

# **PROFESSIONAL DOCTORATE PROGRAMME**

**DDes  
DArt  
DBA  
D Tourism  
EdD  
D Info Sys  
DeBP  
Sport D  
D Health**

## **STUDENT HANDBOOK**

**2015**

**This document should be read in conjunction with the Professional  
Doctorate Regulations**

## **Welcome and congratulations! Croeso a llongyfarchiadau!**

You have just embarked on the Professional Doctorate - a higher degree programme which is designed to have a positive influence on your future working prospects. It is certainly focused around the concept of change agency and is intended to make a step change in the way that your organisation (however that is defined in the context of your project) operates. It is at the same level as a PhD but has different objectives - a PhD should develop new knowledge whereas the Professional Doctorate should develop new professional practice. If you are selecting the Professional Doctorate route because you think it is easier than a PhD then think again – although in many ways it is harder, it is certainly more dynamic!

The Professional Doctorate programme was designed to reflect the vocational and professional orientation and commitment to change agency of Cardiff Metropolitan University. There are nine named Professional Doctorate awards on offer in Cardiff Met's five Schools:

In Cardiff School of Education:	EdD
In Cardiff School of Health and Social Sciences:	DHealth
In Cardiff School of Management:	DBA
	DInfo Sys
	DTourism
In Cardiff School of Art and Design (CSA&D)	DArt
	DDes
In CSA&D / Centre for Alternative Technology, Machynlleth:	DeBP
In Cardiff School of Sport:	SportD

The Professional Doctorate is designed to sit on top of a relevant Master's programme which includes a 20-credit research methods module. If the Masters programme you completed did not contain such a module then the Programme Coordinator in your School will advise you on a suitable module which you can attend. Although you will be registered as a part-time student at Cardiff Met you should be involved on a full-time basis in your change project to achieve the Professional Doctorate within two years. If you are not working on your programme in a full-time capacity it will obviously take longer than two years and you need to be careful about how you phase the proposed change in your organisation. Whether full-time or part-time your project needs to be a key part of your professional role so that there is a clear alignment between the requirements of your role and the objectives of your Professional Doctorate. If you are working on your Professional Doctorate on a part-time basis then you may need to approach your project as a series of smaller changes. Change is unsettling for the people involved in it and the more contained the change is and the more involved that key stakeholders are in the change the more successful the change

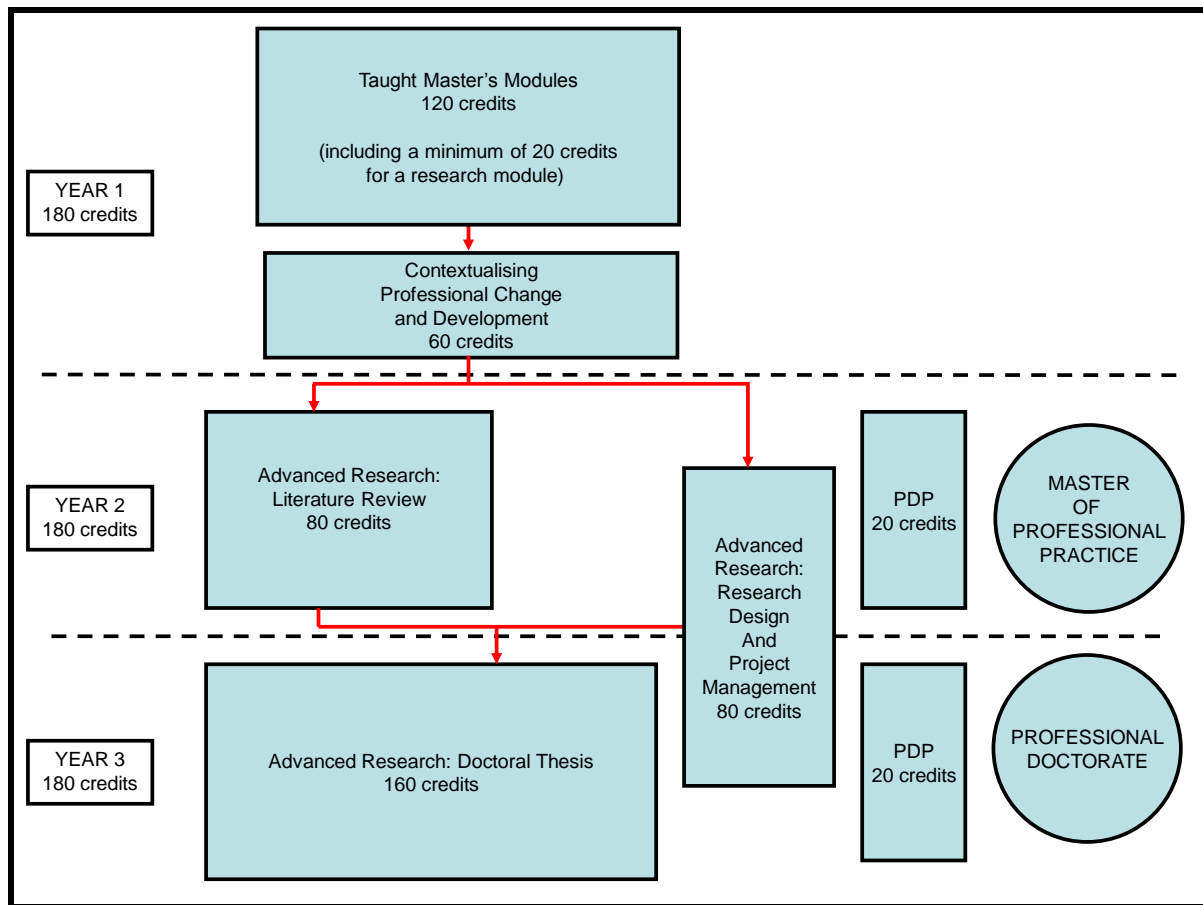
process will be and the happier will be the people involved in it. A key part of your project will be not just about the technicalities of the change but in ensuring that those affected by the change survive the change!

