

## D6.5 REPORT

# SUPERVISION MODELS IN FILM AND MEDIA PhD EDUCATION

WP 6 Research and Innovation

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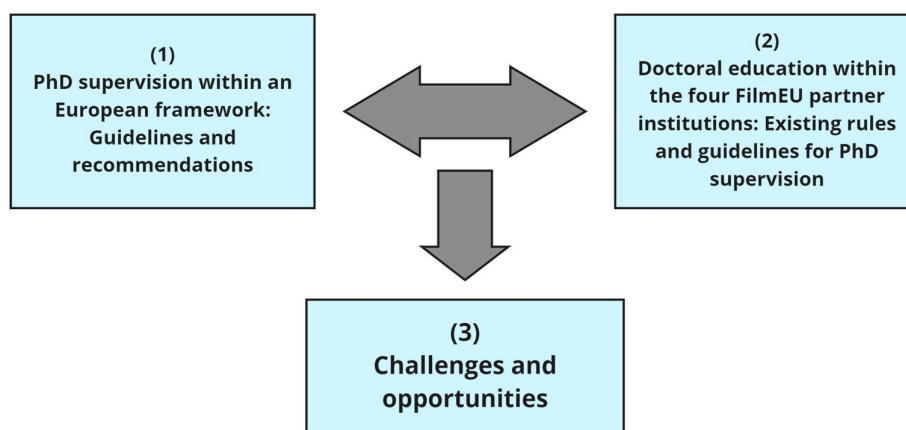
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## 1. Introduction

FILMEU – The European University for Film and Media Arts, (Project: 101004047, EPP-EUR-UNIV-2020 — European Universities, EPLUS2020 Action Grant), brings together four European Higher Education Institutions: Lusófona University from Lisbon (henceforth, LU), Portugal; BFM/TLU – Baltic Film and Media School, Tallinn University from Tallinn, Estonia (henceforth, BFM); LUCA School of Arts from Brussels, Belgium; and Dún Laoghaire Institute of Art Design and Technology, from Dublin (henceforth, IADT), Ireland. Together, these institutions collaborate around the common objective of jointly promoting high-level education, innovation and research activities in the multidisciplinary field of Film and Media Arts and, through this collaboration, consolidate the central role of Europe as a world leader in the creative fields and promote the relevance of culture and aesthetical values for our societal wellbeing.

This report is dedicated to the topic of doctoral education and supervision in FILMEU. The first section provides a literature overview of the European policy papers that are pertinent to the discussion of doctoral education. By presenting an insight into previous studies and surveys of doctoral education until today we aim to provide a general

conceptual framework that maps important principles and guidelines of doctoral supervision. The next section moves away from this “macro” European perspective and offers an overview of the current doctoral requirements and supervision capacities existing within the four institutes of the Alliance. Putting the current state of affairs against the background of the recommendations of the first section, will allow us to conclude this report with a number of challenges and future opportunities for doctoral education and supervision in FILMEU.

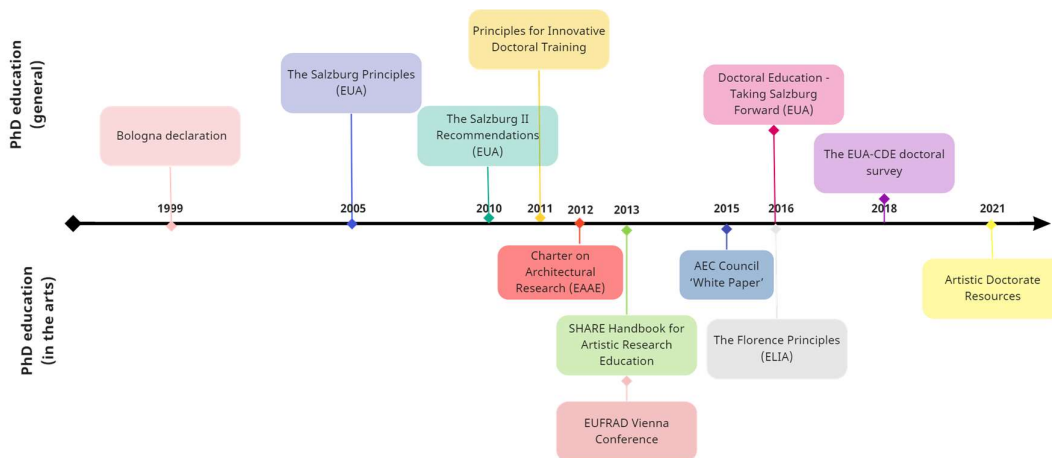


**Figure 1** – Research Design Task “Supervision models”

## 2. PhD supervision within an European framework: Guidelines and recommendations

The discussion of PhD supervision models for artistic research should be placed within a broader European context of position and policy papers, surveys, reports and handbooks that have been published ever since the Bologna declaration in 1999; a selection of which have been mapped on the timeline below.<sup>1</sup> The boxes above the line represent papers on doctoral education in general. They provide an encompassing framework of principles and guidelines for the boxes below which deal more specifically with papers on doctoral education in the arts.

<sup>1</sup> Partly based on the literature overview as included in The Florence Principles on the Doctorate in the Arts by ELIA (2016).

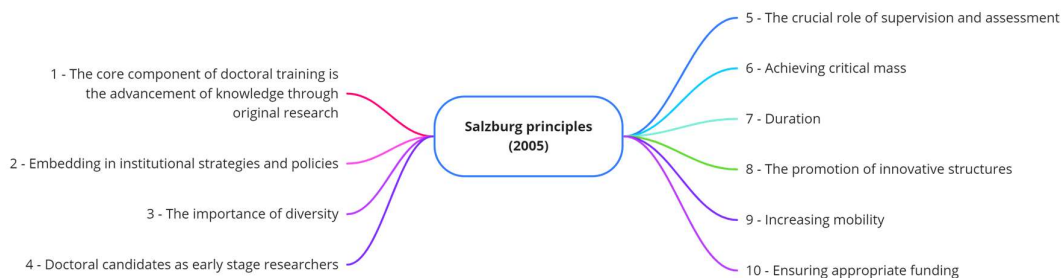


**Figure 2** - A timeline of position papers and reports on PhD education in Europe

## 2.1 Guidelines for doctoral education in Europe

An indispensable document when it comes to defining the policy of doctoral education in Europe was the publication of **The Salzburg Principles** in 2005. This document laid the foundation for discussing doctoral education in the context of the Bologna Process. Under this process, European governments participate in discussions regarding higher education policy reforms and strive to overcome obstacles to create a European Higher Education Area. To this aim ministers added several Action Lines including one, entitled “European Higher Education Area and European Research Area – two pillars of the knowledge based society”, that highlights the key role of doctoral programmes and research training.

The Bologna Seminar on “Doctoral Programmes for the European Knowledge Society” which was held in Salzburg offered the first major forum to discuss this new Action Line in the Bologna Process. From these talks a consensus emerged on a set of ten basic principles which can be listed as in Figure 3.



**Figure 3** - The Salzburg principles (2005)

Although these principles were formulated as intentions more than 17 years ago, they still remain to date “part and parcel of almost all discussions about doctoral education”.<sup>2</sup> The crucial role of supervision and assessment is explicitly highlighted under principle five which reads as follows:

**The crucial role of supervision and assessment:** in respect of individual doctoral candidates, arrangements for supervision and assessment should be based on a transparent contractual framework of shared responsibilities between doctoral candidates, supervisors and the institution (and where appropriate including other partners).<sup>3</sup>

In 2010, the EUA provided an update of these principles in the **Salzburg II Recommendations**, a paper intended to serve as a “reference document for those who are either shaping doctoral education in their country, or institution, or those who are involved in other aspects of the process of doctoral education reform.” To the original conclusions and recommendations from the Bologna Seminar in Salzburg, the paper added a series of “clues to success” including the one below which makes reference to the fifth Salzburg Principle. Rather than adhering to the traditional one on-one supervision model, the clue stresses the role and responsibility of the institution within the doctoral process.

As stressed in the fifth Salzburg Principle, supervision plays a crucial role. Supervision must be a **collective** effort with clearly defined and written responsibilities of the main supervisor, supervisory team, doctoral candidate, doctoral school, research group and the institution, leaving room for the individual development of the doctoral candidate. Providing professional development to supervisors is an **institutional responsibility**, whether organised through formal training or informal sharing of experiences among staff. Developing a **common supervision culture** shared by supervisors, doctoral school leaders and doctoral candidates must be a priority for doctoral schools. Supervisors must be active researchers.<sup>4</sup>

In 2011, the European Commission’s Directorate-General for Research and Development published the position paper **Principles for Innovative Doctoral Training**.<sup>5</sup> Defined with the help of experts from university associations; industry and funding organisations, these principles reflect the Salzburg Principles of EUA, good practice in Member States and the Marie Curie experience and adds transferable skills training and quality assurance to the list of recommendations for third-cycle

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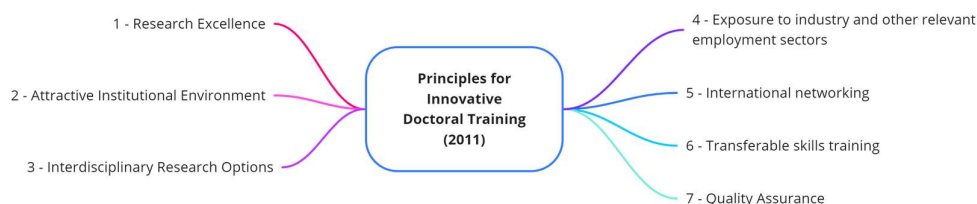
<sup>2</sup> Florence Principles, p. 5

<sup>3</sup> <https://eua.eu/resources/publications/626:salzburg-2005-%E2%80%93-conclusions-and-recommendations.html%C2%A0>

<sup>4</sup> <https://eua.eu/resources/publications/615:salzburg-ii-%E2%80%93-recommendations.html>

<sup>5</sup> [https://euraxess.ec.europa.eu/sites/default/files/policy\\_library/principles\\_for\\_innovative\\_doctoral\\_training.pdf](https://euraxess.ec.europa.eu/sites/default/files/policy_library/principles_for_innovative_doctoral_training.pdf)

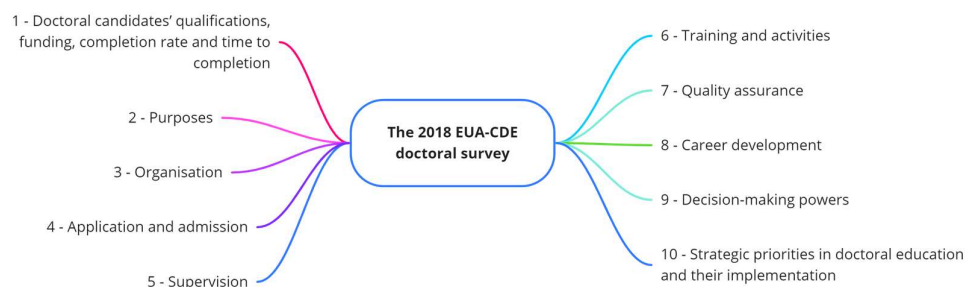
education. New is the much debated emphasis on ‘employability’ as reflected by the point on ‘exposure [of doctoral candidates] to industry and other relevant employment sectors’.



**Figure 4 – The Principles for Innovative Doctoral Training (2011)**

Further building on The Salzburg Principles from 2005 and the Salzburg II Recommendations from 2010 is the paper **“Taking Salzburg Forward”**. Based on an extensive consultation process with over 200 universities from 39 countries, these recommendations aim “to strengthen the implementation of the Salzburg Principles”, and “to assist universities in addressing new challenges in doctoral education.”<sup>6</sup> It also included new themes, which had been less frequently addressed in the previous years, such as research ethics and research integrity, the increased importance of digitalisation for the doctorate and the globalisation of research.

A more recent and comprehensive publication with an increased focus on supervision is the report entitled **“Doctoral education in Europe today: approaches and institutional structures”**. Published in 2019 by the European University Association (EUA) this survey provides an overview about the current landscape of doctoral education in Europe along a series of ten key aspects:<sup>7</sup>



<sup>6</sup> [https://eua-cde.org/downloads/publications/2016\\_euacde\\_doctoral-salzburg-implementation-new-challenges.pdf](https://eua-cde.org/downloads/publications/2016_euacde_doctoral-salzburg-implementation-new-challenges.pdf)

<sup>7</sup> <https://eua.eu/downloads/publications/online%20eua%20cde%20survey.pdf>

**Figure 5** – The ten key aspects of the 2018 EUA-CDE doctoral survey.

With regard to the dimension of doctoral supervision, universities were asked two address two key questions:

- (1) What institutional rules and guidelines are in place to organise various aspects of supervision, ranging from the appointment procedure for supervisors to their training?
- (2) To what extent do early-stage researchers find themselves supervised by a single supervisor or a supervisory team, either with members internal to the institution or from other universities?

