

# School of English, Drama and Film

## Information for Students: Structured PhD

### Program Requirements Overview

UCD offers a structured PhD Programme. The College of Arts and Humanities requires that all incoming PhD students obtain at least 30 credits in addition to the dissertation before a PhD will be awarded. This requirement and all other stages and steps outlined in this document also apply to the PhD in Creative Writing.

As part of your successful application your supervisor has finalised a **Research Studies Panel** (or **RSP**) and later examination team (STA, LSA, Viva). The purpose of the RSP is to support the supervisor-student relationship, to monitor the student's progress during the course of their doctoral studies and to provide advice and support both to the student and supervisor.

Research Studies Panels should be taking place at least twice in your first year and at least once in every following year of full-time study.

Students are also required to undergo assessment of their progress in the dissertation in the form of a Stage Transfer Assessment (STA). This should occur before 18 months (upper limit) **full time** after research and 27 months (upper limit) **part time** after beginning their studies. Students must submit work to attend a meeting with their **Stage Transfer Assessment** before being permitted to progress from Stage 1 of the PhD programme to Stage 2.

All documents for an RSP and STA should be submitted to the relevant panel two weeks in advance of the meeting/assessment.

*Further information about the Research Studies Panel and the Stage Transfer Assessment are available on the UCD Graduate Studies [Student Hub](#).*

### Research Integrity Training

Graduate Research Students admitted after 31<sup>st</sup> August 2019 must satisfactorily complete Research Integrity Training. There are currently no credits for this module (for Humanities) *and it is completed online within Brightspace, the UCD virtual learning environment*. More information is available [here](#).

### Important Further Resources

Details of the PhD structure is provided on the [UCD Graduate Studies Website](#) (a crucial site for information about all aspects of PhD structures and protocols).

Graduate Studies often run [Training and Development](#) modules. Their calendar is on their webpages (credited modules will be announced during the year)

“Information for Students: Late Stage PhD Guide”

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[Katherine Fama, Director of Postgraduate Research](#), [Katherine.Fama@ucd.ie](mailto:Katherine.Fama@ucd.ie)

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[Tutor Liaison](#), [naomi.mcareavey@ucd.ie](mailto:naomi.mcareavey@ucd.ie)

[UCD Graduate Research Board](#)

[UCD Dignity and Respect Resources](#)

[UCD Graduate Students Handbook & Research Student Hub](#)

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### Credit Requirements: Modules taken in addition to the Dissertation

All PhD students, and all students re-entering the PhD programme during or after September 2013, are required to complete 30 credits (in addition to preparing their theses), often in years 1-2, before completing their PhD degree.

**Up to 20 credits** may be awarded for prior or concurrent learning (relevant coursework completed in a taught MA, external PhD credits, or their equivalent), subject to the approval of the Graduate School Board of the College of Arts and Humanities. Students who are awarded these credits are therefore subject to a requirement to complete a further **10** credits (or the balance) to fulfil credit requirements.

For 20 credits Recognition of Prior Learning (RPL), you must wait until after your second RSP meeting and complete an online [form](#). In the application, you need to be specific about the modules you would like recognised, explain how they relate to your PhD studies, and include an academic transcript of the degree for which they were studied. Please consult with your supervisor regarding this form. Once your application has been completed, please email [graduateedf@ucd.ie](mailto:graduateedf@ucd.ie) to inform the Graduate Administrator that you have made the application.

### Recommended Credit Options Overview

Once registered, [all detailed information and submission dates](#) should be found on Brightspace. While students can take these modules over the course of their degree, students can only register for modules in the current academic year. It is not possible to register for modules a year in advance.

#### **PhD (Level 5) modules available to PhD students in the School.** (Katherine.Fama@ucd.ie)

ENG50010 English, Drama and Film Career Development (5 credits) SPRING

ENG50030 English, Drama and Film Graduate Research Culture (5 credits) SPRING

EDF50010 Graduate Futures (5 credits) SPRING

#### **College Tutor Training Module:**

HUM50010 English, Tutor Training for Arts and Humanities (10 credits) AUTUMN

\*TAKEN WHILE TUTORING Naomi McAreavey, [naomi.mcareavey@ucd.ie](mailto:naomi.mcareavey@ucd.ie)

#### **Level 4 MA modules** (Additional Level 4 modules may be taken for credit. See below)

ENG 42090 Public Humanities and Ireland (10 credits) AUTUMN

Clare Hayes-Brady, [clare.hayes-brady@ucd.ie](mailto:clare.hayes-brady@ucd.ie)

#### **Creative Writing Modules:** [CWRT 40160 Sound & Visual Poetry](#) (for Creative Writing PhD only)

\*\*Level 5 Modules are **Pass/Fail**. The current convenor of these modules is Dr. Katherine Fama. Students must present evidence to doctoral studies panels of having completed any required modules. Full Details on School and Tutor Training Modules are given in the next section.

