School of Education
Trinity College Dublin

MASTER IN EDUCATION

HANDBOOK 2019/20
School of Education – Master in Education Handbook

About this M.Ed. Handbook

This handbook has been designed specifically for Master in Education students of the University of Dublin, Trinity College as a supplement to the University of Dublin, Trinity College Calendar 2019/20. The handbook is intended as a guide to various aspects of the Master in Education programme offered by the School of Education. Please retain for future reference.

The handbook is accurate at the time of production but may not reflect changes to the programme which may be made at a later stage. Any necessary revisions will be notified to students through their Trinity College email address. Students should also be aware that in the event of any conflict between the general regulations as formulated in the University of Dublin, Trinity College Calendar and the School of Education M.Ed. handbook, the provisions of the general regulations will prevail (Calendar 2019/20).

This handbook is available from the School of Education website. A hard copy of this document is available from the M.Ed. office on request.

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A Welcome Message

Welcome to the Master in Education programme offered by the School of Education.

We are confident that you will find the M.Ed. programme challenging and demanding, but also hope that you will find your studies at Trinity College Dublin interesting and rewarding. All the courses have been designed to offer a dynamic and coherent postgraduate learning experience. Our programme should contribute to your studies being an effective and enjoyable period of professional development. The programme is based on a flexible format, facilitating professionals in full-time employment who wish to study at their own pace. The programme is multidisciplinary in nature and taught by subject specialists in each of the relevant areas. Courses have been designed to meet the specific needs of teachers, educators, and other professionals, incorporating a diverse range of inclusive teaching and learning methods.

Throughout the year, School of Education staff and invited speakers give seminars on a wide range of topics. Students are very welcome to attend any of these. Details can be found on noticeboards throughout the School.

The information contained in this M.Ed. Handbook applies to students completing the taught component of the programme (modules) and to those working on their dissertation, so we would advise all M.Ed. students to read the Handbook thoroughly.

We wish you every success in the coming year.

Conor Mc Guckin
Coordinator of the Master in Education programme
Room 3085, Arts Building, Trinity College Dublin
Email: mcguckic@tcd.ie

Ms Keara Eades
Senior Executive Officer
Room 3087, Arts Building, Trinity College Dublin
Email: master.education@tcd.ie
Trinity College Dublin and the School of Education

1. Introduction

Trinity College Dublin (TCD) was founded by Queen Elizabeth I in 1592, celebrating 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’s main campus extends over 40 acres on a unique site in the heart of the city. The west end of the campus includes five quadrangles of squares with many buildings from the 18th Century, notably the Old Library - home to The Book of Kells. The most recent of these squares (Fellows’ Square) was completed in 1978 and is situated opposite the Arts Building. In a number of ways, Trinity is central to Irish life. Many of the 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 later Presidents, Mary Robinson and Mary McAleese, were either graduates of 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, at St. James’s Hospital and at Tallaght Hospital. 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 and research-inspired teaching. In the early 21st Century, research often takes the form of inter-institutional co-operation or international research alliances. TCD is the only Irish university to have featured in the top 50 universities in the Times Higher Education-QS (THE-QS) world university rankings.

The School of Education in TCD was established in 1905. Over the past 100 years it has grown in size and reputation and provides a substantial range of postgraduate courses in education, as well as undertaking research on many different areas of educational life. It is one of the major professional schools of the University. 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. The School is dedicated to undertaking high quality research that permeates teaching at both undergraduate and postgraduate levels. This scholarly activity has gained both national and international recognition in both the academic and professional community and contributes to the understanding and practice of education.
2. Aims and Learning Outcomes

2.1 Taught Component of the M.Ed.

The School’s M.Ed. programme, with its balance of theory and practice, seeks to provide students with a sound basis for a life-long study of education. This is achieved through the provision of opportunities for receptive critical thinking, active participation in courses, and the development of theoretical, philosophical, and curricular competences. On completion of the taught modules, students should be able to demonstrate:

• Systematic understanding and critical awareness of current problems and new developments in education, curriculum, school leadership, and related social, psychological, and education issues;
• Practical expertise in relevant curriculum, leadership, and management areas;
• Skills in the management of change and innovation in educational settings; the application of their knowledge, comprehension, critical awareness, and problem solving abilities within a framework of research;
• Research areas related to their field of study;
• Effective communication of the results of their research, or advanced technical and professional learning, to both specialist and non-specialist audiences.

2.2 M.Ed. Dissertation

The dissertation is designed to enable students to undertake a more in-depth study of an aspect of their professional life than is possible through their modular studies. On completion of the M.Ed. dissertation, students should be able to demonstrate:

• A critical awareness of contemporary issues and problems within the student’s chosen knowledge domain;
• Expertise in original research which contributes to practice and/or knowledge;
• Critical interpretation of, and application of, knowledge;
• Expertise in empirical and/or non-empirical forms of research related to their chosen knowledge domain;
• Critical reflection on professional, social, and ethical responsibilities linked to the application of their knowledge and judgments;
• Ability to take responsibility for the intellectual activities of individuals and/or groups;
• Effective communication of their conclusions (and the rationale and processes underpinning these) to specialist and non-specialist audiences;
• Ability to undertake self-directed or independent learning.
3. Academic and Administrative Staff

3.1 School of Education M.Ed. Office

The M.Ed. office is located in Room 3087 (9am to 5pm, except for 1pm to 2pm).
Arts Building, Trinity College Dublin, Dublin 2, Ireland.
Tel: +353-1-8961290 / 8963568   Email: master.education@tcd.ie
Web: www.tcd.ie/Education

Professor Damian Murchan           Head of School
Professor Conor McGuckin            Coordinator of the Master in Education Programme
Professor Keith Johnston            Director of Post Graduate Teaching and Learning
Professor Ann Devitt                Director of Research
Mr David Byrne                     School Manager
Ms Keara Eades                     Senior Executive Officer

Please note that in the first instance all enquiries regarding modules, assignments, feedback, supervision, and course submissions should be directed to the administrative staff in the M.Ed. office at master.education@tcd.ie. Professor McGuckin can be contacted by email at conor.mcguckin@tcd.ie

3.2 Strand Leaders

The M.Ed. covers a wide range of academic disciplines. Consequently, each of the academic subject areas has a Strand Leader advising on its operation and development.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Strand Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Perspectives on Education</td>
<td>Professor Keith Johnston</td>
</tr>
<tr>
<td>Drama in Education</td>
<td>Professor Carmel O’Sullivan</td>
</tr>
<tr>
<td>Early Intervention</td>
<td>Professor Miriam Twomey</td>
</tr>
<tr>
<td>Language Education</td>
<td>Professor Noel O’Murchadha</td>
</tr>
<tr>
<td>Leadership and Management in Education</td>
<td>Professor Maija Salokangas</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>Professor Aibhin Bray</td>
</tr>
<tr>
<td>Music in Education</td>
<td>Professor Manita Kerin</td>
</tr>
<tr>
<td>Positive Behaviour Management</td>
<td>Mr Harry Freeman</td>
</tr>
<tr>
<td>Psychology of Education</td>
<td>Professor Stephen Minton</td>
</tr>
<tr>
<td>Science Education</td>
<td>Professor Joseph Roche</td>
</tr>
<tr>
<td>Special Educational Needs</td>
<td>Professor Joanne Banks</td>
</tr>
<tr>
<td>Teaching and Learning (Higher Education)</td>
<td>Professor John Walsh</td>
</tr>
</tbody>
</table>

Some strands may not be available every academic year.
3.3 Student Contact

The School of Education will communicate with you by email. This will be done using your university email address (i.e., your name@tcd.ie student email account) which you will receive when you register. You are advised to regularly check your email account or to set up a forwarding facility on your TCD account. Instructions on forwarding mail can be found at: http://www.tcd.ie/itservices/

Academic Registry

The Academic Registry is located in the Watts Building, Trinity College Dublin. All requests to go “off-books” must be submitted, in the first instance, to the M.Ed. Coordinator. The request will then be considered by the Dean of Graduate Studies. For more information, (see Part 3: 1)

Tel: +353-1-8964500
Fax: +353-1-6712821
Email: academic.registry@tcd.ie
www.tcd.ie/GraduateStudies

4. Course Structure

The M.Ed. programme is available as a modular and flexible route to study, and students select one of the following routes to pursue:

Route 1: One Year Full-Time

Students complete five taught modules and a 20,000 word dissertation module in one year.

Students following the full-time route are not eligible to submit their dissertation unless a minimum grade of a “Pass” has been achieved in each of the taught modules. Students applying for the full-time route must submit a description of the area of research interest at the point of application, and are required to be based in the greater Dublin region during their academic year of study.

Route 2: Two Years Part-Time

Students complete five taught modules in year one, and a 20,000 word dissertation module in year two.

Students wishing to progress to the dissertation year must have all their completed coursework for the taught component of the programme (five modules) submitted by April 10th of the year following entry to the programme and must have achieved a minimum of a “Pass” grade in each taught module. In addition, part-time students submit a 1,200-word research proposal (evaluated on a Pass / Fail basis) before continuing to the dissertation year.
Route 3: Three Years Part-Time

Students complete three taught modules in year one, an additional two taught modules in year two, and a 20,000 word dissertation module in year three.

Students wishing to progress to the dissertation year must have all their completed coursework for the taught component of the programme (five taught modules) submitted by April 10th annually and must have achieved a minimum of a “Pass” grade in each module. In addition, part-time students submit a 1,200-word research proposal (evaluated on a Pass / Fail basis) before continuing to the dissertation year.

Modules are normally taught outside of school working hours and several different formats are used. For example:

- Weekday evenings (4pm to 6pm, 5pm to 7pm, or 6pm to 8pm);
- Weekends (Friday evenings and Saturdays);
- One week of 25 hours (some modules when delivered during the summer period may be recognised by the Department of Education and Science as meeting the needs of Rule 58 [Personal Vacation]);
- Summer School format (taught components for the Drama in Education and Music in Education strands are delivered through a two-week intensive Summer School in Trinity College Dublin, normally held in July, involving study on Saturdays and several evenings).

4.1 The Dissertation Module

The dissertation module entails a 20,000 word dissertation that is graded on the basis of being either a Distinction, a Pass, or a Fail. Attendance at, and full participation in, the lectures and workshops for the Academic Literacy and Research Methods module and the Dissertation Year research support sessions is compulsory for students on all strands of the M.Ed. programme. This content has been designed to introduce and help students navigate the research process. The content explores the nature of educational research and provides support regarding a range of strategies and approaches for data gathering (e.g., questionnaires, interviews, focus groups, systematic literature reviews, action research, case studies, evaluation, historiography, image-based). Critical issues regarding academic writing, trustworthiness and transferability, data analysis, ethics, and modes of representation are also explored.

