Programme Specification: Post Graduate Research

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	Professional Doctorate: Doctorate in Education (EdD) Doctorate in Criminology and Criminal Justice (DCrim)
Award type	Professional Doctorate
Mode of study	Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 8
Normal length of the programme	6 years part-time (with the possibility of extending this to a maximum of 8 years)
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	Please see this webpage for the latest information on tuition fees*: https://www.keele.ac.uk/study/postgraduateresearch/feesandfunding/postgraduateresearchfees/

How this information might change: *Please read the important information at http://www.keele.ac.uk/student-agreement/. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.*

** We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at http://www.keele.ac.uk/studentfunding/tuitionfees/*

2. Overview of the Programme

The programme provides experienced education and criminal justice professionals with the opportunity to undertake a doctoral thesis after studying 180 credits worth of modules relevant to their personal, research and professional needs. The 'taught' part of the programme comprises two generic modules that are taught inter-professionally across the EdD (Doctorate in Education) and DCrim (Doctorate in Criminology and Criminal Justice), which follow on from either a range of subject-specific education modules taken from the MA Education or MSc Social Research Courses. DCrim students now can only go in at the second year stage.

3. Aims of the programme

To enable participants to successfully undertake and complete a doctoral thesis by:

- Introducing practitioners to key issues and theoretical ideas underpinning recent developments in educational, social, criminal justice and healthcare policy and practice, together with contextual, comparative and historical background material
- Enabling participants to develop in-depth knowledge and critical analysis of those issues
- Enabling participants to develop in-depth knowledge and critical evaluation of research-based practice in education, criminal justice or social policy more broadly
- Enabling professionals to critically evaluate and apply a range of social science research methodologies and social science research skills

4. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme) are as follows:

- Critical reflection on their own practice, their personal and professional values, service user perspectives and the professional ethical dilemmas they encounter as a researcher
- Comprehensive and systematic theoretically informed knowledge and understanding of key issues and debates in recent policy developments in the public sector
- Theoretically informed awareness and understanding of the context in which contemporary professional practice takes place
- Critical engagement with theoretical perspectives and issues underpinning contemporary educational/criminal justice research and practice
- Rigorous engagement with, application and evaluation of a range of social science research methodologies and methods relevant to practitioners, including methodological approaches developed by teacher/practitioner researchers
- Originality in the application of knowledge, together with the practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge at the forefront of the education/criminal justice policy and practice

The Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical responsibility.** You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

5. How is the programme taught?

The Professional Doctorate programme is assessed via taught modules for the first two years (one year if DCrim) ending with a doctoral progression panel.

6. Teaching Staff

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

7. What is the structure of the programme?

THE FIRST YEAR: DISCIPLINE-SPECIFIC MODULES

In this year, students will take Masters modules from the MA Education and the MSc Social Research as appropriate, depending on their research training needs and specialisms. The decision about which are the most appropriate modules for each student will be made at interview prior to admission.

Education

Any module or combination of modules up to 90 credits from:

Building Researcher Capacity	SOC-40024	30	Semester 1
Foundations of Social Research	SOC-40018	30	Semester 1
Reflecting on Practice	EDU-40114	30	Semester 1
Qualitative and Quantitative Methodologies	SOC-40020	30	Semester 2
Theory and Methods in Digital Social Research	SOC-40026	30	Semester 2
Dissertation	GRT-40017	60	Semester 1-3
Dissertation - Education	EDU-40027	60	Semester 2-3

THE SECOND YEAR: PROF DOC RESEARCH MODULES

In this year you take two modules which move from general research 'training' to thinking about the specifics of your own project through a pilot study and a thesis proposal and mock viva:

EDU-50003 Methods & Application: Designing and Carrying Out a Pilot Study (30 credits) - Semester 1

This module addresses issues about research design and analysis with an emphasis on qualitative and ethnographic perspectives. Students consider the ethical issues entailed in designing and conducting various forms of enquiry, such as narratives, life histories, auto/biographies, case studies and other qualitative or ethnographic methods. The module also explores the political and social contexts related to the research process and analysis, and aspects of the research process such as the researcher's own reflectiveness and issues of informed consent.

