**Application Form[[1]](#endnote-1) for the Accreditation of Full Higher Education Qualifications[[2]](#endnote-2) with the Malta Qualifications Framework**

**Section A – Overall Application Form**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Date of application** | **July, 2015** | | | | | |
| 1. **Details of applicant** | | | | | | |
| *Name* | | *Email address* | | | *Telephone/mobile no.* | |
| **Prof. Dr. H. von Amelunxen** | | **president@egs.edu** | | | **49 (0) 30 31519638** | |
| 1. **Name of the education and training provider[[3]](#endnote-3)** | | | | | | |
| European Graduate School (EGS) | | | | | | |
| 1. **Brief profile of the education and training provider[[4]](#endnote-4)** | | | | | | |
| (If available on website, pls indicate specific page URL.)  The University website at <http://www.egs.edu> provides relevant information about the operations of the EGS as an education and training provider. | | | | | | |
| 1. **Tuition license** | | | | | | |
| Licensed, but requiring revised license due to this application  (License number: 2015-007)  Not licensed, and requesting accreditation through separate application | | | | | | |
| 1. **Title of the qualification/ award** | | | | | | |
| PhD in Literary, Musical, and Visual Thought | | | | | | |
| 1. **Proposed MQF level[[5]](#endnote-5)** | | | | | | |
| MQF level 8 | | | | | | |
| 1. **Course type:** (please tick as appropriate) and **Duration of Course[[6]](#endnote-6)** | | | | | | |
| full-time | | | part-time | | | |
| 36 weeks/months | | | \_\_\_\_\_weeks/months | | | |
| 1. **Date of First Intake[[7]](#endnote-7)** | | | | | | |
| March 2016 | | | | | | |
| 1. **Target group** | | | | | | |
| The PhD program in “Literary, Musical, and Visual Thought” is designed for individuals seeking academic credentials for a career in education or for individuals seeking cross-disciplinary training that will contribute to their professional work in other fields (including the arts or cultural and communications industries). The program involves intensive contact, but enables students to pursue ongoing professional work while undertaking their degree. The result is that the target group for this doctoral program is not limited to younger students who have recently completed study at levels 6 and 7 (though these are also welcome). Many EGS students working in the Division of Philosophy, Art, and Critical Thought (PACT) are of an older age-group and pursuing some form of continuing education. The students accepted into the program will be highly self-motivated and manifestly capable of independent work. They will show a capacity for a sophisticated, cross-disciplinary approach to cultural analysis. | | | | | | |
| 1. **Entry requirements** | | | | | | |
| Normally, an MA degree is required for admission. The student will thus have achieved the equivalent of MQF/EQF Level 7 certification, with results equivalent to an upper second (2.1 in the UK system) or better in areas of study relevant to the degree. Some students may wish to show that their past academic experience does not fully reflect their capacities for study in this course of study and may point to other experiences or achievements in their applications. (This may pertain particularly for students returning to study after a period of other work experience.) Students who lack the normal degree prerequisites may also give evidence of special educational or work experience (for example, in the creative arts or in NGO’s) and apply for admission. Their entry will be conditional upon approval of the Dean of the Division. They must show an aptitude for the capacities, skills, and knowledge acquisition consistent with the learning outcomes expected at the end of the MQF level 7. | | | | | | |
| 1. **Course Rationale[[8]](#endnote-8) (*optional*)** | | | | | | |
| This course allows students to establish special professional expertise in the areas designated in its title. The PACT Division of the EGS seeks to encourage cross-disciplinary work in its seminars and therefore allows overlap in the first two years of the PhD (which are devoted to seminar work) in the programs in Philosophy, Art, and Social Thought and Literary, Musical and Visual Thought (four distinctive seminar modules have been created for this program). Students pursuing the PhD in Literary, Musical, and Visual Thought then establish their PhD level competency through independent work on a PhD thesis under the direction of an EGS PACT faculty member.  The EGS endeavours to bring to its yearly sessions writers, artists, and performers of the highest quality and recognition. These practitioners contribute to the cross-disciplinary conversation and oblige the students to explore the borders between theory and practice. They also prompt extremely fruitful exchanges between faculty from varying fields. An important rationale for the PhD program in Literary, Musical, and Visual Thought is to allow students to work in the interstices of these exchanges by pursuing questions pertaining to one or more of the fields covered in the program. Students have the opportunity to pursue academic research in the humanities at the highest level in the company of renowned creative talents. | | | | | | |
| 1. **Overall course objectives[[9]](#endnote-9)** | | | | | | |
| The aim of PhD level work in the Division of Philosophy, Art, and Critical Thought of the EGS (and therefore in this specific degree program) is to prepare students to develop mastery of a substantial area of cross-disciplinary study and to undertake advanced, original research at the highest level in this area, and more generally in the fields designated in the degree title (Literary, Musical and Visual Thought); it further aims to prepare them to present this research in a substantive scholarly form and in various forms of public presentation and thereby to make a significant contribution to the advancement of knowledge and understanding in their chosen fields.  A significant percentage of PACT students have academic ambitions, therefore this PhD program is designed to prepare them for professional placement in their chosen area of specialty. Other students have professional ambitions that lie outside the academy (or may end up taking that direction), and the program thus also seeks to enable professional work of an informed and creative character in fields relating to cultural production or cultural analysis. It is fundamentally designed to expose all students (whatever their professional ambitions) to important developments in modern thought, and thus to sophisticated, new approaches to the arts and socio-political phenomena. Thus students pursuing careers in fields such as journalism, television, or museum curation (to offer just a few examples) will also find intellectual inspiration in this degree program.  Philosophically informed theory orients the approach to literary and musical study as well as visual culture in this program, and is in turn subject to critical evaluation by the many forms of practice named in these domains. This reflexive turn accounts, in part, for the reference to “thought” in the program’s title, for it is assumed that thinking occurs in literary, musical and visual practice, and that thought is also provoked by an interpretive approach to them. The domains under consideration include literature, in the broad sense of this term developed over the past half-century in modern literary theory, musical theory and practice, and all forms of visual production in media, design, and the visual arts. The immediate aim of the program is to cultivate in students a sophisticated approach to literature and the visual field, as well as music, and advanced capacities in analysis pertaining to these areas. Its more general aim is to prepare students to make original contributions to research in their chosen field and assume professional positions in universities of any rank or in some other professional field.  