

School of Applied Social Studies University College, Cork.

Handbook for Postgraduate Students Completing Research Degrees

Academic Year 2025/26



TABLE OF CONTENTS

- **Introduction to Postgraduate Study in the School of Applied Social Studies**
- **Postgraduate Support, Skill Development & Training Opportunities**
- **Research Supervision**
- **Progression of Study: The Annual Review of Progress**
- **Appendices**

This Handbook is up to date as of **30 September 2025**.
The next version of this handbook is due for revision in September 2026.

Please note: University-wide policies, procedures and guidelines relating to graduate studies may be updated during the academic year.

Requirements about data management, research ethics, progress reviews, application processes and supervisory relationships are subject to change.

Any such changes will take precedence over this version of the Handbook.

(I) Introduction to Postgraduate Study in the School of Applied Social Studies

School of Applied Social Studies

The School of Applied Social Studies, UCC, is a centre of excellence in the Social Sciences and has been recognised by the Council of Europe for its pioneering educational achievements. It has grown to become one of the biggest Schools of Social Science in Ireland. Its academic structure is complex, comprising social policy, applied social research, social work, and community development and youth work. Its educational and research environment seeks to promote a culture of critical intellectual and practice enquiry in the social sciences based upon participation, inclusion and diversity. It also contributes to teaching in nursing and health, early years and childhood studies, women's studies, government, environment, planning, and migration studies. Staff share research supervision with colleagues in applied psychology, clinical therapies, computer sciences, education, history, law, public health, sociology, etc.

School Mission

The School of Applied Social Studies' mission is "to provide an educational environment which promotes a culture of critical intellectual and practice enquiry in the social sciences based upon participation, inclusion and diversity". This mission statement is underpinned by the objective of making equality an integral part of the intellectual, cultural, social and economic life of the University. The School believes that quality is best achieved through the pursuit of equality, based upon the principles of student participation, lifelong learning, community involvement and open access.

Research, Teaching and Learning

The School has a very active research community including academics and students at all levels. The School of Applied Social Studies has a strong commitment to both applied and theoretical research in the social sciences. The research interests of staff in the School are varied and details of individual areas of expertise can be found on the School's website (see <http://www.ucc.ie/en/appsoc/staff/>). Much of the work undertaken is within the sphere of critical social theory and has an applied dimension.

Many of the staff are affiliated to the Institute for Social Science in the 21st Century (ISS21) and other University research clusters, working collaboratively across disciplinary boundaries on a variety of funded research projects and individual studies. A substantial volume of books, articles and reports have been produced by staff and student researchers which seek to respond to social issues in society, to engage in contemporary social policy discourses, and to develop innovative responses and practice developments for allied social professions.

Our learning approach emphasizes critical thinking. We want our research students to go out into the world ready to ask questions, but also be prepared to innovatively and creatively answer those questions. Through our active and discursive learning and supervision spaces, we support research students to empower their own research journeys.

The School-wide supports for graduate research encourage maximum student participation and include lectures, seminars, fieldwork, group and individual supervision, presentation opportunities, communities of practice, group work, workshops, practical exercises and written feedback. The School supports cohere with other learning opportunities available to graduate students in the

College of Arts, Celtic Studies and Social Sciences (CACSSS), the UCC Library, the Skills Centre and the wider university.

Participatory Research, Public Engagement and Community Involvement

The School of Applied Social Studies is committed to the concept of a 'Connected University', where higher education and research promote positive social change and impact in society. Many of the staff members are involved in civil society and work actively in the voluntary and community sector. The School welcomes opportunities for research students to employ participatory research methods in their studies.

Diversity, Access and Widening Participation

The School of Applied Social Studies is committed to promoting diversity through widening participation as part of the multicultural reality of Ireland in the 21st Century. We start from the premise that each person is unique. Our being different is what makes us unique as human beings. The School's programmes seek to promote curiosity and appreciation of what is different, with a view to opening up new worlds of understanding to the learner. We value differences in class, ethnicity, age, gender, sexual orientation, religion, ideological beliefs and ability as the most valuable asset of the University. In all our programmes, diversity is valued as an important source of intellectual enrichment and personal development.

Postgraduate Study Opportunities in the School of Applied Social Studies

The School of Applied Social Studies has an active postgraduate research community with students undertaking postgraduate research degrees at Masters and Doctoral levels across a range of subject areas in the social sciences (See Appendix A for a list of PhD theses recently completed in the School). The School offers/ co-ordinates/ contributes to a number of taught and research based postgraduate degree options including:

PhD / Doctoral Programmes	Masters Programmes
PhD Social Science	MPhil
PhD Social Work	Master in Research (MRes)
PhD (by future publication)	Master of Social Science in Third Sector Management
PhD (by prior publication)	Master in Social Policy and Social Justice (online)
Doctor of Social Science (DSocSc)	Master in Social Work

The Postgraduate Academic Calendar contains information on all the programmes offered by the School of Applied Social Studies. It also links to the Book of Modules which provides full details of all modules available, including content, credit value and assessment. Please see: <https://ucc-ie-public.courseleaf.com/researchprogrammes/>

This handbook provides information to students who are completing Master and Doctorate degrees **by research only**.¹ Students applying to study on structured PhD programmes or Professional Doctorates are referred to the handbook/ documentation provided by the programme board associated with their chosen course.

¹ Course handbooks relating to the taught postgraduate programmes available in the School are available from the co-ordinators of the individual programmes.

School Graduate Studies Committee (School GSC): role and composition

Each School within UCC has a School GSC. The role of the School GSC is to assess all applications for research degrees within the School, to act as a forum for monitoring student progress and providing feedback, and to facilitate the progress of research students by providing them and their supervisors with a range of supports. The committee also serves as a support to both postgraduate students and their supervisors through the dissemination of information about college and university procedures and the organization of occasional seminars, research skills workshops, conferences, etc.

The current membership of the School GSC is as follows:

- Dr. Margaret Buckley
- Dr. Conor Cashman
- Dr. Claire Dorrity
- Dr. Fiona Dukelow (Chair)
- Dr. Claire Edwards
- Dr. Catherine Forde
- Dr. Gill Harold
- Dr. Eileen Hogan
- Dr. Maria Lotty
- Dr. Rosie Meade
- Dr. Caitriona Ní Laoire
- Dr. Órla O' Donovan
- Dr. Fiachra Ó Súilleabháin
- Dr. Siobhan O' Sullivan
- Dr. Nicola Maxwell
- Dr. Siddhesh Mukerji

Orla McDonald is the member of School professional staff who supports the School GSC and all School graduate studies matters.

Application Procedures

All applicants to research degree programmes are required to make an application through the UCC Apply /CRM Recruit system (for details of the application process see [How to Apply | University College Cork \(ucc.ie\)](https://ucc.ie)). However, it is not possible to make an application for a research degree programme through *UCC Apply* without including a proposal detailing a research topic and naming two supervisors.