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### Creative Writing Program Credits

The following 10 Credit MA Module can also be taken for credit as part of the CREATIVE WRITING Structured PhD. Check with your supervisor first before registering. Your supervisor will also be able to advise you on the module syllabus, date, time, and assessment. You can register via an online form during the standard UCD module registration period. See [Grad Studies information](#) on how to register.

#### [CWRT 40160 Sound & Visual Poetry](#)

This is an exploratory seminar and workshop in poetry. We will closely read the work of a number of poets alongside essays on poetics in order to gain a better understanding of what poetry might be and do. Part of this course will consider the presentation of poetry through display, exhibition, emplacement, and performance. By doing this we will develop an understanding of the poem's relation to audience and context, and will think about how performance and visual form co-construct a poem's meaning. Students' own expertise and curiosity will contribute to the module and support them in framing and extending traditions.

The aims of this module are to:

- facilitate analysis and discussion of a variety of poetry, especially contemporary experimental poetics and their roots.
- encourage practise and experiment with techniques used by poets considered on the module.
- develop a deeper understanding of the drafting and revision process.

### Registration for ENG modules:

Students may register to School modules for PhD students via SISWeb during the standard registration period each trimester (generally the first 2 weeks of the trimester). Students who commenced their studies in January or May need to enrol for all modules via Registry during the standard UCD enrolment period. See [Grad Studies information](#) on how to register via the online form request.

Students who wish to take other modules in the School or elsewhere in UCD should secure the module coordinator's permission and register via an enrolment form to Registry during the standard enrolment period (see [Grad Studies information](#) on how to register via online form request).

If you missed the standard registration period, please contact the Graduate Administrator. The office operates on a part time basis, so students are strongly advised to arrange a convenient time at which to contact. The contact email is: [graduateedf@ucd.ie](mailto:graduateedf@ucd.ie)

Students must inform their supervisors about any academic work which they intend to undertake in addition to their dissertations.

Once registered for Level 5 modules, students should contact Dr. Katherine Fama as soon as possible to discuss the particular requirements of their chosen module. Graduate modules are subject to the same regulations as undergraduate modules with regard to assessment, submission and fees

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associated with a failed attempt. Please note that non-completion of the module will require the student to repeat the module and to pay the associated fees.

If a student anticipates difficulty in completing the module, they should contact Dr. Fama **immediately**, and **before the end of the trimester**

### **School & College Level 5 Module Details:**

#### **ENG50010 English, Drama and Film Career Development (5 credits)**

This module will aid students in developing professional skills. Students must attend workshops on professional and career development as offered by the School or University (including Graduate Futures); Such workshops may include issues such as **CV writing, grant applications, interview techniques, research collaboration, conference organisation, book and journal publication, teacher training, and skills awareness.**

To complete this module, students will submit the following material:

1. a list of all workshops attended (minimum 3)
2. **three** self-reflective reports ( up to 500 words each) in response to three of the workshops attended.
3. Students must in addition produce any one of the following: **any funding grant application, evidence of conference/ symposia / research, relevant event organisation, peer-reviewed journal reports, academic book review or draft academic CV.**

\*\*\*Submissions are subject to University Regulations. **Failure to submit will result in a fail grade, and students must pay the requisite fee for repeats.** Late submissions are subject to usual regulations, and students must seek permission for extensions, supported by relevant documentation. Submissions will not be accepted more than two weeks after the deadline. Any later, and requests for extenuating circumstances must be referred to the Graduate School of Arts and Humanities for review and for a decision.\*\*\*

