TRINITY COLLEGE DUBLIN
SCHOOL OF EDUCATION

HANDBOOK FOR
POSTGRADUATE
RESEARCH STUDENTS

2016 - 2017
This handbook has been prepared to give you background information about the School of Education’s postgraduate research degree programmes (M Litt and Structured PhD).

We have attempted to ensure that it is as comprehensive as possible to help you to navigate the different aspects of the programme from registration to thesis submission and everything inbetween. It is intended to answer most of your questions, but if it does not, you should feel free to ask those who are involved in the course (academic and administrative), no matter how ‘big’ or ‘small’ your enquiry might be.

It is also essential that, as well as being familiar with this Handbook, you acquaint yourself with the Graduate Studies Office [GSO] website (part of the Academic Registry service) as this contains a range of information sources concerning your time as a research student in Trinity College. The GSO site is updated regularly and will provide more detail regarding some of the more formal ‘rights and duties’ of being a Trinity College Dublin [TCD] research student. A further key source of information is Part 2 of the University Calendar which can be found on the TCD website.¹

As a registered research student of the School of Education [SoE], you become a member of the SoE’s research culture and are warmly encouraged to participate in the many and varied research activities and events that we put on during the academic year. We hope that your time with us is enriching, challenging and ultimately successful.

This handbook was prepared by various authors, including:

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It was last revised (in 2016) by:

Dr David Limond (PhD Co-ordinator for 2016).

¹ http://www.tcd.ie/info/calendar/
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SECTION 1 INTRODUCTION TO TCD AND THE SoE

TRINITY COLLEGE DUBLIN

Trinity College, the single constituent college of the University of Dublin, was founded by Queen Elizabeth I in 1592, and so celebrated its quarter centenary in 1992. It is the oldest university in Ireland, and one of the older universities of Western Europe. Based on the general pattern of the ancient colleges at Oxford and Cambridge, Trinity is larger, with a main campus extending over 40 acres in a unique site in the heart of the city. The west end of the campus includes five ‘quadrangles’ or squares with many buildings from the 18th century, notably the Old Library - home to the priceless ninth century manuscript, ‘The Book of Kells’. The most recent of these squares was completed in 1978 and is situated opposite the award-winning Arts Building. Further east, the recently built Hamilton and O'Reilly buildings house many of Trinity’s science and technology departments and complement the recently completed Dental Hospital. In a number of ways, Trinity is central to Irish life. Many famous people of Irish letters and history were educated at Trinity including writers such as Jonathan Swift, Oliver Goldsmith, Oscar Wilde and Samuel Beckett. Ireland’s first President, Douglas Hyde and former Presidents Mary Robinson and Mary MacAleese were all either educated in Trinity College or on the staff of the College or both. Most academic activity is concentrated in the main College campus. However, recent developments have allowed expansion of the Health Sciences Faculty off-campus in two major locations - a purpose built facility in the largest teaching hospital in Ireland, at St. James's Hospital in Dublin and another in a newly completed regional general hospital in the Dublin suburbs at Tallaght. In addition, sporting facilities and accommodation are provided both on and off-campus. The vigour of any university must be judged by its commitment to research. To this end, it should be noted that Trinity College Dublin is recognised, nationally and internationally, as Ireland’s premier university.

The School of Education

The School of Education was established in Trinity College in 1905. Over the past 100 years it has grown in size and stature and now provides undergraduate and postgraduate courses in education, as well as undertaking research into many different aspects of educational life. The School is committed to engaging with educational issues through teaching and research at a number of levels: initial teacher education, postgraduate teacher education and continuing professional development. In this context of informed practice, the School is dedicated to undertaking high quality research that permeates teaching at both levels. The result of this scholarly activity has gained national and international recognition in both the academic and professional community and contributes to the understanding and practice of education.

As well as the more generic Master in Education, M Litt. and PhD research degrees, the School is the first leading Irish university to offer a professional Doctorate in Education (DEd). In addition to the provision of undergraduate and postgraduate programmes, the School has a long and distinguished history of undertaking high quality research which has gained both national and international recognition in the academic community. All the SOE’s lecturing staff are research active, either pursuing personal or collaborative
research that is underpinned by a thriving research culture in which the interchange of ideas is a vibrant part of everyday life.

As a fundamental part of the research culture of the School, there are a number of points during the year where seminars, guest lectures and conferences take place. It is not a requirement for students to attend all of these activities but we regard participation in some of them as being a constituent part of becoming a researcher. Information concerning these sessions can be found on the notice boards or on the SoE’s website (http://www.tcd.ie/Education/).

One of the benefits of being a postgraduate student in TCD is that it is an energetic and engaging research environment involving interaction with other Schools and Departments in the social and natural sciences and arts, at various junctures during the academic year. It is well worth the time and effort to try, where possible, to attend sessions in other parts of College.

**ACADEMIC MANAGEMENT OF THE SCHOOL OF EDUCATION**

The day-to-day management of the School of Education is undertaken by the Head of School, the Director of Teaching and Learning (Postgraduate), the Director of Teaching and Learning (Undergraduate) and the Director of Research. Additionally, school policy is developed and implemented by the School Executive and the School Committee (made up of all full-time, permanent professors). Research in the School of Education is coordinated and supported by the Research Committee and the Director of Research. Research training for postgraduate students, whether on research or taught degree programmes, is jointly managed by the Director of Research and the Director of Teaching and Learning (Postgraduate).

**RESEARCH IN THE SCHOOL OF EDUCATION**

Current key areas of research in the School include (but are not limited to) educational policy and curriculum; educational assessment; system evaluation; further and higher education; ICT in education; language and language pedagogy; science and mathematics education; learning theory; philosophy of education; history of education; inclusion, special educational needs; autistic spectrum disorders; drama in education; prejudice; psychology of education; guidance and counselling and educational leadership and management.

Staff members of the school participate in a number of leading collaborative research groupings. For further details, see: http://www.tcd.ie/Education/research/groups.

The school hosts two College Research Centres. The Cultures, Academic Values and Education (CAVE) research centre is located in the School while the Centre for Research in IT in Education (CRITE) is a partnership between the Schools of Education and Computer Science and Statistics. The School of Education also hosts three research groups: Research in School Education (RISE), Arts Education Research Group (AERG) and Inclusion in Education and Society (IES).
CAVE is convened by Dr Aidan Seery (seerya@tcd.ie), and is currently actively researching in the field of higher education. Keith Johnston (keith.johnston@tcd.ie) is Joint Director of CRITE, which is currently exploring the process of promoting key skills in Junior Cycle curricula using technology-mediated pedagogy. RISE is convened by Dr Colette Murphy (colette.murphy@tcd.ie) and focuses on theoretical and practical issues concerning curricula, assessment, teaching and learning in primary and second level schools and in teacher education. AERG is convened by Dr Carmel O'Sullivan (carmel.osullivan@tcd.ie) and is concerned with research into the policy and practice of arts and aesthetic education, including Drama and Theatre in Education, Music, Museum Studies, Artistic Biography, and the Visual Arts. IES is convened by Dr. Michael Shevlin (mshevlin@tcd.ie) and is currently actively researching inclusive education; transitions for students with disabilities and/or special educational needs into third level and further education and the special class model in Ireland.

The School of Education is also active in the provision of postgraduate research supervision and currently has approximately 60 students at Masters (M Litt), and doctoral (PhD and D Ed) levels engaging in research across a wide range of matters relating to education.

Research Seminars in the School of Education

The School organises a series of research seminars (usually held once a month) which full-time research students are encouraged to attend and, where appropriate, to contribute. Part-time students are also strongly encouraged to attend and may be able to present their work at these seminars. The seminars provide for an arena in which academic staff and students can present and discuss various facets of their work in a relatively informal and supportive atmosphere while providing the opportunity to practise conference presentation. The timetable for the seminars can be found on the TCD website; notification of forthcoming seminars is by email, posters and the College listings. See: http://www.tcd.ie/Education/ for further details.

The SoE also organises an informal monthly coffee morning for full-time postgraduate students and staff, offering opportunity for the interchange of ideas in a relaxed setting.

Administration of Research Degrees in the School

Research degrees in the School of Education come under the auspice of the Director of Teaching and Learning (Postgraduate) and are administered by a research officer whose office is situated in the Arts Building in room 3088. All correspondence should be addressed to:

    Research Officer  
    Postgraduate Research Degrees Office,  
    Room 3088,  
    School of Education,  
    The Arts Building,  
    Trinity College  
    University of Dublin, Dublin D2, Republic of Ireland
YOUR CONTACT DETAILS

In order to contact you efficiently it is vital that we have your current postal address, email address and telephone numbers. Please note that all official correspondence between the School, University and you will be conducted through your Trinity email account. Please ensure that you check your account regularly. If your personal contact details change during the year, please inform the research officer as soon as possible.

REGISTRATION

It is mandatory for every research student to register (or re-register) annually. Students who have registered in September are required to do so at the same point in each year of study. Registration is now carried out on line, please see the TCD website for exact details: https://www.tcd.ie/academicregistry/registration/how-to-register/.

(NB: Please submit all routine enquires to the Academic Registry via the my.tcd.ie portal, using the ”AskAR” button. Anyone without access to the portal, should email academic.registry@tcd.ie).

Students who wish to start (or have started their studies) in March are required to register online via the web portal at www.my.tcd.ie. Please see the TCD website for dates and times.

Please also note that there is a late registration fee of €212 (2014/15) if you fail to register in the time period allotted. If a student fails to register by the requisite date he/she will be deemed to be withdrawn and services such as Library and e-mail accounts may be suspended. In such circumstances postgraduate students must apply to the Dean of Graduate Studies for re-admission and pay a replacement fee of €358 (€212 for registration fee and a €146 re-admission fee).

SUSPENSION OF REGISTRATION

Students may apply to suspend their registration (i.e. go ‘off books’) only under certain circumstances (given in Part-Two of the College Calendar) such as prolonged illness. This application is made via the student’s supervisor to the Dean of Graduate Students and should be accompanied by a letter of recommendation from the Director of Teaching and Learning (Postgraduate). Off books status can be granted for a year, and in exceptional circumstances extended to a second year. When returning to studies after
a period off-books you should contact your supervisor in time for him/her to indicate your return to College before the deadline of 1 July.

**FEES**

In relation to fees it is TCD policy that fees are paid prior to registration. Procedures are as follows. *New taught students*: deposits and fees must be paid online using epay. *New research students*: an invoice will be sent to you with your offer letter. *Continuing students*: an invoice will be sent from the Fees Office annually.
SECTION 2 STUDYING FOR A RESEARCH DEGREE: PHD
TWO – FOUR YEARS FULL-TIME OR THREE - SIX YEARS PART-TIME

MAXIMUM LENGTH OF THESIS: 100,000 WORDS

Undertaking doctoral level research represents a huge commitment on the part of both the student and the supervisor, and those ‘critical others’ (fellow students, colleagues, other academics, family etc), who weave in and out of the process. Given the scope and scale of the work which goes into producing a final thesis, it is important that you establish a framework for the process that supports your educational goals and contributes to your development as a student. The successful completion of a doctoral thesis does require adherence to a ‘research recipe’ but, more importantly, the engagement in a creative and intellectual process which (we hope) open up new and unexpected avenues. The SoE’s PhD programme is of the structured variety. What this means for students is that, as well as being allocated a supervisor, the SoE also provides a research methods module (see Appendix 8) and the opportunity to participate in any of the SoE’s postgraduate taught modules up to a value of 30 ECTS in the first two years of study. Whereas your participation in the research methods module (10 ECTS) is mandatory, the ‘taking’ of other modules needs to be negotiated with your supervisor[s]. This is to ensure that the modules which are attended are related to the needs of a student and do not provide an ‘interesting distraction’ away from the research work.

The aims of the PhD mirror those of the SoE and TCD more generally in the endeavour to undertake research of the highest quality and contribute to communities of practice (however defined), both nationally and internationally. More specifically we actively encourage and educate students to engage with their work in the spirit of critical enquiry that permeates the SoE. In short, the aims of the PhD are to:

- enhance and deepen knowledge and understanding of domain specific educational issues;
- develop expertise in and a critical understanding of, the nature, design and undertaking of empirical and non-empirical educational research;
- produce an original study that demonstrates the ability to conceptualise, design and undertake educational research;
- enable students to work autonomously as well as collaboratively in professional or equivalent environments and
- make an original contribution to knowledge.