Applicants to School of Applied Social Studies need to contact the Head of School (Prof. Eleanor Bantry White) and the Chair of the School GSC (Dr Fiona Dukelow), or a Prospective Supervisor to discuss their proposed area of research prior to making a formal application via *UCC Apply*. Applicants intending to apply for structured or practitioner doctoral programmes should contact a member of the relevant team in advance of applying. E.g., for the PhD in Social Work contact: [PhD in Social Work | University College Cork \(ucc.ie\)](https://ucc.ie) and for the Doctor of Social Sciences (DSocSc) contact: [Doctor of Social Sciences \(DSocSc\) | University College Cork \(ucc.ie\)](https://ucc.ie).

Following this consultation the applicant should submit a research proposal of 3,000 words to the Chair of the School GSC (See Appendix B for guidelines for preparing the research proposal). The

proposal will be reviewed by the committee and assessed in relation to three key variables namely, the quality of the proposal, the academic/research track-record of the applicant and the availability of suitable supervisors (for details of the criteria applied when assessing the compatibility of proposals in relation to these variables see Appendix C).

The School GSC may accept the proposal, refer it back to the applicant with suggestions for improvement or refuse the proposal. In the case of the latter option, the student will be given the reason (s) for the non-acceptance of the proposal. If a proposal is accepted by the School GSC the committee will suggest a supervisory arrangement in consultation with the applicant. The application form, including the name of the proposed supervisors and/or PhD advisor and a copy of the proposal, will be forwarded to the Head of School for his/ her approval. On receipt of this approval, the application will be forwarded to the university Graduate Studies Office for approval by the College of Arts, Celtic Studies and Social Sciences. Subsequent to this approval, the student will be invited to formally register for the degree. There is no closing date for research programmes, but applicants are advised to submit their application at least two months ahead of their proposed start date. There are four official start dates in any one year for a PhD – September, January, April and July.

The Irish Universities Association describes the learning outcomes and skills students are expected to develop during their Doctoral education and training. See: <https://www.iua.ie/wp-content/uploads/2021/07/IUA-PhD-Graduate-Skills-Statement-2021-final.pdf>

The National Framework for Doctoral Education that has been endorsed by UCC is available here: <https://www.myphd.ie/nfde>

PhD by Prior Publication - Application Procedures

In order to be considered for a **PhD through the entry mechanism of prior published work**, a candidate must demonstrate a substantial body of published research output (as per disciplinary norms) – see Appendix I: Guidance Notes for PhD by Prior Publication – and a coherent sub-set of output that will form the basis of the PhD thesis. Potential applicants for the degree of PhD through the entry mechanism of prior published work should in the first instance contact the Chair of the School GSC, who will advise the applicant of their suitability for entry through this mechanism and on the formal application process. After a preliminary discussion with the academic unit and identification of a potential supervisor, the candidate must make an application which must include the following:

- The names of the supervisor(s)/advisor as agreed with the School/ Department;
- A Curriculum Vitae;
- A list of the published research output (as per disciplinary norms) demonstrating their ability as a researcher. This list should include evidence of the public availability and traceability of the publications;
- A summary of the contribution to knowledge represented by the published output;
- A statement identifying where and when the research contributing to the published output was undertaken;
- In cases where any work to be considered has been written in collaboration with other persons, the candidate shall submit a statement quantifying their contribution to the formulation, execution, analysis and publication of the research;

- The subset of published research output which the candidate proposes to include in their thesis should be identified and a statement provided establishing how the works constitute a coherent body of study.

The application will be considered by the appropriate School Graduate Studies Committee. The local Graduate Studies Committee will invite the applicant to present research (in person or by video link), which will allow any issues to be clarified through questions. The Graduate Studies Committee will determine whether the published works submitted demonstrate a substantial research output (as per disciplinary norms) and whether the subset of published research output *prima facie* constitutes a qualification for the degree. In forming a judgement, the Graduate Studies Committee may take account of the general criteria for the award of a PhD, and, in addition, may take into account the following:

- The number and quality of the individual outputs;
- The proportion of sole author and principal author outputs;
- The coherence of the subset of outputs.

The local Graduate Studies Committee may consult with the Professor of the Discipline and external experts in arriving at their decision. The local Graduate Studies Committee will determine the appropriate registration period, with a minimum of one year. The local Graduate Studies Committee will make a recommendation to the Head of Department/ School in which the programme is to be pursued. All applications for admission to a PhD programme under this route shall be finally approved by the relevant College Graduate Studies Committee. If a student's application is approved, s/he must register as a PhD candidate for the year(s) prescribed, as a minimum.

Candidates who are interested in the **Publication-based PhD Thesis** should discuss presenting their work as a Publication-based Thesis versus the more traditional format with their supervisory team in a timely way. The research described in a Publication-based Thesis is presented in the form of a set of manuscripts or other scholarly outputs from the work undertaken during the PhD student's period of registration, typically with each manuscript forming one chapter of the thesis.

In the case of students accepted under the PhD by Prior Published Work policy, scholarly output undertaken prior to their registration as a PhD student may be included. The typical work included will be in the form of peer-reviewed journal articles, peer reviewed conference proceedings, books or chapters in books. The work should not consist of a series of publications reporting essentially the same data or findings to separate readerships. A typical Publication-based Thesis will normally include at least one paper published in a peer-reviewed academic journal or equivalent, and others in press, submitted, or planned for submission. In all cases, a key consideration for the Examiners is whether the quantity and quality of work presented represents an appropriate level of scholarly output for a Doctoral thesis.

(2) Postgraduate Support, Skill Development & Training Opportunities

Skill Development & Training Opportunities

Throughout the duration of your programme of your research, you are advised to consult with: <https://www.ucc.ie/en/study/postgrad/currentresearchstudents/> as it contains required information.

All PhD Track/PhD students are required to undertake a minimum of 15 and a maximum of 30 credits of skills/ research training over the three years of the PhD programme. For a four-year PhD, the maximum number of credits that can be undertaken is 90 credits. To explore and register for modules, see: <https://www.ucc.ie/en/study/postgrad/currentresearchstudents/modules/>

Opportunities for such training are provided through the College of Arts, Celtic Studies and Social Sciences (CACSSS) Graduate School.

See: https://www.ucc.ie/en/cacsss/grads/current_pastgrads/trainingmodules/.

Students who complete modules, training or coursework in other institutions may have the opportunity to gain credits at UCC for this work. See: [ExternalModuleRecognitionForm.docx.pdf](#)

The CACSSS Graduate School provides a range of supports for students undertaking PhDs and Masters by research, including funding opportunities and dedicated study facilities such as the Berkeley Centre and Wandesford Quay Research Facility.

See: https://www.ucc.ie/en/cacsss/grads/current_pastgrads/study_facilities/

It supports the development of a graduate research culture and environment through the organisation of an annual postgraduate conference, Master Classes and a distinguished speakers series.

Students in Applied Social Studies are represented on postgraduate student representative / decision making bodies in UCC.

The Digital Scholarship Studio (Q+I UCC Library) provides access to hardware and software that enable new modes of knowledge building and creates opportunities for students to develop their digital literacy and integrate digital tools into their learning.

