



UNIVERSITY OF LEEDS

**Additional information for
examiners appointed to report on
applications for the degree of

Doctor of Philosophy**

Regulations for the award of PhD

The [Ordinances, Regulations and Programmes of Study for Research Degrees](#)¹ detail the formal regulations and requirements for all of the University's research degrees. The Learning Outcomes are attached. Examiners appointed to examine a practice-led research degree submission should refer to the relevant regulations for the award of a practice-led research degree (see enclosed).

Examiners are specifically asked to bear in mind that the thesis submitted for examination for the degree of PhD represents research that may reasonably be expected of a capable and diligent Postgraduate Researcher (PGR) after three years of full-time study, bearing in mind that there is the possibility of one further year for completing the writing²; for part-time PGRs the relevant period of research is five years with the possibility of a further two years for completing the writing.

To qualify for the award of the degree of Doctor of Philosophy each candidate must meet the required learning outcomes and satisfy the examiners that his/her achievement is of sufficient merit and that his/her thesis contains evidence of originality and independent critical ability and matter suitable for publication through:

- (a) presenting a thesis or alternative form of thesis as prescribed on the subject of his/her advanced study and research, and
- (b) presenting him/herself for an oral examination and such other tests as the examiners may prescribe.

Regulations for the award of MPhil

Examiners are permitted to recommend the award of the degree of Master of Philosophy to PGRs who fail to achieve the standard for the award of a PhD but who nevertheless satisfy the criteria for the award of the degree of MPhil.

To qualify for the award of the degree of Master of Philosophy, each candidate must meet the required learning outcomes and satisfy the examiners that his/her achievement is of sufficient merit and that his/her thesis contains an independent contribution to knowledge and scholarship and material at a level suitable for publication through:

- (a) presenting a thesis or alternative form of thesis as prescribed on the subject of his/her advanced study and research, *and*
- (b) presenting him/herself for an oral examination and such other tests as the examiners may prescribe.

¹ Ordinance X (Research Degrees) http://ses.leeds.ac.uk/info/22168/student_support-related_policies/646/ordinances

² There are some PhD degrees programmes where candidates register for periods of up to 4 years full-time study. This will be indicated on the Examiners' Report Form.

Types of Recommendation

Examiners are asked to submit **one** of the following recommendations:

- a) that the degree of PhD be awarded
- b) that the degree of PhD be awarded subject to editorial and presentational corrections
- c) that the degree of PhD be awarded subject to the correction of minor deficiencies
- d) that the application be referred for resubmission for the degree of PhD
- e) that the degree of MPhil be awarded
- f) that the degree of MPhil be awarded subject to editorial and presentational corrections
- g) that the degree of MPhil be awarded subject to the correction of minor deficiencies
- h) that the application be referred for resubmission for the degree of MPhil
- i) that no research degree be awarded

Learning outcomes

The University's learning outcomes/level indicators for its different academic awards have been developed in the expectation that the learning outcomes will be achieved irrespective of the manner and location of the research and/or delivery of the programme followed by the students concerned. These general statements will be subject to continuous review by the Graduate Board.

Achievement is assessed by the examination of the thesis and performance under oral examination. However, examiners will not be expected to monitor/assess all the Learning Outcomes at the time of the viva. The main emphasis of the viva will be upon the research achievement and it may be difficult at that stage to assess expertise in '*generic and subject/professional skills*'. Instead, an ongoing process of monitoring and evaluation should be recorded within the Faculty/School (in the University's system for maintaining a record of the research degree candidature). Within three months of the commencement of study the University requires a training needs analysis to be conducted, and a training plan to be agreed between the PGR and the Supervisor(s). The PGR's progress against the training plan is then reviewed regularly. Examiners may ask that the School make available these records at the viva to enable them to audit the arrangements that have been made. This will typically include the training plan, training record and any relevant extracts from the progress reports where progress with the agreed training plan is reviewed. Examiners are not required to comment on achievement against the learning outcomes as part of their report form, although comments are invited.

For PGRs commencing study before 01 September 2011 the University learning outcomes reflected the then RCUK Joint Statement of Skills for postgraduate research students (JSS). The JSS was subsequently superseded by the Researcher Development Framework (RDF). The RDF incorporates the content of the JSS but also expands the statement to cover researcher skills and attributes from postgraduate researcher through to senior academic. The introduction of the RDF led to some minor modification of the University learning outcomes. Reflecting that there are still pre-2011 candidates registered at the University both pre and post 2011 learning outcomes are included here. Although the learning outcomes are ostensibly the same, examiners should refer to the learning outcomes appropriate for the registration date of the PGR (the Internal Examiner can check this in GRAD).