LEARNING OUTCOMES

Embedded in the more general aims of the Ph.D. are a series of learning outcomes and skills which the programme is intended to develop. The National Framework of Qualifications says that, for a research doctorate (Level 10) to be awarded, a student should be able to demonstrate:
• a systematic comprehension of a field of study and mastery of the skills and methods of research associated with that field;

• that he/she has the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity, rigour and discrimination, which may involve the development of new skills, techniques, tools or materials;

• that he/she is capable of critical analysis, evaluation and synthesis of new and complex ideas;

• that he/she has made a significant contribution through original research which extends the frontiers of knowledge by developing a body of work, some of which merits publication in national or international refereed publications;

• that he/she can communicate with their peers, the larger scholarly community and with society in general about the areas of expertise in a sustained and exact manner and

• that he/she can be expected to be able to promote, with due regard to ethical considerations, within academic contexts, scientific, technological, social or cultural advancement.

However, such statements may be crude guides to anything and should never be thought of as defining the essence of doctoral research.

**TIMETABLE FOR THE PhD**

Although it is impossible to prescribe exactly what should happen at every stage when undertaking a PhD – especially at the start - it is useful to try to see it as an entire process. The following table shows the progress of a typical empirically oriented full-time PhD.

<table>
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<tr>
<th>Year One</th>
<th>Module</th>
<th>Thesis</th>
<th>Additional</th>
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<td></td>
<td>Research Methods.</td>
<td>Initial thesis planning: development of research questions; exploration of literature; work on research design.</td>
<td>Complete annual progress review form.</td>
</tr>
<tr>
<td>Year Two</td>
<td>Optional other module[s].</td>
<td>Development of research tools, preparation for and undertaking empirical work. Literature.</td>
<td>Continuation Procedure. Complete annual progress review form.</td>
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</table>
One of the key activities students engage in with the supervisor[s] is the planning of the research work and the mapping out of major (and minor) events in the 'life-cycle' of the study. This ‘project management’ work is important as it underpins the completion of the study. Obviously for part-time students this process is extended over a longer period.

It is not possible to foresee what may happen during the PhD at the beginning of the programme, but it is important to be aware that the College sets an overall limit that students have to work within; two to four years full-time and three to six years part time in the case of the PhD. Undertaking a Ph.D should not be seen as an open-ended commitment on the part of either the student or the SoEbiology. The College has an exceedingly strict policy on adherence to the time limits set and will only grant extensions in very rare circumstances.
SECTION 3 STUDYING FOR A RESEARCH DEGREE: MLITT

ONE TO TWO YEARS FULL-TIME OR TWO TO THREE PART-TIME

MAXIMUM LENGTH OF THESIS: 60,000 WORDS

The M.Litt is a research degree that is examined by written thesis only. Students usually undertake a piece of research (empirical or non-empirical) under the guidance of a supervisor, who is normally a member of the academic staff of the School of Education and has knowledge and expertise in the area chosen.

LEARNING OUTCOMES

Embedded in the more general aims of the M Litt are a series of learning outcomes and skills the programme is intended to develop. The National Framework of Qualifications says that for an M Litt (Level 10) to be awarded, an applicant should be able to demonstrate:

- knowledge and comprehension that is founded on, extends and enhances that associated with the Bachelor’s level and is at the forefront of a field of learning;

- a critical awareness of current problems and new insights, new tools and new processes within their field of learning, or the development of professional skills;

- that he/she can apply knowledge and comprehension, critical awareness and problem solving abilities, in the context of research, or in the development of professional skills, in broader or multidisciplinary areas related to the field[s] of study;

- that he/she has the ability to integrate knowledge and handle complexity, to formulate judgements with incomplete or limited information, either individually or in groups, which includes (where relevant) reflecting on social and ethical responsibilities linked to the application of knowledge and judgements;

- that he/she can lead or initiate activity and take responsibility for the intellectual activities of individuals or groups;

- that he/she can communicate conclusions and the knowledge, rationale and processes underpinning these, to specialist and non-specialist audiences clearly and unambiguously and

- that he/she possesses the learning skills to continue to study in a manner that may be largely self-directed or autonomous.
**TIMETABLE FOR THE M LITT**

Although it is impossible to prescribe exactly what should happen at every stage when undertaking a M Litt – especially so at the start - it is nonetheless useful to try to see it as an entire process. The following table shows the progress of a typical empirically oriented full-time M Litt.

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<th>Module</th>
<th>Thesis</th>
<th>Additional</th>
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</thead>
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<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Research</td>
<td>Thesis planning: development of research problem; exploration of literature; research design work.</td>
<td>Complete annual progress review form or transfer interview and report.</td>
</tr>
<tr>
<td></td>
<td>Methods.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td>Data construction and analysis; writing-up; submission of thesis. (Though to some extent this must take place as you go along).</td>
<td>Viva voce.</td>
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**TRANSFER TO THE PHD REGISTER**

It is possible for students who are on the M Litt register to transfer to the PhD register. This normally takes place at some point during the first 18 months of a student’s registration. The mechanism for this consists of a transfer report and then a transfer interview. The report takes the same form as for confirmation on the PhD register.

It is important that a draft of the report is shared with the student’s supervisor to allow time for comments and revisions before it is circulated to the transfer interview panel.

The interview panel is nominally convened by the Director of Teaching and Learning (Postgraduate) and will normally consist of two people, one of them being the Director or his/her nominee and the other an academic who is deemed by College to be eligible to supervise PhD students. The Director normally consults with the supervisor and takes into consideration the views of the student as to the other member of the panel. The supervisor cannot take on the role of the ‘other person’ but is expected to attend the interview as an observer.

The panel, in evaluating both the written and oral presentation of the student, will decide on one of the following outcomes:
(a) transfer forthwith,

(b) transfer after some minor changes have been made to the transfer report,

(c) transfer not recommended: a new report to be written and transfer interview to be held again as soon as possible thereafter,

(d) continue on the Masters register to complete a Masters thesis, or

(e) not to continue as a research postgraduate student.

A student may appeal the result of a transfer interview. Please refer to the appropriate section of the University Calendar.
SECTION 4 WORKING WITH YOUR SUPERVISOR

The successful completion of a research degree is through writing a supervised thesis study. All students, prior to registration, are allocated supervisors on the basis of each academic’s familiarity and expertise in the knowledge domain that is the focus of a student’s work. In most cases students will have had prior contact with the potential supervisor[s] during the application process.

However, one of the most daunting aspects of starting and, in many instances, continuing a research degree programme, is the sheer magnitude of the task. The conception, planning and undertaking of a study has not only to demonstrate criticality, methodological rigour, intimate knowledge of the literature, internal coherence etc (and these to exacting standards), but takes place over a relatively long period, requiring support and guidance. Key to this support is the supervisor. This is a multifaceted role which has, at its core, a relationship with the student. This is best characterised as being analogous to that of mentor and mentee, a form of apprenticeship. (See Recommended Reading below for further discussion). This is a relationship which is also based on the development of trust. The role of the supervisor is discussed in more detail below; also see Appendix 1 for TCD’s ‘Supervision Guidelines’.

College regulations are not overly explicit as to how frequently student and supervisor should meet, as this will inevitably vary depending on the discipline (eg, physics, biology, history) in which the student is located. All that is required is that meetings are regular. However, in an attempt to quantify this the following is suggested. At the first or second meeting with a supervisor (or supervisors, if the student is to be supervised jointly), all parties should set out a timetable of meetings for the coming academic year. This might be approximately once a month for part-time students and there can be more frequent meetings in the case of full-time students. Regular contact between supervisor and student is a critical component in the research process and provides a foundation for student work. But circumstances do vary.

Given that many students are registered as part-time and may not live near College, meetings do not necessarily always have to be face-to-face, but can take some other form, for example e-mail, web conferencing/skype, telephone and so on. What is essential is that contact is maintained. Without this, your supervisor will not know what is happening with your work.

The early stages (ie the first few months) of the research degree programme are crucial for:

1) establishing a working relationship with your supervisor and

2) beginning the research.

It is at the beginning of a research degree that students require considerable support and guidance to influence the direction of the proposed study. As the research progresses, and the relationship between student and supervisor develops, there may well be less of a need for intense interaction between the two. However, this does not mean that the student should metaphorically or literally disappear from view. It is crucial
that contact is maintained, but this needs to be commensurate with the stage at which
the student stands in his/her research. It should also be noted that the onus is on
students to make contact with their supervisor. Supervisors, like their students, have
other roles to undertake and, therefore, are not always able to initiate meetings. Having
an annual schedule of meetings should alleviate this problem, but it is no guarantee, as
other ‘life issues’ may arise for the student which need addressed. If this is the case,
then it is important to notify the supervisor of any impending changes to the schedule.

The relationship between the supervisor and the student is not one that can be easily
codified, as it will develop organically over the period of study. However, the following
points may help set the terms of the relationship and should be taken into consideration
as appropriate. Equally, it is important to be aware that students also have
responsibilities and these are also set out below. It is intended that by having a
framework in which the student-supervisor relationship can develop, the process of
working together will, for the most part, be engaging, enjoyable and enlightening. If for
any reason the relationship becomes problematic, you should immediately make contact
with and subsequently discuss this with the Director of Postgraduate Teaching and
Learning. It is crucial for you and your supervisor that any difficulties that emerge are
dealt with sensitively and as quickly as possible. **But note, courtesy demands that
you tell your supervisor[s] if you intend to make any complaint.**

**Roles and Responsibilities of the Supervisor**

During the course of a research programme the typical role of the supervisor is to:

- guide the student in a choice of research topic and the development of the research
  questions and/or issues to be explored;
- be closely involved in drawing up the research plan and in following the progress of
  the research in general;
- give the student all possible assistance identifying material, equipment and other
  resources relevant to their research;
- guide the student, especially during the early stages of the research to appropriate
  literature and/or materials;
- establish, monitor and guide the student’s training needs that go beyond that which
  is already covered in the PhD research methodology modules (for example, the use
  of certain statistical procedures etc);
- monitor the student’s academic progress on all facets of their research work;
- ensure that the student is aware of the School’s Ethical Guidelines and that the work
  is in compliance with such guidelines;
• communicate to the student at appropriate points in the lifetime of the supervisory relationship, that their written work has reached or is working towards the appropriate standard which is expected of doctoral level students;

• encourage the student to attend relevant seminars and/or conferences both internal and external to TCD as part of their academic development;

• encourage and facilitate students in submitting and presenting aspects of their research work at seminars, conferences and any other appropriate scholarly forum both internal and external to TCD. Students may be invited to collaborate with the supervisor[s] in relation to two or more presentations over the course of their doctoral studies, but this cannot be mandated and may not suit all circumstances;

• encourage and facilitate students in publishing selected academic work in appropriate journals. Students may be invited to co-author two or more articles in scholarly journals or other monographs with the supervisor[s] over the course of their doctoral studies, thus providing valuable research training and involvement in the process of disseminating the results of research, but this cannot be mandated and may not suit all circumstances;

• prepare regular (ie annual) written reports on the student’s progress;

• inform the Director of Teaching and Learning (Postgraduate) of any such issues or circumstances which may lead to extensions or the need to go ‘off books’.

• recommend internal and external examiners to the Director of Teaching and Learning (Postgraduate);

• ensure that there is an agreed agenda as to the content of supervisory meetings;

• ensure there are written records of supervisory meetings;

• comment within a reasonable length of time on a student’s written work and offer constructive and critical feedback on this material;

• offer appropriate guidance on preparation for the upgrade process;

• be alert to any non-academic areas of concern which may affect the students progress in which the student may need to guided to appropriate resources (for example, Disability Services, Student Counselling);

• ensure that the student is aware of examination procedures;

• read and comment on the whole of the draft thesis prior to submission provided that it is made available by the student in reasonable time;

• advise the student on the readiness of the thesis for submission if so requested by the student;
• ensure that the student is aware of the regulations governing postgraduate students whilst they are registered with TCD and any changes that may from time to time arise.
ROLES AND RESPONSIBILITIES OF THE RESEARCH STUDENT

During the course of a research programme is it expected that the role of the student will be:

- to prepare with guidance from the supervisor, an appropriate schedule of work for each academic year;
- to prepare with guidance from the supervisor, an appropriate (albeit at times provisional) schedule of meetings for each academic year. This is particularly important for part-time students;
- to present and discuss regularly, and in agreement with the supervisor(s) work relating to the research;
- to make regular contact with the supervisor;
- to provide an agreed agenda as to the content of supervisory meetings so they are as productive as possible;
- to abide by the Ethical Guidelines in the carrying out of all aspects of their research work;
- to bring to the attention of the supervisor as a matter of urgency any aspect of the research work that has or could potentially run counter to the aforementioned Ethical Guidelines (for example, problematic relations with gatekeepers, or key informants etc);
- to contact the supervisor regarding issues that may affect any aspects of the research work (for example, illness, change of job, etc.);
- to write a summary of the supervisory session which covers both the content of the session and plan of action stemming from this. A copy of which is to be sent to the supervisor and lastly;

NOTE: The student (and not the supervisor) is responsible for producing and writing the thesis.