Dr. Rich Neil

Cardiff Metropolitan University Professional Doctorate Portfolio Manager

April 2015

# Course Structure



## Part 1 (Year 1)

The Contextualising Professional Change and Development module is worth 60-credits. The 120-credit taught element of your Postgraduate Diploma/Master's programme (which includes the 20-credit Research Methods module) and the 60-credit Contextualising Professional Change and Development module add to 180 credits and comprise Part 1 of the Professional Doctorate programme.

## Part 2 (Year 2-3)

All other elements of the programme comprise Part 2. If you wish to exit after completing the Advanced Research Design and Project Management, the Advanced Research: Literature Review module and 20-credits of PDP then you can submit your portfolio of work for the award of Master of Professional Practice.

Completion and submission of the Advanced Research: Doctoral Thesis and your complete portfolio of work reflecting another 20-credits of PDP enables you to be examined by *viva voce* examination for your Professional Doctorate award. Full details of the examination process can be read in the Professional Doctorate regulations.

## Key people associated with the Professional Doctorate

Some key people in relation to the Professional Doctorate Programme include:

Dr Rich Neil <i>rneil@cardiffmet.ac.uk</i>	Professional Doctorate Portfolio Manager and Module Leader for the Contextualising Professional Change module.
Professor Gary Beauchamp <i>gbeauchamp@cardiffmet.ac.uk</i>	Director of Research in Cardiff School of Education.
Dr Jill Llewellyn-Williams <i>jllwilliams@cardiffmet.ac.uk</i>	Prof Doc Pathway leader for the EdD in Cardiff School of Education.
Dr Hilary Berger <i>hberger@cardiffmet.ac.uk</i>	Prof Doc Pathway leader for the DInfoSys in Cardiff School of Management.
Dr Clive Cazeaux <i>CCazeaux@cardiffmet.ac.uk</i>	Graduate Studies Coordinator in Cardiff School of Art and Design and Prof Doc Pathway Leader for the DeBP\DDes and DArt.
Dr Jenny Mercer <i>jmercer@cardiffmet.ac.uk</i>	Graduate Studies Coordinator in Cardiff School of Health and Social Sciences and Prof Doc Pathway leader for the DHealth.
Dr Steve Cooper <i>smcooper@cardiffmet.ac.uk</i>	Graduate Studies Coordinator in Cardiff School of Sport and Prof Doc Pathway Leader for the SportD.
Jeff Alder <i>jalder@cardiffmet.ac.uk</i>	Graduate Studies Officer, Research and Enterprise Services.
Professor Scott Fleming <i>sfleming@cardiffmet.ac.uk</i>	Cardiff Metropolitan University Director of Research and Graduate Studies and Chair of Cardiff Metropolitan University's Research Degrees Committee.
Dr Claire Haven-Tang <i>Chaven-tang@cardiffmet.ac.uk</i>	Graduate Studies Coordinator in Cardiff School of Management and Prof Doc Pathway Leader for the DBA.

