



Trinity College Dublin

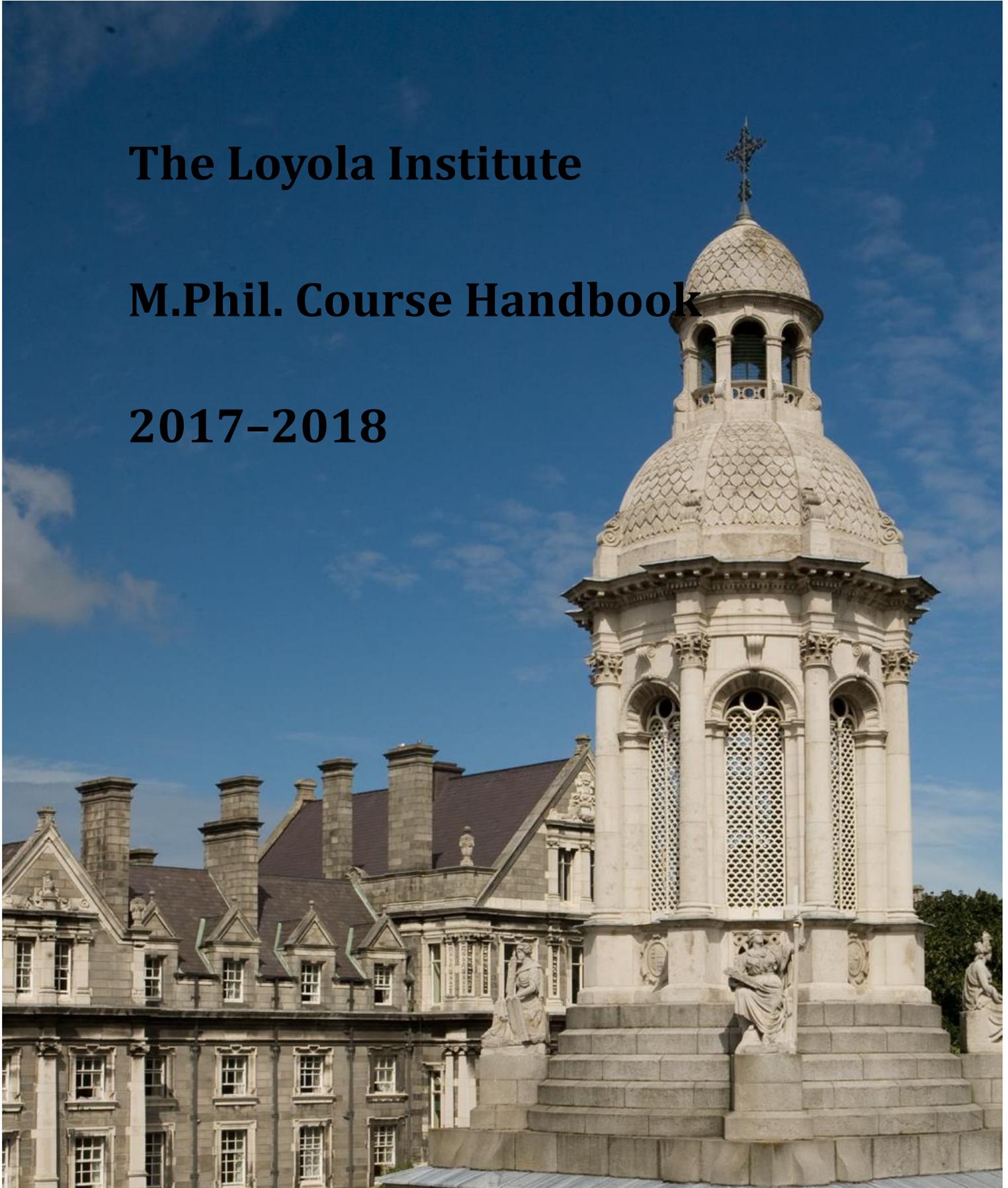
Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

The Loyola Institute

M.Phil. Course Handbook

2017–2018



M.PHIL. COURSE HANDBOOK

2017-18

THE LOYOLA INSTITUTE

TRINITY COLLEGE, DUBLIN

Introduction

Welcome to the Loyola Institute, Trinity College, Dublin.

