



Coláiste Náisiúnta Ealaíne is Deartha

National College of Art & Design

100 Thomas Street

Dublin 8

Education:

Postgraduate Programmes Handbook

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1.0 Welcome from Head of Faculty.

Postgraduate research and development is increasingly important in the world of education. However, research in the field of art and design education is relatively underdeveloped in Ireland. The NCAD Faculty of Education has identified the development of such research as a particular priority and in recent years within the Faculty, a significant body of research work has begun to emerge. The Faculty encourages research in all aspects of art and design education. In recent years, post graduate work within the Faculty has covered the following fields of art and design education research:

- Early childhood and primary education
- Second level education
- Further education
- Higher education
- Adult and community education
- Collaborative, contextual and participative art
- Museum and gallery education
- Philosophy of art education
- Comparative art education

The Faculty is motivated by two key objectives in its research policy. The first is the development of a community of scholarship in art and design education. We wish to help practitioners in art and design and in education to reflect upon their practice and to share with their colleagues the results of their research. This brings its own personal value to the experience of each researcher, and it also fosters a collegial community of practice.

The second objective is a strategic one. We are conscious of the need to influence policy makers and practitioners at a time of significant change in Irish education. It is vitally important for the future of Irish education, at all levels and in all settings, that the qualities and attributes of art and design education be expressed and understood. We wish to place the Faculty and its extended family of researchers at the centre of educational discourse in Ireland.

For too long, the arts, including the visual arts, have been seen as peripheral to education policy and practice. We are beginning to build up a body of research which can provide the basis for informed policy making in arts education in the future. I am pleased to welcome you as a postgraduate student the Faculty of Education and I look forward to working with you in pursuit of these objectives.

Professor Gary Granville [Head of Faculty of Education]

2.1 Education: Postgraduate Studies Calendar 2005-2006

Week	Month	Mon	Tues	Wednesday	Thursday	Friday
1	September	26	27	28	29 College Postgrad Induction All Day	30
2	October	3	4	5	6 Education Postgrad Induction Day 14:00-18:00	7 Interdisciplinary PhD Seminar INTRODUCTION 4:30-6:00
3	October	10	11	12 Research Methods #1 16:30-18:30	13	14
4	October	17	18	19 Research Methods #2 16:30-18:30	20	21 <i>tutorial Schedule</i>
5	October	24	25	26 Research Methods #3 16:30-18:30	27	28
6	Oct / Nov	31	1	2	3	4
7	November	7	8	9 Research Methods 16:30-18:30	10	11
8	November	14	15	16 Research Methods #5 16:30-18:30	17	18
9	November	21	22	23 Research Methods #6 16:30-18:30	24	25 Interdisciplinary PhD Seminar
10	Nov / Dec	28	29	30	1	2
11	December	5	6	7	8 Education Postgrad Seminar Day 14:00-18:00	9
12	December	12	13	14	15	16 Interdisciplinary PhD Seminar
	December	19	20	21	22	23
	December	26	27	28	29	30
13	January	2	3	4	5	6
14	January	9	10	11 Research Seminar #1 16:30-18:30	12	13
15	January	16	17	18	19	20 <i>progress report 1</i>
16	January	23	24	25 Research Seminar #2 16:30-18:30	26	27 Interdisciplinary PhD Seminar
17	Jan / Feb	30	31	1	2	3
18	February	6	7	8	9 College Wide Postgraduate Seminar All Day	10 Interdisciplinary PhD Seminar
19	February	13	14	15	16	17
20	February	20	21	22 Research Seminar #3 16:30-18:30	23	24
21	Feb / Mar	27	28	1	2	3
22	March	6	7	8 Research Seminar #4 16:30-18:30	9 <i>End of Year Planning Meeting</i>	10 Practice-based PhD Symposium
	March	13	14	15	16	17
	March	20	21	22	23	24
23	March	27	28	29 Research Seminar #5 16:30-18:30	30	31
24	April	3	4	5	6 *** EDUCATION CONFERENCE	7 *** EDUCATION CONFERENCE **
25	April	10	11	12	13	14
	April	17	18	19	20	21 Interdisciplinary PhD Seminar
26	April	24	25	26	27	28
27	May	1	2	3	4	5
28	May	8	9	10	11	12 <i>progress report 2</i>
29	May	15	16	17	18	19
30	May	22	23	24	25	26
	May / Jun	29	30	31	1	2
	June	5	6	7	8	9 EXHIBITION
	June	12	13	14	15 Exiting Seminar Postgraduate	16

2.2 About Key Days in the Calendar

Please note some key dates from this year's calendar.