## Contextualising Professional Change and Development

Your Professional Doctorate programme begins with the three day induction and the Contextualising Professional Change and Development module. Following the three-day induction programme you need to work inside your organisation to firm up on your proposed project and to ensure that you have organisational buy-in from key people in the organisation. Start thinking about your Professional Doctorate from the perspective of your organisation – what does it want to do and how can your Professional Doctorate help it to get there?

### Key dates

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There are only three dates that are fixed - the dates you present your research project to the rest of the cohort of Professional Doctorate candidates (date, time and location to follow) and submit your two written papers (see table below). All other dates are negotiated between you and your supervisory team and are determined by the demands of your personal Professional Doctorate programme.

Presentation: Research proposal	20 mins plus questions	20%	Oct 1 <sup>st</sup>
Paper: Contextualising Professional Change and Development project in an organisational context	6500 words (Approx)	50%	Feb 1 <sup>st</sup>
Reflective narrative: Personal development	2500 words (Approx)	30%	Mar 1 <sup>st</sup>

### Nomination of your supervisory team

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Following the three day induction programme for the Contextualising Professional Change and Development module and through the development of your research degree proposal the Professional Doctorate Programme Coordinator in your School will identify appropriate Cardiff Met or other staff to act as your supervisors. You will normally be allocated two supervisors – one who will act as Director of Studies and one who will act as Second Supervisor.

## **Research Degree Proposal**

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This is prepared by you in consultation with your supervisory team who are named on the Research Degree Proposal form. Acceptance of the Research Degree Proposal form by the Professional Doctorate Committee and Cardiff Met Research Degrees Committee signifies confirmation of your proposal. The appropriate form on which to submit your research degree proposal is available from your Prof Doc Pathway Leader.

## **Ethical approval**

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You are required to use the Ethics procedures outlined in the Student Resources section of the Research pages on the Cardiff Met public-facing website. Depending on the nature of your project you may have to ask for ethical approval of your project from the Ethics Committee of the School in which your research is based. For some projects (e.g. those involving a Local Health Board) you may have to apply for ethical approval from an external agency and provide a copy of the approval letter to the Cardiff Met system, along with a completed Cardiff Met ethical approval form. All the forms are available on the Cardiff Met Research website (<https://tsr.cardiffmet.ac.uk/units/RES/Pages/RDC-Dates-and-Documents.aspx>).

Discuss the ethical implications of your project with your supervisors one of whom needs to sign off the ethics application.

## **Change of arrangements**

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If for some reason your supervisory team changes then this needs to be agreed with your School's Research Degrees Committee and Cardiff Met Research Degrees Committee using the Change of Supervisory arrangements form. A Change of Supervisory Arrangements form is available on the Cardiff Met Research website (<https://tsr.cardiffmet.ac.uk/units/RES/Pages/RDC-Dates-and-Documents.aspx>).

## **Organisational Advisor**

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You need to identify an Organisational Advisor whose role is to facilitate your Professional Doctorate programme organisationally. Your understanding of your organisation will enable you to identify the most appropriate person relative to your project. This may be your line manager, the human resource director, the general manager. Remember you are going to be making a strategic difference to your organisation (however that is defined in the context of your project) and your project must be 'owned' by the organisation.

The Organisational Advisor is identified in the Organisational Contract, a document that is probably not legally binding although it is deliberately written in Legalese to make organisations think very carefully about signing up to your Professional Doctorate project. Indeed, it would be unfortunate if your organisation abandoned its commitment to your project part way through the process, resulting in you being unable to complete your Professional Doctorate. It may well happen for some unfortunate candidate but hopefully the Organisational Contract will offset some of the risk of this happening. In addition, we'd advise regular update meetings with your organisation to inform them about your progress and future immediate targets.

### **Personal/Professional Development Portfolio (PDP)**

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Through the Professional Doctorate programme you need to complete 20 credits of PDP per year. The work you do for this is complementary and synergistic to your Professional Doctorate project. We want it to promote your wider personal and professional development, ensuring that you and your Professional Doctorate are located at the cutting edge of your profession and seen to be so by your wider professional community.

