

OT Baile Átha Cliath

TU Dublin

Lámhleabhar na Mac Léinn
Student Handbook

Bliain Acadúil 2026/27
Academic Year 2026/27

Student Handbook for

Dochtúireacht sa Chleachtas Cruthaitheach

Doctor of Creative Practice

Draft 2: August 2026

OLLSCOIL TEICNEOLAÍOCHTA BHAILE ÁTHA CLIATH
TU DUBLIN
TECHNOLOGICAL UNIVERSITY DUBLIN

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Part 1: Welcome

1.1 Welcome by Chairperson of the Programme Committee

Dear Researcher,

We are delighted that you have chosen to pursue your studies with us at Technological University Dublin (TU Dublin). During your time here, you will gain the knowledge and skills for productive leadership roles and global citizenship. We are committed to your success.

Since our origins, dating back to 1887, we have provided quality education that supports students in accessing and developing successful careers. We continue today in this mission of contributing to the technological, economic, social and cultural advancement of society and aim to offer educational opportunities to students of all ages and backgrounds, through a range of programmes.

Today, TU Dublin is one of the largest higher education institutions in Ireland, with a diverse student base, and research endeavour is an increasingly important component of our work. We combine the academic excellence of a traditional university with professional, career-oriented learning. Key elements of our mission are student-centred learning, useful knowledge, rigorous processes of discovery and critical enquiry, and support for entrepreneurship and diversity. We aim to make a significant contribution to international knowledge and enhance Dublin's role as Ireland's global gate-way.

We hope you enjoy your time with us.

Professor Mary McNamara
Head of the Graduate Research School

1.2 Introduction to Technological University Dublin

Technological University Dublin has been an integral part of the Irish higher education system for over 125 years. With autonomous degree-awarding authority up to doctoral level (level 10 on Ireland's National Qualifications Framework), TU Dublin combines the excellence of a traditional university with professional career-oriented learning and prepares graduates for productive leadership roles in both the public and the private sectors. Furthermore, excellent industry engagement is reflected in successful technology transfer, enterprise creation and a strong applied research base across our three

campus locations at Grangegorman, in Dublin's city centre, Tallaght and Blanchardstown.

1.3 TU Dublin Research Areas and Hubs

TU Dublin has the ambition to "be known for the creation of new knowledge and the development of timely & practical solutions that address the UN SDGs" and to this end we have identified the following five research priority areas:

- Culture, Innovation & Inclusivity in a Changing Society
- Health & Wellbeing for a Thriving Society
- Materials and Technologies for Sustainable Transformation
- Transformative Digital Solutions
- Sustainable Food Systems & Environmental Protection

Our **Research Hubs** provide the resources and facilitate research activities across TU Dublin.

https://www.tudublin.ie/research innovation/research/discover-our-research/research-hubs/

Culture and Society Research Hub – advancing research on the history of culture and society, and the relationship between culture/society with technology. It preserves significant artistic collections and archives; provide excellence in social science research methodologies; and advance digital arts research.

Digital Futures Research Hub – advancing research in core computer science topics such as AI and software engineering to create new digital technologies with positive impacts for individuals, society, the economy, and environment.

Health, Engineering & Materials Science Research Hub – provides facilities and expertise for R&D in the life sciences, materials and diagnostics areas. It prioritises solution driven research guided by its two EI funded technology gateways. It has significant laboratory infrastructure with specialist equipment for coatings, sensor fabrication, analytical sciences research, along with core biology and chemistry R&D laboratories.

Physical to Life Sciences Research Hub - provides state-of-the-art core laboratory support in microscopy and spectroscopy for the characterisation of materials and processes emanating from research in the Physical and Life Sciences, Food Science and Engineering.

Sustainability & Health Research Hub – provides a platform for translating research findings to policy, and developing practical solutions for environmental, sustainability and health challenges. Research focus – energy, food, water, biomonitoring, policy lifestyle.

1.4 Innovation and Knowledge Transfer

TU Dublin Innovation is the award-winning innovation and knowledge transfer office which has helped to create many TU Dublin spinouts and is responsible

for the commercialisation of intellectual property arising from University research. TU Dublin Innovation is the hub of innovation and technology transfer activities and has a multitude of technologies available to license to industry arising from university research. The team works with students, lecturers, and research teams across the University as well as with entrepreneurs, investors, SMEs, and multi-nationals.

https://www.tudublin.ie/research-innovation/innovation/

Intellectual property is an intangible asset which exists in the form of information that has commercial value. The legal rights to use this information (Intellectual Property Rights [IPR]) are controlled by the inventor/owner who can restrict all other access (monopoly), allow third parties to use the information in return for a fee (licence) or sell the IP to third parties (assign). TU Dublin is committed to the commercialisation of intellectual property arising from our research and its partners. The TU Dublin IP Policy Revision 2.0 is effective from 23rd March 2022.

https://www.tudublin.ie/research-innovation/innovation/staff-and-students/intellectual-property/

1.5 TU Dublin Faculties and Schools

The current organisation of faculties and schools at TU Dublin is as follows:

Faculty of Arts and Humanities

- Culinary Arts & Food Technology
- Tourism & Hospitality Management
- Conservatoire
- Social Sciences, Law & Education
- Art and Design
- Media

Faculty of Business

- Business Technology, Retail & Supply Chain
- Global Business
- Marketing & Entrepreneurship
- Accounting, Economics & Finance
- Management, People & Organisations
- Graduate Business School

Faculty of Computing, Digital and Data

- Mathematics & Statistics
- Computer Science
- Informatics & Cybersecurity
- Enterprise, Computing & Digital

Faculty of Engineering, Built Environment and Apprenticeships

- Architecture, Building & Environment
- Surveying & Construction Innovation
- Electrical & Electronic Engineering
- Transport & Civil Engineering
- Mechanical Engineering

Faculty of Sciences and Health

- Biological, Health & Sports Sciences
- Chemical & Biopharmaceutical Sciences
- Food Science & Environmental Health
- Physics, Clinical and Optometric Sciences

1.6 The Graduate Research School at TU Dublin

The Graduate Research School at TU Dublin defines the community of research students and their supervisors and provides a clear identity for graduate research activities and a forum of information exchange and consultation with both supervisors and research students. It is designed as the over-arching entity for the quality assurance of graduate research and the support and development of graduate education across the organisation. All graduate researchers are, in addition to being registered in their own school, members of the Graduate Research School. The Graduate Research School manages the educational programmes and events to enhance the graduate student learning experience and promotes the achievements of the graduate research community.

The aims of the research programme at TU Dublin are aligned with Ireland's *National Framework for Doctoral Education*.[1] Specifically, the framework commits Irish higher education institutions (HEIs) to the highest standards in the provision of research education through the following principles, which have been endorsed by TU Dublin:

1. The core of doctoral education is deep engagement with a question, problem or hypothesis at the frontier of knowledge, and advancement of this frontier under the guidance of expert and committed supervision. To be awarded a doctoral degree, the candidate must have made an original contribution to knowledge.
2. Successful completion and examination of the research thesis, comprising work of publishable quality, is the basis for the award of the doctoral degree. The thesis can be presented in a variety of formats.
3. Doctoral education increases significantly students' depth and breadth of knowledge of their discipline and develops their expertise in research methodology which is applicable to both a specific project and a wider context. It provides a high-quality research experience, training (including a formalised integrated programme of personal and professional development) and output consistent with international norms and best practice.
4. Doctoral education is conducted in a learning community where sufficient critical mass of internationally recognised research activity exists to allow students to gain access to a training programme of appropriate breadth and to interact with peers engaged in their field, nationally and internationally.
5. Recognising that each doctorate is unique, doctoral education is also flexible, so as to support students within individual disciplines or within interdisciplinary or multidisciplinary groups.

[1] HEA, National Framework for Doctoral Education (revised 2023) https://www.qqi.ie/what-we-do/engagement-insights-and-knowledge-sharing/national-forum-for-doctoral-education

6. Doctoral education is conducted in a research environment with a high degree of academic quality and infrastructure and where it is consistent with institutional strategies. Academic quality includes quality supervision and training for supervisors.
7. The admission of doctoral students takes into account preparedness of the applicant, the availability of qualified, competent and accessible supervision and the resources necessary to conduct the research.
8. Doctoral education is supported by established structures with formal monitoring of progress to completion against published criteria, supported by institutional arrangements and clearly defined examination processes, involving external examiners, assessment criteria and declared outcomes.
9. A robust quality assurance system underpins all.

1.7 Professional Doctorate Awards at TU Dublin

Professional Doctorates at TU Dublin are level 10 structured doctorate awards, wherein the candidate makes a significant original contribution to practice in a professional context and to the academic discipline. The degree combines taught professional skills development and original research of publishable quality, which transforms and extends professional knowledge through practice, theory and research.

These awards recognise that high-level knowledge creation can occur not only through discipline-led theoretical advancement, but also through systematic, critical engagement with complex real-world professional challenges.

A Professional Doctorate is distinguished by its dual contribution. Candidates are required to make:

1. A significant original contribution to professional practice, demonstrated through the generation of practice-based knowledge that enhances, transforms, or critically reconfigures how professional work is understood and enacted within a defined context; and

2. A scholarly contribution to the relevant academic discipline, evidenced through rigorous theoretical framing, methodological integrity, and research outputs of publishable quality.

Central to this model is a clear distinction between discipline and practice. The academic discipline provides the theoretical foundations, conceptual frameworks, and research methodologies that ensure scholarly rigour and generalisability. Professional practice, by contrast, provides the context, problems, and sites of inquiry, where knowledge is applied, tested, and refined in response to real-world constraints and organisational or societal needs.

The research undertaken within a Professional Doctorate is expected to be problem-driven and practice-led, emerging from significant challenges within professional settings. However, it must also be theoretically informed and analytically robust, ensuring that findings extend beyond the immediate context and contribute to broader disciplinary debates. The outcomes of this research may include new models, frameworks, methodologies, or evidence-based

practices that demonstrably enhance professional knowledge and inform future practice.

1.8 Faculty of Arts and Humanities

The **Faculty of Arts and Humanities** is Ireland's largest provider of education in visual, performing and media arts and offers the most widely recognised training programmes in the culinary arts and hospitality areas. The Faculty has had a pioneering role in establishing the first higher education programmes in Ireland in creative arts and builds on a nationally established reputation in music performance, music education and drama.

The Faculty offers a stimulating learning environment, which specializes in interdisciplinary, collaborative research and creative practice that seeks to meet the changing needs of society and education in the 21st century. Students are encouraged to achieve the highest artistic and intellectual standards and to consider a wide range of career possibilities in traditional and emerging fields in Irish and international cultural, social, economic and public life. Graduates are highly sought after and successfully employed at all levels within the creative industries.

As a faculty our strong tradition of creativity, industry and societal engagement, and disciplinary diversity is unique on the national stage. We believe that research across the arts, humanities, and social sciences plays a critical role in understanding the human experience, addressing societal challenges, and in developing sustainable democratic futures. These core values, allied with our belief in the value of scholarship and knowledge creation for its own sake, drive our research culture.

Research is focused through our seven research centres, the Culture and Society Hub, our academic and industry partnerships, our membership of the European University of Technology alliance, and leadership of its European Culture and Technology Lab. Key research areas include inclusion and equitable societies, sustainable tourism and cultural heritage, Irish Studies, creative practice in the arts and media, and digital futures.

https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/

1.9 School of Arts and Design, Conservatoire and School of Media

School of Art and Design is Ireland's leading art and design education provider. The emergence of the creative and cultural sector as a critical agent of social and economic transformation in Ireland and Europe has long been documented. Our vision is to lead education, practice and research for Ireland's creative and cultural industry and act as a national and international benchmark for the creative arts. Our fundamental values are excellence in scholarly activity through creative practice and research combined with a student-centred learning environment encouraging creativity, flexibility and innovation.

Engagement with the real world has always been central to our school over the years. We intend to build on our track record by delivering creative programmes with a strong industry, professional and community focus.

https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/schools/art-and-design/

TU Dublin Conservatoire is a centre of excellence for education in the creative and performing arts. We offer high quality, performance-based study programmes in music from early years through to doctoral study. We cover the broadest range of performing arts disciplines in Ireland with degree programmes in classical and Irish traditional music, composition, musicology, music education, jazz, opera and drama, as well as rock and popular music in association with our partner BIMM Dublin. The Conservatoire has developed an active research profile in the areas of composition, historical musicology, performance practice, pedagogy and source studies. Our staff and students produce a wealth of research outputs that make a significant contribution to our understanding and knowledge of the performing arts. The diverse nature of the research and performance practice interests of the large staff at the Conservatoire offers opportunities for specialist and interdisciplinary research projects.

https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/schools/conservatoire/

School of Media is Ireland's oldest and largest school of media, located in three campuses across the city Blanchardstown, Grangegorman and Tallaght. Our purpose is to link the cultural, technological and societal, to encourage debate, foster lifelong learning, produce imaginative, practical innovations and solutions, and give voice to the matters that impact on society. There is a wide and diverse range of research specialisms in the School including the sociology and politics of media, socially engaged media practice-based research, art, science and transdisciplinarity, critical media literacy, user experience and interaction design, universal design for learning, ecologies, networks, art practice and applied creative technologies including virtual interaction technology. Research in the School tends to be socially-engaged, often practice-based, practice-led, and/or practice informed. We focus on creativity as subject matter and as method, challenging existing research paradigms.

https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/schools/school-of-media/

Location

TU Dublin is home to 3,000 musicians, artists, designers, filmmakers, actors, directors and theorists of culture, media, politics and society. The Conservatoire and the School of Art and Design share a purpose-built performance and creative arts facility at the East Quad on the Grangegorman campus with the School of Media, which is also located in the Blanchardstown and Tallaght campuses.

https://www.tudublin.ie/grangegorman/

https://www.tudublin.ie/explore/our-campuses/blanchardstown/

https://www.tudublin.ie/explore/our-campuses/tallaght/

Programme Coordinator: Dr Conor McGarrigle, Faculty head of Research and Innovation

Lead Facilitators on the programme's core modules are:

Module	Lecturer	School
Advanced Topics for the Creative Practitioner	Dr. Caroline O'Sullivan	School of Media
Advanced Research Methods in Creative Practice	Professor Noel Fitzpatrick	Faculty of Art & Humanities
Academic Writing for Business and Social Sciences	Dr Christine Quinlan	Marketing and Entrepreneurship
Research Integrity		Graduate Research School

Optional Modules

Module	Lecturer	School
Research Based Teaching	Dr Glenn Loughran, Martin McCabe	Art and Design
Critical Perspectives in Pedagogy	Dr Helen Lawlor	Conservatoire
Issues in Music Scholarship	Dr Maria McHale, Dr Mary Lennon, Prof. Clíona Doris, Dr Marco Ramelli	Conservatoire
Collaborative Publishing	Dr Conor McGarrigle, Martin McCabe	Media
AI for Designers	Dr Niamh O'Hora, Dr Daniel Sweeney	Media

The academic team will include:

Lecturer	School
Dr Mary Ann Bolger	Media
Martin McCabe	Media
Dr. Niamh Ann Kelly	Art & Design
Dr Mick O'Hara	Art & Design
Dr Glenn Loughran	Art & Design
Dr. Helen Lawlor	Conservatoire
Dr. Marco Ramelli	Conservatoire
Prof Cliona Doris	Conservatoire

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1.10 Programme Summary

Programme Title	*Dochtúireacht sa Chleachtas Cruthaitheach* Doctor of Creative Practice
Programme Short Title	DCP
Programme Duration	4 years, part-time
National Framework of Qualifications Level	10
Award Type	Doctoral Degree, Level 10 major award
Proposed commencement date	January 2027
Programme Attendance Method	Mixed (on campus and online)
Programme Delivery	Blended (planned in-person on-campus and online experiences)
On-campus Location:	East Quad, Grangegorman Campus

Part 2: Programme Overview

2.1 Programme Overview: Aims and Objectives

The Doctor of Creative Practice (DCP) is a unique interdisciplinary doctoral programme in creative and cultural practice. DCP is designed to meet the needs of senior creative practitioners engaged in the design and production of creative outputs, and in the delivery of services supporting creative industries in a professional context, including specialist training and education.

Drawing on TU Dublin's pioneering legacy of practice based doctoral research in the creative arts and media, the DCP is designed to build professional research competencies and skills in the creative and cultural industries. The Doctor of Creative Practice's focus is on the close interdependencies between teaching creative practice and the creative and cultural industries that depend on these skills and expertise. This ensures delivery of a broad-spectrum programme that recognises the commonalities of professional creative practice while attending to the specificity of individual researcher's projects.

DCP builds on the accumulated knowledge, skills, and resources of three creative practice schools: Art & Design, Conservatoire, and Media, across their range of disciplines (Fine Art and Visual Culture, Design, Music, Drama, Creative Digital Media, Immersive Technology and Games, Journalism and Communications, and Media Arts). The DCP aligns with TU Dublin's mission of applied research, practice-based knowledge, industry engagement, and societal impact to deliver an innovative and distinctive professional doctorate experience for creative practitioners.

Creative and cultural industries are undergoing unprecedented digital disruption. The foundations of creative practice, and the legal frameworks of copyright that sustain it, are under question with the rapid advancements of generative AI and shifting policy priorities. These developments require urgent responses at the level of professional practice with challenges including; incorporating new technologies at an accelerating pace, reforming training and education requirements, developing new policy approaches at national and European level, evaluating workflows for environmental sustainability, and reforming labour practices. In response the DCP is an advanced research degree that applies practice-based research insights to the development of professional practice in CCI.

The DCP will build on TU Dublin's deep experience in doctoral research in the creative arts to develop novel transdisciplinary insights in practice-based research and artistic research. It will build research competencies to produce and disseminate knowledge effectively to stakeholders in academic, practice, and policy domains.

The DCP will:

- Apply advanced research methods to develop resilient practices in creative and cultural industries.
- Develop transdisciplinary research insights into professional practice in practice-based research and artistic research
- Produce advanced research into future skills and training requirements for creative practice and cultural industries.
- Develop management capacity to lead technological transition in the creative and cultural industries
- Embed environmentally sustainable practices in creative practice through research informed analysis and ethical leadership.
- Reform industry workload models to build equitable and inclusive participation in the creative and cultural industries.
- Foster academic knowledge exchange in creative industries to strengthen technological foresight and develop future policy.
- Develop transdisciplinary practice-based research to advance innovative approaches to societal challenges

2.2 Admission Requirements

Applicants are required to have at least five years of post-degree professional experience in creative practice following the award of an honours bachelor's degree with a three-year minimum allowed in exceptional cases demonstrated through submission of a professional portfolio. At least some of this experience should be at a senior level.