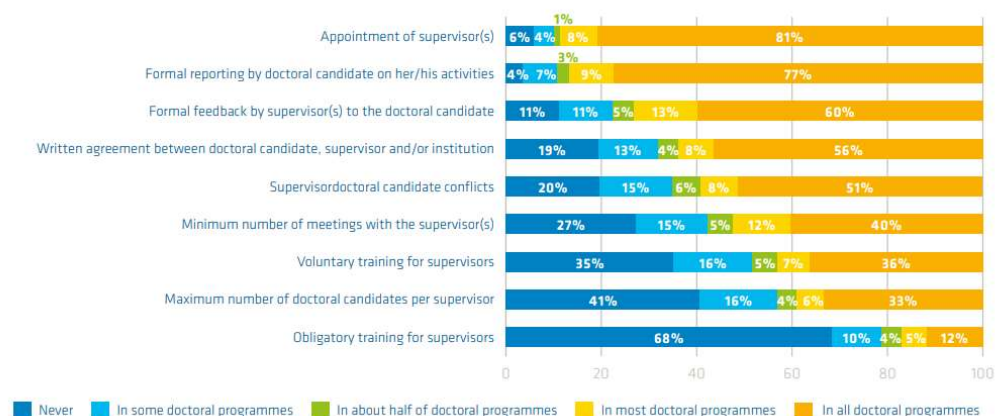
With regard to the first question of regulation, the results showed that rules and guidelines are in place for most aspects of doctoral supervision. As can be seen in Figure 5 high rates were obtained in the responding universities regarding the categories of “appointment of supervisor(s)” (89%), the “formal reporting by doctoral candidates on their activities” (86%) and “formal feedback by supervisor(s)” (73%). These results are in line with the Salzburg Principles published as mentioned above, which urged higher education institutions to have in place “[...] arrangements for supervision and assessment [based] on a transparent contractual framework of shared responsibilities [...].”

To a lesser degree but still significantly present in a majority of responding universities are rules and guidelines for “written agreements between the candidate, supervisor and/or the university” (64%), “supervisor-doctoral candidate conflicts” (59%) and the “minimum number of meetings with the supervisor(s)” (52%).

Interestingly, the report also reported some lower rates. This is especially the case when it comes to training for doctoral supervisors, both “voluntary” as well as “obligatory”. The former is regulated in 43% of responding universities, either “in most” (7%) or “in all doctoral programmes” (36%), whereas the latter was only reported in 17% of the responding universities, either “in most” (5%) or “in all doctoral programmes” (12%).



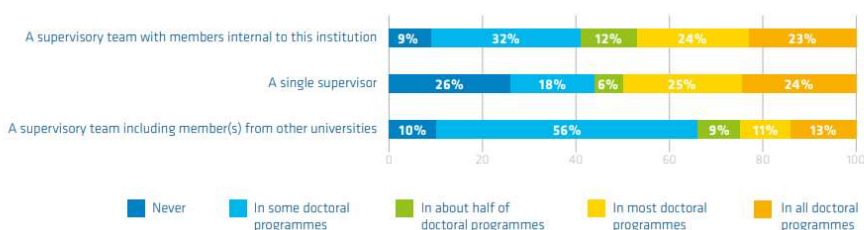
In your institution, are there rules or guidelines regarding the following aspects of doctoral supervision?



**Figure 6** – Rules and guidelines on supervision (after the 2018 EUA-CDE doctoral survey, p. 23).

With regard to the second question, the European aggregate results indicate that the practice of supervision has evolved towards a collective effort, with several supervisors increasingly working together (Figure 6). Although single supervision is still the dominant form of doctoral supervision in 49% of the responding universities, either “in most” (25%) or “in all doctoral programmes” (24%), we can nevertheless discern an equal trend towards supervision in teams (47%), either “in most” (24%) or “in all doctoral programmes” (23%). Moreover, teams of supervisors with members from other universities can be found in 24% of responding universities, either “in most” (11%) or “in all doctoral programmes” (13%).

To what extent are doctoral candidates in your institution supervised by ...?



**Figure 7** – Team vs. Single supervision (after the 2018 EUA-CDE doctoral survey, p. 24).

Overall the results show that doctoral supervision has in many ways developed into a well-regulated and collective effort. Regulations cover vital aspects of doctoral supervision while supervisors increasingly work jointly with supervisory teams

consisting of colleagues from inside and (to a lesser extent) outside the same university.

## 2.2 Guidelines for doctoral education in the arts

While the above-mentioned papers provide crucial reference points for the continued implementation of reforms in doctoral education, they do not focus directly on its implications for doctoral education in the field of artistic research. This issue is addressed in several other position papers and white papers that have been published over the last years and that openly deal with the topic of doctoral education in relation to the arts. They include, among others, the 2012 Charter for Architectural Research produced by The European Association for Architectural Education (EAAE) and the 2015 White Paper on the important role of artistic research in the field of musical arts produced by the Association Européenne des Conservatoires, Académies de Musiques et Musikhochschulen (AEC).<sup>8</sup>

The most comprehensive publication to date is the **SHARE Handbook** published by the European League of the Institutes of the Arts (ELIA).<sup>9</sup> This handbook is the outcome of three years of work by SHARE (2010-2013), an international network working to enhance the ‘third cycle’ of arts research and education in Europe. SHARE is an acronym for ‘Step-Change for Higher Arts Research and Education’ (a ‘step-change’ being a major jump forward, a key moment of progress). The book is “a poly-vocal document, designed as a contribution to the field of artistic research education from an organisational, procedural and practical standpoint”, comprising, among others, an overview of the development of doctoral programmes in the arts in Europe, as well as numerous examples of best practice for PhD projects and doctoral programmes from all over Europe.

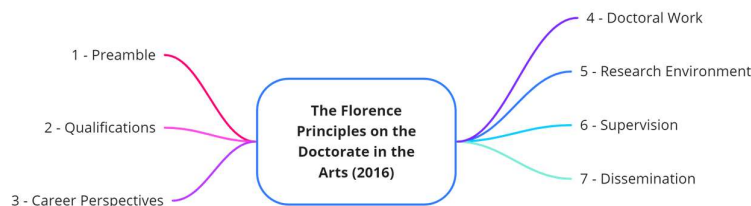
Building upon most of the papers mentioned above are **The Florence Principles on the Doctorate in the Arts**. The seven ‘points of attention’ out of which they are composed, “attempt to extract the critical core of doctoral education in the arts and seek to provide orientation pillars for a field which has been developing over the past 20 years or so.”

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<sup>8</sup> [http://www.eaae.be/wp-content/uploads/2014/05/2012-09-03\\_EAAE-Charter-on-Architectural-Research.pdf](http://www.eaae.be/wp-content/uploads/2014/05/2012-09-03_EAAE-Charter-on-Architectural-Research.pdf)

Key Concepts for AEC Members. Artistic Research. An AEC Council White Paper (2015), <http://www.aec-music.eu/userfiles/File/Key%20Concepts/White%20Paper%20AR%20-%20Key%20Concepts%20for%20AEC%20Members%20-%20EN.pdf>

<sup>9</sup> <http://www.sharenetwork.eu/resources/share-handbook>



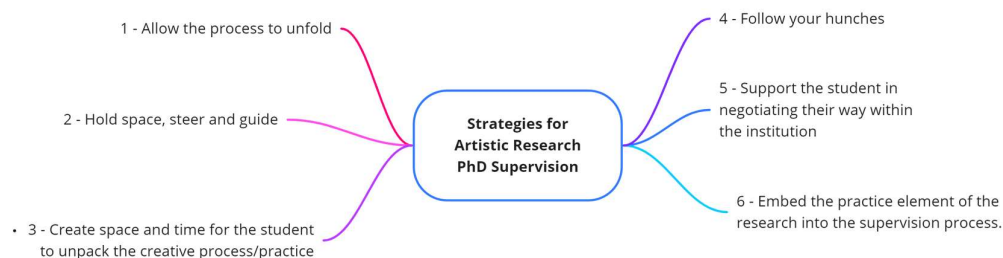
**Figure 8** – The Florence Principles on the Doctorate in the Arts (2016)

The sixth point of attention addresses the theme of supervision and recapitulates some of the key recommendations including the presence of at least two supervisors, the emphasis on a good supervision culture and adherence to standard quality assurance and evaluation procedures.

Supervision is a core issue for good practice in doctoral education, and **at least two supervisors** are recommended. A doctoral agreement, outlining the supervision roles (candidate – supervisor – institution), triangulates this process and setting out the rights and duties of all parties. Institutions establish a good supervision culture by precisely defining responsibilities in their guidelines which provide a basis for avoiding and resolving conflict. Supervision is to be **separated (at least partially) from final evaluation** (assessment, reviewers), and supervisors should focus on maintaining the quality of the dissertation project in relation to national and international standards. Doctoral programmes in the arts follow the standard quality assurance and evaluation procedures applicable in the relevant national and institutional context (accreditation, reviews, etc.).

A most valuable online source is the **Artistic Doctorate Resources** output of the research project *Visioning the Future: Artistic Doctorates in Ireland (2020-2021)*.<sup>10</sup> This project explored the landscape of doctoral education in Performing Arts and Film / Screen Media in Ireland through fifteen online seminar series on doctoral education in creative practice. These seminars with contributions from key international figures in Artistic Research education are all archived online, and provide distinctive insights into various topics of artistic research including six strategies for Artistic Research PhD supervision.

<sup>10</sup> <https://artisticdoctorateresources.com/>



**Figure 9 – Strategies for Artistic Research PhD Supervision**

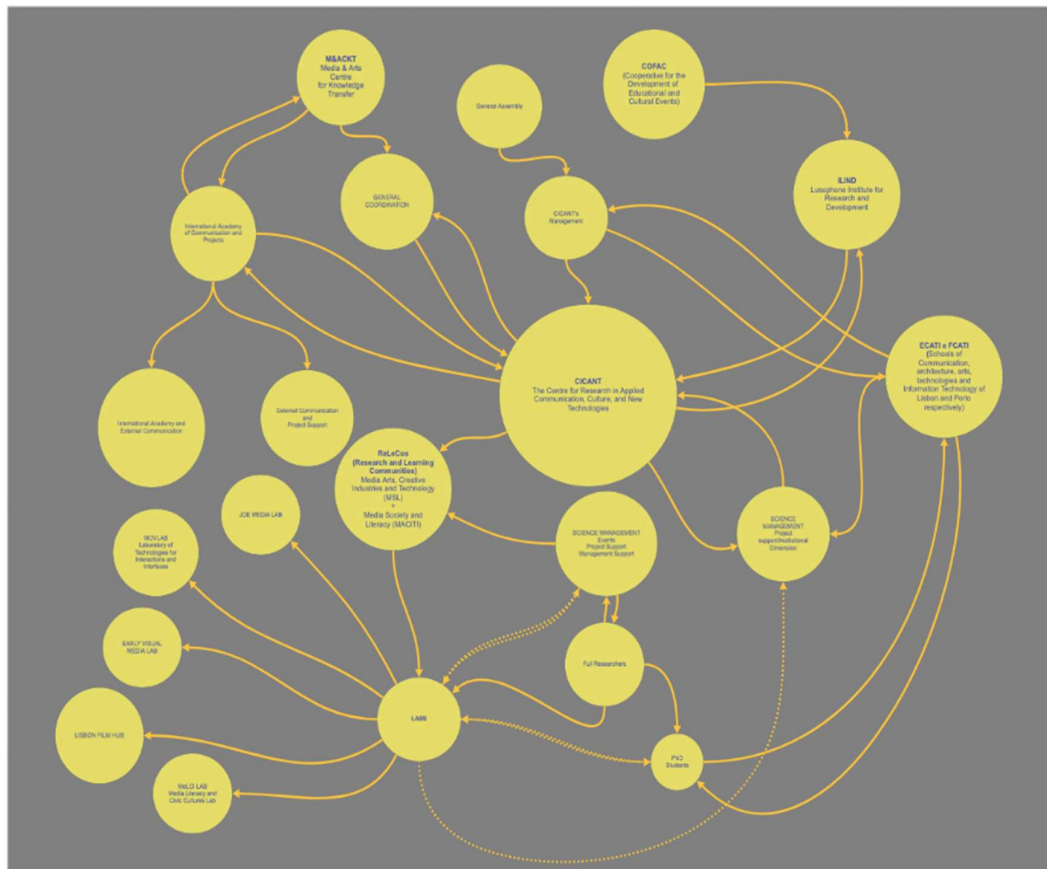
These strategies are further complemented with a set of attitudes and attributes for Artistic Research supervisors adapted from the text *Reconsidering Research and Supervision as Creative Embodied Practice* by Jane Bacon and Vida Midgelow. (2019, p.11).<sup>11</sup> This text arises from the project ‘Artistic Doctorates in Europe’ (ADiE, 2016-2019) and suggest several exercises for students and supervisors to explore practice in the research including the following list of guidelines for “what it takes to be an artistic research supervisor”:

- A willingness to reconsider and approach your supervisor/mentor/facilitator practice – perhaps, changing and challenging your own expectations of candidates;
- An ability to apply and be self-reflexive in relation to artistic practice;
- Knowledge of your own strengths and weaknesses;
- Interest and commitment to embracing criticality;
- Willingness to both a challenge and champion;
- An understanding of the different time requirements and inherent tensions between artistic practices and university regulations;
- An understanding of embodied practices and commitment to the logics of practice;
- A capacity to hold rigour and clarity of purpose as potentials in the candidate rather than imposing them;
- An interest in the practice of the candidate and the candidate themselves;
- Embodied knowledges and specialist insights
- An ability to stay attuned to wider contexts, working together with micro and macro, zooming in and out.
- An ability track progress while allowing an openness and trust in the process
- An awareness of, and ability to challenge if needed, the institutional regulations

<sup>11</sup> <https://www.artisticdoctorates.com/2019/04/01/reconsidering-research-and-supervision-as-creative-embodied-practice/>

### 3. Doctoral education within the four FilmEU partner institutions: Existing rules and guidelines for PhD supervision

#### 3.1 Lusófona University



**Figure 10** – Lusófona’s CICANT network

#### The degree of doctor

Lusófona University (LU) awards the degree of doctor to the doctoral students who demonstrate:

- Systematic understanding ability in a scientific study field;
- Research competencies, skills and methods associated to a scientific field;
- The ability to conceive, design, adapt and carry out meaningful research, respecting the requirements imposed by the standards of academic quality and integrity;

- d) That they have done a meaningful set of original research studies that have contributed to expand the frontiers of knowledge, part of which deserving national or international dissemination in peer-reviewed journals;
- e) That they are capable of analysing critically, evaluate and summarise new complex ideas;
- f) That they are able to communicate with their peers, the remainder of the academic community and society in general on the area they have specialised in;
- g) That, in a knowledge-based society, they are able to foster technological, social and cultural progress, in an academic or professional context.