### **Annual Monitoring of Progress**

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Monitoring of your progress will be carried out at regular intervals and formally reported annually to your School's Research Degrees Committee using the annual monitoring report forms available on the Cardiff Met Research website (<https://tsr.cardiffmet.ac.uk/units/RES/Pages/RDC-Dates-and-Documents.aspx>). This form is completed by you and your supervisors and should then be forwarded to your School Director of Research who will forward it to the Cardiff Met Research Degrees Committee. Acceptance of the annual monitoring report will generate an enrolment form which will allow you to reenrol for a further year of studies. If you do not reenrol access to Cardiff Met's ICT infrastructure and library and learning resources will be denied.



# THE MODULES

1. Contextualising Professional Change and Development
2. Advanced Research: Research Design and Project Management
3. Advanced Research: Literature Review
4. Professional Development Portfolio
5. Advanced Research: Doctoral Thesis

Module Title	Module Number	JACS Subject Code(s) and % of each subject	ASC Category
Contextualising Professional Change and Development			

Level	Credits	ECTS Credit	Module Value	% Taught in Welsh	Module Type
M	60	30	6.0	Depends upon candidate	Taught

Teaching Period	Pre-requisites
Flexible	120 M level credits including 20 credits from a research module

Module Leader	School(s)	Campus
Dr. Rich Neil	Cardiff School of Art and Design (in association with the Centre for Alternative Technology Graduate School of Education) Cardiff School of Education Cardiff School of Health Sciences Cardiff School of Management Cardiff School of Sport	All Cardiff Met campuses

Assessment Methods			
Assessment Type	Length of Assessment	Weighting of Assessment	Timing
Presentation: Research proposal	20 minutes plus questions	20%	October
Paper: Contextualising Professional Change and Development project in an organisational context	Approximately 6500 words	50%	February
Reflective narrative: Personal development	2500 words (or equivalent)	30%	March

Aim
<p>The aim of this module is for the student to demonstrate an in-depth understanding of a professional context through analysis using a range of analytical tools to identify an appropriate research question and to develop a research proposal that addresses the development of a solution to this research question. The module will develop employment-related qualities and transferable skills and will require the student to exercise personal responsibility through autonomous initiative(s) in complex and unpredictable situations in professional or equivalent environments.</p> <p>The Contextualising Professional Change and Development module will be offered on a pan-Cardiff Met basis. It forms the bedrock on which the Master of Professional Practice and the Professional Doctorate are built. Its aim is to help the student access wider theories of learning than those encountered at prior stages of study. It does this in three main ways. Firstly, the module creates opportunities for students from different subject fields to meet during the pan-Cardiff Met lecture series. Secondly, it calls upon expert witness evidence to challenge thinking at the forefront of professional practice. Thirdly, the assessment of the module requires the student to make use of theories of learning and the challenges of professional practice to present a seminar and a reflective</p>

written piece Contextualising Professional Change and Development in their organisational context.

The structure of the module offers a formal programme of lectures by Cardiff Met staff, with guest slots from appropriate external experts. Following that, students will interact with tutors to develop appropriate evidence of achievement of learning outcomes. For both the MProfPrac and Professional Doctorate programme the learning outcomes of the Contextualising Professional Change and Development module will contribute incrementally to developing knowledge and understanding that will inform the study which follows.

From the module candidates will be able to demonstrate that they can conceptualise a project for the generation of new knowledge, applications or understanding.

### Learning Outcomes

Students will be able by the end of the module to:

- Identify and demonstrate an in-depth understanding of change in a professional context;
- Demonstrate autonomy in the formulation of a relevant area of study;
- Apply the principles of research methodologies and research design;
- Explain the benefits of problem-based approaches to learning and of action research to research in professional contexts;
- Apply relevant tools to the analysis of a specific organisation or context;
- Identify a complex problem appropriate to exploration through sustained research;
- Make explicit the ethical issues appertaining to the proposed research study;
- Develop a research proposal with clear aims and objectives;
- Use IT to enhance communication of written and presentational material;
- Conceptualise a project for the generation of new knowledge, applications or understanding.

### Learning and Teaching Delivery Methods

Workshops	21 hours
Expert Witness Sessions	2 hours
Individual tutorials	1 hour
Student-centred learning	576 hours

### **Indicative Content**

The module is designed in three phases: introductory, middle and final. The introductory phase consists of pan-Cardiff Met lectures giving a broad overview of change and change agency, researching professional practice and the challenges of researching one's own professional context.

