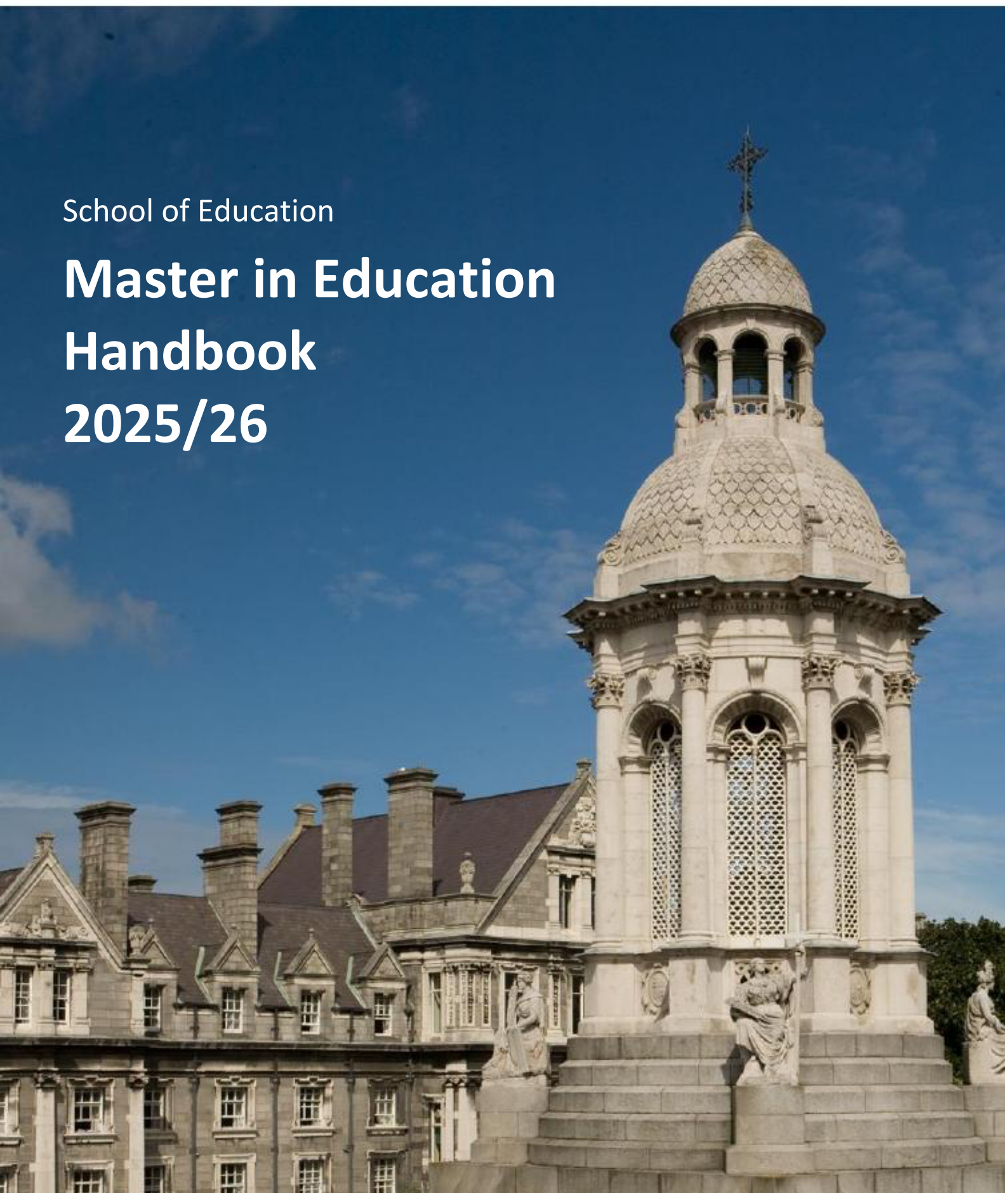**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Education

Master in Education Handbook 2025/26

1. Introduction

1.1. Welcome Message from the Head of School

Dear Students,

I am delighted to welcome you to the School of Education and to Trinity College, the University of Dublin. I wish you every success and joy in your studies with us over the coming year.

Trinity College has been a central part of the academic, cultural and social fabric of Irish society for over 400 years. The University is the leading university in Ireland and the School of Education is the top ranked School of Education in Ireland and 62nd in the world (QS rankings). In the School of Education, we work at the forefront of research, policy and practice in the field of education so that we can contribute to the creation of a more just and sustainable society.

We are delighted that you have made the choice to join us on your educational journey. The continued growth and success of the School is a reflection of the welcome, care and attention we extend to all our students, both new and established. We have been preparing for your arrival this academic year as ever with all of our staff focused on ensuring that our course provides a premier teaching qualification, highly valued by post-primary schools.

We believe in the transformative power of education for all. Our mission as educators is to provide an inclusive learning community for our diverse student body which is student-centred and based on innovation, collaboration and critical thinking. In our teaching and research we embody our core values of curiosity, inclusion, collaboration, sustainability, transformation and innovation. Collectively, we work to bridge the gap between research, practice and policy in order to effect positive change. By modelling best practice in teaching learning and assessment, we prepare you, our student teachers, to carry these principles into your classrooms on placement and onwards in your future careers.

This handbook is your resource to prepare for and navigate your progress through this programme. It highlights the many resources which you can access in the School and the wider University to support you on this journey.

We invite you to get involved in all that the College and the School have to offer. We warmly welcome your input to help shape and inform the programme into the future. Together we will make it a success and ensure that you develop to your full potential within the programme.

Tá súil agam go mbainfidh tú aoibhneas as do chuid ama linn is go n-éireoidh leat le do chúrsa i mbliana.

I wish you every success in the year ahead and look forward to meeting you during your time with us in the School.

Professor Ann Devitt

Head of School

1.2. Welcome Message from the Master in Education Office

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

We are confident that you will find the Master in Education (M.Ed.) programme challenging and demanding, but also hope that you will find your studies at Trinity College Dublin interesting and rewarding. All of the pathways on the M.Ed. programme have been designed to offer a dynamic and coherent postgraduate learning experience. Our programme seeks to ensure that your studies are an enjoyable period of personal and professional development. The programme is based on a flexible format, facilitating students who wish to study on a part-time basis. The programme is multi-disciplinary in nature and is taught by subject specialists in each of the relevant areas. Each of the programme pathway 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. You are very welcome to attend any of these. Details can be found on noticeboards throughout the school, on the School's webpage, and through the School's social media postings:

Website:	https://www.tcd.ie/Education/
Facebook:	https://www.facebook.com/education.tcd/
X:	https://twitter.com/SchoolofEdTCD
Instagram:	https://www.instagram.com/schoolofedtcd/
LinkedIn:	https://www.linkedin.com/school/trinity-college-dublin/posts/?feedView=all

The information contained in this M.Ed. Handbook applies to all students studying on the M.Ed. programme, so we would advise all M.Ed. students to read the Handbook thoroughly. We wish you every success in the coming year.

Prof Erika Piazzoli - Coordinator of the Master in Education programme
Address: Room 3095, Arts Building, Trinity College Dublin, Dublin 2.
Email: Erika.Piazzoli@tcd.ie

Ms Sheena Helbert - Executive Officer
Address: Room 3087, Arts Building, Trinity College Dublin, Dublin 2.
Email: mastered@tcd.ie

Ms Lucy Banks - Executive Officer
Address: Room 3087, Arts Building, Trinity College Dublin, Dublin 2.
Email: mastered@tcd.ie

1.3. About This Handbook

This Handbook has been designed specifically for Master in Education (M.Ed.) students of the University of Dublin, Trinity College as a supplement to the University of Dublin, Trinity College Calendar 2025/2026, available at https://www.tcd.ie/calendar. The Handbook is intended as a guide to various aspects of the M.Ed. programme offered by the School of Education.

The Handbook is accurate at the time of production and may not reflect changes that may have occurred to the programme after its publication. Any necessary amendments will be notified via students' College email address. In the event of any conflict between the General Regulations of the College, as formulated in the University of Dublin, Trinity College Calendar, and this Handbook, the provisions of the General Regulations will prevail (Calendar 2025/2026).

An electronic copy of this Handbook is available from the M.Ed. section of the School of Education website. A printed copy of the Handbook is available from the M.Ed. office upon request.

1.4. School of Education

The School of Education was established in 1905 and is one of the major professional schools of the University. 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 into many important areas of education.

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. The School of Education is recognised as being one of the Top 100 Schools of Education worldwide – it was 75th in the 2026 Quacquarelli Symonds (QS) Subject Rankings.

2. General Information

2.1. Master in Education (M.Ed.) Office

If you wish to visit the M.Ed. office in person, you must email the office in advance to arrange a suitable day and time. Please see details below for contacting the M.Ed. office.

- Address: Room 3087, Arts Building, Trinity College Dublin, Dublin 2.
- Opening hours: 9.00am-5.00pm, except for lunch 1.00pm-2.00pm.
- Email: mastered@tcd.ie
- Website: www.tcd.ie/Education

2.2. Staff Contacts

2.2.1. School of Education - M.Ed. Office

The School of Education will communicate with you by email, 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 check your email account regularly, or to set up a forwarding facility on your TCD account. Instructions on forwarding mail can be found at: http://www.tcd.ie/itservices/. All enquiries regarding modules, assignments, feedback, supervision, and course submissions should be directed to the M.Ed. office at mastered@tcd.ie.

Role	Name
Head of School	Prof Ann Devitt HeadofEducation@tcd.ie
Director of Teaching and Learning (Postgraduate)	Prof Keith Johnston KJOHNSTO@tcd.ie
Director of Research	Dr Joanne Banks BANKSJO@tcd.ie
Director of Global Engagement	Dr Aibhín Bray Aibhin.Bray@tcd.ie
Coordinator of the Master in Education Programme	Prof Erika Piazzoli Erika.Piazzoli@tcd.ie

Coordinator of the Master in Education Programme (Dissertation)	Dr Susan Pike Susan.Pike@tcd.ie
Subject Librarian	Ms Geraldine Fitzgerald FITZGEY@tcd.ie
School Manager	Mr Conn McCluskey CMCCLUSK@tcd.ie
Programmes Manager	Ms Jess Freeman mastered@tcd.ie
Executive Officer	Ms Sheena Helbert mastered@tcd.ie
Disability Liaison Officer	Dr Donatella Camedda CAMEDDAD@tcd.ie
Director of Inclusion	Prof Andrew Loxley LOXLEYA@tcd.ie
External Examiner	Prof Liam Gilfoyle Oxford University, United Kingdom
External Examiner	Prof Déirdre Ní Chróinín Mary Immaculate College, Limerick

2.2.2. School of Education - M.Ed. Pathway Coordinators

The M.Ed. covers a wide range of academic disciplines. Consequently, each of the academic subject areas has a Pathway Coordinator who leads on its operation and development (see Table below).

