NCAD

Postgraduate Policy and Procedures

updated February 2013

National College of Art & Design
Coláiste Náisiúnta Ealaíne is Deartha
100 Thomas Street
D. 8

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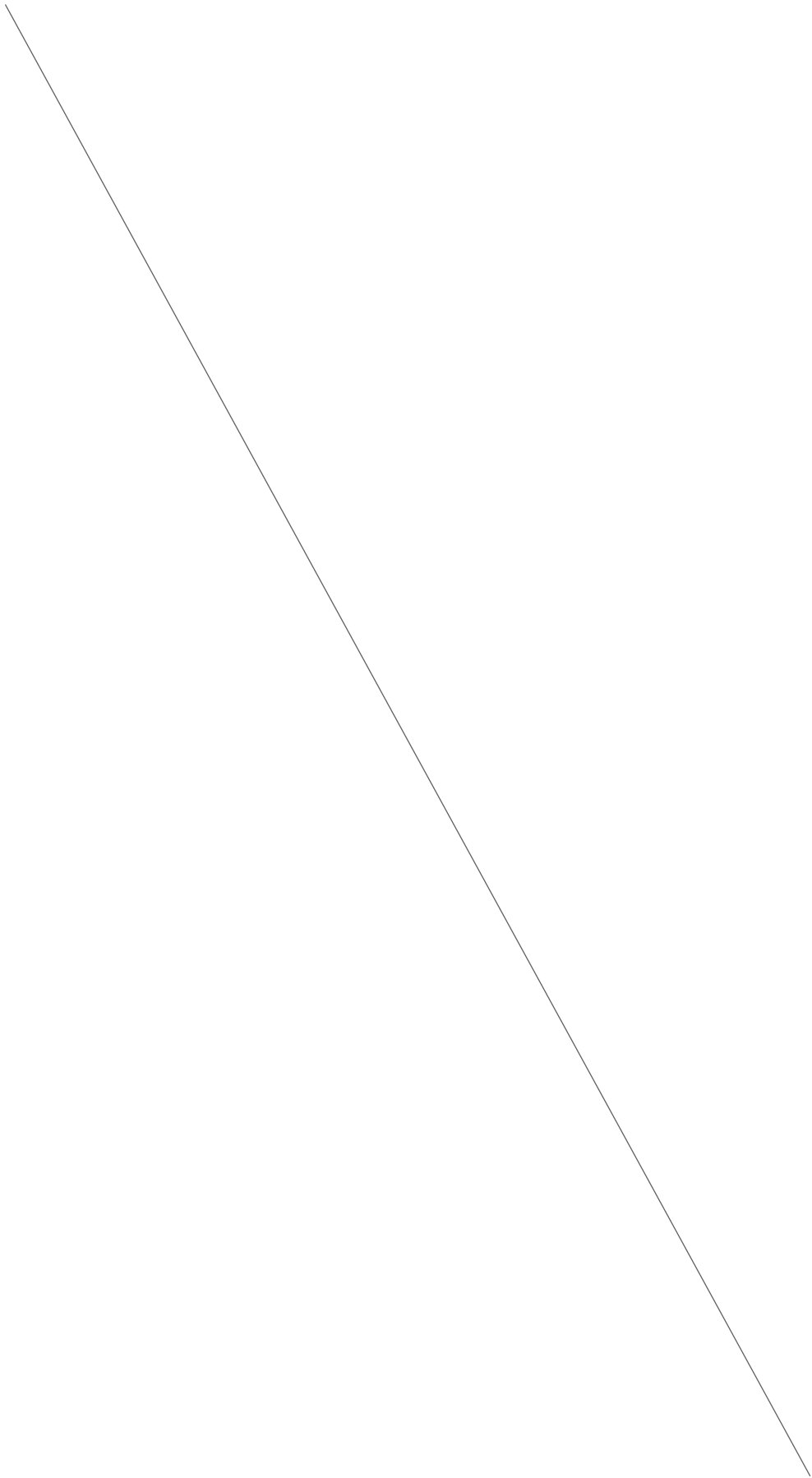
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Introduction

In November 2005 the Academic Council of NCAD approved a tri-partite framework of policy and strategy documents that formulated a policy and strategy framework for the research and postgraduate development of the College: The NCAD Research Policy Statement 2007-2011, The NCAD Postgraduate Development Strategy 2005, The NCAD Postgraduate Policy and Procedures 2005.

Working toward the strategic ambitions formulated within these documents and in response to a national and international momentum toward 'fourth level education', NCAD has made considerable progress over the last four years in developing its postgraduate provision.

This revision of NCAD's Postgraduate Policy and Procedures has been undertaken in light of the expansion of postgraduate provision within NCAD and key developments within the art and design higher education sector such as the report by the Working Group on Practice-based Research in the Arts (an advisory group established by HETAC with support from the IUQB and the NQAI). Reference was also made to guidelines and policy recommendations provided by the NUI, HEA, IUQB, NQAI and a number of other Universities. Key sources in this regard were:

- National Quality Assurance Guidelines for Postgraduate Arts Research Programmes (HETAC)
- Good Practice in the Organisation of PhD Programmes in Irish Universities (IUQB)
- An NUI Qualifications Framework for Lifelong Learning: Access Progression and Transfer (NUI: Senate Policy Document, November 1999.)
- Report of the Group on Research Overheads (HEA, July, 2003)
- Determinations for the Outline National Framework of Qualifications (NQAI)
- The National Framework of Qualifications - An Overview (NQAI)
- Principles and operational guidelines for the implementation of a national approach to credit in Irish higher education and training (NQAI)
- UCD Code of Practice for Supervisors and Doctoral Students
- University of Ulster Codes of Practice for Research and Postgraduate Studies
- Royal College of Art Research Handbook 2008/2009
- Royal College of Art Regulations 2008/2009

NCAD's vision is to be in the world and to speak and be heard in the culture, in the economy and in society. The College's postgraduate community has a key role to play in realising this policy of engaged creativity and NCAD intends to provide a rich and vibrant context and easily navigable structures in support of that vital contribution.

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1.1 Recruitment Strategies

1.1.1 Recruitment Advance Information

In recruiting students a clear body of material will be made publicly available online which addresses:

- application process
- criteria of suitability and of selection
- range of student choice (including non-traditional learner provisions, part time and full time distinctions)
- structure of student experience
- student responsibilities and entitlements
- student supports, facilities and resources
- list of available supervisors and research interests
- examples of previous research projects and outcomes
- general information on research and the research process
- career relevance, further development paths etc.
- fees and related costs
- funding sources

1.1.2 Recruitment Strategies.

A clear and considered programme of recruitment activities should be planned annually at College and Faculty level. Each programme will adopt a specific recruitment strategy also. Recruitment strategies may include: public lectures; symposia; exhibitions; collaborations with external institutions; building communities of interest around particular programmes; and targeted publicity.

1.1.3 Recruitment Targets.

Each Department (including taught courses) will provide the Head of Faculty (and copy the Head of Research) with a recruitment target in March of each year against postgraduate applicants and admissions for the following academic year. Whenever possible, these targets should be notified to Faculty Board in advance. The construction of such targets will take account of facilities and resources, and will be constructed with reference to the overall Faculty plan and strategy.

1.1.4 Advertisement for Recruitment

Public advertisement should be a planned strategy proposed by the Higher Awards Committee on an annual basis, and implemented by the Admissions Office. All advertisements should contain a clear website address providing comprehensive detail about the programmes on offer.

1.2 Applications, Interviews & Offers

1.2.1 Facilitating Applications

Closing Dates
The annual closing date for Higher Degrees other than PhD should be in the third week in March or later where feasible. The interview process should be completed by the third week in April (variation allowed for the variable date of Easter.) The dates allocated for postgraduate application assessment and interview should be pre-planned in the College Calendar. The interview process should entail a panel made up of a minimum of three people, including:

- the Head of Faculty or their nominee,
- the Head of Research or their nominee,
- a member of staff with relevant expertise, (e.g. Head of Department)
- any other staff members as deemed appropriate by the team above
- gender balance is required of the panel.

Second Call Process.

A second call process should be activated in circumstances where a programme does not meet its minimum cohort requirements or where some other exceptional circumstance makes it appropriate to do so. Judgment on this matter should rest with the Higher Awards Committee (HAC) in consultation with the appropriate Head(s) of Faculty. A second call process should be designed according to a standard mechanism, and held in readiness, and activated where necessary around an application deadline at the end of June, with interview process taking place promptly after that date.

PhD Applications

There should be two designated entry points in the Academic year for PhD students, one in Week 1 and another around week 15. The purpose of this is to allow the College to flexibly respond to advanced students and build a critical mass of advanced research students. It also encourages an ongoing engagement with recruitment initiatives throughout the academic year.

International Applications

The internet will be used as a key recruitment instrument in respect of foreign students. Any international students will be given support in terms of specific workshops and tutorial guidance in respect of adapting and integrating into the local context. In proposing to admit an international student the Head of Department should include a summary and preliminary needs analysis of the specific student supports required to induct the proposed student into the College community, to allow for advance planning.

Parallel Funding Applications (IRCHSS etc.)

Where potential students are submitting for external research funding for postgraduate study at NCAD and with the explicit support of NCAD, a full application should simultaneously be submitted to NCAD in accordance with the College's application procedures.

1.2.2   Applicant Suitability

(A) General Suitability Criteria

A postgraduate student should:
*   have achieved a BA degree, at second class honours or higher in the area of study
    or a BA degree, at second class honours or higher in a cognate area (as judged appropriate by the Head of Faculty and recommended to the Higher Awards Committee)
        or have an equivalent record of achievement as demonstrated by a defined "Recognition of Prior Learning" process operated by the Higher Awards Committee (all such RPL cases must be referred to the NCAD Higher Awards Committee.)
    or have demonstrated an equivalent record of achievement by means of a "qualifier" process operated by the Faculty as part of an admissions procedure (see 1.2.5 below)
*   be demonstrably engaged by the area of proposed study (established through portfolio and/or interview process)
*   be demonstrably able to prepare a coherent and relevant proposal (established through proposal component of application)
*   have produced or performed prior work demonstrating suitability for further study within the relevant subject area (established through portfolio submitted as component of application)
*   indicate their availability to attend the relevant scheduled programme classes and events (established through interview).

(B) Research Suitability Criteria

A postgraduate student of a taught programme (including postgraduate diploma) should in addition to the general suitability criteria (1.2.2A) above:
*   have demonstrated a high level of self-management in previous undertakings (established through portfolio and/or interview process)
*   demonstrate sufficient understanding of research processes to initiate a research project

(established through proposal and interview).

(C) PhD Suitability

A PhD student should in addition to 1.2.2A and 1.2.2B above:

- have a masters degree
- demonstrate an understanding of current developments and debates across the broad discipline area they wish to work within (established through proposal and interview)
- demonstrate clarity of purpose in proposing to pursue a programme of doctoral studies (established through proposal and interview)
- demonstrate an understanding of the College's research ethos and culture, and indicate why the College is the appropriate context for their specific research project (established through

1.2.3   Short-listing Procedures

Portfolio Criteria

There is a standard one-page form employed for the purposes of portfolio evaluation. There is a standard set of criteria, in respect of portfolio evaluation, specified against each admissions process for higher award. In the interests of transparency and to facilitate applicants, this template is available online to prospective applicants. (See Appendix A.1)

Research Proposal Criteria

The key criteria in assessing a research proposal for application to postgraduate study shall be:

- evidence of a well defined project with reference to rationale, objectives, methods and resources.
- competent literacy and clarity of exposition.
- relevance to the proposed area of study and currency within the field of enquiry.

In respect of a research proposal for application to pursue a PhD there will be the further requirements that:

- the proposal demonstrates an already established high level understanding of relevant research processes and frameworks.
- the proposal indicates the potential for significant innovation and novelty with respect to the relevant discipline or domain.

1.2.4   Interviews: Panel Composition & Criteria

In addition to reflecting the interests of the relevant Department/Faculty and a gender balance, interview panels must include at least one person who holds a qualification equivalent to or higher than that being sought by the applicant.

There is a standard one-page form employed for the purposes of interview evaluation, which is completed jointly by the panel. There is a standard set of criteria, in respect of interview evaluation, specified against each admissions process for higher award. In the interests of transparency, and to facilitate applicants, this template is available online to prospective applicants. (See Appendix A.2)

1.2.5   Admissions

Admissions Process

Applicants must follow the published application procedures. All applications must be submitted to NCAD through Student Services and Admissions (SS&A) where they will be screened for eligibility, entered on the student management system database and then forwarded to the relevant faculty or department as soon as possible for evaluation. Every effort must be made to reach decisions regarding acceptance or rejection as quickly as possible. Decisions must be communicated to SS&A a week prior to the May meeting of the HAC at the latest. Results of application are issued formally by the Registrar. Results of application by NCAD undergraduate students are not issued until after the June Exam Board.
Once the applications have been reviewed and evaluated by the Faculties, they shall be considered

by the NCAD Academic Council, on the recommendation of the relevant Head of Faculty. The Higher Awards/Degrees Sub-Committee of Academic Council is the organ which will serve this function as delegated by Academic Council. In the event that the Committee does not approve a recommendation from the Faculty for admission, this is formally noted to the Head of Faculty and Academic Council.

Admission to the register for a higher award shall be on the basis of Academic Council's recommendation as made through the Higher Awards Committee, and subject to approval by the Senate of the NUI.

Equality of Access (including 'qualifiers')

In the event that the Faculty proposes to implement a "qualifier" process (a practice currently employed) the following procedure is adopted. The nature, extent, method of assessment and submission date will be set by the Faculty (in relation to an Examination Board), agreed by the Higher Awards Committee, and the result communicated to the Examination Board. The nature of the qualifier may vary from a practical submission within a short timeframe to registration in NCAD in the final year of a primary degree for either Studio or Visual Culture for a full academic session.

It is important to note the following:
- there is no 'award' or formal accreditation attached to this process.
- there is no credit accumulation in respect of the equivalency test.
- this process is not "part of the higher award study".
- consistent with admissions processes in general, staff will not enter into correspondence in respect of this judgement.
- completion does not automatically entitle an applicant to register for a higher award.

1.3   Assignment of Supervisors

The Head of Department/Faculty, in recommending acceptance of an applicant for postgraduate study, proposes an internal primary supervisor from the register of supervisors, or proposes an external primary supervisor in consultation with the Head of Faculty and the Head of Research through the Higher Awards Committee. The supervisory arrangements should be recorded on the Student Supervisory Arrangements Report (see Appendix A.3) and submitted to the Higher Awards Committee. All primary supervisors should be appointed before the Faculty Induction (see item 1.4.3 below). Where there is a need to change the primary supervisor, this is agreed with the student by the Head of Faculty, and the Higher Awards Committee is notified by memo briefly indicating the relevant circumstance.

The circumstances where a change of primary supervisor are recommended are:

- a significant and enduring re-orientation of the research project in directions outside the general competency of the primary supervisor.
- the emergence of issues adversely affecting the supervisor's availability for supervisory meetings for a period greater than four weeks of academic time.
- the primary supervisor requests to be released from supervision and satisfies the Head of Faculty as to the appropriateness of this request.
- the student requests re-assignment of supervisor and satisfies the Head of Faculty as to the appropriateness of this request.
- It is also recommended that a change of supervisor is considered where the duration of studies exceeds the recommended norm, and the Head of Faculty has concerns about completion.