Religious issues are an important part of public debate in contemporary pluralist societies. Many crucial social and political matters are affected by religious concerns and key policy debates require expertise and literacy in religious and theological concepts, traditions and practices. At the global, European and Irish levels a critical understanding of the Christian tradition is imperative, given the historic and continuing influence of this tradition. In this context the study of Christian theology is a significant academic field. This M.Phil. in Christian Theology is intended to contribute to the formation and education of a body of people who can undertake critical thinking at a high academic level and contribute to these debates.

The Confederal School of Religions, Peace Studies and Theology engages in the critical study of religious traditions and their historical, theological and cultural interactions. In 2012 the Loyola Institute was established as a new department within the Confederal School. Devoted to the study of theology in the Catholic tradition and building on the rich heritage of academic study of theology in Trinity, the establishment of the Loyola Institute has provided the opportunity to develop further the ambition of the School to be the only centre in Ireland wherein distinctive theological and religious traditions are studied in an ecumenical, inter-religious and humanities setting.

The M.Phil. in Christian Theology is led by and located in the Loyola Institute, but also draws on theological expertise across the Confederal School. It is designed to provide a comprehensive, broad-based taught graduate programme in Christian Theology. Since its establishment in 2012, the Loyola Institute has attracted inquiries of interest in postgraduate study from a great variety of people, in Ireland and internationally. This popularity is due both to Trinity's historic reputation in the academic study of theology and to the strong research profiles of the current Loyola staff, each of whom has international standing in their specialisations.

This Handbook supplements and synthesizes the regulations that are contained in the University *Calendar*, and in any disparity between *Calendar* and Handbook, the *Calendar's* provisions apply. On Orientation Day, academic and administrative staff will be available to explain most of these requirements, and to answer any queries that you may have about procedures and regulations.

You will be sent an electronic copy of this Handbook, with a request to acknowledge that you have both received and read it carefully. You should retain this for further reference during your studies; it will also be available to download from the Loyola Institute website.

There may be some modification during the year to the procedures and regulations outlined below: these will be brought to your attention as they arise.

Please note: Familiarize yourself with College's regulations for postgraduate students. This is available in Part III of the *Calendar*, accessed at <http://www.tcd.ie/calendar/1516-2/part-iii/>

Your @tcd.ie email account is the **only** e-mail address used for official College business. Consult this email account regularly.

College regulations require that you remain resident in the Republic of Ireland, or in Northern Ireland, during the course of your studies. Absence for a substantial period in either of the teaching terms is not permitted.

Research abroad is permitted only with the approval of your Course Coordinator.

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1. COURSEWORK REQUIREMENTS

Christian Theology (M.Phil./P.Grad.Dip)

You will be assessed in six modules over one year (full-time) or over two years (part-time). The course incorporates both taught and research components. Students must take six taught modules (10 ECTS each) comprising three core and three elective modules, and write a 15-20,000 word dissertation (30 ECTS). Upon registration you will have access to the virtual learning environment 'Blackboard' for each of your modules from the start of the year.

The taught modules are made up of three core modules and three optional modules.

The three core modules are:

1. Method and Theory in the Study of Theology
2. Violence and Grace in the Human Narrative
3. The First Words: Theology/ies of the Bible

The elective modules are:

4. Rights and Responsibilities: A Theological Engagement
5. Readings in Classical Theological Texts
6. Theology and the Arts
7. Christianity of the Celtic World (600-1,000 AD)
8. The Role of Church in a Pluralist Society
9. Ministry and Church in a Challenging Era
10. Authority, Tradition and Experience: Ecumenics as Intercultural Theology
11. Nature, Grace and the Triune God
12. Developing Dogma: Identity and Change in Christian Tradition

The elective modules offered each year will vary. Modules 10, 11 and 12 are shared with the M.Phil. in Intercultural Theology and Interreligious Studies.