5. Academic Credit Ratings

5.1 Distribution of Credits

The European Credit Transfer System (ECTS) is an academic credit transfer and accumulation system representing the student workload required to achieve the specified objectives of a programme of study. The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical
attendance, and professional training placements. There is no intrinsic relationship between the credit volume of a module and its level of difficulty. The taught component of the M.Ed. programme consists of five modules, with contact hours varying relative to the number of credits offered. Three of the taught strand modules are worth 15 credits each, one strand module is worth 10 credits, and the common Academic Literacy and Research Methods module is worth 5 credits. The total credit rating for the Master’s programme is 90 credits, distributed as follows:

<table>
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<tr>
<th>Component</th>
<th>Credits</th>
<th>Total Student Effort (hours)</th>
</tr>
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<tbody>
<tr>
<td>Academic Literacy and Research</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Module</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strand Module 1</td>
<td>10</td>
<td>200</td>
</tr>
<tr>
<td>Strand Module 2</td>
<td>15</td>
<td>300</td>
</tr>
<tr>
<td>Strand Module 3</td>
<td>15</td>
<td>300</td>
</tr>
<tr>
<td>Strand Module 4</td>
<td>15</td>
<td>300</td>
</tr>
<tr>
<td>Total for taught component</td>
<td>60</td>
<td>1,200</td>
</tr>
<tr>
<td>Dissertation Module</td>
<td>30</td>
<td>600</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>1,800</td>
</tr>
</tbody>
</table>

5.2 Total Student Effort

Each unit of academic credit (ECT) is equivalent to 20 hours of total student effort, which includes class contact hours, private study time on directed and non-directed reading tasks and activities, and on the preparation of assignments. An assessment is required for each module, and details can be found in individual module descriptions.

6. Student Attendance

It is expected that students will attend and participate fully in all five taught modules. A student who attends for less than 70% of a taught module may be returned as “Non-Satisfactory” for that module. In order to proceed to the dissertation, or to be eligible for the award of the Postgraduate Diploma in Education, a student must obtain credit for the academic year by satisfactory attendance at lectures and by carrying out the required coursework or other designated assignments.

A student who is absent from attendance at prescribed courses due to illness may be required to submit a medical certificate to the M.Ed. office within one week of the absence occurring.
7. **Assessment**

7.1 **Assessment Regulations**

Each student will complete three written (or equivalent) assignments of approximately 4,000 - 5,000 words and one written (or equivalent) assignment of approximately 2,500 - 3,500 words, which are all graded as Distinction, Pass, or Fail, with the Pass level being set at the equivalent of 50% or higher, and a Distinction being set at 70% or higher. In addition to the strand module assessments, students will complete a written (or equivalent) assignment of approximately 1,500 - 2,000 words for the compulsory *Academic Literacy and Research Methods* module; this will be assessed on a Distinction, Pass, or Fail basis. To progress to the dissertation stage of the course, a student must achieve a Pass in each of the five taught modules.

A student is permitted to re-submit the course-work for two failed strand modules only over the duration of the programme. A re-submission is capped at the Pass grade. Compensation between modules is not permitted. A student who fails on resubmission may be required to withdraw from the course.

The dissertation module consists of a 20,000 word dissertation (including appendices, but exclusive of references and preliminary pages) graded on the basis of Distinction, Pass, or Fail. A student who achieves a Distinction in the dissertation and a Distinction in two or more modules (other than the module in *Academic Literacy and Research Methods*) may be awarded the M.Ed. with Distinction.

Those students who, for any reason, do not wish to continue to the dissertation stage of the M.Ed., or who fail the dissertation module, may, after satisfactorily completing all the taught modules (including three 15 credit modules, one 10 credit module, and the module in *Academic Literacy and Research Methods* module), apply to exit with a Postgraduate Diploma in Educational Studies. A student who achieves a Distinction in two or more modules (other than the module in *Academic Literacy and Research Methods*) may be awarded the Postgraduate Diploma in Educational Studies with Distinction.

To be awarded the degree of Master in Education, a student must satisfy the Court of Examiners by fulfilling the following criteria (both A and B):

A. A pass in all five taught modules.

B. A pass in the dissertation module.

Students who have opted to receive a Postgraduate Diploma may apply to submit subsequently for the corresponding Master’s degree. Following completion of the Master’s requirements the student will inform Academic Registry of their intention to rescind the Postgraduate Diploma and have the credit obtained during the Postgraduate Diploma integrated into the Master’s degree.

The student will be required to submit the original Postgraduate Diploma and / or any duplicates that have been issued. The time limit for applying to complete the credits required
for the Master's degree will normally be up to 5 years following completion of the Postgraduate Diploma. In exceptional circumstances, a longer time limit may be considered by the Dean of Graduate Studies. This arrangement is not available to students who exit with the Postgraduate Diploma as a consequence of failing to attain the pass requirements of the Masters (Calendar Part 3, Section III).

7.2 Modes of Assessment

Some form of assessment is required for all postgraduate courses and a student must complete all coursework prescribed. The specific mode of assessment is provided in each individual module description. However, the type of assessment may vary depending on the lecturer and the content of the module. Assessment types may include:

- An academic paper;
- An in-depth case study;
- A critical evaluation of a school / classroom project;
- An action research project;
- An in-class examination;
- A presentation;
- A portfolio.

Co-operative and group projects can be submitted but must be negotiated with the module leader and Strand Leader. It is also important to note that, unless the contribution of each member of the group is clearly indicated, a common grade will be awarded for co-operative projects. It is recommended that some part(s) of each project would be individualised.

For module assignments, guidance on academic writing is provided in Appendix 2 and details of the required form of referencing are given in Appendix 4. For dissertation students, advice on structuring and writing the dissertation is provided in Appendix 5.

7.3 Assessment Criteria

It is recognised that module assignments in different M.Ed. strands cover a broad range of academic fields. Consequently, the weighting of different criteria can vary across the different areas. However, in the interests of consistency and comparability, the following criteria are considered in the assessment of module assignments:

- Organisation and structure of the text;
- Range and understanding of literature / source material for investigating the topic;
- Analysis, presentation and interpretation of literature;
- Application to educational theory and / or practice;
- Quality of conclusions and / or outcomes;
- Quality of recommendations and / or implications for future action;
- Structure and presentation: general layout, observations of academic conventions, quality of language, sentence construction, syntax and paragraphing.
In judging the merit of a dissertation submitted in candidature for the degree of M.Ed., the candidate should note the following criteria:

- The candidate must show evidence that they are able to conduct investigation with rigour and discrimination;
- The candidate must show that he or she appreciates the relationship of the subject to a wider field of knowledge (including scholarly literature);
- The dissertation should include a contribution to knowledge, but it is not necessary that it be worthy of publication;
- The dissertation must be clear, concise, well written, and orderly. Its presentation, general arrangement, and style should be satisfactory;
- A dissertation must be a candidate’s own work;
- The M.Ed. dissertation should not exceed 20,000 words (including appendices, but exclusive of references and preliminary pages).

7.4 Submission of Coursework

Coursework, assignments, and applications for ethical approval are submitted via Blackboard on, or before, the due date specified. Dissertations are submitted via Blackboard. Dissertation proposals are submitted via Blackboard. Students will be asked to provide an originality report (i.e., via Turnitin) when submitting coursework, assignments, and dissertations.

All written work should be word processed (see guidelines in Appendix 2) and all supplementary materials (e.g., images on CD) need to be clearly marked with the student’s name and student number. This should then be submitted to the M.Ed. office for the attention of the module leader/Strand Leader.

Where appropriate, students can use relevant examples from professional school experience in order to provide illustration for their argument and to demonstrate their ability to link theory with practice. However, any identifiable or personal details must not be reported (e.g., name of a school, organization, or work setting; name of a pupil, parent, or professional). Statements made in an assignment should be supported by references to an appropriate source to avoid plagiarism (see section 7.15 below).

Feedback on assignments and guidance on how academic performance may be improved is provided in the form of written comments, using a standardised reporting format (see Appendix 3). The School aims to achieve a turnaround time of six weeks (thirty working days) from the initial submission of assignments to receiving written feedback and a provisional grade, unless an alternative date for feedback is given to students when assignments are submitted. Any grade is provisional and is subject to final approval at the Court of Examiners.
7.5 Deadlines for Submissions Yr1 2019/20

The submission dates are as follows:


On successful completion of the taught component of the course, part-time students submit a 1,200 word research proposal before continuing to the dissertation year. All proposals should be submitted via Blackboard.

7.6 Request for Extension to Submit Coursework

Where there are prescribed dates for submission of coursework, a student must meet these dates, unless prior approval has been given for an extension. An extension may be given for up to ten days at the discretion of the Strand Leader. Otherwise, an extension may only be granted by the Course Coordinator. Requests for an extension must be made in writing (email) and may be granted on medical grounds (with medical certificate required for submission), or in respect of *ad misericordiam* circumstances. A record of the extension will be logged with the M.Ed. office.

7.7 Late Submission and Word Limits

Work submitted outside the prescribed deadline may not be accepted, unless prior permission has been sought and granted from the Course Coordinator.

A tolerance of 10% is permitted in respect of the word count for assignments and dissertations. A piece of work which exceeds the permitted tolerance may not be accepted.

7.8 Dean’s Grace

Dean’s Grace, involving an extension for one month only (free of fees) to submit a dissertation, may be requested in writing to the M.Ed. Coordinator on, or before, 4th August, 2020. Dean’s Grace is normally granted by the M.Ed. Coordinator on request by the student without any requirement for additional documentation (subject to permission of the Dean of Graduate Studies). The normal deadline for dissertation submission is 30th August. If granted Dean’s Grace, the dissertation must be submitted on, or before, the last working day of September.

7.9 Request to go Off-Books

Graduate students must normally pursue their course continuously. In exceptional circumstances, the Dean of Graduate Studies, after consultation with the graduate student’s supervisor and / or the M.Ed. Coordinator, may permit graduate students to go ‘off-books’, where to do so is in the best interests of the graduate student. Applications to go off-books should be made to the Dean of Graduate Studies through the M.Ed. Coordinator. During the period of interruption, graduate students are not required to pay fees. Consequently, they will
not have a student card during this period and will not have access rights to the college library or to other college facilities.

Off-books permission is given for a definite period, usually a period of one year. A re-admission request from the student to the Dean of Graduate Studies is required prior to re-registration, if permission has been granted for medical reasons.

Students who, for reasons of ill-health or other grave cause, have been allowed to go off books can only be re-admitted, even in the current academic year, at the discretion of the Dean of Graduate Studies. The Dean of Graduate Studies may require a satisfactory certificate from a medical referee nominated by the College. Permission for an off-books period is given for a definite duration and the onus is on the student to ensure that they resume their studies at the designated time, as otherwise they will be considered ‘withdrawn’ from the course (Calendar Part 3, Section 1).

7.10 Marking Scheme for Module Assignments: Grade Descriptions

All modular assessments are graded as Distinction, Pass, or Fail. The examining lecturer assigns a provisional grade to a piece of work. Coursework and assignments are graded in accordance with the conventions on the following page. These grade descriptions are intended to provide guidelines for the marking of coursework and assignments in the taught component of the M.Ed. course. They are not rigid prescriptions, but general indications of the qualities that are expected at each level of classification.
Note: grades are provisional until agreed by the Court of Examiners.