The assessment (6,000 words) requires students to critically discuss the research methods and strategy that they plan to adopt in their thesis, to carry out a pilot study testing aspects of this design, and to report on and evaluate the conduct and findings of that pilot study.

Students are encouraged to design the pilot study to be carried out in the same organisation where they will do the main study. The pilot helps students to identify research questions for the main study, to improve on areas of the research design, or even re-formulate the focus for the doctorate research, and to practice presenting the research plan for ethical approval.

EDU-40107 Preparing a Thesis Proposal (60 credits) - Semester 2

This module is currently taught in two parts:

(i) Preparing for thesis progression.

The first part of the module helps prepare students for their overall thesis by drawing together issues about the entire research process: theory, methodology, research design and analysis. It also helps to prepare students for the distinct elements of assessment for this module, which are:

- a. Submission of a written thesis proposal (10,000-words)
- b. Presentation of this proposal (accompanied by a 2,000-word summary) in front of a panel of assessors

(ii) Thesis Progression Panel

In the second part of the module, after the written thesis proposal has been read by two assessors, students give an oral presentation of their plans for the thesis as the final summative assessment on the taught programme. The panel then asks the candidate questions about their thesis plan and makes a decision on whether or not the candidate has the required skills and knowledge to proceed to the thesis stage (based on both the written proposal and its oral presentation, including the candidate's ability to answer questions). This assessment, and recommendation, is the final assessment on the taught part of the programme.

RESEARCH THESIS:

The overall outcome of the Professional Doctorate is for candidates to produce an account of research in the form of a thesis of up to 60,000 words. This thesis, giving an account of the candidate's own research, should form a contribution to knowledge in the field of education/criminal justice practice, depending on the named pathway that the students have registered for. The thesis (like all doctoral theses) should show evidence of originality, either by the discovery of new evidence, or by the exercise of independent critical thought.

Module Lists

Level 8

Compulsory modules	Module Code	Credits	Period
Preparing and Presenting a Thesis Proposal	EDU-40107	60	Year 2
Methods and application: designing and carrying out a pilot study	EDU-50003	30	Year 2

Optional modules	Module Code	Credits	Period
Reflecting on Practice	EDU-40114	30	Semester 1
Foundations of Social Research: Design and Philosophy	SOC-40018	30	Semester 1
Building Researcher Capacity: Skills and Ethics	SOC-40024	30	Semester 1
Dissertation	GRT-40017	60	Semester 1-3
Qualitative and Quantitative Methodologies in Social Science	SOC-40020	30	Semester 2
Theory and Methods in Digital Social Research	SOC-40026	30	Semester 2
Dissertation - Education (60)	EDU-40027	60	Semester 2-3

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 8

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Comprehensive and systematic theoretically informed knowledge and understanding of key issues and debates in recent policy developments in the public sector	Within first year modules. EDU-50003 The Pilot Study EDU-40017 Preparing a Thesis Proposal
Theoretically informed awareness and understanding of the context in which contemporary professional practice takes place	Within first year modules. EDU-50003 The Pilot Study EDU-40017 Preparing a Thesis Proposal
Critical engagement with theoretical perspectives and issues underpinning contemporary educational/criminal justice research and practice	Within first year modules. EDU-40017 Preparing a Thesis Proposal
Originality in the application of knowledge, together with the practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge at the forefront of the education/criminal justice policy and practice	EDU-50003 The Pilot Study EDU-40017 Preparing a Thesis Proposal

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
Critical reflection on their own practice, their personal and professional values, service user perspectives and the professional ethical dilemmas they encounter as a researcher	Within first year modules. EDU-50003 The Pilot Study EDU-40017 Preparing a Thesis Proposal
Rigorous engagement with, application and evaluation of a range of social science research methodologies and methods relevant to practitioners, including methodological approaches developed by teacher/practitioner researchers	Within first year modules. EDU-50003 The Pilot Study EDU-40017 Preparing a Thesis Proposal