- **Thursday 29 September 2005:** College Induction Day - Attended by all college postgraduates including all Education postgraduates. This day helps explain the research context of the College, what it means to be a postgraduate student in the College, and what is expected of postgraduate students. It is also a chance to meet other postgraduates in other disciplines.
11:00 start and 17:00 finish.
- **Thursday 6 October 2005:** Faculty Induction Day – Welcome from Head of Faculty, followed by a discussion of research in art and design education.
14:00 start and 17:00 finish
- **Thursday 8 December 2005:** Faculty Presentation Day - A series of short presentations mainly by postgraduates in the 2nd or later year of study.
14:00 start and 17:00 finish
- **Thursday 9 February 2006:** College-wide Presentation Day -Selected speakers from Education as participants to a larger cross-college list of speakers drawn from postgraduates in all faculties.
Times to be agreed beforehand.
- **Friday 10 March 2006:** NCAD & DIT PhD Symposium.
11:00 - 18:00 pm
- **Thursday 15 June 2006:** Final year postgraduates from across the college - Those in Education who have submitted theses for September 2006 examinations to be available to speak if required.
Times will be agreed with completing students beforehand.

2.3 Education study trips.

Education does not currently organise any study trips in respect of its research students, however, there may be events organised in other Faculties. Education research students may wish to avail of these, where the organising Faculty can provide places.

2.4 Extern visits and assessment deadlines.

The external examiners for Education masters by research students currently do not conduct monitoring visits. Oral examinations are held for PhD students and where appropriate for MLitt also.

3.1 Education: Research Methodologies

Postgraduate work is understood as being a research activity, even with reference to programmes with a large body of taught components. Research is a very broad term, and there are many distinctions that can be made between quantitative and qualitative research, primary and secondary, and so forth. As a postgraduate student at NCAD you will be a member of a research community that includes other postgraduates, College staff and research visitors to the College. Research is centrally important in the development of a postgraduate experience and the Faculty of Education has therefore developed a programme of group meetings to examine how the theme of research sits in relation to individual research projects, interests and concerns. The following series of group sessions will take place on **Wednesday evenings in October and November 2005, in the Postgraduate Resource Room in the Faculty of Education at 16.30.** These will involve participation from several members of staff and some key visitors.

Wk.	Date / Time (Weds.)	Tutor	Topic
1			<i>None</i>
2			<i>None</i>
3	12 Oct. 2005 17:00 – 18:30	GG	The Research Statement and the Research Question
4	19 Oct. 2005 17:00 – 18:30	GG	Research in Education and in Art and Design
5	26 Oct. 2005 17:00 – 18:30	GG	Modes and techniques of educational research
6			<i>None</i>
7	9 Nov. 2005 17:0 – 18:30	GG	The Literature Review
8	16 Nov. 2005 17:00 – 18:30	GG	Planning and Doing your research
9	23 Nov. 2005 17:00 – 18:30	GG	Presenting your research

3.2 Education: Research Seminars

Because postgraduate work is about innovation, and about opening up new paths of enquiry, it is important to share insights into both the ideas and knowledges developed, but also into the process of enquiry itself. Seminar is a part of this process of sharing insight and it differs from a lecture by being driven by emergent knowledges, dialogue, debate and different opinions and positions. A typical type of seminar activity is the *close-reading* session that looks at a given text (or set of texts) in a really thorough and rigorous way. Another aspect of seminar is the review of a given position, say that of a visiting author or curator. Seminar is also the place for students to rehearse their interests and the emergence of their own enquiries and discoveries. The following series of seminars will take place on Wednesday evenings in the **Postgraduate Resource room**, unless otherwise notified. These will involve participation from several members of staff and some key visitors, but will primarily be driven by student inputs. See below for the schedule of sessions.