1.4 Postgraduate Induction.

1.4.1 Induction into the Research Community.

It is proposed that there are three key dimensions to the postgraduate student's induction into the College community: induction into College postgraduate culture; induction into the Faculty; and an introduction to the health and safety practices in respect of College facilities. These are the recommended strategies for realising these goals:

* the distribution of a postgraduate student handbook in advance of the commencement of studies.
* a college-wide postgraduate induction day in week one of the academic year.
* a set of pre-scheduled introductory sessions for the workshop and various key work areas in each faculty to take place in weeks one and two of the academic year as appropriate.

1.4.2 Student Handbook

This should contain the following material, and may be specific to a given taught programme or to a given faculty in the case of students not pursuing a taught programme. A finalised draft should be issued to students a minimum of seven days before the commencement of studies.

* A clear indication of proposed postgraduate trips abroad for the relevant academic year (destination, function, and timing)
* Calendar of key postgraduate events including indicative schedule of extern visits and submission dates for the relevant academic year
* Appropriate and up to date bibliographies, lists of web resources and key institutions
* Indicative syllabi and outline schedules of all postgraduate taught modules
* Description of research methodologies and seminar elements in Course/Faculty/College
* Other material supervisors and tutors believe important

1.4.3 Induction Events

College-wide Induction
The purpose of this aspect of postgraduate induction is to introduce students to their peer group, to create a sense of collegiate identity and community, and to establish a base-line measure of seriousness, professionalism and dynamism in the postgraduate culture of the College.

Faculty Induction
The purpose of this aspect of postgraduate induction is to generate the identity of the faculty, forge a focused research community and establish seminar group(s). This is a critical measure to ensure that there is a meaningful and productive level of interaction between taught and research programmes.

1.5 Research Ethics

Research at the National College of Art and Design seeks to achieve the highest possible standards within the disciplines of art, design, visual culture and education. It is of utmost importance that researchers consider the potential impact of their proposed research. It is the responsibility of supervisors to monitor all research carried out by their student and to ensure that advice is sought from NCAD's Research Committee before the research is undertaken should any of the following elements be involved in the proposed research:

* Active involvement of other participants
* Passive involvement of other participants
* Colleagues and staff within other higher education institutions
* Members of the public
* Children, young and other vulnerable persons
* Animals
* External bodies

Potential influencing factors:
- Potential adverse impact on the environment
- Legal liabilities
- Insurance
- Health and safety

Completion of a statement regarding the ethical implications of a postgraduate research project is required of the Faculty as part of the interview process and again following the annual progress review at the end of the first year of study. These should be submitted to the Higher Awards Committee as part of the Admissions/Progression process. Where advice must be sought from NCAD's Research Ethics Committee, the supervisor should submit a report (see Appendix A.5) giving a brief description of the issue to be considered to the Head of Research and Postgraduate Development who will then convene a meeting of the Committee in as short a time as possible, preferably within two weeks, to consider the proposal.

It is the responsibility of supervisors to monitor the progress of their students' research and to immediately seek the advice of the Research Ethics Committee should there be any developments that require further consideration.

1.6 The Student Register

For each student the following information is required:
- Name
- Supervisor(s)
- Primary Supervisor
- Co-supervisor (if applicable)
- Registration Time
- Date of initial registration
- Year of study
- Date of completion
- Registration status
- Taught Masters degree
- Masters degree (by research)
- PhD degree
- Other doctoral degree (DFA, DDes, EdD)
- Registration mode
- Full-time
- Part-time
- 'Write-up' status
- Affiliation
- Faculty
- Department

Information required to supplement 'The Student Register' in accordance with good practice should be supplied to Admissions to go on the student file as follows:

- 1 page per student listing the students name, their department and Faculty, their supervisors, and the date at which the listed supervisory arrangement was agreed.

This format will be assembled by the Faculty at the time of notifying the Higher Awards Committee of the supervisory arrangements for incoming students, passed to Admissions through the Higher Awards Committee, and any changes in supervisory arrangements will be notified to Admissions through the Higher Awards Committee (see Appendix A.3).

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2.1 DURATION OF STUDIES

2.1.1 PhD

The minimum period of full-time study is 3 academic years, or 6 semesters. The maximum period of full-time study is six academic years or 12 semesters. For students pursuing their studies on a part-time basis, the minimum period of study is 4 years, or 8 semesters. Students pursuing their PhD on a part-time basis are expected to submit within 6 years, or 12 semesters, and shall not exceed 8 years.

2.1.2 Masters by Research.

The minimum period of study is 2 academic years (or 4 semesters), and the maximum period of study is five years (or 10 semesters.)

2.1.3 Masters by Taught Programme.

The minimum period of study is one calendar year (12 months) and the maximum period of study is three years (36 months).

2.1.4 Postgraduate Diploma.

The minimum period of study is one academic year (2 semesters) and the maximum period of study is two academic years (4 semesters).

2.1.5 Special Circumstances.

A student may apply for an extension of period of study beyond the maximum duration in cases of exceptional circumstance such as prolonged serious illness etc. All such applications to be referred to the Higher Awards Committee.

2.2 TUTORIALS

The tutorial is a key instrument in postgraduate teaching (as are the research seminar, the criticism and analysis session and the lecture). It is therefore important that its nature, function and protocol should be explicit and clearly stated for the benefit of students and supervisors alike. The informal and frank nature of the tutorial exchange is very important and a valuable resource for the student. It therefore needs all the more to be explicated, coherently framed and scheduled.

2.2.1 Tutorial Protocols

The purpose of a tutorial will normally be specified clearly at the opening of a session, in order to ensure clarity and effectiveness in the exchange. The student should understand the remit and goal of the tutorial interaction. Each tutorial should end with a specific agreement about the student's actions in advance of the next tutorial session. Each session will normally begin with a brief review of the previously agreed actions and outcomes. In all instances the student should spend a minimum of one hour in specific advance preparation for the tutorial, so as to ensure the effective use of the student's and supervisor's time.

Small group tutorial practices may be developed, where appropriate, to complement the traditional one-to-one format. This will facilitate the emergence of a research group dynamic, utilise tutorial time effectively and promote peer group communication capacities and skills.

2.2.2 Tutorial Duration and Frequency

It is recommended that a normal duration of tutorial is adopted as a general guideline so as to ensure parity of provision and reinforce the critical rigour of the process. The College has as its objective that duration and frequency of tutorial will be planned as follows:
• A PhD or Masters by research student (thesis or practice-based) would normally have a minimum of six pre-scheduled tutorials (typically of one hour duration) in an academic year.

- In respect of the major research deliverable for a Masters by taught programme the student should be given a clear indication of the number of tutorial meetings they are expected to attend through the postgraduate student handbook.

2.2.3   Tutorial Scheduling

It is recommended that a schedule of tutorials be established in the first month of study. This schedule should be noted on the student's file and copied to the Head of Department or Faculty (as appropriate). The student is entitled to request unscheduled tutorials, and these will normally be provided within 10 days of the request, unless there is some exceptional circumstance which makes this unfeasible. In such cases a full time student is obliged to make themselves available at the time nominated by the supervisor for the unscheduled tutorial, as long as the tutorial is scheduled within the normal working hours of the College. Where the tutorial schedule is revised, this should be noted to the student's file and copied to the Head of Department or Faculty (as appropriate).

2.3   REPORTS

2.3.1   Student Self-Report Form

All postgraduate students should complete and submit a tutorial self-report form (see Appendix A.4) to supervisors following tutorial contact, including tutorial contact with visiting lecturers and Research Fellows at the Graduate School of Creative Arts and Media (GradCAM), NCAD's structured PhD programme.

2.3.2   Supervisor's Reports

The supervisor should provide a short written report (see Appendix A.5) on the following occasions:

- To record student progress at mid-year and end-of-year
- Where there is a noteworthy discrepancy between the student's self-report and the supervisor's understanding of the student's progress and agreements, or in the event of issues adversely affecting the student's performance or participation in the programme of studies
- Where the student's proposed research warrants consideration by NCAD's Research Ethics Committee.

2.4   LEARNING SUPPORTS

2.4.1   Student Submissions and Supervisory Feedback

In support of the learning process, it is recommended that students submit work in good time ahead of scheduled tutorials, and that supervisors provide appropriate and constructive criticism of work produced by the student in timely fashion. This is particular important on the part of both student and supervisor prior to the final submission so as to allow sufficient time for final development of the work.

2.4.2   Seminars and Research Methodologies.

All postgraduate students will be required to take modules in research methodologies, and to actively participate in relevant seminar programmes.

2.4.3   Online Resources

All postgraduate students will be required to make use of such online resources as the College shall develop to support learning at a higher award level.

2.4.4   Calendar of Postgraduate Events

There will be a regular calendar of key postgraduate events that facilitate the profiling of postgraduate student work for the College community and the broader public. Integral to this calendar will be the presentation of research work-in-progress and the development of communication and presentation skills in the postgraduate cohort.

2.5   THE ROLE OF THE STUDENT

NCAD expects that postgraduate students will:
- Discuss and agree with the supervisor(s) a schedule of regular supervisory meetings
- Address the schedule of any agreed actions in a timely fashion after each formal meeting
- Submit a self-report form to the supervisor(s) within 7 days of each tutorial
- Submit written work for review and comment by supervisor(s) at agreed times
- Maintain clear, accurate, detailed and accessible records of all relevant work
- Provide adequate explanation of any failure to meet commitments, including meetings
- Prepare periodic progress reports on the research project
- Take the initiative in raising any problems for discussion with the supervisor(s) and/or Head of Faculty/Head of Research as appropriate
- Seek permission for any extended periods of absence away from NCAD
- Identify personal development and training needs in consultation with supervisors
- Ensure that all contributions to the work are appropriately acknowledged and recognised
- Act in accordance with relevant legislation and regulations in respect of health and safety, ethics, copyright, etc.
- Ensure that the final thesis is submitted within the designated period, taking due account of advice and recommendations of supervisor(s)
- Contribute to the postgraduate research community, for example by attending other students' research seminars, providing feedback and generally being supportive of other students' research activities and efforts.

2.6   INTELLECTUAL PROPERTY

Intellectual property rights (IP) are a matter of concern to NCAD because it is an educational institution that is fostering those who will develop into inventors, designers and creative artists, and employs persons who are already inventors, designers and creative artists.

2.7   STUDENT REPRESENTATION ON NCAD COMMITTEES

Postgraduate students are entitled to representation on all committees and other groups with direct relevance to postgraduate programmes. Students have representation at An Bórd (the Board of the National College of Art and Design), Academic Council, Faculty Boards and the Higher Awards Committee. Of these, the Higher Awards Committee is directly concerned with Postgraduate Affairs. Election of student representatives is organised through the NCAD Students Union.

2.7.1   Higher Awards Committee
This sub-committee of Academic Council is established in order to:

- effectively realise delegated duties of Academic Council
- ensure collegiality and parity in the administration of higher awards and degrees
- act as a quality assurance measure recommended by best practice
- ensure and demonstrate the rigour, academic seriousness and value of higher awards and degrees in the College

All postgraduate students are invited to seek nomination as, and to participate in the election of, the postgraduate student representative on the Higher Awards Committee on an annual basis. In addition, where a special purpose requires it, a further student representative can be invited by the committee to participate in its activities.
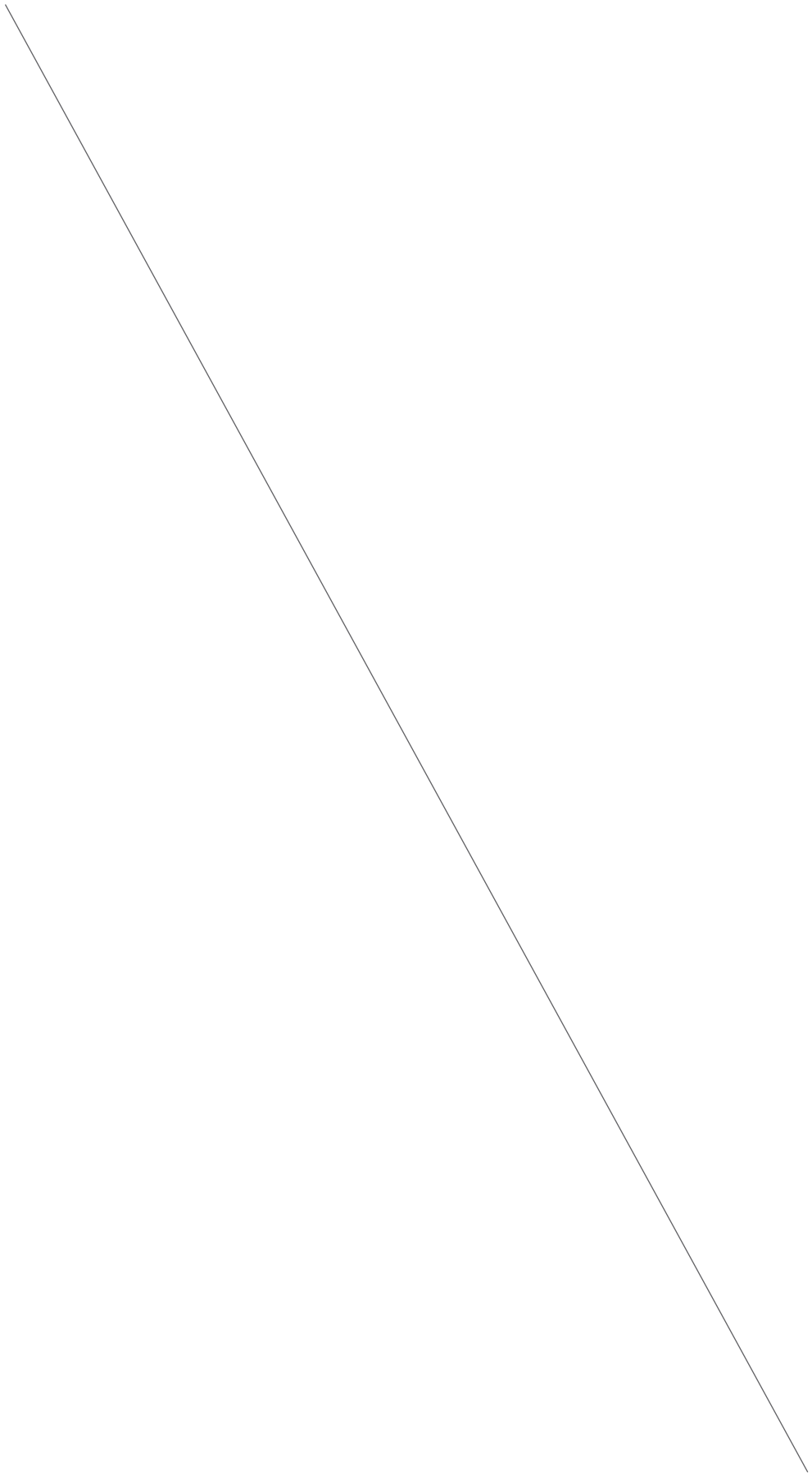
2.8   STUDENTSHIPS

Where possible, NCAD will offer a limited number of studentships on an annual basis. The duties attendant upon any such studentships will be determined by the Head of Research and Postgraduate Development in consultation with the Higher Awards Committee.

