i>Conduct in-depth and effective searches of relevant literature and research and evaluate the results</i>	<i>Lectures, seminars (some student led), tutorials, group work, workshops, prompt critical engagement</i>	<i>Essays, reports and presentations which all require bibliographic research and critical analytical and evaluative skills</i>

		<i>with the literature</i>	<i>The culmination of this knowledge will be presented in the research-based thesis</i>
C3	<i>Demonstrate autonomy in the planning and management of their own learning and research;</i>	<i>Group discussions to encourage application of general theories to relevant specific strategic and operational issues grounded in the students' own experience. Supervision meetings</i>	<i>The culmination of this knowledge will be presented in the research-based thesis</i>
C4	<i>Demonstrate a reflective, thoughtful and flexible approach to their research and professional development;</i>	<i>Group discussions to encourage application of general theories to relevant specific strategic and operational issues grounded in the students' own experience. Supervision meetings</i>	<i>The culmination of this knowledge will be presented in the research-based thesis</i>
C5	<i>Interact and network with a multi-disciplinary cohort of students to gain and share insights with others;</i>	<i>Lectures, seminars (some student led), tutorials, group work, workshops</i>	<i>Essays, reports and presentations which all require bibliographic research and critical analytical and evaluative skills The culmination of this knowledge will be presented in the research-based thesis</i>
C6	<i>Contribute to the development of professional practice in security risk management by the dissemination of their understanding through a variety of formats;</i>	<i>Lectures, seminars (some student</i>	<i>The culmination of this knowledge will</i>

		<i>led), tutorials, group work, workshops</i>	<i>be presented in the research-based thesis</i>
C7	<i>Manage complex research tasks independently, and deal with problematic situations as they arise;</i>	<i>Group discussions to encourage application of general theories to relevant specific strategic and operational issues grounded in the students' own experience</i>	<i>The culmination of this knowledge will be presented in the research-based thesis</i>
C8	<i>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;</i>	<i>Group discussions to encourage application of general theories to relevant specific strategic and operational issues grounded in the students' own experience</i>	<i>Essays, reports and presentations which all require bibliographic research and critical analytical and evaluative skills</i>
C9	<i>Critically evaluate the various sources of information and data available and conduct effective library / information based searches</i>	<i>Lectures, seminars (some student led), tutorials, group work, workshops Supervision meetings</i>	<i>Essays, reports and presentations which all require bibliographic research and critical analytical and evaluative skills The culmination of this knowledge will be presented in the research-based thesis</i>

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

<b>LO number</b>	<b>Learning outcome</b>	<b>Learning and Teaching methods</b>	<b>Assessment methods</b>
D1	<i>Disseminate theoretical, research and professional understanding and recommendations to academic and professional communities relevant to security risk management using a variety of formats;</i>	<i>Lectures, seminars (some student led), tutorials,</i>	<i>Essays, reports and presentations which all require</i>

		<i>group work, workshops Supervision meetings</i>	<i>bibliographic research and critical analytical and evaluative skills The culmination of this knowledge will be presented in the research-based thesis</i>
D2	<i>Manage and make professional use of resources where appropriate;</i>	<i>Lectures, seminars (some student led), tutorials, group work, workshops Supervision meetings</i>	<i>Essays, reports and presentations which all require bibliographic research and critical analytical and evaluative skills</i>
D3	<i>Manage change effectively, prioritise time and workloads and respond to changing professional demands;</i>	<i>Supervision meetings</i>	<i>The culmination of this knowledge will be presented in the research-based thesis</i>
D4	<i>Command the attention and respect of others in providing professional and intellectual leadership, inspiration and motivation;</i>	<i>Group discussions to encourage application of general theories to relevant specific strategic and operational issues grounded in the students' own experience</i>	<i>The culmination of this knowledge will be presented in the research-based thesis</i>
D5	<i>Identify learning needs and be autonomous in the planning and management of their own learning;</i>	<i>Supervision meetings</i>	<i>The culmination of this knowledge will be presented in the research-based thesis</i>
D6	<i>Demonstrate a reflective and thoughtful approach to their research, professional development and application to their own area of security risk management practice</i>	<i>Group discussions to encourage application of general theories to relevant specific strategic and operational</i>	<i>The culmination of this knowledge will be presented in the research-based thesis</i>

		<i>issues grounded in the students' own experience Supervision meetings</i>	
D7	<i>Provide authoritative solutions when presented with complex practical, ethical or criminological problems within a professional context.</i>	<i>Group discussions to encourage application of general theories to relevant specific strategic and operational issues grounded in the students' own experience</i>	<i>Essays, reports and presentations which all require bibliographic research and critical analytical and evaluative skills The culmination of this knowledge will be presented in the research-based thesis</i>

## Academic Regulations

The current University of Portsmouth [Academic Regulations](#) will apply to this course.

## Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the [MyPort](#) student portal.

In addition to these University support services this course also provides the following:

- The Course is managed by a Course Leader supported by the other Unit coordinators.
- 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 given in the block teaching sessions.

## Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our [Policy for Listening to and Responding to the Student Voice](#) where you can also find further information.

### Reference Points

The course and outcomes have been developed taking account of:

- [University of Portsmouth Curriculum Framework Specification](#)
- [University of Portsmouth Strategy](#)
- [University of Portsmouth Code of Practice for Work-based and Placement Learning](#)
- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Agency Qualification Characteristic Statements](#)
- [Quality Assurance Agency Subject Benchmark Statement for Criminology](#)
- [Quality Assurance Agency Framework for Higher Education Qualifications](#)
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff

### Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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