Week	Date / Time	Tutor	Topic	Location
1	29/9/05 All Day	HoR	College Induction	Handbook
2	6/10/05 14:00-18:00	HoF	Faculty Induction	Handbook
11	8/12/05 14:00-18:00	HoF	Faculty Seminar Day	Student Research Projects.
14	11 Jan 2006 17:00		Seminar 1	Staff researcher presents
15				
16	25 Jan 2006 17:00		Seminar 2	Visiting researcher presents
17				
18	9/2/05 All Day	HoR	College Seminar Day	Student Research Projects
19				
20	22 Feb 2006 17:00		Seminar 4	Student presentations
21				<i>None</i>
22	8 March 2006 17:00		Seminar 5	Student presentations
23				<i>None</i>
24	29 March 2006 17:00		Seminar 6	Student presentations

3.4 Interdisciplinary PhD Research Seminars

NCAD is committed to the development of doctoral studies and to promoting a broad interdisciplinary dialogue among our most advanced research students. A key part of this process will be a regular fortnightly seminar co-ordinated by the Head of Research & Postgraduate Development involving the participation of doctoral students, visiting scholars and practitioners, NCAD staff and

W	Date / Time	Key Person	Topic	Venue
1	Thursday 29/9/05 All Day	HoR	Induction College Postgraduate	G04/G05
2	Thursday 6/10/05 All Day	HoF	Induction Education Postgraduate	Education Seminar Room
2	Friday 7/10/05 16:30-18:00	HoR	Interdisciplinary PhD Seminar #1	HADCom
9	Friday 25/11/2005	HoR	Interdisciplinary PhD Seminar #2	HADCom
10	2/12/2005		None	
11	Thursday 8/12/05 All Day	HoF	Faculty Postgraduate Seminar Day	HADCom
12	Friday 16/12/2005	HoR	Interdisciplinary PhD Seminar #3	HADCom
16	Friday 27/1/2006	HoR	Interdisciplinary PhD Seminar #4	HADCom
18	Thurs 9/2/05 All Day	HoR	College Postgraduate Seminar Day	tbc
18	Friday 10/2/2006	HoR	Interdisciplinary PhD Seminar #5	HADCom
22	Friday 10/3/2006 All Day	HoR	<i>Practice-based PhD Conference</i>	Limerick
25	Friday 21/4/2006	HoR	Interdisciplinary PhD Seminar #6	HADCom

4.0 Postgraduate Learning Resources.

4.1 Bibliography

- Bell, Judith (1991) *Doing Your Research Project, A guide to first time researchers in education and social science* Open University Press; Milton Keynes
- Cohen, L. and Manion, L. (1997) *Research Methods in Education* Routledge; London
- Eisner, Elliot (2004) *Handbook of Research and Policy in Art Education* NAEA; New Jersey
- Eisner, Elliot (1996) *Evaluating and assessing the visual arts in education: international perspectives* Teachers College Press; New York
- Kane, E. and O'Reilly, de Brun (2001) *Doing Your Own Research* Boyars; London
- Scott, D. and Usher, R. (1996) *Understanding Educational Research* Routledge: London

4.2 On-line Resources

One of the most important databases for education research is ERIC [<http://www.eric.ed.gov/>] The Education Resources Information Center (ERIC), sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education, produces the world's premier database of journal and non-journal education literature.

[<http://www.artsconnected.org/>] is a website that attempts to use the archives of two institutions to serve the needs of art educators. It is an example of how an on-line resource and an institutional collaboration may be used to support curriculum delivery.

[<http://www.pbs.org/wgbh/cultureshock/>] is a website that complements a public broadcasting service series on the arts and cultural controversy. It is a teaching resource but also an example of how on-line content may be developed for teaching art issues.

[<http://www.princetonol.com/groups/iad/lessons/middle/arted.htm>] provides a list of sites (mostly US related) which are resources for art educators.

There are many more resources, please inform the Faculty if you find something that you believe may be of general relevance to other researchers.