2.3 Programme Learning Outcomes

Programme Outcome Type	Description
KB	A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of professional practice and a field of learning.
KK	The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers
SR	Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with professional practice and a field of learning; develop new skills, techniques, tools, practices and/or materials.

SS	Respond to abstract problems that expand and redefine existing procedural knowledge
CC	Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts
CR	Communicate results of research and innovation to peers; engage in critical dialogue; lead and originate complex social processes
CLL	Learn to critique the broader implications of applying knowledge to particular contexts
CI	Scrutinise and reflect on social norms and relationships and lead action to change them

Programme Outcome Types

1. CC - Competence - Context
2. CI - Competence - Insight
3. CLL - Competence - Learning to Learn
4. CR - Competence - Role
5. KB - Knowledge - Breadth
6. KK - Knowledge-Kind
7. SR - Skill-Range
8. SS - Skill - Selectivity

2.4 Graduate Attributes

The three approved institutional over-arching graduate attributes are:

> **People: Digitally capable, life-long learners:** *Graduates who are empowered to adapt and thrive in an ever-changing digitally connected world*
>
> **Planet: Sustainability-focused, global citizens:** *Graduates who are socially engaged and responsible graduates leading the sustainability and equity agendas with passion, purpose and resilience*
>
> **Partnership: Collaborative, real-world problem solvers:** *Graduates who are equipped with the skills and abilities to respond proactively and effectively to future challenges*

Research programmes at TU Dublin develop creative, critical and independent individuals who advance the boundaries of research. Graduate research students are provided with opportunities to develop a range of skills, including both research and professional skills. The **National Framework for Doctoral Education** (revised 2023) endorses the following skills and attributes, and these are also key educational objectives for all graduates of TU Dublin research programmes:

- research skills and awareness

- ethics and social understanding
- communication skills
- personal effectiveness/development
- team-working and leadership
- career management

2.5 Transfer and Progression

Refer to TU Dublin's Graduate Research Regulations:

https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/

2.6 Awards

Programme Title Dochtúireacht sa Chleachtas Cruthaitheach
Doctor of Creative Practice
Programme Short Title DCP
Programme Duration 4 years, part-time
National Framework of Qualifications Level 10
Award Type: Doctoral Degree, Level 10 major award
Proposed commencement date: January 2027
Programme Attendance Method Mixed
Programme Delivery Blended
On-campus Location: Grangegorman

2.5.1 Transfer to a Lower Register

The transfer to a lower register Postgraduate Diploma in Research Skills in Creative Practice may be conferred upon a candidate completing 60 ECTS who must have completed the following modules:

Advanced Topics for the Creative Practitioner (20 ECTS)
Advanced Research Methods for Creative Practice (20 ECTS)
Academic Writing for Business and Social Sciences (5 ECTS)
Research Integrity (5 ECTS)
Optional modules (10 ECTS)

Postgraduate Diploma in Research Skills in Creative Practice Learning Outcomes

Programme Outcome Type	Description

KB	Demonstrate a broad knowledge of creative and cultural industries, practice-based methodologies, cultural policy, and technological change management in professional practice.
KK	Demonstrate practical knowledge of research methodologies in creative practice, be cognisant of current theoretical debates and positions in creative practice and cultural policy.
SR	Deploy effectively a wide range of research and professional skills in creative and cultural industries including qualitative and quantitative methodologies, academic writing, digital and analogue production skills, research dissemination and publication methods.
SS	Effectively apply appropriate research methods to address professional challenges within a framework of creative and cultural industries
CC	Understand and apply appropriate strategies, methodologies, design and production techniques in a range of professional settings specific to creative and cultural industries.
CR	Effectively build and lead multidisciplinary teams, build stakeholder relationships in professional settings and communicate research.
CLL	Demonstrate the ability to self-evaluate and take responsibility for continuing professional development, identify emerging research trends and adapt to changing research resources
CI	Demonstrate the ability to assess and evaluate professional problems and apply research-based insights to support problem solving and decision making.

Programme Outcome Types

1. CC - Competence - Context
2. CI - Competence - Insight
3. CLL - Competence - Learning to Learn
4. CR - Competence - Role
5. KB - Knowledge - Breadth
6. KK - Knowledge-Kind
7. SR - Skill-Range
8. SS - Skill - Selectivity

Postgraduate Diploma in Research Skills in Creative Practice

Programme Title: Postgraduate Diploma in Research Skills in Creative Practice.
Programme Short Title: PG Dip in Research Skills in Creative Practice
ECTS: 60
National Framework of Qualifications Level: 9
Award Type: Postgraduate Diploma, Level 9 major award

2.7 Programme Management

Please find below a link to TU Dublin Graduate Research Regulations which includes the academic guidelines and programme management arrangements for research programmes.

https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/

3. Learning, Teaching, Assessment and Supports

3.1 Induction

During their first year, all research students should attend an induction event which will acquaint the students with the research process and regulations. This event is organised by the Graduate Research School Office.

A typical Induction Programme is as follows:

- Research Ethos: What does a Postgraduate Research Degree involve?
- Introduction to Research Plans
- Library Services
- Student Services
- International Student Services
- Research Ethics
- Technology Transfer Processes
- Graduate Research Regulations

The University's Graduate Research Regulations includes further information on research student induction.

https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/

In addition to the induction provided by the Graduate Research School, the Faculty of Arts and Humanities will arrange programme-specific induction, including a welcome event to provide the opportunity for members of the class to get to know each other and to meet the staff involved in delivery of the programme. Students will be provided with:

- Overview of the programme structure, key dates, schedules, content, including expectations, milestones and deliverables
- introduction to the faculty, tour of the campus and introduction to key facilities
- introductions and networking with cohort members and staff
- student supports and contact points

Students' learning experience is supported by ongoing engagement with the programme co-ordinator, their module lecturers and research supervisors.

3.2 Health and Safety Requirements

Some students may require access to facilities in the East Quad creative arts workshops, print studio, or media labs. Use of these facilities is subject to a mandatory health and safety induction conducted by workshop staff before access will be granted. Students must adhere to all safety regulations while using these facilities and use appropriate personal protective equipment when they are engaged in a hazardous activity or in a hazardous area. Media Lab use is subject to strict adherence to guidelines and following the guidance of technicians and lab managers.

Students will not be allowed to work in areas which are considered hazardous unless they take appropriate precautions and equip themselves with adequate personal protective equipment as mandated in their health and safety induction.

3.3 Research Integrity in TU Dublin

Academic Council of TU Dublin has formally adopted the *National Policy Statement on Ensuring Research Integrity* in Ireland and is committed to ensuring the highest standards of integrity in all aspects of our research, founded on basic principles of good research practice to be observed by all researchers and research organisations. We are also committed to promoting a culture of research integrity and good practice through support and training and collaborating with others such as the National Forum, to reinforce and safeguard the integrity of the Irish research system. All researchers at TU Dublin have a duty to conduct their research and innovation activities according to good research practice as outlined in the Code of Conduct for Ensuring Excellence in Research Integrity. Consideration of the ethical dimension is an essential step to achieve the high standards required by good research practice and by the University.

https://www.tudublin.ie/research-innovation/research/ethics-integrity/

3.3.1 Research Integrity Training

All new research students must complete training in research integrity, provided by the Graduate Research School Office within the first 6 months following registration. This event is organised by the Graduate Research School Office.

https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/

3.3.2 Research Ethics

TU Dublin's Research Ethics Committee promotes and promulgates good ethical research and scholarly practice, emphasizes integrity and rigour. Our guiding principles, procedures and forms are available at:

https://www.tudublin.ie/research-innovation/research/ethics-integrity/

3.3.3 Responsible Use of Generative AI in Research Ethics

To provide guidance for those involved in research and innovation activities, the University has prepared guidelines for the use of Generative AI in research. These outline the principles for the use of GenAI and provide some examples of use cases in a research context. The details are available here - Guidelines for Responsible Use of GenAI V1.0

3.3.4 Garda (Police) Vetting

Any TU Dublin student whose course or activity involves access to children or vulnerable adults must be vetted, by the National Police force, An Garda Síochána. There may be other activities as part of your studies or other parts of your student life that also require vetting. This is standard procedure in the Republic of Ireland for anyone carrying out work or activities which mainly consist of them having access to, or contact with, children or vulnerable adults. Further information can be found on the National Vetting Bureau website at https://vetting.garda.ie/Help/FAQ. Applications for Garda Vetting are processed by the TU Dublin Admissions Office and further information on the application procedure is available at the link below:

https://www.tudublin.ie/for-students/garda-vetting/

3.4 Virtual Learning Environment and eLearning

Brightspace is the TU Dublin virtual learning platform and is used extensively by staff and students. The library has a wide range of online resources for performance, composition and music research, and students are introduced to these resources early in the first semester in a specialist library and research session.

There are helpful resources on getting started with Brightspace here:

https://www.tudublin.ie/connect/vle/getting-started/

For information on TU Dublin's Digital Education resources and initiatives, see the link provided below:

https://www.tudublin.ie/explore/about-the-university/digital-education/

3.5 Library

There are five libraries in TU Dublin: Aungier Street, Blanchardstown, Bolton Street, Grangegorman Academic Hub, and Tallaght. The services provided by the library include study spaces, networked PCs, textbooks, journals and newspapers, photocopiers and printers. Information on all the library's services and e-resources is available at the link below.

www.tudublin.ie/library/

3.6 Assessment Regulations

The University's Graduate Research Regulations include assessment regulations for research programmes:.

https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/

3.7 Recognised Prior Learning

The University's Graduate Research Regulations provide information on recognised prior learning processes.

https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/

3.8 Assessment Guidelines and Feedback

Module assessment:

Students' assessment consists of the following components:

1. Taught Module Assessment

   Assessment of assigned work as outlined in each taught module's course overview and schedule. Full details and requirements will be notified to students at the beginning of each module.

2. Annual Research Evaluation

   All research students are required to undertake an annual faculty research evaluation to assess progress against the programme of research developed with their supervisory team (see section 3.4 of the Graduate Research Regulations)

3. At the midpoint of their research undergo a confirmation examination with an external examiner (see section 3.10 of the Graduate Research Regulations)

4. Submission of a research thesis and its examination by two examiners (one external and one internal) and its defense at oral (*viva voce*) examination.

Only two attempts for each module are permitted, and non-attendance will be considered as an unsuccessful attempt. A student may only defer attendance for a module to the next available session. A student must have achieved the required ECTS module credits before submitting their thesis for examination.

Assessments are normally submitted through the Virtual Learning Environment, Brightspace. Academic writing and referencing guidelines will be provided by your module lecturers and supervisors.

Detailed specific assessment requirements for all modules will be provided in each module's schedule and outlined in person at the start of each module. It is each student's responsibility to inform themselves of the submission and assessment requirements of their modules.

Research Ethics and Integrity

All Professional Doctorate students must complete Module 1 Research Integrity and all discipline, professional practice and research skills modules required for their award. Performance in each module is determined by the examiners with reference to the module learning outcomes and assessment criteria. All modules will be assessed on a pass/fail basis

The University's Graduate Research Regulations provides further information on assessment, including the submission and assessment of the thesis.

https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/

4. Programme Structure

The programme is delivered across four semesters and will have a blended learning approach combining lectures, seminars, workshops, individual supervision and independent study. As part of the DCP cohort students will participate in a research community at the forefront of a field of enquiry through peer engagement. Candidates will extend the methodological scope of their individual research project through critique and peer feedback as they develop their project's methodological framework. Seminars will be developed collaboratively with students developing and leading seminars appropriate to their research focus.

The module will be delivered through both in person and online lectures, seminars, and workshops. A cohort will be formed at the beginning of each year and students will be encouraged to engage in peer directed activities such as reading groups and peer-led seminars. An intensive in person summer/winter school will provide focus on the year culminating in a one-day symposium to showcase individual student's research.

The programme is situated in City Campus Grangegorman in the state of the art East Quad Creative Arts building. Participating academic schools are the Art and Design, Media, and Conservatoire. The GradCAM Research Centre will coordinate the Summer/Winter Schools building on its long history in practice-based doctoral education and its extensive European network in artistic and practice based research.

Intensive Schools

Core to the DCP programme's structure are the Winter and Summer Schools. These intensive schools bring together students and course lecturers in an interactive programme of lectures, talks, workshops and round tables. The schools will feature international scholars and industry experts, connecting students with the Faculty's rich international network of collaborators. Each school's activities will be shaped by emergent issues from students' research projects and students will present research in progress at the research symposium showcase. The intensive schools additionally will offer key moments for reflection and dialogue between students and academic staff.

Key features are:

- Mentoring and feedback; mentoring from academic staff and visiting scholars with detailed constructive feedback on each student's PhD project
- Round tables and talks; active engagement with academic and industry debates.

- Workshops on key academic skills; writing and publishing, critical thinking, reading and citation, peer review, research design, methodology, research impact, communication.
- Peer mentoring on individual progress, industry specific issues, reflexivity and researcher positionality.
- Each intensive school includes a one day research symposium to showcase student research in progress.

Participation in Faculty research

In addition to the intensive summer and winter schools the DCP cohort will be embedded in the Faculty and school research community through participation in research activities including:

- Participation in each school's research symposium.
- Participation in research students faculty wide symposium each Semester
- Students will present their research at the annual Faculty research evaluations for their school. Faculty evaluation are open to all postgraduate students who are encouraged to attend relevant sessions.
- The Culture and Society Research Hub is a Faculty aligned industry-focused research hub that coordinates and leads research and innovation activities at Faculty and university level. C&S Hub facilitates cross faculty connections and research funding bids at national, European, and International level. Developing research in the Creative and Cultural industries is a key priority, DCP students will align their research with the Hub and are expected to play a key role in the C&S Hub industry-focused activities
- The Faculty has seven research centres engaged in thematic research activity, the DCP will connect candidates to research centres relevant to their research area. These are the Centre for Irish Studies, GradCAM Centre for Creative Arts and Media, Centre for Socially Engaged Practice-Based Research, TU Dublin-TCD Joint Centre for Sociology of Humans and Machines, Centre for Psychology Education and Emotional Intelligence, Centre for Ecological Analysis of Social Inclusion and Equitable Responsibility, and the European Culture and Technology Lab, a research centre of the European University of Technology.
- DCP will elect a representative to the Faculty's Research Community of Practice Working Group. The Community of Practice organise Faculty wide research activities and a research student showcase each semester.

- The DCP will elect a representative to the Faculty Research Committee which reports to the Faculty Board.

There are two main elements to the research programmes at TU Dublin:

Element 1 Original Research
Element 2 Professional Skills Development

4.1 Element 1 - Original Research

Each individual student follows their own research path, the core of which must be a coherent body of original research, at the end of which, the candidate must submit a comprehensive thesis for examination. The basis for the award of all research degrees at TU Dublin is successful completion and examination of the research thesis, comprising work of publishable quality. In addition, Professional Doctorate and MPhil candidates must complete a *viva voce* examination following submission of the thesis.

Thesis guidelines and arrangements for supervision are contained in the Graduate Research Regulations (GRR) available at the link below:

https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/

4.2 Element 2 – Professional Skills Development

Research programmes at TU Dublin develop creative, critical and independent individuals who advance the boundaries of research. Professional Doctorate students are provided with opportunities to develop a range of skills, including discipline, professional practice and research skills through taught modules.

The *National Framework for Doctoral Education* endorses the following skills and attributes, and these are also key educational objectives for all graduates of TU Dublin research programmes:

- research skills and awareness
- ethics and social understanding
- communication skills
- personal effectiveness/development;
- team-working and leadership
- career management
- entrepreneurship and innovation

4.3 Programme Schedule

The programme structure for the TU Dublin DCP Professional Skills Development element integrates Advanced Research Skills and Creative

Practice.

Table 1: Programme Structure

Module	*ECTS*	*Delivery Mode*	*Mandatory / Elective*
Advanced Topics for the Creative Practitioner	20	Blended	Mandatory
Advanced Research Methods for Creative Practice	20	Blended	Mandatory
Academic Writing for Business and Social Sciences	5	Online	Mandatory
Research Integrity	5	Online	Mandatory
Optional modules	10	Blended/Online	Elective

As well as instruction from lecturers, the advanced research skills modules are supported by mentoring from the supervisors with most of the module assessments designed to support progression of the DCP research projects. Table 2 summarises assessments that support the thesis.

Table 2: Module Assessments Linking to Thesis

Module	*Examples of Assessments Linking to Project*
Advanced Topics for the Creative Practitioner	Design research methodology Critical mapping of relevant literature and practice Complete research proposal
Advanced Research Methods for Creative Practice	Research problem definition Scoping of literature review Methodological paper and presentation
Academic Writing	Project poster Research paper relating to DCP project
Research Integrity	Research ethics application

Table 3: Programme Structure by Module

Year/Cycle	**Semester**	**Module Title**		**Credits**

Year 1	1	Module 1: Research Integrity	Manda-tory	5
	1 & 2	Advanced topics for the creative practitioner	Manda-tory	20
	1 & 2	Advanced Research Methods for Creative Practice	Manda-tory	20
	1	Critical Perspectives in Pedagogy	Elective	10
	1	Issues in Musical Scholarship	Elective	5
	1	Research based teaching	Elective	5
	2	AI for Designers	Elective	10
	2	Collaborative Publishing	Elective	5
Year 2	1	Academic Writing for Business and Social Sci-ences	Manda-tory	5
	1 & 2	Advanced topics for the creative practitioner	Manda-tory	20
	1 & 2	Advanced Research Methods for Creative Practice	Manda-tory	20
	1	Critical Perspectives in Pedagogy	Elective	10
	1	Issues in Musical Scholarship	Elective	5
	1	Research based teaching	Elective	5
	2	AI for Designers	Elective	10
	2	Collaborative Publishing	Elective	5

4.4 Programme Delivery and Indicative Calendar

There will be blended delivery with in-person and online events each semester. The programme will include a weeklong intensive summer school delivered on campus in August and an intensive winter school in January.