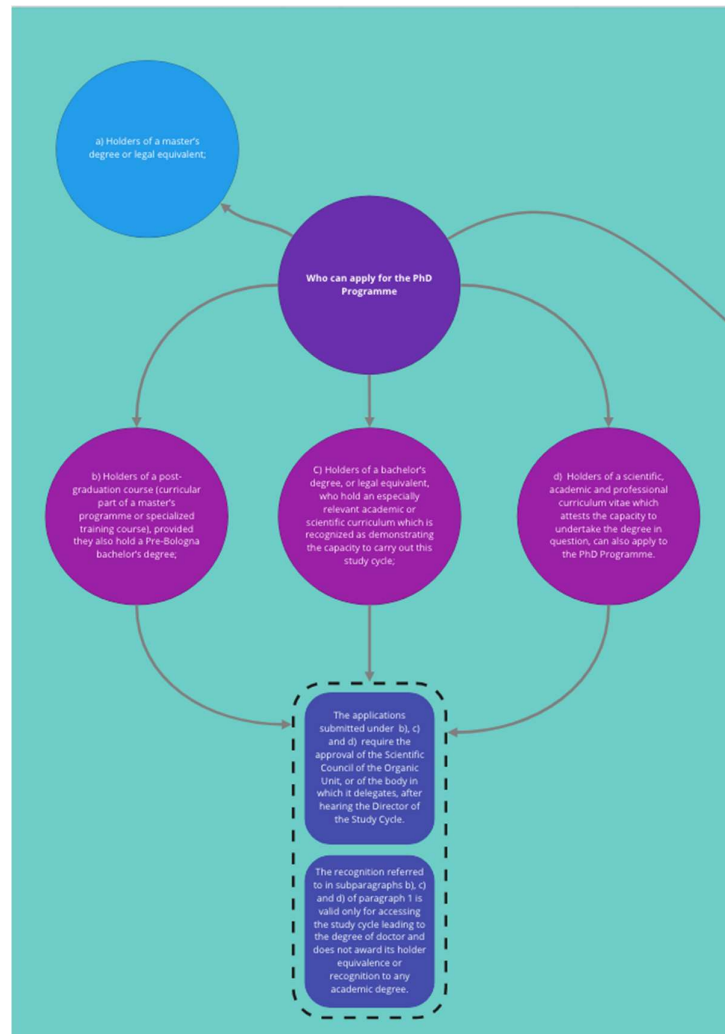
The study cycle leading to the degree of doctor is comprises of 180 credits and an ordinary duration of three curricular semesters and three semesters for the preparation of the thesis.

#### Structure of the study cycle leading to the degree of doctor (3rd cycle)

The doctoral programme comprehends a total of 180 ECTS (*European Credits Transfer System*), structured as follows:

- a) A curricular part, corresponding to 90 ECTS, in the first three semesters;
- b) A part to prepare and write the thesis, corresponding to 90 ECTS, in the last three semesters.

#### Admission to the study cycle leading to the degree of doctor (3rd cycle)



**Figure 11 – LU, Who can apply for the PhD programme**

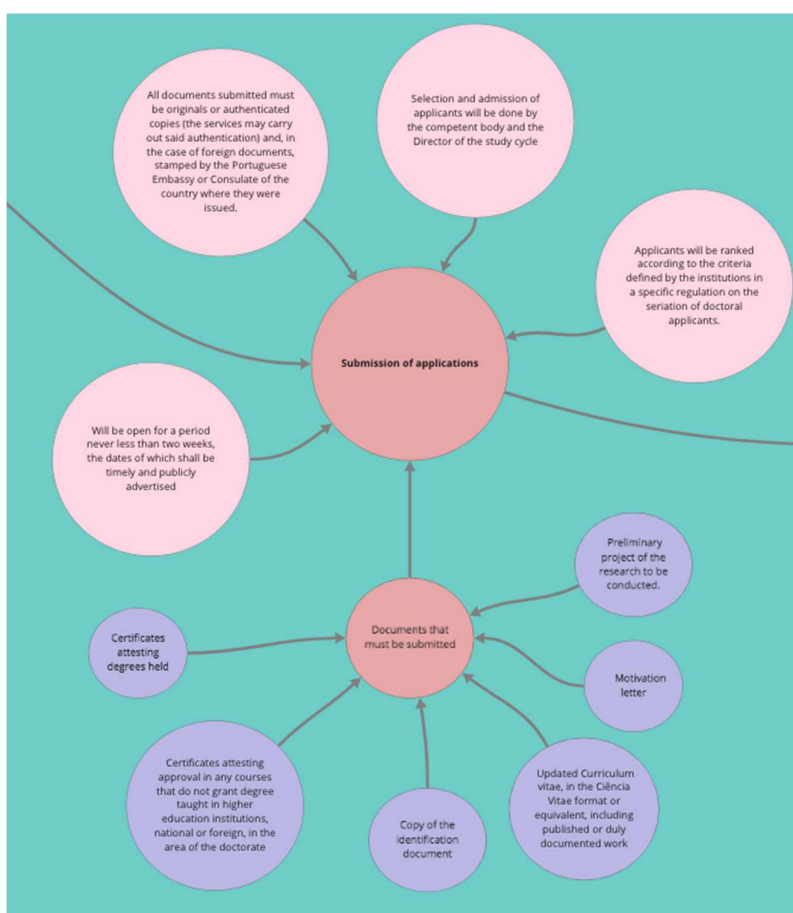
The following individuals can apply for the PhD Programme:

- a) Holders of a master's degree or legal equivalent;
- b) Holders of a post-graduation course (curricular part of a master's programme or specialized training course), provided they also hold a Pre-Bologna bachelor's degree;
- c) Holders of a bachelor's degree, or legal equivalent, who hold an especially relevant academic or scientific curriculum which is recognized as demonstrating the capacity to carry out this study cycle;
- d) Holders of a scientific, academic and professional *curriculum vitae* which attests the capacity to undertake the degree in question, can also apply to the PhD Programme.

The applications submitted under subparagraphs b), c) and d) of the previous paragraph require the approval of the Scientific Council of the Organic Unit, or of the body in which it delegates, after hearing the Director of the Study Cycle.

The recognition referred to in subparagraphs b), c) and d) of paragraph 1 is valid only for accessing the study cycle leading to the degree of doctor and does not award its holder equivalence or recognition to any academic degree.

### Submission of applications



**Figure 12** – LU Documents that must be submitted

### Applicants' selection and admission

1. Selection and admission of applicants will be done by the competent body and the Director of the study cycle.
2. On those applicants who do not hold a master's degree, the Scientific Committee can, upon accepting the application, impose the attendance and successful



conclusion of curricular units of post-graduation or master programmes, in the same scientific area of the study cycle, a requirement which must be duly justified.

3. The imposition of conditions under the previous paragraph forces the applicant to fulfil said conditions at a time that precedes the public defence of the thesis, and the curricular units taken can be certified.
4. The evaluation of the applications includes an interview to applicants, of which minutes must be written which will be attached to the application file.

### Seriation of applicants

Applicants will be ranked according to the criteria defined by the institutions in a specific regulation on the seriation of doctoral applicants.

### Curricular unit's evaluation

1. The curricular units must be subject to a single evaluation process, regardless of the number of lecturers teaching them.
2. The evaluation method for each curricular unit is defined in the respective Curricular Unit File.
3. At the end of the first curricular year, students must submit a project of the work to be carried out. The evaluation of this document will be done by an internal jury to the programme, constituted by two PhDs appointed by the Director of the study cycle.
4. At the end of the second year, upon completion of 120 ECTS, students must submit a research report for an interim exam. This report will include: a title; a list of contents; an extended abstract with the description of each of the parts of the thesis to be developed; an in-depth presentation of the research topic and its respective state-of-the-art; the indication of the research objectives and their respective contribution to scientific innovation; justification of the methodologies to adopt, as well as an updated bibliography. This document will be evaluated by an internal jury of the programme, constituted by three PhDs designated by the Director of the Study Cycle. The result of this exam will constitute the leading evaluation of the curricular unit entitled 'Thesis (2nd year)', to which other evaluation elements are associated, as indicated in its respective Curricular Unit File.
5. The report mentioned in the previous paragraph must be accompanied by the submission and acceptance of at least one communication in an international conference or a publication in a book or a peer-reviewed speciality journal.

### On the thesis

The doctoral thesis can be developed in one of three distinct models, as envisaged in Decree-Law 115/2013, of 7 August:

- a) A monograph, with a minimum of 250 pages and a maximum of 350 pages;
- b) A project/artwork and an explanatory memorandum of 60 to 100 pages in length, containing the theoretical framework, as well as its contribution to the advancement of the state of the art, a critical reflection on the work done and perspectives for the future;
- c) Compilation of a coherent and relevant body of research studies (minimum of three), which have already been published in journals with selection committees of recognized national and international merit, indexed in SCOPUS and/or Web of Science or another to be considered in due time, duly framed by an explanatory report (between 15 and 25 pages).

### Appointing a Supervisor

1. The preparation of the doctoral thesis must be done under the supervision of a PhD-holding lecturer or researcher from LU.
2. The Director appoints the supervisor, on the proposal of the candidate and following explicit acceptance by the proposed professor or researcher.
3. In exceptional duly justified cases, co-supervision by PhD-holding lecturers or researchers external to LU, with the approval of the Director of the study cycle.
4. Under justified circumstances, the candidate may ask the Director of the study cycle to replace the supervisor, as can the supervisor excuse themselves, before the Director, from fulfilling the position they had been appointed to.

### Supervision

1. The supervisor must guide effectively and actively the student in their scientific preparation, in the fulfilment of their research project and in the writing of the thesis, without detriment to the student's academic freedom and their right to the defence of their scientific views.
2. The candidate shall keep the supervisor regularly informed of the evolution of their work, under the terms agreed by both.

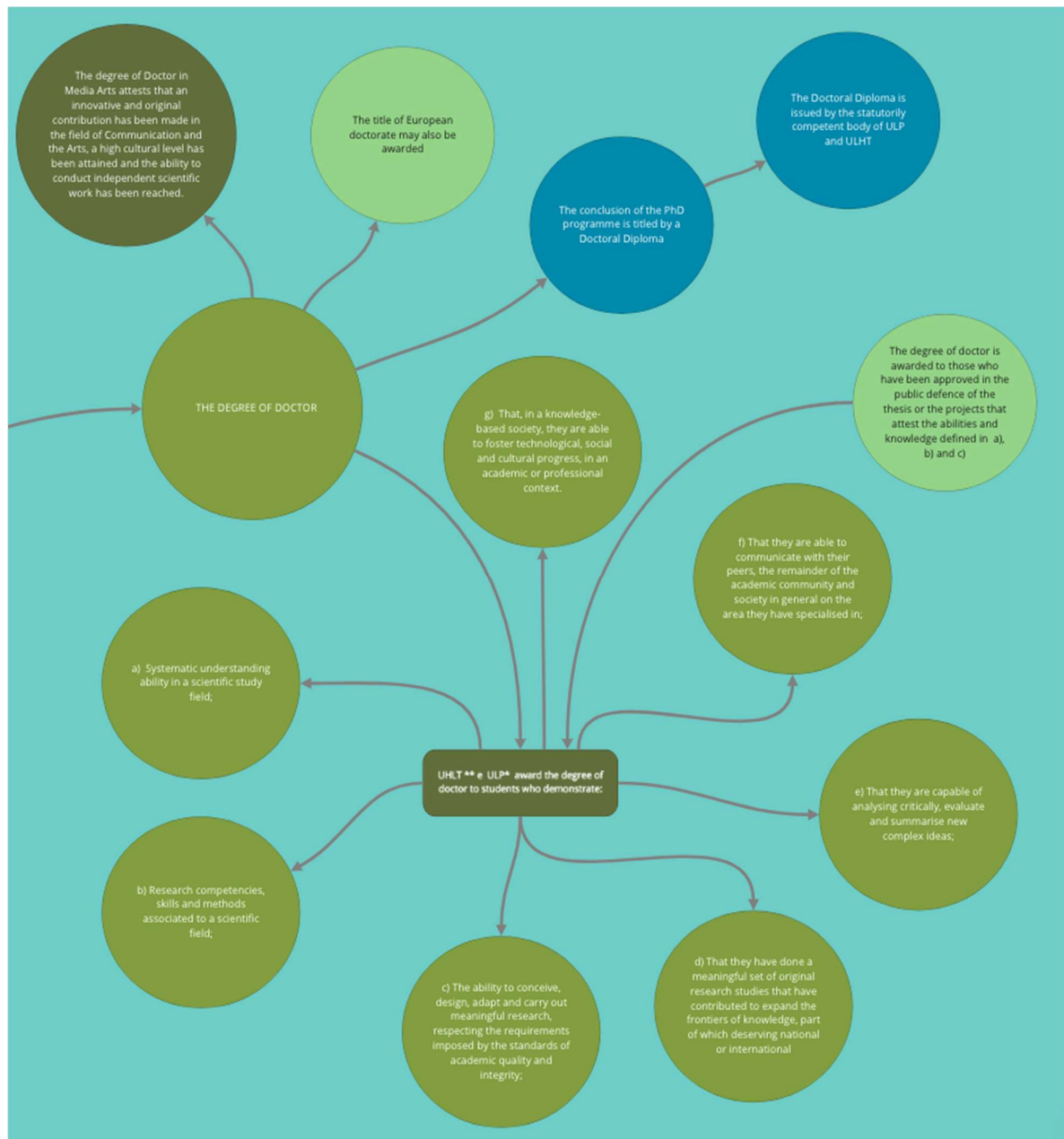
### Rules for writing the thesis

1. The thesis will be written in accordance with the rules in use at LU.
2. The language used for writing the thesis is Portuguese, although English, French and Spanish can also be accepted. In any case, the thesis must be accompanied by its respective abstract in Portuguese and English.