With regard to knowledge and skills acquisition: PhD-level training at the EGS is designed to prepare students to acquire a comprehensive knowledge and understanding of a field of study (usually cross-disciplinary) and to develop mastery of the practices of research employed in that field. They are also trained to undertake critical analysis at the highest level of pertinent ideas and texts (skills in textual analysis are particularly stressed) and to exercise judgement with respect to new forms of thought and creative works. Substantial experience in seminars and colloquia prepare them to communicate their thoughts and function effectively in various professional venues, and all students are trained to produce substantive, original work worthy of publication.  At the foundation of all of this training is ongoing exposure (through seminar experience) to the fundamental concepts at work in the fields covered in the degree program and constant reflection on their meaning for various forms of research. By “fundamental concepts,” we mean the guiding philosophical and theoretical assumptions called upon in a field of enquiry. These concepts are presented and explored at the EGS always with respect to the current state of the field and its modern history. They are also presented with reference to their pertinence or provenance in other fields. EGS seminars in the PACT Division are profoundly cross-disciplinary in character and foster cross-disciplinary approaches to broad questions in contemporary thought and society. It should also be emphasized that EGS students benefit from the fact that many faculty are leaders in their respective fields and have played a role in the articulation or critical elaboration of these fundamental concepts. The learning process thus always involves exposure to the thinking process involved in their formation. PhD study at the EGS thus develops in students a profound grasp of the founding notions in the fields covered by the course, and the capacity to apply this understanding to a wide range of research topics. Seminars stimulate and inform capacities for judgement (in the application of concepts to research topics) and enhance transferable skills as students learn to traverse multiple domains in a theoretically sound fashion. These capacities for judgement and trans-disciplinary analysis further capacities for autonomous and original research, which should be manifested in the PhD thesis.  Because the EGS employs leading scholars, both MA and PhD students are exposed to very high academic standards and are encouraged to meet those standards in their own work. Thus, students learn to recognize and produce well-articulated and presented arguments that are appropriately supported by relevant evidence and research. While not every student in the LMVT degree programs (MA and PhD) seeks academic employment at the end of their study, every student is trained to conform to high academic standards and to present their thoughts and work in compelling ways. Postgraduate study at the EGS is designed to help students build a strong professional bearing, while also placing high value on creativity and innovation. At the PhD level, students will be expected to produce work at a level suitable for publication (with the many achievements of their fellow-students published by the Atropos Press at hand for inspiration).  In sum, the LMVT PhD student will acquire a comprehensive grasp of the current ideas operative in the fields under consideration in the program of study, and a capacity to use these ideas as bridges in approaches to other fields of study or to new innovations in these fields. They will gain the capacity to develop a truly systematic understanding of the knowledge required in their field of study and the basis for a broad mastery of it. They will build broad capacities for critical analysis as well as confidence in their capacity to work in a cross-disciplinary fashion and assume a significant role in their professional community. Intense seminar experience complemented by exposure to formal presentations by leading academics (followed by active exchange) will teach them the requisite professional forms in their fields (in expression and comportment) and prompt independent and rigorous thinking in all of their professional endeavours. The work devoted to the thesis, supported by strong direction and advice, will in turn prepare the PhD student for research production of an exceptionally high level of quality. | | | | | | |
| 1. **Learning Outcomes for Communication Skills[[10]](#endnote-10) for the whole course**   *The learner will be able to:* | | | | | | |
| a) Interact in a professional and collaborative manner in academic proceedings (in seminars, meetings, conferences, and other forms of interaction). This entails the capacity to pursue academic discussion and debate in a collegial manner that is cognizant of ethical responsibilities.  b) Present personal work in a coherent and compelling fashion, both orally and by writing, and in a manner that is suitable for professional venues (journals, interviews, and so forth). They will also acquire the means, in appropriate cases, to integrate personal (creative) expression into an academic format.  c) Situate their individual research in a broader field of enquiry and present this work to both specialist and non-specialist audiences in a clear and effective manner, conveying its original character.  d) Assemble a significant body of research in the form of substantial PhD thesis, with proper supporting materials. This thesis should communicate how it represents a contribution to knowledge in the defined field. | | | | | | |
| 1. **Learning Outcomes for Learning Skills for the whole course**   *The learner will be able to:* | | | | | | |
| a) Show a substantial comprehension of the core philosophical and theoretical notions employed in modern theories of literature, music and visual thought, as well as in contemporary social thought, and demonstrate strong familiarity with philosophical approaches to the social meaning of symbolic activity in these areas. They will show special familiarity with the theoretical foundations of their own research activity in their chosen area.  b) Show advanced interpretive capacities with respect to different forms of discursive, musical, and visual production. Their familiarity with theoretical and philosophical exposition will have equipped them to pursue independent research at the highest levels in a cross-disciplinary context.  c) Show advanced capacities for critical and aesthetic judgement, meaning that they will be able to apply theoretical concepts to specific works and cultural phenomena. They will also be able to show critical astuteness in their assimilation of materials in their research activities. They will be able to exercise these capacities in both academic and non-academic contexts. Their ability in critical judgement will also entail an awareness of the ethical issued involved in the different areas of enquiry.  d) Show sophistication in interacting with artists and professionals in the areas covered in the degree course. As a significant number of EGS faculty and visitors will be accomplished writers, performers, or artists, students will develop a strong capacity for reacting to new creations and interacting with their producers.  d) Promote the meaning of cross-disciplinary research of the kind pursued in the PACT Division of the EGS in a wide range of professional contexts, thus serving as advocates of this research. | | | | | | |