Part 3: Book of Modules

Programme Version	1				
Programme Type	Unclassified				
Award Type					
TU Programme Code	TU506	**Programme Duration (Years)**	4 Year/Cycle	**No. of Semesters**	12
Semesters Per Year	3	**NFQ Level**	Level 10	**Programme ECTS Credits**	240
Duration Type	Both				
Effective From	Jan 2027 (January 2027)				
Full Time/Part Time:	Part Time				
School Responsible	Graduate Research School				
Programme Coordinators	CLIONA DORIS, Conor Mcgarrigle				
ISCED Code	0210 - Arts not further defined or elsewhere classified				

Professional Body
No Programme Professional Body Recognition Assigned

Collaborative Provision
No collaborative provisions listed

Minimum English Requirements
6

Community Engaged Learning	No
Work-based Learning	Yes
Study Abroad	No
Work/Professional/ Clinical Placement	No
Teacher Training	Not Applicable

Course Marker
Academic

Programme Structure/Module Choice Description	There are two main elements to the research programmes at TU Dublin: **Element 1 Original Research** **Element 2 Professional Skills Development** **Element 1 Original Research** Each individual student follows their own research path, the core of which must be a coherent body of original research, at the end of which, the candidate must submit a comprehensive thesis for examination. The basis for the award of all research degrees at TU Dublin is successful completion and examination of the research thesis, comprising work of publishable quality. In addition , Professional Doctorate and MPhil candidates must complete a *viva voce* examination following submission of the thesis. Thesis guidelines and arrangements for supervision are contained in the **Graduate Research Regulations** (GRR) available at the link below: https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/ **Element 2 Professional Skills Development** Research programmes at TU Dublin develop creative, critical and independent individuals who advance the boundaries of research. Professional Doctorate students are provided with opportunities to develop a range of skills, including discipline , professional practice and research skills through taught modules. The *National Framework for Doctoral Education* endorses the following skills and attributes, and these are also key educational objectives for all graduates of TU Dublin research programmes: • research skills and awareness • ethics and social understanding • communication skills • personal effectiveness/development; • team-working and leadership • career management • entrepreneurship and innovation
Legacy Code	
Programme Aims/Objectives	The Doctor of Creative Practice (DCP) is a unique interdisciplinary doctoral programme in creative and cultural practice. DCP is designed to meet the needs of senior creative practitioners engaged in the design and production of creative outputs, and in the delivery of services supporting creative industries in a professional context, including specialist training and education. Drawing on TU Dublin's pioneering legacy of practice based doctoral research in the creative arts and media, the DCP is designed to build professional research competencies and skills in the creative and cultural industries. The Doctor of Creative Practice's focus is on the close interdependencies between teaching creative practice and the creative and cultural industries that depend on these skills and expertise. This ensures delivery of a broad-spectrum programme that recognises the commonalities of professional creative practice while attending to the specificity of individual researcher's projects.

	DCP builds on the accumulated knowledge, skills, and resources of three creative practice schools: Art & Design, Conservatoire, and Media, across their range of disciplines (Fine Art and Visual Culture, Design, Music, Drama, Creative Digital Media, Immersive Technology and Games, Journalism and Communications, and Media Arts). The DCP aligns with TU Dublin's mission of applied research, practice-based knowledge, industry engagement, and societal impact to deliver an innovative and distinctive professional doctorate experience for creative practitioners.
Minimum Entry Requirements	The entry requirements for the Doctor of Creative Practice programme are as follows: Significant experience as a professional working in the field or in a related field demonstrated through submission of a professional portfolio. *and* Minimum of a 2.1 honours degree (level 8) in a relevant discipline or Transfer from the research Master's degree (level 9) The Graduate Research School Office will verify the equivalency of non-Irish qualifications. For English requirements, see the **Graduate Research Regulations** Applicants for the DBA programme will be requested to submit a professional portfolio and attend an interview. For information on submitting an Expressions of Interest and the Interview Process, see the **Graduate Research Regulations**
Non Standard Entry Requirements	Refer to TU Dublin's **Graduate Research Regulations**
Procedures for Non Standard Applications	Refer to TU Dublin's **Graduate Research Regulations**
Employability/ Career Opportunities	Research programmes at TU Dublin develop creative, critical and independent individuals who advance the boundaries of research. Graduate research students are provided with opportunities to develop a range of skills, including both research and professional skills. The National Framework for Doctoral Education (revised 2023) endorses the following skills and attributes, and these are also key educational objectives for all graduates of TU Dublin research programmes: • research skills and awareness • ethics and social understanding • communication skills • personal effectiveness/development • team-working and leadership • career management

Progression Opportunities	Refer to TU Dublin's **Graduate Research Regulations** : https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/
Programme Regulations	**TU Dublin Graduate Research Regulations** ensure robust quality assurance to support research students and their supervisors during their research programme. The Regulations detail academic guidelines, programme management, and quality assurance and enhancement arrangements for research programmes. All researchers at TU Dublin have a duty to conduct their research and innovation activities according to good research practice as outlined in the **Code of Conduct for Ensuring Excellence in Research Integrity** . Consideration of the ethical dimension is an essential step to achieve the high standards required by good research practice and by the University. The **Graduate Research Regulations** , **Code of Conduct for Research Integrity** and **Postgraduate Research Forms** are available at: https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/
Programme Specific Assessment Regulations	The current edition of the **Graduate Research Regulations** (GRR) is available at the link below: https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/
Derogation from the General Assessment Regulations	Professional Doctorate awards are governed by the **Graduate Research Regulations** (GRR) available at the link below: https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/
Classification for each award type listed	n/a
Calculation of Awards Classification	n/a
Professional Accreditation, Recognition and Approval	See relevant Student Handbook for the Professional Doctorate award.
Own, Dual or Multiple	Own

Awards

Year 1

Awards

Award
No awards exist

Year 2

Awards Postgraduate Diploma in Research Skills in Creative Practice

Award
Post Graduate Diploma

Year 3

Awards

Award
No awards exist

Year 4

Awards Doctor of Creative Practice

Award
Doctoral Degree

Programme Learning Outcomes

On completion of this programme the Graduate will be able to :

Description
Systematically acquire and understand a substantial body of knowledge which is at the forefront of professional practice and a field of learning
Create and interpret new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers
Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with professional practice and a field of learning; develop new skills, techniques, tools, practices and/or materials.
Respond to abstract problems that expand and redefine existing procedural knowledge
Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts
Communicate results of research and innovation to peers; engage in critical dialogue; lead and originate complex social processes
Learn to critique the broader implications of applying knowledge to particular contexts
Scrutinise and reflect on social norms and relationships and lead action to change them

Associated Modules

Year/Cycle	Semester	Delivery Type	Code	Title	Version	Credits
1	Semester 1	Mandatory	GRSO 1012	Module 1: Research Integrity [Approved]	1	5
1	Semester 1	Elective	MUSM 9017	Critical Perspectives in Pedagogy [Approved]	1	10
1	Semester 1	Elective	MUSM 9024	Issues in Musical Scholarship [Approved]	2	5
1	Semester 1	Elective	RESH 9004	Research based teaching [Draft]	1	5
1	Semester 1 & 2	Mandatory	RESH 9001	Advanced Research Methods for Creative Practice [Draft]	1	20
1	Semester 1 & 2	Mandatory	RESH 9002	Advanced topics for the creative practitioner [Draft]	1	20
1	Semester 2	Elective	DMED H1032	AI for Designers [Approved]	2	10
1	Semester 2	Elective	MUSG 1031	Creative Project [Head of School]	2	10
1	Semester 2	Elective	RESH 9003	Collaborative Publishing [Draft]	1	5
2	Semester 1	Mandatory	AWRI 1013	Academic Writing for Business and Social Sciences [Approved]	1	5
2	Semester 1	Elective	MUSM 9017	Critical Perspectives in Pedagogy [Approved]	1	10
2	Semester 1	Elective	MUSM 9024	Issues in Musical Scholarship [Approved]	2	5
2	Semester 1	Elective	RESH 9004	Research based teaching [Draft]	1	5
2	Semester 1 & 2	Mandatory	RESH 9001	Advanced Research Methods for Creative Practice [Draft]	1	20
2	Semester 1 & 2	Mandatory	RESH 9002	Advanced topics for the creative practitioner [Draft]	1	20
2	Semester 2	Elective	DMED H1032	AI for Designers [Approved]	2	10
2	Semester 2	Elective	MUSG 1031	Creative Project [Head of School]	2	10
2	Semester 2	Elective	RESH 9003	Collaborative Publishing [Draft]	1	5

Links to Documents/Resources

	Link and Description
1	**https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/** TU Dublin Graduate Research Regulations ensure robust quality assurance to support research students and their supervisors during their research programme. The Regulations detail academic guidelines, programme management, and quality assurance and enhancement arrangements for research programmes. All researchers at TU Dublin have a duty to conduct their research and innovation activities according to good research practice as outlined in the 'Code of Conduct for Ensuring Excellence in Research Integrity'. Consideration of the ethical dimension is an essential step to achieve the high standards required by good research practice and by the University.

DRAFT

RESH 9001: Advanced Research Methods for Creative Practice

Module Details

Module Code:	RESH 9001
Module Long Title:	Advanced Research Methods for Creative Practice DRAFT
Banner Title:	Advanced Research Methods
Version:	1
Indicative NFQ level:	Level 10
Valid From:	Jan 2027 (January 2027)
Language of Instruction:	English
ECTS Credits::	20
Current Coordinator::	Conor Mcgarrigle
Module Coordinators:	• CLIONA DORIS (16 June 2026 to 17 June 2026) • Conor Mcgarrigle (17 June 2026 to ---)
School Responsible:	School of Art & Design
Campus:	City Campus
Module Overview	This module will identify key research methods for creative practice and situate these within theoretical and applied contexts with respect to the practitioner's own research project, and within the broader context of professional practice. The module is designed to supply the methodological knowledge, research competencies, and reflexivity to scaffold the transition from advanced creative practitioner to researcher. The module supports the researcher in designing and developing their research project; from ideation to research question formulation, research design and assessment, and in the application of appropriate project specific research methodologies . Methodological concerns regarding data selection, establishing rigour, reflexivity, representing others, and ethical issues are addressed in detail. Peer critique and feedback is core to this module. Students give critical feedback to their peers as they collaboratively develop their project methodologies. Building on the wealth of practice-based experience candidates bring to the programme the module develops the skills needed to develop individual research projects at a doctoral level. The module builds research competencies in creative practice around four core pillars: • critical review of literature • research methodologies in creative practice • research design and proposal development • disciplinary specific methods Optional topics will respond to research themes, such as: • design research and leadership • artistic research • ethnography for the creative practitioner • creative technology • pedagogy for creative practice • research technologies

Learning and Teaching Methods	The module is delivered across four semesters and will have a blended learning approach combining lectures, seminars, workshops, individual supervision and independent study. Students will participate in a research community at the forefront of a field of enquiry. Candidates will extend the methodological scope of their individual research project through critique and peer feedback as they develop their project's methodological framework. Seminars will be developed collaboratively with students developing and leading seminars appropriate to their research focus. The module will be delivered through both in person and online lectures, seminars and workshops. A cohort will be formed at the beginning of each year and students will be encouraged to engage in peer directed activities such as reading groups and peer-led seminars. An intensive in person summer/winter school will provide focus on the year culminating in a one day symposium to showcase individual student's research. The summer school will feature international contributors connecting students with the faculty's rich international network of collaborators. The module will be situated in City Campus in the East Quad Creative Arts building with participation from the School of Art and Design, Media, and Conservatoire. The GradCAM Research Centre will coordinate the Summer/Winter School building on its long legacy in practice-based doctoral education. These intensive programmes will include the involvement of the faculty's other research centres.

Indicative Syllabus

1. Critical literature review
1.1) • perspectives on knowledge, discipline, and concepts of knowledge formation
1.2) • understanding practice as construction of knowledge
1.3) • databases, journals, libraries knowledge repositories
1.4) • critical reading strategies
1.5) • how to construct a research bibliography
1.6) • disciplinary conventions in citing and referencing
1.7) • critical issues with AI tools

2. Introduction to methodologies
2.1) • introduction to methodology and methodological debates
2.2) • ethical approaches to practice-based research
2.3) • historical positions on methodology and practice
2.4) • models of research and disciplinary paradigms
2.5) • quantitative and qualitative methodologies
2.6) • perspectives on research methodologies in creative practice
2.7) • the challenges of methodology in practice

3. Research methodology in creative practice
3.1) • practice based research methodologies
3.2) • historical perspectives on research and practice in the creative arts
3.3) • the reflective practitioner
3.4) • cultural studies and questions of method
3.5) • artistic and performance research
3.6) • resource management and research planning
3.7) • data management and open research

4. Research design and proposal development
4.1) • formulating research questions
4.2) • writing and assessing a research proposal
4.3) • designing a research methodology
4.4) • evaluation and peer feedback
4.5) • communicating research to diverse audiences

5. Disciplinary specific methods
5.1) • design research and leadership
5.2) • artistic research
5.3) • ethnography for the creative practitioner
5.4) • creative technologies
5.5) • pedagogy for creative practice
5.6) • emergent practices in Creative Arts - Digital, Sound and Visual Methods

Learning Outcomes	
Upon successful completion of this module the learner will be able to	
#	
MLO1	Demonstrate knowledge of research methodologies and their uses and limitations in research
MLO2	Critically evaluate research methodologies and identify the method discourse relevant to student's specific research area
MLO3	Demonstrate critical understanding of key methodological debates and their relation to disciplinary knowledge
MLO4	Design a research methodology appropriate to their own research project and critically assess alternative approaches
MLO5	Critique and give peer feedback on other student's project's methodological approaches
MLO6	Demonstrate advanced knowledge of research methodologies in the field
MLO7	Critically evaluate and synthesis academic literature in a field of study

Requisites

Module Content & Assessment

Assessment Breakdown	%
Other Assessment(s)	100.00%

Assessments

Other Assessment(s)

Assessment Type	Problem-Based Assignment	**% of Total Mark for Module**	15
Indicative Week	See Student Handbook	**Learning Outcomes**	3,7
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Research problem definition

Assessment Type	Review	**% of Total Mark for Module**	25
Indicative Week	See Student Handbook	**Learning Outcomes**	3,7
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Scoping literature review

Assessment Type	Research Paper	**% of Total Mark for Module**	30
Indicative Week	See Student Handbook	**Learning Outcomes**	1,2,3,6
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Methodological in creative practice paper (project specific)

Assessment Type	Presentation	**% of Total Mark for Module**	30
Indicative Week	See Student Handbook	**Learning Outcomes**	1,2,3,4,5
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Draft research methodology and presentation

Module Activity

Part Time hours per semester	
Activity Type	*Duration (Hours)*
Lecture	60
Self Directed	340
Hours (up to 100 for 5 ECTS credits)	400.00

Recommended Reading List

Recommended Book Resources

Barrett, Estelle, and Barbara Bolt. (2019), Practice as Research: Approaches to Creative Arts Enquiry, Bloomsbury.

Costley, C., Elliott, G., & Gibbs, P. (2010), Doing Work-Based Research: Approaches to Enquiry for Insider-Researchers, Sage.

Denzin, Norman K. et al. (2003), The Landscape of Qualitative Research: Theories and Issues, Second edition. Sage, London.

Fink, A. (2020), Conducting Research Literature Reviews: From Paper to the Internet, Sage.

Punch, K. (2016), Developing Effective Research Proposals, Third edition. Sage.

Saito, Y. (2022), Aesthetics of care: Practice in everyday life, Bloomsbury.

Supplementary Book Resources

Berger, Arthur Asa. (2014), Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches, Third edition. Sage.

Graves, Norman, V ed P. Varma, and Ved Varma, eds. (1997), Working for a Doctorate, Routledge.

Hall, Nick, and John Ellis. (2019), Hands on Media History: A New Methodology in the Humanities and Social Sciences, First edition. Routledge.

Hammersley, M. (1992), What's Wrong with Ethnography?, Routledge, London.

Hammersley, M. and Atkinson, P. (2007), Ethnography: Principles in Practice, Third edition. Routledge, London and New York.

Hübner, Falk. (2024), Method, Methodology and Research Design in Artistic Research: Between Solid Routes and Emergent Pathways, Routledge, Taylor & Francis Group.

Review

Module Extra Information

Editor(s)

Editor
CLIONA DORIS
Conor Mcgarrigle

Affiliated Programmes

Programme Code	Programme Title	Programme Version
TU506	Doctor of Creative Practice	1

DRAFT

RESH 9002: Advanced topics for the creative practitioner

Module Details

Module Code:	RESH 9002
Module Long Title:	Advanced topics for the creative practitioner DRAFT
Banner Title:	Topics - creative practitioner
Version:	1
Indicative NFQ level:	Level 10
Valid From:	Jan 2027 (January 2027)
Language of Instruction:	English
ECTS Credits::	20
Current Coordinator::	Conor Mcgarrigle
Module Coordinators:	• CLIONA DORIS (19 May 2026 to 17 June 2026) • Conor Mcgarrigle (17 June 2026 to ---)
School Responsible:	School of Media
Campus:	City Campus
Module Overview	This module builds on research methodologies developed in the Advanced Research Methods module. The module will identify key topics in creative practice and situate these within theoretical and applied contexts with respect to the practitioner's own research project, and the broader context of professional practice. The module is designed to supply the knowledge, research competencies, and reflexivity to scaffold the transition from advanced creative practitioner to doctoral researcher. Through thematic participatory activities, identified and led by the student cohort, the module supports the researcher in identifying and establishing the advanced research contexts that will underpin their own research project. Building on the wealth of practice-based experience candidates bring to the programme, the module develops the skills needed to develop individual research projects and situate them within appropriate theoretical, methodological, and professional contexts. The module build research competencies in critical practice around four core pillars: • critical and theoretical frameworks • applied research methodologies • dissemination of research • collaboration and leadership in creative practice with optional topics responding to research themes that emerge from the cohort dynamic and composition, including • creative and cultural technologies • cultural policy • pedagogy in creative practice Candidates will iteratively develop their own research project in this module and learn to navigate the necessary balancing of professional, theoretical and methodological contexts. Effective communication and dissemination of research to academic and professional audiences and stakeholders will be integrated throughout the module.

Learning and Teaching Methods	The module is delivered across four semesters and will have a blended learning approach combining lectures, seminars, workshops, individual supervision and independent study. Participation in student identified and led thematic participatory activities will ensure meaningful participation in a research community at the forefront of a field of enquiry. Candidates will extend the methodological and theoretical scope of their individual research project through sustained interdisciplinary research dialogue. Seminars will be developed collaboratively with students developing and leading seminars appropriate to their research focus. The module will be delivered through both in person and online lectures, seminars and workshops. A cohort will be formed at the beginning of each year and students will be encouraged to engage in peer directed activities such as reading groups and peer-led seminars. An intensive in-person summer/winter school will provide a highlight and focus on the year culminating in a one day symposium showcasing individual student research. The summer school will feature international contributors connecting students with the faculty's rich international network of collaborators. The module will be situated in City Campus in the East Quad Creative Arts building with participation from the School of Art and Design, Media, and Conservatoire. The GradCAM Research Centre will coordinate the Summer/Winter School building on its long legacy in practice-based doctoral education. These intensive programmes will include the involvement of the faculty's other research centres.