3. It is the supervisors' responsibility to ensure that the rules for writing the thesis are complied with.

### Admission to doctoral exams

1. With the request for submission to doctoral exams, the candidate must submit to the administrative services of LU via Moodle, the online learning platform, the following documents:
  - a) A copy of the thesis and of the candidate's curriculum vitae in digital format;
  - b) The supervisor's acceptance statement;
  - c) The candidate's statement that they are fully cognizant of and agree with the fact that, under legislation in force, the submitted thesis will be subject to mandatory deposit and registration respectively in a repository of the network of the Open-Access Scientific Repository of Portugal (RCAAP) and in the National Register of Theses and Dissertations (RENATES) and that a paper copy will be sent to the National Library of Portugal;
2. After appraisal by the jury, the candidate may be required to introduce corrections.
3. The thesis is considered submitted after compliance with the provisions of Article 4 has been validated and the documents requested in paragraph 1 have been submitted.
4. Within 30 days, should there be no reason for refusal, in justified decision for lack of the legally defined assumptions, the Director of the study cycle will formally admit the candidate to doctoral exams and will submit to the Rector of LU the proposal for final constitution of the jury.



**Figure 13** – Forming and appointing the jury

1. The PhD jury is constituted by:
  - a) The Rector of LU, who presides, or by whoever receives delegation from him/her to this end;
  - b) A minimum of three PhD-holding members and by the supervisor(s);
2. Among the members, the jury will select two examiners, one of whom will be appointed main examiner;

- a) The examiners should not have been supervisors of the thesis and at least one of them must belong to another higher education or research institution, national or foreign.
3. Whenever there is more than one supervisor, the second supervisor may, exceptionally integrate the jury as member, provided he/she belongs to a different scientific area from the other supervisor.
  - a) Without detriment to the previous paragraph, the jury will integrate in its composition at least three PhDs or researchers from the speciality of the thesis.
  - b) In exceptional situations, duly justified by the Director of the study cycle, a leading figure of recognized ability in the scientific area of the thesis may integrate the jury.
  - c) The Rector shall appoint the jury within 10 working days from the proposed constitution presented by the Director of the study cycle.
  - d) The appointment order will be communicated in writing to the candidate and displayed in a public space of LU.

### Functioning of the jury and acceptance of the thesis

1. After the appointment order, the president of the jury arranges for a preliminary meeting of the jury to be scheduled, sending the following elements to the appointed members:
  - a) A copy of the thesis and of the candidate's *Curriculum Vitae* in digital format;
  - b) Information regarding any grades obtained;
  - c) Further information deemed pertinent to the evaluation of the PhD student's path;
  - d) Copy of the conformity statement signed by the supervisor.
2. In a private preliminary meeting, which may take place by teleconference, the jury will issue an opinion, within a maximum of 30 working days after its appointment has been published, in which they state the thesis has been accepted for public defence or, alternatively, recommend the candidate reformulate it, providing justification.
3. Should the situation mentioned in the final part of the previous paragraph occur, the candidate has a period of 120 (one hundred and twenty) days, non-extendable, during which he/she can reformulate the thesis or declare that he/she wishes to keep it as it was submitted.
4. It is deemed that the candidate has pulled out if, once the period mentioned in the previous paragraph is over, he/she does not submit a reformulated thesis or does not declare that he/she wishes to keep it as it was originally submitted.
5. In such cases where an opinion was issued recommending the reformulation of the submitted thesis, after the corrected thesis has been presented, the jury will meet again to accept or reject the work.

6. Once the thesis has been accepted, the jury will name two examiners, at least one of them being external to LU.
7. The decisions of the jury shall be taken by majority, and abstentions are not allowed.
8. The president of the jury shall have casting vote.
9. The decisions taken are communicated to the candidate and they are not subject to appeal.
10. Minutes shall be taken of the jury's meetings, which shall be signed by all members present; any documents produced by the members of the jury will be attached to it, and they constitute integral part of the student's file.

### Public doctoral defence

1. The doctoral exam consists of the public defence of an original thesis, presentation of the project/artwork or discussion of papers, following the models defined for it in Article 13 of the regulation.
2. The Rector(s) will issue an order setting the date for the public defence of the thesis, under proposal from the Director of the study cycle.

### The doctoral examination

1. The doctoral examination must start within no more than 60 working days from:
  - a) The statement of acceptance of the thesis;
  - b) The date of the submission of the reformulated thesis or the candidate's declaration that they waive reformulation.
2. The examination is public and cannot take place without the presence of the president and the majority of the remaining members of the jury.

### Discussion of the thesis

1. Before the start of the discussion, the candidate will be given a period of up to 20 minutes to present the thesis.
2. On the whole, the discussion of the thesis must not exceed 180 minutes.
3. To respond, the candidate has a period of time not inferior to what was used by each examiner.
4. The jury may propose corrections to the written part of the thesis, which will be inserted in the final version to be submitted.

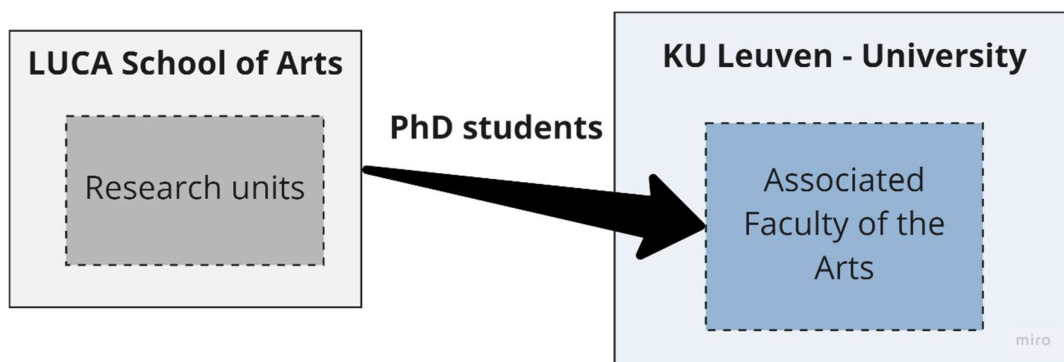
### Decision of the jury and awarding the final grade

1. When the exam has been completed, the jury convenes to deliberate and decide on the candidate's final grade.

2. The vote will be taken by roll call, followed by individual statements considering the candidate's performance and the written work submitted, and the final decision shall be taken by majority, with abstentions not being allowed.
3. Of the public defence exam, a minute shall be taken, to which the individual statements will be attached, with express reference to the result of the vote and any mentions the jury may decide to make, under the provisions of paragraph 7.
4. The president of the jury has a casting vote, provided he/she is from the area of speciality of the thesis.
5. The final grade must consider the grades obtained in the curricular units, the merit of the thesis and of the public presentation.
6. The final grade is expressed by the formulas *Failed* or *Approved*.
7. To those candidates awarded a pass grade, the doctoral jury may decide to award one of the following mentions, which will be registered in the minutes and in the certificates to be issued:
  - a) Approved with distinction;
  - b) Approved with distinction and honour.
8. The mentions alluded to in the previous paragraph are complemented by information of the decision-making process, which can be by majority or by unanimity.

### 3.2. LUCA School of Arts

The doctoral training in the arts is embedded within the **Associated Faculty of Arts**, a collaboration between LUCA School of Arts and KU Leuven. Doctoral students are enrolled at KU Leuven which also officially awards the doctoral degree. As a rule, the supervisors have an assignment for both institutions.



**Figure 14** – The Associated Faculty of the Arts

Organizing and encouraging research is one of the Faculty of the Arts' core tasks. The research units support artists and research groups, develop interdisciplinary research projects and supervise PhDs. By encouraging and developing PhDs in the arts, LUCA -

Faculty of the Arts wants to attract young artistic researchers who help to reinforce and further develop its research and education.

The doctoral training in the arts of the Associated Faculty of Arts is open to artists and designers who want to strengthen research and education in the fields of music, drama, audiovisual arts, visual arts and design. According to the doctoral regulation of the Associated Faculty of the Arts, the doctorate in the arts consists of a thesis as well as (a) creation(s) in arts or design. Both parts are considered equal and as a unity. Together they show evidence of the ability to create new knowledge.

The dissertation and the artistic realizations must allow to assess the quality of the doctoral research. There are no general rules beyond the quality requirements regarding form and content.

Doctoral students in the field of music can also follow the docARTES doctoral program of the Orpheus Institute.

### Doctoral committee

The Management Committee for Research & Education of LUCA School of Arts assembles the doctoral committee at the level of the Associated Faculty of the Arts for a period of four years. The doctoral committee consists of members of the senior academic staff of the KU Leuven, holders of the status of “Bijzonder Gastdocent in de Kunsten” as well as representatives of the PhD researchers. The membership must represent the various research domains within the faculty.

The responsibilities of the doctoral committee include:

- a. authorizing the enrolment of PhD researcher
- b. authorizing the enrolment of predoctoral students
- c. approving the composition of the supervisory committee
- d. giving advice about the composition of the examination committee
- e. monitoring the progress reporting
- f. deciding to stop the doctoral process
- g. deciding whether the doctoral programme has been completed successfully

### Admission and enrolment

Together with the future corresponding supervisor and the head of the research unit the candidate requests admission from the doctoral committee to enrol as a PhD researcher. The candidate for a PhD in the arts must meet the following requirements:



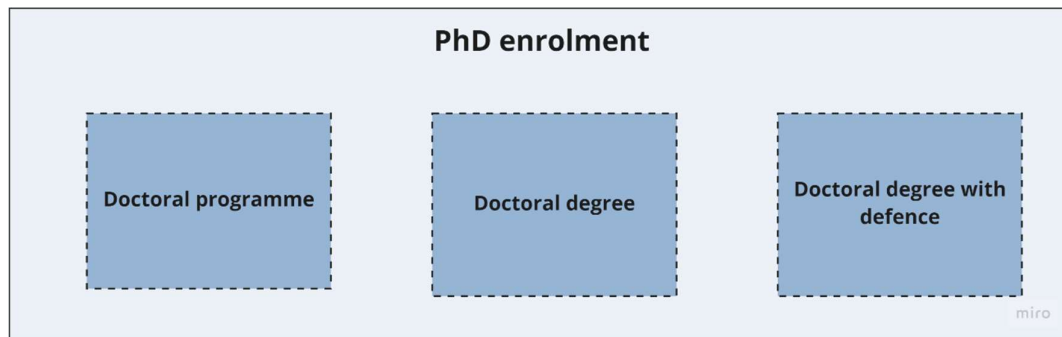
- Either (1) the candidate must hold a Flemish Master's degree relevant to the doctoral research or an equivalent higher education degree, and also have obtained at least a distinction or have distinguished him/herself with artistic or design-oriented achievements or high-quality scientific publications,
- Or (2) the candidate must have passed the predoctoral exam with the degree of distinction (see art. 7).

An additional admission requirement is the acceptance of the doctoral committee of a research proposal approved by the supervisor and the head of the research unit and submitted by the candidate.

The PhD researcher is obliged to enrol every year. The initial enrolment can go ahead once the doctoral committee has given authorisation. A PhD researcher with a doctoral scholarship or a research and teaching assistant position with doctoral finality, must enrol at the latest on the day that the scholarship or research and teaching assistant position begins.