| 1. **Course outline[[11]](#endnote-11)** | | | | | | |
| The PhD program in Literary, Musical and Visual Thought is constructed in such a way as to ensure that students gain extensive exposure to cross-disciplinary inquiry in the fields designated in the program’s title through seminar study before they undertake their individual research in a thesis project. All topics addressed in LMVT seminars (as well as PAS seminars, eight of which may be used for credit) are treated in such a way as to draw forth their implications for thought that traverses modern social and artistic experience. The EGS PhD is distinctive by reason of the extensive ongoing training received by the students in the first two years of study. Unlike many European PhD programs which are pursued through what is essentially independent study (under the guidance of a supervisor), the EGS PhD degree entails exposure for two years to research-led teaching at the very highest level before students undertake their independent project. (Students will often opt for further seminar work of this kind even as they prepare their PhD thesis.)  The course of study entails 12 seminar modules in two successive years of study. The student will also participate in one colloquium in the course of these two years and the PhD workshop described below. In the final two years of study, they will prepare a PhD thesis.  Masters and PhD students work together in EGS seminar modules (the pedagogical principles informing this practice are presented in section 17 below). PhD students may pursue 8 seminar modules in “Topics” or “Advanced Topics” in the PAS programme that they have not taken in previous years (if they have previously studied at level 7 in the PACT Division of the EGS), and will take the modules designed for the MA/PhD program in Literary, Musical, and Visual Thought. They may also take a “Fundamental Questions” module (designed for these specific programmes) if it complements their individual course of study. It should be stressed here that the special form of research-led teaching at the EGS (which actually produces teaching-led research by reason of the manner in which professors develop for the students the fundamental principles involved in any given area), makes it possible for MA students to work in seminars with PhD students. Indeed, this mixing of levels proves very beneficial for the cohort of students as a whole, as the EGS has demonstrated through the 16 years in which the PACT division (previously named “Media and Communication”) has functioned.  Students may take seminar modules in either Saas Fee or Malta, though spaces will be allotted for them in the site to which they originally apply and they will need to apply to the other site for permission to attend sessions there. The EGS will seek to accommodate and even encourage movement between the two sites, but must also maintain class sizes.  PhD students will be given orientation and supervision by the Dean at the outset of their study, or the director of their MA if they have gained this degree at the EGS in the PAS or LMVT MA programs. They may continue with the same advisor as they advance in their program of study with the consent of that advisor, but they will be encouraged to select advisors specially suited to the thesis projects with the aid of the Dean. Oversight of the student program is provided by the administrative staff of the Division (ensuring that students take the required number of modules and that there is no overlap). Monitoring of the supervisor/student relationship is undertaken by the Dean of the Division.  Before the beginning of their third year of study at the PhD level, students will have identified a PhD advisor and will submit a proposal for a PhD thesis that must be accepted by this advisor and filed with the Division administration.  The students will prepare a PhD thesis under the direction of a supervisor.  Seminar Modules:  --**PhD Workshop**  In their second year of PhD study, students will attend a PhD workshop that will help prepare them for the task of conceiving a PhD thesis project and undertaking it. This workshop will introduce them to what is expected of the EGS PhD thesis and help them grasp how to construct a problematic that is a suitable topic of a PhD thesis. It will also give them advice on how to pursue this task in an effective and rewarding manner.  --**Colloquium**  PhD Students will participate in at least one EGS colloquium in the course of the PhD study, These colloquia will be held in Berlin, New York, and Singapore on a yearly basis (others may be added and students will have the option of attending these.) Colloquia will normally take a “conference” form (as in the meeting of a professional organization or academic meeting), but may also take the form of a research meeting where the participants take an important role in the proceedings.  The colloquium is designed as a small conference where students present their work to one another and to faculty participants. Faculty residing in these cities will convene the events, but guest faculty will also be included and will present research. This colloquium will form part of the student’s training in public research presentation and will enhance both thesis preparation and professional competency. It will also help to develop the student community and foster a broader range of social interaction in the student body.  In some exceptional cases, students may be prevented from attending the scheduled colloquia outside Saas Fee or Malta (for reasons of professional obligation, for example). In these cases, students will be expected to meet in person with their advisor in the course of some academic event which gives them exposure to the protocols of professional meetings. | | | | | | |
| 1. **General pedagogical guidelines and procedures for this course[[12]](#endnote-12)** | | | | | | |
| Students for this PhD program meet for intensive pedagogical sessions in two successive years. They are expected to prepare for these sessions by intensive reading and through online discussion (through an established forum). In the course of an individual session, they will attend workshops and take six seminar modules with distinguished faculty; they will also attend evening lectures by faculty in residence (at least four per week). The preparedness and participation of the students in the seminars will be judged and marked (using the ECTS scale) by the professors leading the seminars and the students will also make oral presentations in the hours allotted to assessment (the professor may, in some cases, assign written statements). The marking of these assessment exercises will take account of the student’s level of study. Thus, while seminars will involve the participation of both MA and PhD students, the latter will be expected to perform at a level commensurate with their level 8 status.  The precise form of the seminar in the PACT Division is determined by the professor. Normally these will include substantive lectures in each three-hour session led by the professor responsible for the course, and some degree of exchange in the form of questions and answers. The exact form of this latter exchange will depend on the professor’s habits and preferences, but class participation is considered an important part of the EGS experience and is a component of assessment.  