8. Final and intermediate awards

Participants who are unable to complete the programme may be awarded the following qualifications:

Award	Credits	
Master in Research (MRes) in Education	180	Students must have successfully completed the modules in year one and the topic of the pilot study
Postgraduate Diploma in Research in Education	120	Students must successfully complete all of the modules in year one

9. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. Written and oral assignments should demonstrate the following:

- Clear, concise, coherent and well-structured arguments
- Critical assessment of education/criminal justice policy and practice from the perspective of the reflective

practitioner
- Critical evaluation of appropriate evidence and/or research and relevant literature
- Well-defined conceptual framework drawn from relevant theories
- Critical awareness of the broader socio-economic and general context of policy and practice in Education/criminal justice

Most of the Professional Doctorate assignments are assessed according to Keele's Generic Assessment Criteria for Level 7, combined with the above programme-specific and module-specific criteria.

The exception to this is Module 5, Preparing and Presenting a Thesis Proposal, which is assessed at Level 8 on a pass/fail mode.

Module specific criteria are outlined in each module handbook. Students must pass each assignment in relation to all of these criteria.

If a student fails a piece of work they will be asked to resubmit the assignment.

Students can resubmit an assignment on a module once only.

All written work is read by two tutors and a sample of work is sent to the External Examiner for moderation. Each module has specific quality criteria in line with the intended learning outcomes of the module and there is a set of general quality criteria that applies to all assignments. Details of the specific criteria of assessment are provided in individual module guides.

10. Accreditation

This programme does not have accreditation from an external body.

11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: http://www.keele.ac.uk/student-agreement/

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

12. What are the typical admission requirements for the Programme?

To be admitted to the programme, you should be an experienced education or criminal justice professional, with a Master's Degree from an approved university.

Applicants from a country where English is not the first language are required to take one of the internationally recognised English language tests such as Academic IELTS. The minimum entry level is IELTS 6.5 with a minimum score of 6.0 in each subtest, or equivalent English language test scores.

There is no formal policy on recognition of prior learning (RPL) as an entry route to this programme. Applications to transfer from other programmes are considered on a case-by-case basis.

Admission with Advanced Standing

As well as normal entry at the start of the programme, it is possible to join the programme after having successfully completed modules on Keele's MA Education. Students transferring across from the MA may receive advanced as follows:

- With 120 credits (before the MA dissertation module), students may be admitted to Module 4, The Pilot Study

Entry to the Prof Doc with advanced standing is subject to: application, a minimum average grade of 60% on the MA modules, and a satisfactory interview by the respective Prof Doc Programme Director.

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/

13. How are students supported on the programme?

There are four main sources of support during the taught part of the programme:

1. Your named 'Academic Mentor', who will normally be your Pathway Lead (EdD or DCrim)
2. The Module leader for the module you are currently taking
3. Your fellow students (group meetings will take place during residentials)

4. The Programme Director

Tutorial support is provided by the module leaders on the four assessed modules prior to the thesis proposal and includes both formative and summative feedback on assignment work. Students should submit their assignments by the deadlines set, according to the individual Module Guides. Some modules may offer the opportunity to submit draft work by a stipulated date, and to receive feedback on this prior to the final submission. All work is assessed by two Keele tutors, and a sample of work is sent to an external examiner for moderation. Students may request a meeting with the module marker (normally the Module Leader) to discuss feedback received.

While students are undertaking the first four taught modules, support in thinking about the choice of topic and framing of research question(s), is provided through the modules. Students may also request a meeting with the Programme Director and/or Pathway Leads to discuss their general progress and development of their research project. Once students commence Module 4 (The Pilot Study), and certainly in preparation for the Thesis Proposal (Module 5), the role of the Pathway Lead may become more instrumental in helping to shape the intended research focus and question(s).

Post progression:

On successful submission of the Thesis Proposal (Module 5), students will transfer into the research stage of the programme. Successful progression at this point constitutes formal transfer of a student from 'taught' to 'research' status in the University, and brings governance (including the allocation of supervisors and monitoring of those arrangements) into the remit of PGR structures.