Module 13 Dissertation (a core module for M.Phil. degree award)

Part-time students must complete all modules in first year with the submission of the dissertation in the second year.

2. COURSEWORK ASSESSMENT

2.1 General Information

Loyola Institute courses rely on a continuous assessment system, based on a mixture of written assignments and lecture/seminar attendance.

Your essays and dissertation are assessed, first in Loyola Institute and then by the university's External Examiners. Essays pass or fail on the final judgement of the External Examiners, not on the opinion of the teaching staff, although this counts in the final decision. External Examiners meet in December following the end of the academic year to monitor assessment procedures and outcomes in all modules and for the dissertation. Final marks for essays and dissertations are decided at this Court of Examiners. Final responsibility for the standard of an essay rests with the student.

The internal examiner of your essay (typically the module co-ordinator) will provide you with a report on your work together with the grade that will be proposed to the Court of Examiners. If your mark is on the threshold between Pass and Fail, or between Distinction and less than 70, then your essay will be marked by a second internal examiner, and you will receive both reports.

Deadlines for your assessments are distributed across the course of the academic year. **Accomplishing the assignment within the set time limits is a key element of the assessment.** If you do not succeed in submitting your essay on time, a 10% penalty is imposed on the grade that you receive. If you are aware in advance that you are unable to meet the set deadline solely due to circumstances beyond your control (e.g., bereavement or illness), you should contact your Course Co-ordinator and request an extension to the deadline; you will be asked to provide appropriate evidence, for instance a medical certificate. Should you fail one or more essays behind schedule during the course of your studies, you will be asked to discuss the matter with your Course Co-ordinator.

Course participants who fail to meet deadlines and who have not been granted an extension, will be notified that no further work will be accepted from them and that their assessment will be based on work already submitted.

If you have not submitted your module requirements before the deadline for your dissertation outline in your final year, then you will not be permitted to submit a dissertation for the M.Phil. degree, nor to receive the postgraduate Diploma.

2.2 Marking Criteria

Your essay will be returned to you with a report together with a standardised form that provides you with indications of where your essay was most successful and of where you need to concentrate your future work. This is the template for feedback on your essays:

Evaluation

Criteria	Very weak	Weak	Satisfactory	Very satisfactory	Excellent
Relevance to question					
Coherence and structure of argument					
Quality of theoretical analysis					
Identification of major themes and arguments					
Critical evaluation and judgement (balanced approach)					
Range of sources used					
Quality of referencing					

Please note that these criteria are applied specifically to the assessment of your essay to indicate strengths and weaknesses in a particular piece of work. The grade proposed by your internal examiner(s), will seek to balance the various aspects of your achievement.

2.3 Grade Bands

0%-49% Highly unsatisfactory – F (Fail)

50%-59% Satisfactory – P (Pass)

60%-69% Very Good - II

70%+ Excellent - I

An essay marked below 50 is deemed unsuccessful. A pass mark is from 50 to 69 inclusive.

Marks are determined by judgements across the criteria and do not necessarily represent the same band of achievement on all criteria. Positive achievements on some criteria compensate for weaknesses on other criteria and vice-versa. The final mark reflects the weighting of the different variables in this judgement, as agreed by the examiners, and subject to confirmation by the Court of Examiners.

Therefore:

0-49 indicates a highly unsatisfactory level of achievement across the criteria.

50-59 A satisfactory level of achievement across the criteria OR a good level of achievement on some criteria compensating for weaknesses in others.

60-69 A very good level of achievement across the criteria OR an excellent level on some criteria and at least satisfactory on all criteria.

70 + An excellent level of achievement on all the criteria OR a truly outstanding achievement on some of the criteria and at least satisfactory on all criteria.