Teaching at the EGS is research-led in the sense often associated with the Humboldtian university (the founding model for many European and North American institutions). At EGS, this means that the professor will present the fruits of their research either through a presentation of their own thinking or through a presentation of a topic that leads them to consider the work of other primary investigators and thinkers. When presenting synthetically and critically the work of other thinkers or artists, EGS professors will use primary or canonical texts; they do not normally use textbooks, and rarely use secondary critical accounts. In many seminars, an important part of the teaching will involve training students in the careful analysis of texts (which prepares them to work independently in a rigorous manner).  Teaching at the EGS is also research-led in a sense described by Humboldt himself when he declared that teaching at a university should involve a form of exposition wherein a topic is presented from the basis of its founding concepts and developed for the students. When a topic is thus conceived and presented “fundamentally,” or “scientifically” (in Humboldt’s sense), the presentation will almost inevitably involve new discoveries and insights. Because the teacher thinks with the students, the conversation is itself productive. Teachers thus end up pursuing their own research through their teaching. This phenomenon is common at the EGS and makes the teaching distinctive. It also explains why there is relatively small difference between levels of instruction (first vs. second year, etc.). Initial seminars (in the “fundamental questions” category) tend to offer more contextual and historical development of the questions pursued. But even this broader approach is undertaken in a thinking exposition of the problematic. This is why students discover in the course of their study that their first seminar experiences were far more sophisticated than they first recognized and why even first year courses are attended by PhD students.  The evening lectures offered during EGS sessions are also an integral part of this learning process. Attendance is required, and participation (through questions and verbal exchange) is encouraged. These lectures (often made public on YouTube) are at the very highest level and have served to establish the high stature of the EGS.  EGS colloquia also form a significant part of the PhD program in “Literary, Musical and Visual Thought.” These colloquia are designed to give students the opportunity to present their individual research to peers and more advanced auditors (including professors) and to help train them in professional interaction. Through this colloquium experience, they gain important insight into their own progress in research and develop their presentational skills.  Monitoring of the supervisor/student relationship is undertaken by the Dean of the Division, with support by the Division's Program Committee in all matters that involve some form of dispute or special advisory needs.  The PACT Division Program Committee is comprised of the EGS President, a member of the EGS Foundation Board, and three professors from the Division.  The Committee will review on an annual basis the functioning of the PhD program on the basis of a report by the Dean.  The terms of the student/supervisor relationship and the broader expectations governing the course of PhD study, required procedures (including the submission of the thesis), and, generally, the shared responsibilities of doctoral students, their supervisors, and the institution, are outlined on the EGS website.  (Please note that a new version of the EGS website will be introduced in the summer of 2015).  The preparation of a PhD thesis of approximately 100,000 words, which is carefully supervised, trains students in the presentation of academic research and the conceptual ordering and evaluation of a sizeable body of material. In this piece of work, they will demonstrate their grasp of the field in which they situate their specific project (in fact, they will have to define this field by reason of the cross-disciplinary character of the research at the EGS) and offer an innovative approach to their topic that includes distinctive contributions. The work is expected to have an original character. It should be at a publishable level, meaning that it can be published in the form of scholarly essays or a monograph after suitable revision that answers to the requirements of the publishing format.  The minimum amount of time required to complete the course of study in this PhD program is three years, though four years is standard and students may require more, given their individual circumstances. Application must be made to extend PhD study beyond five years. | | | | | | |
| 1. **General minimum qualifications for tutors/lecturers for this course[[13]](#endnote-13)** | | | | | | |
| PhD or distinguished lifetime achievement in a field covered in the program. Because this program draws upon renowned artists, writers, film makers, musicians, architects, and other performers and practitioners, its lecturers (for seminar modules in the first two years) may in some exceptional cases not hold PhD degrees (though they may hold honorary titles or degrees relating to professional competency). The appointment of such individuals to direct a seminar module will always be made with the supervision of the Dean, and these individuals will be experienced teachers. The lecturers in these exceptional cases will be globally recognized leaders in their area of work.  Supervisors will hold a PhD. | | | | | | |
| 1. **General assessment policy and procedures[[14]](#endnote-14)** | | | | | | |
| The PhD thesis is assessed in an oral defense by a doctoral committee chaired by the student's supervisor (or, in exceptional cases, by an EGS faculty member approved by the Dean of the Division).  The committee will consist of three members who are normally members of the EGS faculty (EGS Fellows holding doctorates may participate on this examination committee), though one of these three may, in some cases, be a distinguished specialist in the relevant field or fields.  A fourth committee member is allowed, and this fourth member may be either an EGS faculty member or an external specialist (if the other three examiners are faculty at the EGS; only one external examiner is allowed).  The composition of the committee must be approved by the Dean of the Division in advance of the defense.  In the oral defense, each examiner will have an opportunity to address questions to the candidate regarding the thesis which will have been submitted in bound form at least 6 weeks before the scheduled date for the defence.  Candidates may be awarded Magna cum Laude, or Summa cum Laude honours for outstanding work.  The chair of the examination committee will report the results of the examination to the Dean, who will make a final determination on the award of the doctorate and any honours. | | | | | | |
| 1. **Hours of total learning[[15]](#endnote-15)** | | | | | | |
| Contact hours: \_\_\_\_\_\_\_ | | | | Supervised practice hours[[16]](#endnote-16): \_\_\_\_\_\_\_ | | |
| Self-Study hours: \_\_\_\_\_\_\_ | | | | Assessment hours: \_\_\_\_\_\_\_ | | |
| 1. **Total Number of ECTS for course completion** | | | | | | \_\_\_\_\_ ECTS |