Indicative Syllabus
1. Critical and theoretical frameworks 1.1) • introduction to relevant discursive frameworks 1.2) • perspective on knowledge and concepts of knowledge formation 1.3) • identifying specific contexts of relevance as they apply to student's research projects 1.4) • reciprocal relations between creative practice and theory 1.5) • ethical perspectives and challenges
2. Applied research methodologies 2.1) • introduction to applied methodology and research design 2.2) • historical positions of research and practice 2.3) • perspectives on research methodologies in creative practice 2.4) • production of written texts and feedback 2.5) • the challenges of methodology in practice 2.6) • practical aspects of research ethics 2.7) • developing timelines of action
3. Dissemination of research and practice 3.1) • dissemination and distribution in creative practice 3.2) • research communication for doctoral students 3.3) • evolution of circulation of creative output within the cultural industries since the 1960s 3.4) • emerging technologies and future directions 3.5) • dissemination strategies and planning 3.6) • academic publishing
4. Collaboration and leadership in creative practice 4.1) • collaborative making in creative practice 4.2) • histories of industry partnerships with creative practice 4.3) • building interdisciplinary research collaboration 4.4) • developing team competencies in interdisciplinary collaboration 4.5) • knowledge production and collaboration in doctoral research 4.6) • leadership and team building in creative and cultural industries

Learning Outcomes	
Upon successful completion of this module the learner will be able to	
#	
MLO1	Demonstrate knowledge of appropriate research methodologies and their application in creative practice and to the specificity of their own research project
MLO2	Critically evaluate and synthesise appropriate theoretical positions and identify those specifically relevant to student's individual research project
MLO3	Analyse and interpret approaches to collaboration in their own discipline and demonstrate leadership within research contexts
MLO4	Contribute meaningfully to interdisciplinary research dialogue
MLO5	Demonstrate the ability to disseminate and communicate research to diverse audiences
MLO6	Demonstrate advanced knowledge of contemporary scholarship and practice in their field

Requisites

Module Content & Assessment

Assessment Breakdown	%
Other Assessment(s)	100.00%

Assessments

Other Assessment(s)

Assessment Type	Class Participation	**% of Total Mark for Module**	15
Indicative Week	See Student Handbook	**Learning Outcomes**	3,4,5
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Contribute to development of and participation in research seminars

Assessment Type	Submission	**% of Total Mark for Module**	20
Indicative Week	See Student Handbook	**Learning Outcomes**	1,6
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Design research methodology

Assessment Type	Research Paper	**% of Total Mark for Module**	25
Indicative Week	See Student Handbook	**Learning Outcomes**	4,6
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Critical mapping of relevant literature and practice

Assessment Type	Submission	**% of Total Mark for Module**	40
Indicative Week	See Student Handbook	**Learning Outcomes**	1,2,6
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Research Proposal

Module Activity

Part Time hours per semester	
Activity Type	*Duration (Hours)*
Lecture	60
Self Directed	340
Hours (up to 100 for 5 ECTS credits)	400.00

Recommended Reading List

Recommended Book Resources

Banks, Mark. (2017), Creative justice: Cultural industries, work and inequality, Bloomsbury.

Barrett, Estelle, and Barbara Bolt. (2019), Practice as Research: Approaches to Creative Arts Enquiry, Bloomsbury.

Candy, L. (2020), The Creative Reflective Practitioner: Research Through Making and Practice, London, Routledge.

Harris, John, Valerie A. Brown, and Jacqueline Russell, eds. (2010), Tackling Wicked Problems, Routledge.

Supplementary Book Resources

Cubitt, Sean. (2017), Finite Media: Environmental Implications of Digital Technologies, Duke University Press.

D'Ignazio, Catherine, and Lauren Klein. (2020), Data Feminism, MIT Press.

Emmett, Robert. (2017), The Environmental Humanities: A Critical Introduction, MIT Press.

Jones, Candace, Mark Lorenzen, and Jonathan Sapsed, eds. (2015), The Oxford Handbook of Creative Industries. Oxford Handbooks, First edition. Oxford University Press.

Hui, Yuk. (2020), Art and Cosmotechnics, E-flux books.

King, Andrew. (2016), Music, Technology, and Education: Critical Perspectives, First Edition. Routledge.

Mejias, Ulises Ali, and Nick Couldry. (2024), Data Grab: The New Colonialism of Big Tech and How to Fight Back, University of Chicago Press.

Ponce de León, Jennifer. (2021), Another Aesthetics Is Possible: Arts of Rebellion in the Fourth World War. Dissident Acts, Duke University Press.

Saito, Y. (2022), Aesthetics of care: Practice in everyday life, Bloomsbury.

Wershler-Henry, Darren S., Lori Emerson, and Jussi Parikka. (2021), The Lab Book: Situated Practices in Media Studies, University of Minnesota Press.

Review

Module Extra Information

Editor(s)

Editor
CLIONA DORIS
Conor Mcgarrigle

Affiliated Programmes

Programme Code	Programme Title	Programme Version
TU506	Doctor of Creative Practice	1

APPROVED

GRSO 1012: Module 1: Research Integrity

Module Details

Module Code:	GRSO 1012
Module Long Title:	Module 1: Research Integrity APPROVED
Banner Title:	Module 1: Research Integrity
Version:	1
Indicative NFQ level:	Level 9
Valid From:	Sept 2025 (September 2025)
Language of Instruction:	English
ECTS Credits::	5
Current Coordinator::	CLIONA DORIS
Module Coordinators:	CLIONA DORIS (17 February 2026 to ---)
School Responsible:	Graduate Research School
Outline of sharing arrangements for Programmes:	The module is mandatory for all research students.
Campus:	All Campuses
Module Overview	• If you had to carry out research involving human participants, would you know how to go about it? • What should you do if you see a colleague engaging in questionable research practice? • Do you have a clear understanding of how much input you need to have in order tomerit authorship – and how to prevent disputes on this subject? • Have you considered the broader impact of your research on society? This programme is designed to help graduate and early career researchers answer these and many other questions that will arise as they consider how to plan, carry out and report their research with integrity, and to deal with the complex situations in which they may find themselves.
Indicative Syllabus	
Learning and Teaching Methods	Fundamental concepts of ensuring excellence in research integrity will be delivered in a workshop training session. The student will complete elements of online training post attendance at the workshop. Students are expected to complete online training in their own discipline area but also in one other area not related to their discipline so that they can achieve a broader understanding of RI.

Indicative Syllabus

1. Introduction 1.1) • Principles and responsibilities 1.2) • Principles vs. practice 1.3) • Responding to research misconduct 1.4) • Professionalism and mentoring
2. Designing 2.1) • Planning your research 2.2) • Research with human subjects 2.3) • Research with animal subjects 2.4) • Managing and protecting interests 2.5) • Workplace safety
3. Conducting 3.1) • The Research Record 3.2) • Research data 3.3) • Collaboration and the research environment 3.4) • Data interpretation and presentation
4. Reporting 4.1) • Research communication and scholarly publishing 4.2) • Plagiarism 4.3) • Authorship 4.4) • Peer review
5. Responsibilities to society 5.1) • Advocacy 5.2) • Responsibility to the public

Module GRSO 1012 - Module 1: Research Integrity v1 (Year/Cycle:1 / Semester:Semester 1 / Delivery Type:Mandatory)

Learning Outcomes	
Upon successful completion of this module the learner will be able to	
#	
MLO1	Explain and discuss in detail the key responsibilities they have as a researcher
MLO2	Identify and provide solutions to meet the challenges they could face in meeting their responsibilities
MLO3	Develop and implement strategies for dealing with pressures and difficult situations
MLO4	Identify and respond appropriately to conflicts of interest in work
MLO5	Keep accurate records and store data safely

Requisites	
Assessment Threshold	Pass/Fail

Module Content & Assessment

Assessment Breakdown	%
Other Assessment(s)	100.00%

Assessments

Other Assessment(s)			
Assessment Type	Online Assessment	**% of Total Mark for Module**	100
Indicative Week	See Student Handbook	**Learning Outcomes**	1,2,3,4,5
Assessment Threshold:	None	**Assessment Role**	Individual
Assessment Authenticity	Online	**Pass/Fail**	No
Assessment Description Engagement in workshop and completion of online training including quizzes			

Module Activity

Full time and Part time hours per semester	
Activity Type	*Duration (Hours)*
Lecture	10
Self Directed	90
Hours (up to 100 for 5 ECTS credits)	100.00

Recommended Reading List

Other Resources

Research Integrity National Forum. (2024), National Policy Statement on Ensuring Research Integrity in Ireland, Research Integrity National Forum, https://www.iua.ie/wp-content/uploads/20 24/12/National-Policy-Statement-on-Ensur ing-Research-Integrity-in-Ireland-Dec-20 24.pdf

TU Dublin Code of Conduct for Ensuring Excellence in Research Integrity, TU Dublin, https://www.tudublin.ie/media/website/re search/support-for-researchers/documents /TU-Dublin-Code-of-Conduct-for-Research. pdf

Website, ALLEA All European Academies. (2023), European Code of Conduct for Research Integrity, Berline, ALLEA All European Academies, https://allea.org/code-of-conduct/

Review

Module Extra Information

Editor(s)

Editor
CLIONA DORIS

Affiliated Programmes

Programme Code	Programme Title	Programme Version
TU505	Doctor of Business Administration	1
TU506	Doctor of Creative Practice	1

APPROVED

MUSM 9017: Critical Perspectives in Pedagogy

Module Details

Module Code:	MUSM 9017
Module Long Title:	Critical Perspectives in Pedagogy APPROVED
Banner Title:	Critical Perspectives in Pedag
Version:	1
Valid From:	Sept 2026 (September 2026)
Language of Instruction:	English
ECTS Credits::	10
Current Coordinator::	Helen Lawlor
Module Coordinators:	• CLIONA DORIS (07 March 2025 to 10 March 2025) • Helen Lawlor (10 March 2025 to ---)
School Responsible:	Conservatoire
Campus:	City Campus
Module Overview	Critical perspectives is designed to enable students to explore and evaluate current issues and research as they relate to instrumental/vocal learning and teaching. Topics will be chosen according to staff specialisms and research, with due regard to the composition of the student group and to current issues. The syllabus will be built around educational theories, journal articles, relevant publications produced by government bodies and other arts and education organisations. Issues in relation to portfolio preparation, professional practice, philosophical and psychological perspectives are included in this module. The course emphasises the importance of critical reflection on one's own professional practice and linking this practice with theory and research.
Learning and Teaching Methods	This module is taught through weekly seminars with an emphasis on a discursive mode of teaching/learning. Students will be expected to undertake independent study, participate in class discussion and give class presentations.

Indicative Syllabus

1. Research Skills, Portfolio Preparation, Communication and Presentation Skills
1.1) Provision of a broad range of topics that encompasses a variety of perspectives on professional practice including: current issues in education, portfolio preparation, philosophical, sociological, psychological as they relate to instrumental/vocal music pedagogy EDI and sustainability in music education, contemporary approaches to instrumental/vocal teaching and learning and communication and presentation skills.

Learning Outcomes	
Upon successful completion of this module the learner will be able to	
#	
MLO1	Describe and critique contemporary issues in music pedagogy discourse and research
MLO2	Articulate a personal teaching philosophy informed by current thinking in the field and grounded in practice
MLO3	Engage with and articulate a coherent critical perspective (synthesizing theory and practice) with regard to contemporary approaches to instrumental/vocal learning and teaching, and demonstrate an awareness of how these perspectives impact professional practice
MLO4	Synthesize theory and practice by drawing on contemporary developments in instrumental/vocal pedagogy and applying to one's own professional practice
MLO5	Demonstrate presentation skills for professional practice and the ability to articulate and communicate in a variety of modes

Requisites

Module Content & Assessment

Assessment Breakdown	%
Other Assessment(s)	100.00%

Derogations from the General Assessment Regulations

Where a student fails this module at the first attempt, a further three attempts will be provided.

Assessments

Other Assessment(s)

Assessment Type	Class Participation	**% of Total Mark for Module**	30
Indicative Week	Week 1	**Learning Outcomes**	1,2,3,4,5
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Ongoing participation in class through discussion/presentation/seminar participation. Assessment will be based on weekly reading of assigned topics, in-class mini presentations on assigned topics, seminar discussions in class and contribution to debates in class based on prepared reading.

Assessment Type	Presentation	**% of Total Mark for Module**	70
Indicative Week	Week 14	**Learning Outcomes**	1,2,3,4,5
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Presentation (12–15 mins plus Q&A). Presentation text and slides submitted as part of the presentation.

Module Activity

Full Time hours per semester	
Activity Type	*Duration (Hours)*
Lecture	12
Self Directed	188
Hours (up to 100 for 5 ECTS credits)	200.00

Recommended Reading List

Recommended Book Resources

McKoy, C. L. (2022), Culturally responsive teaching in music education: From understanding to application (2nd edition)., Routledge, New York.

McPherson, G. & Welch, F. (Eds). (2012), Oxford Handbook of Music Education Vol 1 & 2., Oxford University Press, New York.

Stakelum, M. (ed). (2016), Developing the musician: Contemporary perspectives on teaching and learning, Routledge, London.

Recommended Article/Paper Resources

Current music education journals.

Relevant Irish government publications and from bodies such as Arts Council.

Review

Module Extra Information

Editor(s)

Editor
CLIONA DORIS
Mary Lennon
Helen Lawlor
Lorraine O Connell
Julie Martin Maisel

Change Description:	New Module.

Affiliated Programmes

Programme Code	Programme Title	Programme Version
TU388	Master of Music	3
TU389	Master of Music	3

APPROVED

MUSM 9024: Issues in Musical Scholarship

Module Details

Module Code:	MUSM 9024
Module Long Title:	Issues in Musical Scholarship APPROVED
Banner Title:	Issues in Musical Scholarship
Version:	2
Indicative NFQ level:	Level 9
Valid From:	Sept 2024 (September 2024)
Language of Instruction:	English
ECTS Credits::	5
Current Coordinator::	Maria Mchale
Module Coordinators:	• Mary Lennon (22 February 2024 to 23 February 2024) • Maria Mchale (23 February 2024 to 13 March 2024) • Michael Keane (13 March 2024 to 06 August 2024) • Maria Mchale (06 August 2024 to ---)
School Responsible:	Conservatoire
Outline of sharing arrangements for Programmes:	Module available for DMus, PhD and MPhil Students.
Campus:	City Campus
Module Overview	Issues in Musical Scholarship supports and develops research skills needed for two key components of the MMus degree, the Research Project and the Lecture Recital. There are two aspects to the module: the first covers practical research skills in which students discuss and develop topics for their Research Projects and Lecture Recitals. This introduction to research skills runs over a six-week period focussing on developing research questions, sourcing scholarly material, academic writing and presentation skills. This culminates in class presentations where students share ideas for their research projects. Concurrently, a research-reading seminar runs over the semester during which students engage with scholarly writing in music studies. This aspect of the course is designed to develop critical reading skills and to assess, through peer discussion and presentations , a broad range of topics and methodological approaches through close reading of academic texts in a range of topics that reflect staff research specialisms, for example: musicology, performance studies and music education. Issues in Musical Scholarship supports both the practical and critical research skills required for postgraduate research projects, lecture recitals, presentations and conferences.
Learning and Teaching Methods	**6 x 1-hour lectures** with class discussions on practical aspects of research: library induction; developing research ideas; bibliography and sources; academic writing, presentation skills. **12 x 1-hour seminars** Research reading seminar: Each four-week topic begins with a introduction by the lecturer, followed by three weeks of lecturer-led discussions in which students reflect on and evaluate literature supplied by the lecturer in advance of the class.

Rationale for Change :	See above

Indicative Syllabus
1. Research Skills 1.1) The 6-week research skills course introduces students to research techniques/methodologies, bibliography, academic writing and presentation skills.
2. Research reading seminars 2.1) The 12-week course will be team-taught by staff with specialism in the three topics/areas covered. A sample of areas includes but is not restricted to: musicology, performance studies, and music education.

Learning Outcomes	
Upon successful completion of this module the learner will be able to	
#	
MLO1	Develop research questions for their Research Project and Lecture Recital
MLO2	Provide rationale for the topic being researched
MLO3	Locate and assess material from reliable, scholarly databases
MLO4	Write in a formal, academic and analytical manner
MLO5	Critically evaluate scholarly writings in musical scholarship
MLO6	Differentiate between a range of methodological approaches in music studies
MLO7	Assess and summarise scholarly arguments
MLO8	Communicate scholarly approaches and debates in written and spoken forms

Requisites

Module Content & Assessment

Assessment Breakdown	%
Other Assessment(s)	100.00%

Derogations from the General Assessment Regulations

Where a student fails this module at the first attempt, a further three attempts will be provided.

Assessments

Other Assessment(s)

Assessment Type	Class Participation	**% of Total Mark for Module**	20
Indicative Week	Week 1	**Learning Outcomes**	1,2,3,5,6,7,8
Assessment Threshold:	None	**Assessment Role**	Individual
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Continuous assessment: contribution in class.

Assessment Type	Report	**% of Total Mark for Module**	80
Indicative Week	Week 14	**Learning Outcomes**	3,4,5,6,7,8
Assessment Threshold:	None	**Assessment Role**	Individual
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
2,000 word report on topics/texts discussed in research reading seminar.
[Due in the end-of-semester assessment period.]

Module Activity

Full Time hours per semester	
Activity Type	*Duration (Hours)*
Lecture	18
Self Directed	82
Hours (up to 100 for 5 ECTS credits)	100.00

Recommended Reading List

Supplementary Book Resources

Abeles, H.F. & Custodero L.A.. (2010), Critical Issues in Music Education: Contemporary Theory and Practice, Oxford University Press, New York.

Beard, David and Gloag, Kenneth. (2005), Key Concepts in Musicology, Routledge, London.

Burke. Robert and Onsman, Andrys,. (2017), Perspectives on Artistic Research in Music, Lexington Books, Lanham.