Specialised Pathways

Pathways	Name
Drama in Education	Dr Susan Kennedy-Killian susan.kennedykillian@tcd.ie
Higher Education	Dr John Walsh WALSHJ8@tcd.ie

Leadership and Policy in Education	Dr Gavin Murphy Gavin.murphy@tcd.ie
Psychology of Education	Dr Aoife Lynam AOLYNAM@tcd.ie

Open Pathways

Pathways	Name
Arts Education	Prof Erika Piazzoli Erika.Piazzoli@tcd.ie
Assessment & ICT in Education	Dr Keith Johnston KJOHNSTO@tcd.ie
Inclusive Education	Dr Donatella Camedda CAMEDDAD@tcd.ie
Higher Education	Dr John Walsh WALSHJ8@tcd.ie
Language Education	Dr Chelsea Whittaker WHITTACH@tcd.ie
Leadership and Policy in Education	Dr Gavin Murphy Gavin.murphy@tcd.ie
Mathematics Education*	Dr Aibhín Bray brayai@tcd.ie
Music Education	Dr Susan McCormick mccorms5@tcd.ie
Philosophy and Social Policy in Education	Dr Andrew Gibson Andrew.Gibson@tcd.ie
Psychology of Education	Dr Aoife Lynam AOLYNAM@tcd.ie

Science & Society*	Prof Joseph Roche Joseph.Roche@tcd.ie

*Please note that some pathways may not be available every academic year.

Compulsory Modules

All M.Ed. students participate take these modules, regardless of the pathway they have chosen.

Module	Name
Academic Literacy: Planning Research in Education	Dr Susan Pike Susan.Pike@tcd.ie
Research Methods: Creating Research in Education	Dr Chelsea Whittaker WHITTACH@tcd.ie

2.2.3. Other Useful Contacts

IT Services

Students are provided with full IT support via College's IT Service Desk. A wide range of IT training is also available - either online or face-to-face.

- Address: Áras An Phiarsaigh (AAP), Ground Floor, Trinity College Dublin, Dublin 2.
- Opening hours: Monday to Thursday: 9 - 17.30 and Friday: 9 - 17.00.
- Telephone number: +353-1-8962000.
- Email: itservicedesk@tcd.ie
- Website: https://www.tcd.ie/itservices/

Academic Registry

Academic Registry provides services that support the complete student lifecycle – from application to graduation.

- Address: Watts Building, Trinity College Dublin, Dublin 2, Ireland.
- Opening hours: Monday to Thursday: 9am - 5.30pm and Friday: 9am - 5pm.
- Telephone number: +353-1-8964500.
- Email: academic.registry@tcd.ie
- Website: https://www.tcd.ie/academicregistry/

3. M.Ed. Aims and Learning Outcomes

3.1. Taught Component of the M.Ed.

The M.Ed. programme, with its balance of theory and practice, provides students with an evidence informed 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;
- Apply knowledge comprehension, critical awareness and problem-solving abilities within the framework of 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.

3.2. M.Ed. Dissertation

The M.Ed. Dissertation is designed to enable students to undertake a more in-depth study of an aspect of their chosen area of study 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.

3.3 Marking Scheme for Module Assignments

All modular assessments are graded as Distinction, Pass, or Fail. The examining lecturer assigns a provisional grade to a piece of work. This grade remains provisional until the process of the Court of Examiners, whereby the External Examiners and the Court of Examiners may amend a provisional grade that has been recommended. Coursework and assignments are graded in accordance with the conventions (please see section 7.10). 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.

4. M.Ed. Course Structure

4.1. (a) Course Outline: Route of Study

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

Route 1: One Year Full-Time

Students complete six taught modules (four pathway modules, 40 ECTS, and two research modules, 20 ECTS) and a 15,000-word supervised Dissertation module (30 ECTS) in one academic 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 1,200-word description of their area of research interest at the point of application. Full-time students are required to be based in the greater Dublin region during their academic year of study.

Route 2: Two Years Part-Time

In Year 1, students complete six taught modules (four pathway modules, 40 ECTS, and two research M.Ed. modules, 20 ECTS). In Year 2, students complete and a 15,000-word supervised Dissertation module (30 ECTS). Students wishing to progress to the Dissertation year must have achieved a minimum of a 'Pass' grade in each taught module. In addition, part-time students must submit a 1,200-word research proposal before continuing to the Dissertation year.

Route 3: Three Years Part-Time

In Year 1, students complete three taught modules, which are two pathway modules (20 ECTS) and one research module (10 ECTS) for a total of 30 ECTS. In Year 2, students complete three taught modules (two pathway modules, and one research module, a total of 30 ECTs). In Year 3, students complete a 15,000-word supervised Dissertation module (30 ECTS). To progress to Year 2, students must pass all the Year 1 modules. To progress to the Dissertation year, students must pass all the Year 2 modules and have submitted a 1,200-word Dissertation proposal.

Modules are normally taught in several different formats:

- In person, weekdays (Monday - Friday);
- In person, weekends (Saturdays);
- Blended, where some teaching will be face-to-face and some online;
- The Summer School format (Drama in Education pathway only) is scheduled across a two-week intensive Summer School, normally held in July, involving study on Saturdays and several evenings).

4.1. (b) Course Outline: Pathways

The M.Ed. programme can be taken as a specialised pathway (Drama in Education, Higher Education, Leadership and Policy, Psychology of Education) or as an open pathway (Critical Perspectives, Open Pathway). Within open pathways, the pathway(s) and where applicable optional modules to be followed are selected prior to registration and cannot be changed after the selection is made.

The specialised and open pathways options feature different structures:

- Specialised pathway: four core modules dictated by the selected pathway, as well as two research modules, 'Academic Literacy: Planning Research in Education' and 'Research Methods: Creating Research in Education'.

- Open pathway: two core modules dictated by the selected pathway; two choice modules, open across all pathways, timetable permitting; as well as two research modules, 'Academic Literacy: Planning Research in Education'; 'Research Methods: Creating Research in Education'.

The specialised and open pathways lead to the same degree, Master in Education, (M.Ed.) and feature six 10 ECTS modules and the Dissertation, for a total of 90 ECTS.

4.2. The M.Ed. Dissertation Module

The Dissertation module consists of a 15,000-word supervised Dissertation graded on the basis of Distinction, Pass, or Fail. References and preliminary pages are not included in the word-count. Preliminary pages include pages such as Title Page, Declaration, Abstract, Summary, Acknowledgments, Table of Contents, List of Tables and Figures, Lists of Abbreviations, and Lists of Appendices. Appendices are included in the word count, whether in MS Word format or JPEG/PDF format.

5. Academic Credit Ratings

5.1. Distribution of M.Ed. 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 (e.g., lectures, seminars, workshops, supervision), the number and length of written or verbally presented assessment exercises, class preparation and private study time, and examinations. 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 six modules, with contact hours varying relative to the number of credits offered. All taught modules are worth 10 credits each (10 ECTS) and the Dissertation module is worth 30 credits (30 ECTS).

The total credit rating for the M.Ed. programme is 90 credits (90 ECTS), distributed as follows:

Component	Credits	Total Student Efforts (hours)
Academic Literacy: Planning Research in Education	10	200
Research Methods: Creating Research in Education	10	200
Taught Module 1	10	200
Taught Module 2	10	200
Taught Module 3	10	200
Taught Module 4	10	200
Total for Taught Component	**60**	**1,200**
Dissertation Module	30	600
Total	**90**	**1,800**

5.2. Recognition for Prior Learning (RPL)

Students may apply for exemption from core coursework that they have already completed elsewhere, in line with Trinity's Recognition for Prior Learning (RPL) policy. Students who wish to apply for RPL may do so in writing, to MASTERED@tcd.ie by 31th October 2025, by sending a personal written statement, a Curriculum Vitae as well as other relevant documentation, as per 7.17 and 7.18 in Trinity's RPL policy: https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recognition-Prior-Learning-Policy.pdf. A decision will be made based on the documentation submitted, and students will be notified of the outcome of their application before the start of Term 2.

5.3. Total Student Efforts (Hours)

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 regarding the module assessment will be provided by the module lecturer.

6. Student Attendance

It is expected that students will attend and participate fully in all six taught modules. A student who attends for less than 70% of a taught module may be returned at the Annual Court of Examiners as 'non-satisfactory' for that module.

In order to proceed to the Dissertation module, or to be eligible for the award of the Postgraduate Diploma in Educational Studies, a student must obtain credit for the academic year by satisfactory attendance at lectures and by successfully completing the required coursework or other designated assignments (i.e., at least a 'Pass' grade).

A student who is absent from prescribed course events 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 the module assignments outlined with specific guidelines by the module coordinator, which can be graded as Distinction, Pass, or Fail. The Pass level is set at the notional equivalent of 50% or higher, and a Distinction being set at the notional equivalent of 70% or higher. To progress to the Dissertation stage of the course, a student must achieve a Pass (or Distinction) grade in each of the six taught modules.

A student is permitted to resubmit the coursework for failed modules amounting to no more than 30 ECTS 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.

A student who achieves a Distinction in the Dissertation module and Distinctions amounting to at least 30 ECTS in taught modules, at the first attempt, may be awarded the M.Ed. with Distinction.

Students who have successfully completed all modules, but do not wish to continue to the Dissertation stage or who fail the Dissertation module, may apply to exit with a Postgraduate Diploma in Educational Studies (P.Grad.Dip.). A student who achieves Distinctions amounting to at least 30 ECTS in taught modules, at the first attempt, may be awarded Postgraduate Diploma in Educational Studies (P.Grad. Dip.) 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/Distinction in all six taught modules.
- (B): A Pass/Distinction in the Dissertation module.

Students who have opted to receive a Postgraduate Diploma in Educational Studies (P.Grad.Dip.) may apply to submit subsequently for the corresponding Masters degree. Following completion of the Masters requirements the student will inform Academic Registry of their intention to rescind the Postgraduate Diploma. They will then have the credit obtained during the Postgraduate Diploma in Educational Studies (P.Grad.Dip.) integrated into the Masters degree. This arrangement is not available to students who exit with the Postgraduate Diploma in Educational Studies (P.Grad.Dip.) as a consequence of failing to attain the pass requirements of the Masters (College Calendar Part III).

