

# Research and Professional Development Planning at UCD

Research and Professional Development planning is an integral part of the Structured PhD programme at UCD. The purpose of such planning is to ensure that your work is clearly focused on achieving your research and professional goals. This will play a major part in informing the trajectory of your PhD research and in your training and development as a researcher. Your plan will also be a useful resource when it comes to writing up, and it will help you develop key skills which will be invaluable for both your current research and your future career prospects.

The following guidelines are designed to assist you in preparing your research and professional development plans. These plans will form the basis of discussions at your meetings with your supervisor and Doctoral Studies Panel (DSP)<sup>1</sup>. Reports based on these plans will be the primary input to your Transfer Assessment that will determine whether you progress from Stage 1 to Stage 2 of your doctoral studies.

**There are three main components to your Research and Professional Development plan:**

## Research Plan

The purpose of your Research Plan is to provide you with a clear research focus and a coherent research work programme. A well-structured research plan will enable you to review your progress and adjust your objectives as your research evolves. Revising and keeping your Research Plan up-to-date will also make it easy for you to produce progress reports, prepare presentations and publications, draft funding applications and write up your thesis. The attached guidelines have been tailored to your area and should be used in conjunction with input and advice from your supervisor in preparing your plan.

## Professional Development Plan

On leaving UCD with a PhD it will be expected that, in addition to having produced a body of original research, you will also have developed a set of skills that distinguish the professional from the novice. Employers, and others who you will interact with professionally in the future, will assume that you bring the skills of an independent professional to any work situation. It is therefore very important for you to develop, demonstrate and practice these skills during your doctoral programme. The attached guidelines are designed to enable you to identify the skills important for your research and career. Developing these skills will not only help you to be a more productive researcher, but will ensure that you are well placed to compete for employment opportunities when you complete your PhD.

<sup>1</sup> Your DSP, which will normally comprise your principal supervisor and two additional advisors, will provide advice and support during the course of your doctoral studies and will assist in monitoring your progress. For more details about your DSP, please contact your School.

## Doctoral Studies Panel Meeting Record

Central to your programme are regular meetings with your supervisor and DSP to discuss your research, your professional development and your progress in achieving your goals. A mandatory outcome of the meetings with your DSP is a formal record of your research and professional plans and your progress to date. These records will also inform your transfer assessment. The formal record form for these meetings is appended at the back of this document as a writeable PDF. This must be completed following each DSP meeting, signed by all members of your DSP, including yourself, and returned to your School graduate administrator.

There are many people who can help to support you throughout your PhD. In relation to your RPDP, you can get help from your supervisor, your Doctoral Studies Panel, your School Office, your Graduate School Office and the Graduate Support Unit. Contact information for your School, the Arts and Celtic Studies Graduate School and the Graduate Support Unit is indicated below.

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# Writing a Research Plan

Every research project requires advanced planning, and the better the planning the more successful the project. Preparing a research plan is one of the most important tasks you will undertake as a PhD candidate. This brief document offers some basic guidelines for preparing a research plan and for using it as a roadmap during your graduate experience.



## What is a research plan?

At the start of your PhD you identify a research problem in your field which needs to be solved, or an issue in your field which has not hitherto been researched but which is clearly important and has scope for study. A research plan is a model or scheme which you design to help you organise your thoughts about your topic, schedule the specific jobs which you need to do, and visualise a finished product.

There is no such thing as an ideal research plan. Plans come in different shapes and sizes, but common to all is **structure** and **timeframe**: research is always planned in stages, each one linked to the next by a structure, and each designed with some idea of how long it will take.

There are two critical things to remember when you begin to design a research plan.

First, your supervisor is there to advise you. He or she will have experience of planning research, and, having agreed to supervise you in the first instance, will happily guide you as you gather your thoughts and formulate your plan. In consultation with your supervisor you should, within the first months of your PhD, be able to identify major tasks and work out the order in which they should be done. Members of your Doctoral Studies Panel will also be experienced in planning research, and will be happy to discuss your plan in your biannual meetings, but most of the work will be done with your supervisor in advance of meeting the Panel.

Second, research plans change as research progresses. You will always find that the structure which you first envisaged needs modification, and that the timeframe you set will not work. The secrets of a successful research project are (a) the realisation that a research plan is always a work-in-progress, and (b) the ability to adjust a project's structure and timeframe without losing sight of its goals.

## Writing a Research Plan: Some issues to bear in mind

It is not possible to design a cross-disciplinary template for a research plan, even for disciplines which are within the one college, but the following issues are common to most disciplines within the humanities and you may find them useful prompts for your own research plan, both at the start of your PhD and as your PhD research matures.