At this stage, each student is assigned two supervisors: a first, lead or principal, supervisor and a second supervisor. Supervision contact will normally take place with the first supervisor, who is students' first point of contact and oversees the student's progress, notably via 6-monthly progress reviews. The second supervisor's role depends on individual needs, and arrangements made with the first supervisor, but tends to take the two following forms:

* reading draft work, especially the near final draft of the full thesis;

* providing input on specific issues where the student and first supervisor feel there is a need.

The procedure for allocation of supervisors is as follows:

Respective Award/Pathway leads (EdD, DCCJ) will advise the ProfDoc Director on submission of satisfactory Progression reports of a suitable supervisory team for each student.

This advice will take account, in order, of:

- The student's area and theoretical and methodological focus.
- The student's study needs and any special circumstances.
- Any productive working relationships that may be been established during the taught phase of the programme.

The ProfDoc Director will discuss these proposals with the respective PGR Director, in order to establish staffing capacity and ascertain whether there are other staff members who might be a better fit, taking into account the above. Nominated supervisors will be invited to this role by either ProfDoc Director, Pathway Lead or PGR Director (by agreement). Upon acceptance, the supervisory arrangements will be recorded by the ProfDoc Administrator, who will notify students and supervisors. These arrangements will also be noted by the ProfDoc Programme Board, and recorded at the next Board meeting.

Working relationships with supervisors

It is worth spending time to negotiate the pattern of supervision sessions, and the mode of working. While supervisors may contact students to arrange meetings, the responsibility for setting these up is the student's. The focus of most meetings will be to review work done, and agree on deadlines for further work. The supervisor can only give feedback on work actually submitted. In the first post-progression meeting, the focus is usually the feedback on the thesis proposal and any additional research training needed. Students will be asked to draw up a timetable for the completion of their research, including preparation for ethical approval of the project.

Students should aim to meet with their supervisor or arrange supervision sessions by e-mail, phone or Skype on average every other month, although the frequency may vary depending on the stage of the research. It is good practice to make sure that the date of the next meeting is arranged at the end of each session. Both parties should retain copies of any e-mail exchanges and it is also good practice keep a written record of supervision meetings so that student and supervisor are clear about the outcomes of the discussion.

The University provides workshops which cover topics such as 'making a successful ethics application, 'writing a literature review', 'what are examiners looking for in a thesis' and 'writing up and the viva'.

Staff are contactable by email and arrangements are made for tutorials at each taught session.

Supervisor Research Interests can be found on the personal websites at www.keele.ac.uk

Non-native English-speaking students are offered language classes, facilities and services by the University's English Language Unit. In addition to a credit-bearing module on Academic Writing for PGR students, non-native speakers also have access to one-to-one tutorials for individual help and advice, and to a wealth of resources for self-study and practice.

14. Learning Resources

Websites

The Research Centre for Social Policy website is at: http://www.keele.ac.uk/humssr/researchcentres/socialpolicy/

The EdD website is at: https://www.keele.ac.uk/study/postgraduateresearch/researchareas/educationedd/

The DCrim website is at: https://www.keele.ac.uk/study/postgraduatestudy/postgraduatecourses/criminologyandcriminaljusticeprofessionaldoctorate/

Keele Learning Environment (KLE)

The KLE is used by Keele to provide every student and member of staff with a personal teaching and learning workspace that can be accessed through the Internet.

The KLE gives students access to information, activities and resources associated with the modules you are studying. These might include, for example, lecture notes and slides, pictures and other material together with interactive features such as discussion groups.

Students should regularly access the KLE, ideally on a daily basis, since it provides the most accurate and up-to-date information with regard to your modules.

Online help for the KLE can be found here: http://www.keele.ac.uk/klehelp/

Keele Library

The University Library's mission is to provide effective access to all forms of academic information in support of the University's teaching, learning and research.