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 Masters degree will normally be up to 5 years following completion of the Postgraduate Diploma in Educational Studies (P.Grad.Dip.). In exceptional circumstances, a longer time limit may be considered by the Dean of Graduate Studies.

7.2. Modes of Assessment

Some form of assessment is required for all postgraduate courses and a student must complete all examined coursework prescribed. The type of assessment may vary depending on the content of the module. Assessment types may include:

- An academic paper or poster;
- An in-depth case study;
- A critical evaluation of a school / classroom project;

- An action research project;

- An in-class examination;

- A group presentation;

- A portfolio;

- A video or creative artefact.

Co-operative and group projects can be submitted but must be negotiated with the Pathway Coordinator.

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. Generally, some elements(s) of each project are 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 6. For Dissertation students, advice on structuring and writing the Dissertation is provided in Appendix 7.

7.3. Assessment Criteria

It is recognised that module assignments in different M.Ed. Pathways 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:

- Critical Perspective;

- Engagement with literature;

- Content knowledge and understanding;

- Structure and organisation;

- Presentation and communication.

In judging the merit of a Dissertation submitted in candidature for the degree of M.Ed., the candidate should note the following requirements:

- The candidate must show evidence that they are able to conduct investigation with rigour and discrimination;

- The candidate must show that they appreciate 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. Presentation, general arrangement, and style should be satisfactory;

- A Dissertation must be a candidate's own work;

- The M.Ed. Dissertation should not exceed 15,000 words (including appendices, but exclusive of references and preliminary pages).

7.4. Submission of Coursework

Coursework, assignments and Dissertations are submitted via Blackboard on, or before, the due date specified (refer to module coordinator for guidelines). An originality report will be generated by Turnitin when coursework is submitted.

All written work should be word processed (see guidelines in Appendix 2) and all supplementary materials need to be clearly labelled with the student's name and student number.

Where appropriate, students can use relevant examples from professional practice or 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, organisation, work setting, name of a pupil, parent, or professional). Statements made in an assignment should be supported by references to an appropriate source so as to avoid Academic Misconduct (see section 7.14 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 5). The School aims to achieve a turnaround time of six weeks (thirty working days) from the initial submission of an assignment 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 Module Submissions 2025/26

The submission dates for assignments will be provided by the Module Coordinator.

On successful completion of the taught component of the course, part-time students must submit a 1,200-word research proposal before continuing to the Dissertation year. All proposals should be submitted via an online form which will be sent to students by the M.Ed. office in June.

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 granted for an extension. An extension may be given for up to ten days at the discretion of the Pathway Coordinator. Otherwise, an extension may only be granted by the M.Ed. Course Coordinator. Requests for an extension must be made in writing (email) and may be granted on medical grounds (with medical certificate required), 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 Pathway Coordinator or Programme 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 via an online form on Blackboard, or before, 1st of August 2026. Dean's Grace is normally then granted by the M.Ed. Dissertation 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 31st August at midnight. If granted Dean's Grace, the Dissertation must be submitted on, or before, the last working day of September (30th September 2026, for full-time students).

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 the M.Ed. Coordinator, may permit a graduate student to go 'off-books', where to do so is in the best interest of the 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. The student will be requested to furnish a medical certificate to confirm that they are fit to return to their studies.

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 (College Calendar Part III).

7.10 (a) Overview of Grading

Coursework and assignments will be graded following these criteria:

Master in Education (M.Ed.)			
Criteria	**Fail**	**Pass**	**Distinction**
Critical Perspective	Mainly descriptive, with little or no questioning of ideas; lacks justification or alternative perspectives.	Some critical analysis; engages with differing perspectives; implications are reasonably supported.	Consistently critical; systematically questions ideas; proposes alternative perspectives; implications are well-supported and insightful.
Engagement with Literature	Minimal engagement with literature; sources used are limited, inappropriate, or misunderstood.	Appropriate range of sources used; literature supports points made;	Wide range of high-quality sources; literature is integrated critically and

		some critical engagement evident.	systematically; evidence is used to challenge and deepen perspectives.
Content Knowledge & Understanding	Limited or inaccurate understanding of relevant concepts across theory, practice and research in education.	Accurate understanding of relevant concepts, theories, frameworks, and contexts; demonstrates awareness across theory, practice and research in education.	In-depth, critical, and integrated understanding of relevant concepts, theories, frameworks, and contexts; makes insightful connections across theory, practice and research in education.
Structure & Organisation	No clear organisational logic; difficult to follow progression of ideas. Length requirements not met.	Logical organisation that supports understanding; clear focus on the chosen topic; progression of ideas is mostly sustained. Length requirements observed.	Clear, purposeful organisation from introduction to conclusion; coherent and compelling progression of ideas; concise and well within length requirements.
Presentation & Communication	Presentation is unclear or difficult to follow; for media submissions, visual/audio elements detract from content. Frequent language errors impair comprehensibility. Referencing is absent or incorrect.	Presentation is clear and appropriate for the intended audience; for media submissions, visual/audio elements support the message. Language is mostly accurate. Referencing conventions followed with minor errors.	Presentation is engaging and enhances the message; design/layout or media use is of excellent quality and integrated seamlessly. Language is precise and fluent. Referencing is accurate and consistent throughout.

Grades are provisional until considered and ratified by the Court of Examiners.

7.10 (b) Processing of Module Assessments

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

A student is permitted to re-submit course related assignment(s) for no more than 30 ECTS over the duration of the course. A coursework 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 grade in each component in order to pass that module overall. In such cases of multiple assessment components within a module assignment, normally a Distinction can only be achieved where a student achieves a Distinction in two nominated components as specified by the Module Leader.

The External Examiners and the Court of Examiners convene twice in the academic year to review and ratify provisional grades that have been awarded to students' taught module assessments.

7.11. Examination of the M.Ed. Dissertation

Each submitted Dissertation will be examined one Examiner, then moderated by the Supervisor. The process for examination is the following:

Firstly, Dissertations will be examined by an Examiner following the approved examination process, against the approved criteria. The Examiner completes the Dissertation Examination Report Form, and submits to the relevant programme administrator(s). This allows for an independent and critical evaluation of the Dissertation.

Secondly, the Research Supervisor moderates the work of the Examiner, they confirm whether the Examiner's marking of the dissertation is accurate and in line with the approved processes and meets the criteria for the grade awarded. The Supervisor, as moderator, records their conclusion in writing, which they submit to the relevant programme administrator(s).

Finally, if there is disagreement between the Examiner and Moderator / Supervisor over the category of grade for the Dissertation, a Second Reader will 'blind' review the Dissertation using the approved process and criteria. They will complete the Dissertation Examination Report Form and their recommended mark is presented to the Court of Examiners for approval. Dissertations sent to a Second Reader are included in the sample of work reviewed by the External Examiner.

The role of External Examiners is to evaluate if academic standards are being maintained, ensure examination regulations are followed, moderate on borderline cases and ensure that individual students are treated fairly. In all cases, all Dissertations deemed not to meet the Pass standard will be referred to a viva voce examination and will be included in the sample of work sent to the External Examiner for review.

When examining the Dissertation, Examiners will use the following criteria:

Criteria	Distinction	Pass	Fail
Presentation	Excellent presentation; few or no typographical errors; length conventions are observed; excellent use of headings and signposting; adheres to prescribed referencing conventions.	Good, clean presentation; some typographical errors noted; length conventions are observed; good use of headings and signposting; mostly adheres to the prescribed referencing conventions.	Poor presentation; many typographical errors throughout; length conventions are not observed; poor or no use of headings and signposting; referencing conventions are not adhered to.
Clarity of Expression	Extremely clear structure and a concise style; very fluid and logical narrative; clear and coherent presentation of ideas with little or no repetition or lacunae.	Clear structure and style; fluid and logical narrative; the presentation of ideas is mostly clear and coherent although there may be some repetition and/or lacunae.	Structure and style don't allow for clear expression; narrative is neither fluid nor logical and does not allow for the clear and coherent presentation of ideas; significant repetition and/or lacunae.
Engagement with the Literature	Thorough and critical coverage of all relevant sources in the existing literature; sources are systematically and appropriately integrated into the argument; a robust theoretical framework is constructed.	Good coverage of relevant sources in the existing literature; there may be some minor gaps; the sources that are included are used in a systematic way; the theoretical framework is mostly robust.	Little evidence provided of acquaintance with the relevant sources in the existing literature; large gaps evident throughout the work; there is no theoretical framework or, where it is present, it is weak.
Methods & Methodology	Perceptive identification of research questions; critical appreciation of underlying theory and rationale; appropriate research design that is carefully and critically applied; analytical methods are appropriate and allow for insightful and critical engagement with the data; critical interpretation of results.	Research questions are clearly stated and are appropriate for the most part; good rationale provided for the research and some relation to the underlying theory is established; analytical methods are appropriate and there is some critical engagement with the data.	Research questions are unclear and/or inappropriate; the rationale is weak; the relationship to underlying theory is absent or weak; research instruments are poorly selected or misapplied; the methods for analysis are not appropriate and don't allow for critical engagement with the data.

Analysis	Systematic and critical engagement with ideas and suggestion of alternative perspectives; well-supported analysis; Insightful evaluation.	Ideas organised and grouped into a coherent argument; some critical analysis and critical engagement with relevant sources; descriptive in areas and ideas accepted uncritically in some instances.	Descriptive and without critical analysis.
Conclusions	Perceptive consideration of the implications of the research; the relationship to educational theory and practice is clearly articulated.	Appropriate implications are drawn from the study; there is some engagement with the relationship to educational theory and practice.	The implications drawn from the study are weak or are not tenable; there is little or no relevance to educational theory and practice or the relationship is not clearly presented.

7.12. M.Ed. with Distinction

Where a student's Dissertation meets all of the criteria specified for a Distinction grade, and where Distinctions have been attained in modules accounting for at least 30 ECTs, the student may be awarded the M.Ed. with Distinction.

7.13. Dissertation Referral

Where a Dissertation is being considered for a Fail grade, the candidate will be invited to attend a viva voce examination. This is scheduled before the Court of Examiners and in accordance with the College Calendar regulations.

The viva voce examination panel is constituted as follows:

- Programme Co-ordinator (or their nominee) as Chairperson;
- Programme Executive Officer (as note taker);
- Examiner of the Dissertation;
- Supervisor;
- Candidate.