2.9   COMPLAINTS PROCEDURES

There is a need to provide a clear and responsible mechanism for resolving difficulties that may arise from time to time in the delivery of postgraduate studies. These will apply to those issues that are NOT already catered for in the standard mechanisms for addressing issues of sexual harassment or bullying. (For information on these standard mechanisms see the College policy.) There are two aspects to this: firstly, issues arising in the course of the supervision process; and secondly, issues arising in the process of group-related elements, e.g. classes, visiting lecturers, etc.

(i) Where a student has a specific concern or complaint in respect of the supervision process s/he should bring this to the attention of the supervisor on the first possible occasion. Should the issue fail to resolve in this context the student should bring the issue to the key postgraduate tutor in the Faculty and the postgraduate student representative for the Faculty. Where the difficulty is in respect of the key postgraduate tutor in the Faculty, then the student should bring it to another postgraduate supervisor in the Faculty. If having attempted to resolve the issue locally through separate approaches to at least two members of the Faculty staff (the supervisor and a colleague) the issue does not resolve in this way, the student may progress the issue in one of three ways. They may bring the matter to one of the following (a) the Head of Department (b) the Head of Faculty or (c) the Head of Research. On receipt of such a complaint, whichever individual has been contacted should discuss the matter informally with the supervisor in question. If the matter does not resolve at this point the matter should be brought to the attention of the Higher Awards Committee and a recommendation should be made at this point to resolve the matter. If this last process fails to secure a resolution, each of the two parties (student and supervisor) should be asked to submit a written statement of the issue to the Registrar, who should then action the matter as appropriate.
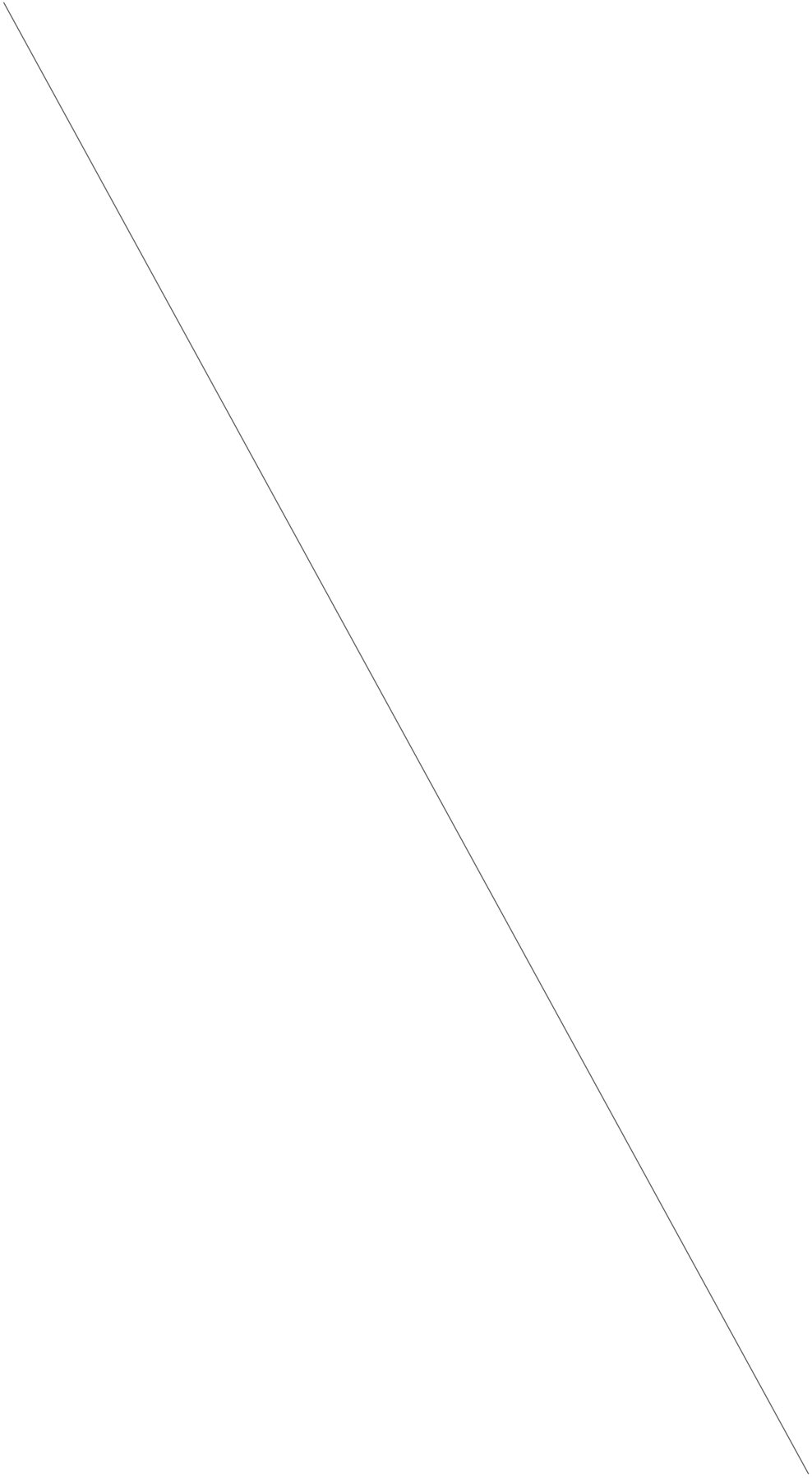
(ii) In respect of group-related elements equivalent processes should be followed.

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3.1   PROGRESS REVIEWS & NON-COMPLETION

3.1.1   Progress Reviews

The purpose of a progress review is to establish that a student is progressing their studies appropriately, and to provide students with an opportunity to reflect on the phased progress of their studies. During non-completion years, these will normally take place between weeks 10 and 15 and between weeks 25 and 30. For the purposes of review a number of instruments are available, including but not restricted to: interview; formal presentation; exhibition; portfolio review; written submission; and critical analysis session.

In general, the review panel will normally consist of the Head of Department, the supervisory team, and another member of staff.

Annual Progress Review for PhD Students
As the numbers of PhD students rise, careful and formal monitoring of progress is essential to maintain standards, support completion and to support students unsuited to research to the level of PhD to exit or change register before they have invested too much time. To this end, all PhD research will be subject to a formal review of progress at the end of each year, with a particular emphasis upon the end of year 1 (see Appendix A.8.1 and A.8.2).

The Annual Progress Review for PhD students will be organised by the relevant Faculty in consultation with the Head of Research and Postgraduate Development. The Progress Review Panel shall normally include: the supervisory team, the Head of Research and Postgraduate Development, the Head of Faculty or a nominee, and a PhD bearer from another Faculty. In all cases two PhD bearers will be party to the decision to approve PhD student progression. While it is the function of the panel to ensure that standards are maintained, it is intended as a critically supportive forum for students and supervisors, and in this regard due consideration should be given to the judgement of supervisors.
At the end of Year 1 of PhD research, the student is expected to:
- have identified their area of research;
- have formulated a research question;
- have developed a clear theoretical and methodological framework for the research;
- demonstrate competency in framing the research orientation of their particular practice.

- At the end of Years 2 and 3 of PhD research, the student is expected to:
- have a clearly defined area of research
- have described and made progress in utilising a clear and consistent empirical or theoretical and methodological framework for the research
- have made demonstrable progress in addressing the research question.

3.1.2   Progress Review Feedback

The student will normally be provided with written feedback within 10 days of the review process. Feedback should indicate clearly the strengths, weaknesses, and recommended development tasks or strategies in respect of the student's studies. The review outcomes should be formally noted to Faculty Board (see appendix A.6). The outcomes of Annual Progress Reviews should also be submitted to the Registrar and noted to the Higher Awards Committee, with results notified to the succeeding exam board (see appendix A.7, A.8.1 & A.8.2).

3.1.3   Unsatisfactory Progress

In the event that a student's progress is unsatisfactory or below the requisite standard as judged by the review panel, the student should be notified of this formally, and advised on the appropriate steps to address the unsatisfactory performance. Should a student continue to demonstrate unsatisfactory progress s/he may be advised to discontinue her/his studies or advised to repeat a specific period of study and denied credit for the relevant period of study during which progress was unsatisfactory. In such cases the student will be refused permission

to progress to the following year of study. If the student's progress in the final year of study is unsatisfactory the student should be advised not to proceed to final examination. All such judgments should be formally notified to the Higher Awards Committee at the relevant progress review meetings.

3.1.4   Non-Completion

Where a student fails to complete the programme of study for whatever reason there should be a formal report made to the Faculty Board (copied to the Higher Awards Committee) indicating the relevant circumstances.

3.1.5   Re-Admission Procedures

Where a postgraduate student has withdrawn from her/his studies for any reason and is seeking re-admission, s/he should contact the Registrar who will then notify the Faculty. The requirements for re-admission are then agreed by Faculty and the student's supervisory team (previous and proposed, if different), and the person seeking re-admission is notified of same through the Admissions Office (see Application for Re-Admission Form, Appendix A.11). Upon completion of the requirements, application should be made to the Registrar by the individual seeking re-admission. Where appropriate, an interview panel may be convened (as per the procedure for the particular programme) and notice given of the outcome to the next exam board. Formal re-admission will be through the SS&A office only.

3.2   TRANSFER BETWEEN REGISTERS (MASTERS AND PHD)

3.2.1   Two Directions of Transfer

There are two important transfers that need to be considered: (i) moving from a Masters register to a PhD register and (ii) moving from a PhD register to a Masters register. In these transfers there are two issues that may arise (i) credit for work already done and (ii) the continuance of grant or scholarship awards in respect of a change in registration. It is therefore necessary to define the mechanism of transfer, the circumstance appropriate to transfer and the ways of addressing these two important issues of credit and grant/scholarship continuance.

3.2.2   Mechanism of Transfer

Transfer of register shall be proposed to the Higher Awards Committee. The key instrument of transfer will be a student's letter of application, with relevant supporting materials, as endorsed by the primary supervisor. There must be a clear statement of why the move is appropriate provided by the supervisor(s), and the student should be available for interview when the Higher Awards Committee meets to consider the case. Change of register is subject to the approval of the Higher Awards Committee and acceptance by NUI.

3.2.3   Appropriate Circumstances

In moving onto a PhD register a student must meet the full criteria for suitability.
In moving off the PhD register a student must not have completed more than two calendar years (24 months) of full-time study on the PhD register when the application for transfer is submitted.

3.2.4   Credit

In transferring onto a PhD register from a Masters register a student may at the discretion of the Higher Awards Committee, and on the recommendation of the supervisor, be given credit for the period of study on the Masters register against the PhD requirement. This will only apply to masters by research. There is no provision for credit against PhD from study on a taught masters programme.

3.2.5   Continuance of Grant / Scholarship

Special care will be brought to bear in cases where a student is subject to penalties against grant or scholarship awards in the event of transfer, especially in transferring onto a PhD register.

3.2.6   Transfer between Subject Areas

In cases where a student wishes to transfer from one Faculty to another, or in some other way significantly to recast the nature of their research – e.g. redefine the balance of practical and written elements – the request to do so must be made before the start of the third academic year. The student makes the request in writing and submits this to the primary supervisor. The request will be progressed if it is approved by both the supervisor and the Head of Faculty. The transfer can only be accomplished with the approval of the relevant Faculties and formal approval by the Exam Board. All such transfers should be notified to the Higher Awards Committee and SS&A at the earliest opportunity.

3.3   POSTGRADUATE SUBMISSIONS: FORM AND PROCEDURES

3.3.1   Written Submissions

Style-Sheet
A single standardised style sheet will be employed across the College for all written submissions. Students will be circulated with a copy of this style sheet as part of their induction into the College. (See Appendix B.2)

Word Counts
There will be a minimum maximum word-count specified against all written submissions at postgraduate level. The word count applies to the body of the text, excluding appendices.

Award	Submission	Word Count	Minimum	Maximum
Postgraduate Diploma	Essay	4,000	3,000	5,000
MA/MEd/MSc	Essay	4,000	3,000	5,000
	Final Written Thesis	20,000	15,000	20,000
MFA	Essay	2,500	2,500	7,000
	Final Artist's Statement	2,500	2,500	8,000
MA (Research through Practice)	Final Written Submission	5,000	5,000	15,000
MLitt	Final Written Thesis	40,000	35,000	50,000
PHD (practice)	Final Written Component	30,000	25,000	40,000
PHD (thesis)	Final Written Thesis	80,000	80,000	100,000

Hard and Soft Copies
Students will be required to submit both hard copy (print out) and soft copy (digital file) for all written submissions. Each Department and Faculty will construct an annual archive of written submissions in a systematic manner. This will act as a resource for future learners and as a legacy of the College's postgraduate activities.

3.3.2   Practical Submissions

Practical submissions may take many forms: exhibition; performance; formal presentation; portfolio; case study report and demonstration; documentation etc. The choice of format for practical submission may be pre-specified as part of a postgraduate programme or (as is more typical of major practical research deliverables) deciding upon the most appropriate format of submission may be an integral aspect of the research outcome itself. The student's achievement of the appropriate level of outcome for a postgraduate award will entail appropriately addressing questions of communicating and mediating research products and results. All postgraduate programmes should address questions of practical submission explicitly through the research methodologies component.

3.3.3   Dissemination of Outcomes

3.3.3.1 Exhibition

Purpose
The purpose of exhibition is to profile student achievement and research concerns, test research outcomes against actual audience experience and to develop the professional competencies and culture of the student body. Exhibition is a very valuable and important practice, and has helped to establish the College's reputation for excellence.

Role of Exhibition in Assessment
Exhibition need not be assumed to be the most appropriate or functional mechanism to profile many practical strategies (and most thesis-based) higher awards. Exhibition may not always necessarily provide the basis of a comprehensive assessment instrument in terms of establishing the range of outcomes expected of a higher awards student.

Where exhibition is proposed as the major outcome of higher awards practical study, the examination shall be based upon the work presented for exhibition in relation to the award sought.

Role of Exhibition in Learning
At undergraduate level exhibition is produced by the student as a means of demonstrating that they have actualised a set of concrete outcomes, and that they can at least once, deliver work to a public in a coherent and considered manner. At postgraduate level in studio practice-based studies it is a requirement that the student has already demonstrated this one-off outcome. The task of practice-based learning at postgraduate level is to demonstrate the development of a sustainable practice. The evidence of a practice is its continuing, ongoing and open-ended nature. It is therefore to be assumed that where the strategy of exhibition is central to a practice, that exhibition is a practice engaged in at various points along the process of development. There is a need to establish the practice of exhibition as integral to the learning process (in respect of those practices where it is an appropriate strategy) and not simply employ it as a one-off summative outcome.