See: <https://libguides.ucc.ie/digitalscholarshipstudio?menu>

To find out more about publishing work in postgraduate journals in UCC, *Aigne* and *The Boolean*, see [Aigne Journal](#) and <https://journals.ucc.ie/index.php/boolean>

Information pertaining to registration is here and you will need to register online on a yearly basis for your research programme:

<https://www.ucc.ie/en/study/postgrad/currentresearchstudents/researchstudentregistration/firstyearresearchregistration/>

The CACSSS Graduate School can be contacted at: graduateschool.cacsss@ucc.ie and Graduate School Website: <https://www.ucc.ie/en/cacsss/grads/>.

The School of Applied Social Studies organises a number of Graduate Studies Seminars/ grad slams throughout the year where graduate students present their ongoing research work to their postgraduate peers and to staff within the School. The School also organises a Research Seminar Series (see School website for recordings of seminars / Appendix J) visiting speaker events,

conferences, reading groups which are open to students within the School. The School hosts PhD symposiums giving students an opportunity to present their work (in progress) and to discuss it with other students and with staff. Graduate students are encouraged to participate in School seminars, symposiums and other activities that enrich the academic and research culture in the school.

The Institute for Social Science in the 21st Century (ISS21) is an interdisciplinary research institute for the social sciences in UCC, that seeks to build, sustain and enhance research on social, economic and cultural issues that will shape Ireland during the 21st century. See: <https://www.ucc.ie/en/iss21/about-iss21/> Research in ISS21 is conducted through interdisciplinary research clusters and working groups involving staff and postgraduate students from across a wide range of disciplinary backgrounds. Postgraduate researchers are encouraged to join a research cluster/clusters of relevance to them. For more information, see: <https://www.ucc.ie/en/iss21/clusters/>

UCC Futures is an ambitious programme of research prioritisation coupled with an innovative academic recruitment strategy across ten indicative areas of strategic importance that will build a foundation for economic, societal and cultural resilience and prosperity. For more information, see: <https://www.ucc.ie/en/futures/>

Collective Social Futures is re-imagining and addressing the complex and intertwined societal, environmental and political challenges faced across the world. These include social and gender-based inequalities, geopolitical shifts, migration, health, climate change and the urgent need to foster a more caring and liveable world for all. Building upon a history of outstanding social-science research, the Collective Social Futures interdisciplinary platform is led by the [Institute for Social Science in the 21st century \(ISS21\)](https://www.ucc.ie/en/iss21/about-iss21/) in collaboration with the [Centre for Co-operative Studies](#), the [Sustainability Institute](#), [Cleaner Production Promotion Unit](#), the [Inclusion Health Research Group](#) and other renowned centres and schools. Cross-disciplinary synergies throughout the University and beyond are being harnessed for meaningful co-production of knowledge, oriented towards social change and ecologically sustainable transformation. See: <https://www.ucc.ie/en/futures/collectivesocialfutures/>

The full suite of student supports available to you in UCC is here: <https://www.ucc.ie/en/students/wellbeing/>

Research Support Facilities

The School of Applied Social Studies does at various times have a designated postgraduate research room(s). Currently there are two offices in Carraigbawn that can be used by postgraduate students. Postgraduate students have access to the Crossleigh Computer Laboratory (open 8am-10pm Monday to Friday) when it is not being used for teaching purposes. There is a code to access the laboratory (which is known by staff) and only registered students with a UCC email are able to log in to use a computer in the laboratory. The teaching timetable for the Crossleigh Laboratory can be consulted in the School Secretarial Office in William Thompson Houses on O'Donovan's Road.

For information on referencing software programmes, see here: <https://libguides.ucc.ie/referencingsoftware>.

Aoife Coffey is the Research Data Co-Ordinator in UCC and the Research Data Service provides assistance with data management planning in advance of PhDs / research projects, support with active data management, long-term safe data preservation, and advice on FAIR principles. There is a digital

badge on the responsible conduct of research which is available to PhD students after completing a short course. Students are strongly advised to complete a data management plan, as it is a requirement for many funding bodies. For more information on the research data service provided see: <https://libguides.ucc.ie/researchdataservice/home>

Information about research ethics is available here: <https://www.ucc.ie/en/research/support/ethics/>
Postgraduate students should be familiar with the UCC Code of Research Conduct available here: <https://www.ucc.ie/en/research/support/policies/#code-of-research-conduct>

ORCID provides a persistent digital identifier that distinguishes you from other researchers. For more information see: <https://orcid.org/> and <https://libguides.ucc.ie/ORCID>

In UCC, students undertaking direct/ indirect research with humans or research with animals or research in clinical settings are required to apply for ethical approval for their research to the relevant ethics committee (AEEC/ CREC/ SREC) in advance of conducting their research. In relation to the conduct of social research please see: <https://www.ucc.ie/en/research/support/ethics/socialresearch/>

Requirements pertaining to the responsible conduct of research are available here: <https://www.ucc.ie/en/research/support/integrity/>

There is **Epigeum Online Research Integrity Training** available to UCC postgraduate research students. See: <https://www.ucc.ie/en/research/support/integrity/researchintegritytraining/epigeumonlineresearchintegritytraining/>

The [postgraduate training module PG6015](#) provides an introduction to research integrity, ethics and open science.

Students are also advised to familiarise themselves with the requirements pertaining to GDPR and to consider how they relate to their research activity. See: <https://www.ucc.ie/en/gdpr/>

The School will provide students with details of funding opportunities which become available, and supervisors will offer support to students who wish to apply to specific funding bodies. (See Appendix D for a list of funding sources).

(3) Research Supervision

All PhD students are required to have co-supervision or a supervisor and a PhD advisor (whose role it is to assist with procedural issues and/ or to provide pastoral support) or a supervisory team. The School GSC assigns supervisors for postgraduate students. The School GSC consults with the student to determine if they have any preferences in terms of supervisor(s) and where possible will endeavour to comply with student requests. However, this is not always possible.

Supervisors within the School of Applied Social Studies comply with the University Guidelines for a Code of Practice for PhD Supervision and the Guidelines for a Code of Practice for the Supervision of Masters by Research. See: [Supervision of Research Students | University College Cork](#)

These guidelines are designed to support both the student and the supervisor and outline the responsibilities of both parties in the research relationship. There are also policies on team supervision. Supervisors and students can also draw up learning plans to provide structure to the supervision relationship and to maximise the effectiveness of student and supervisor meetings. The learning plan developed by the University Graduate Studies Office is recommended as a suitable basis for the development of individual learning plans. See: [Research Learning Plan](#)

In the event of any difficulties arising in the supervision relationship **the following steps are recommended:**

1. Discuss the issue with your Supervisor(s) and/or PhD Advisor.
2. If a resolution is not reached with your Supervisor(s) or Advisor, your next step should be to approach your Head of Department/ School or the Chairperson of your Departmental/ School Graduate Studies Committee.
3. If the issue is not resolved at local level, it should escalate to College level by contacting your Postgraduate Student Liaison Officer. In CACSSS this is the Associate Dean of Graduate Studies, Dr Barry Monahan.
4. The Dean of Doctoral Studies in the university is Professor Orla Lynch.
5. The UCC Student Advisor and Ombudsman is a university-level resource available to you: <https://www.ucc.ie/en/studentombudsman/>