Following a viva voce examination, the Examiner, who is normally responsible for examining the candidate at viva, may make one of the following recommendations:

- The work is passed subject to minor changes; or

- The work should be failed and the candidate may apply for permission to repeat the research component of the programme (referred to as a Fail Category 1); or

- The work should be failed and the candidate may not apply to repeat the research component of the programme (referred to as a Fail Category 2).

A candidate who successfully applies to repeat the research component of the programme is liable to pay the relevant fees (see https://www.tcd.ie/media/tcd/calendar/graduate-studies-higher-degrees/section-III.pdf). The new submission is capped at a 'pass'. The outcome of the viva voce examination will be reported to the Court of Examiners. The appeal procedure is the same as that described in Section 9.5 below.

7.14. Academic Integrity

Students should be aware of the University's policy regarding Academic Integrity. The College Calendar policy on Academic Misconduct is included below.

Calendar Statement on Academic Integrity for Postgraduates - Part III

50 General
It is clearly understood that all members of the academic community use and build on the work and ideas of others. However, it is essential that we do so with integrity, in an open and explicit manner, and with due acknowledgement. Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct. Examples of academic misconduct can be found in the Curriculum Glossary.

51 Academic misconduct in the context of group work
Students should normally submit assessments and/or examinations done in co-operation with other students only when the cooperation is done with the full knowledge and permission of the lecturer concerned. Without this permission, submitting assessments and/or examinations which are the product of collaboration with other students may be considered to be academic misconduct. 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, or that any other academic misconduct has taken place.
In order to avoid academic misconduct in the context of collaboration and group work, it is particularly important to ensure that each student appropriately attributes work that is not their own. Should a module coordinator suspect academic misconduct in a group assignment, the procedure in cases of suspected academic misconduct must be followed for each student.

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52 Avoiding Academic Misconduct

Students should ensure the integrity of their work by seeking advice from their module coordinator or supervisor on avoiding academic misconduct. 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 academic misconduct is available at https://libguides.tcd.ie/academic-integrity.

53 Procedure in cases of suspected academic misconduct (taught)

If academic misconduct as referred to in 50 above is suspected, the procedure in cases of suspected academic misconduct, available at https://www.tcd.ie/teaching-learning/academic-affairs/academic-integrity/ must be followed.

54 Procedures in cases of suspected academic misconduct (research)

In cases of suspected misconduct by postgraduate research students within elements related to their dissertation or thesis, the case should be referred to the Dean of Graduate Studies in the first instance, who may refer the case to the Dean of Research, the Junior Dean, or the School according to the specifics of the case. Where a concern of misconduct arises in the context of taught elements of the research programme, the procedure for managing cases of suspected academic misconduct available https://www.tcd.ie/teaching-learning/academicaffairs/academic-integrity/ must be followed.

55

If the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate), or designate, feels that the consequences provided for under the academic misconduct procedure are inappropriate given the circumstances of the case, they may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations §2.Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

7.15 Generative Artificial Intelligence (GenAI)

Artificial Intelligence (AI)

Artificial intelligence is generally understood to be a set of technologies that enable computers to perform a variety of functions usually perceived as requiring human intelligence – for example, understanding speech, recognising objects in images, composing written answers and problem reasoning. A more formal definition of an AI system from the European Union AI Act (2024) is: "A machine-based system designed to operate with varying levels of autonomy and that may exhibit adaptiveness after deployment and that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments" (EU AI Act 2024).

Generative Artificial Intelligence (GenAI)

Generative AI is the sub-area of AI, involving AI systems which generate content — for example, human dialogue, speech, images and video. GenAI systems are capable of generating such content based on a user's request or instruction. More formally, GenAI is defined by UNESCO as "an artificial intelligence (AI) technology that automatically generates content in response to prompts written in natural-language conversational interfaces" (UNESCO 2023).

AI and GenAI in Trinity As Ireland's leading university and as a world leader in AI research, Trinity recognises that AI and GenAI offer new opportunities for teaching, learning, assessment and research. Trinity also recognises that these technologies present challenges and risks, including to academic integrity, ethics, privacy, impartiality, intellectual property and sustainability. Acknowledging these opportunities and challenges, Trinity commits to supporting the opportunity for students and staff to become AI literate and fluent, thereby helping them to navigate and respond to the challenges and risks of AI and GenAI in order to harness the potential of (Gen)AI to enhance teaching, learning, assessment and research – and to be prepared for future challenges as these technologies evolve. We also commit to providing ongoing resources and guidance to support students and staff to use AI and GenAI in ways that are appropriate, responsible and ethical – and to ensure that academic integrity is maintained in its usage.

Guidance for students on GenAI use

This section has been created in line with College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research, available at:

https://www.tcd.ie/academicpractice/assets/pdf/college-statement-on-genai.pdf.

This statement is a living document that will be regularly reviewed and updated as Artificial Intelligence (AI) and Generative Artificial Intelligence (GenAI) technologies evolve and as other related College policies are published. Students are encouraged to familiarise themselves with the policy as per link above, as well as Appendix 3 and Appendix 4 in this Handbook.

Aligned with the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2024), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and appropriately cited, as and the Library guidelines on acknowledging and reference GenAI. From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy.

AI tools are treated similarly to peers within a peer assessment context: students can discuss their ideas and work with the AI tool, but they must ensure that all of the work they submit is their own. Ultimately, as the author, a student is responsible for the substance of their assignment. AI tools may have a supportive role. Unless expressly stated, M.Ed. students do not have permission to use AI tools in a way which means that the substantive work of conceptualising and writing the assignment (or preparation of a podcast, video, presentation) is not their own, and as a result, that assessors cannot ascertain whether the learning outcomes have been met. To that end, it is not permitted to copy an entire conversation – or any part therof – that a student has had with an AI tool into their assignment.

Conversations with AI tools are viewed as possible learning experiences, as opposed to a writing tool. Students must (at a minimum) acknowledge its use, using the guidance given on the GenAI hub: https://www.tcd.ie/academicpractice/resources/generative_ai/ as well as the form provided in Appendix 4 of this Handbook.

Principles underpinning use of AI and GenAI in Trinity

The principles underpinning the use of AI and GenAI in Trinity align as appropriate with the College's Statement on Integrity (2022) and with the European Commission's Living Guidelines on the Responsible Use of Generative AI in Research (2024). These are:

- Transparency and Honesty
- Responsibility and Accountability
- Respect
- Innovation

For more information about the principles, see:

https://www.tcd.ie/academicpractice/assets/pdf/college-statement-on-genai.pdf.

For an overview of Generative AI – what it is, how it works, its limitations and risks, please see Trinity's Generative Artificial Intelligence (GenAI) Hub.

8. M.Ed. Dissertation Year

8.1. Course Structure

The Dissertation year is a research year and students are involved in researching and writing a Dissertation under the guidance of an appointed supervisor. Students are required to submit their Dissertation by the last working day in August in the year following registration for the Dissertation year. Regular research methods and support sessions are organised throughout the year. Students enrolled on the 1-year full-time M.Ed. pathway undertake their Dissertation research concurrently alongside all their modules.

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 the student's own experience, reading, and reflection. The Dissertation should not exceed 15,000 words (including appendices but excluding the reference section).

The Dissertation should be uploaded onto Blackboard. The required academic conventions are set out below (see Appendix 6) and must be followed. General guidelines for the submission of a Dissertation are outlined in Appendix 7.

8.3. Supervision

Dissertation students are assigned to a research 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, full time students should aim to have a meeting every two weeks and part-time students once a month. The supervisor sessions should be roughly an hour in length. Meetings can take place either face-to-face or online. However, much work can be done through the exchange of emails and attachments.

The supervisor is normally assigned by the M.Ed. Dissertation Coordinator in consultation with the Head of School. The choice of Dissertation topic should be related to the Specialised Pathway or, for Open Pathway students, to the pathway or modules for which the student is registered.

8.4. Working with your Supervisor

The relationship with the supervisor is a crucial one during the Dissertation year. The supervisor will give the student advice on all aspects of their research and on structuring their Dissertation.

The supervisor will advise the student on:

- Finding relevant literature;
- Focusing the research question(s) or hypothesis(es);
- Being realistic about scope and timing;
- Choosing appropriate research methodology and methods;
- Planning data collection and data analysis;
- Writing and presenting the Dissertation.

If a student experiences any problems with their supervision, they should contact the M.Ed. Dissertation Coordinator in the first instance. If they are still not satisfied with their supervision arrangements, they may contact the Programme 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 make contact with the supervisor;
- 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 provide an agreed agenda as to the content of supervisory meetings so they are as productive as possible;
- To present and discuss regularly, and in agreement with the supervisor, work relating to the research;
- To prepare, with guidance from the supervisor, an appropriate schedule of work for the academic year;
- 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 shared with 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.

8.5. M.Ed. Dissertation Progress Report Form

Students are required to complete a M.Ed. mid-point Dissertation progress report form (see Appendix 11). Part A of the progress report form should be completed by the student in January 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 of the form and will discuss their comments with the student before submitting the form. The submission should be an agreed, signed, and completed form to be submitted via Blackboard by the end of February.

8.6. Research Ethics

Research ethics is part of modules, including the Academic Literacy and Research Methods modules, within the M.Ed. The School of Education guidelines on ethical research practice for students are also available on the research ethics page on the School website:

https://www.tcd.ie/education/research/research-ethics/.

Trinity College uses the Research Ethics Application Management System (REAMS) system as its main platform for processing research ethics applications. All M.Ed. students submit their applications

through REAMS. All of the information including the link to start an application, is available on the REAMS website:

 https://www.tcd.ie/research/support/ethics-approval.php.

8.7. Tara Archive

Previous M.Ed. Dissertations are archived in Trinity's Access to Research Archive (TARA). It is recommended that students avail of this service, as it makes students' research available to others who may have an interest in the same research area, and provides students with a permanent web link that they can then share more widely to increase the dissemination and influence of their research.

If students wish archive their Dissertation in TARA, they are allowing Trinity College Dublin to archive and disseminate their research. Students' Dissertation will be made available to staff and students of Trinity College Dublin **only**.

If students wish to place their Dissertation in TARA they should follow the following steps:

1. Before submitting their Dissertation to Blackboard, students should save the Dissertation in PDF format using the following naming convention for the PDF file: Author's surname, SchEdu, Year. For example, a Dissertation authored by Mary Smith should have the following file title: SmithSchEdu2021. The file once named as above will automatically save as SmithSchEdu2021.pdf

2. Students will receive an updated forms.office.com link from the administration team. Students will need to upload their final dissertation to this link, to complete their submission to TARA.