4.3 Journals of Interest

- *The International Journal of Art and Design Education* (JADE). For more details see [<http://www.blackwellpublishing.com/journal.asp?ref=1476-8062>]
- *Irish Educational Studies* [<http://www.tandf.co.uk/journals/titles/03323315.asp>]

4.4 Some Conferences and Symposia of interest.

4.4.1 ESAI Annual Conference, NCAD April 2006: The Educational Studies Association of Ireland is a voluntary, non-political body, dedicated to the advancement of educational research in Ireland. Its various conferences provide a public forum where research findings are presented, educational ideas are voiced and a richer understanding of educational practice is promoted. Membership of the

Association is open to all those with a research interest in education, whether they work in universities, in colleges, in schools, in managerial bodies, in administrative or policy-making positions, or as unwaged persons. A primary aim of the ESAI is to ensure, as far as possible, that educational discourse in Ireland remains grounded in perspectives which are adequately acquainted with the evidence from the various disciplines of educational research and that educational policy-making at all levels remains similarly informed by arguments which are educationally sound. See [<http://www.esai.ie/>]

4.4.2 NSEAD events and conferences.

If you teach art, craft or design in primary or secondary schools, or in further or higher education - especially teacher educators - this National Society for Education in Art & Design (NSEAD) site is for you. Gallery educators, artists in residence, parents and all those with an interest in arts education will also find much useful information here [<http://www.nsead.org/home/index.aspx>] The following events and conferences are organised in part by the NSEAD.

- TOWARDS NEW WAYS OF TEACHING AND LEARNING WITH CRAFT 3rd October 2005 Reading Museum
- STATE OF THE ART 4 Saturday 5th November 2005 Jordanhill, University of Strathclyde, Glasgow
- InSEA International Conference 1 - 5 March 2006 Viseu, Portugal
- RESEARCH INTO PRACTICE 7 & 8 July 2006 University of Hertfordshire, United Kingdom

5.0 Student entitlements, roles and responsibilities.

This section provides general information about being a student in the Faculty of XXX. It consists of:

- (5.1) four key student tasks
- (5.2) frequently asked questions
- (5.3) further information resources.

5.1 Four Key Student Tasks

In order to help the College provide flexible support to your work in NCAD you are asked to do the following:

5.1.1 E-mail account: Use a regular e-mail account. Make sure that the address is given to the Head of Department, your supervisor, and any key members of staff that you need to communicate with over the time of your studies. This will make it much easier for the College to keep you informed, and for you to keep the College informed of what is happening.

5.1.2 Participate and inform of problems as they arise: It is important that you attend regularly at tutorial, and participate in the relevant seminar series and research sessions provided by the Faculty. If there is some problem arising in respect of attendance and participation please inform your supervisor or Head of Faculty as early as possible. The Faculty wishes to be flexible and supportive of its postgraduate students, so informing us, helps the Faculty to respond better.

5.1.3 Keep a portfolio of work in progress: In order to help the Faculty profile and inform the broader community about your work, interests and experience, you are asked to keep a portfolio in a digital form. (There will be support provided to help you acquire any skills you might need in order to be able to keep a good record of your work.) Building a portfolio of writing in progress on an ongoing basis will make it easier to see the process of your development and learning through the programme. It also means that you can more easily prepare presentations about your work in the future. This portfolio is also an important way of tracking how your concerns and work evolves and may take different turns as it progresses over the years of study.

5.1.4 Complete in conjunction with your tutor a short report on each tutorial you have: In order to help communication between the tutor and the student work clearly, you are asked to complete a short report on each tutorial you have. This means that it will be clear what advice you are receiving, and how you have chosen to act on that advice in actual practice. You are not expected to simply follow

advice and recommendations made in a tutorial: you are expected to make decisions yourself by considering the advice received. Often it will be important that you hear contrary recommendations, and then decide yourself on a course of action. The purpose of the report on a tutorial is simply to help the process of hearing what is said in tutorial, and reflecting on what you yourself have agreed to do. There is a simple form used for this, it is attached in an appendix to the handbook, and available on-line also at [www.ncad.ie/research.]