2.4 Assessment standard

In the calculation of the overall mark for the course, modules are weighted according to their ECTS credit value. The pass mark for all elements is 50%. Part-time students must pass all modules taken in the first year in order to proceed to the second year of the course. Students must achieve a mark of at least 50% in each module in order to proceed to dissertation, and must receive a mark of at least 50% in the dissertation to be eligible for the degree of M.Phil. Students who fail an assessment in a maximum of 10 ECTS may resubmit their work, provided that the original submission had been received by its deadline. Compensation is allowed in a maximum of 10 credits at a minimum mark of 40%.

Students can be awarded the M.Phil. with Distinction if they achieve a mark of Distinction (70% or above) on their dissertation and in the overall average mark for the course. A Distinction cannot be awarded if the candidate has failed any credit during the course. A student who does not wish to submit a dissertation M.Phil., or who fails the dissertation, may instead opt to be considered for a Postgraduate Diploma provided that they have passed modules amounting to 60 credits. The Postgraduate Diploma may be awarded with Distinction to candidates who, in addition, have achieved an overall average mark of 70% or above. If you do not wish to proceed to the dissertation stage, you should notify your Course Co-ordinator in writing before 1 April. Such students are required to submit module assessments by 1 May.

2.5 Entitlement to an Oral Examination

In a case where the failure of a dissertation is contemplated, the student is entitled to defend their dissertation at an oral examination. This exam must take place prior to, or during, the Court of Examiners. The student will be given the reasons for this examination and at least a week's notice that their presence at the examination board will be necessary. The format for the examination is at the discretion of the course committee.

3. PRESENTING AND SUBMITTING WORK

3.1 Essays

Module co-ordinators will provide a range of titles for your essays. Prescribed word count **excludes footnotes and bibliography**. Essays should not exceed the stated length, and those in excess of the word length will be penalised. **The word count for your essays must be given at the end of each essay**. Please note that you are welcome to submit an outline of what you propose to write (one page, A4, **maximum**) to your module co-ordinator before you write your essays and dissertation: this is a helpful way to ensure that, at an early stage in the process, your research and writing are on target.

Essays should be submitted with a title page showing the essay question, author's name, the module title, the module co-ordinator, the essay due date, and the date submitted. You should also include a contents' page, listing section headings and sub-headings. The essay should include detailed references (footnotes) and a bibliography laid out in alphabetical order. Your pages should be A4 size, numbered, Font Times New Roman (12) and typing 1.5 spaced. Correct spelling (consistently either English or American), grammar and clear presentation are essential.

Retain a copy of each essay that you submit. Your assessments will be submitted *via* Turnitin or Blackboard. Please also submit a hard copy to the Loyola Office. Details on how to do this will be provided by your module co-ordinators. Submit each of your essays no later than 5 PM (17.00 H) on the essay deadline date.

3.2 Dissertation

Researching and writing your dissertation is the culmination of your studies in Loyola Institute. Your dissertation topic must be relevant to your course's modules and themes. Your dissertation title must be registered before you engage in study on a particular subject; this is to ensure both that the topic is acceptable for assessment and adequate supervision is available. Please note that permission to study a specific topic depends on adequate expertise existing in the Loyola Institute.

During the second semester, you will be asked to signal officially the area in which you wish to write your dissertation, and a supervisor will be allocated to you (the Course Co-ordinators will try to balance this allocation on the basis of your topic, your own preference, and the overall distribution of supervision among staff). Choose your topic carefully, in consultation with an appropriate member of staff. The topic should not normally coincide with any of your other assessment essays, but you **may** be granted permission to extend the topic of one of your essays into a dissertation.

Once you are allocated a supervisor, please arrange to meet her or him as soon as possible. It is your responsibility to arrange an appropriate working relationship with your supervisor, and to submit work in a timely fashion so that there is adequate time for them to provide you with feedback. In general, students should meet with their supervisors at least twice to discuss their dissertation. Your dissertation, like your essays, is marked in the Loyola Institute before being read by your External Examiners and considered at the

Court of Examiners. The official written notification of your results will include the internal examiners' report on your dissertation.