<table>
<thead>
<tr>
<th>Distinction (70%+)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure / Organisation</strong> (organisation and structure of the text; logic).</td>
<td>Text and argument are systematically and explicitly organised, without any significant lacunae or repetition. Identifies and discusses pertinent issues in-depth.</td>
</tr>
<tr>
<td><strong>Analysis</strong> (coherence of argument, reflection, distillation).</td>
<td>Critical review and synthesis of ideas; coherent, realistic and well-supported argument; perceptive appraisal of implications.</td>
</tr>
<tr>
<td><strong>Support</strong> (range and understanding of sources).</td>
<td>Critical coverage of all major sources; systematic, analytical use of these sources.</td>
</tr>
<tr>
<td><strong>Presentation</strong> (length, use of presentation conventions, referencing, spelling, grammar, language).</td>
<td>Competent control of length; appropriate presentation and use of referencing conventions; accurate grammar, spelling, and use of language.</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>Work of outstanding quality, showing perceptive and critical insight.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pass (50%+)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure / Organisation</strong> (organisation and structure of the text; logic).</td>
<td>Text and argument structured in a sustained way; all major structural elements present.</td>
</tr>
<tr>
<td><strong>Analysis</strong> (coherence of argument; reflection, distillation, criticality).</td>
<td>Ideas organised and grouped into a coherent, realistic, and well-supported argument; incorporating some critical analysis and relevant / appropriate use of supporting sources.</td>
</tr>
<tr>
<td><strong>Presentation</strong> (length, use of presentation conventions, referencing, spelling, grammar, language).</td>
<td>Length requirements observed; appropriate presentation and use of referencing conventions; grammar and spelling accurate in the main. Satisfactory use of language.</td>
</tr>
<tr>
<td>Overall</td>
<td>Work of good quality, showing knowledge and understanding.</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>Fail (49% or below)</td>
<td></td>
</tr>
<tr>
<td>Structure / Organisation</td>
<td>Poor or weak organisation/structure. Significant gaps or repetition in the argument/text.</td>
</tr>
<tr>
<td>(organisation and structure of the text; logic).</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Some evidence of understanding of ideas although mainly descriptive with limited critical analysis and support.</td>
</tr>
<tr>
<td>(coherence of argument; reflection, distillation, criticality).</td>
<td></td>
</tr>
<tr>
<td>Support</td>
<td>Evidence of some reading in the field but largely descriptive.</td>
</tr>
<tr>
<td>(range and understanding of sources).</td>
<td>Little or no analysis or understanding evident.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Basic command of presentation conventions and referencing; presentation occasionally marred by language / spelling errors affecting comprehensibility.</td>
</tr>
<tr>
<td>(length, use of presentation conventions, referencing, spelling, grammar, language).</td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>The work does not achieve the standards required at honours level.</td>
</tr>
</tbody>
</table>

### 7.11 Processing of Module Assessments

Students failing to pass taught modules may re-submit required work within the duration of the course. Students who, following the re-assessment, have failed to pass taught modules will be deemed to have failed overall, and may be made withdrawn from the course.

A student is permitted to re-submit the course related assignment(s) for two failed strand modules only over the duration of the course. A re-submission is capped at the Pass grade. Compensation between modules is not permitted.

Where one or more forms of assessment apply within an individual module, a student must achieve a Pass in each component in order to pass that module overall. In such cases of multiple assessments within a module, normally a distinction can only be achieved where a student achieves a distinction in each graded component.

A Court of Examiners meets twice a year to process students’ taught module assessments.
7.12 Examination of the M.Ed. Dissertation

Each submitted dissertation will be examined by an Internal Examiner according to approved criteria. This allows for an independent and critical evaluation of the dissertation. The research supervisor is invited to comment on the Internal Examiner’s report. A sample of all M.Ed. course work is provided to the External Examiners, whose ensure comparability of standards, both within and across the M.Ed. strands. The External Examiners also seek to ensure that the course work is at the standards required for comparable courses of study in Ireland and internationally. The dissertation is accepted by the Department of Education and Skills as an honours level qualification, in keeping with College’s understanding of Masters’ programmes. The External Examiners for the M.Ed. programme attend the University in early December of the year following the submission of the dissertation for the Court of Examiners. Membership of the Court of Examiners usually comprises lecturers who have been involved in teaching and assessing students’ work, the Director of Postgraduate Teaching and Learning, the Head of School, and the External Examiners. The Court is chaired by the M.Ed. Coordinator.

The functions of the Court of Examiners are to:

- Consider the marking of the submitted work;
- Compare the quality of assessed work across different markers and modules;
- Ensure comparability of grading;
- Ensure fairness to the students.

Provisional grades are formalised at the Court of Examiners. Students are advised that assessment grades disclosed during the year are subject to moderation by internal and, where appropriate, External Examiners, and as such are considered to be provisional until the end of year when results are confirmed by the External Court of Examiners. Thus, provisional grades may be either approved or amended via the examination process.

Basis for Marking

The dissertation will normally be assessed from the following perspectives:

- Knowledge of relevant literature: theory and research;
- Knowledge of relevant professional practice and research methods;
- Informed critical judgement of theoretical, professional, and research issues;
- Ability to demonstrate a clear understanding of the problem;
- Ability to evaluate the significance of research or other pertinent material (e.g., policy documents, historical records);
- Ability to assess the plausibility and importance of different lines of argument, competing or complimentary;
- Recognition of the implications of evidence;
- Ability to develop a clear line of argument;
• Use of appropriate concepts and language;
• Material is logically organised, demonstrates clarity of expression, and is accurately referenced;
• Shows evidence that the student is able to conduct an investigation with rigour and discrimination.

The student must demonstrate that they appreciate the relationship of the subject to a wider field of knowledge (including scholarship). The dissertation should include some contribution to knowledge, but it is not necessary that it be worthy of publication. The dissertation must be clear, concise, well written, and orderly. Its presentation, general arrangement, and style should be to a high standard. A dissertation must be a student’s own work. Where appropriate, the dissertation should show reflection on professional biography.

Internal Examiners are required to recommend the placing of students’ dissertations into one of the following categories:

• That the dissertation should be awarded a distinction;
• That the degree should be awarded for the dissertation as it stands;
• That the degree should be awarded, subject to minor corrections being made to the dissertation before final submission.

The following recommendations may only be made after the holding of a viva voce examination.

• That the dissertation should be referred for major revision;
• That the dissertation should be failed.

The viva voce examination may also recommend “Pass with Minor Corrections” in case of a borderline thesis.

A student whose dissertation is referred back for major revisions will be required to register for a full academic year and pay the associated full fee for that academic year.
<table>
<thead>
<tr>
<th>Marking Scheme and Grading Criteria for the M.Ed. Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong> (organisation and structure of the text, logic)</td>
</tr>
<tr>
<td>The dissertation be failed</td>
</tr>
<tr>
<td>Disorganised; no clear structure identified or identifiable.</td>
</tr>
<tr>
<td>The dissertation be referred back for major revisions</td>
</tr>
<tr>
<td>Appropriate organisation, most major structural elements present; some significant gaps or repetition in the argument/text.</td>
</tr>
<tr>
<td>The dissertation be passed subject to minor revisions</td>
</tr>
<tr>
<td>Text and argument structured in a sustained way, all major structural elements present.</td>
</tr>
<tr>
<td>The dissertation be passed Distinction</td>
</tr>
<tr>
<td>Text and argument systematically and explicitly organised, without any significant lacunae or repetition.</td>
</tr>
</tbody>
</table>

| **Analysis** (coherence of argument, reflection, distillation, criticality) |
| Descriptive and without critical analysis. |
| Some evidence of understanding of ideas although mainly descriptive with limited critical analysis and support. |
| Ideas organised and grouped into a coherent argument; some critical analysis and use of supporting sources. |
| Critical review and synthesis of ideas; coherent, realistic and well-supported argument; perceptive appraisal of implications. |
| Systematic critical questioning of ideas and suggestion of alternative perspectives; well-supported analysis, insightful evaluation and discussion of implications. |

| **Support** (range and understanding of sources) |
| Little acquaintance with sources in the literature; little or no analysis or understanding evident. |
| Evidence of some reading in the field but largely descriptive. |
| Use of a range of sources in the literature, though there may be some minor gaps, systematic, analytical use of these sources. |
| Critical coverage of all major sources; systematic, analytical use of these sources. |
| Thorough and critical coverage of sources; integration of diverse sources into a systematic whole. |

| **Presentation** (length, use of presentation conventions, referencing, spelling, grammar, language) |
| Length requirements not observed; presentation conventions not observed, incomplete referencing, presentation marred by language/spelling errors affecting comprehensibility. |
| Length requirements observed; basic command of presentation conventions and referencing, presentation occasionally marred by language/spelling errors affecting comprehensibility. |
| Length requirements observed; appropriate presentation and use of referencing conventions; grammar and spelling accurate in the main. Satisfactory use of language. |
| Competent control of length; appropriate presentation and use of referencing conventions; accurate grammar, spelling and use of language. |
| Concise and effectively argued, within the length allowed; appropriate presentation and use of referencing conventions; accurate grammar, spelling and use of language. |

| **Where appropriate: Investigation/Research** (questions; rationale; theoretical background; data collection methods; critical analysis; implications) |
| Where appropriate: Research questions unclear; rationale weak; theoretical background very limited; research methods not well-chosen or misapplied; analysis sketchy or unjustified by data; implications asserted or untenable. |
| Where appropriate: Basic research questions; limited rationale; some theoretical background attempted; research methods adequate, analysis attempted but may lack depth; some implications examined. |
| Where appropriate: Research questions clearly stated; rationale for research given, some relation to underlying theories established; research methods appropriate; some critical analysis of data; appropriate implications drawn from the study. |
| Where appropriate: Perceptive identification of research questions; cogent, theoretically-based rationale; good research design – well applied; critical analysis of data; careful appraisal of implications. |
| Where appropriate: Perceptive identification of research questions, critical appreciation of underlying theory and rationale; appropriate research design, carefully and critically applied; insightful and critical analysis of data; critical interpretation of implications. |

Based on criteria devised by the University of Leeds
7.13 M.Ed. with Distinction

Where a student’s dissertation meets all of the criteria specified in the category of Distinction (see table above), and where Distinctions have been attained in two 15-credit modules, or equivalents (e.g., one 15 credit module, or one 10 credit module and a 5 credit module), across the five modules, they may be awarded the M.Ed. with Distinction.

7.14 Dissertation Referral

Where a dissertation is being considered for referral or a Fail grade, the student will be invited to attend an oral examination. This is normally scheduled before the Court of Examiners and in accordance with the Calendar regulation below:

- When examiners propose either failure, or referral of thesis for revision, they must hold a viva voce examination. The candidate must be informed of the reason for the viva voce. (see Calendar Part 3, 3 General Regulations)

The oral examination panel is constituted as follows:

- Programme Co-ordinator (or his/her nominee) as Chairperson;
- Internal Examiner;
- Supervisor;
- Student;
- Executive Officer.

The outcome of the oral examination will be reported to the Court of Examiners.

Where a dissertation is referred back for revision, the student will be required to re-register for a further year on payment of the full annual fee.

The appeal procedure is the same as that described in 9.5 below.

7.15 Plagiarism

Students should be aware of the University’s policy regarding plagiarism. The Calendar policy on plagiarism is included below.