**Section B – Procedures Checklist**

(Please fill Section B before proceeding to Section C)

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedures**  Do you have procedures and structures in place for: | **YES**  It is available here:  *(Pls include specific page URL)* | **YES**  It is attached to application | **NO** |
| 1. taking temporary leave of absence |  | **EGS\_MA\_Study\_Guide**  Therefore see: 3\_EGS Current programs and courses/Arts, Health and Society Division/Overview AHS MA Program |  |
| 1. granting extension for duration of course |  | **EGS\_AHS\_Handbook\_Doctoral\_Program**  Page 11,10.3  Therefore see: 3\_EGS Current programs and courses/Arts, Health and Society Division/Overview AHS Doctoral Program |  |
| 1. appropriate student information and support systems in line with the National Quality Assurance Framework for Further and Higher Education | <http://www.egs.edu/students/request-documents/>  EGS is committed to providing its postgraduate students with open communication networks with faculty and other students throughout the academic year.  This includes social media systems on Facebook and an online forum within the EGS site to facilitate community and horizontal information exchange.  Members of the Faculty are also in constant contact with their research students. |  |  |
| 1. selection of dissertation[[17]](#endnote-17) tutors |  | **EGS\_AHS\_Handbook\_Doctoral\_Program**  Page 6 |  |
| 1. ethics approval system, where applicable**[[18]](#endnote-18)** |  | **EGS Mission Statement, page 4, Code of Ethics**  Therefore see: 1\_EGS Application for MQF registration of an education institution  **EGS Catalog 2014 -2014, page 67,3.8.4** |  |
| 1. dissertation and other examining boards |  | **EGS\_AHS\_Handbook\_Doctoral\_Program**  Page 7, 12 |  |
| 1. plagiarism and other misconduct |  | **EGS\_AHS\_Handbook\_Doctoral\_Program**  Page 5 |  |
| 1. appeals |  | **engl\_D 6\_EGS Code of Bylaws, Art. 19**  **engl\_EGS SAP Policy**  Therefore see: 1\_EGS Application for MQF registration of an education institution |  |