3.3.3.2   Publication

Supporting Student Publication
The publication of postgraduate studentts' written work is a desirable outcome. It is an important way in which the standard and currency of postgraduate work can be established, profiled and enhanced. Students shall be given clear guidance, support and direction on placing work for peer-reviewed publication. Each Faculty should construct a list of target publications of relevance to researchers in the Faculty and make this available to students early on in their studies. This preparation of material for publication is an important aspect of research methodology. The research process is only complete at the point of sharing with an audience for whom the research has value and relevance.

Supporting Broad Research Publishing Skills

There is a broader dimension to publication which is the opportunity for editorial and publication management experience in a research context. Each Faculty should develop specific strategies to foster this experience as part of the postgraduate experience. This should be incorporated into the postgraduate learning experience through research methodologies, seminar and practical application in the research process. These provisions will be made explicit through the student handbook and through the archiving of student work on an ongoing basis.

Integrating Publication in the Research Project Timeline

It will be a key feature of the development of thesis research that planned publication is positioned on the project timeline in a meaningful way. This may be scheduled for after completion of the award if appropriate. The critical issue is the need to plan for publication.

3.4   EXAMINATION PROCEDURES AND ROLES

3.4.1   Notification of Intention to submit

The Decision to Submit

The formal decision to proceed to final write up/presentation and submit for examination rests with the student, but the student must show that s/he has obtained the advice of her/his supervisor/supervisory team before submitting for examination (see appendix A.9). A report from the supervisor in support of the advice given must be included with the intention to submit form.

Masters students who wish to submit for examination in a given academic year must submit an 'Intention to Submit Form' to the Registrar by 1st March. Those failing to submit by this date will not be considered for examination until the following year. If a student subsequently decides not to submit for examination, it is the responsibility of the Head of their Department to notify to the Registrar by 1st May for Exam Board 2 (studio-based programmes) or by 1st August for Exam Board 3 (text based programmes).

PhD students who wish to submit for examination in a given academicy year must submit an 'Intention to Submit Form' to the Registrar by 1st March for examination ahead of the September Exam Board (Exam Board 3), or by 1st September for examination ahead of the January Exam Board (Exam Board 4). If a student subsequently decides not to submit for examination, this must be notified to the Registrar by their Head of Department/Faculty by 1st August for Exam Board 3, and by 1st December for Exam Board 4.

Students who fail to submit their 'Intention to Submit' form by the closing date <u>are then not submitting until the following year</u>.

3.4.2   Submission of Work for Examination

Form of Submission

A key strategy here will be to diversify the assessment instruments in respect of practice. Exhibition need not be construed as the normative form of submission, this is especially important in Design, but it also has significant implications for Fine Art. The learner needs to address the especially difficult question of the distribution of research/learning outcomes without a formulaic answer being pre-specified by custom and habit.

Procedures for Submission of PhD/MLitt

A number of soft-bound hard copies (spiral bound print outs), including appropriate documentation of practice where relevant, and one soft copy (digital file) will be submitted by the student to the Faculty on or before a date agreed with supervisors (and set in relation to the examination date set by the Faculty in consultation with the examination panel). The number of copies to be submitted will be determined by the composition of the examination panel. The Faculty will then distribute the copies of the candidate's submission to the examination panel in a timely fashion.

3.4.3 Assessment Processes

Core Principles of Assessment

These are the recommended core principles in assessment:

Assessment form templates, criteria and procedures should be exhaustively specified and should be made available to students via the College website.

Assessment headings should be defined against the top level descriptor of outcomes produced for each programme (programme element for taught modules) i.e. the assessment is built upon the specified outcomes of the award and made specific to the award level. It will therefore integrate into the assessment process the clear distinction between undergraduate and postgraduate work.

Assessment Marks and Grades

The Registrar's Office will annually publish procedures and regulations in respect of these. Postgraduate students and supervisors should be given access to an online indicative version (i.e. as applied in the previous academic year, noting any elements subject to review) of those aspects that are relevant to their studies.

3.4.4 External Examiners

The Role

The external examiner plays a key role in the delivery and development of postgraduate learning and teaching. This role is also one of ambassador for the College, given that external examiners develop a specific picture of the research culture at NCAD, and they share this with their colleagues in the normal course of affairs. The task of the external examiner on taught programmes is not only to contribute to the assessment of a specific student, or cohort, but to contribute to the quality assurance/quality improvement cycle of a given programme by providing feedback in respect of programme provision from a perspective outside the immediate College community.

There are three considerations that this role gives rise to: (i) appointment (ii) procedure and (iii) feedback mechanism.

Appointment

External assessors are recommended by the supervisor (or programme key tutor for taught programmes) to the Head of Department. Head of Department makes recommendation to Faculty Board, providing a short note indicating the suitability of the person proposed and this is forwarded to the Higher Awards Committee. For PhD/MLitt students, the submission to the Higher Awards Committee of a nominated external examiner should take place at or before the commencement of the student's final year of study.

It is desirable that examiners bear an award equivalent to or higher than that being examined. Where this is not the case, the proposed examiner must be a domain expert of international standing. In such instances the overall examination board must have a majority of examiners who are award-bearers.

The external examiner role will normally be differentiated against undergraduate and postgraduate provision within a Faculty.

Procedure

It is Academic Council's objective to ensure that external examiners are provided in advance with documentation in respect of the programme, the examination process, the timetable of assessment and the relevant forms. Academic Council's objective in this advance information is to include a clear description of the external assessor role and a description of the internal examination process. It is an aspiration of Academic Council that this material will be available as a standard package approved by the NUI/UCD: "External Examiner's Handbook."

UCD appoints the external examiner for students coming into NCAD from September 2011 and the NUI appoints the external examiner for students in NCAD prior to that date.

UCD/NUI, as appropriate, manages the communications with external examiners. UCD/ NUI provides the Registrar with a copy of the external examiner's reports and the Registrar circulates this to the Head of Faculty, the Head of Department, and the Primary Supervisor or key tutor. There is a defined mechanism whereby a student will be given access to the student-related content of the report at an appropriate time i.e. after the examination process has concluded.

Feedback Mechanism

The external examiner's report is reviewed through Departmental and Faculty planning mechanisms so that issues identified by an external examiner in respect of the programme may be addressed through the planning and review process. This should result in specific actions being set against specific issues wherever possible and appropriate.

3.4.5   The Viva Voce (PhD, MLitt)

Organisation of the Oral Examination

Responsibility for the organisation of the Viva Voce lies with the Faculty. This involves: appointing a suitable chairperson for the examination; appointing a suitable internal examiner; receipt of the candidate's submission and accompanying supervisor's report on the agreed date; delivery of one copy of candidate's submission and the supervisor's report to the internal examiner; liaising with the internal examiner regarding suitability of submission for examination; liaising with the chairperson, examiners and supervisors to agree a date for the examination; confirmation of the venue for the examination; distribution of remaining copies of the submission to the members of the examination panel; notifying the Research and Postgraduate Development Office of the arrangements for the viva. The oral examination will normally be held within two months of submission of the thesis.

Composition of Panel

Where the candidate is not a member of staff at NCAD, the examination panel shall consist in a chairperson, one internal examiner and one external examiner. When a thesis is interdisciplinary it is important to ensure that the combination of examiners in total represents sufficient knowledge and understanding of the relevant fields. Consequently, if necessary, a second external examiner may be appointed.

Where the candidate is a member of staff at NCAD, the examination panel shall consist in a chairperson, one internal examiner and two external examiners.

Roles of Panel Members

Chair

The Chairperson will be a senior academic, and her/his role is to manage the examination process. The Chairperson is not an examiner.

When the examination is complete, the Chairperson shall report to the Higher Awards Committee, through the Registrar, recommending whether or not the degree of PhD/MLitt should be awarded (see Appendix A.10).

The Examiners

The internal examiner will be an active researcher in the broad area of the thesis topic or in a cognate discipline and will normally be a member of the academic staff of NCAD. The internal examiner shall not be nor have been involved in the supervision of the candidate. The internal examiner shall examine the submission in the first instance to determine its suitability for examination. The submission will only be sent to the external examiner once it has been approved for examination by the internal examiner (considered to be in need of only minor corrections). Should the candidate wish to appeal the judgement of the internal examiner, the matter shall be referred for adjudication to the Higher Awards Committee. The decision of the Higher Awards Committee is binding.

The external examiner should be a recognised expert in the area of research of the thesis as

evidenced in her/his curriculum vitae. The external examiner shall play the major role in the oral examination.

Supervisor/s

The attendance of the supervisor at the oral examination is at the discretion of the candidate. Where the supervisor is in attendance, s/he may be called upon to clarify issues but otherwise is there as observer rather than participant.

Venue

The venue for the oral examination shall normally be within NCAD and such that the proceedings will be undisturbed and uninterrupted. Where the nature of the submission requires that the examination take place outside of NCAD, prior permission shall be sought from the Higher Awards Committee and the requirement that the venue allow for proceedings to be undisturbed and uninterrupted must be met.

Examination Outcomes

When the examination is complete, the examiners shall recommend one of the following outcomes:

That the degree should be awarded,

The degree should be awarded subject to minor corrections to the thesis being made, or to an additional assignment being completed to the satisfaction of the internal examiner within three months of the oral examination,

That the candidate should revise and resubmit the thesis, under supervision, within the period of one year,

That the degree should not be awarded and no resubmission permitted.

This recommendation should be recorded on the Examination Report for the Award of a Higher Degree form (Appendix A.10), submitted to the Registrar by the Chair of the Examination Panel and copied by the Registrar to the Chair of the Higher Awards Committee (Head of Research and Postgraduate Development). The NCAD Examination Board shall decide, on the basis of the report(s), and where necessary clarification or correspondence with the examiners, to authorise or not authorise the award of the degree of PhD/MLitt.

Where the examiners unanimously recommend award of the degree of PhD/MLitt, the Examination Panel shall submit a joint report to the Registrar indicating their opinion on the quality of the thesis and of the research on which it is based, and recommending the award of the degree. Where major or minor corrections to the thesis are required, these shall be clearly described in the report of the Examination Panel, and the internal examiner shall be responsible for ensuring that such corrections have been made to the thesis before award of the PhD/MLitt is approved by the NCAD Examination Board. The Chairperson of the the Examination Panel shall inform the candidate that they have been recommended the award of the degree of PhD/MLitt subject to the approval of the NCAD Examination Board.

Where the examiners unanimously recommend that the degree of PhD/MLitt not be awarded, the Examination Panel shall submit a joint report to the Registrar indicating their opinion on the quality of the thesis and of the research on which it is based, indicating the areas of weakness which led to the decision not to recommend the award of PhD/MLitt. The report may include advice to the candidate on ways in which the thesis, or the research on which it is based, could be improved to a standard which might be suitable for re-examination for the award of the degree of PhD/MLitt or another award. The Chairperson of the Examination Panel shall inform the candidate that the Examination Panel has not recommended the award of the degree of PhD/MLitt.

Where the examiners are in disagreement and recommend that the degree of PhD/MLitt not be awarded, members of the Examination Panel shall submit separate reports to to the Registrar, who will refer the matter to the Higher Awards Committee. The Chairperson of the Examination

Panel shall inform that candidate that the Examination Panel has not recommended award of the degree and the matter has been referred to the Higher Awards Committee who will make a recommendation to the NCAD Examinations Board. The NCAD Examination Board may decide to authorise the award of the degree of PhD or not to authorise the award of the degree of PhD/MLitt.

If a candidate for the degree of PhD fails to satisfy the examiners and is allowed a resubmission, the candidate may apply for examination for the degree of MLitt, as an alternative to re-examination for the degree of PhD.

3.4.6   Final Submission of MLitt/PhD

Supervision of Revisions
Where major or minor corrections are required, these should be overseen by the supervisor(s), and submitted to the internal examiner for approval.

Form and Procedure for Final Submission
Upon approval by the internal examiner and authorisation of the award of the degree of PhD/ MLitt by the Higher Awards Committee, two hard-bound copies of the dissertation, including appropriate documentation of practice where relevant, and one soft copy (digital file) shall be submitted to the Faculty. One copy shall be lodged with the Library and the other retained by the Faculty.

3.5   AFTER COMPLETION

The College will through its graduate network maintain contact with graduates and encourage them to notify the College of developments rooted in the research work conducted at NCAD with particular reference to public dissemination of research outcomes etc. The archive of student work will be maintained as a teaching resource for the future. Graduated students will be informed by the College (through the website and supplementary means) of research dissemination opportunities to promote the profile of their research activities.

3.5.1   Student Feedback on Examination Process

All postgraduate students will be invited and encouraged to complete an exit survey issued by NCAD's Quality Assurance Office upon completion of their studies. This will reflect upon their overall college experience as well as upon their experience of the examination process.

3.5.2   The Graduate Register

Upon graduation, students details are removed from the student register and the following details should be entered onto a graduate register:

Name

Gender

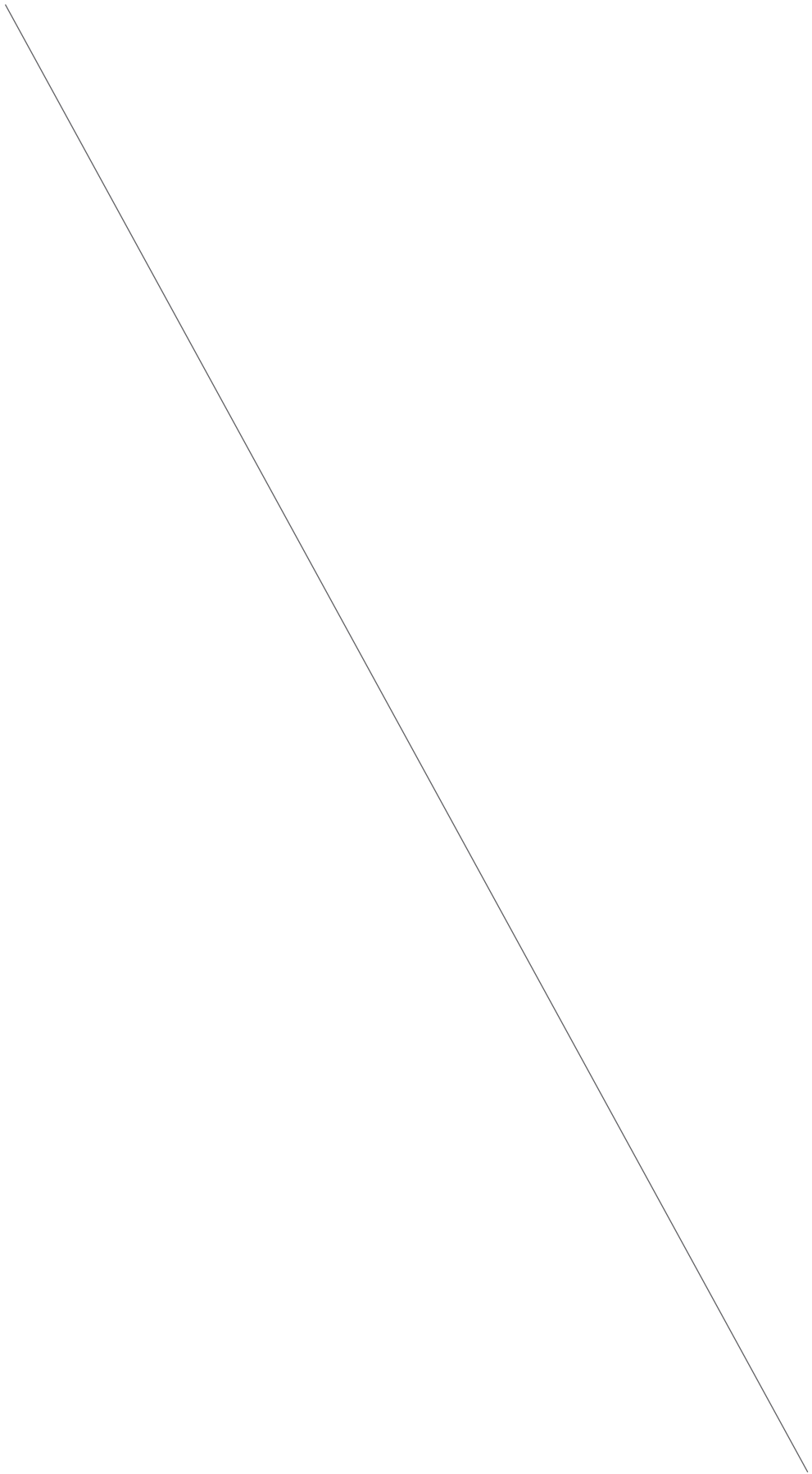Research Degree Awarded

Graduation date

Title of Thesis

Department and Faculty affiliation

Supervisor(s)

Completion time

04

4.   The Teaching Environment

4.1 REGISTER OF SUPERVISORS

4.1.1 Register

The Higher Awards Committee will prepare a register of internal staff eligible to act as PhD and/or Masters Supervisors for Academic Council. Heads of Faculty may allocate supervisors from this register according to their suitability. In the absence of an appropriate internal primary supervisor, the Head of Faculty should propose an external primary supervisor and an internal co-supervisor through the Higher Awards Committee.