5.2 Frequently Asked Questions about being a postgraduate student.

These questions are frequently asked:

5.2.1 How often should I have a tutorial?

5.2.2 Will I get to meet other members of staff and visitors apart from my supervisor?

5.2.3 What facilities can I access?

5.2.4 What are the differences between undergraduate and postgraduate work?

5.2.5 What is the difference between a taught masters programme and a research masters programme?

5.2.6 How much written work is there to be done? What is the written component for?

5.2.7 Is there a way of giving feedback to the Faculty about my experiences as a student?

They are answered below:

5.2.1 How often should I have a tutorial?

Answer. There is a wide variability in the rhythm of work which informs tutorial, but there is an important rigour in the tutorial process that requires careful planning and preparation. The following are the recommended durations and frequencies of tutorials which a postgraduate student is both entitled to and required to attend for the academic year 2005-2006 (this is subject to review for following years):

- PhD: minimum of 7 (and a maximum of 10) tutorials – of 45-to-60 minute duration - in a given academic year. Approximately one-per-month.
- Masters by research: minimum of 7 (and a maximum of 10) tutorials – of 45-to-60 minute duration - in a given academic year. Approximately one-per-month.

The schedule of these meetings is to be agreed between the supervisor and the student by **Week 4** of study. The minimum guideline is a strict one, however the maximum guideline may be reviewed if the supervisor in discussion with Head of Faculty deems it appropriate.

5.2.2 Will I get to meet other members of staff and visitors apart from my supervisor?

Answer. There will be an opportunity to speak to other members of staff and to visiting lecturers, usually after week 8, once tutors have had a chance to establish familiarity with their own student

cohort. The way to request a meeting with another member of staff or a visiting lecturer is to make a request in writing to your supervisor. It is recommended that you meet with at least one other member of staff on one occasion in the year for a tutorial.

5.2.3 *What facilities can I access?*

Answer. You are entitled to the following access:

- The Library: Postgraduate students can borrow up to ten books. The loan period is four weeks.
- E-mail: Postgraduate students are supplied with a College e-mail address which is used for all College related communications. You can activate your account by contacting John O'Donnell, IT at Tel: 01 636 4217 / E-mail: itsupport@ncad.ie
- Computer access: Postgraduate students have access to computers in the Education computer lab, however, it is expected that all research students in the Faculty would have in addition to this personal access to both word-processing and the internet.
- Workshop access: As a post graduate student you have access to your department's workshops and by arrangement, workshops in other departments. You should consult with your Supervisor in order to discuss conditions (including safety issues, times of availability and technical assistance). With your Supervisor you can build a specific timetable that addresses your needs without disrupting the under graduate cohorts that use the same facilities.
- Training access: Through the research methodologies programme you will be given practical training in managing your files, preparing images for use as illustration and using Endnote software to prepare references and bibliographies.
- Support Services: The following services are available free of charge to students of NCAD – Dr. Marina Kent attends the College during term time on Monday, Wednesday and Friday mornings. Please consult Reception (Tel: 636 4200) for appointments. The Doctor is located in the Distillers House. Please note that the “Pharmacy” across the road from the main entrance, offers a 10% discount on prescriptions to all students of the College. Ms. Linda Mackin attends the College during term time on Monday and Wednesday afternoons, and all day Tuesday. Please consult Reception (Tel: 636 4200) for appointments. The Counsellor is located in the Distillers House. The Counsellor may also be contacted at 087 951 9819 or E-mail: counsellor@ncad.ie

5.2.4 *What are the differences between undergraduate and postgraduate work?*

Answer. Undergraduate work is a broad and general grounding in a discipline. Postgraduate work is work undertaken at the contemporary forefront of a field. Postgraduate study entails establishing the basis of a viable continuing research practice, a consistency of engagement. This is more than the delivery of a single major outcome - like a final summative thesis. It is about constructing the basis of an ongoing practice as a researcher and writer. While all educational experience will most likely involve some degree of original investigation and invention, postgraduate work is specifically about acquiring sustainable, critically rigorous and advanced ways of working, researching and inquiring. For a more technical and detailed description of MA & PhD qualifications see the Appendices which contain copies of the general descriptors of these awards as defined at a National level.

5.2.5 *What is the difference between a taught masters programme and a research masters programme?*

Answer. Every research student participates in a seminar programme and in a research methods programme, and must produce a major body of work throughout the period of study. Typically a taught

programme involves a series of lecture programmes and set project content as well as seminar, research methods and major final research project.

Both programmes are at the same high level of achievement (both are “masters” level) and both programmes enable students to conduct work at an advanced and cutting edge level. The taught programme is developed as a means of bringing people into an area at an advanced level even though they may not have covered this exact subject area in their undergraduate studies. The taught programme is also very useful in evolving research proposals, whereas the research programme requires a proposal to be set in place at the beginning of the programme of study.