See also the **postgraduate research student dispute resolution policy** at: [Policy on Resolution of Difficulties for Postgraduate Students | University College Cork](#)

If circumstances arise which inhibit a student's ability to continue with their research, it is possible for them to apply for a Leave of Absence or temporary cessation of their studies. Students can apply for a minimum of three months and a maximum of twelve months leave of absence via UCC's postgraduate research student administration platform, the **Graduate Education Manager (GEM)**. In addition to a Leave of Absence, the following changes to research registration can be submitted on the platform:

- Change of Start Date
- Change of Supervisory Team
- Extension
- Change of Mode of Attendance
- Change of Programme
- Change of Thesis Title
- Change of Approved Period of Study
- Recommencement of Programme

- Withdrawal from Programme
- Change/Addition of Module (Structured programmes only)

As an additional support to students and where possible, a 'friendly reader' system is operated within the School of Applied Social Studies. This involves the organisation of an internal reader, who will read a penultimate draft of a student's thesis and provide feedback. The decision as to who would be best suited to the 'friendly reader' role is taken by the supervisor(s) and student possibly in consultation with the chair of the School GSC.

As a research student in UCC, you can make yourself familiar with UCC's policies. Some of those which pertain to research students are listed here:

- [Supervision of Research Students | University College Cork](#)
- [Guidelines on the Roles and Responsibilities of Unit Graduate Studies Committees](#)
- [UCC Policy on Leave of Absence for Research Students](#)
- [UCC's Policy on Modules for Research Students](#)
-  [UCC Research Data Management Policy.pdf](#)

A full set of UCC [Graduate Studies policies](#) is accessible via UCC's [academic policy portal](#).

(4) Progression of Study: The Annual Review of Progress

In keeping with university policy, the School of Applied School Studies will arrange an annual review of progress for each part-time and full-time PhD and MPhil student in the School. All students applying for transfer between research programmes (e.g., between MPhil and PhD degrees) will also be subject to review. The review of progress is designed to be a support to the student in her/ his research journey. The purpose of the annual research progress review (at a minimum) is:

- a. To underpin the [National Framework for Doctoral Education](#). The purpose of the Framework is to: *“Facilitate consistent excellence in the quality of postgraduate education and training, including research undertaken at masters and doctoral levels.”* UCC has endorsed the principles of the framework including *“formal monitoring of progress to completion against published criteria, supported by institutional arrangements.”*
- b. To recognise and acknowledge good progress.
- c. To provide an opportunity for the student to present aspects of their work and achievements to date.
- d. For the Student to receive feedback on their research progress, postgraduate research skills development, personal development, and performance to date.
- e. To provide the student with the opportunity to highlight any matters about their research, training and supervision experience independently of supervisors.
- f. To provide the Supervisory Team with the opportunity to highlight any matters about their supervisory experience independently of the student.
- g. To gauge the feasibility of completion within the approved period of study and hence to collectively draft mitigation strategies, if required.
- h. To ensure that the student has set goals for the coming year’s study and training.
- i. To ensure that the student is making sufficient progress with their studies, taking into account the considerations above to progress.
- j. To prepare, or revise, the Research Learning Plan for the coming year.
- k. To provide guidance by way of re-review where concerns are expressed by the Progress Review Panel (PRP) following review under the criteria above.

The Policy on Progress Reviews for Research Students can be accessed here:

[UCC Policy on Progress Reviews for Research Students | University College Cork](#)

The School GSC has identified criteria of progress which will inform the annual reviews (these are outlined in Appendix F and in Appendix G). The annual review will be undertaken by a Progress Review Panel (PRP) and the School GSC will appoint such a panel for each student. The annual review will consist of:

- (1) A written report from the student outlining and demonstrating progress to date. This is completed online via GEM.
- (2) The student learning plan submitted by the student as agreed with the supervisory team
- (3) A written report from the supervisor(s) to the PRP. This is also completed online via GEM.
- (4) A written report from the PRP to the student. The PRP will, following its review under this Policy, make one of the following recommendations regarding progression:
 - (a) That the Student’s performance is **satisfactory**, and that the student may progress to the next stage.
 - (b) That there were **some concerns/ shortcomings**. In this instance, mitigation strategies should be proposed and agreed. The student is required to undertake a **re-review** within 3 months from the date of recommendation.

A Request for Independent Review on the outcome of the final PRP Report (hereafter “Request for Review”), as outlined in section 8.IV, can be lodged in writing with the Dean of Doctoral Studies within 21 days of the PRP recommendation being notified to the Student by the GSC of Unit, based on the grounds below listed.

(“Request for Review”). A Request for Review may be lodged on one or both of the following grounds:

- **Procedural Irregularity:** There has been a substantive procedural irregularity that has demonstrably affected the outcome of the recommendation.
- **Extenuating Circumstances:** At the time of the PRP consideration and for reasons outside of the student’s control, extenuating circumstances were not presented to, known by, or considered by the PRP at the time of the review. This information may have given rise to an alternative recommendation.

More details can be found here:

<https://www.ucc.ie/en/academicgov/policies/gs-policies/uccpolicyonprogressreviewsforresearchstudents/#Request>

All students proposing to transfer from MPhil to a PhD programme are subject to review. **Progression to PhD level study will not be recommended unless this review is satisfactory.**

The Annual Review process is **entirely separate** to the examination process for PhD and Masters (Major) Theses. Success in the Annual Review process is no guarantee of success in the PhD/ Masters (Major) Thesis examination. The examination process is independent of the Annual Review process.

(5) Examination of PhD and Masters (Major) Theses

All postgraduate students in the department are required to comply with university protocol for the submission and examination of postgraduate research theses. For full details of PhD and Masters (Major) examination guidelines, please see relevant link to submission and examination of research thesis at <http://www.ucc.ie/en/graduatestudies/thesis/>

All PhD students are obliged to undergo an oral examination of their thesis otherwise known as a *viva voce*. Students are recommended to consult with their supervisor(s) about appropriate ways to prepare for this examination. Procedures for the submission and examination of Doctoral Degrees in UCC are outlined at:

<https://www.ucc.ie/en/study/postgrad/currentresearchstudents/thesis/doctoratethesissubmissionsteps/>

Appendices

Appendix A: List of M.Res, M.Phil and Doctoral Theses Completed in the School of Applied Social Studies since 2000

List of M.Res, M.Phil and Doctoral Theses supervised by staff in the School of Applied Social Studies since 2000

Williamson, Ellen (Eileen) (2025) *A Study of the Social Organisation of the Determination and Classification of Deaths by Suicide in Ireland*. (Supervisors: Claire Edwards, Caitríona Ní Laoire).

O'Driscoll, David (2025) *Multidimensional household poverty in Ireland: child and maternal psychopathology outcomes* (PhD Public Health) (Supervisors: Ali Khashan, Linda O' Keeffe and Elizabeth Kiely).