### **Assessment** (Pass/Fail) Summary of assignments required:

1. List of workshops attended (incl. date and time, and name of workshop leader)
2. **Three** self-reflective reports (500 words each)—one each on three of the workshops attended
3. **ONE** of the following:
  - Draft Academic CV
  - evidence of conference/ symposia / research relevant event organisation
  - peer-reviewed journal reports
  - Seed funding or other grant application
  - peer-reviewed journal report
  - academic book review
  - academic essay/ article accepted in a scholarly publication or online platform

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### ENG42090 Public Humanities and Ireland: Sources and Resources (10 Credits)

Course Leader: Associate Professor Clare Hayes-Brady, [clare.hayes-brady@ucd.ie](mailto:clare.hayes-brady@ucd.ie)

Public humanities has been defined as 'the work of engaging diverse publics in reflecting on heritage, traditions, and history, and the relevance of the humanities to the current conditions of civic and cultural life.' This module will introduce students to key sources and resources relating to the promotion of public engagement with literature and culture in Ireland and globally.

Through these seminars, and through site-visits to various cultural institutions, we will reflect on and analyse the relevance of the humanities in Irish and broader culture, historically and in a contemporary context. We will consider what we mean by public humanities and its relationship to academic work; explore the value of archives and collections; investigate the nature of government policy and funding, and consider the significance of selected artistic initiatives and literary projects (e.g public arts and activist writing, the Irish Poetry Reading Archive, the Digital Platform for Contemporary Irish Writing, Radio MoLI, local/national/ international literary events and prizes, etc). We will also examine and discuss the impact of recent cultural initiatives, nationally and internationally, that seek to promote diversity, access and greater public inclusion. We will consider the roles of major institutions and systems in the public cultural imagination and discuss the role of the contemporary university in Ireland and abroad.

This is a skills-based module, and our discussions will be grounded in learning about the skills associated with these questions and pursuits. Students will be invited to develop new writing and research capacities, to consider different registers and purposes of address and to enhance their critical, analytical and communication skills

Assigned readings will be posted on Brightspace prior to each seminar. These will include readings proposed by the guest speakers. The module will be assessed on a portfolio basis, with students required to complete 4 of a range of short assignments across the term.

### HUM 50010 Tutor Training for Arts and Humanities (10 credits)

\*\*\*THIS MODULE IS ONLY AVAILABLE TO STUDENTS WHO HAVE BEEN OFFERED TEACHING by the College of Arts and Humanities. It is important to note that The School of English, Drama, Film, and Creative Writing cannot guarantee teaching for all students \*\*\*

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HUM50010

# Tutor Training for Arts and Humanities



### Support professional development

Help prepare you for an academic position or a range of other career paths

### Enhance teaching practice

Support you in your role as a postgraduate tutor and develop and enhance your skills and confidence as a university teacher

### Co-created by tutors

Module developed in partnership with experienced tutors from a range of Arts and Humanities disciplines with funding from the National Forum for the Enhancement of Teaching and Learning in Higher Education

### Overview

This 10-credit module focuses on your needs and priorities as a postgraduate tutor, with each learning unit addressing different aspects of your role, from planning and delivering classes, to facilitating learning within the classroom, to assessment and feedback. Each unit offers hands-on support, guidance and advice to assist you in your ongoing work as a tutor, and throughout the module you will be encouraged to critically reflect upon, develop, and enhance your teaching practice in the context of the modules on which you are tutoring.

### Critically reflective practice

Peer learning is a key aspect of the module so you will be invited to share your experiences with tutors from different disciplines and learn from each other. The module complements tutor support structures within your school and modules but focuses more broadly on developing your skills in teaching, learning and assessment. And through the critically reflective practice that the module fosters and encourages, you will further refine a range of transferable skills such as presentation and communication skills, active listening, constructive feedback, emotional sensitivity, complex problem-solving skills, and flexibility.

### Learning outcomes

1. Create structured lesson plans and accessible learning resources that engage students and support module teaching, learning and assessment outcomes.
2. Critically evaluate a variety of teaching and learning methods to facilitate student learning across a range of classes, modules, and stages, and different student abilities, learning styles, and cultures.
3. Utilize the potential of the VLE to support students and module outcomes, and critically evaluate different educational technologies available to support teaching, learning and assessment activities.
4. Contribute to the assessment of a module by grading with accuracy and consistency, providing fair and constructive feedback, and helping to ensure academic integrity.
5. Understand school and university policies regarding the role, duties and responsibilities of the tutor as part of a teaching team and under the direction of a module coordinator.