In practice both research and taught modes involve experiencing self-direction, teaching contact and research activity, but differ in the patterning of these different elements.

5.2.6 *How much written work is there to be done? What is the written component for?*

Answer. This will vary according to the programme you are studying. There is generally a minimum maximum word-count specified against all written submissions at postgraduate level. The word count applies to the body of the text, including all appendices, but excluding the apparatus.

<i>Award</i>	<i>Submission</i>	<i>Word Count</i>	<i>Minimum</i>	<i>Maximum</i>
Postgraduate Diploma	Essay	4,000	3,000	5,000
MA/MEd/MSc	Essay	4,000	3,000	5,000
	Final Written Thesis	15,000	12,000	20,000
MFA	Final Written Statement	5,000	5,000	8,000
MLitt	Final Written Thesis	40,000	35,000	45,000
PhD (practice)	Final Written Component	30,000	20,000	40,000
PhD (thesis)	Final Written Thesis	80,000	80,000	100,000

5.2.7 *Is there a way of giving feedback to the Faculty about my experiences as a student?*

Answer. There are three key ways of providing feedback to the Faculty:

- (a) through speaking with your tutor or a member of the teaching team on your programme
- (b) through weekly meetings with the key postgraduate tutor
- (c) through annual feedback forms provided by the Faculty

5.3 Further Information Resources.

There is an on-line support site as part of the College website see www.ncad.ie/research.

6.0 The Supervisor's Role.

6.1 Eligibility to Supervise.

Your supervisor has fulfilled the following criteria in order to be eligible to act as your supervisor. She or he will:

- (i) have the award at the level at which supervision is to be undertaken (or equivalent)
- (ii) be demonstrably research active.
- (iii) participate in activities, on a regular basis, which maintain the currency of their expertise.

6.2 General role of your supervisor.

Your primary supervisor will establish a calendar of meetings with you by week 4 (at the latest) of your studies. You will agree with your supervisor a schedule of activities, tasks and deliverables¹ for the year of study. This will constitute a “learning contract”: that is an agreement between you and your supervisor as to what you are committing to doing and achieving within the year of study. This agreement is very important and defines what it is that you are intending to accomplish and what challenges you are setting for yourself.

Your supervisor will meet with you on this regular schedule, and will review the tutorial report that you produce after each meeting. The supervisor's role will be to promote your decision-making process and not to make decisions for you. As you will already know from your undergraduate studies, it is important that you take control and responsibility for your working process and your work.

6.3 Different advice from your supervisor and other people.

If you have tutorials with other people apart from your supervisor - or when you have seminar sessions - and you receive conflicting advice or feedback from different respondents, it is your responsibility to decide which inputs you will attend to or adopt (*if any*). In general you are not obliged to follow the advice received, but you are asked to describe your reasoning and decision-making in relation to advice received. The most important issue is that you own, reflect upon and demonstrate your decision-making process. The supervisor's role is to suggest, to challenge and to question but not necessarily to have the answers. It is your job to decide which suggestions are worth following, which challenges are worth pursuing, and which questions are most important. This is both the freedom and the difficulty of pursuing a research project as a postgraduate student.

NOTE: In relation to the question of whether you should submit for final examination, it is strongly recommended that you follow the advice of your supervisor, if she/he indicates that you may

¹ A “deliverable” is a concrete thing that you deliver, an outcome of some sort that is tangible.

not have achieved the requisite volume or standard of work. In these circumstances the expertise and experience of the supervisor is paramount.

6.4 Progress Reports.

While it is the joint responsibility of supervisor and student to record what has been discussed and agreed through your tutorial process, the supervisor is also responsible for writing two key progress reports. These reports describe how the supervisor evaluates your progress in your research and recommends whether or not you should proceed with your studies. These reports will be given to you, as well as placed on file. They are normally placed on file by end of **week 15** and end of **week 28** of the academic year.

However, other (supplementary) progress reports may also be filed at other points during the year if the supervisor believes that it is appropriate. (For a copy of a typical progress report form see Appendix B.)

6.5 Seminars and Criticism Sessions.

Your supervisor will whenever practicable attend seminars where you are presenting your work.