    More information about TARA can be found at this link: https://libguides.tcd.ie/TARA

9. The Student Experience

9.1. Teaching and Learning

Commenced in October 2020, the mandate of Trinity Inclusive Curriculum (Trinity-INC) Project (https://www.tcd.ie/equality/projects/inclusive-curriculum/) is to embed principles of diversity, equality and inclusion across all curricula at Trinity College Dublin. A project of the Office of the

Associate Vice Provost for Equality, Diversity and Equality, Trinity-INC works collaboratively across the College community, with staff and students, across academic and support spaces, to achieve its goals.

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 Trinity-INC is that multiple approaches to teaching methodology, teaching materials, and assessment are necessary to meet the needs of a diverse student body.

Key to the project is the voice of Trinity students from all walks of life and communities from across the nine grounds of equality and others who are commonly underrepresented or face barriers within Higher Education. Forming the Trinity-INC Student Partner Committee, they work with the Trinity-INC team to raise awareness of current experiences of inclusion and exclusion within teaching and learning at Trinity and inform the direction of Project including training for academic and other staff.

Definition of an Inclusive Curriculum:

An inclusive curriculum is one in which all students, regardless of personal circumstances, or learning backgrounds, abilities or strategies, have equitable opportunity to engage fully in their studies and achieve their learning goals.

According to Trinity-INC Student Partners, an inclusive educator is one who:

- Assumes diversity among their students;
- Calls out inappropriate language in content;
- Affirms people's gender identity;
- Understands the complexity of students' cultural identities;
- Sees and values students challenges and efforts;
- Respects students' individual access needs and accommodations.

9.2. Student Representation

The M.Ed. programme 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 Programme Coordinator and the M.Ed. Programme Course Board, at which general matters relating to the course are discussed. This role does not in any way preclude individual students discussing any matters regarding the programme with their module coordinator and/or or the M.Ed. Course Coordinator.

This role is based at programme level and students will be provided the opportunity to nominate themselves at the start of the academic year.

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 anonymous Student Evaluation Form (see Appendix 8).

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 students' first point of contact and a source of support and guidance, regardless of what stage of the course they 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 at https://www.tcd.ie/seniortutor/students/postgraduate/.

The PAS exists to ensure that all postgraduate students have a contact point where 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 Dissertation submissions, supervisory issues, general information on postgraduate student life, and many other topics. If in doubt, students should get in touch with the PAS. All queries will be treated with confidentiality.

9.5. Request for Rechecks and Appeals

All students have the right to discuss their assignment performance or Dissertation performance with the appropriate member(s) of staff as arranged by the M.Ed. Coordinator. Final assignment grades cannot be discussed with students until after the publication of the results, as ratified by the Court of Examiners. The regulations for seeking a re-check of results are set out in the College Calendar (Part III).

Students who wish to appeal decisions arising out of examined coursework should, in the first instance, do so in writing to the module coordinator. The grounds for an academic appeal should be clearly stated and supported where necessary by documentary evidence. The module coordinator will discuss the request with the relevant parties and work with the M.Ed. Coordinator 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 Postgraduate 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 the examiners' academic verdict on the work as presented: only changes of a procedural nature may be recommended (Calendar Part III).

9.6. Award Ceremonies

'Commencements' is the Masters degree conferring ceremony that is held in the Examination Hall in College. Two guests are permitted, and an informal University reception is held after the ceremony. M.Ed. Students are commenced at the Spring Commencements, usually held in April. It is possible to be conferred 'in absentia'. Further information and graduation timetables are available using the link provided https://www.tcd.ie/academicregistry/graduation/. Students should contact the Graduation office Graduation@tcd.ie directly with any queries or updates.

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 Eavan Boland 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 9. There is a dedicated Education Subject Librarian who can assist M.Ed. students.

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.

Student Counselling

The Student Counselling Service is a confidential, professional service available free of charge to every Trinity College student. It offers help in coping with any personal or emotional problems which may impact on your studies or progress in the University and offers learning support and development aids. Appointments should be made directly with the Counselling Service. Students may also like to contact the Peer Support Group 'Student 2 Student' which is a group of students trained in listening and helping other students.

NiteLine

NiteLine is an anonymous and confidential student listening service. Supporting students if they are experiencing mental health problems. NiteLine is a non-profit service provided free of charge to students which has been in operation for 25 years. Run by a team of dedicated student volunteers who have undergone rigorous training with the intention of supporting their peers. Open every single night of term from 9pm - 2.30am, supporting students through instant messaging and over the phone, some who are at risk of dropping out of university and others who are contemplating taking their own lives.

YouTube 3-minute video about NiteLine: https://youtu.be/ccmj-CjzZcU

Student Learning Development Services

Student Learning Development is part of the Counselling Service in Trinity College Dublin, to help students to improve their learning and study skills via one-to-one appointments and workshops. They can help with academic writing, revision and exam strategies, time management, giving presentations, motivation, critical thinking, and thesis writing. For further information and contact details see: https://www.tcd.ie/sld/about/

The Centre for Academic Practice and eLearning offers useful advice to postgraduate students, and details of their activities are available at: https://www.tcd.ie/academicpractice/

IT Services

Students should 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.

Trinity Disability Services

Postgraduate students (both taught and research) who have a disability are encouraged to apply to the Disability Service for reasonable accommodation. Supports for Postgraduate Students includes:

- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships
- Preparation for Viva Voce examinations

An application can be made through my.tcd.ie via the 'My Disability Service' tab. Additional information is available in a step-by-step How to apply for Reasonable Accommodations guide.

Any postgraduate student in Trinity (or prospective student) is welcome to contact the Disability Service to informally discuss their needs prior to making a formal application. Please email askds@tcd.ie or visit the Disability Service Contact Page.

Academic Language Support for Second Language Students

The Centre for English Language Learning and Teaching at Trinity College Dublin offers a rich range of Academic English language learning opportunities for all Trinity students. Their research and development in the field of English language learning and teaching ensures the provision of innovative and expert English language support.

This comprises of:

- Pre-sessional Programmes: a summer Pre-Sessional 10-week programme for applicants with a conditional or unconditional offer to study at Trinity (more information here);
- In-sessional Programmes: language support classes tailored to the needs of all academic disciplines in the university. These modules are for currently registered TCD students (more information here).

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 Examination Hall, is open from Monday to Fridays: 24hrs, Saturday and Sundays: 24hrs all 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 a M.Litt., D.Ed., or Ph.D. Please contact the Director of Teaching and Learning Postgraduate for further information, at: PHDRSRCH@tcd.ie.

10. Course Calendar

Link to College Calendar: https://www.tcd.ie/calendar/

Semester 1

- M.Ed. teaching begins on Monday 15th September 2025 to Sunday 7th December 2025.
- Reading Week (Week 10): Monday 27th October 2025 to Sunday 3rd November 2025.

Semester 2

- M.Ed. teaching begins on Monday 19th January 2026 to Sunday 19th April 2026.
- Reading Week (Week 28): Monday 2nd March 2026 to Sunday 8th March 2026.

Induction Session

The induction session for the M.Ed. will be held on Friday, 12th September 2025 at 5pm. The session will be recorded and made available online, on the School of Education website:

https://www.tcd.ie/education/courses/postgraduate/masters-in-education/.

10.1. (a) Academic Literacy: Planning Research in Education

The Academic Literacy: Planning Research in Education (EDPT2501) module is a compulsory 10-credit (10 ECTS) module for all Year 1 students on the M.Ed. Students will learn key aspects of the research process, as they work as emerging researchers, including positionality, bias and ethics. They will explore research approaches, methods and designs, including methods of analysis. As they move through the module they understand and develop the key aspects of academic literacy and writing and will have refined their own research aims and research questions for their dissertation

10.1 (b) Research Methods: Creating Research in Education

The Research Methods: Creating Research in Education (EDPT2502) module is a compulsory 10-credit (10 ECTS) module for all Year 1 students on the M.Ed. *Research Methods: Creating Research in Education* equips learners with the knowledge and skills to design, conduct, and present robust educational research. Building on the Academic Literacy module, it introduces qualitative, quantitative, mixed, and creative methods, emphasising ethical, political, and practical considerations. Learners engage with reflexivity, positionality, and iterative research design, applying data generation and analysis techniques to their chosen inquiry. Workshops scaffold dissertation writing, focusing on structuring chapters, presenting data, and articulating contributions to knowledge. By completion, learners will demonstrate methodological confidence, ethical awareness, critical interpretation of findings, and the ability to communicate research to specialist and non-specialist audiences.

Appendix 1: Assignment Cover Sheet

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 COORDINATOR: _____

DATE SUBMITTED: _____

WORD COUNT: _____

This is the 1st/2nd/3rd/4th/5th /6th (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 https://libguides.tcd.ie/friendly.php?s=plagiarism/ready-steady-write

SIGNED:

Appendix 2: Guidelines for Planning and Writing Assignments

These guidelines are intended to help you plan and write an assignment. 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 module 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 to 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 module for which the paper is being submitted and the date of submission should also be included on the title page. Also include your name and student number.

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 (where appropriate)? 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 proofread the final draft.

Things to Avoid

1) The interest of consistency, please avoid switching from first person to third person pronoun 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 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 6 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 7.14 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 – Artificial Intelligence (AI) Policy

Policy in relation to the use of Artifical Intelligence (AI), specific to the M.Ed. programme. This policy is to be read in conjunction with the TCD policy on AI, available here:

https://www.tcd.ie/academicpractice/assets/pdf/college-statement-on-genai.pdf and the Generative Artificial Intelligence (GenAI) Hub, available here:

https://www.tcd.ie/academicpractice/resources/generative_ai/

Achievement of learning outcomes

M.Ed. students must demonstrate that they have achieved the learning outcomes associated with each module – and with the programme overall – through the course work they submit.

As an M.Ed. participant, and as an author, the student is responsible for the substance of their assignment. They must ensure that:

- The conceptualisation of their work and ideas expressed are their own;
- The student wrote or prepared the assignment;
- The student is responsible for the accuracy of the information expressed in the assignment and for the integrity of the work;
- The student has mastered the language skills required on this programme.