Completion of Progress Review Form

College regulations (Calendar 2015-16, Part III, 2.7) stipulate that the progress of graduate students will be reviewed each year. Accordingly, at or near the end of each academic year in which the student is registered, students and supervisors must complete a Progress Review Form – a copy of which can be found in Appendix 6.

Students must fill out and send a copy of this Progress Review Form to the supervisor, who will read it and discuss its contents with the student, before signing it. This document is then lodged with the School Research Officer for subsequent re-view by the Director of Teaching and Learning.
In addition, please send an electronic version to the Research Officer – this does not have to be signed.

**Complaints concerning supervision**

According to Part III of the University Calendar complaints about the adequacy of supervision should normally be made first to the Director of Teaching and Learning (Postgraduate). If the Director of Teaching and Learning (Postgraduate) is unable to resolve the problem, or where the Director of Teaching and Learning (Postgraduate) is the supervisor, the student should contact the Dean of Graduate Studies. Where the Dean of Graduate Studies is also the supervisor, the student should consult the Dean of his/her Faculty. The Dean of Graduate Studies, or if appropriate the Faculty Dean, should first attempt to resolve the issue by consultation with the persons immediately involved. If this fails, the student may make a formal complaint in writing to the Dean of Graduate Studies. Complaints about the adequacy of supervision will not be entertained once a thesis has been presented for examination. In any case where a dispute between a student and his/her supervisor and/or Director of Teaching and Learning (Postgraduate) has been brought to the notice of the Dean of Graduate Studies, the examiners of that student may both be selected from outside the School.

**Recommended further reading:**

On the nature of research degrees and what to expect during one: *Good Practice in the Organisation of PhD Programmes in Irish Universities* (Irish Universities Quality Board, nd).

On how undertaking a research degree might change you: *Irish Universities’ PhD Graduates’ Skills* (Irish Universities Association, nd).

On whether the work involved in a research degree can be reduced to ‘competences’: Loxley, A and Seery, A (2012) “Must be able to demonstrate level 5 criticality”: Exploring the role of professional doctorate education in CPD in Ireland’, *Studies in Higher Education*, 37(1).


For general articles on aspects of higher education, including life and work as a higher degree student, see: *Guardian: Education* (Tuesdays in print or on-line at: www.theguardian.com/education) or *THE* (formerly *The Times Higher Education Supplement* – Fridays in print or on-line at: www.timeshighereducation.co.uk). Both also contain job adverts!
More amusingly, on the very idea of higher degree study, see the essay ‘The PhD Octopus’ by William James [1842-1910] and the short story ‘The Ghost Who Vanished by Degrees’ by Robertson Davies [1913-1995], both available in various editions and collections.
SECTION FIVE: RESEARCH METHODOLOGY MODULE/TRAINING AND OPTIONAL MODULES

Research is the essence of the M Litt and PhD programmes. The successful completion of a thesis is as much about the process of creating a contribution to knowledge, as it is the finished ‘product’ i.e. the thesis. In this sense, research is much more than learning and developing technical competence in for example, questionnaire design or document analysis; it is also about creative and intellectual growth, which we would like to think does not end when the thesis is proudly sitting on a bookcase.

Research training for students is undertaken via a specific module offered over the two teaching terms in the first year (see Appendix 8 for specific details and timetables). The overarching function of this modules is to act as a critical introduction to major aspects of educational research methodology, which, in turn, should support methodological work undertaken with your supervisor[s]. The module is not intended to be a replacement for methodological discussions with a supervisor, but a supplement to them. The research methods module also functions as a forum for students to explore, criticise and evaluate issues around undertaking research. In the past the module sessions have become ‘spaces’ where students can ‘test’ and ‘tease’ out their own ideas in a non-judgemental environment, which can be helpful in advancing their own work.

The module will offer students the opportunity to explore a number of cognate themes and issues within educational research on two levels. The first level concerns the broader philosophical and socio-political questions around the nature, purpose and functions of educational research. The second level concerns the methodological aspects of empirical educational research and will focus on specific approaches such as surveys, experiments and case studies, and methods such as interviews and observations. During the course of the module sessions, students will be encouraged to develop a critical understanding of the linkages between these two levels through both theoretical and practical engagement. In turn this should allow for critical reflection upon a number of emerging and recurring issues around what constitutes educational knowledge, its construction and evaluation and how its relates to their own research work.

General aims of the module are critically to explore:

- the relationship between research questions/issues and the research design process;
- the nature and design of educational and social science research;
- issues around building, as well as critiquing, theories and explanations in educational and social science research;
- the diversity of traditions, paradigms and other concepts informing educational and social science research;
• basic philosophical issues in research relating to epistemology, ontology and axiology;
• the range and diversity of research approaches and research methods;
• the nature and role of the researcher as an object/subject in the research process;
• techniques, problems and solutions in the analysis of numerical and non-numerical forms of data and
• issues around re-presentation, trustworthiness, transferability and credibility in education and social sciences.

The research method module sessions will usually be held on Friday afternoon/early evening during the academic year and will take the form of seminars, short lectures and workshops. As these sessions are intended to be generic it is not always possible to capture the full range and diversity of student research training needs. However, the School is open and flexible to helping each student attain appropriate support to assist with their research work.

In this case, students are strongly advised to discuss their training needs with their supervisors so that the SoE can try to address their requirements, particularly so if their intended methods are outside the School’s range of expertise.

Please note that most module materials such as readings and power-point presentations can be found on ‘My Blackboard’ to which registered research students will have access. Tutors on the modules will provide guidance on how this material can best be used.

In accordance with the College Calendar 2015-16, Part III, 2.7 and given the centrality of the Research Methods module to the structured PhD in the School of Education, attendance is mandatory. Students are required to sign in at the module sessions. Please familiarise yourself with the module timetable for the year, contained in Appendix 8.

2. Optional modules

In addition to the required module, postgraduate students, in consultation with their supervisors, may elect to enrol on other modules available in the SoE or College more widely. Students should, in the first instance, discuss their research and education needs and interests with their supervisors who will try to advise them about suitable modules. A number of generic and so-called ‘transferrable skills’ modules are available to PhD students in such things as: Planning and Managing Research; Information Literacy; EndNote; there is also a Diploma in Statistics teaching on creative thinking and innovation. These modules are provided by College services such as: the Centre for Academic Practice and e-Learning [CAPSL], the Library; the School of Computer Science and Statistics and the Innovation Academy. For further details on The Innovation
Academy (a joint venture involving Trinity College, UCD and QUB), CAPSL and the Student Learning Development group, see (respectively):

https://www.tcd.ie/Graduate_Studies/InnovationAcademy/index.php

https://www.tcd.ie/CAPSL/students/

http://www.tcd.ie/Student_Counselling/student-learning/.

In the main, these modules are provided free of charge to registered PhD students.
SECTION 6 THE CONTINUATION PROCEDURE: PhD

All students on the full-time PhD register are formally assessed on their academic progress within the first 18 months of their registration. For part-time students this is extended by 12 months, i.e. within 30 months. This event, a formal requirement of the University, is referred to as the confirmation process and students’ continuation on the PhD register, is contingent upon successful completion of this process. The function of the confirmation process is to ensure that the student has progressed from their point of entry onto the programme to a sufficient level to enable him/her to begin to undertake the substantive research element. Although work on the thesis will have begun in years one and two (for example, the literature review, the development and piloting of research tools, identification of participants and so on), what constitutes ‘substantive’ is nonetheless contingent on: 1) what kind of study is being proposed (empirical or non-empirical) and 2) the knowledge domain and disciplinary frameworks.

THE CONFIRMATION PROCESS

The confirmation process comprises two elements: 1) the confirmation report and 2) the confirmation interview. The date and time of the confirmation interview is the responsibility of the supervisor but the research officer will formally notify you of these details. Students must be prepared to make themselves available for the interview.

The PhD Confirmation Report

The candidate should submit a portfolio of work, consisting of the completed Continuation Form reproduced in Appendix 5 and two draft chapters, two weeks prior to the date of the Confirmation Interview. The portfolio (Continuation Form and two chapters) will not ordinarily exceed 20–25,000 words.

These chapters should provide the following.

1. Background to the study – this should include a rationale as to the nature and origin of the research questions/issues being explored and a ‘critical review’ of the literature accumulated so far (e.g., theoretical and conceptual models, empirical and non-empirical work by other writers, etc) and how this connects to the research questions.

2. The proposed research design – at this stage it is expected that students will be able to present in detail the various elements of their study. This should include not only details such as the research approach(es), methods, ethical issues and analytical strategies, but practical details as to the size and characteristics of samples, location of the study, stage of engagement with gatekeepers (e.g., negotiations around ethical considerations) and so on.

It is imperative that a draft of the report is discussed and shared with the student’s supervisor to allow for comments and constructive criticism, before being formally
submitted to the Research Officer. Two hard copies of the confirmation portfolio should be submitted.

**The PhD Confirmation Interview**

The confirmation interview (which should be regarded as tantamount to an oral examination), will be attended by the student and an interview panel. The panel will normally consist of a reader and the co-ordinator for PhD students (acting as chair) and another academic who is deemed by College to be eligible to supervise PhD students. The supervisor is responsible for organising the reader but will try to take into consideration the views of the student as to who that person might be. The supervisor cannot take on the role of the ‘other person’ (ie, reader) but is expected to attend the interview as an observer. While there is no specified length for a Confirmation Interview, it is not normally expected that the interview would exceed an hour.

The panel’s assessment of both the written and oral presentations given by the student is guided by three broad considerations.

1) Does the report as presented demonstrate sufficient rigour eg are the research questions grounded in the literature, is the proposed methodology (including ethical considerations) appropriate for the kind of questions or issues posed by the student?

2) Does the report as presented demonstrate the capacity to work at a doctoral level? Hence there will be a focus on evidence of criticality, ability of synthesis, sufficient depth etc.

3) Is the study/research as presented capable of being completed in the time allowed for the work? This is concerned with issues of scope and scale linked to the logistical and practical dimensions of the proposal.

It is hoped that the confirmation process is seen as positive and formative, underpinned by the principles of peer group collaboration and critique which focuses on:

1) *summative evaluation* which allows the student and panel to gain an insight and understanding into where the student has reached in their development in reference to the programme aims and outcomes, and

2) *formative evaluation* which allows the student and supervisor to hear the views of the panel in relation to the research and receive suggestions, if any, as to how the research might be developed.

After the confirmation interview, the student will receive written comments in which should include the decision of the panel as to where the student stands in relation to the following outcomes:

(a) continuation on the PhD register;
(b) continuation on the PhD register after some minor changes have been made to the PhD confirmation report;

(c) continuation on the PhD not recommended at the moment: a new report to be written and confirmation interview to be held again as soon as possible thereafter;

(d) a recommendation to change to the general Masters register to submit a Masters thesis or

(e) not to continue as a postgraduate research student.

A student may appeal the result of a PhD confirmation interview. According to Part III of the University Calendar:

*Where a transfer or confirmation panel interview has been held, and the panel has determined that a student may not transfer to, or continue on the PhD register, the student may appeal in the first instance to the relevant School appeals committee. The grounds for the appeal must be clearly stated and supported where necessary by documentary evidence. If the student is granted another interview, the decision of the panel in that case will be final.*

If a student is not satisfied either with the decision made by the SoE’s appeals committee or, indeed, if consideration of an appeal is refused, he/she is entitled to write to the Dean of Graduate Studies concerning this position. In this case the student must state on what grounds he/she seeks to appeal and what redress is sought. If the Dean of Graduate Studies refuses leave for an appeal, the student can seek an appeal of this decision by contacting the Academic Appeals Committee for Graduate Students (Research). (See Part III of the Calendar).
SECTION 7  THESIS SUBMISSIONS AND EXAMINATION:

PHD AND M LITT

THE THESIS EXAMINATION PROCESS

The following points in regard to the thesis examination process are taken from Part III of the University Calendar and as such they merely represent an overview. For full details please refer to the Calendar and the Graduate Studies Office’s/Registry website.

It is important to be aware that the award of the PhD and M Litt are based on the written thesis. For M Litt students assessment is based solely on the examination of the written thesis by an external (not a member of TCD’s academic staff) and internal examiner (a member of TCD’s academic staff, who need not be part of the SoE). The PhD, in addition to the examination of the written work, is also subject to a viva voce (oral examination), which is discussed in more detail below. However, on some occasions a viva voce may be requested by either examiner and/or the Director of Teaching and Learning (Postgraduate) for an M Litt.