The middle phase will operate within the students' subject field and here the student will develop their ideas in order to demonstrate an in-depth understanding of their professional context and to identify a research question with potential for exploration through practice-based research. In this phase, the student will work with a university tutor in their field and may also make use of Blackboard and discussion threads arising from the introductory phase. As well as reading widely on research methodologies for their field, the student will begin to negotiate a dialogue with their organisation in order to develop their research proposal.

In the final phase the student will present a seminar on their research proposal to tutors and fellow students. This will allow further feedback and opportunities for reflection, which will be incorporated into the written assessment, the other part of the module assessment. Both these assessments will act as evaluation points, prior to developing a formal research proposal for submission to the School and Cardiff Met Research Degrees Committees following successful completion of the module.

### **Recommended Reading**

Balogun, J and Hope Hailey, V and Johnson, G. (2008). *Exploring Strategic Change* (Third Edition). Harlow: Financial Times/Prentice Hall.

Burnes, B (2009). *Managing Change* (Fifth Edition). Harlow: Financial Times/Prentice Hall.

Cameron, E and Green, M (2009). *Making Sense of Change Management* (Second Edition). London: Kogan Page.

Carnall, C. (2007). *Managing Change in Organisations* (Fifth Edition). Harlow: Financial Times/Prentice Hall.

Senior, B. (2005). *Organisational Change* (Third Edition). Harlow: Financial Times/Prentice Hall.

This reading will be supplemented with appropriate material in relation to the specific context and the actual research area.

### **Access to Specialist Requirements**

As appropriate to the particular research area being explored and to be managed by supervisory team in the host School.

Module Title	Module Number	JACS Subject Code(s) and % of each subject	ASC Category
Advanced Doctorate: Literature Review			

Level	Credits	ECTS Credit	Module Value	% Taught in Welsh	Module Type
D	80	40	4.0	Depends upon individual student	Research

Teaching Period	Pre-requisites
Flexible	Contextualizing Professional Change and Development

Module Leader	School(s)	Campus
Various	Cardiff School of Art and Design (in association with the Centre for Alternative Technology Graduate School of Education) Cardiff School of Education Cardiff School of Health Sciences Cardiff School of Management Cardiff School of Sport	All Cardiff Met campuses

Assessment Methods			
Assessment Type	Length of Assessment	Weighting of Assessment	Timing of Assessment
Poster of conceptual framework	Poster presentation	50%	To be negotiated for each candidate
Draft literature review	12000 words	50%	To be negotiated for each candidate

Aim
Through encouraging a systematic engagement with a substantive body of relevant literature this module aims to develop further the research problem with reference to relevant ideas in the discipline and to synthesise ideas at a high level of understanding and begin to create new knowledge through the development of a conceptual framework relevant to the problem under consideration. The module will require the development of a systematic understanding of substantial bodies of relevant literature which are at the forefront of an academic discipline or area of professional practice, the analysis, synthesis and interpretation of complex information and the development of novel approaches, models and/or applications.

## Learning Outcomes

Students will be able by the end of the module to:

- Systematically search for information using a range of electronic and other resources;
- Synthesise key concepts and issues in their field;
- Present complex questions clearly orally and relate them to a specific problem;
- Demonstrate high level reading and writing skills at doctoral level in the academic discourses work appropriate to their field of study;
- Use IT to enhance communication of their written and presentational material;
- Create new models of representation and ways of thinking about a problem, linked to their reading of the literature;
- Demonstrate an understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
- Demonstrate an understanding of the ethical issues associated with the area of study.

## Learning and Teaching Delivery Methods

Individual tutorials (10 hours per student)

## Indicative Content

- ◆ Pre-module reading introducing students to key theories and concepts.
- ◆ Policy discussion related to key texts.
- ◆ Development of an appropriate academic writing style
- ◆ Analysis concepts and synthesis ideas and models from a variety of sources/ disciplines
- ◆ Examine how others have examined problems in the discipline(s) and operationalised methodologies and methods.
- ◆ Refine appropriate citation and referencing
- ◆ Develop conceptual models, arising from reading of the literature.

## Access to Specialist Requirements

As appropriate to the particular research area being explored and to be managed by the supervisory team in the host School.

