

## **Programme of study for Doctor of Philosophy – TARGET 2024/25**

This programme is delivered as part of the NERC Centre for Doctoral Training (CDT) Training and Research Group for Energy Transition Mineral Resources (TARGET), and is delivered in partnership with the University of Leicester (lead partner), and the Universities of Leeds, Southampton, Liverpool, St Andrews, UCL, Brighton, Aberdeen, Edinburgh, Cardiff, and Exeter.

**Entry Requirements:** Applicants will normally be required to have obtained a relevant degree at least equivalent to a UK upper second class (2:1) honours degree. International PGRs will normally be required to have achieved at least 6.0 on IELTS (with no component below 5.5) or an equivalent English language qualification.

Equivalent academic and English Language qualifications can be found on the University website at <https://www.leeds.ac.uk/research-applying/doc/applying-research-degrees>

There is normally one entry point in October of each academic session.

This programme is not available for study on a Split-site or Distance Learning basis.

### **Duration of the Programme**

The Standard Full-time Period of Study is 3.5 years, and the final submission deadline is at the end of month 48.

### **Programme Outline**

Candidates will be based at the University of Leeds throughout, and will participate in a minimum of 40 days training over the 3.5 years of study composed of:

- an annual one-week workshop dedicated to their year group, and tailored to that cohort's needs in terms of skills development – for the first three years of their study;
- an annual all-TARGET workshop with cross-year interactions, advanced training and opportunities to specialise in particular areas – all years of study;
- a number of one-day workshops;
- additional online events and in-person workshops attached to relevant conferences.

Each TARGET PGR will have the opportunity to take up a work placement with an industry partner.

In addition, candidates will complete activities as follows.

#### **Year 1**

Commencement of PhD research.

First Formal Progress Report: FT 6 months

Transfer: Full-time candidates must submit their Transfer report and undergo assessment by no later than 12 months from the start of the candidature.

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### Year 2

Continuation of PhD research.  
Annual Progress Review.

### Year 3

Continuation of PhD research.  
Annual Progress Review.

### Year 4

Continuation of PhD research to month 42.

Overtime period if required.

Submission of Thesis.

### Thesis submission deadline

Candidates are strongly encouraged to submit their thesis within the Standard Period of Study (3.5 years), which will usually coincide with the funding period for CDT-funded candidates.

Where an overtime period is required to complete the writing up of the thesis, the thesis submission deadline is the end of month 48.

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

### 1. Learning Outcomes

On completion of the research programme PGRs 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

PGRs will have had the opportunity to acquire the following abilities through the research training and

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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 PGRs 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
- PGRs 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