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### Approaches to teaching and learning

This is a **blended module** that combines online learning materials on Brightspace with some traditional face-to-face teaching to allow busy tutors the **flexibility** to fit the work around your teaching responsibilities, PhD research, and other commitments. The module will be offered over **twelve weeks** (beginning two weeks before the start of the semester) but you are free to engage with the learning materials at times that suit you. You are required to attend **three synchronous sessions** over the course of the semester and you will also be part of a semi-formal **peer group** that will meet once a week.

### Learning units

- Introduction: Preparing for your first teaching experience
- Lesson Planning I: Teaching to module outcomes
- Teaching Strategies I: Teaching style
- Teaching Strategies II: Engaging students
- Assessment I: Grading
- Lesson Planning II: Peer observation
- Teaching Strategies III: Facilitating group work
- Assessment II: Feedback
- Supporting Students
- Review: Enhancing practice

### Assessment

80% Portfolio: Choose four of eight options including lesson plans, teaching philosophy, evaluation of new teaching methods/tools, grading and feedback samples, peer observation, facilitating group work.

20% Peer Group: Participation in weekly peer group discussion and activities with short (300 word) reflection on what you learned by engaging with your peers.

All work on the module involves critical reflection, and you will be given models for critically reflective practice and writing.

The module is assessed Distinction/Pass/Fail

### For more information

Please email the module coordinator Assoc. Professor Naomi McAreavey at [naomi.mcareavey@ucd.ie](mailto:naomi.mcareavey@ucd.ie)



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### Current Credit Alternatives at UCD

Students may choose to take relevant **Level 4 MA seminars (10 Credits)** from those currently offered by the school. Students however may not register for such modules without (1) the prior approval of their supervisor(s) and (2) the approval of the module convenor concerned. You must also inform the Graduate Administrator, by emailing [graduateedf@ucd.ie](mailto:graduateedf@ucd.ie). If permitted to register for an MA module, PhD students must undertake all aspects of the module, and must complete all assessments.

- The College is offering a new module, **HUM50000 Critical Acting** (10 credits) Please Email Wolfgang Marx at [wolfgangmarx@ucd.ie](mailto:wolfgangmarx@ucd.ie) for more information. [Enrollment Information](#) (Please Choose Method B)
- **HUM40050 Arts and Events Programming** (10 Credits) with Jenny Jennings. This module proposes to ask a set of philosophical and practical questions for students curious about a career in arts and event programming. With guest lectures and panels from top Irish and international programmers speaking about their preoccupations and approaches, the module aims to create a creative, entrepreneurial and ethical framework for arts and events programmers. Begins 23rd September.
- **UCD Teaching and Learning** offer a Tutor Induction Module (5 Credits) at the beginning of trimester 1 and 2. More information here: <https://www.ucd.ie/teaching/professionaldevelopment/tutorsanddemonstrators/>
- The UCD Centre for Cultural Analytics offers the module EDF40060 Digital Methods and Data Literacy (10 Credits, Spring trimester) Further information can be found [here](#) and on the Digital Methods and Data Literacy [site](#). Inquiries may be directed to Gerardine Meaney, [gerardine.meaney@ucd.ie](mailto:gerardine.meaney@ucd.ie), Director of the UCD Centre for Cultural Analytics.
- The College has approved modules offered by UCD's **The Innovation Academy** information accessible here <https://www.innovators.ie/phd-modules/> (You are required to secure your supervisor's permission).

The School recommends that students take **at least one Level 5** module (MA modules are Level 4), though preferably students should take two modules at Level 5, in anticipation of any new regulation which might dictate that Level 5 modules only may be counted towards a PhD degree.

Students might also take modules for **registered concurrent credit** outside of the school (*but do consult with your supervisor and inform the PhD Coordinator/Administrator in advance to arrange for approvals and credit*)

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### Progress in the Dissertation: Transferring from Stage 1 to Stage 2

The Research Studies Panel (RSP) and the Stage Transfer Assessment (STA) Panel

#### What does 'Stage 1' mean?

Stage one of the PhD programme is a probationary period. Students are required between 'a minimum three trimesters and maximum of six trimesters of registration full-time, or a minimum of six trimesters and maximum of twelve trimesters part time' to demonstrate that they have made sufficient progress in this initial phase to complete their research at the required standard. This is usually within 18 months of commencing their studies at UCD.