4.1.2 Criteria for Entry to the Register

To be a registered key supervisor a tutor must:
have the award at the level at which supervision is to be undertaken (preferably),
or demonstrate an equivalent record of achievement

be demonstrably research active

participate in activities on a regular basis which maintain currency of expertise.

Note: The recentness of availability of higher awards in art and design by practice necessitate that provision be made for establishing eligibility on the basis of 'an equivalent record of achievement.'

4.2 THE ROLE OF THE SUPERVISORY TEAM

EVERY STUDENT WILL HAVE A PRIMARY AND A SECOND SUPERVISOR WHO MUST BE MEMBERS OF STAFF AT NCAD.

The Supervisor/s role is to impart understanding and insights, and to advise the student as s/he undertakes the long process of mastering concepts, bodies of knowledge and methodologies, undertakes original research and, in the case of doctoral study, expands the limits of achievement and knowledge.

4.2.1 Primary Supervisor

The primary supervisor will normally be a member of staff of NCAD and an active and successful scholar in the relevant area. Responsibility for the overall management and supervision of the student's training and research project, for monitoring of progress and for administrative matters lies with the primary supervisor.

The responsibilities of the primary supervisor are both academic and administrative:

Academic
* Assume, in collaboration with the student, responsibility for the satisfactory progress and completion of the agreed research project
* Possess and maintain knowledge of the research area to provide adequate supervision of the research project
* Develop, in collaboration with the student an appropriate planning schedule for successive stages of the research project so that the work may be completed and submitted within the appropriate timescale
* Maintain and ensure availability for regular contact with the student, making sufficient time available to fulfil the needs of the individual research student
* Review work produced by the student and provide appropriate and constructive criticism in a timely fashion
* Ensure, where appropriate, that the approval of the research ethics committee has been obtained
* Encourage appropriate and early dissemination of findings
* Assist students in identifying and meeting their development and training needs
* Encourage and instil a high standard of research ethics on the part of the student

- Ensure that the student is made aware of any unsatisfactory progress or standard of work, and arrange any supportive action as necessary
- Advise the student regarding readiness for submission.

Administrative
- Maintain and ensure that the student maintains clear, accurate, detailed and accessible records of work undertaken
- Maintain and ensure that the student maintains a record of supervisory meetings and agreed actions
- Retain a copy of all written feedback provided to the student
- Assume responsibility for the monitoring of progress and for administrative matters.

Time Allowance
The time allowed against supervision of a PhD student in a given academic year is 30 hours.

4.2.2   Second Supervisor

Role
The Second Supervisor must be an active and successful scholar in the relevant area and must be a member of staff of NCAD (see 4.2.3 below). The role of the second supervisor is to collaborate with and support the primary supervisor in the management and supervision of the student's training and research project, and in monitoring progress.
The responsibilities of the second supervisor is largely academic:

Academic
- Assume, in collaboration with the student and the primary supervisor, responsibility for the satisfactory progress and completion of the agreed research project
- Possess and maintain knowledge of the research area to provide adequate supervision of the research project
- Develop, in collaboration with the student and the primary supervisor, an appropriate planning schedule for successive stages of the research project so that the work may be completed and submitted within the appropriate timescale
- Maintain and ensure availability for regular contact with the student, making sufficient time available to fulfil the needs of the individual research student
- Review work produced by the student and provide appropriate and constructive criticism in a timely fashion
- Encourage appropriate and early dissemination of findings
- Assist students in identifying and meeting their development and training needs
- Encourage and instill a high standard of research ethics on the part of the student.

Administrative
- Maintain and ensure that the student maintains a record of supervisory meetings and agreed actions
- Retain a copy of all written feedback provided to the student

Time Allowance
As supervisory teams are intended to have oversight of the whole project, the assumption is that second supervisors would be given an allowance of at least 15 hours in a given academic year against the supervision of a PhD student.

4.2.3   External Supervisors

Role

External supervisors may be appointed where there is a need for supplementary expertise and supervisory input not currently available in the College, and where resources are available. Such appointments are additional to the appointment of the two internal supervisors.

The external supervisor role is also an important resource for the College in cultivating new linkages, networks and generating goodwill ambassadors for the College. It is in keeping with the confidence, maturity and ambition of the College that it actively supports and values the external supervisor role.

Eligibility

The criteria for eligibility are as per internal supervisors (see section 4.1.2 above). To establish eligibility of a supervisor the Head of Department/Faculty recommending the external supervisor will submit a short statement, indicating how the proposed person meets the relevant criteria, to the Higher Awards Committee.

Duties

There shall be established an agreed schedule of meetings between the external supervisor and the student as early as is feasible.

Remuneration

The standard hourly rate for part-time teaching will be applied and the number of hours supervision deemed appropriate established against a given academic year, subject to the agreement of the Head of Faculty and with oversight by the Higher Awards Committee. Where external supervisors incur travel expenses related to specific supervisory tasks these shall be recoupable from the College to a specific maximum upper limit established on an annual basis.

4.2.4   The Supervisory Team

A supervisory team, rather than single supervisors working in isolation, is increasingly common in higher education, particularly in inter-disciplinary and practice-based contexts. In deciding on the composition of a supervisory team it is important that it includes: the requisite disciplinary expertise and at least one award-bearer at the level being sought or higher. It is also important that an integrated and holistic approach to the total research project is taken by all members of the team. This includes ensuring that: each supervisor is afforded the opportunity of reviewing all aspects of the student's research output; the supervisory team have regular opportunities to review the progress of the research project as a cohesive team; all members of the supervisory team have ready access to the archive of the research project and have advance notice of key events in the research process.

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4.3   SUPERVISORY PROVISION FOR NCAD STAFF

NCAD staff are encouraged to pursue higher level degrees, particularly at doctoral level. NCAD will consider internal applications to this end but would strongly encourage staff to pursue postgraduate qualifications elsewhere. The rationale for this policy is that in addition to the explicit learning gained through the programme of study, the experience gained of learning frameworks at peer institutions will be of benefit to NCAD.

Where a member of NCAD staff is registered for a postgraduate qualification at NCAD an external co-supervisor is required and expected to work closely with the primary supervisor in the supervision of the project.

4.4 SUPERVISION SUPPORTS

4.4.1 Supervisor Support Workshops

The Higher Awards Committee in conjunction with CEAD and the Heads of Department, and/or The Graduate School of Creative Arts and Media (GradCAM) will co-organize the provision of a higher awards teaching and learning support workshop on an annual basis. Supervisors who have given primary supervision at the relevant award to three or less completed students shall be required to attend these workshops. All other supervisors should be encouraged to do so.

4.4.2 Supervisors' Seminar
The Higher Awards Committee will organize a half-day seminar annually for supervisors to exchange their experience of supervision, to share insights and facilitate dialogue across different disciplines, and to interact with colleagues from other institutions.

4.4.3 Procedures for Addressing Difficulties within the Supervisory Relationship

Where a primary supervisor has a specific concern or complaint in respect of the supervision process s/he should bring this to the attention of the student/second supervisor on the first possible occasion. Should the issue fail to be resolved in this context the supervisor should bring the issue to one of the following (a) Head of Department (b) the Head of Faculty or (c) the Head of Research. On receipt of such an expression of concern, whichever individual has been contacted should discuss the matter with the student and supervisor/s. If the matter is not resolved at this point it should be brought to the attention of the Higher Awards Committee and a recommendation should be made at this point to resolve the matter. If this last process fails to secure a resolution, each of the parties (student and supervisor/s) should be asked to submit a written statement of the issue to the Registrar, who should then action the matter as appropriate.

4.4.4 Communications

It is the responsibility of the Heads of Faculty/Heads of Department to ensure good communications practices in support of supervisors and students. As a matter of course every supervisor and student should, at the start of the academic year, be provided with:
- access to copies of all College policy and procedures documentation relevant to Higher Awards (College intranet and hard copy summary of relevant aspects)
- a calendar of postgraduate events, seminars, taught modules and examinations (hard copy).

4.4.5 Profile

The College will make special provision to profile postgraduate supervisors and their research interests. The College recognises that the choice of supervisor is a key motivation for pursuing study at NCAD.

4.5 NCAD RESEARCH ETHICS COMMITTEE

The NCAD Research Ethics Committee functions as a sub-committee of the Higher Awards Committee and is chaired by the Head of Academic Affairs and Research. A meeting of the Research Ethics Committee will be convened within two weeks or as soon as possible where advice and/or approval is required in relation to a postgraduate research application or in response to notification by a supervisor of a development within a research project that requires consideration and/or approval (see futher section 1.5 above).

4.6 ANNUAL STATISTICS ON COMPLETION RATES AND COMPLETION TIMES

In accordance with best practice, NCAD will begin to calculate and record annual statistics in relation to completion rates and completiong times for PhD degrees by Faculty and for the College overall.

Following Irish University Quality Board guidelines these terms are understood as follows:

Completion rate - The percentage of students who having, at any stage, been registered in NCAD as a PhD student are subsequently awarded a PhD.

Completion time - The time between initial registration of the student for a PhD degree or a research master's degree (where the student subsequently transferred to the PhD register) & The time when the completed thesis (including all corrections or revisions required during the exxamination) has been approved by the relevant Examination Board less Any period of formal deregistration (such as, for example, certified illness, maternity leave etc.).
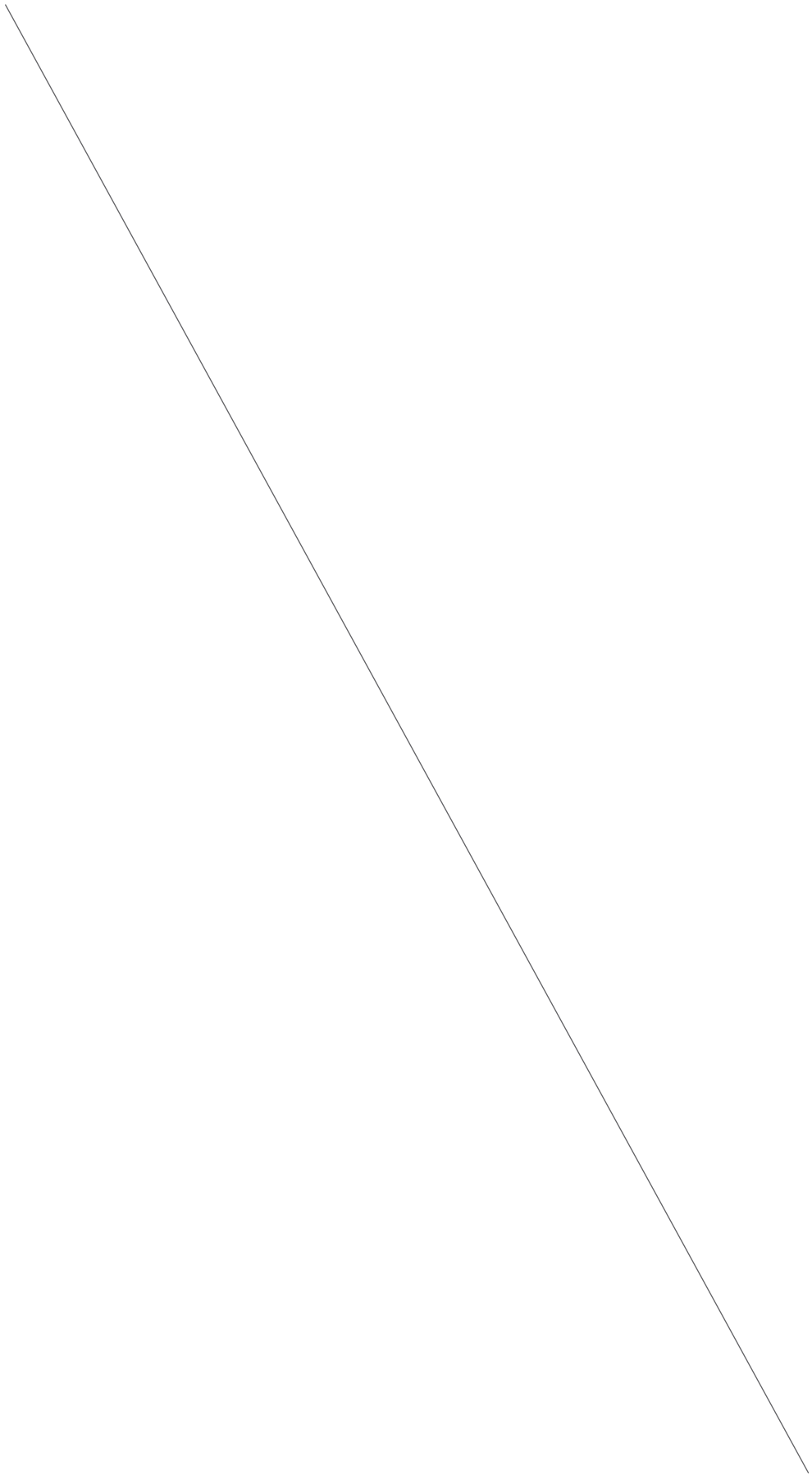
A│B

Appendix A: Documentation Templates.