The role of technology, including generative AI

Technologies, including generative AI technologies such as ChatGPT, may have a supporting role in the completion of course work submitted by M.Ed.participants. AI tools are treated similarly to peers within a peer assessment context: students can discuss their ideas and work with the AI tool, but they must ensure that all of the work you submit is their own. Ultimately, as the author, a student is responsible for the substance of their assignment. AI tools may have a supportive role.

Unless expressly stated, M.Ed. students do not have permission to use AI tools in a way which means that the substantive work of conceptualising and writing the assignment (or preparation of a podcast, video, presentation) is not their own, and as a result, that assessors cannot ascertain whether the learning outcomes have been met.

To that end, it is **not** permitted to copy an entire conversation – or any part therof – that a student has had with an AI tool into their assignment. Conversations with AI tools are viewed as possible learning experiences, as opposed to a writing tool.

Student Responsibilites in using AI

If a student has a conversation with an AI tool, they must:

- Have enough knowledge of the topic to identify any inaccuracies in the information generated by the AI tool. It is strongly advised to use a tool which lists the sources it uses as opposed to a tool which does not list sources, so that the original source can be consulted;
- Critically analyse output from the AI tools, as responses provided by such tools often contain biases;
- Be transparent about the use of AI, by completing Appendix 4 of this Handbook and appending it to their assignment.

Examples are provided in the table below of the responsibilities of M.Ed.participants in the writing of a sample assignment, and of the supportive role that AI tools can have.

Role description		
	Sample responsibilities : **M.Ed. student**	**Possibilities:** **AI tools**
Conceptualisation	Analysis of the educational and context of your own practice and research. Identification of gaps where appropriate	
	Analysis of the literature within the given area of research, as well as assessment of the quality of evidence provided by the literature	Check that no major sources have been overlooked Note: it is very important that students have a critical understanding of the methodologies and results/findings of studies they cite. Therefore, if they identify new

		sources using an AI tool, they must read and analyse them
	Understanding of the type of activity, assessment of teaching strategy needed, based on their understanding of the educational context and the literature	Look for sample activities/strategies/assessments that they could use to achieve the pedagogical goal they have identified
Drafting and editing	Design the layout of the assignment	Look for feedback on the layout of the assignment.
	Write or prepare the assignment	Look for feedback on the assignment
	Edit the assignment	
Ensuring academic integrity	Ensure that information provided in the assignment is accurate	
	Ensure that all sources are accurately referenced	
	Ensure that references are accurately formatted	
Language	Demonstrate mastery of all relevant English language skills	Search for information on language questions, or ask for feedback on their understanding of them

If students use an AI tool, they must complete Appendix 4 from this Handbook, and append it to their assignment, after the reference list, indicating:

- Which tool(s) did they use;
- How did they use it;
- What prompt did they enter (if relevant);
- What did you they with the information the AI tool provided.

If the assessor is in doubt in relation to the way in which technologies were used, the M.Ed.student may be asked:

- To attend a viva voce examination, in the case where it is though that technology was used in a way which means that the substance of the work submitted is not their own, and as a result, that the learning outcomes have not been achieved by the participant.
- To submit a writing sample, in the case that there is doubt in relation to the use of machine translation technologies or the use of an AI tool for language purposes.

Appendix 4: Artificial Intelligence (AI) Tools Usage Report

This form is to be completed by students who have used Artificial Intelligence (AI) tools in the completion of their assignment, in line with the MEd Policy on AI (Appendix 3) and TCD Policy on AI, https://www.tcd.ie/academicpractice/assets/pdf/college-statement-on-genai.pdf

Student name(s):

Module title:

Assignment title:

Date of Submission:

1. AI tool(s) used

List all the AI tool(s) you have used for this assessment (add extra rows if needed)

AI Tool name	Purpose of Use

2. Description of use

Describe *what* each AI tool was used for and *how* you made use (if any) of the generated output (add extra rows if needed)

Tool title	
Used to	
How output used	

3. Implications for learning

Reflect on the implications of using each AI tool for your own learning (add extra rows if needed).

Tool title	
How improved learning	
Learning challenges	

Appendix 5: Assignment Grading Criteria

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:

1. **CRITICAL PERSPECTIVE**

2. **ENGAGEMENT WITH LITERATURE**

3. **CONTENT KNOWLEDGE AND UNDERSTANDING**

4. **STRUCTURE AND ORGANISATION**

5. **PRESENTATION AND COMMUNICATION.**

Provisional grade:

(Subject to the agreement of the Court of Examiners)

Graded by:

Moderated by:

Date:

Appendix 6: Referencing

Introduction

Using citations in your writing allows you to credit the ideas of others, whilst simultaneously increasing the credibility of your work. Citations also enable the reader to find the sources you have used. The citation style adopted by the School of Education is that of the American Psychological Association (APA), 7th Edition.

The full APA 7th Edition guide (printed version) can be found through the Trinity Library:

https://stella.catalogue.tcd.ie/iii/encore/record/C__Rb20328570__Smanual%20of%20the%20american%20psychological%20association__Orightresult__U__X6?lang=eng&suite=cobalt

If using citation software, you should format all entries as APA (7th Edition). It is the responsibility of the student to ensure that in-text and reference list citations are formatted according to the APA 7th Edition conventions, whether using citation software or not.

There are two primary components of a citation, **IN-TEXT** citations, and **REFERENCE LIST** citations. The following indicates how cited work should be included both in the text of your written coursework and in the list of references at the end of the assignment.

In-text citations

When you reference another source, use an **IN-TEXT** citation in the main body of your submission. The APA citation style uses two types of in-text citations, **parenthetical,** and **narrative**.

Parenthetical: includes the author(s) and the date of publication within parentheses.

Narrative: links the author as part of the sentence with the date of publication (in parentheses).

Type of Author	Parenthetical:	Narrative:
1 Author	(Bruen, 2013)	According to Bruen (2013) …
2 Authors	(Braun & Clarke, 2006)	Braun and Clarke (2013) argue that…
3-20 Authors	(Devine et al., 2008)	Research by Devine et al. (2008) suggests that…
21+ Authors	(Vos et al., 2019)	Vos et al.'s (2019) research indicates that…

Group/ Corporate Author	First time with an abbreviation: (Organisation for Economic Co-operation and Development [OECD], 2019) Then all subsequent citations: (OECD, 2019)	According to the Organisation for Economic Cooperation and Development (OECD, 2019)…
Unknown Author	Cite the source by its title. Titles of books and reports are italicized; titles of articles, chapters, and web pages are in quotation marks: (*How to Reference Correctly*, 2003)	In the book, *How to Reference Correctly* (2003) it is highlighted that…

Direct Quotations

Paraphrasing or summarizing the key findings from a research article is the preferred method of citing sources in APA style, however if you are directly quoting or borrowing from another work, you should include the page number at the end of the citation. Short quotations of 40 words or less are quoted in the text, however long quotations over 40 words (block quotes) are laid out in a separate, indented paragraph of text without quotation marks.

1. Direct Short Quotation with Narrative Reference:

According to the Irish National Teachers' Organisation (INTO, 2022): "Access to home language instruction (including teaching materials), encouragement to speak existing languages on a day-to-day basis and the creation of a welcoming environment for children that values their languages, culture and home backgrounds is crucial" (p. 4).

2. Direct Short Quotation with Parenthetical Reference:

Effective teams can be difficult to describe because "high performance along one domain does not translate to high performance along another" (Ervin et al., 2018, p. 470).

NOTE: For quotes spanning multiple pages, use the abbreviation "pp." and separate the page range with an en dash (e.g., pp. 47–48).

3. Quoting References that Cite Other Works:

It is preferrable to cite primary sources. However, when using secondary sources, cite the original author in parentheses followed by the author of the secondary source. Include page numbers if possible.

In text Citation: Include the author and year of both the original and secondary sources. Add "as cited in" between the sources in the in-text citation.

In Winne and Butler's (1994) study (as cited in Hattie & Timperley, 2007), it is argued that the benefits of feedback are heavily dependent...

...on which the benefits of feedback are heavily dependent (Winne & Butler, 1994, as cited in Hattie & Timperley, 2007).

Reference List: provide the details of the work in which you found the quotation or idea (i.e. the secondary source).

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, *77*(1), 81–112. https://doi.org/10.3102/003465430298487

Reference list citations

Complete citations for all the sources you have used in your assignment should be presented in a **REFERENCE LIST** at the end of your submission. References are organized by the author's last name in alphabetical (A-Z) order.

Basic Format:

Author, A. A., & Author, B. B. (Date). Title of the work. Source where you can retrieve the work. URL or DOI if available.

Reference list general rules:

1. Begin your list of references on a new page, headed with the word 'References' in bold at the top and centred;

2. 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 indented 0.5 in.;

3. Order the list of references alphabetically by author's last name. Authors' first and middle names should be written as initials;

4. Give the last name and first/middle initials for all authors of a particular work up to and including 20 authors;

5. If there is no author given, start with the first significant word in the title;

6. For several works by the same author, or authors listed in the same order, list the works in chronological order (earliest to most recent);

7. For titles of works, capitalise only the first word of the title and subtitle, and proper names;

8. Periodical titles should be written in full with both capital and lower case letters, and in italics;

9. Double space the entire list.

Digital Object Identifier (DO) and Uniform Resource Locator (URL)

The DOI (Digital Object Identifier) or URL (Uniform Resource Locator) is the last entry in a reference. A DOI is a unique identifier that provides a link to the original location of the source on the internet. The URL is a similar method of specifying the digital location of information on the internet. The URL is what is found in the address bar of your internet browser. According to APA 7th edition, DOI's should be included for all sources that have them. Failing the presence of a DOI, a URL should be used when referencing websites. The DOI or URL should be presented as hyperlinks (usually blue font, underlined), as follows:

https://doi.org/xxxxx.........

Example:

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review, 126*(1), 1–51. https://doi.org/10.1037/rev0000126

Single Vs. Multiple Authors

The following rules for sources by a single/multiple authors apply to **ALL** references in your reference list, regardless of the type of work (book, article, electronic resource, etc.).