Daniels, Maria (2024) *An exploration of foster carers' identity in the caregiving role: an interpretative phenomenological analysis* (Supervisors: Eleanor Bantry White and Simone McCaughren).

Anderson, Vicki (2024) *An exploration of the support and facilitation of young people's religious preferences in children's residential care services* (Supervisors Deirdre Horgan, Simone McCaughren).

Shier, Anne-Marie (2024) *Adoption Reunions: An Exploratory Study of the 'Lived Experience' of Irish Adult Intercountry Adoptees who have Reunions with their Birth Families in the Digital Age*. (Supervisors: Simone McCaughren, Alastair Christie, Hilary Jenkinson).

Quinlan, Áilin (2023) *Mad mums, bad dads and heroines with "street cred": an analysis of multiple perspectives on the appeal of Jacqueline Wilson's dark realism*. PhD Thesis, University College Cork. Supervisors: Shirley Martin and Cliona Ó Gallchoir (Department of English).

Waltz C. (2023) *From a constitutional ban to reproductive justice? Trans/formations of past and present abortion governance in Ireland* (Supervisors: Maire Leane and Jacqui O' Riordan).

Asonglefack, J.N. (2023) *Culture and Ethnicity: Critical factors in effective intervention in developmental disability*. (Claire Edwards and Eleanor Bantry White).

O' Leary, D. (2023) *Who gets ongoing service and why? An exploration of assessment, judgments and decision making during Initial Assessments in Child Protection and Welfare Social Work in Ireland*. PhD (Supervisors: Alastair Christie and Ivan Perry).

Murphy H. (2023) *Vulnerabilities of Trafficked Rural Chinese Girls in the UK Asylum System: A Thematic Analysis*. (Supervisors: Shirley Martin and Jacqui O' Riordan).

Sapouna, L. (2023) *Mental Health Activism*. (Supervisors: Fiona Dukelow and Orla O' Donovan).

Murphy, N. (2023) *Discretion at the Front Line of the Homeless Service Administration*. (Supervisors: Cathal O' Connell and Joe Finnerty).

Feely, N. (2022) The Atlantic Philanthropies: a study of the enactment of philanthrocapitalism in Ireland. (Supervisors Órla O'Donovan & Claire Edwards).

O' Leary, S. 2022, Sustainable Development, Regeneration and Participation – Perspectives from Policy and Practice in Knocknaheeny Cork. (Supervisors: Cathal O' Connell & Siobhan O' Sullivan).

Alam, B. (2021) The Irish Among Us: Where do they belong? Or The Irish Among Us: A Search for a true sense of belonging. (M.Phil.) (Supervisors: Caitríona Ní Laoire and Jacqui O' Riordan).

Cashman, C. (2021) Risk, Responsibility, and Power in the Regulation of Ireland's Financial Services Industry, 2004-2017. Supervisors: Siobhan O'Sullivan and Tracey Skillington.

Ni Shionnain, U. (2021) Gaelphobail nua-aoiseacha: Inmharthanacht agus Pobail Mhionteanga i Saol faoin Domhandú / Modern day Irish speaking Communities: Viability and Minority Language Communities in an age of Globalisation. PhD (Supervisor: Féilim O' hAdhmaill).

O' Sullivan, J. (2021) An Exploration of the Barriers and Enablers of Children's Lived Participation within the Primary School Context. PhD (Supervisors: Deirdre Horgan and Jacqui O'Riordan).

Buckley, M. (2020), Exhuming insights: what burial records can tell us about the aged poor and emerging welfare provision in Limerick City, 1875 to 1925. PhD (Supervisors Fiona Dukelow and Máire Leane).

Lotty, Maria (2020) Enhancing Foster Carers' Capacity to Promote Placement Stability. (Supervisors: Eleanor Bantry White and Audrey Dunne Galvin).

O' Donovan, L. (2020) An Exploration of the Factors that Influence Practitioners' Decision Making in the Context of Delivering the Strengthening Families Programme. (Supervisors: Carmel Halton and Shirley Martin).

Whelan, J. (2020) Solidarity or Stigma? A Critical Realist Exploration of the Anatomy of Irish Welfare Stigma. PhD (Supervisors: Fiona Dukelow and Pat Leahy).

York, M. (2020) Imagining New Worlds: (R)evolutionary Love and Radical Social Transformation in the 21st Century. (Supervisors: Orla O' Donovan and Laurence Davis).

Dorrity, C. (2019) The Political Representation of Asylum Seekers by Migrant NGOs in Ireland: Examining the Policy and Practice of Deliberate Engagement. PhD (Supervisors: Alastair Christie and Fiona Dukelow).

Byrne, P. (2019) Medicalisation in Ireland – A Mixed Methods Analysis Using the Case of Statins for Primary prevention of Cardiovascular Disease. (Supervisors: Orla O' Donovan with John Cullinan NUIG & Susan Smith RCSI)

Calnan, S. (2019) A programme to reduce excessive alcohol consumption among college students in Ireland: Analysis of context, implementation and impact. (Supervisors: Orla O' Donovan, Ivan Perry & Martin Davoren).

Keneally, A. (2019) An Examination of the Influence of Advocacy on the Children's Rights Discourse in Ireland. PHD (Supervisor: Deirdre Horgan).

- Stapleton, P. (2019) A Comparative Analysis of Human Trafficking in Ireland and Italy and the Role of Commodified Female Sexuality. (Supervisors Shirley Martin & Tracey Skillington).
- Cronin O' Mahony, J. (2019) Chosen Childlessness in Ireland: A Qualitative Study of Women's Decision Making, Biography Making and Identity Management. (Supervisors: Máire Leane & Jacqui O' Riordan).
- Bolton, R. (2018) 'It feels like you're in Funderland': an ethnographic study of the performance of masculinities in youth cafés' PhD (Supervisors Caitriona Ni Laoire and Elizabeth Kiely)
- Brady, W.M. (2018) Strategic Planning and Governance: Challenges in a European City Region. (Supervisors Cathal O' Connell and Kieran Keohane).
- Kolawole, O. (2017) Employment Equality, Workplace inclusion and Non-EI Immigrants: Experiences of Foreign Trained Healthcare Professionals in Ireland and Canada Explored. (Supervisors: Piaras McEinri & Jacqui O' Riordan).
- McElligott, C.E. (2017) The Malling of Everyday Life. (Supervisors: Cathal O' Connell and Kieran Keohane).
- Loughnane, Cliona (2017) Problematizing Big Food's Appetite for Obesity Policy Making. (Supervisors: Fiona Dukelow and Eluska Fernandez).
- O' Connor, Paul Patrick (2017) Building Sustainable Communities Against the Background of Climate Changed and Peak Oil. (Supervisor: Féilim O' hAdhmaill).
- Hickey Claire (2016) Building an Index of Wellbeing for Children Living in Ireland: Conceptual Measurement and Policy Considerations. (Supervisor: Deirdre Horgan).
- O' Meara, Louise (2016) Leadership in the Community Sector: Promoting Collaboration and Social Change in Belfast. (Supervisors: Alastair Christie and Jacqui O' Riordan).
- O' Sullivan, M. (2015) Deconstructing the conceptualisation of quality in music education: A reflexive study of music generation Cork city musicians (M.Res) (Supervisors Eileen Hogan & Mel Mercier).
- McDonnell, S. (2015) States of Play: Irish childhoods, race and belonging (Supervisors Caitríona Ní Laoire and Linda Connolly).
- Garrett, L., (2015) The Student Bullying of Teachers in Irish Second Level Schools: Exploring the Influence of Historical Low State Intervention on Contemporary Policy Responses in Ireland. (Supervisors: Catherine Forde and Feilim O' hAdhmaill).
- Kavanagh D. (2015) Constructing and Governing Homelessness in Dublin 1970 -2010. (Supervisor: Elizabeth Kiely).
- Power, M. (2015) Community Workers' Understandings and Practices of Resistances. (Supervisors: Alastair Christie and Rosie Meade). DSocSc.
- Williams, D. (2015) Experiences of the Foster Care Process in Ireland: Retrospective Accounts from Biological Children of Foster Carers. (Supervisors: Máire Leane and Simone McCaughren).