In terms of feedback during the writing process, please note that your supervisor will read and provide comments on your **proposal, one chapter** and the **introduction and conclusion** to your dissertation. Your supervisor will offer you advice on the general structure, methodology and content of other chapters.

3.3 Submitting Your Dissertation

It is important that you consult the *Calendar* and ensure that your dissertation complies with all regulations for submission. You are required to submit one soft-bound copy, **not spiral bound**, and one electronic copy to the Loyola Institute Executive Officer by the submission deadline. The dissertation must be typed on white A4 Paper, on one side only, using double spacing. A margin of about 3.5 cm on the binding side and 2 cm on the other is required, with a top margin of about 3.5 cm. Pages must be numbered, starting after the Table of Contents.

The current regulations set a minimum of 15,000 and a maximum of 20,000 words, excluding footnotes and bibliography. Dissertations over 20,000 words will be penalised.

The word count for your dissertation must be given at the end of the last chapter or the conclusion.

The structure of the dissertation should be (in this order):

Title page, including title and author (this is the name under which you are officially registered in College)

Declaration. Use the following wording:

DECLARATION

I certify that this dissertation, submitted in partial fulfilment of the requirement for the degree of M.Phil. has not been submitted for a degree at any other University, and that it is entirely my own work. I agree that the Library may lend or copy the dissertation upon request.

Signed:

Date:

Acknowledgements (if any)

Abstracts.

You must provide **three** one-page Abstracts, one bound in, plus two loose copies placed in the loose-bound dissertation. The Abstract of the dissertation (in single spacing), outlines its content and mode of investigation. It should be headed by title and author and entitled "Abstract".

Table of Contents

Introduction

Chapters

References

Bibliography

You may also include:

appendices, containing any important extra material you **need** to include. Any appendices are placed after the conclusion but before the bibliography;

a list of **abbreviations** used in the dissertation (if such abbreviations are extensive), which are placed either before the Introduction or immediately before the Bibliography. These should be noted in the Contents.

Further information may also be obtained from Part 3 of the University Calendar.

You must follow the exact form and colour of the binding required for the dissertation. It should be bound in dark blue cloth, with front lettering in gold. The name of the degree (M.Phil.) must appear on the front cover. The name of the degree is followed by the year of submission and the student's name. The front cover should show the title of the dissertation above the centre.

Your name must appear on the front cover of the dissertation exactly as registered. If in doubt, please check with the Executive Officer of your M.Phil. course. First name initials are not allowed.

3.4 Referencing

Clear and accurate referencing is an important part of the scholarly task. Your reader should be able to see when you are quoting directly from a source, when you are summarizing a source, and when you are advancing your own judgement on the sources to which you have referred. The reference that you provide should enable your reader to check the sources that you have used. And, as section 5 on Plagiarism, below, makes clear, the careful making of clear and accurate references is an essential element in establishing the integrity of your work as a scholar.

Quotations (and references generally) must be made with care for accuracy. Quote the exact words; if you have to add extra words to clarify the sense, put them in square brackets; if you omit any, indicate that you have done so with three dots; so, for example:

It is instructive to note the comment of Henry Kissinger: “[In such cases] ... it is essential to bear in mind the role of personal humility in the exercise of diplomacy.”

If a quotation is going to take up more than two lines in your script, or if you wish to give it a special emphasis, make a distinct paragraph of it: indent the whole paragraph five places in from the left hand margin, with single spacing and without quotation marks. Always when you quote or refer, give a precise reference to the work and page or pages to which you have referred.

It is a standard and essential academic requirement to cite the source of ideas taken from other authors and to place direct quotes in quotation marks. Where the idea or quotation is second-hand, i.e., drawn from a citation in another source, that fact should be noted in your list of references, e.g. Sen, 1999, p. 75, as cited in Todaro, 2009, p. 16.

Web-based resources should be referenced with the following information: author of the document, title of the document, website address, and the date at which you accessed the site.

The work of compiling an accurate bibliography and footnotes is immeasurably lightened if proper care is taken from the beginning of your research to keep such details. When you note down a quotation or other reference, take care to register with it the full and precise details of publication.