Submission of the Thesis

It is important that students are aware of and adhere to the specific regulations regarding the submission of the thesis. These can be found in the appendices to this handbook or in Part III, Section 1.38 of the 2015-16 University Calendar and cover such matters as length of the thesis, font size, use of illustrations, the declaration and so on.

It is also important to note that it is at the discretion of the student when to submit their thesis (PhD or M Litt) for examination. College can only advise students to seek agreement from the supervisor[s], but they are not obliged to do so. However, all students are encouraged to seek advice from the supervisor[s] concerned before submitting. The examiners are nominated by the Director of Teaching and Learning (Postgraduate) in consultation with the student’s supervisor[s].

Thesis Examination [University Calendar Part III (2015-16), 2.16]

According to Part III, Section 2.16 of the University Calendar (2015-16), award of the Masters degree is based on a thesis which has been deemed to show:

- evidence of rigour and discrimination, appreciation of the relationship of the subject to a wider field of knowledge, and make some contribution to knowledge/scholarship (but it is not necessary that it be worthy of publication); it must be clear, concise, well written and orderly and must be a candidate’s own work.
Award of the **PhD degree** is based on a thesis which has been deemed to show:

* evidence of rigour and discrimination, appreciation of the relationship of the subject to a wider field of knowledge/scholarship, and make an appreciable, original contribution to knowledge; it should show originality in the methods used and/or conclusions drawn, and must be clear, concise, well written and orderly and must be a candidate's own work.

**Thesis Examination: The Viva Voce**

The *viva voce* is mandatory for doctoral students. The conduct of the examination (location, times etc.) is the responsibility of the examiners in consultation with the Chair of the session. The Chair is normally the Director of Teaching and Learning (Postgraduate) or his/her nominee. If the *viva* for any reason cannot be undertaken as a live face-to-face encounter, an application must be made in advance of the proposed *viva* to the Dean of Graduate Studies who will consider a request for an alternative arrangement (eg skype).

The internal examiner functions as the main point of contact for the external examiner and is also responsible for the organisation of the *viva voce* (especially location, times, dates etc).

Any discussion concerning the proposed result of the thesis prior to the *viva voce* may only involve the internal and external examiners and the Chair.

There are no regulations concerning the nature and/or duration of the *viva voce* as a process. They are usually as long or as short as they need to be. Students are normally told of the outcome of the process (both the thesis and the *viva voce*) at the end of the *viva*.

Once the time and date of the *viva voce* is known, we strongly advise students to meet with the supervisor[s] to discuss advance preparation for this examination. This discussion can take different forms. Although it is not possible to predict what issues examiners might explore in a viva, they may include the following.

- What are your research questions?
- What have you done?
- Why have you done it?
- How have you undertaken your research?
- What have you found?
- What are the implications of what you have found?
- Where do you go next?
Thesis Examination: Categories of Outcome

The possible outcomes for the examination (M Litt or PhD) are as follows.

**M Litt** The examiners may propose that:

(i) the degree be awarded for the thesis as it stands,

(ii) the degree be awarded for the thesis subject to minor corrections, for which two months are allowed from the time of notification,

(iii) the thesis be referred for major revision and subsequent re-examination, for which six months are normally allowed from the time of notification, or

(iv) the thesis be failed.

When examiners propose either failure, or referral of a thesis for revision, they must hold a *viva voce* examination. The candidate must be informed of the reason for the *viva voce*. A thesis may only be referred for major revision once: in other words, option (iii) above is not available to examine on re-submission.

It is important to note that students must come back on books for option (iii) and there are usually fee implications.

**PhD** The examiners may propose that:

(i) the degree be awarded for the thesis as it stands;

(ii) be awarded for the thesis subject to minor corrections, for which two months are allowed from the time of notification;

(iii) the thesis be referred for major revision and subsequent re-examination, for which six months are normally allowed from the time of notification;

(iv) a lower degree be awarded, if necessary following minor corrections to the thesis or;

(v) the thesis be failed.

A thesis may only be referred for major revision once: in other words, option (iii) above is not available to examiners on re-submission. Where corrections are required these must be carried out by the student before the results are submitted to Council. In such cases a letter must be written by the internal examiner stating that the corrections have been carried out satisfactorily. In the case of (iii) *revision*, a second examination will be required, but not necessarily a second *viva*. In the case of *minor corrections* a student may have up to two months to carry out the specified changes.
It is important to note that students must come back on books for option (iii) and there are usually fee implications.

Where there is a disagreement between whether the thesis should be awarded as it stands or be subject to minor corrections, the Dean of Graduate Studies adjudicates. Where there is a disagreement over whether the thesis be referred for major revisions, the Dean of Graduate Studies and the Director of Teaching and Learning (Postgraduate) will attempt to negotiate an agreement between the examiners. If no agreement can be reached then the Dean of Graduate Studies will appoint two new examiners.

The reports written by the examiners, which must be submitted independently at the end of the examination period, are available initially only to the Dean of Graduate Studies, the Director of Teaching and Learning (Postgraduate) and the supervisor[s]. However, candidates are entitled to see the reports relating to their examination on written request. Such requests should be addressed to the Director of Teaching and Learning (Postgraduate) who will bring their request to the Dean of Graduate Studies.

A thesis can only be referred for major revisions once and can only be examined twice before a final decision on its status is reached.

Where _minor corrections_ (PhD outcome ii above) are required these must be carried out by the student, within two months, before the results are submitted to the University Council. In such cases a letter is required from the internal examiner to the Dean of Graduate Studies certifying that corrections have been carried out satisfactorily.

In the case of _major revision_, (PhD outcome iii above) a second examination will be required, but not necessarily a second _viva_.

When submitting their final hard copies of their theses, students should also submit a soft copy in PDF format to the SoE’s Research Officer.

### Appeals

Where a student who has gone through the process of a _viva voce_ and the thesis is referred back for extensive revision, or the award of a lower degree or outright failure is recommended, the Dean of Graduate Studies shall inform the candidate of the verdict prior to the submission of the examiners’ reports to Council. Appeals will be entertained only in cases amounting to a reasonable claim that the examination was unfair. If the candidate wishes to appeal, he/she must make application to the Dean of Graduate Studies. Appeals must be presented in writing in the first instance by the student’s supervisor (or if the supervisor is unwilling), by the student. Further details are available in the University Calendar.
SECTION 8 ETHICAL GUIDELINES AROUND CONDUCTING EDUCATIONAL RESEARCH

Good research is not just about the quality or even the quantity of data that you gather, but also the way in which you undertake your work. As such these guidelines are intended to support you through this aspect of the research process and draw your attention to how you as a researcher, should interact with those who are participating in your study. The main point to note is that they are not meant to be prescriptive, as it is not possible to specify in detail what you should do in any given circumstance. In this sense, these guidelines should be used as a set of reference points to consider in discussion with your supervisor, during both the design and implementation stages of your study. Where appropriate, you should also be fully conversant with any ethical guidelines which are specific to your own discipline, for example, psychology, sociology, and so on.

In order to keep these guidelines as simple and clear as possible they are divided into two main sections. The first section ‘responsibilities and relationships with your participants’ provides guidance on how you should conduct your interactions with those who are participating in your study. The second section ‘ensuring anonymity and confidentiality’, is concerned with guidance on the kind of assurances you offer your participants with regards to the information they impart to you, and the uses to which it may be put.

RESPONSIBILITIES AND RELATIONSHIPS WITH YOUR PARTICIPANTS

It is important to be aware that as a researcher you are engaging in a social relationship with your participants whether they be individuals (such as teachers, lecturers, parents, children, young adults, school or college governors, ancillary and support staff), social groups or entities (such as schools, colleges, social service departments). As such these guidelines are intended to help you navigate this part of the research process.

1. Research should be based on informed consent. That is, the information given by your participants should be done so freely on the basis that they know and understand 1) the purpose of your research, 2) who is undertaking it, 3) why it is being undertaken and 4) who is sponsoring it - if at all.

2. Your participants should normally be given anonymity. This requires you to ensure that any disclosure of your data or subsequent analysis does not refer directly to the participants in your study. However, circumstances vary and this may not be the norm in, say, oral history where interviewees are often identified by name in print.

3. You should inform your participants that they are able to reject the use of data-gathering devices, for example, tape recorders.

4. If you are conducting field work, do not assume that once you have negotiated access and consent to work in some setting(s), that this will automatically be
granted each time you enter the setting(s). Treat this part of your work as continuous and be prepared to re-negotiate access at various junctures. This line of reasoning should be followed whether you are conducting research in your own work-place or a setting where you are already perceived as a member, and sites that are new to you.

5. All research is a kind of intrusion into the lives of those who are being studied. Some participants may welcome such interest and others may not. It is important that you respect the wishes of those who do not want to participate in your study, as not everyone will see such a process as a positive experience. Also, it is important not to give the impression to your participants, that your research may provide immediate answers or solutions to problems that you are investigating.

6. If you plan to place your research in the public domain, for example, through publications, conferences, seminars etc, or could reasonably expect that it will become known publicly, you should inform your participants of this is, along with guarantees of anonymity (if applicable in your case).

7. Considerable care should be exercised when working with those participants who may be seen to be vulnerable due to such factors as their age, status within an institution or organisation, and powerlessness. In addition, researchers must avoid exploiting disadvantaged individuals or groups for their own academic/professional advantage. Where possible and/or appropriate, it is desirable that research in whatever context (home/international/development) should be collaborative, involving local participants.

8. You must be careful not to intrude on the personal space of your participants or their relationships with others who may or may not be directly involved in your study.

9. As with access, informed consent should not be taken for granted, but subject to re-negotiation as various junctures during your study. This is especially important when seeking to obtain sensitive information. Do not assume that once a participant has agreed to be part of your study ie given their consent, that this means that they will be willing to divulge any information that you ask for. This should equally hold when working within institutions. If access has been gained via a gatekeeper, then do not presume that all people within the organisation are willing participants by proxy. Each time you approach someone new for information in any form (interview, observations, documents etc), you must obtain his/her consent.

10. In the case of any transcripts that you make, you should always seriously consider showing and/or sharing this information with your participants as a way of ensuring accuracy.

11. It is essential that you do not engage in any activities or act in any way which may have negative consequences for your participants or their relationships with others who may not be directly involved in your study.
12. It is important for the researcher to be sensitive to, and to respect, conventions/cultural constraints when carrying out research in a cultural context with which he/she is not familiar or of which he/she is not a member. Consultation with a member or members of the cultural community regarding appropriate instruments and procedures is highly desirable before research commences, so that offence can be avoided.

13. The presentation of research findings should respect the sensitivities of the community in the context in which the research has been undertaken. Care must be taken not to humiliate/embarrass members of the community where research has been undertaken, though this does not entail allowing others to censor your findings.

ENSURING ANONYMITY AND CONFIDENTIALITY

1. At the outset of your research you should offer where appropriate, guarantees of confidentiality (ie non-disclosure of proffered information to others) and anonymity (ie information cannot be traced back to specific individuals/organisations). If you are conducting unique interviews or observations, this must be made clear at the beginning of each encounter or session. This guarantee should also be given when asking for forms of documentation that are not already available within the public domain, for example, pupil records. In situations where you may intend to use direct quotations, specific images etc it is vital that you communicate this to your participants. But, again, nobody has a veto on your analysis of your results, though participants may withdraw in retrospect and you cannot use material (such as interviews) taken from them in that case.

2. As a researcher you should respect the privacy and anonymity of your participants. What this means is that personal information and disclosures should be kept confidential. If need be, you may, depending on the situation choose not to record such information.

3. The identities and any related research records (for example, interview transcripts, interviews tapes, video tapes, observation notes etc.) should be kept confidential.

4. You should always store your data in a secure manner. If practicable, always try to break the link between the data and identifiable individuals. For example, use codes, pseudonyms and other forms of identifiers instead of your participants names, places of work and so on. Where you are using a mixture of information which is in the public domain and which has been obtained by informed consent which concerns the same organisation, you must also ensure that there is no traceable link. In this situation it is best to remove from public documents any identifiers which could be associated or linked to your participants.

5. Try to honour your guarantees of confidentiality and anonymity. If you need to or have to share data with others (for example, your supervisor) it is important that you
inform such people of the guarantees you have given and that they too, should abide by them.

6. As a researcher, you should avoid any actions or modes of behaviour which may produce consequences which make it difficult for other researchers who may follow you.

7. When placing your data, or the findings derived from your research, into the public domain you must remove any identifier which could be traced back to the participants in your study, for example, names, specific locations etc.

8. You should be familiar with the requirements of the Data Protection Act 1988 and subsequent amendments and the Freedom of Information Act 1997 and subsequent amendments.

(See Appendix 4 for further information).