The PhD researcher enrolls for:

- **the doctoral programme:** at the start of the doctoral research and thereafter every year at the start of the academic year until the doctoral programme has been completed,
- **the doctoral degree:** once the doctoral programme has been completed and thereafter every year at the start of the academic year, or if the PhD researcher is exempted from the doctoral programme,
- **the doctoral degree with defence:** in the academic year in which the thesis is defended.



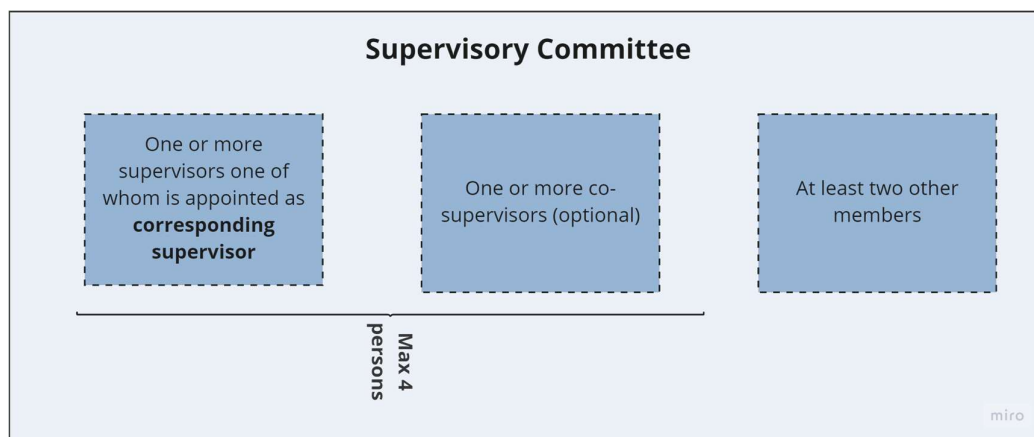
**Figure 15** – PhD enrolment

The PhD researcher pays course fees at the first enrolment and in the academic year during which the public defence takes place. The interim enrolments are free of charge. Re-enrolment depends on a progress report approved within the previous year. The doctoral period starts at the beginning of the doctoral scholarship or the

research and teaching assistant position with doctoral finality, and for others on the date of the first enrolment as a PhD researcher. A PhD researcher with a full-time research assignment obtains the doctoral degree in principle within a period of four years.

## Supervision and progress

The PhD researcher is supervised by one or more supervisors, one of whom is appointed as corresponding supervisor. One or more co-supervisors can also be assigned. In total there can be no more than four (co-)supervisors.



**Figure 16** – Supervisory Committee

The (co-)supervisors are jointly responsible for the intrinsic monitoring of the doctoral project. Each member subscribes separately to the Charter of the PhD researcher and of the supervisor.

The corresponding supervisor of a PhD in the Arts is a lecturer at LUCA School of Arts and either holds the status “special guest professor in the arts” or belongs to the ZAP of the KU Leuven. If the corresponding supervisor is not a lecturer at LUCA School of Arts, another supervisor is lecturer at LUCA School of Arts and either holds the status “special guest professor in the arts” or belongs to the ZAP of the KU Leuven.

The corresponding supervisor acts as a contact point, bears the final responsibility for the supervision of the doctoral project, and coordinates the supervisor team. He or she is also affiliated to the faculty in which the doctoral degree is procured. A motivated exception can be requested from the executive committees in question. An exception can be obtained ad hoc (applicable to one PhD researcher) or structurally, limited in time or otherwise (applicable to several PhD researchers of the same supervisor).

In principle, co-supervisors have a doctorate. The doctoral committee may allow an exception to this on the basis of certain competences.

The doctoral committee appoints a supervisory committee for every PhD researcher at least one month before the first progress report (see art. 13). The supervisory committee consists of the (co-)supervisors and at least two other members. The doctoral committee ensures that the supervisory committee is sufficiently diverse, and doesn't consist exclusively of members of the same research group. The composition can be changed during the doctoral programme.

The responsibility of the supervisory committee is to monitor the progress of the doctoral research by means of the annual progress report. The PhD researcher or (co-)supervisors can also appeal to the members of the supervisory committee for additional discussions.

The first progress report takes place at the latest one year after the start of the doctoral period and consists of an oral or written presentation on the research undertaken or still to be done. The results determine whether the doctoral programme and the preparation for the thesis can be continued or not. The evaluation takes place on the basis of two criteria: (1) the progress made in the doctoral research, and (2) the advances made in academic ability and research maturity by the PhD researcher.

Subsequently the PhD researcher reports on an annual basis on the progress of the doctoral research, and in addition, if required, when applying for or extension of a scholarship or mandate.

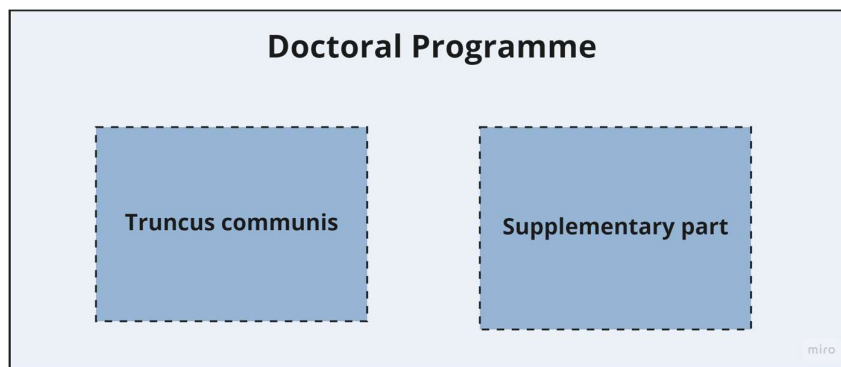
Every progress report is validated by the (co-)supervisors, and assessed by the other members of the supervisory committee. The result is substantiated and recorded in writing and sent to the PhD researcher and the doctoral committee.

The supervisory committee may advise stopping the doctoral process in case of insufficient (expected) progress. In that case, the PhD researcher has the right to express his/her comments regarding this advice in writing and to submit it to the doctoral committee within seven calendar days following notification of the supervisory committee's opinion. These comments are added to the report of the doctoral committee. If the PhD researcher wishes to initiate a mediation procedure with the doctoral ombuds (see art. 26), this must be done within seven calendar days following notification of the opinion of the supervisory committee.

## The doctoral program

The doctoral programme is obligatory and must be successfully completed before the PhD researcher is permitted to submit the thesis and defend it publicly.

The doctoral programme consists of a **truncus communis** and a **supplementary part**.



**Figure 17** – Doctoral Programme

The PhD researcher can only complete the doctoral programme if all the elements of the truncus communis are completed. The doctoral committee can on an individual basis grant a (partial) exemption of the doctoral programme or set a substitute assignment, on the basis of a motivated application by the PhD researcher and in consultation with the (co-)supervisors.

The PhD researcher reports to the doctoral committee on the progress made within his/her doctoral programme. On the basis of this report, the doctoral committee will decide whether the PhD researcher has completed the doctoral programme.

The **truncus communis** consists of at least the following elements:

- the writing of at least (1) one scientific publication at an international level or (2) a similar achievement at an international level. By (1) is meant: a peer-reviewed contribution (journal article, contribution to a book, conference proceedings, patent, design) about his/her own research and written in the language of the discipline. The contribution is aimed at an international audience. In order to be able to successfully complete the doctoral programme, the contribution must be published or be accepted for publication. By (2) is meant: a Creation in the Arts or Design resulting from one's own research and presented to an international audience by means of the appropriate medium. The Creation in the Arts or Design is archived in the registration system provided for that purpose.
- giving at least two seminars, either about his/her own research, or on a more general theme,
- giving at least one oral or poster presentation at an international scientific conference,
- following at least one seminar series or course component specifically organised for PhD researchers. By this is meant: participation in 4 seminars organized by one's own supervisor, research unit or research cluster as well as

3 seminars organized outside of one's own research cluster or research unit. A doctoral student may submit a motivated proposal for an alternative seminar series or course component for the doctoral committee's approval, provided this proposal is supported by the supervisor.

- following the course component 'Scientific integrity for starting PhDs' during the first year of the doctoral programme.
- reporting on the progress of the doctoral research. The first progress report takes place at the latest one year after the start of the doctoral period and consists of an oral or written presentation on the research undertaken or still to be done. Subsequently the PhD researcher reports on an annual basis on the progress of the doctoral research, and in addition, if required, when applying for or extension of a scholarship or mandate. Every progress report is validated by the supervisor and any co-supervisors, and assessed by the other members of the supervisory committee. The result is substantiated and recorded in writing and sent to the PhD researcher and the doctoral committee. The progress reports determine whether the doctoral program and the preparation for the thesis can be continued or not. The evaluation takes place on the basis of two criteria: (1) the progress made in the doctoral research, and (2) the advances made in academic ability and research maturity by the PhD researcher.

The **supplementary part** consists of additional activities and training that the PhD researcher follows as part of the doctoral research and/or as a preparation for a career within or outside the university. The PhD researcher is ultimately responsible for the supplementary part. The supplementary part should not be in conflict with the status of the PhD researcher and must not hinder the progress and quality of the doctoral research.

### Thesis and public defence

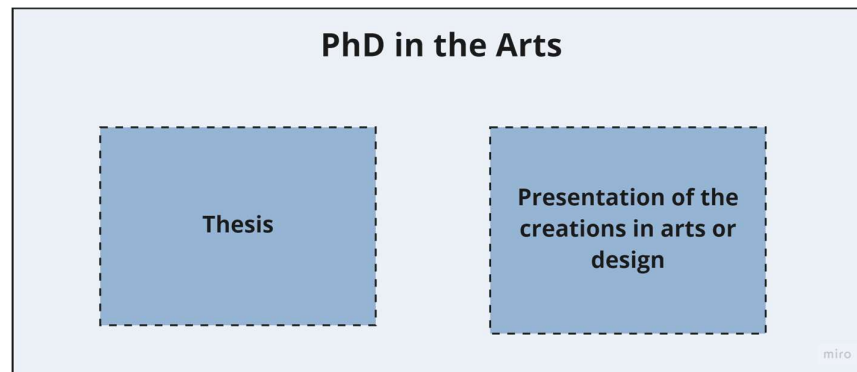
The rector appoints an examination committee for every PhD researcher on the recommendation of the doctoral committee. The chair of the examination committee of a PhD in the Arts is a lecturer at LUCA School of Arts and holds the status "special guest professor in the arts" or belongs to the ZAP of the KU Leuven. The chair does not belong to the same research group as the (co-)supervisors and the PhD researcher, and is not a member of the supervisory committee. The chair does not act as a direct evaluator and only in the event of a tie does the chair decide. At least one member of the examination committee is external to the KU Leuven.

The responsibilities of the examination committee include:

- evaluating the thesis,
- taking part in the public defence,
- deciding whether or not to grant the doctoral degree after the public defence,

- evaluating the presented creations in the arts or design.

The thesis and the presentation of the creations in arts or design must allow the examination committee to assess the quality of the doctoral research. There are no general rules regarding the form and content except of the quality requirements.



**Figure 18** – PhD in the Arts

On the basis of the thesis as well the presentation of the creations in arts or design the examination committee can take the following decisions:

- the thesis and presentation is approved
- the thesis and presentation is approved on certain conditions
- the thesis and presentation is not approved

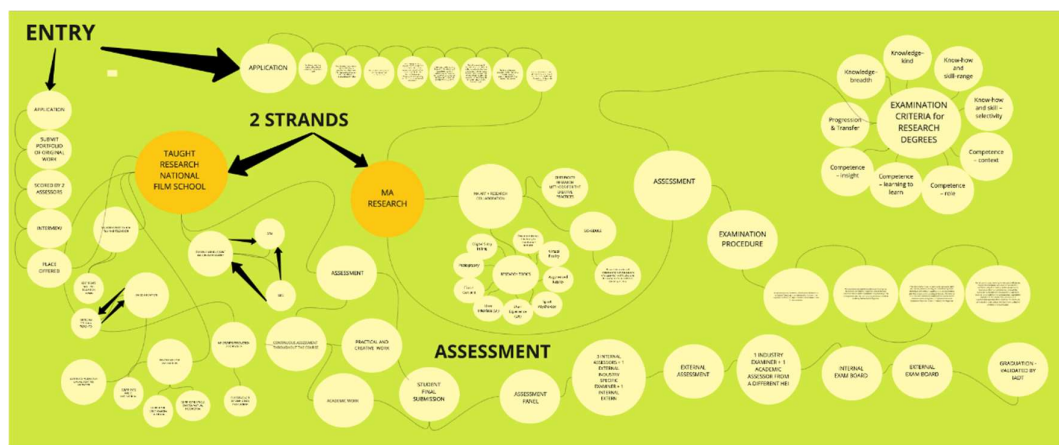
During the public defence the PhD researcher gives a short presentation about the thesis. Thereafter a discussion follows with the members of the examination committee. At the end the public is given the opportunity to ask questions.

The examination committee deliberates immediately after the public session and decides whether or not the PhD can be awarded the degree of doctor. A report is drafted and signed by all members of the examination committee present. The result is announced in public immediately after the deliberation.

If plagiarism or any other breach of scientific integrity is identified after the doctoral degree has been awarded, this must be reported to the Committee of Scientific Integrity. In the event of serious fraud, the awarding of a degree can be rescinded along with any credit or other certificates and diplomas that have been awarded in association with the programme.