Calendar Statement on Plagiarism for Postgraduates - Part III, 1

1. General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one’s own, without due acknowledgement. Plagiarism can arise from deliberate actions and also through careless thinking and / or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

It is the responsibility of the author of any work to ensure that they do not commit plagiarism. Plagiarism is considered to be academically fraudulent and is an offence against academic integrity that is subject to the disciplinary procedures of the University.
2. Examples of Plagiarism

Plagiarism can arise from actions such as:

(a) Copying another student’s work;
(b) Enlisting another person or persons to complete an assignment on the student’s behalf;
(c) Procuring, whether with payment or otherwise, the work or ideas of another;
(d) Quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded, or electronic format, including websites and social media;
(e) Paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

(i) Fail to distinguish between their own ideas and those of others;
(ii) Fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
(iii) Fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;
(iv) Come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

3. Plagiarism in the Context of Group Work

Students should normally submit work done in cooperation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised.

4. Self-Plagiarism

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

5. Avoiding Plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor, or, supervisor on avoiding plagiarism. All Schools and Departments must include, in their Handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition,
a general set of guidelines for students on avoiding plagiarism is available at https://libguides.tcd.ie/plagiarism

6. If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) will arrange an informal meeting with the student, the student’s Supervisor, and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students’ Union representative or Post Graduate Advisor to accompany them to the meeting.

7. If the Director of Teaching and Learning (Postgraduate) forms the view that plagiarism has taken place, they must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties noted above must be in agreement. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, they will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures set out in Section 5 of the College Calendar (Part III).

8. If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) will recommend one of the following penalties:

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

9. Provided that the appropriate procedure has been followed and all parties in (6) above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) should in the case of a Level 1 offence, inform the Course Director and, where appropriate, the Course Office. In the case of a Level 2 or Level 3 offence, the Dean of Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).
10. If the case cannot normally be dealt with under summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

• Information on Plagiarism and the General Regulations that pertain to Plagiarism can be found in the University Calendar, Parts II and III at http://www.tcd.ie/calendar/

• Levels of plagiarism are defined within the regulations and different sanctions are applied according to the level. See http://tcd-ie.libguides.com/plagiarism/levels-and-consequences

7.16 External Examiners

Dr Cristina Devecchi,
University of Northampton, England.

Dr Elaine Keane,
National University of Ireland, Galway.
8. M.Ed. Dissertation Year

8.1 Course Structure

This is a research year and students will be involved in writing a dissertation under the guidance of a supervisor. Students are required to submit their dissertation by August 30th in the year following registration for the dissertation year. Regular research methods and support sessions are organised throughout the year.

8.2 The Dissertation

The dissertation provides students with an opportunity to consider an area of interest in depth. It should illustrate a student's ability to analyse and synthesise relevant literature, present arguments supported by relevant evidence and logical discussion, and acknowledge sources of ideas and information. The dissertation should be the product of student's own experience, reading, and reflection. Although original work is always welcome, students are not expected to engage in substantial original research. The dissertation should not exceed 20,000 words (including appendices). The required academic conventions are set out below (see Appendix 4) and must be followed. General guidelines for the submission of a dissertation are outlined in Appendix 5.

8.3 Supervision

Dissertation students are assigned to an appropriate supervisor and are required to maintain regular contact with their supervisor during the academic year. It is the responsibility of the student and supervisor together to find an appropriate level of contact during the preparation and writing of the dissertation. As a general guideline, this is typically once a month for part-time students, and more frequently for full-time students. Meetings will usually be face-to-face (except for students based overseas), however much work can be done through the exchange of emails and attachments.

The supervisor is normally assigned by the Dissertation Coordinator in consultation with the respective Strand Leaders. The choice of dissertation topic must be related to the strand for which the student is registered and within the competence of the supervisory team. Not every supervisor will be available in any one year.

8.4 Working with your Supervisor

The relationship with your supervisor is a crucial one during the programme. Your supervisor will give you advice on your research and on structuring your dissertation. Your supervisor will advise you on:

• Finding relevant literature;
• Focusing research questions;
• Being realistic about scope and timing; choosing appropriate methods;
• Planning data collection and data analysis.

If you have problems with supervision, you should contact the Dissertation Coordinator in the first instance. If you are still not satisfied with your supervision arrangements, you may contact the Course Coordinator, and subsequently the Director of Postgraduate Teaching and Learning.
The following is a set of guidelines as to what is normally expected of students:

- To prepare, with guidance from the supervisor, an appropriate schedule of work for the academic year;
- To prepare, with guidance from the supervisor, an appropriate schedule of meetings for the academic year. This is particularly important for part-time students;
- To present and discuss regularly, and in agreement with the supervisor, work relating to the research;
- To make 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 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 (e.g., problematic relations with gatekeepers, or key informants);
- To contact the supervisor regarding issues that may affect any aspects of the research work (e.g., illness, change of job);
- To write a summary of the supervisory session covering both the content of the session and consequent plan of action, a copy of which is to be emailed to the supervisor after every tutorial.

The student (not the supervisor) is responsible for producing and writing the dissertation. Students are advised to proof-read their dissertation carefully before final submission, and to seek assistance with this from peers and colleagues if necessary.

8.5 M.Ed. Dissertation Progress Report Form

Students are required to complete a M.Ed. mid-point dissertation progress report form (see Appendix 12). Part A of the progress report form should be completed by the student and submitted to their supervisor before the end of February. Students should indicate the frequency of contact with their supervisor and progress made on their review of relevant literature, research design, and data collection. Students should also mention problems or setbacks experienced, and future work to be conducted with an indicative time frame.

The supervisor will complete Part B and discuss it with the student before submitting the signed and completed form to the M.Ed. office at the end of February.

8.6 Research Ethics

All students undertaking the dissertation are required to apply for ethical approval for fieldwork in accordance with the School of Education ethical guidelines. This application should be made during the dissertation year before undertaking any fieldwork. A rolling monthly deadline for ethical approval will be in operation for all students completing the dissertation. The School of Education guidelines on ethical research practice for students and the relevant application form are available in Appendices 7 - 8. They are also available on the research ethics page on the School website.
9. The Student Experience

9.1 Teaching and Learning

The Trinity Inclusive Curriculum Project (TIC) commenced in Trinity College in October, 2008 (see Appendix 8 for details). This project aims to mainstream inclusive principles within the curricula of the College. Students enter Trinity from many diverse backgrounds and the College has a commitment to support this increasingly diverse student population through the development of an inclusive curriculum. The central principle of the Inclusive Curriculum is that multiple approaches to teaching methodology, teaching materials, and assessment are necessary to meet the needs of a diverse student body. All students can benefit from academic staff being aware of the diversity of the student body and adapting their teaching accordingly.

Interactive and experiential strategies are used in module teaching with an emphasis on integrating theory with practice. As participants come with a considerable wealth of practical experience, opportunities are provided for reflection and analysis of such experience within the theoretical framework of an individual module. The programme is developed progressively through a range of teaching and learning mechanisms incorporating group work, collaborative learning, and whole class teacher input and discussion, including lectures, seminars, practical workshops, directed and on-line learning, and individual tutorials.

Inclusive visual aids are used in sessions as appropriate, taking account of font type, size, use of colour and contrast, layout, and number of points/paragraphs on each slide, and use of left alignment to ease reading. Where relevant, handouts are made available in advance, and a variety of teaching materials such as concrete visuals, copies of texts, photos, still images, and drama and role play scenarios are used to increase flexibility and variety in teaching and learning methods and materials.

Coursework, in its various forms, is used to develop the skills, knowledge, and understanding necessary for a mature grasp of a subject and its application in a range of educational situations. Students will be required to develop and demonstrate skills of independent study in their preparation of assignments and in their dissertation. Through these experiences, it is anticipated that students will develop a critical and informed mind, the ability to think imaginatively and creatively, develop a sense of academic rigour, an awareness of the interests and needs of others, and a willingness to share ideas.
9.2 Student Representation
The M.Ed. course has a student representative process. Students may nominate themselves to act as a representative who is able to express the views of the group to the Coordinator and the M.Ed. Programme Course Board, at which general matters affecting the course are discussed. This role does not in any way preclude individual students discussing any matters regarding the programme with their Strand Leader and/or the Course Coordinator.

9.3 Programme Evaluation and Development
One of the cornerstones of any academic programme is the need for ongoing evaluation and review. Student comments, opinions, and reflections are highly valued as they can be a rich source of feedback concerning the future delivery and development of the programme. Each module is evaluated on a standard Student Evaluation Form (or equivalent) (see Appendix 9). Responses are compiled and presented for discussion at teaching team review meetings. Students complete an overall M.Ed. evaluation at the end of the programme.

9.4 Postgraduate Advisory Service (PAS)
The Postgraduate Advisory Service (PAS) 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.

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

Contact details of the Postgraduate Support Officer and the Advisory Panel are available on our website:

http://www.tcd.ie/SeniorTutor/postgraduate/

The PAS exists to ensure that all postgraduate students have a contact point who they can turn to for support and information on college services and academic issues that may arise for them. Representation assistance to postgraduate students is offered in the area of discipline and / or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on postgraduate student life, and many other topics. If in doubt, get in touch with the PAS. All queries will be treated with confidentiality. For more information on what PAS offer, please check their website. If you have any queries regarding your experiences as a postgraduate student in Trinity, do not hesitate to get in touch with the PAS.

9.5 Request for Rechecks and Appeals
All students have the right to discuss their examination or dissertation performance with the appropriate members of staff as arranged by the M.Ed. Coordinator. Graduate students’ examination results cannot be discussed with students until after the publication of the results. The regulations for seeking a re-check / re-marking of results are set out in the College Calendar (Part III).
Students who wish to appeal decisions arising out of examinations should, in the first instance, do so in writing to the M.Ed. Coordinator. The grounds for an academic appeal should be clearly stated and supported where necessary by documentary evidence. The Coordinator will discuss the request with the relevant parties and attempt to find a resolution. If the matter is not resolved, a student may refer the issue to the School’s Postgraduate Appeals Committee. Students have the right to appeal decisions of the School’s Appeals Committee to the Dean of Graduate Studies, and subsequently to the Academic Appeals Committee for Graduate Students (Taught). Such an appeal will only be considered by this Committee where the student’s case:

1. Is not adequately covered by the ordinary regulations of the College;
2. Is based on a claim that the regulations of the College were not properly applied in the applicant’s case;
3. Represents an *ad misericordiam* appeal.

The student cannot make an appeal other than on *ad misericordiam* grounds against the normal application of College academic regulations approved by the University Council. It should be noted that no appeals committee can overturn examiners’ academic verdict on the work as presented: only changes of a procedural nature may be recommended (*Calendar, Part 3:1*).

### 9.6 Award Ceremonies

“Commencements” is the Master’s degree conferring ceremony that is held in the Examinations Hall at the University of Dublin. Two guests are permitted and an informal University reception is held after the ceremony. Students may choose the date of their commencements (dates are provided by the University), although the University expects commencements to occur within two years of completion of dissertations. The majority of students choose to be commenced at the Spring Commencements, usually held in April. It is possible to be conferred in absentia.

### 9.7 Library Access

The library provides a range of services for students. M.Ed. students have full borrowing rights and access to the online resources of the University. A tour of the Lecky and Berkley libraries is available to all new users. Full details about the opening hours and location of collections in the library can be found in Appendix 10. There is a dedicated Education Subject Librarian who can assist M.Ed. students ([https://www.tcd.ie/library/support/subjects/education/index.php](https://www.tcd.ie/library/support/subjects/education/index.php)).