This appendix contains the following document templates:

Appendix B: Guidelines

This appendix contains the following:

A.1 Application for Postgraduate Study Evaluation Form

Faculty	
Department	
Programme	PHD MLitt MFA MA in _____ PGDip
Date	
Applicant	
Reviewers	
Demonstration of Aptitude	
Previous Achievement	1 2 3 4 5
Portfolio	1 2 3 4 5
Competency	1 2 3 4 5
Quality of Proposal/Statement of Intent	
Feasibility	1 2 3 4 5
Suitability	1 2 3 4 5
Relevance to discipline	1 2 3 4 5
TOTAL	

Call to Interview (>15)

Reject (<16)

Other:

Comments (if any):

A.2   Interview for Postgraduate Study Evaluation Form

Faculty	
Department	
Programme	PHD MLitt MFA MA in _____ PGDip
Date	
Applicant	
Reviewers	
Demonstration of Aptitude	
Previous Achievement	1 2 3 4 5
Portfolio	1 2 3 4 5
Competency	1 2 3 4 5
Quality of Proposal/Statement if Intent	
Feasibility	1 2 3 4 5
Suitability	1 2 3 4 5
Relevance to discipline	1 2 3 4 5
TOTAL	

Wait List / Offer (>15)

Reject (<16)

Other:

Requires Consideration by NCAD Research Ethics Committee: Yes / No [delete as appropriate]

Supervisory Capacity (suitability and availability): Yes / No [delete as appropriate]

Comments (if any):

A.3   Student Supervisory Arrangements Report

Examiners & Supervisors 20__/20__
Student record form

Name of Student:		
Faculty:		
Department:		
Programme:		
Primary Supervisor:		
Co-Supervisor (if applicable)		
Date of initial Registration:		
Year of Study:		
Date of Completion:		
Overall time taken:		
Registration status:	Yes	No
Taught Masters		
Masters degree (by Research)		
PhD degree		
Other Doctoral degree (DBA, MD, EdD)		
Registration mode:		
Full-time		
Part-time		
'Write-up' status		
Signed:	Chair of Higher Awards Committee	
Date:		

A.4   Tutorial Self-Report Form

Name:	Supervisor(s):	Tutorial Date:

Purpose of tutorial:

Development since last tutorial:

Issues discussed:

Questions raised:

Tasks set:

Other relevant information:

A.5 Supervisor Report Form

Student Name:	Supervisor(s):	Report Date:

Nature of student studies/research:

Development since last report/commencement:

Evaluation of progress:

Archive content:

Recommendations:

Other relevant information:

A.6   Progress Review Record Sheet

Progress Review Record Sheet (staff use only)
This form will be completed by the Progress Review panel and distributed to the student as soon as possible after the review. A copy will be held on file in the department.

Name: Dept/Discipline:

Supervisor: Date of Meeting:

Supervisory Support Team:

Proposal Title: Award Sought:

Is there sufficient work produced since the last Progress Review to give the panel confidence that the student is on-target towards the achievement of the award sought?

Is the student making satisfactory progress at this stage?

Is the proposal/research still relevant and appropriate? If not, the main concerns of the panel are:

Recommendations:

Signed by Progress Review Panel:

A.7   Masters Annual Progress Review Form

An Colaiste Naisiunta   The National College   Annual Progress Report
Ealaine is Deartha   of Art and Design__

Postgraduate Session 20__/20__
Section A: (To be completed by the student)

Name of Student   Student No.

_____

Title of Thesis/Project

_____

Name of Supervisor

_____

Faculty/Department of

_____

Registered for the Degree of

_____

Proposed date of completion and submission of thesis/project

_____

Source of funding (give details of any grant, external support or sponsorship)

_____

Progress Report by Student (maximum 300 words) - attach an A4 sheet if required.

Signed: Date:

(Student) _____

Section B
Recommendation
(Where progress has been reported to be unsatisfactory or inadequate to the extent that the student is unlikely to achieve the degree for which he/she has been registered, then the student will not be permitted to continue as a registered postgraduate student.)

I hereby certify that_____has/has not (please circle as appropriate) maintained satisfactory progress during this academic year

Accordingly, it is/is not (please circle as appropriate) recommended that her/his registration for the award of the degree of_____be renewed for the next academic year

THIS FORM MUST BE COMPLETED & RETURNED TO THE REGISTRAR'S OFFICE AT LEAST 3 WORKING DAYS PRIOR TO THE APPROPRIATE EXAMINATION BOARD MEETING

Section C
Further comments
The supervisor is asked to record, in the space below either details of any specific conditions attaching to a recommendation for continued registration or additional factors relating to any negative recommendation

Signed   Date

(Supervisor)

All recommendations and conditions stated above require the endorsement of the Head of Faculty/Department.

I concur with the recommendations and conditions stated in this report

Signed   Date

(Head of Faculty/Department)

A.8.1   Annual Progress Review Form for Year 1 of PhD

Student Name:	Supervisor(s):	Report Date:

Title of PhD Research Project:

Development since commencement:

Evaluation of progress:
At the end of Year 1 of PhD research, the student is expected to:
have identified their area of research;
have formulated a research question;
have developed a clear theoretical and methodological framework for the research;
demonstrate competency in framing the research orientation of their particular practice;
review of literature (as appropriate).

[append further sheets as necessary]

Archive content:

Recommendations: [tick as appropriate]

Research and progress satisfactory, continue	
Research and/or progress not satisfactory, resubmit in 1 / 2 / 3 month(s) [delete as appropriate]	
Research and/or progress not satisfactory, recommend transfer to lower register	
Research and progress very unsatisfactory, discontinue	

Review Panel Signatures:

A.8.2   Annual Progress Review Form for Year 2 / 3 of PhD [delete as appropriate]

Student Name:	Supervisor(s):	Report Date:

Title of PhD Research Project:

Development since commencement:

Evaluation of progress:
At the end of Years 2 & 3 of PhD research, the student is expected to:
have a clearly defined area of research;
have described and made progress in utilising a clear and consistent theoretical and methodologival framework for the research;
have made demonstrable progress in addressing the research question.

[append further sheets as necessary]

Archive content:

Recommendations: [tick as appropriate]

Research and progress satisfactory, continue	
Research and/or progress not satisfactory, resubmit in 1 / 2 / 3 month(s) [delete as appropriate]	
Research and/or progress not satisfactory, recommend transfer to lower register	
Research and progress very unsatisfactory, discontinue	

Review Panel Signatures:

A.9 Intention to Submit Form

SECTION A: (To be completed by student)

Name of Candidate

_____

Title of Award Sought

_____

Title of Thesis Or Title of studio-based presentation

_____

I herewith give notice of my intention to submit the above thesis/studio-based presentation for examination for the award of the degree stated above.

Signed   Date

_____

SECTION B: (To be completed by Supervisor & countersigned by Head of Faculty or Department)

I herewith acknowledge that the above named candidate has completed the required period of study and research for the above degree and is eligible to submit her/his thesis or studio- based presentation for examination. My recommendation is that the student submits /does not submit for examination at this time. [delete as appropriate]

Signed   Date

_____

(Supervisor)

Signed   Date

_____

(Head of Faculty/Department)

Name of external examiner

_____

This form when completed should be submitted to the registrar's office by:

1 March for any masters student completing in the current academic session.

1 March for any doctoral student submitting for the September exam board

1 September for any doctoral student submitting for the January exam board

Pull-out dates are as follows:

Masters Students - 1 May for June Exam Board. 1 August for Sept. Exam Board.

Doctoral Students – 1 May for June Exam Board. 1 December for January Exam Board.

Notification of students pulling out to be made by relevant Head to Registrar in writing.

A.10   MLitt/PhD Viva Voce Examination Form

The National College of Art and Design	An Coláiste Náisiúnta Ealaíne is Deartha	Examination Report for the Award of a Higher Degree

Postgraduate Session 20___/20___

Section A:

Name of Candidate

_____

Title of Award Sought

_____

Title of Thesis/Studio Based Presentation

_____

Name of Extern Examiner

_____

Name of Intern Examiner

_____

Date of Examination

_____

Section B: Report on Thesis or Studio Based Presentation

This form must be completed & returned to the registrar at least 24 hours prior to the appropriate examination board meeting

Section C: Recommendation

The Recommendation of the Examiners should be recorded by placing a tick in the relevant box:

1. Award recommended: no correction needed ☐

2. Award recommended: with minor corrections to be inserted ☐

3. Award recommended: subject to inclusion of revisions ☐

N.B. Examiners are asked to provide in Section D details of any corrections or revisions which are to be carried out.

4. Award not recommended but re-submission of a revised thesis to be permitted subject to

(a) undertaking additional research ☐

(b) oral re-examination ☐

5. Rejected ☐

but with a recommendation that the candidate offers the thesis for the lower award of:

6. Rejected with no recommendation ☐

Further comments

Signed   Date
_____
(Extern Examiner)

Signed   Date
_____
(Intern Examiner)

Section D:

The Examiners are asked to provide in the space below details of any corrections or revisions which are to be carried out by the candidate.

Declaration

I hereby certify that the above corrections/revisions as specified above have been carried out in accordance with the Examiners' recommendations.

Signed

_____

(Supervisor)

Signed

_____

(Internal Examiner)

N.B The examiners are required where possible to complete a joint report on this form. If an agreed report cannot be submitted, each examiner should report separately. Completed reports, together with any supplementary Examiners' Reports should be submitted to the Registrar's Office as soon as possible after completion of the examination process.

A.11 Application for Re-Admission to the Postgraduate Register Form

The National College of Art and Design	An Coláiste Náisiúnta Ealaíne is Deartha	Application for Re-Admission to Postgraduate Register

Postgraduate Session:

Section A: (To be completed by the student)

Name of Student   Student No.

_____

Title of Thesis/Project

_____

Name of Supervisor

_____

Faculty/Department of

_____

Re-Admission to Register for the Degree of

_____

Proposed date of completion and submission of thesis/project

_____

Source of funding (give details of any grant, external support or sponsorship)

_____

Signed   Date
(Head of Faculty)

_____

Signed   Date
(Supervisor(s)

B.1 Programme Handbook For Students.

Handbook to include:

Item

1. Calendar of Key Events (including indicative schedule of extern visits).
2. A clear indication of proposed postgraduate trips abroad, approximate costs and indicative dates (i.e. destination, function, and timing).
3. Appropriate/up to date bibliographies and lists of web resources relevant to general Faculty area.
4. Proposed syllabi against *Research Methods and Seminar* programmes in the Faculty.
5. Proposed core syllabi of taught courses (where these exist).
6. Relevant material that supervisors and tutors believe important (e.g. where to access Health & Safety information, restrictions on use of workshops, sources of materials etc.).
7. Details of how students should archive their work on a regular basis (e.g. keeping clear records of project work, research essays, public presentations etc.).
8. Description of tutorial process, student responsibilities and communications process.
9. Outline of the supervisor's role.
10. Description of mechanisms for student feedback.

B.2 Guidelines for written work.

1. METHODS OF CITATION

NCAD employs The Harvard System (Author Date Method)
All statements, opinions, conclusions etc. taken from another writer's work should be cited, whether the work is directly quoted, paraphrased or summarised.

In the Harvard System cited publications are referred to in the text by giving the author's surname and the year of publication (see section 1, Citation in the Text) and are listed in a bibliography at the end of the text (see section 2, References at the end of a piece of work).

Originators/authors: the person or organisation shown most prominently in the source as responsible for the content in its published form should be given. For anonymous works use 'Anon' instead of a name. For certain kinds of work, e.g. dictionaries or encyclopaedias, or if an item is the co-operative work of many individuals, none of whom have a dominant role, e.g. videos or films, the title may be used instead of an originator or author.

Dates: if an exact year or date is not known, an approximate date preceded by 'ca.' may be supplied and given in square brackets. If no such approximation is possible, that should be stated, e.g. [ca. 1750] or [no date].

1.1 Citation in the text

Quotations – as a general rule, if the quotation is less than a line it may be included in the body of the text in quotation marks. Longer quotations are indented and single-spaced, quotation marks are not required. For citations of particular parts of the document the page numbers should be given after the year in parentheses. (Krauss 2002, p.10).

Summaries or paraphrases – give the citation where it occurs naturally or at the end of the relevant piece of writing.

Diagrams, illustrations – should be referenced as though they were a quotation if they have been taken from a published work.

Rules for citation in text for printed documents also apply to electronic documents. If an electronic document does not include pagination or an equivalent internal referencing system, the extent of the item may be indicated in terms such as the total number of lines, screens, etc., e.g. "[35 lines]" or "[approx. 12 screens]".

Examples:

i) If the author's name occurs naturally in the sentence the year is given in parentheses:
e.g. In a study of contemporary multi-media practice in fine art
Popper (2007, p. 5) argues that the importance of concept…
e.g. As Popper (2007, p. 5) said, "This conceptual edge is even more important today" which indicates…

ii) If the name does not occur naturally in the sentence, both name and year are given in parentheses:
e.g. A more recent edition (Wells, 2004, p.2) suggests that recent developments in photography…
e.g. Recent developments in photography (Wells, 2004, p.2) indicate that…

iii) When an author has published more than one cited document in the same year, these are distinguished by adding lower case letters (a,b,c, etc.) after the year within the parentheses:
e.g. Rose (1992a, p.12) discusses the twentieth-century approach to the picture plane…

iv) If there are two authors the surnames of both should be given:
e.g. Deleuze and Guattari (1984, p.23) propose that…

v) If there are more than three authors the surname of the first author only should be given,

followed by *et al.:*
e.g. Studies show that "learners prefer to have full control over their instructional options" (Colvin *et al.* 2003, p.34).
(A full listing of names should appear in the bibliography.)

vi) If the <u>work is anonymous</u> the title of the work should be used:
e.g. The Percy tom has been descried as "one of the master-pieces of medieval European art" *(Treasures of Britain*, 1990, p.84).
e.g. More people than ever seem to be using retail home delivery (*The Times,* 1996, p.3).
(you should use the same style in the bibliography)

vii) If you refer to a <u>source quoted in another source</u> you cite both in the text:
e.g. A study by Smith (1960 cited Jones 1994, p. 24) showed that…(You should list only the work you have read, i.e. Jones, in the bibliography.)

viii) If you refer to a <u>contributor in a source</u> you cite just the contributor:
e.g. Software development has been given as the cornerstone in this industry (Bantz 1995, p. 99).
See Section 2 below for an explanation of how to list contributions (chapters in books, articles in journals, papers in conference proceeding) in the bibliography.

ix) If you refer to <u>a person who has not produced a work, or contributed to one,</u>
but who is quoted in someone else's work it is suggested that you should mention the person's name and you must cite the source author:
e.g. Richard Hammond stressed the part psychology plays in advertising in an interview with Marshall (1999, p.67).
e.g. "Advertising will always play on peoples' desires", Richard Hammond said in recent article (Marshall 1999, p.67).
(You should list the work that has been published, i.e. Marshall, in the bibliography.)

x) <u>Personal Communications</u> by face-to-face or telephone conversation, letter, e-mail, text message or fax can be referenced. Both in-text citations and references begin with the name of the sender of the communication:
e.g. Many designers do not understand the needs of disabled people according to J. O. Reiss (2007).

Importantly, you may need to seek permission from other parties in the correspondence/ conversation before quoting them in your work. You might also include a copy of written communications in the appendix.