Type of Author:	Guidance:	Reference:
1 Author	Last name first, followed by author initials.	Bruen, J. (2013). Towards a national policy for languages in education: The case of Ireland. *European Journal of Language Policy*, *5*(1), 99–114. https://doi.org/10.3828/ejlp.2013.5
2 Authors	List by their last names and initials. Separate author names with a comma. Use the ampersand instead of "and."	Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa
3-20 Authors	List by last names and initials; commas separate author names, while the last author name is preceded again by ampersand.	Devine, D., Kenny, M., & Macneela, E. (2008). Naming the 'other': Children's construction and experience of racisms in Irish primary schools. *Race, Ethnicity and Education*, *11*(4), 369–385. https://doi.org/10.1080/13613320802478879
21+ Authors	List by last names and initials; include the first 19 authors' names, insert an ellipsis (three dots) but no ampersand, and then add the final author's name.	Vos, T., Lim, S. S., Abbafati, C., Abbas, K. M., Abbasi, M., Abbasifard, M., Abbasi-Kangevari, M., Abbastabar, H., Abd-Allah, F., Abdelalim, A., Abdollahi, M., Abdollahpour, I., Abolhassani, H., Aboyans, V., Abrams, E. M., Abreu, L. G., Abrigo, M. R. M., Abu-Raddad, L. J., Abushouk, A. I., …Murray, C, J. L. (2020). Global burden of 369 diseases and injuries in 204 countries and territories, 1990–2019: A systematic analysis for the Global Burden of Disease Study 2019. *The Lancet, 396*(10258), 1204–1222. https://doi.org/10.1016/S0140-6736(20)30925-9
Group/ Corporate Author	Treat the organization the same way you treat the author's name and format the rest of the citation as	Organisation for Economic Co-operation and Development. (2019). *Education at a glance 2019: OECD indicators*. OECD Publishing. https://doi.org/10.1787/f8d7880d-en.

	normal. Be sure to give the full name of the group author in your reference list.	
Unknown Author:	Move the title of the work to the beginning of the references; follow with the date of publication.	*How to Reference Correctly*. (2003). Merriam-Webster.

Examples of references from different sources:

1. Textual Works

1.1. Periodicals:

Article without DOI:

Scruton, R. (1996). The eclipse of listening. *The New Criterion, 15*(3), 5–13.

Article with DOI/URL:

Bielsa, E. (2005). Globalisation and translation: A theoretical approach. *Language and Intercultural Communication*, *5*(2), 131–144. https://doi.org/10.1080/14708470508668889

Magazine Article without DOI:

Rodgers, J. (2006, July). Extreme psychology. *Psychology Today, 39*(4), 86–93.

Magazine Article with DOI/URL:

Freedman, D. H. (2012, June). The perfected self. *The Atlantic*. http://www.theatlantic.com/magazine/archive/2012/06/the-perfected-self/8970/4/?single_page=true

Newspaper Article without DOI:

Schultz, S. (2001, August 3). New drug appears to sharply cut risk of death from heart failure. *The Washington Post*, 1A, 2A.

News Article with DOI/URL:

Johnson, K. (2017, January 16). Rwanda takes vital baby steps for preschool education. *East African*. https://www.theeastafrican.co.ke/Rwanda/News/Rwanda-takes-vital-baby-steps-for-pre-school-education/1433218-3519704-bi37kl/index.html

Special Issue of a Journal:

Daller, M., Kuiken, F., Trenkic, D., & Vedder, I. (2021). Linguistic predictors of academic achievement amongst international students and home students in higher education [Special Issue]. *International Journal of Bilingual Education and Bilingualism, 24*(10). https://doi.org/10.1080/13670050.2021.1909452

1.2. Books and Reference Works

Book without DOI:

Bourdieu, P. (1991). *Language and symbolic power*. Polity Press.

Bloomberg, L. D., & Volpe, M. (2015). *Completing your qualitative Dissertation: A road map from beginning to end*. Sage.

Book with DOI/URL:

Baker, C., & Wright, W. E. (2021). *Foundations of bilingual education and bilingualism*. Multilingual Matters. https://www.multilingual-matters.com/page/detail/?k=9781788929899

Edited Book without DOI:

Strathern, M. (Ed.). (2000). *Audit cultures: Anthropological studies in accountability, ethics and the academy*. Routledge.

Edited Book with DOI/URL:

Triandafyllidou, A. (Ed.). (2018). *Handbook of migration and globalisation*. Edward Elgar.

https://doi.org/10.4337/9781785367519

Chapter in a Book without DOI:

Kawulich, B., & Holland, L. (2012). Qualitative data analysis. In C. Wagner, B. Kawulich, & M. Garner

(Eds.), *Doing social research: A global perspective* (pp. 228–245). McGraw-Hill Higher

Education.

Chapter in a Book with DOI/URL:

Blackledge, A., & Creese, A. (2016). A linguistic ethnography of identity: Adopting a heteroglossic

frame. In S. Preece (Ed.), *The Routledge handbook of language and identity* (pp. 272–288).

Routledge. https://doi.org/10.4324/9781315669816

Electronic/ Kindle/ Audio Books without a DOI or database URL:

Cain, S. (2012). *Quiet: The power of introverts in a world that can't stop talking* (K. Mazur, Narr.)

[Audiobook]. Random House Audio. http://bit.ly/2G0Bpbl

1.3. Reports

ERIC Document

Asio, J. M. R., & Gadia, E. D. (2019). *Awareness and understanding of college students towards*

teacher bullying: Basis for policy inclusion in the student handbook (ED595107). ERIC.

https://eric.ed.gov/?id=ED595107

Government Report (Group Author)

United States Government Accountability Office. (2019). *Performance and accountability report:*

Fiscal year 2019. https://www.gao.gov/assets/710/702715.pdf

National Cancer Institute. (2019). *Taking time: Support for people with cancer* (NIH Publication No.

18-2059). U.S. Department of Health and Human Services, National Institutes of

Health. https://www.cancer.gov/publications/patient-education/takingtime.pdf

Government Report (Individual Author)

Gilmore, J., Woollam, P., Campbell, T., McLean, B., Roch, J., & Stephens, T. (1999). *Statistical report on the health of Canadians: Prepared by the Federal, Provincial and Territorial Advisory Committee on Population Health*. Health Canada, Statistics Canada, Canadian Institute for Health Information. https://www150.statcan.gc.ca/n1/pub/82-570-x/4227736-eng.pdf

Pearson, C. (2015). *The impact of mental health problems on family members*. Statistics Canada. https://www150.statcan.gc.ca/n1/pub/82-624-x/2015001/article/14214-eng.pdf

2. Reviews

Book Review without DOI:

King, N. (2009). The psychology of personal constructs [Review of the book *George Kelly: The psychology of personal constructs*, by T. Butt]. *History & Philosophy of Psychology, 11*(1), 44–47.

Book Review with DOI/URL:

Amrita, K. (2021). Book review: Writing about learning and teaching in higher education: Creating and contributing to scholarly conversations across a range of genres [Review of the book *Writing About Learning and Teaching in Higher Education: Creating and Contributing to Scholarly Conversations Across a Range of Genres*, by Healy, M., Matthews, K., & Cook-Sather, A.]. Frontiers in Education, *6* (6), 58–59. https://doi.org/10.3389/feduc.2021.649647

3. Reference Sources:

Entry In A Dictionary, Thesaurus, Or Encyclopaedia (Group Author)

Merriam-Webster, Incorporated. (1997). Goat. In *Merriam Webster's collegiate dictionary* (10th ed., pp. 499-500). Merriam-Webster, Incorporated.

Entry In A Dictionary, Thesaurus, Or Encyclopaedia (Individual Author)

Martin, M. (2018). Animals. In L. A. Schintler & C. L. McNeely (Eds), *Encyclopaedia of big data*. SpringerLink. https://doi.org/10.1007/978-3-319-32001-4_7-1

4. Dissertations:

Unpublished Dissertation:

O'Regan, M. (2022). *Networked in or networked out? Learners' experiences of completing a PhD on a part-time basis* [Unpublished doctoral Dissertation]. University of Dublin.

5. Other Electronic Sources

Webpage on a website:

National Institute of Mental Health. (2018, July). *Anxiety disorders*. U.S. Department of Health and Human Services, National Institutes of Health. https://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml

Film:

Fleming, V. (Director). (1939). *Gone with the wind* [Film]. Selznick International Pictures; Metro-Goldwyn-Mayer.

TV Series:

Benioff, D., Casady, G., Doelger, F., Gerardis, V., & Weiss, D. B. (Executive Producers). (2011–2019). *Game of thrones* [TV series]. Television 360; Grok! Studio; Generator Entertainment; Bighead Littlehead; Home Box Office.

TV Series Episode:

Moran, D. (Writer), Linehan, G. (Writer & Director), & Wood, N. (Director). (2000). Cooking the books (Series 1, Episode 1) [TV series episode]. In W. Burdett-Coutts (Executive producer), *Black books*. Big Talk.

Data-set:

Grantmakers in the Arts. (2019). *Arts funding trends, United States, 1994-present* (ICPSR 37337) [Data set]. National Archive of Data on Arts & Culture. https://www.icpsr.umich.edu/icpsrweb/NADAC/studies/37337

PowerPoint Slides:

Jones, J. (2016, March 23). *Guided reading: Making the most of it* [PowerPoint slides]. SlideShare. https://www.slideshare.net/hellojenjones/guided-reading-making-the-most-of-it

Online Forum Post:

Lowry, L. [Lois-Lowry]. (2015, June 18). *Hi reddit! I am Lois Lowry, author of The Giver - AMA!* [Online forum post]. Reddit. https://bit.ly/2CoiOTq

Social Media:

National Geographic [@NatGeo]. (2020, January 12). *Scientists knew African grays are clever, but now they've been documented assisting other members of their species—even strangers*. X. https://twitter.com/NatGeo/status/1216346352063537154

Blog Post:

Flores, N. (2020, August 26). *Nice white parents and dual language education* [Blog post]. The Educational Linguist. https://educationallinguist.wordpress.com/2020/08/26/nice-white-parents-and-dual-language-education/

Podcast:

Meraji, S. M., & Demby, G. (Hosts). (2016–present). *Code switch* [Audio podcast]. National Public Radio. https://www.npr.org/podcasts/510312/codeswitch

Podcast Episode:

Delaney, S. (Host). (2022, June 05). Social and emotional learning with Sara Rimm-Kaufman (No. 425) [Audio podcast episode]. In *Inside Education.* Spotify. https://open.spotify.com/episode/2rh0P2YRNOpFRrtPaqjF2H

Appendix 7 Dissertation Submission Guidelines

The guidelines below as well as information in classes will help you prepare your Dissertation for submission. Many of the points below draw on guidelines specified by the University for the submission of postgraduate Dissertations. These broader University guidelines are contained in the University Calendar (Part III-Graduate Studies and Higher Degree). Please be aware that the text in the Calendar relates mainly to Dissertations for research degrees such as Ph.D. and do not necessarily all apply to M.Ed. Dissertations. When in doubt about what to do, consult this Appendix, along with advice provided elsewhere in the M.Ed. Handbook and through the Academic Literacy and Research Methods Modules and associated Blackboard pages.