Cook, Nicholas and Everist, Mark. (1999), Rethinking Music, Oxford University Press, Oxford and New York.

Dogantan-Dack, Mine. (2016), Artistic Practice as Research in Music: Theory, Criticism, Practice, Routledge, London.

Kerman, Joseph. (1985), Musicology, Fontana Press/Collins, London.

McPherson, G. E. & Welch, G. F.. (2012), The Oxford Handbook of Music Education Vols.1 & 2, Oxford University Press, Oxford and New York.

Rink, John,. (2002), Musical Performance: A Guide to Understanding, Cambridge University Press, New York.

Paulo de Assis,Lucia D'Errico. (2019), Artistic Research: charting a field in expansion, Rowman & Littlefield Publishers, p.265, [ISBN: 9781786611512].

Aaron Williamon, Jane Ginsborg, Rosie Perkins, George Waddell.. (2021), Performing Music Research, Oxford University Press, USA, Oxford, p.545, [ISBN: 9780198714545].

Other Resources

Articles/chapters/videos/recordings, Weekly materials will be advised by lecturers.

Website, Society for Artistic Research. Research Catalogue: an international database for artistic research, Society for Artistic Research, https://www.researchcatalogue.net/

Review

Module Extra Information

Editor(s)

Editor
CLIONA DORIS
Mary Lennon
Maria Mchale

Change Description:	**For approval as part of the MMus Programme Review 2024** Combining elements from 'Research Studies 1' and 'Issues in Issues Musical Scholarship' to provide practical and critical research skills required for postgraduate research projects, lecture recitals, presentations and conferences.

Affiliated Programmes

Programme Code	Programme Title	Programme Version
TU386	Master of Music	1
TU388	Master of Music	2
TU388	Master of Music	3
TU389	Master of Music	2
TU389	Master of Music	3

DRAFT

RESH 9004: Research based teaching

Module Details

Module Code:	RESH 9004
Module Long Title:	Research based teaching DRAFT
Banner Title:	Research based teaching
Version:	1
Indicative NFQ level:	Level 9
Valid From:	Jan 2027 (January 2027)
Language of Instruction:	English
ECTS Credits::	5
Current Coordinator::	Conor Mcgarrigle
Module Coordinators:	• CLIONA DORIS (17 June 2026 to 18 June 2026) • Conor Mcgarrigle (18 June 2026 to ---)
School Responsible:	School of Art & Design
Module Overview	This module will build competencies in research-based teaching in creative practice through a team-based participatory approach. Students will explore and evaluate current research, issues, and approaches toward incorporating research into teaching curricula and learning outcomes. The module will address both preparing students to effectively disseminate their research and the incorporation of research into curricula. This module will deliver practical experience in teaching, learning and curriculum design. Students will apply critical reflection skills in evaluating formal and informal communication strategies appropriate to their specific research topic, sector, and communication channel. The syllabus will be built on literature on practice-based research, artistic research and research creation including journal articles and relevant institutional, sectoral and research organisation publications. Skills in identifying and evaluating appropriate channels for research dissemination and identifying opportunities for impact will be developed.
Learning and Teaching Methods	The module will have a blended learning approach combining lectures, tutorials, workshops, group work, individual study and presentations. Students will participate in a series of workshops on curriculum development, reading groups on current literature, and practical peer led teaching demonstrations. Outcomes will include the production of a research-based teaching curriculum and preparation of research dissemination material targeted at domain specific publications. The module is normally delivered over one semester.

Indicative Syllabus
1. Scoping and evaluating publication channels pertinent to each student's research topic 1.1) n/a
2. Reviewing the literature on research-based teaching and practice as research 2.1) n/a
3. Developing and evaluating appropriate research dissemination strategies and identifying opportunities for impact based on each researcher's specific topic 3.1) n/a
4. Writing learning outcomes and understanding critical curriculum development 4.1) n/a

5. Lecture, workshop, and course design and production
5.1) n/a

6. Peer review and research assessment
6.1) n/a

Learning Outcomes	
Upon successful completion of this module the learner will be able to	
#	
MLO1	Scope and identify publications and research dissemination methods pertinent to your topic
MLO2	Develop practical understanding of curriculum design and learning outcome and syllabus alignment
MLO3	Produce innovative teaching and learning provision informed by research and evidenced through appropriate documentation
MLO4	Self-evaluate and reflect in developing and delivering teaching and learning resources targeted at peers
MLO5	Produce targeted research outputs (e.g. conference papers, peer-review submissions, formal and informal presentations)
MLO6	Work as part of a team in the design of teaching and learning provision

Requisites

Module Content & Assessment

Assessment Breakdown	%
Other Assessment(s)	100.00%

Assessments

Other Assessment(s)

Assessment Type	Review	**% of Total Mark for Module**	15
Indicative Week	See Student Handbook	**Learning Outcomes**	1,6
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Scope research publication & dissemination methods

Assessment Type	Submission	**% of Total Mark for Module**	25
Indicative Week	See Student Handbook	**Learning Outcomes**	2,4,5
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Produce a curriculum design relevant to your research topic

Assessment Type	Presentation	**% of Total Mark for Module**	30
Indicative Week	See Student Handbook	**Learning Outcomes**	3,4,5
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Design and deliver a research-based class or seminar

Assessment Type	Submission	**% of Total Mark for Module**	30
Indicative Week	See Student Handbook	**Learning Outcomes**	1,2,6
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Prepare a targeted research output

Module Activity

Part Time hours per semester	
Activity Type	*Duration (Hours)*
Tutorial	20
Self Directed	80
Hours (up to 100 for 5 ECTS credits)	100.00

Recommended Reading List

Recommended Book Resources

Barrett, Estelle, and Barbara Bolt, eds. (2019), Practice as Research: Approaches to Creative Arts Enquiry, Bloomsbury Visual Arts, Bloomsbury Press, London.

Candy, L. (2020), The Creative Reflective Practitioner: Research Through Making and Practice, Routledge, London.

Supplementary Book Resources

Harris, John, Valerie A. Brown, and Jacqueline Russell, eds. (2010), Tackling Wicked Problems, Routledge.

Loveless, Natalie. (2019), How to Make Art at the End of the World: A Manifesto for Research-Creation, Duke University Press.

Sullivan, Graeme. (2010), Art Practice as Research: Inquiry in Visual Arts, 2nd edition. Sage Publications.

Recommended Article/Paper Resources

Hattie, John, and H. W. Marsh. (1996), The Relationship Between Research and Teaching: A Meta-Analysis, Review of Educational Research, 66, no. 4 (1996), p.507–4, https://doi.org/10.3102/0034654306600450 7

Other Resources

Website, Expanded Artistic Research Network, https://artresearch.network

Website, Society for Artistic Research, https://societyforartisticresearch.org

Review

Module Extra Information

Editor(s)

Editor
CLIONA DORIS
Conor Mcgarrigle

Affiliated Programmes

Programme Code	Programme Title	Programme Version
TU506	Doctor of Creative Practice	1

APPROVED

DMED H1032: AI for Designers

Module Details

Module Code:	DMED H1032
Module Long Title:	AI for Designers APPROVED
Banner Title:	AI for Designers
Version:	2
Valid From:	Sept 2026 (September 2026)
ECTS Credits::	10
Current Coordinator::	Niamh OHora
Module Coordinators:	Niamh OHora (16 June 2026 to ---)
School Responsible:	School of Media
Campus:	Blanchardstown
Module Overview	This module introduces learners to the use of Generative AI tools within design practice and process. It takes a design thinking approach to help learners understand and integrate AI in human-centered design, while exploring its ethical implications, data privacy, impact on creativity, and potential to transform how we design. Learners will blend traditional design skills with AI tools, developing practical abilities along with a deeper understanding of AI's impact on the design of content, products, services and systems.
Learning and Teaching Methods	This module combines theory and practice to introduce learners to AI concepts, tools, and best practices. It covers core topics and their design implications through lectures and hands-on workshops. Learners explore AI design tools and AI-assisted prototyping while working on collaborative, project-based activities. The module is grounded in human-centered design processes, encouraging action, creativity, and critical thinking.
Rationale for Change :	- Reading list review post-programme team meeting

Indicative Syllabus

1. Understanding AI in Design
1.1) • Introduction to AI, key concepts and terminology
1.2) • Introduction to human-centered design mindsets and process
1.3) • Current tools and applications
1.4) • The role of the designer and emerging employment trends

2. Ethics and Responsibility
2.1) • Ethical considerations and implications of AI
2.2) • Environmental impact of AI technologies
2.3) • Security, privacy and copyright risks of using AI
2.4) • Identifying and mitigating bias in AI design
2.5) • Responsible design practices

3. AI Tools for Design Research & Problem Framing
3.1) • AI-powered user research tools
3.2) • Enhancing data analysis and pattern recognition
3.3) • Synthesising research and problem framing
3.4) • Limitations of AI in design research & analysis

4. Ideation & Creative Problem Solving 4.1) • Enhancing idea generation and brainstorming 4.2) • Evaluating ideas with AI 4.3) • Limitations of AI in ideation & creative problem solving
5. Prototyping & Design Development 5.1) • Journey mapping and interaction flows 5.2) • Rapid prototyping approaches combining traditional and AI methods 5.3) • Visual design using text-to-image generation 5.4) • Brand-aligned content creation 5.5) • Motion and animation prototyping 5.6) • Limitations of AI in prototyping and design development
6. Testing & Evaluation 6.1) • Concept evaluation planning 6.2) • Usability test planning 6.3) • Accessibility testing 6.4) • Limitations of AI in testing and evaluation

Learning Outcomes	
Upon successful completion of this module the learner will be able to	
#	
MLO1	Describe key AI technologies and their impact on design process and practice.
MLO2	Recognise potential biases in AI-powered technology and identify the potential for discriminatory patterns at scale.
MLO3	Critically evaluate and integrate AI tools with traditional design methods assessing their effectiveness, capabilities and limitations.
MLO4	Apply human-centered design principles and methods to understand stakeholder needs, frame problems, and evaluate AI-enabled solutions through research, iterative prototyping, and evaluation.
MLO5	Recommend responsible design practices to promote inclusive and accessible design solutions in the age of AI.

Requisites

Module Content & Assessment

Assessment Breakdown	%
Other Assessment(s)	100.00%

Assessments

Other Assessment(s)

Assessment Type	Portfolio	**% of Total Mark for Module**	100
Indicative Week	Week 12	**Learning Outcomes**	1,2,3,4,5
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Learners will submit a portfolio demonstrating their achievement of the module's learning outcomes, with indicative components:

1) Individually or in teams, learners will use both traditional and AI-enhanced research methods to investigate a human-centered design problem. Based on their findings, they will develop an AI-integrated design solution. Learners will document and present their approach, tool selection, and methodology, critically evaluating how AI-enhanced or limited the design process compared to traditional methods. The submission should reflect on how AI influenced design decisions and the broader impact of AI on design practice.

2) Learners will develop a practical resource, toolkit or workshop that supports designers in the responsible use of AI. The resource should focus on one or more key topics, such as evaluating AI tools for design, mitigating bias, and ensuring inclusive, accessible design practices.

Module Activity

Full time and Part time hours per semester	
Activity Type	*Duration (Hours)*
Lecture	26
Lab	26
Self Directed	148
Hours (up to 100 for 5 ECTS credits)	200.00

Recommended Reading List

Recommended Book Resources

Kate Crawford. (2021), The Atlas of AI, Yale University Press, [ISBN: 9780300252392].

Daniel Graff, Mark A. Clark, Dan Li, Lei Xia. (2026), Design Thinking with Artificial Intelligence, Springer Nature, [ISBN: 9783032105431].

Christo El Morr, Yahya El-Lahib, Rachel da Silveria Gorma. (2025), Beyond Tech Fixes, Springer Nature, [ISBN: 978-3031930225].

Supplementary Book Resources

Ben Shneiderman. (2022), Human-Centered AI, Oxford University Press, [ISBN: 9780192660008].

David J. Gunkel. (2024), Handbook on the Ethics of Artificial Intelligence, Edward Elgar Publishing, p.0, [ISBN: 9781803926711].

Michael Lewrick, Omar Hatamleh. (2024), AI and Innovation, John Wiley & Sons, p.277, [ISBN: 1394254970].

Arvind Narayanan, Sayash Kapoor. (2025), AI Snake Oil, Princeton University Press, [ISBN: 9780691277929].

Greg Nudelman. (2025), UX for AI, John Wiley & Sons, [ISBN: 9781394345939].

Roger Andre Søraa. (2023), AI for Diversity, CRC Press, [ISBN: 9781003206958].

Other Resources

Website, AI to Hope. AI to Hope,
https://www.aitohope.org/

Website, AJL. The Algorithmic Justice League,
https://www.ajl.org

Website, All Tech is Human (ATIH). Responsible AI Knowledge Hub,
https://alltechishuman.org/

Website, Conscious UX, Rikki Teeters,
https://consciousux.ai/

Website, CuratifyAI.com. Curated AI Tools,
https://www.curatifyai.com/

Website, Future of Life Institute (FLI). The EU Artificial Intelligence Act,
https://artificialintelligenceact.eu/

Website, Google PAIR. People + AI Guidebook,
https://pair.withgoogle.com/guidebook/

Website, Guide to GDPR Compliance, European Union (Operated by Proton AG.),
https://gdpr.eu/

Website, NOYB (None of Your Business),
https://noyb.eu/en

Website, The AI Now Institute. The AI Now Institute,
https://ainowinstitute.org/

Website, UNESCO. UNESCO Recommendation on the Ethics of Artificial Intelligence,
https://www.unesco.org/en/artificial-int elligence/recommendation-ethics

Review

Module Extra Information

Editor(s)

Editor
Michael Keane
Niamh OHora
Daniel McSweeney

Change Description:	- Reading list updated

Affiliated Programmes

Programme Code	Programme Title	Programme Version
TU495	Postgraduate Diploma in Arts in Digital Design	2
TU506	Doctor of Creative Practice	1

DRAFT

RESH 9003: Collaborative Publishing

Module Details

Module Code:	RESH 9003
Module Long Title:	Collaborative Publishing DRAFT
Banner Title:	Collaborative Publishing
Version:	1
Indicative NFQ level:	Level 9
Valid From:	Jan 2027 (January 2027)
Language of Instruction:	English
ECTS Credits::	5
Current Coordinator::	Conor Mcgarrigle
Module Coordinators:	• CLIONA DORIS (17 June 2026 to 18 June 2026) • Conor Mcgarrigle (18 June 2026 to ---)
School Responsible:	School of Media
Module Overview	This module will identify key topics and methods in collaborative publishing in creative practice. These will be situated within theoretical and applied contexts with respect to the practitioner's own research project, and within the broader context of professional practice. The module is designed to develop practical skills in co-authoring and co-publishing, building key competencies in teamwork and peer negotiation with research actions. The module will supply practical understanding of contemporary collaborative publishing platforms and workflows and critically explore the ethical and methodological implications of collaborative publishing .
Learning and Teaching Methods	The module will have a blended learning approach combining lectures, seminars, workshops, individual supervision and independent study. Students will participate in a series of workshops and generate a collaborative publication, or other public output, developed during the module related to the research topic. The module is driven by the production of a collaborative text or other research output that is substantially co-authored with one or more partners. Workshop topics will be derived from the collaborative process within the specific cohort and will reflect the convergence of needs of the group. The module is normally delivered over one semester.

Indicative Syllabus
1. Collaborative writing processes and the challenge of intellectual and cultural dialogue 1.1) n/a
2. Intellectual property issues in collaboration and partnership 2.1) n/a

3. Cases studies of research collaboration in the creative arts and media sector 3.1) n/a
4. Curatorial models as paradigms of emergent collaboration 4.1) n/a
5. The lab model in cultural production 5.1) n/a
6. Understanding the ethics and epistemology of LLM collaboration 6.1) n/a
7. Publishing Project 7.1) n/a

Learning Outcomes	
Upon successful completion of this module the learner will be able to	
#	
MLO1	Demonstrate knowledge of collaborative publishing methods and their uses and limitations in research
MLO2	Critically evaluate collaborative publication models
MLO3	Demonstrate critical understanding of the ethical and epistemological dimensions of LLM-based tools and workflows
MLO4	Develop a collaborative publishing project within a peer group
MLO5	Produce a collaborative publication relevant to student's research area

Requisites

Module Content & Assessment

Assessment Breakdown	%
Other Assessment(s)	100.00%

Assessments

Other Assessment(s)

Assessment Type	Project	**% of Total Mark for Module**	15
Indicative Week	See Student Handbook	**Learning Outcomes**	1,2
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No
Assessment Description Scoping publishing project			
Assessment Type	Project	**% of Total Mark for Module**	30
Indicative Week	See Student Handbook	**Learning Outcomes**	2,3,4
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No
Assessment Description Project design & collaborative structure			
Assessment Type	Submission	**% of Total Mark for Module**	55
Indicative Week	See Student Handbook	**Learning Outcomes**	3,5
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No
Assessment Description Production of collaborative publication			

Module Activity

Part Time hours per semester	
Activity Type	*Duration (Hours)*
Tutorial	20
Self Directed	80
Hours (up to 100 for 5 ECTS credits)	100.00

Recommended Reading List

Recommended Book Resources

Gilbert, Annette, ed.. (2026), Publishing as Artistic Practice, 2nd edition. Sternberg Press, London, [ISBN: 9781915609922].

Ludovico, Alessandro. Tactical Publishing, [ISBN: 9780262375016].

Murray, Rowena. (2025), How to Write a Thesis, 5th edition. Open up Study Skills. Open University Press, [ISBN: 9780335252978].

Wershler-Henry, Darren, Lori Emerson, Jussi Parikka. (2021), The Lab Book: Situated Practices in Media Studies, University of Minnesota Press, [ISBN: 9781517902186].