**Do not proceed to Section C of this application until the above procedures have been marked ‘YES’.**

**Additional Notes as required:**

**Section C – Profile for each module/unit of the qualification**

*(fill Section C for each module/unit listed in Section A16)*

**Sub-Section C.\_\_[[19]](#endnote-19)**

|  |  |
| --- | --- |
| 1. **Title of the module/unit** | |
| **EGS Colloquium for LMVT PhD** | |
| 1. **Course Description[[20]](#endnote-20) (*optional*)** | |
| For the PhD in Literary, Musical and Visual Thought, students will participate in at least one EGS colloquium in the course of their PhD study, normally by the end of their third year. These colloquia will be held in EGS hubs, currently Berlin, New York and Singapore (others will be added as the program grows). Colloquia will normally take a conference form, but may also take the form of a seminar where the participants take a significant role in seminar proceedings by presenting their work (unlike normal seminars in this course of study in Malta or Saas Fee, where professors assume a primary lecturing role).  The colloquium is designed, then, as a small conference where students present their work to one another and to faculty participants (EGS fellows and professors associated with the MA programs in PAS and LMVT). Normally these will include substantive talks or papers of at least 30 minutes, followed by discussion. Faculty residing in the hubs will convene the events, but guest faculty will be invited to present research. This colloquium will form part of initial training in public research presentation and will enhance both thesis preparation and professional competency. It will also help to develop the student community and foster a broader range of social interaction in the student body.  In some exceptional cases, students may be prevented from attending the scheduled colloquia (for reasons of professional obligation, for example). In these cases, students will be expected to propose a paper to a suitable conference venue and present a written copy of their work (or a video copy of the presentation) to their thesis advisor or suitable fellow for feedback. | |
| 1. **Learning Outcomes** | |
| *3.1 Competences: – at the end of the module/unit the learner will have acquired the*  *responsibility and autonomy to:* | |
| --present a well-crafted argument in a public forum and entertain questions from colloquium participants, be they specialists from the specific field of research or non-specialists; the work should be of almost publishable quality, commensurate with research at level 8  --show a capacity to progress further with the research presented in answering questions about the future direction of their research  --show an awareness of social and ethical responsibilities in their choice of topics and manner of presentation | |
| *3.2 Knowledge – at the end of the module/unit the learner will have been exposed to the following[[21]](#endnote-21):* | |
| In the course of the colloquium, the student will gain enhanced capacity for assimilating cross-disciplinary research. While they are not expected to show mastery of every field touched upon in the colloquium, they are expected to bring their cross-disciplinary theoretical skills to the process of analytic comprehension and the judgement of quality of work presented by their peers and some professional experts. They will gain knowledge about fields of research with which they are not familiar, and thus obtain a broader understanding of the horizon of research within which their own work is situated. | |
| *3.3 Skills – at the end of the module/unit the learner will have mastered the following skills:*  The student will demonstrate their capacity to communicate to an audience of specialists and non-specialists at a level commensurate with their academic experience (at level 8), clearly justifying their application of theoretical notions in a cross-disciplinary framework and demonstrating the originality of their approach (in applying or developing theoretical notions, or in producing new knowledge from this process). They will thus be capable of explaining where their work is situated in their broader field of research and showing a critical awareness of the state of the field.  Students will sharpen their rhetorical skills from observing the manner of presentation of others, and they will strengthen their own rhetorical style. | |
| *3.3.1 Applying knowledge and understanding*  *The learner will be able to:* | |
| --assess oral presentations in public venues, be they academic or relating to some other professional context  --compose oral presentations for academic or non-academic meetings  --grasp fundamental theoretical assumptions at work in cross-disciplinary research presented in public settings | |
| *3.3.2 Judgment Skills and Critical Abilities[[22]](#endnote-22)*  *The learner will be able to:* | |
| The exercise of judgement in listening to presentations will help students advance in the challenging arena of public exchange. There is a veritable art in learning to interact with presenters (forming pertinent questions in almost immediate response, and articulating these questions in a way that the audience as a whole can appreciate). The presenter must also develop this ability to entertain a challenging question and find a suitable response, always maintaining an awareness of suitable decorum and working to create a productive exchange, and always seeking to create a hospitable context of inquiry. The EGS colloquium will represent an invaluable opportunity in this respect. | |
| *3.3.3 Additional Module-Specific Communication Skills[[23]](#endnote-23) , if required.*  *The learner will be able to:* | |
| Present research commensurate with level 8 in an oral form in a manner that is engaging, clear, and compelling. | |
| *3.3.4 Additional Module-Specific Learner Skills[[24]](#endnote-24) , if required.*  *The learner will be able to:* | |
| N/A | |
| 1. **Hours of total learning for this Module/Unit** | |
| Contact hours: | Supervised practice hours[[25]](#endnote-25): |
| Self-Study hours: | Assessment hours: |
| **5. Total Number of ECTS of the module/unit** | |
| ECTS | |
| **6. Please explain how this module/unit will be taught in line with Section A[[26]](#endnote-26)** | |
| The module will be directed by a host at one of the EGS hubs. This host will normally be an EGS faculty member, but may also be an EGS Fellow. | |
| **7. Please explain how this module/unit will be assessed in line with Section A[[27]](#endnote-27)** | |
| Responses will be collected from participants relating to the individual presentations and communicated to the student by the faculty member presiding at the colloquium or by a fellow in attendance. This unit will be graded on a pass/fail basis. | |
| **8. Reading list[[28]](#endnote-28)** | |
| N/A | |
| **9. Additional[[29]](#endnote-29) minimum formal qualifications and experience required to teach this module/unit** | |
| PhD | |