**Plagiarism**

Details of how to find College’s plagiarism policy can be found in Appendix 4.

NB: As a result of a policy adopted in 2015, ‘[A]ll students... must complete the online tutorial on avoiding plagiarism “Ready, Steady, Write”, located at [http://tcd-ie.libguides.com/plagiarism/ready-steady-write](http://tcd-ie.libguides.com/plagiarism/ready-steady-write)’ (Dean of Graduate Studies, September 2015). The SoE has no involvement in the operation of this.
SECTION 9 FACILITIES FOR RESEARCH STUDENTS IN THE SCHOOL OF EDUCATION

STUDY ACCOMMODATION
See attached Appendix 7 on Regulations for Research Study Rooms in the School.

COMPUTING SERVICES
Students have access to ‘public access computer rooms’ (PACRs). Please see ISS website for details and also for up-to-date information training courses and support provided to students.

PHOTOCOPYING
Full-time research students have access to limited photocopying facilities. Please liaise with the School’s Research Officer for details.

MAIL
Incoming student mail is usually delivered to Room 3087 in the Arts Building.

EMAIL
All formal communication pertaining to your studies will be undertaken via your TCD account. Please ensure that you activate this account immediately after you register.

RESEARCH EXPENSES
There are a number of sources available for funding to support travel and other research related expenses in College. Please refer to Part III of the Calendar and the Graduate Studies Office/Registry’s website for details.

CONFERENCE ATTENDANCE
Students are encouraged to present their research at relevant conferences. There is some limited funding available in College for this purpose. Students are encouraged to apply for such funding.

HEALTH AND SAFETY
It is important that students make themselves aware of the College’s Health and Safety policies. These can be found on the web pages of the Director of Buildings. For details, see: http://www.tcd.ie/Buildings/Safety/safetyhealthandwelfare.php
SECTION 10   LIBRARY

The Library will probably be an important aspect of any student’s success and enjoyment at Trinity College and we hope that this introduction will help new students to get the most from its resources and also to encourage returning students to extend their knowledge of what is available, on the shelves and through its web pages. It aims to provide high quality facilities and continuing support to students and postgraduates, and this range of services is based on close liaison with students’ representatives and academic staff. It should be noted that the School of Education has a dedicated librarian, Ms. Geraldine Fitzgerald, who can be contacted at: fitzgey@tcd.ie and 00353-1-896 3322 for information and advice.

One of the things which we would strongly encourage you to become familiar with is the very extensive array of materials (journals, database, web portals etc) which are held electronically by the Library (http://www.tcd.ie/Library/). There are a very large number of journals from which you can directly download the articles in text or pdf formats. It should be noted that whilst the library has a large stock of journals, not all of them are on the shelves and have to be ordered from the ‘stacks’ which can take about a day to be delivered.

As one of the great university libraries of the world, the College Library is a large organisation and can be complex to get to grips with early on, so it will help if you take advantage of the Library tours and the Information Skills Training programme which runs during the first Semester. These are designed to provide basic induction to the library and to focus on the information needs of different groups of students.

THE BUILDINGS

Students should soon become familiar with the physical layout of the Library’s buildings, on and off-campus. The Hamilton Library serves students in Science and Engineering studies. The Berkeley/Lecky/Ussher complex (referred to as “The BLU”) provides access to collections and services to Arts (Humanities), Arts (Letters) and BESS materials. It also houses the Map Library, facilities for students with disabilities, multi-media, photocopying and printing facilities. The 24-hour access computer room in the Ussher Library, with access off the podium, provides study accommodation and internet access to students working around the clock. The Old Library building has the departments of Early Printed Books and Manuscripts, together with the Library Shop, Book of Kells exhibition and Long Room. Members of College may visit these public areas with their guests. The 1937 Postgraduate Reading Room provides designated study accommodation for postgraduates. Off-campus, the Stearne Medical Library on the St James’s Hospital Teaching Centre delivers services to health science students on clinical attachment and students working at Tallaght Hospital may use the AMiNCH Hospital Library.

THE COLLECTIONS

Our status as a Legal Deposit Library means that we acquire well over 100,000 print items each year. About 25% of our collections are available in open collections in the reading rooms; the rest are available promptly through the Book stacks service. The
Library’s resources range from over 30,000 electronic periodicals and databases to textbooks, literary papers, manuscripts, maps and microfilm. We have a stock of over 4.5m items. Your first point of access to many of these resources is the Library’s web page at [http://www.tcd.ie/Library/](http://www.tcd.ie/Library/).

The Library’s staff members are keen to help in advising on use of the services so please ask if you are having difficulty in navigating around the system. The Library has a strong commitment to supporting students with disabilities. It is also very helpful for the Library to discuss relevant issues with the Students Union and we have regular meetings with Students Union Officers on developments and areas of concern. You can raise issues with your Library Class Representative who will forward them for discussion with the Library.

**ADMISSION**

Members of College must show their current Trinity College ID card on entering the Library. A swipe card system is in operation at the Berkeley Library entrance. Lost cards should be reported immediately to Student Records who will issue replacements.

**Opening hours***

<table>
<thead>
<tr>
<th>Library</th>
<th>Subjects</th>
<th>Monday to Friday</th>
<th>Saturday</th>
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</thead>
<tbody>
<tr>
<td>Berkeley/Lecky/Ussher</td>
<td>Arts, Humanities, Social Science</td>
<td>09.00 – 22.00</td>
<td>09.30 - 16.00</td>
</tr>
<tr>
<td>Hamilton Library</td>
<td>Science, Engineering &amp; Computer Science</td>
<td>09.00 – 22.00</td>
<td>09.30 - 16.00</td>
</tr>
<tr>
<td>Early Printed Books</td>
<td>Early Printed Books</td>
<td>10.00 – 22.00</td>
<td>09.30 – 16.00</td>
</tr>
<tr>
<td>John Stearne Medical</td>
<td>Medicine &amp; Occupational Therapy</td>
<td>09.30 – 21.45</td>
<td>09.30 – 13.00</td>
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<tr>
<td></td>
<td></td>
<td>09.30 – 20.30 Fri</td>
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<tr>
<td>Manuscripts</td>
<td>Manuscripts</td>
<td>10.00 – 17.00</td>
<td>10.00 – 13.00</td>
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</table>

**Summer Vacation**

<table>
<thead>
<tr>
<th>Library</th>
<th>Subjects</th>
<th>Term</th>
<th>Summer Vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley/Lecky/Ussher</td>
<td>Arts, Humanities, Social Science</td>
<td>09.30 – 17.00</td>
<td>09.30 – 13.00</td>
</tr>
<tr>
<td>Hamilton Library</td>
<td>Science, Engineering &amp; Computer Science</td>
<td>09.30 – 17.00</td>
<td>09.30 – 13.00</td>
</tr>
<tr>
<td>Early Printed Books</td>
<td></td>
<td>10.00 – 17.00</td>
<td>09.30 – 13.00</td>
</tr>
<tr>
<td>John Stearne Medical</td>
<td>Medicine &amp; Occupational Therapy</td>
<td>09.30 – 17.00</td>
<td>Closed</td>
</tr>
<tr>
<td>Manuscripts</td>
<td>Manuscripts</td>
<td>10.00 – 17.00</td>
<td>10.00 – 13.00</td>
</tr>
</tbody>
</table>
*Additional opening times and alterations are given on the Library’s web site and on reading room notices.

**CATALOGUES**

The Library’s catalogues record what we have and where items are located. The different catalogues cover different periods of the Library’s past. The catalogue record will give you the shelf mark of material which acts like the item’s address within the Library.

*Online catalogues (In all reading rooms and on web)*

Includes almost 90% of the Library’s collections; all periodicals; a very large proportion of early printed material and all electronic items.

*Accessions catalogue (Ground Floor, Berkeley Library)*

Lists all items received from 1873 to the 1960s –some overlap with the online catalogue - by author.

*Printed Catalogue (Ground Floor – Berkeley Library and Early Printed Books)*

Lists all items acquired up to 1872 - by author.

**Location of collections**

Open access = on the shelf in a reading room.

Closed access = held in storage.

The open access collection is generally purchased and recommended course-relevant material. It is classified by subject matter according to the Dewey Classification scheme in which each major division of knowledge is given a number between 100 and 999. As a result, material on similar topics is shelved as close together as possible. The letters in the shelf mark are prefixes to help identify and locate material. Always check the Library catalogue to be sure of the location of any text.

You can send for material on closed access by filling out call slips which you will find at the reading room counters. Call slips are colour coded for delivery eg blue for the Berkeley/Lecky/Ussher, pink for the Hamilton. Items from Book stacks take about one hour to arrive and deliveries from Santry arrive twice daily – at about 1.30 pm and 5.30 pm. An Automated Stack Request service is now also in operation.

**BORROWING**

A current Trinity College ID card is essential to borrow books. Research and higher degree postgraduates may borrow up to 10 books for one month from the open shelves and closed access areas. This can include up to four books from the one week undergraduate lending collection if no other copies are available.
RESERVE COLLECTION

The Reserve Collection is material that is in heavy demand and can only be read for a limited period (5 hours) in the particular reading room concerned. In addition to books, Academic staff often request that course material (lecture notes, journal articles etc.) be placed "In Reserve". The Reserve Collection is generally kept behind or near the counter and can also be known as the Behind Counter or Counter Reserve Collection.

INTER LIBRARY LOANS

Forms for obtaining items not available in the Library are located in all reading rooms. The cost to students is 8 euro per item.

RENEWALS AND CONSULTING YOUR OWN RECORD

Renewals and reservations are possible through ‘myLibrary account’ on the Library’s webpage. You can use this feature to renew your loans and make reservations.

CARRELS

Study carrels for Masters and doctoral students are available in the Berkeley, Lecky, Ussher and Hamilton reading rooms. Priority is given to first-time applicants and to those students completing higher degrees by research alone. Applications for carrels can be made at the Admissions Counter in the Berkeley/Lecky/Ussher Library or at the Hamilton Library counter.

PHOTOCOPYING AND PRINTING

Card operated photocopiers and printers are located throughout the library.

COPYRIGHT

You are required to comply with the Copyright Act 2000 when making photocopies from material which enjoys copyright protection. Details about copyright and handling of material are placed next to the photocopiers.

READERS WITH DISABILITIES

All services for students with disabilities, registered with the Disability Service, are coordinated through the Assistive Technology & Information Centre (ATIC) which is based in room 2054 in the Arts Building and is accessible through the Lecky Library and the Arts concourse. The Disability Service and ATIC can be contacted at 896 3111 or by email disability@tcd.ie. The Library provides Resource Rooms in several locations.
ATIC equipment

<table>
<thead>
<tr>
<th>Location</th>
<th>PCs</th>
<th>Scanners</th>
<th>Printers</th>
<th>TV / Video</th>
<th>VCR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley/Lecky/Ussher</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>(Multimedia area)</td>
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<tr>
<td>Room 1</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Room 2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Room 3</td>
<td>2</td>
<td>1</td>
<td>Braille</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Hamilton</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>John Stearne</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The rooms are all wheelchair accessible and equipped with the latest assistive technology hardware and software. For further details refer to: [http://www.tcd.ie/disability/services/assistive-tech/index.php](http://www.tcd.ie/disability/services/assistive-tech/index.php).

**Electronic resources**

The library subscribes to a wide range of databases and e-journals covering all subjects. These are available from the library webpage ([http://www.tcd.ie/Library/](http://www.tcd.ie/Library/)) and the online catalogue. Access is also possible from College PAC rooms and home computers.
INFORMATION SKILLS TRAINING
The Library staff run a programme of training sessions at lunch times during the first Semester on how to get the best from the Library and its resources. Look out for details on notice boards and on the web.

CONTACTS AND FURTHER INFORMATION
Please ask any member of Library staff for assistance or directions in the reading rooms. Information on all services and announcements on changes and developments are available from the Library’s web site at: http://www.tcd.ie/Library/

SOME RULES AND REGULATIONS

- Mobile phones must be switched off before you enter the Library.
- No eating, drinking, talking loudly or personal stereos permitted.
- Internet use within the Library is strictly for research. No e-mail or word processing is allowed.
- Do not re-shelve books. Please leave them on the trolleys provided.
- If you leave your seat for more than 15 minutes it may be taken by another reader.
- The library regulations are for the benefit of all library users and future users.