Other Resources

Website, W3C Sustainable Web Design Guidelines,
https://sustainablewebdesign.org/guideli nes/

Review

Module Extra Information

Editor(s)

Editor
CLIONA DORIS
Conor Mcgarrigle

Affiliated Programmes

Programme Code	Programme Title	Programme Version
TU506	Doctor of Creative Practice	1

HEAD OF SCHOOL

MUSG 1031: Creative Project

Module Details

Module Code:	MUSG 1031
Module Long Title:	Creative Project HEAD OF SCHOOL
Banner Title:	Creative Project
Version:	2
Indicative NFQ level:	Level 9
Valid From:	Sept 2026 (September 2026)
Language of Instruction:	English
ECTS Credits::	10
Current Coordinator::	CLIONA DORIS
Module Coordinators:	• CLIONA DORIS (25 August 2026 to 01 September 2026) • Julie Martin Maisel (01 September 2026 to ---)
School Responsible:	Conservatoire
Outline of sharing arrangements for Programmes:	Module available for DMus, DCP, PhD and MPhil Students.
Campus:	City Campus
Module Overview	This module provides students with the opportunity to propose, develop and implement a self-directed creative project in creative practice. The module aims to develop skills, such as creativity, flexibility, adaptability, critical reflection, project management, entrepreneurship, and communication skills.
Indicative Syllabus	
Learning and Teaching Methods	The Creative Project is a self-directed module. A supervisor will mentor the project.
Rationale for Change :	Module Overview text slightly revised so that the module can be offered to Doctor of Creative Practice students as an optional module.

Indicative Syllabus
1. Creative practice 1.1) n/a
2. Collaborative practice 2.1) n/a
3. Writing a creative project proposal 3.1) n/a
4. Developing and producing a creative project 4.1) n/a
5. Producing a reflective portfolio 5.1) n/a
6. Project management 6.1) n/a
7. Communication and presentation 7.1) n/a

Module MUSG 1031 - Creative Project v2 (Year/Cycle:1 / Semester:Semester 2 / Delivery Type:Elective)

Learning Outcomes	
Upon successful completion of this module the learner will be able to	
#	
MLO1	Demonstrate a high level of creativity and critical thinking
MLO2	Apply specialist knowledge and skills in proposing, developing and producing a creative project
MLO3	Display initiative and adaptability in planning and delivering a creative project
MLO4	Demonstrate effective project management skills and entrepreneurship
MLO5	Communicate and present quality outcomes of the creative project in an appropriate and convincing context
MLO6	For collaborative projects, critically evaluate individual responsibility and role within a creative project

Requisites

Module Content & Assessment

Assessment Breakdown	%
Other Assessment(s)	100.00%

Assessments

Other Assessment(s)

Assessment Type	Project	**% of Total Mark for Module**	100
Indicative Week	Week 14	**Learning Outcomes**	1,2,3,4,5,6
Assessment Threshold:	None	**Assessment Role**	Individual
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Creative Project with accompanying reflective report or portfolio. The outcomes of the project should be communicated and presented in an appropriate and convincing format. This could include performances, presentations, audio and video recordings, documented work, reports etc.

Module Activity

Full Time hours per semester	
Activity Type	*Duration (Hours)*
Tutorial	6
Self Directed	194
Hours (up to 100 for 5 ECTS credits)	200.00

Recommended Reading List

Supplementary Book Resources

Jonathan Feist. (2013), Project Management for Musicians, Berklee Press Publications, Boston, p.0, [ISBN: 9780876391358].

Meg Brindle,Constance DeVereaux. (2011), The Arts Management Handbook, Routledge, New York, p.0, [ISBN: 9780765617415].

Review

Module Extra Information

Editor(s)

Editor
CLIONA DORIS
Conor Mcgarrigle
Julie Martin Maisel

Change Description:	Module Overview text slightly revised so that the module can be offered to Doctor of Creative Practice students as an optional module. Text changes highlighted in red below: **Current text:** 'This module provides students with the opportunity to propose, develop and implement a self-directed creative project in music performance, composition or instrumental/vocal pedagogy.' **Proposed text:** 'This module provides students with the opportunity to propose, develop and implement a self-directed project in creative practice.'

Affiliated Programmes

Programme Code	Programme Title	Programme Version
TU388	Master of Music	3
TU389	Master of Music	3
TU506	Doctor of Creative Practice	1

APPROVED

AWRI 1013: Academic Writing for Business and Social Sciences

Module Details

Module Code:	AWRI 1013
Module Long Title:	Academic Writing for Business and Social Sciences APPROVED
Banner Title:	Academic Writing for Business
Version:	1
Indicative NFQ level:	Level 9
Valid From:	Jan 2027 (January 2027)
Language of Instruction:	English
ECTS Credits::	5
Current Coordinator::	Christina Quinlan
Module Coordinators:	• CLIONA DORIS (18 May 2026 to 19 May 2026) • Christina Quinlan (19 May 2026 to ---)
School Responsible:	Graduate Business School
Module Overview	The aim of this module is to build academic literacies for publication and thesis development in the business and social sciences. Research students are expected to write convincing, critical, cohesive texts that can be used for academic publishing and thesis submission. This module is designed to develop advanced academic writing competencies for doctoral students in business and the social sciences. Students will engage with the conventions of academic writing, including argument development, critical analysis, synthesis of literature, academic style, scholarly voice, and evidence-based reasoning. The module also addresses the specific expectations associated with research writing in business and social science disciplines, including the preparation of literature reviews, conceptual frameworks, methodological chapters, research proposals, and journal-style papers. Students will develop their writing style and learn how to edit and submit draft work. Through formative feedback opportunities, students will hone both written and oral communications skills through writing practice and presentation. The module supports students in developing confidence and independence as scholarly writers. Students will prepare and present a research poster as a part of this module.
Learning and Teaching Methods	Learning and teaching methods on this module include: • Lectures – standard delivery on campus and/or online. • Workshops – focused sessions for developing writing and presentation style. • Reading – students will be allocated reading and required to discuss in their peer coaching groups or academic clubs. • Guest mentors – subject experts, academic staff and supervisors who will discuss their experiences. • Poster/Panel Event – participants will present their conference posters, discussion and feedback from guest mentors. • Students will work on preparing for submission of a research paper or journal article related to their research project. • Module engagement – participants will be expected to engage fully in the module, attendance and participation is essential . This module is normally delivered over one semester.

Indicative Syllabus

1. Academic literacy
1.1) • What is academic literacy?
1.2) • What is the genre of Business writing?
1.3) • PhD vs Publications
1.4) • Research purpose
1.5) • Academic writing in your field of research
1.6) • Writing through a theoretical lens
1.7) • Aligning writing to business research method (pos v int etc. in writing style)
1.8) • Planning your writing
1.9) • First drafts
1.10) • Structuring and substantiating a critical argument
1.11) • Synthesis of ideas and literature
1.12) • Rewrite, revise and edit.
1.13) • Proofreading & Editing
1.14) • Finding your voice
1.15) • Use of GenAI to support academic writing
1.16) • Submission

Module AWRI 1013 - Academic Writing for Business and Social Sciences v1 (Year/Cycle:2 / Semester:Semester 1 / Delivery Type:Mandatory)

Learning Outcomes	
Upon successful completion of this module the learner will be able to	
#	
MLO1	Critically evaluate the academic publishing landscape in the business domain
MLO2	Construct and articulate in writing complex, original, and research informed contributions using appropriate academic structure, phrasing, tone and style
MLO3	Exercise independent and authoritative judgement in the identification and selection of literature and secondary source data
MLO4	Critically analyse and evaluate own and others academic writing, including ethical issues and concerns, as a part of self-assessment and peer assessment processes

Requisites

Module Content & Assessment

Assessment Breakdown	%
Other Assessment(s)	100.00%

Assessments

Other Assessment(s)

Assessment Type	Poster	**% of Total Mark for Module**	40
Indicative Week	See Student Handbook	**Learning Outcomes**	1,2
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Students will develop and present a research poster outlining their doctoral research. The poster will identify target publications for the research.

Assessment Type	Research Paper	**% of Total Mark for Module**	60
Indicative Week	See Student Handbook	**Learning Outcomes**	1,2,3,4
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Students will write a research paper relating to their research

Module Activity

Part Time hours per semester	
Activity Type	*Duration (Hours)*
Lecture	24
Self Directed	76
Hours (up to 100 for 5 ECTS credits)	100.00

Recommended Reading List

Recommended Book Resources

Murray, Rowena,Moore, Sarah. (2006), The Handbook Of Academic Writing: A Fresh Approach, McGraw-Hill Education (UK), p.213, [ISBN: 978-0335219339].

Carter, S., Guerin, C., and Aitchison, C. (2021), Doctoral Writing: Practices, Processes and Pleasures, Springer.

Belcher, W.L. (2019), Writing your journal article in twelve weeks: A guide to academic publishing, University of Chicago Press.

Supplementary Book Resources

Hart, C. (2018), Doing a literature search: A comprehensive guide, Sage.

Kamler, B., & Thomson, P. (2016), Detox your writing: Strategies for doctoral researchers, Routledge.

Sword, H. (2012), Stylish academic writing, Harvard University Press.

Wallace, M., & Wray A. (2021), Critical reading and writing for postgraduates, Sage.

Cottrell, Stella. (2023), Critical Thinking Skills, Bloomsbury Study Skills.

Review

Module Extra Information

Editor(s)

Editor
CLIONA DORIS
Paul O Reilly
Christina Quinlan

Affiliated Programmes

Programme Code	Programme Title	Programme Version
TU505	Doctor of Business Administration	1
TU506	Doctor of Creative Practice	1

DRAFT

RESH 9001: Advanced Research Methods for Creative Practice

Module Details

Module Code:	RESH 9001
Module Long Title:	Advanced Research Methods for Creative Practice DRAFT
Banner Title:	Advanced Research Methods
Version:	1
Indicative NFQ level:	Level 10
Valid From:	Jan 2027 (January 2027)
Language of Instruction:	English
ECTS Credits::	20
Current Coordinator::	Conor Mcgarrigle
Module Coordinators:	• CLIONA DORIS (16 June 2026 to 17 June 2026) • Conor Mcgarrigle (17 June 2026 to ---)
School Responsible:	School of Art & Design
Campus:	City Campus
Module Overview	This module will identify key research methods for creative practice and situate these within theoretical and applied contexts with respect to the practitioner's own research project, and within the broader context of professional practice. The module is designed to supply the methodological knowledge, research competencies, and reflexivity to scaffold the transition from advanced creative practitioner to researcher. The module supports the researcher in designing and developing their research project; from ideation to research question formulation, research design and assessment, and in the application of appropriate project specific research methodologies . Methodological concerns regarding data selection, establishing rigour, reflexivity, representing others, and ethical issues are addressed in detail. Peer critique and feedback is core to this module. Students give critical feedback to their peers as they collaboratively develop their project methodologies. Building on the wealth of practice-based experience candidates bring to the programme the module develops the skills needed to develop individual research projects at a doctoral level. The module builds research competencies in creative practice around four core pillars: • critical review of literature • research methodologies in creative practice • research design and proposal development • disciplinary specific methods Optional topics will respond to research themes, such as: • design research and leadership • artistic research • ethnography for the creative practitioner • creative technology • pedagogy for creative practice • research technologies

Learning and Teaching Methods	The module is delivered across four semesters and will have a blended learning approach combining lectures, seminars, workshops, individual supervision and independent study. Students will participate in a research community at the forefront of a field of enquiry. Candidates will extend the methodological scope of their individual research project through critique and peer feedback as they develop their project's methodological framework. Seminars will be developed collaboratively with students developing and leading seminars appropriate to their research focus. The module will be delivered through both in person and online lectures, seminars and workshops. A cohort will be formed at the beginning of each year and students will be encouraged to engage in peer directed activities such as reading groups and peer-led seminars. An intensive in person summer/winter school will provide focus on the year culminating in a one day symposium to showcase individual student's research. The summer school will feature international contributors connecting students with the faculty's rich international network of collaborators. The module will be situated in City Campus in the East Quad Creative Arts building with participation from the School of Art and Design, Media, and Conservatoire. The GradCAM Research Centre will coordinate the Summer/Winter School building on its long legacy in practice-based doctoral education. These intensive programmes will include the involvement of the faculty's other research centres.

Indicative Syllabus

1. Critical literature review
1.1) • perspectives on knowledge, discipline, and concepts of knowledge formation
1.2) • understanding practice as construction of knowledge
1.3) • databases, journals, libraries knowledge repositories
1.4) • critical reading strategies
1.5) • how to construct a research bibliography
1.6) • disciplinary conventions in citing and referencing
1.7) • critical issues with AI tools

2. Introduction to methodologies
2.1) • introduction to methodology and methodological debates
2.2) • ethical approaches to practice-based research
2.3) • historical positions on methodology and practice
2.4) • models of research and disciplinary paradigms
2.5) • quantitative and qualitative methodologies
2.6) • perspectives on research methodologies in creative practice
2.7) • the challenges of methodology in practice

3. Research methodology in creative practice
3.1) • practice based research methodologies
3.2) • historical perspectives on research and practice in the creative arts
3.3) • the reflective practitioner
3.4) • cultural studies and questions of method
3.5) • artistic and performance research
3.6) • resource management and research planning
3.7) • data management and open research

4. Research design and proposal development
4.1) • formulating research questions
4.2) • writing and assessing a research proposal
4.3) • designing a research methodology
4.4) • evaluation and peer feedback
4.5) • communicating research to diverse audiences

5. Disciplinary specific methods
5.1) • design research and leadership
5.2) • artistic research
5.3) • ethnography for the creative practitioner
5.4) • creative technologies
5.5) • pedagogy for creative practice
5.6) • emergent practices in Creative Arts - Digital, Sound and Visual Methods

Learning Outcomes	
Upon successful completion of this module the learner will be able to	
#	
MLO1	Demonstrate knowledge of research methodologies and their uses and limitations in research
MLO2	Critically evaluate research methodologies and identify the method discourse relevant to student's specific research area
MLO3	Demonstrate critical understanding of key methodological debates and their relation to disciplinary knowledge
MLO4	Design a research methodology appropriate to their own research project and critically assess alternative approaches
MLO5	Critique and give peer feedback on other student's project's methodological approaches
MLO6	Demonstrate advanced knowledge of research methodologies in the field
MLO7	Critically evaluate and synthesis academic literature in a field of study

Requisites

Module Content & Assessment

Assessment Breakdown	%
Other Assessment(s)	100.00%

Assessments

Other Assessment(s)

Assessment Type	Problem-Based Assignment	**% of Total Mark for Module**	15
Indicative Week	See Student Handbook	**Learning Outcomes**	3,7
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Research problem definition

Assessment Type	Review	**% of Total Mark for Module**	25
Indicative Week	See Student Handbook	**Learning Outcomes**	3,7
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Scoping literature review

Assessment Type	Research Paper	**% of Total Mark for Module**	30
Indicative Week	See Student Handbook	**Learning Outcomes**	1,2,3,6
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Methodological in creative practice paper (project specific)

Assessment Type	Presentation	**% of Total Mark for Module**	30
Indicative Week	See Student Handbook	**Learning Outcomes**	1,2,3,4,5
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Draft research methodology and presentation

Module Activity

Part Time hours per semester	
Activity Type	*Duration (Hours)*
Lecture	60
Self Directed	340
Hours (up to 100 for 5 ECTS credits)	400.00

Recommended Reading List

Recommended Book Resources

Barrett, Estelle, and Barbara Bolt. (2019), Practice as Research: Approaches to Creative Arts Enquiry, Bloomsbury.

Costley, C., Elliott, G., & Gibbs, P. (2010), Doing Work-Based Research: Approaches to Enquiry for Insider-Researchers, Sage.

Denzin, Norman K. et al. (2003), The Landscape of Qualitative Research: Theories and Issues, Second edition. Sage, London.

Fink, A. (2020), Conducting Research Literature Reviews: From Paper to the Internet, Sage.

Punch, K. (2016), Developing Effective Research Proposals, Third edition. Sage.

Saito, Y. (2022), Aesthetics of care: Practice in everyday life, Bloomsbury.

Supplementary Book Resources

Berger, Arthur Asa. (2014), Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches, Third edition. Sage.

Graves, Norman, V ed P. Varma, and Ved Varma, eds. (1997), Working for a Doctorate, Routledge.

Hall, Nick, and John Ellis. (2019), Hands on Media History: A New Methodology in the Humanities and Social Sciences, First edition. Routledge.

Hammersley, M. (1992), What's Wrong with Ethnography?, Routledge, London.

Hammersley, M. and Atkinson, P. (2007), Ethnography: Principles in Practice, Third edition. Routledge, London and New York.

Hübner, Falk. (2024), Method, Methodology and Research Design in Artistic Research: Between Solid Routes and Emergent Pathways, Routledge, Taylor & Francis Group.

Review

Module Extra Information

Editor(s)

Editor
CLIONA DORIS
Conor Mcgarrigle

Affiliated Programmes

Programme Code	Programme Title	Programme Version
TU506	Doctor of Creative Practice	1

DRAFT

RESH 9002: Advanced topics for the creative practitioner

Module Details

Module Code:	RESH 9002
Module Long Title:	Advanced topics for the creative practitioner DRAFT
Banner Title:	Topics - creative practitioner
Version:	1
Indicative NFQ level:	Level 10
Valid From:	Jan 2027 (January 2027)
Language of Instruction:	English
ECTS Credits::	20
Current Coordinator::	Conor Mcgarrigle
Module Coordinators:	• CLIONA DORIS (19 May 2026 to 17 June 2026) • Conor Mcgarrigle (17 June 2026 to ---)
School Responsible:	School of Media
Campus:	City Campus
Module Overview	This module builds on research methodologies developed in the Advanced Research Methods module. The module will identify key topics in creative practice and situate these within theoretical and applied contexts with respect to the practitioner's own research project, and the broader context of professional practice. The module is designed to supply the knowledge, research competencies, and reflexivity to scaffold the transition from advanced creative practitioner to doctoral researcher. Through thematic participatory activities, identified and led by the student cohort, the module supports the researcher in identifying and establishing the advanced research contexts that will underpin their own research project. Building on the wealth of practice-based experience candidates bring to the programme, the module develops the skills needed to develop individual research projects and situate them within appropriate theoretical, methodological, and professional contexts. The module build research competencies in critical practice around four core pillars: • critical and theoretical frameworks • applied research methodologies • dissemination of research • collaboration and leadership in creative practice with optional topics responding to research themes that emerge from the cohort dynamic and composition, including • creative and cultural technologies • cultural policy • pedagogy in creative practice Candidates will iteratively develop their own research project in this module and learn to navigate the necessary balancing of professional, theoretical and methodological contexts. Effective communication and dissemination of research to academic and professional audiences and stakeholders will be integrated throughout the module.