1.2. References at the end of a piece of work

At the end of a piece of work list references to documents cited in the text and documents that have made an important contribution to your work. This list is called a *Bibliography.*

The references are listed in alphabetical order of authors' names. Put the surname first follwed by the initial(s) of forenames – Smith, G. R., for example. If you have cited more than one item by a specific author they should be listed chronologically (earliest first), and by letter (1993a, 1993b) if more than one item has been published during a specific year.

Whenever possible, elements of a bibliographic reference should be taken from the title page of the publication.

Each reference should use the elements and punctuation given in the following examples for the different types of published work you may have cited.

<u>Reference to a book</u>

Author (Year of publication) Title. Edition (if not the first). Place of publication: Publisher.
e.g. Bois, Y. and Krauss, R. (1997) *Formless: a user's guide*. 2nd ed. New York: Zone Books.

Reference to a contribution in a book

Contributing Author (Year of publication) 'Title of contribution', in author/editor of publication (ed./ eds.) *Title of book.* Place of publication: Publisher, Page number(s) of contribution.

e.g. Donald, J. (1992) 'Metropolis: The City as Text', in Bocock, R. and Thompson, K. (eds.) *Social and Cultural Forms of Modernity.* London: The Open University and Polity Press, pp. 417-470.

Reference to an article in a journal

Author (Year of publication) 'Title of article', *Title of journal,* volume number (part number), page numbers of contribution.

e.g. Dawes, J. and Rowley, J (1998) 'Enhancing the customer experience: contributions from information technology', *Management Decision*, 36 (5), pp. 350-357.

Reference to a newspaper article

Where the author of a newspaper article is identified, use the following citation order: Author (Year of publication) 'Title of article', *Title of Newspaper* (Edition if required), day and month, page number/s.

e.g. Marlow, L. (1997) 'Sarkozy suffers setback as party loses assembly seats', *Irish Times*, 18 June, p. 1.
e.g. Old, D. (2008) 'House price gloom', *Evening Chronicle* (Newcastle ed.), 26 June, p. 25.
Where no author is given, use the following citation order: Title of newspaper (Year of publication) 'Title of article', day and month, page reference.
e.g. *Independent* (1992) 'Picking up the bills', 4 June, p. 28.

Reference to a map

For Ordnance Survey maps the following citation order is used: Ordnance Survey (Year of publication) *Title*, sheet number, scale. Place of publication: Publisher. (Series).

e.g. Ordnance Survey (2002) *Preston and Blackpool,* sheet 102, 1:50,000. Southampton: Ordnance Survey. (Landranger series).
For Geological Survey maps the following citation order is used: Corporate author and publisher (Year of publication) *Title*, sheet number, scale. Place of publication: Publisher. (Series).
e.g. Ordnance Survey (1980) *Bellingham, (solid)*, sheet 13, 1:50,000. Southampton: Ordnance Survey. (Geological Survey of Great Britain [England and Wales]).

Reference to a conference paper

Author(s) of paper (Year of publication) 'Title of paper', in author/editor of proceedings (if applicable) *Title of conference proceedings*, location and date of conference. Place of publication: Publisher, page numbers of contribution.
e.g. Kelly, N.A. and Hanrahan, S. (2004) 'Critical Theory on Practice-based Courses', in Davies, A. (ed.) *Enhancing Curricula: towards the scholarship of teaching in art, design and communication in Higher Education*, Barcelona, 15th-16th April. London: Centre of Learning and Teaching in Art and Design, pp. 232-334.

Reference to a publication from a corporate body

(e.g. a government department or other organisation).
Name of Issuing Body (Year of publication) *Title of publication*. Place of publication: Publisher, Report Number (where relevant).
e.g. UNESCO (1993) *General information programme and UNISIST*. Paris: Unesco, PGI93/WS/22.

Reference to a thesis

Author (Year of publication) *Title of thesis.* Degree statement. Degree-awarding body.

e.g. Clancy, L. (2008) *Dead air: live art; schizophrenia and double coding in broadcast radio*. Unpublished PhD thesis. National University of Ireland.

Reference to television

For television programmes the citation order is as follows: *Title of programme* (Year of transmission) Name of channel, date of transmission (day/month).
e.g. *Little Britain* (2005) BBC 2 Television, 23 June.
For episodes of a television series the citation order is as follows: 'Title of episode' (Year of transmission) *Title of programme,* series and episode numbers. Name of channel, date of transmission (day/month).
e.g. 'A Day in the Death' (2008) *Torchwood*, Series 2, episode 10. BBC 2 Television, 5 March.

Reference to films/movies

For films the citation order is as follows: *Title of film* (Year of distribution) Director [Material designation]. Place of distribution: Distribution company.
e.g. *Macbeth* (1948) Directed by Orson Welles [Film]. USA: Republic Pictures.
e.g. *The Matrix reloaded* (2003) Directed by A. & L Wachowski [DVD]. Los Angeles: Warner Brothers Inc.

For films on *Youtube* the citation order is as follows: Name of person posting video (Year video posted) *Title of film or programme.* Available at: URL (Accessed: date).
e.g. Raok2008 (2008) For a cooler Tube. Available at: HYPERLINK "http://www.youtube.com/watch?v=jXE6G9CYcJs" http://www.youtube.com/watch?v=jXE6G9CYcJs (Accessed: 13 June 2008).

Reference to podcasts

For podcasts reference is made to where it was published or displayed for download, and the citation order is as follows: Author/presenter (Year that the site was published/last updated) 'Title of podcast', *Title of Internet site* [Podcast]. Day/month of posted message. Available at: URL (Accessed: date).
e.g. Ndiritu, G. (2010) 'Questions from the past', *Tate Events* [Podcast]. 2 February. Available at: HYPERLINK "http://www.tate.org.uk/onlineevents/podcast/mp3/2010_02_12_Grace_Ndiritu.mp3" (Accessed 11 April 2010).

Reference to web pages/sites and e-books

Author/Editor (Year) *Title* [online]. (Edition). Place of publication: Publisher (if ascertainable). Available from: URL (Accessed: date).
e.g. Holland, M. (2004) *Guide to citing Internet sources*. Poole: Bournemouth University. Available at: HYPERLINK "http://www.bournemouth.ac.uk.library/using/guide_to_citing_internet_sourc.html" (Accessed: 4 November 2004).

Reference to e-journals

Author (Year) 'Title', *Journal Title*, volume (issue), page numbers *Name of collection* [online]. Available at: URL of collection (Accessed: date).
e.g. Bright, M. (1985) 'The poetry of art', *Journal of the History of Ideas*, 46 (2), pp. 250-277 JSTOR [Online]. Available at: HYPERLINK "http://uk.jstor.org/" (Accessed: 16 June 2008).

Reference to mailbase/listserv e-mail lists

Author (Year of message) 'Subject of message', *Discussion List*, date posted: day/month [Online]. Available at: list e-mail address.
e.g. McKenzie, J. (2007) 'Re: call for artists', *The UK drawing research network mailing list*, 25 May [Online]. Available e-mail: HYPERLINK "DRAWING-RESEARCH@JISCMAIL.AC.UK

It should be noted that items may only be kept on discussion group servers fro a short time and hence may not be suitable for referencing. A local copy could be kept by the author who is giving the citation, with a note to this effect.

<u>Reference to personal communications</u>

For personal communications by face-to-face or telephone conversation, letter, e-mail, text message or fax the citation order is as follows: Sender/speaker/author (Year of communication) Medium of communication with Receiver of communication, Day/month of communication.
e.g. Wilson, M. (2007) E-mail to Siún Hanrahan, 6 April.

Note that both in-text citations and references begin with the name of the sender of the communication. Importantly, you may need to seek permission from other parties in the correspondence before quoting them in your work. You might also include a copy of written communications in the appendix.

REFERENCES AND FOOTNOTES: FURTHER GUIDANCE

Quotations:
These should be typed within single quotation marks, and quotations within quotations should use double quotation marks. Quotations of more than three lines should be set in block form, indented from the margins, and typed single space, without quotation marks.

Titles:
Italics should follow normal publication usage: titles of books, periodicals and artworks should be italicised (not underlined).

1.3 Grammar, Spelling, Punctuation and Acronyms

All text must be carefully checked for grammar and spelling. When using a spell-check facility, make sure it is using British/Hibernian spelling. Thus –
• colour not color;
• behaviour not behavior;
• programme not program;
• [he] practises not practices;
• centre not center;
• organisation not organization;
• analyse not analyze etc.

Also, be careful with words in capital letters: most spell-checks will skip these.

Dashes should be clearly indicated by way of a clear dash, with a space before and after: (-).

However, a hyphen is neither preceded nor followed by a space: eg word-processor.

Apostrophes should be used sparingly. Thus, decades should be referred to as follows: 1990s (not 1990's). Possessives associated with acronyms (for example, NCAD) should be written as follows: 'NCAD's findings suggest that…'. (Note that the term 'it's' means 'it is', the apostrophe denoting a missing 'i'. To indicate possession, the pronoun 'it' uses *no apostrophe*: 'every dog has its day'.)

All acronyms for national agencies, examinations etc should be spelled out the first time they are introduced in text or reference. Thereafter the acronym can be used if appropriate. For example: 'Students in the National College of Art and Design (NCAD) have said ...'

2. PRE-PUBLICATION

Theses submitted for postgraduate degrees may be based in part on writings already published by the candidate, if the studies from which they derive have been substantially completed during

the period of registration for the higher degree. Students should seek the advice and input of supervisors in respect of any plan to publish material related to the research prior to completion of studies.

3. PRESENTATION OF WRITTEN WORK

3.1 Number of Copies

The candidate must prepare a minimum of three copies of the written submission, typed initially in soft binding for examination. An electronic copy in Word.doc format should also be submitted for archival and administrative purposes. Following examination (for MLitt and PhD) the copies must be submitted in fixed, rigid binding, incorporating any amendments required.

3.2 Print and Pagination

The thesis shall be in print on one side only of A4-size paper with pages numbered consecutively (including appendices). Photocopies of good quality are acceptable. The margin at binding edge should be not less than 40mm and other margins not less than 20mm, both for type and diagrams/images. Double or one-and-a-half spacing is recommended, except for indented long quotations, where single spacing should be used. Photographs or diagrams should be related clearly to the text, and should be listed with sources given. Illustrations should be computer-scanned and of good quality (typically 300d dpi or higher in resolution). The pages on which illustrations appear should be numbered in sequence with the rest of the pages of the text. A separate volume for illustrations may be included where appropriate. Appendices should be named alphabetically and should be numbered in sequence with the rest of the pages of the text. A Glossary may be included. Page numbers should be located centrally at the bottom of the page and about 20mm above the edge of the page.

3.3 Front Board and Spine

The copy of the bound thesis shall be bound with boards. The binding shall be of a fixed kind in which leaves are permanently secured. The boards shall have a sufficient rigidity to support the weight of the work when standing upon a shelf. The front board of the thesis shall contain the following information only:

- The title of the thesis
- The initials and name of the author
- Where the thesis consists of more than one volume, the volume number and the total number of volumes
- The degree to be awarded and the date of submission
- The initials and name of the candidate, the degree, and the date of submission, shall be printed along the spine in such a way as to be easily legible when the copy is lying flat with its front cover uppermost.
- All lettering on the cover and the spine shall be of plain graphic design

3.4 Abstract of Thesis

An abstract not exceeding 300 words shall be bound as an integral part of the thesis, and shall precede the main text. A separate copy of the abstract shall also accompany each copy of the thesis submitted. The abstract shall be printed or typed in single spacing and shall indicate the author and title of the thesis in the form of a heading.

3.5 Title Page

The title page of each volume of the thesis shall contain the following information:

- The full title of the thesis, and the subtitle, if any
- If there is more than one volume, the total number of volumes, and the number of the particular volume
- The full name of the author, followed, if desired, by any qualifications and distinctions
- The award for which the thesis is submitted
- The name of the institution to which the thesis is submitted and the faculty to which it is presented:
    The Faculty of X,
    The National College of Art and Design, a Recognised College of the National University of Ireland
- The name(s) of the supervisor(s) of the research
- The month and year of submission

3.6 Declaration

A thesis must contain immediately after the title page:

(a) a declaration that it has not been submitted as an exercise for a degree at any other college or university
(b) a declaration that it is entirely the candidate's own work
(c) a statement that the candidate agrees that the Library may lend or copy the thesis upon request from the date of deposit of the thesis; or else from a date to be agreed with the College up to a maximum of three years from the date of deposit (see below, ACCESS TO WORK).
These declarations should be signed and dated.

3.7 Acknowledgements
A formal statement of acknowledgement must be included in the thesis.

3.8 Table of Contents

The thesis should include a table of contents, and a list of illustrations with sources.

4. ACCESS TO WORK

One copy of every thesis approved for a higher degree will normally be retained in the custody of the Librarian. A thesis so approved may be consulted or copied in the Library or through an inter-library loan. Users must undertake not to use or reproduce material so obtained without the consent of the Librarian and must acknowledge duly the source of such information. Should an author of a thesis wish to withhold permission for the use of his/her work, an application must be made to the Librarian at the time of submission of the thesis for examination. Such applications must have the written support of the student's supervisor and Head of Faculty, and must state the reasons for withholding permission to lend or copy. The maximum length of time for withholding permission shall be three years and may be shortened by notice in writing at any time by the author. During the period of withheld permission to lend or copy, the thesis may be consulted, lent or copied only by written permission of the author.

5. MORE INFORMATION

There are a great many resources available to research writers. These are some that may be of value:

ABOUT THE HARVARD REFERENCING STYLE

Pears, R. and Shields, G. (2008) *Cite them right: the essential referencing guide.* Durham: Pear Tree Books.

GENERAL RESEARCH GUIDES

Bauer, M.W. and Gaskell, G. (eds.) (2000) *Qualitative Researching with Text, Image and Sound: A Practical Handbook.* London: Sage

Bizell, P. (1992) *Academic Discourse and Critical Consciousness.* Pittsburgh, PA and London: University of Pittsburgh Press.

Booth, W., Colomb, G. and Williams, J. (1995) *The Craft of Research*. Chicago: University of Chicago Press.

Brew, A. (2001) *The Nature of Research: Inquiry in Academic Contexts.* London: Routledgefalmer Research.

Boyer, E.L. (1990) *Scholarship Reconsidered: Priorities of the Professoriate*. New Jersey: Princeton University Press.

Brockbank, A. and McGill, I. (2007) Reflection and Reflective Practice. In
A. Brockbank and I. McGill. *Facilitating Reflective Learning in Higher Education.* London: McGraw-Hill, pp. 85-108.

Campbell, A. (2007) *An Ethical Approach to Practitioner Research.* London: Routledge.

Cryer, P. (2000) *The Research Student's Guide to Success.* Buckingham: Open University Press.

Denzin, N.K. and Lincoln, Y.S. (2003) *The Landscape of Qualitative Research: Theories and Issues.* 2nd ed. London: Sage, Chapters 1, 6 and Part III.

Fairbairn, G.J. and Winch, C. (1991) *Reading, Writing and Reasoning: A Guide for Students.* Buckingham and Philadelphia: Open University Press.

Humes, W. and Bryce, T. (2001) Scholarship, Research and the Evidential Basis of Policy Development in Education. *British Journal of Educational Studies*, 49 (3), pp. 329-352.

