

## **Programme of study for Doctor of Philosophy – Cardiovascular Disease and Diabetes 2023/24**

### **Entry Requirements**

Applicants must have, or be expected to obtain a 2.1 (or equivalent) relevant BSc degree. British Council IELTS of score 7.0 overall with no less than 6.5 in other skill areas (reading, writing, listening and speaking) This is shown on the individual project adverts.

### **Programme**

#### **Year One**

The candidate will commence research under the direction of their supervision team and is expected to meet with their supervisors at least 10 times per year. First year training to expand the knowledge, capabilities and awareness of the challenge of addressing the problems of cardiovascular disease and diabetes. This is delivered through a full complement of lectures arranged throughout the year which the students will be expected to attend.

##### Month 1

Completion of the training plan

##### Month 5

Work begins on the thesis proposal

##### Month 6

6 month progress report

##### Month 12

First year progress report

#### **Year 2**

The candidate will continue research under the direction of their supervision team and is expected to meet with their supervisors at least 10 times per year.

##### Month 16

Submission of transfer report

##### Month 18

Candidates will be expected to have their Transfer by month 18

##### Month 24

a final decision to full PhD status no later than month 24 (if 6 month deferral needed)

##### Month 24

Second year progress report

Candidates will be required to successfully transfer to full PhD status by no later than Month 24 in order to progress on the programme.

#### **Year Three**

The candidate will continue research under the direction of their supervision team and is expected to meet with their supervisors at least 10 times per year.

##### Month 36

Third year progress report

Each candidate will undertake a 3-month visit to a collaborating research laboratory outside Leeds. This will be student-led but developed in coordination with the Supervisory Team, the Mentor, and the Programme Management Team. The plan will be developed according to the timetable defined in the Foundation Year Programme. The visit is expected to occur in Year 3 but may occur in Year 2 or 4 if agreed with the Programme Management Team.

#### **Year Four**

The candidate will continue research under the direction of their supervision team and is expected to meet with their supervisors at least 10 times per year.

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<sup>5</sup> 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