A useful book, concerning references and the use of sources and related issues in particular, is: Charles Lipson (2004) *Doing Honest Work in College*, Chicago University Press, Chicago.

3.5 Reference Styles

College does not require you to employ a particular reference style – you may, therefore use styles that rely on endnotes or footnotes (e.g., Chicago), or that provide references in brackets in the body of your text (e.g., Harvard), as long as you are consistent in their use – **never ever** mix the referencing styles.

Endnotes or footnotes serve two chief purposes: (i) to give a reference or several references; or (ii) to discuss a point which is incidental to your main argument, but which you wish nevertheless to acknowledge, or which serves to supplement or clarify your text. Most of your footnotes or endnotes will be of the first type.

Footnote and Endnote references should be in single spacing and may be placed at the bottom of the relevant page (Footnotes) or in numerical order before the bibliography at the end of the dissertation or essay (Endnotes).

In a bibliography for your essays and dissertation, books, journal articles, online resources or book chapters should be listed alphabetically by author surname in the bibliography. The bibliography should include all works that you quote or mention in your references. Full publication details of the books and articles should be given, and you should follow a consistent pattern for doing this. The titles of books and journals should be italicised but not the titles of articles in journals. These should be put in inverted commas or quotation marks.

The following methods of citing a work are recommended as acceptable for Loyola Institute programmes:

Footnote/Endnote

With the exception of Biblical references, all other acknowledgements should take the form of either footnotes or endnotes.

Notes of either kind should take the following form:

For books

First name, Surname, *Title of book* (Place of publication: publisher, year), particular page number(s) referred to.

Examples:

Damien Keown, *Buddhism. A very short introduction* (Oxford: Oxford University Press, 2000), p. 67.

For articles in books

First name Surname, "Title of article", in Name of Book Editor, ed., *Title of Book* (Place of publication: publisher, year), particular page number(s) referred to.

Example:

Paul Ricœur, "Hope as a Structure of Philosophical Systems", in Mark I. Wallace, ed., *Figuring the Sacred* (Minneapolis: Fortress, 1995), pp. 203-216.

For articles in journals

First name Surname, "Title of article", *Title of Journal*, volume number, issue number (year of publication) particular page number(s) referred to.

Example:

Christian Wiese, "Counter history, the 'religion of the future' and the emancipation of Jewish studies: the conflict between the 'Wissenschaft des Judentums' and liberal Protestantism, 1900 to 1933", *Jewish Studies Quarterly* 7, 4 (2000) p. 369.

You only need to give full information in the very first reference to a document. Thereafter you may abbreviate thus:

⁴Wiese, "Counter history", p. 83 You must give full details of the text for footnotes and endnotes when you first quote from it, as well as when you list it in your bibliography. Subsequent quotations from the same text may use an abbreviated form, e.g., Gaither, *To Receive a Text*, 155-160 or Todaro, 2000, pp. 175-176.

4. RESEARCH ETHICS Loyola Institute is a research community in which great care is taken to ensure that, ethically, our research activities follow best practice in their design, content and conduct. Staff and students are required to follow College policies and maintain appropriate ethical standards in their research, and especially in any research involving human subjects.

Dissertation proposals must be accompanied by a completed School Research Ethics Checklist. This checklist enables you to determine the level of Research Ethics oversight appropriate to your project. **You must include this initial checklist when you submit your dissertation proposal.** If you do not answer 'yes' to any of these questions, then you may apply to the School's Research Ethics Committee to secure clearance and permission to proceed with your project.