Module Title	Module Number	JACS Subject Code(s) and % of each subject	ASC Category(ies)
Advanced Research – Research Design and Project Management			

Level	Credits	ECTS	Module Value	% Taught in Welsh	Module Type
M	80	40	4.0	Depends upon individual student	Research

Teaching Period	Pre-requisites
Flexible	Contextualizing Professional Change and Development

Module Leader	School(s)	Campus
Various	Cardiff School of Art and Design (in association with the Centre for Alternative Technology Graduate School of Education) Cardiff School of Education Cardiff School of Health Sciences Cardiff School of Management Cardiff School of Sport	All Cardiff Met campuses

Assessment Methods			
Assessment Type	Duration/Length of Assessment Type	Weighting of Assessment	Approximate Date of Submission
Methodology for first practical objective	5000 words	34%	To be negotiated for each candidate
Report on project evaluation strategies	5000 words	33%	To be negotiated for each candidate
Presentation to promote Professional Doctorate Project innovation to peers	30 minutes plus promotional material	33%	To be negotiated for each candidate

Aim(s)
This module aims to introduce students to the foundations of post-graduate research and equip them with a thorough understanding of the generic tools, concepts and terminology of research in order that s/he is able to select appropriate theories, concepts methodologies and methods for use in their research and advanced academic enquiry.

Learning Outcomes
<p>By the end of the module the student will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a systematic acquisition and understanding of the key research paradigms;</li> <li>• Critically evaluate the concepts of ontology and epistemology and appreciate their relationship with methodologies, research methods and data sources;</li> <li>• Examine the role and usefulness of theory in research, from meta-theory through to grounded theory;</li> <li>• Differentiate between qualitative and quantitative research strategies;</li> <li>• Select appropriately from the range of common research methods available for use in research</li> </ul>

projects to design a methodology appropriate for the project to generate new knowledge, applications or understanding;

- Demonstrate an awareness of the ethical considerations concerning research.
- Consider strategies to promote wider engagement and ownership of the change project and to promote innovation.
- Develop a strategy to evaluate the success of the change project.

### Learning and Teaching Delivery Methods

Individual and group tutorials [equivalent to 10 hours per student]

### Indicative Content

The nature of research and the tools of research

The key research paradigms – positivist, post-positivist and interpretivist

The building blocks of research – ontology, epistemology and methodology

The types and uses of theory in research

Research methods – qualitative and quantitative

Standards and ethics in research

### Recommended Reading

- Alreck, PL and Settle, RB (1995), *The Survey Research Handbook*, Irwin.
- Black, TR (1999), *Doing Quantitative Research in the Social Sciences*, Sage.
- Creswell, JW (2007), *Qualitative Inquiry and Research Design Choosing Among Five Traditions* (2<sup>nd</sup> edition), Sage.
- Gill, J and Johnson, P (2002), *Research Methods for Managers* (3<sup>rd</sup> Edition), Sage.
- Gillham, B (2008), *Developing a questionnaire* (2<sup>nd</sup> edition), Continuum.
- Huberman, AH and Miles, MB (2002), *The Qualitative Researcher's Companion: Classic and contemporary readings*, Sage.
- Keats, DM (2000), *Interviewing: A Practical Guide for Students and Professionals*. Open University Press.
- Pallant, J (2007), *SPSS Survival Manual* (3<sup>rd</sup> edition). Open University Press.
- Peterson, RA (2000), *Constructing Effective Questionnaires*, Sage.
- Sayer, A. (2000), *Realism in Social Science*, London: Sage.
- Straus, A and Corbin, J (1998), *Basics of Qualitative Research*, Sage.
- Travers, M (2001), *Qualitative Research through Case Studies*, Sage.
- Wolcott, HF (2001), *Writing up Qualitative Research* (2<sup>nd</sup> edition), Sage.
- Yin, RK (2003), *Case Study Research: Design and Methods* (Third Edition), Sage.

### Access to Specialist Requirements

As appropriate to the particular research area being explored and to be managed by the supervisory team in the host School.



Module Title	Module Number	JACS Subject Code(s) and % of each subject	ASC Category
Professional Development Portfolio			

Level	Credits	ECTS Credit	Module Value	% Taught in Welsh	Module Type
D	40	20	4.0	Depends on individual student	Research

Teaching Period	Pre-requisites
Flexible	-

Module Leader	School(s)	Campus
Various	Cardiff School of Art and Design (in association with the Centre for Alternative Technology Graduate School of Education) Cardiff School of Education Cardiff School of Health Sciences Cardiff School of Management Cardiff School of Sport	All Cardiff Met campuses

Assessment Methods			
Assessment Type	Length of Assessment	Weighting of Assessment	Timing of Assessment
Professional Development Portfolio (reflecting formative activities during the programme)	6000 words (or equivalent)	100%	To be included within the thesis

Aim
The Professional Development Portfolio (PDP) aims to enable the student to engage with evolving practice relevant to their proposed professional context and area of research and will involve a range of activities, including engagement with other practitioners, reading of practitioner literature, industrial secondment and conference attendance. PDP enables the student to inform and extend professional debates and to undertake personal development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches.