**N.B. Please attach the Curriculum Vitae of the person who will be delivering this module/unit if the person is already identified.**

**Section C – Profile for each module/unit of the qualification**

*(fill Section C for each module/unit listed in Section A16)*

**Sub-Section C.\_\_[[30]](#endnote-30)**

|  |  |
| --- | --- |
| 1. **Title of the module/unit** | |
| **Literary, Musical and Visual Thought PhD Workshop** | |
| 1. **Course Description[[31]](#endnote-31) (*optional*)** | |
| The purpose of this workshop is to help PhD students grasp what is involved in conceiving and pursuing a PhD thesis project that is suitable for the PhD course in “Literary, Musical and Visual Thought”. The workshop will introduce students to what is expected in an EGS PhD thesis, and help them understand how to construct a problematic that is a suitable topic of a PhD thesis. It will give them advice on pursuing their research for this project, and suggestions on how to pursue this task in an effective and rewarding manner. | |
| 1. **Learning Outcomes** | |
| *3.1 Competences: – at the end of the module/unit the learner will have acquired the*  *responsibility and autonomy to:* | |
| --grasp what is required for the definition of a proper research project at the PhD level and plan its undertaking  --assemble the research materials required for this project  --undertake the initial stages of outlining and writing | |
| *3.2 Knowledge – at the end of the module/unit the learner will have been exposed to the following[[32]](#endnote-32):* | |
| --concepts relating to the proper construction and elaboration of a problematic suitable for a PhD thesis  --rhetorical principles relating to the drafting of a PhD thesis  --an account of the appropriate secondary research required for a thesis of this kind  --ideas for the effective pursuit of a research project of this size  --a full understanding of procedures and protocols relating to the completion of a PhD at the EGS | |
| *3.3 Skills – at the end of the module/unit the learner will have mastered the following skills:*  --defining a problematic for a PhD project  --outlining this project for the student’s advisor  --pursuing the requisite research to execute this project | |
| *3.3.1 Applying knowledge and understanding*  *The learner will be able to:* | |
| --undertake a written work of approximately 100,000 words that will be of an original character and of a near-publishable quality | |
| *3.3.2 Judgment Skills and Critical Abilities[[33]](#endnote-33)*  *The learner will be able to:* | |
| --judge their preparedness for the task of writing a PhD and be able to address any needs  --recognize what constitutes a well-focused and well-researched project at the PhD level  --assess what secondary research is genuinely pertinent for their project and know how to bring it into discussion in an appropriate way (with appropriate citations) | |
| *3.3.3 Additional Module-Specific Communication Skills[[34]](#endnote-34) , if required.*  *The learner will be able to:* | |
| --work with peers who are undertaking a PhD project | |
| *3.3.4 Additional Module-Specific Learner Skills[[35]](#endnote-35) , if required.*  *The learner will be able to:* | |
|  | |
| 1. **Hours of total learning for this Module/Unit** | |
| Contact hours: | Supervised practice hours[[36]](#endnote-36): |
| Self-Study hours: | Assessment hours: |
| **5. Total Number of ECTS of the module/unit** | |
| ECTS | |
| **6. Please explain how this module/unit will be taught in line with Section A[[37]](#endnote-37)** | |
| The module will be directed by the Dean of the Division of Philosophy, Art, and Critical Thought or a faculty member designated by the Dean | |
| **7. Please explain how this module/unit will be assessed in line with Section A[[38]](#endnote-38)** | |
| This module will function on a pass/fail basis | |
| **8. Reading list[[39]](#endnote-39)** | |
| N/A | |
| **9. Additional[[40]](#endnote-40) minimum formal qualifications and experience required to teach this module/unit** | |
| PhD | |

**N.B. Please attach the Curriculum Vitae of the person who will be delivering this module/unit if the person is already identified.**

