

DOCTORAL TRAINING CENTRE (DTC) – ANNUAL MONITORING

DIRECTOR OF STUDIES FORM

Please complete a separate form, using the template below, for each of your research degree students including those who started during the last academic year, and then send it to artsresearch@plymouth.ac.uk and knoll@transart.org and all other advisors by 1st November 2013.

This form should be filled in by the Director of Studies on behalf of the whole supervisory team, who should be consulted in its completion.

This document should be expanded as appropriate when being word-processed:

1) Student's Name: NN
2) Your name: NN
3) Other members of the supervisory team: NN
4) Type of Research Degree: PhD
5) Current Mode of Study: Full time
6) Expected Date of Completion¹: January 2000
7) Which RDC/formal processes were complete this year (i.e. August 2012 – July 2013)? Please delete all that are not relevant ² : RDC.1 project approval RDC.2 confirmation of route (for MPhil/PhD students only) RDC.3 approval of examiners Submission of thesis Viva voce examination Other (please specify): Ethics form submission to committee

¹ Q6: Please do not contact the DTC Administrator or the University Graduate School for this information. We are attempting to facilitate a shared agreement and understanding between you and your student about the overall trajectory of his/her programme.

² Q7: Please do not contact the DTC Administrator or the University Graduate School for this information. Here we are attempting to ascertain that the student's and supervisors' understandings match the formal completion and recording of these processes. If you believe that your student has completed an RDC process but you have not received formal confirmation of this yet, please indicate in this box.

8) Details of supervisory sessions from August 2000 – July 2001)³:

NN and I had very regular email conversations (almost weekly) and the following skype or in person conversations:

- 13.02.13 – 1 hour (with second advisor NN)
- 14.03.13 – 1 hour
- 04.04.13 – 50 minutes (with second advisor)
- 06.06.13 – 1 hour (with Sarah Bennett regarding ethics)
- 23.07.13 – 1 hour (with Sarah Bennett regarding ethics)
- 24.07.13 – 1 hour
- 27.07.13 – 2 hours (with second advisor NN)
- 26.09.13 – 1 hour (with second advisor NN)

9) Please list the student's key achievements this year (i.e. August 2000 – July 2001) in terms of his/her research project⁴.

1. RDC1 process completed successfully
2. Ethics form submitted
3. Literature survey well on its way with much literature read and reviewed (Lacan, Lucumi and Palo Alto)
4. Pilot practice project and performance completed and rehearsal strategy tested
5. Interview questions with elders and performers drafted
6. Writing and delivery of the paper 'Trance Art and Other Possessions' (jointly authored with myself) at the *Trans-What?* symposium in Berlin on the 27th July 2013. A version of the paper will be published as part of the *Transpire* journal (forthcoming).
7. Training sessions completed in New York (December 2012, on Methodologies) and Berlin (July 2013, on artistic research, artefact, context and proposal).

10) How does this compare with what you had agreed with the student at the start of the year⁵?

Yes, NN has achieved the milestones we set at the beginning of his degree. In fact, he has exceeded them as, in addition to his research work, he wrote and delivered a paper on his research and experience.

³ Q8: Please include date of contact, nature of contact, and names of people who were present/involved. If you are in regular informal contact then please give an indication of how often this takes place and by what means (e.g. phone or email). Please refer to the logbook for further information on frequency of meetings.

⁴ Q9: For example, drafts of chapters; presentations of your research; primary research, including creative/professional practice where applicable, organising conferences or research events; papers or articles published, etc.). Please include dates and details of venues and publications, etc. if appropriate.

⁵ Q10: If your student has ended up doing something quite different or has only partially completed what you agreed, please confirm that this was with supervisory approval and explain whether/how the student's overall progress toward completion of the programme has been affected.

11) What research skills or career development training do you believe that the student has undertaken this year (i.e. August 1999 – July 2000)?

See above, under Q9: Training sessions completed in New York (December 2000, on Methodologies) and Berlin (July 2000, on artistic research, artefact, context and proposal).

In addition, NN delivered his first paper on his research as part of the Trans-What? symposium in Berlin on the 27th July 2000. This helped him develop transferable skills and disseminate his work. This he highlighted in his RDC1 form was one of his career development aims.

12) What training did you recommend that the student undertake this year?

As NN started his research degree in January 2000, my recommendation was for him to undertake the research methods training on offer through Transart and that, through the RDC1 process, identifies subject specific and transferable skills he will need for next year (see below under Q18).

13) How do you think the supervisory team helped your student to progress his/her research or achieve his/her goals this year?

The team supported his RDC1 process and his ethics application, with the help of Sarah Bennett. The team also encouraged him to develop the practice elements of his research, advised him on contextual and methodological issues (writers, practitioners, models of thinking) and the dissemination of work through his participation at the *Trans-What?* Symposium (Berlin July 2000) and subsequent paper submission to the *Transpire* journal.

14) What might the supervisory team enhance or do differently next year?

The team would like to enhance the focus on the practice element of the project. This will have a positive impact on the completion of the RDC2 milestones, both the presentation and the transfer report.

15) Is there anything that you believe your student could have done (perhaps differently) to help further progress his/her research or achieve his/her goals this year?

No, as NN achieved all the goals we set.

16) Please list what you think your student needs to achieve *next year* (i.e. August 2000 – July 2001), with suggested milestones if possible⁶:

1. Draft of literature survey (by December 2000)
2. Draft Methodologies chapter (March–July 2001)
3. Plan interviews with elders and performers (by July 2001)
4. Ethics approval (application approved with conditions)
5. RDC2 process (Presentation in February 2001 and written element by June 2001)
6. Research methods training at the Winter Residency
7. Practice milestones as set out in RDC1 timeline:
 - a. Second project (from September 2000) and documentation
 - b. Third practice project (from February 2001) and documentation

17) What research skills or career development training do you believe that your student needs to undertake *next year* to achieve these outcomes?

In his RDC1, NN highlighted the following training requirements:

Online:

- French: Intermediate reading level, in order to read Lacan in the original language.
- FCPX Editing tutorials, for the practice element of his project.

With elders, as part of the project:

- Bantu: Basic conversational and reading level, to analyse the wordplay involved in ritual incantations.
- Lucumí: Elementary conversational and reading level, to analyse word play involved in ritual language, and written documentation from the original Yoruba.

In addition, NN will need training in projection skills, especially as related to mirrors. He hopes to achieve this through being mentored by peers in his theatre and arts network.

In addition, the research methods programme of training will continue in February and Summer 2014 where NN will also be able to hone his presentation and critique skills, which he also highlighted in his RDC1.

18) Is there anything that the Doctoral Training Centre, Research Group or Graduate School can specifically offer to help your student to achieve his/her research goals next year or in future?

None that it have been identified at present other than support through the RDC2 process

⁶ Q16: For example, drafts of chapters; completion of thesis; presentations of research; primary research, including creative/professional practice, interviews, archival visits, etc.; papers or articles completed, etc. Please also include any RDC/formal processes (in particular, those listed in Q7 above).

19) Do you have any other comments or feedback that you would like to share with your student, your school or the Doctoral Training Centre that you have been unable to address above?

No

Please sign below or input your name if form is to be sent electronically:

Supervisor's name: _____

Signature: _____

Date: _____

What next?

Once you have completed this form, email it to artsresearch@plymouth.ac.uk, by not later than 1st November 2013.