#### What happens at the end of 'Stage 1'?

The student's supervisor will organise a Stage Transfer Assessment Panel, comprising the members of the student's doctoral studies panel, and one other member of staff. All documents for a Stage Transfer Assessment should be submitted to the panel two weeks in advance of the meeting.

The student will submit the following and be ready to discuss their work with the panel:

- a 10,000 word research piece (usually a chapter) to the panel,
- a written statement of progress and a research plan
- Research and Development Plan (RPDP) completed and signed from the most recent RSP (usually taken place at least 2 months before the STA)

RPDP Info accessible below:

<https://www.ucd.ie/graduatestudies/researchstudenthub/trainingdevelopment/rpdp/>

The supervisor will submit a report on the student's progress. The examination panel will then convene to interview the student, discussing both the research piece and the student's progress, and his/her plans for completion of the project. In the School of English, Drama and Film the Assessment Panel will base its judgement on:

- a) a written statement of progress and a research plan from the candidate;
- b) review of the student's most recent signed and completed RPDP
- c) a written progress report from the Principal Supervisor
- d) an interview with, and presentation by, the candidate. This may take place online.

The panel will then make a recommendation to the Graduate Research Board as to whether:

- (a) the student's progress is satisfactory, and the student should be allowed to progress to stage two
- (b) the student's progress is not yet sufficient to progress to stage two, and the student should be given the chance to resubmit his/her work for assessment after another specified number of months

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(c) the student should be required to exit the programme or transfer to another programme..

### **What is the difference between a Research Studies Panel and a Stage Transfer Assessment Panel?**

The **Research Studies Panel** (RSP) comprises the student's supervisor(s) and at least two other members of staff. This panel will meet with the student at least once per year (**twice** in the first year of new students from 2019) to review work, discuss the student's progress, and any other issues the student may wish to consider.

The **Stage Transfer Assessment** (STA) Panel comprises a Chair and two faculty members (may be from a different School). This panel convenes only once, to assess the student's progress as outlined above. The supervisor and the Research Studies Panel members are not permitted to sit on this panel.

*All documentation for an RSP or STA should be submitted to the relevant panel at least two weeks in advance of the meeting.*

### **Additional Guidance on PhD Creative Writing**

#### Creative Component:

Your research will be primarily practice based, that is carried out through your own creative practice, and will lead to a novel, a collection of short stories, a book length poetry collection or other major piece of writing.

#### Critical Component:

Students will produce a critical commentary that meets doctoral level requirements for literary scholarship, contextualises their own writing and demonstrates an understanding of the writing process. This component of the dissertation has taken many forms in our School but is not limited to these:

- scholarly analysis of a particular genre, such as historical fiction or ecopoetics,
- a detailed study of one or more writers,
- an exploration of a particular concept or idea.

This work would usually take the form of a 20-40K piece of critical writing. We find that achieving the necessary research base for this work requires reading 300-400 works of criticism, creative writing, and historical or formal contexts.

When working towards a PhD both the creative and critical components should be considered as research methods that address the questions identified at the start of your doctoral study (see guidelines for a proposal below). In both RSP advising sessions and STA or LSA examinations, these two parts of the dissertation will be read and considered together; the student will be required to put them into productive conversation.

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### Graduate and Postgraduate Research Community English, Drama, Film, Creative Writing

#### School and College Representation

College Representative, School Representatives, Tutoring & Occasional Lecturing Representatives

#### Community Contact Lists (Please opt in)

Tutors Whatsapp Group, PhD Email Lists (By Year)

Student Profiles (Please Create and Update). Contact [graduateedf@ucd.ie](mailto:graduateedf@ucd.ie)

#### Graduate Futures Workshop

The Graduate Futures Workshop is intended to help later-stage PhD Candidates, recent graduates, and early-career staff in the School prepare for the job market, articulate skillsets, and prepare materials. It's designed for supportive peer review and mentoring. Please email [Katherine.Fama@ucd.ie](mailto:Katherine.Fama@ucd.ie) to join the mailing list.

**EDF Graduate Society**, William Perry

#### Conferences & Publications

Humanities Institute Graduate Seminar

June EDF Research Symposium

*Belfield Review*

The Belfield Literary Review is an annual journal which deals with the interface between critical and creative work, hybrid texts and the experimental

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