### 9.8 Support Services

TCD provides a range of services to support students. The best place to explore these in more detail is via the TCD website [http://www.tcd.ie/students](http://www.tcd.ie/students).

The Centre for Academic Practice and eLearning (CAPSL) offer useful advice to postgraduate students, and details of their activities are available at: [http://www.tcd.ie/CAPSL/academic_practice/index.php?page=postgrads](http://www.tcd.ie/CAPSL/academic_practice/index.php?page=postgrads)
It is important that students familiarise themselves with TCD’s IT Services (http://www.tcd.ie/itservices/). For those students who have a suitable laptop, the wireless network service is an excellent service while on campus. Details on how to connect to this can be found on the IT Services website. Alternatively, there are student access computer rooms spread around the campus.

9.9 Graduate Students’ Union (GSU)

It is well worth getting in contact with the Graduate Students’ Union (GSU) (http://www.tcdgsu.ie). The GSU is the representative student body for all postgraduate students in TCD and all registered graduate students are automatically members. The GSU provides a graduates’ Common Room where tea, coffee, and newspapers are available free of charge. The GSU office is located on the second floor of House 6, Front Square. The 1937 Postgraduate Reading Room, located in Front Square beside the Exam Hall, is open from 8am to 12am year-round, and offers a quiet place to study where postgraduate students can avail of computer and internet access, photocopying, and low-cost printing.

9.10 Further Professional Development: Postgraduate Research Degrees

The School of Education offers students the opportunity to pursue advanced research leading to the award of an M.Litt. or Ph.D. degree. Please contact the Director of Postgraduate Teaching and Learning for further information.

10. Course Calendar

**Semester 1**

Monday 9\textsuperscript{th} September, 2019 to Friday 29\textsuperscript{th} November, 2019.

Reading Week (Week 7): Monday 21\textsuperscript{st} October, 2019 to Friday 25\textsuperscript{th} October, 2019.

**Semester 2**

Monday 20\textsuperscript{th} January, 2020 to Friday 10\textsuperscript{th} April, 2020.

Reading Week (Week 7): Monday 2\textsuperscript{nd} March 2020, to Friday 6\textsuperscript{th} March, 2020.

**Induction Session**

Friday 6\textsuperscript{th} September 2019: 5pm to 6pm (Davis Theatre, Arts Building).

The induction session will introduce students to the M.Ed. course and structure.
10.1 Academic Literacy and Research Methods

The Academic Literacy and Research Methods module is a compulsory 5-credit module for all Year 1 students. All Year 1 students are required to undertake and pass this module which is offered through a number of sessions that are held on Saturdays. The module provides students with a critical introduction to academic literacy and a comprehensive overview of research methods, approaches, and processes. This core module offers a detailed grounding in academic writing and explores key issues and concepts in educational and social research. A critical exploration of the foundational concepts in research methodology will support the development of students’ research proposals.

The module will also support students in preparing for their dissertation.

10.2 Dissertation Year

Students are required to submit their dissertation by August 31st in the year following registration for the dissertation year, unless they have requested Dean’s Grace. Regular research methods and support sessions are organised throughout the year.

Attendance at research methods workshops and support sessions is compulsory throughout the academic year. These dates apply for full-time M.Ed. students and part-time dissertation year students. Research support sessions allow students to engage with each other’s research, to support each other, and to learn to critique constructively and present to colleagues. Academic inputs will include:

- Ethical issues;
- Literature review;
- Research design and evaluation traditions;
- Approaches to data collection;
- Developing research instruments;
- The analysis, interpretation, and presentation of data.
APPENDIX 1
Assignment Cover Sheet
TRINITY COLLEGE
SCHOOL OF EDUCATION

COVER PAGE FOR M.ED. ASSIGNMENT SUBMISSION

Please ensure that this completed form accompanies your assignment. A copy will be returned to you with the assessor’s comments and suggested grade (subject to the agreement of the Court of Examiners).

SURNAME: ______________________________________________________

FIRST NAME: ____________________________________________________

STUDENT NO: _____________________________________________________

MODULE TITLE: ____________________________________________________

TITLE OF ASSIGNMENT: __________________________________________

MODULE TUTOR: __________________________________________________

DATE SUBMITTED: ________________________________________________

WORD COUNT: ______________________________________________________

This is the 1st/2nd/3rd/4th (please circle) assignment submitted as part of the M.Ed. studies.

I hereby declare that the work in this assignment is entirely my own and that the content has not been substantially, or is concurrently, being used to meet the requirements for another module on this programme or for the award of another academic qualification. It includes the published and unpublished work of others, which is duly acknowledged in the text wherever relevant.

I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at http://www.tcd.ie/calendar

I have also completed the Online Tutorial on avoiding plagiarism ‘Ready, Steady, Write, located at http://tcd.ie.libguides.com/plagiarism/ready-steady-write

SIGNED:
APPENDIX 2
Guidelines for Planning and Writing Assignments

These guidelines are intended to help you plan and write a paper. They are not intended as a set of prescribed rules.

Preliminary Stages

1) Invest some time in defining a theme and clear focus for your paper. The theme may be pre-selected by the course leader or may arise out of some area included in the course lectures and should relate to your own professional and academic interests. Make sure that the topic / area selected is not too broad for the task in hand.

2) Identify a range of literature appropriate for the theme you have selected. Literature sources should include any combination of the following: theoretical and research literature (books and journal articles), official reports, and other pertinent documents. Additional sources may also include original material in the form of reports developed in your organisation or institution for a specific purpose, data collected in your school / area, interview data, etc. Ensure that the literature selected is recent and that its range is not too broad, as otherwise you will not be able to do justice to the material within the time constraints and length of the exercise to be undertaken. A small number of well-chosen sources, which can be carefully analysed, are preferable to a lengthy description of a broad range of literature. The title, aims, and scope of your paper should dictate the range of literature required.

3) At this stage you should be ready to start drafting your paper. Typically, two to three drafts are required before an acceptable end-product is reached.

Structure of the Paper

1) Title Page: the title should be short and should indicate as clearly as possible the precise nature of the topic you have selected. The course for which the paper is being submitted and the date of submission should also be included on the title page.

2) A table of contents with some or all the following: the main sections of the paper, reference section and/or bibliography, appendices. For some assignments, other sections may be required (e.g., methodology, results).

3) The main text of the paper containing an introduction, main sections, and a conclusion.

Typing and Layout

The main text should be word processed on A4 paper using 1.5 line spacing and a sans serif 12 point font - such as Arial, Verdana, Helvetica, or Trebuchet MS. Single spacing should be used for indented quotations of more than 3 lines long, and for appended material. Page numbers should be located at the bottom of the page, approximately 2.5cm above the edge. Margins should be 2.54cm on all four sides, and the text should be left justified for ease of reading in an inclusive learning environment.
The Title Page

The title page should contain the following:

a) The title of the paper;
b) The author's name in full and student number;
c) The course for which the paper is being submitted;
d) The month and year of submission.

Quotations and Punctuation

A quotation should correspond with the original in terms of wording, spelling, capitalisation, and punctuation. Short quotations, not more than three lines long, should be incorporated into the text of the paper and enclosed in quotation marks. Longer quotations should be indented in the text on both sides, with no quotation marks. For further details see the referencing section of this Handbook. Periods and commas should always be placed outside quotation marks; likewise with semi-colons and colons. Question marks and exclamation marks should be placed outside the quotation marks.

Checklist for Reviewing your Paper

It may be helpful to address the following questions at the final draft stage of writing:

1) Does the content reflect the title of the paper? It is important to review the content when you have completed the paper.

2) Does the introduction clearly set out the context, aims, and scope of the paper? Does it provide a brief guide to the various sections which follow? The introduction should be drafted at the start of the exercise and revised for coherence and consistency when the main body of the work has been completed.

3) Is there evidence in the paper that you have identified a relevant and adequate range of literature which will support the main thrust and focus of the paper?

4) Has this literature been presented in a clear and concise manner, while at the same time keeping a balance between description, interpretation, and analysis?

5) Has the evidence presented been related to, and interpreted against, your own professional and academic background? What conclusions have you reached?

6) Have all quotations and references been accurately and consistently recorded according to the agreed format?

7) Has the final draft been checked for logical consistency? Edit the text very carefully. Do not stray from the main thrust of your argument as this will interrupt the flow of ideas. So as to maintain focus, assign additional comments or material to appendices (if allowed for the assignment).
8) Is the language clear, concise, and unambiguous? Avoid long sentences where the meaning is likely to get lost.

9) Has the text been checked for spelling, syntax, grammatical, and typographical errors? Remember to proof read the final draft. A critical friend can be a useful support at this stage of the process.

Things to Avoid

1) In the interests of objectivity, avoid excessive use of the first person in the text.

2) Do not quote excessively or include long quotations in the text. Instead of citing long quotations, it is better to summarise the author’s words and reference the source accurately.

3) Avoid statements of unfounded assertion, value judgements, unsubstantiated opinion, prejudice, bias, or unsupported statements such as “Research has shown . . . , It is a well-known fact . . . , Everyone that agrees that . . . “.

4) Avoid long and protracted sentences where the reader is likely to get confused and stray from the main argument of the passage.

5) Avoid excessive use of technical jargon.

6) Do not exceed the length specified. The problem of excessive length can be avoided through careful choice of topic and supporting literature. Note that the specification of length refers to the main text and does not include the title page, the table of contents, the reference section and / or bibliography, or appendices.

Referencing

The referencing conventions outlined in Appendix 4 should be used in respect of all M.Ed. coursework.

It is important that whenever you use the ideas of other writers, or quote directly from their works, that you acknowledge them in the text and in a list of references at the end of the assignment. As others who read your work may wish to follow up on a particular author or cited work, it is important that references are complete and accurate. Failure to acknowledge sources may be regarded as plagiarism. The University has established regulations in relation to plagiarism (outlined in full at section 7.15 above). It is important to understand what constitutes plagiarism as it is the action and not the intention that constitutes this offence. Students are required to complete the Library’s online tutorial on avoiding plagiarism, available at the following link:

https://www.tcd.ie/library/support/plagiarism/story.html
APPENDIX 3
Assignment Grading Criteria

University of Dublin
Trinity College

Assignment Report Criteria for M.Ed. Modules

Assignment feedback on M.Ed. modules will include reference to attainment using the following indicative headings:

- Assignment length (e.g., adequate / inadequate).
- Presentation of work (e.g., excellent / satisfactory / few errors / many errors).
- Structure / organisation of work.
- Content.
- Analysis (e.g., descriptive / critical).
- Support (e.g., evidence of independent reading, especially journal papers).
- Illustration / incorporation of examples related to practice.
- Areas for improvement.
- Provisional grade (Subject to the agreement of the court of examiners):
  - Distinction;
  - Pass;
  - Fail.
Introduction
In light of the increase in use of citation and referencing software such as EndNote and 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). When using citation software, you should format all entries as APA (6th Edition). The following indicates how cited work should be included in both the text of your written coursework and in the list of references at the end of the assignment (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 assignment, note the author and date of any work that you reference.

For each of the samples below, the correct APA 6th style format would be:


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).