Presentation and Format

The Dissertation should be based on A4 size pages, using a plain black typescript of not less than 11 points, though 12 point is recommended. Line-spacing should be one and a half or double spacing. The page margins must at least 35 mm on the left and at least 20 mm on the other edges.

Preliminary pages include the Title page, Declaration, Abstract, Summary, Acknowledgements, Table of Contents, List of tables and figures, List of abbreviations and List of appendices. Preliminary pages should be numbered consecutively, using Roman numerals: i, ii, iii, iv, etc. Numbering should begin on the Declaration page (as page ii). Do not number the title page.

The main text of the Dissertation, references and appendices should be numbered consecutively, using the numerals 1, 2, 3, 4 etc. All page numbers should be centrally positioned at the bottom of pages. Appendices should be named alphabetically (Appendix A, Appendix B etc.).

Length

The Dissertation should be 15,000 words in length, with an acceptable range of plus or minus 10%. The maximum word count includes any appendices, whether in MS Word format or appendices that are in scanned/PDF format. References and preliminary pages are not included in the wordcount.

Preliminary pages

Several 'preliminary pages' should be included before Chapter 1. These include:

1. Title page
2. Declaration
3. Abstract
4. Summary
5. Acknowledgements
6. Table of Contents
7. Lit of Appendices
8. List of Tables
9. List of Figures
10. List of Abbreviations/Acronyms

Title Page

The title page should include the following information, centred on the page:

- Title of the Dissertation
- Candidate name
- The degree for which the thesis has been submitted (Master in Education)
- Supervisor: Name of Supervisor(s)
- Submitted to the University of Dublin, Trinity College, August 2026

Declaration

The University requires inclusion of a Declaration by postgraduate candidates submitting Dissertations and this should be inserted as a new page directly after the title page. The text of the Declaration is:

I declare that this Dissertation 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 Dissertation 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.

The declaration should be signed and dated.

Submission Date

Full-time students: all Dissertations should be submitted (in Word format) on or before 28th August 2026 by midnight, unless granted Dean's Grace. Once the December Court of Examiners has taken place, students are required to submit their **final Dissertation** work (in PDF format), with the corrections made as per feedback, by 29th January 2027.

Part-time students (two-year part time): all Dissertations should be submitted (in Word format) on or before 27th August 2027 by midnight, unless granted Dean's Grace. Once the December Court of Examiners has taken place, students are required to submit their **final Dissertation** work (in PDF format), with the corrections made as per feedback, by 31st January 2028.

Part-time students (three-year part time): all Dissertations should be submitted (in Word format) on or before 31st August 2028 by midnight, unless granted Dean's Grace. Once the December Court of Examiners has taken place, students are required to submit their **final Dissertation** work (in PDF format), with the corrections made as per feedback, by 28th January 2029.

Any student requiring proof of completion of the M.Ed. and / or the Dissertation for funding or visas before results are released should email mastered@tcd.ie.

Method of Submission

All Dissertations should be submitted electronically as one file via the Dissertation submission link in the Blackboard module: ET7208-2025-26 M.Ed. Dissertation. Further detail about this process will be provided by the M.Ed. Office closer to the time for submission.

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Appendix 8: Student Module Review Form

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:

	Strongly Disagree	Disagree	Agree	Strongly Agree
The teaching approach encouraged me to participate in class.				
The module challenged me and engaged me academically.				
The lecturer(s) presented the content in an engaging and informative manner.				
The assessment procedures, as described on Blackboard and in class, were clear to me				
The assessment was beneficial for my learning and contributed to my understanding of the module's main focus				
The workload was equivalent to similar-sized 10ECTS modules				

The reading list on Blackboard was helpful and relevant.				
The main readings were available through the library, on Blackboard or in class.				
The teaching space was suitable.				
I am happy with my learning experience on the [name] module.				

- Please list 3 things which you enjoyed about this module:
- Please list 3 possible improvements which would enhance and further develop this module.
- Any other feedback.

Thank you for your feedback.

Appendix 9: 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. Her customised page for Education is available at https://libguides.tcd.ie/education/guide.

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 the print collection are on the shelves and may have to be ordered from the 'stacks' (storage). Delivery times to the desk depend on storage locations (on/off campus) and you will need to fill out a paper request slip.

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 Eavan Boland / 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.

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 150,000 electronic periodicals and databases, to textbooks, literary papers, manuscripts, maps, and microfilm. The Library has a stock of over 7m 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 Eavan Boland Library entrance. Lost cards should be reported immediately to Student Records who will issue replacements. Opening hours are available via the following link: https://www.tcd.ie/library/opening-hours/

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. All are searchable under SEARCH COLLECTIONS at www.tcd.ie/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

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

Printed catalogue

Lists all items acquired up to 1872 – by author.

Location of collections.

Closed access = held in storage.

STELLA search

Main search box on Library website. Allows online stacks/storage requests.

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 online or in some cases on paper 'call slips' which are colour coded for delivery - e.g., blue for the Berkeley / Lecky / Ussher, and pink for the Hamilton. If you request materials online, you will receive an email to your TCD email when it is available for collection (you should also check your library account for the latest status). 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. External storage items are delivered twice weekly.

Borrowing

A current TCD ID card is essential to borrow books. Research and Higher Degree Postgraduate Students may borrow up to 50 books for three months from the open shelves and closed access areas. This can include up to ten books from the 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'. The Berkeley collection has been temporarily moved to the first floor of the Berkeley library (in the official publications section).

Inter-Library Loans

Forms for obtaining items not available in the Library are available online at https://www.tcd.ie/library/using-library/inter-library.php. This service continues to be free. Only articles or copies of book chapters can currently be supplied.

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 for Stacks items.

Carrels

Study carrels for Masters and Doctorate students are available in the Eavan Boland, 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 on the Library website https://www.tcd.ie/library/using-library/carrels.php. Masters student applications are reviewed at the end of October when Ph.D. allocations are finalised.

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.

Student with Disabilities

Students with disabilities may avail of support through the Disability Service by completing an application for Reasonable Accommodations online through their my.tcd.ie student portal. Once students have applied, they will be met by a Disability Officer, who will conduct a needs assessment with them and recommend supports based on each student's individual needs. Information on the full range of supports provided by the Disability Service is available here: https://www.tcd.ie/disability/services/

The Disability Service Office is located in the Arts Building, Room 2054. Students can contact the Disability Service via email askds@tcd.ie or by phone 01 896 3111 / 087 113 3185.

DS Solutions Drop-in Online

The Disability Service will operate an online drop-in service during the 2025/26 academic year. A Disability Officer will be on hand between 11am and 3pm daily to answer any disability related queries you may have. Drop-in is by appointment only. To book your 15-minute Drop-in appointment, select a time that suits you on the Drop-in calendar

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. Full details (as well as recordings from previous sessions) available under Support and Training at www.tcd.ie/library

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.

The library regulations are for the benefit of all library users and future users.

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. Type your question into our Chat with us service on the website to get real time answers to your questions (10am – 4pm, Monday to Friday).

Appendix 10: Internal Examiner Dissertation Report Form

Internal Examiner Dissertation Report Form

University of Dublin

School of Education

Master in Education   **Internal Examiner Report Form**

STUDENT'S NAME: _____

DISSERTATION TITLE: _____

_____

_____

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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. REQUIRED CHANGES (if any):

8. SUGGESTED CHANGES (if any)

9. OVERALL RECOMMENDATION (*please delete to reflect 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.

   Following a viva voce examination, the examiner, who is normally responsible for examining the candidate at viva, may make one of the following recommendations:

   a) The work is passed subject to minor changes;

   b) The work should be failed and the candidate may apply for permission to repeat the research component of the programme (Fail Category 1);

   c) The work should be failed and the candidate may not apply to repeat the research component of the programme. (Fail Category 2).

   A candidate who successfully applies to repeat the research component of the programme is liable to pay the relevant resubmission fees and the new submission is capped at a pass.

EXAMINER NAME:

DATE:

SUPERVISOR NAME:

SUPERVISOR COMMENTS:

Are you in agreement with the examiner's overall recommendation?

Yes/No

Are you satisfied that the submission has been examined according to the approved criteria and processes?

Yes/No

Note: The role of the supervisor is that of moderator. As such, the supervisor is asked to confirm whether or not they are in agreement with the assessment of the examiner and whether or not they are satisfied that the submission has been examined according to the approved criteria and processes.

If the supervisor would like to suggest any additional changes that have not been identified by the examiner, please outline them here:

If the supervisor has any additional comments you would like to add, please include them below:

All grades provisional until the Court of Examiners

Appendix 11: M.Ed. Dissertation Progress Report Form

M.Ed. Dissertation Progress Report Form

Part A of the form is completed by the student and submitted to the supervisor. The supervisor completes Part B and discusses it with the student. The student then submits the completed and signed form on Blackboard by February 27th.

Name of student:

Student number:

Dissertation working title:

Name of supervisor:

Which of the following are included in your research? (Delete as appropriate)

- Desk study (e.g. systematic literature review, policy review, historic review)

- Field data: Questionnaires

- Field data: Interviews or focus groups

- Field data: Other (please elaborate)

All projects must abide by Trinity's policy on good research practice. Data collection, storage and analysis must also adhere to public health guidelines and to Trinity's guidelines on collecting and storing data when working remotely.

Some projects may require amendments to ethical approval e.g. if changing from face-to-face to online data collection. A document describing this process is available on the Dissertation and ethics modules on Blackboard.

Do you require an amendment to your ethical approval? (Delete as appropriate)

Yes/No

Platforms: MS Forms is available through College for online questionnaires. MS Teams is the College-recommended platform for online interviews/focus groups. Advice on Teams for data collection is available here. Students intending to use TCD Teams need to be added to a Team by a member of staff. Please email master.education@tcd.ie if you are using TCD Teams for your data collection and need to be added to a Team.

PART A

1. Student's self-assessment of work done since registration

This is to be submitted to the supervisor for comments and later transmission to the M.Ed. Co-ordinator. 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. Co-ordinator in monitoring progress. Please indicate future work to be conducted and an indicative timeframe.

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.

Has the student maintained regular contact with you this year as specified in section 8.3 of

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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 Co-ordinator.

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 Co-ordinator 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.

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