NEED MORE HELP?
The Library’s staff members are keen to help in advising on use of the services so please ask if you are having and difficulty in using the Library.
SECTION 11  SUPPORT SERVICES

As with all large universities, TCD offers and provides a range of other services, which are to support you as a student. As ever, the best place to explore them in more detail is via the TCD website (http://www.tcd.ie/students/) Some of the services relate only to undergraduates or postgraduates, but there are a number which are relevant to both groups such as the ‘Disability Service’ or the ‘Junior Dean’. There is also a Graduate Students Union [GSU] (http://www.gsu.tcd.ie/), of which, as a registered student, you automatically become a member. One particular facility that you might find useful is the 1937 Postgraduate Reading Room - located in Front Square beside the Exam Hall – which is open from 8.00 am to 12.00 am year-round. It is described by the GSU as a ‘quiet place to study and postgraduate students can avail of computer and web access, photocopying and low-cost printing’.

As ICT becomes more central to being a postgraduate student, it is essential that you familiarise yourself with TCD’s Information Systems Services (http://isservices.tcd.ie/). This is a large multifaceted department that covers most, if not all, ICT needs from purchasing software and hardware to the provision of short courses. For those students who have a suitable laptop, one thing you may find useful is the ISS wireless network service. Details on how to connect to this can be found on their website. On the days you are in College, it can provide you with a relatively ‘hassle free’ alternative to finding a computer workstation in one of the computer rooms spread around the campus.

POSTGRADUATE ADVISORY SERVICE

The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students at Trinity College. It offers a comprehensive range of academic, pastoral, and professional supports dedicated to enhancing your student experience. The Postgraduate Student Support Officer (Elaine Moore) provides ‘frontline’ support for all postgraduate students at Trinity College Dublin. She will act as a first point of contact and a source of support and guidance, both on your arrival in College and at any time during your stay. In addition to the Postgraduate Student Support Officer, each Faculty has three members of their academic staff, with substantive experience of research supervision, designated to provide local support to the postgraduate students for whom the Faculty is responsible. If you require specific advice, or would like to arrange a confidential meeting with the dedicated Student Support Officer, you can make an appointment by phoning +353 1 896 1417, or by e-mailing pgsupp@tcd.ie

The service is located on the second floor of House 27 in the Senior Tutor’s Office. www.tcd.ie/senior_tutor/postgraduate

Postgraduate Support Officer,
Senior Tutor’s Office,
House 27,
Tel: +353-1-896 1417
E-mail: pgsupp@tcd.ie
Web: https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/
**STUDENT COUNSELLING**  
Website: [http://www.tcd.ie/Student_Counselling/](http://www.tcd.ie/Student_Counselling/)  
The Student Counselling Service is a confidential, professional service available free of charge to every Trinity College student. It offers help in coping with any personal or emotional problems which may impact on your studies or progress in the university and offers learning support and development aids. Appointments should be made directly with the Counselling Service. Students may also like to contact the Peer Support Group ‘Student 2 Student’ which is a group of students trained in listening and helping other students.

**STUDENT LEARNING DEVELOPMENT SERVICES**  
Website: [http://www.tcd.ie/Student-Counselling/student-learning/index.php](http://www.tcd.ie/Student-Counselling/student-learning/index.php)  
Student Learning Development is part of the Counselling Service in Trinity College Dublin. Its role is to help students to improve their learning and study skills via one to one appointments and workshops. It can help with academic writing, revision and exam strategies, time management, giving presentations, motivation, critical thinking and thesis writing. For further information see their website or contact them by email on lsdev@tcd.ie or telephone on (01) 896 1407

**DISABILITY SERVICE**  
Website: [http://www.tcd.ie/disability/](http://www.tcd.ie/disability/)  
The Disability Service is the support service for students with disability or special learning difficulties. Students requiring support from Trinity College due to the impact of their disability or specific learning difficulty are advised to contact the Service as early as possible to explore what supports can be provided.

**CAREERS ADVISORY SERVICE**  
Website: [http://www.tcd.ie/Careers/](http://www.tcd.ie/Careers/)  
The Careers Advisory Service is located on the second floor of 7-9 South Leinster House, Nassau Street. This service helps students at all stages to plan their career. Its information centre can advise on vacation work, career options, job vacancies, job application, interview techniques, and much more.

**COLLEGE HEALTH SERVICE**  
Website: [http://www.tcd.ie/College_Health/](http://www.tcd.ie/College_Health/)  
The College Health Service in House 47 is open every weekday and provides relatively inexpensive primary health and psychiatric care, by appointment. It is open Monday to Friday from 9.30 am to 4.40 pm.
**Graduate Students’ Union**  
Website: [http://www.tcdsu.org/](http://www.tcdsu.org/)

Located on the second floor of House Six, the Graduate Students' Union is an independent body in College, that represents postgraduate students. On registration, all postgraduates are automatically members. It is run by two full-time sabbatical officers. The President is responsible for strategy and policy formulation, whilst sitting on a wide range of committees. The Vice-President is the GCU’s Education and Welfare Officer and advises students on matters such as academic appeals and supervisor relationships, in addition to providing advice and direction on more personal matters, such as financial concerns, illness and bereavement. Any discussions about such concerns are treated with the strictest confidentiality. The GSU offers three main facilities: the 1937 Reading Room, the GSU Common Room on the first floor of House 7, (open daily from 8.00 am to 11.30 pm) and the GSU office in Room 28, House 6.

Contact the GSU at either: president@gsu.tcd.ie, or vicepresident@gsu.tcd.ie.

**Chaplaincy**  
Website: [http://www.tcd.ie/Chaplaincy/](http://www.tcd.ie/Chaplaincy/)

Trinity College Dublin is non-denominational and as part of its commitment to enhancing the quality of student life, supports a chaplaincy service run by the four principal Christian traditions in Ireland. Chaplains offer pastoral and spiritual guidance through a programme of faith development, conversation and prayer groups and students are welcome to attend any of the seminars, days of reflection and weekends away. Tea and coffee are available all day in the chaplaincy in House 27 on weekdays during term time and a free lunch of soup and sandwiches is available each Tuesday in term time between 12.30 pm and 1.30 am. All students are welcome.

The College also maintains prayer rooms for Muslim students. Further details of these, other religious communities in the Dublin area and the times of services in the College chapel are available on the Chaplaincy website.
Appendices
Appendix 1

Postgraduate Supervision*

Best Practice Guidelines on Research Supervision for Academic Staff and Students

The Guidelines deal with supervision under a number of different headings such as Regulations, Academic Standards, General Relationship of Supervisor to Student and conclude with select Literature on this issue.

Regulations: the regulations governing a postgraduate student's progress through College are detailed in the University Calendar Part III.

Academic Standards: The University does not issue detailed specific guidelines in this area. The University Calendar Part III contains general statements about the different standards that Masters and Doctoral theses are expected to meet.

Relationship of Supervisor to Student: The relationship of supervisor to supervisee is probably best thought of as one of mentorship or apprenticeship. Effective mentorship depends on a secure and trusting relationship between the partners. Supervisors must be accessible to the students for consultation, advice and assistance, and should meet the student on a regular basis during the academic year and reply to any written requests within a reasonable time. They should also give the students all possible assistance regarding access to the material, equipment and other resources essential to their research. Students have the right to appeal to the Graduate Studies Committee through the Dean of Graduate Studies if they feel that the regulations have been unfairly applied. Joint supervision is permitted, if prior approval has been obtained from the Dean of Graduate Studies. In all cases of joint supervision one supervisor will be the principal supervisor and that person should be in the department in which the student is registered. As the student is an apprentice she/he is reliant on the supervisor's experience. The supervisor will therefore to advise the student whether s/he has reached the appropriate academic standard for submission or transfer. Balanced against this is the fact that, in Trinity College, students are ultimately responsible for their own work, and its formal submission to the University. Given the potential academic closeness of the student/supervisor relationship, it is clearly inappropriate for the supervisor to act as the internal examiner.

Regulations pertaining to the procedure for examination of a research candidate are outlined in the Calendar Part III Section 2. The format and conduct of any viva voce examination is a School matter. The Director of Teaching and Learning (Postgraduate) in the School is responsible for nominating the examiners to the Dean of Graduate Studies, setting the date of and the composition of the group of persons attending the viva voce. Following the Irish Universities Quality Board recommendations, it is best practice to have a neutral third party chair in all viva voce examinations. The internal examiner is a
point of contact for the external examiner to do with all issues of the viva voce examination and has an overall responsibility for organising it. The University does not allow unofficial submissions to take place. All submissions of theses to internal and external examiners are formal and must be done through the Graduate Studies Office.

With regard to specific aspects of the supervisor to student relationship four issues need to be commented on.

1) Supervision of research
Supervisors have responsibility for guiding their students in a choice of research topic. It is therefore necessary for the supervisor to know the background to the topic in sufficient depth to have a clear view as to the project's feasibility. This is especially vital as students may have unrealistic views of what is needed to successfully complete a piece of research and can be easily side-tracked. Equally some students are too readily canalised to realise when a side-track is more interesting than the main-line they set out to follow. It is therefore vital that the supervisor is closely involved in drawing up the research plan and in following the progress of the research. Clearly the question of resources and their provision is of relevance. Students have the reasonable expectation that their supervisor is not going to point them towards a topic that cannot be developed due to there being insufficient resources, or because the resources are unavailable. It is also vital that the supervisor is aware of the experience and competency the student brings with them and the fit that has to the research project/topic. Monitoring of the student's progress is also vital. In the formal, non-academic, sense this involves knowing the regulations of the School and those of the University (when is the submission date, what happens if the student overruns or appeals?) Monitoring also involves commenting, constructively and promptly, on a student's oral and written work. Failure to do so should be regarded as unprofessional behaviour and can lead to serious problems and a rapid deterioration in the student/supervisor relationship at a critical time. Critiquing any person's work is difficult. Even constructive criticism can sometimes be misinterpreted as disinterest. For example one might try to encourage a weak student by restricting comment to the positive aspects of a piece of work leaving the impression that the remaining parts, which might be substantial, and which are less worthy, were unread. It is good practice to alert students to what they may expect from their supervisor by way of a critique of their work. Some supervisors have a policy of only reading their student's work once; others are happy to read it more often. Though it is the student and not the supervisor who is responsible for producing and writing their thesis/dissertation nevertheless some students may rightly seek a second reading of their work, notably those whose first language is not English.

All research students and their supervisors complete annual progress report which is an essential element in monitoring the progress of a research student and often highlighting unexpected problems which can then be addressed.

One of the most critical processes in terms of progress is that of transfer of a student from the Masters to the Ph.D. register. Though the procedures vary for good reason from School to School, there is now a rigorous system of student assessment in place described in the Calendar, Part III, Section 2. Supervisors must know and understand the procedure which operates within their School and within College at large. Supervisors must also be aware of the regulations and guidelines relating to thesis submission.
2) Student training and development
At all levels of academic inquiry, it is important that supervisors (and students) realise that a thesis forms part of a training process. Supervisors have the responsibility of trying to steer students between the Scylla of adequate training, presentation and depth of scholarship and the Charybdis of over emphasis on any or all of these areas. Supervisors must ensure that they are aware of precisely what their student is doing, are sanguine that it is being undertaken safely and competently, and that the student's actions are in full concord with any relevant regulations, laws or ordinances, in particular, the Freedom of Information Act. A key, but often ignored question is if the student is safe to be let out into the working environment. Supervisors should also be aware that they are one of the most vital links in the development of a research student and of his/her educational profile. The development of a research student often depends on an array of stimuli ranging from undertaking didactic elements, through involvement in teaching and interaction with their peers. As part of the training process, supervisors may therefore wish their students to attend some formal instruction and to take part in some form of undergraduate teaching. Both are legitimate aspirations; however whilst the former may be made mandatory; the latter is usually optional. One of the most notable deficiencies of students in general terms is, even in science, a lack of numeracy and knowledge of how to plan and design research. The College offers formal programmes in some of these areas. Supervisors should encourage their research students to attend relevant taught courses and to set up such taught courses themselves where there is an obvious need. There is no reason at all not to introduce taught elements into research degrees, though this may cause strains of various types in some areas.

3) Monitoring student welfare
This is an important area of supervision which however, on occasion, may become somewhat problematic as it is dependent on strong yet open communication by both student and supervisor. As a starting point it is clear that supervisors must be aware of their student's rights and inform them appropriately. Supervisors should also attempt to identify any areas of concern for their students which may affect their performance. Naturally such problems may not necessarily be grounded in the academic arena and so, to some extent, supervisors have to perform a delicate balancing act avoiding unwanted intrusion but demonstrating legitimate interest. Supervisors must be aware of their own personal limitations. For example in the case of a student having severe emotional or personal difficulties supervisors must not take over the role of professional counsellors but should be able to suggest appropriate resources to the student. The College is fortunate in having quite a good student support structure (e.g. student counselling service, health service etc) and supervisors have a responsibility to be aware of the existence of these bodies in College. The Graduate Students' Union offers free and confidential advice, advocacy and assistance (extension 1169 or 1006, email: president@gsu.tcd.ie or vicepresident@gsu.tcd.ie).