Gaffney, C. (2015) Counterstories: Who Counts as Lesbian? (Supervisors: Máire Leane and Linda Connolly).

Martin, S. M. (2015) Market Identities and Irish Women in the 'Smart Economy'. (Supervisors: Jacqui O' Riordan and Máire Leane).

Duggan, J. P. (2015) The Ideal Secondary Education: Relational, Curricular and Pedagogical Aspects. (Supervisors: Cathal O' Connell and Shirley Martin).

O' Flynn A. (2015) Health Care and Neo-Liberalism in Ireland: Withholding the Gift and Corrupting the Social Contract. (Supervisors: Cathal O' Connell and Kieran Keohane).

Byrne, L. (2014) Between Respectability and Disgrace: Schismogenesis and the Regeneration of Inequality, Stigma and Social Exclusion in Limerick. (Supervisors: Cathal O' Connell and Kieran Keohane).

O'Toole, Sylvester (2013) Bridging the Gap: Could a Truth and Reconciliation Model Assist Survivors of the Irish Reformatory School System and the Irish Industrial School System in coming to terms with their Past? (Supervisors: Rosie Meade and Fred Powell) MRes.

Weafer, J. (2013) The Lived Experience of Irish Diocesan Priests: A Qualitative Study of Clerical Identity, Obedience and Celibacy. (Supervisor: Máire Leane).

Mullins J. (2013) Not Thinking Straight? A Critical Discourse Analysis of the 2006 Irish high court Ruling in Zappone and Gilligan v. Revenue Commissioners and Attorney General. (Supervisors: Máire Leane & Jacqui O'Riordan).

Hyland, L. (2013) 'Doing' Separation in Contemporary Ireland: The Experiences of Women who Separate in Midlife. (Supervisor: Jacqui O' Riordan).

Swirak K. (2013) Post-structuralist Analysis of Irish Youth Crime Prevention Policy with a Specific Emphasis on the Garda Youth Diversion Projects. (Supervisor: Elizabeth Kiely).

Brandi S. (2013) The Intra-Traveller debate on Traveller ethnicity in the Republic of Ireland – A Critical Discourse Analysis. (Supervisors: Rosie Meade & Orla O'Donovan). PhD.

Harold, Gill (2012) *Deafness, Difference and the City: Geographies of Urban Difference and the Right to the Deaf City* (Supervisory team: Dr Claire Edwards and Dr Denis Linehan. Co-supervised between Geography and Applied Social Studies).

Fernandez, E. (2012) A Critical Governmentality Study of the Smoking Ban in Ireland. (Supervisor: Orla O'Donovan).

Bonello, P. (2012) For Better or For Worse: Social Workers' Identification with their Profession. (Supervisor: Alastair Christie).

Scully, H. (2012) "Bad Relationships" Irish Young People's Views, Experiences and Understandings of Romantic Relationship Abuse. (MPhil) (Supervisor: Elizabeth Kiely).

- Hughes, M. (2012) *Irish Times Coverage of Irish Relief and Development Non-governmental Organisations, Legitimacy and Accountability, 1994-2009: Analysis and Implications for the Role of Non-governmental Organisations.* (Supervisor: Orla O'Donovan).
- Folan-O Connor, E. (2011) *The Theory of Communicative Action Applied: Origins, Consequences and Global Implications of An American Polemic.* (Supervisor: Paul Burgess).
- O' Suilleabhain, F. (2011) *'Stepping Out': An Examination of Gay Men's Experiences as Parents in Contemporary Ireland.* (Supervisor: Máire Leane).
- Tierney, H. (2011) *Testing Times and Illuminating Journeys: Story and Metaphor in Fieldwork Practice Supervision.* (Supervisor: Alastair Christie).
- McCaughren, S. (2010) *A Study of Open Adoption in Ireland through the Narratives of Adoptive Parents.* (Supervisor: Marian Murphy).
- Hurley, Mary (2010). *Challenges and Opportunities of Community Participation: A Case study of Cork Harbour Alliance for Safe Environment* (Supervisors: Carmel Halton and Marian Murphy) (MSocSc).
- Geoghegan, M. (2009) *The Contested Meaning of Civil Society - Community Development In Ireland, 1980-2007.* (Supervisor: F.W. Powell).
- Staunton, D. (2009) *Was It Worth It? The Occupational Benefits Of Getting A University Degree Later In Life As A Mature Student.* (Supervisor: Cathal O'Connell).
- Burns K. (2009) *Job Retention And Turnover: A Study Of Child Protection And Welfare Social Workers In Ireland.* (Supervisor: Alastair Christie).
- Halton, C. (2007) *Making Sense Of Probation: Changing Contexts And Constructions Of Probation Practice In Ireland.* (Supervisor: F.W. Powell).
- Forde, C. (2006) *Invited Spaces For Participation: A Critical Analysis Of Local Social Partnership In Ireland.* (Supervisor: Cathal O'Connell).
- Leahy, Pat (2006) *Alternative Transitions: Disadvantaged Young People, Youthwork Provision and Labour Market Entry.* (Supervisor: Paul Burgess) (M.Res).
- Kiely, E. (2004) *Sexing The Curriculum: A Poststructuralist Interrogation Of The Politics Of Irish Sexuality Education 1960-2002.* (Supervisor: Máire Leane).
- Considine, M. (2004) *The Politics Of Pension System Reform: Ireland In Context.* (Supervisor: Cathal O'Connell).
- Doherty, P. (2003) *The Management Of Participation In An Age Of Diversity.* (Supervisor: Alastair Christie and Fiona Dukelow).
- Beirne, Paul (2003), *Fluoridation and the Politics of Risk* (supervised by Órla O'Donovan and Helen Whelton)

Callanan, C. (2002) *Catholic Rescue And Repatriation - An Analysis Of St. Anne's Adoption Society (Cork) Repatriations Of Children Of Irish Unmarried Mothers In England 1950s-1970s*. (Supervisor: Máire Leane).