### Does your thesis set out to solve a specific problem or to fill gap in our knowledge?

- Who identified the problem or the gap? You? Somebody else? Common knowledge in the field?
- Do you know if there others working on the same issue, and is it important to know that?
- Does your topic have a cross-disciplinary dimension?

### Data

- What sort of data do you need?
- Have you all the skills required for the tasks of collecting data and processing data?
- How will you store/archive the data?

### Reviewing literature

- Are you familiar with the relevant literature?
- If your topic has a cross-disciplinary dimension, do you know the literature in the related discipline(s)? Do you at least know the main journals?
- Are you confident that you can assess the most up-to-date literature?
- Are you confident that you can critically review the literature?

### Methodology and approach

- These terms are often used interchangeably. How do you understand them? Are they the same thing? Are they the same thing in your field?
- Do you feel that you have command of the methods necessary for your research to be successful? Do you need to be trained in any way?
- Have you achieved an appropriate grasp of relevant theory. Is it relevant? Is it a barrier to critically appraising the secondary literature? If so, how can you put that right?

### Thesis structure

- Can you layout an imaginary thesis, chapter-by-chapter, aware of the certainty that this will keep changing?
- Which sections will be the most substantial?
- Can you work out which sections/chapters need to be written first and which can probably be left last?

# Guidelines for Professional Development

During the course of your doctoral studies in UCD, you will have opportunities to acquire new skills and to hone your existing skills. As a PhD graduate, your skill-set will naturally include the advanced research and analytical techniques necessary for high-level research in your field. This document offers brief direction on the acquisition of skills for your research, and should be read in consultation with your supervisor.

Your motivation for doing a PhD in the first instance may be to find employment within your field of interest; in general, 20% of PhD graduates pursue careers within academia, and your ambition may be to join their ranks. But a doctorate offers far more than a passport to a potential career in a particular field. It greatly enlarges the menu of career tracks open to you.

**To possess a PhD in an Arts or Celtic Studies discipline is to say to a prospective employer that you are intelligent, well-read, self-motivated and adaptable.**

As a PhD student, therefore, you should be aware of the 'transfer value' of the various skills that you will and can acquire. 'Transferable skills' both enhance the experience of learning and equip you to avail of employment opportunities in fields other than that in which you received your PhD.

The Irish Universities' Association (IUA) has issued a Graduate Student Skills Statement ([www.iua.ie](http://www.iua.ie)) which describes the desired learning outcomes and skills that PhD students are expected to develop during their studies. It is the skill set which anyone you meet in your future professional life, including prospective employers, will assume you have given your PhD qualification.

## What skills do I need?

### How skilled do I need to be?

Every discipline in Arts and Celtic Studies has its own particular suite of skills, and many of these you will have acquired as a prerequisite to enrolling for the structured PhD programme in the first instance. Nonetheless, it is useful, as a first step, to discuss with your supervisor what additional skills you might need – basic German, advanced statistics, pollen analysis – and to identify where you can acquire them.

It might be helpful for you to think of your skill development as going through a series of different levels of competence, as outlined below, and for you to think about which level you need to target:

- You are a **basic-level learner**, gaining an initial understanding of a new methodology, technique, or language;
- You are an **advanced learner**, still relying on expert advice for the appropriate use of a new methodology, technique, or language.
- You are an **independent user**, capable of using a new methodology, technique, or language with expert intervention;
- You are an **expert**, capable of advanced research using the methodology, technique, or language that was once new to you.

The following chart offers some pointers on research skills, mapped to those identified by the IUA. We recommend that you identify the relevant skills you require for your research and your proposed career path. You can develop your plan to attain the competencies you require with your supervisor and/or an individual who has developed expertise in the skill in question. Several routes to addressing any gaps in your skill-set are open to you: applying the skill in your research, attending workshops and taking taught modules. Remember that you can attend modules and workshops outside your College.

Members of Doctoral Studies Panels will be able to guide you in your professional development, as well as your supervisor, and may in some instances be able to give you practical help. It is also advisable that you return to this chart periodically and reflect on its content in the light of your own pathway to research success. Are there issues here which you have overlooked? Are you satisfied that you are as advanced as you need to be in your development as a researcher?

## Guidelines for Professional Development: Skills

### Research skills and awareness

- Have I good knowledge of advances and developments in my field?
- Can I demonstrate knowledge of research in related fields and disciplines?
- Do I comprehend and can I effectively employ appropriate research methodologies?
- Can I critically analyse and synthesise new and complex information from diverse sources?
- Can I formulate and apply solutions to research problems and effectively interpret research results?
- Can I exercise critical judgement and apply critical thinking to create new ways of understanding?
- Can I formulate and apply solutions to research problems and effectively interpret research results?
- Do I need to know health and safety procedures and their application in my research environment?
- Have I a broad awareness and knowledge of key relevant funding sources and grant application procedures?
- Do I appreciate basic principles of project and time management?