4) Supervisory competence
Supervisors have a multifaceted role in terms of competence and attention should be drawn in particular to five basic skills. Time management is important to ensure that the supervisor's students always feel that the supervisor wants to see them and not that they are a waste of the supervisor's time or an unwelcome intrusion. Indeed it is vital that
students feel that their requests to see the supervisor will be honoured. Equally it is important to make sure that students are aware that the supervisor has other tasks than to chat to them and that the supervisor is not a mind reader. It is necessary therefore to ensure that meetings with students are focused, and that they are enticed to clear exposition in order to enable the supervisor to understand what they need to know. Second, it must be clear to the student that the supervisor can help them academically. Students are attempting to do what the supervisor has already done i.e., is to develop their information management and data-management skills, whilst also developing their intellectual repertoire. Obviously supervisors must be academically competent in supervising their students’ theses and should not undertake to supervise well outside their own area of competence. Thirdly, many students find it difficult to stick to any sort of timetable. The project or problem under study must be defined with sufficient clarity for the supervisor and student to be able to see how the quality of their work relates to previous, successful, submissions. As the student has little or no experience in this regard it is up to the supervisor to assess whether the student has reached, or is capable of reaching, the appropriate academic standard (Masters, Doctoral). In this regard the process of academic transfer from the Masters to the Ph.D. registers is all-important and should, as previously stated, be rigorous. Such transfers offer the formal opportunity of making clear to your student their successes and failings. The annual progress report forms, which research students and their supervisors must fill in serve a similar purpose.

Fourthly, it must be clear to the student who is in charge and to whom they should turn in the event of a problem. In the case of joint supervision, who is the principal supervisor must be agreed between the supervisors and approved by the Dean of Graduate Studies a priori not a posteriori. In a more general context it is vital that supervisors realise that students usually perceive themselves to be at the power-receiving end of the supervisor-student relationship. This can lead to over-reliance on the supervisor and an inhibition of communication. It is vital to acknowledge that this difficulty exists and try to overcome it. Students must be forced to take the initiative. Whilst it is the supervisor’s prerogative to say if a thesis/dissertation is suitable for submission it is the student’s responsibility to take the decision as to whether to submit it or not. None of the above advice is of any practical use if the supervisor (or student) has poor communication and/or interpersonal skills. It is vital that supervisors talk to their students not only about the progress of their research but also about the process of their research - inhibition or problems of process inhibit progress. Though challenging, supervising is one of the most satisfying, though occasionally frustrating, elements of an academic’s role in College.

Literature
There are a number of books published on the topic of supervision with the four best references to recommend (all available in the Trinity Library).


Worth of consideration are also references written from the research students’ perspective.


This document was written by Prof. John Parnell, Dean of Graduate Studies (1997-2001). Updated March 2006 by Prof. Patrick J. Prendergast, Dean of Graduate Studies. Endorsed by the Graduate Students’ Union, March 2006. Noted and approved by the Graduate Studies Committee 30 March 2006.

*These Guidelines are also intended for supervisors of postgraduate students who work on dissertations on taught programmes.*
Appendix2
Referencing

Introduction
In light of the increase in use of citation and referencing software such as EndNote or RefWorks, the School of Education has amended its citation and referencing conventions to accommodate the use of such software. The conventions adopted are those of the American Psychological Association (APA) and when using EndNote or other citation software, you should format all entries as "APA 6th. The following indicates how cited work should be included in both the text of your thesis and the list of references at the end whether using software or not.
[The School of Education acknowledges the contribution of the State University of Sacramento in the preparation of this document]

IN TEXT
Throughout the body of your paper, note the author and date of research that you mention.
Author and Date Cited in Text (no parenthetical citation necessary)
In a 1989 article, Gould explores some of Darwin's most effective metaphors.

Author Not Cited in Text
As metaphors for the workings of nature, Darwin used the tangled bank, the tree of life, and the face of nature (Gould, 1989).

Author Cited in Text
Gould (1989) attributes Darwin's success to his gift for making the appropriate metaphor.

Direct Quotation with Name of Author
Gould (1989) explains that Darwin used the metaphor of the tree of life "to express the other form of interconnectedness—genealogical rather than ecological—and to illustrate both success and failure in the history of life" (p. 14).

Direct Quotation without Name of Author
Darwin used the metaphor of the tree of life "to express the other form of interconnectedness—genealogical rather than ecological" (Gould, 1989, p. 14).

For each of the samples above the correct "References" APA style format would be:

Quoting references that cite other works
To cite secondary sources, refer to both sources in the text, but include in the References list only the source that you actually used. For instance, suppose you read Feist (1998) and would like to paraphrase a sentence from Bandura (1989) within that book:
In this case, your in-text citation would be: Bandura (Bandura, 1989, as cited in Feist, 1998) defined self-efficacy as "people's beliefs about their capabilities to exercise control over events that affect their lives" (p. 1175). Feist (1998) would be fully referenced within the list of References. Bandura (1989) would not be listed.

LIST OF REFERENCES

Begin your list of references on a new page, headed with the word “References” centred at the top.
Use “Reference” if there is only one.
Alphabetize the list by author's last name. If there is no author given, start with the first significant word in the title.

For article titles, capitalize only the first word of the title and subtitle, and proper names. Periodical titles should be written in full with both capital and lower case letters. References are to be in a hanging indent format, meaning that the first line of each reference is set flush left and subsequent lines are indented (In Microsoft Office: Word 2007, choose Line spacing> Line spacing options> Indentation> Special> Hanging). Double space the entire list.

PRINT SOURCES: JOURNAL ARTICLES


One Author

Two to Seven Authors

Eight or More Authors
Note: Include all authors up to and including seven. For eight or more, include the first six, then an ellipsis, followed by the last author's name.

Magazine Article

Review of a Book

Daily Newspaper Article, No Author
Note: Use p or pp before page number. If the article had more than one page but not continuous then the citation would be "pp. A12, A14.”

**Letter to the Editor, Newspaper Article**

**Entire Issue of a Journal**

**PRINT SOURCE: BOOKS AND REPORTS**
Format: Author, A.A. (year). Title of work. Location: Publisher.

**Book**

**A Book by More than One Author**

**Edited Book**

**Corporate Author as Publisher**

**Anonymous Author**

**Chapter in a Book**

**ERIC Document**

**Government Report**
ELECTRONIC (BROADCAST, ONLINE and WEB SITES)
Many scholarly publishers have been assigning unique identifiers to each published article. The DOI (Digital Object Identifier) is an alpha-numeric code registered to each scholarly article in order to assign a persistent link to the article. The DOI has replaced the database name and URL in the list of references. Because the link is to the final version, do not include a retrieval date. Since DOI numbers are complex, copy and paste DOI into the reference. APA recommends that the DOI be included for print and online citations.
Citing electronic sources is similar to citing print sources; citations direct readers to the source or as close as possible.


**Full-Text Article with DOI assigned**

**Full-Text Articles without a DOI**
If no DOI has been assigned, provide the home page URL of the journal, book or report publisher. If you are accessing through a database, you may need to do a web search to locate the URL. It is not necessary to include the name of the database. There is no full-stop at the end of a reference citation ending with a URL.

**Online Newspaper Article**

**Research or Technical Report from a Web Site**

**Article from Web Site or E-journal**

**Webpage**
Note: Use (n.d.) if no date is given.

**Television Broadcast**

**Electronic Book from Web Site**

**Electronic Book from Database**

**Wiki**

**Data set**

**Blog post**

**Audio podcast**
Appendix 3 A

THE SUBMISSION OF THESES AND DISSERTATIONS
AN EXTRACT FROM THE UNIVERSITY CALENDAR.

1.38 The submission of theses and dissertations

1.38.1 General. Candidates and Supervisors should note that these requirements are mandatory and they are asked to familiarise themselves with the information below. Theses must meet all the requirements set out below. Please note: from time to time the Dean of Graduate Studies may approve other formats on an individual basis.

1.38.2 Language. A thesis or dissertation should be written in English or Irish unless prior permission has been granted for the use of another language by the Dean of Graduate Studies. A candidate who wishes to write a thesis or dissertation in a language other than English or Irish should initially contact his/her Supervisor/Course Co-ordinator. The Supervisor/Course Co-ordinator will then consult with his/her Director of Teaching and Learning (Postgraduate). If the latter can satisfy him/herself that a) there are sound academic reasons for the thesis or dissertation to be written in a language other than English or Irish and b) that the candidate has the necessary skills/fluency in the relevant language, then the Director of Teaching and Learning (Postgraduate) should send a summary of the case under the two headings outlined above to the Dean of Graduate Studies. The Dean of Graduate Studies will normally be guided by the recommendation of the Director of Teaching and Learning (Postgraduate), but may refer the matter to the Graduate Studies Committee if he/she deems it necessary.

1.38.3 Published Work. A thesis submitted for a higher degree may be based on, or include, writings already published by the candidate, if the studies from which they derive have been carried out during the period of registration on the higher degree register. Such writings must be fully integrated into the body of the thesis.

1.38.4 Length. A thesis must be written concisely. Dissertations submitted in part-fulfilment of the requirements of a postgraduate taught course are limited to the length prescribed in the individual course regulations (see below in Sections 4 and 6). Normally a Ph.D. thesis should not exceed 100,000 words of text (exclusive of footnotes and bibliography) and a M.Litt. or M.Sc. (by research) thesis, 60,000 words of text (exclusive of footnotes and bibliography), and for scientific or technical subjects will normally be shorter. If a thesis is likely to exceed these limits, the Dean of Graduate Studies must be advised of its estimated length and her/his permission obtained at an early stage in the writing. Additional material, such as numerical appendices, listings of computer programs and textual footnotes, may be bound in a separate volume. Where the combined length of text, footnotes and appendices, etc. exceeds 400 pages the thesis must be bound in two volumes.

1.38.5 Typescript and illustrations. The thesis must be printed on good quality, A4 (297 x 210mm) white paper. The type must be fully formed as in the output of a laser or
ink jet printer. The output of dot matrix printers is not acceptable. The type must be black and not less than 10 point. Line-spacing must be at one and a half or double spacing between lines. The gutter margin of both text and diagrams must not be less than 35 mm and that on the other three sides not less than 20 mm. The two copies of the thesis for examination should be soft-bound (not ringbound) and printed on one side of the page only. It is required that the hard-bound copy of a thesis will be printed on both sides of the page on paper of a weight of at least 90 gsm (exceptions are at the discretion of the Dean of Graduate Studies). A copy of the hard-bound thesis will be lodged in the Library following approval by Council. Colour photocopies and scanned images may be used in the copy of the thesis deposited in the Library.

1.38.6 Cover. A thesis which has been examined and in which all necessary corrections have been completed must be securely bound in hard covers with dark blue cloth. The final size when bound must not exceed 320 x 240 mm.

1.38.7 Title. The title of the thesis must be written in full on the title page of each volume of the thesis. The degree for which the thesis has been submitted, the year, and the name of the candidate, in that order, should be lettered in gold, in 24 pt or larger type, down the spine, so as to be readable when the volume is lying flat with the front cover uppermost. The title must also appear in gold lettering on the front cover of the thesis. The year on the spine and title page must be the year that the thesis was approved by Council (not the year of initial submission).

1.38.8 Declaration and online access:
   a) The thesis must contain immediately after the title page the following declaration signed by the author:

   *I declare that this thesis has not been submitted as an exercise for a degree at this or any other university and it is entirely my own work.*

   *I agree to deposit this thesis in the University’s open access institutional repository or allow the Library to do so on my behalf, subject to Irish Copyright Legislation and Trinity College Library conditions of use and acknowledgement.*

   b) In the case of a thesis for which the work has been carried out jointly; the declaration must have a statement that it includes the unpublished and/or published work of others, duly acknowledged in the text wherever included.

   c) Open access electronic theses are freely available over the World Wide Web for users to read, copy, download, and distribute subject to Irish Copyright Legislation and Trinity College Library conditions of use and acknowledgement. Withheld access will be implemented, as applicable, according to the terms detailed in 1.34.15.

   d) A digital repository is an online, searchable, web-accessible database containing works of research deposited by scholars, the purpose of which is both increased access to scholarship and long-term preservation.
1.38.9 **Summary.** A succinct summary of the methods used and the major findings of the thesis must be bound into each copy of the thesis following the declaration page. It must not exceed two pages of typescript.

1.38.10 **Acknowledgement:** A formal statement of acknowledgements must be included in the thesis.