Quoting References that Cite Other Works
To cite secondary sources, refer to both sources in the text, but include in the Reference List / Section 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 / Reference Section

Begin your list of references on a new page, headed with the word “References” at the top.

Order the list of references alphabetically by author's last name. If there is no author given, start with the first significant word in the title.

For article titles, capitalise 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, and in italics.

Double space the entire list.

References are to be in a hanging indent format, meaning that the first line of each reference is set flush to the left hand margin, with subsequent lines being indented (e.g., in Microsoft Office: Word 2007, choose Line spacing > Line spacing options > Indentation > Special > Hanging).

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 authors, 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**

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 period (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 5
Thesis Submission Guidelines
Extracts from the Calendar (Part 3:1)

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 their Supervisor / Course Coordinator. The Supervisor / Course Coordinator will then consult with their Director of Teaching and Learning (Postgraduate). If the latter can satisfy themselves 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 they deem 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 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 and printed on one side of the page only. It is expected 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 90gms. 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 in the Calendar Part III section 1.

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 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 Acknowledgements. 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).

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.
1.1 Introduction

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 the discipline of education.

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” offers 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.

1.2 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.

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 relevant.

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

If you are conducting field work, do not assume that once you have negotiated access and consent to work in a particular setting(s), that this will be automatically granted each time you enter the setting(s). Treat this part of your work as on-going 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, or in sites that are new to you.

All research is a mode of intervention 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.

If you plan to, or anticipate that, your research will be placed in the public domain (e.g., through publications, conferences, seminars), you should inform your participants of this, along with the guarantees of anonymity. 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 powerless. 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.

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.

As with access, informed consent should not be taken for granted, but subject to re-negotiation at 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 (i.e., 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 (e.g., interview, observations, documents), you must obtain their consent.

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.

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 relationship with others who may not be directly involved in your study.

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 they are not familiar, or of which they are not a member. Consultation with a member or members of the cultural community regarding instruments and procedures is highly desirable before research commences, so that potential offence can be avoided.

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 or embarrass members of the community where research has been undertaken.
1.3 Ensuring Anonymity and Confidentiality

At the outset of your research you should offer where appropriate, guarantees of confidentiality (i.e., non-disclosure of proffered information to others) and anonymity (i.e., information cannot be traced back to individuals or specific organisations). If you are conducting “one-off” 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 – e.g., pupil records. In situations where you may intend to use part or even all of your data set (e.g., direct quotations, images), it is vital that you communicate this to your participants.

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 needs be, you may, depending on the situation choose not to record such information. The identities and any related research records (e.g., interview transcripts, interviews tapes, video tapes, observation notes) should be kept confidential. You should always store your data in a secure manner. If practicable, always try and 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 that 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 the public documents any identifiers which could be associated or linked to your participants.

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

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

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 (e.g., names, specific locations).

For guidance relating to ethics and data protection as well as the relevant legislation see materials on the research ethics web page (https://www.tcd.ie/Education/research/ethics/) and in particular the code of practice document (https://www.tcd.ie/Education/research/ethics/assets/forms/SoE_REC_CodeofPractice_and_Guidelines_ratedified10122019.pdf)
APPENDIX 7
School of Education, Trinity College Dublin
Application for Ethical Approval of Research Proposals

Title of Research
________________________________________________________

Researcher Name(s)
________________________________________________________

Trinity Email Address
________________________________________________________

Supervisor Name (if applicable)
________________________________________________________

Supervisor Email (if applicable)
________________________________________________________

Category of Proposer (please tick)

☐ Student
☐ Principal Investigator (Staff)

Course of Study (please tick)

☐ BMusEd
☐ PME
☐ MEd
☐ DEd/PhD
☐ ASIAP
☐ CertC21T&L

Please indicate the level of approval required
(See Code of Practice for the School of Education Research Ethics Committee document on
https://www.tcd.ie/Education/research/ethics/ for description of levels)

☐ Level 0
☐ Level 1
☐ Level 2

Has your proposal been submitted to any other Research Ethics Committee?

☐ Yes
☐ No

If yes, please provide details:
Declaration by All Applicants:
I have read and understood the School of Education’s policy on ethics in educational research:
http://www.tcd.ie/Education/research/ethics/
and Trinity College Dublin’s Policy on Good Research Practice:
including requirements in relation to data protection in Trinity College Dublin as set out here:
https://www.tcd.ie/info_compliance/data-protection

I declare that the details provided reflect accurately my research proposal and I undertake to seek updated approval if substantive changes are proposed after this submission. I have consulted an authoritative set of educational research guidelines.

Applicant’s Signature:

Signed: Date

Declaration by Supervisor (if applicable)
I have read this application. I am satisfied that it is in line with the criteria set out by the School of Education Research Ethics Committee in their published Code of Practice and application form templates.

Supervisor’s Signature:

Signed: Date

In instances where supervisors feel that their specialised expertise may be important, information for the REC to take into account (e.g. in relation to researching highly sensitive areas such as trauma/abuse), please submit an additional page with any relevant information.

Final Approval Signed-Off by a member of the Research Ethics Committee (for staff submissions)

Signed: Date
SECTION 1 – DETAILS OF RESEARCH STUDY

1.1 Working title of proposed study

1.2 Dates & duration of Study
Proposed Start Date:                                               Proposed End Date:

1.3 Please give a structured abstract of the proposed research (approx. 400 words).
State research aim(s) and objective(s), research question or hypothesis, as appropriate. Include background, research approach, design, data collection methods.

1.4 Please answer the following questions in relation to your proposed research. Questions (b), (c) or (d) will require detailed explanations if answered ‘yes’ and will be referred for additional scrutiny by the REC or Trinity REPC. Answering ‘Yes’ to (e) will require a separate application to the relevant HSE REC and must comply with HRB regulations regarding explicit consent.

<table>
<thead>
<tr>
<th>Please tick</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Does the research involve work with children (under-18) or vulnerable adults? If ‘Yes’, has appropriate Garda clearance (or equivalent) been obtained (include details)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Could any aspect of the research give rise to any form of harm to participants, including the researcher(s)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Could any aspect of the research produce information that could lead to criminal prosecution of the participants or others?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Is deception of the participants planned in any aspect of the research? If yes, provide details.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Does any aspect of the research involve patients (or their relatives or carers) or other users of health and social care services, the premises or facilities of such services, access to personal records or the participation of health or social care staff?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 2 – DETAILS OF PARTICIPANT SELECTION

2.1 Who are the proposed participants, e.g. teachers; students? Please indicate the method of sampling you intend to use and the approximate sample size.

2.2 What is your relationship with them? (If you are in a position of authority, for example, indicate how you will deal with the potential influences of such a relationship.)

2.3 Who is the gatekeeper(s) (e.g. school principal) for this study (if applicable)? What is the relationship, if any, between the gatekeeper and the prospective participants?

2.4 What are the primary location(s) for data collection? Specify address of classroom, participant’s home, laboratory, place of convenience, etc.

2.5 Describe exactly how participants will be recruited. Include what steps you will take to access the sample, specifying details of people who will be contacted, how they will be contacted, during this process.

2.6 Will the participants be from any of the following groups (tick as appropriate)

<table>
<thead>
<tr>
<th>INvolVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
</tr>
<tr>
<td>Children under 18 years of age</td>
</tr>
<tr>
<td>Adults with learning disabilities</td>
</tr>
<tr>
<td>Adults with communication difficulties</td>
</tr>
<tr>
<td>Adults who are unconscious or very severely ill</td>
</tr>
<tr>
<td>Adults who have a terminal illness</td>
</tr>
<tr>
<td>Adults with mental illness</td>
</tr>
<tr>
<td>Adults suffering from dementia</td>
</tr>
<tr>
<td>Prisoners</td>
</tr>
<tr>
<td>Young Offenders</td>
</tr>
<tr>
<td>Those who could have been considered to have a particularly dependent relationship with the investigator, e.g. those in care homes, students</td>
</tr>
<tr>
<td>Other groups who may be considered vulnerable (Please specify below)</td>
</tr>
</tbody>
</table>

2.7 If participants are to be recruited from any of the potentially vulnerable groups listed please provide details of:
   a) The extra steps taken to ensure that participants from any of these vulnerable groups are as fully informed as possible about the nature of their involvement
   b) Who will give consent
c) How consent will be obtained (e.g. will it be verbal, written or visually indicated?)

d) When consent will be obtained

e) The arrangements that have been made to inform those responsible for the care of the research participants of their involvement in research

The Research Ethics Committee may require the applicant to contact researchDPO@tcd.ie to complete a DPIA in some instances.
SECTION 3 – DATA PROTECTION, DATA PROCESSING AND DATA STORAGE: FOR PERSONAL DATA ONLY

3.1 Does the study involve collecting, using, accessing or sharing personal data? If no please go to section 4

Yes ☐ No ☐

If yes please give details in the table below of the personal data (participant identities, contact details, signed consent forms, code keys that link personal data to other data)

Please specify details for all that apply and likewise for all media forms utilised (online, hard copy, audio etc.). Under the Data Protection Law the collection of personal data is to be kept to a minimum. Please indicate how the personal data being collected relate to the aims and objectives of the study.

<table>
<thead>
<tr>
<th>Data Collected</th>
<th>Justification</th>
<th>Processing Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE: names</td>
<td>Participant identification, so that we can apply matching codes across data sets.</td>
<td>Excel database, situated in ‘X’ Drive on ‘X’ desktop computer at ‘X’ site.</td>
</tr>
<tr>
<td>EXAMPLE: code keys</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.2 Does the study involve collecting, using, accessing, or sharing sensitive data?

Yes ☐ No ☐

If yes please give details of the sensitive data collected. Please indicate below how collecting such data is relevant to the aims and objectives of the study.

<table>
<thead>
<tr>
<th>Data Collected</th>
<th>Justification</th>
<th>Processing Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>See questionnaire appendix xxx question 12-17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.3 Who will control i.e. determine the purpose and way in which the personal and sensitive data is used and be responsible for this use?

Employees and students of TCD are not data controllers. TCD is the data controller for the institution (Insert this here). However if other institutes jointly determine the purpose of the research, they should be noted as controllers here.

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1 Personal data is information which can identify a person – in particular: a name, address, email, telephone number, an identification number, location data, an online identifier, or and IP address.

2 Sensitive personal data means genetic, biometric and health data, as well as personal data revealing racial and ethnic origin, political opinions, religious or ideological convictions or trade union membership.
3.4 Specify the name/s of any personnel who will have access to the personal and sensitive data? Please identify the affinities and roles of those individuals who are not employees or students of Trinity or their affiliated hospitals or institutes. For other personnel such as data inputters and transcribers see 3.5. (Insert multiple lines for more individuals)

### 3.5 Specify the name/s of any service providers such as transcribers, third party's carrying out analysis, data collection etc.? Indicate below the format in which they will receive the data i.e. original, anonymised, non-anonymised or pseudonymised. Please confirm and attach the agreement that is in place with the service provider.

<table>
<thead>
<tr>
<th>Personnel names</th>
<th>Data access to</th>
<th>Format available to these</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE: member of research team TCD affiliated name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXAMPLE: member of research team non TCD affiliated name</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.6 During and after the study, what steps will you take to protect the confidentiality of personal or sensitive personal data collected as part of the project? (e.g. Participant identities, contact details, consent forms, code keys that link personal or sensitive personal data to other data.). Please specify details for all that apply and likewise for all media forms utilised (online, hard copy, audio etc.)