### 3.3. IADT

IADT does not currently make doctoral awards (i.e Level 10 on the national framework / Level 8 EFQ).



**Figure 19 – IADT, Application, selection, and admission**

The degree of Masters by Research is available in both Faculties at IADT (Film, Art, and Creative Technologies; Enterprise and Humanities). The application process is managed by the Research Office.

A student considering applying for a Masters by Research is first advised to make primary contact with the relevant Head of Faculty, based on their chosen discipline area. The student submits a research proposal to the Research Office.

The research proposal must be submitted using the postgraduate application form PG1, indicating the field of study, broad area of interest, core theme. A decision will be made by the Registrar, on the advice of the Faculty and Research Office, taking account of (a) whether the candidate is appropriately qualified for the proposed programme of work; (b) whether, on the information available, the proposed programme of work should be capable of being studied to the depth required to obtain the degree for which the candidate is to be registered; (c) whether it might

reasonably be expected that the proposed programme of work could be completed within the period to be designated for it; (d) whether, insofar as can be predicted, the appropriate necessary resources (e.g. library, computing, laboratory facilities, technical assistance) will be available; and (e) whether it is expected that proper supervision can be provided and can be maintained throughout the research period, including during any periods of study leave for the supervisor or time spent abroad by the student. The proposal must also conform to IADT's Ethics Policy.

If approved at this first stage, the research topic should be refined and finalized in consultation between the student and the relevant Head of Department and potential supervisors, in order to complete the detailed application form PG2 (Full Masters Application) and PG2a (Supervisors' Profile). The proposal is then reviewed by an external evaluator who completes a report on it on form PG2b (External Evaluation). Subject to the satisfactory completion of these processes, the student will be invited to register on the programme.

Entry requirements of postgraduate students to research degree programmes at IADT are comparable with programmes validated through the National Framework of Qualifications at Level 9. Applicants are normally expected to have a minimum of a 2nd class Honours degree at Level 8 for a Masters Degree by Research. Applicants who wish to be considered for entry to a research degree but who do not have the required qualifications may apply on the basis of equivalent qualifications, knowledge or experience; this can include applications made under the IADT [RPL Policy](#) (Recognition of Prior Learning).

### Programme overview (including practice-based research)

A Masters by Research thesis is normally expected to be 40,000 to 50,000 words in length. In the case of practice based research, the written thesis will normally be in the range of 15,000 to 20,000 words.

A student may undertake a programme of research in which the students own creative work forms, as a point of origin or reference, a significant part of the intellectual enquiry. In such cases the presentation and submission may be partly in other than written form. The application for registration must set out the form of the students intended submission and of proposed methods of assessment. The final submission must be accompanied by some permanent record of the relative work such as video, photographic record, musical score, prototype or diagrammatic representation. Students may present their creative practice for final examination (e.g. exhibition, performance) in advance of the written submission but no more than one year in advance. The times and place of the formal examination should be broadly established at the outset of the project. Collaborative creative work may be accepted for submission with the specific individual contribution of each participant to be examined



clearly written in the submission. The creative work must be clearly presented in relation to the argument of a written submission and set in its relevant theoretical, historical or cultural context. The practical component must demonstrate a high level of skill in the manipulation of materials of production and involve a research enquiry. The written outcome will contextualise the project and include a retrospective analysis of the process and outcomes, reflecting on chosen research methodologies and production processes and the relationship between them. Individual students, with their research Supervisors, will determine the balance between written and practical outcomes during applications and admissions procedure.

## Supervision

Academic supervision is central to the successful completion of postgraduate research. Supervisors play a key role in designing the research projects, guiding and supporting the students and setting and maintaining standards and targets along with preparing students for final submission of their thesis for examination.

All proposed supervisors must hold a Masters Degree (level 9 on the National Framework). It is the responsibility of the Head of Department to ensure that only appropriately qualified members of staff are appointed as Supervisors. Where Supervisors are inexperienced, a mentor will be proposed. The Supervisor/s is the primary contact with the Head of Department. Two Supervisors will be appointed, a principal and a co-supervisor, for each student to ensure continuity of supervision in the event that the lead supervisor is unable to continue supervision for one reason or another. Where a project proposal has been approved, every attempt should be made to make a good match between a supervisor and the prospective student. Supervisors should not take on projects validated by the projects approval panel if they are not fully committed to the delivery of the project proposed or feel the topic is outside their field of expertise.

Supervisors meet at regular intervals with students to discuss how the student's work is progressing and produce a report of the meeting on form PG3 (Supervisor's Report), and an annual progress report on form PG4 (Annual Progress Report), with a recommendation on whether the student should progress or not. Students may propose a change of focus in research topic following validation but the new proposal must go through the validation process as outlined above. New Supervisors may be assigned to the project at the discretion of the Head of Department. The deadline for submission of change of proposal is three months following the start date, unless circumstances are exceptional; students will be strongly advised that a change of proposal after this date will compromise their ability to deliver the project to deadline.

The Supervisor(s) should work with the student to establish an effective supervisory relationship. The Supervisor(s) have a range of duties and responsibilities in overseeing the progress of the postgraduate student's research work. These include:

- Selecting & recruiting a suitable postgraduate student for admission to the proposed research degree programme on Departmental approval.
- Advising on the nature of any qualifying process necessary with the Head of Department and the Registrar at the time of the student's application for admission to the research degree programme.
- Providing satisfactory guidance and advice to the student on the research project and the standard expected; the planning and timing of the successive stages of the research programme; literature and sources of information for the project; research methods and instrumental techniques; attendance at appropriate courses; avoidance of plagiarism and respect for copyright. The Supervisor(s) should guide the student on how best to complete the research project, including preparation of a thesis within the time available.
- Monitoring the progress of the student's research programme. The Supervisor(s) must ensure that regular meetings or supervisory sessions take place, the frequency of such sessions will vary according to the nature of the research (e.g. whether studio work is involved), the particular research project, and may depend on whether the student is registered on a full-time or part-time basis. The length of sessions will also vary from student to student, across time and between disciplines. The key point is that both student and supervisor should have a clear, agreed understanding of the frequency and nature of contact required at any particular stage of the project.
- Ensuring that the student is aware of his/her requirement to conduct their research in accordance with the ethical and safety standards of the Institute.
- Arranging training on subject-specific material and skills and generic skills as appropriate.
- Establishing and maintaining a satisfactory timetable for the research. The Supervisor(s) should ensure that the student is informed of any inadequacy of standards of work below that generally expected from research students and should suggest remedial action as appropriate.
- Maintaining a record of formal supervision meetings for each student to include: date of meeting, summary of discussion and any specific advice given.
- Providing timely, constructive advice and effective feedback on the student's work, including his/her overall progress within the programme on a regular basis. The supervisor should take note of feedback from the student.
- Reading promptly all the written work submitted in accordance with the agreed timetable.
- Arranging, as appropriate, for the student to present work to staff or graduate seminars or conferences. The Supervisor(s) should provide advice on writing up the research, or parts of it, for publication and presentation.
- Notifying the student well in advance of any planned periods of absence from the Institute. If the period of absence is significant the Supervisor(s) should ensure that appropriate arrangements for alternative supervision are made, where required, and that the student is informed of them.

- Completing annual progress reports on the project. The Supervisor(s) may also be required from time to time by either the external funding bodies or collaborative Centre's to provide a written report on the progress of the research project and should ensure that all requirements concerning the submission of such reports are complied with.
- Initiating the process for the appointment of examiners well in advance of the thesis being submitted. The Supervisor(s) should advise on the nomination of appropriate examiners and seek approval for the proposed examiners from the Head of Department.
- Advising the student on the format and lay-out of the thesis, and providing guidance on the drafting of the thesis.
- Reading thesis material in both proof and final form, making suggestions on editing and/or correction, before it is formally submitted for examination.
- Ensuring that the student understands the procedures for the submission and examination of theses and assisting the student in preparing for the oral examination, where required.

A Co-Supervisor appointed to supervise on the research degree programme must provide guidance and assistance to the original proposing Principal Supervisor in complying with these responsibilities that relate to the planning of the research programme and ensuring the attainment and maintenance of an appropriate academic standard in the work being undertaken.

### Examination procedures

The award of Master's Degree by research is made at level 9 in the National Framework of Qualifications. Level 9 learning outcomes relate to the demonstration of knowledge and understanding which is the forefront of a field of learning, to the application of knowledge, understanding and problem solving abilities in new or unfamiliar contexts related to a field of study, and are associated with an ability to integrate knowledge, handle complexity and formulate judgments.

Examiners should assess and may recommend the award of Degree of Master (Research) in accordance with general criteria for Level 9 awards, which relate to knowledge, know-how, competence, and progression; full details are available from the national body Quality and Qualifications Ireland in the [Framework Descriptors](#).

The candidate's research must be examined by two Examiners: an External Examiner, and an Internal Examiner who is not the candidate's Supervisor(s). The arrangements for the candidate's examination shall be made by the Institute's Registrar in consultation with the Faculty. The examination must be conducted rigorously, fairly and reliably and should only be undertaken by those individuals with relevant qualifications and experience and with a clear understanding of the task. The external examiner, nominated in accordance with the general procedures for external

examiners at IADT ([External Examiners Policy](#)), will be substantially independent of the Institute and of the co-operating off-campus organization, if any, and shall not have acted as the candidate's internal or off-campus supervisor.

For all candidates for presenting for the award of Masters Degree the examiners are required to assess the candidate using the thesis as evidence and satisfy themselves that the candidate has attained the standard. To recommend the award the examiners must be convinced that the candidate has attained the standard for the award; the examiners may request a viva voce. The candidate and Supervisor(s) must note that under no circumstances can they attempt to contact the Examiners during the period of the examination.

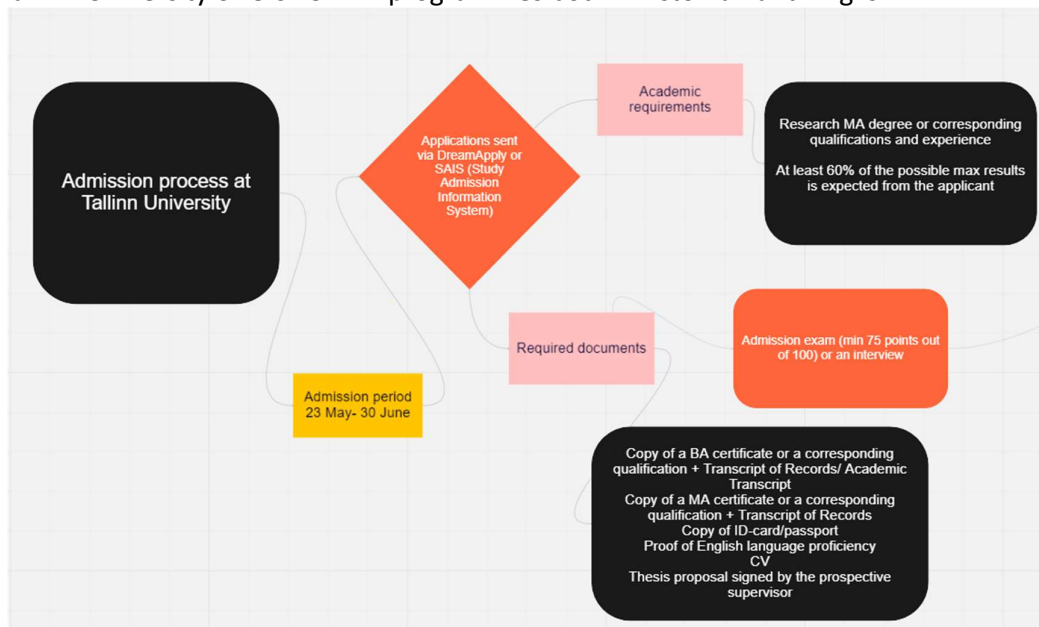
The duties of Examiners for research degree candidates are:

- To review the thesis or published papers submitted together with performance recordings where appropriate. Examiners should feel free to prepare independent preliminary observations on the submission if they so wish.
- To attend the viva voce examination where deemed necessary for Master's candidates.
- To attend any other assessment event where the Chairperson of Examiners deems necessary.
- To judge with fellow examiner(s) whether the thesis or published papers contain sufficient evidence of systematic study and is either a record of original work or a critical exposition of existing knowledge. In this way to judge whether the required academic standards have been achieved.
- To make a recommendation in agreement with fellow Examiner(s) in relation to the outcome of the examination.