Checklist:

Does your research/ project involve:	Yes	No
1. A survey asking questions of a sensitive or private nature		
2. A questionnaire or observational studies involving children or vulnerable adults.		
3. Research where there is a risk of a participant feeling undue pressure to participate by virtue of his/her relationship with the researcher (e.g. student/supervisor; patient/clinician).		
4. A project involving a justifiable degree of deception.		
5. Analysis of archival irrevocably anonymised human tissue samples for which consent for research was not originally given, and was not acquired in the course of clinical treatment. (Archived samples taken for a previous research study must always get new ethical approval).		
6. Research involving invasive procedures.		
7. Research involving vulnerable persons.		
8. Research where identifiable information obtained may have legal, economic or social consequences for research subjects.		
9. Research that may identify illegal activity		
10. A project where each subject is paid (over and above token gestures).		
11. Research that may potentially endanger the subjects, and/or researchers, and/or 3rd parties, and/or the environment.		
12. Research involving the collection of human tissue.		
13. Research that may have a direct military role.		
14. Potentially harmful research involving humans conducted outside Ireland.		
15. Research involving psychological intervention.		
16. Research where a potentially beneficial or harmful treatment, information or learning method may be withheld from some participants.		

If, however, you answer 'yes' to any of the questions, then your application falls into the category of moderate to high risk and requires Level 2 clearance; it must be considered by the Faculty Research Ethics Committee to which you apply *via*:

<http://ahss.tcd.ie/Faculty%20Ethics%20Committee/FacultyEthicsCommittee.php>

Although the Faculty Research Ethics Committee meets regularly to consider applications for research ethics clearance, if you think will need clearance at this level then the sooner that you submit your proposal the better.

5. PLAGIARISM

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at <http://tcd-ie.libguides.com/plagiarism>

We ask you to take the following steps:

Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd-ie.libguides.com/plagiarism>. You should also familiarize yourself with the 2017-18 Calendar entry on plagiarism located on this website and the sanctions which are applied;

Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>. **Completing the tutorial is compulsory for all students.**

Familiarise yourself with the declaration that you will be asked to sign when submitting course work at <http://tcd-ie.libguides.com/plagiarism/declaration>;

Contact your Course Co-ordinator or your Lecturer if you are unsure about any aspect of plagiarism.

6. COLLEGE DISABILITY SERVICE

The School of Religions, Peace Studies and Theology (CS website) welcomes applications from prospective students with disabilities, and endeavours to assist all students to realise their potential by offering a range of supports that include reasonable accommodations.

The Disability Service in Trinity College Dublin provides advice and support to students who disclose their disability prior to entry and whilst studying in College. Students with disabilities are encouraged to attend the College Open Day – usually in early December of the year preceding entry, or to contact the Disability Service to arrange a visit. We also encourage students with disabilities to register with the Disability Service, in order to seek supports and facilitate participation in their course, at the beginning of the academic year. Students who do not disclose a disability cannot avail of reasonable accommodations and cannot claim that they have been discriminated against (on grounds of disability), if they have not disclosed a disability. For further information, or to discuss the supports that are available please contact the Disability Service at disab@tcd.ie or visit www.tcd.ie/disability

7. POSTGRADUATE APPEALS PROCESS

The Postgraduate Appeals Process is outlined in the Trinity College Calendar, Part 3, Section 1.10. All appeals should be heard first at School level. The

grounds for appeal against the decision of Taught Course Committees are outlined in the *Calendar* under "General Regulations".

A student who wishes to appeal should first write to their Course Co-ordinator, within two weeks of the publication of results, stating clearly the grounds for appeal and, where necessary, enclosing documentary evidence.

The Course Co-ordinator will then discuss the case with the relevant parties and attempt to find a solution.

If the Course Co-ordinator cannot resolve the matter, the student may appeal to the School Appeals Committee (Taught Postgraduate). The Director of Teaching and Learning Postgraduate (DTLP) will convene and chair this committee which will be composed of one Course Co-ordinator (of a programme **not** taken by the student) and another member of academic staff. At the School Appeals Committee, the student concerned should have representation appropriate to the formality of the process, for example, a supervisor, Course Co-ordinator or other appropriate staff member.

No one will be appointed to an Appeals Committee where a conflict of interest might arise. Should the DTLP experience a conflict of interest, she or he will be substituted by the Head of School.