**Please note:** Double encryption is required on all computers, laptops and mobiles devices. Personal data should not be stored on portable devices unless absolutely necessary and it should be stated here if this is necessary and why. Cloud storage of personal data require secure clouds as recommended by TCD and if cloud storage is used it should be indicated here.

<table>
<thead>
<tr>
<th>Personal/sensitive data type and media format</th>
<th>Format</th>
<th>Comments on protection details</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE: contract details, telephone</td>
<td>original, anonymised, non-anonymised or pseudonymised.</td>
<td></td>
</tr>
<tr>
<td>EXAMPLE: consent</td>
<td>Original Hard copy</td>
<td>Stored in locked cabinet with access solely by x</td>
</tr>
<tr>
<td>EXAMPLE: sensitive data</td>
<td>Original Hard copy</td>
<td></td>
</tr>
</tbody>
</table>

53
Please specify that you have a log and controls in place to record who accesses, changes, discloses or erases all personal data collected.

3.8 It is recommended that all researchers and students complete GDPR training prior to working with personal and sensitive data. Please provide details of any GDPR training undertaken by those named in 3b.4. (e.g. Blackboard GDPR training module) [https://www.tcd.ie/itservices/vle/kb/overview-GDPRtraining.php](https://www.tcd.ie/itservices/vle/kb/overview-GDPRtraining.php)

3.9 Indicate clearly when processing (i.e. pseudoanonymisation, anonymization, deletion) will occur and where. Please indicate who will be responsible for these processes and who will retain the key code if applicable.

3.10 Are there any potential confidentiality issues through identification of the study site? 

Yes ☐  No ☐

*If yes, please expand.*

3.11 Accepted best practice recommends secure retention of personal non-anonymised (of all the types listed previously) for 7 years. If there is any reason to apply for a variation from these guidelines, please give details and provide a justification.

*Consent forms must be kept for 7 years, in the case of students these must therefore be retained by the supervisor. The Participant Information Leaflet must include information regarding the anonymization and destruction of personal and sensitive data and the implications of this i.e. once anonymised data cannot be withdrawn.*

<table>
<thead>
<tr>
<th>Personal/sensitive data type and media format</th>
<th>Format</th>
<th>Retention time, when it will be destroyed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE: contract details, telephone</td>
<td>Original, anonymised, non-anonymised or pseudonymised.</td>
<td></td>
</tr>
<tr>
<td>EXAMPLE: consent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXAMPLE: audio recordings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.12 If identifiable or pseudoanonymised data or material (photographs etc.) will be retained after the study is completed, is it stated on the informed consent form that this will be done and that material will not be used in future unrelated studies without further specific permission being obtained? 

Yes ☐  No ☐

3.13 Researchers must allow the participant access to their data and transcript, if they so wish. Please give details of these arrangements also in the Participant Information Leaflet.
3.14 Data Subject Rights. Describe here how participants will be informed of what data will be collected (and why) and how they can exercise their rights? These include:

- right of access;
- right to rectification;
- right to erasure;
- right to object to processing based on legitimate or public interest;
- right to data portability;
- right to object to profiling or making decisions about individuals by automated means?

What measures will be put in place to ensure compliance with this obligation? How will you deal with any data subjects rights? Do you have a procedure in place if a data subject wishes to withdraw from the study for example?

NB: These rights exist until the data is anonymised. At that point, the data ceases to be personal data
SECTION 4: CONSENT

4.1 Best and common ethical practice involves ensuring informed consent is obtained from the research participants. How will you ensure informed consent is obtained from the research participants? Give details of who will take consent and how it will be done. Please attach a copy of invitation letter, consent form and participant information leaflet for each participant group.

See guidelines on how to prepare these documents: and adapt sample consent forms here accordingly to suit your study and participants.

N. B. Please indicate if you have modified the consent form and/or the participant information leaflet template included in the link above? Yes ☐ No ☐
If yes please highlight the changes made and why these were necessary.

NOTE: If data protection aspects of the template are changed substantially - this may need to be reviewed by Deputy DPO for Research: email: researchDPO@tcd.ie

4.2 What is the time interval between giving information and seeking consent? During this time prospective participants should receive a letter of invitation, PIL and Consent Form to consider. It is recommended that a period of seven days be provided for reflection. If less than this, please justify.

Final Consent checklist

<table>
<thead>
<tr>
<th>4.3 Please complete the checklist below to confirm you have considered all ethical aspects of consent. (Note that the consent forms must accompany this application; any omission or inadequacy in detail will result in a request for amendments).</th>
<th>Please tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have attached the consent form(s) for all research participant groups which are accessible to the target participant audience (e.g. children, participants with literacy needs, etc).</td>
<td>☐</td>
</tr>
<tr>
<td>Each consent form clearly informs possible participants that participation is voluntary and that the participant has the right to cease participation at any time without giving a reason and without prejudice</td>
<td>☐</td>
</tr>
<tr>
<td>Each consent form gives assurances that the data collection (questionnaires, interviews, tests etc.) will be carried out in a sensitive and non-stressful manner.</td>
<td>☐</td>
</tr>
<tr>
<td>Each consent form has full contact details of the researcher (and of the supervisor for student applications) to enable prospective participants to make follow-up inquiries.</td>
<td>☐</td>
</tr>
<tr>
<td>Each consent form has full details, in plain non-technical language, of the purpose of the research, the proposed role of the person being invited to participate, the research instruments (e.g. tests, interviews, questionnaires) with indicative questions if appropriate and the expected duration of participation</td>
<td>☐</td>
</tr>
<tr>
<td>Each consent form has full details of the purposes to which their data (in all their forms: text, oral, video, imagery etc) will be put, including for research dissemination purposes and requires informed consent for each purpose and each form of data</td>
<td>☐</td>
</tr>
<tr>
<td>Each consent form explains how the anonymity, where appropriate, of the participants will be ensured and operationalised</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Each consent form explains how participant data in all its forms (e.g. paper forms, recordings, etc) will be protected, including how it will be stored and for how long and how it will be ultimately destroyed.</td>
<td></td>
</tr>
<tr>
<td>Each consent form clearly states up to what point a participant can withdraw their data from a study, e.g. up until the data is irrevocably anonymised or until analysis or publication of the data findings.</td>
<td></td>
</tr>
<tr>
<td>Please include here any other comments you wish to make about the consent form(s)</td>
<td></td>
</tr>
</tbody>
</table>
SECTION 5 – OTHER ETHICAL ISSUES INCLUDING RISK, BENEFIT AND HARM

5.1 Will individual or group interviews/questionnaires discuss any topics or issues that might be sensitive, embarrassing or upsetting. If Yes, give details of procedures in place to deal with these issues. Give specific names of counselling or other support services that might be offered to participants.

5.2 Is it possible that criminal or other disclosures requiring action could take place during the study. If yes, please provide specific detailed procedures in place to deal with these issues and who will be informed if disclosures occur. Please list below details of any support services to be offered to participants (if applicable). This information needed to be also included in the participant information leaflet.

5.3 Are there any circumstances that might give rise to security concerns for participants or researchers? If yes, please provide an account of procedures in place to deal with these issues and/or mitigate any risks.

5.4 Are there any conflicts of interest where data might be critical of working practices, people etc. If yes, please provide an account of specific procedures in place to deal with these issues.

5.5 What (if any) is the potential for benefit for research participants? Please outline only the direct benefits.

5.6 Will payment be made to research participants?

| YES | NONE OTHER THAN MINIMAL EXPENSES TO COVER TRAVEL COSTS ETC | NO |

5.7 If you answered YES to question above, please specify for what purpose the payment will be made and the amount to be provided to each participant.

5.8 Are there any further ethical issues or problems which may arise with the proposed study and what steps will be taken to address these?

If you have any further comments or notes in relation to any aspect of your application (e.g. funding and relevant ethical issues), please outline them here:
APPENDIX 8

1.1 What is Inclusive Curriculum?

Students enter TCD from diverse backgrounds. Over recent years there has been a great increase in the number of mature students, students with disabilities, students from lower socio-economic backgrounds, and international students studying in TCD, and TCD has a commitment to support this increasingly diverse student population. This can be achieved through inclusive curriculum. The central principle of Inclusive Curriculum is that multiple approaches to teaching methodology, teaching materials, and assessment are necessary to meet the needs of a diverse student body. All students can benefit from academic staff being aware of the diversity of the student body and adapting their teaching accordingly.

Inclusive curriculum involves:

- Flexible modes of representation: disseminating information and ideas via diverse mediums; flexible modes of engagement, using varied teaching methods to take account of the diversity of learning styles and learning preferences;
- flexible modes of expression: providing students with alternative assessment modes to demonstrate what they know.

1.2 Quick Tips Towards an Inclusive Curriculum: Some Basic Tips for Inclusive Visuals

Use a sans serif font, like Arial, Verdana, Helvetica, or Trebuchet MS. Serifs are decorative embellishments added to letters that lessen the clarity of text.

Use a sans serif font, like Arial, Verdana, Helvetica, or Trebuchet MS. Serifs are decorative embellishments added to letters that lessen the clarity of text.

Use at least size 12 on handouts.

Have line spacing of 1.5.

Use bold print for emphasis. Italics and underlining are harder to read.

Be left-justified to give text a shape and avoid the river effect.

AVOID BLOCK CAPITALS AS THEY ROB TEXT OF A SHAPE.

Use short paragraphs and allow for plenty of free space on handouts for ease of reading and for the reader to add comments and notes.

Avoid black text on bleached white paper as it can cause glare. Aim instead for unbleached paper, or lightly coloured paper (e.g., yellow, lilac).

Have a good colour contrast. Remember that, depending on colour perception, what seems readable to one person may be unreadable to another.

Have a plain background. Watermarks and background images can make documents illegible.

Have a simple layout – if there are columns, they should be well spaced, preferably with a line separating them.
1.3 Rationale

Example A

Example A is Times New Roman, size ten, with single spacing. Example B is Arial, size twelve with 1.5 spacing. As you can see, smaller font sizes, single spacing and serif fonts are harder to read. Additionally, it is easier to keep one’s place on a page with left aligned text, as in example B, as left alignment gives the body of the text a specific shape. Example A, which is justified, has no natural shape. Furthermore, bold print stands out, and does not distort the shape of text as italics and underlining do. FINALLY, BLOCK CAPITALS CAN BE DIFFICULT TO FOLLOW AS BLOCK CAPITALS REMOVE THE NATURAL SHAPE OF WORDS, TURNING THEM INTO BLOCKS. Clear layout allows one to focus on the content of visual materials rather than the format.

Example B

Example A is Times New Roman, size ten, with single spacing. Example B is Arial, size twelve with 1.5 spacing. As you can see, smaller font sizes, single spacing and serif fonts are harder to read. Additionally, it is easier to keep one’s place on a page with left aligned text, as in example B, as left alignment gives the body of the text a specific shape. Example A, which is justified, has no natural shape. Furthermore, bold print stands out, and does not distort the shape of text as italics and underlining do. Finally, block capitals can be difficult to follow as block capitals remove the natural shape of words, turning them into blocks. Clear layout allows one to focus on the content of visual materials rather than the format.