***The endnotes on the following page will assist you in filling in this Application Form correctly.***

1. ALL the application form needs to be filled in electronically in Word format to allow for efficient processing and feedback. [↑](#endnote-ref-1)
2. This application should be used for all full courses at MQF L5-8, with AT LEAST the following amount of ECTS: L5: 30 ECTS; L6:180 ECTS; L7: 60 ECTS. [↑](#endnote-ref-2)
3. The entity already licensed or requesting new or revised license from the NCFHE. [↑](#endnote-ref-3)
4. Information should include, where applicable: ethos/philosophy, business model, organigram, experience and expertise in training provision. [↑](#endnote-ref-4)
5. For further information of the Malta Qualifications Framework please visit the relevant section in the NCFHE website [www.ncfhe.org.mt](http://www.ncfhe.org.mt) . [↑](#endnote-ref-5)
6. ‘Full-time’ and ‘part-time’ refer to full courses that have the minimum amount of ECTS as indicated in footnote ii above. All courses below these minimum benchmarks are considered as short or partial courses. [↑](#endnote-ref-6)
7. Envisaged month and year are sufficient. [↑](#endnote-ref-7)
8. In this optional section please explain your reasoning behind wishing to provide this course / what is the market need for this course, and how this course fulfils these needs. [↑](#endnote-ref-8)
9. The overall **knowledge**, **skills** and **competences** acquired by the learner at the end of the course. All three should clearly be stated, explained and inter-related. [↑](#endnote-ref-9)
10. If the course is specifically about communication skills e.g. writing or speaking skills, this section should be left out and Section B for each module filled in. [↑](#endnote-ref-10)
11. Please provide a numbered list of modules/units, and include any other relevant information, such as which are the core and elective modules, and the ECTS value for each. [↑](#endnote-ref-11)
12. Please consider an appropriate mix of teaching/learning methods that are fit for purpose and that allow learners with different learning styles and abilities to achieve mastery. [↑](#endnote-ref-12)
13. Please refer to QA Communication no. 23/2014 ‘Qualification Level of Tutors’ of 15th October 2014, available at [www.ncfhe.org.mt](http://www.ncfhe.org.mt). [↑](#endnote-ref-13)
14. Please consider an appropriate mix of assessment procedures that are fit for purpose and that allow learners with different learning styles and abilities to show mastery. [↑](#endnote-ref-14)
15. The minimum number of total learning hours for accreditation is presently 100 hours of which at least 25% must be contact hours, or as otherwise established from time to time by the NCFHE. [↑](#endnote-ref-15)
16. During these hours the learner is supervised, coached or mentored, without new content being presented. [↑](#endnote-ref-16)
17. In this document meaning ‘dissertation or research project or alternative assessment of equivalent standard’. [↑](#endnote-ref-17)
18. If an Ethics Committee is NOT required since the research component in this course does not necessitate this, (e.g. it is based on document research) this section should be marked as NA and a short explanation given. [↑](#endnote-ref-18)
19. Consecutive number is inserted according to module, in the sequence present in Point 16 of Section A (A16). So, the first module would be B 1. [↑](#endnote-ref-19)
20. In this optional section please explain your reasoning behind wishing to provide this module/unit and/or how it fits within the whole course. [↑](#endnote-ref-20)
21. This can be a list of knowledge/content items. [↑](#endnote-ref-21)
22. This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both. [↑](#endnote-ref-22)
23. Over and above those mentioned in Section A14. [↑](#endnote-ref-23)
24. Over and above those mentioned in Section A15. [↑](#endnote-ref-24)
25. During these hours the learner is supervised, coached or mentored, without new content being presented. [↑](#endnote-ref-25)
26. Please provide module/unit-specific details as applicable. [↑](#endnote-ref-26)
27. Please provide module/unit-specific details as applicable. [↑](#endnote-ref-27)
28. Please distinguish between core and supplementary texts as applicable. Courses at MQF L4should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF L4 it is recommended that texts should not be older than 10 years. The exception is ‘classic/canonical’ texts, such as the original texts by Piaget in psychology of Plato’s Republic in Philosophy, to give two examples. [↑](#endnote-ref-28)
29. Apart from information in Section A18. [↑](#endnote-ref-29)
30. Consecutive number is inserted according to module, in the sequence present in Point 16 of Section A (A16). So, the first module would be B 1. [↑](#endnote-ref-30)
31. In this optional section please explain your reasoning behind wishing to provide this module/unit and/or how it fits within the whole course. [↑](#endnote-ref-31)
32. This can be a list of knowledge/content items. [↑](#endnote-ref-32)
33. This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both. [↑](#endnote-ref-33)
34. Over and above those mentioned in Section A14. [↑](#endnote-ref-34)
35. Over and above those mentioned in Section A15. [↑](#endnote-ref-35)
36. During these hours the learner is supervised, coached or mentored, without new content being presented. [↑](#endnote-ref-36)
37. Please provide module/unit-specific details as applicable. [↑](#endnote-ref-37)
38. Please provide module/unit-specific details as applicable. [↑](#endnote-ref-38)
39. Please distinguish between core and supplementary texts as applicable. Courses at MQF L4should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF L4 it is recommended that texts should not be older than 10 years. The exception is ‘classic/canonical’ texts, such as the original texts by Piaget in psychology of Plato’s Republic in Philosophy, to give two examples. [↑](#endnote-ref-39)
40. Apart from information in Section A18. [↑](#endnote-ref-40)