We have two Library sites, the main Campus Library and the Health Library at the University Hospital of North Staffordshire (UHNS). We offer over 1,100 study spaces and extensive opening hours - the Campus Library is open 24/7 during semester and the Health Library seven days a week all year (except bank holidays). Students can work in a variety of study environments, ranging from group to silent study, and can also book rooms for either purpose. There's also a refreshment area in the Campus Library, and WiFi access is available on both our sites.

Our academic collections are provided both online and in print. We subscribe to around 20,000 e-journals, 300,000 ebooks and have over 600,000 items on our shelves. Students can access many reading lists online, and our "Catalogue Plus" service can be used to find relevant information both in print and online via a single easy-to-use web catalogue. Books can normally be borrowed for two weeks, one week or one day, depending on demand for the title. Students can get help from our staff at the Library's InfoPoint, and throughout the year. Liaison Librarians provide an extensive range of training tailored to help students with their research and information skills.

Find out more about our services from our website: http://www.keele.ac.uk/library/.

Accessing e-journals off campus

Access to Keele's e-resources is through your Keele username and password. When you reach the journal home page look out for a link called "institutional log-in" or "Shibboleth log-in", select the UK Federation and then Keele University and log in using your IT Account username and password (the log-in you use to access the Campus network) when you reach the usual yellow Keele log-in screen.

Visit http://www.keele.ac.uk/library/support/access/ for more information, including our Off-campus Access Step by Step guide and a series of short you-tube videos to assist with off-campus log-ins to each individual publisher.

IT Services

IT Services are responsible for your IT systems and networks throughout the University. Their services include the wireless network, printing service, IT Suite and Labs, Laptop Loan and Laptop repair service. They provide help and advice using Keele systems such as the KLE, eVision, office software or Google Mail and Apps and advice when connecting to the wireless network (eduroam).

The IT Service Desk is the first point of call for anything IT related. It is based in the campus Library and IT Services

building and is open 7 days per week throughout the Semester. For further information regarding IT Services, or to report a problem or seek advice, please visit: http://www.keele.ac.uk/it/.

15. Other Learning Opportunities

Once a year, a doctoral symposium is held within the Research Centre. All doctoral students at thesis stage are encouraged to present their research in progress. You might consider presenting a review of a particularly important paper or of literature on your topic, your learning about some aspect of the conduct of research/research practice, or the emerging findings from your fieldwork. Dates of the graduate symposium will be posted on the Research Centre website pages for current students.

16. Additional Costs

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

17. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Research Experience Survey (PRES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:
http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

18. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:
http://www.qaa.ac.uk/quality-code
b. Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations

19. Annex - Programme-specific regulations

Programme Regulations: Professional Doctorates

Final Award and Award Titles	Doctorate in Education (EdD)
Intermediate Award(s)	Postgraduate Diploma in Research in Education Master in Research (MRes) in Education
Last modified	March 2022
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (https://www.keele.ac.uk/regulations/)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

- **No exemptions apply.**

B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

Variation 1: Student progression through modules

This programme varies from Regulation C9: Professional Doctorates

Students are not allowed to enrol for a module unless they have successfully completed and passed the previous module based on the sequence of modules set out in the programme specification.

Variation 2: Leave of Absence (LOA)

This programme varies from Regulation B4: Leave of Absence

When a Leave of Absence (LOAs) is required, it should be discussed and approved by the Programme Director and Pathway Lead.

All LOAs will be arranged so that the student returns to the programme at the appropriate time to re-start an uncompleted module or, where this is not necessary, to commence the next module in the sequence. In most cases, this will be immediately prior to the taught input (start date) for the non-completed module. The Programme Director in consultation with the appropriate module leader may waive the requirement to re-attend the taught input days, especially if the student previously attended the taught sessions for this module.

It is students' responsibility to re-register for the programme when they wish to resume their studies, so that they can then be contacted by the Programme Administrator in order to be enrolled on the relevant module.

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[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here https://www.keele.ac.uk/regulations/.

Version History

This document

Date Approved: 08 August 2025

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2024/25	JOHN HOWLETT	11 June 2024	
1	2023/24	JOHN HOWLETT	18 April 2023	
1	2022/23	SALLY FINDLOW	11 August 2022	