Kingston, A. (2001) *Mothering Special Needs - An Ethnographic Study Of Mothers Of Children With Learning Disabilities In Ireland*. (Supervisors: Máire Leane & Debby Lynch).

Appendix B: Guidelines for Preparing a Research Proposal*

Section	Indicative contents
Working Title	Describe the breadth and depth of the topic and indicate the methodology to be used. If necessary, use a title and a subtitle.
Introduction (abstract)	Summary of the research topic, describing the major problem or issue and where the gap lies for your research together with an indication of what your research will achieve.
Justification	The rationale for doing the research on the topic; why the research needs to be done on this topic or problem. Make reference to the literature, gaps in knowledge, potential usefulness of a methodology and possible benefits of outcomes for understanding, practice and policy. Provide key references in support of your case.
Scope	State the limitations for the research, for example, time period, language, subject areas, regions and sample, along with unit of analysis – for example, policy, programmes, behaviours – to emphasize that no claims for generalisability beyond these limits will be made.
Aim(s)	General statements on the intent or direction for the research and where you intend to go; include reference to the methodological, practical and theoretical aims.
Objectives	Specific, clear and succinct statements of intended outcomes from your research, for example, search and review of the literature and assessment of a debate.
Research Questions	Identify key questions (and/or subsidiary questions) which you will seek to answer as a result of conducting your research.
Review of the literature	Describe briefly the history of the topic identifying key landmark studies which indicate the methodologies used and arguments made; show the major issues or practical problems to identify the gap you intend to look at in your research, and then indicate what will be some likely research questions (for qualitative research) or hypothesis (for quantitative research). If necessary, show how key terms have been defined and used. Aim to show what contribution your research will make to the literature.
Theoretical & Conceptual Approaches	Identify key theories or concepts which you propose to employ, explain why they were chosen and why they are appropriate, and indicate how they might be used to refine your research questions, inform your methodology, guide your analysis, interrogate your findings, etc.
Methodology, Methods & Research Design	A concise justification for the methodological approach you intend to

employ and what data-collection and analytical techniques you will use. No need to describe the methodology, but justify the following: use of qualitative or quantitative approaches; use of an existing approach within an existing paradigm; explanation of why alternative methodologies were rejected or not; the use of techniques for data/evidence-collection techniques and anticipation of problems and issues, for example, ethics and access to data; indication of how the data will be analysed; and include agreements from corroborating organizations. Any variables to be operationalised should be defined. Provide references in support of your case.

Ethical Considerations	Identify the ethical guidelines that will inform your work, acknowledge any ethical issues which you feel may arise in your research and detail how you propose to address these issues. See Research Ethics at University College Cork and the UCC Code of Research Conduct UCC Code of Research Conduct
Provisional Work Schedule	A general indication of the timetable for completing the research, usually broken down into manageable segments, indicating the tasks necessary to complete each segment assuming that there are no problems. Often divided according to the sections in the dissertation. Include slippage time.
Resource Requirements	Identify any equipment that you will need for your research, for example, computing, access to special libraries or cost for field visits. If using postal questionnaires estimate printing and postage costs.
References cited & Indicative bibliography	This is the bibliography of all works cited in your proposal; often includes works not cited that will be followed up in the main research.
Related materials	Any materials that can support your justification or indicate your argument for collecting or using a particular kind of data, for example, computer game and video. Include in this section letters from corroborating institutions that give you access to necessary data or people.

Appendix C: Variables & Criteria Applied in Assessing Research Degree Proposals

Variable	Criteria Applied
Quality of Proposal	Clarity, coherence and originality of the proposed topic. Clarity, appropriateness and sophistication of methodological approach. Clarity, appropriateness and sophistication of theoretical/conceptual approach. Feasibility of the proposed research plan in terms of access to research sources/ participants/ sites etc, ethical considerations and timescale for the work.
Academic/Research Record of Applicant	Track record to date, including results of undergraduate and postgraduate degrees, and in particular results of modules based on independent research.
Supervisor Availability & Fit of Topic with Research Expertise & Disciplinary Orientation of Staff in the School.	Compatibility of proposal with existing supervisory expertise, research interests and disciplinary orientation, of staff in the school.

Overall Assessment:

Appendix D: Postgraduate Funding Opportunities

There are a number of bodies that offer funding for postgraduate study.

The Irish Research Council <https://research.ie/> provides funding for full-time postgraduate research degrees and, inevitably, competition for such funding is intense.

The National University of Ireland offers a variety of prizes, awards, travelling studentships, doctoral scholarships and postdoctoral scholarships. See: <http://www.nui.ie/awards/>

A number of other organisations such as the Department of Children, Equality, Disability, Integration and Youth ([Department of Children Equality Disability Integration and Youth](#)), the National Disability Authority (<http://www.nda.ie>), and the Health Research Board (<http://www.hrb.ie/grants/>) sometimes fund postgraduate research, which relates to topics of interest to them.

For scholarship/ funding opportunities in UCC, see: <https://www.ucc.ie/en/scholarships/>

The CACSSS research officer (who circulates information about funding opportunities to UCC staff and students) is Dr. Allen White (allen.white@ucc.ie).

Appendix E: Doing the PhD Groundwork

Meetings

1. How frequently will formal meetings take place (bearing in mind that this may change at different stages of the programme)? Will an agreed schedule of meetings be identified in advance and, if so, what will this be? In the case of there being more than one supervisor, how will meetings and communication between all involved be organised?
2. How should the student and supervisor(s) maintain contact outside scheduled meeting times?
3. How will the supervisor(s) and student record agreed actions and changes to these?

Modules and Training

4. What modules or other training is the student **required** to take (if applicable)?
5. What **optional** modules or other training are recommended? E.g. this could include training offered by UCC and/ or the Graduate School of the relevant College (if applicable), among other possibilities. See also the IUA PhD Graduates' Skills Statement which is available at <https://www.iua.ie/publications/iua-phd-graduate-skills-statement-2021/>

How frequently will the supervisor(s) and research student review training needs? See: [ResearchStudentLearningPlan.pdf \(ucc.ie\)](#)

Production of Written Material and Feedback

6. How often will written work be given to the supervisor(s) and how will feedback be given (e.g. How much notice does the supervisor need in order to give good feedback? What is the plan for drafting and redrafting of work? If there is more than one supervisor, how will this be managed?)

Formal Progress Reviews

7. One Graduate Studies Committee has to be responsible for the annual review of the student.
8. Note when approximately the first formal review will take place and the requirements for the review.

Leave

9. How will any absence longer than one month on the part of either supervisor or research student be managed, should such circumstances arise?

Duties and Expectations

10. Please specify any other expectations requiring clarification with regard to teaching hours, demonstrating, etc.

11. Please consider and record any other issues relating to supervisor/ research student interactions that require discussion or comment.

Checklist for supervisor(s):

12. The supervisor(s) has/ have read the UCC Code of Practice for Supervision of Research Students and has/ have set the expectation for the research student to engage actively with his/ her research.