Learning and Teaching Methods	The module is delivered across four semesters and will have a blended learning approach combining lectures, seminars, workshops, individual supervision and independent study. Participation in student identified and led thematic participatory activities will ensure meaningful participation in a research community at the forefront of a field of enquiry. Candidates will extend the methodological and theoretical scope of their individual research project through sustained interdisciplinary research dialogue. Seminars will be developed collaboratively with students developing and leading seminars appropriate to their research focus. The module will be delivered through both in person and online lectures, seminars and workshops. A cohort will be formed at the beginning of each year and students will be encouraged to engage in peer directed activities such as reading groups and peer-led seminars. An intensive in-person summer/winter school will provide a highlight and focus on the year culminating in a one day symposium showcasing individual student research. The summer school will feature international contributors connecting students with the faculty's rich international network of collaborators. The module will be situated in City Campus in the East Quad Creative Arts building with participation from the School of Art and Design, Media, and Conservatoire. The GradCAM Research Centre will coordinate the Summer/Winter School building on its long legacy in practice-based doctoral education. These intensive programmes will include the involvement of the faculty's other research centres.

Indicative Syllabus
1. Critical and theoretical frameworks 1.1) • introduction to relevant discursive frameworks 1.2) • perspective on knowledge and concepts of knowledge formation 1.3) • identifying specific contexts of relevance as they apply to student's research projects 1.4) • reciprocal relations between creative practice and theory 1.5) • ethical perspectives and challenges
2. Applied research methodologies 2.1) • introduction to applied methodology and research design 2.2) • historical positions of research and practice 2.3) • perspectives on research methodologies in creative practice 2.4) • production of written texts and feedback 2.5) • the challenges of methodology in practice 2.6) • practical aspects of research ethics 2.7) • developing timelines of action
3. Dissemination of research and practice 3.1) • dissemination and distribution in creative practice 3.2) • research communication for doctoral students 3.3) • evolution of circulation of creative output within the cultural industries since the 1960s 3.4) • emerging technologies and future directions 3.5) • dissemination strategies and planning 3.6) • academic publishing
4. Collaboration and leadership in creative practice 4.1) • collaborative making in creative practice 4.2) • histories of industry partnerships with creative practice 4.3) • building interdisciplinary research collaboration 4.4) • developing team competencies in interdisciplinary collaboration 4.5) • knowledge production and collaboration in doctoral research 4.6) • leadership and team building in creative and cultural industries

Learning Outcomes	
Upon successful completion of this module the learner will be able to	
#	
MLO1	Demonstrate knowledge of appropriate research methodologies and their application in creative practice and to the specificity of their own research project
MLO2	Critically evaluate and synthesise appropriate theoretical positions and identify those specifically relevant to student's individual research project
MLO3	Analyse and interpret approaches to collaboration in their own discipline and demonstrate leadership within research contexts
MLO4	Contribute meaningfully to interdisciplinary research dialogue
MLO5	Demonstrate the ability to disseminate and communicate research to diverse audiences
MLO6	Demonstrate advanced knowledge of contemporary scholarship and practice in their field

Requisites

Module Content & Assessment

Assessment Breakdown	%
Other Assessment(s)	100.00%

Assessments

Other Assessment(s)

Assessment Type	Class Participation	**% of Total Mark for Module**	15
Indicative Week	See Student Handbook	**Learning Outcomes**	3,4,5
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Contribute to development of and participation in research seminars

Assessment Type	Submission	**% of Total Mark for Module**	20
Indicative Week	See Student Handbook	**Learning Outcomes**	1,6
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Design research methodology

Assessment Type	Research Paper	**% of Total Mark for Module**	25
Indicative Week	See Student Handbook	**Learning Outcomes**	4,6
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Critical mapping of relevant literature and practice

Assessment Type	Submission	**% of Total Mark for Module**	40
Indicative Week	See Student Handbook	**Learning Outcomes**	1,2,6
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Research Proposal

Module Activity

Part Time hours per semester	
Activity Type	*Duration (Hours)*
Lecture	60
Self Directed	340
Hours (up to 100 for 5 ECTS credits)	400.00

Recommended Reading List

Recommended Book Resources

Banks, Mark. (2017), Creative justice: Cultural industries, work and inequality, Bloomsbury.

Barrett, Estelle, and Barbara Bolt. (2019), Practice as Research: Approaches to Creative Arts Enquiry, Bloomsbury.

Candy, L. (2020), The Creative Reflective Practitioner: Research Through Making and Practice, London, Routledge.

Harris, John, Valerie A. Brown, and Jacqueline Russell, eds. (2010), Tackling Wicked Problems, Routledge.

Supplementary Book Resources

Cubitt, Sean. (2017), Finite Media: Environmental Implications of Digital Technologies, Duke University Press.

D'Ignazio, Catherine, and Lauren Klein. (2020), Data Feminism, MIT Press.

Emmett, Robert. (2017), The Environmental Humanities: A Critical Introduction, MIT Press.

Jones, Candace, Mark Lorenzen, and Jonathan Sapsed, eds. (2015), The Oxford Handbook of Creative Industries. Oxford Handbooks, First edition. Oxford University Press.

Hui, Yuk. (2020), Art and Cosmotechnics, E-flux books.

King, Andrew. (2016), Music, Technology, and Education: Critical Perspectives, First Edition. Routledge.

Mejias, Ulises Ali, and Nick Couldry. (2024), Data Grab: The New Colonialism of Big Tech and How to Fight Back, University of Chicago Press.

Ponce de León, Jennifer. (2021), Another Aesthetics Is Possible: Arts of Rebellion in the Fourth World War. Dissident Acts, Duke University Press.

Saito, Y. (2022), Aesthetics of care: Practice in everyday life, Bloomsbury.

Wershler-Henry, Darren S., Lori Emerson, and Jussi Parikka. (2021), The Lab Book: Situated Practices in Media Studies, University of Minnesota Press.

Review

Module Extra Information

Editor(s)

Editor
CLIONA DORIS
Conor Mcgarrigle

Affiliated Programmes

Programme Code	Programme Title	Programme Version
TU506	Doctor of Creative Practice	1

APPROVED

MUSM 9017: Critical Perspectives in Pedagogy

Module Details

Module Code:	MUSM 9017
Module Long Title:	Critical Perspectives in Pedagogy APPROVED
Banner Title:	Critical Perspectives in Pedag
Version:	1
Valid From:	Sept 2026 (September 2026)
Language of Instruction:	English
ECTS Credits::	10
Current Coordinator::	Helen Lawlor
Module Coordinators:	• CLIONA DORIS (07 March 2025 to 10 March 2025) • Helen Lawlor (10 March 2025 to ---)
School Responsible:	Conservatoire
Campus:	City Campus
Module Overview	Critical perspectives is designed to enable students to explore and evaluate current issues and research as they relate to instrumental/vocal learning and teaching. Topics will be chosen according to staff specialisms and research, with due regard to the composition of the student group and to current issues. The syllabus will be built around educational theories, journal articles, relevant publications produced by government bodies and other arts and education organisations. Issues in relation to portfolio preparation, professional practice, philosophical and psychological perspectives are included in this module. The course emphasises the importance of critical reflection on one's own professional practice and linking this practice with theory and research.
Learning and Teaching Methods	This module is taught through weekly seminars with an emphasis on a discursive mode of teaching/learning. Students will be expected to undertake independent study, participate in class discussion and give class presentations.

Indicative Syllabus

1. Research Skills, Portfolio Preparation, Communication and Presentation Skills
1.1) Provision of a broad range of topics that encompasses a variety of perspectives on professional practice including: current issues in education, portfolio preparation, philosophical, sociological, psychological as they relate to instrumental/vocal music pedagogy EDI and sustainability in music education, contemporary approaches to instrumental/vocal teaching and learning and communication and presentation skills.

Learning Outcomes	
Upon successful completion of this module the learner will be able to	
#	
MLO1	Describe and critique contemporary issues in music pedagogy discourse and research
MLO2	Articulate a personal teaching philosophy informed by current thinking in the field and grounded in practice
MLO3	Engage with and articulate a coherent critical perspective (synthesizing theory and practice) with regard to contemporary approaches to instrumental/vocal learning and teaching, and demonstrate an awareness of how these perspectives impact professional practice
MLO4	Synthesize theory and practice by drawing on contemporary developments in instrumental/vocal pedagogy and applying to one's own professional practice
MLO5	Demonstrate presentation skills for professional practice and the ability to articulate and communicate in a variety of modes

Requisites

Module Content & Assessment

Assessment Breakdown	%
Other Assessment(s)	100.00%

Derogations from the General Assessment Regulations

Where a student fails this module at the first attempt, a further three attempts will be provided.

Assessments

Other Assessment(s)

Assessment Type	Class Participation	**% of Total Mark for Module**	30
Indicative Week	Week 1	**Learning Outcomes**	1,2,3,4,5
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Ongoing participation in class through discussion/presentation/seminar participation. Assessment will be based on weekly reading of assigned topics, in-class mini presentations on assigned topics, seminar discussions in class and contribution to debates in class based on prepared reading.

Assessment Type	Presentation	**% of Total Mark for Module**	70
Indicative Week	Week 14	**Learning Outcomes**	1,2,3,4,5
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Presentation (12–15 mins plus Q&A). Presentation text and slides submitted as part of the presentation.

Module Activity

Full Time hours per semester	
Activity Type	*Duration (Hours)*
Lecture	12
Self Directed	188
Hours (up to 100 for 5 ECTS credits)	200.00

Recommended Reading List

Recommended Book Resources

McKoy, C. L. (2022), Culturally responsive teaching in music education: From understanding to application (2nd edition)., Routledge, New York.

McPherson, G. & Welch, F. (Eds). (2012), Oxford Handbook of Music Education Vol 1 & 2., Oxford University Press, New York.

Stakelum, M. (ed). (2016), Developing the musician: Contemporary perspectives on teaching and learning, Routledge, London.

Recommended Article/Paper Resources

Current music education journals.

Relevant Irish government publications and from bodies such as Arts Council.

Review

Module Extra Information

Editor(s)

Editor
CLIONA DORIS
Mary Lennon
Helen Lawlor
Lorraine O Connell
Julie Martin Maisel

Change Description:	New Module.

Affiliated Programmes

Programme Code	Programme Title	Programme Version
TU388	Master of Music	3
TU389	Master of Music	3

APPROVED

MUSM 9024: Issues in Musical Scholarship

Module Details

Module Code:	MUSM 9024
Module Long Title:	Issues in Musical Scholarship APPROVED
Banner Title:	Issues in Musical Scholarship
Version:	2
Indicative NFQ level:	Level 9
Valid From:	Sept 2024 (September 2024)
Language of Instruction:	English
ECTS Credits::	5
Current Coordinator::	Maria Mchale
Module Coordinators:	• Mary Lennon (22 February 2024 to 23 February 2024) • Maria Mchale (23 February 2024 to 13 March 2024) • Michael Keane (13 March 2024 to 06 August 2024) • Maria Mchale (06 August 2024 to ---)
School Responsible:	Conservatoire
Outline of sharing arrangements for Programmes:	Module available for DMus, PhD and MPhil Students.
Campus:	City Campus
Module Overview	Issues in Musical Scholarship supports and develops research skills needed for two key components of the MMus degree, the Research Project and the Lecture Recital. There are two aspects to the module: the first covers practical research skills in which students discuss and develop topics for their Research Projects and Lecture Recitals. This introduction to research skills runs over a six-week period focussing on developing research questions, sourcing scholarly material, academic writing and presentation skills. This culminates in class presentations where students share ideas for their research projects. Concurrently, a research-reading seminar runs over the semester during which students engage with scholarly writing in music studies. This aspect of the course is designed to develop critical reading skills and to assess, through peer discussion and presentations , a broad range of topics and methodological approaches through close reading of academic texts in a range of topics that reflect staff research specialisms, for example: musicology, performance studies and music education. Issues in Musical Scholarship supports both the practical and critical research skills required for postgraduate research projects, lecture recitals, presentations and conferences.
Learning and Teaching Methods	**6 x 1-hour lectures** with class discussions on practical aspects of research: library induction; developing research ideas; bibliography and sources; academic writing, presentation skills. **12 x 1-hour seminars** Research reading seminar: Each four-week topic begins with a introduction by the lecturer, followed by three weeks of lecturer-led discussions in which students reflect on and evaluate literature supplied by the lecturer in advance of the class.

Rationale for Change :	See above

Indicative Syllabus
1. Research Skills 1.1) The 6-week research skills course introduces students to research techniques/methodologies, bibliography, academic writing and presentation skills.
2. Research reading seminars 2.1) The 12-week course will be team-taught by staff with specialism in the three topics/areas covered. A sample of areas includes but is not restricted to: musicology, performance studies, and music education.

Learning Outcomes	
Upon successful completion of this module the learner will be able to	
#	
MLO1	Develop research questions for their Research Project and Lecture Recital
MLO2	Provide rationale for the topic being researched
MLO3	Locate and assess material from reliable, scholarly databases
MLO4	Write in a formal, academic and analytical manner
MLO5	Critically evaluate scholarly writings in musical scholarship
MLO6	Differentiate between a range of methodological approaches in music studies
MLO7	Assess and summarise scholarly arguments
MLO8	Communicate scholarly approaches and debates in written and spoken forms

Requisites

Module Content & Assessment

Assessment Breakdown	%
Other Assessment(s)	100.00%

Derogations from the General Assessment Regulations

Where a student fails this module at the first attempt, a further three attempts will be provided.

Assessments

Other Assessment(s)

Assessment Type	Class Participation	**% of Total Mark for Module**	20
Indicative Week	Week 1	**Learning Outcomes**	1,2,3,5,6,7,8
Assessment Threshold:	None	**Assessment Role**	Individual
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Continuous assessment: contribution in class.

Assessment Type	Report	**% of Total Mark for Module**	80
Indicative Week	Week 14	**Learning Outcomes**	3,4,5,6,7,8
Assessment Threshold:	None	**Assessment Role**	Individual
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
2,000 word report on topics/texts discussed in research reading seminar.
[Due in the end-of-semester assessment period.]

Module Activity

Full Time hours per semester	
Activity Type	*Duration (Hours)*
Lecture	18
Self Directed	82
Hours (up to 100 for 5 ECTS credits)	100.00

Recommended Reading List

Supplementary Book Resources

Abeles, H.F. & Custodero L.A.. (2010), Critical Issues in Music Education: Contemporary Theory and Practice, Oxford University Press, New York.

Beard, David and Gloag, Kenneth. (2005), Key Concepts in Musicology, Routledge, London.

Burke. Robert and Onsman, Andrys,. (2017), Perspectives on Artistic Research in Music, Lexington Books, Lanham.

Cook, Nicholas and Everist, Mark. (1999), Rethinking Music, Oxford University Press, Oxford and New York.

Dogantan-Dack, Mine. (2016), Artistic Practice as Research in Music: Theory, Criticism, Practice, Routledge, London.

Kerman, Joseph. (1985), Musicology, Fontana Press/Collins, London.

McPherson, G. E. & Welch, G. F.. (2012), The Oxford Handbook of Music Education Vols.1 & 2, Oxford University Press, Oxford and New York.

Rink, John,. (2002), Musical Performance: A Guide to Understanding, Cambridge University Press, New York.

Paulo de Assis,Lucia D'Errico. (2019), Artistic Research: charting a field in expansion, Rowman & Littlefield Publishers, p.265, [ISBN: 9781786611512].

Aaron Williamon, Jane Ginsborg, Rosie Perkins, George Waddell.. (2021), Performing Music Research, Oxford University Press, USA, Oxford, p.545, [ISBN: 9780198714545].

Other Resources

Articles/chapters/videos/recordings, Weekly materials will be advised by lecturers.

Website, Society for Artistic Research. Research Catalogue: an international database for artistic research, Society for Artistic Research, https://www.researchcatalogue.net/

Review

Module Extra Information

Editor(s)

Editor
CLIONA DORIS
Mary Lennon
Maria Mchale

Change Description:	**For approval as part of the MMus Programme Review 2024** Combining elements from 'Research Studies 1' and 'Issues in Issues Musical Scholarship' to provide practical and critical research skills required for postgraduate research projects, lecture recitals, presentations and conferences.

Affiliated Programmes

Programme Code	Programme Title	Programme Version
TU386	Master of Music	1
TU388	Master of Music	2
TU388	Master of Music	3
TU389	Master of Music	2
TU389	Master of Music	3

DRAFT

RESH 9004: Research based teaching

Module Details

Module Code:	RESH 9004
Module Long Title:	Research based teaching DRAFT
Banner Title:	Research based teaching
Version:	1
Indicative NFQ level:	Level 9
Valid From:	Jan 2027 (January 2027)
Language of Instruction:	English
ECTS Credits::	5
Current Coordinator::	Conor Mcgarrigle
Module Coordinators:	• CLIONA DORIS (17 June 2026 to 18 June 2026) • Conor Mcgarrigle (18 June 2026 to ---)
School Responsible:	School of Art & Design
Module Overview	This module will build competencies in research-based teaching in creative practice through a team-based participatory approach. Students will explore and evaluate current research, issues, and approaches toward incorporating research into teaching curricula and learning outcomes. The module will address both preparing students to effectively disseminate their research and the incorporation of research into curricula. This module will deliver practical experience in teaching, learning and curriculum design. Students will apply critical reflection skills in evaluating formal and informal communication strategies appropriate to their specific research topic, sector, and communication channel. The syllabus will be built on literature on practice-based research, artistic research and research creation including journal articles and relevant institutional, sectoral and research organisation publications. Skills in identifying and evaluating appropriate channels for research dissemination and identifying opportunities for impact will be developed.
Learning and Teaching Methods	The module will have a blended learning approach combining lectures, tutorials, workshops, group work, individual study and presentations. Students will participate in a series of workshops on curriculum development, reading groups on current literature, and practical peer led teaching demonstrations. Outcomes will include the production of a research-based teaching curriculum and preparation of research dissemination material targeted at domain specific publications. The module is normally delivered over one semester.