### Ethics and Social Understanding

- Do I understand, and apply in my research, principles of ethical conduct, including avoidance of plagiarism, allocation of credit and authorship, and definitions of research misconduct?
- Do I understand – do I need to understand – the relevance of research in society and the potential impact of research on individuals, groups or society?
- Are the guidelines for the ethical conduct of research involving people, human tissue and animals relevant to me?

### Communication Skills

- Have I effective writing and publishing skills?
- Do I effectively use and decide on appropriate forms and levels of communication?
- Can I communicate and explain research to diverse audiences, including both specialist and non-specialist?
- Do I teach, and do I support the learning of undergraduate students when involved in teaching and demonstrating?

### Personal Effectiveness/Development

- Do I operate in an independent and self-directed manner, showing initiative to accomplish clearly defined goals?
- Do I appreciate key rhetorical skills, including how to persuade others of a viewpoint's merits, demonstrating and communicating credible suggestions to achieve my aims?
- Do I appreciate the importance of initiating new projects, proactively reacting to newly identified needs or aiming to resolve persistent problems?
- Have I the ability to handle difficulties in research or other professional activities in an appropriate way?
- Do I critically reflect on experiences and act on such in a cycle of self-improvement?

### Team-working and Leadership

- Can I develop and maintain effective relationships with colleagues?
- Do I work well in a collaborative environment?
- What awareness have I of my own working style, that of others, and how we (or they) they interact?
- Do I understand how to acknowledge others' views, with a willingness to reflecting on them and critically appraise them?
- Do I understand leadership in team environments, recognising the strengths of team members and working effectively to achieve mutual goals?

### Career Management

- Can I demonstrate an awareness of transferable skills and their applicability to both academic and non-academic positions and how they are applied in different circumstances?
- Have I taken ownership of my own career management, forming a credible career plan?
- Can I initiate and sustain networks and relationships that may encourage opportunities for employment?
- Do I present myself and my skills, attributes, experiences and qualifications, through effective job applications, CVs and interviews?
- Do I understand the broadest possible range of their employment opportunities?

### Entrepreneurship and Innovation

- Is it necessary for me to understand the role of innovation and creativity in research?
- Can I demonstrate an awareness and understanding of intellectual property issues, appreciate and, where appropriate, contribute to knowledge exchange?
- Is it necessary for me to appreciate the skills required for the development of entrepreneurial enterprises in the public and private sectors?
- Do I need to understand different cultural environments, including the business world, and the contribution that knowledge transfer can make to society?

# Doctoral Studies Panel Meeting Record Report

PhD Student name:

Date of meeting:

Stage of Study:

1<sup>st</sup> meeting of current academic year

2<sup>nd</sup> meeting of current academic year

(if 3rd or 4th, please indicate)

## Your Research

Please provide an update of your research progress (no more than 500 words). If this is your first meeting with your DSP, please provide a brief synopsis of your research plan.

## Doctoral Studies Panel Meeting Record Report (cont.)

Since your last DSP meeting, have you encountered any significant difficulties?

If yes, briefly outline these difficulties and indicate what proposals have been agreed at this current meeting to address them.

Have there been any substantive changes in the direction of your research since (a) you started your doctoral research or (b) your last Doctoral Studies Panel meeting?

If yes, briefly outline the reasons for this.

What is your plan of action between now and the next meeting to achieve your research objectives?

## Doctoral Studies Panel Meeting Record Report (cont.)

### Your professional development

With respect to the topics listed below, please comment as appropriate on

- a. your progress since the last Doctoral Studies Panel meeting
- b. your plans for future development.

#### 1. Research skills

Indicate progress in the development of specific skills that you need for your research (e.g. technical skills, laboratory skills, statistical skills, analytical skills etc.)

## 2. Transferable skills

- Ethics & Social Understanding
- Communications Skills
- Development towards professional independence
- Career-orientated skills
- Personal effectiveness/development
- Team-working & leadership
- Entrepreneurship and Innovation

Indicate progress in the development of skills in the areas indicated above.

We agree that this report is an accurate account of the meeting of the Doctoral Studies Panel.

Signature of PhD student		Date:	
Signature of principal supervisor		Date:	
Signature of DSP adviser 1		Date:	
Signature of DSP adviser 2		Date:	
(Signature of DSP adviser 3)		Date:	
Next meeting		Date:	

Please submit a signed copy of this report to the school office.