Appeals against the decision of a School Appeals Committee (Taught Postgraduate) may be made in writing to the Dean of Graduate Studies, who has the discretion to grant or deny the appeal. Appeals against the decision of the Dean of Graduate Studies may be brought to the Academic Appeals Committee for Graduate Students (Taught). This committee will consider appeals concerning events occurring more than 4 months previously only in the most exceptional circumstances.

For further details of appeals at College level, please consult the *Calendar* Part 3.

8. POSTGRADUATE ADVISORY SERVICE

The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.

Who?

The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of your Postgrad you're at. In addition each Faculty has three members of Academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgrad Support Officer for extra assistance if needed.

Contact details of the Postgrad Support Officer and the Advisory Panel are available on our website: http://www.tcd.ie/Senior_Tutor/postgraduate/

Where?

The PAS is located on the second floor of House 27. We're open from 8.30 – 4.30, Monday to Friday. Appointments are available from 9am to 4pm.

Phone: 8961417

Email: pgsupp@tcd.ie

What?

The PAS exists to ensure that all Postgrad students have a contact point who they can turn to for support and information on college services and academic issues arising. Representation assistance to Postgrad students is offered in the area of discipline and/ or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. If in doubt, get in touch! All queries will be treated with confidentiality. For more information on what we offer see our website.

If you have any queries regarding your experiences as a Postgraduate Student in Trinity don't hesitate to get in touch with us.

9. GRADUATE STUDENTS' UNION

Located on the second floor of House Six, the Graduate Students' Union is an independent body within College that represents postgraduate students throughout College. Upon registration, all postgraduates are automatically members. It is run by two full-time sabbatical officers. The President, is the head and public face of the Union, and is responsible for strategy and policy formulation, whilst sitting on a wide range of committees. The Vice-President is also the Union's Education and Welfare Officer and advises students on matters such as academic appeals and supervisor relationships. S/He is also here to help on more personal matters, such as financial concerns, illness and bereavement. Any discussions about such concerns are treated with the strictest confidentiality.

Contact: president@gsu.tcd.ie or vicepresident@gsu.tcd.ie

10. GRADUATION

Following the December Court of Examiners, the University's decision to award a degree must be processed and ratified at different committee levels, and you should not expect to be Commenced within at least two months of a Court decision.

All queries about your Commencement, following the Court of Examiners, must be addressed to the Academic Registry.

Remember that TCD will contact you at the home address that you provided at registration. Any change of address must be notified to TCD on completion of the course.

Please note: you may not graduate until all outstanding fees and charges (including library charges) have been paid.

11. FEEDBACK

Much of this Handbook is taken up with rules and procedural requirements. This is unavoidable if we are to ensure that Loyola Institute courses are well-structured and that the degree you obtain is of real value. But the experience of postgraduate study should be richer than the mere passing of assessment requirements and the Loyola Institute encourages you to participate in our

continuing efforts to improve our procedures as the year advances and to make an evaluation of your experience at the end.

Your suggestions on every aspect of the programme will be invited throughout the year. At the end of each semester, you will be asked to complete an assessment of each of the modules that you have undertaken. The information that you supply is invaluable to staff in the further development of the Loyola Institute. You may also be asked to take part in an online survey conducted by the Faculty of Arts, Humanities and Social Sciences. Please note that in any official survey you will remain anonymous, and your assessment of your experience in the Loyola Institute – whether positive, negative or both – is fed into a structured assessment of teaching and learning. Of course, you do not have to wait for these formal assessments to take place: staff are available at regular office hours (posted on their office doors at the start of the year) and they welcome your concerns and suggestions. Your class will also elect a class representative, who will be able to articulate your concerns through the appropriate channels.

We also welcome your suggestions and initiatives to help build up the informal, social side of the Loyola Institute. There may be extra-curricular activities—not necessarily of an intellectual kind—in which you would like to participate and perhaps help to organise. Our colleagues in the Irish School of Ecumenics students have organized some such events. The Howth Walk and the Reek Sunday pilgrimage are some of the activities that have taken root – there are doubtless more to be developed.