1.4 Five Principles of Inclusive Curriculum

1. Flexibility and variety in teaching methods.
2. Flexibility and variety in assessment Methods.
3. Flexibility and variety in teaching materials.
4. Programme requirements that are accessible and available on time to allow optimal preparation.
5. Course materials that are accessible and available on time to allow optimal participation.

1.5 Inclusive Considerations in Post-Graduate Supervision

Research supervision presents substantial challenges and opportunities for both students and supervisors. For many research students, their relationship with their supervisor will be the most significant relationship they experience as students of TCD.

An inclusive supervisor will be aware of, and responsive to, differences arising from diverse social and cultural backgrounds, and is willing to adapt their supervisory style in response to student needs. These differences may be displayed in ethical considerations, research methodologies, background assumptions, and preparedness to investigate alternative means of conducting research where the norm creates a barrier; The effective supervisor is always aware of the student as a holistic individual. They are aware that the student has outside responsibilities.

1.6 Tips for Inclusive Supervision

Gain an understanding of the student’s background at the beginning of the supervisory relationship, paying particular attention to any potential barriers to the research experience. Take into account the student's:
• Cultural, social, and professional;
• Background, expectations, and aspirations;
• Competency at written and oral;
• English, learning style;
• Personal and financial situation.

Establish clear expectations early. It is helpful for the student to know what is expected of them from the beginning.

Explain clearly the academic expectations regarding written work, noting what referencing style is to be used and discussing what is meant by plagiarism.

Discuss research resources, assessing the student’s level of research skills. Discuss methods to improve these skills if needed.

Establish a timetable of meetings from the beginning, and agree on a work tempo. Ensure that there is clarity on the role of the supervisor.

Be aware that your students may have culturally different understandings of the nature of knowledge and learning. Discuss any differences and clarify what is expected of students in TCD (e.g., for some students it may seem disrespectful to openly disagree with a supervisor).

Appreciate the challenges facing the new student:

New students may experience culture shock (particularly, but not solely, international students). Be alert and responsive to this.

Be respectful both verbally and non-verbally. Do not “talk down” to students.

Be aware of student support services on campus, and ensure your students are aware of them also.

Establish appropriate modes of address. Discuss with your student what form of address they prefer. Be aware of cultural differences (e.g., some students may feel very uncomfortable using informal modes of address).

Be aware of the academic environment you create for your research students.

Be respectful of the student.

Be aware that misunderstandings can arise due to differing background assumptions and experiences. Be open and honest about any miscommunications. Encourage peer support amongst research students.

Note that students engage in research for differing reasons (e.g., to embark on a research career, from interest). Be respectful of your students' values.

1.7 Be Positive Regarding Diversity

Be aware of any tendencies to stereotype students from different backgrounds, either positively or negatively.

View and utilise diverse perspectives and experiences as a resource. Be open to what those from other backgrounds can teach you.

Note that all students carry their own unique perspectives, values, and experiences.

Be aware of different learning styles, and be open to amendment when your preferred supervisory style does not suit your student.
Recognise that some students may find the English language, or indeed academic English, a particular challenge. This can lead to extra stress and a need for extra effort by the student. Be aware of resources to help such students.

Be aware and responsive to students' frustrations at not being able to express themselves as they would wish in English.

Be aware that students who speak English as a second language may be reluctant to engage in verbal debate.
APPENDIX 9
Student Module Review Form
School of Education
Trinity College Dublin

School of Education

STUDENT MODULE REVIEW FORM

Title of course:  ________________________________________________________
Module code:  ________________________________________________________
Lecturer(s):  ________________________________________________________

Please rate your experience of the module in relation to each statement below:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Lecturer communicated the learning outcomes of this module to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was clear about the assessment requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The workload was comparable with other modules of a similar size.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The lecturer(s) presented the material in an effective manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teaching methods encouraged me to participate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I found the content of this module intellectually challenging and stimulating.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The reading list provided was helpful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The main readings were available from the College library or in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I received helpful feedback during this module.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The venue provided a satisfactory teaching and learning environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, I am satisfied with the quality of my learning experience in this module.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional comments relating to your learning experience.

Please list 3 things which you enjoyed about this module.

Please list 3 possible improvements which would enhance and further develop this module.

Please note any other comments or suggestions that you may have (continue overleaf if necessary).

Thank you for your feedback.
APPENDIX 10
Library Resources

The Library is an important factor in students’ success and enjoyment at TCD 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. The Library aims to provide high quality facilities and continuing support to students, 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 subject librarian, Ms. Geraldine Fitzgerald, who can be contacted at: fitzgey@tcd.ie 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 (e.g., journals, database, web portals) 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 you require. It should be noted that whilst the library has a large stock of journals, not all of them are on the shelves and may have to be ordered from the “stacks”, which may take a day to be delivered to the library.

As one of the great university libraries of the world, the 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 (Michaelmas) term. These are designed to provide a basic induction to the library and to focus on the information needs of different groups of students.

The Library Buildings

Students should soon become familiar with the physical layout of the Library’s buildings – both 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 postgraduate students. Off-campus, the Stearne Medical Library in the St James’ Hospital Teaching Centre delivers services to health science students on clinical attachment, and students working at Tallaght Hospital may use the AmNCH Hospital Library.

The Library Collections

TCD’s Library has the status of being a Legal Deposit Library - meaning that well over 100,000 print items are acquired each year. About 25% of the 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. The Library has 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/.

Ask for help!
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 there are 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>Term Monday-Friday</th>
<th>Term Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley/Lecky/Usher</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>
</tr>
<tr>
<td></td>
<td></td>
<td>09.30-20.30</td>
<td></td>
</tr>
<tr>
<td>Manuscripts</td>
<td>Manuscripts</td>
<td>Fri 10.00-17.00</td>
<td>10.00-13.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summer Vacation</td>
<td>Summer Vacation</td>
</tr>
<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 is available 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 the 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 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.

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 - e.g., blue for the Berkeley / Lecky / Ussher, and pink for the Hamilton. Items from Book Stacks take about one hour to arrive and deliveries from Santry arrive twice daily – at about 1.30p.m. and 5.30p.m. An Automated Stack Request service is now also in operation.

**Borrowing**

A current TCD ID card is essential to borrow books. Research and Higher Degree Postgraduate Students 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 (e.g., lecture notes, journal articles) 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 per item. For staff there is a minimum charge of €10.

**Renewals and Consulting your own Record**

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

**Carrels**

Study carrels for Masters and Doctorate 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 / Ulster / Ussher Library or at the Hamilton Library counter.
Photocopying / Printing

The central printing, scanning, and photocopying facilities are managed by IT Services and the College Library, and provided by Datapac. There are multi-function devices (MFDs) in the Libraries and IT Services Computer Rooms located throughout the campus, and in some off-campus locations.

It is possible to print from any computer in the computer rooms to any of the Datapac MFDs, whether on or off campus, as printing from these computers works on a ‘follow-me’ system. This means that after you have sent a job to be printed, it will print out on whatever Datapac MFD you choose to release the job from.

In order to be able to use this service you must first credit your print account. You will also need your PIN code for the service. This is emailed to your @tcd.ie account when you register in Trinity. Full instructions on how to use the service are available on the Datapac website at www.tcdprint.ie For technical support please contact the Datapac technicians.

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 01 896 3111 or by email disab@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 (Multimedia area)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
</tr>
<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. Refer to http://www.tcd.ie/disability/atic/ for further details.

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/) 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 (Michaelmas) term 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 email 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 Help?**

The Library’s staff members are keen to help in advising on use of the services so please ask if you are having any difficulty in using the Library.
APPENDIX 11
Internal Examiners’ Dissertation Report Form
University of Dublin
School of Education

Master in Education

Internal Examiners’ Report Form

STUDENT’S NAME:

DISSERTATION TITLE:

1. PRESENTATION (use of presentation conventions, referencing):

2. CLARITY OF EXPRESSION (style, flow, coherence):

3. LITERATURE REVIEW (theoretical background to research, critical analysis):

4. METHODS & METHODOLOGY (clarity of research focus and rationale, suitability and application of research methods and data collection):

5. ANALYSIS & DISCUSSION OF FINDINGS (critical analysis, interpretation of implications):

6. CONCLUSIONS (adequacy, relevance to practice, emerging from research undertaken):

7. SUMMARY OF STRENGTHS AND WEAKNESSES:

8. OVERALL RECOMMENDATION:

1) The dissertation is passed with Distinction

2) The dissertation is passed as it stands

3) The dissertation is passed subject to minor corrections being made

4) The dissertation is not of a sufficient standard to warrant the award of either 1), 2) or 3) and a viva voce examination should be held.
One of the following recommendations may be made only after the holding of a viva voce examination: 1) The dissertation should be referred back for revision, or 2) The dissertation should be failed. A student whose dissertation is referred back for revisions will be required to register for a full academic year and pay the associated fee for that academic year.

EXAMINER:

DATE:

SECOND READER’S COMMENTS:

SECOND READER:

DATE:
APPENDIX 12
M.Ed. Dissertation Progress Report Form

Part A of the following progress report form should be completed by the student and submitted to their supervisor on, or before, the end of January. The supervisor should complete Part B and discuss it with the student before submitting the signed and completed form to the M.Ed. office on, or before, the end of February.

Name of student:

Student number:

Provisional title of thesis:

Name of supervisor:

PART A

1. Student’s self-assessment of work done since registration in September

This is to be submitted to the supervisor for comments and later transmission to the M.Ed. Coordinator. Students should indicate the frequency of contact with their supervisor (cf. sections 8.3 and 8.4 of the M.Ed. Handbook) and progress made on their review of relevant literature, research design, and data collection. Students should also mention problems or setbacks experienced, since these matters are important to the M.Ed. Coordinator in monitoring progress. Please indicate future work to be conducted and an indicative time frame (continue on a separate sheet, if necessary).

Student’s signature

Date
PART B

2. Supervisor's Comments

The substance of these comments should be discussed with your student. If they do not submit Part A, please complete and return Part B to the M.Ed. office by the due date.

<Do we need to following check-boxes?>

Yes ☐ No ☐

Has the student maintained regular contact with you this year as specified in Section 8.3 of the M.Ed. Handbook (via face to face meetings, online tutorials, and/or email)?

Yes ☐ No ☐

Do you foresee any problems which might prevent submission of the dissertation on, or before, the deadline?

Yes ☐ No ☐

Have you discussed the substance of these comments with the student?

Yes ☐ No ☐

If no, please indicate why?

________________________
Supervisor’s signature

________________________
Date
PART C
To be completed by the M.Ed. Programme Coordinator.

At this mid-point review stage, please indicate if the student's progress is deemed satisfactory or non-satisfactory.

Satisfactory ☐ Non-Satisfactory ☐

Where a student's progress is deemed non-satisfactory, they will be invited to meet with the M.Ed. Programme Coordinator and their supervisor to discuss the issues identified in their progress report form. Where discrepancies arise, the matter will be raised with the School's Director of Postgraduate Teaching and Learning.

__________________________________________
M.Ed. Coordinator's signature

__________________________________________
Date