1.38.11 **References:** Systematic and complete reference to sources used and a classified list of all sources used must be included in the thesis. The titles of journals preferably should not be abbreviated; if they are, abbreviations must comply with an internationally recognised system (the format may vary according to the precedents and customs of the subject area; graduate students should consult with their Supervisor as to appropriate presentation).

1.38.12 **Abstract:** One copy of an abstract, printed on a single sheet of A4 paper, must be submitted loose with each copy of the soft-bound thesis. The abstract must contain the title of the thesis and the author’s full names as a heading and may be single spaced. Two copies of an abstract must be submitted loose with the final hard-bound copy.

1.38.13 **Submission:** Two copies of the thesis, which may not be returned, and which for the first submission should be soft-bound, should be presented at the Graduate Studies Office, accompanied by two loose copies of the abstract. The thesis will not be accepted until it has been established that the candidate is currently registered on the higher degree register and that any outstanding fees have been paid.

1.38.14 **Access to theses:** One bound copy of every thesis approved for a higher degree is lodged in the custody of the Librarian in the University Library. An electronic copy is deposited in the University’s open access institutional repository. A thesis so approved may be made available by the Library under terms and conditions relating to appropriate use subject to Irish Copyright Legislation and Trinity College Library conditions of use and acknowledgement either through the University’s institutional repository or by way of the printed copy.

1.38.15 **Withheld access (a “stay”):** Should an author of a thesis wish to withhold permission for the use of her/his work, a written application must be made to the Dean of Graduate Studies at the time of submission of the thesis for examination. Such applications must have the written support of the graduate student’s Supervisor or Director of Teaching and Learning (Postgraduate), must state the reasons for the request for a stay on access and must provide a contact address. The maximum length of a stay is five years. During this period of withheld permission the thesis may be consulted, lent or copied only by written permission of the author who is under an obligation to reply to all enquiries within a reasonable time.
NB: These regulations may be subject to change from time to time. Consult the University Calendar/website for the most current details

Appendix 3B
The following is an important clarification of the regulations governing the length of theses.

Students are encouraged to pay particular attention to University Calendar section 1.34.4 that specifies the maximum length of doctoral theses allowed in the University.

Text should not exceed 100,000 words. Only footnotes and bibliography are excluded from this limit. Therefore, it is important that the combined length of chapters and any appendices should not exceed the 100,000 word limit. The Dean of Graduate Studies will not accept these in excess of this limit, unless permission has been obtained from him/her at an early stage in the writing process as per the Calendar regulations.

Appendix 3C

Please note an important College regulation concerning students who submit a doctoral thesis early.

Part-time students are given up to six years to complete the thesis. If such students submit the
thesis early, they are liable for early submission fees. If you find yourself in a position to submit your thesis early please note carefully the relevant Calendar entry included below and discuss the fees issue with your supervisor and the Postgraduate Research Officer in the School of Education.

University Calendar 2015-2016, Part III:

This reads as follows:

*The minimum period of time on the part-time register is three years. If a student on the part-time register leaves before they have completed six years on the register, they will be required to pay the difference in fees between the total part-time fees they have already paid and equivalent full-time fees that they would have been charged during that time on the register, up to a maximum of the four years full-time fee.*
Appendix 4

Research Ethics and Plagiarism

in the School of Education.

Ethics

See the School of Education’s website for the current edition of its guidelines on ethics. Available at: http://www.tcd.ie/Education/ethics/.

Plagiarism

Appendix 5

SCHOOL OF EDUCATION

Confirmation of the continuation on the Ph.D. register

[See section 2.14 of the College Calendar Part III, 20XX/XX]

SAMPLE COPY

(This form is to be submitted by students wishing to confirm their continuation on the Ph.D. register, prior to their continuation interview.)

<table>
<thead>
<tr>
<th>Student name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student number</td>
<td></td>
</tr>
<tr>
<td>Provisional title of thesis</td>
<td></td>
</tr>
<tr>
<td>Name of supervisor</td>
<td></td>
</tr>
<tr>
<td>Present degree for which you are registered</td>
<td></td>
</tr>
<tr>
<td>Date of registration as a postgraduate student</td>
<td></td>
</tr>
<tr>
<td>Training and experience</td>
<td></td>
</tr>
<tr>
<td>(include details of activities</td>
<td></td>
</tr>
<tr>
<td>relevant to this transfer</td>
<td></td>
</tr>
<tr>
<td>procedure, and of any research</td>
<td></td>
</tr>
<tr>
<td>or other relevant papers, books,</td>
<td></td>
</tr>
<tr>
<td>etc. which have been published)</td>
<td></td>
</tr>
</tbody>
</table>

1. Please summarise

(i) The main aims/objectives of your research
(ii) The methods/approaches/style of your research

(iii) If your research is mainly empirical in nature, please indicate the scale of your study; e.g. number and nature of the population(s) you will investigate.

(iv) A time-line that indicates key stages in your research plan, and what you expect to have achieved at each time point.

2. Explain in what ways your research up to now has been successful/productive.

3. Describe why you want to develop your research in order to proceed to the Ph.D. register.
4. What do you think will be the main outcomes of your research at Ph.D. level, assuming it reaches a successful conclusion? How will it contribute to the creation of new knowledge in your chosen field?

5. Please enclose two copies of your written work that would form the basis of two chapters of a thesis at masters level. These should follow established academic conventions for a thesis (e.g. double spaced text, properly referenced, etc.).

Student’s Signature: 

Date: 

Please provide this completed form, in hard copy, along with your sample chapters to:

   The Postgraduate Research Officer  
   (phdresrch@tcd.ie)  

(A draft of this report and samples of your work should also be returned to your supervisor at least two weeks prior to your transfer interview in order to be reviewed in good time.)
Appendix 6

UNIVERSITY OF DUBLIN
Trinity College

PROGRESS REPORT: SAMPLE COPY
(Research Students)
September / March Registration (delete as appropriate)

Please complete the self-assessment part of this form, sign it and forward it to your supervisor to complete the section overleaf.

The completed form must be returned by your supervisor to the PGR Officer, by the XXXX of XXXX (phdrsrch@tcd.ie).

Name:___________________________________________

Student No:___________________________________________________________

Degree for which currently registered:_____________________________________

Provisional title of thesis:____________________________________________________________________
____________________________________________________________________

Name of supervisor:_________________________________________________
1. **Candidate's self-assessment of work done since September / March 200...** (delete as appropriate)

This is to be submitted to the supervisor for comments and transmission to the Head of School. Candidates should not hesitate to mention problems, set-backs etc., since these matters are important to the Head of School in monitoring progress and permitting extensions etc. (continue on a separate sheet, if necessary).

________________________________________________________________________

Candidate's signature
2. **Supervisor’s comments** (the substance of these observations should be discussed with the candidate).

Has the candidate been working in TCD this year? Yes/No

(If the answer is no, please state reasons for absence, place of study and supervisory arrangements).

Do you recommend continuation on the higher degree register?

Where applicable, has transfer to the Ph.D. register been recommended? Please note that the Director of Teaching and Learning (Postgraduate) needs to notify the Dean of Graduate Studies separately.

If the candidate is in her/his final year of registration, do you foresee any problems which might prevent submission of the thesis on or before the cessation date?

__________________________________________________

Supervisor’s Signature
Appendix 7

REGULATIONS FOR RESEARCH STUDENT ROOMS

1. This is a study area. Quiet should be observed at all times out of respect for your fellow students.

2. Mobile Phones should be switched to silent mode at all times, and all calls to be taken outside of the room.

3. Bottled water or water from the coolers only. No other food or beverages allowed either in the study spaces or any allocated storage areas.

4. Students are responsible for keeping their study spaces neat and tidy, all cups and bottles should be removed when finished.

5. Valuables are kept in storage spaces at students’ own risk. School Staff take no responsibility for lost or stolen items.
Appendix 8

School of Education Research Methodology Support Sessions 2016-2017

(Contributed by Andrew Loxley)

Year One PhD: Semester One

(All sessions in Room 3105)

<table>
<thead>
<tr>
<th>Number</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
<th>Host</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>One (A)</td>
<td>4.00-6.00</td>
<td>The PhD Octopus…</td>
<td>Welcome to the PhD</td>
<td>Aidan Seery</td>
<td>7 October 2016</td>
</tr>
<tr>
<td>One (B)</td>
<td>6.00-8.00</td>
<td>A Critical Introduction to Educational and Social Science Research</td>
<td>Introduction to types and purposes of research etc</td>
<td>Aidan Seery</td>
<td>7 October 2016</td>
</tr>
<tr>
<td>Two</td>
<td>4.00-8.00</td>
<td>Literature Review Process</td>
<td>Accessing and search literature</td>
<td>Tom Farrelly</td>
<td>4 November 2016</td>
</tr>
<tr>
<td>Three</td>
<td>4.00-8.00</td>
<td>Using the Literature</td>
<td>Critical analysis of literature: reading and writing</td>
<td>Tom Farrelly</td>
<td>2 December 2016</td>
</tr>
</tbody>
</table>

Year One PhD: Semester Two
<table>
<thead>
<tr>
<th>Number</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
<th>Host</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four (A)</td>
<td>4.00-6.00</td>
<td>Traditions, Paradigms etc</td>
<td>Overview of the ‘ologies’ and traditions</td>
<td>Aidan Seery</td>
<td>20 January 2017</td>
</tr>
<tr>
<td>Four (B)</td>
<td>6.00-8.00</td>
<td>Ethics of Research</td>
<td>Role of ethics in doctoral research</td>
<td>Andrew Loxley</td>
<td>20 January 2017</td>
</tr>
<tr>
<td>Five (A)</td>
<td>10.00-12.00</td>
<td>Designing Research, Design and Reflexivity</td>
<td>The process of constructing research</td>
<td>Andrew Loxley</td>
<td>11 February 2017 (Saturday)</td>
</tr>
<tr>
<td>Five (B)</td>
<td>12.00-2.00</td>
<td>Approaches to Educational Research: Case Studies</td>
<td>The case study as a mode of research</td>
<td>Andrew Loxley</td>
<td>11 February 2017 (Saturday)</td>
</tr>
<tr>
<td>Six (A)</td>
<td>4.00-6.00</td>
<td>Approaches to Educational Research: Historical Studies</td>
<td>What researcher do with all the old things they find</td>
<td>John Walsh</td>
<td>10 March 2017</td>
</tr>
<tr>
<td>Six (B)</td>
<td>6.00-8.00</td>
<td>Approaches to Educational Research: Visual Studies</td>
<td>Using images in research work</td>
<td>Andrew Loxley</td>
<td>10 March 2017</td>
</tr>
<tr>
<td>(contd)</td>
<td>(contd)</td>
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<td>---------</td>
</tr>
<tr>
<td>Seven (A)</td>
<td>4.00-6.00</td>
<td>Research Methods</td>
<td>Using observation</td>
<td>Andrew Loxley</td>
<td>21 April 2017</td>
</tr>
<tr>
<td>Seven (B)</td>
<td>6.00-8.00</td>
<td>Research Methods</td>
<td>Interviews and conversations with a purpose</td>
<td>Paula Flynn</td>
<td>21 April 2017</td>
</tr>
<tr>
<td>Eight</td>
<td>4.00-8.00</td>
<td>Students’ Poster Session</td>
<td>Show and tell: A chance to show what you’ve all been up to!</td>
<td>Andrew Loxley and Aidan Seery</td>
<td>6 May 2017</td>
</tr>
</tbody>
</table>
Appendix 9: Coffee mornings and informal group meetings

As the PhD can be a lonely experience, efforts are made to encourage students to ‘get together’ when possible. Coffee mornings for students are held monthly, and in the ‘spaces’ between these there are informal group meetings at which it is possible to discuss issues of common concern. However, the latter sessions are no substitute for meetings with one’s supervisor[s] and nor do they constitute any kind of research methods teaching. Coffee mornings are an hour in duration (11.00 to 12.00) but group meetings only half that (11.30 to 12.00). Both events take place in room 3105. All are welcome to attend.

20 September 2016 (coffee morning)

27 September

4 October

11 October

18 October (coffee morning)

25 October

1 November

8 November

15 November (coffee morning)

22 November

29 November

6 December

13 December (coffee morning)

10 January 2017

24 January

31 January (coffee morning)

7 February

14 February

21 February
28 February (coffee morning)
7 March
14 March
21 March
28 March (coffee morning)
4 April
11 April
18 April
25 April (coffee morning)
2 May
9 May
17th May
23 May (coffee morning).

NB: These dates are provisional and subject to change or cancellation in the usual unforeseen circumstances.
Handbook last revised on 6 September 2015.

Some sections of this handbook have been contributed by staff outside the SoE. The information contained here is as accurate as it can be in the circumstances. Contact limondd@tcd.ie if you identify any error[s].