



UNIVERSITY OF LEEDS

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

Doctor of Medicine

Regulations for award

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.

To qualify for the award of the degree of Doctor of Medicine 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 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

Types of Recommendation - For PGRs commencing from 01/09/07 onwards

Examiners are asked to submit one of the following recommendations:

- (a) that the degree of MD be awarded
- (b) that subject to editorial and presentational corrections, the degree of MD be awarded
- (c) that subject to the correction of minor deficiencies, the degree of MD be awarded
- (d) that the application be referred
- (e) that the degree of MD be not awarded (with no opportunity for resubmission)

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

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).

For candidates commencing study after 01 September 2011

1. Learning Outcomes

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

- to demonstrate extensive knowledge of the subject area and expertise in generic, subject specific and professional skills;
- to evaluate critically current issues in research and advanced scholarship in the discipline of medicine;
- to formulate ideas and hypotheses independently, and to design, develop, implement and execute plans by which to evaluate these;
- to take a proactive and self-reflective role in working and to develop professional relationships with others where appropriate;
- to demonstrate diligence in professional working practice through a thorough understanding of the ethical, legal, health and safety issues pertaining to the research, including adherence to data protection.
- to discover, interpret and communicate new knowledge through original research and/or scholarship of publishable or potentially publishable quality, which satisfies peer review;
- to present and defend research outcomes that extend the forefront of a discipline of medicine by oral and written methods;
- to evaluate critically the implications of their research outcomes in the relevant area of professional/clinical practice;

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;
- 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

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. 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.

For candidates commencing study before 01 September 2011

LEARNING OUTCOMES: *Doctoral Programmes (MD)*

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 (MD)*

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 (MD)*

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 (MD)*

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