PHD: For candidates commencing study from 01 September 2011 onwards

Learning Outcomes / Transferable Key Skills / Learning Context / Assessment for PhD

1. Learning Outcomes

On completion of the research programme students should have shown evidence of being able:

- to discover, interpret and communicate new knowledge through original research and/or scholarship of publishable quality which satisfies peer review;
- to present and defend original research outcomes which extend the forefront of a discipline or relevant area of professional/clinical practice;
- to demonstrate systematic and extensive knowledge of the subject area and expertise in generic and subject/professional skills;
- to take a proactive and self-reflective role in working and to develop professional relationships with others where appropriate;
- to independently and proactively formulate ideas and hypotheses and to design, develop, implement and execute plans by which to evaluate these;
- to critically and creatively evaluate current issues, research and advanced scholarship in the discipline;
- to demonstrate systematic knowledge of and be able to critically assess, analyse and engage with the ethical and legal context of their research and any ethical and legal implications of their research.

2. Transferable (Key) Skills

Students will have had the opportunity to acquire the following abilities through the research training and research specified for the programme

- the skills necessary for a career as a researcher and/or for employment in a senior and leading capacity in a relevant area of professional/clinical practice or industry;
- evaluating their own achievement and that of others;
- self-direction and effective decision making in complex and unpredictable situations;
- independent learning and the ability to work in a way which ensures continuing professional development;

3. Learning Context

This will include the critical analysis of, and decision making in, complex and unpredictable professional and/or clinical situations. The structure of the programme will provide research and/or professional training, breadth and depth of study and opportunities for drawing upon appropriate resources and techniques.

Opportunities will be provided for students to:

- develop to a high level interests and informed opinions
- develop to a high level their design and management of their learning activities
- develop to a high level their communication of their conclusions;
- make an original contribution to the field

Students will be expected to engage in the exercise of autonomous initiative in their study and work in professional environments.

4. Assessment

Achievement will be assessed by the examination of the candidate's thesis and performance under oral examination. Assessment will involve the achievement of the candidate in:

- evidencing an ability to conduct original and independent broad and in-depth enquiry within the discipline or within different aspects of the area of professional/clinical practice normally leading to published work;
- drawing on and/or developing a range of research techniques and methodologies appropriate to enquiries into the discipline/area of professional practice;
- demonstrating independent critical ability in the application of breadth and depth of knowledge to complex issues within the discipline or specialist area of professional/clinical practice;
- drawing on a range of perspectives on the area of study;
- evaluating and criticising received opinion;
- making reasoned and well-informed judgements on complex issues within the specialism whilst understanding the limitations on judgements made in the absence of complete data
- the written style and overall presentation of the thesis.

PhD: For candidates commencing study before 01 September 2011

Learning Outcomes / Transferable Key Skills / Learning Context / Assessment for PhD

LEARNING OUTCOMES: *Doctoral Programmes (PhD)*

On completion of the research programme students should have shown evidence of being able:

- to discover, interpret and communicate new knowledge through original research and/or scholarship of publishable quality which satisfies peer review;
- to present and defend research outcomes which extend the forefront of a discipline or relevant area of professional/clinical practice;
- to demonstrate systematic and extensive knowledge of the subject area and expertise in generic and subject/professional skills;
- to take a proactive and self-reflective role in working and to develop professional relationships with others where appropriate;
- to independently and proactively formulate ideas and hypotheses and to design, develop, implement and execute plans by which to evaluate these;
- to critically and creatively evaluate current issues, research and advanced scholarship in the discipline.

TRANSFERABLE (KEY) SKILLS: *Doctoral Programmes (PhD)*

Students will have had the opportunity to acquire the following abilities through the research training and research specified for the programme

- the skills necessary for a career as a researcher and/or for employment in a senior and leading capacity in a relevant area of professional/clinical practice or industry;
- evaluating their own achievement and that of others;
- self-direction and effective decision making in complex and unpredictable situations;
- independent learning and the ability to work in a way which ensures continuing professional development;

LEARNING CONTEXT: *Doctoral Programmes (PhD)*

For *Doctoral degrees* the learning context will include the critical analysis of, and decision making in, complex and unpredictable professional and/or clinical situations. The structure of the programme will provide research and/or professional training, breadth and depth of study and opportunities for drawing upon appropriate resources and techniques. In the case of some of the Professional Doctorates this may include clinical skills development. Opportunities will be provided for students to:

- develop to a high level interests and informed opinions
- develop to a high level their design and management of their learning activities
- develop to a high level their communication of their conclusions;
- make an original contribution to the field

Students will be expected to engage in the exercise of autonomous initiative in their study and work in professional environments.

