**Research Courses of Study: Professional Doctorate**

***Guidance and Template Text for Postgraduate Research Courses***

***Notes:***

* *Important: Please delete all the text in italics before submitting for approval.*
* *All italicised comments are for guidance only. As appropriate, to be replaced with specific School-level information before submission for approval.*
* *Refer to the Code of Practice for Quality Assurance of Research Courses of Study: Annex B when completing this template.*
* *The number of bullet points provided in any each list is for example only and is not an indicator of the expected length of the list.*
* *Where a submission for approval is of a major revision to an existing specification, the revisions should be clearly indicated, e.g. using tracked-changes. (To be removed from approved version before uploading to website.)*

# Award and Title

# Length and Mode of Registration

 *The length of the course and its mode (full-time/part-time study/both)*

# Entry Requirements

*Indicate the specific entry requirements for the course.*

*State any requirements relating to international applicants.*

# Campus

# Anticipated Total Student Registrations

 *Target total fte registrations at steady state*

# Course Management

 Division responsible for management of the course:

 The management of the course will be overseen by the Divisional Director of Studies and PG Student Experience and the Divisional Graduate Studies and PG Student Experience Committee. The management of the course will also be reviewed at Institutional levels by the Graduate and Researcher Board as outlined in the University’s Code of Practice for the Quality Assurance for Research Codes of Study.

 *Please reference any additional staff roles or committees with responsibility for management of the course within the School.*

# Proposed Start Date

# Opportunity and Need

 *Evidence of opportunity and need for the course, including student/employer demand, and relationship to the School Plan, University Plan, the University Curriculum Policy and other University provision.*

# Aims and Objectives (including assessment criteria)

 *State what students will have achieved and be capable of when they complete the programme successfully. (These are the QAA "aims and objectives".)*

 *Best provided as an enumerated list, for ease of referencing.*

 The University’s assessment criteria for research courses of study is outlined in Section 8.4 of the Regulations for Research Courses of Study.

# Course Outline

 *A brief overview of the core components of the course (e.g.: Research Training, School Seminars) to include:*

**10a** Details of the course structure

 *(Please refer to the Regulatory Framework for Professional Doctorates)*

1. **Taught component:**

|  |  |  |  |
| --- | --- | --- | --- |
| Module code | Title | Level | Term(s) |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. **Research component:**

**10b** Details of the research training that the student will be expected to complete:

 **Divisional level**

 *Outline details of the modules or courses the student will be expected or required to take at Divisional or School level.*

 **Institutional level**

 *(Where the course specification is for a PhD)*

 All new PhD students are required to undertake a researcher development assessment, including at a researcher development assessment workshop (part of the Graduate and Researcher College’s Researcher Development Programme). The completion of the assessment is a requirement for successful completion of the probation review.

*(Where the course specification is for a Masters by Research and Thesis)*

New students are able to undertake a researcher development assessment, including at a researcher development assessment workshop (part of the Graduate and Researcher College’s Researcher Development Programme). Completion of the assessment is not a requirement, however, students are encouraged to participate.

**10c** Details of other courses students may benefit from:

 *(i.e. Health & Safety, IT, writing skills, English language, library skills etc)*

 **Divisional level**

 *Outline details of the courses the student will be expected or required to take at School level.*

 **Institutional level**

* Graduate and Researcher College’s Researcher Development Programme (including online training provision) [www.kent.ac.uk/graduateschool/skills/programmes/tstindex.html](http://www.kent.ac.uk/graduateschool/skills/programmes/tstindex.html)
* Student Learning Advisory Service Provision [www.kent.ac.uk/uelt/learning/](http://www.kent.ac.uk/uelt/learning/)
* Information Services (Library and Computing Services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/)

**10d** Details of progression milestones that the student will need to reach and successfully pass:

 Students will be subject to the progression milestones as outlined in Annex J of the Research Code of Practice.

 *Outline any School-specific progression monitoring requirements.*

**10e** Details of the assessment method:

 *e.g.: by thesis, etc*

 The length of research degree theses are outlined in the Instructions to Candidates for the Examination of Research Degrees.

 *Outline any course-specific assessment methods (if appropriate)*

# Chairs of Supervisory Teams

All students will have a supervisory team as required by Annex H of the Research Code of Practice.

* *List members of the School/subject areal approved to act as Chairs of supervisory teams for this subject (see Annex H). Schools should establish that there is a critical mass of research experience and supervisory expertise for this named programme.*

 *Outline how the supervisory teams will work for this course of study. The School will need to ensure that failsafes are in place in case of supervisor departure and/or breakdown in relationships.*

# Research Environment

 *Provide details of the community and environment in which the student will conduct his/her research and of the facilities and support that the School will make available for research students, to include: the numbers of research active academic staff and associated research staff; physical resources (equipment, facilities, dedicated rooms, study space for research students); information resources (ICT and network provision, library holdings, other collections, access arrangements); culture of the research community including internal and external seminars, visiting researchers, related taught postgraduate courses and external links and funding.*

Schools will be required to demonstrate that students will work in an environment that is well resourced, in an atmosphere that is lively and positive and which is in contact with the mainstream developments in the field.

# Student Support and Guidance

 **Divisional level support services**

 *Outline all school-level support services available for use by the students. Include reference to any support which may be required for off-site students on fieldwork.*

 **Institutional level support services**

* [Student Support](http://www.kent.ac.uk/studentsupport/)
* [Student Wellbeing](http://www.kent.ac.uk/studentwellbeing/)
* [Student Learning Advisory Service](http://www.kent.ac.uk/uelt/learning/)
* [Counselling Service](https://www.kent.ac.uk/studentwellbeing/counselling/)
* [Kent Union](http://www.kentunion.co.uk/)
* [Kent Graduate Student Association](https://www.kent.ac.uk/graduateschool/community/kgsa.html) (KGSA)
* [Graduate and Researcher College](http://www.kent.ac.uk/graduateschool/index.html) (Provision of (i) Researcher Development Programme (workshops and on-line courses) (ii) institutional level induction and (iii) student-led initiatives such as social events, conferences and workshops
* [Information Services](http://www.kent.ac.uk/is/) (computing and library services)
* Postgraduate student representation
* [Careers and Employability Services](http://www.kent.ac.uk/ces/)
* [International Recruitment Office](https://www.kent.ac.uk/internationalstudent/)
* [International Partnerships Office](https://www.kent.ac.uk/global/partnerships/)
* [Medical Centre](https://www.kent.ac.uk/studentsupport/medical-centre.html)

# School Quality Assurance and Enhancement

* The course will be overseen by the Divisional Director of Graduate Studies and PG Student Experience and the Divisional Graduate Studies and PG Student Experience Committee.
* Student feedback will be obtained from Student Voice Forums, Postgraduate student representation on school/Divisional level committees and the Postgraduate Research Experience Survey.
* The course will be reviewed via the annual course monitoring process and the periodic programme review process.

 *Schools should outline any additional mechanisms or structures which will be used at School-level to quality assure this course of study.*

# School Resource Implications

 *Outline all resource implications including staff input and space, with specified new resource requirements and how they are to be met.*

# Professional Accreditation

 *As appropriate - how the course will reflect the requirements of accrediting or professional bodies.*

# Inclusive Course Design

 The School/Collaborative Partner *(delete as applicable)* recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.