### 3.4. BFM

#### Admissions

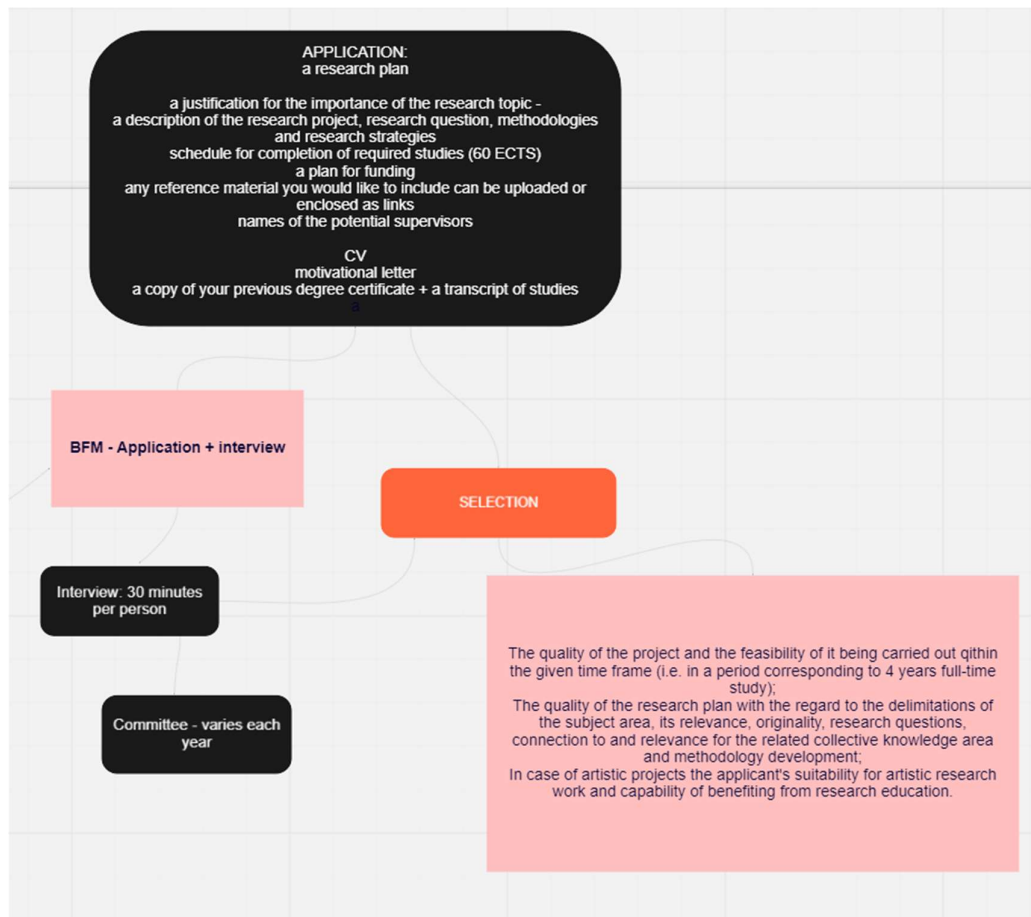
Tallinn University offers 13 PhD programmes both in Estonian and English.



**Figure 20** – Admission process at Tallinn University

#### Studies at BFM

The doctoral candidate position consists of four years of full-time study. The studies at doctoral level include a documented research project and a course section.



**Figure 21** – Application procedure

Baltic Film, Media and Arts School facilitates two modes of doctoral studies - creative practice based audiovisual arts studies and empirical media studies. The curriculum focuses on contemporary forms and phenomena of media and audiovisual arts, first and foremost media content and media production research. Special focus is given to the processes of change in media and arts.

Our curriculum has two parallel main objectives:

- a) to support independent empirical doctoral research in contemporary media and communication cultures, primarily in the fields of digital and audiovisual media;
- b) to support the production of media and film projects as practice-based artistic doctoral research projects;

In both study areas the focus is also on developing the necessary skills and knowledge to a high level. An additional objective is to support the students' preparation for careers in teaching and conducting research by developing the necessary pedagogical and research organisation competences.

The central idea behind the practice-based doctoral thesis is that creative work can be also a form of research, only one accomplished using different means and modalities. In the context of this study programme, the research is carried out and/or reflected using different (above all, audiovisual) media, not only written argumentation.

#### Full-time studies

PhD studies consist of a course component and a thesis component. Many of the courses are based on individual work and demand close co-operation with the supervisor.

Some subject courses and all general courses will have contact meetings. Not all the general courses will be offered in English every year.

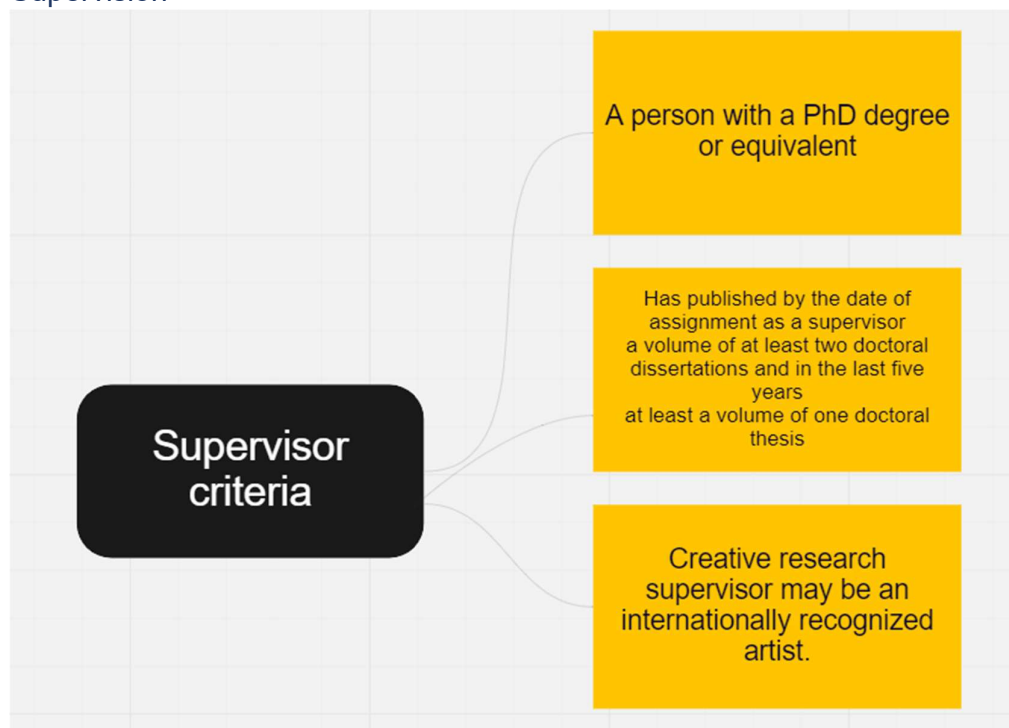
PhD students must participate in the PhD seminars throughout their studies.

The official full-time study period of PhD studies is four years.

#### Core course components

- Introduction to Media and Audiovisual Culture Studies
- Media Evolution
- Theories of Creativity
- Special Seminar on Audiovisual Arts
- Special Seminar on Media Studies

#### Supervision



**Figure 22** – Supervision

The supervisor of a doctoral student may be a person who holds a PhD degree or an equivalent qualification and, at the date of his/her appointment as a supervisor, has published research publications in the amount equivalent to at least two doctoral theses in total, and during the last five years, in the amount equivalent to at least one doctoral thesis.

Three publications defined by ETIS (Estonian Research Information System) categories 1.1, 1.2 or 3.1 or one monograph defined by ETIS category 2.1, are regarded as equivalent to the amount of a doctoral thesis.

In specialities falling in the field of arts, the supervisor may be an internationally recognised creative person.

The co-supervisor of a doctoral student may be a member of research staff or a lecturer who holds a research degree conferred in Estonia or an equivalent degree conferred in a foreign country, and has published at least three peer-reviewed research publications or an internationally distributed research monograph during the last five years. In specialities falling in the field of arts, the co-supervisor may be an internationally recognised creative person.

A doctoral student may have one supervisor and up to two co-supervisors.

Where the supervisor is not a member of the university staff, the council of the academic unit may, with the consent of the doctoral student, appoint a co-supervisor from among the academic employees of the university.

A recognised specialist of the field may also act as a consultant for the doctoral student.

### **The doctoral programme**

After matriculation, the study programme administrator and the doctoral student coordinate the topic of the thesis and the choice of the supervisor (also of the co-supervisor and/or consultant(s), where necessary). If the doctoral thesis has not been written in Estonia, English or Russian, the language of the thesis is coordinated as well.

Study programme administrator transmits a submission to the council of the academic unit for the approval of the topic and appointment of the supervisor(s) within two weeks from the matriculation of the doctoral student. The submission must also indicate the research area that is required for the entry in the Estonian Education Information System and the language of the doctoral thesis in cases referred to in the second sentence of subsection 1 of this section.



The council of the academic unit approves the topic of the doctoral thesis, the supervisor(s) and the language in cases referred to in the second sentence of subsection 1 of this section within a week of the receipt of the submission referred to in subsection 2 of this section. A representative of the academic unit enters the information regarding the approved topic, supervisor(s) and the research area to the Study Information System, and transmits the decision of the council of the academic unit to the Research Administration Office.

A first-year doctoral student presents an individual study plan for the first academic year to the study programme administrator for approval within 30 days from the matriculation at the latest. At the first year's progress review meeting, the doctoral student presents an individual study plan that covers the entire study period and is endorsed by the student's supervisor. As of the second year of studies, the doctoral student presents in the progress review meeting an individual study plan for the following academic year that is endorsed by the student's supervisor.

The completion of the study programme is assessed once during an academic year in a progress review after two semesters have passed since the last progress review or matriculation of the doctoral student. Generally, progress review is conducted during the exam session of the spring semester or autumn semester.

The doctoral student is deemed to have completed the programme of studies once he/she has completed all studies stipulated in the programme and defended the doctoral thesis.

A person who wants to carry out studies as an external student must enter into a study agreement in due form. Separate agreements will be concluded for the purpose of taking the courses (including for writing the doctoral thesis) and for the purpose of defending the doctoral thesis (including for the preliminary defence).

In order to be able to take courses at the university (including to write the doctoral thesis) as an external student, a person submits an application to the head of the academic unit administering the study programme prior to the start of the beginning semester at a time determined in the academic calendar. The academic unit has the right to request further documents specified in the Requirements and Procedure for Admission to Degree Studies. A person who has previously not received a score above the qualifying score in a doctoral entrance examination at Tallinn University is required to participate in the admission procedure and to pass the admission threshold. If the application is granted, the applicant will enter into a study agreement which also stipulates, if necessary, the supervision obligation (the supervisor and the external student will enter into an additional supervision agreement where the obligations of the parties are stipulated). The study agreement is entered into for a term of one semester. The agreement is extended on the basis of a relevant application submitted by the external student. The extension of the agreement is decided on the basis of the

successful results of the external student's studies and the results of the progress review.

In order to be able to carry out the preliminary defence and to defend the doctoral thesis as an external student, the person who has completed the courses of the study programme must submit to the head of the academic unit administering the study programme an application together with the doctoral thesis and documents demonstrating the completion of courses of in the study programme. The head of the academic unit coordinates the topic of the doctoral thesis of the external student and the language and the supervisor of the thesis, where necessary, with the council of the academic unit, and decides (where necessary, in consultation with the doctoral studies council) whether the application is approved or rejected within a month as of submission of the application. If the application is submitted during the Christmas or summer break (as fixed in the academic calendar) or within a period of less than two weeks before the start of the Christmas or summer break, the head of the academic unit may make the relevant decision within one month after the end of the break. If the application is approved, the person concerned will enter into a study agreement with the university for the purpose of the preliminary defence and defence of his/her doctoral thesis. If the application is rejected, a written statement of reasons for the rejection will be submitted to the person concerned.

As regards the conclusion and conditions of the study agreement of an external student as well as the determination of the version of the study programme, study regulations are followed.

### Doctoral studies council

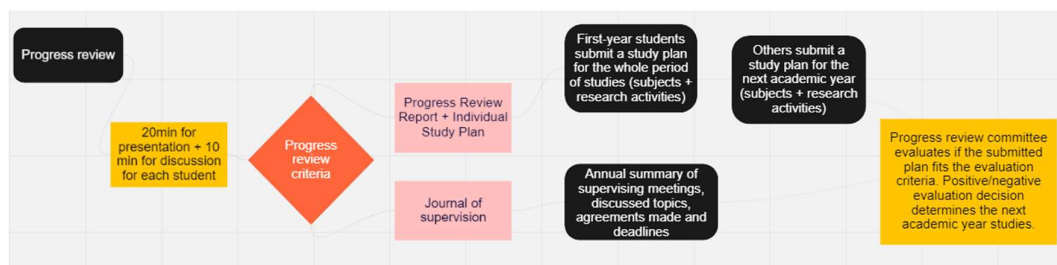
Doctoral studies council is area-specific and consists of three or four members of the university staff qualified to be supervisors of doctoral theses on the basis of these regulations.

In the event a member of the doctoral studies council becomes an emeritus, he/she may participate in the work of the doctoral studies council by the end of the council's mandate.

Members of the doctoral studies council are approved by the university Senate for a term of five years on the proposal of the council of the academic unit responsible for the development of the corresponding field of studies and research. If the area of the doctoral study council covers study programmes of multiple academic units, the proposal will be coordinated by the councils of all academic units.

Doctoral studies council elects a chair of the doctoral studies council from among its members. The chair of the doctoral studies council has the right to delegate his/her duties to a member of the council.

## Progress review/attestation



**Figure 23 – Progress review criteria**

Progress review means an assessment by the progress review committee of the doctoral student's progress both in terms of studies and research work, in specialities falling in the field of arts, also in terms of creative work.

In making a progress review decision, the progress review committee follows the area-specific criteria established by the Vice-Rector for Research (hereinafter the Vice-Rector) appointed by the Rector. The corresponding doctoral studies council submits a proposal for the establishment of area-specific criteria.