ASSESSMENT: *Doctoral Programmes (PhD)*

Achievement will be assessed by the examination of the candidate's thesis and performance under oral examination. In the case of the Professional Doctorates this will also include the assessment of achievement by a variety of methods in accordance with the learning outcomes of any taught modules specified for the programme. Assessment will involve the achievement of the candidate in:

- evidencing an ability to conduct original and independent broad and in-depth enquiry within the discipline or within different aspects of the area of professional/clinical practice normally leading to published work;
- drawing on and/or developing a range of research techniques and methodologies appropriate to enquiries into the discipline/area of professional practice;
- demonstrating independent critical ability in the application of breadth and depth of knowledge to complex issues within the discipline or specialist area of professional/clinical practice;
- drawing on a range of perspectives on the area of study;
- evaluating and criticising received opinion;
- making reasoned and well-informed judgements on complex issues within the specialism whilst understanding the limitations on judgements made in the absence of complete data
- the written style and overall presentation of the thesis

MPHIL: For candidates commencing study from 01 September 2012

Learning Outcomes / Transferable Key Skills / Learning Context / Assessment for MPhil

(1) Learning Outcomes for the degree of MPhil

- On completion of the research programme students should have shown evidence of being able:
- to interpret and communicate knowledge in their discipline through originality in their application of knowledge and a practical understanding of established techniques of research at a level suitable for publication in reputable journals/publications as appropriate to the field of research;
- to present and defend research outcomes much of which is at, or informed by, the forefront of a discipline or area of professional/clinical practice;
- to demonstrate an independent and comprehensive contribution to knowledge in of the subject area and expertise in generic and subject/professional skills;
- to take a proactive and self-reflective role in working and to develop professional relationships with others where appropriate;
- to formulate ideas and hypotheses proactively and to design, develop, implement and execute plans by which to evaluate these;
- to critically evaluate current issues, research and advanced scholarship in the discipline;
- to demonstrate knowledge of and be able to critically assess, analyse and engage with the ethical and legal context of their research and any ethical and legal implications of their research.

2. Transferable (key) skills

Students will have had the opportunity to acquire the following abilities through the research training and research specified for the programme

- the skills necessary to undertake research at a higher level, for a future career as a researcher and/or for employment in a higher capacity in industry or area of professional/clinical practice;
- evaluating their own achievement and that of others;
- self-direction and effective decision making in complex and unpredictable situations;
- independent learning and the ability to work in a way which ensures continuing professional development.

3. Learning Context

For *MPhil* students the learning context will include the critical analysis of, and decision making in, complex and unpredictable situations. The structure of the programme will provide research training, breadth and/or depth of study and opportunities for drawing upon appropriate resources and techniques. Opportunities will be provided for students to develop:

- interests and informed opinions
- their involvement in the design and management of their learning activities
- their communication of their conclusions;
- their ability to undertake critical analysis

Students will be expected to progress to fully autonomous study and work.

4. Assessment

Achievement will be assessed by the examination of the candidate's thesis and performance under oral examination and will involve the achievement of the candidate in:

- evidencing an ability to conduct independent broad and/or in-depth enquiry within different aspects of the discipline which leads to the production of material at a level suitable for publication;
- drawing on, and selecting appropriately from, a range of research techniques and methodologies in their enquiries into the discipline;
- demonstrating the ability to apply breadth and/or depth of knowledge to a complex specialist area;
- drawing on a range of perspectives on an area of study;
- evaluating and criticising received opinion;
- making reasoned judgements whilst understanding the limitations on judgements made in the absence of complete data
- the written style and overall presentation of the thesis.

MPHIL: For candidates commencing study from 01 September 2011 – 01 August 2012

Learning Outcomes / Transferable Key Skills / Learning Context / Assessment for MPhil

1. Learning Outcomes

On completion of the research programme students should have shown evidence of being able:

- to interpret and communicate knowledge in their discipline through originality in their application of knowledge and a practical understanding of established techniques of research;
- to present and defend research outcomes much of which is at, or informed by, the forefront of a discipline or area of professional/clinical practice;
- to demonstrate a comprehensive knowledge of the subject area and expertise in generic and subject/professional skills;
- to take a proactive and self-reflective role in working and to develop professional relationships with others where appropriate;
- to convey ideas and hypotheses proactively and to design, develop, implement and execute plans by which to evaluate these;
- to critically evaluate current issues, research and advanced scholarship in the discipline;
- to demonstrate knowledge of and be able to critically assess, analyse and engage with the ethical and legal context of their research and any ethical and legal implications of their research.