Kaplan, D. (2004) *The Sage Handbook of Quantitative Methodology for the Social Sciences*. Thousand Oaks, CA: Sage.
Petre, M. & Rugg, G. (2004) *The Unwritten Rules of PhD Research*. Buckingham: Open University Press.

Robson, C. (2003) *Real World Research: A Resource for Social Scientists and Practitioner Researchers.* London: Blackwell.

Schön, D. (1991) *The Reflective Practitioner: How Professionals Think in Action.* Aldershot: Arena.

Walliman, N. (2005) *Your Research Project: A Step-by-Step Guide for the First-time Researcher.* London: Sage Publications.

Wisker, G. (2007) *The Postgraduate Research Handbook.* 2nd ed. Basingstoke, UK: Palgrave.

RESEARCH IN ART AND DESIGN

Balkema, A. W. and Slager, H. (eds.) (2004) *Artistic Research*, Series of Philosophy of Art and Art Theory, Vol. 18. Amsterdam: Lier en Boog.

Biggs, M. (2000) 'The Foundations of Practice-Based Research: Introduction', *Working Papers in Art and Design*, 1 [Online]. University of Hertfordshire. Available at: HYPERLINK "http://www.herts.ac.uk/artdes1/research/papers/wpades/vol1/vol1intro.html"

Biggs, M. (2004) 'Introduction: the role of the artefact in art and design research', *Working Papers in Art and Design,* 3 [Online]. University of Hertfordshire. Available at: HYPERLINK "http://www.herts.ac.uk/artdes1/research/papers/wpades/vol3/mbintro.html"

De Ville, N. and Foster, S. (eds.) (1994) *The Artist and the Academy: Issues in Fine Art Education and the Wider Cultural Context.* Southampton: John Hansard Gallery.

Elkins, J. (ed.) (2005) *The New PhD in Studio Art,* Printed Project, 4. Dublin: VAI.

Frayling, C. (1993) 'Research in Art and Design', *Royal College of Art Research Papers,* 1. London: Royal College of Art

Graves, D. (2002) 'Art as a Rational Activity', *Journal of Aesthetic Education*, 36 (4), pp. 1–14.

Gray, C. (1995) *Developing a Research Procedures Programme for Artists and Designers*. Aberdeen: Centre for Research into Art and Design, Robert Gordon University.

Gray, C. and Malins, J. (1999) 'The Digital Thesis: Recent Developments in Practice-based PhD Research in Art and Design', *Digital Creativity*, 10 (1), pp. 18–28.

Gray, C. and Malins, J. (2004) Visualizing *Research: A Guide to the Research Process in Art and Design.* Aldershot, UK, and Burlington VT: Ashgate.

Gray, C. and Pirie, I. (1995) 'Artistic research procedure: research at the edge of chaos?', *Design Interfaces Conference,* 3. Salford: The European Academy of Design, University of Salford.

Hannula, M., *et al*. (2005) *Artistic Research: theories, methods and practices.* Helsinki / Gothenburg: Academy of Fine Arts/ArtMonitor.

Harrild, A., Frayling, C., Painter, C. and Woodham, J. (1998) *Transcript of Research Seminar on Practice-based Doctorates in Creative and Performing Arts and Design.* Surrey: Surrey Institute of Art and Design.

Holridge, L. and Macleod, K. (2003) 'The Doctorate in Fine Art: The Importance of Exemplars to Research Culture', *The International Journal of Art & Design Education*, 23 (2).

Jones, T. E. (2006) 'The studio-art doctorate in America', *Art Journal* [online]. Available from: HYPERLINK "http://findarticles.com/p/articles/mi_m0425/is_2_65/ai_n16726442" http://findarticles.com/p/articles/mi_m0425/is_2_65/ai_n16726442

Kiljunen, S. & Hannula, M. (2002) *Artistic Research*. Helsinki: Academy of Fine Arts.

Macleod, K. (2000) *The Function of the Written Text in Practice-based PhD Submissions* [online]. Available from: HYPERLINK "http://www.herts.ac.uk/artdes1/research/papers/wpades/vol1/macleod2.html"

Macleod, K. and Holdridge, L. (2004) 'The Doctorate in Fine Art: The Importance of Exemplars to the Research Culture', *International Journal of Art and Design Education* 23 (2), pp. 156–68.

Macleod, K. and Holdridge, L. (eds.) (2005) *Thinking Through Art: Reflections On Art As Research.* London & New York: Routledge.

Mason, J. (2001) *Researching Your Own Practice: The Discipline of Noticing.* London: Routledgefalmer Research.

Newbury, D. (1996) 'Knowledge and Research in Art and Design', *Design Studies,* 17 (2), pp. 215–9.

Rust, C., et al. (2008) *AHRC Research Review: Practice-Led Research in Art, Design and Architecture.* Arts & Humanities Research Council UK.

Seago, A. (1995) 'Research Methods for MPhil and PhD Students in Art and Design: Contrasts and Conflicts', *Royal College of Art Research Papers* 1 (3), London: Royal College of Art.

Seago, A. and Dunne, A. (1999) 'New Methodologies in Art and Design Research: The Object as Discourse', *Design Studies*, 15 (2).

Strand, D. (1998) *Research in the Creative Arts.* Canberra: DETYA.

Strandman, P. (ed.) (1998) *No Guru, No Method? Discussions on Art and Design Research.* Helsinki: University of Art and Design Helsinki.

Weisberg, R. (1999) 'Creativity and Knowledge: a Challenge to Theories', in STEMBERG, R. (ed.) *Handbook of Creativity.* Cambridge: CUP, pp. 226–50.

Winter, R., Griffiths, M. and Green, K. (2000) 'The 'academic' Qualities of Practice: What are the Criteria for a Practice-based PhD?', *Studies in Higher Education*, 25 (1), pp. 25–37.

COMPLETING AN MLITT/PHD

Jackson, C. and Tinkler, P., 2004. *The Doctoral Examination Process: A Handbook for Students, Examiners and Supervisors*. Buckingham: Open University Press.

Marshall, S. AND GREEN, N., 2006. *Your PhD Companion.* 2nd ed. Oxford: How to Books.

Murray, R., 2003. *How to Survive Your Viva: Defending a Thesis in an Oral Examination*. Buckingham: Open University Press.

Phillips, E. AND PUGH, D.S., 2005. *How to Get a PhD: A Handbook for Students and Their Supervisors.* 4th ed. Buckingham: Open University Press.

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B.3   Guidance for Examiners of PhD Degrees

1. Candidates for the degree of PhD are required to have undertaken successfully an investigation and evaluation or a critical study of their approved topic, to have presented a satisfactory thesis and to have demonstrated their understanding of the context and significance of the work. It is a requirement that the programme of work shall result in a significant contribution to knowledge.

2. The Examination Panel for a PhD normally comprises (a) an external examiner appointed by the NUI/UCD (as appropriate) on the recommendation of the Higher Awards Committee, a sub-committee of NCAD's Academic Council, and (b) one internal examiner appointed by the Higher Awards Committee on the recommendation of the Faculty. Where the candidate is a member of NCAD staff the Examination Panel consists of two external and one internal examiners.

3. A copy of the PhD thesis will be sent to each examiner by the Head of Faculty (candidates are permitted to submit the thesis in soft binding for examination purposes). The time required for examination of the thesis, including the viva voce examination, should not normally exceed two months. Where circumstances arise which might substantially delay the examining process, the examiner concerned should inform the Head of Faculty.

4. When reading the thesis, examiners should give particular attention to the following points:

- The originality of the work described and the theories developed in the thesis;
- The candidate's familiarity with the published work of other authors in related areas;
- The candidate's ability to summarise the work of other authors and to synthesise a theoretical framework within which to position the work described in the thesis;
- The candidate's prose style should be appropriate to the discipline, but clear, simple, unambiguous writing, which is syntactically and grammatically correct, is required of all candidates;
- The methodology adopted by the candidate to address the research topic - Is it accurately and comprehensively described? Is it appropriate to the topic? Is the candidate aware of alternative methodologies that might have been employed?
- Is the candidate sensitive to any inherent weaknesses in the methodology? Where a novel method has been developed, has it been tested and calibrated appropriately?
- Experimental Design (where appropriate)
- Presentation of the results of the research. Are the results presented in a clear, accessible way? Are tables, figures or plates, where included, adequately annotated and correctly referenced in the text?
- Interpretation of Results: are the candidate's conclusions reasonable on the basis of the evidence presented? Has the significance of the results been fully appreciated by the candidate? Has the correct statistical analysis been employed (where appropriate) and justifiable conclusions arrived at? Have theories formulated on the basis of the results taken into account relevant findings published by other authors? Has the candidate identified any weaknesses or lacunae in the evidence adduced?
- The bibliography - is it comprehensive and up-to-date? Are references to the published literature annotated accurately and consistently in a recognised citation style?
- Presentation of the thesis - is it free of typographical and other errors?

5. Following receipt of the thesis the examiners shall present independent written reports to the Research Office prior to the oral examination. These reports shall not be made available to the other examiner(s) before the meeting of the Examination Panel; they shall not be available to the candidate or the supervisor(s).

6. The Head of Faculty will make the arrangements for the viva voce examination.
Viva voce examinations should normally be held on campus. Where the nature of the submission requires that the examination take place outside of NCAD, prior permission shall be sought from the Higher Awards Committee and the requirement that the venue allow for proceedings to be undisturbed and uninterrupted must be met. Expenses incurred by the external examiner in traveling to Dublin for the viva will be reimbursed by the NUI/UCD, as appropriate.

7. Care should be taken in choosing the location for the viva to ensure that the examination can be conducted in a relaxed and comfortable atmosphere without risk of interruptions or extraneous noise.

8. The external examiner plays a key role in the viva and should lead the discussion with the candidate and explore the strengths and weaknesses of the research work and the thesis. The examiners should also test the candidate's knowledge of the field and familiarity with recent publications in the area. The internal examiner will be an active researcher in the broad area of the thesis topic or in a cognate discipline and will normally be a member of the academic staff of NCAD. The internal examiner shall not be nor have been involved in the supervision of the candidate.

9. When the examination is complete, the examiners shall recommend one of the following outcomes:

- That the degree should be awarded,
- The degree should be awarded subject to minor corrections to the thesis being made, or to an additional assignment being completed to the satisfaction of the internal examiner within three months of the oral examination,
- That the candidate should revise and resubmit the thesis for examination, under supervision, within the period of one year,
- That the degree should not be awarded and no resubmission permitted.

The recommendation should be recorded on the Examination Report for the Award of a Higher Degree form, submitted to the Registrar by the Chair of the Examination Panel and copied by the Registrar to the Higher Awards Committee. The Higher Awards Committee shall decide, on the basis of the report(s), and where necessary clarification or correspondence with the examiners, to authorise or not authorise the award of the degree of PhD/MLitt.

10. Where the examiners unanimously recommend award of the degree of PhD/MLitt, the Examination Panel shall submit a joint report to the Registrar indicating their opinion on the quality of the thesis and of the research on which it is based, and recommending the award of the degree. Where major or minor corrections to the thesis are required, these shall be clearly described in the report of the Examination Panel, and the internal examiner shall be responsible for ensuring that such corrections have been made to the thesis before award of the PhD/MLitt is approved by the NCAD Examination Board. The Chairperson of the the Examination Panel shall inform the candidate that they have been recommended the award of the degree of PhD/MLitt subject to the approval of the NCAD Examination Board.

11. Where the examiners unanimously recommend that the degree of PhD/MLitt not be awarded, the Examination Panel shall submit a joint report to the Registrar indicating their opinion on the quality of the thesis and of the research on which it is based, indicating the areas of weakness which led to the decision not to recommend the award of PhD/MLitt. The report may include advice to the candidate on ways in which the thesis, or the research on which it is based, could be improved to a standard which might be suitable for re-examination for the award of the degree of PhD/MLitt or another award. The Chairperson of the Examination Panel shall inform the candidate that the Examination Panel has not recommended the award of the degree of PhD/MLitt.

12. Where the examiners are in disagreement and recommend that the degree of PhD/MLitt not be awarded, members of the Examination Panel shall submit separate reports to the Registrar, who will refer the matter to the Higher Awards Committee. The Chairperson of the Examination Panel shall inform that candidate that the Examination Panel has not recommended award of the degree and the matter has been referred to the Higher Awards Committee who will make a recommendation to the NCAD Examinations Board. The NCAD Examination Board may decide to authorise the award of the degree of PhD or not to authorise the award of the degree of PhD/MLitt.

13. If a candidate for the degree of PhD fails to satisfy the examiners and is allowed a resubmission, the candidate may apply for examination for the degree of MLitt, as an alternative to re-examination for the degree of PhD.

14. The examiners' report should be submitted in the appropriate format and will normally be about 500 words in length. The report should be signed by all the examiners.

15. The report should include a brief description of the work presented in the thesis and an outline of its principal conclusions. The report should include a brief assessment of the candidate's knowledge and comprehension of the background to the research topic and the work of other authors in related fields. The examiners should comment broadly on the strengths and weaknesses of the research and of the theoretical framework developed by the candidate in the thesis and at the viva voce examination. The quality of the presentation of the thesis should be mentioned.

16. It is important that there should be consistency between the opinions expressed in the report and the examiners' recommendation in relation to the award of the degree. For example, if several negative comments are included in a report that recommends the award of the degree, the examiners should take care to indicate the strengths of the work which outweigh its weaknesses and which persuaded them to recommend that the degree be awarded.

17. Where minor corrections to the thesis are required by the examiners, a list of these may be attached to the report. Alternatively, the list of corrections required may be given directly to the internal examiner responsible for approving the corrected thesis for submission.

18. Where minor corrections are required, these should be overseen by the supervisor(s), and submitted to the internal examiner for approval.

19. Where the examiners recommend that the thesis be revised and re-examined, the reasons for this recommendation should be outlined in the report. Where possible, the examiners should advise the candidate on areas of weakness which should be addressed in a resubmitted thesis and on errors and/or omissions in the presentation of the work which should be made good in a revised thesis. The examiners may also wish to convey to the candidate through the internal examiner, a more detailed prescription for improvement of the thesis.

20. Where the award of the degree is not recommended, the reasons for this recommendation should be detailed in the report and a report that is longer than usual may be necessary. Examiners should be aware that the candidate may appeal the outcome of the examination to the Examination Appeals Committee. In this event, the Registrar will make the examiners' report available to the committee and to the candidate. For this reason, the decision of the examiners should be justified by reference to the weaknesses in the candidate's work and knowledge apparent in the thesis and as revealed at the viva examination.

21. Under the Freedom of Information Act 1997, all candidates are entitled to request a copy of the examiners' report. It is therefore now the policy of the university to disclose the report to the candidate if requested.

22. Upon approval by the internal examiner and authorisation of the award of the degree of PhD/MLitt by the NCAD Examination Board, two hard-bound copies of the dissertation, including appropriate documentation of practice where relevant, and one soft copy (digital file) shall be submitted to the Faculty. One copy shall be lodged with the Library and the other retained by the Faculty.

* These guidelines are derived from NUI, UCD and University of Ulster guidelines for PhD Examinations, as well as IUQB and HETAC guidelines on good practice.