13. The supervisor(s) has/ have made the student aware of all relevant regulations and policies, including health and safety policies, and procedures and obligations arising from them.

14. The supervisor(s) has/ have read and is/ are familiar with the University's regulations, policies and the administrative requirements relevant to the research degree.

Checklist for research student:

15. The research student has read and understood the UCC Code of Practice for Supervision of Research Students and is aware of the need to engage actively with his/ her research.

16. The student has received and read the UCC Postgraduate Research Student Handbook.

17. The student is familiar with the University's procedures for informal and formal resolution of problems.

18. The student has received and read the Postgraduate Research Student Handbook of the academic unit (if appropriate).

19. The student has read and is familiar with the University's regulations and the administrative requirements relevant to the research degree, and relevant policies, including those concerning research integrity and plagiarism.

Appendix F: Suggested Guidelines/ Criteria for First Year (12 Month) Review (Full-time Student)

By the end of 12 months, PhD students should demonstrate evidence of the following:

- clarity of focus in relation to aims, objectives and research questions
- critical engagement with appropriate literature and theoretical and conceptual material
- feasibility in terms of research methodology and design
- potential for the research to make an original contribution
- substantial progress since submission of initial research proposal
- discussion of any difficulties encountered in executing the research design and subsequent changes of direction

Appendix I: PhD by prior publication: School of Applied Social Studies – Guidance Notes for the PhD by prior publication

The PhD by prior publication is a series of cognate published pieces drawn together by a substantial introduction/ conclusion. **What constitutes a substantial introduction and conclusion?**

- Up to 30,000 words in length
- Identify the research aim and overall research questions
- Explain how the selected outputs form a coherent body of work
- Explain how the selected outputs demonstrate conceptual and methodological rigour
- Articulate the contribution made to the field by the body of work and particularly the substantial, original contribution made by the body of work to the field of research / practice; document evidence of impact.
- For co-authored work, identify the individual contribution made and provide a written statement signed by all collaborators of the extent of the applicant's individual contribution to the material and the conditions and circumstances under which the work was undertaken
- Provide a statement detailing ethical considerations and how they were addressed if any work submitted has been based on the study of human participants
- As an appendix, the applicant should provide a full bibliography of all her /his relevant work in the public domain

What outputs form a coherent body of work?

A coherent body of work would normally contain one or more of the following listed in 1 and 2 below:

1. **Articles in peer-reviewed refereed journals:** A series of journal articles peer-reviewed published in journals listed in the Social Sciences Citation Database; approximately 8 articles on a related theme.
2. **Academic monographs from an academic press** (i.e. an original book-length scholarly study, peer-reviewed, of at least 100 pages, of a focused and unified theme, topic, or issue, with a (broadly) narrative chapter structure, authored by one or more scholars, who have distinctive special roles within the publication while sharing a joint authorship).

3. **Peer- reviewed book chapters** in academic publications and **peer-reviewed published reports may** be included in the coherent body of work as long as the body of work also contains peer-reviewed journal articles and/ or a monograph.

Additional Notes:

1. Publications such as textbooks, readers, popular, ephemeral or polemical works, unpublished/ non-peer reviewed research reports can be included in the bibliography/ as an appendix, but should not comprise the coherent sub-set of output that will form the basis of the PhD thesis. Any work submitted to make up the coherent body should be original, contain a core argument, be research-based, of high quality and located in an academic discourse. Written publications published under an academic press imprint (University Press, academic publisher) generally qualify, although not all work put out by such publishers will qualify either. In forming a judgement, the School Graduate Studies Committee may take account of the general criteria for the award of a PhD, and, in addition, may take into account the following:
 - The number and quality of the individual outputs;
 - The proportion of sole author and principal author outputs (at least one or more sole authored peer-reviewed publications would be expected to be included in the subset) as in accordance with social scientific disciplinary norms;
 - The coherence of the subset of outputs;
 - The proportion of the subset of outputs produced in the 10-year period immediately prior to making an application.
2. Following an application form being received by the School of Applied Social Studies, the applicant will be invited by the Graduate Studies Committee to present research (in person or by video link), which will allow any issues to be clarified through questions.
3. The School Graduate Studies Committee may consult with the Professor of the Discipline and external experts in arriving at their decision.
4. Interested applicants should, in addition to consulting these guidance notes, also consult UCC's general PhD Regulations and the regulations specific to the PhD by prior published work.

Appendix J: Additional Information / Resources

Bacchi, C. (2018) *What's the Problem Represented to be?* (WPR Approach): Bringing new questions to policy analysis. School of Applied Social Studies Seminar. See: [Seminar with Carol Bacchi](#)

Chong S. W., Johnson N. (2022) (Eds.), *Landscapes and narratives of PhD by publication: Demystifying students' and supervisors' perspectives* (1st ed.). Springer International Publishing AG. <https://doi.org/10.1007/978-3-031-04895-1>

Churchill, H. & Sanders, T. (2007) *Getting Your PhD, A Practical Insider's Guide*. London: Sage.

Hammersley, M. (2018) Lectures on Ethnography and Research Integrity. UCC Schools of Applied Social Studies & Education. [What is research integrity? - Martyn Hammersley](#)

Hellend, H. (2024, 3 October) "Children Protection, Child Rights and the European Court of Human Rights" Webinar: [Webinar #7: Child Protection, Child Rights and the European Court of Human Rights \(ECtHR\)](#)

James, D. (2015) How to get clear about method, methodology, epistemology and ontology, once and for all. https://www.youtube.com/watch?v=b83ZfBoQ_Kw

Lotty, M. (2021). Reflections on navigating the PhD journey as a social work practitioner. *Qualitative Social Work: QSW: Research and Practice*. 20(3), 851-865. <https://doi.org/10.1177/1473325020921926>

Marshall, S. & Green, N. (2010, 3rd ed.) *Your PhD Companion: The Insider Guide to Mastering the Practical Realities of Getting Your PhD*. Oxford: How to Books.

McGuire, P. (2017, 27 September) Is Doing a PhD a waste of time? *The Irish Times*, see: <https://www.irishtimes.com/news/education/is-doing-a-phd-a-waste-of-time-1.3234624>

Murray, R. (2015, 3rd ed.) *How to Survive your Viva*. McGraw Hill & Open University Press.

O'Keeffe, P. (2020). PhD by publication: Innovative approach to social science research, or operationalisation of the doctoral student or both? *Higher Education Research and Development*. 39(2), 288-301. <https://doi.org/10.1080/07294360.2019.1666258>

Phillips, E. M. & Pugh, D.S. (2010) *How to Get a PhD*. Maidenhead: Open University Press.

Smith, P. (2014) *The PhD Viva: How to Prepare for Oral Examination*. New York: Palgrave Macmillan.

Smith, S. (2015). Understanding the practicalities and process of doing a PhD by published work. Palgrave Macmillan.

Ta, B., Hoang, C., Khong, H., & Dang, T. (2024). Australian PhD graduates' agency in navigating their career pathways: Stories from social sciences. *Higher Education*, <https://doi.org/10.1007/s10734-024-01181-6>