## **Learning Outcomes**

By the end of this module students will be able to:

- Analyse key practitioner debates appropriate to their field of study;
- Demonstrate high level reading and writing skills;
- Use IT to enhance communication of written and presentational material;
- Demonstrate an understanding of the ethical issues associated with professional activities;
- Develop qualities and transferable skills necessary for employment or professional practice;
- Exercise personal responsibility and autonomous initiative in complex and unpredictable situations.

## **Learning and Teaching Delivery Methods**

Individual tutorials (4 hours per student)

Personal Professional Development Plan (Individual engagement in practitioner forum appropriate to the area of study)

## **Indicative Content**

- Policy analysis, as appropriate
- Analysis of approaches concepts and synthesis of ideas and models from a variety of practitioner sources/disciplines
- Examine how others have examined problems in the disciplines(s) and problematize methodologies and methods.
- Develop conceptual models, arising from reading of the literature.

## **Recommended Reading**

The reading for this module will be determined by the nature of the specific research question and practice area being explored by the individual student. Thus reading for this module will be the subject of debate between the individual student and the supervisory team.

## **Access to Specialist Requirements**

As appropriate to the particular research area being explored and to be managed by the supervisory team in the host School.

Module Title	Module Number	JACS Subject Code(s) and % of each subject	ASC Category
Advanced Research: Doctoral Thesis			

Level	Credits	ECTS Credit	Module Value	% Taught in Welsh	Module Type
D	160	80	16.0	Depends upon candidate	Thesis

Teaching Period	Pre-requisites
Flexible	Contextualizing Professional Change Advanced Research: Literature Review Advanced Research: Research Design and Project Management

Module Leader	School(s)	Campus
Various	Cardiff School of Art and Design (in association with the Centre for Alternative Technology Graduate School of Education) Cardiff School of Education Cardiff School of Health Sciences Cardiff School of Management Cardiff School of Sport	All Cardiff Met campuses

Assessment Methods		
Assessment Type	Length of Assessment	Weighting of Assessment
Doctoral Thesis	Normally 40,000 words and not exceeding 60,000 words	-
Viva Voce Examination	-	-

Aim
The aim of the Advanced Research: Doctoral Thesis is to create and interpret new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication; and/or to make a substantial contribution to the development of new techniques, ideas, or approaches, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication.

## Learning Outcomes

By the end of the Professional Doctorate programme students should be able to demonstrate learning outcomes in each of the following areas:

### Knowledge, Skills and Understanding

- Systematic acquisition and understanding of a substantial body of knowledge, which is at the forefront of an academic discipline or area of professional practice;
- Analysis, synthesis and interpretation of complex information;
- Demonstrate qualities and transferable skills necessary for employment or professional practice requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments;
- Understand, influence, manage and theorise about the interpersonal context of change;
- Inform and extend professional debates;
- Undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches;
- Communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;
- Understanding of ethical considerations appropriate to the project.

### Application and Synthesis

- Make informed judgements on complex issues in specialist fields, often in the absence of complete data;
- Demonstrate a detailed understanding of applicable techniques for research and advanced academic enquiry;
- Develop novel approaches, models and/or applications;
- Demonstrate the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems.

### Critical evaluation

- Create and interpret new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication.

## Learning and Teaching Delivery Methods

Student/project-centred tutorials according to the requirements of the specific project

**Indicative Content**

Student/project-centred according to the requirements of the specific project

**Recommended Reading**

Student/project-centred according to the requirements of the specific project

**Access to Specialist Requirements**

As appropriate to the particular research area being explored and to be managed by the supervisory team in the host School.

# PROFESSIONAL DOCTORATE CO-OPERATION AGREEMENT

## 1. THE AGREEMENT

1.1. This Agreement is made on the ..... day of ....., 200...  
between:

Cardiff Metropolitan University whose principal offices are at Llandaff Centre,  
Western Avenue, Cardiff CF5 2SG,

.....  
(the Organisation)

Address

and:

.....  
(Professional Doctorate candidate)

whereby Cardiff Met, the Organisation and the Professional Doctorate candidate  
have agreed to co-operate for the purpose of achieving an  
organisational/professional context in which the Professional Doctorate  
candidacy can take place.