Indicative Syllabus
1. Scoping and evaluating publication channels pertinent to each student's research topic 1.1) n/a
2. Reviewing the literature on research-based teaching and practice as research 2.1) n/a
3. Developing and evaluating appropriate research dissemination strategies and identifying opportunities for impact based on each researcher's specific topic 3.1) n/a
4. Writing learning outcomes and understanding critical curriculum development 4.1) n/a

5. Lecture, workshop, and course design and production
5.1) n/a

6. Peer review and research assessment
6.1) n/a

Learning Outcomes	
Upon successful completion of this module the learner will be able to	
#	
MLO1	Scope and identify publications and research dissemination methods pertinent to your topic
MLO2	Develop practical understanding of curriculum design and learning outcome and syllabus alignment
MLO3	Produce innovative teaching and learning provision informed by research and evidenced through appropriate documentation
MLO4	Self-evaluate and reflect in developing and delivering teaching and learning resources targeted at peers
MLO5	Produce targeted research outputs (e.g. conference papers, peer-review submissions, formal and informal presentations)
MLO6	Work as part of a team in the design of teaching and learning provision

Requisites

Module Content & Assessment

Assessment Breakdown	%
Other Assessment(s)	100.00%

Assessments

Other Assessment(s)

Assessment Type	Review	**% of Total Mark for Module**	15
Indicative Week	See Student Handbook	**Learning Outcomes**	1,6
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Scope research publication & dissemination methods

Assessment Type	Submission	**% of Total Mark for Module**	25
Indicative Week	See Student Handbook	**Learning Outcomes**	2,4,5
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Produce a curriculum design relevant to your research topic

Assessment Type	Presentation	**% of Total Mark for Module**	30
Indicative Week	See Student Handbook	**Learning Outcomes**	3,4,5
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Design and deliver a research-based class or seminar

Assessment Type	Submission	**% of Total Mark for Module**	30
Indicative Week	See Student Handbook	**Learning Outcomes**	1,2,6
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Prepare a targeted research output

Module Activity

Part Time hours per semester	
Activity Type	*Duration (Hours)*
Tutorial	20
Self Directed	80
Hours (up to 100 for 5 ECTS credits)	100.00

Recommended Reading List

Recommended Book Resources

Barrett, Estelle, and Barbara Bolt, eds. (2019), Practice as Research: Approaches to Creative Arts Enquiry, Bloomsbury Visual Arts, Bloomsbury Press, London.

Candy, L. (2020), The Creative Reflective Practitioner: Research Through Making and Practice, Routledge, London.

Supplementary Book Resources

Harris, John, Valerie A. Brown, and Jacqueline Russell, eds. (2010), Tackling Wicked Problems, Routledge.

Loveless, Natalie. (2019), How to Make Art at the End of the World: A Manifesto for Research-Creation, Duke University Press.

Sullivan, Graeme. (2010), Art Practice as Research: Inquiry in Visual Arts, 2nd edition. Sage Publications.

Recommended Article/Paper Resources

Hattie, John, and H. W. Marsh. (1996), The Relationship Between Research and Teaching: A Meta-Analysis, Review of Educational Research, 66, no. 4 (1996), p.507–4, https://doi.org/10.3102/0034654306600450 7

Other Resources

Website, Expanded Artistic Research Network, https://artresearch.network

Website, Society for Artistic Research, https://societyforartisticresearch.org

Review

Module Extra Information

Editor(s)

Editor
CLIONA DORIS
Conor Mcgarrigle

Affiliated Programmes

Programme Code	Programme Title	Programme Version
TU506	Doctor of Creative Practice	1

APPROVED

DMED H1032: AI for Designers

Module Details

Module Code:	DMED H1032
Module Long Title:	AI for Designers APPROVED
Banner Title:	AI for Designers
Version:	2
Valid From:	Sept 2026 (September 2026)
ECTS Credits::	10
Current Coordinator::	Niamh OHora
Module Coordinators:	Niamh OHora (16 June 2026 to ---)
School Responsible:	School of Media
Campus:	Blanchardstown
Module Overview	This module introduces learners to the use of Generative AI tools within design practice and process. It takes a design thinking approach to help learners understand and integrate AI in human-centered design, while exploring its ethical implications, data privacy, impact on creativity, and potential to transform how we design. Learners will blend traditional design skills with AI tools, developing practical abilities along with a deeper understanding of AI's impact on the design of content, products, services and systems.
Learning and Teaching Methods	This module combines theory and practice to introduce learners to AI concepts, tools, and best practices. It covers core topics and their design implications through lectures and hands-on workshops. Learners explore AI design tools and AI-assisted prototyping while working on collaborative, project-based activities. The module is grounded in human-centered design processes, encouraging action, creativity, and critical thinking.
Rationale for Change :	- Reading list review post-programme team meeting

Indicative Syllabus

1. Understanding AI in Design
1.1) • Introduction to AI, key concepts and terminology
1.2) • Introduction to human-centered design mindsets and process
1.3) • Current tools and applications
1.4) • The role of the designer and emerging employment trends

2. Ethics and Responsibility
2.1) • Ethical considerations and implications of AI
2.2) • Environmental impact of AI technologies
2.3) • Security, privacy and copyright risks of using AI
2.4) • Identifying and mitigating bias in AI design
2.5) • Responsible design practices

3. AI Tools for Design Research & Problem Framing
3.1) • AI-powered user research tools
3.2) • Enhancing data analysis and pattern recognition
3.3) • Synthesising research and problem framing
3.4) • Limitations of AI in design research & analysis

4. Ideation & Creative Problem Solving 4.1) • Enhancing idea generation and brainstorming 4.2) • Evaluating ideas with AI 4.3) • Limitations of AI in ideation & creative problem solving
5. Prototyping & Design Development 5.1) • Journey mapping and interaction flows 5.2) • Rapid prototyping approaches combining traditional and AI methods 5.3) • Visual design using text-to-image generation 5.4) • Brand-aligned content creation 5.5) • Motion and animation prototyping 5.6) • Limitations of AI in prototyping and design development
6. Testing & Evaluation 6.1) • Concept evaluation planning 6.2) • Usability test planning 6.3) • Accessibility testing 6.4) • Limitations of AI in testing and evaluation

Learning Outcomes	
Upon successful completion of this module the learner will be able to	
#	
MLO1	Describe key AI technologies and their impact on design process and practice.
MLO2	Recognise potential biases in AI-powered technology and identify the potential for discriminatory patterns at scale.
MLO3	Critically evaluate and integrate AI tools with traditional design methods assessing their effectiveness, capabilities and limitations.
MLO4	Apply human-centered design principles and methods to understand stakeholder needs, frame problems, and evaluate AI-enabled solutions through research, iterative prototyping, and evaluation.
MLO5	Recommend responsible design practices to promote inclusive and accessible design solutions in the age of AI.

Requisites

Module Content & Assessment

Assessment Breakdown	%
Other Assessment(s)	100.00%

Assessments

Other Assessment(s)

Assessment Type	Portfolio	**% of Total Mark for Module**	100
Indicative Week	Week 12	**Learning Outcomes**	1,2,3,4,5
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Learners will submit a portfolio demonstrating their achievement of the module's learning outcomes, with indicative components:

1) Individually or in teams, learners will use both traditional and AI-enhanced research methods to investigate a human-centered design problem. Based on their findings, they will develop an AI-integrated design solution. Learners will document and present their approach, tool selection, and methodology, critically evaluating how AI-enhanced or limited the design process compared to traditional methods. The submission should reflect on how AI influenced design decisions and the broader impact of AI on design practice.

2) Learners will develop a practical resource, toolkit or workshop that supports designers in the responsible use of AI. The resource should focus on one or more key topics, such as evaluating AI tools for design, mitigating bias, and ensuring inclusive, accessible design practices.

Module Activity

Full time and Part time hours per semester	
Activity Type	*Duration (Hours)*
Lecture	26
Lab	26
Self Directed	148
Hours (up to 100 for 5 ECTS credits)	200.00

Recommended Reading List

Recommended Book Resources

Kate Crawford. (2021), The Atlas of AI, Yale University Press, [ISBN: 9780300252392].

Daniel Graff, Mark A. Clark, Dan Li, Lei Xia. (2026), Design Thinking with Artificial Intelligence, Springer Nature, [ISBN: 9783032105431].

Christo El Morr, Yahya El-Lahib, Rachel da Silveria Gorma. (2025), Beyond Tech Fixes, Springer Nature, [ISBN: 978-3031930225].

Supplementary Book Resources

Ben Shneiderman. (2022), Human-Centered AI, Oxford University Press, [ISBN: 9780192660008].

David J. Gunkel. (2024), Handbook on the Ethics of Artificial Intelligence, Edward Elgar Publishing, p.0, [ISBN: 9781803926711].

Michael Lewrick, Omar Hatamleh. (2024), AI and Innovation, John Wiley & Sons, p.277, [ISBN: 1394254970].

Arvind Narayanan, Sayash Kapoor. (2025), AI Snake Oil, Princeton University Press, [ISBN: 9780691277929].

Greg Nudelman. (2025), UX for AI, John Wiley & Sons, [ISBN: 9781394345939].

Roger Andre Søraa. (2023), AI for Diversity, CRC Press, [ISBN: 9781003206958].

Other Resources

Website, AI to Hope. AI to Hope,
https://www.aitohope.org/

Website, AJL. The Algorithmic Justice League,
https://www.ajl.org

Website, All Tech is Human (ATIH). Responsible AI Knowledge Hub,
https://alltechishuman.org/

Website, Conscious UX, Rikki Teeters,
https://consciousux.ai/

Website, CuratifyAI.com. Curated AI Tools,
https://www.curatifyai.com/

Website, Future of Life Institute (FLI). The EU Artificial Intelligence Act,
https://artificialintelligenceact.eu/

Website, Google PAIR. People + AI Guidebook,
https://pair.withgoogle.com/guidebook/

Website, Guide to GDPR Compliance, European Union (Operated by Proton AG.),
https://gdpr.eu/

Website, NOYB (None of Your Business),
https://noyb.eu/en

Website, The AI Now Institute. The AI Now Institute,
https://ainowinstitute.org/

Website, UNESCO. UNESCO Recommendation on the Ethics of Artificial Intelligence,
https://www.unesco.org/en/artificial-int elligence/recommendation-ethics

Review

Module Extra Information

Editor(s)

Editor
Michael Keane
Niamh OHora
Daniel McSweeney

Change Description:	- Reading list updated

Affiliated Programmes

Programme Code	Programme Title	Programme Version
TU495	Postgraduate Diploma in Arts in Digital Design	2
TU506	Doctor of Creative Practice	1

DRAFT

RESH 9003: Collaborative Publishing

Module Details

Module Code:	RESH 9003
Module Long Title:	Collaborative Publishing DRAFT
Banner Title:	Collaborative Publishing
Version:	1
Indicative NFQ level:	Level 9
Valid From:	Jan 2027 (January 2027)
Language of Instruction:	English
ECTS Credits::	5
Current Coordinator::	Conor Mcgarrigle
Module Coordinators:	• CLIONA DORIS (17 June 2026 to 18 June 2026) • Conor Mcgarrigle (18 June 2026 to ---)
School Responsible:	School of Media
Module Overview	This module will identify key topics and methods in collaborative publishing in creative practice. These will be situated within theoretical and applied contexts with respect to the practitioner's own research project, and within the broader context of professional practice. The module is designed to develop practical skills in co-authoring and co-publishing, building key competencies in teamwork and peer negotiation with research actions. The module will supply practical understanding of contemporary collaborative publishing platforms and workflows and critically explore the ethical and methodological implications of collaborative publishing .
Learning and Teaching Methods	The module will have a blended learning approach combining lectures, seminars, workshops, individual supervision and independent study. Students will participate in a series of workshops and generate a collaborative publication, or other public output, developed during the module related to the research topic. The module is driven by the production of a collaborative text or other research output that is substantially co-authored with one or more partners. Workshop topics will be derived from the collaborative process within the specific cohort and will reflect the convergence of needs of the group. The module is normally delivered over one semester.

Indicative Syllabus

1. Collaborative writing processes and the challenge of intellectual and cultural dialogue
1.1) n/a

2. Intellectual property issues in collaboration and partnership
2.1) n/a

3. Cases studies of research collaboration in the creative arts and media sector 3.1) n/a
4. Curatorial models as paradigms of emergent collaboration 4.1) n/a
5. The lab model in cultural production 5.1) n/a
6. Understanding the ethics and epistemology of LLM collaboration 6.1) n/a
7. Publishing Project 7.1) n/a

Learning Outcomes	
Upon successful completion of this module the learner will be able to	
#	
MLO1	Demonstrate knowledge of collaborative publishing methods and their uses and limitations in research
MLO2	Critically evaluate collaborative publication models
MLO3	Demonstrate critical understanding of the ethical and epistemological dimensions of LLM-based tools and workflows
MLO4	Develop a collaborative publishing project within a peer group
MLO5	Produce a collaborative publication relevant to student's research area

Requisites

Module Content & Assessment

Assessment Breakdown	%
Other Assessment(s)	100.00%

Assessments

Other Assessment(s)

Assessment Type	Project	**% of Total Mark for Module**	15
Indicative Week	See Student Handbook	**Learning Outcomes**	1,2
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No
Assessment Description Scoping publishing project			
Assessment Type	Project	**% of Total Mark for Module**	30
Indicative Week	See Student Handbook	**Learning Outcomes**	2,3,4
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No
Assessment Description Project design & collaborative structure			
Assessment Type	Submission	**% of Total Mark for Module**	55
Indicative Week	See Student Handbook	**Learning Outcomes**	3,5
Assessment Threshold:	None	**Assessment Role**	Not yet determined
Assessment Authenticity	Not Online	**Pass/Fail**	No
Assessment Description Production of collaborative publication			

Module Activity

Part Time hours per semester	
Activity Type	*Duration (Hours)*
Tutorial	20
Self Directed	80
Hours (up to 100 for 5 ECTS credits)	100.00

Recommended Reading List

Recommended Book Resources

Gilbert, Annette, ed.. (2026), Publishing as Artistic Practice, 2nd edition. Sternberg Press, London, [ISBN: 9781915609922].

Ludovico, Alessandro. Tactical Publishing, [ISBN: 9780262375016].

Murray, Rowena. (2025), How to Write a Thesis, 5th edition. Open up Study Skills. Open University Press, [ISBN: 9780335252978].

Wershler-Henry, Darren, Lori Emerson, Jussi Parikka. (2021), The Lab Book: Situated Practices in Media Studies, University of Minnesota Press, [ISBN: 9781517902186].

Other Resources

Website, W3C Sustainable Web Design Guidelines,
https://sustainablewebdesign.org/guideli nes/

Review

Module Extra Information

Editor(s)

Editor
CLIONA DORIS
Conor Mcgarrigle

Affiliated Programmes

Programme Code	Programme Title	Programme Version
TU506	Doctor of Creative Practice	1

HEAD OF SCHOOL

MUSG 1031: Creative Project

Module Details

Module Code:	MUSG 1031
Module Long Title:	Creative Project HEAD OF SCHOOL
Banner Title:	Creative Project
Version:	2
Indicative NFQ level:	Level 9
Valid From:	Sept 2026 (September 2026)
Language of Instruction:	English
ECTS Credits::	10
Current Coordinator::	CLIONA DORIS
Module Coordinators:	• CLIONA DORIS (25 August 2026 to 01 September 2026) • Julie Martin Maisel (01 September 2026 to ---)
School Responsible:	Conservatoire
Outline of sharing arrangements for Programmes:	Module available for DMus, DCP, PhD and MPhil Students.
Campus:	City Campus
Module Overview	This module provides students with the opportunity to propose, develop and implement a self-directed creative project in creative practice. The module aims to develop skills, such as creativity, flexibility, adaptability, critical reflection, project management, entrepreneurship, and communication skills.
Indicative Syllabus	
Learning and Teaching Methods	The Creative Project is a self-directed module. A supervisor will mentor the project.
Rationale for Change :	Module Overview text slightly revised so that the module can be offered to Doctor of Creative Practice students as an optional module.

Indicative Syllabus
1. Creative practice 1.1) n/a
2. Collaborative practice 2.1) n/a
3. Writing a creative project proposal 3.1) n/a
4. Developing and producing a creative project 4.1) n/a
5. Producing a reflective portfolio 5.1) n/a
6. Project management 6.1) n/a
7. Communication and presentation 7.1) n/a

Module MUSG 1031 - Creative Project v2 (Year/Cycle:2 / Semester:Semester 2 / Delivery Type:Elective)

Learning Outcomes	
Upon successful completion of this module the learner will be able to	
#	
MLO1	Demonstrate a high level of creativity and critical thinking
MLO2	Apply specialist knowledge and skills in proposing, developing and producing a creative project
MLO3	Display initiative and adaptability in planning and delivering a creative project
MLO4	Demonstrate effective project management skills and entrepreneurship
MLO5	Communicate and present quality outcomes of the creative project in an appropriate and convincing context
MLO6	For collaborative projects, critically evaluate individual responsibility and role within a creative project

Requisites

Module Content & Assessment

Assessment Breakdown	%
Other Assessment(s)	100.00%

Assessments

Other Assessment(s)

Assessment Type	Project	**% of Total Mark for Module**	100
Indicative Week	Week 14	**Learning Outcomes**	1,2,3,4,5,6
Assessment Threshold:	None	**Assessment Role**	Individual
Assessment Authenticity	Not Online	**Pass/Fail**	No

Assessment Description
Creative Project with accompanying reflective report or portfolio. The outcomes of the project should be communicated and presented in an appropriate and convincing format. This could include performances, presentations, audio and video recordings, documented work, reports etc.

Module Activity

Full Time hours per semester	
Activity Type	*Duration (Hours)*
Tutorial	6
Self Directed	194
Hours (up to 100 for 5 ECTS credits)	200.00

Recommended Reading List

Supplementary Book Resources

Jonathan Feist. (2013), Project Management for Musicians, Berklee Press Publications, Boston, p.0, [ISBN: 9780876391358].

Meg Brindle,Constance DeVereaux. (2011), The Arts Management Handbook, Routledge, New York, p.0, [ISBN: 9780765617415].

Review

Module Extra Information

Editor(s)

Editor
CLIONA DORIS
Conor Mcgarrigle
Julie Martin Maisel

Change Description:	Module Overview text slightly revised so that the module can be offered to Doctor of Creative Practice students as an optional module. Text changes highlighted in red below: **Current text:** 'This module provides students with the opportunity to propose, develop and implement a self-directed creative project in music performance, composition or instrumental/vocal pedagogy.' **Proposed text:** 'This module provides students with the opportunity to propose, develop and implement a self-directed project in creative practice.'

Affiliated Programmes

Programme Code	Programme Title	Programme Version
TU388	Master of Music	3
TU389	Master of Music	3
TU506	Doctor of Creative Practice	1

Part 4: Additional Documentation

TU Dublin Graduate Research Regulations

The Student Handbook should be read in conjunction with the current edition of the Graduate Research Regulations (GRR) which is available at the link below.

The **Code of Conduct for Research Integrity** and **Postgraduate Research Forms** are available at:

https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/

General Student Information

Information relevant to students and student services is available on the TU Dublin website.

https://www.tudublin.ie/for-students/student-a-z/