Passing the progress review is a prerequisite for continuing one's doctoral studies. Doctoral students who are on academic leave do not undertake a progress review.

## Progress review committee

A progress review committee consists of at least three members holding a doctoral degree or equivalent qualification in a field of study that corresponds to the study programme.

Members of a progress review committee are approved by the Vice-Rector in his/her order on the basis of a proposal coordinated by the study programme administrator and the head of the academic unit.

A doctoral student submits by the established deadline to the progress review committee a report in established format either on paper or in electronic form, signed by the doctoral student and the supervisor(s), together with all required annexes.

The progress review committee has the right to request additional materials (questionnaires, test protocols, documents, etc.) in order to assess the work done by the doctoral student.

Standard formats of documents necessary for the progress review will be made public on the university's webpage. The deadline for the submission of documents required for the progress review is announced via e-mail to the doctoral student and the supervisor(s) at least one month before the relevant deadline. If necessary, an interview with the doctoral student and/or the supervisor(s) will be arranged for the

purpose of the progress review. Time and place thereof are announced to the parties at least one week before the interview.

The progress review committee will adopt one of the following decisions:

1. to declare the doctoral student to have passed the progress review positively, adding a proposal to allow the student to continue in full-time studies;
2. to declare the doctoral student to have passed the progress review positively, adding a proposal to allow the student to continue in part-time studies;
3. to declare the doctoral student to have passed the progress review negatively, adding a proposal to delete the doctoral student from the matriculation register due to unsatisfactory academic progress in respect of non-compliance with the requirements of part-time studies; 4) to declare the doctoral student to have passed the progress review negatively, adding a proposal to delete the doctoral student from the matriculation register due to unsatisfactory academic progress in respect of completing the individual study plan below the volume of 50%;
4. to declare the doctoral student to have failed the progress review, adding a proposal to delete the doctoral student from the matriculation register due to failure to submit a proper progress review report and the individual study plan for the following academic year by the deadline.

In case of an external student, the progress review committee confirms the volume of credit points awarded for both research and studies, and recommends/refuses to recommend the extension of the study agreement.

The full-time and part-time workload of a student are determined on the basis of the total sum of calculated credit points and for credit points awarded for studies. The requirements for parttime and full-time workload of students have been established in the university's Study Regulations.

A signed decision in due form is registered in the university's document management system. The decision is transmitted to the doctoral student, student's supervisor, Academic Affairs Office and Research Administration Office within a week following the progress review.

Progress review decision can be challenged pursuant to the procedure specified in the Study Regulations.

The progress review committee may, on the basis of the submitted materials and the opinion it has formed, make a proposal to the council of the academic unit to change the supervisor of the doctoral student.

### Thesis and public defense

A doctoral thesis is an independent research work which offers a novel solution to a significant problem in a discipline related to the area of the study programme. In specialities falling in the field of arts, a doctoral thesis can be an internationally recognised creative work developing the speciality, together with a scientific analysis or research paper (hereinafter referred to as creative doctoral thesis).

A doctoral thesis can be formalised as a monograph published as part of the series of dissertations of the university, as a monograph published outside the series of dissertations of the university accompanied by an analytical overview, or as an article-based dissertation.

A doctoral thesis is written in one of the languages widely used in the respective research or creative area.

The research results of a doctoral thesis must be presented at speciality-specific international research conferences and published in scientific publications. In specialities falling in the field of arts, creative work that forms a part of the doctoral thesis must be publicly presented at international level and internationally peer reviewed.

The doctoral studies council has the right to establish further area-specific requirements for doctoral theses in conformity with these regulations.

In case of a monograph:

A monograph is a research work which constitutes a systemic and comprehensive treatment of a clearly defined research topic or problem.

The format of a monograph published in the series of dissertations of the university includes the following:

1. title page;
2. reverse side of the title page to be filled out after the decision to allow the doctoral thesis to be submitted for defence has been made, and where the decision of the doctoral studies council, names of the supervisor(s), reviewers, time and place of the defence are indicated; 3) table of contents;
3. list of the author's articles, and in case of a creative doctoral thesis, list of creative works wherein the principal results of the doctoral thesis have been published or expressed;
4. foreword (optional);
5. principal part of the thesis which includes an overview of the essence of the research problem, formulation of the research question, description of the methodology, the course of solving the research question and/or the proof thereof, conclusions, a summary;

6. summary covering all parts of the thesis; if the thesis is in Estonian, the summary is in another language, if the thesis is in another language, the summary is in Estonian;
7. list of sources referred to in the thesis;
8. list of tables and figures (optional);
9. CV (in Estonian and in the language of the summary of the doctoral thesis).
10. The analytical overview annexed to a monograph published outside the series of dissertations of the university provides a comprehensive overview of the research work following the structure described in subsection 2 of this section, and its main part consists of 30-40 standard pages.

In case of a **creative doctoral thesis**, recordings of related creative works or representations in other modalities which provide the most authentic overview of the creative work are annexed to the monograph.

In case of a monograph, the prerequisites for the defence include at least one of the following:

1. at least one article related to the topic of the doctoral thesis that is defined by ETIS categories 1.1, 1.2. or 3.1 or has been published in collections issued by Tallinn University Press. The doctoral thesis may be allowed to be submitted for defence also if the article which meets the above mentioned requirements has not yet been published, but official confirmation regarding its acceptance for publication has been granted. In the event that the monograph that is a part of the doctoral thesis has been published by an internationally renowned publishing house, doctoral thesis may be allowed to be submitted for defence also without the article related to the topic of the doctoral thesis;
2. a patent or a filed patent application when, in case of an international patent application, accompanied by a positive written opinion from the patent office that performed the international search regarding the patentability of the invention, or, in the case of a national patent application, positive decision of the national patent office regarding the patentability of the invention;
3. in specialities falling in the field of arts, at least one public screening, a play, exhibition or any other internationally peer reviewed presentation open for international audience.

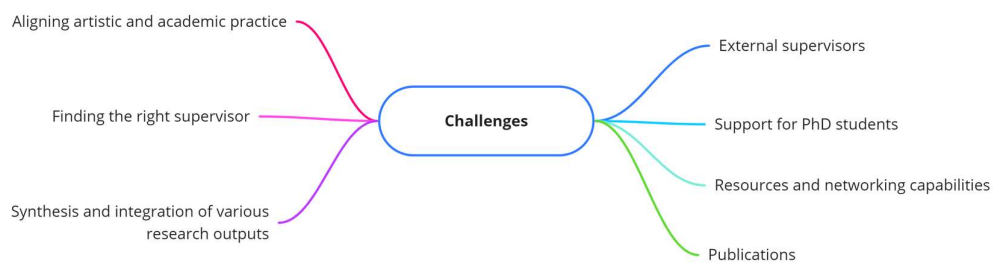
In case of an article-based dissertation: An article-based dissertation is a series of research publications comprehensively addressing the research topic together with an analytical overview. In case of a creative doctoral thesis, a creative work that has been presented publicly at international level and internationally peer reviewed is added.

The series of research publications generally includes at least three articles in ETIS categories 1.1, 1.2. or 3.1 accepted for publication or published in collections issued by Tallinn University Press. In specific cases, the series of research publications may comprise at least two articles, supplemented by at least one of the following:

- a creative work that has been presented publicly at international level reviewed by two independent internationally recognised experts selected by the university;
- a patent or a patent application accompanied by a positive written opinion regarding the patentability of the invention from the patent office that performed the search;
- another applicable solution reviewed by two independent internationally recognised experts selected by the university.

## 4. Challenges and opportunities facing artistic research supervision

### 4.1 Challenges



**Figure 23 – Challenges**

- 1) **Aligning artistic and academic practice:** Probably the biggest challenge is still and will be for years the disconnect between the borderless nature of artistic research and the rigid nature of academic setting. Artistic research is often asymmetrical, conducted during periods of artistic practice that does not coincide with the academic timeline and while in the process there is always a struggle to simultaneously create art and analyze one's work - two contradicting processes.
- 2) **Finding the right supervisor:** Finding supervisors with the right skills and enough specificity is a very big challenge. It is a challenge anywhere in the PhD level, since the number of specialists tends to reduce as the specialism increases, but the challenge is even bigger with AR where supervisors cannot always resort to practical guidance from previous experience in the third cycle. Moreover, as artistic research usually starts not on a solid and widely accepted methodological status quo, but rather on personal experiential background, it

is almost impossible to find a supervisor who would be as specialized in the specific topic as the PhD researcher.

- 3) **Synthesis and integration of various research outputs:** In contrast to traditional academic research, artistic research is confronted with a myriad of different research outputs: creative practice, writing, performing / screening, publishing, etc. As an evolving process with many strands, one of the challenges of supervisors is to encourage doctoral students to think about and reflect on how the various components of their research project can be successfully and meaningfully articulated into “one clear, strong argument”.<sup>12</sup>
- 4) **External supervisors:** The schools would prefer supervisors from within their research staff, naturally (both because of HR reasons, but also as each school staff knows the bureaucratic rules of each school better than an independent supervisor). This creates a situation where the already small number of people who could fit as supervisors diminishes even more. Many prospective PhD students would like to have a supervisor from outside the university, but there is a lack of budgetary resources (or even agreements on how it should be accounted for) for these external supervisors.
- 5) **Support for PhD students:** The paths to AR PhD are not so clearly set as in traditional research. People who become PhD students in Artistic Research have very rarely followed a regular BA+MA+PhD route with an evolving, but mostly continuous topic. Rather a typical AR PhD student is someone who has maybe been away from university for 15+ years, practicing their art, and now wants to find a more structured approach to their endeavors. Which means that the PhD supervisors often should almost be able to act as BA study assistants, explaining basic academic processes or rules, which in a more traditional research is usually something that is given. Many AR PhD supervisors themselves also struggle with balancing the artistic practice and academic work, so they might not have the time or the skills for supporting the PhD student in this task. Thus, there is a vicious circle where an AR PhD student has a very low academic self-esteem and starts needing more and more support, not just academic (thematic) supervision, which the supervisor in turn is unable to provide. For these reasons, it is all the more important to stress to AR students that their tacit knowledge and their art practice is worthy of being a subject of research, not “just a thing that I do”.
- 6) **Resources and networking capabilities:** Lack of resources and networks to conduct large scale artistic research projects also trickles down into a supervision challenge. E.g even if a supervisor would advise to conduct a specific artistic experiment, the collective nature of filmmaking can become

<sup>12</sup> <https://artisticdoctorateresources.com/challenges-of-supervision/>



something that renders the PhD student powerless to do anything alone, yet in the need to move forward in one's studies.

- 7) **Publications:** What is a publication? Often the replacement for traditional peer-reviewed articles is a presentation to the international audiences (e.g. festival). But this means that there has to be a finished “work” or “piece of art” to present. But what if the artistic researcher researches bits and pieces of different artistic experiments, maybe even experiments in their methods, that do not render a finished work of art that can be presented somewhere clearly and in a recognized way?

## 4.2 Opportunities

The current report recommends several activities to tackle the described supervision challenges and plan for next steps including:

1. **Developing an artistic research path visual flowchart** to aid students and supervisors in identifying their position in the field of AR
2. **Taking interviews with AR practitioners** that can be used to gain more insight in specific cases; to be published and disseminated in peer-reviewed AR journal.
3. **Creating short sample video essays** that introduce AR case studies and can be used in dissemination and promotion of AR in audiovisual fields.
4. Exploring further possibilities for **PhD supervision training** to directly address current training needs and demands of young researchers.

## 5. Conclusion

Pioneering practice based artistic research candidates need pioneering supervisors and examiners. This report intends to illustrate potential support networks aimed at candidates, supervisors and examiners being designed within the FilmEU alliance. At FilmEU, 4 HEIs are working to create a collaborative University of Film and Media Arts. As one of the principal goals of the Alliance is to promote artistic research in the domain of film and media arts, therefore it is necessary to find a structural foundation and common research agenda upon which to build this vision. To establish a long-term impacting model for practice and artistic-based research, the Alliance is pursuing a common and transdisciplinary research culture on artistic research within the field of Film and Media arts. As highlighted in the Salzburg principles, the responsibility of research created within doctoral programs is shared between the candidates, the

supervisors, and the institution. Artistic Research demands a myriad of skills; therefore, a team of supervisors is suggested. FilmEU aspires to create international teams encompassing different cultural, artistic, technical, and academic perspectives. A major barrier identified by the alliance is to prepare practitioners to ensure they have the skills and knowledge to perform and supervise practice-based research. Many potential candidates and supervisors are distinguished within the world of practice or academia; however, the next step is creating a bridge for them to become practitioner researchers. We should not assume that because an artist has a particular project and artistic background that they have the know-how to contextualise their practice as ‘research’, similarly, we cannot assume that academics who wish to pursue an artistic inquiry have the skills and knowledge to realise their research objectives through artistic practice. FilmEU and the individual HEI will have to provide the adequate technical resources and expertise to guide researchers through this transition from practitioner to practitioner-researcher and to ensure that work created achieves a professional standard. If successful, all researchers within the alliance will be empowered to push their limits technically, academically, and artistically, FilmEU will transform the doctoral pathway from an isolated path to a creative community pushing the boundaries of research, film, and media arts.

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