## 2. AGREEMENT TERM

2.1 The Agreement will be on-going for the period of the Professional Doctorate  
candidacy unless terminated by any of the parties in accordance with the  
provisions herein.

## 3. ROLES AND RESPONSIBILITIES

3.1 The parties to this Agreement have the following roles and responsibilities.

### Cardiff Met will:

3.2 supply the Organisation and the Professional Doctorate candidate with a  
Professional Doctorate Handbook detailing the roles, responsibilities, policies  
and procedures;

- 3.3 nominate a Professional Doctorate supervisor;
- 3.4 participate in quality assurance and monitoring arrangements in relation to the Professional Doctorate candidacy;
- 3.5 communicate with the Organisation and the Professional Doctorate candidate, as appropriate, in relation to the progress of the Candidacy;

**The Organisation will:**

- 3.6 nominate an appropriate Organisational Advisor and ensure that s/he is aware that s/he will need to be available for approximately one hour per week each week to discuss the ongoing development of the project;
- 3.7 ensure that Professional Doctorate documentation is understood and implemented by the Organisational Advisor;
- 3.8 ensure that the Organisational Advisor participates in relevant staff development activities organised by Cardiff Met;
- 3.9 notify Cardiff Met of any changes within the organisation which would impact on the Professional Doctorate candidacy;
- 3.10 participate in meetings established to monitor the progress of the Professional Doctorate candidacy;

**The Professional Doctorate candidate will:**

- 3.11 participate in quality assurance and monitoring arrangements in relation to the Professional Doctorate candidacy;
- 3.12 ensure that Cardiff Met and the Organisation are made aware of any issues which would adversely affect the progress of the Professional Doctorate candidacy;
- 3.13 comply with the requirements of the Professional Doctorate programme;
- 3.14 implement action plans identified in the monthly monitoring meetings;
- 3.15 comply with Cardiff Met's academic ethics policy and apply for ethical approval, as appropriate, according to the approvals procedure in the host School and similarly seek ethical approval for other bodies as required by the organisation.

**4. TERMINATION**

- 4.1 Any party may terminate this Agreement at any time by serving a minimum of three months notice in writing to the other parties.

## **5. INTELLECTUAL PROPERTY RIGHTS**

5.1 Issues relating to Intellectual Property Rights (IPR) will be clarified in an addendum to the contract. Any changes to this must be the subject of explicit negotiation between all parties.

## **6. AMENDMENTS TO THE AGREEMENT**

Any and all amendments to this Agreement shall be made in writing, and shall not take effect until signed by authorised signatories of all parties.

## **7. FORCE MAJEURE**

7.1 If any party is prevented from performing its obligations under this Agreement by any reason outside of its reasonable control, the obligations of the party so affected shall be suspended for as long as the circumstances or effects thereof persist ('Force Majeure'). None of the parties shall be liable to the others for breach or failure to perform its obligations under this Agreement if they are unable to do so under the circumstances of Force Majeure.

7.2 A party affected by Force Majeure shall use every reasonable effort to minimise the effects of Force Majeure and shall promptly resume performance of its obligations as soon as is reasonably possible after removal of the circumstances of Force Majeure.

## **8. WAIVER**

8.1 No failure or neglect on behalf of Cardiff Met or its representatives to enforce any of the terms and conditions of this Agreement shall be considered as a waiver unless expressly stated to be a waiver in writing by Cardiff Met. A waiver by Cardiff Met on one occasion shall not automatically be construed as permitting a waiver at any time in the future.

## **9. GOVERNING LAW**

9.1 This Agreement shall be construed and governed in all respects by the laws of England and Wales and shall be subject to the exclusive jurisdiction of the English and Welsh courts.



**10. SIGNATURES**

We the undersigned agree to the conditions of partnership specified in this Agreement and detailed in Professional Doctorate documentation.

**Signature on behalf of Cardiff Met:**

.....

(Head of School/Unit)

.....

(School Director of Research)

.....

(Director of Studies)

**Signature on behalf of the Organisation:**

.....

(Chief Executive Officer or nominee)

.....

(Organisational Advisor)

**Signature of Professional Doctorate candidate:**

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