2. Transferable (key) skills

Students will have had the opportunity to acquire the following abilities through the research training and research specified for the programme

- the skills necessary to undertake research at a higher level, for a future career as a researcher and/or for employment in a higher capacity in industry or area of professional/clinical practice;
- evaluating their own achievement and that of others;
- self-direction and effective decision making in complex and unpredictable situations;
- independent learning and the ability to work in a way which ensures continuing professional development.

3. Learning Context

For *MPhil* students the learning context will include the critical analysis of, and decision making in, complex and unpredictable situations. The structure of the programme will provide research training, breadth and/or depth of study and opportunities for drawing upon appropriate resources and techniques. Opportunities will be provided for students to develop:

- interests and informed opinions
- their involvement in the design and management of their learning activities
- their communication of their conclusions;
- their ability to undertake critical analysis

Students will be expected to progress to fully autonomous study and work.

4. Assessment

Achievement will be assessed by the examination of the candidate's thesis and performance under oral examination and will involve the achievement of the candidate in:

- evidencing an ability to conduct independent broad and/or in-depth enquiry within different aspects of the discipline which leads to the production of material at a level suitable for publication;
- drawing on, and selecting appropriately from, a range of research techniques and methodologies in their enquiries into the discipline;
- demonstrating the ability to apply breadth and/or depth of knowledge to a complex specialist area;
- drawing on a range of perspectives on an area of study;
- evaluating and criticising received opinion;
- making reasoned judgements whilst understanding the limitations on judgements made in the absence of complete data
- the written style and overall presentation of the thesis.

MPHIL: For candidates commencing study before 01 September 2011

Learning Outcomes / Transferable Key Skills / Learning Context / Assessment for MPhil

LEARNING OUTCOMES: *MPhil*

On completion of the research programme students should have shown evidence of being able:

- to interpret and communicate knowledge through research and/or scholarship of publishable quality which would satisfy peer review;
- to present and defend research outcomes which extend the forefront of a discipline or area of professional/clinical practice;
- to demonstrate a systematic knowledge of the subject area and expertise in generic and subject/professional skills;
- to take a proactive and self-reflective role in working and to develop professional relationships with others where appropriate;
- to formulate ideas and hypotheses proactively and to design, develop, implement and execute plans by which to evaluate these;
- to critically evaluate current issues, research and advanced scholarship in the discipline.

TRANSFERABLE (KEY) SKILLS: *MPhil*

Students will have had the opportunity to acquire the following abilities through the research training and research specified for the programme

- the skills necessary to undertake research at a higher level, for a future career as a researcher and/or for employment in a higher capacity in industry or area of professional/clinical practice;
- evaluating their own achievement and that of others;
- self-direction and effective decision making in complex and unpredictable situations;
- independent learning and the ability to work in a way which ensures continuing professional development.

LEARNING CONTEXT: *MPhil*

For *MPhil* students the learning context will include the critical analysis of, and decision making in, complex and unpredictable situations. The structure of the programme will provide research training, breadth and/or depth of study and opportunities for drawing upon appropriate resources and techniques. Opportunities will be provided for students to develop:

- interests and informed opinions
- their involvement in the design and management of their learning activities
- their communication of their conclusions;
- their ability to undertake critical analysis

Students will be expected to progress to fully autonomous study and work.

ASSESSMENT: *MPhil*

Achievement will be assessed by the examination of the candidate's thesis and performance under oral examination and will involve the achievement of the candidate in:

- evidencing an ability to conduct independent broad and/or in-depth enquiry within different aspects of the discipline which leads to the production of material at a level suitable for publication;
- drawing on, and selecting appropriately from, a range of research techniques and methodologies in their enquiries into the discipline;
- demonstrating the ability to apply breadth and/or depth of knowledge to a complex specialist area;
- drawing on a range of perspectives on an area of study;
- evaluating and criticising received opinion;
- making reasoned judgements whilst understanding the limitations on judgements made in the absence of complete data
- the written style and overall presentation of the thesis.

